



THE WORD

FEBRUARY 2018 | VOLUME 27 | ISSUE 2

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Submission to *The Word*

Topics

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

Format & Style

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

Submission Deadlines

You can send an article to me at any time and it will appear in the next 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*

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See you all in May
for the Language Experience
and for the next issue of
The Word.

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Implementing Research about Flipped Learning: Some Suggestions for Getting Started

By Evelyn Doman

Introduction

The flipped classroom has become a buzzword in educational circles in the 21st century. As an inverse way of teaching and learning, the flipped classroom addresses the 4 Cs of learning – critical thinking, communication, cooperation, and creativity – as students work with technology to preview material at home prior to coming to class. Then, in class, they engage in higher order thinking skills such as synthesizing, analyzing, and evaluating material through hands-on projects, group work, problem-solving, discussions, debates, or any multitude of student-centered activities (Doman & Webb, 2017; Kostka & Brinks Lockwood, 2014).

Five years ago, an online search for information about the flipped classroom yielded only “how to” guides and descriptions of how students seemed to respond to the new pedagogical method simply from teachers’ observations. Few, if any, empirical studies on the effects of the flipped approach existed, especially in the field of second language learning. However, slowly but surely, the number of experimental studies about the flipped classroom has begun to grow. But this field is still sparse when it comes to the language classroom creating a drastic need to fill the gap in the research. Currently, there are three assumptions about flipped learning that tend to dominate the research arena within first or second language acquisition: 1) Students enjoy flipped learning more than traditional learning (Doman & Webb, 2017; Kostka & Brinks Lockwood, 2014); 2) Students perform better

in flipped classrooms versus traditional classrooms (Kang, 2015; Obari & Lambacher, 2015); and 3) Students become more autonomous when exposed to flipped learning (Han, 2015).

For four years, former colleagues and I tested each of these assumptions through empirical studies of our own as well as thorough investigations of similar studies by other researchers. Our results do suggest that all three assumptions may be true, although there is a clear need for additional, more longitudinal studies on much larger scales. As a call for additional research, I offer the following suggestions.

Assumption 1: Students enjoy flipped learning more than traditional learning.

There have been numerous investigations into students’ satisfaction with the flipped approach to learning. Kostka and Brinks Lockwood (2015) reported that students in the 2014-15 academic year shared positive comments about the flipped method, saying it was a productive way of learning. These sentiments were echoed by Doman and Webb (2017) in their studies of Macau students’ exposure to the flipped classroom in which students reported that the flipped classroom allowed them more time in class to fully evaluate and synthesize the information that was necessary for the class assessments and that flipped classrooms were in fact more enjoyable because they allowed for more interaction with the teacher as well as amongst classmates.

How to implement research into assumption 1

Measuring students’ satisfaction with a pedagogical method can be simple. Surveys utilizing a Likert scale from 1 (strongly agree) to 5 (strongly disagree) are the best tools for doing so. By administering a pre-test survey at the beginning of a course about flipped learning and then administering the same post-test survey at the end of the course, we can run analyses on the data to determine if there are any statistical differences. Quantitative results can be presented in the form of a table to show the before/after findings. A second way to determine if students enjoy flipped classrooms is simply by asking them, either through focus groups, interviews, one-on-one conversations, or reflective journals. Qualitative studies can result from the students’ narratives of their flipped experiences. A more robust mixed methods study might include both statistical data as well as student narratives. Not only can we ask if students enjoy the flipped approach, but we can take the category of “satisfaction” even farther by measuring students’ levels of confidence, amount of preparation, time on task, and a number of other related themes.

Assumption 2: Students perform better in flipped classrooms versus traditional classrooms.

Supporters of the flipped approach tend to refer to literature that has shown that this method does in fact lead to increases in student achievement. In a case study with students at a university in

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Implementing Research about Flipped Learning . . . (continued)

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Japan, Obari and Lambacher (2015) found that students in a flipped classroom performed better on the Test of English for International Communication (TOEIC) exam than students in the control class (484 vs. 474 points) and that they improved 24% on an Oral Proficiency Interview. Kang (2015) also found that students showed significant changes in vocabulary and grammar knowledge after being exposed to flipped lessons.

How to implement research into assumption 2

Assessment is the most effective way to measure student performance. By designing research with an experimental and control group (at least one of each), teachers can easily administer the same assessments and can maintain all variables except for the method of instruction. With the experimental class being exposed to flipped teaching and the control group being exposed to traditional teaching, the scores on various assessments can be compared. If the proficiencies of the two groups are similar and the only variable is the method of teaching, then we can point to the success or failure of the flipped method. Assessments can be formative or summative, or direct or indirect. Using rubrics will allow you to see the areas where the greatest differences, if any, are evident. In designing assessments, it is hoped that performance-based assessments like projects, essays, experiments, presentations, role plays, graded discussions, or other authentic assessments be used over traditional paper-based exams that test memory more so than student achievement.

Assumption 3: Students become more autonomous when exposed to flipped learning.

Because students bear the



responsibility of attaining new knowledge at home through the assigned videos, screencasts, or readings instead of relying on the teacher to tell them everything they should know during class time, the flipped approach requires students to become more autonomous. Han (2015) found in her investigation of advanced ESL students on the East Coast of the U.S. that students voluntarily exceeded the demands of the class assignments by submitting more Google Voice recordings than were required and searched for sources and tools on their own for a final class project. Han's findings led to the conclusion that students had become more autonomous in their learning and were thus more likely to continue to study English even after completing the course, since they had taken more responsibility for their own learning.

How to implement research into assumption 3

As students move from the Zone of Proximal Development (ZPD), the goal is that they will become less dependent on teachers and peers for learning and better able to learn on their own. Because self-determination is totally internalized and determined by intrinsic motivation, it is often hard to gauge. Ethnographic field notes are one of the best ways to collect data on student autonomy.

Teachers keep journals about 1) the changes in student learning behaviors and 2) their growing independence in finding sources for learning. The teachers can tap into ways to make the learning process more seamless for the students. Field notes can be coupled with interviews of other teachers who have contact with the students so as to determine if their observations of the students are similar. Surveys can also be developed which measure students' motivation levels once they are exposed to the flipped approach.

Conclusions

Although there is a growing amount of scientific inquiry into the flipped classroom, more research is necessary to tell us exactly how well flipped language classrooms work. Until researchers are able to provide more hard data on the benefits of the flipped approach, many teachers will remain skeptical. Whether our findings are positive, neutral, or negative, we must accumulate more data about the flipped classroom in order to determine if this strategy is just a passing whim or a revolutionary departure in education.

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Acknowledgements

The author would like to acknowledge former colleague and friend, Ms. Marie Webb, for her continual assistance and dedication to research on the flipped classroom in which this article has its roots.

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How Teachers Can Become Better Aware of Students' Cultural Diversity and Provide Support: Using a Framework for Self-Reflection

By Gota Hayashi

In this article, I would like to first share four types of patterns of cultural border crossing as presented by Alston and Gorton (2011) for educators but use my own personal experiences as examples. This will be followed by how I communicated these patterns face to face at a faculty meeting, so that teachers would be able to identify students who might be struggling with adjusting to life in school. It is very important for instructors to reflect on their own experiences as students in order to help identify students who might be struggling with adjusting to school and to help provide support in a sensible manner.

Four Patterns of Cultural Border Crossing

Alston and Gorton (2011) described four types or patterns of cultural border crossing in *School Leadership and Administration: Important Concepts, Case Studies, & Simulations*.

Type I: Congruent Worlds and Smooth Transitions.

In this case, the socio-cultural components of the student's life both in and out of school, are the same. Hence, the two worlds, inside and outside of the school are congruent, which makes it easy for students to transition between life inside and outside of school.

Type II: Different Worlds and Border Crossing is Managed.

This is related to my own experiences in that when I got home from school in the U.S., I spoke Japanese with my parents; however, when I studied at school, I used English. These worlds were completely different, but I was able to manage the transition. I was fortunate to have the opportunity to lead the school orchestra as a concert master starting in middle school, and because of the private violin lessons I had while still in

Japan. Music as well as other Japanese students attending the local schools helped me manage.

Type III: Different Worlds and Border Crossing is Difficult.

As an example of how it would have been difficult to cross the border: While I was in the U.S., if I had not had orchestra, a group I felt I belonged to in school, I would have experienced difficulties crossing the border between the home and school environments.

Type IV: Different Worlds and the Border is Impenetrable.

For example, if my situation had been worse than in Type III, and my parents had not provided me with opportunities which allowed me to attend tutoring sessions outside of school to catch up quickly on academics, I may not have been able to continue going to the local schools

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How Teachers Can Become Better Aware . . . (continued)

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in the U.S. I was lucky because research (Gault-Sherman, 2012; Hayes, 2012; Yap & Baharudin, 2016) has suggested that parental involvement is related to adolescents' self-efficacy and well-being.

Communicating These Four Patterns in Person

I communicate these patterns using stories, one of which is my own story, because often story-based interventions can lead to lasting changes in people's behavior (Ricketts, 2015). Providing the examples from Alston and Gorton (2011, pp 132-137) of other people's stories helps to reinforce the ideas of the four patterns. If the situation is appropriate, handouts are distributed beforehand, which can activate the teachers' background knowledge and mentally prepare them to share their own stories (Reason, 2010). In this way, they can be sensitive to their students' needs in the classroom and offer appropriate support, such as referring them to the school

counselor before conflicts become unmanageable.

This strategy can be useful for anyone who feels that they may have students who they want not to (1) feel isolated; (2) develop mental health issues; (3) perform poorly in academics, fine arts, and/or athletics; (4) have extended absences; or (5) quit school all together. This requires school commitment and a culture of accepting diversity, careful observation, and being genuinely caring about students' needs. As can be observed from the explanations of Type I to Type IV, the more social support there is, the greater the likelihood of the students crossing borders successfully. The presence of a supportive adult can mean so much to a student.

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The Efficiency of Flash Writing Tasks on Japanese High School Students' Writing and Speaking Skills

By Naoya Shibata

Skehan (1996) defined fluency as the ability "to produce language in real time without undue pausing or hesitation" (as cited in Ellis, 2008, p. 149). In daily life, people sometimes need to convey their intentions in both writing and speaking within a limited time regardless of their languages. Nation (2008) stated that learners should develop their L2 writing fluency by doing "fast easy writing" tasks (p. 96). A flash writing activity allows learners to write "for a short period of time on any chosen topic" (Grabe & Kaplan, 2014, p. 310). However, as Lightbown and Spada (2013) insisted, people can activate their thinking through speaking and writing (p. 118) and that writing fluency development can be related to speaking fluency improvement. Therefore, how this kind of writing task can also help students to improve their speaking skills should be uncovered.

Accordingly, to clarify the correlation between the two skills, the flash writing activity was implemented once every one or two weeks during the 2016 school year mainly as a writing fluency development task for four students with one-year study abroad experience (OSAE) and nine students with no study abroad experience (Non-OSAE). The students in each group were divided into three groups, namely upper, middle, and less-proficient groups.

The items for the activity were related to the topic that the participants were reading about in the textbook, ranging from personal to academic. Before doing the task, students had two or three opportunities for brainstorming with their partner to develop background

knowledge. After they finished writing a composition, their papers were collected by the researcher, and their number of words used was recorded on a chart. In addition to fluency, discourse coherence, (defined as "the manner in which individual sentences or utterances are connected to each other to form a meaningful whole" (Halliday & Hasan, 1976, 1989, as cited in Celce-Murcia & Olshtain, 2014, p. 427)) should be emphasized in communicational activities.

In order to highlight these two elements rather than the grammatical accuracy, therefore, the researcher just responded to the substance of the students' writing and encouraged them to write more without paying attention to spelling errors or grammatical errors. Moreover, they also took speaking tests using the same topics to understand the correlation between speaking and writing modalities. To analyze the data gathered from surveys, self-evaluations, writing and speaking tests, and semi-structured interviews, a mixed research method was conducted.

According to the survey results, all of the participants found flash writing tasks helpful in developing their language skills in writing within a limited time, especially in terms of fluency and coherency. On the other hand, about half commented that they did not believe that they improved their grammatical accuracy as the researcher did not point out their errors. Regardless of the given topics or the difficulty, the test results indicated that the students in both the OSAE and the Non-OSAE groups used more words within five minutes (see Table 1).

Furthermore, the majority of the learners enhanced their clarity and coherency of arguments with some but fewer small grammatical mistakes, albeit tending to repeat the same vocabulary. Additionally, the frequency of using liking adjuncts in the post-test became 20 percent higher than those in the pre-test, which shows the improvement of discourse coherence. Interestingly, students with lower proficiency tended to develop their writing speed and production more than others. Consequently, flash writing activities seem to be effective in improving both their fluency and coherency in L2 writing.

As to speaking fluency, although the learners, especially in the Non-OSAE group, had difficulties in speaking English for two minutes at the beginning of April, they enhanced their skills enough to have four-minute and longer English conversations with their classmates at the end of the school year. Regarding the clarity and coherency of arguments in speaking (see Table 2), the participants in both groups seem to improve their skills, despite the fact that students in the OSAE groups tended to speak English more fluently but struggled to convey their ideas concisely and logically in the middle of the school year. However, their grammatical accuracy in speaking did not develop as significantly as it did in writing. The survey results also indicated that the learners believed that flash writing activities were helpful in developing more self-confidence in their oral fluency and coherency, but not accuracy, and they realized the correlation

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The Efficiency of Flash Writing . . . (continued)

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between writing and speaking.

In conclusion, the research findings revealed that the participants benefitted from the flash writing tasks by improving both their writing and speaking abilities, especially in arguing their ideas fluently and clearly. Moreover, the activity also played a significant role in their continuous development of fluency and coherency in both speaking and writing, regardless of the given themes and the difficulty. Consequently, this study attests to the positive relationship between these two skills. Accordingly, this kind of fluency development task can be a practical tool to enhance both their productive skills enough to argue their ideas not only fluently but also clearly and

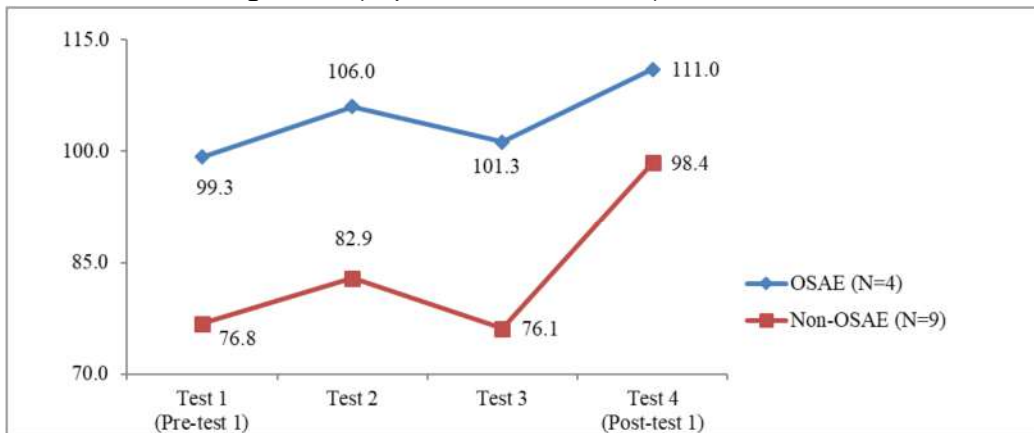
logically and should be conducted periodically.

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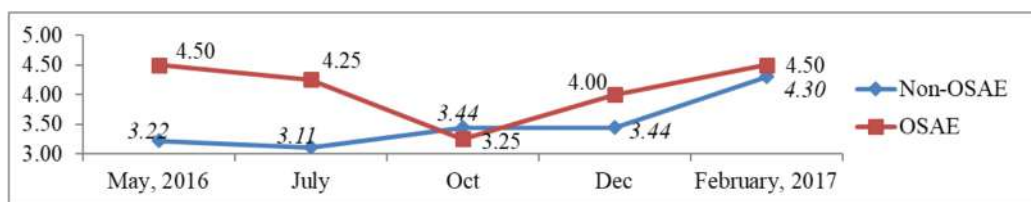
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Table 1: Flash Writing Results (September-October 2016)



Note: Results of Flash Writing during September and October 2016

Table 2: The Clarity and Coherency of Arguments in Speaking



Note: Speaking Tests Conducted in May, July, October, December 2016, and February 2017

Needs Analysis and Goal Setting for Motivation in the Classroom

By Alison Kitzman and Adam Crosby

Needs-analysis (NA), also referred to as *needs assessment*, can be defined as the process of deciding and prioritizing the needs of an individual or a group of learners. Vella (1994) described NA as, “who needs what defined by whom” (p. 48). NA is beneficial for distinguishing between objective needs and subjective wants, and useful for learner-centered education. There are various forms of NA including interviews, questionnaires, can-do checklists, and even journal entries, just to name a few.

Oxford and Shearin (1994) stated that learning is directly connected to motivation, and only by understanding the attitudes, goals, and beliefs of students can educators understand what motivates students. The authors of this article feel that through their combined teaching experience of 32 years in Japan, and through data collected in quantitative and qualitative research (Kitzman, 2014) that gaining curiosity in the target language is the first step to authentic language acquisition (see Figure 1).

Once the initial stage of curiosity is achieved, the interest in the language follows. These initial two stages are where many English Language Learners (ELL) quit or do not achieve significantly, whether due to external or internal factors.

However, if these aggravating factors can be reduced through proper NA and goal-setting, more ELLs may continue on to the next three critical stages—the gaining of motivation and confidence to finally become autonomous learners. This is where goal-setting and NA are extremely beneficial to student progress. Nunan (1988) noted that goal-setting can be instrumental in enabling students to take control of their own learning by establishing targets that they see as necessary in the progress of language learning. Nunan (1999) also said, “Goal setting in language learning can have positive effects on motivation as well. When students do not perceive progress, they may become less motivated” (p. 233). In any English language class, there may be students who seem unmotivated or disinterested in the class, and while it is natural to assume that it is the student at fault for this lack of motivation, part of the responsibility may actually be with the instructor.

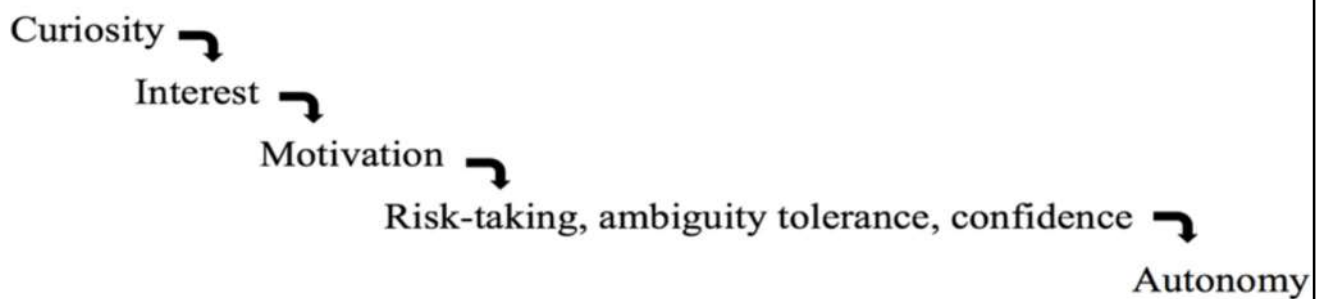
According to Norton and Gao (2008), *motivation failure* “assumes that motivation is a character trait of the individual language learner and that learners who fail to learn the target language are not sufficiently committed to the learning process” (p. 110). However, it is the instructor, according to Stenhouse (1975), who is the primary agent to relate the various

needs and goals of the students to those of the institution. It is also generally felt that it is the moral responsibility of educators to at least attempt to guide the students through the learning process, but this is difficult without the feedback and cooperation of the student.

It is not useful or appropriate that either the student or the instructor be solely responsible for creating a successful learning process. There exists a wide mismatch of learning expectations, effective learning methods, and views on needs and preferences between students and instructors (Brindley, 1984). Therefore, an NA to get an understanding of what motivates the students from their perspective will surely help the instructor provide better English language classes and help students set goals that will foster motivation in the classroom.

Another benefit of introducing an NA is the fact that learners are not often asked by educators about their learning experiences, goals, or desires in any detail at all. This is supported by Burden (2005) who stated that in Japanese universities, “learners are rarely asked in any overt systematic way about their learning experiences” (p. 3). The reason that educators are not taking the time to assess the students’ NA in Japanese universities could be due to three

Figure 1: *The Learning Process*



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Needs Analysis and Goal Setting . . . (continued)

(Continued from page 9)

factors. One is the fact that the vast majority of English university classes consist of a large number of students—usually around 20-30 per class—making it time-consuming to conduct an in-depth analysis of the students' needs. Another is because there are usually only 15 weeks of once-a-week 90-minute classes per semester to complete, making it difficult to implement an NA task during this limited time. The final reason is that there are possibly a large number of English language teachers who do not know the benefits of NA and goal setting.

Conclusion

The use of goal setting and NA tasks is very beneficial for both the instructor and students as it lets both clearly see the goals and objectives. It also shares the responsibility of the learning process with both the student and instructor.

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Action Research: Podcasts, Online Games and Digital Dictations for Foreign Language Proficiency

By Nairuhi Stepanyan

Yerevan, Armenia 2015

Introduction

Technology is everywhere nowadays, and one aim of teachers is to insert it into the educational field in a beneficial and clever way to make the learning process more modern and motivating for students. In this research, I have used the following tools: Podcasts, vocabulary online games, and digital dictation.

“Podcasts are audio (sometimes video) programs on the Web which are updated at regular intervals” (Sze, 2006, p116). Podcast is a great tool for promoting and improving listening and speaking skills. Games are not always just for fun; they can also have an educational value. They are always engaging for students, and the students enjoy the process of playing and learning. Digital dictation differs from the traditional one as it motivates students as a

new way of learning. It supports the students in checking their spelling and understanding native speech. Digital diction allows students to listen to news items and to try to write down what they hear. The computer breaks the dictation into digestible chunks and repeats them until the student has completed the sentence. In this way, the students listen and write and thus improve both spelling and listening skills.

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Action Research . . . (continued)

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Research was conducted to find out the usefulness of using these technological tools for educational purposes in ESL classes, the advantages of including them in curriculum designs, and understanding whether they can motivate students to study more. The analysis of this action research showed that podcasts, online games and digital dictation play a significant role in the improvement of learners' foreign language proficiency.

Literature Review

The ongoing development of technology motivates teachers to apply them in education as well. It can teach and encourage students to use technology not only for fun, but also for important and productive purposes, in this case, for foreign language proficiency.

Podcasts are good tools for improving language proficiency. Sze (2006) stated that there are two types of podcasts: Radio and independent podcasts. Podcasts provide educators with a variety of teaching strategies to meet the needs of the students. Jowitt (2008) suggested that the advantages of podcasts include the mobility of the device and the flexibility of the content, which eases student learning. Various types of podcasts target different audiences. The podcasts offer all kinds of interesting topics which students can look through. "New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod. What makes podcasting unique is its capacity for 'subscription': through an RSS (Really Simple Syndication) feed, listeners can 'subscribe' to their favorite podcasts. Their computer will then receive 'alerts' when new episodes have been posted In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their

favorite programs delivered to their computer" (Sze, 2006, pp. 116-117).

Online games can motivate students to absorb new information in a more enjoyable way where traditional ways are not well tolerated. According to some gaming theorists, video games are effective for second language learning as they are based on problem solving and therefore, they enhance deep learning. Besides, most of the time students see the words or expressions in the right context in games. According to Gee (2007) and Mubaslat (2012), video games create stress free learning environment where students solve well-ordered problems, as games usually develop from easy levels to difficult, challenging the students not to lose their interest. Online games create deep understanding of lexicon, connecting meaning with the action and visuals. Games are very motivating as they are not only entertaining, but also very challenging. Together with that, they also increase cooperation and competition. As Vygotsky (1978) stated, cultural and social factors have a big impact on the language learning process. Certain online games (e.g. Avatar, MMORPGs etc.) provide a virtual society for students to learn the language in a realistic environment.

Gairns and Redman (1986) suggested the following types of vocabulary presentation techniques: Visual techniques, verbal explanations and use of dictionaries. Many experienced textbook and methodology manual writers have argued that online games are not just time-filling activities but have a great educational value. According to Amato (1988) and many other authors, games can lower anxiety, thus making the acquisition of input (i.e., vocabulary) more likely.

According to Nation (1991), dictation has been used for many years in language learning lessons. The learners receive spoken input, keep it in mind for a short time and write what they heard. Thus, the learners develop

listening and writing skills at the same time and also train their memories. Digital or online dictation differs from the traditional dictation where the teacher dictates a text and the students write it down. In this case, the students are given a text with gaps (missing half of the sentence or some expressions), the teacher plays the recording and the students listen to a native speaker and fill in the gaps or half of the sentence. Afterwards, the teacher gives the students the full text and in pairs or small groups, they check their work. The online dictation can also be a usual text or a dialogue dictation where the students listen to a speech and write it down. Then they check their work themselves and try to find their mistakes and understand them, or the computer checks it for them, and they review the mistakes in pairs. There are many websites for online dictation (e.g. <https://www.englishclub.com/listening/dictation.htm>), and some ESL student's books and workbooks have them in their activity sections. This gives the students opportunity to listen and understand the expressions in the right context.

Methodology

This research aimed to estimate the utility of three different tools for ESL/EFL purposes. The methods we used for introducing these tools were podcasts, online games, and digital or online dictation. The action research was conducted in the American University of Armenia with the students of English Experimental Courses (EEC), and the results were collected via pre- and post-tests, online tests, and surveys.

For the podcasts we prepared interview questions and the research took three months. There were ten students participating in this research. All of them were at an intermediate level between 14-16 years old. First, they were introduced to podcasts. We explained in general what it was and

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Action Research . . . (continued)

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how to download and find their favorite topics from iTunes and how to subscribe. Then during every ESL lesson, the instructor picked one interesting podcast, a topic usually close to the lesson they were covering that week, and they used it for developing listening and speaking skills. The podcasts were about 15-20 minutes long. The instructor gave them pre-listening / warm up activities which were 3-4 questions to discuss in small groups about the podcast topic they were going to listen. Then the students were given some vocabulary from the podcast (5-8 words or expressions). Afterwards, the students listened to the podcast once, took notes and did the follow up comprehensive activities; first they discussed the podcast in pairs, then they did comprehensive activities; “True or False” and “Answer the Questions” individually and then compared the answers with their peers. After that, the students were given the answer keys to check their answers in pairs and discuss their mistakes with each other. The instructor explained their mistakes. Afterwards, the students discuss the podcast with their instructor trying to use the new vocabulary.

For the research we used pre- and post-interviews to assess the results of this experiment giving the students the same kind of questions. The interview was composed of ten questions: three general questions about their lifestyle and favorite activities; three questions about podcasts and the Internet world in general; one question about a program or a show they watch regularly and why; and three questions about their favorite podcast. The interviews were recorded in order to compare the results later.

There was a huge difference first in their pronunciation and intonation. Most of the students used at least 7-8 new words and expressions they learnt from the podcasts. Their expression of speech became more fluent. Many students even stated that they were watching more podcasts at home than they were being assigned. They liked the fact that

besides improving listening and speaking skills, they were learning new and useful information about different aspects of life. On average, the students scored five points higher compared to the pre-interview results.

The online game was based on food vocabulary. Two groups of students participated in this research; five students in each group at elementary level between the ages of 7-8. The experiment lasted one month. The teacher introduced the vocabulary at the beginning of the lesson through pictures, and they all pronounced the words together. After that the students were to play an online game in pairs, where they had to match the word with the correct picture. In addition, there was audio for the words in the game, so the students not only saw the spelling but also the pronunciation was reinforced. Afterwards, the students were given a sheet of paper with ten questions each with two options. The students listened to the audio and circle the correct picture. They also had two games for homework after each lesson. During the next lesson, the students were given a small test, a gap fill activity to check their retention of vocabulary.

The second group covered the same lesson topic with worksheets and usual activities, such as gap fill, memorization of the translations and using them in the classroom in their speech. The results were compared through posttests given to both groups. On average, the students who used the online games scored four points higher than the groups who learned the vocabulary through memorization and translation.

The students in the first group, having online games as part of their lessons not only showed excellent results, but also enjoyed the whole process of using games—activities as a part of their lessons and homework. The games provided them with visuals, audios with native pronunciation, and a stress-free environment which obviously helped to learn new information better. We also used observation as a tool to note the psychological side of the

research, and it was obvious that the students were highly motivated.

The last activity we used was digital or online (listen and write) dictation, which was also new and interesting for students. Two group of students participated in this research: eight students in each between the ages of 13-14. The research lasted two weeks. The online dictation we used for this research was a ‘listen and write the dialogue,’ where two friends, or father and child were speaking with each other. The students would listen and fill in the missing parts using a computer. It was not being dictated monotonously, but the speech was very natural. The speech was separated into chunks, and the students wrote them using the computer in the gaps given. Afterwards, the computer checked their work, and they discuss their mistakes in pairs.

Another activity used in this research was a gap fill activity, where the students were given only 3-4 words from the whole sentence to have an idea as to what the speech was going to be beforehand. Next, they listened and wrote down the whole sentence. For this research, we used a survey to obtain the students’ opinion about the activity, their interest and whether it was more useful and interesting for them. The results of the survey showed that the students were interested and many of them strongly agreed that listening to a speech with a natural speed and context was more enjoyable and useful for them. It helped them understand native speech more easily. Some students asked for the recordings to try them at home as well, and to correct their mistakes themselves.

Conclusion

In conclusion, the results for this action research were satisfactory, as the improvement we saw was obvious. Moreover, we noticed the interest and the desire to learn more in students, which is another reason we think that these activities are worth being a part of the learner’s lessons.

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Action Research . . . (continued)

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A Textbook Revision By Minako Inoue

In Hawai'i TESOL's newsletter in 2017, I reported on a brief study on students' placement tests, titled "Preliminary Study for Textbook Revision" (*The World*, 22(2), 9-11). The study was a part of needs analysis, which is necessary for revising our ESL textbook. From summer 2016 to early spring 2017, three English instructors worked together on an intensive revision of our university-created textbook, *English for Rehabilitation, Care, and Support, Part I*. In March 2017, the revision was finalized, and the ESL textbook for first-year students was published. This paper introduces our revised ESL textbook and its use in class for first-year students.

Introduction

In 1994, the Ministry of Education, Culture, Science, Sports,

and Technology of Japan handed over control of curricula to individual universities. Along with its "Action Plan to Cultivate Japanese with English Abilities," this decision brought about a reform movement to university English curriculum. In this reform, implementing English for Specific Purposes (ESP) became a popular strategy. Although the ESP approach is beneficial and useful, few, if any, appropriate ESP textbooks are available in rehabilitation fields. Because of this, our university created an English textbook through the collaboration of English teachers, subject teachers, office workers, and students in 2008. It is a content-based English for Rehabilitation Purposes textbook for first- and second-year students. For the last ten years, English instruction at our university has followed the principles

of Content Based Instruction and English for Specific Purposes, using this textbook in an effort to improve students' practical English skills as well as their motivation.

The University

This private 4-year-university has approximately 1,000 students. It is made up of two departments, the Health Science Department which has majors in physical therapy (PT), occupational therapy (OT), and welfare and psychology (WP), and the Nursing Department which has a major in nursing. These majors are related to rehabilitation, social welfare, and psychology, which make up the university's distinctive features.

English

English I-1 and I-2 are required

A Textbook Revision . . . (continued)

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courses for first-year students. These classes consist of mixed major populations. English II-1 and II-2 are required courses for second-year students. Classes consist of single-major students.

Textbook

Our textbooks are created to help students build basic communication skills, improve other language skills needed in the field, and broaden students' knowledge of terms, phrases, and expressions in the fields of basic medicine, rehabilitation, and welfare and psychology. The content-based materials were created through the coordinated efforts of professionals in the areas of OT, PT, social welfare, basic medicine, and second language acquisition. The textbooks are divided into two parts. Part I is targeted to all first-year students grouped according to their placement test scores. Part II is a major-specific textbook with three versions for PT, OT, and WP majors. Part II is used for second-year students. Students receive instruction according to their major in groups of mixed proficiency levels. Revision of Part II takes place every year, while revisions of Part I were performed in 2013 and 2017.

The Aims and Content Of English I

The purpose of English I-1 and English I-2 is to help students gain practical English skills that may be needed in their daily lives as well as in the specialized field in which students aspire to in the future. In class, key terms and expressions are explained, and students practice listening skills. Through pair conversation work, presentations, and role plays, students learn communication skills. The first semester covers self-introduction, schools and majors, rehabilitation and consulting related jobs, and basic medicine including human bodies, bones, muscles, and blood. In the second semester, the topics are health, mental and social problems, and medical histories, which includes personal, family, and social histories.

The textbook was designed to cover the above aims and content. The textbook descriptions are as follows.

The Textbook Description

The organization map of our school is presented on the first page. This page describes the four majors and their related jobs, including physical therapy, occupational therapy, welfare and psychology, and nursing.

The textbook consists of five units

which contain two to three lessons each. Each unit covers different topics related to basic medicine as well as students' lives, majors, school, and future jobs. The following describes the contents of the units and lessons:

Unit 1: Introduction

Lesson 1: Introducing Yourself

Lesson 2: Talking about School

Unit 2: Where do you work?

Lesson 1: Rehabilitation Clinic

Lesson 2: Rehabilitation and Support Jobs

Unit 3: Our Body

Lesson 1: Basic Body Parts

Lesson 2: Bones and Muscles

Lesson 3: Meet Your Muscles

Lesson 4: Blood

Unit 4: Our Problems

Lesson 1: Health Problems

Lesson 2: Giving and Receiving Advice

Lesson 3: Life Problems

Unit 5: History Taking

Lesson 1: Medical History

Lesson 2: Family History

Lesson 3: Social History

Appendix: Activity cards used for conversation practice

Word index (an accumulation of vocabulary introduced in the textbook)

CD: The CD used for listening activities for each lesson was recorded using native speakers.

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Lesson format: Every lesson follows a unified format as follows:

1. Study Goals: Each lesson indicates study goals.
2. Vocabulary: Vocabulary lists are in the form of a quiz wherein students are required to match English and Japanese words.
3. Target Expression: Students use these expressions in topic-related conversations.
4. Grammar Points: For some lessons, instead of a Target Expression section, grammar points are explained.
5. Listening: This section includes listening comprehension quizzes (Listening for Details (T/F Quiz), and Listening for Main Ideas (Open Cloze)) followed by their scripts. Listening scripts are of topic-related dialogues or descriptions. The shortest one is 161 words and the longest is 279; most are approximately 170 to 200 words.
6. Activities: Various activities are prepared for each lesson, including listening, grammar exercises, labeling, summarizing, comprehension activities, field work, role plays, presentations, and speaking (conversation).

Examples of activities.

Speaking: A pair of students uses the activity cards at the back of the textbook with information, pretends to be a person who is either a student with a different major or a professional who works in a different place, and the students interview each other. (Unit 1: lesson 1: Introducing Yourself).

Labeling: 1) Students see the pictures of welfare devices and label them with the correct names and instructions of how to use them; they also think about which

occupation uses the devices (Unit 2: Lesson 2: Rehabilitation and Support Jobs).

2) Students identify body parts in the picture and write their names in English. (Unit 3: Lesson 1: Basic Body Parts).

Listening: Students listen to four people talking about their jobs. They then find a list of activities the professional encounters such as “I assess a client’s physical strength and mobility” or “I talk with clients and their families about their problems.” Students are required to categorize these job descriptions into different jobs including physical therapy, occupational therapy, social worker, and psychiatric social worker. (Unit 2: Lesson 2: Rehabilitation and Support Jobs).

Field work and presentation:

Students research one muscle out of brachialis, gluteus maximus, hamstrings, latissimus dorsi, quadriceps sartorius, or trapezius. They then research: 1) the location of the muscle; 2) the function of the muscle (what it does); and 3) one or two exercises to build up the muscle. Students summarize their findings and present them to the class while other students listen and take notes. (Unit 3: Lesson 3: Meet Your Muscles).

Role play: In pairs, students create a role play script for taking a patient’s history. This script is intended to be a conversation between a health care professional and his/her patient. The script should include at least two phrases related to each lesson (Unit 5: Lesson 1: Medical History; Lesson 2: Family History; and Lesson 3: Social History). Students perform role plays based on their scripts in front of the class. (Unit 5: Lesson 1: Medical

History; Lesson 2: Family History; and Lesson 3: Social History).

Quizzes and Final Examinations

After each unit, students take a quiz. A study guide is prepared for the final examinations, which are administered at the end of each semester.

Online Self-Study Site

An instructor developed this site, which consists of quizzes on each lesson. Instructors create quizzes on the site, and student logs can be monitored.

Textbook Evaluation

A student survey was implemented to investigate students’ perception of the English class and the textbook. Such an evaluation is necessary to investigate the efficacy of our ESP textbook and its instructions. Additionally, it will help us to refine and improve the quality of the textbook. The analysis of the survey is underway.



About the Author: Minako Inoue graduated from UCSB with a Ph.D. in Education. Currently, she teaches English at Health Science University in Japan. She has been a member of Hawai'i TESOL since 2015.

Successful Group Work: 13 Activities to Teach Teamwork Skills

Reviewed by Sally La Luzerne-Oi

Palmer, P. (2017). *Successful group work: 13 activities to teach teamwork skills*. Branford, Connecticut: Alphabet Publishing. 56 pp. paperback.

Group work is a staple of student-centered classrooms, yet it is not uncommon for teachers to complain about students who dominate/do not participate/are uncooperative in a group (Hadfield, 1993). Patrice Palmer reminds readers that being able to work in groups or teams is not only important in the classroom but also on the job; it is an important life skill. For this reason, taking the time to help students learn how to be successful group members is imperative. Palmer shows readers how to do this with her short course.

As the title suggests, *Successful Group Work* includes 13 activities. These activities progressively build team work skills by helping students get acquainted with group members, develop guidelines and strategies for group work, understand the advantages of working in

a group, and reflect on and evaluate their contributions to the group and the group's work as a whole. In addition to the activities, an Appendix gives ideas for forming groups.

An obvious advantage of this book is its compactness. The 13 activities it presents can be done in order. Books on group dynamics often have dozens of activities which the teacher needs to review before deciding on the most appropriate ones and their ordering. This book is also user-friendly. The Introduction explains clearly how to use the book. Each activity includes the amount of time and materials needed as well as the targeted team building skills the activity addresses. Step-by-step instructions are given for the teacher along with debriefing questions to be used with the students. These questions are well-written and lead students to think about the activity they have just completed and how it relates to teamwork. The author states that these questions are essential and asks teachers not to skip them. This is an important detail

because without these questions, the activities might serve only to give practice in speaking and writing.

This book could be used by teachers of any subject area, especially in classes where students work on an ongoing group project. In ESL/EFL classes the activities provide language practice while helping students learn to work in groups. Teacher trainers also could use this book in tandem with group projects to give trainees experiential learning in making group work successful.

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About the Author: Sally La Luzerne-Oi is a freelance ESL/EFL teacher and teacher trainer. She has taught in Wisconsin, Hawai'i, Japan, Mexico, Portugal, Venezuela, and Ukraine.



Classroom Community Builders: Activities for the First Day & Beyond

Reviewed by Andrea Kalwara

Burns, W. (2017). [Classroom community builders: Activities for the first day & beyond](#). Brandford, CT: Alphabet Publisher.

I am not the only ESL teacher who asks herself regularly: How can I make my class more enjoyable for learners? How can I build a better classroom community with the resources I have? Our English learners need opportunities to express themselves, and opportunities to use language so that they can improve. Learners need to be stimulated by lively discussions and willing to voice their opinions, which can only be accomplished in a supportive classroom community where learners feel comfortable and safe to experiment with the target language. However, to find appropriate activities can be challenging for busy teachers who need to plan for their lessons, keep track of their students' performances, deliver and grade tests, and deal with other paperwork. That is why Walton Burns' *Classroom Community Builders: Activities for the First Day & Beyond* becomes a valuable asset for experienced or new teachers. Peppered with personal insights from Burns' experience as a teacher and as a materials developer, the book is divided into nine sections, and is packed with communicative activities and icebreakers with variations of each activity that lead to building a stronger classroom community.

Aimed mostly at teachers of adults, the book offers activities suitable for ESL and EFL learners of all levels. Easy to access online worksheets that accompany some of the activities are downloadable as a PDF or a Word document from the publisher's website. Burns keeps the

activities in a quick-to-read step-by-step format of no more than two pages. Teachers will appreciate that almost every activity ends with a handful of variations, offering the possibility to be adapted to various settings, ages or contexts. In addition, each activity contains a small table with summary information about the time to plan and materials needed, as well as the target language focus. For instance, in the Working Together section, the Sorting Line activity table tells me that the activity takes 5-10 minutes of class time, requires no materials preparation, and can be used for practicing comparatives, superlatives, personal information, number, and dates. All this information is a valuable time saver for teachers when preparing their lessons.

As described by the author, the heart of the book, with over 50 activities for developing strong classroom community is the Working Together section. Although some activities are fairly common, such as Don't Say it, a variation of the game Taboo, where students describe a word without actually saying the word or Fill in the Picture, where students ask for information to complete half of a provided picture, other activities display originality and creativity. One of my favorites is In My Own Words, which allows students to learn about each other's native language. To illustrate, the teacher hangs a poster board on the wall with a few short phrases in English, such as *yes*, *no*, *thank you*, *how are you* and encourages students to use their break time to write some simple phrases in their own language. As Burns describes, learners will not only start bonding by teaching each other their native languages, they will

also see their classmates as complex individuals with identity and culture outside of the classroom. Although this activity works best in an ESL multicultural classroom, I believe it can be adapted to an EFL classroom, where students can use their travel experience and write these short phrases in languages they have learned themselves. Thus, this poster can offer numerous opportunities for conversations and increase awareness of language. Formal debates represent other beneficial exercises included in this section, especially for a higher-level teaching audience. Burns offers a number of activities with variations for students to practice expressing opinions, hedging, agreeing and disagreeing. As formal debates are not my strong suit, I appreciated Burns' clear and logical steps for executing a debate practice in a language classroom setting.

I agree with Burns that to get to know each other and to build a strong classroom community requires more time than just a few icebreakers at a start of a term. Therefore, the Getting to Know You section with 19 activities, includes not only icebreakers for the first day of class, but also activities for teachers to use periodically during the semester to become further acquainted with their students. Among common activities such as Memory Chains and Have You Ever questions, my favorite activity that might help quiet and shy students loosen up and share information about themselves is Snowball Texting. Students first write one question they would like to know about a classmate on a blank piece of paper, which they crumble up into a ball and throw at a random place in

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Classroom Community Builders . . . (continued)

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the class. Students then pick up one random crumbled up ball, reply to the messages on the piece of paper, and throw it again. They can throw it up to three times with an appropriate response. As the author notes, an activity where students get to throw something around the classroom is extremely popular and gets students working together.

One of the most intriguing sections in this book is the Get to Know Your Teacher with five activities all with the aim of finding out information about the teacher. Burns' only reasoning for including this section is his teaching experience in Kazakhstan where students showed extreme curiosity about his life. Although the author might have missed the opportunity to clarify the importance of this teacher-sharing experience, teachers might discover that sharing a bit about themselves could not only enhance students' willingness to learn, but also see their teachers as a partner in learning rather than an authority figure. In addition, the subject of sharing personal information offers valuable teachable moments including cultural appropriateness of asking and answering question, as well as modeling language for the students. For instance, in the Ask the Teacher activity, Burns advises teachers to first explain which questions in English are considered rude and which are acceptable. By answering students' questions, the teacher acts as a model for appropriate responses that students can use in the follow up activity where the teacher asks the students the same questions. Although some teachers might feel hesitant about sharing information about themselves, in language classrooms students are often asked to share their aspirations and life journeys, so it is only natural and fair for teachers to reciprocate. I believe this mutual sharing might not only help students to feel comfortable in class, it can also help in developing

trust, which is an important value for a strong classroom community.

The book's only main weakness is poor copyediting: missing or added punctuation, typos in words, and inconsistencies in formatting that seemed to increase in the longest Getting to Know You Activities section. I also wish the author would keep all downloadable resources in a Word Document for easier editing, of the 18 downloads, 15 are in PDF format. Despite these shortcomings, *Classroom Community Builders* would be an excellent addition to every teacher's library. Because of its portable size, teachers can not only use it as a quick reference during class, but also as a part of their everyday planning. Having over 60 activities in one compact book will tremendously reduce the time spent with an online Google search. The book is available in paperback and as an e-book on the Alphabet Publishing website with easy to access links to exercises, printouts and a Look Inside button. Additionally, the website includes an option for joining a Facebook discussion group for sharing resources that strengthen classroom community and other teaching tips.

As a language learner, I know how vulnerable one can feel when speaking another language in front of

a group of people. As a teacher, I understand that if students are intimidated and worried about their performance in front of others, they will not speak. A strong classroom community contains happy, relaxed students who feel comfortable enough with their peers and their teachers and who are willing to use the skills they have learned. *Classroom Community Builders* by Walton Burns helps teachers to accomplish exactly that!

About the Author: Andrea Kalwara is a Slovak-Canadian who has taught English as a second language for 8 years. She currently teaches ESL at Central Pacific College in Honolulu and is a student in the MATESOL program at Hawai'i Pacific University. Andrea obtained her B.A. in English Literature and Linguistics, as well as her ESL Teaching Certificate from Simon Fraser University in BC, Canada. She has taught ESL and EFL in Canada, China, and the United States. Andrea can be reached at akalwara@my.hpu.edu.



My Life is Realia

By J. Perry Christensen

I was pondering today how life is one of my greatest resources for bringing support into the classroom. It comes packaged inside of me and is available everywhere I go. Maybe as an ESL instructor, I view every experience as a potential resource for my classroom.

Today, I was on a roll. In my listening class, we started a unit on 'Love.' More specifically the 'Chemistry of Love.' I was able to draw upon life and tell them the story of my secret Puerto Rican girlfriend:

When I was a young single student, one of the girls in my university class would always stand close to me and rest her hand against my upper arm as she talked. This caused chemicals to be released in my brain and my heart would beat faster. I started to notice her more. Then she broke my heart the next day. (Yep, you as well as some of my students guessed it.) She would stand close and rest her hand on the upper arm of every guy she talked to. Now different chemicals were flowing through me.

This shared story set the stage for the rest of the unit. We could then relate back to the story and describe which chemicals were being released inside me at each step of my short romantic escapade, thus reinforcing the new concepts being introduced. (Scaffolding anyone?)

In my grammar class we were talking about modals. I was about to give them their assignment to write two paragraphs. In the first paragraph, they were to write about an experience that they had had. In the second paragraph, they were to write about what things they *could have done* differently and what the

results *might have been*. They were to use a variety of different modals in the past tense in their writing.

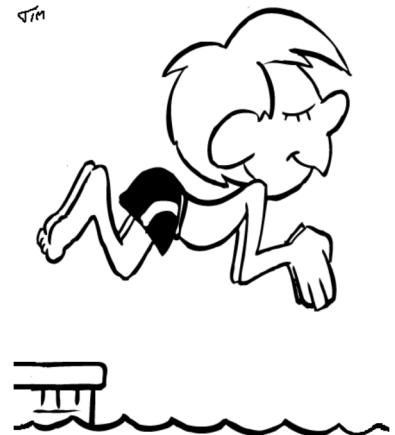
In the past, I never could think of a good experience to share which would demonstrate what I wanted them to do. However, as I was about to give the assignment, I was hit by an epiphany. I had had such an experience this very morning:

I was up and at the university pool by 5:30am. Today was the day I would swim a mile for my first time. My strategy was to use a combination of strokes and end by jogging in the water the last two laps. I had been building up to this for a few months. Now I was ready. I swam for an hour, and with only two laps left, I donned a floaty belt so that I could finish up by jogging through the water. Then it happened. One of my former students was swimming down the pool, getting closer. The water was eight feet deep. As she was about to pass me, she stopped swimming and started treading water (total body movements and gestures included with this story). Her head was out of the water, and she was just staring at me. I thought, "How strange." Then it dawned on me to ask if she needed some help. She squeaked something out and nodded her head. I swam a few feet over to her, and I put my arm around her to help her swim. What a mistake. All my Boy Scout training had gone out the door. She was pulling me under, even with my floaty belt on. I was just too worn out from my mile swim to be of much use. Luckily, the life guard was only a few yards away and jumped in to save us both.

Then the class started talking about all the things I *could have/should have* done differently. There were comments like, "You *shouldn't have put* your arm around her. What about Title IX? You *could lose* your job." Or, "You *should have let* her go under, then you *could have performed* mouth to mouth." The saint among us said, "If you had done mouth to mouth, I *would have told* your wife."

Needless to say, we had a lot of fun talking about a real experience and using the grammar of modals in doing so. The students left with a real life example of what they then were expected to emulate in writing.

Teaching is not all about textbooks and homework. It is about life and living. You too can make listening lessons and grammar points come alive by bringing a little of your own life's episodes into your classroom.



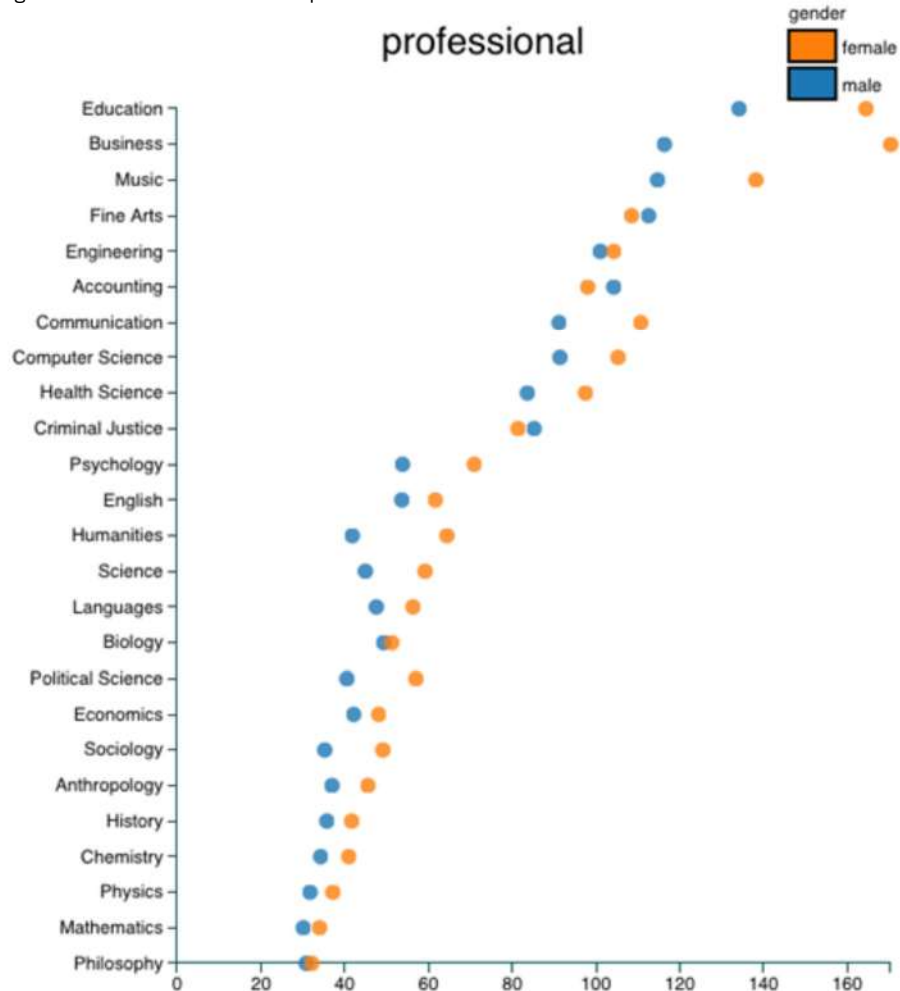
About the Author: Dr. Perry Christensen is the pride of BYU-Hawai'i and the Webmaster for Hawai'i TESOL. He feels the best part of teaching are great colleagues and students.

Rate My Professor? By Robert Lipske

Female professors are enthusiastic but strict; male professors are interesting but strange. Female educators: clear and professional; male educators: smart and funny. It seems both genders are fair and knowledgeable, as well as confusing and ambiguous. Sadly, most, it would seem, are neither creative nor imaginative. These RateMyProfessor.com generalized stereotypes—or is it stereotyped generalizations—can be seen via an interesting website: <http://benschmidt.org/profGender/>

On this web site (created by Ben Schmidt, assistant professor of history at Northeastern University and [core faculty in the NuLab for Texts, Maps and Networks](#)), you can explore an interactive database, a compilation of one- or two-word comments embedded in 14 million student evaluations on RateMyProfessor.com. Now, granted, as educators, you would never go there, ever, to see your Yelp-like statuses as educators or to see if you have been besmirched by your students in some egregious fashion—at least, I would not when colleagues are in the office. Nevertheless, this recommended website’s *raison d’être* is to highlight one- or two-word phrases that students use to describe their professors. If you do, you can discern gender differences across disciplines to see for example if students more frequently use “funny” positively to describe male professors in English departments than female colleagues (as is the case), or negatively (also the case). Another example is that female professors in Language departments are more likely than males to be positively and negatively described as “helpful.” You can also compare the results across 25 disciplines (e.g., languages, chemistry, business), as seen in figure one (permission

Figure 1: Student use of the word professional



Note: The x-axis represents the frequency of a word or phrase’s use per one million words of text.

granted) regarding the positive word “professional.” Go Education departments!

While this is all very interesting, what might the relevance of such a website be? Well, I’m still sorting that out, but one benchmark by which administrators assess teachers or make future hiring decisions is through end-of-semester teacher evaluations by students; this benchmark is also used by teachers to assess themselves and to reflect

Image retrieved from <http://benschmidt.org/profGender/>

on their teaching abilities. However, numerous studies have indicated a bias preference for males by students on end-of-term evaluations. Aside from the novelty of watching blue and orange spheres migrate across the screen, the availability of these one- or two-word terms may help us shed further light on the gender inequity displayed by students in their evaluations of their instructors.

Interestingly, in one study (MacNell, Driscoll, & Hunt, 2014), “male” instructors and teaching

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Rate My Professor? . . . (continued)

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assistants were rated significantly higher by students than their “female” counterparts. In this fully on-line course, students never actually met their instructors. The actual genders of the teachers were hidden: in fact, the faculty taught as both males and as females. When female members were given male names and corresponding website photos, they received higher score than when given female names and images. The assignment of names and images also occurred for the male teachers. To illustrate, on a five-point Likert scale, female instructors received a 4.24 (mean) as males, and a 3.7 as females. The authors noted that “Our findings show that the bias we saw here is not a result of gendered behavior on the part of the instructors, but of actual bias on the part of the students” (p. 11).

Similar gender-bending studies have shown that students displayed bias based solely on the names of researchers (Paludi & Strayer, 1985) and of applicants for faculty positions (Burns-Glover & Veith, 1995). In these studies, researchers and college job applicants were rated higher with a sleight of hand, by simply changing their names on research articles and on applications from female to male ones.

Now, initially, my recommendations were going to be for males to be more enthusiastic and professional, for females to be more interesting and funnier, and for all of us to be just a little more creative. Unfortunately, in the eyes of college students, it seems we all



have our “roles” to play. In their literature review, MacNell, et al., (2014) discussed how college students seem to want men to be masculine and women to be feminine or at least they should display the bromidic traits that mirror these (please insert appropriate adjective) student expectations. If instructors followed the “desired” gender traits, students perceived them in a more flattering light. Otherwise, the light began to dim, especially it seems for female instructors. Now, please let me explain this circular argument before the hate mail comes in. (note: this is not an in-depth lit. review; rather, it is an attempt at a summation of a section of the article by MacNell, et al.)

One student-assigned gender role for female instructors was that they were expected to be nurturing; however, this then conflicted with the necessity for them to seem authoritative (also a desired trait assigned by students). Therefore, the more nurturing female instructors were perceived to be, the less authoritative they seemed. Importantly, female instructors received lower evaluations if they did not somehow correctly decode and balance the Rosetta Stone of student-assigned gender and instructional traits. (On reflection, the Rosetta Stone might have been easier to crack.) However, male instructors did not receive similar student backlash. “In other words, female instructors who fail to exhibit an ideal mix of traits are rated lower for not meeting expectations, while male instructors are not held to such a standard.” (MacNell, et al., 2014)

To conclude, administrators and instructors might want to be very



careful about how much importance is given to student evaluations although it seems some of us (guilty as charged) can place great emphasis on them when evaluating others or ourselves. (Un)conscious student bias might really be skewing / skewering the results.

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About the Author: Bob Lipske is employed at the NICE Program at University of Hawai'i at Mānoa as an instructor and as a coordinator. His email is: lipske@hawaii.edu

Where Can (and Should) English Learners and Speech-Language Services Intersect?

By Bethany Schwartz

As a speech-language pathologist (SLP) working in the Hawai'i public school system, I often found myself working with students who came from cultural and language backgrounds that have never been well studied. SLPs are concerned with determining if a student may have a language delay or disorder, and therefore need Speech-Language services, but it is not appropriate to simply test culturally and linguistically diverse (CLD) children using standards developed for monolingual mainland speakers. English Learner services, on the other hand, are aimed at all children learning English as a second language, and while most of those students are typically going to be developing language, a few of them will also have a language delay or disorder. EL teachers are uniquely situated to be valuable collaborators with SLPs to ensure that all of our students are getting the services they need in a timely fashion.

Assessment

One possible area of collaboration can be found in assessment. When a student is referred for special education testing on suspicion of a disability, one common way to establish delay is through use of standardized norm-referenced tests. However, many of those tests were created using monolingual English speakers as the yardstick of comparison and so the scores they produce may not be valid measures of CLD students' development.

One major alternative or supplement to norm-referenced testing is dynamic assessment (DA). As opposed to static assessment, DA is an umbrella term for procedures that focus on the interaction between

teacher and learner to better understand the student's learning and development potential. Specifically, DA in the form of test-teach-retest has been found to be sensitive enough to help distinguish between students with a language disorder and students who simply have not had the opportunity to learn a skill in the past. In this three-step procedure, the teacher first gathers information on a student's current performance within a certain language domain. Next, the teacher explicitly teaches skills within the selected language domain while qualitatively noting the student's responsiveness, transfer of skills, and teacher effort. Finally, the teacher retests the student, usually within two weeks of the teaching session, and the student's modifiability is measured using both pre- and post-test score comparison and the teacher's qualitative notes (Peña, Gillam, & Bedore, 2014.)

Although DA was originally developed to look at disordered populations, researchers and teachers have also begun to extend the theory to general education and second language settings. Matthew Poehner (2009) argued that even when individual dynamic assessment is not feasible in a second-language classroom, teachers can use systematic scaffolding to support the development of entire groups. For example, a teacher might organize prompts in a least-to-most fashion: 1) expectant waiting; 2) repeat questioning; 3) explicitly state that there was an error; 4) explicitly state which word was in error; 5) offer choices, etc. This framework allows the teacher to apply scaffolding systematically, and the levels of support needed for students to succeed can be tracked over time.

Although Poehner does not explicitly address assessment of disorders in his study, it can be extrapolated that students who consistently require high levels of prompting would be good candidates for referral for further assessment. Data taken by the EL teacher would also be very valuable information for that assessment team.

Intervention

Another area of collaboration between EL teachers and SLPs can be found in planning intervention for bilingual children who have also been identified for speech-language services. Research has shown that children who speak a minority language in the home but are educated in a majority language may experience language loss in their home language (Menken & Kleyn, 2010). Furthermore, this "subtractive bilingualism" is associated with negative outcomes for both the child and family (Wong Fillmore, 1991). Unfortunately, when it comes to bilingual children with language impairment, families have sometimes been advised to use the dominant schooling language exclusively in the home based on the debunked idea that this will reduce demands on the child's disordered system. A review of literature by Paradis (2010) found that most evidence pointed toward generally positive outcomes for using both languages, especially for children who are "in a supportive context for bilingualism." Furthermore, supporting only the child's school language when the child's family or community is bilingual is not conducive to maximizing the child's opportunities to learn and socialize. Therefore, creating a plan to support

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Where Can (and Should) . . . (continued)

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both (or all) of the student's languages is ideal but there often is a mismatch between the language(s) spoken by the SLP and those of the student.

One strategy to bridge this gap is to use indirect collaboration strategies to support the student's home language (Kohnert, 2013). Indirect language stimulation is aimed at training adults to be supportive communication partners with their young children (by using strategies such as imitation, modeling, expansion, expectant waiting, recasts, and responsive feedback) and also tries to empower adults as facilitators of their child's development. Supporting literacy in the home-language is also preferable when feasible. Strategies for tailoring a training program might pull in culturally and linguistically matched paraprofessionals, language teachers, or extended family members such as older siblings. Working with parents/caregivers in groups or matching the student with a more proficient peer who can also be trained in strategy use are also possible routes. With all of the above suggestions, collaboration between the SLP and

EL teacher to develop an effective and culturally sensitive home-language support plan represents the best chance for in-school therapy to be successful.

Summary

As of school year 2012–13, the population of English Language Learners in US public schools had grown to 9.2 percent, or an estimated 4.4 million students while the number of children receiving special education had grown to 6.4 million, or about 13 percent (USDE NCES, 2015). Given these growing numbers, it is inevitable that the overlap in populations will amount to a significant number of students, and language development professionals like Speech-Language Pathologists and English Language Teachers must work collaboratively on assessments and interventions to ensure that those students are being well served in the public-school setting.

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About the Author: Bethany Schwartz, M.S. CCC-SLP, is a speech-language pathologist who started working in the Hawai'i public schools as a therapist in 2009. She is currently a PhD student in Second Language Studies at University of Hawai'i at Mānoa. Her research interests are in child Hawai'i Creole (Pidgin) speakers and their patterns of typical English development in the school systems.

Hawai'i TESOL Advocacy Update

By Shawn Ford

In last fall's edition of *The Word*, I informed the membership about my attendance at the TESOL Advocacy & Policy Summit in Washington, D.C., which included meeting with our Congressional delegates and their staff. One of the goals of the summit was to enhance the advocacy skills of attendees so that they could return to their affiliates and continue advocacy work through their state legislatures and Congressional delegates.

Since the summit, I have sought opportunities to advocate for English learners on behalf of Hawai'i TESOL, and as a result, I have attended meetings with two different Hawai'i state representatives; attended two Board of Education meetings; submitted testimony to the Board of Education; and submitted testimony on two separate bills to the Hawai'i state legislature; and I am preparing to submit testimony on one bill to the U.S. House of Representatives.

My first activity in the current round of advocacy was to attend a Hawai'i Board of Education (HIBOE)

hearing last fall in which the Hawai'i Department of Education (HIDOE) provided an update on implementation of the Seal of Biliteracy Policy and the Multilingual Learner (MLL) Policy, which were approved by the BOE in 2016. The public learned that the Seal of Biliteracy had been awarded to a number of students in the previous year and that more high schools were creating opportunities for students to earn the seal. (For more information on the Seal of Biliteracy, google *Hawaii DOE Seal of Biliteracy*.) During this same meeting, we also learned that an implementation plan had been created for the MLL Policy and that actions steps in the first year of the plan were already being met, but that the department's position that had been assigned to implement the plan – the World Languages Coordinator – had not been funded for the future, leaving the MLL Policy and its implementation without a leader. It was clear to advocates present at the hearing that this shocking development would put the

MLL Policy and implementation at risk. What wasn't clear to the advocates was whether it was a HIDOE, gubernatorial, or legislative decision not to fund the position. (The HIDOE has not yet created a web page for the MLL Policy, although this is one of the forthcoming action steps.)

As a result of this hearing, I met next with Representative Luke and Senator Kidani, along with a group of community public school activists, to discuss the importance of the World Languages position. In these meetings, we learned that the decision not to fund the position was a mixture of the legislature providing a lump sum to the governor for the HIDOE instead of funding specific HIDOE line items in his budget request, then the governor in turn doing the same to the HIDOE by providing it as a lump sum instead of funding specific line items in its budget request, and then the HIDOE having to make decisions about how to allocate the funds that it was given. The state legislators advised us that the best pathway forward at that point was to draft a bill that would allocate funds for this position and submit it to the House and Senate for consideration. One of the community advocates at this meeting has working relationships with the Filipino legislative caucuses, who then helped draft, submit, and sponsor the appropriate bills.

The next step was to make the HIBOE aware of our views on the importance of the World Languages position and of our intention to submit bills to fund the position. I submitted testimony to this effect at the next relevant HIBOE meeting:



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Hawai'i TESOL Advocacy Update . . . (continued)

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January 18, 2018

Hawai'i Board of Education, Finance and Infrastructure Committee
Kenneth Uemura, Chair and Nolan Kawano, Vice Chair

Aloha Chair Uemura, Vice Chair Kawano, and Members of the Committee,

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

We would like to comment on Agenda Item IV. A. Update on the Department of Education's supplemental budget request for Fiscal Year 2018-2019: Executive Branch decisions. Despite the HIDOE and BOE request, we noticed that the Executive Budget **did not fund the World Language position** (EDN 200 OCISS 25024). Hawai'i TESOL strongly supports this position and is part of the group of advocates that is currently working with Legislators to fund this request.

Hawai'i has taken positive steps in the past few years to embrace the opportunities of its diverse ethnic and heterogeneous linguistic population. The Hawai'i State Board of Education has passed two historic policies: The Seal of Biliteracy (2015, Policy 105.15) and Multilingualism for Equitable Education (2016, Policy 105.14). These policies are based on longstanding research showing the effectiveness of language education for student achievement. As teachers of English to speakers of other languages, we know from this research and from our classroom experiences that strong first language skills provide a base on which to build strong skills in an additional language, whether English, Hawaiian, or any other world language.

Sustained leadership is necessary at the HIDOE state level to drive successful implementation of these new language policies, and a designated permanent position in World Languages is essential for institutional support. This position leads implementation and assessment of world language programs, coordinates and delivers professional development, and serves as a liaison between the HIDOE and external organizations. The position also oversees the Multilingualism for Equitable Education policy, which includes developing innovative language programs (i.e. dual language, heritage language, language learning programs), ensuring teacher quality, and promoting outreach to parents and community stakeholders. We hope that the HIBOE members also recognize the importance of such a position for the overall support of language learning in the HIDOE.

Thank you for the opportunity to testify.

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Hawai'i TESOL Advocacy Update . . . (continued)

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This advocacy work led to the creation of two companion Senate and House bills:

SB2510, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES

HB1941, RELATING TO EDUCATION, MULTILINGUALISM; WORLD LANGUAGES

These bills would establish one full-time equivalent (1.00 FTE) world languages institutional position within the HIDOE. I reworked the testimony that I had previously submitted to the HIBOE for the World Languages position and submitted it to both the Hawai'i State House and Senate in support of these companion bills.

SB2510 passed the Senate Education committee and will hopefully be scheduled soon for the Senate

Ways and Means committee. HB1941 has been scheduled for the House Education committee. If it passes, it will advance to the House Finance committee. If both bills pass the House Finance and the Senate Ways and Means committees, then they will both advance to the full Legislature for a vote.

Soon after working on the World Languages position, the group of community activists, including Hawai'i TESOL, was asked to support companion appropriations bills to fund necessary positions in the state Office of Language Access (OLA):

SB2511, RELATING TO LANGUAGE ACCESS

HB1943, RELATING TO LANGUAGE ACCESS

These bills appropriate funds for the establishment of two full-time equivalent (2.00 FTE) permanent program specialist positions within OLA to assist state agencies and state-funded agencies in implementing the requirements of Hawaii's language access law. Hawai'i TESOL has long supported OLA and its mission to ensure that Hawai'i residents who are not proficient in English are not denied access to essential government services, programs, and activities. Here is the testimony submitted to the Senate in support of the bill (the House testimony is identical):

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Hawai'i TESOL Advocacy Update . . . (continued)

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February 6, 2018, 9:00 am
 Hawai'i State Capitol, Conference Room 229
 Senate Committee on Commerce, Consumer Protection, and Health

Aloha Chair Rosalyn Baker, Vice Chair Jill Tokuda, and Senate Commerce, Consumer Protection, and Health Committee Members,

*Hawai'i TESOL is the largest state-wide organization representing teachers of English to speakers of other languages (TESOL) – commonly referred to as “ESL teachers” – most of whom support the English language development of immigrant students in Hawaii’s DOE schools. **We support SB2511, which appropriates funds for the establishment of two full-time equivalent (2.00 FTE) permanent program specialist positions within the office of language access to assist state agencies and state-funded agencies in implementing the requirements of Hawaii’s language access law.***

About 1 in 4 of Hawai'i residents speaks a language other than English at home, and about 1 in 8 has reported to speak English “less than very well”. In 2006, the Hawai'i State Legislature passed the Hawai'i Language Access Law, which established the Office of Language Access (OLA) to ensure that Hawai'i residents who are not proficient in English are not denied access to essential government services, programs, and activities. This is an especially important issue for many of our state’s public school immigrant students whose parents and primary caregivers speak a language other than English.

SB 2511 would renew our state’s commitment to the Language Access Law by adding two full-time permanent positions so that the office can successfully carry out its statutory functions. Hawai'i TESOL supports this bill, which seeks to increase the current number of staff at OLA. Funding of these two additional positions will support OLA in carrying out the Hawaii’s Language Access law and Title VI of the Civil Rights Act of 1964 by ensuring that the parents and primary caregivers of immigrant children in DOE schools get important school-related information in their home languages. We hope that the legislature continues to recognize the importance of language access for our state’s immigrant families and will consider funding these positions to help OLA carry out its mission.

Thank you for the opportunity to submit testimony.

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Hawai'i TESOL Advocacy Update . . . (continued)

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As of printing, the bill has passed the Senate Commerce, Consumer Protection, and Health committee and has advanced to the Ways and Means committee. The companion House bill is scheduled for committee vote on Friday, February 9.

At the federal level, we are also seeing legislative activity in support of English language learners (ELLs). The Reaching English Learners Act, a House Bill to amend the Higher Education Act of 1965, would direct the Secretary of Education to create a grant program under Title II Part B of the Higher Education Act that would allow institutions of higher education (IHEs) to partner with local educational agencies (LEAs) for the

purpose of creating teaching curricula to prepare teacher candidates to instruct English learners (ELs). This bill has been endorsed by TESOL International Association, among many other national organizations concerned with providing support services to our nation's immigrants. Hawai'i TESOL wholeheartedly supports this bill as well and will be submitting testimony to that effect soon. For more information, google Education Week, February 7, 2018, "The National Shortage of ELL Teachers Has Caught the Eye of Congress", and feel free to **submit your own testimony in support of this and related bills.**



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



Shawn Ford, Hitesol Socio-political action chair, with Maesie Hirono. Shawn attended the TESOL Advocacy Summit in DC.



Mark Wolfersberger, Treasure; Tony Silva, President; and Perry Christensen, Webmaster

A Year's Worth of Luck with TESOL in Honolulu

By Adam Brod

A year ago, I left my job, community, and comfortable life in Japan to study TESOL at Hawai'i Pacific University. I fully expected HPU would provide a stimulating, multicultural community for learning how to teach English. However, participating in the global profession of language teaching beyond HPU's campus, in the cosmopolitan city of Honolulu, is something I did not anticipate. The year has been full of happy—and lucky—professional surprises, and the beginning of the Lunar New Year seems to be a good time to reflect on them.



Soon after arriving in Honolulu, I visited 'Iolani Palace and was surprised to learn about the independent Kingdom of Hawai'i and its relations with other nations. King David Kalākaua, spoke Hawaiian natively, was fluent in English, studied the languages of Christianity and Judaism (Hebrew, Latin and Greek), and knew additional modern languages as well. In a way, however, he was not unique in this regard; multilingualism has been a feature of life in Hawai'i for many years. As a result, students like myself can find many language schools, part-time jobs, and opportunities for professional development. I have tried to take advantage of as many of them as I can, including joining

Hawai'i TESOL. Work and professional development activities have added far more to my classroom learning than I could ever have imagined. Here, then, is a summary of these activities with notes about how they have helped me grow.

- **Early Spring 2017.** I began looking for part-time jobs and found many, in the public schools and the language centers around Honolulu. My experience in teaching children and my proficiency in Japanese were seen as assets. I have worked at two different public elementary schools in Honolulu. Every day, I am impressed by how these schools welcome and assist students who speak languages other than English.
 - **February 2017.** Several of my classmates attended the Hawai'i TESOL conference on Hawai'i Island, but I did not. When they returned with pictures from the conference and stories about their poster presentations, I wished for a time machine that would have let me go back one week and figure out how to attend.
 - **April 2017.** I attended the Hawai'i Association of Language Teachers (HALT) Conference at UH Mānoa. The keynote speaker, Dr. Patricia Espiritu Halagao told a familiar story of tension between her home (Tagalog) and school (English) languages and identities. Then, she conducted a multi-skills demonstration lesson designed for a diverse class of learners, centered on identity and
- metaphorical places of origin and using the various languages the attendees spoke. By the end, we were all inspired to help our students find their personal voices in all the languages they use. [I would be happy to share the details of her lesson with interested readers of this column.]
- **Summer 2017.** I took a course on using L1 and translation activities in language classes. Out of that class came the opportunity to take one of my assignments "to the next level" by publishing it in the [TESOL Working Paper Series](#). I worked on that paper throughout the fall and might have learned more about the writing process than I cared to!
 - **September 2017.** My classmates, professor, and I attended the Hawai'i TESOL Social held at the Hawai'i English Language Program (HELP) at UHM. There, I met students and professionals from other (T)ESOL related programs, learned more about HI TESOL's annual events, picked up a copy of *The Word*, and had a chance to talk with the director of an international English school about my current research projects.
 - **November 2017.** I attended the annual HI TESOL Fall Practical Workshop conducted remotely by Professor Paul Rama of BYUH and his TESOL Technology students. They showed us several digital tools for teaching ESL vocabulary and writing.

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A Year's Worth of Luck . . . (continued)

(Continued from page 29)

Participants logged in via video teleconference links from Kapi'olani Community College, Maui, and Hawai'i Island. Both the tech tools and the teleconferencing format were new to me, another lucky learning experience.

- Throughout the year.** I have attended many AL (Applied Linguistics) Talks, a bi-weekly seminar series at HPU. These talks often feature language-teaching professionals who show the many ways they help their students cope with language learning difficulties, not only in English but in other languages as well. The strategies they employ help me see what Larsen-Freeman and Anderson (2011, p. 229) mean by *principled eclecticism*.

In terms of education and self-development, this single year as an in-service language teacher and graduate student in Hawai'i has exceeded my previous eight years of experience in the field. Each opportunity I undertake leads to more possibilities. For example, as a Department of Education employee, I am constantly receiving news of training opportunities and have been able to take part in some of them. Language schools, colleges, and universities around Honolulu encourage professional development, support international education, and foster collegial collaboration. Everyone is learning from each other. Perhaps this synergy is most apparent in the activities of professional organizations like HALT and HI TESOL. Fortunately, I will not miss the HI TESOL Conference this year. I look forward to completing this story with a column about the conference—and my participation as both student attendee and presenter—in the next issue of *The*

Word. Finally, to any aspiring language teacher reading this column: if your *curriculum vitae* lacks practical teaching experience, know that Hawai'i is a great place to get it, and Hawai'i TESOL can help you find it.

About the Author: Adam Brod lived in Kagawa-Japan, with his wife and two young children. He has taught English there for the past eight years. January of last year, they moved to Hawai'i, so he could study TESOL as an MA candidate at Hawai'i Pacific University. He is originally from Boise-Idaho. He has also lived in Granada-Spain, St. Augustine-Florida, Plymouth-Massachusetts and the San Juan Islands in North Western Washington. He is interested in how translation might facilitate intercultural competence and development of pragmatics in language acquisition.



Announcements: New Opportunity for HITESOL Members

Announcing a new benefit opportunity for Hawai'i TESOL members!

Maintained by the Department of Second Language Studies at UH Mānoa, the ESL Job List is the largest list-serve of its kind in Hawai'i, listing current job opportunities for ESL professionals locally, nationally, and abroad.

Hawai'i TESOL members can now opt-in to receive job announcements through the list-serve. When you renew your membership, this opt-in will be the final option on the form. If you have already renewed your membership and want to opt-in, follow these steps:

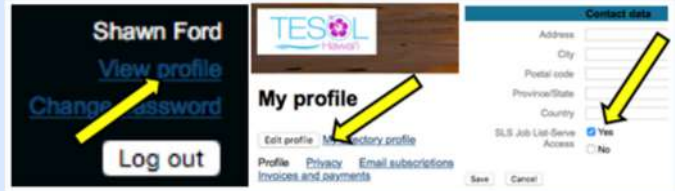
Log in to your Hawai'i TESOL account.

Select the "View profile" link on the bottom left below your name.

Click the "Edit profile" button just below the Hawai'i TESOL logo near the top of the page.

Check the "Yes" box next to "ESL Job List-Serve Access" at the bottom of your profile.

Give up to 4 weeks to begin receiving list announcements, as we update the Hawai'i TESOL opt-in list with the ESL Job List administrator monthly.



If you want to opt-out at any time, you must complete two steps: 1. Follow the directions at the bottom of each job announcement to unsubscribe from the list., and 2. Follow the opt-in steps above but check the "No" box instead.

For employers who would like to post jobs to the ESL jobs list please use the link below.

<http://www.hawaii.edu/sls/graduate/employment/>



Up Coming Events

**March: TESOL International Convention & English Language Expo:
Sustaining Dialogues Across the TESOL Community**

Date: March 27-30

Location: Chicago, Illinois

March: TESOL Ukraine Conference:

ELT in Ukraine: New Ways to Success

Date: March 9-10

Location: Lviv, Ukraine

May: Language Experience: (Target Language TBA)

Date: TBA

Location: TBA

September: Annual Social

November: Practical Workshop

