THE WORD

In This Issue:

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. (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 upcoming 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*

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

See you all in November for the Practical Workshop and for the next issue of **The Word.**

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

Hawaii TESOL Officers:

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

Reflecting on the Past; Sustaining the Future

By Jean Kirschenmann

With this column, *The Word* launches a new series, passing on the wisdom and telling the stories of Hawai'i TESOL's *kupuna*.

Edward F. Klein, Ph.D., recently retired from Hawai'i Pacific University (HPU) after 44 years of service interrupted by several semesters in Korea. During Dr. Klein's tenure as director of the academic English Foundations Program (EFP), chair of TESOL programs, and professor of applied linguistics, he hired, mentored, and taught hundreds of teachers who are, today, working in all facets of language education across the state, throughout the country, and around the world. At its peak, the EFP enrolled 800 students from over 50 countries in preparatory English courses on four levels requiring a faculty of nearly 60 full- and part-time ESL instructors. Asked for three pieces of advice that he would impart to novice ESL educators, Ed (as he is affectionately known by all), responded:

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*F*irst, **do not dismiss the role that serendipity might play in your career.** *I often hear students talk firmly about their plans to teach here or there, these kinds of students or those, as if they have firm control over their future. Planning is certainly wise, but sometimes opportunities arise where you do not expect them. In 1966, as a senior, majoring in French at Marquette University, I applied to the Peace Corps, fully expecting a position in a French-speaking country in Africa. Instead, I was offered a position teaching English in, of all places, Korea! Nevertheless, I accepted the offer. That decision was an important turning point in my life. Eventually, I*

lived in the ROK for a total of almost six years—as a Peace Corps (PC) Volunteer, as a PC staff member, as an East-West Center grantee, and as a Fulbright scholar. Subsequently, I often returned to Korea, recruiting for HPU, presenting at conferences, and keeping up with friends just for fun. Most importantly, our oldest son was adopted from Korea. Korea is in our family's "blood," and there is always a jar of kimchi in our fridge.

Perhaps an even more serendipitous event took place in the Spring of 1973 in a 5th floor corridor of Moore Hall. As I was passing the office of the late Ted Plaister, he called, "Ed Klein, do you need a job this summer?" In brief, the dean at HPC (College at the time), was looking for a part-time ESL writing teacher. Within a week I had the job, and two years later I became program director. What would my life have been like if I had not walked by Ted's doorway that afternoon? No one knows, but serendipity was certainly in play.

A second piece of advice is to **become and remain an active practitioner.** *Whether you are working full-time overseas, part-time in the USA, or in any other capacity, join and participate actively in the professional organization(s) in your city, region, or nation. As a PCV in Korea, my department chair "dragged" me and other volunteers to meetings, gently pushing us to make presentation for Korean high school teachers who rarely had opportunities to hear native English speakers talk about methods and materials. At Sogang University more than a decade later, organizations within the walls of the university urged me to make presentations or write articles, and entities outside the university (the TESOL affiliate, other English*

associations, the Fulbright Commission, and a for-profit professional English teaching magazine) asked me to write articles and make presentations. My three semesters at Sogang were the most professionally prolific in my career.

In recent years, I have often attended and presented at the annual KOTESOL Conference and at the bi-annual meetings of the Pan-Pacific Association of Applied Linguistics. Modest beginnings yield invitations to present at specific universities and associations which often lead to networking lunches and, before you know it, additional serendipitous moments of opportunity. You need not aim to be a keynote speaker at an international forum. Rather, begin with articles or presentations that expand your comfort zone and add knowledge or skills to your audience.

My third and final idea is this: carefully **keep everything you produce** *because it may very well prove valuable later. Save (mostly in digital format now) the materials, handouts, PowerPoint slides, and lesson plans—whatever you have prepared for your classes, organized and labeled in a way that you can efficiently retrieve later. You may think the lesson you are teaching today is a one-time-only, but five years from now, you will wish you had saved that special link, exercise, or task. Revising is always easier than creating afresh. This is the hardest piece of advice for me to share because it remains a challenge for me to label my materials in a way that I can locate or recall the content when I reread file names five years after I have created them. This tip is not only about saving time, however. In an*

Reflecting on the Past . . . (continued)

increasingly competitive world of work, you could well find yourself at an institution requiring periodic submission of a portfolio for renewal and advancement. Saving and organizing your work could become critically important for your professional development and economic security.

In sum, (1) plan, but do not rule out serendipity, (2) be an active practitioner, and (3) organize and keep copies of whatever you do. I hope that some decades down the road, you will find it easier to choose three important points to pass on to your readers than I did in choosing these.

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Ed's students, who have heard about his retirement, have sent messages of congratulations expressing sentiments like this one:

Student teaching is a critical part of becoming an educator. Luckily for me I, was assigned to complete my student teaching in Dr. Klein's reading class. My lesson plans, at the time, were underdeveloped, to put it mildly. He spent time, above and beyond what one would expect from a supervising teacher and program chair, teaching me how to weigh options and make decisions about content, activities, groupings, timing, and delivery. He also pushed me to improve. He would not accept adequate work; it had to be outstanding. Looking back, I was not a good teacher when I began that experience. After a semester with Dr. Klein, however, I was much better. I continued to use methods he taught me and still use them today. I also occasionally reached out to Dr. Klein over the years, and he was always willing to provide

help or support. He has been one of the most important people in my development as an educator. I would not be where I am today without him.
Dennis R. Chase
International Programs, University Preparation Program Coordinator, UHM, Outreach College

Similarly, these words, reflect the appreciation of many who taught under or alongside Ed:

I started teaching at HPU when I was 32 years old, almost half a lifetime ago. Our program was huge at the time, with at least 50 ESL teachers [to coordinate]! I fondly remember the beginning-of-semester meetings and the banter by Ed and other teachers. They all cracked jokes left and right, with a lot of good-natured ribbing directed at Ed. He took it all in stride and made those meetings actually fun to attend. I've attended many meetings since, and often compare them to those early meetings in EFP. There is no comparison.
Ivona Xiezopolski
Las Positas College, Livermore, CA

April 3, 2018 was Intercultural Day at HPU. Coincidentally, it was also Ed's birthday. To honor him, celebrate his retirement, and perpetuate global education at HPU, the University launched a crowd-sourcing campaign, inviting small contributions toward the goal of endowing HPU's first scholarship specially designated for international students—the Edward and Virginia Klein Scholarship for

International Students. To learn more about Ed's legacy at HPU and the status of the campaign click here, or follow this address: https://hpu.donorzen.com/causes/klein-scholarship-fund.

Ed still sings in his parish choir and keeps fit with home repair work, gardening, and (grand)child care. As this issue goes to press, he and Ginny are preparing for youngest son Brian's upcoming wedding. Now, Professor Emeritus, he can still be reached at eklein@hpu.edu.
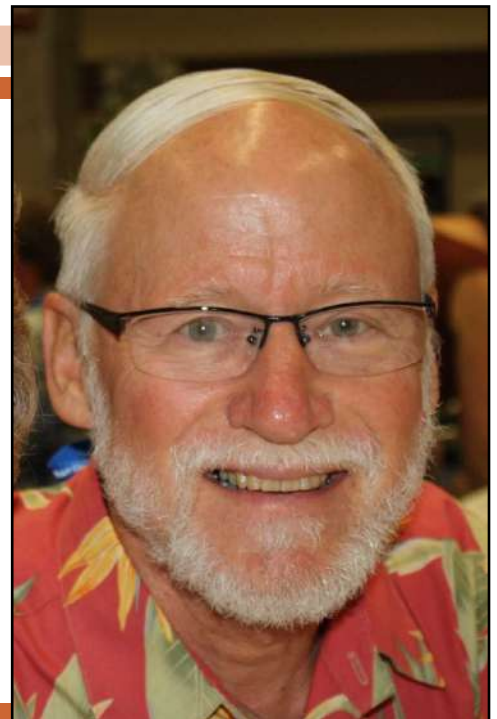
About the Author: Originally from North Dakota, Jean Kirschenmann has lived in China, Japan, Micronesia, Romania, and Hawaiʻi, teaching ESOL and teacher preparation courses for over 40 years.

Understanding the Two Main Teaching Approaches and How They Can Affect Students and Teachers
By Aaron David Mermelstein

Introduction

Teachers are continually making instructional decisions throughout their careers, and these decisions guide teachers to design the instruction for individuals or groups in their classrooms (Longert, 2009). Teachers today know that students don't all learn in the same way and mixed ability classes may be more the norm in many subjects. Knowing this, it becomes more important for teachers to monitor and adjust presentations to accommodate individual differences and enhance the learning of all students (Longert, 2009).

Most people have learning styles that work best for them, including teachers. These styles develop over a period of time and come from experiences, individual personality, talent, and ideologies (Mermelstein, 2010). Some teachers believe in the teacher-centered approach because the teacher is the expert, or the authority, providing the information. Other teachers believe in a learner-centered approach because they see the teacher as a facilitator for student learning.

Understanding the Teaching Approaches

According to Mermelstein (2010), many people believe that most teachers teach alike because they tend to think in terms of teaching methods rather than teachings approaches. Teaching methods may include: lecturing, asking questions, grouping students, conducting discussions, assigning readings, giving students homework, and tests. Many teachers may use all or some of these methods throughout their career, but a teacher's approach is not the specific methods they utilize, it's the unique way that teachers arrange and apply these methods.

Instructor-centered Approach

Instructor-centered is generally the *traditional* approach of teaching a lesson in front of a classroom. The teacher determines the content to be taught, plans for instruction, implements the instructional plan, and evaluates the students' progress (Mermelstein, 2010). In this style of teaching, the responsibility for learning is directly on the instructor, but unfortunately many teachers using this style do not accept this responsibility. Nunan (1999) used the terms "transmission model" and a "high structure teaching situation" to describe this style of instruction. In general, this style of instruction may be useful in transferring new information to both large and small groups, and often the information is presented at a rapid and steady pace.

Instructor-centered instruction literally means that the instructor is the one who is giving out the knowledge or information to the students, either through direct instruction or by providing materials for the students. The students are the receivers of the knowledge. Therefore, in order for this style to be effective, it is vital for the teacher to identify the student's current skill levels and knowledge in the subject being taught. When the level of instructional content or the level of the language being used is not correctly matched to the student's levels, the students may not effectively and/or efficiently receive the information. This problem can be much more extreme in mixed ability classes.

In the instructor-centered classroom, lessons are often designed to satisfy a curriculum that addresses a gap between what students currently know and what schools think they should know (Mermelstein, 2010). Lessons are usually taught by the lecture model, but sometimes teachers may use a demonstration and/or modeling. Student evaluations are usually more subjective with both affective (development of values) and cognitive (development of concepts) orientations (Berquist & Phillips, 1975) because the teacher is the sole person evaluating the materials and information given to the students.

Student-centered Approach

The student-centered approach focuses on the student's needs, abilities, interests, and learning styles instead of others involved in the educational process, such as teachers and administrators (Mermelstein, 2010). It is a form of active learning where students are engaged and involved in what they are studying (Brown, 2008). This approach can offer many options for curriculum design, course content, and the interactivity of courses.

Brown (2008) points out that in student-centered classrooms, students are involved in creating strategies that teachers can use. Inside the student-centered classroom there is a lot more responsibility placed upon the students to take on a more proactive role towards meeting the demands of the various learning tasks. Therefore, this style of teaching works best for students who are comfortable with autonomous learning and who can successfully participate and interact with other students.

Felder and Brent (2009) discuss three methods of student-centered instruction used in student-centered

Two Main Teaching Approaches . . . (continued)

(Continued from page 5)

classrooms. The first is *active learning.* Here, the students work to solve problems, answer questions or formulate questions of their own, discuss, explain, debate, and even brainstorm for new ideas during the class. Active learning involves a lot of higher level or critical thinking skills. The second is *cooperative learning.* This is where students would work in teams or groups on solving problems or work together on projects under specific conditions that assure both positive interdependence and individual accountability. The third method is *inductive teaching and learning.* This is where the students are first presented with challenges (questions or problems) and then learn the course material within the context of addressing the challenges.

In the student-centered classroom, planning, teaching, and assessment revolve around the needs and abilities of the students. This particular aspect of the student-centered appraoch seems to be the concern for many instructors. However, it does not mean that the students are in control of the classroom and the teacher is not the leader. It just means that the students have some influence in the decisions that are being made about their learning (Nunan, 1999).

Discussion

There is no single *best* view of teaching approaches or learning styles to lead teachers in making their decisions. There are a variety of culture-based differences in learning styles that are subtle and learning styles change as people grow and age. There will always be students with multiple learning styles (Indiana State University's Center for Teaching and Learning, 2009).

When mismatches occur between the approach a teacher takes and the learning styles of students, it can frequently and negatively have an impact on the students' grades (Oxford, Ehrman, & Lavine, 1991). Students may become inattentive in class, do poorly on exams, become discouraged about learning and/or themselves, and in some cases they may even drop out of school (Felder & Henriques, 1995, Oxford et al, 1991). Mismatches can also have an adverse effect on the teachers. When repeatedly faced with low test grades, teachers may become extremely critical of their students or begin to question their own competence as teachers (Rao, 2001). Teachers may also get terrible reviews from their students and superiors, and may even decide to leave the profession.

Most likely, it is necessary to adopt both teaching approaches depending of the course requirements and the learning goals. Understanding the students learning styles will ultimately lead the teacher to make the right decisions and lead to greater student, and teacher, success in the classroom.

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About the Author: Professor Aaron David Mermelstein is a Washington State certified K-12 teacher with a Ph.D. in TESOL. He taught middle school and high school ESL before moving to Asia, where he has spent the past 16 years teaching EFL at the postsecondary level. His specialties include: student-centered teaching and extensive reading. He is an Assistant Professor of TESOL in the Department of Western Literature and Languages at National Kaohsiung University.

Collective Efficacy: How Educators' Beliefs Impact Student Learning by Dr. Jenni Donohoo: A Review

By Wes Armstrong

Donohoo (2017) is a valuable resource for school leaders interested in fostering highly effective, competent, and efficacious teaching staffs that are hyper-focused on increasing student learning. The book is an easy-to-read, easy-to-refer-to guide that provides school and teacher leaders with protocols for inquiry-based professional learning and strategies for increasing the collective belief amongst teaching staffs so that they can work together to accomplish difficult tasks and further student learning. Simply put, *Collective Efficacy* is a book that teacher leaders should have on their shelves if they are curious about how to hone the collective abilities of their teaching staffs to improve their school. Further, Donohoo has provided a potential template for how to reorganize Japanese English as a Foreign Language learning organizations from top-down managerial structures to more effective learning environments that are focused on continuous improvement and student learning.

Collective teacher efficacy was recently ranked as the top factor influencing student achievement (Donohoo, 2017). "[F]ostering collective teacher efficacy is a timely and critical issue if we are going to realize student success" (Donohoo, 2017, p. 91). Therefore, "it makes sense to invest in fostering collective teacher efficacy as a school improvement strategy" (p.21). Resultantly, school

leaders need to be aware of the power of collective teacher efficacy when organizing for instruction and planning for professional development, in order to maximize the potential of their staffs to positively impact upon student learning. To this end, *Collective Efficacy* was written to "translate the extant research on collective teacher efficacy into a form useable

by principals and teachers; and . . . to provide practical strategies, tools, and an inquiry framework to . . . bridge the theory-practice divide" (p. xv). The book is largely successful in achieving these goals. The following paragraphs outline Donohoo's recommended strategies for fostering a highly-efficacious staff, comment on the evidence and research, and offer a critique of how collective teacher efficacy is defined.

To begin, Donohoo (2017) provided a wealth of strategies,

protocols, and frameworks for fostering collective teacher efficacy. Donohoo summarized for leaders in a practical thought that, "[a] collective sense of efficacy is fostered through teacher empowerment" (p.72). School leaders need to empower teachers by creating a culture that advances teacher influence, encourages consensus around goal-setting, and promotes curiosity for one another's work (Donohoo). School leaders need to understand that highly efficacious teaching staffs set high expectations, exert more effort, are persistent when attempting to overcome difficult challenges, provide students with autonomy over their learning, and are committed to improving the school (Donohoo). In addition, highly efficacious teaching staffs are more likely to invite parental participation and community partnerships (Donohoo). School leaders can, "help build collective efficacy by communicating a strong belief in the capacity of the staff to improve the quality of teaching and learning" (Donohoo, 2017, p.31), developing a common understanding of high expectations, and by linking progressively more challenging goals to a moral purpose (Donohoo). School leaders also need to be responsive to teacher and student needs, meaningfully include teachers in

Collective Efficacy . . . (continued)

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school improvement processes, and develop a culture focused on continuous improvement (Donohoo).

Taking full advantage of the skills and talents of the teachers in an organization requires school leaders to create opportunities for teachers to learn from each other. Meaningful collaboration plays a major role in fostering efficacious teaching staffs (Donohoo, 2017). Teacher networks, collaborative teacher inquiry, and peer coaching are all strategies school leaders can employ to foster collective teacher efficacy (Donohoo). Teachers are more apt to enact strategies learned from each other (Donohoo). "By creating and sharing knowledge while collectively searching for solutions to problems, teachers build confidence in the team's collective capability to handle difficult situations and motivate students" (Donohoo, 2017, p.59). Further, the "cycle of teacher inquiry provides leaders with an opportunity to enact the leadership practices . . . that [have] a high likelihood of success of increasing efficacy" (Donohoo, 2017, p.62). Moreover, teachers share the responsibility of increasing student outcomes and draw on each other's experiences and expertise to develop common understandings of student learning needs and effective pedagogy when engaged in ongoing collaborative inquiry (Donohoo).

Student learning improves when educators are engaged in continuous learning (Donohoo, 2017). Therefore, schools focused on continuous improvement must be actively refining the professional capacities of the teaching staff to address student learning needs. To this end, school leaders would be wise to offer professional learning that is ongoing, reinforces meaningful collaboration, focuses

on educator's practice, involves reflection based on evidence of student outcomes, increases teacher influence, builds capacity for leadership, and taps into sources of efficacy (Donohoo). The genius of collaborative teacher inquiry is that it accomplishes these goals by turning the focus of teacher learning inward, allowing the practice of teaching to be informed by evidence of student learning and the collective expertise of the teaching staff. Moreover, every school leader can adopt the practice of collaborative teacher inquiry and engage their staff in ongoing, meaningful professional learning without having to spend a lot of money on one-off professional development courses. Thus, Donohoo's suggestions offer meaningful, ongoing learning without costing a fortune.

The strategies, protocols, and frameworks offered by Donohoo (2017) are borne from extensive research. Donohoo utilizes evidence from a wide range of books, journal articles, government (and other) documents, and dissertations to form her arguments and useable templates. The majority of the sources were published in the United States. In total, 122 sources are cited in Donohoo. Fifty-five of the sources are journal articles. Thirty-eight of the sources are books (including two from the author's). Twenty-one of the sources are government and other documents (including chapters from books). Eight of the sources are dissertations. Further, with the exception of one source, all of the sources were published in English-speaking countries. Donohoo's work is largely a summary and synthesis of scholarly work that has been published on collective teacher efficacy. Therefore, the book is almost entirely comprised of secondary-source data from the

English-speaking world. Wisely, Donohoo encourages school leaders and teachers to conduct further research into collective teacher efficacy. To this end, she offers a reference list at the back of her book as a starting point for further inquiries into the topic. An extensive investigation into collective teacher efficacy in Asia, or an inquiry into collective teacher efficacy beliefs of English-language teachers working in English as a Foreign Language institutions in Asia would be valuable to expand upon Donohoo's work.

Given its practical strategies, protocols, frameworks, and easy-to-read format, it would be difficult for any school leader to read through Donohoo (2017) without gaining a wealth of knowledge about collective teacher efficacy. It is simply a valuable book for school leaders. However, the concept of collective teacher efficacy as presented in Donohoo is confusing at times. This is because there are subtle variations in how the term is phrased along with several competing definitions from prominent educational researchers and authors that muddle the meaning. For example, Donohoo begins by stating that collective teacher efficacy refers to "the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (p.1). However, she strays from this binary definition by including definitions from other researchers who define collective teacher efficacy as a quality that can be measured. The problem with this is that when defined in binary terms, a staff either possesses collective teacher efficacy based on a given set of standards or it does not. A staff is either efficacious or inefficacious. Therefore, it would be impossible

Collective Efficacy . . . (continued)

(Continued from page 8)

to qualify collective teacher efficacy with the word "low" as Donohoo does at times throughout the book. This incongruence is not trivial.

Through email exchanges with Dr. Donohoo about this incongruence in meanings, the concept of collective teacher efficacy has become clearer. To offer an analogy, collective teacher efficacy can be interpreted as a measurement akin to heat. When collective teacher efficacy is present, it is like water boiling in a pot. When collective teacher efficacy is emerging, the water is in the pot, but it has yet to reach a boil. When collective teacher efficacy is lacking, the burner has yet to be turned on. Therefore, collective teacher efficacy can be measured much like boiling water can overflow when it is really hot, or simply have a few bubbles. My problem is that the water is either boiling or it is not and therefore, cannot be qualified as "low."

Despite this, *Collective Efficacy* (2017) is an important book for school leaders and teachers to gain a deeper understanding of how their thoughts and perceptions affect student learning. The book contains a wealth of strategies and protocols, as well as useable frameworks for school leaders to incorporate into their professional practice to foster collective teacher efficacy. Donohoo (2017) translated research into easy-to-read language that makes her book a resource that educational leaders can refer to often. Moreover, the collaborative teacher inquiry four-stage model provides school leaders with a ready-made professional learning template that can foster meaningful development and lead to lasting change.

One of the great benefits of Donohoo's (2017) strategies for school leaders organizing for instructional practice is that they offer meaningful professional learning without the exorbitant costs. The school leader just needs to enact processes that transform the school into a learning organization whose constituents are ever curious and eager to learn from one another. Such an organization would be characterized by high expectations, a culture of continuous improvement, intrinsically-motivated teachers, and increased student learning. In short, enacted properly, Donohoo's strategies, protocols, and frameworks foster a learning organization that develops strong teachers, and maximizes student learning. Although Donohoo's work is exclusively focused on English-speaking school environments, incorporating the book's suggested practices for fostering efficacious teaching staffs would also likely lead to increased student learning in Japanese school environments.
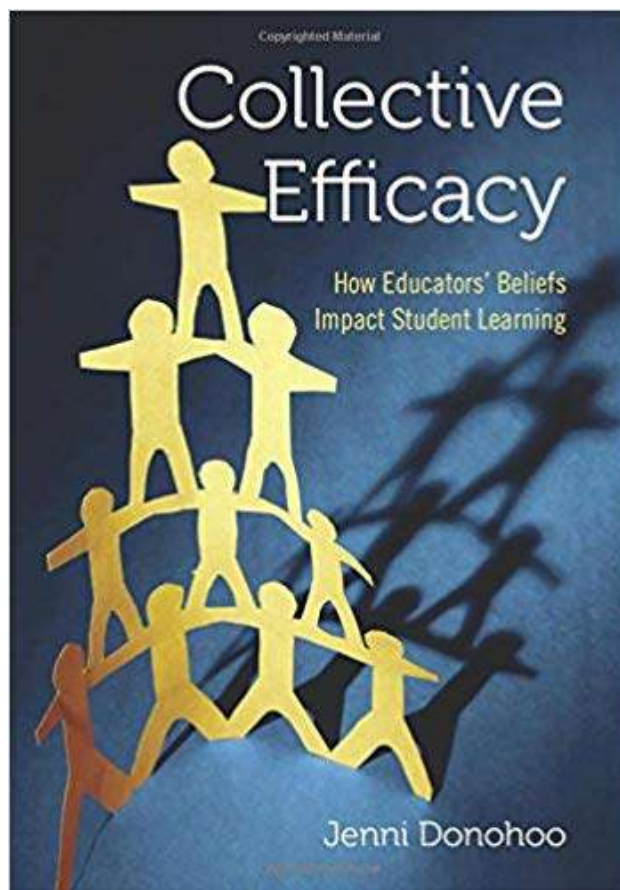
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About the Author: Wes Armstrong is an Ontario-trained teacher with fourteen years of experience teaching in Japan and Canada. Mr. Armstrong currently teaches academic writing, presentation skills, and business English courses for English-language learners at Kyoto Seika University and Kwansei Gakuin University in Japan. Mr. Armstrong has also taught grades 4-6 as an elementary school teacher, and grades 9-10 Social Studies in Canada. He is currently completing a Master of Professional Education in Educational Leadership at Western University in London, Ontario, Canada. He will be starting a doctorate in Educational Leadership in International Contexts at Western University in September.

Limiting Culture Shock:
Recognizing Cultural Differences among Pacific Islanders
By Michael Deatherage

In the United States, cultural awareness has become a significant focus of teacher preparation courses in order to create a strong understanding of diversity and inclusion in the classroom. The resulting emphasis on cultural differences has led to better facilitation of teacher candidacy programs, to better teaching across the diversity spectrum of English language learners (ELLs), to better teaching practices, and to better instructional strategies in immersion classrooms. By developing cultural knowledge of specific demographics where the educator plans to practice during the teacher preparation program, cultural responsiveness can develop immediately in the classroom. By increasing cultural studies of various island cultures, the teacher preparation program will invariably increase teacher confidence in recognizing diversity and increase inclusion for a fuller, more responsible, cultural response in the classroom environment.

Marshallese Diversity

Geographically, Pacific Islander includes the entire areas of Melanesia, Micronesia, and Polynesia. The Republic of Marshall Islands (RMI) lies within the large region of Micronesia. Micronesia is a region that includes a total land area of 1,000sq mi, approximately 2,100 islands, the largest of which is Guam, covering 225sq mi. The total ocean area within the perimeter of the islands is

2,900,000sq mi. The RMI consist of 29 atolls and five islands, with an innumerable number of islets, some being inhabited by no more than five to 15 inhabitants. These islands, atolls, and islets make up two distinct island chains: Ralik Chain and Ratak Chain. Each major island of the country has been described as distinctly culturally unique in wildly varying degrees according to Suzanne Acord (2009). The unique differences of these
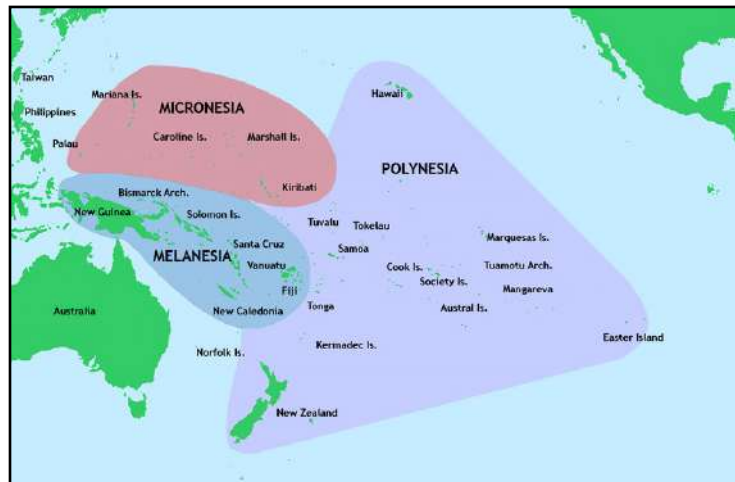
island cultures are piercing examples of why cultural stereotyping of a people by demographics does not work. To lump the people of Micronesia into being Marshallese is a gross mistake due to the vast sub-cultures that make up the population. These misunderstandings of what exactly the definition of being Marshallese is further creates discrimination due to the drastic differences in culture from one island to the next, not only in language, but in the perspectives and cultural traditions held by the people.

Limiting Culture Shock Through Knowing

For the Westerner, there is a separation between church and state. For much of the Marshallese population, as diverse as they are, Christianity is central to all aspects of their life, especially in the education of their children. Because academic education is not compulsory for Marshallese children, the church has taken an active role in filling that need. Also, Special Education services are almost non-existent for any student or adult in the RMI. Without prior cultural knowledge, most teachers would not take into consideration that the Marshallese student may have never attended a school until that school year. The actual education of the Marshallese student, while in the RMI, is rarely considered when determining the grade placement upon registration in U.S. schools. Expecting students to align with the dominant cultural education learning style without consideration of their own culture is the catalyst for significant culture shock.

Marshallese Community

Community is extremely important at all ages and levels of education for all cultures. For the Marshallese, everyone works together for the common good of the community. In the RMI, it is common for the gatherers, who are

Limiting Culture Shock . . . (continued)

(Continued from page 10)
aged 6 to 60, to cross reefs or entire islands to gather food or supplies (Bishop, 2010). In their absence those left behind will care for the children and elderly. Following this cultural tradition as migrants into Hawai'i, it is not an uncommon practice for the parent to leave children with "aunts and uncles" while they leave for months at a time to earn money at the coffee plantations or other agricultural areas.

For the educator, the frustration often comes to a head when trying to contact a parent or guardian for important academic concerns. Many Marshallese children do not live with their parents, but with other members of the Marshallese community for extended periods of time, sometimes living in Hawai'i while their parents are in the RMI. This extreme cultural difference has been the headache of many teachers and education administrators in Hawai'i. Taking into consideration the Marshallese practice of adoptive guardians, a sincere question comes into focus: Can determining the cultural differences and learning styles of the students also create a means of familiar commonality when conversations take place between the school and the Marshallese guardian of how the student is performing academically?

Two Kinds of Education

Many first generation migrant Marshallese still consider there to be two kinds of education: academic and cultural education provided by the community. A distinct difference between how learning occurs within the academic environment and the socio-cultural environment exists where parents tend to not interfere with the academic education of their children. Even after more than twenty-five years of outreach programs to reconcile the school to parent vacuum, very few Marshallese parents cross that bridge. The reason, as is often entirely misunderstood by teachers and educators, is that on the RMI historically the church is responsible for the education of the children and to be educated at all was a very high status symbol within the community. This remaining cultural factor is the reason why many Marshallese are perceived as not being involved in their child's education. Historically taught that the school (church) knows best and to stay out of the school's (church's) business has been ingrained into Marshallese society. But, as a show of what a good education can provide outside of the RMI, within the past decade, Marshallese literacy has substantially increased to 98.7% for adults. Before that, literacy was rarely over 28% and usually confined to the major islands (Ratliffe, 2011).

Micronesian populations in Hawai'i have historically had a much different type of educational environment than what they experience in the RMI. It is the educator's responsibility to facilitate student achievement and to practice cultural responsiveness so that a conducive classroom environment exists for cultural exchange. The objective of cultural responsiveness is to prevent monoculture disparities, to encourage a positive environment where stereotypes are prevented, and where cultural exchange occurs within academic discourse. Cultural awareness gives the educator the ability to discover connections in a multicultural environment that facilitate collaboration rather than separation. By integrating Pacific Islander cultural studies into the school room environment, students and teachers are more inclined to answer questions through "culturally valued products" (Armstrong, 2009, p.18) while also exploring how to solve culturally relevant problems.

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About the Author: Michael Deatherage is an English Literature teacher at Kealakehe High School located on Big Island and was an elementary teacher at Kahakai Elementary in Kailua-Kona, Hawai'i. Has an MS in Education Curriculum Instruction and Design. He is currently attending Northcentral University, enrolled as a candidate for a PhD in Education with an emphasis on English as a Second Language. His main hobby is learning new languages and is currently working his way through Russian.

My eTwinning Experiences

By Viktoriia Harbuz

The aim of this article is to share my story of the everyday challenges and problems that I face teaching English for secondary students at Kovel Gymnasium, a typical Ukrainian school in the small town of Kovel in the north-west of Ukraine. At the same time I would like to highlight how implementation of eTwinning (more information about eTwinning at https://www.etwinning.net/en/pub/index.htm) into the school curriculum and my everyday classes helped me to deal with many of my problems and solve the most challenging issues in my classroom.

The most discouraging thing about education nowadays is students' lack of motivation of learning. I am striving to motivate my students and engage them in learning as I stick to the viewpoint of most cognitive psychologists about how important motivation is to one's success in life. I realize that it is not easy to promote motivation until students are actively engaged in what they do. Having involved my students in eTwinning projects, I noticed how collaborative learning and sharing raise their interest in learning. For example, a project offered to a group of students will prompt a full range of responses related to motivation, such as excitement, enthusiasm and engagement.

Another challenge in my classroom is the fact that most students do not have proper computer skills. It is not surprising as the majority of Ukrainian schools are not technically equipped, have poor Internet access/speed and computer classrooms used only for ICT lessons. I fully realize that the digital age impacts today's generation because children have grown up with technology. Nowadays technology is advancing at such a rate that traditional ways of teaching and

learning are not pushing students to their full potential. By using IT properly in the classroom, teaching and learning are enhanced and given a new dimension. Involving my students into eTwinning projects and encouraging them to learn about how to use effective web 2. tools, I see how they develop computer skills. Even using stereotypical cell phones and the mobile Internet, the process of learning becomes more motivating and interactive for students. Using technology while working on eTwinning projects, children learn by doing, researching, and receiving feedback. This helps students to become passionate about what they are learning.

As my observation of Ukrainian school education (regarding rural and small-town areas) shows, the older version of a student needs to be upgraded. It's no longer enough for a modern student to own a basic level of literacy. Being able to find information is still useful, but knowing how to evaluate it, apply it,

and be able to use knowledge in practice is what's essential. As we move further into the 21st century, we realize what skills students need to be competitive today. Even though my school is in a distant area of Ukraine, there's still an urgent task for me to start encouraging thinkers and innovators who are able to work in teams and generate new ideas. Gradually involving my students into eTwinning projects, I notice how they are changing and how eTwinning helps them to develop important 21st century skills. Participating in eTwinning projects, my students learn more about other people and diversity, and they are coming to understand that not everyone learns and thinks in the same way. I feel excited about it, because I do not want to fit my students into the same box. I encourage my students to be keen participants in the class discussion, to practice leadership skills, to be able to express their viewpoints clearly and try to impact

My eTwinning Experiences . . . (continued)

our school and class community bringing positive changes and improving our lives.

The most challenging task for me as a teacher is to adapt eTwinning activities into my lesson plan. Although my students have become accustomed to new technologies and are always eager to learn new skills, there's not always time to work on eTwinning activities at my lessons because we should follow the curriculum and very little time is left for extra activities. However, I try to fit eTwinning activities into my lessons even if eTwinning project and my lesson topic cover different aspects. I explain to my students that in the real life we also do not deal with the same or similar challenges, so they need to react quickly to the changes. It also fosters their curiosity and enhances their creativity and imagination. In this way I try to connect eTwinning activities and my lesson topic. At the same time eTwinning activities can reinforce what we learn at the lesson. One quick example is while we were reviewing how to write stories, we had an online meeting (it was included into our project plan "Grandma's Stories in 2080") with Shelly Sanchez Terrell, an e-learning specialist, consultant and innovator

who shared her experience on how to write exciting stories and also gave some useful tips on effective storytelling. This meeting was a virtual bridge between "the world in here" and "the world out there": the real world of real lives. What I appreciate about eTwinning projects is the fact that they help to develop my students' social skills. Through collaborative activities in the project children also improve interpersonal skills to interact appropriately with

others. Participation in the project activities enables them to respond to people in a positive way fostering their tolerance and empathy. Their teamwork skills are refined, and they have social influence.

To sum up, project-based learning helps my students to apply what they learn to real-life experiences and provides an all-around enriching education.

About the Author: Viktoriia Harbuz is a member of the initiative group of Kovel English language teachers whose responsibility is to work out tasks for annual students' competition in knowledge of English called "olimpiad". She is the author of numerous multiple choice activities, tasks on checking reading and listening comprehensions. She is also an active participant of different local and regional workshops and trainings, a regional trainer at Volyn In-Service Teacher Training Institute on the project of European Council "Education for Democratic Citizenship". Viktoriia is also an ambassador of eTwinning Plus program in Ukraine, this responsibility helps herto develop professionally and to share herexperience on creating successful mutual projects with other colleagues.

Integrating Culture into English Teaching and Learning

By Minh-Chien Duong

Learning a foreign language has long been said to be associated with learning the culture of the country where that language is used. However, English language teachers usually have difficulties in using English to teach cultural aspects to English language learners due to the learners' low proficiency and the complexity of the topics. In this paper, I will provide some examples of how cultural aspects of English speaking countries are taught to young English language learners in Vietnam.

At the center which I based my paper on, we are running an English language program sponsored by the U.S. Government. One of the key program objectives is to introduce U.S. culture to the learners, which is necessary in EFL education and to the current program at the center. Choudhury (2014) declared that learning English is to help learners express their thoughts and emotions to a wider range of audience. In this process of idea and feeling expression, cultural awareness is important because culture has strong impacts on how language should be used in communication. To illustrate, slang is usually of interest to language learners but may not be appropriate in some communicative settings. In addition, varied communicative purposes require learners to be able to use proper language that can create good impressions and is comprehensible to the interlocutors. Choudhury (2014) and Zhao (2011) concluded that culture plays an important role in deciding how language should be used.

On the contrary, teaching culture is problematic to many EFL teachers because learners are not proficient or interested enough to lean about the cultural values of other countries, especially when these so-called complicated topics are presented in English. The solution can be either teaching culture through the native language or omitting this topic in the curriculum. Either option is opposite to what has been proposed in the program at the current institution. Therefore, the preferred idea is how to effectively integrate culture in English language teaching and create learners' interests in learning both language and culture.

Choudhury (2014) and Zhao (2011) suggested integrating culture into teaching through the selection of topics, instruction, and materials. These are techniques that EFL teachers at my center are also employing in their teaching. I will illustrate in detail how the U.S. culture is mentioned through teacher instructions, lesson topics, and teaching materials.

Teaching culture through instruction

In an English lesson, quite a bit of background knowledge that is related to the culture of English speaking countries is already present. Teachers are recommended to create an interrelationship between the learners' native culture and the U.S. culture. For example, when teaching lessons about houses, besides topic-related vocabulary, the teachers also introduce how American people protect and respect their family members' privacy. The learners will be introduced to some behaviors to respect other members' privacy such as knocking before entering someone's room, calling before visiting someone, and making good comments about someone's house's interior and decoration. The instructions can be very simple to teach these points such as *"Do you have your own room? - Do your sisters/brothers have their own rooms? – Do you usually go to their rooms? Do you knock [the word KNOCK is emphasized by raising your voice and using body language to illustrate] before you go in? – Remember, always knock before you go into their rooms."* In this simple and short example, the *Privacy* value has been taught to the student in a very friendly and easy manner.

Teaching cultures through the selection of topics and classroom activities

Another example is about the selection of topics. In the program, there are sessions in which teachers are free to teach topics of interest to learners. From my observation, the teachers at my center are very clever in introducing American holidays when the celebrations are currently or are going to be held in the U.S. For example, holidays such as Easter, Thanksgiving, and The Fourth of July are introduced with music, videos, and pictures to help learners visualize how the celebrations are held in other countries and to better understand the information with visual aids. Also, the teachers and the students prepare food for the celebrations to provide students with very practical experiences on how to prepare for the holidays. Another example is that the students will be shown how to make a card to express their thanks to other people on Thanksgiving Day. These activities are extremely favored by the students because they can obtain real experiences of the U.S. culture and take part in numerous activities that are frequently stress-free and stimulate their creativity. In addition, these topics and activities can help students compare the cultures of the U.S. and Vietnam, which can enhance their cross-cultural understanding.

Teaching culture through materials

As indicated by Choudhury (2014) and Zhao (2011), culture is

Integrating Culture . . . (continued)

(Continued from page 14)
implied in language. Therefore, a good selection of language teaching materials can support the learners' learning cultures. An example can be in the Reading Comprehension section: teachers can select reading texts that provide learners with not only vocabulary but also rich cultural information. Thereby, through carefully reading the texts and completing reading exercises, learners can acquire a huge amount of information about culture that is implied in the texts. Teachers can go further with explanations about those cultural aspects for learners' better understanding.

Conclusion

Although culture can be hard to teach, it is, in fact, an interesting and necessary part of EFL education. EFL educators should integrate cultural values in their language teaching to help develop learners' intercultural awareness. It should also be remembered that whether teaching culture is easy or challenging greatly depends on the selection of topics, materials, and instruction.

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About the Author: Minh-Chien Duong is an administration staff member at the Resource Center for Community Development, An Giang University, Vietnam. He is interested in EFL program management and EFL education for young learners.

An elderly man in traditional dress on the occasion of New Year offering .

New Year's celebrations in Times Square, New York City.

Vietnamese Weddings

American Weddings

The Online Participants' View of
Hawai'i TESOL's 2018 Language Experience
By Perry Christensen, Elizabeth Reilley, Tom Court, and Michael Rollins

In an effort to be more inclusive of our neighbor island members and those residing away from the Honolulu core, Hawai'i TESOL is exploring new ways of communicating and sharing our events. An example of this is the 2018 Language Experience, *O Bê-a-bá do Brasil*.

On May 24, 2018, about 20 participants gathered for the evening at the University of Hawai'i at Mānoa to be enveloped in the history, culture, and language of Brazil. Joining them were three online participants.

The first online participant was **Elizabeth (Beth) Reilley**, Hawai'i TESOL's Program Coordinator in charge of planning events. Beth did most of the heavy lifting by arranging for the presenter, location, and food. She also worked to get the event broadcasted. However, at the last minute she had to travel to the mainland and participated online in the comfort and privacy of her father's office at 12:30 AM EST.

The second online participant was **Perry Christensen**, Hawai'i TESOL's Webmaster. Perry took part in the proceedings from the luxury of his office at BYU-Hawaii, on Oahu's North Shore. He had a sweet set-up, complete with three monitors so he could view the online handout the presenter had prepared as well as the video presentation and chat box.

The third online participant was **Tom Court**, just one of the regular outstanding Hawai'i TESOL members. Tom logged into the Language Experience from the comfort of his home near the North Shore. Tom had a few technology glitches that required him to sign in and sign out a few times, and he ended up listening to the Language Experience on a tablet while contributing to the online commentary using a laptop computer.

Rachel Mamiya Hernandez, an instructor of Portuguese, Spanish, and Latin American and Iberian Studies at the University of Hawai'i at Mānoa was invited to be the evening's Portuguese instructor. Rachel had never given a presentation which integrated online and in-person audiences. However, she said she would keep this in mind as she developed her lesson plan for the evening.

Having never conducted an online broadcast, Beth had to figure out which broadcast platform would be best. She finally settled on *Google Hangouts on Air with YouTube Live*. She reached out to **Michael Rollins**, Hawai'i TESOL's Social Media Chair, to see what he could do to help. Soon Michael was assigned to be the webcam man and capture the action live.

As the presentation started, Michael swung the camera around to capture each person's introduction. Most could be heard by the online participants, but those farther away from the camera or talking in a soft voice were inaudible. On the other hand, Rachel's voice was loud, energetic, and clear. She, for sure, was using her strong teacher's voice.

As Rachel introduced Brazil and started presenting several Portuguese greetings, Perry found himself repeating each greeting out loud. Actually it was better for him in his office as he felt uninhibited repeating aloud each greeting as many times as he wanted. Tom, on the other hand, felt disadvantaged as an online learner for not being able to simulate the experience of being in the "hot seat," which is one of the reasons for this annual Hawai'i TESOL event. Not being physically present, Tom attempted to answer the questions and participate actively, but without the same level of immediate and spontaneous accountability. However, all the online participants loved that Rachel acknowledged them and was very inclusive throughout her presentation. They also loved chatting with each other and sharing what they had learned in the chat box.

The technical low point of the evening was when Rachel played a Brazilian song containing several of the learned Portuguese greetings. The music and words sounded very compressed and digitized through the video feed. This was about the only time during the presentation the online participants felt a bit left out.

The presentation ended with a game of Kahoot! Beth, Perry, and Tom all love Kahoot! Beth felt quite confident she would win the challenge having learned a bit of Portuguese herself, and she was shocked to realize she knew so few gestures! Perry was worried that he wouldn't be much of a competitor since he was watching through the broadcast. However, he was wrong. He was able to keep up with those smart on-site contenders and ended the game in third place. Tom also felt thoroughly involved even though he failed to medal in this fun competition owing to his ignorance of Brazilian non-verbal gestures. He not-so-grimly points out that he finished in fourth place and only 150 points behind "*Eu sou* Perry." He vows to surpass his other online competitors by saying, "Next year, Perry, *esteja preparado!*"

The reality of being an online participant struck again as Rachel handed out prizes to the top three Kahoot! winners. Third place winner

The Online Participants' View . . . (continued)

(Continued from page 16)

Perry consoled himself with the fact that he only had a 4-minute bike ride home, and not the hour and a half it would have taken him if he had driven into Honolulu to attend in person. Tom also noted the convenience of being able to be involved without a cumulative 2.5 hour drive to Honolulu. Of course Beth wouldn't have been able to participate at all from the mainland had it not been for the broadcast.

Overall, this Hawaiʻi TESOL event was a beneficial cultural and language experience for all. Who knows what the future holds. Hopefully we can better utilize technology to bring us together more. If you have ideas to share about connecting our divergent locational membership or recommendations for future workshops, drop us an email or a post on our Hawaiʻi TESOL Facebook page. We are keenly interested in connecting with all of you across the state.

In the meantime, keep your eyes out for more targeted social media to lure you into future events—both online and in-person. Maybe next time we'll see you all on Facebook Live? Or another medium? Or, perish the thought, in person?

Video of the event can been seen at: https://www.youtube.com/watch?v=sHX0yQd2I34. The participant introductions start about 33 minutes in, while the language presentation starts around 40 minutes in. You can also see a semi active text chat to the right of the video once the presentation starts. Remember, Michael Rollins was ghost writing for Rachel Mamiya Hernandez.

About the Authors: Perry Christensen, EdD, MBA, BA-Russian, Eagle Scout, and permanent member of the National Slavic Honor Society (*Dobro Slovo*), has been telling the same funny jokes to students for the past 30 years.

Elizabeth Reilley, MS. Ed.-TESOL and BA-Visual Art, is happy her teaching career has brought her only to warm, sunny places like Miami, Orlando, Phoenix, Honolulu and Brazil.

Tom Court, M.Ed. TESL, BA East Asian Studies, is an ardent admirer of anyone who learns to speak any language well; he speaks French abominably, Japanese horrendously, and Chinese, well, his adopted sons from China laugh outrageously when they hear others compliment him on his Chinese.

Michael Rollins, MA SLS, BA-Religion, believes in compassion.
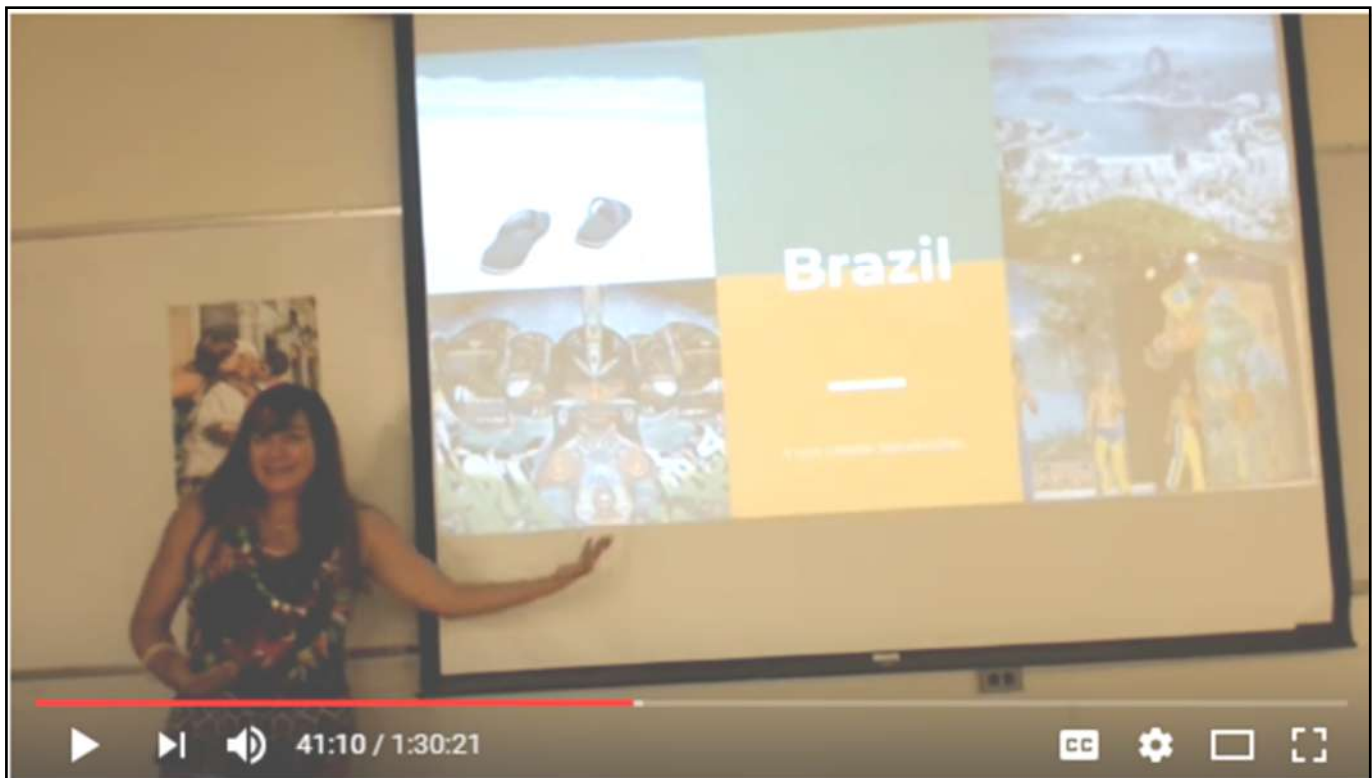
ESP Textbook for Social Welfare Majors
By Minako Inoue

Introduction

English for Specific Purposes (ESP) is an approach to teaching English oriented towards a particular use in specific fields. It is designed to help learners master vocabulary, expressions, and other communication requirements needed in the given discipline. This approach has gained much interest due to globalization. In Japan, college graduates are expected to actively participate in a competitive global world; thus, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been enhancing English education throughout the country. In response to such a situation, implementing ESP, which is believed to be beneficial and useful to students and their futures, has become a popular practice at the tertiary level.

Problem Statement

Due to the declining population of 18-year-olds, Japanese universities face a shrinking number of applicants. Many universities have lowered their admission requirements, accepting students with a variety of needs and academic levels. The ESP approach can be tailored to the diversity of students' English proficiency levels, motivation, future goals, and future occupational fields. However, it has been reported that finding appropriate ESP textbooks is not easy.

Purpose of this report

1. To briefly describe our ESP textbook
2. To reveal students' perceptions on ESP instruction and textbooks

Although various ESP textbooks are available in the fields of business, law, medicine, and nursing, there are very few within the field of social welfare. Therefore, introducing our

ESP textbook, and examining students' perceptions about it, will hopefully be a stepping-stone for those planning to create an ESP textbook in similar fields.

Research Design

To achieve the second goal, a survey questionnaire consisting of four multiple-choice questions and 11 Likert-scale questions was completed by 30 students majoring in welfare and psychology. Open-ended questions were included at the end of the questionnaire to obtain individual opinions and suggestions for the textbook as well as for English classes as a whole.

Textbooks

Our English II textbooks are major-specific textbooks for physical therapy (PT), occupational therapy (OT), and welfare and psychology (WP), and aim to help students build basic communication skills, improve other language skills needed in the field, and broaden their knowledge of the terms, phrases, and expressions in the particular disciplines. The content-based material was created through coordinated efforts of professionals in the areas of OT, PT, and WP.

Overview of the textbook for welfare majors

The first three units of the textbook are common units for all majors covering current topics in medicine, followed by specific units for welfare majors. The contents of the textbook are as follows:

Units for Current Topics in Rehabilitation (common topics)
   Unit 1 Regenerative Medicine & Rehabilitation
   Unit 2 Brain & Its Function
   Unit 3 ICF (International Classification of

Functioning, Disability, & Health)
Units for Welfare and Psychology
   Unit 4 Superaged Society
   Unit 5   Dementia
   Unit 6 Employment Support
   Unit 7 Counseling
   Unit 8 Attention Deficit Hyperactivity Disorder (ADHD)
Appendix
   1. Glossary – Word Index
   2. Vocabulary Abbreviation
A CD used for the listening activities for each lesson was recorded by native speakers.

Format of each lesson

Every lesson follows a unified format (chapters 1 and 2) and similar format (chapters 3 to 8) as follows.

1. Study goals: Each lesson indicates study goals in terms of content, grammar, terms/expressions, and skills and activities.
2. Key terms: Vocabulary exercises are given in the form of a quiz in which students are required to match English and Japanese words.
3. Pre-reading activity, reading, and reading comprehension
4. Listening and listening comprehension
5. Grammar explanation and exercise
6. Terminology: Terms and expressions related to welfare and psychology are provided.
7. Conversation practice: Students write a short script and carry out a conversation.
8. Other exercises: This includes tasks such as reading graphs or conducting research related to the field.

Additional contents: Computer Assisted Language Learning (CALL)

ESP Textbook . . . (continued)

(Continued from page 18)
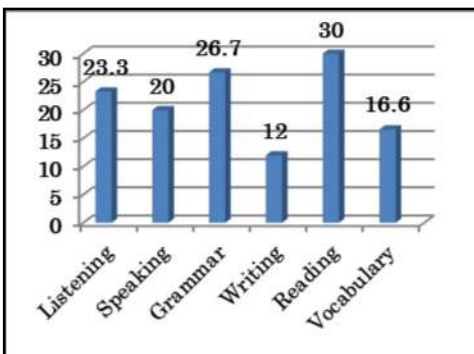and Paragraph writing have been added, and handouts for these topics are provided.

Results of the survey

The survey found that 70% of students believe that ESP is a necessity, and 50% believe they will need English in their future.

The following graph (Graph 1) shows the skills that students most want to improve (indicated in percentage: a proportion in relation to a whole). The most frequent response to this question was speaking and vocabulary (30%). The second graph (Graph 2) shows the skills that the students believe have improved. (Multiple answers were allowed for this question.) The most frequent answer to this item was reading (30%), followed by grammar (26.7%).
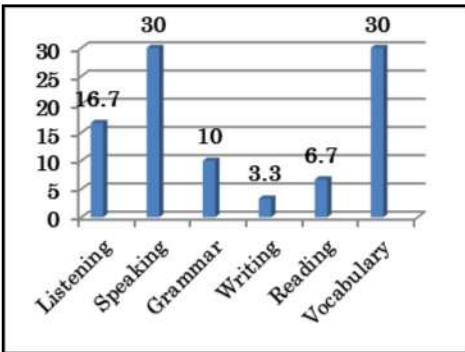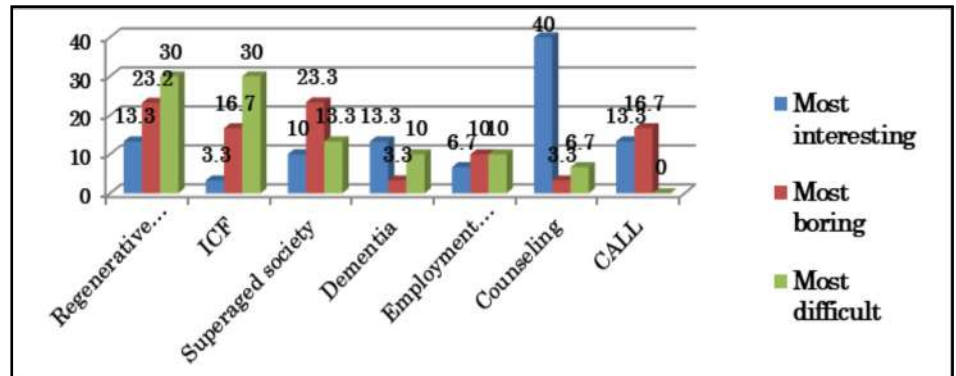
In terms of degree of difficulty for the textbook, 6.7% claimed it is too difficult, while none reported that it was too easy. Regarding difficulty of the lecture, 3.3% said they were too difficult and none claimed that they were too easy.

The following graph (Graph 3) shows students' perception of textbook topics (expressed as a percentage of a whole).

According to the students, the most interesting topic was counseling (40%), followed by dementia and CALL (33.3%). The most boring sections were superaged society (23.3%) and regenerative medicine (23.2%). The most difficult topics were regenerative medicine and ICF (30%). Pearson's correlation analysis confirmed that there were no significant correlations among the three variables as indicated in table 1.

Discussion and Implication

This study reveals that very few students believe the textbook or instruction is too difficult or too easy, which may confirm the appropriateness of the level of both. In addition, all students responded that their English skills had improved, although there are differences in skills and degree of improvement. However, it will be important to implement more activities for improving students' speaking skills and vocabulary knowledge, which they most desire. Pair work, discussion, and research should be integrated into the instruction so that active learning can be promoted. Students' opinions on the topics in the textbook are varied.

According to the school record on the place of employment for welfare major graduates, 50% are in welfare institutions, 10% are in medical institutions, and 40% are in general private companies. Welfare major students thus take a variety of

Graph 1: Skills most wanted to improve

Graph 2: Skills improved

Graph 3: Students Perception of Textbook Topics

Table 1:

		Interesting	Boring	Difficult
Interesting	Pearson's correlation	1	-.518	-.397
	Sig. (2-tailed)		.233	.378
Boring	Pearson's correlation	-.518	1	.485
	Sig. (2-tailed)	.233		.270

ESP Textbook . . . (continued)

(Continued from page 19)

paths, which makes it difficult to determine the specific needs for this major. Therefore, common or core vocabulary, expressions, and knowledge of fundamental skills needed for functioning effectively in the social welfare field should be identified. Consultation with specialists, as well as genre analysis of the field, are critical. Moreover, keeping an eye on current news related to the discipline can help with finding up-to-date materials, with consideration of students' level of language proficiency, knowledge in the field, and interests.

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

"On the Spot" English:
Enhanced Authentic Activities Using Google Forms
By Craig Yamamoto

Introduction

One concern that always arises regarding English taught in classrooms is its authenticity. Do native speakers really use what is taught from textbooks and classroom lectures? Even with smartphone technology, voice recognition software and advancements in application (app) development to improve language acquisition, the authenticity of the exercises is debatable when there is no interaction other than your personal device and peers, who share the same native language. This researcher does not believe technology improves students' English unless it is used to enhance current practices and not replace them. In homogeneous societies, such as Japan, China and Korea, it can be particularly difficult to encourage students to consistently use the target language as virtually everyone in every class shares the same native language and culture. In countries like Japan, new reforms set by the Ministry of Education, Culture, Sports, Science and Technology attempting to develop students' autonomy and globalization are still in the development stages (MEXT, 2014). With technology in the classroom trending upwards, the following project explores ways to use that technology, more specifically Google Forms, to enhance classroom activities enabling a more authentic experience, which could increase motivation, learner autonomy and practical English language use, bring students one step closer to meeting communication goals that are in conjunction with the Common European Framework of Reference (Council of Europe, 2007).

Objectives

Objective 1: Create realistic conversational situations in the target language

Many activities from a textbook or workbook are developed with little variation, eliminating much of the critical thinking processes necessary for communication. This can be very limiting to students when asked to communicate orally with a partner. Other activities can be extremely open-ended, which based on the activity and level of students may go beyond the fluency level of some participants, nullifying the objective (s) of the activity. Therefore, as goals should be realistic, to best match the level of the students, classroom activities should be developed to elicit complimentary responses, while encouraging students to give their personal opinions. The activities should also consist of follow-up questions simple enough, but random, to require students to use the English they have studied yet use it in a natural conversational situation.

"On the Spot" . . . (continued)

(Continued from page 20)

Objective 2: Encourage and motivate students to use the target language

Being in a homogeneous environment and trying to learn a second language can be extremely difficult for students as it is in our nature to speak our native language with peers of similar backgrounds. Without proper encouragement to use the target language, students most likely fail to improve their communication ability. Therefore, the activities should be developed to feed the conversation, but also feed spontaneous production of the target language in a comfortable and pressure-free environment. As a teacher, it is extremely difficult to monitor every student to be sure they are using the target language and using it accurately. The activities should be simple enough to complete without assistance from teacher, which in itself builds confidence in students to complete tasks on their own. Through the use of the technology, teachers have the opportunity to later monitor the answers provided to see problem areas from individuals as well as consistent mistakes within the class.

Objective 3: Increase communication in the target language in a homogeneous environment

It is important to encourage and motivate students to use the target language in a homogeneous classroom, but increasing communication is the ultimate goal set by this author. We can encourage and motivate, but if communication in the target language is not increasing, are those tactics truly successful? To assure students' communication in the target language increases, the activities also need to foster students' cognitive linguistics. Similar to the beliefs of Robinson and Ellis (2008, p.2), if students are more

accustomed to accessing their cognitive linguistics, they are more likely and more able to add personal information to the conversations, which can be more rewarding thus motivational and conducive to communicative language development.

Method

Determine Activity

In determining an activity, we need to have an objective. We must think about what communicative goals we want students to meet based on the lesson objectives. If a student is asking for a recommendation, the activity should be open-ended so everyone can form an opinionated response (i.e. What type of food do you like?) (See Figure 1). This allows students to use their critical thinking skills to decide what type of food they prefer as well as thinking of options should the specific preference be unavailable.

Figure 1 – Favorite type of food and drink

Pre-planning

To put students in lifelike scenarios, teachers must determine what that may be. To have students role-play as a restaurant server, without any prompts, is unrealistic as the vast majority of students will never have been in that situation, and all restaurant servers are trained and given prompts in the proper way

to take an order, sometimes to the point of verbatim. Hence, such role-playing should be conducted with the server supplied with prompts while the customer supplied with only a hardcopy of a generalized menu as seen in Figure 2 and Figure 3. This will require both students to access cognitive linguistic skills, access cognitive linguistic skills, as each is unable to see the other's provided information.

Figure 2 – Server's prompts

Figure 3 – Customer's menu

Google form development

When developing a Google form activity, time constraints and the level of the participants must be considered along with any additional information individual teachers may prefer, such as student names and numbers. For higher-level classes, short answers may be best to encourage spelling and focus on particular vocabulary. Lower-level classes would benefit more from

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multiple choice questions as keep the pace and authenticity of a realistic environment. It is important for all activities to include follow-up questions based on responses to keep each conversation unique while encouraging focused listening, prompting the use unscripted English to complete the activity. As seen in Figure 4, there are various options should a student choose a hamburger from the menu in Figure 2, prompting students to ask questions for additional information.

Sandwiches and Burgers

- ☐ hamburger - single ¥100
- ☐ hamburger - double ¥200
- ☐ hamburger - triple ¥300
- ☐ cheeseburger - single ¥150
- ☐ cheeseburger - double ¥250
- ☐ cheeseburger - triple ¥350
- ☐ fish sandwich ¥300
- ☐ chicken sandwich ¥300

Figure 4 – Sandwich options

Accessing form

There are a number of ways to access the Google forms once they are created. It is important that teachers decide the best way for their particular situation, which is usually decided by the least time consuming. In this current practice, forms were embedded in to the course Moodle Learning Management System (LMS) for students to access through their student accounts on classroom tablets. Other options include a link, which can be time consuming, or through scanning a Quick Response (QR) code with a mobile device like a tablet or smartphone as in Figure 5, Figure 6, and Figure 7 respectively.

Figure 5 – Favorite type of food

Figure 6 – Fast food menu

Figure 7 – Ordering fast food

Instructions to participants

To begin an activity, students will access an activity through a provided option as previously discussed. Possibly the most difficult task for a teacher is providing easy to follow instructions. With this particular task students may need to practice a few times to familiarize themselves with the procedures. Only students who will be prompting the conversation will use their electronic device and access the Google form activity. Based on the activity, their partner may have some information provided separately (i.e. a menu). The second and most important instruction is for incorrect responses. The prompter should repeat the question rather than assist with the answer or reverting to the L1, which is the natural response when not sharing the same L1. Some students will need reminding throughout the activities, but if similar activities are continued, less monitoring will be

needed to assure the activities are completed accurately.

Collecting results

Due to the nature of using Google forms the results are viewable in a Google spreadsheet that can be downloaded as an Excel file in necessary. Through this format teachers can easily observe any errors from students inputting information or error in responses given. In addition, the best scenario for an activity is to complete it multiple times, so teachers can look for consistency with individual results. This information can be used as an error correction activity, for follow-up or even review to eliminate mistakes in the future.

Limitations

There will always be limitation regarding such activities such as students' ability to use the technology, pairs of students occasionally cheating to complete the activities, technical issues, such as network connectivity and most importantly monitoring and assisting all struggling students. However minimalized, there are always some students that have difficulty with typing and while less and less likely, some who may be technophobic. Student ability is always a struggle as you can never completely reach all levels on the spectrum, but as teachers get accustomed to the class, they learn who may or may not have difficulties and can focus on those students first, which may eliminate use of the L1 in some parings. Using technology can always lead to connectivity issues, so it is always best to research the best environment for your situation.

"On the Spot" . . . (continued)

Conclusion

With the use of technology to assist in improving communication in the L2 versus handouts there are a number of strong benefits. They reduce reading handwritten pre-scripted answers and cheating, increase the possibility of spontaneous responses, the creation of a real-life atmosphere, the opportunity for endless repetition of the same activity and give the teacher the ability to check the individual and class performance on one spreadsheet. Conversely, through the use of handouts, the benefits are limited to giving more reinforcement of correct grammar without assistance, although somewhat unrealistic; allows conversations to flow more smoothly, due to reading; and may possibly place students in a more comfortable or familiar setting of reading from a handout. In the end, the benefits of adding Google forms activities in the manner proscribed by this author seemingly outweigh any benefits of using handouts for enhancing communicative activities. If done properly, the results and functionality, can improve any activity and improve motivation and attitude within any classroom at any level as well as help teachers to identify any problem areas.

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"Teaching is the Best Way to Learn:"
An Instructional Drill and Strategy to Add to Lesson Plans and
Increase Students' Motivation and Engagement
By Cyrus Hoss Baghai

"Teaching is the best way of learning," a commonly used as a proverb now. Ever since this wisdom was coined, it has been accepted and practiced as a solid fact. Consequently, its extraordinary results have been experienced by learners and teachers alike, yet unfortunately, it is not being applied often enough by many educators in the classroom for better and faster results of teaching.

How do I utilize this wisdom in my lesson plans to empower my better students and to motivate all my students to become better learners? And how do I put this wisdom into practice in order to accelerate my students' learning and comprehension to improve their overall progress in mastering a foreign language?
Prior to sharing with you an example of my own teaching experiences relating to this well-known, yet unfortunately not often enough practiced teaching/learning strategy, I would like to briefly address yet another established related teaching methodology which has been incorporated into teaching methodologies particularly in traditional classroom settings: Screencasting. (A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration). A screen cast is a demonstration of a task carried out in a software application or on a website for use as a learning aid or for reference. It is an effective instructional format that can be used for tutorials, demonstrations, digital storytelling, and narrated PowerPoint

presentations.
In other word, screencasting is a multimedia alternative to video recording; it is easy to use, and helps fill the need for dynamic, engaging content. To create a screencast, you simply carry out all the operations involved in completing the task, and the software records this in an animation ([https:// courses.p2pu.0rg/en/groups/how-to -make-screencasts/](https://courses.p2pu.0rg/en/groups/how-to-make-screencasts/)). Numerous programs, such as jing, screencast-o -Matic, camStudio, and others, create free, easy-to-use screencast software in various sizes.

One of the keys to effective 21st century teaching is to balance traditional pedagogical methods with the effective use of technology to foster learning. A screencast can include many multimedia elements—music, sound effects, audio, graphics, and text—making any content topic engaging while also appealing to different learning modalities. Thus, it increases students' motivation and engagement. Students have access

to many educational screencast videos on the Internet given the pervasiveness of online instructional videos such as Teacher Tube, YouTube, Lynda.com, neo K12, and many language teaching medias such as Duolingo, which gives students access to many educational screencast videos on the Internet . Many of these are being used in so-called flipped classroom teaching models, whereby the classroom and homework paradigm are being reversed therefore, the term "flipped."

To align screencasts with lesson objectives, good assessment practices, and standards, instructors can create their own screencast rather than searching through thousands of educational screencast videos on the web. It can be mixed and matched, or compiled of different already existing screencasts online to fit the teaching objectives. A screencast can be used in any language teaching class as a part of real-time instruction and work.

During one of my very recent language teaching programs abroad, I allocated a portion of my daily class time which consisted of two back-to-back 50-minute sessions (with a 10-minute break in between) precisely to a combination of the two ideas mentioned above. I was teaching German to a sizeable group of professional adults, among whom were a few language teachers. The

Teaching is the Best Way . . . (continued)

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level of the students' proficiency in this German class was a low beginner level, which is notorious for being the toughest level to teach. Inspired by the teaching methodology of Duolingo (a language learners' platform which, including screencasting, facilitates every day conversational situations and the repetition of vocabulary to enhance the memory) and the Berlitz Language School (a global language school which utilizes students' already acquired knowledge, particularly the vocabulary, to teach new words, phrases, and phrasal expressions) , I created and compiled very simple screencasts on my own to assist in laying out a more effective daily lesson plan and to increase student motivation in learning, as well as, their active engagement during classroom sessions. I divided the students into three groups of four and routinely assigned one of them to be the leader of the group at each session, concluding in-classroom assignments with 5-minute discussions and presentations by the group leaders.

The assigned leaders of each group at each session, were given 5 minutes (including Q&A) to present the acquired language of their groups during their term of leadership, and do so exclusively in target language.

In other words, we had an uncontrolled practice of the discussed material from the previous class session. Each session was the conversion of one the leaders of each group into a teacher for 15 minutes at a time.

By the end of the two-month term of this low beginner German language class not only did we covered the entire standard "Goethe Institute" A1.1 text book (Menschen: Deutsch als Fremdsprache Kursbuch), but all of my students passed the assessment for advancing to the next level. They were comfortably able to build simple, everyday sentences and to conduct basic conversations in German.

This added methodology (screencasting) to balance the traditional pedagogical methods can provide the learners with a student-centered and engaging learning experience in both distance and traditional learning settings.

About the Author: Born in Iran, raised and educated in both Iran and Germany, Cyrus Baghai is a native speaker of Farsi and German. Formally educated in engineering, he eventually rerouted his professional career to become an English and foreign language instructor, and a cross-cultural trainer. He is fluent in four languages (German, English, Farsi, and Spanish), handles US government linguistic programs, and has been professionally active as an educator in the US (including Hawai'i) and abroad. He is based in Seattle, Washington.

A Real-World Problem-Solving Project with Design Thinking
By Daniel Worden and Steven Asquith

Introduction

This article will describe a unit project that is underpinned by the creative problem-solving process known as design thinking. The project is part of a unit focused on advertising and requires groups of students to select an area of the campus, such as a cafeteria, library or study space, and use the design thinking process to identify facilities or services that could be improved upon by the addition of a new feature or by an enhanced advertising campaign.

The Design Thinking Process

The Design Thinking process typically consists of several stages which when combined form an effective problem-solving tool. In the sections below, I will describe our particular version of the process and what is required at each stage of the project.

Stage 1: Understand and Observe

In the first stage of the project, students start to research the campus facility or service they have chosen. To do this, they go to the appropriate spaces, both physical and digital, and collect information about its basic features and how it is used by students and staff. Afterwards they will give a mini-presentation of around four to five minutes which includes:

1. A general summary of the area.
2. A list of the products and services provided at the area.
3. Comments about anything new they learned about the area or surprised them about the area.
4. Detailed information about two products or services provided at the area explaining:
   a. What they are
   b. Who the are for (consumer target group)
   c. How they are advertised (showing examples if possible) and whether the products or services have a clear brand image which is different, vigilant and relevant
5. A basic plan of how they intend to advertise and promote the area.

Affordances and Benefits of Stage 1

- Students are able to choose an area of the university that they are interested in but know little about.
- All students become better acquainted with the university
- Students take ownership of their research
- Students engage with real products and services.

Stage 2: Point of View

In stage 2 of the project, students do market research to discover the views of the product or service provider and potential users of the area using three main methods: observation, interviews, and surveys or questionnaires. As an orientation to this kind of data collection, students participate in activities to help them consider the strengths and weaknesses of each of the three methods presented so that they may choose methods best suited to their context. Students are also given a guide on how to construct a good survey and write good survey questions. This step is key to identifying features of the campus area that consumers (i.e. students) are dissatisfied with and determining possible ways to improve them.

Affordances and Benefits of Stage 2

- Students learn practical applications of quantitative, qualitative and ethnographic research methods.
- Students learn about question and research design.
- Students learn how to use technology and social media such as Google Forms to conduct research.
- Students learn the importance of looking at a problem from many perspectives to find the best solution.

Stage 3: Ideate

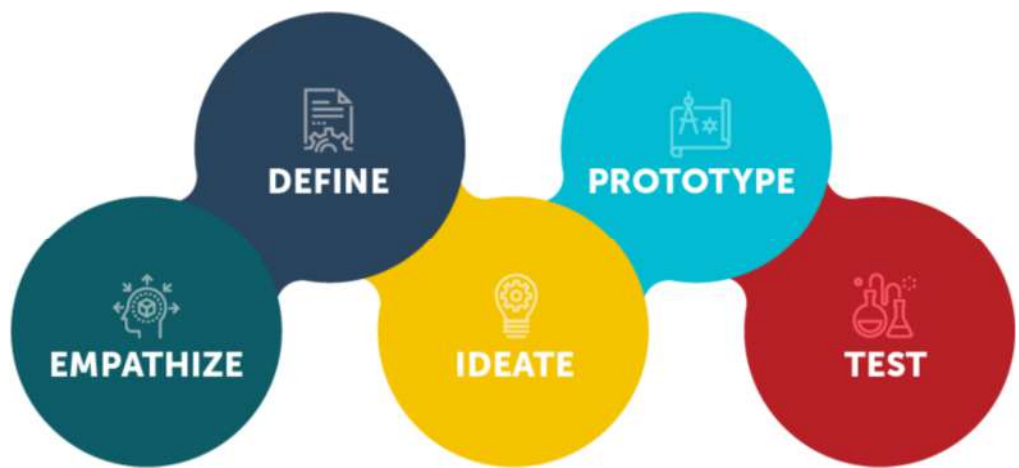After studying about advertising techniques and persuasive language, students

Diagram: Process for Design Thinking
source: http://denovo.dwt.com/

A Real-World Problem-Solving Project . . . (continued)

(Continued from page 26)

brainstorm, as a class, ideas for promoting or enhancing their campus area before putting these ideas into practice. Each group puts all their ideas and findings on a large poster, then the whole class writes signed comments with their thoughts, ideas and opinions on these posters.

Affordances and Benefits of Stage 3

- Students are engaged creatively to produce innovative and original ideas
- Students can appreciate the importance of working as a group during the creative process
- Students learn and apply the persuasive and advertising techniques studied in class for a real purpose.
- Students learn the importance of risk taking and expressing themselves freely.

Stage 4: Prototype, Test and Complete

Students create their promotional materials considering not only the design but also how to share them. Once completed, students get feedback from stakeholders, such as the product or service managers and customers. Finally, students give a presentation detailing their designs and thought processes. They also write a reflection about the whole process.

Affordances and Benefits of Stage 4

- Students get positive feedback from genuine stakeholders
- Students are able to reflect upon the design process
- Students learn to communicate their ideas effectively
- Students learn how to apply the use of technology and social media practically.
  Students see their ideas made into reality.

Final Comments

The required brevity of this article means that many of the details of the project were omitted and the methodology of design thinking could only be mentioned briefly. Design thinking is an extremely flexible approach that can be utilized in many contexts. For more information, guidance or materials, please feel free to contact Daniel Worden (worden-d@kanda.kuis.ac.jp) or Steven Asquith (asquith-s@kanda.kuis.ac.jp).

About the Authors: Daniel Worden and Steven Asquith are lecturers at Kanda University of International Studies in Chiba, Japan. Steven is a column editor for JALT Publications and is interested in lexis, pedagogy, and CALL. Daniel's interests include CALL, extensive reading, and fluency development.

From the Magic Toolbox:

A set of IC Recorders to Enhance

Communication, Assessment, Motivation, and Progress

By Howard Higa

There have been several explorations in my journeyman TESL/TEFL career that have been significant game-changers for me. One of them has been the use of a set of IC recorders (digital voice recorder) as a regular component in my language classes, including reading, writing, grammar, vocabulary, culture, and communication classes (among others). This component has had a significant impact on the flow of the lessons and student progress over the course of a semester or year.

I recently worked among a team of teachers engaged in very creative and "innovative" tech-related applications to a communication course at a Japanese university. I employed my trusty IC recorder set throughout the semester as a back-up component. In the end, it was clear that the IC recorder component had been the most practical and useful tool in the mix. This was an anecdotal assessment, but it was also reflected in the comments on the student course evaluations. I am certainly not suggesting that that my approach with IC recorders can cover the range of the various tech-related options that abound. But I do wonder whether this charge toward tech related applications is sometimes "piecemeal" or sort of a one-trick pony. Hence, my approach may be a mid-way step toward many of the innovative explorations that may not be ready for "prime time" on a wide scale. It is a simpler approach that

From the Magic Toolbox . . . (continued)

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can still offer manageable yet intriguing benefits.

Basic set up.

I started with seven IC recorders for a class of about 20 students over 10 years ago. I purchased the cheapest IC recorder model available through Amazon Japan. It had basic features which have served my purposes well, e.g., a "folder" feature which allows four sets of data to be separated, capacity of 2K data, and all the standard pause, fast forward, rewind, record features. It also allows students to listen to the recordings at reduced speeds.

I spread the IC recorders on desks across the back of the room. In three rotations, 6-7 students recorded the various tasks of the day. It was important for the students to carefully input the details of their recordings on their individual IC Log Sheets, e.g., task title, IC number, track number, partner's name, if any.

Over time, the seven-recorder set grew to over 35 to accommodate some of my largest classes. Now, each student uses the same IC recorder each time—numbered on the back 1-35. They pick up their IC recorder when they enter the class.

Basic use and appeal.

1. Accountability and Enhancement

First and foremost, the use of IC recorders provides accountability and heightened engagement for all of the communication tasks in a textbook or lesson. Of course, teachers pick and choose among the tasks to relegate for the IC recorder. For example, it is not uncommon for students to approach a dialog in a textbook with limited effort, often going through the paces of repeating after the teacher or a CD. Designating the dialog for input on the IC recorder changes the dynamic of the task. The announcement is met, initially, with nervous energy (i.e., excitement) and attention; senses are heightened.

Furthermore, as teachers start to highlight discrete features within the dialog, such as linking, reductions of prepositions and articles, pronunciation of specific phonemes, and intonation patterns, the "performance" by students is enhanced. Within three weeks, most students readily overcome the "pressure" to perform and settle into a learning mode that welcomes the challenges. Over a short period, they also seem to recognize the benefits of the engagement. This has been a consistent pattern of behavior for my classes--small to large in size, low to high in English level, and poor to high in initial motivation for English studies.

2. Testing.

Accountability and engagement are also driven by "testing." Upfront, I inform the students that their collection of IC recordings will be equivalent to one midterm-level test for the course. I explain that I will "spot check/speed check" some recordings, while grading selected recordings in more detail. They understand that it is in their best interest to do their best on all recordings.

Infusing communication tasks with this "testing" aspect serves to make students focus on details and engage in ample and repetitious practice. Motivation, practice, and testing can lead to a "cycle of increasing returns." For example, through encouragement and good test scores, students realize, "I can do this; this is fun and interesting." The realization increases self-satisfaction, motivation, focus, and practice. In turn, it leads to continued success for subsequent recordings. And on and on.

3. Expansion

Once students buy into the program of study, a wide range of activities can be explored to match the needs, interests, and goals of the students and class. For example, 1) students can exchange IC recorders, listen and record a response; 2) teachers can choose select recordings and provide error corrections on a post-it or form for self-assessment; 3) common class activities that involve interaction with multiple partners can be recorded and follow-up steps can be added, e.g., a transcription exercise; 4) students can engage in "running dialogs", over several weeks, with various partners, including topics that are self-generated, evolving, and developed; 5) students can conduct on-campus interviews; 6) IC recording "competitions" can be held, with small prizes given for the "best" recording; and 7) students can transfer the digital data of their recordings to their iPhones or computers for additional study. (The last point here--the use of iPhones—connects to one of the main contentions for this discussion. Of course, all of the above could be conducted through digital data collection via other means like an iPhone. It is my contention that "we are not there yet." The convenience and ease of management through an IC recorder "set" have been key--all in one place, one set of rules/procedures. Basically, it represents a

From the Magic Toolbox . . . (continued)

routine that is easy to follow that allows the lessons to flow, evolve, and grow.)

4. **Assessment/grading:** the big elephant in the room.

How is a teacher able to check all these recordings? Short answer, as much or as little as you want. Personally, I always conduct at least one private interview test a semester. Usually in pairs for about 7 minutes. It has been my experience that their final interview test scores correlate very well with their scores for their IC recordings. (I have scores for both; but I haven't crunched the numbers yet.) Therefore, the IC recordings may be used as a back-up test to other testing methods.

Having said that, spot-checking/speed-checking is not as hard as it sounds. I line up all the numbered recorders in a row and reference the student log sheets. I recently listened to and graded 43 twenty-minute conversation recordings. It took me about two hours. It was the final exam for two classes, so it was the most time I devoted to assessment that semester. I was satisfied with the accuracy of my assessments, abiding by a speed-checking mode. It should be noted here that teachers should expect to grade holistically, discretely, or a combination—depending on the range of the task.

For smaller classes, individualized input (comments, questions and corrections) by the teacher is often met with pure excitement by students. Teachers can make comments at native-level speed, as the students can listen to the feedback multiple times and at reduced speed if they need to. I include higher-level vocabulary matched to their topics in my responses. Students can readily decipher the new vocabulary (through listening multiple times or reduced-speed mode) and carry out follow-up vocabulary exercises. The interest level is heightened because the vocabulary is specifically matched to their topics of choice for the recordings.

About the Author: Howard Higa formerly taught at the Aiea Community School for Adults, HPU, NICE, and served as Program Coordinator for the Special English Programs at Outreach College at UH Mānoa. He is currently a professor in the Department of International Studies at Chubu University in Japan. He can be contacted at howard_higa@yahoo.com.

Reconsideration of the Necessity of Analytical Rubrics to Evaluate Students' Communicative Competence

By Naoya Shibata

Globalization and technological advancement seem to accelerate the essentiality of second and foreign language learning and teaching in the modern society. In fact, Lawes (2000) argues that all young people should receive occasions to keep learning modern foreign languages. In language teaching contexts, instructors and researchers tend to pay attention to their learners' language proficiency and their development. However, languages, including English and Japanese, are initially communication tools, which are es-sential things to establish rapport with others and work collaboratively. Therefore, regardless of their ages, circumstances, and languages, people need to acquire and enhance their communicative competence, and thus language teachers should aim to help students to develop their abilities. According to the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2011), for example, the overall objective of foreign language studies should be "[t]o develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages" (p. 1). Accordingly, to fulfil the primary aim, language teachers should reflect upon the definition of communicative competence and make evaluation criteria based on the concept.

In any situation, people communicate with others by listening,

speaking, reading, and writing; in other words, they cannot live without communication. When people talk with others, they continually express their feelings, interpret, and negotiate for meaning (Savignon, 1997). Communicative competence (CC) has four components, namely "*grammatical competence, discourse competence, sociolinguistic competence,* and *strategic competence*" (Savignon, 1997, p. 40, italics in original). The scholar defines each competence as follows:

1. Grammatical competence is "the ability to recognize the *lexical, morphological, syntactic,* and *phonological* features of a language and to manipulate these features to form words and sentences" (p. 41, italics in original).
2. "Discourse competence is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context" (p. 44).
3. Sociolinguistic competence is the ability to understand the appropriate context where language should be used; in other words, to know the register of the word.
4. Strategic competence is the ability to redeem for partial knowledge of linguistic, sociolinguistic, and discourse rules and to maintain or develop interaction. (Savignon, 1997, pp. 40-47, italics in original)

Using an inverted pyramid, Savignon (1997) insists that acquiring strategic competence and sociolinguistic competence are the priorities to develop overall CC; especially "strategic competence is present at all levels of proficiency although its importance in relation to the other components diminishes as knowledge of grammatical, sociolinguistic, and discourse rules increases" (p. 49). Hence, it seems that instructors need to know the developmental process of CC and consider language teaching approaches to facilitate learners' abilities efficiently. Consequently, since communicative language teaching (CLT) is regarded as a practical language teaching approach to promoting their CC, it has prevailed in ESL and EFL contexts.

As CLT has gradually emphasised the importance of communicative performance tests, language teaching and learning realms value performance language testing to evaluate learners' speaking and writing skills using evaluation criteria (McNamara, 2000). Through this type of evaluation, rubrics can play an essential role in helping learners realise and foster their development. Furthermore, they can also aid the instructors to assess the learners' speaking and writing abilities for authentic communication (Davis, 2015). Therefore, it seems that use of rubrics can help language instructors to appraise students' CC if the rubric makers determine to diagnose the four components–grammatical, discourse, sociolinguistic, and strategic competencies.

Regarding evaluation, there are mainly two kinds of scoring, namely holistic and analytical. While holistic rubrics are composed of "a single score based on an overall impression" (Wiggens, 1998, p. 164), analytical ones have multiple categories to assess. To evaluate learners' CC as precisely as possible, therefore, analytical-trait evaluation criteria can be more suitable than the other insomuch as assessors should appraise test-takers' each CC. Moreover, rubric makers need not assign marks equally in each category (Lee & VanPatten, 2003), and thus they can decide the apportionment marks based on their teaching aims and learners' development stage in CC.

In conclusion, to help learners to enhance their CC efficiently and diagnose their development, analytical trait rubrics should be made under the consideration of the definition of four components–grammatical, discourse, sociolinguistic, and strategic competence–and utilized in their interactive performance tests. Savignon (1997) states that language learners acquire and develop their strategic and sociolinguistic competences first and gradually improve the other two abilities later. Therefore, rubric makers should allocate more marks for categories related to strategic and sociolinguistic competencies than those for discourse and grammatical competences at first, and progressively change the degree as students become more proficient in the target language.

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Senator Schatz Responds to Hawai'i TESOL's Letter Opposing OELA Reorganization

By Shawn Ford

In May of this year, HITESOL sent a letter to our congressional representatives urging them to oppose the OELA reorganization plan proposed by Secretary DeVos. We used much of the text of a previous letter written by an 18-member coalition (including TESOL, AFT, CAL, and NABE), which provides the reasons for opposition. At the beginning of September, Senator Schatz responded that he also opposes the plan and is working to stop it. Here is the text of HITESOL's letter to Senator Schatz, whose email response follows:

(Continued from page 31)

May 15, 2018

To: Senator Schatz

From: Hawai'i TESOL

Subject: Office of English Language Acquisition

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 the more than 12,000 English learner students in Hawaii's DOE schools. **We are writing today to express our strong objections to U.S. Secretary of Education DeVos's plan to consolidate the Office of English Language Acquisition (OELA) into the Office for Elementary and Secondary Education (OESE), and we respectfully ask for your support in our opposition.**

Following the letter sent by an 18-group coalition—including the American Federation of Teachers, Center for Applied Linguistics, National Association for Bilingual Education, and our parent organization TESOL International Association—to Secretary DeVos last week, Hawai'i TESOL also opposes this plan for the following reasons:

"First, 20 USC §3420 clearly states that there shall be a Director of OELA, reporting to the Secretary. "Dual-hatting" another political appointee would necessarily and inevitably diminish the time, attention, and supporting expertise and analysis applied to EL issues, as statutorily required, and may well exacerbate staffing shortfalls in OELA;

Second, any potential reorganization, however well-intentioned, necessarily and inevitably creates perceptions of the Department's priorities among SEAs, LEAs, and other stakeholders. Frankly put, as Secretary of Education, [DeVos has] a tremendously powerful bully pulpit, and the contemplated reorganization undermines [her] messaging on languages as well as [her] priorities.

Rather than diminishing the role of OELA by subsuming it in a much larger organization, where it would be forced to compete for resources and attention, we believe that the present time affords an opportunity to strengthen OELA, building on several strands of fine work started under President George W. Bush. These include No Child Left Behind and the National Security Language Initiative which led to significant improvements in the nation's capacity to meet the challenges of multilingually and multiculturally competitive economics and geopolitics. Additionally, reorganization affords the Department the opportunity to correct policy decisions made in the Obama administration which weakened national capacity in languages."

Hawai'i TESOL also supports the following recommendations offered by the same 18-group coalition:

"First, that OELA retain its current organizational profile, to include a full-time Director, at the Assistant Deputy Secretary level, who reports to the Secretary;

Senator Schatz Responds . . . (continued)

Second, that the formula grants under Title III of the Every Student Succeeds Act should be once again administered by OELA. At present, these are administered by OESE, which means that the technical assistance, desperately required by recipients, is divorced from the formal oversight of the program;

Third, the administrative oversight, currently provided by the Office of the Deputy Secretary, should be provided by whichever office is best positioned to do so, so long as OELA's resources and staffing are continued at or above current levels. Given the rapid growth of ELs across the country, the Department should seriously consider assigning additional staff to OELA and providing professional development for current staff so as to increase expertise in offices across the Department."

In addition, Hawai'i TESOL respectfully requests that you seek clarification from Secretary DeVos on two points:

First, what authorities does the Department seek, or believe it has, to implement the OELA reorganization?

Second, during the Stakeholder's Meeting on May 7, 2018, Department of Education officials stated that the motivation for the reorganization is to achieve efficiencies. How would spreading EL expertise across OESE achieve this?

Merging OELA into the OESE would not only contravene federal law, it would reduce the effectiveness of the Department's support for ELs, thereby increasing costs at the state and local level, and it would undermine positions taken publicly by Secretary DeVos.

For further information about this issue and to read the letter sent by the 18-group coalition to Secretary DeVos, please see the following EdWeek article online:

http://blogs.edweek.org/edweek/learning-the-language/2018/05/education_department_could_consolidate_OELA.html?cmp=eml-enl-eu-news2-rm&M=58482764&U=974291

We hope that you remain a vocal advocate and strong supporter of immigrant rights and English language learners in Hawai'i by opposing this reorganization plan as well.

Thank you for the opportunity to communicate directly with you about this important issue.

Sincerely,

Shawn Ford

Socio-political Action Representative

Hawai'i TESOL

Senator Schatz Responds . . . (continued)

Senator Schatz's response to our letter:

Dear Prof. Ford,

Thank you for contacting me to express your concerns about Secretary DeVos's proposed changes to the Office of English Language Acquisition (OELA).

I am a strong proponent for language education, and I agree that reorganizing the OELA could diminish support to English language learners in Hawai'i and across our nation. That is why I submitted questions for the record on this topic after Secretary DeVos testified before the Senate Committee on Appropriations' Subcommittee on Labor, Health and Human Services, Education and related agencies as part of the hearing on the Department of Education's Fiscal Year 2019 budget request.

Specifically, I questioned the legal basis for folding OELA into the Office of Elementary and Secondary Education and asked whether the elimination of an independent OELA complies with the Every Student Succeeds Act.

Also, in 2015 I led a request to the American Academy of Arts and Sciences (AAAS) to conduct a study on the wide-ranging benefits of language education. As a result, AAAS examined how language education impacts our economy, enhances our international diplomacy and national security, and boosts the global competitiveness of American workers.

I will continue to advocate for programs that equip students with the language and cultural skills they need to be successful in their studies and competitive in their future endeavours. Mahalo again for contacting me.

Sincerely,

BRIAN SCHATZ

U.S. Senator

Senator Schatz Responds . . . (continued)

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Hawaii TESOL will continue to communicate with our Congressional representatives and advocate for issues that are related to our mission and that are important to our membership.

About the Author: Shawn Ford is the Socio-Political Action Chair of Hawaii TESOL.

Message From the Present of Hawai'i TESOL

Tony Silva

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

This season, we have our usual much-loved array of professional development and networking events. Our Social event will be held in early October, and our Practical Workshop will be held later in the fall. We will hold Annual Conference in February 2019, and wrap up the season with our always-popular Language Experience in May 2019. We look forward to seeing you at these events.

The Executive Board will continue its work on a number of initiatives from last season. We will continue to work on an update of the Hawai'i TESOL Constitution and Bylaws. While this has been a long and complicated process, we are encouraged by the progress made so far and we look forward to the strength this will add to Hawai'i TESOL as an organization. Stay tuned for more information as we work through this process.

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

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

Sincerely,

Anthony Silva
President, Hawai'i TESOL

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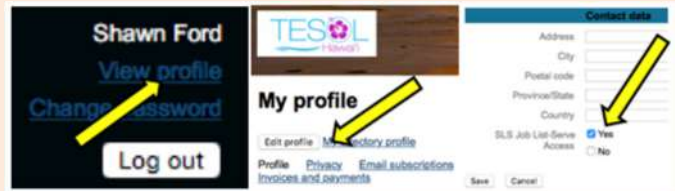
If you want to opt-out at any time, you must complete two steps: 1. Follow the directions at the bottom of each job announcement to unsubscribe from the list., and 2. Follow the opt-in steps above but check the "No" box instead.

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

October 2, 2018: Annual Social
UH Mānoa, Kahananui Courtyard (near the Music Building Complex)
5:30-7:30 PM

November, 2018: Practical Workshop

February, 2019: Annual Conference

March 12-15, 2019: TESOL International Convention & English Language Expo
TESOL: The Local-Global Nexus
Atlanta, Georgia, USA

May, 2019: Language Experience
Dates and locations to be announced.