



THE WORD

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Submission to *The Word*

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai'i. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (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 May
for the Language Experience
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:

Elected Positions

President	Tony Silva; silvaa@hawaii.edu
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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.

The Huge Advantage International Student Writers Have Over Their American Classmates

By David Kehe

An American student writes in his essay, "Every morning, I eat corn flakes for breakfast."

His English Comp. instructor thinks, "Boring. Many Americans eat corn flakes."

An ESL student from China writes in her essay, "Every morning, I eat corn flakes for breakfast."

Her English Comp. instructor thinks, "Wow! That's interesting! They eat corn flakes for breakfast in China, and so do we!"



It can be liberating to ESL students to realize that almost anything that they can include in their essays/papers about their culture and country will probably be interesting to their American instructors. This is a great advantage that they have over their American classmates.

However, just encouraging them to include this kind of information in their essays often results in a paragraph like this one from an essay about raising children:

Sometime the most obedient child will misbehave and will need to be disciplined. Some people will spank their children in order to get their attention and redirect them. However, in my country, parents very rarely do this.

The writer of the above information did include information from his country, but he missed an opportunity to dig deeper into this cultural custom and describe something more specific. After being challenged to include an example or some details, the writer continued the paragraph:

... However, in my country, parents very rarely do this. Instead, if a child refuses to listen to his mother or throws a tantrum, his mother will tell him to stand outside the house. The worse thing that can happen to someone in my culture is to be excluded from the group, so this type of punishment can be very effective at improving a child's behavior.

An Inductive Approach to Teaching this Technique

Our challenge as ESL Writing instructors is to help students see that the details about their country/culture are what will be most stimulating to the readers. By using an inductive approach, we can effectively lead them to this awareness. This means that instead of just showing them some samples and expecting them to internalize this technique, we supply opportunities for them to interact with samples. Through this process, they will formulate their own understanding of it.

For example, we can juxtapose two sample paragraphs and ask students to identify the one which includes details about a particular country.

Exercise 1: Write **Good** next to the two paragraphs that explain the details about information from the country.

Topic: *The causes and solutions to the problem of divorce*
_____ 1) It's true that some newlyweds will cling to their desire to be independent. In my country, families try to help the couple realize that they can improve their lives by working together, for example by sharing household duties or helping each other take care of their children.

_____ 2) It's true that some newlyweds will cling to their desire to be independent. In my country, we have a custom which is practiced in order to help couples realize how they can improve their lives by working together. On the night before the wedding, the bride, groom and their friends and family members gather together and break dishes. After this, the bride and groom have to clean up the mess. We have this custom in order to show the couple how they will work together to overcome difficulties.

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The Huge Advantage . . . (continued)

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Topic: Sarcasm

_____ 3) Sarcasm does not necessarily lead to tension between people. It can be funny and a way to release frustrations. For example, when our former president of Korea was unable to stop the housing prices in Seoul from rising, some people said, "I am so happy that I'll be able to pay for my home before I die because of our wise president." Those people weren't seriously happy, but instead, were mocking the president.

_____ 4) Sarcasm does not necessarily lead to tension between people. It can be funny and a way to release frustrations. For example, in Korea, if something bad happens to us, we might say, "Great. That's just what I needed."

To help students better internalize this technique, we can assign Exercise 2, in which they apply it in a writing task.

Exercise 2: Choose two topics from the list below and write a paragraph for both topics. Include information from your culture/country as a detail.

Topics

1. A smartphone can be extremely useful.
2. _____ is an invention that has had an important effect on people's lives.
3. Global warming has some serious effects on our environment.
4. For people who are unpopular, there are some techniques that they can use to improve their relationships.
5. There are some important steps that we can take to lower the crime rate among teenagers.
6. There are several reasons why _____ is a great web site.
7. There are some techniques that students can use to improve their grades.
8. There are some unusual superstitions.

Needless to say, this technique will not be conducive to every topic that students write about. However, if they are aware of this tool, they will be able to draw upon it in order to not only clarify their ideas but also engage and even entertain their readers more compellingly.

If you would like to try out this technique with your students, you can download two exercises which use the inductive approach here: <https://commonsense-esl.com/2018/11/25/the-huge-advantage-international-student-writers-have-over-their-american-classmates/>



About the Author: David Kehe is currently a coordinator in the Academic ESL program at Whatcom Community College, Bellingham, Washington. He has taught for over 35 years in Asia, Europe and the U.S. and with the Peace Corps in Africa. He has co-authored nine textbooks. You can email him at dkehe@whatcom.edu and find his blog at <https://CommonSense-ESL.com/>

Factors That Affect Attitudes and Motivation of EFL Students in the Japanese Classrooms

By Hitomi Abe and Dawn E. O'Day

Last year, in an attempt to investigate attitudes and motivation in a population of EFL students, surveys were administered to students in two English communication classes at Doshisha Women's College of Liberal Arts in Kyoto. English was a required subject for these students, but English was not their major. Their English language proficiency was low-intermediate based on the results of an English proficiency test which was prepared by the college, and the college had divided them into two classes by alphabetical order. Many of the students from one class lacked enthusiasm for learning English and showed little or no interest in participating in the class despite the fact that the same materials and teaching methods were used in these classes. In fact, they seemed to endure English classes only to accumulate enough credits to graduate. The majority of students from the other class actively participated and earnestly attempted to learn English. As a result, the average overall test scores for the latter group were higher than the test scores for the other class.

To investigate the difference in attitudes toward learning English, the focus was on their feelings and opinions about English. The survey was administered to gain insight into identifying the existing motivational challenges students encounter with the hope of gaining a more realistic perspective about the English language teaching situation in Japanese colleges. The purpose of this paper is to share the findings from this study, so others might gain ideas and insights into how to tackle similar problems they may encounter

in their own classrooms.

Attitudes and motivation are crucial factors in foreign language acquisition, and learners with positive attitudes and high motivation tend to achieve higher language proficiency than those with negative attitudes and low motivation (Dörnyei & Ushioda, 2011; Gardner, 2007). Eshghinejad (2016) suggested that a positive attitude and high motivation among learners have the potential to facilitate the learning of a second language. When learners have positive attitudes toward learning English, they show their interest in the language and are willing to learn more even when they encounter obstacles. Therefore, it seems reasonable to assume that attitudes are an essential way to measure learners' motivation. With this in mind, exploring students' attitudes toward studying English seemed necessary.

Procedures

For this study, participants were asked to answer questions noted below as Q1, Q2, and Q3. Participants (N = 70) were all first-year female students majoring in Contemporary Social Studies at Doshisha Women's College, a four year college in the city of Kyoto, Japan. The two low-intermediate classes were categorized into a lower motivated group (LMG; n = 35) and a higher motivated group (HMG; n = 35) based on the aforementioned descriptions of the two classes and the assessment of them. This study analyzed the differences between these groups. Students' responses were in Japanese, which were translated and back-translated.

These questions and their responses are written in English as follows:

Q1. Do you enjoy studying English?

Participants in the HMG answered "Yes" to this question more often than the LMG. The most common comment from the HMG was that understanding English made them "happy," and they felt it was "fun." The second most common comment was English is "helpful." They perceived English to be helpful because they realized that the more they studied English, the better they would develop their English ability. As one participant said, "There are times when I want to give up studying English, but because I have a keen desire to master English, I enjoy studying it." Only nine from the LMG who answered "Yes" to the aforementioned question, made positive comments. Others from this group who affirmatively answered this question, elaborated on their answers by writing negative comments. For example, "Because it is not too bad compared with other subjects," and "Yes, but I don't like studying grammar."

From the 36 participants from both groups who answered "No" (see the Table), their comments indicated that some participants felt grammar was especially difficult to understand. They lacked confidence and the ability to understand English. The following comment from one LMG participant reflected a typical attitude: "It takes a long time to understand grammar, and the pain of studying English is greater than the joy of using English;" Others reported: "I don't feel my English skill

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Factors That Affect Attitudes and . . . (continued)

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improves,” and “I am only interested in Japanese.” Conversely, a few from the HMG noted that there is a connection between motivation to learn English, its value, and enjoying it. One wrote “I understand English is necessary in the future, but unless I, myself, feel English is necessary for what I want to do, I don’t feel studying English is enjoyable.” Interestingly enough, the HMG commented in detail regardless of answering “Yes” or “No.” For example, “Studying English produces tangible results, so it is useful,” and “I like studying English because I’m interested in English movies and foreign countries.” One from the HMG answered that she felt lucky to have good English teachers when she was a junior high and high school student; however, two from both groups reported that they had trouble with English since they were junior high school students. As the previous HMG participant suggested, teachers play an important role in encouraging students to continue positively learning English for the future, and the first step in how to study English is one of the keys to being good at English.

Q2. Do you think you need English in the future?

Generally speaking, both groups recognized the need for English in the changing world in which we live. For example, one wrote “Because of globalization, English is necessary.”

Another wrote “English is the common language in the world.” In addition, they thought that English was useful for whatever job they might have in the future. For example, five emphasized that when they look for jobs, the TOEIC score is valued. Furthermore, some pointed out that parents, teachers, news, and newspapers always communicate this need. Findings related to question 2 reveal that participants realize the necessity of English, yet their attitude seems passive just the same.

Q3. Which language skills do you want to improve?

Many participants from both classes placed the most importance on speaking ability. They felt that speaking was most useful in communicating with other people, and they were happy if they could express what they hope to say in English. Some commented that if they could speak English, it would be “cool.” Other skills which they feel important were listening ability and/or a combination of listening and speaking abilities. As for the latter combination, participants thought that these were the two most important skills needed for English conversation. They frequently answered, “When I listen to what another person says, I say something. This is communication.” They thought that if they go abroad, these two skills would be most necessary. Participants who feel that only listening ability is important, commented that if they

cannot listen to what other people are saying, they cannot do anything. For example, some wanted to listen to movies and music in English indicating that understanding the content would be compromised by their poor listening skills.

Discussion

Through the participants’ comments, we found that when students have fun, feel English is useful for them, and see results, they develop a positive attitude toward studying English. This is in line with Sayadiand and Lashkarian’s (2010) findings: At the end of each lesson, learners need to feel they have learned something useful that can be used right away. Their comments also suggested that studying grammar caused them stress, resulted in feelings of inadequacy when studying English yet the participants want to improve their speaking ability. It is clear that Japanese EFL learners, who rarely have the opportunity to use English outside of the classroom because they live in Japan, need to be given as many opportunities as possible to practice, so they can feel they can effectively use English. Furthermore, using enjoyable classroom activities can help them to overcome their feelings of inadequacy.

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Table: Results of Questionnaire

	Q1	Q2	Q3	
LMC	Yes = 14 No = 21	Yes = 35	Speaking = 18 Listening = 8	Listening + Speaking = 8 Four skills = 1
HMC	Yes = 20 No = 15	Yes = 35	Speaking = 15 Listening = 7 Listening + Speaking = 9	Listening + Reading = 2 Listening + Speaking + Reading = 1 Listening + Reading + Writing = 1

Factors That Affect Attitudes and . . . (continued)

(Continued from page 6)

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About the Authors: Hitomi Abe Ph.D., is a part-time teacher of English at Doshisha Women's College and Doshisha University. She received her Ph.D. in English Language and Literature from Doshisha Women's College. Her research interests include the teaching of L2 pragmatics in EFL classes, specifically apologies and refusals.

Dawn E. O'Day, M.S. is a full-time lecturer at Ritsumeikan University in Kyoto. She is currently working on a Ph.D. at Walden University in the U.S.A. Her research interests include project-based learning in EFL classrooms, especially to motivate her students to learn English. One such EFL project resulted in helping children in developing countries to improve reading and visual literacy.

Reading as an Educational Tool: MReader and Extensive Reading

By Adam Crosby

Reading has advantages for learners as they can read anywhere, anytime, and it can be done without the need for a teacher. Extensive reading (ER) involves students silently reading large volumes of materials. These materials, which ideally are at a level that allows the students to read with a high degree of continuity, should be enjoyable and engaging to the reader. In order to achieve this, ER, which eliminates the pressure of assessment or tests, allows the students to choose materials based on a genre or topic that is appealing to them. ER is effective for language learning, provided the following two conditions are met: a means that makes students accountable for the

reading they do; and the teachers and the students are not overburdened by the reading and related activities during or outside class time (Robb & Kano, 2013). Other advantages of using ER include an increase in motivation, an improvement in not only reading but also other language skills, and a positive attitude regarding reading in that particular language (Day & Bamford, 1998; Leung, 2002; Nation, 1997).

Why MReader?

One of the challenges of language teaching is maintaining student motivation. This is especially true for the subject of reading as it is difficult for the

teacher to assess how effectively the students are reading. Even though research shows the advantages of using ER, there may be two concerns for educators considering the use of ER in or out



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Reading as an Educational Tool . . . (continued)

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of class time. The first one is knowing how thoroughly the students are actually reading (Robb & Kano, 2013). The second is time-management in class (Day & Bramford, 1998). How does a teacher actually know that the students are actually reading and not just skimming through a book? One way would be for the teacher to have the students read the same book either in or out of class, and then administer a test in class that asks questions about the content of the book. However, this would be difficult and time-wasting as each student reads at a different speed. In addition, it would be considerable work for the teacher to make tests for each book. MReader provides a simple solution to these concerns.

What is MReader?

M-Reader is a free application for educational institutions that facilitates and manages extensive reading in small or large classes. Students are able to read books of their own choice, and M-Reader provides a platform for students to take quizzes based on the content of the books they have read on their own time or class time. After reading a book from the graded reader series, students log onto the MReader website via a smartphone or computer (<https://mreader.org>) using a username and password provided by the teacher. Students then enter the title of the book and choose the quiz icon. Quizzes consist of 10 content-based questions that can be answered provided the whole book has been read. If the student gets 60% or more for the quiz, the word count of the book is credited to their account. Teachers also log on through a username and password and can access all the students in a particular class. Teachers can then track what students read, the number of

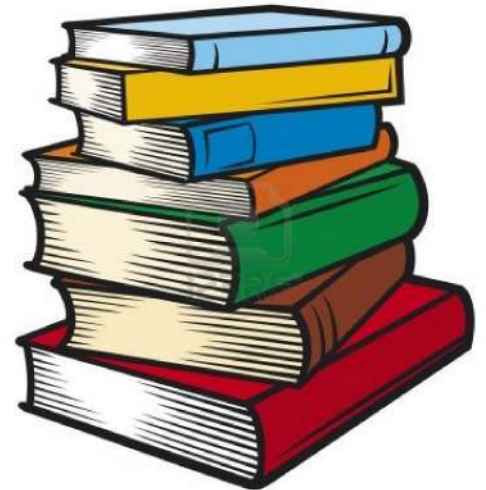
words students have read, and the result of the quizzes all from either a smartphone or a computer. Teachers should provide assistance where needed and act as facilitators ensuring: the program is running smoothly, provide guidance, and ensure word counts are being set and met. MReader also incorporates various parameters to detect cheating or student collusion during quiz-taking.

M-Reader, which was developed with research funds from Kyoto Sangyo University and the Japanese Ministry of Education, became available in March 2013, and is currently used by educational institutions in 26 countries. MReader in conjunction with ER provides an excellent base for the implementation of a reading program in an educational institution. The interface of MReader is extremely user-friendly and allows first-time users—both teachers and students—to navigate the simple menu systems with ease. The students also can very easily check their progress, how many words they have read, and quiz results instantly. This promotes accountability for the students' own learning (Robb & Kano, 2013). Presently there are 7,150 quizzes available on MReader (MReader, 2018).

Conclusion

MReader is affordable since it is free for academic institutions, accessible in that students can take the quizzes on their smartphones, and motivational because it provides instant results of tests taken. The students do not see a numerical grade of the quizzes: they simply see a pass or fail. The idea behind this is to keep things simple and encourage reading extensively without being concerned with high or low grades. The feedback from students in classes that I teach is extremely

positive. I highly recommend MReader for teachers who want to implement a reading program in their educational institutional or want the students to have more say and direction in their own learning.



About the Author: Currently in his 16th year in Japan, Adam Crosby is teaching at Kindai University, Kyoto Sangyo University, and Kwansai Gakuin University.

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Reading as an Educational Tool . . . (continued)

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The screenshot shows the MReader search results for 'The Phantom of the Opera'. It includes a search bar, selection criteria (Genre, Publisher, Fiction, Reading level), and display criteria (View images/words, Order by). Below are several book covers with their respective publishers and reading levels.

Book Title	Publisher	Reading Level	Words
The Phantom of the Opera	Oxford Bookworms	Fantasy (RL: 4)	6230
The Phantom of the Opera	Oxford Bookworms	Fantasy (RL: 4)	6230
The Phantom of the Opera	Oxford Bookworms	Fantasy (RL: 4)	6230
The Phantom of the Opera	Macmillan	Horror, Fantasy (RL: 4)	6264
The Phantom of the Opera	Usborne Young Reading Classics	(RL: 4)	2456
The Phantom of the Opera	Heinie Reading Library	Classics, Murder Mystery (RL: 6)	22076
The Phantom of the Opera	BlackCat Reading and Training	Horror, Romance (RL: 6)	8057
The Phantom of the Opera	Penguin	Thriller, Short stories (RL: 8)	26075
The Phantom of the Opera	Pearson English Readers	Thriller, Short stories (RL: 8)	26075
The Phantom of the Opera	Compass Classics	Classics (RL: 9)	31031

The screenshot shows the MReader user interface for a user named Jhou, Hsuan-han. It displays a 'Reading Report For: Jhou, Hsuan-han' with a table of books read, a progress bar, and a 'Start Quiz' button.

Date	Publisher	Book title	Level	Status	Words	Total words
11 Oct 2013	Macmillan	Treasure Island	Elementary [5]	Passed	9863	9863
18 Oct 2013	Oxford Bookworms	Five Children and It	Stage 2 [5]	Passed	5945	15808
2 Dec 2013	Penguin	How to be an Alien	Level 3 [5]	Passed	7845	23653

Total words read in this course: 23653
Total words read in all courses: 23653

Your current level: 5
You can take a quiz now.

Select the book that you want to take a quiz on:
Publisher / Series: Select publisher [4]
Start Quiz

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Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language, 25*(2), 234-347.

Note: If you would like to consider using MReader, please contact Thomas Robb at admin@mreader.org, preferably from your school email account. Please mention:

- The location of your school and its name,
- The approximate number of students who would be (eventually) using the system,
- Your school's URL (if there is one), and
- The approximate number of graded readers or other easy readers that you have

What is TOEIC?

By Denis Guéret

The Test of English for International Communication (TOEIC) was developed in Japan over 30 years ago. It has become an international institution widely used by many concerns, such as academics, Human Resource, organizations and national authorities all over the world. Its main objective is to assess the overall language skills of the test-taker and thus derive an estimated oral fluency level. Until recently, TOEIC was only a reading and listening test; it is still the case with its most used version (and thus no need for a native speaker to administer the test).

TOEIC is used by the UK immigration service as a way to qualify foreign students seeking a student visa (instead of TOEFL which includes spoken parts, the preferred test of Colleges and Universities). This selection method has recently been challenged following revelations of organized cheating. Similar problems have surfaced in South Korea and Japan.

The version which I worked with for many years had 4 listening parts and 3 reading parts for a maximum score of 990. The listening parts had a definite American tone but without any regional accents. New versions integrate the accents from English speakers around the world.

TOEIC is big business; many companies in Europe and Asia test their employees and potential recruits with it in order to assess fluency since TOEIC claims fluency assessment can be derived from the results of reading and listening tests. This is the first flaw in my opinion. I am not the only one aware of these issues; the different independent and private institutions administering the test in each

country or region have been modifying TOEIC in order to compensate for these problems.

Being a for-profit actor forces the now independent test-administering organizations (formerly the Chauncey Group) to walk a very narrow path between the ever-increasing demand, the cultural bent of their respective markets, and the need to remain a gold standard in testing. This, without risking discouraging the host of individuals who decide to take the test on their own and pay over \$200 for an official evaluation valid only for 2 years.

Of course, TOEIC has competition: BULATS from Cambridge, promoted by the British Council in Europe. This test is slowly gaining in popularity, it was designed from the start to work from a CDROM which made administering much easier than TOEIC which requires a special set-up or venue and a waiting period for the results (faster delivery is extra).

The other actors in this industry are publishers of manuals for test preparation. They, too, are walking a fine line: their objective is to instill some degree of self-confidence in the test candidates, and to be associated with their passing the test successfully for good publicity. However not too much, because selling more blank tests and so-called “advanced” training manuals is also the objective of these publishers. This adds to the confusion as to what TOEIC really is.

The following observations are based on my experience preparing students for this test from 2001 to 2011:

- TOEIC is just an assessment tool not a certificate, meaning that preparing for it has almost zero didactic value.

- TOEIC is blind to low levels. Answering randomly will produce a score of around 300 which is the same beginners to very low intermediates would get. The new versions try to address this problem with tests for low levels hereby moving away from TOEIC’s original purpose of across the board assessment of fluency.
- TOEIC is a lot easier for Europeans. It was created for the Asian market where not so much English vocabulary and structures have been historically shared, exported to or imported from England over centuries, not to mention just being able to read English text.

Because of the demand, TOEIC test production is an industrialized process which makes it predictable once the different building principles and patterns are understood. I could train students to rely on method more than on fluency. I could guarantee an increase of 100 points over previous unaided attempts (the perverse effect was some students with limited fluency got a score that was better than their actual level). The Chauncey Group, the original test proprietor, did not make a secret of this: it produced its own manual with one blank test and a little piece of precious advice regarding part 7 as a thank-you for buying their training material. New versions have made it harder but with a “gotcha!” style that doesn’t belong to TOEIC’s original purpose.

Training manuals from publishers other than TOEIC’s franchisees overplay the certification image of the test as if it

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What is TOEIC . . . (continued)

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were something akin to a driver license or a diploma: pass or no pass. The fundamental difference between their blank tests (perfect copies of the form of the real thing) and a TOEIC, is TOEIC's unquestionable correct answers in the correction section of the manual: the test only uses very clear and well-rounded common examples. Often these competitors go too far in the arcane and the trivial with their choice of examples, with questionable explanations in the correction section.

In my opinion, TOEIC is victim of its own success, but overrated. It can be viewed as a brilliant marketing move, or the accidental best answer available to the global need for ESL/EFL on-the-spot assessment. With today's technology, it wouldn't take much to make TOEIC obsolete: a little bit of off-the-shelf virtual reality could immerse candidates into themed real time situations thus measuring their relevant communication skills, fluency, and knowledge of language structures. The development cost of such a platform, comparable to that of a video game, would be quickly offset by the huge worldwide demand for a reliable, fast and inexpensive way to test non-native speakers of English.



TOEIC

About the Author: Denis Guéret was born and raised in France. He studied fine arts in Ecole des Beaux Arts de Paris.

He has worked in theatrical and motion pictures set design; picture and mirror framing; antique ornamentation restoration in France and California. He has worked for many years as a Chef de Cuisine in California and France. He came to Teaching English as a Foreign Language in France, or second language through life's unpredictable twisting pathways 20 some years ago. He is also a Français Langue Étrangère teacher. He currently works in the hospitality industry and as a translator for online material and training seminars. He can be contacted at France Contacts france.contacts.hawaii@gmail.com.



TOEFL Writing Preparation Assistance for Teachers

By Ethan M. Lynn

Background

During my TESOL MA coursework at Brigham Young University (BYU), I often heard about an important yet mysterious test called the TOEFL. Despite the importance of the test, I learned very little about it from my classes. Fortunately, I concurrently worked at BYU's intensive English program, the English Language Center (ELC), which provided TOEFL preparation classes and support for students. These classes allowed me to teach TOEFL preparation classes under the guidance of experienced mentors. After a few semesters of teaching TOEFL preparation, I began to feel competent as a test preparation teacher specifically in reading and writing. In this article, I hope to share what I have learned regarding the writing section with the TESOL community.

Integrated Writing Task

The first part of the writing section is the integrated task. Test takers read a passage (three minutes) and listen to a lecture (two minutes) dealing with the same topic and write an essay for 20 minutes. The reading passage presents three main points about the topic and can be referred to throughout the task. The listening passage, unfortunately, can only be heard once. It contains many points about the topic, and three of them correspond to the reading passage. Thus, it is important for students to take notes on both the reading and lecture so as to identify the three corresponding points. The essay requires a summary of the lecture and how the points in the lecture relate to points in the reading passage. Usually, but not always, the lecture and the reading present opposing viewpoints.

A notetaking template and structural outline are given below.

Integrated Essay Notetaking Template

Topic:

Reading	Lecture (Audio)
Stance:	Stance:
Point 1:	Point 1:
Details/Reasons:	Details/Reasons:
Point 2:	Point 2:
Details/Reasons:	Details/Reasons:
Point 3:	Point 3:
Details/Reasons:	Details/Reasons:

Integrated Essay Structural Outline

Introduction

- 1) General statement about the relationship between the resources you heard and read.
 - a) The lecture discusses (Topic)
 - b) It suggests/claims that (Primary Claim) while the reading (casts doubt on, challenges, opposes, supports, strengthens, etc.) that claim.

Body

- 1) Paraphrase the first point
 - a) Paraphrase a point from the lecture
 - b) Contrast/Compare with the reading passage
- 2) Paraphrase the second point
 - a) Paraphrase a point from the lecture
 - b) Contrast/Compare with the reading passage
- 3) Paraphrase the third point
 - a) Paraphrase a point from the lecture
 - b) Contrast/Compare with the reading passage

Conclusion (Optional)

- 1) Restate your introduction

(Adapted from Chris Nuttall's original worksheet)

This task is scored on a scale from 0-5 based on three criteria: accurate development, organization, and language use ([official rubric](#) for a detailed breakdown). While there is no length requirement for the response, it is recommended that answers be between 150-225 words. This [video](#) gives a thorough analysis of the integrated task.

Because it can be hard for instructors to find and/or generate materials for practicing this task, Cuenca (2017) assembled a database of integrated writing materials for her thesis. I have used these materials often in my classes and recommend them. They can be found [here](#).

Independent Writing Task

The second part of the writing section is the independent task. In thirty minutes, test takers are required to write an essay in which they state and support an opinion on a given issue. Here are some sample prompts:

- Do you agree or disagree with the following statement? A teacher's ability to relate well with students is more important than excellent knowledge

(Continued on page 13)

TOEFL Writing Preparation . . . (continued)

(Continued from page 12)

of the subject being taught?

- Some people like to travel with a companion. Others prefer to travel alone. Which do prefer?

While there are many videos and sites offering strategies for success on the independent task, I will refer to Hart's (2015) outline, which I have used extensively and recommend. He advises that test takers write only four paragraphs: introduction, two body paragraphs, and a conclusion. His outline is given in table 1.

This task is scored on a scale from 0-5 based on three criteria: development, organization, and language use ([official rubric](#) for a detailed breakdown). While there is no length requirement for the response, it is recommended that answers be longer than 300 words. This [video](#) gives a thorough analysis of the independent task.

Application

Because many of the students at BYU's ELC needed to take the TOEFL, I decided to dedicate a portion of my classroom instruction to exam preparation. During the first week of instruction, I familiarized my students with both tasks through several scaffolded activities. Once I determined that students were sufficiently familiar with the two tasks, I implemented weekly TOEFL

preparation writing assignments with each task type alternating every other week. Here are the steps I followed:

1. Make the outlines/templates available to students.
2. Present the prompt (independent task) or disseminate the materials (integrated task) and ensure that students understand the prompts.
3. Students complete the task within a time limit. I set 35 minutes for the independent and 30 for the integrated tasks respectively.
4. After completion, students review the TOEFL grading rubric and a model essay (typed by me).
5. Students grade themselves and write a rationale for that grade using the TOEFL rubric.
6. Read and grade essays using the TOEFL rubric giving specific written feedback.
7. Students review the feedback and reread the model essay.
8. Students describe how they will improve their subsequent essays.

Conclusion

Despite the demand for TOEFL test preparation, many new teachers can feel overwhelmed by the seemingly mysterious test. To help those who want to know more about the writing section of the test,

I have shared general test information, helpful resources, and a basic lesson structure. For those seeking more details and/or further clarification, please feel free to contact me via email.

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Notes

In case the links above did not work, the URLs are listed below:

Rubrics:

https://www.ets.org/s/toefl/pdf/toefl_writing_rubrics.pdf

Integrated Writing Video:

<https://www.youtube.com/watch?v=-hKJTJv4bjY>

Cuenca's Integrated Writing Materials Database:

<https://drive.google.com/drive/folders/OB3PwV4Y0vlu1MHdpejVPQk1Ebm8>

Independent Writing Video:

<https://www.youtube.com/watch?v=zx3AXbGWNbA>

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Independent Essay Structural Outline

Intro	Body (2x)	Conclusion
E: Establish the general topic N: Narrow to the specific topic and task M: Meet the opponents A: Acknowledge a counterargument S: State position S: Summarize support	I: Identify the supporting idea (SI) D: Define/Describe key terms or processes E: Explain how the SI strengthens position A: Apply the SI to a specific situation R: Restate the SI and reach back to the position	Re: Summarize Support Re: State Position Act: Identify (3) Action Steps / Consequences of Inaction. Specific → General Local → Universal

Table 1: Independent Essay Structural Outline

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Gained in Translation: Translating Translingual Texts to Develop Foreign Language Reading Skills

By Adam Brod

As I was finishing an MA TESOL degree from Hawai’i Pacific University with a focus on using translation in language teaching, I came across a translingual book of poetry published by a Hawaiian writing group called *Umeke Writings: An Anthology* (Luke & Aluli Meyer, 2008). Almost all the poems in this book mix Hawaiian and English to varying degrees. The title, *Umeke*, refers to a hand carved wooden bowl used by the Hawaiian people. The director of the writing group brought an *Umeke* to the class and asked everybody to write about what it represents for them.

While reading this book, I found that I wanted to locate the word and the object *Umeke* in an authentic

Hawaiian context, and I had the chance to do so when I visited Waimea Falls. I saw a hand carved, wooden, tip-jar at the life jacket stand. The first word that came to mind, however, was not tip-jar, but, instead, *Umeke*, although I recognized it was both. Suddenly, I seemed to have gained an authentic understanding of this one word in Hawaiian, and I felt that I understood it as well as—yet separately from—a word I know in my home language. I also gained a desire to learn more Hawaiian words so that I might be able to perhaps, one day, compose my own translingual poem about an *Umeke* at Waimea Falls.

Aesthetic considerations aside,

however, I was also interested in how such readings might benefit language learning and how translingual texts might promote reading in a foreign language. For example, I have found bilingual texts to sometimes be helpful for learning colloquial expressions and common language chunks which might escape dictionaries.

While studying a bilingual edition of a book called *Japan’s Best “Short Letters to My Home Town,”* I accidentally found a particularly expressive variation of the verb “to be drunk” (Yasuhara, 1999). I knew the standard dictionary form of this word, so I could guess the meaning.

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Gained in Translation . . . (continued)

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Moreover, the side by side English translation is simply “I become intoxicated” (p. 35). However, I did not think much of this line in English or in Japanese until I shared this poem with a Japanese speaker. He brought my attention to it by simply reading this line out loud with the proper emphasis, intonation, and emotion. I immediately understood how this ending changed the color of the word from a scientific fact to a longing kind of sigh. Emotionally or semantically, it might be like the difference between “to be drunk” and “to be drunk on”. In any case, I was drunk on the joy of recognizing this distinction in my second language.

As a language teacher, I started thinking about how to deliberately encourage or scaffold the same language learning experience for a group of students. I realized when translingual texts and translation activities are used communicatively (such as when my Japanese friend read the Japanese version of the poem out loud with me), they may stimulate students to develop their own unique translations or realizations about the language.

In applying this theoretical framework that I formulated around language learning from translingual texts, I endeavored to create a successful translation activity. The students I used this activity with were EFL false-beginner high school students in a Japanese public high school. I used a short essay from an intermediate Japanese language course book. I translated a key paragraph into English, and I replaced the Japanese paragraph with my English translation, thus creating a translingual text. I next asked the students to read the essay (most of which is written in simple, clear direct learner Japanese) and to translate the English portion back into Japanese so that it matched the other paragraphs. After they finished, I showed them the original

Japanese paragraph and asked the students to compare their translations with the original and discuss their comparisons.

The noticeable benefits of this activity were as follows:

1.) The students were highly motivated. At first glance, everybody in the class thought this task was too easy. In reality, it is not much easier than translating the same paragraph in an English test, without context. For false beginners, however, the latter task is intimidating while the former looks as though it should be easy. That it was not easy but that they thought it should be, made the students work all the harder to figure it out.

2.) The task was not impossible. As writers often use similar words and sentence patterns repetitively for maximum effect, the students could find clues at the beginning of the essay for how the English portion should be re-expressed into Japanese. Furthermore, because the Japanese was overly simple for the students (as learner English would be for us), translating it from English back into Japanese was easier, as was re-writing it in Japanese. Hypothetically, more sophisticated texts might be more interesting and informative for advanced learners.

3.) This activity was flexible enough for the students to be creative. I did not tell the students to *translate*. I told them instead to simply express the meaning of the English paragraph in Japanese as best they could. If they only knew a few words, they should give their best guess at expressing what those words might mean together and in the context of the essay. I also encouraged the students to work in groups, and to use any resources they wanted, dictionaries or Google Translate.

In the discussion part of this activity, I encouraged the students to conduct their discussion in English and in Japanese. I also asked the

students if their Japanese re-translations were “as good as” the original despite the differences. This question served as a good point of departure for the discussion. The students who felt their paragraphs were pragmatically the same as the original were rewarded with knowing their English was on par with their Japanese, in this one activity. The students who felt their paragraphs and the original were totally different were made aware of the English they did not understand which might have led to the differences in their re-translations.

Considering translation as a skill for language learning, it may be most effective when integrated with other skills. In this case, I used translation and translingual texts to scaffold and encourage reading in a foreign language. There are, no doubt, many more possibilities for using translation for scaffolding and encouragement in the development of speaking, listening and writing skills as well.

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PWR-Verbs:

The 20 Most POWERFUL Words in the English Language

By G. Andrew Reynolds

An EFL SMART Badge Achievement Program featuring “PWR-verb Q&A”

This program addresses the need for a student-centered, interactive English as a Foreign Language (EFL) multimedia instructional design model in which Association of South East Asian Nations (ASEAN) medical professionals create highly personal and meaningful multimedia deliverables in their quest to better serve foreign visitors to ASEAN nations. This particular “PWR-verb Q&A” workshop was developed for an ASEAN Navy Department of Medicine and is important as this ASEAN navy operates large regional hospitals that serve not only their native residents at large, but also thousands of foreign visitors each day.

This program is based on Purdue’s Learning Design & Technology specialists Ertmer and Newby’s (1993) contention that suggests a synthesis of radical behaviorism and cognitive information processing under an overarching constructivist approach may best serve certain multimedia learner performance objectives.

The following five SMART Badge challenges utilize that synthesis to take learners through a linear scaffolding of five learning modules. Here is our Design Document:

Learning Conditions (CN):

- Face-to-face / blended “Train the Trainers” workshops for senior medical staff

Performance Objectives (PO):

- Senior medical specialists will learn to offer an English self-introduction to their foreign patient, interview the patient with specialized “PWR-verb Q&A,” and give directions to the patient, family and/or friends in informal nursing settings (Dunn &

Milhiem, 2017).
Successful Learning Performance Outcome Criteria (CR):

- The learner makes a PowerPoint patient case study presentation that is video-recorded LIVE before an audience of the learner’s peers. This then will serve as a re-useable digital training artifact available to all medical staff. (See Appendix A)

EFL SMART Badge Challenges

SMART Badge No. 1: SIGNPOST

Listening Skills (radical behaviorism’s psychomotor tongue placement in correct pronunciation of nine targeted English phoneme)

SMART Badge No. 2: PWR-verb Q&A

(a cognitive information processing approach utilizing a highly specialized interrogative comprehension-question methodology featuring six PWR-verb families)

In the final three sequential SMART Badges, learners create digital deliverables that are presented under an open-ended constructivist approach.

SMART Badge No. 3: My Storyboard

(a hand-drawn series of personalized, captioned cartoon cells that learners create, complete with recalled “photos from my Facebook!”, (e.g., Driscoll’s (2005) “pictures in my mind”))

SMART Badge No. 4: A PowerPoint

Presentation (converted from the hand-drawn storyboard with said “photos from my Facebook” and “complete sentence talking points”

SMART Badge No. 5: A LIVE

PowerPoint Case Study Presentation (video-recorded

before an audience of the learner’s peers) (See Appendix A)

The PWR-verb Q&A Methodology

According to Sloane (2009), the late Robert Allen, American professor of linguistics and education at Teachers College, Columbia University, developed a unique English technical writing revision methodology that is based on twenty auxiliary verbs; Sloane described these as “the twenty most powerful words in the English language.” While Allen described this methodology as “X-word Grammar,” for the purposes of our SMART Badge program, we have renamed them the “Six Families of PWR-verbs.”

The following outlines the PWR-verb Q&A SMART Badge component which is essential for ASEAN medical specialists to gather vital data from the patient, family and/or bystanders in informal nursing settings:

Formulating Precise Auxiliary Verb-based YES/NO Questions

Allen and others (See Appendix B), have applied this methodology in various TESOL settings. The concept is to start a yes/no question with an auxiliary verb so that the response will directly address the subject. The response can be affirmative (or not), and with the tenses changed from present to past or future, as appropriate. For instance, this dialogue is quite common in medical settings:

Staff: “**Are** you having chest pain right now, yes OR no?”

Patient: “No, BUT I **did** last night!”

Accessing Prior Knowledge

What this researcher found fascinating is that even in an ASEAN nation ranked 57th in English

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PWR-Verbs . . . (continued)

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language proficiency (out of 72 nations world-wide where English is not the mother tongue), nearly everyone (of any age) seems to know the song “Jingle Bells!”

Let’s see if you too can *hum* it out loud right now ... *hum hum hum, hum hum hum, hum hum hum hum hum*

There you have it! The first three PWR-verb families:

do / does / did ...
have / has / had ...
am / is / are / was / were !

Now, let’s sing The PWR-verb Song from the top please:

do / does / did
have / has / had
am / is / are / was / were
could / would / should
may / might / must / can
we **will / shall / stop singing here!**

Using Mayer’s Extraneous Feedback Principle

At every stage of the SMART Badge Challenge process, we collect multimedia artifacts referred to as

“vdoDNA.” These are spontaneous, unscripted hand-held video recordings of actual learner EFL exchanges. By using the PWR-verb Q&A methodology, we are able to quickly establish comprehension levels in terms of affirmative yes/no Q&A responses, then offer learners nearly instantaneous multimedia feedback which is especially valuable in the listening skills module on correct psychomotor tongue placement. By the end of the first two badges, learners are challenged with PWR-verb Q&A questioning like this: Staff: “**Are** we talking about correct pronunciation AND interviewing the patient with PWR-verb Q&A, yes OR no?”

Learner: “Yes, we **are** talking about correct pronunciation AND interviewing the patient with PWR-verb Q&A!”

Staff: **Did** we learn to sing the PWR-verb Song, yes OR no?”

Learner: “Yes, we **did** learn to sing the PWR-verb Song!”

Staff: “**Can** you sing the PWR-verb Song by-yourself right now, yes OR no?”

Learner: “Yes I **can!**”

Creation of Personalized Multimedia Deliverables Enhances Learning via Engagement

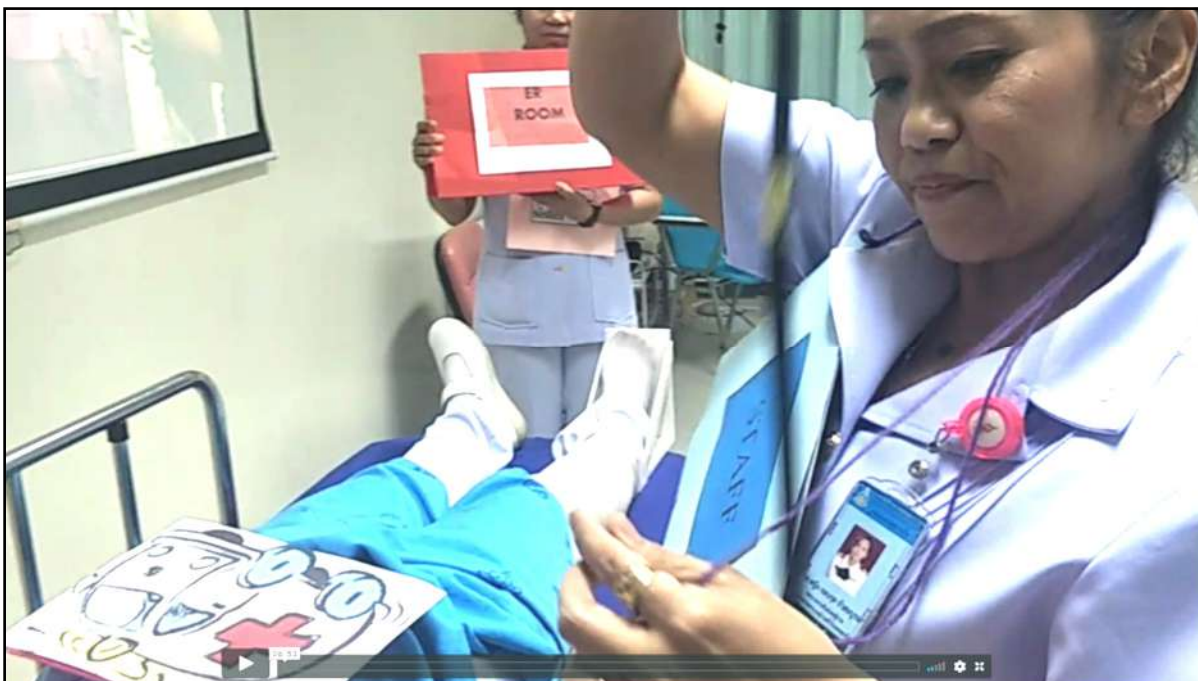
In 2018, we completed seven eighteen-hour EFL Smart Badge Achievement Programs in face-to-face workshops. Upon completion, each group of fifteen senior staff submitted Kirkpatrick Level 1 participant training experience perception surveys. The participants stated that they found the “PWR-verb Q&A” learning module highly relevant in my work” and a majority were surprised that the training was “stress-free.”

hum hum hum,
hum hum hum,
hum hum hum hum hum!

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“The ER Case Study Team” with captions: (English for Medical Professionals: An EFL SMART Badge Achievement Program)

PWR-Verbs . . . (continued)

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Appendix A: Multimedia Digital Artifacts

“The PWR-verb Song”
<https://vimeo.com/manage/252821252/general>
“Tua’s SMART Badge Overview Tutorial”
<https://vimeo.com/manage/223551405/general>
“The ER Team Case Study Role Play”
<https://vimeo.com/261062610>
“50-year-old Chest Pain Case Study”
<https://vimeo.com/252825298>

Appendix B: The Roots of PWR-verb Q&A by X-word Grammar guru Bonny Hart (2015)

<https://sites.google.com/site/accessiblexwordgrammar/>

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Translingual Practice By Suriati Abas

The term “translingual” means combining multiple language resources to form new meanings (Canagarajah, 2013a). In other words, the co-existence of two or more languages involves shuttling and negotiating diverse linguistic resources to construct meanings. Under this situational interaction, translingual practice is synonymous with the ways in which interactions become hybridized. It is an approach that recognizes cross-language relations as a resource for producing meaning (Horner, Lu, Royster and Trimbur, 2011). Translingual practice provides teachers with an alternative pedagogy where “languages are always in contact and complement each other in communication” (Canagarajah, 2013b, p. 4).

However, a translingual orientation calls for paradigmatic shifts from an autonomous, situated practice of privileging a single, dominant linguistic repertoire to one that transcends across languages and considers multiple semiotic resources as affordances for language learning. To adopt a translingual approach in the teaching of composition, Lu and Horner (2016) identified the following tenets:

- language (including varieties of Englishes, discourses, media, or modalities) as performative or, something we do
- actively using language for forming and transforming conventions and social-historical contexts of use
- communicative practices informed by and informing economic, geopolitical, social-historical, cultural relations of asymmetrical power
- decisions on language use as shaping, being shaped by the contexts of utterance and the social positionings of the writers
- differences as the norm of all utterances
- the ability to tinker with authorized contexts, perspectives, and conventions of meaning as needed and desired
- all communicative practices as mesopolitical acts, actively negotiating and constituting complex relations of power

(Continued on page 19)

Translingual Practice . . . (continued)

(Continued from page 18)

These tenets have been helpful for classroom teachers of different grade levels. Among early childhood and elementary schools, researchers have investigated how translingual practice is enacted with linguistically diverse student populations for reading and writing (Ascenzi-Moreno, 2018; Michael-Luna and Canagarajah, 2007; Zapata and Laman, 2016). In a recent study conducted by Ascenzi-Moreno (2018), the three elementary school teachers engaged in responsive adaptations, making space for emergent bilinguals to retell and respond to a story in his/her home language repertoire, as part of the formative reading assessment. Incorporating responsive adaptations shifts the teachers' ideologies of viewing reading development from a monolingual lens to that which considers the diverse language practices that students bring to their classrooms. Zapata and Laman's (2016) study, however, focused on how elementary school teachers

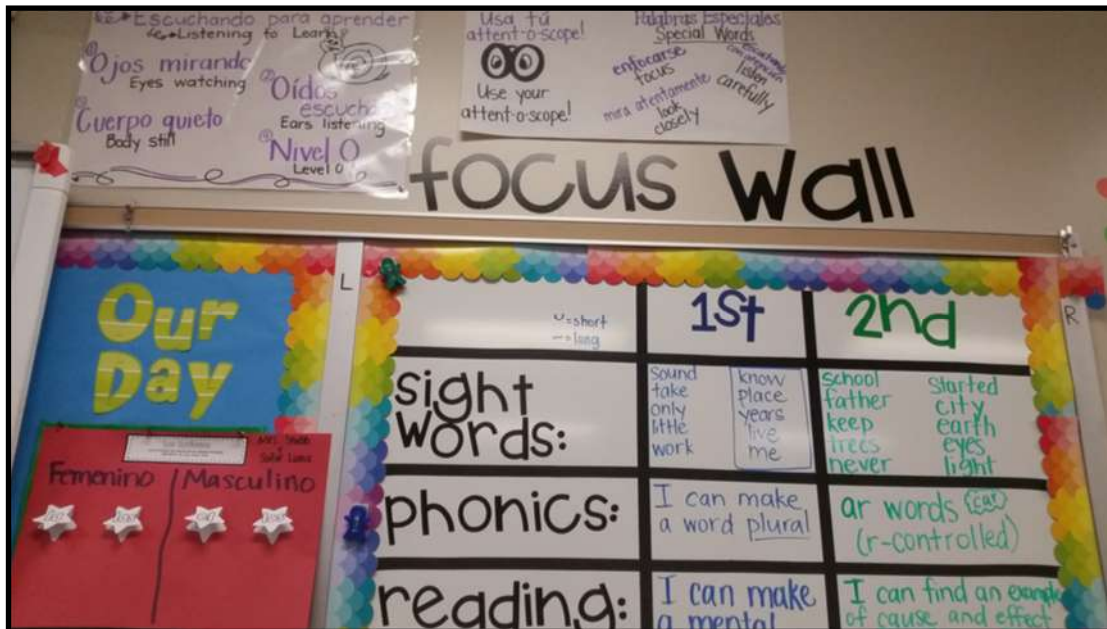
supported students' fluid language use by creating a context for translingual practice in the following ways: 1) they invited parents to join as experts, and introduce new languages and cultures during their writing class; 2) they advocated dual language (English and Spanish), with Spanish text preceding the English text in the model writing instruction; and 3) shared diverse literature that resonate with the students' background.

At the college level, Canagarajah's (2013b) ethnographic perspectives on a second language writing course revealed four translingual or negotiation strategies that challenged dominant language ideologies: *envoicing*, *recontextualization*, *interactional strategies*, and *entextualization*. Through *envoicing*, students are given the autonomy to mesh semiotic resources in their literacy autobiography projects. *Recontextualization*, additionally, positions the written texts according to the desired conventions.

Interactional strategies provide opportunities for co-construction of meanings to ensure that the writer and reader understand each other. During entextualization, the writers in the class that Canagarajah observed engaged in text construction through drafts, teacher feedback, revisions, and moving back and forth between the teacher and the writer to establish clarity. In a forum article by De Costa, et al. (2017), the authors shared additional ways in which translingual practices have been employed in their college composition classrooms. They include incorporating poetry which portrays non-Western language, identities, and culture. The students were invited to write critical reflections on their linguistic identity, instructed to do a translation assignment, and asked to explain key terms in their home cultures to encourage inclusivity and cultivate an equitable learning environment.

Although advocates of translingual practice leverage on the

(Continued on page 20)



Word wall in a classroom at an elementary school in a midwestern city, USA, which adopts translingual practice of teaching and learning in English and Spanish. Photographer: Author. December 2018.


Translingual Practice . . . (continued)

(Continued from page 19)


learners' rich linguistic repertoires as pedagogical resources (Canagarajah, 2013a; De Costa, et al., 2017; Gort & Pontier, 2013; Jain, 2014; Michael-Luna & Canagarajah, 2008; Soltero-González & Reyes, 2011), critics view the code-meshing strategy as a means of promoting historically marginalized language practices which will gradually cause deterioration to language and identity (Delpit, 1988; Honey, 1983; Lyons, 2009). Some, including Milson-Whyte (2013), argue that the dominant language should be seen as separate from the vernacular language, owing to differences in the value attached to each. However, as García (2009) highlighted, it is possible to teach Standard English by providing opportunities for students to negotiate meaning and shuttle between language repertoires. While translingual practice foregrounds linguistic social justice, acknowledging all students' rights, teachers face the challenge of navigating language boundaries and relinquishing authority (Lee, 2016). In reality, the issue of language assessment is still open to explorations as teachers are still finding ways to gauge students' learning.

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Vocabulary Teaching in an ESP Course

By Minako Inoue

Introduction

Vocabulary plays an important role in language learning. As Richards and Renandya (2002) stated “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write” (p.255). As with other English learning contexts, vocabulary is a fundamental component of English for Special Purposes (ESP). However, there are some distinctive features. Zahran (2017) pointed out the main features of ESP vocabulary instruction as follows: 1) ESP vocabularies are used less frequently in everyday situations, and they are learned for specific uses related to a particular field; 2) ESP vocabularies include many abstract terms; and 3) ESP vocabulary is designed around the needs of the students in their fields. Taking these features into consideration, learning vocabulary plays a crucial role in successfully implementing ESP programs. Nevertheless, for many students, especially those who have a low level of English proficiency, learning ESP vocabulary is a major obstacle.

Purpose of this report

In this paper, the vocabulary enhancement activities of an ESP course are introduced. To demonstrate some examples, the unit of “spinal cord injury” from our original university ESP textbook was chosen. The unit is completed in four 90-minute sessions. The target students are physical therapy students who have a relatively low level of English proficiency.

Principles used for this instruction

Although the research findings are still controversial, the presented activities adhere to the following principles.

1. *Explicit Teaching*. A large amount of research supports the idea that explicit instruction is effective for vocabulary learning (Rinaldi, Sells, & McLaughlin, 1997).
2. *Repetition*. According to empirical studies (Gu, 2003; Schmitt, 1997), repetition strategies are crucial, especially when starting to learn vocabulary.
3. *Key Words First*. The research suggests that when students are taught key words before reading the text, they have a greater comprehension than students who do not receive this instruction (NRP, 2000).
4. *Variety of Activities*. Better learning outcomes can be expected when students are exposed to a variety of activities. (Nation, 1990; Stahl, 2005)

Vocabulary enhancement activities

Step 1	Preparation	As vocabulary is a fundamental component of ESP courses, carefully choosing target words is necessary. With this consideration in mind, 20 target terms are chosen. (e.g., central nervous system, cervical, dysfunction, extremity, motor paralysis, paraplegia, spine, and lumber). Based on these 20 terms, homework is then developed.
Step 2	Homework	Before starting a new unit, students are required to complete homework. For the homework, the students have to match each target term with a Japanese translation.
Step 3	Making a glossary sheet	A list of the vocabulary, including the key terms, necessary for understanding all of the materials in the unit is developed. On the left column, the English terms are listed, while the Japanese terms are listed in the right column. The key terms mentioned above are written in red, and their Japanese translations are left blank. The students have to complete these Japanese translations (see the attachment).
Step 4	Explanations, using the glossary sheet	The instructor goes through all of the key terms, checking the answers (meaning and usage). To learn how to pronounce the 20 terms, the instructor pronounces the word, and the students follow. For an etymological analysis, the instructor explains the prefix and suffix of each word where possible. e.g., quadr(i)-/tetra means 4 (also in Japanese); plegia means paralysis

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Vocabulary Teaching . . . (continued)

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Step 5	Vocabulary exercise	The students complete two types of vocabulary exercises: 1. Matching the term with the appropriate explanation. 2. Filling in the blanks for the given term.
Step 6	Using the terms in context	The textbook includes the following materials, and students use their glossary sheets as necessary. All activities use the key terms: 1. Reading materials 2. Grammar 3. Listening 4. Speaking activities, e.g., giving advice 5. Other activities
Step 7	Quiz	At the end of each unit, a vocabulary quiz for the key terms is implemented. (Matching English and Japanese)
Step 8	Quiz	A quiz for all terms learned throughout the semester is implemented. (Matching English and Japanese)

Strengths and limitations of the presented activities

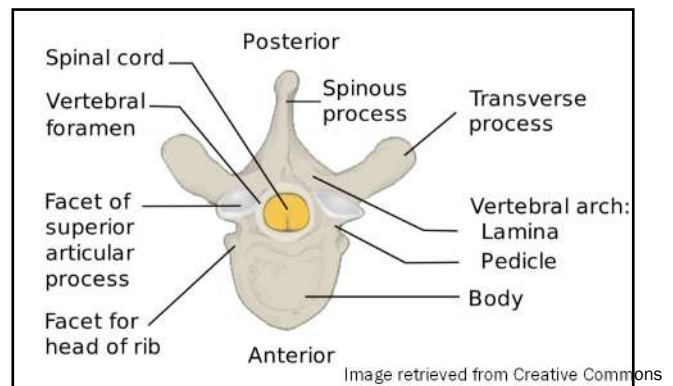
By following the principles mentioned above, it is expected that the students' vocabulary learning is enhanced. In addition, through these vocabulary enhancement activities, students can become aware of key terms. The awareness of the importance of key terms is believed to be critical for optimal learning. However, it is believed that students' receptive vocabulary remains considerably larger than their productive vocabulary throughout the activities. Therefore, it is necessary to fill this gap.

Implications and further study

In order to examine the efficacy of this instruction, an analysis of all the quizzes and the students' survey is in progress. It is hoped that this analysis will be helpful to understand the students' vocabulary learning and optimal development as well as to plan and implement effective instruction.

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Assisting ESL Learners in the Job Hunt . . . (continued)

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their background and experience fits the requirements. The teacher can then explain a typical sequence of moves (Hyland, 2003, p.105) that is found in cover letters: 1) greeting; 2) demonstration of background knowledge; 3) introduction of self as suitable candidate; 4) linking of applicant's experiences, skills, and qualifications to the position requirements; 5) summary; and 6) conclusion. Challenge students to identify the start and end point of each move in the example cover letter. Other important features of the cover letter genre should also be shared with the student, such as its voice, strongly persuasive nature, and inclusion of certain kinds of information along with exclusion of others. Teachers may wish to highlight these features in the example cover letter so that students can see their application in a real text.

For homework or as an in-class assignment, students can then be asked to draft a cover letter for the authentic job listing that they previously found. They may be directed to follow the move sequence which they just learned, to include the extracted key information from the job listing, and to connect relevant background and experience shown on their resume to the job requirements. Once this is done, a final stage of peer and/or teacher review can commence.

Conclusion

The above program would be very useful for any student who is preparing to apply for jobs in English. However, the techniques presented could also assist students who are already applying to a specific position. Instead of having students create a practice resume and cover letter that may not be put to any real use, students could craft a resume and cover letter that will be sent to an actual employer. Moreover, they

could still be taught genre features through the example resume, example job posting, and example cover letter.

This article has shown how teachers can leverage genre as a powerful tool for quickly bringing students to a deep understanding of English-language job hunting texts. Through this process, genre is also able to clue learners in on important factors of cultural context. Armed with their new knowledge and ability, students can then move forward with greater skill and confidence in their job search.

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Instructional Techniques: Focusing Teaching Strategies For ELL Inclusion

By Michael L. Deatherage

Teaching Techniques

The education of bilingual students has been gaining ground recently due to the awareness of preserving culture through language. To encourage English Language Learners (ELLs), who are under hardships while being immersed in an English-speaking society, the teacher can facilitate learning by creating an environment in which the student can learn through multiple strategies. Using a wide range of teaching strategies that can focus on ELL inclusion in classroom discussions and activities will undoubtedly increase the teacher's toolbox for a successful classroom instructional environment. Practicing those strategies for differentiation, regardless of having ELL inclusion students, will also be beneficial for when the educator finds themselves teaching an ELL inclusion class. The following teaching techniques are designed not as a foundational scaffolding of instruction for the student, but rather as a foundation for the teacher to supplement or even replace some of their own teaching practices as differentiation of instruction becomes more necessary as dictated by the needs of the ELL. After reflecting on teaching practices, the educator should review different techniques that can help in producing instructional models that outline the steps or necessary components of transferring student-student and student-teacher interaction (Hughes, 2012) for the most productive learning environment.

Teacher Speech

As Calderón and Minaya-Rowe (2003) stated, teachers can aid the students throughout text comprehension, regardless of the

difficulty by controlling their own speech patterns. The teacher can utilize their own enunciation and rate of speech to allow for the student to take the mental time necessary to translate your words, if necessary, into their own words and then back again to English. Teacher speech can also be used to accommodate ELLs in recognizing word meaning through synonym restatement. One thing to consider is not to limit the instruction to easier vocabulary. Rather, follow the academic/content vocabulary with a synonym or easier sentence to help understand the meaning after the sentence is completed. Be careful not to wait too long before redefining the words or even the entire sentence. Another method for using teacher speech is to repeat the vocabulary words not only within the primary instruction, but also in other subject areas if possible. And finally, to relate to the end goal, which is to create self-directed learners, create a classroom that encourages students to be comfortable in also using teacher speech in their own discourse.

Contextualization

The prior knowledge that students have on related subjects can be incredibly useful for the teacher to reimagine abstract concepts for the students. Contextualization can be done verbally through analogy or relationships to the context and can also be done by using visual aids. Though the actions change the delivery of instruction, it does not change the meaning; therefore, the students can relate to the meaning through their own understanding with or without mental translation. This also creates an ability for the student to possibly learn future scenarios

where the use of the contextualization helps them to determine the environment and use of the language.



Giving Directions and Checking for Understanding

It is okay to stop instruction to ask questions or to restate directions in different terms. Students, regardless of primary language, will be introduced to different instructional delivery methods throughout their entire life. One technique is to allow groups to check for understanding. The Sheltered Instruction Observation Protocol (SIOP) model allows for numerous ways that a group can assess each other's understanding while also being able to facilitate remediation at the group level (Vogt, Echevarría, & Washam, 2015). Several methods can be used for checking for understanding without asking pointed questions. This will also help to encourage the ELL not to feel singled out and to allow group discussion so that the ELL can practice before speaking in whole class discussion. One technique in checking for understanding is by asking a question of the entire class, but to be discussed as a group first. By adding a time limit for all students

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Instructional Techniques . . . (continued)

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to come up with the answer, this will give a sense of urgency to all students, rather than the one student. If the question is a multiple step question, then this gives an even greater learning opportunity by allowing the ELL to answer the question through hearing or using sentence frames and hearing other student answers as part of the questioning.

Cooperative Learning

Cooperative learning is essential in any classroom, but none more so than in the ELL immersion classroom due to the “educational opportunity in which students learn from one another” (Wilson & Peterson, 2006, p. 9) for both explicit and implicit learning outside of teacher led instruction. The reason being that ELL’s will be socially surrounded by native-English speakers as well as other ELLs at varying degrees of English language development (ELD). It cannot be argued enough the importance of second language learning proficiency being developed and supplemented amongst peers during and after instruction. Heterogeneous and homogeneous groupings should be used in cooperative learning scenarios as dictated by the teacher’s determined goal. Homogeneous grouping allows for the teacher to tailor instruction towards targeted learning objectives, especially with differentiated needs. Heterogeneous groupings allow for students to practice language use with peers at varying language proficiency.

After students have used cooperative learning to analyze texts with each other, check for understanding to make sure that the

ELLs have been involved in the questioning and answering process. This is not to build distrust in the teacher of ELL participation, but to ensure that the instructor has given ample time for all students to interact meaningfully rather than feeling rushed. Unfortunately, when time constraints become apparent, the group will most likely rush to find the answer without fully explaining their reasons to all members of the group (Fisher & Frey, 2016). This may lead to some ELLs not fully understanding the processes involved in answering the questions. The teacher must be prepared to

differentiation in a continuous process as a result of student and teacher engagement. In the immersion classroom, diversity of teaching strategies is just as important as the diversity of students being taught. The end goal is that all students display language acquisition effectively. By using student interaction to fulfill social language acquisition, support of Lev Vygotsky’s sociocultural theory becomes apparent in the modern classroom (Verenikina, 2010) where cultural context becomes inextricably connected to pedagogical theory (Ochoa, Mendez, & Duval, 2009).



Pavlenko and Lantolf (2000) added to Vygotsky’s theory by not limiting the Zone of Proximal Development to exist only between the student and the teacher, but to include student to student, where increased language acquisition must occur.

either allow for extended time for continued group discussion, correction of group work, or for small group intervention, where ELLs and other students may be gathered by the teacher for focused and targeted instruction for differentiation.

Conclusion

Regardless of years of experience, there is always room for learning how to incorporate other teaching strategies to build upon the teaching methods that the educator has developed through trial and error. As Wilson and Peterson (2006) stated regarding “student learning as a process of active engagement” (p. 02), teacher strategies develop for

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Reflecting on the Past; Sustaining the Future: An Interview with Professor Richard Day By Mery Díez-Ortega and Priscilla Faucette

This is the second interview in a new series for *The Word*, in which we pass on the wisdom and hear stories from Hawai'i TESOL's *kupuna*.

Professor Richard Day is well-known for his work in extensive reading. He is the co-editor of the scholarly journal, *Reading in a Foreign Language*, and is the co-founder and a member of the Executive Board of the Extensive Reading Foundation. He has traveled extensively to conduct workshops and presentations on reading and teacher development. Professor Day is the co-author of *Impact Issues Books 1–3* (Pearson Longman) and *Cover to Cover Books 1–3* (Oxford University Press).

How did you get started teaching English?

I was in the Army in Seoul, Korea, and I was living in the barracks. There were Korean soldiers with us, so I wanted to learn Korean. One of them started to help me with my Korean, and then I would help him with his English. It turned out he had a sister who was studying for the college entrance exam, and he wanted me to tutor his sister and some of her classmates in English. So Sunday afternoons I would go to one of her friends' houses and they would bring their English books and assignments and I would help them. I thought that was a lot of fun! I enjoyed it. I looked forward to Sunday afternoons.

One of the girls had a father who was a businessman, and he heard about me and asked if I could help him and some of his friends with their English. So, Friday evenings we would meet at a different Korean restaurant, and we would talk in English, and they would ask me stuff they wanted to know, and I would help them.

One of these guys had a son at Seoul National University, and he wanted me to help his son and a couple of his friends with English, so Saturday afternoons I was with those students. I really, really enjoyed it, and I thought "Man, this might be something I would be interested in doing!"

I then returned to university and got my bachelor's degree in political

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science, but I took a lot of courses in literature. After that I joined the Peace Corps and went to Ethiopia and taught high school English for two years. I really liked it, so I went to Southern Illinois University, which had one of the few masters programs in teaching English, so I got my degree there.

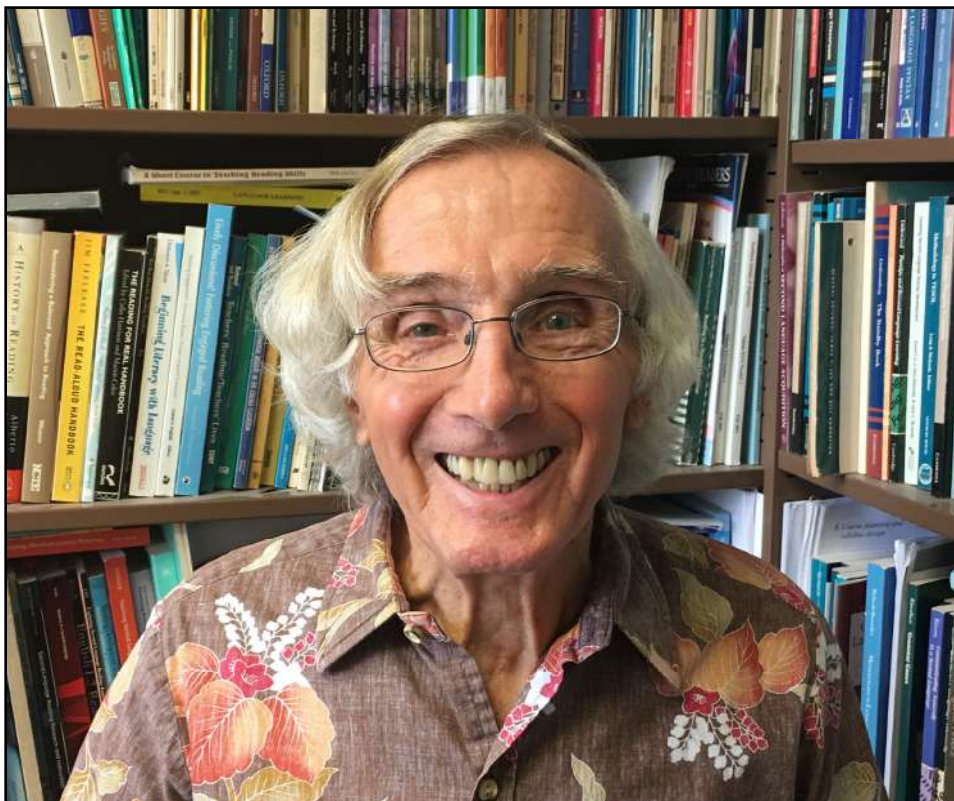
Words of wisdom:

First, try to join a professional organization, keep in touch, meet people. That's very important, I think. Try to read the journals, (although a lot of them are very hard to read): the academic ones, but the more pedagogically oriented ones, like *English Language Teaching Journal (ELTJ)*.

Second, something else that I would highly recommend is to **observe other teachers** because I've found in my own career that when I observe, I learn. I either learn positively "Boy that's great I'll wanna do that!" or negatively "I'll never do that; that's terrible!" So, observe other teachers and try to talk to people about your teaching.

Third, something else that I've found helpful is try to **have someone that you trust to observe you** and give them a focus for their observation, for example "How do I give feedback?" Observe and then you can meet afterwards and talk about the observation. But it's gotta be someone that you trust because if it's supervisory, it's not very good because you don't want to make a mistake. If you can get a trusted colleague and maybe you can observe that person too and do the same thing, give feedback, etc.

Finally, there's one more thing that comes from a great book by John Fanselow, who retired a number of years ago. He was at Teachers' College, Columbia University. The title of the book is *Breaking Rules: Generating and Exploring Alternatives in Language Teaching*.



The idea is to try to understand what you do habitually as a teacher and break the routines. I think it's really important. For example, if you have to take roll and always take it at the beginning of class, keep doing that but ask your students to respond when you call out their name, for example, "What's your favorite color", or "favorite food" that sort of thing. Or you might consider doing that at the end of class, instead of at the beginning. That book influenced me, and it still does. I think it's really important.

Insight in language teaching:

One of the things that seems to me to be true is that, in terms of language teaching methodology or approaches, there's nothing new under the sun. Things seem to come back under different names, but it seems to be the same sort of thing. The "Army Method" of language instruction was very popular during World War II when America needed a

lot of people who spoke different languages to serve as translators, creating questionnaires of prisoners and things like that. It was called the "Army Method" and it became very popular, but basically it was is the Audio-Lingual method!

All these methods can be thought of in three different ways. Either we look at language as communication and a social act, language as linguistic analysis, or language as a more literary or philosophical approach. So these three sort of objectives in language teaching, they're still messing around, they come back, they overlap.

Anecdote:

One thing I have observed, and I've also read in the literature, is that generally teachers tend to teach as they were taught, so we see things like Grammar Translation hanging around forever. I was involved with

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working with ELI (English Language Institute at UHM) teachers, and I was observing a masters student teaching a listening and speaking class. He was from China, and as I was observing his teaching, about half way through the class he started speaking Chinese and asked students to start translating. He didn't know he was doing that. The students were looking around, and they were looking at me. They didn't know what was happening, I didn't know what to do and about 10 minutes later he realized what he was doing and said "Oh no, I'm sorry," and he went on with the lesson.

What's your secret for being a good teacher?

If you really enjoy teaching, you never work a day in your life. I really enjoy teaching, I really look forward to going into the classroom. What I try to do is whether teaching English or teaching in our graduate or undergrad program is to have an enjoyable, comfortable atmosphere, so students will feel comfortable and will want to learn and enjoy it, so students will take chances, explore.

Some of Dr. Day's previous students have expressed their appreciation for his teaching and mentorship:

Dr. Day is a source of inspiration for me as I pursue my master's degree. He is an exemplary example of maintaining a healthy mind and body despite the rigors of academia. The course I took with him allowed us a lot of freedom as teacher-researchers, and I grew a lot with his guidance. One of my classmates made a meme of Dr. Day while we were in that class, and they presented it in a presentation. It seems like he found it enjoyable. I still look at it on days I need a little extra positivity in my life. For those of us who know him, the phrase "This is really interesting stuff" is sure to bring a smile to our faces.

RL Hughes, MA Student, Second Language Studies, UH Mānoa

The first seminar I took from Dr. Day was "Second Language Teacher Education", and I have also been his teaching assistant in a Second Language Teaching undergraduate course, which I am currently teaching. Being his student and working with him has been one of the richest teaching experiences I've ever had, not only as a language teacher but also as an educator. He is an exceptional teacher, some would say "THE teacher of teachers," and I can't recommend taking a class with him enough to my classmates and undergraduate students if they have the chance, and especially to those who want to be teachers. They will not only learn about the content (and lots of incredible anecdotes he'll share in class that connect the subject with the real world!), but they will also have a remarkable role model that will impact their teaching careers.

Mery Díez-Ortega, PhD Student, Second Language Studies, UH Mānoa



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Many years ago, when I was considering the DSLS master's program, I had the chance to meet Dr. Day. He was the first person I met in the department. We talked about my interests in language teaching and, although I did not think I was ready to take SLS graduate courses, he encouraged me to join the program and gave me confidence. I took a chance that semester and ended up loving my studies, so much so that I went on to the PhD program! Throughout my years at UHM, Dr. Day has encouraged me to start many new research and teaching projects. He is a master teacher who inspires and pushes his students towards new challenges.

Jay Tanaka, PhD Candidate, Second Language Studies, UH Mānoa

Dr. Day was my supervisor. I have never met a professor who is so passionate about language teaching and research before. He was very supportive and encouraging. I enjoyed every moment taking classes and doing research with him. It was such an honor to be his student.

Dr. Jing Zhou, Pomona College

About the Authors: Mery Díez-Ortega is a PhD student at the University of Hawai'i and the Graduate Student Representative for Hawai'i TESOL..

Priscilla Faucette is the Member at Large for Hawai'i TESOL.



Images from Last Year's Conference And Social



Announcements: New Opportunity for HITESOL Members

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

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

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

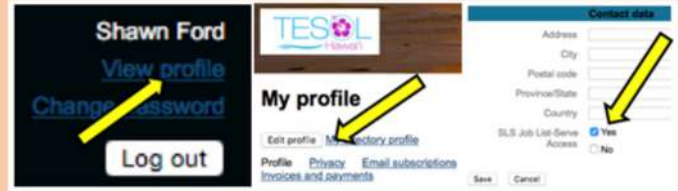
Log in to your Hawai'i TESOL account.

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

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

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

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



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

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

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



Up Coming Events

March 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.

Keep up to date with Hawai'i TESOL events online at
www.hawaiitesol.wildapricot.org

