TESOL
Hawai'i

THE
WORD

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ISSUE 1

IN THIS ISSUE:

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

Upcoming Events

NOVEMBER
11/13: PRACTICAL WORKSHOP, YUHAN LIM
FLIPGRID

DECEMBER
CALL FOR PROPOSALS FOR 2020 CONFERENCE
APPLICATIONS FOR TRAVEL GRANT*

FEBRUARY
ANNUAL CONFERENCE

MARCH 31-APRIL 3
TESOL INTERNATIONAL CONVENTION AND
ENGLISH LANGUAGE EXPO
"WHERE THE WORLD COMES TOGETHER"
(DENVER, COLORADO)

APRIL
LANGUAGE EXPERIENCE

TRAVEL GRANT INFORMATION

The Travel Grants are intended to help members of HITESOL attend conferences on neighboring islands. Hawaiʻi TESOL members who are currently practicing ESL teachers or administrators, or students earning a degree in an ESL-related field are eligible to apply for the grant. Preference however, is given to those applicants who have been accepted to present at a conference and/or who have never attended a TESOL conference before. If you are interested, please go to the HITESOL website to see the application requirements and deadlines. Please note that recipients are encouraged to write a short article for The Word and are invited to share what they have learned at the conference/convention at a later Hawaiʻi TESOL event for the benefit of other HITESOL members.

SUBMISSIONS

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 biographical 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.

Dead-lines 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.

Submit to Lisa Kawaii, Editor
lkawai@hpu.edu

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Be sure to opt-into the job announcements through the list-serve.
See previous issues for directions if you have any issues.

CLASSROOM POSTER:

About the author
Nico Arihood is the ELL Coordinator and Lead Teacher at Pu'u Kukui Elementary on the island of Maui. Over the last 20 years she has taught K-6 special education, visual arts, intervention, reading, regular education, inclusion, and ESL. Her undergraduate work focused on visual arts, and graduate work focused on multiethnic visual education. Her current doctoral work is focused on leadership and second language instruction, specifically understanding and advocating for the Micronesian migrant community on Maui. She enjoys hula, canoe paddling, surfing, and traveling.

IDENTITY IN FOCUS

Written by NICOLE RENEE ARIHOOD

Who am I? This may be a frequent question posed by language learners to themselves consciously or subconsciously while they are on their language learning journey (Kang, 2018). Multiple-language learners can face a dual identity crisis when immersing themselves in a new culture, learning the target language and new culture's nuances, and adjusting to cultural values expected in the new homeland. Conflict and resistance may surface internally or externally, and language learners should have a support network that is motivated intrinsically or extrinsically from friends, family, peers, teachers, and their community to help mitigate and prevent social maladjustment (Fielding & Harbon, 2013; Kang, 2018). Developing a self-identity involves the successful integration of cultural identities to flexibly adapt to (and integrate) dual cultures and reduce any social, cognitive, linguistic, and cultural conflicts. Multilingual and Multicultural Identity Formation In Students Language learners carry their own life experiences, language levels, and connections to cultures, all of which may have an impact on forming ideas of who they are, where they belong in this world, and how they are connected socially in the classroom, at home, and in the community (Fielding & Harbon, 2013). Identity is a relationship between the self and the social world and is a developmental process that is negotiated and socially constructed beginning when young (Fielding, 2016). Conflicts with the new culture may be a part of building a multilingual and multicultural identity, and some leaners may not fully realize they are a member of a culture until viewed as a member by other members of that culture (Fielding, 2016). In building a multilingual identity there may be disparities between the old and new cultures, and the learner may be trying to position themselves between the two to in figuring out how to incorporate the new languages and cultures into who they are (Fielding & Harbon, 2013). In seeking a sense of belonging by realizing their multilingual and multicultural identity, the language learner could adapt their behaviors, attitudes, languages, beliefs, and values to the new culture and target language. Having multiple opportunities to interact with the new culture and language to be able to function in a variety of settings should occur. Figure 1 Identity in Focus showcases a poster that can be hung inside a language learning classroom for students and instructors to refer to when topics of identify formation happen. The poster is from a learner's perspective and includes asset-based language for self-talk and internal and external dialogue. Cognitive In cultivating a supportive environment for language learners to be able to learn effectively, teachers should consider cognitive, linguistic, cultural, and affective factors that influence identity formation in students on their journey towards multilingualism and acceptance of their new culture. Identity shifts in the cognitive domain revolve around the question "Who am I?". Students bring an abundance of life, language, and cultural experiences with them into the classroom and the community, which affect their learning in the classroom (Fielding & Harbon, 2013). Students may question who they are, how they connect to others, and where they fit into this world. Self-identification and community support are crucial in forming value for oneself. Talking with peers, teachers, and family for support during the shifting and molding of one's multilingual and multicultural identity may foster self-reliance, independence, and verbal support needed during times of conflict and anxiety (Fielding, 2016). Knowing one's learning style and personality can offer a path for effectively learning which is meaningful (Blue, Mupinga, Clark, DeLuca, & Kelly, 2018). Talking with friends about how they wish to be identified supports open dialogue and cultural sensitivity (Blue et al.). Having a growth mindset revolves around putting time and effort into one's learning and identity formation (Mindsetworks, 2017), and being able to find

internal and external sources of motivation to learn (Fielding & Harbon, 2013).

Linguistic

Cultivating a supportive linguistic environment for language learners to form a positive identity asks the question "How do I use my languages?". Having confidence in interacting with and effectively using old and new languages requires self-reflection and realization of who one is and how one can blend the languages (Fielding & Harbon, 2013). A student's connection to more than one language may be influenced by identification or, conversely, not feeling as a member of that linguistic group. Teachers should facilitate explicit links to the student's learning of and in the target language in class. A multitude of opportunities to interact with the language should be given, and motivation may be found within or from a peer partner/group to practice often (Fielding, 2016). Students should find their comfort level in the new language and push themselves to reach beyond and take risks in learning more. Tensions and struggles in using the language are typical but can also create conflict with the learner. When teachers explicitly model the language's identity and create a sense of community, the students' comfort levels and acceptance of their language use can happen. Teachers should allow code-switching in class as this shows the student's confidence in using old and new languages (Fielding, 2016).

Cultural

Formation of multilingual and multicultural identity for students in the cultural realm may pose the question "What culture do I belong to?". Students may experience social exclusion, perceived (or actual) discrimination, resistance to integrating their old culture with the new culture, social maladjustment, and cultural distance (Kang, 2018). Students should be encouraged to adapt to situations and find what works for them and feels right in the new culture (Kang). In order for student to integrate old and new cultures form the new multicultural identity, teachers and peers can participate as support systems and critical models of the target culture with which to connect (Fielding & Harbon, 2013). It has been found that students adopting a new culture and language feel it is essential that they are viewed as a valued member of the new culture (Fielding & Harbon, 2013). By teachers delivering grade-level appropriate and culturally immersive lessons, students can find elements of old and new cultures to connect with in order to increase motivation for learning and productivity of output (Blue,Mupinga, Clark, DeLuca, & Kelly, 2018). By teachers including problem and solution from other cultures, comparing and contrasting cultural elements, and rooting content in cultural topics, they are helping facilitate sensitivity, understanding, and formation of connections to cultures surrounding the students' identities.

Affective

Language learners' moods, feelings, and attitudes should be attended to in the classroom to give guidance to the question "How am I connected to others?" (Fielding & Harbon, 2013). Students building their multilingual and multicultural identities may experience stress and low self-confidence in the process, especially newlyarrived immigrants (Kang, 2018). Students require social support to integrate with their new cultural identity more easily and to acculturate smoothly. Forming partnerships with others can give a sense of belonging to the new community (Fielding, 2016). Helping others that are still adapting to the new culture and language can become a win-win for both parties (Fielding & Harbon, 2013). Fostering respect for others and their opinions in class, and giving the skills to disarm discrimination through dialogue creates an emotionally and physically safe and nurturing space to learn (Blue, Mupinga, Clark, DeLuca, & Kelly, 2018). By highlighting unique talents, skills, or positive personality traits, students can build pride and deflect 'outsider' feelings that may develop. A student's self-identity is formed through interactions in the new language and culture and requires extended opportunities and experiences to boost their self-esteem in these areas (Fielding, 2016).
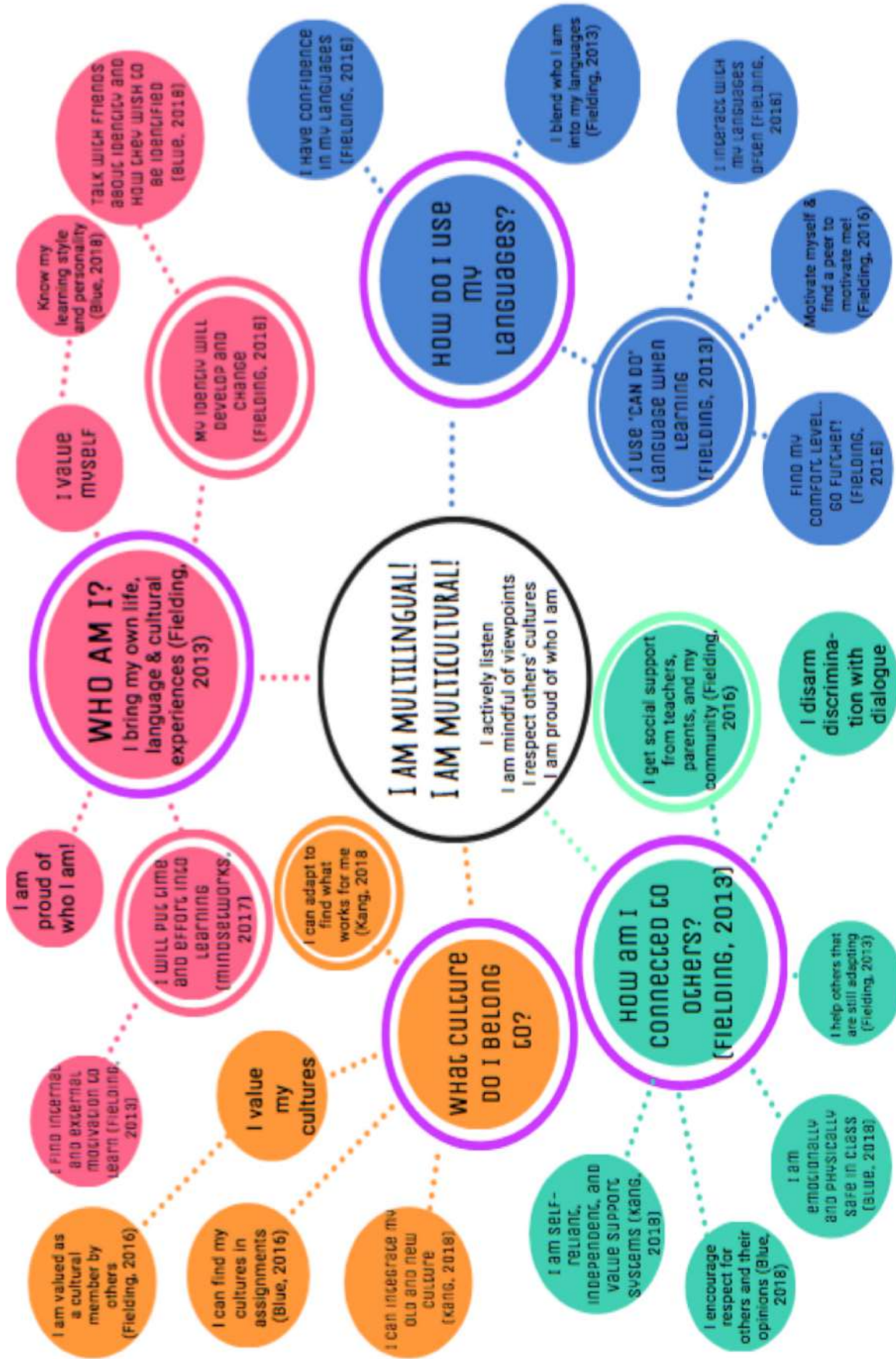
Conclusion

Who am I?, How do I use my languages?, How am I connected to others?, and What culture do I belong to? are impactful questions language learners may pose to themselves and others throughout the formation of their multilingual and multicultural identities. Crisis, conflict, anxiety, maladjustment, and low self-confidence may occur if the learners are not supported sufficiently in the classroom, at home, or in the community. Integrating cultural identities and being flexible to adapt and change through the process should be key. Students need significant and frequent opportunities to interact with and practice their new language and culture. Connections to other learners and forming peer support cognitively, linguistically, culturally, and affectively may cultivate a supportive environment for the formation of students' sociocultural identities in the new culture and language.

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I AM MULTILINGUAL! I AM MULTICULTURAL!
I actively listen
I am mindful of viewpoints
I respect others' cultures
I am proud of who I am

WHO AM I? I bring my own life, language & cultural experiences (Fielding, 2013)

- Talk with friends about identity and how they wish to be identified (Blue, 2018)
- Know my learning style and personality (Blue, 2018)
- My identity will develop and change (Fielding, 2016)
- I value myself
- I am proud of who I am!
- I will put time and effort into learning (mindsetworks, 2017)
- I find internal and external motivation to learn (Fielding, 2013)

HOW DO I USE MY LANGUAGES?

- I have confidence in my languages (Fielding, 2016)
- I blend who I am into my languages (Fielding, 2013)
- I interact with my languages often (Fielding, 2016)
- Motivate myself & find a peer to motivate me! (Fielding, 2016)
- I use 'can do' language when learning (Fielding, 2013)
- Find my comfort level... go further! (Fielding, 2016)

WHAT CULTURE DO I BELONG TO?

- I can adapt to find what works for me (Kang, 2018)
- I value my cultures
- I am valued as a cultural member by others (Fielding, 2016)
- I can find my cultures in assignments (Blue, 2016)
- I can integrate my old and new culture (Kang, 2018)

HOW AM I CONNECTED TO OTHERS? (FIELDING, 2013)

- I get social support from teachers, parents, and my community (Fielding, 2016)
- I disarm discrimination with dialogue
- I help others that are still adapting (Fielding, 2013)
- I am emotionally and physically safe in class (Blue, 2018)
- I am self-reliant, independent, and value support systems (Kang, 2018)
- I encourage respect for others and their opinions (Blue, 2018)

YOUTUBE AS A MEANS OF DEVELOPING CULTURAL AWARENESS OF STUDENTS

Written by YULIIA FERNOS

It is not easy to inspire and motivate the ESL students, but selecting unique engaging materials based on real language can facilitate this task to a great extent. No doubt that modern teenagers cannot imagine their life without the Internet, so teachers should use its resources to develop students' communicative competence. The effectiveness of communication depends not only on grammar and vocabulary but also on many other factors, such as communication culture, etiquette, and non-verbal forms of communication. Watching videos gives learners the possibility of hearing the language as well as seeing the speakers, perceiving the realities of their life. Therefore, YouTube has become a powerful resource in teaching English. Below is a lesson used in a Pre-intermediate level class studying table manners in foreign countries.

Topic: Chinese etiquette at dinner table

Objectives: To establish students' knowledge of how Chinese people behave during a business dinner in a restaurant

Time: 80 min

1. Lead-in. This section introduces the theme of the lesson. Students watch a short episode, trying to predict what the topic of the lesson is. Encourage them to use phrases for expressing opinion (I think ...., In my opinion ...., I believe ...., etc.).
Show the topic of the lesson "WHEN IN ROME DO AS THE ROMANS DO" and ask them to explain what it means (for lower-level students give 3 definitions and ask them to find an appropriate explanation):
- What you do is more important than what you say
- Visiting another place, you should follow the customs of the people in that place
- People who are similar spend time together

The following text with a gap-filling activity is a good introduction to the lesson.

forge, for example, manifestations, chit-chat, common, social affair

Business lunches are very ...... in many countries and cultures. Food itself is one of the most visible ...... of a culture and is something people are proud of and like to share with guests in their country.
However, just as the food changes from culture to culture so does the etiquette surrounding the lunch. In some cultures, the business lunch is a time for .... and building relationships, in others simply a fuel-stop at which people continue to talk about business, known as the "working lunch."
In Asian countries, ..., the business lunch could last several hours. The initial business lunch is a .... and business may never be discussed. This meeting should be used to .... relationships and build trust.
[Retrieved from: http://www.oliviersoumahmis.guru/the-business-lunch-and-cultural-differences-2/?lang=en/feed/&lang=en]

2. Before you watch. This section provides a task to prepare students to deal with the key vocabulary. The words in bold are used in the video. Ask your students to guess the meaning.
  a. Usually people eat sushi with chopsticks.
  b. The waiter gave me the menu with a smile.
  c. The total bill was $ 60, and we decided to split/share the bill equally, for $ 20 each.
  d. You can place an order for the books by phone or on our web-site.
  e. Have you seen this handy little gadget - it's for separating the egg yolks from the whites.
  f. It is rude to point at people with your finger.

(**Rude**: not polite waiter: a man who serves food and drinks at the tables in a restaurant;
Chopsticks: thin sticks that you use to eat food in many countries in Asia
to place an order: to ask for goods or meal to **split/share the bill**: to divide the sum of money in the bill between all the people at the table
it's really handy: simple to use, convinient)

3. While you watch *https://www.youtube.com/watch?v=JWw7P2N8lao*
  a) Show the whole video. Ask the students to put the topics discussed in the video in the correct order:
      WAIT FOR THE HOST TO START EATING (5)
      BASIC CHOPSTICK ETIQUETTE (6)
      WHERE TO SIT AT THE TABLE (1)
      HOW TO CALL THE WAITER (2)
      WHO PLACES THE ORDER (3)
      MAKING A TOAST (4)
      PAYING THE BILL (7)

  b) Show he first part of the video (0.00-2.20). Are the following statements true or false?
      - In China we usually eat in private area. (-)
      - The most important seat at the table is one that is furthest from the door. (+)
      - The host is the most important person at the table. (+) In England it is polite to call the waiter. (-)
      - In China you wave at the waiter when you are ready to order. (+)

  c) Show the second part of the video (2.22-4.20) and ask the questions below. Why is it handy to order in China? (Because of pictures on their menus) Who

places the order in China? (If you are a host you aremostly responsible for ordering) Does the host order for everyone at the table or only for himself? (The host is ordering the full table for everyone at the table) Can someone else except the host place an order? (If the host is really bad at ordering, someone who is better at it can order) What is the word, meaning "cheers", used in China while making a toast? (Ganbei)

d) Show the third part of the video (4.20-6.34) and ask to match the beginning of the sentences with the endings.

1. We are waiting for you to eat first	a. using it to your mouth
2. One pair of chopsticks is for	b. share the bill
3. Another pair of chopsticks is actually for	c. because you are the host
4. We never	d. bringing things to your bowl
5. Because this is you first time coming to China	e. we want to treat you

4. After you watch. This section practices vocabulary from the video. The students' task is to act out a dialogue in pairs. Two friends are talking about Chinese table manners.

Student A

Ask about two pairs of chopsticks –

They have/use....
Why...?

You are afraid to behave rude at the table. Ask what is considered rude –

Is there....?
What shouldn't I ......?

Ask about paying the bill –

Who ......?

Student B

Explain why the Chinese use two pairs of chopsticks –

They use one pair for....
Another is for ....

Talk about some unacceptable things at the table (pointing with the chopstick at people, starting dinner without the host's permission)

It is rude to ....
You can't ......

Explain who pays the bill in China (the host)

They never ....

For lower-level students the task may be different. Jumble sentences and students have to reorder them within a time limit. Use the dialogue for pronunciation practice or as a model to invent another.

A: My business partners from Chine invited me to visit them. Can you help me with the table manners in China?
B: Sure. What do you want to know?

A: I know that some restaurants serve two pairs of chopsticks. Why do they do that?
B: One pair is for bringing food to your plate. And another is for eating.

A: Oh, I see. I'm also afraid to be rude. What shouldn't I do to be impolite?
B: Firstly, do not point at people with your chopsticks. Secondly, do not start eating without host's permission. And finally, just keep smiling and be friendly.

A: Thanks a lot. And what about the bill? Who pays it?
B: Usually the host is responsible for paying the bill. Have a nice trip. I'm sure you'll like China and its culture.

Be creative and innovative in designing exciting new lessons and you will be rewarded by the excellent results of your students!
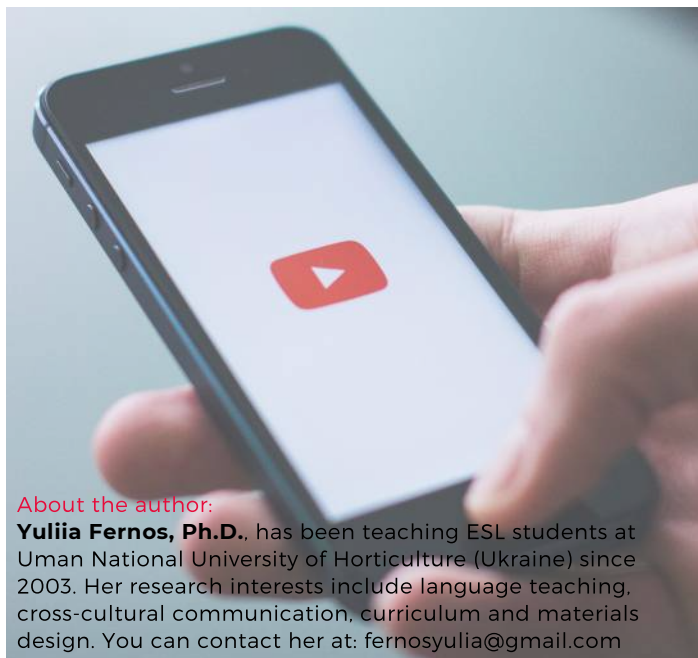
About the author:
Yuliia Fernos, Ph.D., has been teaching ESL students at Uman National University of Horticulture (Ukraine) since 2003. Her research interests include language teaching, cross-cultural communication, curriculum and materials design. You can contact her at: fernosyulia@gmail.com

PROFESSOR JAMES DEAN BROWN

Reflecting on the Past; Sustaining the Future: An Interview with Professor James Dean (JD) Brown

Written By

Priscilla Faucette and Kristen Urada

About the interviewee

James Dean Brown ("JD") has recently retired as Professor of Second Language Studies at the University of Hawaiʻi at Mānoa. He is an internationally renowned scholar with expertise in language curriculum design, research methods, and testing, as well as connected speech. He has published numerous articles and books on these and other topics. He has also spoken and taught in many places ranging from Albuquerque to Zagreb. JD is the recipient of numerous awards including the University of Hawaiʻi Excellence in Research Award and Excellence in Research Medal from the Board of Regents for the University of Hawaiʻi System.

About the interviewers:

Priscilla Faucette has been involved in international education as a student or educator for almost 30 years. She has an MA in ESL and a Graduate Certificate in Conflict Resolution both from UH Manoa. She is the Associate Director of the English Language Institute and SLS Undergraduate Advisor at UH Manoa and Member at Large for HITESOL.

Kristen Urada is an instructor at HELP (Hawaiʻi English Language Program). She has an MA in Second Language Studies, specializing in Language Education. She is also the Social Media Chair for HITESOL.

Reflecting on Changes in the Field

It's interesting to think back over my 34 years here at UHM. When I came here in 1985, the professors in the department were 100% TESOL people. It was an ESL department. And now when I retire and Richard Day retires, it's an SLS department in a completely different sense of that word. It's a wholly different department now. In fact, the field has become very confusing to me. There are so many specializations that didn't exist when I was a graduate student. I don't understand why a lot of them exist. And, I don't see how a number of them help language teachers or learners at all.

The Importance of People and Networks of People

> **"One thing I have learned over the years is that nobody gets where they get alone. You don't get there by yourself."**

For example, I wanted to travel and teach English, so I mistakenly got an English Lit degree [laughs]. I got into ESL because I got a phone call from my friend Dennis who had discovered something called ESL. He called to tell me about a neat way to do what I want to do with my life. It was called ESL. So basically, I got into ESL because of Dennis. How did I get into Language Testing? Well, Russ Campbell was talking one day in my first TESL methods course about things we can do in the field and, at the end, he said, "Oh, and by the way, there's one other thing—a thing that language teachers tend to avoid because it involves lots of statistics." He went on to say that he was talking about language testing and that "every department needs one language tester, but nobody wants to do it." I thought, wow, that sounds just like my kind of thing." So I signed up for some language testing and stats classes courses in the UCLA Education Department, and the rest is history. At every turning point or with everything I've turned toward, it has been due to a student who said something in class or a colleague who said something. **Basically, the message is: you should keep your eyes and ears open to what your students and colleagues are saying around you because, if you follow those threads, they may well really help your career.** Otherwise, you risk staying in the same rut doing the same things over and over, and even teaching exactly the same year after year. That's the road to burn: so beware.

Problems with the Field

I've had lots of problems in **curriculum development** over the years. Typically, the biggest problems have to do with getting teachers to do things. If you want to do curriculum development, you have to figure out how to inspire teachers to actually do the work. And a lot of teachers will tend to refuse to do anything beyond what's happening in their classrooms. In a sense, teachers are sovereign in the classroom. And as a result, most programs have no curriculum or very weak curriculum because nobody is willing to do it. That's a problem in the field in general.

The Problem of Novice Research

Much of the research in our field (and perhaps the reason it is often so poorly done) is done by graduate students who are doing their first last and only research projects (typically their MA theses or dissertations) and are probably not getting enough guidance to do it well. Whereas senior researchers (usually professors) who have been learning from their mistakes and should be doing better research as they go along, are, for a lot of reasons, being diverted from actually doing research by things like: teaching, student advising, having to do administrative work, running for office in professional organizations, becoming journal editors, and so forth. The sad result is that these experienced researchers are too busy to be doing all the research they want to or ought to be doing. I see that as a problem throughout our field.

Shifting Paradigms in Second Language Research

I started out as a quantitative researcher. Later, a colleague I was working with in Brazil, said, "don't you think you'd be a better researcher if you could do both quantitative and qualitative?" Largely because of that one person's question, I took an interest in qualitative research methods and investigated how to do it systematically. I also realized that most researchers in our field who do qualitative research don't do it very well. There are structured and systematic ways do qualitative research, but people seem to willfully prefer just wandering through their data and confirming what they already know or believe. And so, again, a single person influenced me a great deal and, in this case, got me to combine quantitative and qualitative research methods.

And then John Norris, again a single person said, in a meeting one day, something about "that's not **mixed** methods research; that's **multi** methods research" with his lip kind of curled up. Since I had no idea what he was talking about, I later asked him what he meant, and he said "well, multi methods research just throws together a bunch of different quantitative and qualitative research methods" and **mixed** methods research (MMR) is very much more systematic. The idea seemed to be that researchers need to use the strengths of each research paradigm to compensate for the weaknesses in the other paradigm. Well, that made a lot of sense to me and turned me toward MMR. Since it turned out that MMR had become quite developed in the general literature starting in the early 2000s, learning about it was easy and fit very nicely with my need to combine quantitative and qualitative methods. Naturally, since I didn't know enough about MMR, I wrote a book about it. And, that's how I learned to use MMR.

Second Chances

A long time ago, I wrote a short article for the Daily Yomiuri newspaper in Japan about how I got from flunking out of Oberlin College to becoming a professor because of second chances that I was given. The system in the United States allows people to recover from something as disastrous as flunking out of college. In addition, there are people around who are willing to help recover from such a disaster. What I was suggesting in my article was that Japan might consider being more flexible about their university system by building in second chances for young people who made mistakes. After flunking out of Oberlin Conservatory, I hitchhiked around New England for a few months and then beat the draft by joining the Army. I spent 3 years in the 82nd Airborne and Berline Brigade, and thanks to a lot of hard work and the GI Bill (which was a really good deal in those days), I had just enough money to live on, plus tuition and books to earn my first BA. That was my second chance, and I'm enormously grateful for it. Indeed through 13 years of college and university, I paid no tuition and accrued no debt. Not bad, eh? So, I learned to play the system, whether it was in the military or the university system or as a professor here. I learned to play these systems and more importantly resist them when necessary. Especially now,

people should be playing whatever systems they find themselves in and resisting whatever injustices they see along the way, whether it be college mergers, caged children, or profit obsessed corporations taking over the government (or Mauna Kea), it's important to know how to make your voice heard.

Tips for Publishing

First of all, don't be afraid of publishing. It's not that hard. If you're going to do academics, publishing is 100% necessary. **Publish or perish is real. If you don't think you're going to be able to do that, then don't even bother thinking about becoming an academic. You're just going to suffer.** I have seen so many young academics come into this university and disappear after just 5 years simply because they couldn't manage to publish enough. It's real and yet it's not that hard. Just do it! Sit down and work every day. I guess that's the real secret ingredient. So many people say, "I'm going to publish an article on such and such." And they start, but then they never come back to it. A month later they realize they haven't done anything on it. It's a matter of sitting down every day. Open up that directory, open the file, look at the books you're drawing on, the journals, etc. It will get you going, but you need to do it every day. Sure, everybody gets stalled, but open things every single day and work on it even if you just piddle around. And, if you want to be really productive, work on one or two or three things a day. I never worked more than 3 hours a day on publishing. I'd work on writing every morning and then attend meetings and teach in the afternoon. I just made a regular schedule of it. Also, if I sent an article to a journal and it was turned down, I would look at what the reviewers said, revise it, and send it to another journal. I was always persistent and learned to play this system too. In short, there are lots of journals in our field, and, if you believe in an article, don't ever give up on it.

Next Chapter

in Life The ACLU is always looking for volunteers, and they're pretty flexible in terms of what you can do to help them, so that's one possibility. I'm also looking into volunteering for Climate Reality, which is an organization run by Al Gore. Next year they'll offer training sessions for climate activists someplace interesting, so I'll probably do

that. If we don't solve climate change, nothing else matters. If we don't find a way to get around the ignorant, self-absorbed people who are blocking the worldwide movement to reduce greenhouse gases, then, there's no point to much of anything else we do. I'm thinking about my granddaughters and their world. Everybody talks about sea level rising. One day Waikiki will be under water, Pearl Harbor will be gone, even Manoa will be gone, and this island will be much smaller place. It's not a joke and yet nobody's doing anything about it. I just can't understand how most people can be so oblivious...

Final Tips for ESL Teachers

In short, we are in a great field, and I've had a terrific ride. I would advise anybody who wants to get into it, to get into it as deep as you can, because if you just stay on the surface, you may find work and even travel a lot, but you won't be happy with what you're doing. Instead, **figure out ways to keep growing that will help others and, at the same time, please you. To do so, you will need to find and follow your bliss, whatever that may be. And you can only do that by paying attention and listening very carefully to what others are saying to each other about language learning, and then thinking about how all of that fits with your specific personality and unique abilities.**

Map by FreeVectorMaps.com http://freevectormaps.com
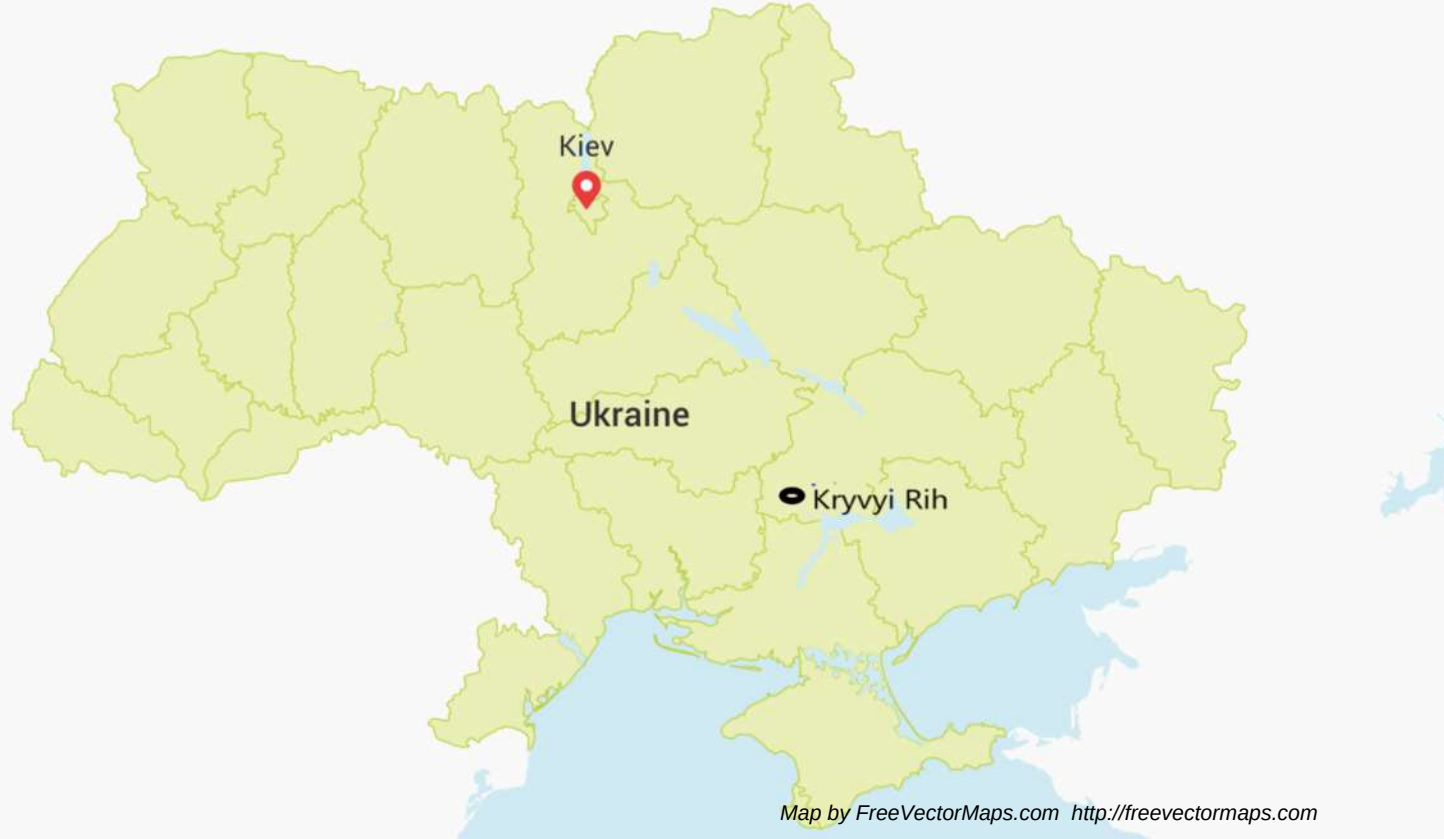
TESOL Ukraine Spotlight

Written By Sally La Luzerne-Oi (TESOL Ukraine Liaison for Hawai'i TESOL).

A BIT OF HISTORY ABOUT THE PARTNERSHIP

With this issue of The Word, we start what we hope will be an ongoing column about our sister affiliate, TESOL Ukraine.

In 2000, Hawai'i TESOL President at that time, Donna Prather, wrote an article for The Word relaying a request from the TESOL International Association suggesting that U.S. affiliates consider forming partnerships with international affiliates. She asked if any HI TESOL members had a connection with an international one. Sally La Luzerne-Oi had spent the 1995-96 academic year as a Fulbright Scholar in Ukraine precisely at the time that Ukrainian teachers of English were working to form an official affiliate of TESOL which became a reality on October 31 1996. She shared this story in response to Donna's article, and interest in collaboration grew as result. After some hard work over the next few years, the partnership became official at the TESOL 2002 Convention in Salt Lake City when representatives from TESOL Ukraine and Hawai'i TESOL both signed a formal Partnership Agreement and celebrated over dinner. Since then, the members of both affiliates have connected in a number of ways, including meeting at the annual International TESOL Convention. Watch for stories about present-day TESOL members and events in future issues of *the Word.*

Recent news from TESOL Ukraine
Ukraine has been very busy during the first half of 2019 sponsoring the following events.
- TESOL Ukraine Teacher Development Winter Institute: Critical Thinking for Media Literacy in Lviv January 9-10, 2019.
- TESOL Ukraine Teacher Development Spring Institute: Critical Thinking for Media Literacy in Lviv, March 8-9, 2019
- Pre-Convention Training: Teaching in the 21st Century in Kharkiv, April 9, 2019
- TESOL Ukraine National Convention: Thinking Globally, Teaching Locally in Kharkiv, April 9 and 10, 2019
- The Fifth Forum for Young Researchers in the Globalized World: Vistas and Challenges in Kharkiv, April 11, 2019
- TESOL Ukraine Teacher Development Summer Institute: Critical Thinking for Media Literacy in Odessa, June 25-27 2019

For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website You might also want to like TESOL Ukraine on Facebook.

TESOL Ukraine Member Profile

Dr. Maryna Tsehelska

Where are your home institutions located?

Both are in Kryvyi Rih, a big industrial city in the center of Ukraine known for producing metal and extracts of iron ore. Recently Kryvy Rih got a greater deal of public attention as it is a home city of the new Ukrainian president Volodymyr Zelenskiy.

What are your professional interests?

My biggest interest is in developing thinking through learning a foreign language. I try to make thinking activities fun for students, raise their language awareness and develop a "language detective" in them. That is how they will be prepared for the academic use of English and will progress in the future.

What are your personal interests?

I love people, observing them and learning more about them. Travelling is also fun.

What else would you like to add about yourself or your work?

Besides having our own ideas about teaching, we can absorb a lot from other people, and professional teachers' organizations help a lot. I am happy to be a part of the world of TESOL, to know great people from overseas, such as our Hawaiian colleagues and to help build contacts for future collaboration.

Dr. Maryna Tsehelska is a docent at Kryvyi Rih State Pedagogical University (KSPU) and Director and Head of Studies at Educational Centre Interclass, an innovative language school for kids and teenagers. She currently serves as vice president of TESOL Ukraine. If she looks familiar to readers of The Word, it is because she spent the 2005-2006 academic year as a Fulbright Research Fellow at Hawaii Pacific University and attended every Hawaii TESOL event that year.

Can you suggest a website where Hawaii TESOL readers can learn more about you, your institution, or your region?

- Kryvyi Rih State Pedagogical University
- Educational Centre "Interclass"

INTRODUCING NATIVE LANGUAGES INTO INTERNATIONAL LANGUAGE SCHOOLS

Written by RICHARD MYERS

"Aloha! What's up? Howzit?"

Which language is it and how can I learn to communicate in it? Consider these questions occupying the minds of international language exchange students living abroad in Hawai'i. Like anybody waking up in a foreign land moments after dreaming of being in one's home abode, a strange and unfamiliar sensation whirlwinds within the nervous system when confronting new cultures and answering new calls. Effectively communicating to express basic needs and desires has subsequently taken priority to gain access to a community which has the necessities required in order to survive; and although a standard American English dialect is widely used as the means of communication in Hawai'i, it is essential to recognize the importance of being introduced to Hawaiian Pidgin and 'Ōlelo Hawai'i, the native Hawaiian language. The acquisition of local languages and dialects should be a priority for programs in language institutions that seek to provide the skills that students need to interact with communities comprised of people with stories, wisdom and knowledge to share.

The role of education is essential in preparing a person to interact with society. The lessons taught spring from many sources and often come from the most unexpected places when forming bonds with new kin: farmers, florists, fishermen, and others among them. They are not confined to enclosed classrooms and computer screens; rather they are transferred by word of mouth in organic encounters that arise when people are in their natural environments. Interacting first-hand with these individuals sets the stage for contextual dialogue that allows a language learner to absorb the lexicon and phonemes that are necessary to reproduce language and express thought in an original, comprehensible way. Offering programs that incorporate local languages into the core curriculum would ensure providing an immersive experience that so many international language institutes claim to offer.

Continuing to promote and teach only the standard, formal English dialect in a place as linguistically diverse as Hawai'i fails to accurately depict the reality of how many people communicate here. Many visitors to Hawai'i are completely unaware of how the natives live because their perspective is often buried under large-scale development and corporate greed that has effectively marginalized those who stand in the way of their quick profits and short-sighted plans. Conforming to the economically dominant culture is often the only option for natives who have to change how they were raised in order to represent a culture they hardly identify with. Local teachers with native, cultural knowledge could find work not by assimilating to foreign customs, but by transmitting the voices of their ancestors. By juxtaposing native and global languages, local communities could flourish in ways that benefit them most by valuing their perspective and allowing them to conserve the conventions of the indigenous civilization.

These specific, Pacific islands, are home to a rich culture and language that once thrived as the vehicle for human interaction. Over decades of struggle against colonialism and oppression, ancient Hawaiian rituals and traditions began to slowly fade into oblivion. What replaced them were principles from a consumerist culture driven by capitalism and corporate interest. In discordance with Hawaiian values that encourage coexisting in harmony with the land, this monetary, materially driven mentality has continued to exploit local, natural and human resources to then move profits off shore where they are not reinvested into the areas they were extracted from. The consequence is clearly evident in the rapidly transforming landscape and social scope of Hawai'i, as native people increasingly run out of room to comfortably respire.

Losing this vital breath means losing the words and ability to express oneself in a beautifully eloquent language that encompasses countless lessons and ideas spanning through generations of Hawaiian ancestry. These people considered sacred the lush land they roamed and the vast sea they sailed. This idea can be expressed through the phrase

mālama ʻāina, which translates to 'care for the land.' Destruction of the local environment from foreign developers and striking social inequalities may be remedied if the teachings of the Hawaiian language are shared among foreign communities to reestablish respect and care for all forms of life on the islands.

Amazingly, the revitalization of the Hawaiian language is no mere dream, as dedicated programs have shone as a beacon of light for related efforts around the world that seek to restore and sustain linguistic diversity. In 1987, the state of Hawaiʻi took matters into its own hands by introducing Ka Papahana Kaiapuni, the Hawaiian Language Immersion Program, into the public education system. Hawaiian parents now have the option of enrolling their children in a school where instruction is in a language that was previously prohibited. Local community members recognized that if the youth does not carry on using the language in their daily lives, it will ultimately be lost as are so many endangered languages on the brink of extinction. Making the language relevant depends on sparking interest in the younger generations to conserve the language by continuing with the practices of their ancestors. In addition to gaining momentumamong the local youth, exposing ʻŌlelo Hawaiʻi to young, foreign students would give it more global recognition, further reviving it by reaching a wider audience through tools like social media and online networks that are the predominant means of communication in the modern, globalized world.

When confronting this linguistic dilemma, there is a balance we can achieve between the use of indigenous and global languages. In fact, Hawaiian Pidgin, which is now recognized by the state of Hawaiʻi as an official language, serves as proof of this. In its early days on the sugarcane plantations, it maintained more of a Hawaiian language base, but slowly over time, more English vocabulary was introduced even though other elements like syntax and phonology remained rooted in other languages of the era including ʻŌlelo Hawaiʻi, Portuguese and Japanese. All of these languages passed on important parts of their national identities to give birth to what is now widely spoken among local Hawaiian communities. We can thank globalization for the rich fusion of cultures in terms of music, dance, cuisine,

architecture, and art. This migratory intermixing has been taking place all over the world for as long as our species has been on the move, resulting in the incredibly diverse, global society we belong to today. It is not without the contribution of all groups involved that this melting pot is brought to a simmer.

International language exchange students here in Hawaiʻi are no exception to this idea. They bring with them pieces of their cultures that they share with locals with whom they live and interact. They engage in exchange not only of goods and services, but particular concepts and ideas. Each language contains unique expressions that simply do not exist in the minds of people who are not familiar with it. The meaning of the word aloha goes far beyond the simple use of a greeting received by visitors as soon as they disembark the airplane. To understand the true concept behind the term aloha, one absolutely has to interact with locals who can share the love and spirit. Of course, the depth of ʻŌlelo Hawaiʻi stretches far beyond the words aloha and mahalo, often the only two Hawaiian words visitors are taught or exposed to. Beginning to speak the language of the locals allows the experience to be much richer and more rewarding as lifelong connections are made.

As an ESL teacher at an international language institute in Honolulu, I have observed how much the students value getting to know the native culture. Often when it comes time to share words that are found outside of class, Hawaiian Pidgin and ʻŌlelo Hawaiʻi words are brought up. They stumble upon them in various settings such as written on road signs, displayed in museums, used in outdoor activities, or spoken in daily conversations with kamaʻāina, the longtime residents. They tell beautiful stories behind the words or expressions they learn. It is encouraging to see that they are genuinely interested in becoming familiar with the local culture that surrounds their everyday existence. Language classes that incorporate Hawaiian Pidgin or ʻŌlelo Hawaiʻi into the curriculum are few and far between meaning it depends on how much the foreign exchange student interacts with the local population. The process would be facilitated by introducing these languages in a bilingual format alongside standard English with equal importance. From a local person's perspective, hearing familiar expressions creates an immediate connection with strangers, and if one can begin conversations by using local jargon, it is more likely that he or she will be received in a more welcoming manner because they recognize that although the person is foreign, he or she is genuinely interested in their native way of life.

Students who attend international language institutes are often young adults from countries who are in the forefront

of global sustainability. There are methods already implemented in Asian and northern European countries that could serve as an example of how tobe more environmentally friendly. Four nations well represented in Hawaiian international language institutes, Japan, South Korea, Switzerland, and Germany, are world leaders in the respective fields of water management and recycling. The knowledge the exchange students possess could be employed in community projects that seek to improve the condition of the local land and population. It might seem that young students would be reluctant to spend half of the day cleaning plastic off local beaches, yet they find it an extremely gratifying experience because they are in a position to help and connect to the native flora and fauna. They observe directly how their consumeristic behaviors affect the environment, and they often become more conscious of their surroundings. Eventually, they bring back the knowledge and lessons learned to share with their home communities where the issues may not be as visible.

Many of the teachings the students bring back are from ancient Hawaiian culture and are often messages transmitted to them in Hawaiian Pidgin. They are in constant contact with language that does not appear in most textbooks. It is essential that they have the ability to communicate their ideas in order to exchange knowledge. Furthermore, teaching the endangered ʻŌlelo Hawaiʻi language to not only local children, but foreign exchange students would advocate language revitalization and conservation efforts. The Hawaiian language could be spread around the world as would the knowledge and teachings beyond the words. Similar to the case of Hawaiian immersion and bilingual public schools receiving governmental funds, investing foreign, educational resources in projects with local communities here would allow for the amelioration of public livelihood and environmental health that is often neglected. These ideas could be used as a blueprint for all international language institutes that are located in places where native languages coexist with imposing, global languages associated with colonization such as English, French, and Spanish.

The forces behind globalization often undermine the well-being of the area the major industries settle into by favoring corporate interests; however, I urge international language institutions to consider if the opposite approach of prioritizing the interests of local communities would be more beneficial to the students, teaching language that reflects how the inhabitants of the school's location communicate. While preparing these students to use standard English in global communication in addition to Hawaiian Pidgin and ʻŌlelo Hawaiʻi to be used in daily encounters with native residents, we can best assure their experience will be meaningful in their lives moving forward, whether they decide to stay long-term in Hawaiʻi or return to their home countries with culturally rich, impactful stories to pass along.

About the author:
Richard Myers is a linguist and language teacher with degrees in French literature and sociology. Language, music, and education are the pillars guiding his quest to connect diverse cultures and transcend differences by illuminating the human experience that ultimately unites us all. Together we stand, divided we fall.

PRONUNCIATION SCAFFOLDER

Written by JOHN BLAKE

Problem

Many people, regardless of their mother tongue, find it difficult to deliver presentations. All students at the University of Aizu in Japan need to make a fifteen-minute presentation in English in order to graduate. For students with a good grasp of English, this is an attainable goal. Many students, however, are overwhelmed by the challenge. They do not have enough confidence and/or language proficiency to be able to speak for so long from bullet-point notes. Almost all write the whole script in Japanese, using a combination of Google Translate and various error checkers, and receive feedback on their drafts from their professors. The final result is a complete script in English. For the majority, this final script is completed days or at most a week before their presentation. Although they have a complete script, reading it aloud is still an onerous task.

In addition, their delivery tends to be rather staccato, monotonic and laced with typical errors, such as words stressed in odd places, and using voiceless sounds when voiced sounds are needed. One way to address this is to get students to annotate scripts by marking up the places to pause, indicating whether rising or falling intonation is used and highlighting the words that require more emphasis. The success of this solution relies on the ability of students to annotate accurately. With a class of twenty students, each annotating their own prepared scripts, it will take the class teacher a substantial amount of time to check the accuracy of their annotations.

Solution

The Pronunciation Scaffolder (Blake, 2019) was designed to automate the annotation task, providing users with a service that meets their learning needs and alleviating the need for the teacher to check each script. The Pronunciation Scaffolder shows students how to read their scripts aloud using colour, size and symbols. Figure 1 shows a screenshot of the Pronunciation Scaffolder interface. Students can reveal any or all of the pronunciation features using the toggle buttons.
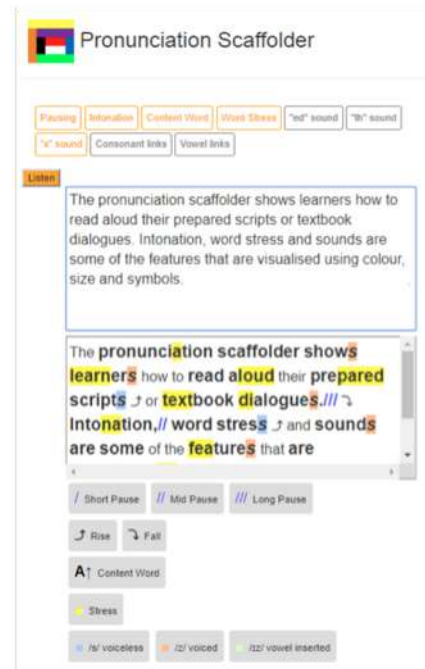

Figure 1: Pronunciation Scaffolder interface

Users input a text that they would like to be annotated for pronunciation and select the features to be shown. The key for all the features available is given in Figure 2.
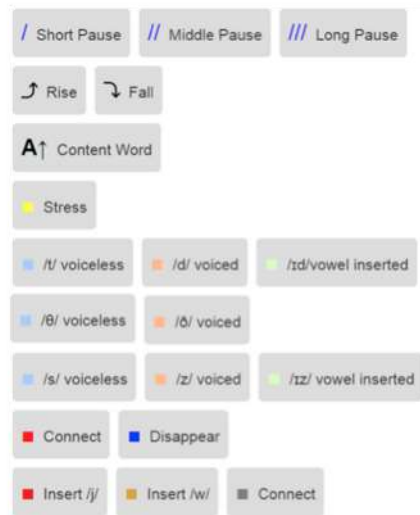

Figure 2: Main pronunciation features

PRONUNCIATION SCAFFOLDER

Suggested usage

To use the Pronunciation Scaffolder, students simply copy and paste their text in the submission box. The visualizer displays the output text. By default, no pronunciation features are shown until a function button is selected. Students select the pronunciation features that they want to see visualized. There is also a built-in speech synthesis function so students can hear texts read out to them. This is particularly useful for words that they have no idea how to pronounce. The speech synthesis is not perfect, but some guidance is far better than none.

The features that can be visualized are shown in a row of buttons. The buttons are organized with the core pronunciation feature buttons on the left-hand side and those that are more specific and more advanced on the right-hand side.

To avoid overloading learners with information, I suggest getting learners to practice reading their text aloud using each of the first four functions separately before combining them. The core function buttons (pausing, intonation, content words and word stress) appearto make a much greater difference to reading than the buttons focused on sounds or linking. This is my suggested order for the core functions:

    a. Pausing
    b. Intonation
    c. Pausing & intonation
    d. Content words
    e. Content words & word stress
    f. All four core functions

Although this tool was primarily designed for Japanese leaners of English, the tool is gaining popularity in Asia with many users accessing the Pronunciation Scaffolder from Hong Kong, Thailand and Vietnam.

Suggestion

If you would like your students to be able to read written English out aloud more accurately, or want them to practice various aspects of pronunciation, please check out the Pronunciation Scaffolder at https://jb11.org/pronscaff.html . Feel free to contact me with suggestions, comments or questions.

References
Blake, J. (2019). Pronunciation Scaffolder v.3.0. [online tool]

About the author:
John Blake is an associate professor in the Center for Language Resources in the School of Computer Science and Engineering at the University of Aizu in Japan. He can be contacted at jblake@u-aizu.ac.jp.

IMASCK: A GOALS CHECKLIST TO AID CURRICULAR DECISIONS

Written by REED RIGGS AND REID WYATT

We (the authors) love attending language teaching conferences and workshops. We try to get ideas from teachers of diverse languages, age groups, and proficiency levels, even though we specifically teach Chinese. We always want to hear from teachers in different teaching contexts because we are interested in the adaptation process itself—how exactly do teachers pay attention to, and think about, making new ideas fit their varying needs of their various learners? We sometimes find ourselves talking about the "best" teaching practices. However, we also know that it has now been almost thirty years since Prabhu (1990) wrote in the TESOL Quarterly that disagreements between language teachers about whatever "best" methods will never be resolved because every teacher teaches in a different context, with different learners and different learning goals. Does this leave us random chaos, or can order be adapted from so many useful ideas?

Over the last year we have devised, and continually revised, a checklist that we use as a tool for screening new ideas and making curricular decisions. We offer our checklist here only as an example of how teachers can create their own needs-relevant checklist. Our inspiration first came from hearing so many teachers talk about what would be "fun" for their students, often proposing games to add to their lessons. We tend to dislike games because they normally display words in isolation, and we want our learners to be exposed to words in the contexts of full sentences, and, preferably, longer connected discourse. Our question became: "How should we systematically make curricular decisions that best use our limited class time?" We discussed a number of goals that we felt were well matched with the pedagogical tasks, activities, assessments, and micro-practices that we already used with our learners, to identify what our current practices say about our broader goals in things such as language acquisition, cultural knowledge, and other kinds of learning and development. We called our new tool: "IMASCK."

IMASCK forms our list of teaching goals that we use for making curricular decisions. The initials stand for: Institution, as in a lesson's activity, task, assessment, or micro-practice helps the teacher, colleagues, administrators, students, parents, and any other stakeholders adhere to the requirements and goals of our places of work and study; Motivation, as in the teaching practice helps increase learner engagement and intrinsically draws in learner focus—it should be fun and allow learners to be in a state of "flow" (Csikszentmihalyi,

1990; Moeller, 2018); Acquisition, as in it helps learners build a mental linguistic system (Riggs follows usage-based models of language acquisition, (e.g. Douglas Fir Group, 2016), but VanPatten's, 2010, mental representation versus skill distinction has been useful to us both); Skill, as in learners can use the language in socially appropriate ways, such as writing a polite post card to a host family, or leaving an up-beat voice message for a peer; Community-building means learners are forming social bonds with classmates and with the teacher, often by sharing information that they choose to share about their own lives; and explicit Knowledge about history, geography, culture, food, and notable people. We can write this again as a list:

IMASCK: Goals we check for making curricular decisions
- Institution – adheres to place(s) of work and study
- Motivation – contributes to engagement, fun, and "flow"
- Acquisition – helps build mental linguistic system
- Skill – helps learners perform better on tasks, built on acquired language
- Community – helps gradually bond everyone in the classroom
- Knowledge – teaches history, geography, social practices, & cultural perspectives

We will offer a few examples here to show how this list works in action.

Case 1: games. A teacher might say, "This game looks really fun! My students will love it!" We would have to look at the particular game first. If it is like most language-learning games, asking learners to focus on individual words in isolation to win each round, we then think, this checks the motivation box, but it's rather weak on acquisition from sentence contexts. A game might help visitors see high engagement, but we already do other things that accomplish our institution goal. Decision: reject.

Case 2: an hour-long documentary about the first emperor of China, narrated in the learners' native language (English in our case). This appears to fit our knowledge goal, but I don't know what it does for either acquisition or language skills. Decision: reject. We would prefer if it could be a three-minute video so learners could gain useful and motivating knowledge about the country in which the target language is used, but we

could quickly return to using the target language for communication in our limited class time.

Case 3: practicing speaking for an upcoming summative assessment task. We aim to build productive skills on language our learners have at least somewhat acquired—that is, they show some familiarity through comprehension. When words and situations are new, we first help students get familiar with the words-in-context, often through whole class discussions in which the input is coming from the teacher, recordings, or learners who choose to speak. Decision: Closer to the day of assessment we will begin practicing skills if this is a novice-proficiency class.

We find the tasks and activities that best meet most of our listed goals are whole-class discussions (Thoms, 2014; Kearney, 2015) in which the teacher is leading open-ended discussions about pictures and film clips, with questions that relate the students' own lives and personal options to the people, products, and practices in those images. For example, at the start of a first-year class, we might look at a series of pictures of Chinese actors and singers who were born in different parts of the world. An example is Bruce Lee. The teacher asks the class in Chinese, "Who recognizes him? Where is he from? Who knows? Do you know? Do you know?" We ask the same questions about each new picture, and there might about fifteen pictures. The teacher's uses the same few questions repeatedly to ask about different information, providing input to aid acquisition, while also sharing surprising information for motivation (people often find it interesting to learn just how many famous Chinese actors and singers were born in different parts of the world). Additionally, learners can gain knowledge about Chinese celebrities and geography, as we include maps to show where people were born and lived. We also pepper in questions that relate the people in the room—the learners—to the people in the images with discussions in Chinese, like, "That's right, Bruce Lee was from San Francisco. Who here is also from San Francisco? Was your father or mother from San Francisco? Who here has visited San Francisco?" Sharing information about each other checks our community-

building goal. Additionally, we occasionally pop up quick anecdotes from our personal experiences while living in China, for both community-building (we include the teacher as a member of our classroom communities) and knowledge of culture and social contexts for language use.

We expect that over time, through more discussion with colleagues, trial-and-revision, and changes in our teaching needs, the goals represented in IMASCK will change. The advice we are advocating here is to create your own short list of teaching and learning goals, alone or as a team in your department, and then practice using that list to screen for which ideas best suit your curricular goals and desired outcomes.

About the author:
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HIDOE K-12 ENGLISH LEARNER (EL) UPDATES

Written by **LAUREN HARVEY AND ANDREAS WIEGAND**

The 2019-20 school year is an exciting time of change in K-12 education. With Superintendent Kishimoto's 2030 Promise Plan emphasizing Hawai'i, equity, school design, empowerment, and innovation as well as several other new EL initiatives, the time has come to improve educational outcomes for K-12 English Learner (EL) students.

The HIDOE Office of Student Support Services (OSSS) English Learner (EL) team, with feedback from the EL Advisory Panel, has developed an[1] English Learner (EL) ••• Guidance Manual. This manual provides: 1) guidance around establishing and maintaining an EL Program that meets federal requirements, and 2) checklists, resources, flowcharts, forms, and electronic Comprehensive Student Support System (eCSSS) navigational information for collecting data and implementing the EL Program. The EL Guidance Manual is grounded in federal legal requirements, and it is framed by the following newly-developed theory of action:

If we believe …	And we ensure…	→ Then we will improve
all English Learners are capable of achieving excellence in learning; success influences the learner's identity; identity influences learning; multilingualism is an asset for learning and a competitive advantage in future careers.	access to equitable education; all educators are teachers of language; schools create learning environments responsive to students and families' cultural and linguistic strengths and needs; families and communities are partners.	achievement, promote global student development, and multilingual citizens who positively contribute to society.

Another highlight from the EL Guidance Manual is a new recommendation for the number of daily instructional minutes provided to EL students in English as a Second Language (ESL)/English Language Development (ELD) courses ("ESOL"/ESL/ELD, Content-Based, and/or Newcomer courses). Based on best practice and other states'policies, the recommended minutes are organized by level of English proficiency and grade cluster:

English Language Proficiency (ELP) Level	Recommended ESL/ELD Instructional Minutes Per Day		
	Grades K-5	Grades 6-8	Grades 9-12
1-2	60-90	90-120	120-150
3	45-60	60-90	90-120
4	30-60	45-60	45-60
5-6	Instruction as needed in content/subject and or targeted language domain.		

These recommended minutes of ESL/ELD instruction shall be provided by a qualified ESL teacher, in addition to sheltered content-area instruction throughout the school day. The ESL/ELD instruction provided during these minutes should be aligned to the WIDA English ••• Language Development (ELD) Standards and WIDA Can ••• Do Descriptors to support students in developing English language proficiency across the language domains.

To further support schools in implementing best practices for K-12 EL students, HIDOE has partnered with the technical assistance organization WestEd on a five-year capacity building project. Starting in SY 2019-20, the first cohort of participating complex areas will establish an English Learner Leadership Team (ELLT) comprised of key stakeholders who will engage in professional learning designed to deepen their understanding of current research on English learner (EL) teaching and learning; develop their capacity to analyze and interpret

[1] http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Multilingualism/Pages/default.aspx

There are several other upcoming opportunities for K-12 teachers to engage in EL professional learning:

- WIDA is launching a series of self-paced eWorkshops for K-12 ESL and classroom teachers on September 1, 2019. To access these WIDA eWorkshops, teachers need to log into their WIDA Secure Portal account. To obtain a new login, contact your Complex Area Resource Teacher. New Complex Area Resource Teachers should contact the HIDOE Assessment Section at (808) 733-4100 or karen.tohinaka@k12.hi.us to create an account.
- Kapi'olani Community College (KCC) has started a new cohort of teacher training through the HIDOE New EL Teacher Program. All teachers in the KCC HIDOE program will be afforded the opportunity to earn the 24 TESOL-aligned credits and the option to reclassify with the Office of Talent Management (OTM). In addition, they will be awarded a KCC Certificate of Competence in TESOL and will have obtained skills crucial to teaching EL students. Course titles and more information can be found on the KCC HIDOE New EL ••• Teacher Program page.
- The 2nd Multilingualism and Arts Symposium, *I ka ʻōlelo nō ke ola*: Breathing Life into Hawaiʻi's Multilingual Society, will be held on Saturday, January 11, 2020, at McKinley High School. The symposium will focus on how the arts can be partnered to heighten multilingualism and student's voice; and best practices and asset-based strategies to implement a continuum of language development opportunities and culturally and linguistically responsive teaching for English Learners, ʻŌlelo Hawaiʻi learners, World Languages learners, American Sign Language Learners, and early learners. The call for session proposals ••• is open until September 6, 2019. Registration begins in October 2019.

Hawaiʻi EL data is becoming more and more accessible at all levels. An online EL Data Story has been developed by Hawaiʻi P-20 Partnerships for Education with the Hawaii Department of Education and the Asian American and Pacific Islander (AAPI) Data Disaggregation Grant. The EL Online Data Story ••• explores Hawaiʻi's EL students, their high school and college outcomes, and the key supports that help them to succeed.

In assessment news, the test window for the ACCESS for ELLs 2.0, administered to all EL students in grades Kindergarten to Grade 12, has been confirmed for January 14 - February 25, 2020. The ACCESS for ELLs 2.0 assessment monitors students' progress and proficiency in acquiring academic English across the domains of listening, speaking, reading, and writing. These results will be used to determine if schools have met the Growth ••• to Target (GTT) expectations for students to grow and attain English proficiency within five (5) years of their enrollment.

By utilizing these resources, teachers have the opportunity to connect to best practices that will improve educational outcomes for EL students. The Office of Student Support Services (OSSS) EL team is committed to partnering with schools and complexes to ensure access to equitable education for K-12 EL students through technical assistance and professional development. We look forward to collaborating with HITESOL to share future updates.

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PEARSON'S UNIVERSITY SUCCESS: BREAKING IT DOWN AND DISHING IT OUT INTO BITE-SIZED CHUNKS FOR EAP STUDENT SUCCESS

Written by MARY KAY SEALES

About the author:

Mary Kay Seales has been an English language instructor at the University of Washington for over 30 years, specializing in instruction for EAP students. She also has extensive experience in teacher training in the U.S. and abroad. She can be contacted at mks@marykayseales.com

Anyone who has taught university-level English language learners knows that no matter how well they may have performed in their English language courses, they are usually not prepared for the shock of the real university classroom, which includes massive amounts of reading, competing in a classroom of native speakers, listening to hour-long lectures, and writing papers without their helpful English teachers nearby. How to help EAP students bridge this gap has been a subject of research and experimentation by English language teaching professionals for the last several decades, myself included. Delineating, and then breaking down those necessary skills that native English-speaking students take for granted has been a struggle for those of us working with this student population.

So, here's some good news! University Success, a new five-level series from Pearson, gets to the heart of the matter when it comes to helping students cross this bridge between their English language courses and life in a real university classroom. Each of the levels – Intermediate, Advanced and Transitional – is divided into Reading, Writing and Oral Communication skills, so three separate standalone textbooks at each of the three levels. The newest levels added this Fall, 2019, Beginning and High-Beginning, they are integrated Reading & Writing and Listening & Speaking texts which is most beneficial for these levels.

Each of the textbooks is also consistently divided into five content areas – Biology, Humanities, Engineering, Sociology, and Economics – as well as three sub-skill areas - Fundamental Skills, Critical Thinking Skills, and Authentic Extended Content. This consistency across textbooks and levels would make this an excellent series for an integrated Academic English Program, and the up-to-date topics, readings, and lectures by Stanford University professors give the series the authenticity they need.

Although there are myriad EAP textbooks, many of which I have used in my thirty-two-year teaching career at the University of Washington, this series brings together the best ideas from those texts into one book. For example, in the Transitional level's Oral Communication text, you can find activities covering everything from how to elaborate on a point you are trying to make to creating and communicating a visual, such as a graph or diagram. The critical thinking section of this particular text in the series includes a section on "interpreting and utilizing hedging devices," something you might not think to teach but extremely useful. Finally, in the Authentic Content section of this textbook, students listen to authentic lectures by one of five experts while they practice using all the notetaking and listening skills they have learned in previous units. Even for experienced teachers, this helps break down the complex mix of skills need for understanding what's going on in the classroom and taking a more active role as a student.

Another feature unique to this series is the level of attention given to the metacognition of language learning, which again is a nice feature for both teachers and students. Each mini-skill in every unit is explained clearly and succinctly, so students, and equally importantly, teachers can understand why they need to master it. Although further research into the extent of the value of metacognition in language learning is needed, it has been shown to be a valuable enough tool to warrant adding it to our teaching strategies. "It is very worthwhile for teachers to understand the importance of metacognition in language learning because it helps learners to become autonomous and self-regulated language learners…teachers should focus on both teaching language content and teaching the ways and processes of learning" (Raoofi, Chan, Mukundan, & Rashid, 2014, p.45). University Success textbooks operate on this assumption.

PEARSON'S UNIVERSITY SUCCESS

One other factor that I always look for in a textbook is the layout and design. I want something that is not too ESL-ish looking when I'm working with students who are serious college-level English language learners. The pages of the Transitional level of University Success are dense, the print is small, and the units are one to two pages in length. There are plenty of visuals to break up the pages – tables, photos, graphs, cultural notes in boxes – all making this, at least for me, a respectable-looking book to bring to the table for my graduate and undergraduate students.

In terms of support materials, the University Success series is accompanied by the online MyEnglishLab, where students go for the listening component of various activities throughout the textbooks, including the lectures and a self-assessment component at the beginning of each chapter. It also includes popular soft-skills video's for students as well.

As usual with textbooks, there is more than enough, maybe too much material. I would be hard put to get through all the activities in one textbook in the ten-week quarters we have in our English language programs at the UW. Still, as an experienced teacher I would pick and choose from this text and could put together a solid ten-week course using just this resource. I also think it is an excellent series for a new teacher who is trying to wrap their heads around the how to help their university-level students bridge that gap between their English classes and their university courses.

As one of the three series editors, Lawrence Zwier, an associate director of the English Language Center at Michigan State University puts it, this series provides an "academic onramp" for students, and I think it is definitely worth a look for your EAP courses.

References
Lockwood, R.B., Sokolik, M. & Zwier, L.J. (Eds.). (2017). *University Success Series*. Hoboken, NJ: Pearson Education.
Raoofi, S., Chan, S., Mukundan, J., & Rashid, S. M. (2014). Metacognition and second/foreign language learning. *English Language Teaching*, 7(1), 45.

A MESSAGE FROM THE PRESIDENT

Aloha and welcome to a new academic year of networking and professional development with Hawai'i TESOL! This season, we have our much-loved lineup of professional development and networking events. Our Social event will be held on September 26 and our Practical Workshop will be held on November 13. We hope you will be able to attend these events and take the opportunity to meet new Hawai'i TESOLers and add some tech skills to your teaching toolbox. In 2020, we will hold our Annual Conference in February, and wrap up the season with our always-popular Language Experience in mid-spring. We look forward to seeing you at any or all of these events.

The Executive Board will continue to work on a variety of initiatives, among them the continuing update of the Hawai'i TESOL Constitution and Bylaws. While this update has been a long and complicated process, we are in the home stretch and look forward to the strength this will add to Hawai'i TESOL as an organization. On a simpler note, if you haven't already, please take a look at our newly refreshed and mobile-friendly website!

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

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

Sincerely,
Anthony Silva
President, Hawai'i TESOL