The
Word

In this issue

TESOL Hawai'i

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.

Submissions

Topics
I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaiʻi. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (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 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
kawail793@aol.com

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News
from
Hawai`i

Webinar and Free e-book from CAL

Guiding Principles for Dual Language Education, 3rd Edition

Reviewed by Annette Murray

On January 14, 2021, Dual Language Schools of New Mexico in partnership with the Center for Applied Linguistics, hosted a Zoom webinar on *The Guiding Principles and the Critical Third Pillar: Socio-Cultural Competence.* The presentation showcased the free, downloadable e-book *Guiding Principles for Dual Language Education: 3rd Edition (2018)*. The free PDF download is available at cal.org/gp3.

The Webinar included 490 people from across North America as well as Australia and Argentina. The participants were passionate educators supporting dual language programs in Spanish, French, Mandarin and more. The Webinar presentation started with a poll asking everyone to select from five definitions of the term, "socio-cultural competence." Most people voted for "understanding and affirming cultural identities." The next poll asked, "Who should be competent in Socio-Cultural knowledge?" The answer was clear. Everyone from the students, to teachers, families, and the larger community surrounding dual language schools.

The Webinar and e-book outline Three Pillars, or goals, that are key for all dual language schools: high academic achievement, bilingualism and biliteracy, as well as "Sociocultural Competence" which was the main topic of the Zoom Webinar. The webinar introduced seven principles, also called strands, that support the Three Pillars. The participants were engaged using chat to share examples of how their school connects to each strand. The presenter was especially passionate about the need for university teacher preparation programs to embrace the concepts of Sociocultural Competence.

The seven principles are:
- **Program Structure:** which must include a school-wide vision; a set of goals for achievement; and academic beliefs that are shared by students, parents, teachers, and administrators.
- **Curriculum:** must promote diversity and anti-bias. History from multiple perspectives, and social justice must be included, and the program should offer students opportunities to act.
- **Instruction:** includes "sheltered instruction" and a variety of strategies. The instruction must be differentiated and equitable.
- **Assessment and Accountability:** the data must be disaggregated by home language, economic status, and other local factors. Formative and summative assessments must be reliable in both languages. IEPs goals must be based on assessment in both languages.
- **Staff Quality and Professional Development:** dual language schools should hire and train teachers who can be models for the children, the goal is to enhance equity and social justice.
- **Family and Community:** must be invited and included, honored, and embraced by the school members.

Webinar and Free e-Book from CAL

- **Support and Resources**: include anti-bias curriculum from Teaching Tolerance www.teachingtolerance.org As well as resources from the Center for Applied Linguistics www.cal.org

The purpose of the book is to engage dual language program staff and community to assess program effectiveness and to address areas of need for refinement. Each chapter includes research and advice related to the seven key principles that high quality schools must address. In the first chapter on Program Structure, the authors cite research studies on vision and goals, positive school climate as well as the nuts and bolts related to program duration (student participation for 6 years is recommended.) The book includes an appendix with templates for self-evaluation of each principle. The book is a good resource for educators creating, refining or just curious about research and best practices that are key to supporting dual language programs. Here in Hawai`i, we have dual language programs for English and Olelo. I wonder if our state will add more dual language programs in Tagalog, Tongan, Samoan, Spanish or other languages that are represented by communities in our state.

About the Author: Annette Murray is the AVID Program Manager for Hawai`i schools. She lives in Kaneohe. She delivers professional learning at the site, complex and state level. She was a middle school English Language Development (ELD) and history teacher, and a curriculum specialist for English Learners in Sonoma County, CA. You can contact her at amurray@avid.org.
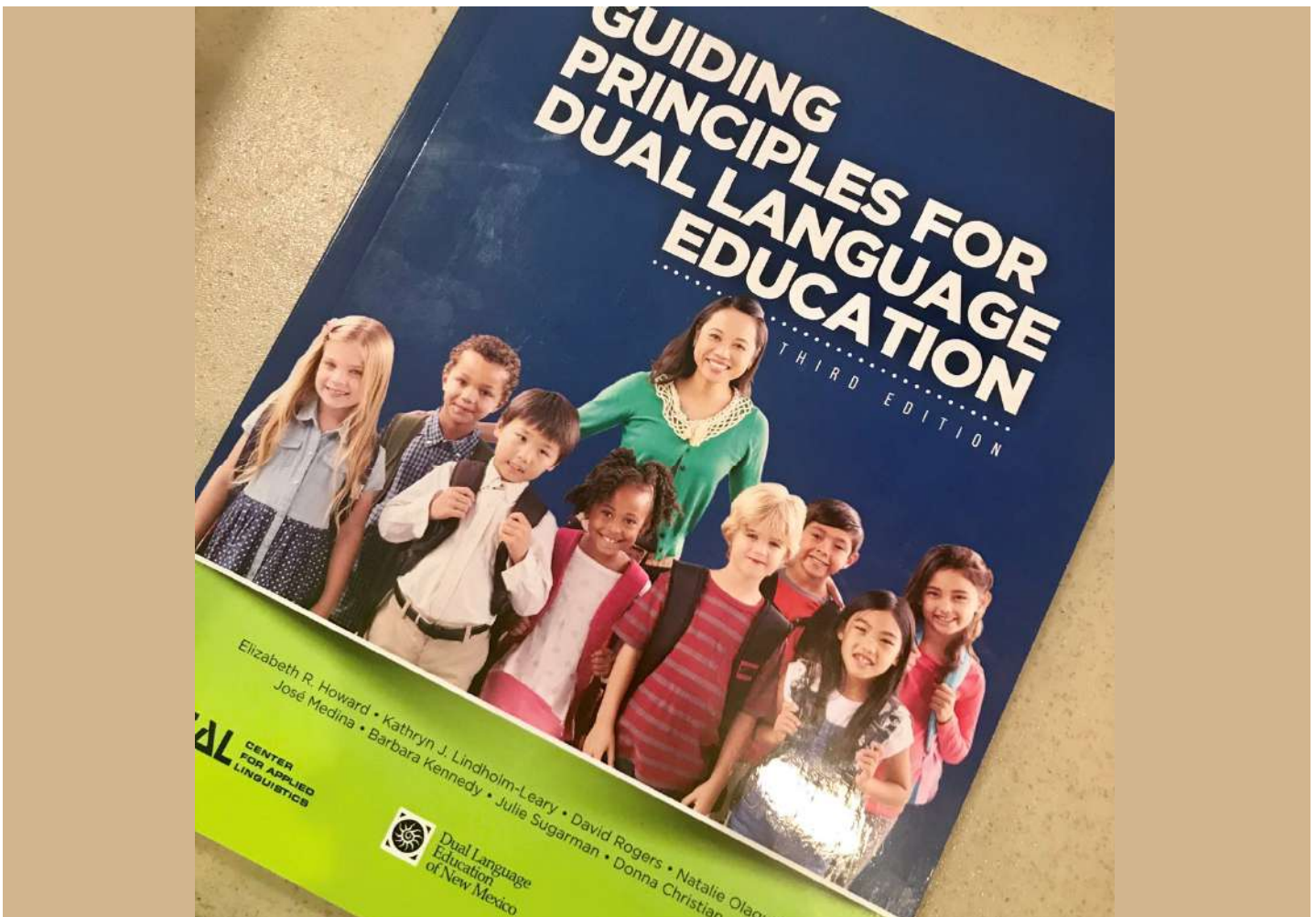
Collaboration is the Key

By Lorraine Lucercio

The year 2020 has given us a clearer vision of what kinds of skills are needed for the future. During the lockdown phase here in Hawaiʻi, I had time to indulge in online courses through respected universities that showed us that these include familiar skills such as problem solving and critical thinking, but collaboration was emphasized the most.

Joseph Auon, a guest lecturer in the Massachusetts Institute of Technology EdX course, "Shaping Work for the Future," introduced the term, *Humanics* – the integration and convergence of three literacies: *tech* (understanding and interacting with machines), *data* (sifting through unsurmountable amounts and choosing according to need), and *human* (what technology cannot do). Auon proposed that human literacy is most important and that the level we are currently at as a collective is only the beginning stages. The skills in human literacy for work in the future are: 1) Creativity; 2) Innovation; 3) Entrepreneurship; 4) Culturally agility; 5) the Ability to work as a team; and 6) the Ability to be global.

Although this lecture was intended for higher education learners, these skills can be introduced and cultivated with younger learners as well. The English language is a key aspect in becoming culturally agile as it is the common ground of global communication and our learners have a jumpstart in these areas. Providing opportunities in assignments and homework to use their language skills, however minimal they may be, with an experiential methodology could catapult motivation and ultimately, skill levels. The use of technology in this area provides much more substance and expansion than small group work and discussions in a regular classroom environment.

With classes permanently moving to online platforms, this gives ample space and freedom to create the environment we choose. Teachers are artists and entertainers and are agile and innovative by nature. Language teachers have heightened levels of these characteristics because language is a living thing. Creating an experiential learning space using our talents, even virtually, that encourages interaction and collaboration would foster friendships and community simultaneously with language skill improvement.

Prakesh Nair, a guest lecturer in the Harvard EdX "Leaders of Learning" course, designs schools with collaborative efforts as its foundation. He advocates collaboration as a vital skill for future work. Nair also endorses online schooling for having a mobile classroom provides limitless opportunities for experiential learning and partnership.

As we move into 2021, traditional, industrial models will rapidly change to an innovative era. A new wave of students are eager for this shift. How exciting it is to be at the helm of this revolutionary way of schooling.

I look forward to hearing all the experiences my TESOL colleagues will have this coming year. Surely, we are in the trial-and-error phase, and if we continue sharing with one another, we will be able to show others that collaboration is not hindered by being behind a screen, rather, it is enhanced because of innovative connections.

About the Author: Lorraine Lucrecio teaches English as an International Language at her alma mater, Brigham Young University, Hawaiʻi. Influenced by innovative thinkers and doers, her teaching practice weaves theory, ideas, and practicality. Her interests include communication styles, intercultural relations, and treasure hunting thrift adventures.
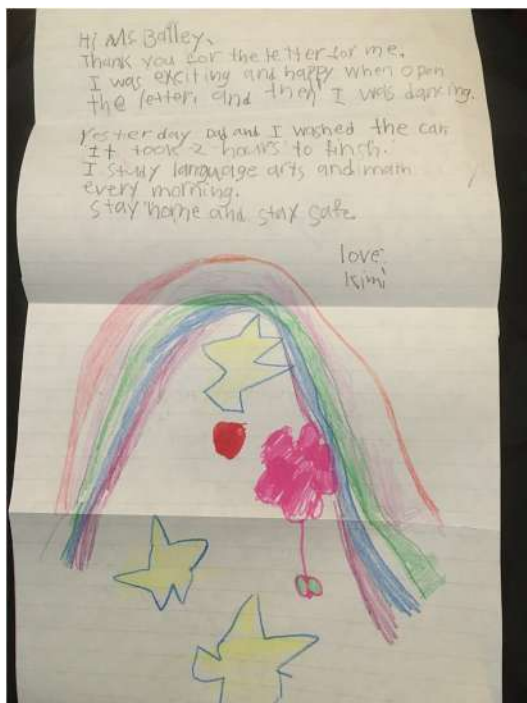
Proximity Postcards

By Bailey K. Ledesma

In 1988, I was working all hours for a mortgage company in the D.C. Metro Area; I was incredibly homesick and exhausted. I found myself desperately searching for a taste of my island community; char siu manapua, ginger-turkey juk, chichi mochi, sweet haupia squares or rainbow shave ice. Anything that would transport me home for a moment! I thought about the things that made me feel alive and comforted - postcards from home, the smell of a double strand pikake lei or the tart taste of lilikoi.

When COVID19 closed our elementary school in March 2020, I scrambled with the 4th grade team to push out books, supplies and laptops. Like so many other educators, we thought that perhaps we would be online for two or three months at the most. I quickly learned that many families needed tech support, food stability and Wi-Fi boosters. My own kids were sent home from college as dorms were closed and COVID19 spread beyond reason. As the shutdowns continued, I felt the desperation of parents and students bubble to the surface. Teachers continued to press forward adjusting to computer glitches, background snafus and the needs of our own loved ones. I wondered how I could comfort my EL students through these changes and I thought back to my own experience when I felt isolated. That's when it hit me. Postcards from home!

I sent postcards of all types to my EL Families - botanicals, wildlife, Lego characters, science facts and Where's Waldo? I drew dinosaurs and mermaids, added poetry and math facts - anything that would fit neatly on a 3 -½ inch high by 5 inches long card. I sent these postcards out in the hopes that they would help us bridge the Webex / Zoom gap.

Proximity Postcards

Students' pets (guinea pigs are trending), tales of grandparents on facetime and simple doodles made us giggle.

Postcards, as it turns out, speak to students. They are the perfect chunk of information - inviting, joyful and informative. Soon, my email inbox was overflowing with requests, questions, and sheer excitement. I realized that these proximity postcards fueled insightful conversations, expanded background knowledge, and gave students a rich shared experience. Now I ask myself - how might I teach all my science lessons in postcard chunks? Storytelling on postcards never goes out of style. The unplugged activities that I enjoyed with my class prior to COVID19 - gardening, Philosophy for Children (p4cHI), lunch bunch time and small reading groups continued and held us together as we worked remotely but I sought to keep a deeper connection with my students during this challenging time. These postcards have built meaningful relationships and allowed us to share stories of grit, hope and fun.

About the Author:

Bailey K. Ledesma is a local Hawaiian Irish girl from Kaimuki. She attended Hawai'i Preparatory Academy in Kamuela and University of Massachusetts at Amherst. Bailey is a certified TESOL and Structured Literacy Teacher. Project GLAD and TPR strategies are her go to teaching favorites. Her teaching interests include ELs with language -based disabilities, word games and exercise breaks to enhance learning.

Bailey is a wife, mom of three, sports coach, avid reader, pasta consumer and puppy lover.

When We Talk About "Meaning"

By Reed Riggs

Second language (L2) professionals, including language teachers, teacher educators, and researchers, routinely use the word "meaning" to refer to distinctively different concepts. Referring to different ideas can lead to problems in professional communication, whereby talking about "meaning" as one concept can lead colleagues to understand something entirely different. In this article I will walk through several examples to highlight this problem, and then provide a visual model that I hope can help professionals talk more clearly about "meaning" in language classroom contexts.

Since around the start of the 1980s, L2 researchers have talked about learners "focusing on meaning," "negotiating for meaning," and "creating personal meaning" (Long, 1981; Seedhouse, 2004, 2019). I continue to hear L2 teachers and teacher educators talk about "establishing meaning," "clarifying meaning" and, again, "focusing on meaning" and "negotiating meaning." Whether in research, classrooms, or teacher training events, the examples that professionals point to when referring to "meaning" can look vastly different from one instance to the next. For example, Seedhouse (2004, 2019) described "meaning and fluency" classroom contexts, defined as an interactional format in which a teacher and learners use the target language to development topics while typically ignoring linguistic accuracy. Similarly, teachers routinely rebut their grammar-focused colleagues by suggesting that students should "just focus on meaning." In such instances, "meaning" appears to refer to *topic development*, that is, "what is being talked about at any given time" (Seedhouse & Supakorn, 2015, p. 394). Whether learners are predicting what will happen next in a story, learning about what their classmates did over the weekend, or understanding academic content such as history, science, or math, topic development is a normal referent of the word "meaning" as L2 professionals routinely use it.

Other times L2 professionals talk about "meaning" in reference to individual words and grammatical forms, especially when talking about learners "negotiating for meaning" (e.g. Eskildsen, 2018). The following input-based task illustrates typical word-level negotiation for the meanings of "peacock" and "battery":

4 S1: ((shows the teacher the cards in his hand)
5 T: ((points to S1's card)) that's a crocodile. peacock and a battery.
6 S2: ((shows the teacher the cards in his hand))
7 T: ((points to S2's card)) no. no, that's an ostrich, and a, a, an eggplant. peacock is a blue bird. blue bird
8 S2: ((shows the teacher another card))
9 T: ((looks at the card)) yes. blue bird. peacock, blue bird, and a chestnut, a chestnut.
(Shintani, 2016, p. 93)

The teacher first announced two L2 word forms. Learners continuously used picture cards to show guesses about the meanings of those word forms until the teacher confirmed accurate matching. That round then ended, and the teacher announced new words to negotiate. Interestingly, negotiating word-level meaning can disrupt negotiations for topic-level meaning, as the next example shows:

19 T: what did they do? (2.0) what does courage   mean? what's this idea if I am

20 courageous (2.0) how would you describe me? (2.5)
21 L2: I describe one person?
22 T: yes well anybody if you (0.5) were (0.5) one of these children of
23 courage (6.0)
24 L3: don't understand

(Seedhouse, 2019, p. 11)

In line 21, Learner 2 showed trouble in understanding what kind of response the teacher was seeking, that is, they negotiated the meaning of the questions in terms of *how to participate*. In lines 28-33 (not shown here), the teacher asked the learners if they understood the word "courage," to which they responded that they did not. The participation goal of this activity involved learners offering original ideas on the topic of "courage," but word and participation negotiations disrupted topic negotiations.

Additionally, "personal meaning" (e.g. Seedhouse, 2019), might refer to learners connecting topic ideas to their own lived experiences or identities. This can be as simple as opportunities to show that one is the *kind of person* who finds something amusing, via laughter or smiles. In the following example, young children in an L2 English class in Japan treat a "scary" situation as laughable:

4 S2: crocodile, supermarket ((gestures))
5 T: yeah, it's scary isn't it, if a crocodile is in the supermarket.
6 S1, S2: ((laugh))

(Shintani, 2016, p. 92)

Students 1 and 2 connect "personal meaning" to the topic by suggesting a strange idea, then laughing.
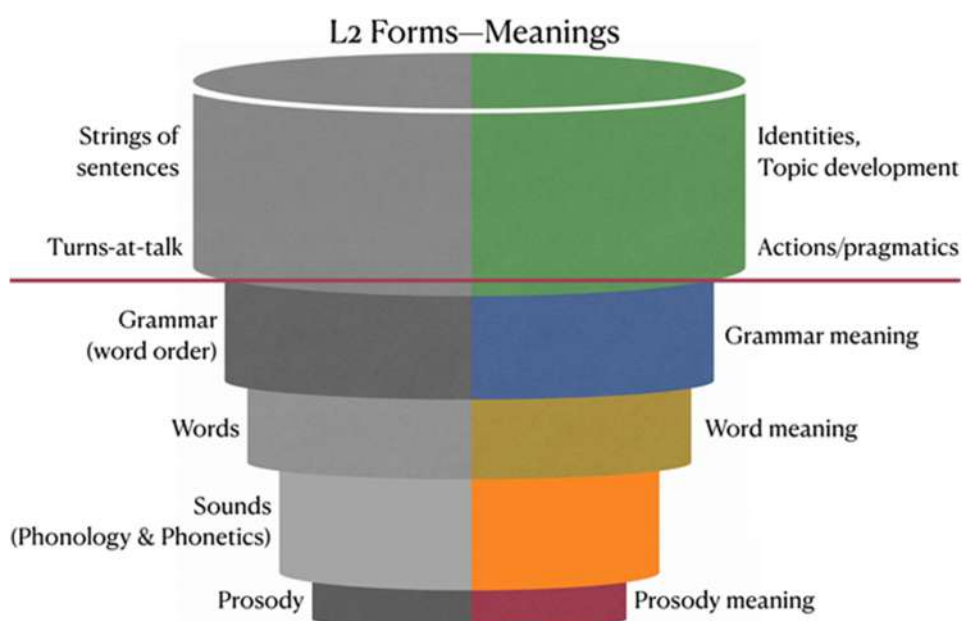
This visual model (Figure 1) is intended to help professionals think and talk more clearly about "meaning" in two broad categories: *linguistic-level meaning* below the horizontal line, and *higher-level* or *action-level meaning* above the line.

The next time we tell a colleague about how our students "negotiate meaning," we might be clearer by saying, "we negotiate the meanings of new words" versus "we negotiate story/topic ideas" versus "we negotiate how students should participate/ respond." We can also be more precise if we talk about how students "focus on the meanings of each word" versus "focus on main ideas of the topic." Lastly, we can be more precise if we talk about how students "offer personal guesses about the meanings of words or grammar patterns" versus "offer unique or personal ideas to the topic."

► Figure 1: L2 Forms and Meanings

L2 Forms—Meanings

Strings of sentences — Identities, Topic development
Turns-at-talk — Actions/pragmatics
Grammar (word order) — Grammar meaning
Words — Word meaning
Sounds (Phonology & Phonetics) —
Prosody — Prosody meaning

When We Talk About "Meaning"

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About the Author:

Reed Riggs is a Chinese language instructor at Brigham Young University–Hawai`i. He completed his Ph.D. at the University of Hawai`i in 2018 and has been working in language teacher education in Hawai`i since 2012. He has presented workshops for language teachers across the United States and internationally, including China and France. His research ties language teaching practices with research in Conversation Analysis and Usage-Based Linguistics. He hopes to highlight more areas where teachers and researchers can work together and gain from each other's work. Email: rsriggs@go.byuh.edu or reedsamuelriggs@gmail.com

Supporting Multilingual Newcomers in the General Ed Classroom

By Nicole Heinlein

Classroom teachers have a million things to think about, make decisions on, and take care of each day. The old adage "A teacher's to-do list is never ending" really is true. Our jobs are made even more difficult when we don't have additional resources and colleagues to help us best provide services to our students, including reading and math intervention, special education, and English Learner program. It can be difficult to know how to best provide those supports on our own. While I advocate for fully funding these departments, I also have a few suggestions for classroom teachers who teach newcomers, or students new to the United States, who are learning English.

A few years ago, Chris arrived in my 5th grade classroom more than halfway through the school year from the Philippines. Chris had gone to school in his hometown, so he was not considered SLIFE (Students with Limited Interrupted Formal Education). However, he did not learn English at his former school, he spoke Ilocano. This made him eligible for our school's small English Learner (EL) program. Our school had a very low incidence of multilingual learners, or English Learners (ELs). In fact, Chris was the only multilingual learner in 5th grade. Some students attended Japanese classes after school, but Japanese was not their first language or the language most spoken at home, making them ineligible for EL services. As a TESOL (Teaching English for Speakers of Other Languages) certified teacher with a passion for serving language learners, I felt lucky that Chris landed in my classroom. I was excited to use the strategies I knew and loved to help him thrive in our classroom community. Of course, teaching Chris to read, write, listen, and speak English was not my only responsibility. I had 25 other students to teach novel reading, essay writing, the solar system, American history, and the human body, among other topics. Chris needed to learn these things, too.

That spring, as we began our state testing, Chris was exempt from the ELA exam but was required to take the math exam. Math is not just numbers, there is actually a lot of language packed in and students are now required to explain and defend their reasoning and thinking. One day, Chris was so frustrated that he was in tears. He was trying so hard, yet he just didn't understand. It was a heartbreaking moment and a turning point for me. I was reminded that even students with proficient English skills need support with English forms and functions. I was inspired to fully implement EL strategies throughout our curriculum to support Chris and help all of my students develop more understanding in both our content and language.

Know Your Students

I was good at record-keeping and could tell you my students' diagnostic scores and Lexile levels. But I definitely didn't know everything about all of my students' backgrounds, like which students had gone to our school since kindergarten and which students had moved once or twice. I didn't know which students were born here and who was born on the mainland or abroad. Knowing your students' backgrounds, academic levels, and who they are as people is key to building a quality education for them. It helps us create positive relationships with our students and become more fierce advocates when we fully understand their needs. No doubt, this is why "Know Your Learners" is the first of TESOL

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International's 6 Principles. I like to use the "What I Know About My EL" free tool from https://getsupported.net/free-tools/.

Include Visuals

Early elementary classrooms encourage teachers to create a print-rich classroom. That print can be meaningless to multilingual learners unless it's tied to a specific object (like labeling the classroom clock) or includes an image (like putting a picture of a slide next to the word "recess" on a class schedule). Our newcomers will learn words faster if there are images tied to them. A great way to do this is to tape up real-life images on anchor charts, draw sketches on the board as you are writing directions for students, or include relevant emojis in online assignments. Students not only benefit from seeing images, but they also benefit from drawing them. Drawing during writing time is not only for kindergarten! Newcomers can draw a response to a question and then label that drawing or include a few words, phrases, or sentences to explain it.

Build Background

One of my favorite ways to access and build academic background knowledge is to use the OCDE Project GLAD® strategies called Observation Charts and Inquiry Chart. Observation Charts are large pieces of construction paper with real-life images organized by category and taped around the room at student eye level. If students were starting a unit on the Earth's biomes, there might be one chart with images of the tundra, another of the desert, and so on. Students are intentionally assigned a partner. It might be same language partners or newcomers might be paired up with English-proficient peers. The duos walk around the room with one pencil to share as they observe the images on each chart and write on a piece of paper that has been taped below with three columns: questions, comments, and predictions. Sentence frames can be beneficial here, as well. I like to use "When I see _____, it makes me think ___," "When I see _____ it makes me feel ___," and "When I see _____, it makes me wonder ___." After students have observed each chart, we come back to the whole group space and capture some of their writing and verbal conversations on an Inquiry Chart. An Inquiry Chart asks students the questions "What do I know about this topic?" and "What do I want to learn about this topic?" A difference between this and a KWL (Know/Wonder/Learned) chart is that after students complete the entire unit of study, the teacher brings them back to the Inquiry Chart they completed initially and asks them to confirm or deny their statements and answer any questions about the topic they had. It's a great way to show students misconceptions or where their thinking about a subject has changed over time. Students also have to cite their references and share how they know the correct answer now, which is an essential aspect of citing claims with evidence in academic writing.

Utilize Cooperative Learning

Hands down, students learn language best by communicating with peers. Students need to talk to each other in order to perfect their language skills. Pairing up a newcomer with a native English-speaking partner is a good strategy, but we shouldn't use that peer as the only resource. We know that students learn best when they teach something to someone else and whoever does the talking does the learning. That's the basis for cooperative learning theory: students talking through their learning and tutoring each other. My favorite cooperative learning structures are Numbered Heads Together, which holds all group members responsible for the learning, and Timed Pair Share (think "Turn and Talk" but with time limits so each partner gets a chance to actually share).

While these strategies cannot replace the invaluable work that a dedicated TESOL certified teacher can do with our English Learners, these strategies can help classroom

Supporting Multilingual Newcomers in the General Ed Classroom

teachers get started creating the classroom and environment our students need to thrive.

About the Author:
Nicole Heinlein is an experienced elementary classroom teacher turned middle school EL coordinator and teacher at ʻĪao Intermediate on the island of Maui. She is an OCDE Project GLAD® trainer and is passionate about helping all students achieve their potential.
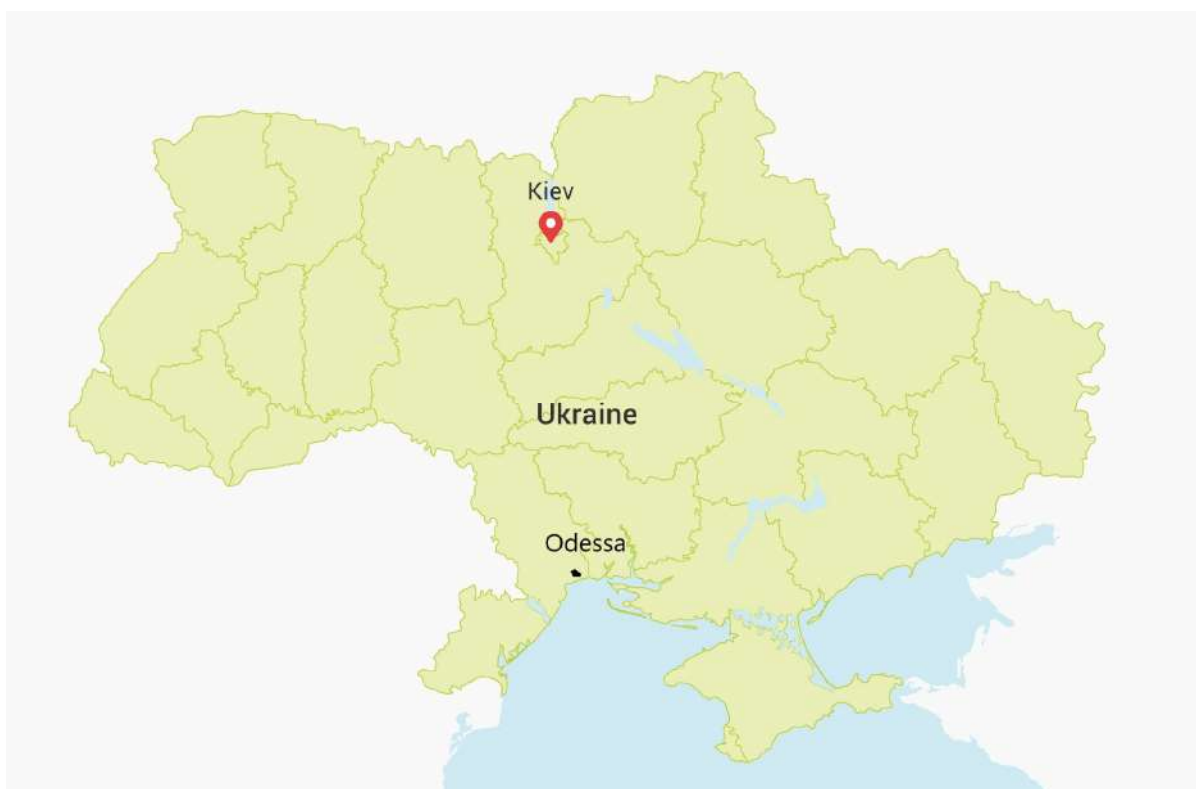
Ukrainian Connections

TESOL Ukraine Spotlight

By Sally La Luzerne-Oi

A Bit of History about the Partnership

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

TESOL Ukraine has been busy since our last update with the following online professional development events:

- October 30 How to Teach Math in English and Improve in Both Subjects, Dnipro Association of Teachers of English
- November 19-December 22 Essentials of Online Teaching
  - November 19 Communicative Language Teaching Strategies for Online Classrooms
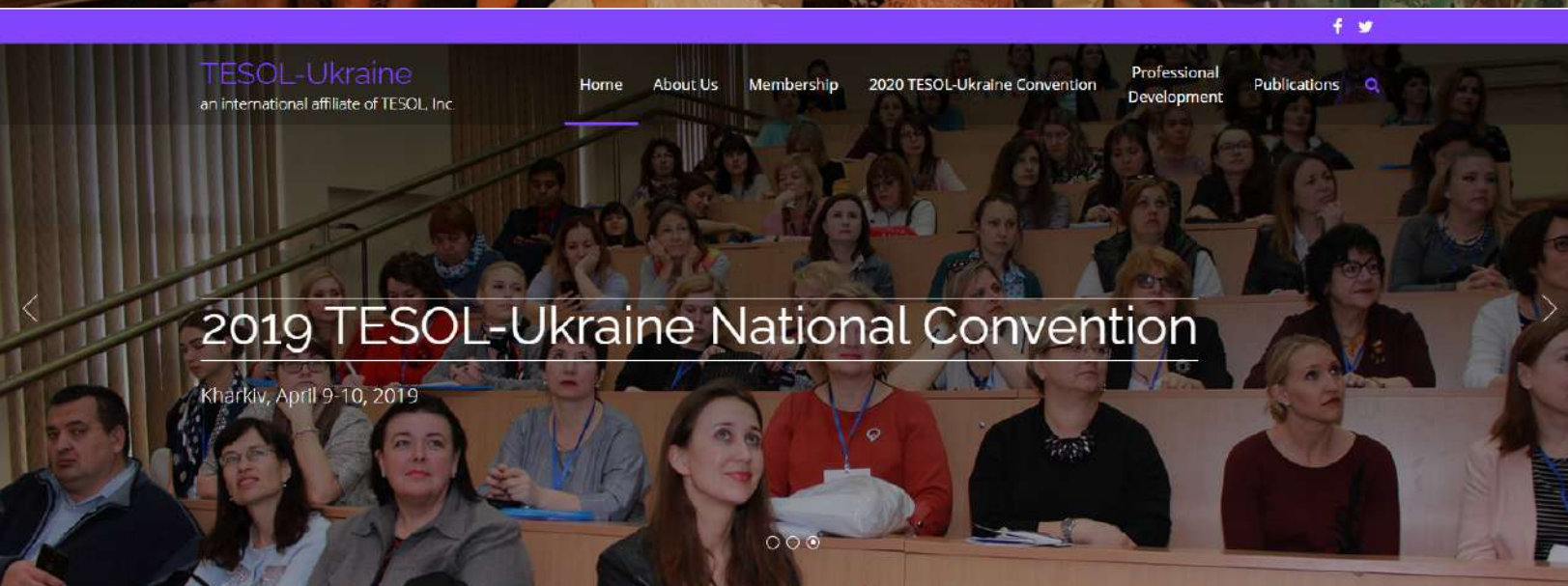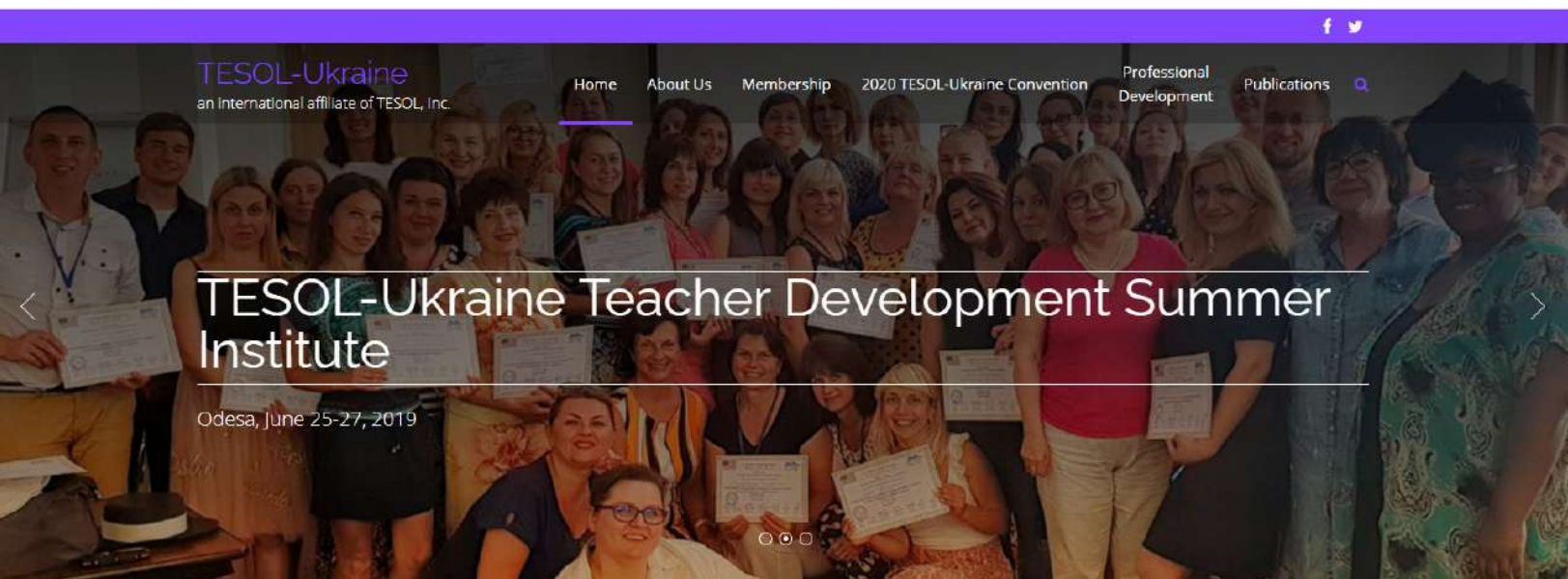 - November 26 Encouraging Critical Thinking in the Online

TESOL Ukraine Spotlight

Classroom

- December 4 Online Assessment Tools
- December 8 How to Conduct a Reading Class Online
- December 10 Cooperative Learning and Jigsaw Reading
- December 11 Maximizing Pair and Group Work Online

- December 15 How to Teach Listening Online
- December 17 Winter Professional Development Course
- December 18 Graphic Organizers
- December 22 Mini-team Presentations
- January 15, 22, 29 and February 5, 2021 Teaching 4 Skills Online

For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website http://www.tesol-ukraine.com/ You might also want to like TESOL Ukraine on Facebook.

About the Author: Sally La Luzerne-Oi is one of the Hawai`i TESOL / TESOL Ukraine liaisons.

TESOL-Ukraine Teacher Development Summer Institute
Odesa, June 25-27, 2019

2019 TESOL-Ukraine National Convention
Kharkiv, April 9-10, 2019

TESOL Ukraine Member Profile

In this issue, we are profiling our Ukrainian colleague, Anna Savchenko. Anna teaches at the secondary level. Along with her institution, she has made great efforts to provide students with real-world contexts for practicing English. Anna is the TESOL Ukraine coordinator for the region of Odessa. In that leadership role as well as others, she works to provide professional development events for colleagues. All of her endeavors have led to her receiving a number of awards. Anna has provided several links to videos on Odessa that might just make you want to add her city to your travel destinations!

Anna Savchenko

Name: Anna Savchenko

Institution: Odessa Educational Complex Gymnasium #7 – specialized school of the first level with in-depth English language studies

Please tell us about your institution.
Gymnasium #7 was founded in 1989 in Odessa, Ukraine. It is a leading educational institution in Odessa that includes elementary, middle and high school. Gymnasium #7 is one of the ten top schools in the city and has received numerous prestigious awards from the Ukrainian Academy of Sciences for providing education of the highest quality.

Gymnasium #7 has more than 1,700 students and 112 teachers. High school students attending Gymnasium #7 focus on in-depth studies of Mathematics and English language and can also take additional languages such as German, Polish and Chinese. Gymnasium #7 actively engages in international collaboration and works with schools and organizations from the United States, Canada, the United Kingdom, Germany, Poland, Sweden, India, China, Mexico, and Bulgaria. Gymnasium #7 implemented fourteen international student exchange projects with schools in Poland, Sweden and Germany. Guests who have visited Gymnasium #7 include the President of Poland, Consul Generals of Poland, Greece, and the Netherlands, English language Fellows and Regional English Language Officers of the U.S. Embassy in Ukraine, professors from Siena College in New York and Americans for Democracy in Ukraine (ADU) from the United States. The Gymnasium has also hosted Peace Corps and GoCamp volunteers. The Gymnasium hosts the Association of English Teachers of Odessa, an organization supported by Siena College and ADU, U.S.A. The Association provides professional development seminars for teachers and students of English and organizes international projects and conferences. With the support of the Association, Gymnasium #7 has been participating in the Tony Blair Institute for Global Change, Generation Global Educational Program that engages students from different countries through video conferences.

What is your position at this institution?

I am a teacher of English language and Vice-Principle of Gymnasium #7 responsible for engaging the school in international collaboration. I teach English language in 10th and 11th grades.

I am also the President of the Association of English Teachers of Odessa, TESOL Ukraine Coordinator in the Odessa Region, and the Head of English Teachers of Odessa. In addition, I am the Lead Teacher and Coordinator of the Generation Global Education Program under the Tony Blair Institute for Global Change, Great Britain, in Ukraine.

Please tell us something about the city where your institution is located.

My institution is located in the beautiful city of Odessa, Ukraine. Odessa is often called the Pearl of the Black Sea because it is located on the coast of the Black Sea. The city is also considered the capitol of southern Ukraine. Odessa was founded in 1794 and has a little over one million people. It is the third largest city in Ukraine by size and population after Kyiv and Kharkiv. Odessa hosts the largest seaport of Ukraine, which is a major transportation hub. It is a significant cultural and educational center that houses 20 higher educational institutions, including universities, institutes and academies, and 34 colleges. Odessa is known as the capitol of humor thanks to the great sense of humor of its residents and a large annual festival of humor hosted by the city. The primary industries in Odessa include trade, tourism, metalworking, oil refining, machine building, pharmaceuticals, and food production. Odessa is a center of Ukraine for health resorts and recreational activities on the Black Sea beaches. The city is a major tourist destination that attracts thousands of tourists every year. Odessa's historic center is included on UNESCO's World Heritage List. The city has a rich history of international cultural cooperation and has consulates of ten countries and honorary consulates of seven countries. Odessa has 34 sister cities, including Baltimore, Maryland. Odessa is famous for its beautiful architecture that includes Odessa Opera and Ballet Theater, Potemkin Square, and Primorsky Boulevard.

What are your professional interests?

I am very interested in innovative methods of integrating computer technologies in teaching English as a foreign language, use of blended learning and flipped classrooms. Since we primarily teach online now due to COVID-19, I am interested in using Microsoft 365 and Zoom, including its breakout room function, Pear Deck Teacher Dashboard, and virtual assessments to effectively teach English online. I also like to find new ways to engage students in learning through games, for example by using the game-based learning platform *Kahoot!*

What are your personal interests?

I love nature and enjoy outdoor activities such as walking along the beautiful shores of the Black Sea or going hiking. I am also fond of travelling. I have been fortunate to travel extensively in Ukraine and abroad to countries such as the United States, Poland, the United Kingdom, Sweden, France, and Austria.

How long have you been a member of TESOL Ukraine?

I have been a member of TESOL since 2001, and in 2006 I became TESOL Ukraine Coordinator for the Odessa Region. In this role, I organize teachers to participate in conferences, assist teachers with presentations and preparation of publications of articles. Every year, I encourage teachers to participate in the TESOL annual conferences, webinars and workshops. I helped organize two TESOL Summer Institutes in my own city of Odessa that were attended by teachers-members of TESOL from all of Ukraine.

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

Throughout my career as a teacher, I have made a significant contribution to the development of

education in Ukraine. In 2010, this contribution was recognized by the President of Ukraine, who awarded me a *Distinguished Teacher of Ukraine – Honorary Title,* a prestigious award given to only 15 teachers from the entire country every year.

My professional path began with a visit to the United States. I was invited by Siena College, NY and ADU to participate in a summer school for English teachers to study modern teaching methods. After I returned to Ukraine, I established the Association of English Teachers of Odessa to organize seminars for teachers in order to disseminate the knowledge I gained in the United States. I also provided my students with unique opportunities to experience English language and culture firsthand by organizing numerous exchange programs with students from Poland, Germany and Sweden, by inviting English speakers from the Peace Corps, the British Councils and American Councils, and by connecting my students to students from other countries through the Generation Global program.

In 2003, I became a National Winner of the Teaching Excellence and Achievement Program sponsored by the U.S. Department of State that brought me to the University of Montana, U.S.A. to study the newest methodologies of teaching English.

Over the past seven years I have been the Lead Teacher in the Tony Blair Institute for Global Change, Generation Global Educational Program in Ukraine promoting global dialogue between Ukrainian students and students from other countries. To date, I have organized over 100 videoconferences between Ukrainian students and students from the United States, India, Pakistan, Indonesia, Kuwait, the United Kingdom, Israel, Poland, Austria, Egypt, Mexico, the Philippines, the United Arab Emirates, Jordan, and Italy. These videoconferences develop students' critical thinking, ability to understand and analyze global problems, and value cultural diversity.

I am grateful to the U.S. government, the U.S. Embassy in Ukraine, Hawai`i TESOL, TESOL Ukraine, the Regional English Language Office of the U.S. Embassy in Ukraine, Siena College, Americans for Democracy in Ukraine, Peace Corps volunteers, the Principal of Gymnasium #7, and the Ukrainian government for their continuous support and for creating many opportunities for teachers and students to advance their English knowledge and teaching proficiency.

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

Welcome video about Odessa https://omr.gov.ua/ua/international/welcome-video/

International Cooperation of Odessa https://omr.gov.ua/ua/international/

Current events in Odessa https://omr.gov.ua/

Feel the atmosphere in Odessa https://www.youtube.com/watch?v=Do8gzav38rY&feature=emb_rel_end

Gymnasium #7 website http://www.srvo.od.ua/school/gim7/about

News from Abroad

Career Development in the COVID-19 Era

Ad astra per asperam— To the stars through hardship

By Michael Parrish and Richard Miller

The COVID-19 pandemic has shaken all education sectors, but as business leaders observe, through disruption comes growth. The crisis laid bare certain weaknesses in the educational system in terms of decision making and delayed responses to outbreaks. Some administrators waited too long to implement distance learning protocols, and once they were put in place, they found that their institutions, instructors, and students often lacked sufficient IT resources. It highlighted the resilience of teachers and administrators in adapting to a shift to distance learning. These changes required readjustment in the teaching profession and will have a direct bearing on university educators' career development going forward.

Adapting to the new normal

A major shift this year is that people have become more aware of the possibilities, and limitations, of distance and online learning. Instructors who were once resistant, or indifferent to the use of technology in the classroom were forced to learn new skills. While there certainly were challenges for students and educators, many have thrived. Although the technology was readily available before, now its use has become normalized to the extent that even the least tech-savvy person knows how to set up a virtual meeting and share a screen.

Those instructors who could adapt were the ones who really stood out. At a recent language teaching conference there were numerous presentations by instructors who adapted classroom activities, like board games, to the virtual environment. Others created entirely new activities by repurposing the features of virtual meeting software, such as breakout rooms, avatars, and chat boxes. In some cases, the virtual or on-line interaction increased the amount of interaction among students. Similar tips are shared in online forums on platforms such as FaceBook. Developing these news skillsets meant an investment on the part of the instructors, and this was something that hiring committees were looking for—the ability to adopt new skills and adapt to the new reality.

One takeaway from the shift to online learning is that initial inconveniences should be viewed as learning opportunities. The time spent learning and setting up various learning management platforms is a form of personal and professional development. Three decades ago, the futurologist John Naisbit (1988) explained that one of the most valuable skills will be the ability to learn something quickly—even if it turns out ultimately to be redundant—because it will serve as the foundation for mastering further skills in the future. Just like any software, we as educators need frequent updates and occasional upgrades. Educators should consider improving their computer literacy in formal ways, as both Google and Apple offer online certification programs specifically designed to help educators make use of internet and computer technology (ICT) resources. Some schools are offering grants to students and teachers to upgrade their hardware or internet connectivity, so it might be worthwhile to see if you qualify. Aside from preparing for future pandemics, upgrading one's skills is important to remain relevant in a changing

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educational environment which will undoubtedly require more ICT skills. Tangibly demonstrating these adaptive and computer literacy skills—with certificates or concrete examples from one's teaching—is something that hiring committees value.

Lockdown Dividends

Amid the hardship and uncertainty, there are a few bright spots and opportunities to improve CVs, particularly in research and education. It takes some unconventional thinking, but that leads to greater demand for those who can perform. Thus, the exigencies of the pandemic have led to innovations in both professional development and ways of teaching.

First, online teaching from home could save as much as two to four hours per day by not having to commute to work. Of course, some of that is lost to the increased preparation time for online lessons, the distractions of working from home, or pure procrastination, yet there is still some additional free time that can be invested in taking on some of the career-building activities mentioned above or in personal wellness. (Richard

Miller's article in September 2020's *The Word* has some tips on setting goals for the New Year). You could also use the time for catching up on reading academic literature, doing research, writing, or applying for grants. Several industrious investigators circulated surveys looking to measure the effects of the pandemic on teaching practices and learning outcomes (e.g. Greisamer, 2020).

With almost all conferences offered virtually, you can attend a conference half-way across the world in seconds rather than days. Because there are fewer travel costs in terms of time and money, it is possible to attend more conferences. Online conferences also make it practical to attend a conference for only part of a day if one had other commitments. In the future, more conferences will be

hybrid online and live sessions.

Although online meeting software technology was available before the pandemic, the fact that its use and application became commonplace encouraged researchers to find more ways to use it to foster personal and professional interaction. Collaboration in research, in classroom communication, or just keeping in touch socially are much easier due to the communication revolution instigated by the COVID-19 situation. It can be more convenient to conduct oral interviews and meetings online, therefore, facilitating data collection and writing academic articles.

The improvements in communication technology spurred efforts to implement programs in coordinated online international learning (COIL). Several universities pioneered online study abroad programs that were conducted without the necessity of traveling. One example from the summer of 2020 was the Summit International Seminar, jointly organized with Osaka Jogakuin University, consisting of 15 sessions, and attended by more than 100 students and presenters from universities in

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Burundi, Kenya, and Japan. In spite of some bandwidth issues in Africa, it was a successful program that would not have been possible just a few years ago.

Coping with change

Change is coming; change is inevitable. How we react and respond is the only thing we can control and that is likely to have an effect on careers. The first issue that needs to be addressed is the digital divide facing those students and teachers who have relatively less ICT skills or resources. Problems for students were glaring early in the academic year with many students having access to neither PCs nor stable internet. Although the transition was difficult for almost everyone, there were a few instructors who struggled even more as they were finally forced to put away CDs and go fully digital. Many instructors were forced to learn to navigate an unfamiliar learning management system (LMS), such as Moodle, and reorganize syllabi to run more smoothly online. These skills, once learned, can be applied during future emergencies or used to add depth to future classes, or multiply teaching opportunities. The obvious takeaway is that those who do not adapt to change will be left unemployable in the future.

As administrators are discovering the flexibility of online learning and students'

ability to adapt to the new environment, they realize they can get the same "native" experience online from providers in the Philippines and other places for a fraction of the price. Even cheaper alternatives are internet bots with artificial intelligence (AI) in lieu of using Japan-based faculty for language teaching. The best way to remain competitive for university educators is to differentiate and cultivate specific skills including specialized content-based knowledge (scientific, medical, or business English), or the teaching of skills that do not translate well into the digital environment. That means introspectively looking at their own qualifications to decide what sets them apart, while asking the question, "What is the 'unique value proposition' that I, as a university educator, offer?"

This article looks at some of the current realities and exigencies, and it does not give solutions (something no one can at this point). However, lockdowns and other safety protocols should be viewed as inevitable situations in this day and age. There is little that individuals can do to change that reality except to control their reactions in positive and constructive ways. Keep in mind that the Japanese and Chinese word for crisis, 危機 (*kiki),* is often explained as consisting of two components: the character for 'danger' and

that for 'opportunity' (Barra, 2020). Try to ensure that you are making the most out of the opportunities that the COVID crisis offers, while minimizing the dangers.

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Richard Miller is a Professor at Osaka Jogakuin University.

The authors co-wrote a book chapter in 2020 on the Academic CV published through Zayed University.

Motivating Language Learners

By Samir Omara

Life, education, and job markets always change; the COVID-19 pandemic has caused more challenges and opportunities, too! Motivation is always an important part of language teaching and learning. It drives language teaching and learning. Dornyei (2001) thought that motivation "explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity." There are different types of motivation: intrinsic, extrinsic, instrumental, and integrative. There are some principles and components for motivating language learners. Teachers are responsible for generating and marinating students' motivation. There are different ways to develop learners' motivation. Teachers should create a friendly atmosphere and connect language learning to the learners' interests through direct, blended and online instruction. There are tips for teachers to keep distance learners motivated as well.

Intrinsic motivation refers to learning or doing something due to internal drives like an interest in language learning; it originates inside the person.

Some learners are motivated by their desire to learn, do, act and progress. Extrinsic motivation refers to learning or doing something due to external drives like passing exams or getting rewards or jobs; it originates from outside sources. Instrumental motivation refers to learning or doing something to reach goals like jobs, rewards and promotion. Integrative motivation refers to learning or doing something to reach goals and integrate into target societies. Maslow (1970) believed that intrinsic motivation is superior to extrinsic motivation because of the self-actualization drive. Teachers should develop their understanding of learners' needs and motivation.

There are some principles for motivating language learners. Motivation goes beyond rewards and punishment. Rewards and punishments are some tools that help to develop motivation in the short run, but they do not help to maintain motivation in the long run. It is important to generate, maintain and protect language learners' motivation as it should be nurtured. There are quality strategies and techniques to

develop the long-run intrinsic motivation; they must be a key part of language teaching and learning practice. Dornyei (2001) developed a framework for motivational teaching practice. It is a cyclical framework of four main components. The components are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. To create the basic motivational conditions, there should be appropriate teacher behaviors, a pleasant and supportive atmosphere in the classroom and a cohesive learner group with appropriate group norms. To generate the initial motivation, teachers enhance language learners' values, develop their success goals and realistic beliefs and link teaching materials to their real lives. To maintain and protect motivation, teachers make face-to-face and remote learning stimulating and enjoyable. They promote cooperation among language learners. They allow them to develop and maintain positive social image. They develop learners' self-esteem, self-

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confidence, self-motivation and autonomy. To encourage positive retrospective self-evaluation, teachers promote motivational attributions, increase learners' satisfaction and provide motivational feedback.

Language teachers and instructors are responsible for generating and marinating learners' motivation. They help sustain learners' self-motivation. There are different ways to motivate language learners. Teachers should create a friendly atmosphere in classrooms, encourage learners to personalize the classroom and virtual environment, encourage learners to set short-term goals, provide pair and group activities to develop learners' confidence, connect language learning to learners' interests and create situations to recognize learners' work.

- Teachers should create a friendly atmosphere in classrooms by developing a safe and stimulating learning environment. They encourage language learners to develop classroom and virtual learning ground rules. They plan, deliver and reflect on individual, pair and group work activities to meet different learning styles. They use warmers, brainstorming and ice-breakers to help learners enjoy their learning.

- Teachers should encourage learners to personalize the classroom and virtual environment. They plan, facilitate and reflect on learner-centered classroom and/or virtual environment. They encourage learners to set the learning environment, select their learning activities and how to demonstrate their learning. Thus, language learners are active participants who enjoy their learning.

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- Teachers should encourage learners to set short-term goals. They help to direct language learners to the learning outcomes. They help them to define their needs and priorities. They help them set and pursue their goals. They help them develop their self-management and self-evaluation.
- Teachers should provide pair and group activities to develop learners' confidence. They develop learners' curiosity by helping them to read, write, listen, speak and communicate in pairs and in groups in the classrooms and/or virtually. Class and/or virtual discussions help to develop learners' confidence and motivation. Pair and group discussions and work help learners to express, share and reflect on their thoughts in a stress-free environment. Teachers can use pictures, flashcards and realia to stimulate learners' discussions in classrooms. They can use networked websites to keep learners actively engaged in virtual discussions. They should deliver direct and virtual constructive feedback.
- Teachers should connect language learning to learners' interests. They use blended and/or virtual resources to develop learners' language skills.

They use language computer and mobile games, songs, audios, videos, dictionaries and websites to help learners learn, practice, play, communicate and enjoy language learning.

- Teachers should create situations to recognize learners' work. The sense of accomplishment helps to develop language learners' motivation. To develop the learners' sense of accomplishment, teachers should give direct, blended and/or virtual constructive feedback. They should encourage learners to develop both self and peer assessment. They value learners' input, appreciate their partial successes and correct their mistakes. Direct and/or virtual praise helps to develop learners' self-confidence, self-esteem and motivation as well. They celebrate individual learners' and groups' progress, achievement and success.

There are tips for teachers to keep distance learners motivated as well. Teachers should set and share clear goals and learning outcomes, so language learners are fully aware of how they go through their learning processes. They should give rewards and praise as they help to keep learners engaged and motivated. They should give constructive feedback that help learners define and develop their strengths and challenges. They should provide easy access to the online resources and materials, so learners can access and make use of them. They should contact parents to motivate learners at home, so learners have a stimulating atmosphere everywhere.

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Impact of the COVID-19 on Higher Education in Japan

By Minako Inoue

The COVID-19 pandemic has significantly affected education worldwide. In order to ensure the quality and consistency of education during such situations, creating an effective and supportive educational environment is a priority in the field. This paper first provides an overview of the adjustment made in higher education in Japan, followed by a report of the experiences of a small private university. In addition, analysis and a recommendation in favor of online education are also discussed. Reflection and suggestion for the online education are presented.

Overview of Universities' Responses to the COVID-19 Pandemic in Japan

On February 17, 2020, the Japanese government ordered the closure of all public primary and secondary schools. It later declared a state of emergency on April 7, requiring almost all schools to remain closed, and students had to move into home-based learning. Some schools held online classes while others provided take-home assignments. After the government lifted the state of emergency on May 25, schools resumed physical classes.

Notably, universities in Japan were excluded from the abovementioned process. In Japan, all universities are under the jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which has overall control, and the power to impose various restrictive regulations. However, the pandemic forced the MEXT to modify the traditional arrangement and regulations. Under these circumstances, the MEXT allowed the universities to decide the timelines and mode for instructions while it relaxed regulations on online and other forms of remote learning.

In Japan, school years usually start in April. However, for the 2020 fiscal year, around 90% of universities delayed the start of their academic terms and implemented various forms of distance learning. According to the MEXT, 90% of universities opted for only distance learning, 7% used a combination of distance and face-to-face learning, and 3% returned to purely face-to-face learning in May. When the state of emergency was lifted by July, 24% continued to conduct only distance learning, 60 % used a combination of both, and 16% resumed regular classes. According to another survey by MEXT in August, approximately 56% planned to have more than 50% face-to-face classes while the rest (377 universities) planned to have less than 50% face-to-face classes in fall semester. The MEXT checked on these 377 universities' status in October. It was found that 49.6% (187 universities) continued holding less than 50% face-to-face classes. Although the MEXT has been encouraging individual universities to hold over 50% face-to-face classes, these universities justified their respective instruction management decisions, claiming that this is accordance with the students' preference.

The Case of Health Science University (HSU)

HSU is a small private university located in Yamanashi. It has majors in health science and nursing, providing education for future physical therapists, occupational therapists, social workers, and nurses. It has a total of around 1,200 students.

During the spring and fall

semester of 2020, HSU implemented three modes of instruction, namely home assignments, online classes, and face-to-face classes, which was a departure from their usual practice of face-to-face classes.

The university had three school days at the very beginning of April in 2020 during which the following activities were held: an orientation for first-year students, course guidance for individual majors and grade levels, PC setup support, technical training for distance learning, sale of textbooks, and instructions for online registrations. Home assignment learning was implemented for April and May. Every week, instructors sent a guidance for the lesson, overview, goals, the content explanation, and assignment. The students were then asked to go through these documents and complete the assignments within a week, after which the instructors provided feedback. After the state of emergency was lifted, HSU began providing interactive online classes by means of the Teams software, while face-to-face instruction was resumed in some classes with caution to minimize the spread of COVID-19. This setup continued to the fall semester although face-to-face instruction was increased in certain subject areas wherein practical training is

necessary, seminars for upper grades, and national examination preparations.

Online English Instruction

Given the large number of students and the limited availability of classrooms, English instruction has been conducted entirely online. Due to this change from the traditional face-to-face instruction, the syllabus needed to be modified; however, the objectives, content, and grading system basically remained the same. Notably, each session placed an importance on feedback to achieve interactive nature of instructions. At the beginning of each online session, the learning objectives, content, and evaluation system are explained in detail. At the same time, updated information on the students' individual scores were regularly provided so that students could keep track of their progress. It should be noted that the lessons were always recorded, which allowed students to review them. This also enabled the instructor to review the materials and strategies as well as the students' reactions.

The Routine of the Instruction

1. Provide assignments before the session: Assignments include completing vocabulary sheets and answering pre-reading questions.

Students are free to ask any questions regarding the assignment before or during class.
2. Conduct the lessons: The following points are emphasized to ensure interaction:
   - Frequent use of PowerPoint presentations.
   - Distribution of handouts (i.e., supplemental materials, which include vocabulary sheets and exercises, preparation for quizzes, and study sheets for final exams).
   - Implement in-class quizzes for each unit and provide quiz feedback.
   - Carry out pair and group work activities. Organizing various group or pair activities for discussion, developing material (e.g., writing or reading questions), and role-play practice are encouraged.
   - Enhance interaction with the instructor through Q & A sessions, chat, or mail. Enough time must be allocated to address the students' questions and commenting.
3. Assign homework: Students review the content or submit review questions by the following sessions.

Survey

Students' surveys were conducted at the end of the spring and fall semester to

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determine their overall experience and perceptions of online English instruction. A survey questionnaire was prepared and sent to students using Microsoft Forms. It consisted of 54 questions, which included 2 for background information, 51 multiple choice, 5 Likert scale, and 2 open-ended (like/dislike) questions. The sample comprised 94 first-year students and 78 second-year students, and 101 first-year students and 77 second-year students for the spring and fall survey, respectively. The survey data were entered in SPSS for descriptive and correlational analysis.

Main findings
The main findings are as follows:

1. Majority of the students were satisfied with the online English lessons: The fall survey found that over 70% of first-year students and 34% of second-year students seemed satisfied with the classes, while 13% of first-year and 19% of second-year students were not satisfied. Notably, the number of first-year students who were satisfied with the classes increased from spring to fall.

2. Level of understanding: The

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fall survey indicated that over 77% of first-year students and 48% of second-year students found the lessons easy to understand while 5% of first-year and 15% of second-year students claimed to have difficulty in understanding them. The number students who claimed to understand the lessons significantly increased from spring to fall.

3. Approximately one-third of students did not wish to return to face-to-face instruction.
4. The students' commitment to self-study hours increased and their attitudes toward self-study also improved.
5. Some students experienced technical difficulties as well as health problems (e.g., tired eyes and backaches), which are correlated with their satisfaction level. A moderate negative correlation was also found between satisfaction and problems related to the IT and health related problems. Students with higher satisfaction had less health problems and frustrations with their IT environment.
6. Students frequently used recording, screen shot, and chat functions.
7. One-third of students never or rarely took down notes during class hours.
8. Students perceived the chat function, handouts, PowerPoint presentations (i.e., provided written materials) as useful.
9. Majority of the students expressed a preference for group or pair work activities.

Suggestions for online classes
The following are proposed recommendation for online classes:

- Train instructors: Skills and knowledge related to online instruction, including software applications, are indispensable, and instructors should constantly remain updated regarding the latest software.
- Pay attention to students' reactions and their needs: Monitoring students' reactions, responding to their questions and concerns, and providing effective and timely feedback are all important. It is also necessary to be sensitive to students' needs. Addressing their difficulties when dealing with online instructions could help reduce their anxiety and stress.
- Nurture students' sense of participation: Classes should be designed to help students become active learners.

Presently, there are no signs of mitigating this pandemic; therefore, it is critical to make efforts to make the best of the current situation. Many higher education institutions are now providing on-demand online classes in which students can view pre-recorded as well as real-time (synchronous) learning. To avoid students from becoming passive learners, the latter is highly recommended, especially for mixed-level class or students with lower proficiency levels or motivation for learning.

It would be an honor for me if this study proved helpful to instructors who are struggling to adjust to the "new normal" during and after COVID-19.

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Up Coming Events:

March 23-26, 2021: **International TESOL Convention & Language Expo**: **Houston, TX Theme**: **Come Inspired**. **Emerge Empowered**

May, 2021: **Language Experience**