

The
Word

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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 Hawai'i. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (You do not have to be a member of HITESOL to submit an article).

Format & Style

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

Submission Deadlines

You can send an article 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 kawai793@aol.com

Note: All images are from the author or from Upsplash.com.

Hawai`i TESOL Officers

Elected Positions

President	Anthony Silva; silvaa@hawaii.edu
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Treasurer	Brent Green; brent.green@byuh.edu
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Appointed Positions

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*News from
Hawai`i*

Escape Pandemica

By J. Perry Christensen

Hawai`i TESOL's annual Fall Social event was held Thursday, October 7, 2021 from 5:30 to 6:30 pm under the direction of Monica Vidal, HITESOL Program Chair. The theme was 'Escape Pandemica.' And for the few moments we shared together, we undoubtedly did.

Since the COVID-19 pandemic continues and the Governor won't allow gatherings of more than 10 people indoors, we opted to be safe and legal and hold our assembly online via Zoom. We started off with about 30 participants which varied throughout the night, with 20 making it to the ending raffle.

After we gathered in the same virtual room, Monica welcomed folks and then turned it over to Brent Green, HITESOL Treasurer, to begin with the icebreakers. The first activity was a "Dance Break" warm-up where folks danced the macarena (cameras optional). I wasn't sure how Dance Break was going to work on Zoom. However, when Brent shared a song over Zoom, everyone danced in their chairs in front of their cameras. Some were waving their arms in cool syncopated motions for all to see. Not to be out done by their physical agility, I started *air*-playing my Cook Is. ukulele. I was totally rockin' it when the 30 second snippet of the song ended. It was totally fun for the uninhibited.

Next Brent made it so we could select an icebreaker held in any of six breakout rooms and then after a few minutes we were able to select a new room. I joined the Round Robin Questions room. There someone picked a question from a list, such as "What is the most interesting place you have ever visited?" At that point, everyone in the room answered and discussed the question. In a few moments, it was off to another room for a different ice breaker.

After the ice breaker activities, the main part of the evening was held in three concurrent virtual breakout rooms, each with a 10-minute limit before exiting and going to the next breakout room. Since I was still warmed up from dancing, I entered the Karaoke room, moderated by

Samantha Hume, HITESOL Vice President. Sam showed us how to select YouTube songs with the words written on them or by turning on closed captioning – CC. Since there is an audio lag in Zoom, most muted their microphones to sing along. It was a riot listening to the song and the person who chose it sing along with the video while my mic was muted. Well it should have been, knowing the way I sing.

[What is red, hard, and bad for your teeth?]
The second room I visited was led by Kelly Kennedy. She demonstrated using Padlet with a humorous theme. Kelly basically created an online bulletin board where people could post their funniest jokes. Check it out at <https://padlet.com/mcclanah/hitesol>. [Answer: a brick] Whaaa ha! ha! ha! So funny.

Finally, I was off to the Trivia room where Shawn Ford, HITESOL Social-Political Action Chair, used Kahoot! to ask all kinds of trivia questions about Hawai`i TESOL. Though I tried my hardest, somebody else took first place. Can we blame it on my slow connection? and that I am way out on the North Shore? and Internet traffic flows at a relaxed pace out here? I think so. I'm sure if I lived in Honolulu, I would have won.

The evening wrapped up with everyone back together in the same virtual room. Hawai`i TESOL President Tony Silva thanked everyone for coming and told us about moving our website to HawaiiTESOL.org and our upcoming events for this academic year. Then Monica spun a virtual wheel with all our names on it as a way to select the six winners of a \$25 gift card to Foodland.

Overall, it was enjoyable to be together with my Hawai`i TESOL friends, to make new acquaintances, and to gain a few ideas to use in my teaching. Hawai`i TESOL's annual Fall Social definitely lived up to its name 'Escape Pandemica'.

About the Author: J. Perry Christensen is faculty at BYU-Hawai`i and the Historian for Hawai`i TESOL.

Defining “Practice” for Our Profession

By Reed Riggs and
Diane Neubauer

Assuming definitions of words used by fellow language teachers can often lead to assumptions about what others are doing in their classrooms. This article presents a narrative about how its two authors, Reed and Diane, discussed possible meanings of one word, “practice.” Exploring definitions led us to reflect on what we want our students to do.

One morning in November last year, Reed was beginning an hour-long drive toward his Chinese language class at BYU-H in Laie, when he discovered his car had a flat tire. Reed predicted he would be 30 minutes late, so he sent off this email to one of his students: *I discovered a flat tire when I started driving this morning, so I’m going to be late to class today. Can you help me by writing on the board at the start of class: “Practice talking about class schedules. (Ruì Laoshi will be late today).”* Reed entered his classroom 30 minutes late. To his delight, his message had been written on the board, and the students were using the language with lively participation. After class, Reed texted a message to Diane about the awesome power of classroom routines. Diane expressed happiness about the

students’ show of motivation and competence to run class for themselves. However, as professionals often talk about how language teaching and learning plays out in theory and practice, Diane also asked if the word “practice” best described the task left for the students to do. This prompted a long rabbit hole of discussion about possible meanings for this particular word. Diane soon after initiated a discussion on social media with our language teacher colleagues. Capturing a definition of “practice” that satisfied all of us would ultimately generate a lot of discussion around what exactly we try to do in our classrooms. In the process, many of us mentioned our micro-practices and beliefs that we attempt to routinely enact as language teachers, as well as how we use the word “practice” in our daily lives, outside of classrooms.

Diane’s contention about the word “practice” had firm roots in memories of “traditional” language teaching, where teachers repeatedly ask learners to drill through substitution lists with specific vocabulary and grammar patterns. As an early career language teacher, Diane had used such drills with

students, with scripted questions and answers that the students practiced saying in pairs. Typically missing would be connected discourse about any topic, or learner agency to choose what to talk about. Learners might appear to be “doing the talking,” but such talking was strictly controlled by the teacher and pre-planned materials down to the exact words and grammar (see also Seedhouse, 2004, 2019, regarding “form and accuracy contexts”). This personal experience was a main source for Diane’s interpretation of “practice,” and her belief that such a definition was perhaps widespread.

Reed’s response emphasized the many uses of “practice” *outside* of language classrooms, to define events more generally. Examples include swim practice, soccer practice, and martial arts practice. For each of these, “practice” usually refers to a general block of time spent on developing knowledge and skills, but not overly focused on micro-skills or discrete lists of knowledge. I mentioned that I like to cook a lot, so I get a lot of “practice in cooking.” In the process, I might notice some micro-skill such as measuring

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ingredients more precisely, but preparing food for the purpose of enjoying eating *incidentally* results in an increase of knowledge and skills. Reed added that his students routinely talk about pressure to maintain high grades, to keep their scholarships and remain in school. Using the word “practice” about instructional activities can help college students feel more assured that class time is focused toward our graded, unit-end performance-based tasks.

On the social media responses from language teachers, we saw a wide variety of perspectives. Some teachers kept to notions of “practice” as in “practice these words” or “practice this grammar,” as we described above. Others mentioned areas of their lives outside of language teaching, such as in performing arts. Most of the respondents described why they would avoid the word “practice” in reference to their classroom, clarifying beliefs about needing language to be

used with context and purpose, as well as need for learner agency and engagement. Diane appreciated the idea of **incidental practice**: that any task worth undertaking can help develop knowledge and skills that come together to accomplish that task.

Talking about the meanings of professional terms with colleagues allows us to put a spotlight on, and take inventory of, the beliefs and practices around the work we

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do. In fact, the kinds of professional discussions that resulted in this article are an illustration of situated learning, in which learners engage in a community of practice with others (Lave & Wenger, 1991). It is noteworthy that Lave and Wenger chose the term *community of practice* for their construct, highlighting that perhaps all learning is moving from less to more practiced abilities and knowledge through experiences in community with others. What we do in classrooms as a community of teacher and students, ideally, is also “practice” in use of the language in that way.

Returning to our “down the rabbit hole” reference from Lewis Carroll’s *Through the Looking Glass*, we think a particular quote related well here. When Alice meets with Humpty Dumpty, she asks about a word he is using in odd ways: “That’s a great deal to make one word mean,” Alice said in a thoughtful tone. “When I make a word do a lot of work like that,” said Humpty Dumpty, “I always pay it extra.” Continuing with this metaphor, *human boss with words as workers*, we agree that “practice” deserves overtime pay.

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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 in 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:

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Diane Neubauer teaches Chinese language online part-time while completing her PhD in Foreign Language & ESL Education at the University of Iowa. She has taught Chinese language for 15 years, with experience in K-12 schools and adult courses, and frequently presents at conferences on a variety of language teaching topics and trains teachers of many languages. Her dissertation focuses on how teachers and students use the target language to develop topics using the target language in online and hybrid, K-12 contexts. She blogs and shares videos for language teachers and learners. Email: diane-neubauer@uiowa.edu or questyn@hotmail.com

Grammatical Literacy for Language Learners and Instructors

By **Gonzalo Isidro Bruno**

When someone learns or teaches a language in a classroom setting, thinking about grammatical concepts comes to mind almost immediately. For learners, these thoughts could result from deliberate mental processes or not (Imai & Saalback, 2010; Lucy, 2016). For instructors, these thoughts are opportunities to raise linguistic awareness. Having the ability to verbalize such conceptualizations or gaining the ability to verbalize them can help learners to grasp how languages work. Being grammatically informed, that is literate is a distinctive plus.

Many educators already talk about computer literacy, digital literacy, political literacy, health & financial literacy, mathematical or numerical literacy, media literacy, critical literacy, cultural literacy, information literacy, visual literacy, data literacy, foundational literacy, civic & ethic literacy, news literacy, information literacy, coding & computational literacy. With the same ease, we can talk about grammatical literacy (GL) without too much complication. In the previous list of literacies, literacy stands for the essential

knowledge that assists individuals to accomplish a successful outcome or reach an objective. Thus, GL is an easier term to grasp and to convey its importance to willing and reluctant learners and to future or new language instructors.

GL can be described as a basic set of key grammatical concepts or conceptualizations available to language learners at the (meta) cognitive level. GL can be of paramount assistance with first, second, or multiple learning processes because it may allow learners to understand how language works, how language learning curricula may be organized, and how instructors explain form-oriented exercises. Having a linguistic awareness is the first step in developing GL, which in turn facilitates cognitive processes associated with language learning (Jancewicz, 2020; Lasagabaster, 2001; Leitz & Hoffman, 2000).

In the case of first language learners, there are observable early stages of linguistic-mental connections, such as, naming or describing objects, places, people, giving commands, making requests, narrating actions, or expressing emotions, wishes,

or wants that involve using one's mother tongue mental constructs (Bohnmeyer, 2010; Lucy, 2016). At these stages, children do not need to learn how to describe the way their language works to use it effectively. Eventually, monolingual individuals with different degrees of schooling might possess some explicit knowledge of grammatical categories, systems, and fundamentals that they can use in their primary education. An increased declarative and procedural grammatical knowledge can positively affect incipient writing and reading skills according to the English National Literacy Strategy Department for Education and Employment.

"All pupils have extensive grammatical knowledge. Much of this is implicit, but they are able to generalize and improvise from this knowledge. Teaching which focuses on grammar helps to make this knowledge explicit, extend children's range and develop more confident and versatile language use" (Department for Education and Employment, 2000, 7).

If you were to teach your language to someone else, you would probably take a

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step back to consider where and how to start. You might choose not to start by describing the nuts and bolts of how your language works. At least, not initially. After getting past some survival phrases, you might choose to provide short vocabulary lists or work on some simple pronunciation drills. You might ask your learner the reasons for learning their new language and based on that create dialogues, sentences, phrase lists, or other practical ways to meet your learners' goals. At some point, before, during, or after your language instructional

sessions, you might decide to unveil those “nuts and bolts” by using grammatical terms, categories, systems, or concepts to assist your learner to handle the new language.

The act of naming, or rather sharing the names of the parts of the language, as well as categorizing, have the potential to empower novice second language learners. Positive cross-linguistic L1 to L2 influence has been consistently documented (Alonso Alonso, 2016; Lasaagabaster, 2001; Ringbom & Jarvis, 2009). However, it might not be a surprise that many of these novice learners (and others not

so much) do not know or understand these conceptualizations and how they operate. These learners in many cases may not be grammatically literate.

Particularly in the US, the teaching of grammar has been moved second place to the teaching of literature and academic or creative writing due to decisions made by many institutional secondary education curricula (Clifton, 2019; Leitz & Hoffman, 2000). What this means is that learners, and on many occasions, future or new language teachers, have

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incomplete knowledge of the structure of languages (even their own) and how they operate (Odhoo, 2014). This is troublesome because new instructors may go to classrooms without really knowing how to develop grammatical literacy or find that their students are not grammatically literate either. Many learners might not know the difference between the terms “adverb” and “adjective” although they might still have no problems using adverbs and adjectives in their own language. Of course, this begs the question of whether learners really need to know the terms at all.

How much grammatical knowledge is needed to learn a new language depends on several variables, such as how important accuracy is for the student's learning goals, how fast the learner needs to accomplish his or her goals, how much previous linguistic awareness or knowledge the learner has, and so on. In most cases, having basic grammatical literacy at hand facilitates and expedites the learning process because it allows students to understand when their instructors teach grammar deductively or inductively. We can then equate being grammatically literate with knowing the instructional metalanguage that is used in language and literacy education. Many textbooks, even those written with communicative or task-

based orientation may use verbal forms, tense, or clause descriptions.

Leitz and Hoffman's *Grammatical Literacy A Guide for Teachers* (2000) was written under the premise that L1 English teachers need to have a fundamental knowledge of the structure of the language, specifically syntax so that they can prepare lessons that aim at literacy.

Our aim for the grammar component of this course is to teach the metalanguage of grammar and enable our students to both perceive and use it as a means to explore the terrain of real text. We emphasize the fact that “correctness” in writing is a side issue in this study, letting students build a set of copyediting symbols as they see grammatical issues bleeding over into compositions issues (Leitz & Hoffman, 2000, p. xx).

From this perspective, all pedagogical interventions that aim to turn the learners' attention to linguistic form (from vocabulary, grammar, pronunciation, pragmatics, semantics, etc. to reading and writing) are part of GL instruction.

GL is not a new idea or proposition, but it is not always been called that. Being grammatically literate implies a series of characteristics or capacities of language learners that have been studied and discussed under various other names: grammatical

awareness, metalinguistic awareness, language awareness, knowledge about language, focus-on-form/focus-on-forms, or (meta)cognitive awareness. Language learners do not need a crash course on issues of applied linguistics, cognitive science, or second language acquisition studies to learn a language. Nonetheless, I propose using GL to equip learners with the understanding of a frequently used metalanguage that has been assumed it is already known, and as a way to narrow down a goal for both language learners and instructors. In a way, GL could be a “household” name for instructed language learning curricula and materials. Giving learners the goal of becoming grammatically literate highly increases their chances to participate in goal setting, task designing, and progress assessment. GL has better chances to be understood by novice and experienced language learners than only using “grammar” not because they are conflicting areas, but because grammar is a much broader term that tends to focus on an encyclopedic knowledge of how languages operate or focuses on specific aspects of language form and structures.

As the students make progress in their educational systems, a more ambitious goal is extended to the development of academic literacy (Wingate, 2015).

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Wingate states that a “first misconception is that of academic literacy being equal to linguistic competence (p. 10),” thereby leading to grammar-oriented writing remedial courses that have no impact on the learners’ ability to use language in academic contexts. GL and academic literacy are two sides of an educational spectrum, so to speak.

GL is not necessarily a new teaching approach or perspective in itself since most language learners and teachers would think of it as part of “teaching grammar.” However, being grammatically literate can be a very desirable quality that indicates that someone has linguistic awareness, possesses declarative and procedural knowledge of languages, and can or may access crosslinguistic interaction between the language(s) she or he knows or intends to learn (Marx & Hufeisen, 2004). Furthermore, GL can assist with the development of other literacies, such as academic literacy, computer programming literacy, and even media literacy.

To conclude, GL is for the most part an unrecognized language learning goal that should be intentionally integrated as a key facilitator for new or additional language learners. To reach this goal, the learners and instructors can make use of first, second,

third or multiple language resources they might already have. Instructional and curriculum designers, as well as materials developers, should allocate the necessary time for instructors and learners to work on during instructional sessions.

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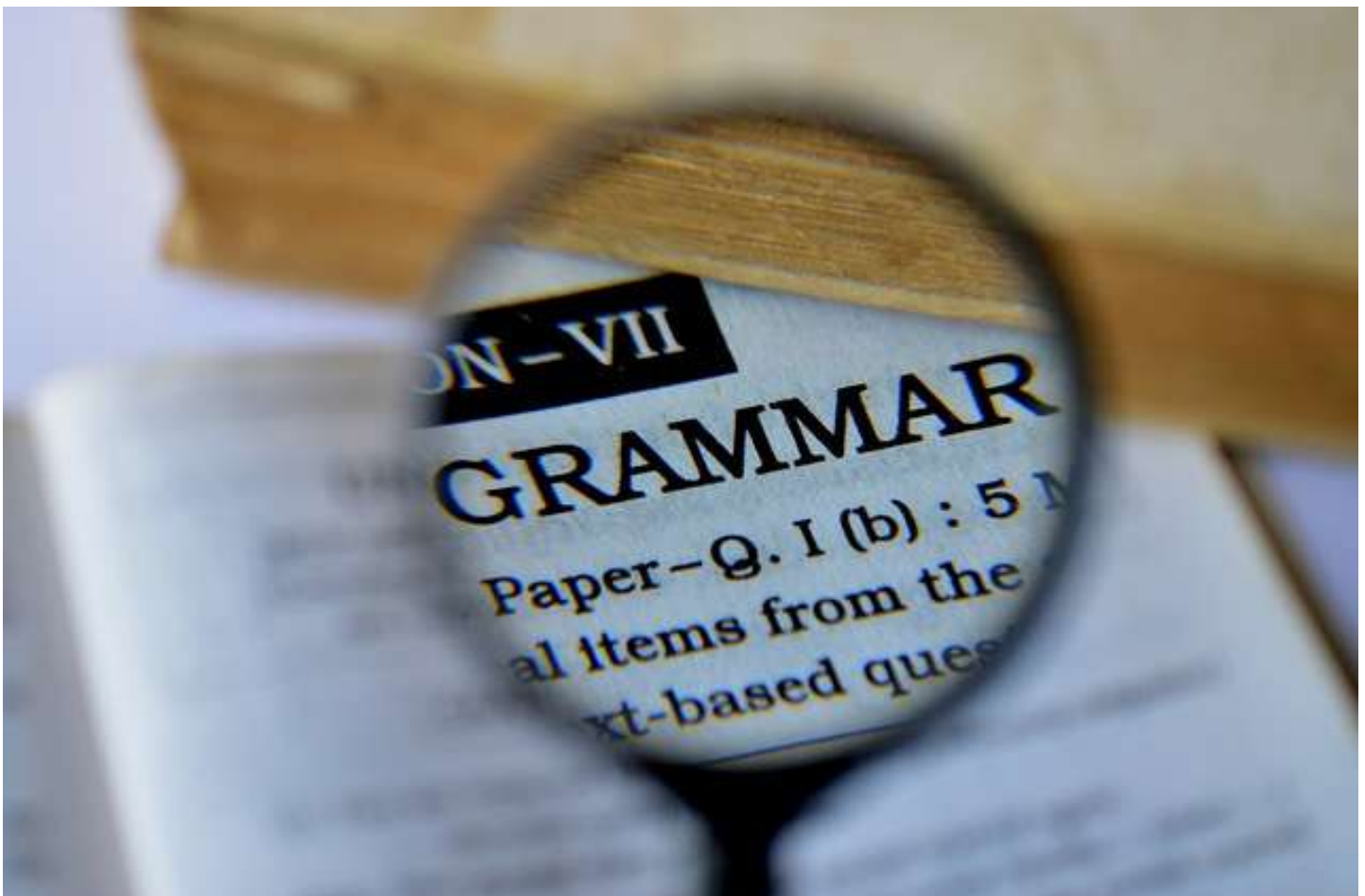
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About the Author: Gonzalo Isidro Bruno has published in the field of trilingual education with a special focus on metacognitive reading strategies. He has a doctorate in foreign/second language education from Indiana University. He is currently an instructor and International Programs Coordinator at the University of Hawai`i Outreach College.



Ukrainian Connections



TESOL Ukraine Spotlight

By Sally La Luzerne-Oi



About the Author: Sally La Luzerne-Oi is a liaison for Hawai'i TESOL / TESOL Ukraine.

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

- Since last fall, TESOL Ukraine in collaboration with Educational Centre "Interclass," offered a course for its members by Oleksiy Bondar, an experienced teacher and teacher trainer.

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TESOL Ukraine Spotlight

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- The course consisted of eleven videos on a variety of language teaching topics.
- On October 7, 2021 with the support of Taras Shevchenko Kyiv National University and the All-Ukrainian Association of English teachers "TESOL-Ukraine" an 8-week online course Basics of EMI (English as a Medium of Instruction) for professors who teach or plan to teach specialist disciplines in English started.
 - On November 19, 2021 the III National

TESOL-Ukraine Research Academy Discourse Strategies of Linguistics in the 21st Century-- Terminology of Modern Research in Linguistics, devoted to the 90th anniversary of Professor K.Ya. Kus'ko Lviv was held.

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.

TESOL Ukraine Member Profile

In this issue, we meet long time TESOL Ukraine member and current oblast (regional) leader, Olena Semikina. Although Olena is now pursuing freelance teaching, she tells us about the university where she taught for many years and the interesting educational reform initiatives this institution is involved in. Olena also shares with us what has helped her get through the pandemic and quarantine.

Olena Semikina



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TESOL Ukraine Spotlight

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Name: Olena Semikina

Institution: I worked for more than 20 years at Melitopol State Pedagogical University. At the moment, I am a self-employed teacher although I haven't lost contact with the institution and participate in some of the events there.

Please tell us about Melitopol State Pedagogical University.

The University enrolls about 1500 students. The main aim of the university now is supporting the National Educational System Reform. For this reason, it takes part in a number of international, national and local programs. Among them are:

- the city project “Intercultural conscience, education and intercultural communication”
- a joint project of the British Council Ukraine and the Ministry of Education and Science of Ukraine “New Generation School Teacher”. The university was piloting and implementing the experimental program for the preparation of English teachers.

Two recent years (2019-2020) were devoted to participation in

- Higher Education Teaching Excellence Program, initiated by the British Council Ukraine in partnership with the Institute of Higher Education of NAPS (National Academy of Pedagogical Sciences) of Ukraine; Advance HE (the UK), supported by the Ministry of Education and Science of Ukraine and the National Agency for Quality in Higher Education.

Recent activities and programs are inspired by the crucial changes and challenges the modern world faces. Among them is participation in these projects:

- “Learn to Discern: Information and Media Literacy” of International Research with the support of the US Embassy and the UK Embassy in Ukraine, in partnership with the Ministry of Education and Science of Ukraine and the Academy of Ukrainian Media;
- Creation of The Hub of Information and Media Literate Citizens,
- Erasmus+ Program “Rebuilding the

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Melitopol Main Square

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Melitopol State Pedagogical University

Potential of EU Studies in the Conflict-affected Areas of Ukraine,”

- the course “Information Literacy for School Education.”

What was your position at this institution?

I worked at the Philological Faculty which provides education in Methods of Teaching Germanic Languages, Germanic Languages Philology, Ukrainian Language, Ukrainian and Foreign Literature. I used to teach English and Methods of Teaching there and haven't quit doing that as a freelancer.

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

Melitopol has a population of about 150,000 people. It is in the southeast of Ukraine. Melitopol used to be a small provincial town, but the situation has changed recently. Now it is quickly developing. It is nice, cozy, and convenient for living. The city has facilities for lifelong learning. It provides a lot of courses and activities for people of different ages. It has a 3rd age university.

What are your professional interests?

They are in the area of modern approaches to education. Modern Ukraine has inherited the old Soviet educational system which was mostly

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TESOL Ukraine Spotlight

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teacher-oriented, based on learning a lot of facts and, consequently, lacked critical thinking development.

Now the situation has changed dramatically: we have a new generation of students, parents and teachers who demand an exciting and engaging learning process, and there are a lot of possibilities to meet their needs.

So I learn whenever and wherever I can how to make my lessons exciting and productive. Gamification and IT technologies are my priorities. I am into *Kahoot!*, *Quizlet*, *Baamboozle*, *Quizizz*. Among Google resources my favorite are *Pear Deck* and *Jamboard*. Now I am learning the features of *Gimkit*. My students adore *Fishtopia*. Step by step, I came to an understanding that on-line technologies make the educational process clearer, brighter, more fascinating, effective and even more democratic. For this reason, I'm really into IT technologies in education.

What are your personal interests?

Quarantining influenced my way of life. It pushed me to online activities. I am fascinated with distance dancing and work out programs and started watching theatre shows and listening to books. Unexpectedly I loved recording lip syncs. All these activities make my life brighter, safer and more convenient

How long have you been a member of TESOL Ukraine?

Formation of my new personal approach to teaching started with joining TESOL-Ukraine in 1992. The presentations given were overwhelming in terms of new educational approaches. I started with being just an attendee at conferences and workshops. But after collecting experiences, I became a more active member of the organization: made presentations, took part in organizing local universities' conferences and students' conferences. I attended seasonal schools, offline and online, organized by TESOL-Ukraine. In summer 2020 I took part in a TESOL International Convention and was happy with the

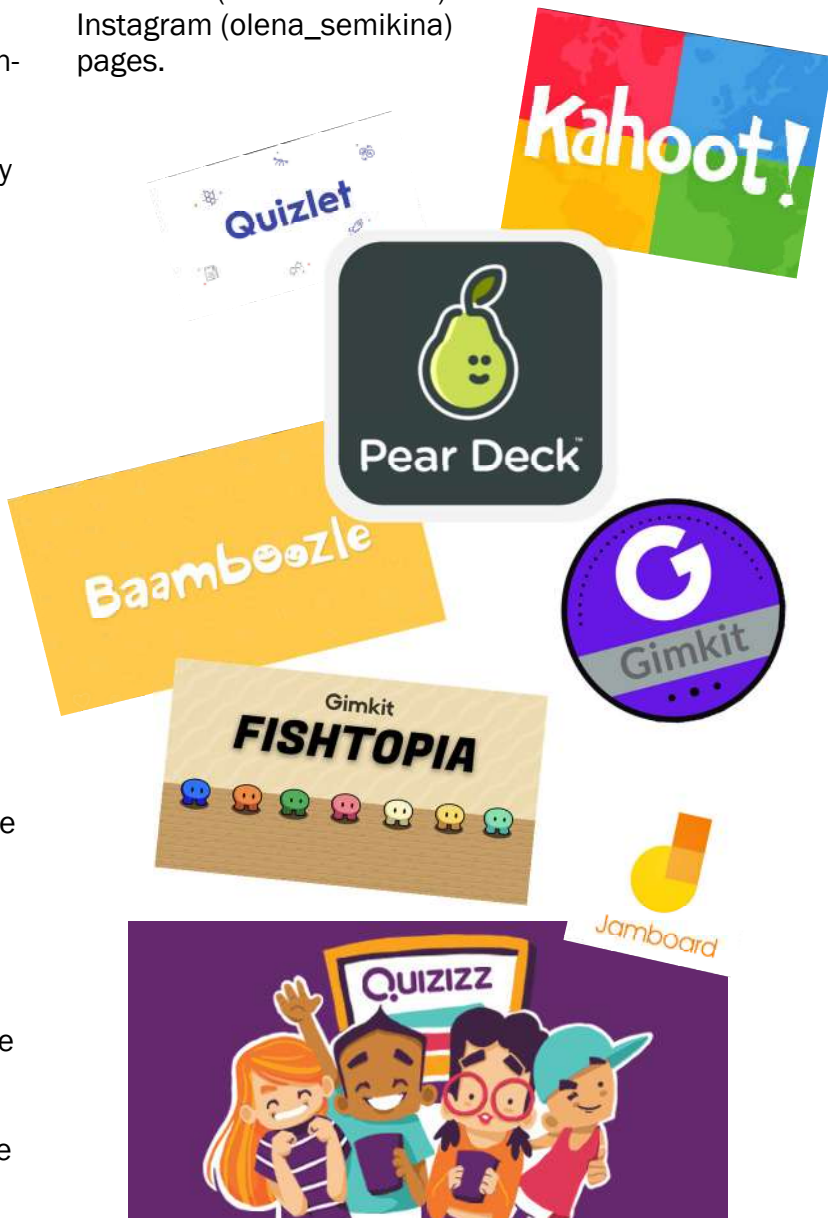
chance to listen to colleagues from different countries and even communicate with them.

Several times I was elected as a regional (oblast) leader, and now I am the Zaporizhia oblast leader.

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

You can find information about Melitopol State Pedagogical University on its site. Unfortunately, it is mostly in Ukrainian <https://mdpu.org.ua/en/university/>

You can get to know me better at my Facebook (Olena Semikina) or Instagram (olena_semikina) pages.



News from Abroad



English Language Teaching in Egypt

By Samir Omara

In Egypt, English is used and taught as a foreign language. Since 2018, Egypt has moved from Education 1.0 to Education 2.0. The move implies different changes of teaching, learning, curricula, assessment, professional development, supervision and educational leadership. According to Gerstein (2014), Education 2.0 focuses on “communicating, contributing and collaborating” (p. 87). Life skills and citizenship education (LSCE) have been embedded into multi-disciplinary learning and content and language integrated learning (CLIL). Life skills help learners learn to know, work, live and be. Teachers act as facilitators, guides, coaches, and inquirers. Besides summative assessment, they use diagnostic and formative assessment. Supervision has become developmental; supervisors help teachers develop throughout their career. Educational leadership has become transformational; educational leaders help and empower individuals and teams to develop and succeed. In public schools, K-12 students study English language national curricula. In public language schools, K-12 students study English language national curricula and extra curricula. In technical

schools, students study English for specific purposes national curricula.

To develop life-long learners and move from knowledge-focus to skills-based practice, life skills and citizenship education (LSCE) have been embedded into multi-disciplinary learning and content and language integrated learning (CLIL). These skills are divided into four dimensions: learning, employability, personal employment, and active citizenship. Creativity, critical thinking and problem-solving are skills for learning; they help students learn to know. Cooperation, negotiation, decision-making and productivity are skills for employability; they help students learn to work. Self-management, accountability, resilience, and communication are skills for personal empowerment; they help students learn to be. Respect to diversity, empathy and participation are skills for active citizenship; they help students learn to live together. There are different techniques to teach life skills: brainstorming, pair and group work, storytelling, role-plays, games, demonstrations, debates, simulations, case studies and projects.

Teachers use brainstorming

to help students express their ideas. They use pair and group work to get students engaged in different communicative activities. They use storytelling to help students be engaged in narrative activities. They use role-plays to help students be engaged in real-life like situations. They use different games to engage students in fun individual, pair or group activities. They use demonstrations to help students share their learning. They use debates to help students discuss different ideas. They use simulations to develop real-world like scenarios. They use case studies to help students solve problems. They use projects to help students to link areas of knowledge and skills. To help develop teaching, there is a move from lecturing to facilitation. Teachers are facilitators, guides, coaches and inquirers. They help students to learn by themselves. They help students go throughout learning processes. They help students practice and develop skills. They help develop questioning skills. To develop project-based learning (PBL) and flipped learning, they raise deep questions to develop higher order thinking skills (HOTS).

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English Language Teaching in Egypt

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To move from knowledge to skills, multi-disciplinary approach integrated into CLIL helps to continue teaching, learning and assessment differently. According to Marsh (2002), CLIL refers to "situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (p. 49). It is practiced through content of different disciplines such as science, music, art, math, and social studies. It is integrated into multi-disciplinary approach. It is not a language class; it is a subject class; students learn about a subject matter and they learn a new language as well. Holmes (2005) thinks that CLIL "places both language and the non-language content on a continuum without implying preference or dominance of one over the other" (p. 83). CLIL is based on three principles; language is learned in context, language is learned naturally, and language is innately tied to motivation. It has a framework of 4Cs: content, communication, cognition, and culture. To action the 4Cs, teachers analyze content for the language of learning, add to content language for learning and apply to content language through learning. Repetition, gestures, visual aids, props, show and tell, task-based and

communicative activities are some CLIL teaching techniques.

To develop CLIL lesson plans, teachers analyze content for the language of learning, add to content language for learning and apply to content language through learning. To apply to content language through learning, teachers help students use the language content to develop their cognitive and cultural skills. To assess CLIL formatively, teachers use different techniques such as portfolios, journals, checklists, rubrics, self and peer assessment, performance-based assessment. To move from knowledge to skills, there is more focus on diagnostic and formative assessment. Diagnostic assessment helps teachers define students' strengths and weaknesses before teaching and learning by using pre-tests, prompts, surveys, journals and presentations. Formative assessment is an in-process form of assessment conducted throughout teaching and learning by using quizzes, storytelling, show and tell, presentations, rubrics, questioning, observations, exit tickets and projects. Summative assessment is a final form of assessment conducted at the end of a course by using exams, projects, and portfolios.

There is a shift from teacher training to teacher

development. Professional learning communities (PLCs) help teachers continue their professional development. To build effective PLCs, teachers get involved in professional debates and discussions, so they share, reflect on, and develop teaching strengths, challenges, and solutions. There is a shift from authoritative to developmental supervision. Novice teachers are keen on self-survival, so they need the directive supervision through modeling, directing, and measuring. Experienced teachers are keen on learning improvement, so they need the collaborative supervision through presenting, interacting, and contacting. Expert teachers are keen on improving others, so they need the non-directive supervision through listening, clarifying, and encouraging. To develop educational leadership, there is a shift from transactional to transformational leadership. Northouse (2016) thinks that transformational leadership is "the ability to get people want to change, improve and be led" (p. 161). Transformational educational leaders share and demonstrate core values and trust, motivate teachers by conveying confidence, consider their feelings and needs and allow them to try, learn and grow. They develop shared vision, gain credence, share power and experience success. They share power when they

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English Language Teaching in Egypt

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delegate the most accountable persons. They experience success when they recognize and celebrate strengths and successes. they help both individuals and teams to develop and succeed.

To conclude, the move from Education 1.0 to Education 2.0 helps to develop English language teaching and learning in Egypt. Education 2.0 changes help to develop life-long learners and teachers as facilitators. They help develop CLIL multi-disciplinary curricula, formative assessment, continuing professional development, developmental supervision and transformational leadership. They help change students into life-long learners and teachers into facilitators and schools into stimulating learning

environment and professional learning communities.

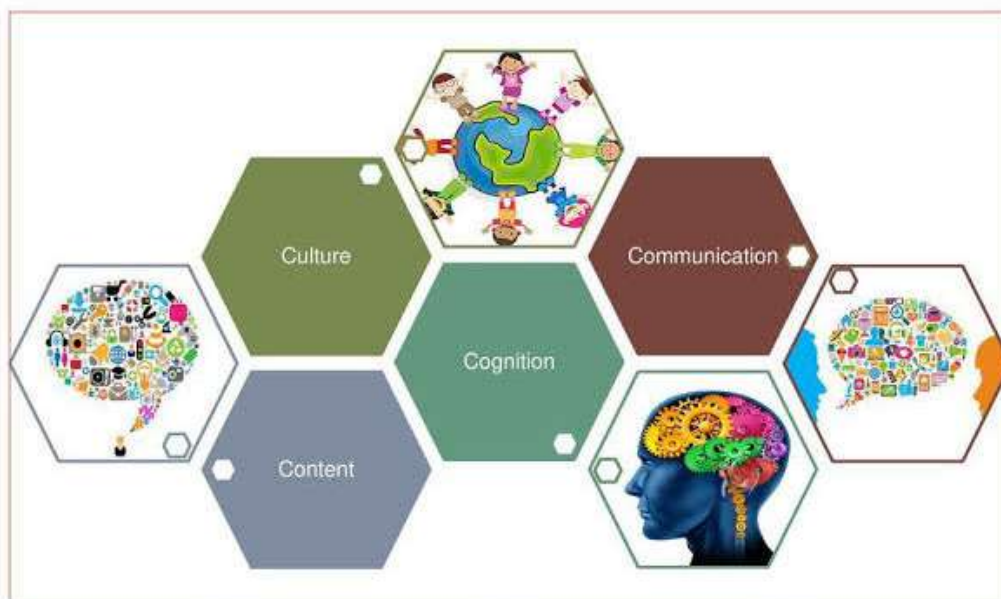
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The 4C's of CLIL



Use of Case Studies in ESP

By Minako Inoue

English for Specific Purpose (ESP) is an approach used for teaching English oriented for specific purposes in specific fields. ESP is designed to help learners master vocabularies, expressions, and other communication relevant to specific fields so that they can function well in those fields. It is a popular practice in many universities in Japan to implement such ESP programs. However, one of the difficulties encountered in doing this is finding appropriate ESP textbooks. There are a number of commercial textbooks available for ESP in some fields including medicine, pharmacy, nursing, business, IT, science, and tourism. However, there are few textbooks, on Rehabilitation major subjects, such as, physical therapy, occupational therapy, speech therapy. Moreover, many ESP textbooks tend to target students having an intermediate to high proficiency level in English. To counter this problem, our university released an ESP textbook designed with the collaboration of English teachers and other experts in the field, for Physical Therapy (PT) major students. The content is aligned to match our students' language proficiency and their prior knowledge of the subject. This ESP textbook has been used for over ten years and is revised annually to keep the contents relevant and updated.

The overview of the textbook is described below:

The contents of the ESP textbook for PT major

- Unit 1 Regenerative Medicine & Rehabilitation
- Unit 2 Brain & its Functions
- Unit 3 International Classification of Functioning (ICF), Disability & Health
- Unit 4 Stroke
- Unit 5 Osteoarthritis
- Unit 6 Parkinson's disease
- Unit 7 Spinal Cord Injury
- Unit 8 Diabetes

Unit 9 Lower Back Pain

In addition to the above units, **case studies** are introduced in the class.

Format of each lesson

Every textbook lesson is described in the unified format (1 and 2) and similar format (3 to 7) as follows.

1. Study Goals: Each lesson indicates study goals in terms of content, grammar, terms/expressions, skills, and activities.
2. Key terms: Vocabulary lists are in the form of a quiz where students are required to match English words with their Japanese equivalents.
3. Pre-reading activity, reading, and reading comprehension questions
4. Listening - listening to the reading materials
5. Grammar
6. Terminology (prefix, root, suffix for medical term)
7. Expressions related to physical therapy (such as body position, action, and giving instructions.)

The rest of this report describes the process of preparing the study material for these case studies.

The following points should be considered while preparing case study materials:

- Study material should be specific to students' major subject, their knowledge of the subject, and their level of proficiency in English.
- Materials should be concrete enough so that it stimulates a professional situation of the students' major fields.
- Various types of activities should be included, which help students develop their problem-solving and creative

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Use of Case Studies in ESP

(Continued from page 24)

thinking abilities.

- Include pair work or group activities to inculcate cooperation and active learning in students.

Procedure for preparing case study material

1. Choose a case study.

Various sites can be referred to for developing the case study materials. The following websites provide cases related to sports injuries and rehabilitation.

- <https://www.weber.edu/casestudies/default.html>
- <https://www.alterg.com/clinical-information/case-studies>
- <https://www.physiosolutions.co.uk/sports-injuries.html>
- <https://www.pivotalpt.com/services/orthopedic-treatment/orthopedic-case-studies/>
- <https://www.triptigyan.com/casestudies.php>

2. Modify the study material to customize instructional goals, subject specific information, language proficiency, vocabulary, and expressions according to the target students.

Some case studies contain difficult vocabulary. The following are some suggestions to help students with vocabulary:

Example 1: Use “Ruby” (wiring Japanese meaning on top of each English words) (See figure 1.)

Example 2: Add a vocabulary list with “fill in the blanks” exercises.

calf:
qualifier: 予選
supervise: 管理・監督する
bleeding:
tissue:
stretching: ストレッチング
electrotherapy: 電気療法
wear off:
shin:
prevention:
prevent: 防ぐ、予防する
appropriate:
muscle strain:
force: 強いる、余儀なくする
federation: 連盟
swelling:
include: 含む
protection: 保護
initial: 最初の、初期の
strengthening:
commonly: 一般に、普通
therapeutic heating: 温熱療法
neoprene: ネオプレン(合成ゴム)
return to action: (競技)復帰する

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検査 確かにする 懸念 裂けること 前十字
 The testing confirmed the trainer's suspicion of a tear in the ACL (anterior cruciate
 靭帯 紹介する 整形外科の 身体検査 腫れ
 ligament). Derrick was referred to an orthopedic doctor. Physical exam showed swelling
 関節血症
 in the knee and hemarthrosis.

Figure 1. Use of “Ruby”

Use of Case Study in ESP

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3. Prepare activities.

Various types of activities can be designed, and the following are some examples:

Example 1: Pre-reading activities - Check students' prior knowledge in the field.

Exercise: The following are the routine actions in physical therapy.

Arrange it in correct order.

- a. implement the treatment plan
- b. examine the patient's medical history
- c. test and measure the patient's strength and mobility
- d. modify the treatment plan
- e. develop a treatment plan
- f. evaluate the outcome

() → () → () → () → () → (d)

Example 2: Preparing various types of questions such as true/false, multiple choice, fill-in-the-blanks, and open-ended questions.

Example 3: Have students complete the chart which describes the case and rehabilitation. (For advanced level students, leave the left column of the sheet blank and have them fill out the chart. For the

lower level of students, have students fill in the blanks in statements in italics.)

Example 4: Connect knowledge and skills Use of assistive devices

Crutch walking (going up and down stairs)

- 1) Have students view the video on YouTube with instructions on how to implement walking with crutches
- 2) Have students use crutches and follow the above instructions.
- 3) Have students write instructions for walking with crutches.

4. Evaluate the outcomes.

Administering quiz or test for checking students' understanding. Administering questionnaires to record feedback of the students in terms of their interests, difficulties, etc.

5. Modify the design for further use.

Although preparing the study materials for case studies might be a time-consuming process, it stimulates students' interests by providing concrete and practical exercises, which are relevant and up to date. Students can use their prior knowledge in the field to complete these exercises and learn related vocabulary and expressions. Moreover, by including group or pair work, students can take initiatives, be

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General information of the patients	year, gender, living arrangement, etc.
Medical history	
Description of injury	
Assessment of mobility	ADL
Goals	<i>The goal of the phase 2 is to achieve a normal () pattern. ⇔ gait</i>
Outcome /evaluation of the plan	
Modification of the plan	

Use of Case Study in ESP

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responsible for their learning, which would consequently make students active learner.

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



Cultivating Pragmatic Competence through Telecollaboration: A Preliminary Report

By Yukie Saito

Thanks to the technological advancement of online meeting tools, telecollaboration has become easily integrated into regular English classes.

“Telecollaboration is the practice of engaging distant classes of language learners in interaction with one another using Internet-based communication tools to support intercultural exchange and foreign language learning” (Helm & Guth, 2016, p. 241). In telecollaboration may cultivate pragmatic competence in constructing small talk (Barron & Black, 2014) and improve pragmatic comprehension (Rafieyan, Sharafi-Nejad, Khavari, Eng, & Mohamed, 2014). Initiating and maintaining a conversation is included in pragmatic competence in CEFR Companion Volume (Council of Europe, 2020), and telecollaboration may help English learners to be able to initiate and maintain a conversation (Rafieyan, Sharafi-Nejad, Khavari, Eng, & Mohamed).

In the fall in 2021, a telecollaboration project with

students learning English in a university in Japan and students learning Japanese in a university in the U.S. was integrated into my regular four-skill English course. Eighteen students in Japan and about 20 students in the U.S. took part in the telecollaboration project with four language exchanges. Reflecting on the previous telecollaboration project where some students found it challenging to maintain a conversation, I introduced a warm-up session before the first exchange. In the warm-up session, I shared the previous students’ feedback about the last year’s exchange and let them think about how to initiate and maintain a conversation avoiding silence. The following are the steps for the warm-up session in class.

1. I shared the previous students’ feedback in the classroom such as “In order to improve my English, it is important to make an effort to have more active conversations with them.”
2. Then, I had the students think about how to avoid silence and maintain a

conversation in a group and share their ideas on the whiteboard. Example ideas shared by the students were: ask reasons and opinions, ask 1 H and 5 W questions, make agreeable responses, and talk slowly.

3. After that, I added the four strategies of asking questions, using backchannels, repeating the part of the talk (e.g., A: I really like traveling. B: Do you? I love traveling, too!) and sharing the same interest (e.g., A: I like watching football games. B: Me, too. I have been a big fan of football.)
4. Then, I had pairs of the students start discussing the question, “Where would you like to travel after Covid-19?” and maintain a conversation for three minutes. They tried to keep a conversation going for three minutes without being quiet.
5. As a wrap-up, I emphasized the importance of having an attitude to maintain a conversation.

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Cultivating Pragmatic Competence through Telecollaboration: A Preliminary Report

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After the warm-up session, we had the four language exchanges. Unlike last year's exchange in which the students joined the ZOOM from their homes, the students in my class took part in the exchange from the classroom at the campus, and I was able to listen to their lively talks with the students in the U.S. even when they were in the breakout rooms. After the four language exchanges, they answered a questionnaire survey. In this report, I will share a part of the questionnaire results which is related to pragmatic competence. The relevant questionnaire items were: *I*

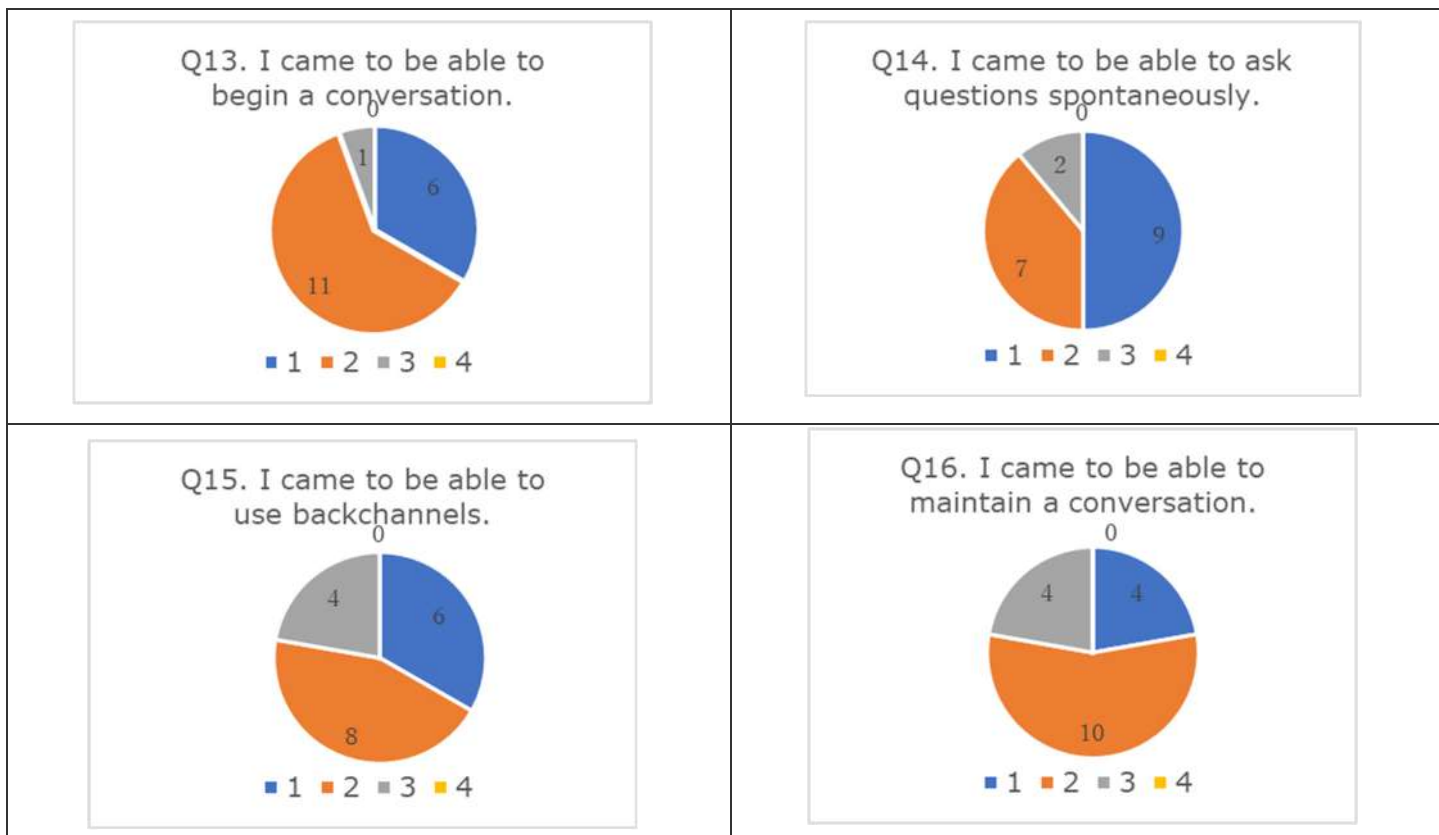
came to be able to begin a conversation, I came to be able to ask questions spontaneously, I came to be able to use backchannels, and I came to be able to maintain a conversation. The answer choices were *1 Strongly agree, 2 Agree, 3 Disagree, and 4 Strongly disagree.* The table below show the results of each questionnaire item.

As shown, except for only one student, they answered that they came to be able to begin a conversation, and except for 2 students, they answered that they came to be able to ask questions spontaneously. It was impressive that half of them chose "strongly agree." Also, as

shown, more than 70% of them answered that they came to be able to use backchannels and maintain a conversation. However, nearly 30% of them still found it difficult to use backchannels and maintain a conversation. Although it is still difficult for some of the students to use backchannels and maintain a conversation, the warm-up sessions may have been helpful for them to understand the importance of beginning a conversation, asking questions, using backchannels, and maintaining a conversation for successful communication in English.

Examples of the students' feedback about the four

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Cultivating Pragmatic Competence through Telecollaboration: A Preliminary Report

(Continued from page 29)

language exchanges are:

“The students (in the U.S.) were all very positive and I was able to have a conversation without fear of failure.”

“I was nervous in the beginning because I don't speak English every day, but I was glad that I was able to enjoy talking with them without feeling particularly nervous at the end.”

“At the beginning, I was so nervous that I could barely speak, but as the sessions went on, I became more confident and started to enjoy the conversation.”

“I think I have at least developed an attitude of actively trying to communicate.”

The opportunity for the Japanese students to communicate with the students in the U.S. in English helped them reduce fear of speaking English and increased their confidence in speaking English. At the same, it seems to have been an opportunity for them to develop more positive attitudes towards communicating in English.

As Barron and Black (2014) mentioned telecollaboration may cultivate pragmatic competence in constructing small talk. Integrating telecollaboration can be a good opportunity for the Japanese students to notice the difficulty in maintaining a conversation and learn to use strategies to maintain a conversation. In this report, I shared the results of the questionnaire items relevant to pragmatic competence; additionally, as one student wrote, “I was able to learn not only about English, but also about the culture at the same time.” Thus, the telecollaboration project seemed helpful for them to understand different culture. One important benefit of telecollaboration is that learners from different cultural contexts can experience online intercultural collaboration and interaction (O'Dowd & O'Rourke, 2019). I hope I will have a chance to provide results of the telecollaboration

project focusing on intercultural understanding.

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Upcoming Events:

May, 2022

Language Experience

September, 2022:

Fall Social

November, 2022:

Practical Workshop

February, 2023

Annual Conference