

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.

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Elected Positions

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Vice President
Membership Secretary
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Socio-Political Action Chair
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Members at Large

Big Island Chapter Representative

Appointed Positions

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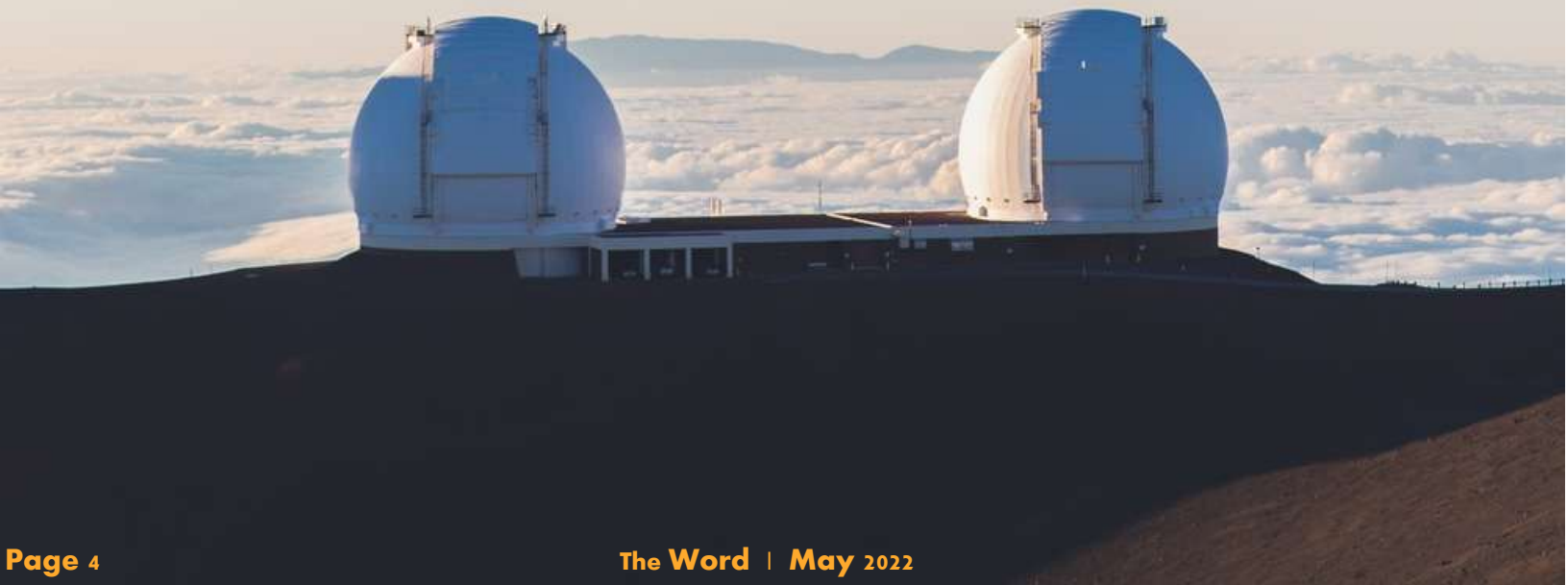
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News from Hawai`i



Hawai`i TESOL's 2nd Virtual Annual Conference

By J. Perry Christensen

Hawai`i TESOL's 2022 Annual Conference was held on Saturday, February 19th, 2022. The plenary and 18 presentations were held virtually for a 2nd year due to the lingering COVID-19 pandemic. The conference theme was *Exploring New Dimensions in Vocabulary and Grammar*.

The plenary was titled *Teaching and Learning Multiword Expressions* given by Eli Hinkel, who has taught ESL and applied linguistics, as well as trained teachers for over thirty years.

After the plenary, the 150 or so attendees were able to choose presentations from three different virtual rooms for each session time. There were four sessions before lunch (three 20-minute and one 40-minute). After lunch there were two 40-minute sessions and a culminating event with a few closing remarks and a raffle in which 5 copies of Eli Hinkel's book were given away.

The benefits of this year's conference being virtual is that we were able to have presenters and participants from not only across the Hawaiian Islands but also from our sister affiliate, Ukraine TESOL, and others from the U.S. Mainland, Japan, Chile, Spain, Ecuador, and Canada.

Hats off to our Conference Chairs, Brent Green and Perry Christensen, who also doubled as room moderators along with Sam Hume and Kalehua Kamakawiwo'ole. Many thanks go to all the wonderful people who presented, attended and made this pandemic year's virtual conference a success.

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

BYU-H Students Attend TESOL International Convention & English Language Expo in Pittsburgh, 2022

By Jenna Fuller, Enoch Koa Shek, Jerius Gutierrez,
Amandine Liard, Jarom Padgett, and Luo Xi Lin



Image retrieved from <https://www.tesol.org/attend-and-learn/international-convention>

Introduction

For the first time since 2019, five students from BYU-Hawaii were able to attend the TESOL International Convention & English Language Expo, which was held in Pittsburgh this year. Each of their reflections is shared below, as well as the reflection of one student who attended virtually.

Jenna Fuller

My first TESOL Conference was an incredible experience! I attended many workshops and met people whose experiences changed the way I view TESOL and the opportunities it creates. Being surrounded by experienced TESOL professionals was a bit daunting at first, but everyone was so kind and accepting. They helped me make

connections and apply what we learned in the workshops to what I will be doing in the future. Throughout the conference I learned that there are many creative ways to use technology and free resources to enhance your classroom and help your students. Many of my fellow attendees also expressed their desire to create free materials and share them with other professionals, which I thought was amazing. Those teachers aren't constantly focused on status and recognition, but they are truly passionate about TESOL and want to share their knowledge and resources with others, which I hope to do in the future as well.

Enoch Koa Shek

The TESOL Convention experience in Pittsburgh has been a positive, fruitful opportunity for me to network and learn from many TESOL professionals worldwide. One thing that impressed me was the variety of topics that were presented. For instance, I attended a session that focused on ways to get published in TESOL and Applied Linguistics. The session invited the editors and reviewers for different academic journal articles to share the tips to get published and the pitfalls to be aware of. I learned that there are a lot of TESOL and Applied Linguistics academic journal articles. I think this session has broadened my horizon

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BYU-H Students Attend TESOL International Convention & English Language Expo in Pittsburgh, 2022

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regarding the publication world in TESOL, and this will surely be beneficial to me when I work in colleges and universities as a graduate student or even a Ph.D. candidate. Another thing that impressed me was the immense amount of technology and number of resources available for TESOL professionals to access our teaching. I hope more TESOL students will have the valuable opportunity to attend next year's TESOL Convention in Portland, Oregon.

Jerius Gutierrez

The TESOL International Convention is a great place to expand your network by meeting different people in diverse teaching and professional fields. Meeting professional teachers, students of higher education and professors from different universities and institutions allowed me to see endless opportunities to expand my experience in teaching and understanding of my major. Each day, the lectures I attended added more familiarity to my awareness of the different issues that 21st-century learners and English language teachers face. The highlight of my attendance at the convention was meeting people who introduced me to their job openings related to my skills and background, which I could apply for next

year when I graduate from BYU –Hawaii.

Amandine Liard

The TESOL Convention 2022 in Pittsburgh was the first time I participated in an international gathering. One of the sessions I attended was about using an escape room in a classroom either online or in-person. The presenter showed us how to create encrypted documents and how to create clues, which we practiced during the presentation. This kind of activity can be used to assess students in an entertaining way. My goal is to try to participate in the next TESOL Convention in Portland, Oregon, and perhaps go there to present. I am doing academic research now, and my plan will be to present at the next conference.

Jarom Padgett

I am so grateful to have been a part of the TESOL convention this year because I have learned the importance of learning together in a worldwide TESOL community. I remember one professor who taught English in Japan and presented on how to make Zoom interesting for our students. It was an insightful presentation, but I was even more impressed by all the reports and research she had to write to even be allowed to travel abroad. She inspired me to want to come sometime in the future simply to share my

perspective. Additionally, I spent a lot of time going to presentations related to teaching with technology and games. There are many aspects of games that are extremely useful, such as time restraints, achievement, and competition, that can give life to your classroom.

Luo Xi Lin

This is my first time attending a TESOL Convention, and I felt benefited by this experience even though I only attended it virtually. I was very excited to listen to more presentations from the TESOL Convention 2022 as it is such a big event in our field.

Attending the in-person convention would have had more benefits of networking, but I am grateful that the organization made the convention available online so that I could still learn from many professionals without being there. My understanding about professional conferences has been deepened and strengthened, and I see the value of these conferences and how they can bless a teacher's teaching career. I think I understand why some professors always have a big smile and excitement on their faces when they talk about attending professional conferences.

Pedagogical Translanguaging **by Jasone Cenoz and Durk Gorter**

Reviewed

By Gonzalo Isidro Bruno

Pedagogical Translanguaging by Jasone Cenoz and Durk Gorter. (2022) Cambridge University Press. 75 pp. \$20.00 or Open Access.

Jasone Cenoz and Durk Gorter's recent publication, *Pedagogical Translanguaging*, provides a succinct and comprehensive element on the practical uses of intentionally pedagogical translanguaging in school settings. Both Professors of Education at the University of the Basque Country have a joint decade-long record of research in trilingualism and multilingualism that supports their methodological approach. They have been practitioners, teacher-educators, and researchers of translanguaging within a multilingual education model (2015, 2020 among many more). They stand in contrast to researchers who investigate translanguaging in bilingual settings or those who research spontaneous translanguaging instances in daily life scenarios.

By advocating for a set of classroom circumstances in which translanguaging is

used with a pedagogical intention, the authors propose classroom practices that 1) see multilingualism as the main learning goal, 2) encourage students to utilize all their communicative resources, 3) activate their previous knowledge, 4) develop their cross-linguistic metalinguistic awareness, and 5) soften language barriers during language learning activities. To implement successful communicative translanguaging practices in their classrooms, the instructors need deliberate planning of learning activities with the understanding that these practices are to be encouraged, nurtured, and celebrated.

Singleton and Flynn (2021) have argued that competing definitions of translanguaging make it hard to understand what real classroom benefits there are when translanguaging is used. Moreover, they clarify that classroom translanguaging instances might vary depending on each learner's abilities: "they [descriptions of

translanguaging instances], indeed, often extend to general, overarching accounts of language deployment among multilinguals, which sometimes do not differentiate between individual language competencies." They recommend that a consistent perspective be used by educators and researchers to maintain its coherence and intelligibility.

Randviir (2020) explains that some time ago transdisciplinarity was not as prevalent as it is now. The boundaries between fields of studies and disciplines did not easily allow for the mingling of terms and definitions from various lines of research that described culture, communication, and sign-making processes. But now, the metalanguages to talk about and analyze a communication or cultural system have multiplied creating overlaps and confusion. For this reason, a semiotic metalanguage, such as translanguaging, has many parallel ways to define

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Book Review: *Pedagogical Translanguaging*

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it. “Translanguaging is associated and explained through the following terms and concepts: polylinguaging, metrolingualism, linguistic landscaping, multimodal translanguaging, sign-making, translocality, translocal meanings, transcontextuality, remediation, repurposing, recontextualization, signage, plurilingual practices, codemeshing, superdiversity.” (Randviir, 2020, 59)

Fortunately, Cenoz and Gorter’s *Pedagogical Translanguaging* is clearly defined and framed as an approach that aims at multilingualism as its ultimate goal. Similarly, more national language policies are slowly moving towards the development and recognition of complex multilingual educational systems and societies. (Cenoz & Gorter, 2015; Raza, Coombe & Reynolds, 2021). Although there are still many obstacles and challenges to overcome, the reality of multilingual education is closer.

There is an implicit distinction between pedagogical translanguaging and translanguaging pedagogies in the sense that the former is a set protocol of guidelines framed within a multilingual or plurilingual view of languages and the latter can be various teaching/learning practices where translanguaging is recognized and valued as a

spontaneous practice in language or content learning including bilingual settings. Several translanguaging pedagogies encourage the students to use 1) all their linguistic repertoire, 2) their developing bilingual or multilingual identities, and 3) their awareness of their socio-economic circumstances to gain or reclaim community and learning spaces (García, Ibarra Johnson & Seltzer, 2017).

Cenoz and Gorter make it clear that using pedagogical translanguaging can support the strengthening of minoritized languages in multilingual educational contexts thereby contributing to issues of social justice and equity (36-42). Their framework for deliberately using pedagogical translanguaging promotes multilingual education practices where minority languages and additional languages are equally encouraged and supported. These curricular practices demystify translanguaging practices that have been negatively considered, discouraged, and often banned altogether in the classroom. English-only or dominant language-only policies *de facto* lead to less prestigious mother languages’ attrition.

Pedagogical Translanguaging provides a structured approach for teachers and researchers that are looking to expand the

scope of learning possibilities for additional languages in multicultural settings. This is a perfect fit for places such as the Hawaiian Islands where multilingualism has existed despite monolingual educational policies of the past. With all of this in mind, the sections of the element cover the principles of a well-grounded approach.

Section 1 introduces pedagogical translanguaging as “a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner’s whole linguistic repertoire.” The intentionality of the approach may appeal to teachers and instructors of learners of all ages.

Section 2 traces the origins of the word “translanguaging” from Welsh bilingual education practices. From this point, there is a discussion of the distinction of where translanguaging experiences that can occur in and outside of school settings and why these matters.

Section 3 sets up the multilingual focus on how pedagogical translanguaging can occur considering three basic dimensions: the speaker, the repertoire, and the social context. There are specific differences between translanguaging instances that happen spontaneously and intentionally designed translanguaging activities in

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Book Review: Pedagogical Translanguaging

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regard to these dimensions.

Section 4 explains how metalinguistic awareness plays an important role in planned pedagogical translanguaging practices. Academic content assessment approaches are considered in this section as well.

Section 5 details how pedagogical translanguaging practices support minority languages in a context where majority languages have consistently undermined the development of language and literacy of marginalized mother tongues, immersion practices and CLIL.

Section 6 provides a summary of the key concepts and concludes the future of pedagogical translanguaging as a practical educational framework for teacher educators, graduate students, and researchers.

As can be expected, *Pedagogical Translanguaging* is closer to a short manual than to a treatise on how to achieve multilingualism as an educational outcome where all languages share equal spaces. And as such, the door is open for interested practitioners to put pedagogical translanguaging guidelines into practice based on their particular schools, students, community and languages.

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About the Author: Gonzalo

Isidro Bruno has published in the field of metacognition with a special focus on trilingual and multilingual strategies and virtual study abroad. He has a doctorate in language education from Indiana University. He is currently an instructor and International Programs Coordinator at the University of Hawai`i Outreach College.

Water Metaphors for Managing Student Expectations

By Reed Riggs

My first- and second-year students routinely show a default expectation around the timing and sequencing of language learning. They will ask about grammar rules and other shortcuts to using the language and will groan whenever we encounter a sentence that doesn't fit some rule, discover interchangeable words, hear faster speech, or experience anything else that doesn't confirm a fast and simple path toward knowing this language. Expectations like these might come from our textbook's lists of vocabulary and grammar, our two- or three-year course requirement, experience in other subject courses, students' assumptions about how they will be graded, or self-driven hopes for easy gains. As

someone who started learning Chinese in college over twenty years ago and gradually grew in proficiency, I find it important that my students view language learning as a long-term and complex process. Fortunately, we have an easy point of comparison—people generally expect training in athletics to require years of patient dedication. In this article, I will share metaphors from swimming, surfing, and ocean exploration that I routinely share with my students. From these comparisons, I have seen changes in how my students talk about studying and proficiency, showing positive changes in their expectations.

I normally focus my first two semesters around preparation for performance-based

assessment tasks at the end of each unit, student-driven topics, discourse-level reading and listening, and attention on form and meaning in discourse contexts. All the while, I train my students to relax their expectations around trying to memorize and apply simplistic rules. Beginning students frequently ask, "Can I just say X?" without reference to context. Their sentence will typically use a simple word substitution in a familiar sentence, but it sounds strange to me whether or not it follows a rule from our textbook.

From my corpus-based and statistical learning perspectives regarding how people normally use (Bybee, 2006) and learn (Ellis &

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Water Metaphors for Managing Student Expectations

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O'Donnell, 2011) languages, I find surfing and wave metaphors useful for explaining the complexity of language use with students. I remind them that we will often encounter sentences that share similarities just as we would notice waves that look similar while learning to surf. If we overgeneralize some pattern from what we notice, we will be surprised by new examples that don't resemble idealized rules guiding our expectations. I ask my students how a person can come to expect the size and movement of each wave while in the water. We all agree that staying

in the water and watching different waves pass by over time is the normal way to develop our expectations. Does it help to memorize rules about water? Maybe, if we are familiar with the contexts in which each rule applies, and we don't let thinking about rules distract us.

Task repetition became an easy sell to my students after I mentioned that nobody goes into their second year of swim practice saying, "We already swam laps last year!" Whether planning instruction around thematically organized units, a task-based syllabus, or a grammatical syllabus, students typically experience

instructional targets in a sequence. We finish one learning target and then begin the next target, and so on. To slow down and build on what we know, I recently tried giving my second semester students an identical task in every lesson for two weeks. For ten minutes each lesson, students partnered up, typically with the same classmate, to look at a Google Map of our local Chinatown. The only instruction was this: choose two places and explain how to get from point A to point B. I walked around and listened. Each time, I heard increasingly complex directions, complex

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Water Metaphors for Managing Student Expectations

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language, and fluent explanations exchanged. Near the end of the two-week unit, I asked everyone how many times they had explained street directions in the same task. We agreed it was about eight times. I asked if they thought it was too repetitive, or too boring. Their feeling was the opposite: they noticed themselves improving and feeling more confident each time. I reminded them that if we think of our language course like a swim class, simply swimming laps will provide opportunities to improve in fluency, complexity, and accuracy, both in language and in how we handle tasks and develop our discourse.

My fourth semester students start spending more time on the internet and watching TV and movies in the target language. I noticed they also spend a lot of time checking dictionaries for words they encounter or want to use, despite my suggestions to rely more on the words provided in our textbook. I share with them that our first semester was really set up like a very small swimming pool. I held students' hands as they swam their first tiny laps. Then, in the second and third semesters, we moved to an Olympic sized swimming pool, where there was much more space to explore. Still, there was flat water and four sides to keep everything contained—still in our textbook. Starting in our

fourth semester, we removed one side of our big pool to provide access to the ocean, mainly in the form of watching internet media and having open discussions in class. Checking dictionaries is a normal habit for life-long language learners, and my students were showing their competence in making this transition from the teacher-guided classroom to the self-guided outside world. If we spend many more years exploring the oceans, each of us will eventually become competent at navigating wherever we want to take our proficiency, be it for work, travel, connecting with family, or personal enjoyment.

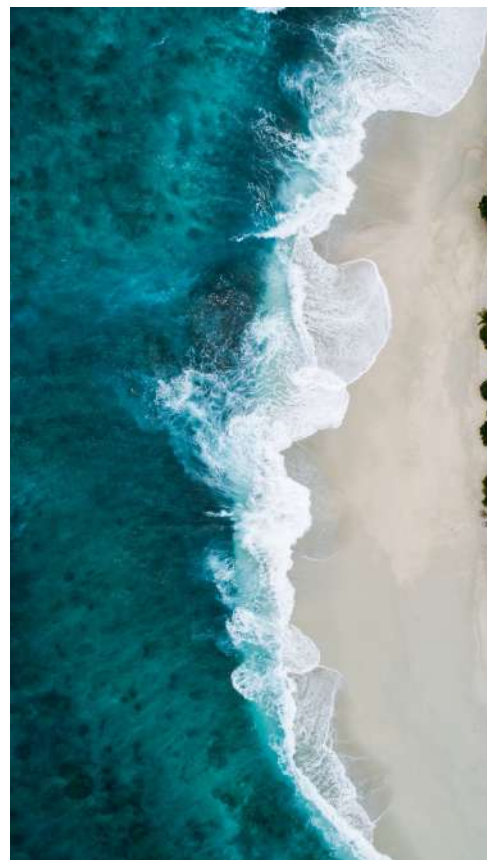
Acknowledgement: I want to thank Diane Neubauer for her helpful comments on prior drafts of this article. Any errors are my responsibility.

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About the Author: Reed Riggs 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: reedsamuelriggs@gmail.com, Website: reedriggs.com



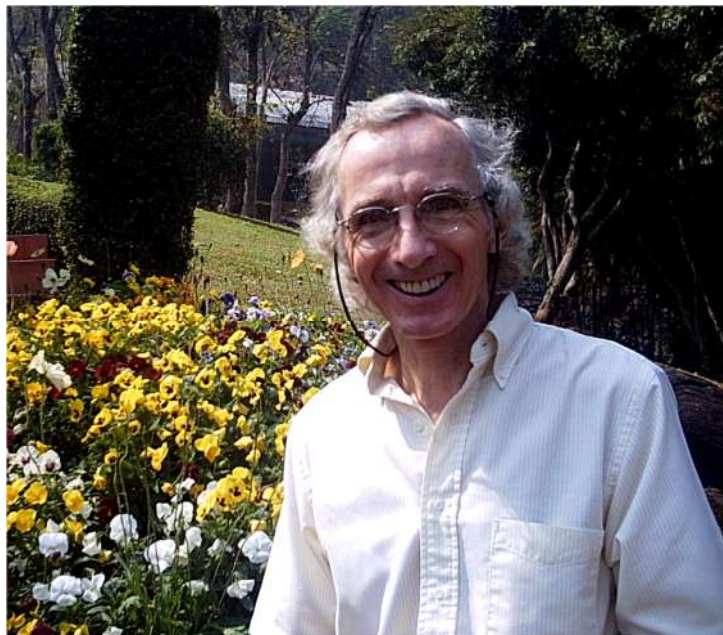
Hawai`i TESOL Kupuna: An Interview with Dr. Richard Day

By Kristen Urada

In 2022, Dr. Richard Day retired as a Professor from the Department of Second Language Studies at the University of Hawai`i at Mānoa. Dr. Day was known for his scholarly work on extensive reading and has served as one of the editors for the journal, *Reading in a Foreign Language*. In addition to his scholarly work on second language reading, Dr. Day has also made many contributions to Hawai`i TESOL. Hawai`i TESOL's social media officer, Kristen Urada, interviewed Dr. Day about his scholarly career, contributions to Hawai`i TESOL, suggestions for language teachers, and plans after his retirement.

Could you please describe your career journey as an academic scholar?

Dr. Day got his start in teaching English as a foreign language when he was a soldier in Seoul, Korea. At the dormitory where American soldiers were, there were also Korean soldiers. In the dormitory, there were double bunkbeds, and Dr. Day was on the bottom and at the top was a Korean soldier who didn't speak much English and wanted Dr. Day to help him with his English and Dr. Day happily agreed to do so. Then, the father of the soldier, who was a businessman, had some Korean business friends who wanted Dr. Day to help them with their English as well, and so Dr. Day would meet with them every Friday night at a restaurant and would help them with their English. One of the businessmen's daughters was preparing for her college entrance exam and so that businessman asked Dr. Day to help his daughter and her friends with their English and so Dr. Day met with them on Sundays to help them with their English. One of the girls had a brother who was at a very prestigious Korean university, and he wanted Dr. Day to meet with some of his friends to help them with their English as well, so Dr. Day then



meet with them on Saturday afternoons. Dr. Day got his start in teaching English in Korea, and he really enjoyed it.

When Dr. Day finished with the army, he got his bachelor's degree and joined the Peace Corps and was sent to a small remote village in Ethiopia where he taught high school English for two years. He really enjoyed that. When he was in Ethiopia, he then decided he'd like to teach English as a profession and so he applied and got accepted into a Master's program called English as a Second Language at Southern Illinois University and earned his MA after one year. After graduating with his MA, Dr. Day was then hired at the Center for Applied Linguistics where he was sent to another African country, where they wanted him to write a textbook to teach the major language to Peace Corps volunteers. In one year, Dr. Day wrote a textbook with 300 hours' worth of grammar teaching material. As he was finishing the material, he realized he really enjoyed doing it and so he

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An Interview with Dr. Richard Day

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thought of getting a PhD. Dr. Day thought he would get a job as a teacher first and then work on his PhD and so he applied to several universities for a job and one that he was accepted to was the University of Hawai`i at Mānoa's (UH Mānoa) English Language Institute (ELI) in 1968. The department had just been established in June 1968 and so Dr. Day had become the first external employee to be hired to teach in the ELI, where he taught four ELI courses per semester while he worked on his PhD in Linguistics. After Dr. Day graduated with his PhD, he then began to teach graduate courses for the English as a Second Language program (currently the Department of Second Language Studies) at UH Mānoa.

What inspired you to have a focus on reading?

In the ELI, there were writing, reading, and listening/speaking courses. Dr. Day taught all of subjects. When Dr. Day began teaching the reading course, he realized he really liked it and especially because he had been a reader all his life, so it wasn't a surprise that he really liked to teach reading. From then on, he tried to teach as many of the reading courses as he could.

How did that lead you into extensive reading?

When Dr. Day went on a one-year sabbatical in Japan, he taught some courses at a university as part of his sabbatical. One of the courses that he taught was a reading course and four or five weeks into the semester, the students were totally bored, and he was bored of the material. However, he was not able to change the material. Therefore, he began to think about how he could get something interesting for the students to read and activities to do on top of the curriculum and see if that would spark their interest. Dr. Day then began to do some research and found graded readers. Dr. Day then requested permission from the school's headmaster to purchase the graded readers and was granted permission. Then in class on a Friday, Dr. Day laid out all the books

in front of the students and told them to come up and choose a book that they might be interested in and to read it over the weekend. On the following Monday morning, Dr. Day was in the classroom and one of the students came in waving the book and said, "Sensei! Sensei! I read a book!" and Dr. Day thought, "Oh my goodness, here I go!" At that time, Dr. Day didn't know there was such a thing as extensive reading.

How did you develop your extensive reading principles?

During that same sabbatical, Dr. Day met Julian Bamford, who was working on his Master's and needed help. Julian Bamford was working on extensive reading for his Master's, and when Dr. Day began to help Julian Bamford, Dr. Day then realized that that was what he was doing in his class. This led to his scholarly interest in extensive reading and from that they wrote the book called, *Teaching Extensive Reading*. Dr. Day and Julian Bamford surveyed extensive reading programs to find programs that were successful and from these successful ones, they developed the ten principles.

I understand you had a role in the formation of HITESOL. Can you share that story with today's members who may not be familiar with it?

Ruth Crymes, who was the ESL/SLS department chair, was active in the National Council of Teachers of English (NCTE) and she had formed the Hawai`i NCTE. At one point, under Dr. Day's encouragement and direction, they dropped NCTE and became an affiliate of TESOL and formed Hawai`i TESOL. Everyone in the ESL community liked it because everyone was teaching English as a second language and not necessarily English to native-speaker students. Brigham Young University – Hawai`i and Hawai`i Pacific University contributed to Hawai`i TESOL as well. Dr. Day also served as the Hawai`i TESOL President in which he changed the annual roundtable event to become

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An Interview with Dr. Richard Day

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today's annual conference.

Could you please share any noteworthy memories related to HITESOL?

Dr. Day has many wonderful memories in Hawai'i TESOL, such as being a keynote speaker and listening to student presentations at the annual conference, which he still enjoys.

What advice do you have for language educators in Hawai'i (in general)? What advice do you have for language educators who teach reading?

General: For in-service teachers, Dr. Day would urge them to continue their professional development. He understands it's hard because teachers have a busy schedule, but he encourages them to attend the Hawai'i TESOL conferences, read journals, and collaborate with their colleagues. Dr. Day says that motivation is so important and for teachers to try to motivate their students by finding out what they like and try to keep them interested.

Reading: When teaching reading, Dr. Day suggests teachers should subscribe and read the

journal, *Reading in a Foreign Language*, because it has pedagogically oriented and research-based articles that serve as useful resources.

What will you do after you retire?

After Dr. Day retires, he will be able to spend more time reading, which he really enjoys. Dr. Day especially likes to read mystery and spy novels and he will also continue to read articles from *Reading in a Foreign Language*. Dr. Day became the editor for *Reading in a Foreign Language* in 2002 when he received a letter from someone at a university in England, asking him to become the editor of the journal. Together with Dr. Thom Hudson, they became the editors of the journal and they decided to make it a free online journal (previously only available as a hard copy). Since then, it has become the leading journal of reading in another language. Dr. Day will also be volunteering at Kokua Market, which is a natural foods cooperative, and he is one of the co-founders. Kokua Market is located in Moili'ili and people can join and become a member.

About the Author: Kristen Urada is the Social Media Chair for Hawai'i TESOL.



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

- On February 3, 2022, a 40 hour online course, Training for Teachers of English: "Teaching English to Generations Z and Alpha" began.
- **On February 24, Russia invaded Ukraine and all TESOL Ukraine events were paused.**
- From March 31 to April 27, 2022 four webinars under the title of "Hawai'i TESOL

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TESOL Ukraine Spotlight

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Webinars in Solidarity with TESOL Ukraine” were given by Hawai’i TESOL members in support of their sister affiliate.

- On April 29, 2022, five members of TESOL Ukraine were the keynote speakers at NAFSA HI-Pac District Spring 2022 Virtual Conference. Their panel presentation was titled “Teaching Practices at Times of War and Psychological Uncertainty in Ukraine.” Watch it here: <https://www.youtube.com/watch?v=YRVPYsWyWfs>

- From May 3 to the end of May, TESOL Italy and TESOL Ukraine are providing weekly webinars for each other under the title of “Sharing Contexts Across Cultures.”

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

Despite a war going on in Ukraine, most Ukrainian teachers continue to teach their classes online even though many of their students are now in other countries. One of those teachers is Dr. Lyudmyla Hnapovska. Besides teaching a variety of classes, she is very active professionally and is a long time member of TESOL Ukraine. She teaches in Sumy, a city about 30 miles from the Russian border. Sumy was under siege early in the war, and some of the buildings at her university were damaged. In her profile, she gives an intimate account of life before and after February 24.



Lyudmyla Hnapovska

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TESOL Ukraine Spotlight

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Name: Lyudmyla Hnapovska

Institution: Sumy State University

Please tell us about your institution.

Since it was founded in 1948 as a polytechnic-type higher educational institution, Sumy State University (SSU) has undergone profound changes to develop into a top-ranked classical-type modern university with a well-established reputation for pursuing the highest standards of quality education and the ambition to gain the status of a research university. Currently, around 12,000 students enroll in a variety of 55 Bachelor's and Master's programs that fall into 24 fields of study. The University has become Alma Mater for more than 2000 foreign students coming from 54 countries around the world. SSU provides 24 postgraduate PhD programs and 16 programs for those willing to take Doctoral studies. The University's teaching staff is represented by more than 150 scholars holding a Doctor of Sciences degree, which is the highest academic qualification in Ukraine, plus around 600 PhD holders (formerly referred to as 'Candidates of Sciences') in various areas of scientific research.

To learn more about the history of Sumy State University and its present-day activities, please visit our official website at <https://int.sumdu.edu.ua/en/welcome-to-sumdu.html>

- To get a better picture of what SSU is like, you can also watch this short video: <https://www.youtube.com/watch?v=JzXUKqnZZ-0>
- Willing to learn what our students like the most about their Alma Mater? Then follow this link: <https://www.youtube.com/watch?v=g7aSiKAZkQQ>
- This video will help you see SSU through the eyes of our foreign students: <https://www.youtube.com/watch?v=6dTusI2pOXQ>

The pictures in these videos show what our life used to be *before February 24, 2022*. The grammar structure "used to .." has developed a special meaning for all of us *after* this date. Life will never be the same. In March the University building was damaged by five bombs that fell pretty close to it. Seeing is believing, they say. You can see what happened. Unfortunately, the video is in Ukrainian (you can set English subtitles!), but I don't think words are necessary

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TESOL Ukraine Spotlight

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here: <https://www.youtube.com/watch?v=A64FHCeMxGw>

After February 24, 2022, both our students and we, language teachers, will also understand much better the difference between “Past Simple” and “Present Perfect” and the grammatical markers we use with these forms: on the battlefield we **have already lost** our first-year student (he **was** 18 and **left** school in 2021) and our University graduate (he **was** 27 and **used to be** a successful banker); one of our 4th-year IT students **has** fortunately **survived** but **was** badly **injured** because he **was in the bus** that **exploded** on a mine on April 7.

These are some of the horror chronicles of our ‘today’. But even now, in times of war, Sumy State University keeps working and demonstrates its loyalty to its mission, which is **“EDUCATION – SCIENCE – CULTURE – DEVELOPMENT”**. We, teachers many of whom are scattered around the world, educate our students who are also scattered around the world. We proceed with our research under the sounds of alarm sirens. And we continue to develop despite the sounds of alarm sirens, anxiety and uncertainty.

What is your position at this institution?

Currently, I work as an Associate Professor in the Foreign Languages Department where I teach a variety of ESP courses. The list of the subjects I teach at the Bachelor’s level covers such disciplines as ‘English for Job Hunting’, ‘English for Meetings and Negotiations’ and ‘Cross-Cultural Aspects of Business Communication’, which are electives tailored specifically to our learners’ needs. The course ‘English for Professional Purposes’ taken by my students of Banking, Finance, International Business, Marketing, Accounting and Audit is a compulsory one for the Master’s students of the above majors. My PhD students have me as a teacher of ‘English for General Academic Purposes.’ As an EFL instructor, I am also involved in providing language consultancy and assistance to students engaged in scientific research.

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

Sumy is the administrative centre of the Sumy region located in the northeastern part of Ukraine. The city lies on the picturesque banks of the Psel River, and its breathtaking landscapes and views have made it one of the tourist attractions of Sloboda Ukraine (also called Slobozhanshchyna).

The date of the Sumy city foundation is still debatable and varies from 1652 to 1658. But the historical fact is that the city was founded by the Cossack Herasim Kondratiev. The legend says that he found three hunting bags here and gave the settlement the name “Sumy” because ‘bag’ in Ukrainian sounds like ‘suma’. Shortly after its foundation, the city turned into the biggest fortress in Slobozhanshchyna, and for centuries of its history, it has not once proved it is not a mighty citadel capable of standing up in the harshest battles.

<https://en.wikipedia.org/wiki/Sumy>

On February 24, 2022, Sumy which lies only 40 km from the border with Russia, was the first to meet the Russian troops. At around 4 pm their tanks were already going along the streets in the city centre! Then endless weeks of bombarding, shelling and fights followed... For more than a month the city was blocked from all around, but it didn’t give up. With very few Ukrainian professional military forces in the region, Sumy didn’t let “rashists” advance to Kyiv. Around 70,000 people (the population of Sumy used to be around 250,000 people before the war!) left the city, often under the bombshells and artillery shooting.

This is what our city looked like ‘BEFORE’:
<https://www.youtube.com/watch?v=Rq4FI78TDRA>

Here is another story. It’s ‘AFTER’ March 7, when late at night a quiet residential area of Sumy appeared under severe and cynical bombing. Perhaps, that was a “Russian present” for women on International Women’s Day which we traditionally keep on March 8?

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https://www.youtube.com/watch?v=qs_AEG-E1CM

And one more story of a doctor whose routine looks this way in war times:

<https://www.youtube.com/watch?v=UcUMTRLq3IA>



What are your professional interests?

My research interests centre around issues related to Cognitive Studies, functional aspects of Culture and Language correlation, Applied Linguistics (with a specific focus on Language Testing and Assessment), and EFL Methodology. For more than 30 years of my professional career

as an EFL instructor, syllabus designer and materials developer, I have always treated English as a powerful means of *communicating ideas*, thus trying to turn the academic courses I teach into a handy tool that will enable students to make decisions, solve problems and answer the questions that stir their creative energies. I have always been an ardent advocate of the idea that a language classroom is an ideal learner-friendly place for a teacher to play the role of a facilitator whose primary responsibility is to respect students' learning autonomy and enhance their personal, academic and research potential rather than just teach a university subject.

What are your personal interests?

Travelling has always been my biggest passion. We used to travel a lot before the war. It was so exciting to feel the taste and spirit of new places, meet new people, and gain new experiences! I don't know when and where I will have a chance to see the world again, but I do hope it will happen pretty soon!

The COVID-19 pandemic made a U-turn in my personal life. Lockdowns, staying at home and being tied up to the computer screen for the most part of the day turned me into some kind of a *'technocholic'*: I have learned a lot of 'new names' in technology and dared to try a lot of the previously untried tools. This helped me (fortunately or unfortunately?!) establish close relationships with some of the online instruments at both personal and professional levels. And one more benefit: now I feel much more at ease with my 4-year-old grandson who, being a real 'digital native,' couldn't make out why his granny can't do much of what he can!

How long have you been a member of TESOL Ukraine?

I have been with TESOL-Ukraine since its earliest days in the mid-1990s when Zirka Voronka [a Ukrainian-America professor who brought American colleagues to Ukraine to deliver summer institutes] visited Sumy Pedagogical University where my career started,

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TESOL Ukraine Spotlight

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and when I participated in the professional development Summer School in Kharkiv where Sally La Luzerne-Oi presented her book “Tell Me About It”, which I still keep. Since then I have participated in a variety of activities organized by TESOL-Ukraine. My most recent experience as a TESOL-Ukraine member includes a lot of events. In 2019 I was a workshop leader at the TESOL-Ukraine National Convention in Kharkiv where I met Wendy Finlayson [See *The Word* May 2021, p. 25], a U.S. Department of State-sponsored English Language Fellow. Our further collaboration with Wendy resulted in hosting the 2019 Sumy Media Literacy Institute “*Incorporating Media Literacy in English Language Teaching and Learning in the 21st Century*”, which was a success (for more materials from the event visit <https://qle.sumdu.edu.ua> - 2019 Media Literacy Institute). I was one of the presenters at the TESOL-Ukraine Teacher Development Summer Institute “*CLIL Curriculum Integrated Language Teaching*” (Odesa, June 25-28, 2021) as well as one of the trainers of “*The Basics of EMI*” an online professional development course organized by TESOL-Ukraine in October-November 2021 for the academic staff of Taras Shevchenko National University of Kyiv.

I would like to express my sincere gratitude to TESOL International for the genuine support for the Ukrainian TESOL community they

demonstrated shortly after the war broke out by offering the yearly free membership in the association and giving me the chance to participate in the TESOL 2022 International Convention where I gained a lot of thought-provoking insights. I’m also grateful to Hawaii TESOL for their support at times of war and the initiative to provide a series of webinars in solidarity with TESOL-Ukraine, which gave me a lot of professional food for thought. Despite the war and the times of uncertainty, we make plans, and I’m now finalizing my work on the professional development course “*Enhancing Assessment Literacy of University EFL Teachers*” which was originally scheduled for March-April 2022.

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

If somebody had asked me this question before February 24, I would have answered this way:

I enjoy my work and do my best to fill it with as much sense as possible. I have tried teacher training, and now I adore collaborating with secondary school and university teachers who willingly attend our Professional Development School “*Insights into Foreign Language Teaching, Learning and Assessment*”. We launched this project in 2017 when I was heading the Foreign Languages Department at the Institute for

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TESOL Ukraine Spotlight

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Business Technologies, and since then we have made a lot of successful attempts to create synergies with more than 150 EFL teachers from Sumy and Sumy region. Our efforts resulted in forming a powerful community of creative and committed professionals ready to act as the 'agents of change'. I am also happy to have initiated and organized a variety of other professional development events for EFL teachers from all over Ukraine. You can find a brief record of our most successful 'endeavours' at <https://qle.sumdu.edu.ua/index.php> Outside my EFL classroom, I am a happy *wife*, a caring *mother* of two grown-up sons, and a passionately crazy *granny* of two absolutely incredible kids (an eight-year-old granddaughter and a four-year-old grandson) whom I adore. They bring a lot of bright and sometimes unexpected senses to my life. Their love inspires and enthuses. Their energies charge my energy and create synergies that help me keep me moving 24/7 no matter how exhausted (physically or mentally) I am!

February 24, 2022, turned the whole world upside down.

Now, after more than two months of this silly and senseless war, I will say:

Thank God, I AM still ALIVE. I keep living and keep working.

I am a *wife* who has learned to value every

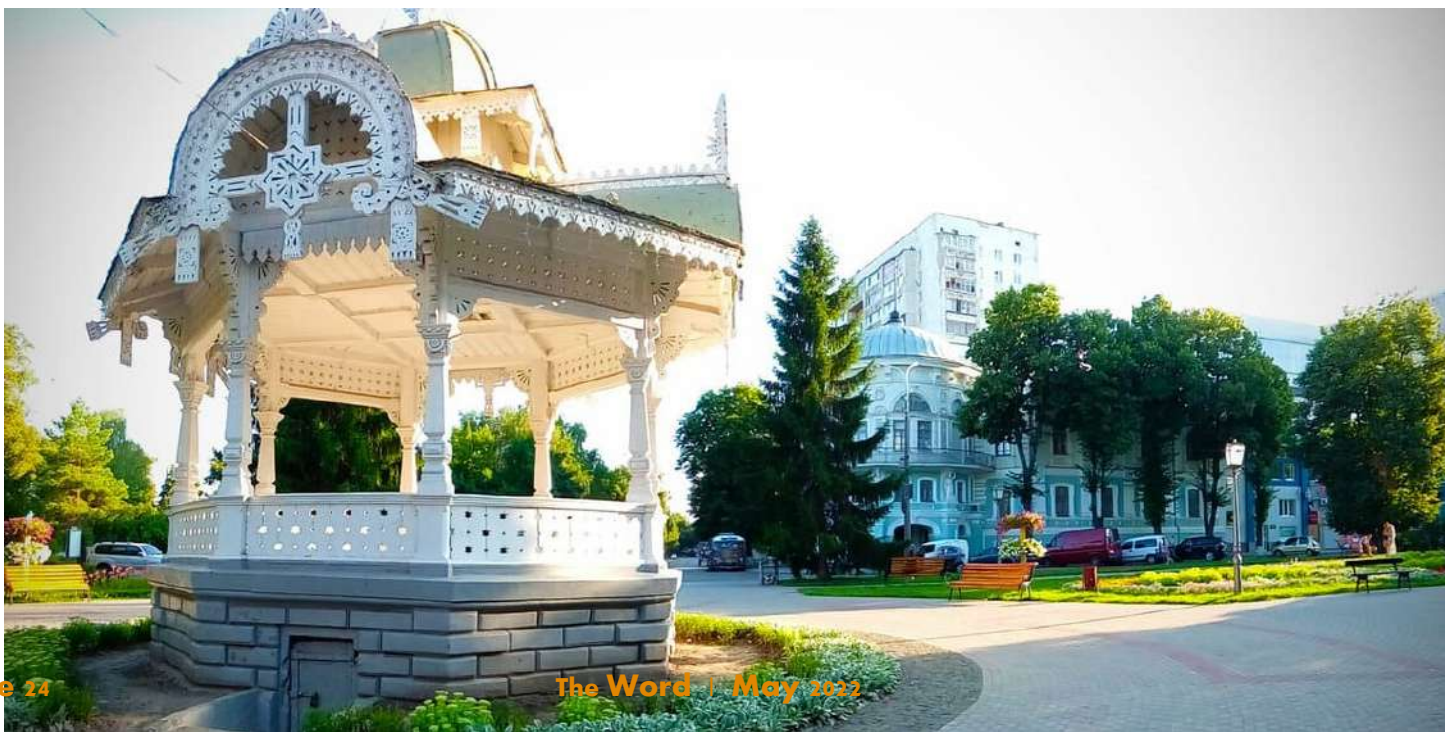
single little moment spent with the husband who is also alive, in the house that hasn't been bombed and destroyed. I am *the mother* who hopes that her two grown-up sons will be back home safe and alive, and who keeps praying 24/7 when they drive to the front volunteering. I am a deeply worried *granny* whose heart and thoughts are with her two grandchildren who are a thousand kilometers away from her because they had to flee from the war.

But, above all, like millions of other people, I AM proud to be a UKRAINIAN, which nowadays has become a synonym for freedom, independence and strong will! I am happy to be a *citizen* of the country whose wisdom, unity and collective courage are admired worldwide! And I do believe in a future that looks bright despite the dark nightmare we all are living in now!!!

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

I have attached some useful links to the previous sections. You can learn more about what this war has caused by following the link below. These are some of our cities 'BEFORE' and 'AFTER'. And these pictures are NOT FAKES, as some claim.

<https://www.youtube.com/watch?v=kT6pV4rK5Gk>



Want to Learn More about the History of Ukraine?



Udemy, an online platform for learning and teaching, is offering a free course titled *Ukraine: History, Culture and Identities*. The course was developed by the Ukrainian Institute, Kyiv-Mohyla Academy, and online education studio EdEra. <https://www.udemy.com/course/ukraine-history-culture-and-identities/>



Road Scholar, a not-for-profit educational travel program, recently offered a lecture on “The Invasion of Ukraine and its Complicated History with Russia.” The speaker, Necia Quast, former American diplomat in Ukraine, recommended the following books. The list was provided by Road Scholar.

The Ukrainians: Unexpected Nation, Second Edition by Andrew Wilson (2002). A comprehensive guide of modern Ukraine, exploring its experience under the tsars and Soviets, its path to independence in 1991, and its complex relationship with Russia. The author also explores the ongoing disputes over Ukrainian identity, culture and religion and the role of political leadership in managing the young nation. Andrew Wilson is a lecturer of Ukrainian studies at the School

of Slavonic and East European Studies in University College in London.

The Gates of Europe: A History of Ukraine by Serhii Plokhy (2015).

A thorough look at Ukraine’s past as a strategic gateway between the East and West. The author examines how the multitude of empires that have fought over control of Ukrainian territory – from the Romans to the Soviet Union – has shaped and constrained modern Ukraine. Serhii Plokhy is a Ukrainian American historian and is currently a professor of Ukrainian History and Director of the Ukrainian Research Institute of Harvard University.

Frontline Ukraine: Crisis in the Borderlands by Richard Sakwa (2014).

An in-depth look at the historic relationship between Ukraine and Russia, and how current events such as its ongoing economic and political crisis, the Euromaidan Protests, and the controversial Russian annexation of Crimea, is forcing the nation to choose between a closer union with Europe or its historic ties with Russia. Richard Sakwa is a professor of Russian and European politics at the University of Kent in the United Kingdom.

Borderland: A Journey Through the History of Ukraine by Anna Reid (2000).


In this compelling book, author Anna Reid combines research and her own experiences to chart Ukraine’s tragic past. Through interviews with peasants, politicians, rabbis, dissidents, paramilitaries, survivors of Stalin’s famine and Nazi labor camps, Reid explores the role of propaganda and myth in the perception of Ukraine from abroad, and the country’s struggle to build a national identity that includes all people within their borders. Anna Reid is an English journalist and author whose work focuses on the history of Eastern Europe.

Eco-Nationalism: Anti-Nuclear Activism and National Identity in Russia, Lithuania, and Ukraine by Jane Dawson (1996).

A remarkable exploration of the role of the anti-nuclear power movement in the former Soviet Union. The author argues that anti-nuclear activism was one of the most dynamic and social forces of the 1980s, and represented a surrogate for nationalism and a means of demanding for larger self-determination in the Soviet system. Jane Dawson is a professor of Political Science in the University of Oregon.

In Support of Ukraine

Efforts large and small to support Ukraine and Ukrainians abound. Here are several that might be of interest to Hawai'i TESOL members.

 In response to the Russian invasion of Ukraine, Alan Maley, British ELT specialist and author, felt a need to show support for Ukrainians. He launched a project asking friends and colleagues around the world for original poems reflecting on what was happening in Ukraine. The result was a variety of poems from 49 people. These were compiled in an e-book along with 20 activities to use with poems. *The Pity of War* can be downloaded at <https://payhip.com/b/uPZO4>

From *The Pity of War*

At Lviv Railway Station - Sue Leather
The camera lingers cruelly on the man now,
his face struggling not to dissolve
as he looks at his children's faces
pressed against the grimy train window,
as he holds back tears, as he holds close hope.
Don't worry, he mouths to his wife, don't worry my dear,
I will be safe, and now, knowing that you will be safe,
I can do my job. I love you.
The world of yesterday is a dream now,
a dream when he read to his daughter, played football with his boy,
when he bought a new alarm clock and ate potato pancakes.
Today, here at this loneliest of places,
we see stamped on his face a kind of shock, a blunt incomprehension.
We read the questions he has right there on his face; we know them, for
they are ours too:
Will you be safe? When will I see you again?
And then, the one he dares not think of: Will I see you again?
I have never seen war close up, but they say there is heroism in it,
Great feats of courage, unselfish acts:
the general leading his men to glory,
the common soldier risking his life to save a friend.
But it is the scene at Lviv Railway Station that affects me most now.
It is this most human of tableaux, as the camera lingers on the distress
of a man,
a man we do not know, but is our brother, our husband, our father, our
cousin, our friend,
a man who holds our common humanity etched on his face.

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Reprinted with permission from Alan Maley and Sue Leather. Sue Leather is a writer and educator from the UK, now based in Vancouver. Her website is <https://sueleather.com> You can find all her books on her Amazon Author Page.

https://www.amazon.com/Sue-Leather/e/B001H6T0YI%3Fref=dbs_a_mng_rwt_scns_share



 Saving Ukrainian Cultural Heritage Online, [Sucho](#), is a group of librarians, archivists, researchers, and programmers who are trying to identify and archive at-risk sites in Ukraine. Their site indicates they are at capacity for volunteers but do have a standby list for the next phase of their project.

 Hawai'i TESOL Officers Mark Wolfersberger, Sam Hume, Sally La Luzerne-Oi and Jean Kirschenmann offered to give webinars from March 31 to April 27 for members of TESOL Ukraine. Member Joanne Powell will give a webinar in the near future. TESOL Ukraine Vice-President, Maryna Tshelska posted this note of thanks on the TESOL Ukraine Facebook page.

"Each webinar in this series was attended by at least 30 people and watched on YouTube by more than fifty! Ukrainian teachers got huge support from our Sister Affiliate Hawai'i TESOL. I lack words to express the gratitude to colleagues, who supported us in the dark times of war with their expertise, warm words and smiles. THANK YOU!"

We have wrapped up webinars at this time, but if you would like to give a webinar in the future or connect with a Ukrainian colleague in our sister affiliate in some other way, for example an informal exchange of ideas, please contact Sally La Luzerne-Oi slaluzerneoi@gmail.com Keep in mind that because Ukraine is 13 hours (summer time) ahead of Hawai'i, events need to take place early in the morning or in the evening HST.

News from Abroad



A Touch of Difficulty to Promote Reflection in Writing

By John Duplice

In the lead up to teaching my first academic writing class, more than twenty years ago, I prepped to address every possible issue my students might face. In fact, I prepped so much that my own understanding of citing, referencing, and all those fun aspects that come with writing in academia far exceeded what I got out of my own university experience. The writing of examples and reflecting on what I remembered about citing and referencing, brought out my personal knowledge gaps. I taught the class with the goal of making it easier for a group of extremely motivated English language learners in their first university writing class by covering all aspects they may need and providing easy examples to emulate. The students expressed understanding of my overhead projector examples (see Encyclopedia Britannica for description of an overhead projector) and jumped into writing. So far, so good, or so I thought. As the semester progressed and deadlines for assignment submissions came, the number of mistakes, mistakes I thought would be easily caught in the proofreading stage, filled me with a feeling of failure as a

teacher.

Some twenty years later, I now understand that proofreading for many students is not as important as getting to the minimum assigned word count (often the morning the paper is due). This proofreading stage is often the final stage students have for personal reflection on their writing and what they truly understand before submitting their writing, at least in the classroom setting.

Fast forward a couple of decades and a few thousand students later, I have more experience and tools at my disposal. One of the tools is the writing checklist where students mark specific aspects checked during the proofreading stage. Theoretically, simple mistakes such as problems with indentation, font size, and formatting of margins (all aspects previously taught in the class) should be caught easily with this checklist tool, leaving more time to focus on the content of the writing. This tool was helpful for students in activities such as peer reviewing and proofreading as well as for me, the teacher. Since some students used the checklist for the purpose of just seeing if they could fit the check mark

in the box properly without actually reading what it was pertaining to, I was able to better identify those who were actually thinking deeply about their writing from others who just wanted to get the assignment done. My dilemma was how to get all the students to reflect on their writing, including mistakes, before submitting it to me. I believed that the sooner we could get past more mundane aspects of academic writing (e.g., following APA guidelines), the more time the students and I would have to focus on the content of their writing. This is where stumbling upon the learning theory known as *Desirable Difficulties* came into play.

Desirable Difficulties

Desirable difficulties are tasks which require the learner to work harder and often slow down the learning process. While these difficulties may not be helpful in getting through content faster, they can be extremely helpful in getting the learner to remember content longer and transferring knowledge to other contexts (Bjork, 1994; Soderstrom & Bjork, 2015), which should be a primary goal of any

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A Touch of Difficulty to Promote Reflection in Writing

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curriculum. It is the difficulty aspect that enables the increase in longer-term recall and deeper understanding of the content being learned. By struggling, we can strengthen our ability to both recall content and transfer it to new learning (Bjork, 1994). However, just adding difficulty, does not mean there will be increased learning. The key term of desirable difficulties is *desirable* as the added difficulty must be appropriate to the student's ability (Persellin & Daniels, 2018; Weinstein, Sumeracki & Caviglioli, 2018). While desirable difficulties are often used in memorizing content by spacing out learning (spaced repetition), combining different aspects of what is being studied (interleaving), and self-quizzing (retrieval practice) (Brown, Roediger, & McDaniel, 2014; Karpicke, 2016; Karpicke & Grimaldi, 2012), these do not directly apply to academic writing to get students to slow down and think deeper about what they have written.

This is where two other desirable difficulties, generation and elaboration, come to the aid of the academic writing teacher. Generation is used to illicit creation of the students' own meaning or connection to content being learned (Agarwal & Bain, 2019). One example of generation in the context of learning vocabulary is drawing

a picture and / or writing a short story of the term to utilize the student's creativity to strengthen their understanding. Elaboration is similar to generation, but it emphasizes expanding what is known to other contexts or in making connections in learning. So how can these desirable difficulties help me get my writing students to think deeper and reflect on their writing? This is where I take my simple writing checklist up a notch, often to the chagrin of my students, by implementing an added difficulty.

Checklist with a Twist

During Covid, when we moved to teaching online, I decided to add the extra difficulties of generation and elaboration to my writing checklist. It was a simple add on activity that completely changed the effectiveness of the checklist and proofreading. My previous checklist required the students to mark a box, a task that adds little to no difficulty unless the student is intrinsically motivated to thinking about the item being checked. This new version requires students to write two to three sentences (or more) after checking each box. The sentences focus on mistakes students find, why they think they made the mistake, and what they did to correct the issue. If no mistakes were made, the students are not let off the hook. They write about the steps they took in looking

for mistakes and why they felt confident they did it correctly. As an additional bonus, the requirement of two or more sentences for each of the 14 checklist points pushed the students to write another 30+ sentences beyond the minimum assignment word count. Which I found to be helpful in adding a target grammar point (e.g., conditionals or conjunctions) which my students often have trouble with.

The checklist task is fairly simple. Students do their research and write their first essay drafts, have a peer editing session using the original checklist (without needing generation and elaboration), and do a final re-write of the essay with the updated checklist (with generation and elaboration sentences). A recent addition I made to both checklists, is reporting the amount of time spent proofreading with the checklists. This lets the student and teacher know if enough time is being spent during the proofreading process. If there are mistakes missed after using the checklist, a quick look at the time spent provides a hint as to whether the student really took their time or not. If they did take the time, but still made mistakes, I then know to address this issue. The use of adding a bit of difficulty to one part of the writing process is not a panacea, but it does offer an extra opportunity

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A Touch of Difficulty to Promote Reflection in Writing

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for students to reflect on what they know and for teachers to better understand the student's thinking process.

Completed Checklist

Examples:

First Post Writing Checklist (check only)

When you finish writing, go through this checklist to make sure you completed or correctly did each of the points. You MUST mark each of the points with a ✓ in the space () provided. Make sure you do this one point at a time and not just mark it without really checking.

This completed checklist must be pasted at the end of your writing assignment.

(✓) Title was included and it used correct capitalization and font formatting.

(✓) The font size and style are correct.

(✓) Correct line spacing was used.

(✓) Indentation was correctly used.

(✓) Capitalization was correctly used when needed.

(✓) Spelling and punctuation is correct.

(✓) Correct tense was used.

(✓) Grammar (e.g., plural/singular use, verb forms, etc.) are correct.

(✓) Topic, supporting, and concluding sentence(s) were used.

(✓) There is a title page with the title, student name, and date.

(✓) The reference page is on a separate page of its own.

(✓) All references on the reference page used the correct name order and included the proper information as described for APA style in BBW.

(✓) In-text citations included last name and year and page numbers if it was a direct quote.

(✓) All research material used is properly cited in the text and in the reference page.

When you finish going through the checklist, please write down how long you took to do the checklist after writing the paper. (e.g., 10 minutes, 5 minutes, etc.)

Time it took to do the checklist here: 6 minutes

Final Post Writing Checklist (with sentences)

When you finish writing, go through this checklist to make sure you completed or correctly did each of the points. You MUST mark each of the points with ✓ in the space () provided. Make sure you do this one point at a time and not just mark it without really checking. After you go through and check each of these points, please write the checklist sentences as explained below.

This completed checklist must be pasted at the end of your writing assignment.

(✓) Title was included and it used correct capitalization and font formatting.

The title and the capitalization were correct. The font size was size 12, but it was not Times New Roman. I changed it to Times New Roman.

(✓) The font size and style are correct.

I changed the font size and title when I changed the title. I notice that if I do the title page after I write the paper, my font style and size change. I will be careful with this.

(✓) Correct line spacing was used.

I used 2.0 spacing for the paper. I selected all of the essay and chose 2.0.

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(✓) Indentation was correctly used.

Some of my indenting was different sizes. I am not sure why, but I think I did not use the tab key each time. I went through the essay and used the tab key to indent them all. They are all correct now.

(✓) Capitalization was correctly used when needed.

There were not any capitalization mistakes in the essay, but I made many mistakes in the reference page. I looked at the example reference in our APA guide and fixed the mistakes. I think it is correct now.

(✓) Spelling and punctuation are correct.

I checked the essay and found a few words with red lines under them, so I fixed the spelling. I looked for punctuation mistakes and did not find any. Sometimes I have trouble with commas.

(✓) Correct tense was used.

There were a lot of past tense and present tense. This is something I need to practice. I am not sure when to use past tense and present tense for academic writing. I checked correct, but please let me know if it is not correct.

(✓) Grammar (e.g., plural/singular use, verb forms, etc.) are correct.

I made some mistakes with be verbs and plural and singular nouns. I fixed them, but there may be other mistakes. I also do not understand the perfect tense very well. I studied it many times, but I do not use it in my writing.

(✓) Topic, supporting, and concluding sentence(s) were used.

I used a topic and supporting sentences, but I forget concluding sentences in a couple of paragraphs. I am not sure how many supporting sentences I should use. Is one sentence enough?

(✓) There is a title (title page is best) with the title, student name, and date.

I followed the example from our APA guidebook. This was done correctly.

(✓) The reference page is on a separate page of its own.

Yes, I made a reference page separate from the essay. I used the page break that you showed us in class. It was easy to do.

(✓) All references on the reference page used the correct name order and included the proper information as described for APA style our guidebook.

I followed the APA guidebook examples and directions. I think this is correct, but sometimes I have trouble knowing which name is the last name.

(✓) In-text citations included last name and year and page numbers if it was a direct quote.

I forgot page numbers for my direct citations. I went back to my sources and put the page numbers in. I also have trouble with knowing which is the last name.

(✓) All research material used is properly cited in the text and in the reference page.

I cited everything I used in the essay. I had four sources and each of them are cited in the essay and in the reference page.

Write a few sentences under each checklist item explaining what points you did correctly and incorrectly in your writing. These sentences should be under each checkpoint. Be as specific as you can and describe what you did to resolve the issues. If there were not any issues, say how you checked to make sure. At the bottom, type how long it took you to complete the checklist and write the checklist sentences (for example: 20 minutes).

Time it took to do the checklist here: 27 minutes

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Teacher Associations: Past, Present and Future

By Samir Omara

Before March 2020, most teacher associations used to conduct in-person events and conferences, send representatives to international conferences, offer in-person courses and scholarships and produce printed publications. Due to the coronavirus pandemic, most teacher associations have conducted webinars and online conferences, nominate representatives for international online conferences, offer online courses and scholarships and publish online publications. There have always been opportunities, challenges and solutions. In the future, it is expected that most teacher associations will develop and conduct hybrid teacher development and teacher associations' collaboration.

In order to establish professional learning communities, English language teachers and educators have started teacher associations locally, nationally, regionally and globally. They have started their teacher associations to share their knowledge and reflect on their experiences and circulate their best practices in different ways. Teacher associations have always been professional learning communities or PLCs as language teachers have had common goals and interests and different experiences. PLCs have been one of many different forms for teacher development. Wenger (1998) thinks that professional learning communities or PLCs help create, share, organize, revise and pass the knowledge.

As language teaching has been a dynamic profession, there have been different areas of interest; the key focus has been how to develop language teaching and learning. DuFour (2004) stresses the idea that PLCs help teachers to focus on student learning as teachers “work

together to analyze and improve their classroom practice.” Teacher associations or TAs have helped English language teachers to develop professionally in different ways. They have conducted in-person events and conferences, sent representatives to international conferences, offered face-to-face courses and scholarships and produced printed publications. They have helped to link language teachers, educators and researchers to develop language teaching methodology and pedagogy. Johnson and Ridley (2004) think that PLCs help develop teachers' accountability of their teaching. Information and communication technology have helped teacher associations offer different resources and opportunities for language teachers to learn, reflect, share and develop. According to Preskill and Torres (1999), “Learning is maximized through opportunities to share individual knowledge and experiences with others.” Teacher associations helped to develop lessons learned from language teaching, and they have helped to sustain teacher collaboration. Zachary (2012) thinks that collaboration is key to learning and growth.

In 1966, Teachers of English to Speakers of Other languages or TESOL International Association was founded in the United States of America. It is a professional community that has more than 12,000 English language professionals representing more than 155 countries and more than 110 worldwide affiliates. In 1967, International Association for Teachers of English as a Foreign Language or IATEFL was founded in the United Kingdom. It is a professional community that has more than 4,000 English language professionals representing more than 130 countries and more

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than 100 worldwide affiliates. More national and regional teacher associations were founded all over the world such as Argentina TESOL, NileTESOL, TESOL Greece and Africa ELTA. In the United States of America, there are more than 40 affiliates such as Hawai`i TESOL and TEXTESOL. Some national teacher associations have developed local chapters and branches such as Mexico TESOL and TESOLANZ.

TESOL International Association, IATEFL and other teacher associations have helped to provide language teachers with teacher development resources and opportunities that help meet their professional development needs. The resources and opportunities have included local, national, regional and global in-person and online events, conferences and language expos. They have included free and discounted memberships, courses, programs and scholarships. They have developed and distributed different printed and online publications such as newsletters, journals and conference proceedings. They have distributed grants and awards to recognize excellent language teachers, educators and researchers. These resources and opportunities have helped develop language teachers' profile and capacity. They have helped language teachers to meet, reflect and

develop their profession and networking. Gnawali (2008) thinks that reflection helps teachers to "understand themselves, their practices and their learners."

Since March 2020, life and education have changed due to the coronavirus pandemic. According to UNESCO (2020), the nationwide lockdown and school closure have impacted more than 60% of the world's student population. Most local, national, regional and global teacher associations have moved to deliver online courses, programs, scholarships, opportunities, publications and resources for their members remotely to meet the challenges and restrictions of the coronavirus pandemic. For more than two years, there have been different opportunities, challenges and solutions. The English language teacher associations' leaders, teams and partners have developed their information and communication technology experiences to plan, deliver and reflect on online courses, programs and scholarships. They have learned how and when to deliver synchronous and asynchronous sessions. The English language teacher associations' members have defined their professional development needs as schools and institutes were closed locally, nationally and globally for months. The teacher associations have helped to plan and deliver some different

online courses, programs and scholarships for their members to develop their theory and practice of online instruction, formative assessment and digital literacy. They have encouraged their teams and members to plan and deliver webinars and virtual conferences. National and international attendees and speakers have been able to attend and present at webinars and online conferences. The teacher associations have developed and published online newsletters, journals and conference proceedings to cascade their members' knowledge. They have developed collaboration with more buddy associations through memoranda of understanding and affiliate agreements that have helped to deliver co-webinars and share resources and opportunities.

In 2021, IATEFL conducted IATEFL International Virtual Conference & Exhibition. TESOL International Association conducted TESOL International Virtual Convention & English Language Expo. In 2022, TESOL International Association conducted TESOL International Hybrid Convention & English Language Expo. In the future, it is expected that the teacher associations will take the lessons learned from the pandemic time to the new norm in the post-pandemic

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time. It is expected that most teacher associations will develop and conduct hybrid teacher development and teacher associations' collaboration. They will plan and deliver in-person and online courses, programs, scholarships and opportunities for language teachers and educators. They will encourage their teams, members and partners to use their experiences to plan and deliver in-person and online teacher development sessions, events and conferences while they take language teacher development needs into consideration. They will develop more collaborative relations with more buddy teacher associations as ICT has helped to develop teacher associations' collaboration nationally and globally. They will continue to develop and publish online newsletters, journals and conference proceedings for teachers to learn, share and develop language teaching and learning in different contexts.

To conclude, teacher development has always been the key focus of the local, national, regional and global

teacher associations. In the past, English language teacher associations have helped to provide their members with teacher development in-person opportunities and resources. They currently provide their members with teacher development online opportunities and resources due to the coronavirus pandemic. In the future, it is expected that they will provide their members with different forms of teacher development hybrid opportunities and resources.

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Upcoming Events:

September, 2022:

Fall Social

November, 2022:

Practical Workshop

February, 2023:

Annual Conference

March 21-24, 2023:

**TESOL International
Association Conference
Portland, Oregon**