



TESOL
Hawai'i



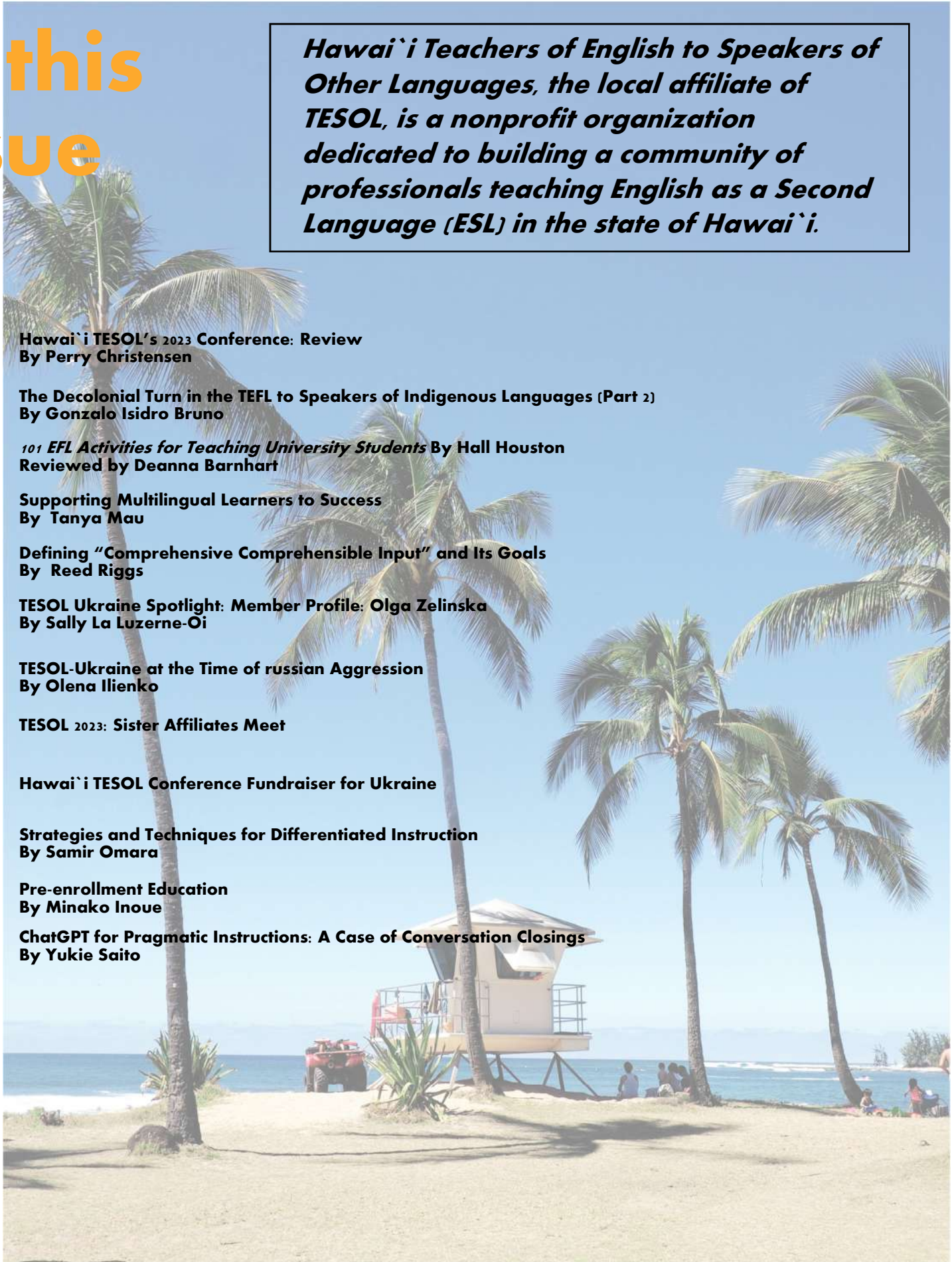
**The
Word**

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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
Vice President	open
Membership Secretary	Kelly Kennedy; mcclanah@hawaii.edu
Treasurer	Brent Green; brent.green@byuh.edu
Program Chair	Monica Vidal; mvidal@hawaii.edu
Socio-Political Action Chair	Shawn Ford; sford@hawaii.edu
Newsletter Editor	Lisa Kawai; kawai793@aol.com
Members at Large	Mark Wolfersberger; maw44@byuh.edu
Big Island Chapter Representative	Kalehua Kamakawiwo`ole; hkamaka@hawaii.edu
	open

Appointed Positions

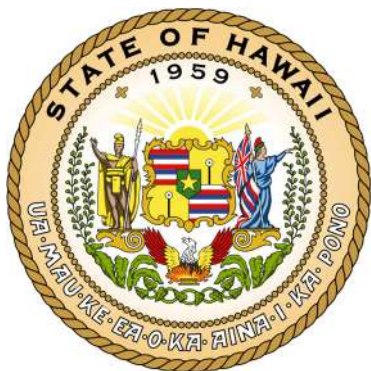
Conference Chair	Brent Green; brent.green@byuh.edu
Hawaii TESOL / TESOL Ukraine Liaisons	Juan Escalante; juanescalante@byuh.edu
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Social Media Chair	Kristen Urada; kurada@hawaii.edu
Graduate Student Representative	Daniel Holden; dholden9@hawaii.edu
Webmaster	Hoan Nguyen; hoantn@hawaii.edu
Historian	Perry Christensen; perry.christensen@byuh.edu



Hawai`i TESOL Advocacy Efforts

Hawai`i TESOL advocates on behalf of language teachers, language learners, and the profession as a whole. Hawai`i TESOL has provided written testimony to the U.S. Department of Education, House of Representatives, and Senate, and to the Hawai`i Board of Education, State House of Representatives, and State Senate to advocate for policies that support local English language learners, families, and teachers. Hawai`i TESOL has also participated in the TESOL Advocacy & Policy Summit in Washington, DC, and has met with Hawai`i's US Representatives and Senators to advocate for policies that support teachers and learners.

Learn more about current Hawai`i TESOL advocacy efforts and how you can participate by visiting Hawai`i TESOL's Newspaper (<https://hawaiitesol.org/news/advocacy/>) on its website (<https://hawaiitesol.org/>).



Shawn Ford, Hawai`i TESOL Socio-Political Action Chair, with Mazie Hirono. Shawn attended the TESOL Advocacy & Policy Summit in Washington, DC.

Hawai`i TESOL encourages its members to write individual letters of support, asking their U.S. Representative – depending on their district – to sponsor House bills, and asking both U.S. Senators to sponsor Senate bills. Members can use templates or write their own emails to Hawai`i's U.S. Congressional delegation. Individual stories about how bills would impact members as teachers or parents, or how bills would affect students and families, are especially relevant, so personalized messages are best.



Current Hawai`i Congressional Representatives and Senators:

U.S. Representative Case (1st District): <https://case.house.gov/contact/>

U.S. Representative Kahele (2nd District): <https://kahele.house.gov/contact>

U.S. Senator Hirono: <https://www.hirono.senate.gov/help/email>

U.S. Senator Schatz: <https://www.schatz.senate.gov/contact>

Upcoming Events:

September 2023

Fall Social

November 2023

Workshop

February 2024

Annual Conference

March 21-23, 2024

TESOL Convention

Tampa, Florida



News from Hawai'i



Hawai`i TESOL's 2023 Conference: Review

By Perry Christensen

After 2 years of COVID, a wet night and weather reports of potential flooding and heavy moisture, Hawai`i TESOLers woke to a beautiful Saturday morning on February 18th for a scenic drive to Laie, on the edge of Oahu's North Shore. It was time to resume in person Hawai`i TESOL's Annual Conference being held on the lovely campus of Brigham Young University – Hawai`i.

One hundred and eighteen participants gathered for a light breakfast followed by **Dr. Caroline (Cary) Torres'** plenary speech about Universal Design for Learners (UDL). Dr. Torres said that Universal Design began in architecture, making buildings and structures accessible to more people. An example of this is sidewalk cutaways, which benefit not only the intended people using wheelchairs but also others such as skateboarders, and those pushing strollers or dragging wheeled luggage. Likewise, UDL's goal is to make learning more accessible to all. Some other key takeaways are "the learning barriers are in the curriculum and not in the student." Therefore, we need to identify the barriers in our curriculums. Another takeaway is that "learner variability is the norm." Dr. Torres' handout can be found at <HTTPS://tinyurl.com/UDLHITESOL>.

After the plenary, participants could choose to attend 3 different sessions among the 15 offered over the next hour and a half before lunch. In each of the sessions, volunteer students from BYUH's TESOL Program welcomed the presenters and acted as moderators.

The first session I attended was **Tom Court and Mike Solis'** *Multimodal Companion to Reading* in which they demonstrated their

hypermedia glossary that helps readers learn new vocabulary words. The initial part of their work can be seen at <https://mic-nextjs.vercel.app/>.

Next, I went to **Grant Eckstein's** presentation in which he showed that students proofreading their writing by reading it out loud to find mistakes benefits L2 writers a little bit, but teacher feedback improves the paper significantly more.

The third session I went to was given by **Nicole Hannah**, a trained singer. Hers was an introspective seminar on how singers learn to pronounce the lyrics to songs they sing in different languages. She told how she often relied on IPA to note pronunciations. Nicole also told how shadowing someone and getting personal feedback from other choir members also helped her to correct her pronunciation. All these methods could be applied to helping ESL students with their pronunciation.

Lunch was phenomenal. **Nancy Tarawhiti** and her crew of BYUH TESOL students served up a delicious meal of salad, noodles, Li Hing pineapple, rice, vegetables, BBQ chicken, and battered fish. To top it all off was carrot cake. I had started my Keto diet two weeks prior, so they accommodated me by making a special plate of just salad, approved keto vegetables, chicken, and fish. Since I'm new to the diet, I had an 'oh, no!' moment about 20 minutes after lunch. I not supposed to eat the batter surrounding the fish. I should have scrapped it off. Oh well, live and get lean, but with a minor setback here and there.

Lunch was also a good time to catch up with old friends from across the island. I dined

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Hawai`i TESOL's 2023 Conference: Review

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with **Inho Jung** and **Joel Weaver**. Then I caught up with friends **Cynthia Rapu** and **Christine Guro**. Christine looked happy and well rested. She just so happened to retire two weeks prior to the conference. Someday we'll all be there.

After lunch we had 45 minutes to continue mingling and attend the poster session where presenters displayed and explained their posters. That was followed by 12 more sessions of which participants could choose three. I attended a presentation about using VR film for language learning. Though directed by **Austin Pack**, students **Kelly**, **Sandy**, and **Marissa** were really the main presenters. It was interesting to learn about Virtual Reality, but not something ready to be used in classes quite yet.

Then I went to **Inho Jung's** hands on presentation. Inho, my former student some 25+ years ago and now Dr. Jung, demonstrated two apps that he and his son have developed. The first one is an extension for Chrome that makes it so you can simply click on words while you are surfing the web and it will store them in a vocabulary list. Then whenever you see the word again while on the web, it will be highlighted so that you can recognize that you've seen that word before. You can also click on the word and a window will open with the definition. The app is something that I'll be sharing with my students. It's available for free at <HTTPS://shorturl.at/qzCOV>. You would have had to have been at Inho's session to learn about his other project <https://vocabsmart.herokuapp.com/> (give it time to load).

For my final session of the day, I attended **Kenton Harsch**, **Dustin (Canadian) Crowther**, and **Michelle (video personality) Kunkel's** presentation about Global Englishes (GE). You would have had to have been at the presentation to get all the inside jokes. Anyway, I got to know Kenton about 2 decades ago through Hawai`i TESOL. It's great to have friends across the Island. If you didn't know,

Kenton retired some 6 months ago. Now he thinks he has time for more research projects, but he acknowledges that in reality it will probably be more 'honey do' projects. Back on subject, the takeaways of GE for me were to play a recording with a different accent and ask your students two questions. 1) How easy or hard was it to understand the speaker? 2) How easy or hard do you think it would be for the speaker to understand you? I hadn't thought about this second question before. It's a real eyeopener. Another GE activity is to have Student A tell what they know about Student B's culture and vice versa. This is novel to me. I've always had my students share their own cultures, but telling what you know about another's culture is brilliant. It helps each other see how they are perceived in other people's eyes and gives them a chance to clear up any misconceptions and continue the dialogue. Finally, they introduced the term '*conviviality*' (you'll have to look that one up) as an important part of GE.

In addition to all the sessions, our Hawai`i TESOL/ TESOL Ukraine Liaisons, **Sally La Luzerne-Oi** and **Jean Kirschenmann**, had a display set up in the common area to collect donations for Razom, a Ukrainian-American NGO providing humanitarian aid to Ukraine. For your donation they had thank you bookmarks which were made either by Sally, Jean, Ukrainian students, or a Ukrainian art teacher. I just had to donate enough to get one of each kind of bookmark. Oh, I mean to help Ukraine. God be with our Sister Affiliate, especially during these turbulent times.

Hawai`i TESOL's Socio-Political Action Chair, **Shawn Ford**, had a table where he was stamping programs so DOE teachers could get Non-Credit SIQ. I know Hawai`i TESOL aims to please.

This year's plethora of door prizes were nothing to sneeze at. Among the prizes were 4 copies of Dr. Torres' book *UDL for Language Learners*. You had to be present to win.

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Hawai`i TESOL's 2023 Conference: Review

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Overall, this year's conference Co-Chairs, **Brent Green** and **Juan Escalante**, put on a fabulous event. Hope to see you all next year.

About the Author: J. Perry Christensen is Hawai`i TESOL's Historian. Not only because he's getting old, but because he's been on the Hawai`i TESOL board for almost half of it. In 2025, it will be Hawai`i TESOL's 50th birthday. Also, next year he will bring his cell phone. Pen and paper are no longer enough. Several of the presenters used QR codes.



The Decolonial Turn in the TEFL to Speakers of Indigenous Languages (Part 2)

By Gonzalo Isidro Bruno

World politics, economy, and migration have been shifting their focus from international to national, regional, and localized events in the past decade. As a result of this gradual shift, there have been concerted social and educational efforts to vindicate Indigenous languages and cultures. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has supported the initial struggles for language revitalization by coordinating collaboration between governments and not-for-profit organizations. The UNESCO Global Action Plan of the International Decade of Indigenous Languages 2022-2032 states that “International Decade is beyond the capacity of any single nation, country, stakeholder group, generation, scientific discipline, policy framework or set of actions” (2022, p. 8). For this reason and in this context, the UNESCO Global Action Plan: “provides guidance on implementation, monitoring and governance structures and suggests measures to be taken by UN-system entities, governments, Indigenous

Peoples’ Institutions and organizations, including communities at the grassroots level, broader civil society, academia, the private sector, and other stakeholders to achieve the major objectives of the Decade” (p 8.).

While UNESCO's work is vital in leading international efforts, there is still a long way to go because many national language policies in multilingual countries are lagging behind. Such educational policies require the effective implementation of numerous grassroots initiatives, civil society, and governmental backing. Additionally, these policies need to bring about equity, diversity, inclusion, and a deep recognition that Indigenous languages and cultures represent the voices of millions of previously silenced and colonized individuals over a period that goes back centuries.

Within this perspective, the teaching of English as a foreign language (TEFL) around the world must not replicate or hide efforts to perpetuate the hegemony of the English language, be it as a *lingua*

franca or a surreptitious reinforcer of colonial ideological and repressive practices. An effective decolonial overturn of TEFL practices is possible once non-English speaking nations around the world recognize, legislate, enact, and deploy educational language policies that truly validate and vindicate Indigenous languages at the same or higher level than the English language in these national educational contexts.

National Policies for Indigenous Languages Around the World

The 2019 United Nations General Assembly Resolution (A/RES/74/135) on International Year of Indigenous Languages: Mobilizing the International Community to Preserve, Revitalize and Promote Indigenous Languages called for the 2022-2032 International Decade of Indigenous Languages. The Decade aims “to draw attention to the critical loss of Indigenous languages and the urgent need to preserve,

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revitalize and promote Indigenous languages and to take urgent steps at the national and international levels.” (UNESCO Global Action Plan, p. 8)

To reach these goals, there is an ongoing need to support legislation of national laws and the creation of language policies to implement trilingual or plurilingual curricula that include 1) one or more Indigenous languages, 2) a national language, sometimes a colonial language, and 3) an international language, such as English.

Ultimately, more social incentives are needed to remove the stigma associated with speaking Indigenous languages beyond the family and community circles. School curricula to accelerate multilingual/plurilingual literacies and multiliteracies in primary, secondary, and tertiary education levels are essential. Explicit research-based educational policies should support balanced trilingualism or plurilingualism depending on each country. Selected international languages should not take resources away from first language education at least during primary and secondary levels in multilingual nations.

In the case of English as a foreign language, many speakers of Indigenous languages already use this language for education, travel, and general communication.



THE INTERNATIONAL YEAR OF INDIGENOUS LANGUAGES

MOBILIZING THE INTERNATIONAL COMMUNITY TO PRESERVE,
REVITALIZE AND PROMOTE INDIGENOUS LANGUAGES

The role of English as a tool to gain access to international higher education, travel, and job opportunities is unquestionable. This is why being fully (multi)literate and fully educated in an Indigenous language, a national language,

and an international language gives speakers of Indigenous languages intercultural, plurilingual, and multicultural perspectives that have been undervalued and ignored in the past.

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Using the learners' home language(s) or national language in learning English as a third and foreign language needs to be an accepted pedagogical practice. By giving these languages an equal footing in national language policies and TEFL practices, trilingual and plurilingual individuals stand to gain solid ground to establish their ethnic, national, and international identities.

Being able to communicate effectively in two, three, or more languages is a manageable educational goal for Indigenous students when teaching methodologies and school curricula are supported equally. The most important change in national policies is that speakers of Indigenous languages as their first language need to receive deliberate academic support from members of the school faculty and their local community and their second and third-language teachers. Whether English is the second, third, fourth, or fifth language, the local English teacher needs to be aware that first-language literacy skills, grammatical literacy, and cross-linguistic interaction need to be solid and in place to accelerate and support bilingualism, trilingualism, or plurilingualism.

Plurilingualism should be the goal of multilingual nations, particularly those with Indigenous languages with competing colonial languages

to prevent irreversible negative linguistic phenomena, such as language attrition, semi-lingualism, and consequently language and identity loss.

Multilingual National Policies

Decolonial national policies restore the rightful central role of mother language education to local Indigenous languages giving equal or a secondary role to national languages in regions of the world where an international language is being introduced during elementary school or even earlier.

Examples of nations that have made initial improvements are Canada, Sri Lanka, New Zealand, Finland, and Mexico in the last decade. Mela Sarkar and Constance Lavoie have described the Canadian language education policy and their impact on their Indigenous Peoples. India Liyanage and Suresh Canagarajah have explained the interethnic understanding and the teaching of local languages in Sri Lanka. Sari Pietikäinen and Anne Pitkänen-Huhta have visualized dynamic multimodal language practices in multilingual Indigenous Sámi classrooms in Finland. Richard Hill and Stephen May have researched the balancing of languages in Maori-medium Education in Aotearoa/New Zealand. Mario E. López-Gopar, Narcedalia Jiménez Morales, and Arcadio Delgado Jiménez have analyzed critical classroom practices of using English to foster Indigenous

languages and cultures in Oaxaca, Mexico. These nations are decolonizing their national language education with policies that do not close their worldview or put them at a disadvantage with other more advanced nations. These examples have been documented by Durk Gorter, Victoria Zenotz, and Jasne Cenoz (2013) in *Minority languages and multilingual education: Bridging the local and global*, indicating by its title their inclusive plurilingual perspective.

In Cameroon, there are various plurilingual efforts and successes as reported by Eric A. Anchimbe of the University of Bayreuth in *Language Policy and Identity Construction* (2013). He specifically analyzes functional marginalization and the future of Indigenous languages with the implementation of more official functions for these minoritized languages. Cameroonian language policies towards Indigenous languages rely on decrees and laws that are not enacted in practice. He describes constraints to Indigenous language empowerment due to limited relevance, equality, prestige, and the misconception that they negatively influence the acquisition of English. There are, however, enough factors that protect these languages from extinction, such as their initial chronology of acquisition, their role in

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communal communication and socio-economic survival, the importance of their homeland or village, their promotion of Indigenous cultures and villages, and their embrace of plurilingualism, which includes French and English, former

colonial languages. Anchimbe proposes a regional multilingualism model to empower Indigenous languages through policy and functional utility (2013).

Nancy Hornberger's research on the

implementation of multilingual education in six South American plurilingual countries identifies ten certainties about multilingual education grounded in Indigenous people's experience in Argentina, Bolivia, Chile, Colombia, Ecuador, and Peru (2009):

- 1) A national multilingual language education policy opens up ideological and implementational spaces for multilingual education.
- 2) Local actors may open up — or close down — agentive spaces for multilingual education as they implement, interpret and perhaps resist policy initiatives.
- 3) Ecological language policies take into account the power relations among languages and promote various multilingual uses in all societal domains.
- 4) National models of multilingual education instantiate linguistic and sociocultural histories and goals in each context.
- 5) Language status planning and language corpus planning go hand in hand.
- 6) Communicative modalities encompass more than written and spoken language.
- 7) Classroom practices can foster transfer of language and literacy development along receptive-productive, oral-written, and L1-L2

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The Decolonial Turn in the TEFL to Speakers of Indigenous Languages (Part 2)

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- dimensions, and across modalities.
- 8) Multilingual education activities voices for reclaiming the local.
 - 9) Multilingual education affords choices for reaffirming our own.
 - 10) Multilingual education opens spaces for revitalizing the Indigenous. (p. 199-207)

Hornberger's research on plurilingual policies presents a window into Indigenous people's perspectives, motivations, and ultimate goals to assert themselves as legitimate representatives of various ethnic groups.

TEFLSIL Methodologies to Support National Multilingual Policies

TEFLSIL should put into question educational approaches that favor western Eurocentric worldviews which had directly or indirectly displaced minoritized and Indigenous languages. TEFLSIL can lead the way for colonial languages to provide linguistic reparations to Indigenous peoples from the periphery, the so-called Global South.

The Decolonial Turn in TEFLSIL needs to transition from raising awareness of linguistic colonialism to supporting the implementation of national educational and linguistic policies to undo the effects of an imperialistic past.

As stated in the first part of this two-part essay, there are several language teaching methodologies, approaches, or frameworks of foreign language teaching that can be beneficial for the teaching of English to speakers of Indigenous languages: Pedagogical Translanguaging and translangualism; Social Justice, Place-based, and Critical Pedagogies; Differentiated and Personalized Instruction Methodologies; Multilingual Multiliteracies Pedagogies; and Learner Autonomy or Self-Efficacy Approaches. All of them are making steady progress in various educational scenarios that promote plurilingual views and goals.

For example, translanguaging and translanguaging are mediation tools that rectify oppressive methodologies used to eradicate, weaken or undermine minoritized or Indigenous languages. They are in alignment with the tenants of social justice, place-based and critical pedagogies. They acknowledged individual language learning styles, motivations, and goals. Language learners are then viewed as individuals capable of taking control of their learning processes to develop autonomy and self-efficacy. Accordingly, language learning materials are prepared or adjusted to encompass various language literacy modes.

The Teaching of English as a Foreign Language to Speakers of Indigenous Languages should be ideally implemented by plurilingual educators, teachers, or instructors who are also educated speakers of indigenous languages. The professionalization of TEFLSIL is paramount to the success of plurilingualism, multiliteracy, and multiculturalism in nations with a commitment to the revival of Indigenous languages. Formal schooling will then focus on returning the spotlight to local communities as essential micro units in multi-ethnic pluricultural and plurilingual countries. Ongoing deglobalization processes and the end of Neoliberalism can surprisingly support the resurgence of local cultural identities of speakers of minoritized Indigenous languages.

Silvia Melo-Pfeifer (2021) has pointed out that the Teaching of Languages to Speakers of English should be part of the worldwide effort to promote plurilingual repertoires. Monolingual imperialistic views that English is the only language to serve as an international language sets English language learners in a perpetual second place when it comes to linguistic prestige and status. Once roles are reversed and "native" English speakers are initially encouraged and ultimately

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The Decolonial Turn in the TEFL to Speakers of Indigenous Languages (Part 2)

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required to learn other languages, including minorities and Indigenous languages, their hierarchical ranks are brought to the same level as that of other individuals learning languages. Native English speakers will no longer be the imperial owners of dominant oppressive language teaching approaches. The decolonial turn in TEFL will then have accomplished its herculean goal.

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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 education and virtual study abroad. He has a doctorate in language education from Indiana University. He is currently the Academic Director at EF International Language Schools—Honolulu.

Note: Part one can be found in the September, 2022, issue of *The Word*, pages 10-15.

https://hawaiiitesol.org/wp-content/uploads/2022/10/2022_Sept.pdf



101 EFL Activities for Teaching University Students **By Hall Houston**

Reviewed by
Deanna Barnhart

Independently published by iTDi TESOL, 2022, 152 pp. \$14.95 paper, \$7.49 Kindle. ISBN: 979-8419082793.

Hall Houston is a veteran EFL professor at the National Taipei University of Nursing and Health Science in Taipei, Taiwan. He has written several books on language teaching, and his articles have appeared in *Modern English Teacher*, *EFL Magazine*, *TESOL Connections*, *International House (IH) Journal*, and *IATEFL Voices*. His compact, affordable, yet content full volume of *101 EFL Activities for Teaching University Students* is the most recent volume from iTDi Publishing and can be found [here](https://www.amazon.com/dp/B09V48416F) (or here: <https://www.amazon.com/dp/B09V48416F>).

Three themes underlie many of the activities in Houston's collection—contextualizing classroom activities in the university environment, utilizing principles of active learning, and understanding group dynamics, formation, and development. Houston sees

parallels between group formation and development and the rhythm of a course. He uses this parallel to organize his 101 activities into three chapters entitled Getting Off to a Good Start, Maintaining Motivation and Interest, and Ending the Semester Gracefully with 38, 38, and 25 activities, respectively. Student activity sheets (also available at the link above), an annotated list of recommended resources, and a bibliography complete the volume.

Each of the three main chapters opens with notes about how the activities relate to the themes mentioned above and general tips that apply to all teaching contexts. The introduction to Chapter 2 is especially helpful as it addresses the long period of the term between initial launch and closing review and assessment, the weeks when student and instructor energies can falter and classroom community disintegrate (p. 41). Even mid-career teachers will find food for thought in these notes. For example, Station

Rotation (p. 43) shows a low stress way to shift from teacher-as-conductor to teacher-as-facilitator. Ask the Student (p. 44) suggests involving students in locating and selecting authentic materials for class use.

Within each chapter, activities are organized under subheadings. Chapter 1, for example, has four or more activities in each of five subsections focused on student names, followed by learning about the teacher, learning about each other, learning about the university, and learning about the course. These activities indirectly show teachers how to create two conditions essential for a communicative language classroom: (a) a comfortable learning environment where students know, care, and are curious about each other and (b) opportunity to use the target language for meaningful, engaging, and authentic purposes. Students work together, examine aspects of university life, teach and learn from each other, and reflect on their

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101 EFL Activities for Teaching University Students

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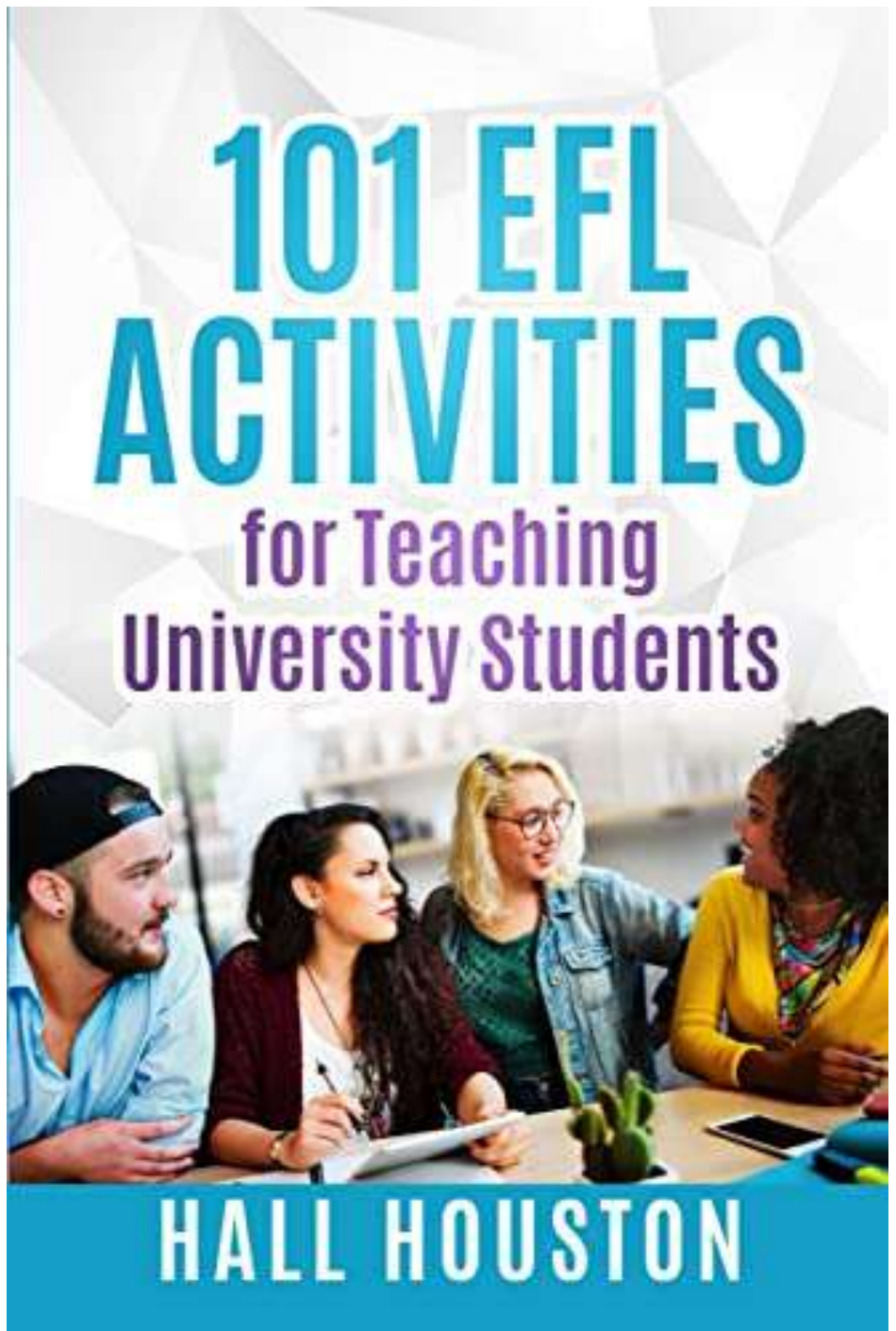
experiences. Houston's focus on the university as both content and context for many of his activities can be adapted for other themes and settings.

Chapters conclude with several tips for teacher self-development and reflection. As a TESOL graduate student but novice teacher, this reviewer found the teacher development tips to be helpful. For example, making (and writing) predictions about the semester at the beginning of a course and then rereading those predictions at the end, gently nudges teachers to reflect on their work and make plans to adjust in the new term. Another tip asks readers to examine their interactions with others at faculty meetings with questions including "Are you extremely quiet? Do you spend most of the meeting interacting with your smartphone?" (p. 88). Such questions help teachers analyze their interpersonal skills and habits and, perhaps, see student engagement, or lack of it, in a new light.

Each activity has the same format with estimated class time, skills addressed, preparation needed, and procedures to follow. Some also include variations and an author's note giving credit to his sources. The organization makes it quick and easy to scan and choose one of four

ideas for eliciting student responses to a lesson or one of nine activities designed to review course content. All activities are written in accessible, jargon-free prose,

so busy teachers across the novice-to-veteran spectrum will find multiple, practical, easy-prep options when they ask themselves questions such as: How can I help my



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students engage with each other? How can I make review activities more interesting? How can I vary my pre-listening routine? How can I redesign lessons so that I talk less and my students talk more? The complete table of contents is viewable at the link above.

Houston's intended audience is university-level EFL professors, but, as he correctly observes, instructors in other settings, fields, and levels may find the collection useful as well (pp. ix-x). Those hired for their subject area knowledge but lacking background in pedagogy, classroom management, and assessment techniques will find numerous activities to address their needs. Seasoned educators may recognize KWL charts, jigsaw reading, and the one-minute paper from prior training in cooperative, student-centered, or activity-based instruction but will also find fresh ideas for varying routines and enhancing student engagement with course content and with each other. Language educators with strong backgrounds in applied linguistics or TESOL will find novel ideas for meeting communicative goals with content-, task-, or student-centered activities. All teachers, no matter their context, subject, or level, will appreciate, and be able to adapt, Houston's university-situated activities for their own school or circumstances.

Unfortunately, the book's narrowly-focused title may dissuade many prospective readers from looking inside.

One drawback of the book is its layout and formatting. The table of contents is a crowded list of all 101 activities with only two single line spaces before the titles of chapter 2 and 3 to break up the text. Using variation in font size or form, line spacing, and indentation would have made the subheadings salient and comparison of activities within one category easier. Similarly, modest revisions in the layout of the activities would enhance their readability. Most activities would fit nicely on a single page. Those that do not would create a welcome bit of white space or illustration. Houston's "worksheets" (pp. 118-127), appended at the end of the book, are a curious mix of widely and freely available templates (e.g., KWL chart and Memories board game), easily reproduceable graphics (e.g., Storyboarding a music video), or examples that require adaptation by users for their course, students, or context (e.g., Making a name card and Watch [a video] and predict). These worksheets would be more valuable if they were reduced in size and inserted as images into the corresponding activities to provide visual appeal and reduce wordiness in the procedures which, are, unfortunately, formatted as connected text paragraphs rather than as numbered steps

in a process.

Layout aside, Houston's compilation of *101 EFL Activities* provides enough depth, breadth, and variety to appeal to all language-teaching professionals. As with any resource book, individual educators need to read with a critical and creative eye toward adjusting time, preparing materials, and adapting procedures to fit their program, course, and students. All teachers need a few go-to activity books for planning, revising, and re-imagining lessons. Hall Houston's volume would make a practical, affordable addition to anyone's collection.



Supporting Multilingual Learners to Success

By Tanya Mau

In an effort to support early career educators, the Hawai`i Teacher Induction Center (HTIC) hosts a Beginning Teacher Summer Academy (BTSA), which offers a range of Professional Learning Communities (PLCs) facilitated by Hawaii Teachers of the Year and teacher leaders within the Hawaii Department of Education. These PLCs have supported hundreds of teachers embarking on their second, third, or fourth year of teaching in a variety of evidence-based practices to meet their diverse and evolving needs. Teachers meet in their respective PLCs four to six times in the summer, and then they continue to meet throughout the school year. This structure allows them to grow with a network of support and to provide follow-up for the implementation of strategies learned. Conducting these sessions virtually has allowed teachers from all islands and complex areas to come and learn and grow together. The Teacher Induction Center is fortunate to partner with corporate sponsor Matson in order to provide books and instructional resources for beginning teachers in order to learn and hone their skills in effective instruction.

During a critical adjustment period of launching distance learning across the state in the

Summer of 2021, teachers were determined to find strategies to support Multilingual Learners (ML), also called English Learners (EL). The state's annual induction survey revealed that more training and support for working with English Learners was among the top five activities of beginning teachers' responses. Furthermore, having supported teachers in this area of professional development for the past ten years, I realized that there was a sense of urgency to specifically provide beginning teachers with instructional strategies to set them up for success in working with English Learners. Facilitating a focused PLC on supporting English Learners/Multilingual Learners would align with the EL Task Force report short-term and long-term recommendations. These recommendations were presented to the Board of Education in May 2018 to improve programs and access to English Learners services statewide. Teachers who have successfully completed the BTSA EL PLC gain English Learner instructional strategies and resources aligned with the TESOL 6 Principles and WIDA English Language Development standards. Participants also earn 18 non-credit hours towards the Hawai`i DOE's

Sheltered Instruction Requirement.

Professional development learning opportunities for all teachers continue to be a need, but especially for those who work directly with English Learners. Because of the high turnover in the EL teaching role, many teachers still do not feel prepared to effectively support EL students to meet the same standards as non-EL students. In some complex areas, some teachers are seeking more professional development on utilizing the WIDA Standards Framework in planning instruction, implementing assessments, writing comprehensive program reports, and scheduling, all of which are part of the EL Coordinator role, in addition to instructing students. Grounded in the TESOL 6 Principles, teachers can explore and implement practical strategies immediately in the classroom. Along with knowledge and sheltered instruction hours, the teachers now have a network of support from colleagues who are working on designing language objectives, scaffolding supports, and engaging families from a culturally responsive lens. Creating a safe space for teachers to get to know each other's strengths and connect

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Supporting Multilingual Learners to Success

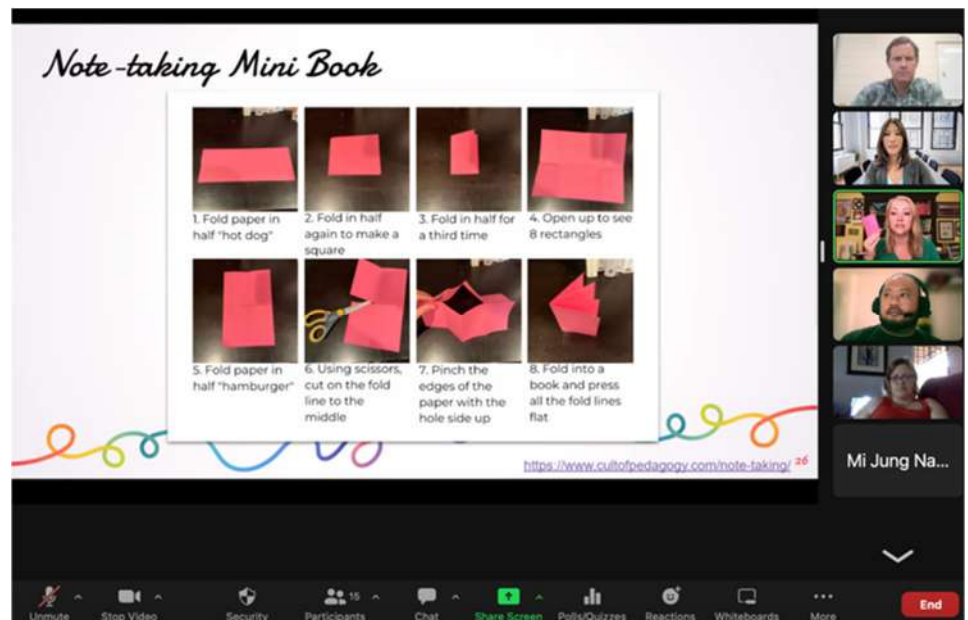
(Continued from page 19)

in a supportive and engaging way is one strategy we intentionally model so that teachers create intellectually and emotionally safe spaces for language learners in their classrooms. When asked what the most valuable features of the PLC were, another teacher responded, “Everything. I believe it was a great balance of building knowledge on how the ML students learn and teaching strategies that can be implemented in the classroom.” One teacher commented that “The collaboration was a part of the PLC that made it engaging and enjoyable.” Follow-up after the initial summer sessions is key to solidifying learning and reflecting on the strategies implemented in the classroom. One teacher commented that the pacing of the sessions throughout the school year was valuable, as they could practice new things, such as language objectives, as they learned each quarter.

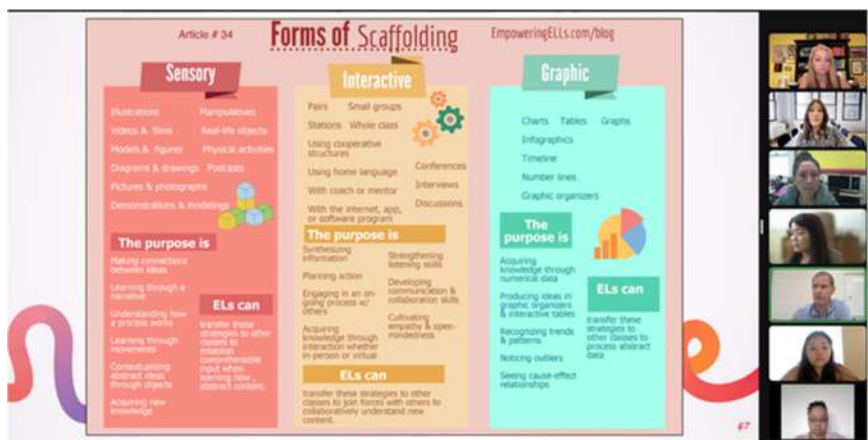
“The BSTA EL PLC has been an excellent platform to share strategies, resources and voice to foster EL success.” Teachers have appreciated the variety of activities and strategies “to help not only English Learners, but all students” and “seeing the concepts and teaching being modeled by the awesome instructors.” After a language lesson, one teacher responded that she “loved experiencing the feeling our ELL students have when

they join our communities. It allows me to become more empathetic to their situation.” Beginning teachers have commented that the content and strategies provided

through the BTSA ML PLC are valuable information for all teachers who are working with multilingual learners.



Participants learn how to make a mini-book as a note-taking strategy for students.



Participants discuss the importance of using sensory, interactive, and graphic supports in their classrooms for students to successfully access the content..

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Supporting Multilingual Learners to Success

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"This was probably one of the most helpful PDs [Professional Development sessions] I've been a part of since becoming a full-time teacher. We really need more opportunities like this where we can actually try out strategies together and also learn from local-based educators."

If you know of a beginning teacher in their second, third,

or fourth year who would be interested in participating in the BTSA ML PLC this summer and next school year, please register here (<https://bit.ly/btsamlplc2324>) before June 10, 2023.

About the Author: Tanya Mau is currently a State Office Teacher with the Hawai`i Teacher Induction Center and a Hawai`i State Teacher Fellow. She is a presenter of the Professional Learning Series for mentors, supports complex area induction program coordinator leads, is project lead for the Beginning Teacher Summer Academy supporting teachers in years 2-4, co-facilitates quarterly mentor forums for Special Education mentors across the state, and has been a staunch advocate for supporting teachers who work with multilingual learners for over ten years.



2022-2023 BTSA EL/ML PLC Facilitators: Nicole Heinlein (Lahaina Intermediate), Tanya Mau (HTIC), Jeremiah Brown (Waipahu High).

Defining “Comprehensive Comprehensible Input” and Its Goals

By Reed Riggs

As researchers continue to explore the roles that motivation, anxiety, attention, memory, context, and other factors play in second language (L2) development, most agree that lots of exposure to language in use (input) is necessary for L2 development to occur. Lightbown and Spada (2021), in their overview of the history of second language acquisition (SLA) theories, confirm: “Comprehension of meaningful language is the foundation of language acquisition” (p. 178). Whenever scholars caution that input is “necessary but not sufficient,” this *necessary* role remains confirmed. Lightbown and Spada (2021) define “input” as, “The language that the learner is exposed to (either written or spoken) in the environment” (p. 240). They further define “comprehensible input” as, “A term introduced by Stephen Krashen to refer to language that a learner can understand. It may be comprehensible in part because of gestures, contextual information, or prior knowledge/experience” (p.

235). This article will identify two general types of input-providing practices that language teachers commonly employ, and argue why a comprehensive “diet” of both types should help L2 development.

Slow input.

The first type of input-providing practices I aim to identify here comprises teacher moves that ensure learners are immediately connecting each word and sentence with semantic meaning, pragmatic meaning (someone is *asking*, *answering*, *confirming*, *refuting*, and so on), and discourse meaning (information that builds the continuous topic, story, or task). These practices are often associated with “CI” (comprehensible input) teaching and the Teaching Proficiency through Reading and Storytelling (TPRS) method (e.g. Wesely, Vyn, & Neubauer, 2021). Lichtman (2018) captures several principles and practices in TPRS:

Assess constantly. Each question is an informal assessment. If students answer you, you know they

understand. If they don’t, you need to find out exactly what they don’t understand. **Teach to the eyes.** This means that you should constantly be looking at students. This not only helps to hold students accountable, but it also helps show you when they do not understand....**Point and pause.** When we speak too quickly, we often make the language incomprehensible to students....slow yourself down by pointing to the structures of the day and pausing. This gives students processing time. (p. 31)

This “slow” type of classroom input can also include such micro-practices as repeating newly introduced words and “pop up” explanations of form and meaning in context (Zhang, 2017, p. 130).

Goals for *slow input* can be seen from social and cognitive perspectives as follows. Ensuring maximum comprehension can help learners participate in whole-class interaction and contribute ideas to the discourse, even if only confirming or disagreeing through non-verbal responses. Cognitive benefits from connecting every word and sentence to meaning may be that learners form predictions (see Hopp, 2022) and build

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Defining “Comprehensive Comprehensible Input” and Its Goals

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mental categories (see Perek & Goldberg, 2015) for words, grammatical sequences of words in sentences, and usage of words in extended discourse.

Interpretive competence.

What remains missing from slow input is the many normal sequences of sounds in natural usage, such as English speakers saying “I am going to go” when speaking carefully but saying “Imunna go” at a naturally fast pace.

Pronunciation in normal usage will typically be complex beyond any textbook list of letters. Humans produce vowels, consonants, syllable stress, pitch variation, vocalic qualities and more (Gussenhoven, 2004) that are all highly conventional within speaker communities and social roles. Christiansen & Chater (2022), in a book section titled “Spontaneous Order,” describe an “emergentist” perspective on the complexity of language usage:

No one planned language. The complexity and order of language emerge from the chaos of countless games of linguistic charades. In each game, speakers have no concern other than to make themselves understood to a particular person on a specific occasion. Yet, over generations of language use, patterns of amazing

richness and subtlety have gradually emerged. (p. 81-82)

There is an “ordered chaos” to speaker choices in sounds (and words), and this is learnable from listening (e.g. Trofimovich, Lightbown, Halter, & Song 2009). If we want learners to develop competence in understanding what others say both inside *and outside* our classrooms, we should consider just how complex language usage really is.

information, or prior knowledge/experience.” Such input-providing practices leave learners to guess at meaning and listen or read “for gist”. This often takes an interactional format of “listen-and-do” (Ellis & He, 1999) because learners miss important details in the semantics, pragmatics, and discourse connected with each specific utterance. What may be beneficial, however, is that learners can observe language being used at a more *natural*



Natural input.

The next type of input-providing practices resembles Lightbown & Spada’s (2021) definition of “comprehensible input” above. That is, learners comprehend language “...in part because of gestures, contextual

pace. They can hear pronunciations at word boundaries that reduce and blend along with syllable stress, pitch variation, vocalic qualities and more as they would sound in normal conversations outside of

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Defining “Comprehensive Comprehensible Input” and Its Goals

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classrooms.

If we want learners to build strong interpretive competence from both *slow input* and *natural input*, teachers should consider providing “comprehensive comprehensible input” given the following definition: teaching practices that help learners understand language that is being used at a slowed, careful pace for some activities, and at a faster, natural pace for other activities. “Comprehensive input” for years has been a common misspeaking of the conventional term, *comprehensible* input. Our profession might gain from us saying this as productive principle through which we build our practices.

Acknowledgement:

I thank Diane Neubauer for her helpful comments on multiple drafts of this article. Any errors are my responsibility.

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About the Author:

Reed Riggs is a secondary teacher of Mandarin at Le Jardin Academy, an IB school. He completed his Ph.D. at the University of Hawai`i in 2018, and has been working in language teacher education in Hawai`i since 2012. He has presented workshops for language teachers across the United States and internationally, including China and France. His research ties language teaching practices with research in Conversation Analysis and Usage-Based Linguistics. He hopes to highlight more areas where teachers and researchers can work together and gain from each other’s work. Email: reedsamuelriggs@gmail.com, Website: reedriggs.com

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.

Hawai`i TESOL and TESOL Ukraine have had an official partnership for over 20 years! The official Partnership Agreement was signed by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.

Since September 2019, we have included a profile of a TESOL Ukraine member in each issue of *The Word*. The purpose of this column was two-fold: to meet members of our sister affiliate and to get to know more about the area where they work and live in Ukraine. With this

issue, we are ending the profile column for the time being. You can read past profiles and more about the history of the partnership in previous issues of *The Word* found on the Hawai`i [TESOL website](#).

For more information about TESOL Ukraine and past issues of its newsletter, visit the [TESOL Ukraine website](#). TESOL Ukraine is also on Facebook.

TESOL Ukraine Member Profile

In this column, we are profiling Dr. Olga Zelinska, a Ukrainian colleague in Kharkiv, and a long-time member of TESOL Ukraine. Her area of expertise is ESP, namely legal English and the language of advertising. If Olga's name looks familiar, it might be because she contributed an article on the topic of Teaching during War for the September 2022 issue of The Word. She has also participated in webinars on this topic.



Olga Zelinska

Name: Olga Zelinska

Institution: Yaroslav Mudryi (the Wise) National Law University (Kharkiv)

Please tell us about your institution.

Yaroslav Mudryi National Law University is a law school located in Kharkiv, Ukraine and named after Yaroslav the Wise, Grand Prince of Kievan Rus from 1019 to 1054, famous for his foreign policy, strong diplomatic relations with European states of those times, and creation of the Code of Laws “Rus Pravda”(Kyivan Rus Justice). Yaroslav the Wise got his nickname for his achievements in ruling and consolidating the Kyivan state. In 1011-1022 he built the majestic Cathedral of St.

Sophia, a well-known landmark inscribed on the World Heritage List, situated in Kyiv. The history of Yaroslav Mudryi National Law University dates back to 1804 when the Law Department was established in Kharkiv University founded by Vasyl Karazyn. In 1937 the university department became a separate educational establishment for training lawyers. The University has significant educational potential and takes the leading position in national legal education that is confirmed by ratings of higher educational establishments. Most of the students graduate with a Master’s Degree in Law and can continue with their post-graduate studies.

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TESOL Ukraine Spotlight: Member Profile: Olga Zelinska

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The professors, scholars, experts, and graduates have participated in the development of the laws and the Constitution of Ukraine and the improvement of legislative and law enforcement processes.

The University has wide international contacts. It established cooperation and signed agreements with educational establishments in Great Britain, Lithuania, Germany, Poland, the USA, Sweden, France and other countries. The National Law University is a member of the European University Association.

The slogan we use now is “BRAVERY TEACH and LEARN” because Kharkiv is situated 40 kilometers from russia (deliberately written in lowercase) and a very dangerous place to live, work and learn.

What is your position at this institution?

I have a PhD in Linguistics and work as an Associate Professor with the Foreign Languages Department. According to our curriculum and programs, I teach General English, Legal English, and Academic English for post-graduate students. As I see it, my main task is to develop students' skills for them to become successful lawyers able to communicate in English professionally and personally.

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

Kharkiv is the second biggest city in Ukraine. It is rightly called the student capital of Ukraine because there are more than 35 higher educational establishments in the city, more than 300,000 students lived in Kharkiv with



Monument to Yaroslav Mudryi in front of National Law University named after him.



St. Sophia Cathedral



The main academic premise was built in 1893 by famous architect O. Beketov and is a city architectural monument.

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TESOL Ukraine Spotlight: Member Profile: Olga Zelinska

(Continued from page 28)



The library and educational complex was built in 2017 and is students' favorite place .



New graduates with Master's Degree



Freedom square

population of 1.5 million people before the war. People who came to Kharkiv noticed immediately how many young people lived in our city.

Kharkiv was founded as a fortress in 1654 and grew to become a big industrial, scientific, commercial, educational, and cultural center of Ukraine.

The city started as a fortress and now in the 21st century, in the time of the cruel and inhuman war in the center of Europe it is called Reinforced Concrete Fortress.

What are your professional interests?

As I strongly believe in all lifelong education and the necessity for a teacher to advance and refine teaching skills, I participate in conferences, workshops, seminars, trainings, summer universities for teachers with the aim of professional development and keeping up with the newest methods of teaching and learning. I also research the linguistic features of commercial, political and social advertising. In 2002 I presented my PhD thesis where I analyzed the linguistic characteristics of advertisements, their role in decision influencing, and getting messages across.

What are your personal interests?

I am fond of travelling, tourism, gardening, and reading in English. As a person teaching English, I visited the USA and Great Britain, also almost all European countries. My favorite places are San Francisco, Malta, Nice and places I have not seen yet.

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What I've Learned from Embracing Smartphone Group

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How long have you been a member of TESOL Ukraine?

I have been a TESOL Ukraine member from its first day, participated in the First TESOL Ukraine Conference in 1995. Every TESOL event is the possibility to communicate with professionals in the field, learn a lot of new methods, approaches, and share experience. I have got a lot of friends among TESOLers whom I will be happy to see this year. I am grateful to all American professors, instructors, and volunteers who share their knowledge and experience with us.

One of the most unforgettable events of my professional life was the TESOL Summer Institute with the team of American professors who came to Ukraine in 1994 and helped my colleagues and me to make a wide step forward in our professional development. Luckily, one of the instructors at the Summer Institute was Sally La Luzerne-Oi who shared with us a lot of communicative activities and methods, taught Hawaiian dances and some cultural traits. Sally gave as a gift her book *Tell Me about It* to all the participants. I still keep and use the book. Those classes and discussions gave me the impulse to teach students how to use English for communication, not only learn rules and words, and then forget them. I believe that the partnership with TESOL Hawai'i since 2002 contributes greatly to our teaching style. All TESOL events, virtual and in person, are important for me.

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

I am sometimes asked: "What is it like to teach in the time of war?" The first answer that comes to my mind is: "No teacher in the world should ever teach in the time of war". I can say this from my own experience as for more than 400 days and nights Ukrainians have been surviving the devastating circumstances of the war. One of my students said that from our wartime experience Covid 19 looked like a fairy tale. We were learning online but we could live, work, and hope. Now we have been surviving, helping the Armed Forces of Ukraine, and dreaming about the peaceful time when we will be able to come to our universities and classrooms.

We greatly appreciate the support of people from TESOL Hawai'i who suggested their assistance at the very beginning of the war.

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

Our university website:

<https://nlu.edu.ua/en/home/>

BBC article with maps:

<https://www.bbc.com/news/world-europe-60506682>

The Independent about the war in Ukraine:

<https://www.independent.co.uk/topic/kharkiv>

France 24 about Kharkiv:

<https://www.france24.com/en/europe/20230217-kharkiv-s-year-of-war-a-bomb-can-fall-on-your-home-any-time-%E2%80%93-and-your-life-is-over>

TESOL-Ukraine at the Time of russian Aggression

By Olena Iliencko

The TESOL Convention is an annual event that brings together educators, researchers, and professionals from around the world who are interested in teaching English as a second or foreign language. This year was the first time for me and my colleague Maryna Tsehelska to attend the Convention and to be present at the Affiliate Leadership Workshop. We

travelled for four days to and from Portland to use a unique opportunity to advocate for Ukraine and show how TESOL-Ukraine copes with the challenges of war, crisis, migration and constant air alerts.

In our presentation titled “TESOL Ukraine in ELT Professional Development in Times of War” we showed the hardships of wartime – ruined

schools and universities, bombed cities and millions of teachers and students who had to relocate and start a new life from scratch. To support TESOL-Ukraine members, its board decided to continue professional development. For many it remained a safe place that helped teachers go through the hardest times.

April, May and June 2022

(Continued on page 32)



TESOL-Ukraine at the Time of Russian Aggression

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were rich in meetings with our foreign colleagues and gave Ukrainian teachers of English tangible support in this very difficult time for every person in our country. Thanks to the series of on-line webinars under the umbrella term “Sharing Contexts Across Cultures” delivered by our colleagues from TESOL-Italy, we got vitally important information and practical advice on how to cope with difficulties we all faced unexpectedly and how to teach reducing stress. Due to the Hawaii TESOL and TESOL-Ukraine Joint Project “Hawaii TESOL Webinars in Solidarity with TESOL-Ukraine,” Ukrainian teachers of English had a chance to get mostly new and extremely necessary information on how to teach in challenging circumstances. TESOL-Ukraine members were also supported by colleagues from Turkey, Moldova and the USA.

In spring 2022 life stopped, education was interrupted, students and teachers ran for their lives to find safe places to stay in Ukraine and abroad. Sadness, sorrow, grief, depression, pain, rejection, sometimes rage, and even hatred were the key emotions of those days. The most asked questions of our lives have become and still are “How are you doing?” which got a wider meaning: “I am asking to support, make you feel better and help; we care and hope”.

And teachers could ask this question when they were at the online trainings – and that’s how many of us survived.

All these stories were delivered to the participants of the Affiliate Leadership Workshop, and we got enormous support from colleagues from all over the world. Many offered us partnerships and assistance in continuing teacher development. Advocating for Ukraine involved networking with other attendees and building relationships that can help to promote Ukraine’s interests in the field of TESOL. It also included connecting with representatives from educational institutions or organizations that have an interest in Ukraine, or engaging with policymakers or funders who can support initiatives related to English language education in the country in times of war.

At the TESOL Convention, other Ukrainian attendees also participated in sessions that focused specifically on the challenges and opportunities of teaching English in Ukraine at wartime. They shared their experiences and insights, and engaged in discussions with other educators and professionals from around the world.

Overall, by highlighting the impact of the conflict on education and the challenges that Ukrainian English language teachers face, we helped to ensure that the

needs of Ukraine’s English language learners are not overlooked. This can promote a more inclusive and equitable approach to English language education and support the development of a more peaceful and stable future for Ukraine.



About the Author: Olena Iliencko is the TESOL-Ukraine President. She holds a Ph.D. in Philology, She also has a Doctor of Pedagogy and is the Head of the English Philology and Translation Department at O. M. Beketov National University of Urban Economy in Kharkiv. In fall 2023 Olena’s university was ruined by a Russian bomb; now they work online.

TESOL 2023: Sister Affiliates Meet

It has been a long time since members of Hawai`i TESOL and TESOL Ukraine were able to meet at a TESOL Convention, but it happened this year in Portland. On March 23 seven members met for lunch and conversation. Maryna Tshelska wrote, “We had a great lunch and enjoyed it a lot. It was good to meet Shawn and Brent. We told them about the causes of the war and much more!”



From left to right: Oksana Chugai, Serhii Petrenko, Iryna Zuyenok, Maryna Tshelska, Lena Ilienکو, Shawn Ford, Brent Green.

Hawai'i TESOL Conference Fundraiser for Ukraine

This year's Hawai'i TESOL Conference was held on February 18. With the one year anniversary of the start of the war in Ukraine approaching, Sally La Luzerne-Oi and Jean Kirschenmann, co-liaisons for the Hawai'i TESOL/ TESOL Ukraine Partnership, saw the conference as an opportunity to organize a fundraiser for Ukraine. A variety of bookmarks made from designs by a Ukrainian student, a Ukrainian art teacher, and the liaisons were on display. Conference attendees were encouraged to make a donation and take a bookmark. The fundraiser brought in \$300 in donations. The money was sent to Razom, a Ukrainian-American NGO providing humanitarian aid to Ukraine. Razom means "together" in Ukrainian.



of \$300.00. No goods or services were provided in exchange for your contribution.

Razom, Inc. is a 501(c)(3) organization. Donations and gifts are deductible to the full extent allowable under IRS regulations. Your total 2023 tax-deductible contribution as of March 7th, 2023, is \$300.00. Please keep this email for your U.S. tax records.



Razom, which means "together" in Ukrainian, is an organization with a singular mission: to build a more prosperous Ukraine. Razom was born out of the Revolution of Dignity in 2014. Following the unprovoked, full-scale attack on Ukraine on February 24, 2022, Razom quickly mobilized an Emergency Response Fund focused on saving lives. Your

(Continued on page 35)



Hawai'i TESOL

Dear Hawai'i TESOL,

Your generous contribution has allowed us to provide critical medical and humanitarian aid, support vulnerable civilians, and amplify the voices of Ukrainians during this ongoing crisis.

This letter is to acknowledge your charitable contribution to Razom for Ukraine, made on 3/2/23 for a total

Hawai`i TESOL Conference Fundraiser for Ukraine

(Continued from page 34)

generous contribution has allowed us to provide critical medical and humanitarian aid, support vulnerable civilians, and amplify the voices of Ukrainians during this ongoing crisis.

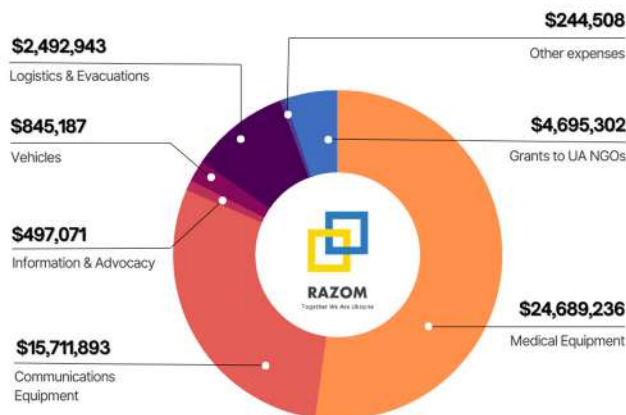
We were able to build up our operations in Ukraine quickly because we have implemented projects over the course of 9 years. Razom became a network of trusted professional colleagues, classmates from high school and university, friends from kindergarten, and family members who sprung into action to meet the needs on the ground. We are passionate because this is personal to us. Today, our team throughout Ukraine includes over 40 drivers, warehouse staff, accountants, logistics managers, and project coordinators who work in tandem with over 100 local organizations.

delivered communications equipment valued at an additional \$15,711,893.

- Our warehouse volunteers assembled about 90,000 individual first aid kits (IFAKs) and over 3,000 medical backpacks.
- As the temperatures plummet, we have already delivered more than 100 generators for the first responders, and more than 400 wood-burning heating stoves, more than 2330 sets of tactical clothes to the frontline. We continue to collect funds for portable heat and power sources and deliver them to where Ukrainians need them most.
- Razom volunteers have made hundreds of trips carrying tactical medicine cargo, prioritizing hot spot cities and regions where Ukrainians are actively repelling russian occupiers.
- In the first days of the invasion, our teams evacuated 31 families with children with special needs, most of them with Spinal Muscle Atrophy, to safety. We continue to evacuate vulnerable families as we deliver aid.
- We partnered with 108 organizations on the ground to provide tens of thousands of hot meals, distribute tens of thousands of grocery packages to the elderly and disabled, evacuate critically ill patients and families from dangerous areas, support families of veterans, renovate homes for displaced families, among other initiatives. We have deployed \$4,695,302 on these programs to date.
- Razom mobilized an advocacy team to urge the public and lawmakers to support and supply Ukraine. Razom worked with over forty

(Continued on page 36)

Thanks to donors like you, as of January 1st, 2023, we have spent **\$51,119,393** to further this work



Some highlights of our Emergency Response Program since we launched in February 2022:

- We shipped hundreds of tons of tactical medical equipment and critical medical supplies to Ukraine, having deployed \$24,689,236 to purchase these supplies, and

Hawai`i TESOL Conference Fundraiser for Ukraine

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ethnic, religious, and human rights organizations to create the American Coalition for Ukraine. In September 2022, more than 270 advocates from 33 states attended 176 congressional meetings during the "Ukraine Action Summit." Since February 2022, our teams have organized over 45 protests in New York City alone.

Here you can see our latest updates and ongoing projects.

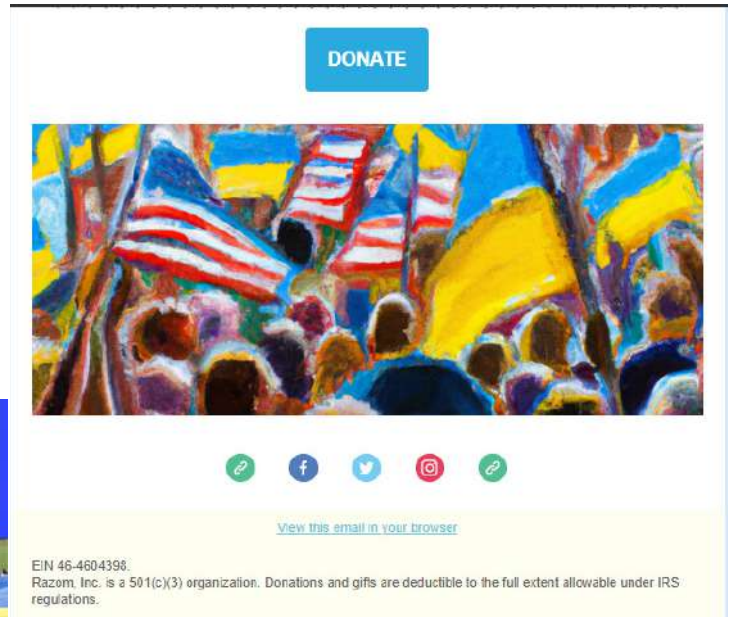


We work to deliver aid quickly while building up systems that rebuild Ukraine. Our grants support NGOs in Ukraine; we purchase materials made in Ukraine to support local businesses (the stoves are made in Ivano-Frankivsk.) Our effectiveness and speed are tied to our strong volunteer network in the US, Canada and Ukraine, our partner organizations on the ground, and support from generous donors like you.

Thank you again for making a crucial impact in supporting our work. We hope to continue to work *razom* with you to build a safe, independent, and prosperous future for Ukraine.



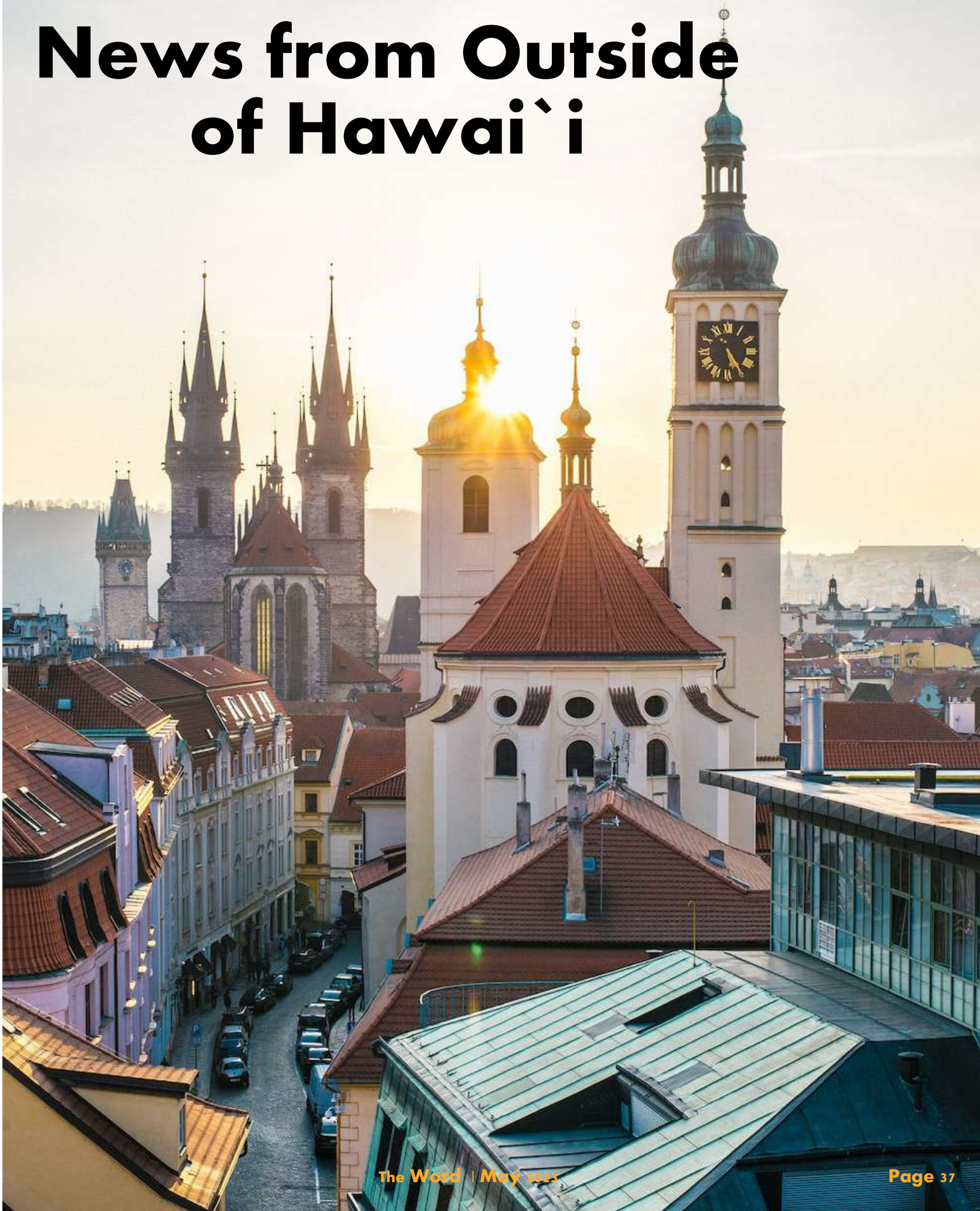
Sincerely,
Dora Chomiak
President of the Board of
Directors, Razom for
Ukraine



For up dates please go to :
https://www.razomforukraine.org/blog/?mc_cid=085c1cffb7&mc_eid=05cebe0e0c

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News from Outside of Hawai`i



Strategies and Techniques for Differentiated Instruction

By Samir Omara

Differentiated instruction is an approach to adjust teaching and learning to develop students' learning by meeting their learning needs, individual differences, learning styles and multiple intelligences. It is beneficial for students, teachers, school leaders and parents. However, it is quite challenging as it takes time to design. There are some principles, strategies and techniques for English language teachers to design and use differentiated instruction to develop students' English language learning.

Differentiated Instruction

Differentiated instruction refers to how to use different instructional or teaching strategies to teach language to different students taking into consideration their levels, interests, backgrounds, learning styles, intelligences and potentials. According to Tomlinson (1999) and Watts-Taffe *et al.* (2012), there are some principles of differentiated instruction. Teachers recognize that nobody could learn everything; they design instruction to ensure that all students understand essentials. They understand that all students

have basic needs while there are learning differences to be accommodated. They design and deliver regular assessment in different ways to help students learn. They modify teaching and learning content and process to meet different students' needs. They design and deliver respectful and interesting tasks that are relevant to students' readiness. They monitor students' learning; teachers and students collaborate through teaching and learning processes. They understand that some students exceed the group norms; they recognize different students' strengths / weaknesses and help them. Teachers and students use flexible groupings; teachers and students sometimes decide on using the same or different learning materials. Differentiated instruction is beneficial; it helps different students learn, communicate and develop. It helps teachers design, deliver and assess their language teaching. It helps parents recognize their children's potentials and successes. Scigliano and Hipsky (2010) think that differentiated instruction helps develop students' understanding of curriculum content, self-efficacy and

academic achievement. It helps develop personalized learning of each and every student.

However, differentiated instruction is quite challenging. Language teachers take much time to design a variety of language teaching and learning materials and activities that meet different students' needs, interests and learning styles. To fix this challenge, it could be useful for teachers to reflect on some questions before they design differentiated instruction such as: What are the key concepts that every student must know, understand and do? What could be differentiated; content, process, product or learning environment? Why is the lesson being differentiated? How is the lesson being differentiated? After they deliver differentiated instruction, it could be useful for teachers to reflect on their teaching and learning practices; what went well and what should be developed in the future.

It is sometimes hard for teachers to help colleagues and parents understand why students do different activities in the same classroom. To fix this challenge, it could be

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useful for groups of teachers to meet regularly and discuss how to design and deliver differentiated instruction. It could be useful to use one differentiated instruction strategy at a time. It could be useful for teachers to invite peers, school leaders and parents to attend differentiated instruction classrooms and online sessions. Tomlinson (1999) thinks that differentiated instruction helps teachers tailor instruction to meet individual needs. Students are different; they have different readiness, interests and learning profiles.

Readiness refers to students' knowledge and skill regarding certain content. To assess students' readiness, teachers check students' academic reports, records and portfolios. Interests refer to topics, skills and learning activities that challenge and inspire students. To assess students' interests, teachers ask students to discuss and/or write about their own interests. Learning profiles refer to students' preferred methods of learning new materials. They include other factors such gender, culture and learning environment. To assess students' learning profiles, teachers use learning styles and multiple intelligences questionnaires. They check students' reports and portfolios. They observe students in classroom and school. Differentiated

instruction helps to meet different students' learning styles and intelligences.

According to Fleming and Baume (2006), VARK is an acronym for Visual, Auditory, Read/write and Kinesthetic. There are four main learning styles. Visual learners learn by seeing. They prefer pictures, maps and graphs to understand new learning materials. Auditory learners learn by hearing. They prefer listening, speaking and discussions to understand new learning materials. Read/Write learners learn by reading and writing. They prefer stories, novels, essays and note-taking. Kinesthetic learners learn by doing and moving. They prefer hands-on activities such as games and role-plays. Gardner (1983) defines multiple intelligences as verbal/linguistic, logical/mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist.

Strategies

English language teachers differentiate instruction through content, process, product and learning environment. To differentiate content or what students learn, teachers define students' readiness through pre-assessment. They provide students with different learning materials like texts, audios and videos on different topics and levels to move from lower-order thinking skills or LOTS to higher

-order thinking skills or HOTS. They create study units to help different students develop learning outcomes on their own pace. To differentiate process or how students learn, teachers use different ways to present different written, oral, visual and auditory learning materials to meet different learning styles. They design a variety of individual, pair-work and group-work activities for different students to do. They use flexible forms of grouping for different students to learn and communicate based on understanding of their students' readiness, interests and learning profiles. They design and implement individual activities such as quizzes and exams, pair-work activities such as games and role-plays and group work activities such as discussions and projects.

To differentiate product or how students show what they learn, teachers use different ways to assess students' learning before, during and after learning through quizzes, exams, role-plays, presentations and projects. They use differentiated assessment; it refers to how teachers use different assessment types and techniques to assess students' learning before, during and after learning. They provide students with a variety of opportunities to show what they have learned; they help students opt to present what

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Strategies and Techniques for Differentiated Instruction

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they have learned individually through exams and presentations, in pairs through dialogues and games or in groups through role-plays and projects.

To differentiate learning environment or where students learn, teachers use different ways to set a differentiated learning environment

They help students to respect each other. They help them work in different pairs and groups. They provide students with a variety of language learning materials and resources; they help them explore more language learning materials and resources, monitor their communication and scaffold their learning.

work and group work activities that help develop different students. They help students opt the activities and groupings that are the most appropriate for them. Teachers develop activities that target visual, auditory, read/write and kinesthetic learners. They explore their students' learning styles to design and deliver a variety of activities for different



physically and psychologically. They make use of classroom space and furniture to make students feel safe. They use classroom spaces and online platforms to help students present their learning and recognize their successes.

Techniques

There are different techniques to put differentiated instruction into practice, English language teachers use flexible groupings. They design and implement individual, pair

students. Teachers develop spaces for independent inquiry teaching and learning activities. They ask different types of questions. They get and give regular and constructive feedback. They

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design and deliver different activities that develop students' lower-thinking and higher thinking. Teachers develop instructional models with various levels of complexity. They design and deliver controlled practice, less-controlled practice and free practice language learning activities. Teachers provide a variety of language learning materials to develop students' different reading abilities. They help students use materials that are the most appropriate for them. They monitor students' learning, help and conduct formative assessments.

To conclude, it is very important for English language teachers to define and understand students' learning needs, styles, individual differences and intelligences. This understanding helps them design and deliver differentiated instruction strategies of language learning content, process, product and environment. Thus, they help students learn language, communicate and develop.

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Pre-enrollment Education

By Minako Inoue

According to demographic data, the population of 18-year-olds in Japan has been decreasing. After peaking at 2.05 million in 1992, the number of 18-year-olds has nearly halved and is predicted to be less than 1 million in 2031. This decrease has caused many universities to suffer from a shortage of applicants. The practice of early admission has become a popular countermeasure. General entrance examinations in Japan are usually conducted in January and February, along with the beginning of the school year in April. Early admissions start in November and are approved by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT). During early admissions, a few universities conduct subject tests. Recommendation-based admissions are an alternative. In such admissions, interviews, essay writing, and reviewing high school records have become the main elements of admission decisions. According to a recent survey by MEXT, recommendation-based admissions outnumber regular test-based admissions. The following chart shows the ratios of students admitted through different admissions styles in 2000 and 2021.

As shown in Figure 1, the ratio of students who entered universities through general admissions in 2000 was 65.8%, which dropped to 49.5% in 2021. Currently, the number of students admitted via recommendation-based systems is growing, reaching more than 50%. This means that the number of new students with no experience of the written subject test has increased.

However, problems with students entering university through recommendation-based examinations have also been identified. First, their academic levels were low because they had not undergone subject tests. In addition, as their

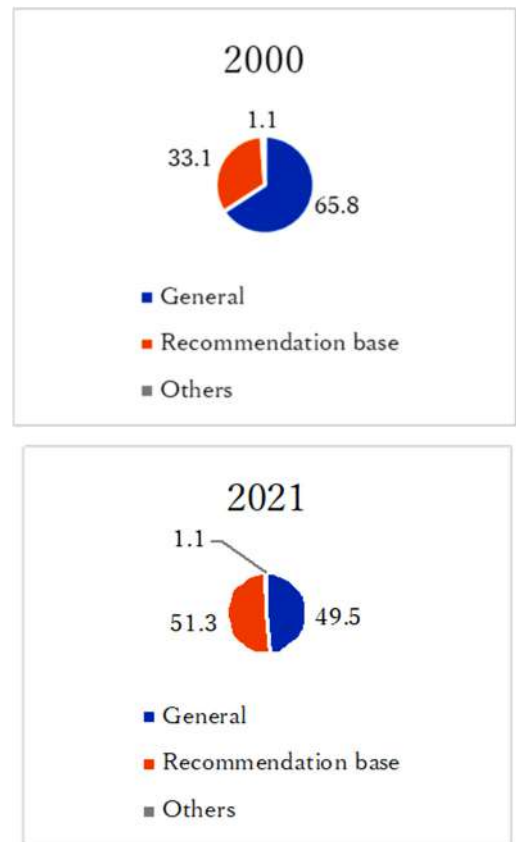


Figure 1
Ratio of Admission styles in 2000 and 2021

admission is determined in the early period, they are likely to stop studying. Such a situation raises serious issues concerning students with low academic and motivation levels and contributes to an academic achievement gap between these students and those admitted through regular entrance examinations. Universities must work toward their responsibilities, ensuring a high quality of education, including certain academic levels, specialized knowledge and practical skills in this complicated situation. As a countermeasure,

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universities offer pre-enrollment education to support early admission students. The MEXT has issued guidelines requiring universities to actively provide pre-enrollment education to maintain students' motivation after their early acceptance.

This report introduces an example of pre-enrollment education implemented by the Human Communications Department at a small private university. This university had been struggling with a shortage of applicants just as many regional private universities. This situation forced them to gain more students through early admissions, which resulted in an increase in the number of underprepared students. The university started offering pre-enrolled education approximately 10 years ago. At this university, each department offers its own pre-educational program. The following describes the education program implemented by the Human Communication Department.

1. Guidelines for pre-enrollment education are sent to all early admission students by regular mail in mid-January.
2. Students are instructed to purchase and complete two workbooks: a workbook for writing essays and a basic English skills workbook.
3. Students have one month to complete the workbooks and a mini-research project. These assignments are to be submitted to the department.
4. Within two weeks, all assignments are reviewed, and feedback is provided by faculty members. Meanwhile, two examinations are prepared to assess students' writing, English skills, and knowledge. This feedback and two examinations are sent back to the students.
5. First, the students are instructed to revise their first research project by taking the feedback into consideration. The revised version of the project should be sent to the department within one month. Students should complete and submit the two

examinations during the school orientation period at the beginning of April.

6. As soon as the department receives the revised research project, faculty members prepare feedback and return it to the students within two weeks.
7. The two examinations submitted in April are graded and returned to students. In the case of the English examination, the answer sheets are marked, and notes for answer keys as well as translations of reading materials are provided.

As described above, a three-month period is used to help students nurture their basic academic skills; learn from feedback, including revision strategies; and maintain study habits and motivation to study. MEXT also suggests that universities help students transition from high school to higher education, and improve their academic abilities. Taking such a suggestion into consideration, appropriate and effective programs should be implemented. Ultimately, it is hoped that this will help students adapt more smoothly or easily to college life.

Although the department has made significant efforts to support underprepared students, the effectiveness of the program is unknown. Further studies are needed to measure effectiveness so that necessary modifications can be made to improve the program. Such measures would help identify at-risk students who may not be able to keep up with classes or have a risk of dropping out. These students require more individualized support.

Currently, the scores of the pre-enrollment program tests; placement tests, which include English, Japanese, and mathematics; vocabulary sizes; admission styles; results of measuring students' motivation and emotional intelligence are collected. At the end of the semester, quizzes, final scores, and GPA are added. Reviewing such available data would provide valuable information necessary to improve the

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quality of education. It may also empower faculty members to manage various types of students.

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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.



ChatGPT for Pragmatic Instructions: A Case of Conversation Closings

By Yukie Saito

Since the emergence of Generative AI, such as ChatGPT, educators have had a global discussion regarding its advantages and disadvantages for educational purposes. Despite concerns surrounding the use of ChatGPT in education, English teachers and educators have been exploring the possibility of its integration. This report aims to present one potential benefit of using ChatGPT in English classrooms for pragmatic instructions, specifically for teaching conversation closings.

The ability to appropriately close a conversation, depending on the context, is equally as important as initiating a conversation. However, English language learners often struggle with closing conversations appropriately (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, & Reynolds, 1991). Learners tend to say "bye" too early, too late, or not at all, which can lead to negative interactional consequences (Wong, 2011). Additionally, learners often fail to comprehend signals from the other speaker indicating that the conversation is ending, such as "It was nice talking to you" or "Let's get together

sometime," and instead try to continue the conversation.

Closing a conversation is not simply the first and second pair part goodbye of an adjacency pair, but rather a complex and intricate process. However, EFL learners have limited opportunities to learn how to close conversations appropriately. In conversations, closings are often ritualized and more complex, with different steps than merely one realization of adjacency pairs. Closing a conversation involves preclosing, shutdowns, and terminal exchanges (Bardovi-Harlig *et al.*, 1991; Wong & Waring, 2010). In preclosing, the conversation partners confirm their understanding of each other's intentions to end the conversation. Preclosing is often signaled lexically with items such as OK, all right, well, so, anyway, yes, and yes yeah. In shutdowns, conversation partners indirectly let each other know they have no more business to talk about without saying goodbye directly, and the conversation content here largely reflects the main purpose of the exchange (Ishihara & Cohen, 2010). Shutdowns were further divided by Wong and Waring (2010) into the following

categories: arrangement, or participants' making or restating plans to contact one another or get together (I'll see you in the morning); appreciation, or participants' expressing or repeating thanks to one another (I appreciate it); solicitude, or participants' expressing concerns, well wishes, regards to third parties, holiday greetings (Have a happy Thanksgiving); reason-for the call, or the caller's restating why he or she called (I just called to ask . . .); back-reference, or participants' talking about something discussed earlier in the conversation (So what did the baby say?); in-conversation object, or participants' using utterances such as mm hmm, um, or yeah to display their availability for further talk; topic-initial elicitor, or participants' soliciting a new but none-specific topic for discussion (Anything else?); announced closing, or participants' overtly stating that the conversation should close or giving a reason for ending the conversation (I'll let you go); and moral or lesson, or participants' using a moral or lesson to summarize the topic so far (Things always work out for the best). In

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ChatGPT for Pragmatic Instructions: A Case of Conversation Closings

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terminal exchanges, the conversational partners exchange their leave-taking by saying so long, bye (Ishihara & Cohen, 2010).

My previous analysis of ELT textbooks revealed that most textbooks did not cover conversation closings or did so in a limited manner (Saito, 2013a). Following that, I investigated conversation closings in the American drama *Friends*. The analysis of conversation closings in the first two seasons of *Friends* showed that the conversation closings had more turns and types of shutdowns than those found in ELT textbooks (Saito, 2013b). In light of the possibility that spoken corpora may offer better examples of conversation closings, one of the spoken corpora, Michigan Corpus of Academic Spoken English (MICASE), was also investigated (Saito, 2013c). Although the conversation closings obtained from naturally occurring data in MICASE showed richness and complexity of conversation closings, it may be difficult for English teachers to find examples of conversation closings in spoken corpora and use them for teaching.

Therefore, I examined whether ChatGPT could offer good examples of conversation closings and investigated pre-closings, shutdowns, and terminal exchanges in conversation closings that

were generated by ChatGPT. Here is the process of the analysis.

1. I input the following prompt in ChatGPT: Provide three example dialogues about closing a conversation pragmatically appropriately.
2. The three example dialogues of the conversation closings were analyzed in terms of what steps of conversation closings and what types of shutdowns were introduced. The steps of conversation closings used in this study were preclosing, shutdowns, and terminal exchanges (see Bardovi-Harlig et al., 1991). Shutdowns were categorized into the following types, based on Wong and Waring (2010): arrangement, appreciation, solicitude, reason-for-the call, back-reference, in-conversation object, topic-initial elicitor, announced closing, and moral or lesson. Wong and Warning (2010) did not have a category for utterances such as "It was nice talking to you" and "It was nice meeting you" because their study dealt with telephone conversations; however, comments such as "It was nice talking to you" can be heard in a face-to-face conversation; thus, the category comments on the conversation was added.

Here are three examples generated by ChatGPT with the analysis of the steps and the shutdowns. ChatGPT also provides an explanation about why the conversation is pragmatically appropriate after each dialogue; thus, it is provided.

Example 1:

Person A: "Well (Pre-closing), it was great catching up with you (Comment on the conversation). Let's do this again soon! (Arrangement)"

Person B: "Definitely! Thanks for making time for me (Appreciation). Take care! (Solicitude)"

Person A: "You too (Solicitude). Have a good one! (Terminal Exchange)"

In this example, both Person A and Person B make a polite farewell and express their desire to meet up again in the future.

Example 2:

Person A: "I think we've covered everything we needed to (Back-reference). Is there anything else you wanted to add? (Topic-initial elicitor)"

Person B: "Nope, I think we're good (Back-reference). Thanks for going over everything with me (Appreciation)."

Person A: "No problem! If you have any questions or

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ChatGPT for Pragmatic Instructions: A Case of Conversation Closings

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concerns, don't hesitate to reach out. Have a good day! (Terminal Exchange)"

Person B: "You too. Thanks again! (Terminal Exchange)"

In this example, Person A checks to make sure that they've covered all the necessary points in the conversation before making a polite farewell and offering further assistance if needed.

Example 3:

Person A: "I hate to cut this short, but I've got to run to another meeting (Announced closing). Can we pick this up later (Arrangement)?"

Person B: "Absolutely! I understand. Thanks for letting me know."

Person A: "No problem. Let's schedule something for later this week ([Arrangement](#)). I'll shoot you an email (Arrangement)."

Person B: "Sounds good. [Have a good meeting! \(Terminal Exchange\)](#)"

Person A: "Thanks, you too! (Terminal Exchange)"

In this example, Person A makes a polite explanation for why they need to end the conversation and suggests a time to continue the discussion in the future. Person B acknowledges the situation and agrees to the suggestion. Both parties make a polite farewell.

As shown in the three examples, different types of shut-downs were used, such as arrangement, appreciation, arrangement, solicitude, back-reference, and topic-initial elicitor. Also, all of the conversation closings did not include "bye" as the terminal exchange, but "Have a good one!", "Have a good day!", "Thanks again!" "Have a good meeting!", "Thanks, you too!" were used as the terminal exchanges, which may be more common in daily conversations.

The three examples were conversation closings between two peoples; however, you can ask ChatGPT to create a conversation closing among three people or more than three people. This suggests that conversation closing created by ChatGPT may offer rich examples which may be similar to conversation closings in daily life. Also, you may obtain more contextually appropriate conversation closings by adding participants' information, such as a conversation closing between a professor and a student, between best friends, or between coworkers. I shared the preliminary analysis of the three conversation closings generated by ChatGPT in this report. It was quite surprising that I could obtain the three examples of conversation closings within a few seconds. The examples were richer and more complex than the conversation closings in the

ELT textbooks in the previous study (Saito, 2013a), which may suggest the possibility of using ChatGPT for pragmatic instructions. However, further analysis will be needed to investigate AI generated conversation closings are appropriate and useful for one of the pragmatic instructions, the instruction of conversation closings.

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