



TESOL

Hawaii'i



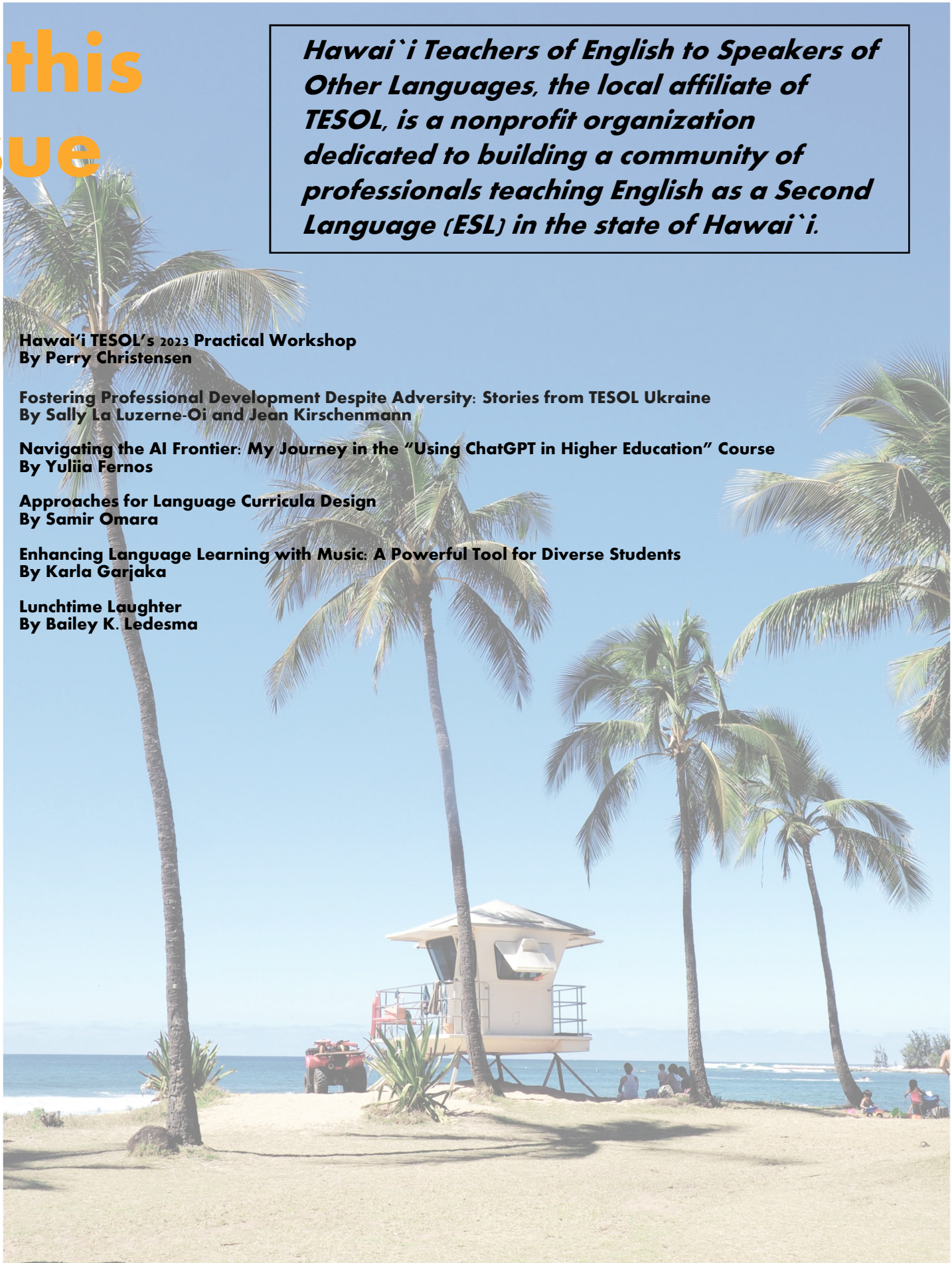
The Word

February 2024 | Volume 33 | Issue 2

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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	open
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	Jeffrey Maloney; jeffrey.maloney@byuh.edu
Hawaii TESOL / TESOL Ukraine Liaisons	Austin Pack; austin.pack@byuh.edu
	Jean Kirschenmann; jkirschenmann@hpu.edu
	Sally La Luzerne-Oi; slaluzerno@gmail.com
Social Media Chair	Alexander Tang; aftang@hawaii.edu
Graduate Student Representative	Daniel Holden; dholden9@hawaii.edu
Webmaster	Alexander Tang; aftang@hawaii.edu
Historian	Perry Christensen; perry.christensen@byuh.edu

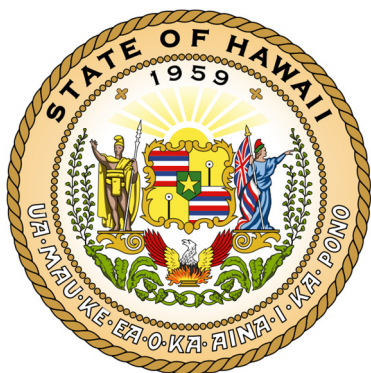
If you are interested in being part of the Hawaii TESOL board, there are several opportunities available. Please contact Anthony Silva for more information.



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:

February 2024

**Annual Conference
Brigham Young
University—Hawai`i
Laie, Hawai`i**

March 21-23, 2024

**TESOL Convention
Tampa, Florida**

May 2024

Language Experience

September 2024

Social

November 2024

Practical Workshop

News from Hawai`i and the World

Hawai`i TESOL's 2023 Practical Workshop

By Perry Christensen

Austin Pack and **Juan Escalante** from BYU-Hawaii presented this year's Hawai`i TESOL Practical Workshop. It was held online using Zoom, on Thursday, November 16, 2023, from 6:00-7:30 pm. The workshop was titled "**A Hands-on Exploration of Potential Uses of Generative AI for English Language Education.**" Hawai`i TESOL's webmaster, Alex Tang reported that nearly 60 people had preregistered for the workshop. In actuality, there were about 25 folks in attendance. Austin and Jaun introduced AI and the various ways to access it. ChatGPT being the one they often use the most.

In the workshop, Austin and Juan outlined three helpful hints. First, define the role that you want the AI persona to take on. For example, tell AI that "You are an expert English language teacher at a university in the United States." Next, give AI a clear objective, such as, "Make a rubric to grade student writing by looking at the content, organization, language use (vocabulary, grammar, and spelling), and support." Third, specify the content. For example, "Using the rubric, grade this student's writing" and then cut and paste the student's writing into AI.

If you don't get the results you are looking for, then you need to keep redefining what you want AI to do.

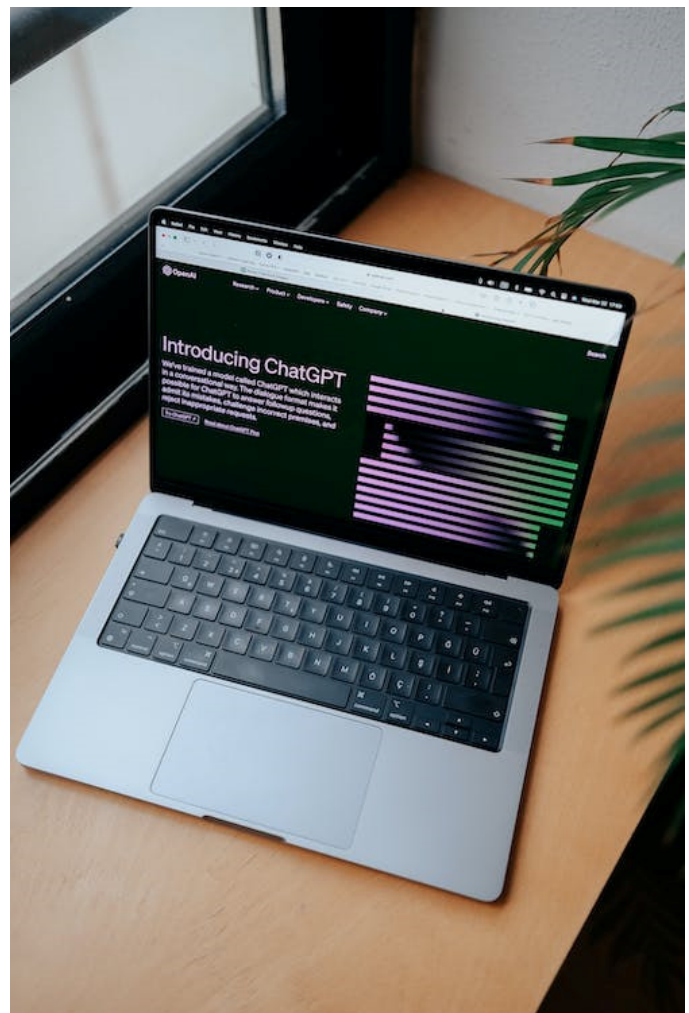
Hawai`i TESOL President Tony Silva wrote in an email, "...there was a lot of interest in the topic and questions about the practical use of AI. I'm glad that folks were interested and it seemed like they saw the benefits of engaging with the technology, even if just on an experimental level."

In another email, board member Shawn Ford agrees, "Yes, very informative workshop session,

that was actually workshopy!"

Thank you, Austin and Juan, for the wonderful workshop.

About the Author: Dr. J. Perry Christensen teaches at BYU-Hawai`i and serves as Hawai`i TESOL's Historian.



Fostering Professional Development Despite Adversity: Stories from TESOL Ukraine

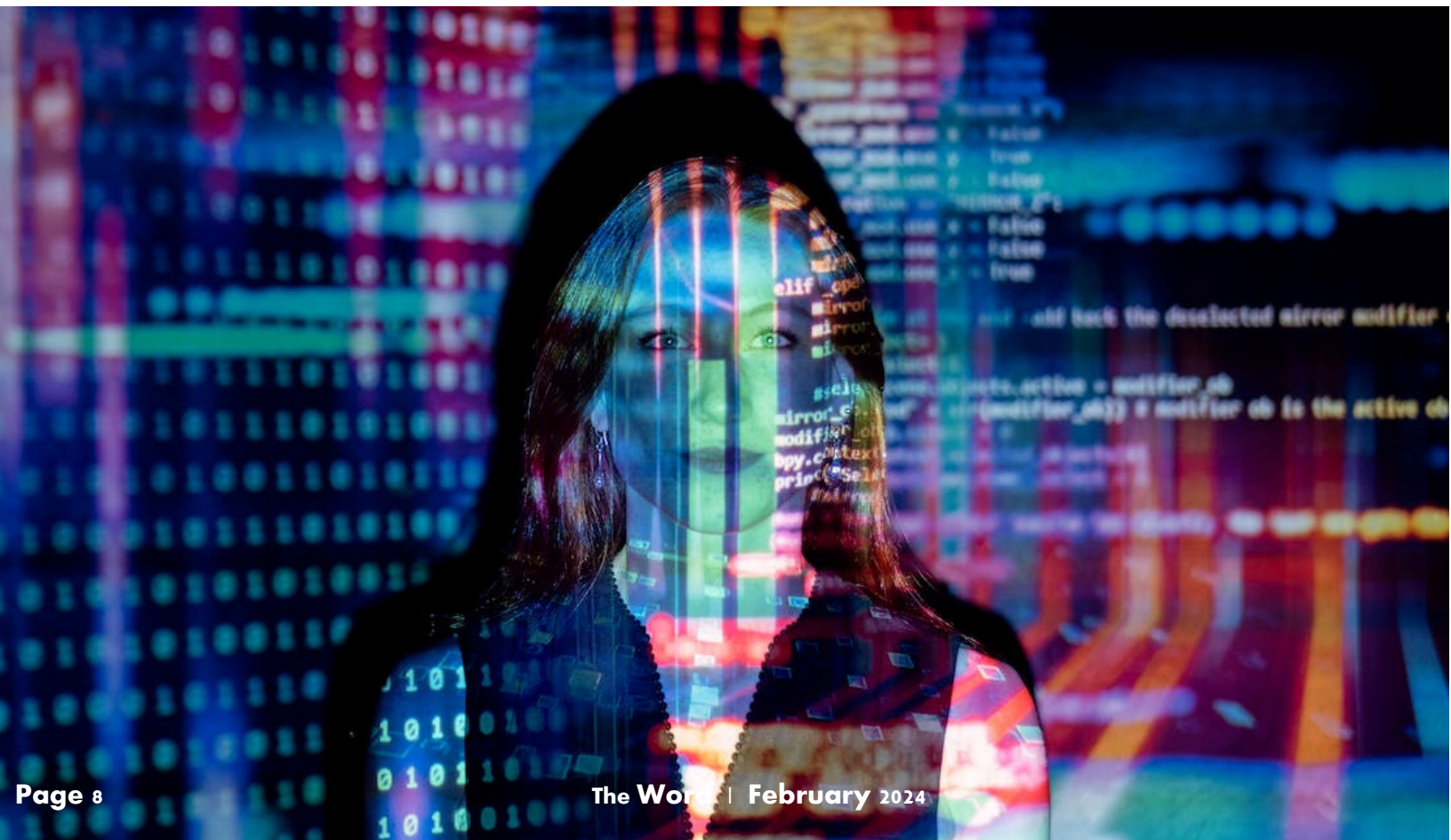
Professional development is crucial for English Language Teaching (ELT) professionals to stay up to date with best practices, to enhance their teaching skills, and to strengthen their reappointment dossiers. Attending conferences, workshops, and other events sponsored by professional organizations like Hawai'i TESOL and TESOL Ukraine immediately come to mind as examples of professional development.

Institutions might require other evidence of “making a contribution to the field” such as spearheading projects, participating in scholarly exchanges, and conducting research. On the other hand, an individual’s passion might lead to this type of undertaking. In whatever form or for whatever reason, professional development can lead us on new pathways, help us develop creativity, and maintain enthusiasm for our field.

With the September 2023 issue of *The Word*, we introduced a new column dedicated to the professional development activities of our sister affiliate, TESOL Ukraine, and its members. Despite an increase in air raid sirens and missile attacks, our colleagues are trying to focus on their teaching and continuing professional development. Their stories exemplify resilience, innovation, and unwavering commitment to fostering professional growth, even in the face of adversity.

Sally La Luzerne-Oi and Jean Kirschenmann, are Co-liaisons for the Hawai'i TESOL / TESOL Ukraine Partnership.

In this article, on the timely topic of artificial intelligence in education, Yuliia Fernos recounts insights she gained from a certificate course she completed.



Navigating the AI Frontier: My Journey in the “Using ChatGPT in Higher Education” Course

By Yuliia Fernos

In an era characterized by technological advancements at an unprecedented pace, Artificial Intelligence (AI) stands at the forefront of transformative change across various industries, including education. Educators and institutions of higher learning are increasingly recognizing the significance of integrating AI-driven tools into the classroom.

As an AI enthusiast and an advocate for the transformative power of AI in education, I had the privilege of participating in the “Using ChatGPT in Higher Education: A Hands-on Course.” This course provided a unique opportunity to explore and harness the potential of AI, specifically ChatGPT, within the context of higher education. In the span of five weeks and a series of interactive online meetings, participants are guided by experts Dr. Al-Ali and Dr. Miles to delve into the world of ChatGPT.

During this course, educators embarked on a journey to gain a comprehensive grasp of ChatGPT’s role as an instructional tool. The curriculum was meticulously designed to help

instructors explore the myriad ways they could integrate ChatGPT effectively within their classrooms. Furthermore, it encouraged participants to adopt a critical perspective on the pedagogical applications of ChatGPT.

If one desired to obtain a certificate, it required more than just attending the scheduled Zoom meetings, which were thoughtfully arranged for two different groups, allowing participants to choose the day and time that suited them best. In addition to these interactive sessions, participants were also required to complete a series of weekly tasks. These tasks included active participation in discussion boards that were dedicated to various aspects of utilizing ChatGPT. The discussions served as a forum for sharing insights, exploring challenges, and brainstorming creative ways to leverage ChatGPT effectively in higher education.

Furthermore, the course entailed assignments that were meticulously designed around the topics covered in the weekly

discussions. These assignments provided a practical application of the knowledge and insights gained during the course. Participants were tasked with applying ChatGPT to real-world scenarios within the context of higher education, thereby reinforcing their understanding and honing their skills.

Throughout my participation in the “Using ChatGPT in Higher Education” course, I’ve garnered several key takeaways that underscore the immense potential of ChatGPT in the educational landscape:

- 1) **Efficiency and Time-Saving for Teachers:** ChatGPT can be a remarkable time-saver for educators. ChatGPT can be an invaluable asset in streamlining the lesson planning process. Teachers often spend a significant amount of time researching and crafting lesson plans that align with curriculum standards and engage students effectively. With ChatGPT, educators can

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Navigating the AI Frontier: My Journey in the “Using ChatGPT in Higher Education” Course

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expedite this process by generating detailed lesson outlines, activity suggestions, and discussion prompts based on specific learning objectives and topics.

Example: Imagine a history teacher preparing a lesson on World War II. Instead of spending hours searching for relevant historical anecdotes and crafting discussion questions, the teacher can provide ChatGPT with a brief outline of the lesson objectives and key points. ChatGPT can then generate a comprehensive lesson plan that includes historical facts, discussion topics, and even suggestions for multimedia resources to enhance the learning experience. This allows teachers to invest more time in delivering engaging and interactive lessons rather than extensive planning.

- 2) **Enhanced Learning Opportunities for Students:** ChatGPT serves as a valuable resource for students seeking

instant access to information and support. It can provide additional explanations, clarify doubts, and offer alternative perspectives on subjects. Moreover, ChatGPT can facilitate self-paced learning by generating practice questions, quizzes, or study guides tailored to students' specific needs and skill levels.

Example: A student submits their history essay to ChatGPT, asking for feedback on their analysis of a historical event. ChatGPT reviews the essay and provides feedback, pointing out areas where the argument could be more precise and suggesting additional historical references for supporting claims. This immediate feedback empowers the student to revise and improve their essay more efficiently, contributing to their overall learning process.

This use of ChatGPT not only saves students time but also encourages self-directed learning and continuous improvement in their writing skills. It's a prime example of

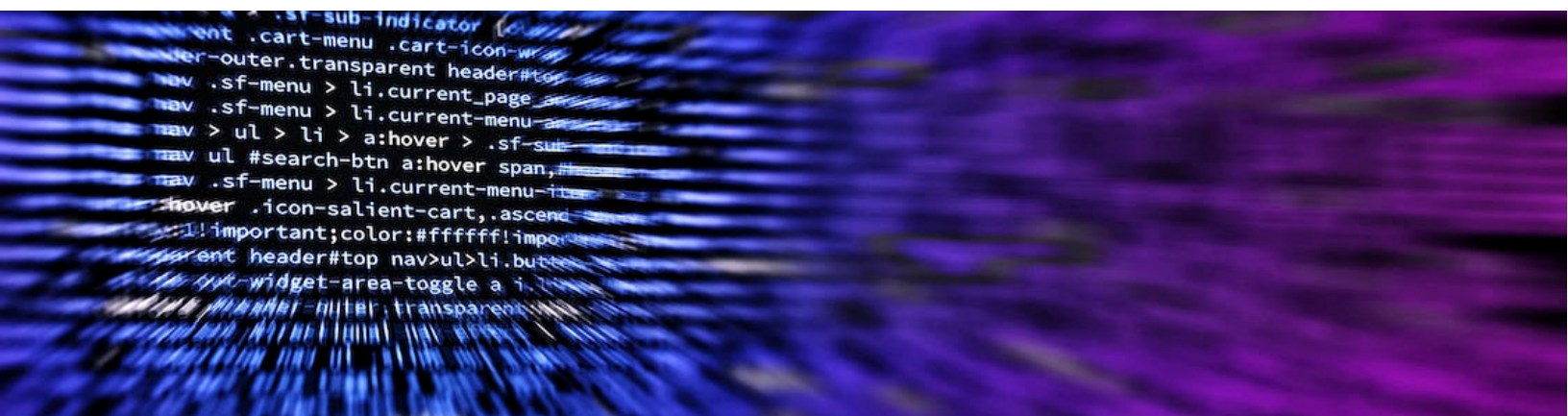
how AI can enhance the educational experience by providing on-demand support and guidance to students.

To avoid cheating, educators can establish a policy where students are required to submit their initial drafts along with their requests for essay feedback. By requiring draft submissions, teachers can verify that students have made an effort to work on the essay independently before seeking AI assistance.

- 3) **Specific Instruction for Optimal Results:** To harness the full potential of ChatGPT, it's crucial to provide clear and specific instructions. While ChatGPT is a powerful tool, it operates based on the instructions it receives. Teachers should guide ChatGPT with precise prompts to ensure it generates accurate and relevant responses.

Example: Instead of asking AI to write about World War II, you need to clarify

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Navigating the AI Frontier: My Journey in the “Using ChatGPT in Higher Education” Course

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Topic: World War II;

Audience: ESL learners;

Style: academic, formal;

Level: B1 level students;

Task: write a 150 word reading passage

It is abundantly clear that transformative power of AI in education cannot be overstated, but it also comes with a profound responsibility. Teaching students and educators how to harness AI in the correct way is paramount. It’s not just about using AI as a tool but about understanding its capabilities, limitations, and ethical

considerations. As we prepare future generations for a world that will be deeply intertwined with AI, it is our duty to equip them with the knowledge and skills to leverage AI responsibly and ethically.

About the Author: Dr. Yuliia Fernos is an experienced educator with nearly two decades of teaching experience, specializing in English for Specific Purposes (ESP). Currently, she teaches at Uman National University of Horticulture (Ukraine). her passion for ESP education drives her to continuously adapt

to new technologies and teaching methods. Beyond the classroom, she serves as the Community Lead of the Online Professional English Network (OPEN) Alumni Community of Practice, fostering collaboration and professional growth. She also facilitates MOOC course on Creating and Implementing Online Courses, further contributing to the advancement of online education.

She is dedicated to enhancing the learning journey for her students and fellow educators through innovation and excellence in ESP education.

Email: fernosyulia@gmail.com



CERTIFICATE OF ACHIEVEMENT

This is presented to

Yuliia Fernos

in recognition of participation in and completion of “**Using ChatGPT in higher education: A hands-on course**”. A **10 hour** course offered for **Cohort 2** in **May and June 2023**.

Sebah Al-Ali
Dr Sebah Al-Ali
Course Leader

Robert Miles
Dr Robert Miles
Course Leader

Approaches for Language Curricula Design

By Samir Omara

Forward, central and backward design are different approaches to design curricula. They have three components; input or language, process or methodology and output or learning outcomes, but the order of the components is different in each approach. Forward design goes through input, process and output. Central design goes through process, input and output. Backward design goes through output, process and input. It helps develop language teaching; there are different roles for language teachers and students. There are some chrematistics for stimulating learning environment.

Forward design goes through input, process and output. Language teachers decide on the input or language to be taught for students. Then, they design the process or activities that help students learn the language. Finally, they use assessments to make sure students have got the output or learning outcomes. This type of design is suitable for language teaching in large classes where textbooks and exams are officially set; language teachers have little choice of language or methodology. There are different examples of forward design such as content-based instruction or CBI. According to

the CBI, the key focus of language teaching is for the content or information that students will acquire. A CBI curriculum uses authentic language texts to develop students' communicative competence and meet their learning needs.

Central design is a learner-centered approach that goes through process, input and output. Language teachers decide on teaching techniques, activities and methods. Then, they use them to develop input or language and output or learning outcomes. There are different examples of central design such as task-based learning or TBL. In TBL, language teachers engage students in interactive tasks to design, create and produce something in language classrooms. These interactive tasks help students develop their interests and focus on meaning. Students do pre-tasks, tasks, report and present their tasks and get and reflect on constructive feedback to achieve their learning goals.

Backward design goes through output, process and input. Language teachers check learning standards and define desired results. Then, they determine student

achievement and assessment evidence. Finally, they plan the most convenient instructional activities. Teaching and assessing for understanding, learning transfer and backward design are key focus of Understanding by Design. Wiggins and McTighe (1998) think that backward design helps develop students' learning and understanding. To go through output, input and process in backward design, language teachers define desired results, acceptable evidence of student learning and learning activities. They examine language content standards, check curricula expectations, conduct needs analysis and define important



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knowledge. They check content standards that come from professional standards of language teaching and learning. They define understanding goals that are big ideas or concepts that they want students to come away with, not facts that students must know. They define essential questions; leading questions that they ask their students to sustain their interest and help them understand big ideas. They define student objectives or outcomes that are observable and measurable. Then, language teachers define how they would assess students' learning. They define how to check students' understanding using quizzes, tests, performance tasks and projects. They define performance tasks and other evidence. Performance tasks must be authentic; they help students apply and transfer their learning.

They must help students demonstrate six facets of understanding as students explain concepts, interpret texts, apply knowledge to new contexts, shift perspectives by seeing the big picture differently, display empathy and self-assess through reflection and meta-cognition. The other evidence must reflect different thinking skills – both lower-order and higher-order ones. There could be different tools to develop students' self-assessment and

peer assessment of their performance such as rubrics. There could be other evidence such as pre-assessment, formative assessment and summative assessment that could be used with individuals, pairs or groups of students. The other evidence could be formal such as quizzes or informal such as thumbs up. Finally, language teachers make use of the learning outcomes and assessments to develop a learning plan of instructional activities; they define and develop different individual, pair and group activities. They design a variety of learning activities; they describe what students will do during language teaching and learning. Richards (2013) thinks that backward design helps teachers provide students with real-life learning experiences.

Backward design helps develop language teaching, learning and learning environment. Milner and Milner (2008) think that backward design helps teachers to be systematic and flexible. To teach and learn backward design curricula, there are different roles for language teachers and students. There are some characteristics that make stimulating learning environment. Language teachers help students learn and develop deep understanding. They teach basic knowledge and monitor students' learning to keep them engaged. They use

questioning and give constructive feedback. They learn from and reflect on students' assessments; they develop their teaching and assessment as well. Students learn different things that relate them to different courses. They are always engaged in learning; they explore big ideas and answer essential questions to develop six facets of understanding. They explain answers for essential questions and develop more relevant questions. They use rubrics for self-assessment and peer-assessment. They get and learn from different feedback to develop more relevant learning goals. Hodaieian and Biria (2015) think that backward design develops students' motivation as students work to achieve their own learning objectives. There are some characteristics that make stimulating learning environment. Big ideas and essential questions are central to students' learning and classroom culture. There is ongoing motivation for students to explore big ideas and answer essential questions. Language teachers share performance tasks and rubrics with students from the very beginning. There is differentiated instruction of how different students explore big ideas to develop deeper understanding and individual differences. Language teachers display and recognize

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Approaches for Language Curricula Design

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students' work.

To conclude, forward, central and backward design are different approaches for curricula design. They have input, process and output, but in different order. To conduct backward design, English language teachers identify desired results, determine acceptable evidence and plan learning experiences and instruction. Backward design helps teachers develop students' learning and it helps students learn and go through real-life experiences.

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About the Author: Samir Omara has been an English language teacher and teacher trainer for the Ministry of Education and Technical Education in Egypt since 1998. He got diplomas of education, special education, teaching adolescent learners and educational leadership. He presented at ILACE, Africa ELTA, TESOL and BETT. He wrote articles for some teacher associations' publications. He received the UK Alumni Professional Achievement and TESOL Leadership and Mentoring Program awards. He was the Head of Professional Development for Teachers First Egypt and NileTESOL President. He currently teaches English at Menofia STEM School. He is Africa ELTA Publications Coordinator. He can be contacted at samir.omara76@yahoo.com



Enhancing Language Learning with Music: A Powerful Tool for Diverse Students

By Karla Garjaka

In the vibrant tapestry of language learning, music emerges as a dynamic ally, infusing the process with rhythm, melody, and cultural resonance. While the classroom may often seem like a traditional domain for linguistic exploration, the integration of music offers a refreshing twist, transforming lessons into engaging journeys of discovery.

Music, with its universal appeal, transcends linguistic barriers, offering students from diverse cultural backgrounds a common ground for expression and exploration. From catchy melodies to heartfelt lyrics, music captivates our senses and fosters connections that resonate deeply within us.

Historically, educators have recognized the inherent synergy between music and language learning. Pioneers like Georgi Lozanov paved the way for innovative pedagogical approaches, championing the use of music to enhance student motivation and engagement. Today, this legacy continues as educators harness the power of music to create dynamic and immersive learning environments.

The effectiveness of music in language learning is grounded in its ability to evoke emotions and stimulate

multiple sensory pathways. When students engage with music, they not only hear words but also feel their rhythm and melody, creating lasting impressions in their minds. This multisensory experience facilitates vocabulary retention, improves pronunciation, and cultivates a deeper understanding of linguistic nuances.

In practice, integrating music into language instruction takes various forms, from teaching grammar through song lyrics to using rhythm and melody to reinforce vocabulary acquisition. Educators leverage popular songs, chants, and interactive activities to create engaging learning experiences that resonate with students of all ages.

As we navigate the evolving landscape of education, characterized by diverse student populations and changing learning environments, the role of music in language learning becomes increasingly significant. In a post-COVID world where virtual and hybrid learning modalities are the new norm, music offers a bridge that connects students across geographical boundaries and cultural divides.

In conclusion, the marriage of music and language learning represents a harmonious blend of art and education, enriching the learning journey and empowering students to embrace linguistic diversity with confidence and enthusiasm. As educators, let us embrace the transformative power of music and orchestrate symphonies of learning that resonate with every student, regardless of their cultural or linguistic background.



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Enhancing Language Learning with Music: A Powerful Tool for Diverse Students

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About the Author: Karla Garjaka is an expert in educational and nutritional psychology, boasting nearly three decades of experience in teaching, administration, research, and consulting. As the proud founder of Hawai`i's first non-profit holistic school, she brings a unique blend of personal and professional insights to her work. Drawing from her background in Educational Psychology, Neuropsychology, Nutrition-Psychology, and Linguistics, Karla is deeply committed to providing holistic solutions for cognitive and mental challenges. She actively shares her knowledge through workshops, articles, books, and journals. Additionally, Karla passionately supports a non-profit organization dedicated to revolutionizing early education.



Lunchtime Laughter

By Bailey K. Ledesma

How might we remove learning barriers for our newcomers? How might we make connections inside and outside of our busy classrooms? What combination of strategies will provide that perfect zone of learning, community, and curiosity?

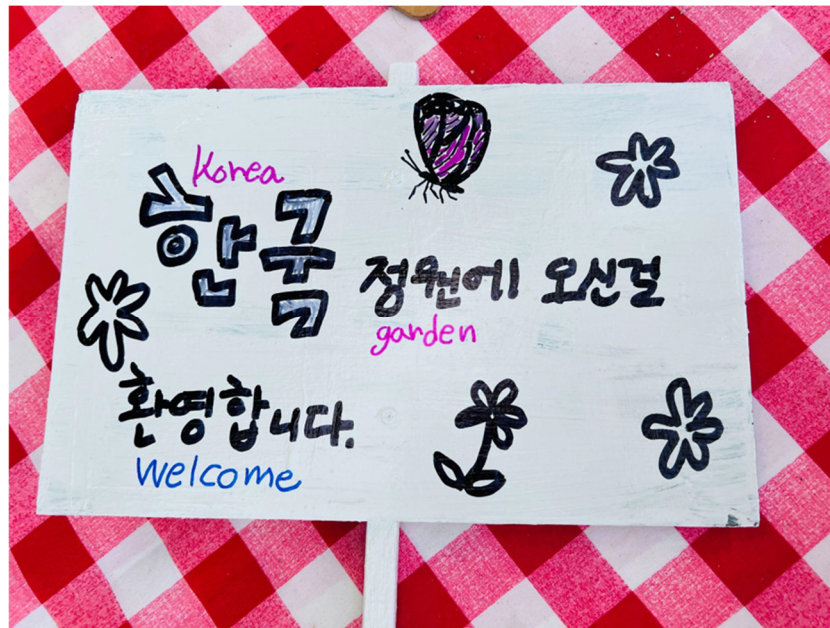
Every Tuesday, I invite newcomers to join me for lunch in the library. Our informal gatherings offer additional opportunities to make connections, practice speaking skills, grow friendships, and pose questions. We gather to welcome new friends. We gather to find common ground. We gather to be ourselves. This lunch bunch is also where we talk about being homesick, lonely, or worried. These critical conversations flow because we spend time together regularly and share a sense of belonging. Newcomers gradually invite a friend to join us for lunch. The result is a vibrant lunch group with students realizing they have much to offer each other and our larger community! Our lunchtime laughter eases the stress of being in a new school and unfamiliar culture.

Sustainability classes, community garden days, and time outdoors help us enjoy the joy of nature. Our EL garden signs welcome friends in different languages – honoring our sense of place and other cultures. Nothing is more satisfying than growing and harvesting your flowers and vegetables. This shared activity helps us understand the water cycle and why teamwork and problem-solving are essential to good outcomes.

Learning morphology and academic vocabulary is the tipping point for many of my ELs. Morphology is the magic ingredient that accelerates reading comprehension and makes decoding less taxing on working memory. When stuck, the beach ball you see on your Apple computer is precisely what happens when a student has poor decoding skills. That is why think-time and partner work routines are so



Unity/Importance of Culture



EL Garden/Appreciation of Nature/Teamwork

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Lunchtime Laughter

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valuable.

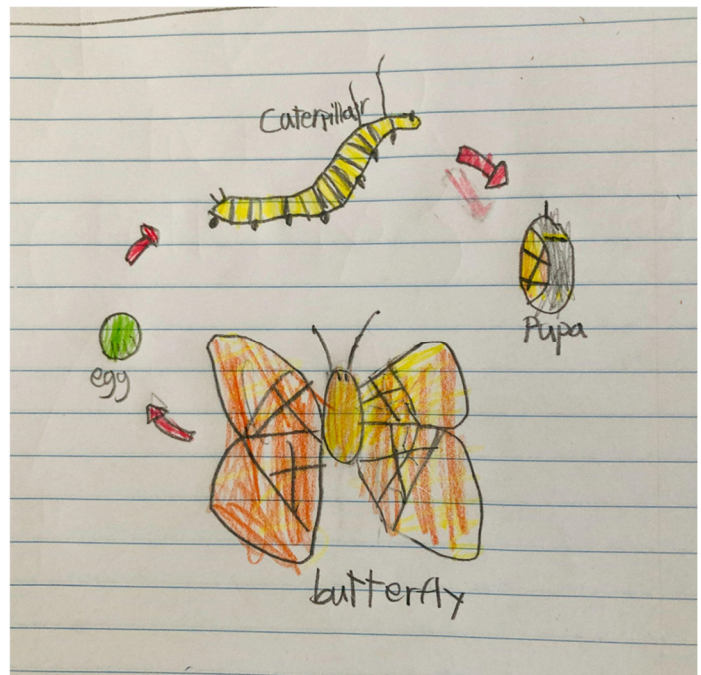
Learning a new language and content standards can be daunting, especially when newcomers arrive in the upper grades! Offering visuals (Project GLAD), interactive activities, think time, and partner work help reduce anxiety and encourage positive risk-taking. Learning to read pictures and share what you notice allows students to share background information and creates curiosity! Picture talks are a critical part of learning new information with enthusiasm. Mindful speaking practice leads to better writing skills, too. Our Philosophy for Children (p4c HI) student-led inquiry circles allow participation by actively listening and openly sharing wonderings. Newcomers commented that they felt empowered to express their ideas because we discussed a topic before writing in their journals.

Rubrics and grades are better understood when examples of a writing continuum are posted in the classroom. Students walk the room and use anchor charts and examples to help guide their work production. The result is twofold: better-finished products and increased personal independence. Why not offer more opportunities to self-reflect and self-correct? UDL reminds us that multiple input and output modes create pathways to success. Our scholars have diverse needs, so our options must also be diverse.

The language learning workload is a heavy lift for students and teachers – not for the faint of heart. However, savoring the simple wins and WIDA exits makes the work lighter. Our ELs need to find comfort, a safe community, and rigorous work (with scaffolds). Universal Design for Learning (UDL) is a proactive way of thinking and anticipating the diverse needs in a classroom. UDL paired with community building is a winning recipe!



Morphology/Academic Vocabulary



Talk & Sketch: The Life Cycle of a Butterfly

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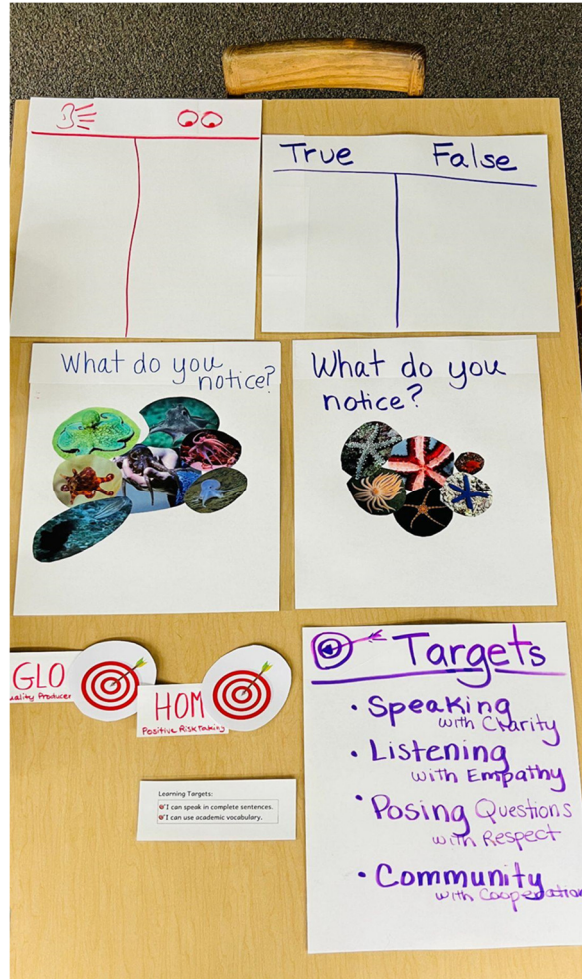
Lunchtime Laughter

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About the Author: Bailey K. Ledesma is a local girl from Kaimuki. She is an EL Teacher, TESOL K-12, and CERI Certified. Her interests include language-based disabilities, Universal Design for Learning (UDL), and art. Bailey enjoys swimming, hiking, and gardening with her three kids. Konakids@me.com



Class Jobs/Bilingual Sharing

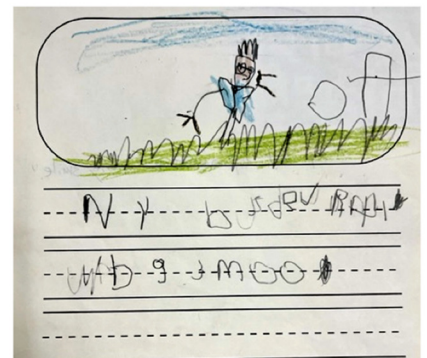


Visuals/Project GLAD



Celebrating WIDA Exits

- I can use a writing tool.
- I can draw or say something about the topic.
- I can use the beginning sound of a word.



"My best day ever I had a big smile."

Kindergarten Writing Sample/Schoolwide Writing Continuum

Notes: