**SPECIAL POINTS OF INTEREST:**

- 2004 Hawaii TESOL travel grant award winners

- Academia Language School receives accreditation

- Thank yous

- A preview of some upcoming articles in the next Issue of *The Word*

## WHAT WE HAVE HERE IS A FAILURE TO COMMUNICATE

### By Hello Kitty (a.k.a. Bob Lipske), University of Hawai'i At Manoa

*Only two things are infinite, the universe and human stupidity, and I'm not sure about the former.*
*—Albert Einstein*

Human stupidity defined here is when an educator assumes that student-teacher communication could possibly be the same for both in-class and on-line class interaction. I am a teacher who has always prided himself on his soothing communicative skills and encouraging feedback to students in the classroom. Yes, I had become the proverbial "Legend in my own mind." In my own mind, I was a patient educator who could effectively create a gentle, nurturing milieu in any ESL class. In my own mind, I always offered very enthusiastic feedback on my students' coursework. In fact, in my own mind, I thought that I possessed a Hello-Kitty-like gentleness which was one of my better qualities. It was this supposedly tender approach, in my own mind, which allowed my students to feel totally at ease as

they spoke, read, or wrote in English. For me personally, this approach was especially critical in the ESL classroom.

Now this approach seemed like the quintessential technique for my workplace, the English Language Institute (ELI) at the University of Hawai'i at Manoa. Students often arrived to attend their first English-speaking university filled with self-doubts about their place at these institutes of higher learning. Their doubts were further compounded when they discovered that they would be required to take additional preparatory classes at the ELI because of their language test scores. Apprehension would set in. Questions formed in their minds: "Do I belong here? Will this be too difficult? Is my English much lower than all the other international students? Will the teacher shame me because of my listening, speaking or writing skills?" So, at the beginning of

the semester when my new students would raise their hands with total trepidation to shyly ask a question or offer an answer, they seemed to anticipate magma- hot criticism to flow from my tongue. When they turned in their first academic papers, they seemed to anticipate some scythe-like, red-inked judgment to swiftly and harshly descend from my hand. They seemed to expect complete humiliation, which would send them stumbling home in shame. However, once they discovered that neither I, nor any ELI teacher, possessed such strict, unyielding attitudes and that instead we were encouraging and supportive, they relaxed and began to enjoy the classroom interaction. They began to become at ease while communicating in English.

Then, I became an on-line teacher. Would a new legend in my on-line mind emerge? Yes, I was still a teacher, but the daily

## CONNECTING A HESITANT MOUTH TO A MERRY HEART

### By Teri Lee Betker, University of Hawaii, Windward Community College, Employment Training Center

*Background:*

Every two weeks they enter our Employment Training Center Essential Skills Program for Adults at Risk. Single parents leaving welfare, those with physical challenges, those with special needs, and immigrants come through my classroom door. I provide the weeklong transition workshop into a program focused on

language arts and math skills in a team instructional setting. After 13 weeks in our program, they then continue on their "next step" in life—to one of our vocational programs, another college or training program, or employment.

For the past five years, the immigrant population where I work has increased. Placed by local

and state agencies, the spectrum of nationalities includes Chinese, Filipino, Indonesian, Japanese, Korean, Laotian, South Pacific Islanders, Sri Lankan, Thai, Vietnamese, and more. The range of their language levels has also been wide—from the 1.8 grade level on the Test of Adult Basic Education (TABE) to advanced scores.

# THE ADULT EDUCATION PROGRAM STUDY OF 2003: IMPLICATIONS FOR ESL IN HAWAII

## By Ann S. Antal, McKinley Community School for Adults

Last spring I had the opportunity to attend a training workshop for AEPS (Adult Education Program Study) in Dallas Texas. AEPS is the first national literacy survey administered to adults living in the United States, both native speakers and immigrants. Prior to 2003, no national literacy survey of adults had ever included immigrants, as well as adults born in the United States. As a matter of fact, there had been only one prior national survey of literacy of U.S. adults, conducted in 1994. That survey showed that, at that time, between 21 and 24 percent of U.S. adults performed at Level 1, the lowest level of literacy on 3 scales (prose literacy, document literacy, and quantitative literacy) (Source: U.S. Department of Education, National Center for Education.).

The 2003 AEPS survey included approximately 1500 adult education programs and 5000 students. Two thousand Hispanic and another two thousand non-Hispanic participants completed a two-part literacy survey in English. One thousand Hispanic students completed the same two-part literacy survey in Spanish. The first part of the AEPS survey functioned as a pre-test to determine whether or not the participant had the rudimentary literacy skills to take an actual literacy test. If the participant achieved a certain minimal score on the pre-test, s/he went on to complete a literacy test. As an incentive to participate, students were paid $30 for taking either or both parts of the literacy test. The AEPS results will be published in mid-2004, and the findings should be of great interest to ESL educators in Hawaii in terms of their implications for program services to help meet the needs of our local students.

Since I had the opportunity to administer literacy tests to two groups of low-intermediate adult ESL students selected at random by AEPS after I returned from the Dallas workshop, I would like to share my observations.

We are extremely fortunate in Hawaii to have adult ESL students from cultures that value learning. Even if our students have not had the privilege of acquiring formal education themselves, they generally have a high regard for education and educators, in my experience. One hundred percent of the students selected at random to participate in the AEPS study cooperated fully with us. Some even made special return trips to school after classes had ended in order to participate in the survey. One woman even came in for her interview on her sixtieth birthday! (I had the pleasure of giving her a lei which my students had given me that day.)

Twenty five percent of the students I surveyed were assessed as "functionally illiterate". In other words, they failed the pre-test and did not advance to the actual literacy test. All of these students were 60 or older, and without exception, had lived in Hawaii for several years without acquiring basic literacy skills. Nevertheless, more than half of these functionally illiterate students had been employed in Hawaii at one time or are currently in the workforce. One must admire their intelligence and tenacity in securing and retaining employment despite their limited English skills.

Almost without exception, the low-intermediate ESL students selected to participate in the AEPS survey were ashamed and apologetic regarding their shortcomings in English, especially if they had lived in Hawaii for more than a year. They really wanted to improve their English skills. For many, the chance to finally enroll in ESL classes had come after many years of postponing their education in order to make a living.

Based on my experience, I feel that there is a need to reach out to the local community of senior citizens by exploring the possibility of offering a literacy / ESL program especially for seniors living in Hawaii. Such a course would focus on literacy as well as ESL because our seniors come from diverse backgrounds, in terms of literacy and English language skills. For example, some of our seniors had to drop out of school to go to work before they could become functionally literate. Others moved to Hawaii from other countries and managed to learn only very basic survival ESL, often because they, too, had had to join the workforce before becoming functionally literate. One obvious similarity between these two groups of seniors is their age. A second similarity, which I have observed, is their craving for the self-esteem which they associate with the ability to speak better English.

I propose that such a literacy/ESL course for seniors should address basic family literacy as well as life skills. Course materials focusing on life skills would teach the vocabulary needed to arrange a doctor's appointment, call a plumber, read medicine labels, talk to a car mechanic, follow recipes, etc. Course materials focusing on literacy would include grammar in context, simple stories students can read to their grandchildren, conversation group activities to expand their vocabularies and teach

the correct grammar and language needed for speaking, and a writing project (an autobiography or a compilation of memoirs to pass on to family members). Finally, a course for seniors should be fun! The class should include a coffee break for seniors to snack and socialize with their classmates. There should be no need for tests (the writing project can serve as "proof" that seniors have produced something in class.) As for homework – as much as possible, all activities should be accomplished during class time.

> **Almost without exception, the low-intermediate ESL students selected to participate in the AEPS survey were ashamed and apologetic regarding their shortcomings in English, especially if they had lived in Hawaii for more than a year.**

A literacy and ESL course designed specifically for seniors would meet a genuine need in our community. By honoring and building upon the life experience seniors bring with them, we could also hope to improve the self-esteem of many of our local seniors.

*Ann S. Antal has taught ESL at McKinley Community School for Adults since 1985. She is chair of the faculty Curriculum Design Committee and co-coordinator of "No Child Left Behind" tutoring at her school.*

**TESOL 2004**

# HAWAII TESOL MEMBERS WELL REPRESENTED AT 2004 TESOL CONVENTION, LONG BEACH CALIFORNIA

Soaring Far◆Catching Dreams
March 31–April 3, 2004
Long Beach, California USA

Going to TESOL in Long Beach? So, are the following HITESOLers!

*Linda Chambers, Asia Pacific Center for Security Studies

*Jennifer Wharton, TransPacific Hawaii College

*Marsha Wood , MATESL student at Hawaii Pacific University

Support your fellow HITESOLers who are presenting during TESOL Long Beach:

Presenter: Perry Christensen, BYU-Hawaii

Control (Event) Number: 3865

Session Title: Catch the Meaning of a Grade

Type of Session: Poster

Scheduled: Fri, April 2, 12:45 PM to 1:45 PM

Location: Long Beach Convention Center/Exhibit Hall

Presenter: Shawn Ford, KCC, ESOL Program

Control (Event) Number: 3221

Session Title: Using Input Analysis to Develop Written Grammar

Type of Session: Paper

Scheduled: Wed, March 31, 10:30 AM to 11:15 AM

Location: Long Beach Convention Center/305A & B

Presenter: Priscilla Faucette

English Language Institute (ELI), University of Hawaii at Manoa

Control (Event) Number: 3453

Session Title #1: Managing Conflict in an English Language Program

Type of Session: Paper

Scheduled: Wed, March 31, 4:00-4:45, p.m.

Location: Long Beach Convention Center/Promenade B,

Title #2: Convention Analysis for Graduate-Level EAP Writing

Co-presenter's name: Steven Talmy, PHD student, Second Language Studies, University of Hawaii at Manoa

Control (Event) Number 3554,

Compositon: Wrap Up

Scheduled: Saturday, April 3 3:15-3:45 p.m.

Location: Long Beach Convention Center/101B

## AND THE WINNERS ARE...

The 2004 HITESOL travel grants have been awarded to...

**Priscilla Faucett** and **Shawn Ford**, who have each been awarded a Hawaii TESOL travel grant to attend the 2004 TESOL conference in Long Beach, California. Priscilla will be presenting two papers and Shawn will be presenting a paper as well.

Congratulations, and good luck! We wish you both enjoyable and worthwhile trips! Reports of their conference attendance and presentations will be featured in upcoming issues of *The Word*. Stay tuned!

Hawaii TESOL would like to extend a very special thank you to Robert Gibson and Ted Plaister for sending in generous donations along with their membership dues. Mahalo for your much appreciated support of Hawaii TESOL!

# NOTICING GAIRAIGO: A CLASSROOM EXERCISE FOR JAPANESE LEARNERS OF ENGLISH

## By Jean-Paul DuQuette, NICE Program, University of Hawaii at Manoa, & Nihon University, Japan

### Background

In many English-language medium (and ESL) school classrooms in Hawaii, use of the students' first language (L1) is forbidden in class. However, students rarely follow this rule to the letter. In an effort to find out just what students were saying in their L1, I observed several classes of Japanese students at two different English-language schools in Honolulu (ten hours total) and recorded all non-English utterances.

The most striking problem, I noticed, revolved around the use of *gairaigo*, or so- called "foreign loan-words", in place of English. Many students did not seem to understand that gairaigo were often unintelligible to English native speakers, and used them frequently (for example, substituting "*sarada*" for "salad"). The Japanese students I observed used gairaigo more than all other non-English utterances.

Accordingly, I have here created a short classroom exercise to introduce students to the risks of miscommunication of using foreign loan-words in their English. This activity was originally designed for Japanese students, but I have since adapted it and effectively used it in multi-ethnic/lingual classrooms. The main dialog is entirely taken from authentic utterances of Japanese-speaking students in Honolulu school classrooms.

### Lesson Procedure

Before introducing the handout, have students make a list of ten words in their native language that sound like or come from English words. Then, have them share their lists and write the most unusual (i.e., the words most removed from their English origins/counterparts) on the board. Have the students save their lists for use in Conversation #2, Part II.

Next, distribute the handout, model the dialog with two students, then have the students practice in groups of three. Following these steps, go on to Conversation #2, model it with a student, and finally have the students practice repeatedly in pairs using the words from their own lists (if possible).

## HANDOUTS FOR THE LESSON ACTIVITIES

### "Britney vs. Buri" : Musical Confusion – Student Handout

Do you have a favorite American pop singer? Is he or she popular in your home country?

#### CONVERSATION #1

Read the conversation between Tetsuo and Kei and their English teacher, Mr. DuQuette. Then practice in pairs.

Mr. DuQuette: So, what is your favorite music?

Tetsuo: I like The Cranberries.

Mr. DuQuette: And what kind of band is The Cranberries?

Tetsuo: They're *rokku*.

Mr. DuQuette: Uh, right they're a rock band. And what is a cranberry?

Tetsuo and Kei: (silence)

Mr. DuQuette: The Cranberries is a rock group. A cranberry is a fruit.

Kei: Aahh, *kuranberii*!!

Mr. DuQuette: (laughs) Right. So what music do you absolutely hate? Kei?

Kei: I don't listen to *kurashikku*.

Mr. DuQuette: We say "classical music".

Kei: Oh, ok. I don't listen to "classical music". I like pop.

Mr. DuQuette: Do you like Britney Spears?

Tetsuo and Kei: (silence)

Mr. DuQuette: You don't know Britney Spears?!? She's so popular right now!

Kei: (gasps in recognition) Aahh, yes! *Buri*! *Buri*! I know her.

#### Discussion Questions

1. *Rokku*, *kuranberii*, *kurashikku* and *Buri* are Japanese versions of English words. Why do you think Tetsuo and Kei use them?
2. Name a few words in your first language that sound like English words to you. Do you think English speakers can understand their meanings? Try asking your teacher.

#### DANGER!

Words like *rokku* and *kuranberii* are both helpful and dangerous. If you know them, they can help you to guess the meaning of English words, but you may use them without realizing they are not really English. It's important to ask your teacher and classmates about these words.

## SECOND HANDOUT FOR NOTICING GAIRAIGO (CONT.)

**CONVERSATION #2**

Part I: Read the conversation between Mr. DuQuette and Kei. Then practice in pairs.

Kei: Excuse me, what's "*hanbaagu suteeki*" in English?

Mr. DuQuette: It's "hamburger".

Kei: "Hamburger". How do you spell that?

Mr. DuQuette: It's "H-A-M-B-U-R-G-E-R".

Kei: Thanks.

Part II: Now ask your partner these questions using these words or words you know:

*hotto dokku* – hot dog        *sarada* – salad        *paama* – perm

*tanku toppu* – tank top        *horaa* – horror        *Shidonii* – Sydney

*Rosu* – Los Angeles        *arubaito* – part-time job

**NOTE!**

Remember to use English to ask questions about English! Be sure to remember phrases like:

Is *rokku* an English word?

What is *kurashikku* in English?

In Japanese we call that "*aisu kuremu*"? How do you say that in English?

*This activity was originally part of "No Nihongo!", a presentation at the Kyoto JALT PAN-SIG Conference in Kyoto, Japan, 2003. Jean-Paul DuQuette holds an MA in ESL from the Department of Second Language Studies at the University of Hawaii at Manoa. He is currently teaching at UH Manoa's NICE (New Intensive Courses in English) program, and is a lecturer at Nihon University in Shizuoka, Japan.*

*E-mail: djgiz-moe@hotmail.com*

## TEACHING ACADEMIC WRITING TO GRADUATE STUDENTS: MAKING AN EXAMPLE OF IMRD

**By Mark Messer, English Language Institute and Department of Second Language Studies, University of Hawaii at Manoa**

*Introduction*

Some people believe that writing is writing is writing, and if you're good at it, you can write anything. But anyone who has ever read much of the stuff knows that there is no standard academic voice. In fact, academics rarely agree on what makes for good academic writing. If you're looking for a challenge, just try to convince first-time international graduate students that there are woefully few rules to learn about "good academic writing"– not that there isn't plenty of room to make mistakes– just that very few writing conventions hold true across all disciplines.

At the University of Hawai'i at Manoa English Language Institute (ELI), we offer ELI 83, an advanced writing course for international graduate students. The focus of this course is the "Convention Analysis Project", in which students systematically analyze the writing conventions in their disciplines. Once they start sharing the results of their analyses with each other, the lack of uniformity of academic writing becomes obvious.

Despite all the differences between writing in one field and writing in another, most writing about primary research proposed or conducted in the sciences and social sciences tends to follow what is referred to as the IMRD structure. IMRD stands for introduction, methods, results, and discussion. Now, IMRD can be further divided, and section names are often changed, presumably NOT to protect the innocent. Even so, the overall structure holds true across many fields

(Editor's note: See Antal's and Betker's articles in this issue for a similar example. Or for that matter, Messer's article, itself, also follows an IMRD structure).

> If you're looking for a challenge, just try to convince first-time international graduate students that there are woefully few rules to learn about "good academic writing"– not that there isn't plenty of room to make mistakes– just that very few writing conventions hold true across all disciplines.

# GATEWAYS TO GROWTH: EXPLORING ELT RESOURCES AT THE 2003 KOTESOL CONFERENCE IN SEOUL, KOREA

## By Yoneko Narita, TransPacific Hawaii College

The 11th Annual Korea TESOL International Conference took place on October 18-19, 2003, at the Seoul Education Training Institute in Seoul, Korea. With seven invited speakers, over 100 presentations, and an estimated 800 attendees, the conference ranks among the largest events ever hosted by Korea TESOL (KOTESOL) in its 11-year history. I was honored to attend the conference as a representative of TransPacific Hawaii College and Hawaii TESOL (HITESOL), along with my coworker and HITESOL president Jennifer Wharton.

The theme for the 2003 conference was *Gateways to Growth: Exploring ELT Resources*. There was a strong emphasis on innovative teaching methods incorporating, especially, the wide range of high-tech resources now available to educators. Technology has opened "gateways" between English-speaking people in countries all over the world, creating a vast and diverse classroom for the teaching and practice of language. In keeping with this theme, KOTESOL offered a unique twist on the conference format: a live webcast from Seoul to viewing sites in Taiwan, China, and Japan. Members of the Japan Association of Language Teachers (JALT) and the English Teachers Association of the Republic of China/Taiwan (ETA-ROC) were able to view portions of the conference in real time, and then send in questions for Q&A sessions with the presenters. This groundbreaking format allowed for a truly international and interactive audience. Recordings of the invited speakers and interviews with various presenters and participants were posted on the internet and are still available for viewing (as of February 2004) at

http://koreabridge.com/kotesol/index.htm. Take a look at the segment entitled "Assorted Reporting from Koreabridge's 'Shock & Awe' Webcast Team" to see an interview with "Wharton and Narita" after our presentation (warning: we were still jet-lagged at the time!)

The two plenary speakers at the conference were Donald Freeman, from the School for International Training in Vermont, and Brian Tomlinson, from Leeds Metropolitan University in the UK. Both speakers approached the event's theme by addressing one of the most important gateways to growth: classroom teachers, and their professional development. In his talk entitled "The Resourceful Teacher: Ways of Helping Teachers to Help Themselves," Tomlinson reminded the audience that teachers are rich resources, and that the best material for any course is usually the instructor himself. Tomlinson's optimistic and inspiring speech encouraged teachers to make use of their environment, to turn problem situations into positive experiences, and to exploit the potential in their personal attributes and interests, as well as those of their students. Freeman's plenary, "Creating a Framework of Classroom Participation," analyzed the familiar challenge of generating student participation from a socio-cultural viewpoint. All educators understand that they need to create a common ground between teacher intention and student expectation in order for a lesson to proceed successfully. Freeman suggests that a course textbook can expand that common ground by providing a clear topic and task, and the language needed to support the task; by organizing and scaffolding participation; and by building in opportunities for assessment.

In addition to the two plenary speakers, there were also five

featured speakers at the KOTESOL conference. Caroline Linse (University of North Carolina) addressed the growing pressure around the world to introduce English instruction to young learners, at increasingly earlier ages. She pointed out that ELT programs for children face different challenges than those for adults, and administrators must carefully consider these unique issues when designing courses for young learners. Lin Lougheed, a full-time ELT author and radio show host, discussed the value of using humor as a teaching tool, in his entertaining presentation, "Humor in the Classroom: Don't Make Me Laugh." Marc Helgesen, of Miyagi Gakuin Women's University in Japan, led a workshop demonstrating the effectiveness of Language Planning in improving the fluency, complexity, and accuracy of students' language production. Helgesen's workshop was full of practical advice and sample activities, and he asked the audience to try some out in their L2 (with amusing results!)

David Nunan, one of the most recognized and distinguished experts in our field, discussed the applications of Information Technology at his institution, the University of Hong Kong, in projects ranging from curriculum planning to online instruction to student outcome assessment. David Sperling, of Dave's ESL Café fame, also intended to demonstrate the effectiveness of using technology in the ESL classroom. However, the conference organizers encountered "technological difficulties," and Sperling was left standing on stage in front of a huge blank screen, his internet-based presentation rendered useless. The irony was tangible, but the speaker quickly gathered himself and spent the next 50

Jennifer at the 2003 KOTESOL Conference with some of the volunteers

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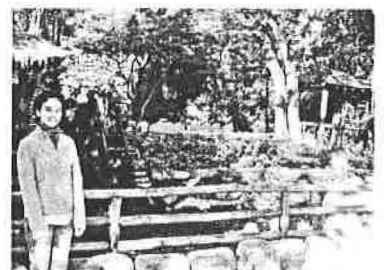


Yoneko enjoying some of Seoul's natural beauty

## GATEWAYS TO GROWTH (CONT.)

minutes delighting the audience with personal anecdotes, tales from the classroom, and descriptions of favorite websites – all without a single visual aid. An impressive feat, to be sure.

The two-day conference also offered a range of excellent presentations from KOTESOL members from all parts of the country, as well as international speakers from Japan, Thailand, Taiwan, Iran, Australia, the UK, and the USA. The size of the conference was ideal: large enough to satisfy one's intellectual curiosity (and to justify the 10-hour flight), but small enough to engender familiarity among the attendees, and allow for casual interaction among audience members and presenters. It is, of course, a wonderful opportunity to visit another country and to learn more about our fellow TESOL affiliate in Korea. The 2004 Call for Papers will be coming out soon; for more information visit the KOTESOL website at www.kotesol.org

*Yoneko Narita is an ESL instructor and the Listening/Speaking coordinator at TransPacific Hawaii College. She has served on Hawaii TESOL's executive board for four years. E-mail: ynarita@transpacific.org*

## INTRODUCING KOREA TESOL: INTERVIEW WITH A FORMER PRESIDENT

Korea Teachers of English to Speakers of Other Languages (KOTESOL) was established in October 1992, for the purpose of "promoting scholarship, disseminating information, and facilitating cross-cultural understanding among persons associated with the teaching and learning of English in Korea." There are eight chapters representing different areas of the country: Busan-Gyeongnam, Cheongju, Daejeon-Chungnam, Daegu-Gyeongbuk, Gangweon, Jeolla, Seoul, and Suweon-Gyeonggi. While attending the 2003 KOTESOL Conference last October, I had the pleasure to meet and chat with Robert Dickey, an assistant professor in the School of Foreign Languages and Tourism at Gyeongju University. Dickey, who was the president of KOTESOL from 2001-2002, agreed to answer a few questions for me.

YN: Other than the annual conference, what regular events are sponsored by KOTESOL?
RD: Two or three regional conferences, typically 4-7 hours in length, with one or two featured speakers, often one of them from Japan or Hong Kong. These usually take place in March-May.
* Two drama festivals – language learners doing short (5-15 minute) plays – one in Spring, one in Fall.
* Monthly chapter meetings, usually 2-3 hours in length, with one approximately one-hour presentation (theory or practical) and a second, shorter presentation (usually quite practical).

* SIG events [author's note: "SIG" stands for "Special Interest Groups." KOTESOL has an extensive offering of SIGs, on topics ranging from Teacher Education Development, Young Learners, Global Issues, English for the Deaf, and CALL. KOTESOL members can join any SIGs at no extra cost.]

YN: Do you have any comments or insights regarding your experience as president?
RD: At the time that I became president [October 2001] we had just gone through two years of divisiveness, to the point that a number of officers had resigned, and "old hands" werent willing to step up any more. So my focus was "Leadership Development," developing our future leaders, and concurrently, increasing KOTESOL's leadership role in ELT in Korea. Therefore, things I would have liked to get done on the more operational level were shunted aside. Pretty much anything a "new" person wanted to do that didn't conflict with our organizational goals was encouraged, with the idea that these individuals could be "pulled into the fold" as time went by, and past active workers were encouraged to take on a little task or two, hoping they'd return. In general, I'd say this approach worked.

Q: Korea TESOL was established in 1992. Do you have any observations on the history or nature of the organization, how it's changed over its first decade?
RD: One observation is that the number of Korean members has climbed dramatically. In early days less than 20% of our membership were ethnic Koreans, now we are well over 40%. Membership is also different because, in the early days, membership was integrated into conference registration, so all attendees became members. Realistically, of the 800 listed members, less than half were actually interested in anything other than the conference. Membership is now optional for conference attendance. During the economic meltdown of 1997-1998, a large number of expats left the country; many of them were very experienced teachers. There was a pronounced generational shift in the organization at that point – folks like myself went from being junior members of the council to "oldtimers" in the course of 12 months. We also saw the membership rolls fall below 300 and conference attendance in 1998-2000 was between 550-650, a significant step backwards. The organization was near to bankruptcy due to some less-than-wise business decisions just as the national financial crisis was appearing, failing to recognize that the publishers' support would be cut back dramatically as their marketing budgets were slashed. My year as president, and those that followed me, focused on rebuilding the organization: we now have over 600 voluntary members, this past conference had 800 attendees, and the treasury is full.

*If you would like to contact Robert Dickey with questions about KOTESOL or teaching in Korea, you may email him at rjdickey@hotmail.com*

## CONNECTING A HESITANT MOUTH TO A MERRY HEART (CONT.)

*Problem:*

Regardless of these second language students' reading and written placement levels, however, each of them shares one distinguishing characteristic: a "foreign" accent and pronunciation weaknesses. Many of them may improve their reading, writing and listening skills by applying their entire intellectual might. However, for some, communication through speaking is not only difficult, it can sometimes be incomprehensible to others. What could I do to assist them while at the same time supporting the language arts professional on our program team?

Striving to approach this problem with the logical precision of the mathematics professional on our team, I decided that:
*Given:* Our second language students are fearful of speaking English (even though they are fluent in another language—or five other languages!).
*If:* I can increase their comfort level and facilitate their enjoyment in speaking English,
*Then:* Their progress will be more rapid.
*Therefore:* I will offer optional workshops in American English Pronunciation.

But as I examined my "educational language" ("increase their comfort level and facilitate their enjoyment in speaking English"), I struggled with how I could really accomplish my lofty, yet well-meaning, personal goals. Then, in a flash of professional honesty and courage, I added:
*Method:* Fun and laughter.

*Solution:*

Although I have almost twenty-five years of teaching experience in Alaska, Hong Kong, and Hawaii, and degrees in English, education, and adult and community education, nothing quite prepared me (or possibly everything prepared me) for this particular situation: fearful students of all ages, all English-language levels, of many nationali-

ties, and with numerous accents and pronunciation "problems"– all in one room.

I set the target date of September 18, 2000 to offer the one-hour optional workshops (four times a week, every other week when I was not conducting my transition workshops). I initially established two main goals of the workshops, and later added a third.

Goal 1: To Improve American English Pronunciation
First, I selected the text, Pronunciation Pairs, by Ann Baker and Sharon Goldstien (Cambridge University Press) as a resource and guide for my 40 sound lessons (vowels, consonants, blends, diphthongs). I decided to use simple benchmarks for evaluating progress: sound identification, sound production, self-correction, and a tool by which students could convey their level of self-confidence to me.

Then, I researched, collected, and created short, engaging, and "fun" activities to reinforce and accompany each "sound lesson." For example, I revisited bridal and baby shower games, wrote poems ("Bad Poems with the O Sound by Teri"), and collected recipes that had an abundance of a particular sound (this search for ideas continues). I purchased bags of mini-erasers in different shapes and colors–animals, fish, flowers, smiley faces, butterflies, ladybugs, the balls used in a variety of sports, shoes, and letters to correspond to the sounds and give as prizes.

Goal 2: To Create a Comfort Zone for Students
If students were comfortable, I presumed, they would enjoy the experience and improve their pronunciation more quickly. They would smile–they would laugh. But how could an instructor measure enjoyment and laughter? On my dining room table, I had a small, sound-activated, battery-operated fountain

(complete with tiers and little cherubs). Fortified by my husband's vote of confidence ("You're taking the fountain to school to measure laughter and applause?"), I placed it in the center of the tables around which the students would gather.

*Results:*
Since the initiation of the project, and 158 "Standard American English Pronunciation" Workshops later, 100% of the immigrant population at my workplace has attended the workshops voluntarily. Many have returned after having left the program—one attended regularly over a year after the end of her enrollment. In addition, native speakers attend to support and assist their classmates, participate in exercises, and "join in the fun."

Students have observably reached my benchmarks. Their self-correction has occurred on the classroom lanai, at the picnic tables under the campus trees, in the parking lot, and at program graduation parties. They report improvement in verbal communication on their worksites—with customers, co-workers, and supervisors: "We're speaking the same language!" The fountain has needed countless new batteries; one of the fountain's cherubs has a broken wing. And yes, there has been uproarious laughter.

*Implications:*
The two main goals which I originally set were for my students, but now I know that I should have also included you, my colleagues:

Goal 3: To Create a Positive Transition to Future English Classes and Learning Experiences
Through my initiative in offering these pronunciation workshops in response to an observed

need my students had, I have simply opened the front door. Most of you who are reading this may conduct a tour throughout the entire house. You could hone the grammar, pronunciation, self-confidence, and other English language skills of our ESL students. You could guide them through the process of advanced language acquisition, conversation, and college-level English.

You will make the house their home.

> Then, in a flash of professional honesty and courage, I added: *Method:* Fun and laughter.

*Conclusion:*

"A merry heart doeth good like a medicine."

(Proverbs 17:22, the Bible, King James Version)

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# TEACHING ACADEMIC WRITING (CONT.)

Anyone who has written papers in such an IMRD format would probably agree that it can be difficult to grasp the concept at first. This difficulty can be aggravated by the language barrier that most second language students face. While it's easy enough for most of them to understand what an introduction is (within an IMRD structure), they may not realize that it often includes a literature review and a research justification, as well as other components. More confusing is where to draw the line between the methods and results sections of a paper, or the results and discussion sections. Explanations are not enough for the instructor to help students to overcome the confusion; examples are needed. Of course, students shouldn't be expected to complete full-blown research projects in their ESL writing class just to understand how to organize their papers; such projects would take far too much time from students who have very busy schedules already. In order to provide examples that my students could relate to, I decided to have them perform a short in-class research project.

*Lesson Procedure (or "Method" used to address the problem)* First, I divided the class into two research teams and asked one member from each team to record their activities. Then, I asked them to count their pocket change, recording who had how much. After that, they calculated the average amount of pocket change each student had and the average by gender. They were then asked to present their results on the blackboard and try to figure out if there was a pattern in the figures. From the pattern, they were asked to draw conclusions, whether realistic or ridiculous.

I then reviewed IMRD with them and told them how what they had just done fit into each corresponding section of the IMRD structure. Here's a description of how the analysis turned out in my class:

*Introduction*
*Literature Review: Not applicable.

Who would spend research dollars studying how much pocket change grad students carry?

*Research Justification/ Purpose: The project was difficult to justify, at least purely on research grounds. Still, the project certainly had educational merit.

At this point, our introduction appeared doomed. We talked about the difficulty of writing an introduction to this paper, especially given the whimsical nature of the research and the fact that they began the project with no idea what was going to happen. Usually, researchers start projects with problems or goals in mind. But the students weren't confused about what should go into an introduction; they were concerned with what followed.

*Methods*
Subjects: the students themselves, a group of first-year graduate students in an ELI writing class (more details could be added).

Methodology: each student counted how much change she/he had and reported the total to the recorder, who then calculated totals and averages for the group.

Statistical Tools: averaging was done using a calculator, although

an accounting student works just as well, and almost as quickly.

*Results*
The facts: The results included how much change each individual student had, how much each student had on average, how much each man had on average, and how much each woman had on average. The results also included the observation that the women had more change than the men, and that the difference was so great as to be significant. We didn't bother to use any complex statistical measures of significance here; the women had something like four times as much change as the men.

*Discussion*
The interpretation of the facts: The discussion section included their attempts to explain the results, the most interesting of which was that the women had so much more change. Some suggested that the women had more change because they had change purses; that the women were simply richer than the men; that the women took the bus and needed to have lots of change on hand; that the men took the bus and spent all their change doing so; and

I urged the students to evaluate these statements to see which could be discarded.

*Limitations:* The students thought of many limitations of the study including the small sample size, the reliance on self-reporting, and the inability to generalize the results to a larger population.

*Conclusion (Results and Discussion)*
I finished by informing the students that some people might call the discussion section a conclusion, and that others might keep the discussion section and include a conclusion in which they reviewed the implications of the research. The research which the students conducted in my class was so simple in design that it was easy for them to remember what happened and how to divide the information to follow the IMRD structure. Some of them later reported that the exercise made IMRD clearer and that they expected to be able to recall the outcome whenever they needed to write up their own research.

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## SCHOOL NEWS!

Praise is in order for *Academia Language School* which has received a three-year accreditation from ACCET, The Accrediting Council for Continuing Education and Training. Louise Minervino, Director of Curriculum and Staff Development writes, "This culminates for us a year-long self study and progressive improvement process, and is the first-time accreditation for our school."

Congratulations, Academia! To learn more about Academia Language School and the ACCET accreditation process, visit their website: http://www.academiaschool.com/

*Got some news at your school or workplace? Send it in to the next issue of The Word.*

## FAILURE TO COMMUNICATE (CONT.)

student-teacher face-to-face interaction would be no more. Instead, it was replaced by bits—ones and zeros. I must profess that I reluctantly went into the on-line teaching realm because I worried about this very lack of student-teacher interaction and the possibility of communication breakdowns. Still, my ego explained to me that surely my Mr. Hello Kitty personality would translate well across the DSL.

And so, I enthusiastically jumped onto the bandwidth. I WebCT-ed my way along and created two separate ELI classes over a two semester period. My first on-line experience was an advanced academic reading class. I had successfully (I reassured myself) taught this in a "traditional" class the previous semester, so I felt that I could be the same teacher for the 16 on-liners. Initially, I was gliding along, feeling quite confident as I e-mail and discussion-board interacted with my students. Sure, some would never answer my queries, but that probably was normal internet chaos theory. OK, several students seemed to produce at most a less than minimally accepted effort on all assignments, but they were probably learning the system, right? Certainly, a few here and there would fail to comprehend my instructions and proffered web-based confusion as their inertia excuse for failing to upload anything for a given week. Ah well, I am sure I could have explained myself better. Alright, alright, I admit it, one or two were downright rude and offensive as they criticized and questioned the validity of almost every weekly activity, but possibly the netiquette rules are more flexible in their culture? Naturally, almost everyone wanted unlimited feedback on every assignment submitted, immediate teacher replies to

their most trivial e-mails, complete leeway to submit whichever assignments and whenever at their leisure, and with special consideration because they had friends coming in from out of town. But, hey an ESL educator must be flexible.

Actually, I did initially responded with patience, flexibility, supportive pats on the hard drive, and an actual we-can-get-through-this-together attitude. However, I must confess, that very quickly, somewhere along the way, subconsciously, I began to respond with intolerance, rigid-ness, menacing taps on the CPU, and an actual if-you-want-to pass-this course attitude. I was actually not aware of the transformation. You see, I was not seeing my students face-to-face, so I was not obtaining immediate reactions. I was not personally interacting with animate ESL students; I was interacting with inanimate computer screens. On-line, I did not see human reactions to my comments; in class, I would have adjusted my comments to accentuate the positive. On-line, I failed to appreciate their emotions and vulnerabilities; in class, I attempted to use both my students' traits and my own to further the learning process. On-line, I was unable to appreciate that they had external pressure and stress; in class, I was aware of and personally involved in their daily lives. In the span of one semester, I went from having in-class empathy to on-line indifference. This was such a sad revelation. Even sadder was the fact that at first I failed to notice my hardening conversion.

Instead, it took a few of the faceless Internet crowd to enlighten me. One student, a

late-comer to my course, was also a high-maintenance, online learner. He had not purchased the book yet, so he wanted to repeatedly borrow my book. He had not done the initial assignments and needed more time because he was still in Central America trying to clear Post 9/11 US Immigration. He was not able to do X, but he wanted to do Y instead. Finally, one week, he failed to submit an assignment to that week's upload file, an assignment that was necessary since it was related to an upcoming activity for other students to use in a discussion board. I sent him a strongly worded, blunt e-mail reprimanding him for his failure.

Almost immediately, he replied that he had, in fact, already turned it in, but that he had accidentally submitted it to the following week's upload file by accident. I logged on to my course, and sure enough, there it was. We had a definite mutual failure to communicate. Likewise, another student was remiss in submitting an assignment that in the following week would be the focus of a student-centered activity. I again sent out a loaded e-mail placing the onus of failure on her keyboard. Then, following her several impassioned e-pleas for mercy and understanding, we sorted out the problem. She had misunderstood and misinterpreted the instructions. I questioned this failed comprehension, but I reluctantly re-visited my original instructions. Occam's razor aside, sometimes the answer is not quite so simple. Yes, the other 15 students had understood and correctly complied with my original intentions, but upon a more careful reading, my instructions could definitely have been

*During the remainder of the semester, for various reasons, other miscommunications followed. However, after a few humbling incidences, I was returning to center.*

*Insanity:*

*Doing the same thing over and over again and expecting different results.*

*—Albert Einstein*

# FAILURE TO COMMUNICATE (CONT.)

interpreted another way. Here, too, we definitely had a failure to communicate.

During the remainder of the semester, for various reasons, other miscommunications followed. However, after a few humbling incidences, I was returning to center. Yes, I would sometimes begin to write vitriol, but then I would pause mid sentence, use the backspace button as a firewall, tap the key and watch the cursor erase any language that posed a potential threat to my students' or my own psyche.

And now, it is a new semester, with a new online course and new students, and hopefully with a teacher who has a new understanding of the art of on-line communication. Yes, I am sure that I will continue to make the occasional on-line faux pas, but I am also quite sure that I am learning from my past and current students. I am learning to be more patient, to write clearer instructions, and to provide more impartial feedback. More importantly, I am learning not to jump to high-speed conclusions and not to hold my on-line students to a higher standard of accountability than my in-class students.

Finally, if I could make some probably intuitive recommendations to other online teachers: First, if possible, schedule to *meet your on-line students* in the beginning of the semester. Invite them to your office, so they can see who you are and vitally, so you can see who they are. It will personalize the course, and it will make them feel much more comfortable about approaching you in person, by phone, or by e-mail for assistance. Second, as you write e-mails or offer assignment feedback, *assume that the person is sitting in front of you as they read your comments*. Would you then feel confident that you were fair and objective? If not, use the backspace button. Third, *never assume that your on-line instructions are as easily understood as your in-class ones*. Have you ever passed out an assignment in class and it was of such clarity that no student needed reassurance or clarification? Well, the on-line students cannot raise their hands or approach you after class. Thus, assume that there will be occasions when your instructions might be more opaque than clear. Finally, the on-line world is a haven for failed communicative acts. Moreover, these are ESL students, not your keep in contact with via e-mail, text messages, or chat rooms. They are communicating in a second language. *If you seem to be having trouble transmitting your point or if you are failing to understand their messages, be patient.* Give them time to log on to the course and to read and understand your instructions. Then, give them more time to contact you if they need further clarification. Additionally, if you receive unclear or inappropriate messages from students, *give them the chance to clarify their meaning.* If you are not satisfied with their replies, then it is time for face-to-face interaction. Schedule an appointment with them and sort out the issues. I feel that since I have started to use these strategies, it has led to a lot more success and a lot less failure to communicate.

Bob Lipske is an MA-ESL student in the Department of Second Language Studies at the University of Hawai'i at Manoa where he has taught both on-campus and online courses in academic reading and writing in the English Language Institute, and is now the reading area lead teacher. If you use proper netiquette, you may email him at: lipske@hawaii.edu

# READ ALL ABOUT IT!

In the upcoming May 21st issue of *The Word...*

*Kazuki Arita, a teacher at Hawaii Community College IEP, describes challenges and provides recommendations for teaching extremely low-level ESL students.

*Ilona Huszti, from our sister organization in the Ukraine, reports on a teacher training program.

*Jill Kunimoto, a graduate student at UH Manoa, discusses the local Pidgin dialect and implications for new ESL professionals in Hawaii.

*Mark Olival, writing from The Big Apple, narrates an autobiographical "urban pedagogical journey" which takes him from Kailua, to a "cowboy language school" in NYC, to the American Language Institute at NYU.
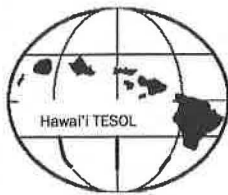
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Hawai'i TESOL

## Mahalo Nui Loa

On behalf of Hawaii TESOL, we would like to thank the following local businesses for their donation to the Hawaii TESOL travel grant raffle at the annual social in September. Due in large part to their generosity, we were able to award two Hawaii TESOL members a $500 grant to assist with their plans to attend the 2004 TESOL conference in Long Beach, California. Thank you for your support of the language teaching community in Hawaii.

*Duke's Canoe Club Waikiki
*Hawaii Opera Theatre
*Marsha Nadalin Salon and Spa
*Plantation Café at the Ala Moana Hotel
*Roy's Restaurants
*Wallace Theatre Corporations
*Zippy's Restaurants, FHC Enterprises, Inc.

Hawai'i TESOL is a non-profit educational organization committed to building a community of English as a Second Language professionals in the State of Hawai'i. We work to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field. Hawai'i TESOL provides ESL professionals in Hawai'i with opportunities for networking and professional development. Hawai'i TESOL welcomes all interested individuals to active membership and seeks the involvement of all its members.

# PRACTICAL WORKSHOPS A GREAT SUCCESS!    BY YONEKO NARITA

Hawai'i TESOL's final event of 2003 was held on November 12, at Kapiolani Community College in Honolulu. The **Practical Workshops for ESL Professionals** featured three speakers addressing three diverse topics: Elaina Malm of Kapiolani Community College ran a workshop entitled "Curriculum and lesson planning for a content-based, integrated-skills model ESOL course." Sallie Lee of Lanakila Elementary School discussed "Applying Sheltered Instruction Observation Protocol (SIOP) for Non-English Proficient Elementary School Students." Shawn Ford closed the evening with his interactive presentation, "Pedagogical approaches to developing pragmatics of email communication." Hawai'i TESOL warmly thanks all three speakers for volunteering their time, energy, and expertise for the benefit of the organization and its members. Nearly 40 attendees participated in the workshops – after enjoying a delicious meal of Greek salads, slouvakis, and bakhlava – and feedback was positive all around.

Mahalo to everyone for making 2003 another successful year for Hawai'i TESOL.

We look forward to seeing you all at the upcoming 2004 Hawaii TESOL events:

### Hawaii TESOL Conference
Saturday, February 21, 8:00 am - 3:30 pm
Leeward Community College

NOTE: International TESOL Conference, March 31 - April 3, 2004, Long Beach, California

### Business Meeting and Reports from TESOL
Saturday, April 17, 11:00 am - 2:00 pm
Beach BBQ in Laie (near Brigham Young University-Hawaii)

### Language Experience
Thursday, May 20, 6:00 - 8:00 pm
Location TBA