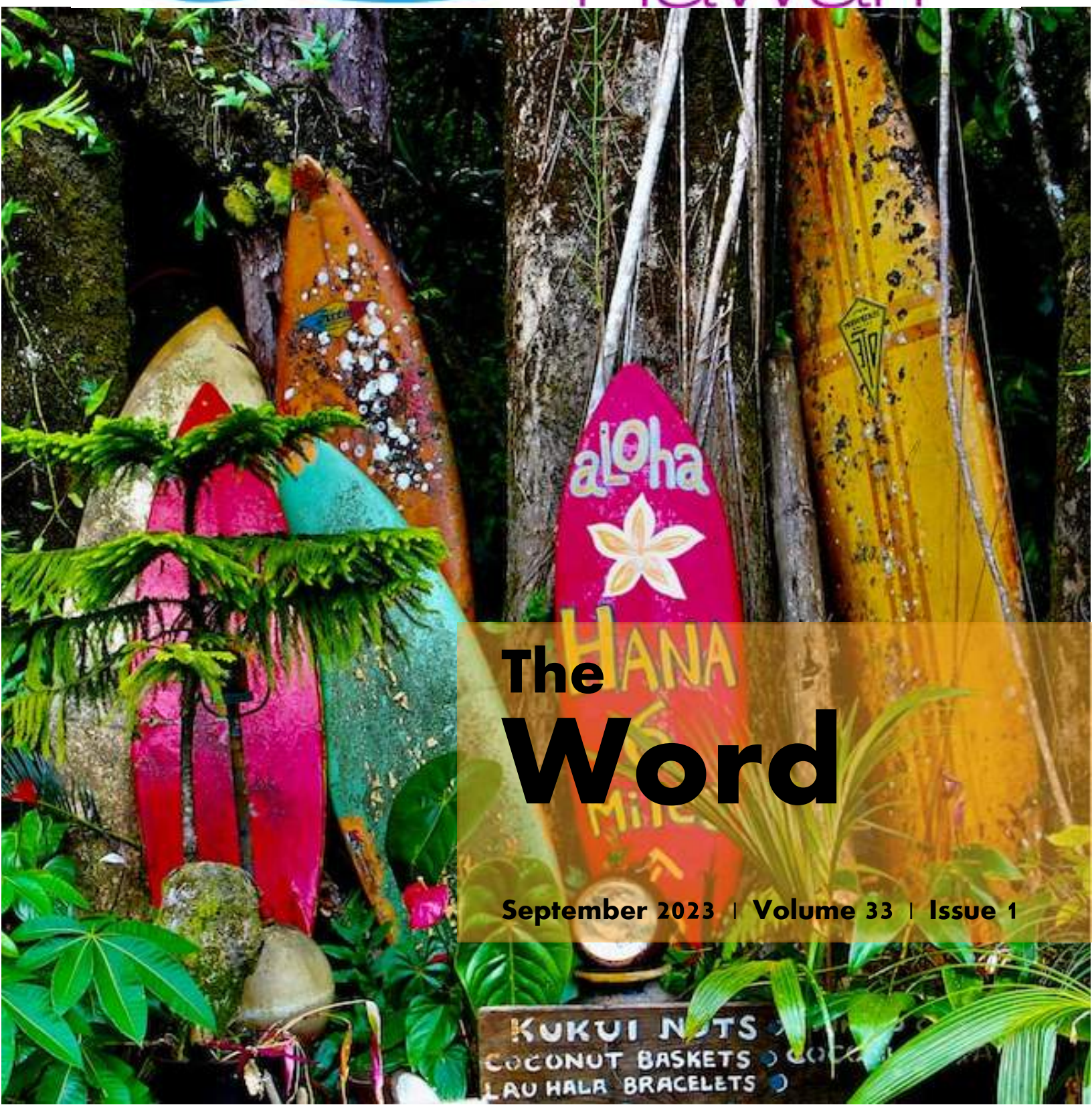
TESOL Hawai'i



The Word

September 2023 | Volume 33 | Issue 1

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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
kawail793@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; kawail793@aol.com
Members at Large	Mark Wolfersberger; maw44@byuh.edu
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Big Island Chapter Representative	open
Appointed Positions	
Conference Chair	Brent Green; brent.green@byuh.edu
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Hawaii TESOL / TESOL Ukraine Liaisons	Jean Kirschenmann; jkirschenmann@hpu.edu
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Social Media Chair	open
Graduate Student Representative	Daniel Holden; dholden9@hawaii.edu
Webmaster	open
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 Antony 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 Newspage (https://hawaiitesol.org/news/advocacy/) on its website (https://hawaiitesol.org/).

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.

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

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:

November 2023
Workshop
February 2024
Annual Conference
March 21-23, 2024
TESOL Convention
Tampa, Florida
May 2024
Language Experience

News from Hawai`i and the World

Hawai'i TESOL's 2023 Language Experience: Live from Ukraine

By Perry Christensen

Hawai`i TESOL's Language Experience is an annual event designed to put the language teacher back in the shoes of the language learner. It helps us remember what it is like to learn a new language.

This year's Language Experience came to us live from war torn Ukraine, where our presenters Maryna Tsehelska and Lyudmyla Hnapovska live. On May 23, 2023, we gathered online using Zoom. It was 6:00pm in Hawaii and 7:00am the next morning in Ukraine. We had a steady group of 17 participants, with several others coming and going throughout the event.

Including our presenters, five were in Ukraine. Olena was even joining us from an occupied area of Ukraine. We also had Eric Lam join us from England. Eric is a former BYU-Hawai`i student and Hawai`i TESOL member. He is now teaching in England and has some Ukrainian students. Sally La Luzerne-Oi, one of our Hawai`i TESOL / TESOL Ukraine Liaison officers, joined us from Michigan. The rest of us were in Hawai`i.

Maryna started off by telling us about the history and culture of Ukraine. She introduced us to several of Ukraine's historical figures. We also learned that the blue in Ukraine's flag represents the sky and the yellow symbolizes wheat fields. Maryna also told us about some of the songs they sing and how they have a deeper meaning now that hostilities have disrupted their lives. We ended by learning some war slogans and that Ukraine uses a Cyrillic alphabet.

Ukraine is our sister TESOL affiliate. Since the Hawai`i TESOL's Language Experience started in 1997, we have studied Ukrainian 3 times. However, with the atrocities occurring in Ukraine, this time one could feel more passion and patriotism that our presenters had for their country.

Slava Ukraini! - Glory to Ukraine!

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

It's 'Skit Time'! : Introducing Drama Technique in a TESOL Classroom

By Soumen Mukherjee

It is from our bantling days, that we learn the nitty-gritties of our first language/mother tongue, albeit slowly. We learn the basics from the time we start articulating words with the outer world and later get acquainted with the second language. So, the way we learn the necessity of speaking the right word in the right manner, from our parents, siblings, friends and surroundings, in the same manner we must learn the rudimentary provisions of the second language, too! Here the role of the teacher in a TESOL classroom becomes predominant. As teachers of English as a second language, our main goal from the primary to the tertiary level is to ensure that the learners link the rules of grammar and conversation to produce meaningful communication with the outside world.

All of us learn the fundamentals of grammar and conversation through our first language. In fact, we know perfectly well how to behave and what words to use in what situation. We must learn the same in the second language, too. If we assiduously listen to the real-world conversation between two people outside, we would realize that it is enormously different from the textual conversation. In this context, we do not always get all the styles of candid communication, which generally take place between people conversing in the real-world scenario. Indeed, a successful learning process should be as close to the real situations as possible. The greenhorns of a foreign language should not only learn by heart the rubrics of grammar and the art of sentence construction, which are called pre-communication activities (Littlewood, p.85), but also get involved in significant conversation to get well-versed with the real-world dialogue. Let us look at this conversation from 'The White Teeth' (2000) by Mr Zadie Smith:

'Please. I would consider it a great personal favour if you would allow it to stay.'

Mickey tilted his head to one side and then the other. 'As I said, I don't mean no offence or nothing; I just think he looks a bit bloody shady.
Haven't you got another picture of him or sommink?'

'That is the only one that survives. I would consider it a great personal favour, very great.'

'Well . . .' ruminated Mickey, flipping an egg over, 'you being a regular, as it were, and you going on about it so bloody much, I suppose we'll have to keep it. How about a public survey?"'

Now, in common parlance, no two people would converse in such an artificial way, as it has been revealed above. In real life communiqué, people speak in a much informal manner, which are more often than not influenced by their passions, style or way of analyzing the other people and reactions. For instance, without scrutinizing the background information, we may reframe the above conversation easily into a manner, which is being spoken in everyday parlance:

"Please allow it to stay!"

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It's 'Skit Time'! : Introducing Drama Technique in a TESOL Classroom

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Mickey tilted his head to one side and then the other.

"Hey, please don't mind, but he looks a little shabby. Don't you have another picture of him or sommink?"

"No, I don't have any. Kindly consider it!"

"It's ok, then...." ruminated Mickey, flipping an egg over, "as you are damn adamant, let's accept it! What else can be done? Public survey?"

A TESOL Teacher is free enough to interpret the above dialogue in his or her way, but one cannot ignore the fact that students, who are learning English as the second language, must acquire the basic skills of conversation, too. The real time of communication is much faster and the discourse process much hastier. So, if we are serious about incorporating colloquial nature into everyday classroom conversation, then instead of merely depending on textual references and audio-visual aids, we may very well incorporate drama activities. "The term "drama" comes from a Greek word meaning "deed" or "act" (Classical Greek: δρᾶμα, drâma), which is derived from "I do" (Classical Greek: δράω, dráō). The two masks associated with drama represent the traditional generic division between comedy and tragedy" (Wikipedia). Drama techniques have been currently accepted as an appropriate teaching technique, which can develop certain language skills. With the help of this technique,

TESOL teachers try to imprecise the actual life into the ESL classroom and make their students behave and communicate as in reality. As it may be used in all the areas of LSRW skills; hence, all the simulations in class involve to some extent drama and acting.

Nevertheless, one must always remember that the main motto of the drama activities is not to expect that the students would instantly learn the accurate usage of L2. Actually, this particular method instills unsurpassed buoyancy among the learners to utter the dialogues in an error-free manner, improve her/his ability to speak in front of an audience and respond extemporaneously. Hence, a TESOL teacher must never dishearten a specific student, by correcting the mistakes at the double in front of her/his classmates. Each teacher should persevere and follow a precise pattern as per the beliefs of their school/ college/place to rectify the errors of the students. Of late, while teaching the mandatory course-curriculum on General English to the 1st year students of Bachelor of Business Administration (BBA) in my affiliated university, I have utilized drama technique, as a means of analyzing the language skills of the students. The students were divided into groups and were assigned some topics to enact 'Role-plays' on varied aspects of life, where all of them played crucial roles. Initially, some of the learners, who were scrawny in all the four components of LSRW skills, were diffident in uttering

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It's 'Skit Time'! : Introducing Drama Technique in a TESOL Classroom

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their dialogues in the group. After comprehending the real cause of their hiccup, I tried to teach them the basic rudiments of English Grammar and also deepened their knowledge in understanding syllable, pitch, rhythm, intonation, vocabulary and so on and so forth.

Within a course of a few days, the below average students, started to vigorously participate and interact with each -other and thus, learnt how to communicate eloquently and effortlessly in English. They could understand the merit of vocabulary and the intricacies of grammar at the same time and develop exact enunciation and other magniloquence multiplicities in one-go. What is pertinent, all the so-called extrovert, ambivert and introvert students mingled with each other and could explore their own qualities as well as flaws. In order to ignite the budding minds, I had purposefully assigned controversial as well as general topics to stimulate more exchange of meaningful conversation among the students.

As 'Role-play' is the basis of all dramatic activities; hence, it has been included as an essential evaluation component in the ESL syllabus of our university. As such, I again officially divided their group, as per their sequential order in the class. The Topics for individual groups & Rubrics for the 'Role Play' were as follows: (See Table below.)

On the day of the evaluation, the best, average and below average students got completely involved in the nomenclature of their assigned roles and spoke error-free English with each-other. In reality, more than the actuality of the exam pressure, it was the spontaneous overflow of emotions. Yes, there were some students who made trivial mistakes in terms of grammatical accuracy or syntax structure, but they were not aghast at criticism or getting low marks, because they knew that it is going to be a learning activity for them.

To conclude, in today's world, the prominence of drama techniques for language learning has increased manifold and drama has now established itself as an apt learning tool. There are many dramatic activities, which can be implemented in the class for the betterment of the students in acquiring relevant language skills, and it is up to the TESOL instructor to utilize them in their everyday pedagogy. Actually, if we can successfully implement drama techniques in our ESL classroom in a systematic, organized and consistent manner, then it becomes an enjoyable activity for the learners. In point of fact, the oblique pleasure of spontaneously speaking and acting in front of an audience may have its long-term effect on the students, who may later

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Topics	Rubrics (Out of a scale of 10)			
i) Jai Hind! My India is Great! ii) Malpractice in the Exam Hall! iii) Participating in a College Festival iv) Drug Addiction!	Subject-content(03)	Pronunciation & body-language (02)	Acting skills (02)	Overall Performance (01)

Table: As practiced for evaluating Drama Activity in an ESL classroom of India

It's 'Skit Time'! : Introducing Drama Technique in a TESOL Classroom

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vehemently give wings to their thought process through impeccable dialogues in their everyday life!

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2. Smith, Zadie. White Teeth. Penguin Books, 2001.
3. Wessels, Charlyn., Drama, Oxford: Oxford University Press, 1987
4. https://en.wikipedia.org/wiki/Drama

About the Author: Dr. Soumen Mukherjee is presently an Associate Professor of English at VIT University, Vellore, Tamil Nadu, India. His research interests are in subaltern Literature, Feminism and cultural studies within the realm of neo-colonial English Literature, Chronemics, inter-cultural communiqué and ELT. His debut book "*Against all odds*..." (New Delhi, 2015) has been enlisted by the prestigious British Library, U.K. He is the recipient of the BESIG -IATEFL Scholarship in 2007, from IATEFL, Kent, UK for his ground-breaking research on Chronemics.

Strategies and Techniques for Differentiated Assessment

By Samir Omara

Differentiated assessment refers to how language teachers use different assessment types, strategies and techniques to assess students' learning before, during and after teaching and learning. Hattie & Temperley (2007) think that assessment helps students achieve learning goals. Differentiated assessment is beneficial for students and teachers. It helps teachers meet students' different learning styles, respond to students' diverse needs and provide students with different opportunities to show what they have learned. Marzano (2000) thinks that instruction should reflect how learning occurs and assessment should focus on students' use of knowledge.

Diagnostic assessment refers to defining students' knowledge and skills before teaching in order to design teaching and learning. There are different techniques for diagnostic assessment; pre-tests, self-assessment, peer assessment, discussions and interviews. Pre-tests have different types of questions; they help teachers know what students already know. Teachers should use pre-tests regularly to check students' learning progress. They should make them low pressure, give students plenty of time and use them to improve instruction. Self-assessment helps students answer questions about their own learning by themselves to define their knowledge gaps and skills challenges. Peer assessment helps pairs of students to ask and answer questions about their peers' learning to define their knowledge gaps and skills challenges. Self-assessment and peer assessment help develop assessment as learning, students' critical thinking, reflection, responsibility and autonomy. Discussions help students think of, articulate and share their thoughts about learning materials and processes. Teachers should develop clear goals for discussions, problematize discussion topics, select discussion formats such as Think-Pair-Share and Chalk Talk, use flexible grouping and choose debriefing methods such as reports and presentations. Individual, pair or group interviews help students ask and answer questions about their knowledge and skills. They help teachers define their students' communicative skills, so they develop language teaching and learning materials and activities. Teachers should provide students with clear instructions, necessary materials and responses for their questions.

Formative assessment refers to defining students' learning progress during teaching and learning. Assessment for learning and assessment as learning are formative assessments. Assessment for learning helps teachers use evidence of students' knowledge and skills to adjust teaching during teaching and learning. Dann (2002) thinks that assessment for learning helps involve students in assessment, so that it is a part of learning. There are different techniques of assessment for learning;

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Strategies and Techniques for Differentiated Assessment

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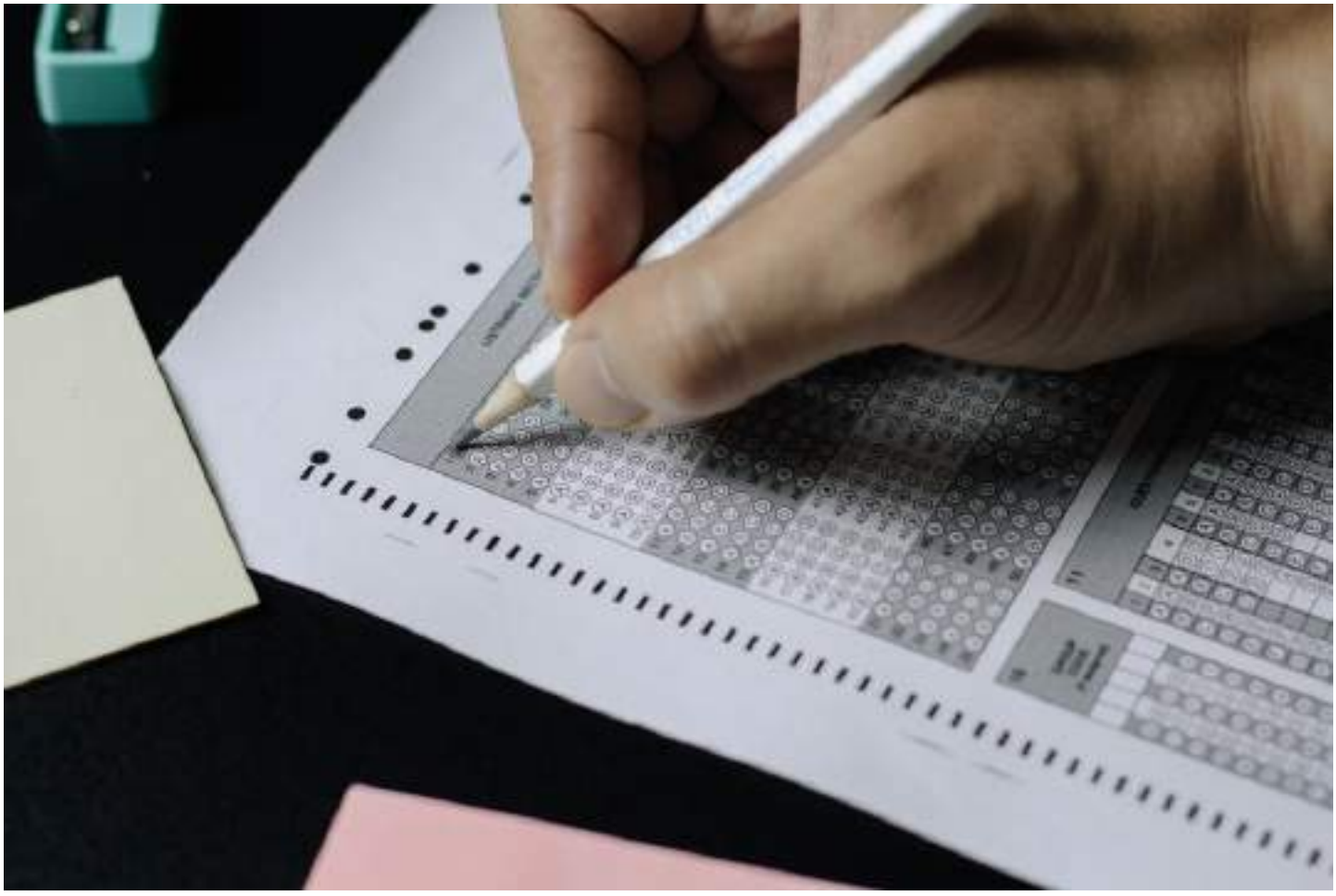
rubrics, quizzes, games, role-plays, journals, projects and portfolios. Assessment as learning helps students ask questions about their learning and reflect on their learning to develop their thinking of thinking or metacognition. It helps teachers develop students' reflection and critical thinking skills during teaching and learning. Torrance and Pryor (1998) think that formative assessment must involve students in reflecting on what and how they have achieved. There are different techniques of assessment as learning; rubrics, journals, self-assessment and peer assessment. Rubrics are some coherent criteria that describe levels of performance quality. They should be different and transparent. They help students assess their own and their peers' learning progress. They help teachers assess students' learning progress. There are different types of rubrics: checklists, analytic rubrics, holistic rubrics and developmental rubrics. Quizzes are short tests with a few questions. They help teachers track students' learning progress and assess students' knowledge. They help students develop their learning. Teachers should make sure questions are valid, avoid trick questions and use recent technology to design, use and give responses to quizzes. Games are fun activities that help develop students' motivation and engagement. They help teachers assess students' communication, collaboration, critical thinking and problem-solving. They help students enjoy, learn and develop. Teachers should pre-teach games, set norms, make games full participation and have back-up plans. Role-plays are stimulating and authentic learning activities that help students take different roles.



Strategies and Techniques for Differentiated Assessment

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They help teachers assess students' language, decision making, presentation, communication and collaboration skills. They help students communicate, collaborate and present what they learn. Teachers should align role-plays with learning outcomes, make sure role-plays are authentic and scaffold role-plays learning experiences. Journals are reflective papers, blogs or vlogs. They help students write about, reflect on and share their learning progress experiences. They help teachers assess their students' knowledge, skills and metacognition or thinking of thinking. There are different types of journals. Reflective journals help students record and reflect on their personal learning experiences. Process or learning logs help students document and reflect on their learning and skills development. Blogging helps students use technology to write and share their journals online. Vlogging helps students use technology to records and share videos online. Teachers should set clear goals and expectations, make journals fit in language curricula, give plenty of time, provide students with constructive feedback and encourage self-assessment and peer assessment. Projects are related activities designed to integrate language, culture, inquiry and problem-solving. They help students learn, communicate, collaborate and find solutions for real challenges. They help teachers assess students' language, reporting, presentation, communication, collaboration and information and communication technology skills. There are different ways to assess students' projects such as quizzes, tests, oral presentations, displays and interviews. Teachers should develop visible goals, think of engaging topics, link projects to real-world situations, display projects, monitor students' progress, reflect on and help students reflect on projects. Portfolios and e-portfolios are hard or soft collections of students' work. They help students demonstrate their knowledge, skills and learning processes. They help teachers assess students' knowledge skills, learning processes and products. Information and communication technology helps develop e-portfolios that are of different types; archive, capabilities, showcase and learning. Teachers should align portfolios or e-portfolios with learning outcomes and integrate them into language instruction and assessment.

Interim assessment refers to periodic assignments that language teachers use to monitor students' learning progress, gaps and habits for re-teaching. Unlike formative assessments, interim assessments are formal assignments that are conducted across classes or schools. There are different techniques for interim assessment such as chapter tests, extended essays and projects scored with rubrics. Teachers should map out assessment calendar, decide on the interim assessment formats, choose the most appropriate prompts and rubrics.

Summative assessment refers to defining students' knowledge and skills by the end of teaching and learning. There are different summative assessments; written assessments such as papers, performance assessments such as demonstrations, standardized assessments such as exams against rubrics, oral assessments such presentations and final projects and portfolios. Teachers should use rubrics, design clear and effective questions and assess comprehensiveness.

To conclude, language teachers need to designs and deliver differentiated assessment that meets different students' diverse learning needs, styles, interests and profiles. There are different techniques for teachers to assess students' learning progress before, during and after teaching and learning. Language teachers should set clear learning

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outcomes, give clear instructions and integrate assessments into teaching and learning.

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Biography

Samir Omara has been an English language teacher and teacher trainer for the Ministry of Education and Technical Education in Egypt since 1998. He has diplomas of education, special education and educational leadership. He has presented at ILACE, TESOL and BETT. He has been a RELO Cairo mentor trainer, OPEN and IVLP alumnus, AUC professional certified trainer, British Council teacher educator and PAT teacher trainer. He has written articles for some teacher association publications. He has received the UK Alumni Professional Achievement and TESOL Leadership Mentoring Program awards. He was the Head of Professional Development for Teachers First Egypt and NileTESOL President. He can be contacted at samir.omara76@yahoo.com

From Therapy to the Classroom: Adapting Play, Music, and Art Therapy Techniques to Support ESOL Instruction

By Annalise Taylor

When our young English learners step into our classrooms, they can be facing countless challenges. They may be experiencing various types of stress, all of which will affect their cognitive and emotional functioning during our class. Extremely common challenges include experiencing stress from a new cultural environment, being excluded from their peers due to racial or cultural differences, and frustration at their inability to effectively communicate due to language. Our primary responsibility may be to teach a language; however, as educators, we also have a key responsibility to promote the positive emotional wellbeing of our students. Solutions to these issues can be found by diving further into the ideas of stress and therapy.

In the field of therapy, techniques can somewhat be categorized into two areas: 1) therapy techniques, which are techniques specifically used to analyze an individual and assist in reaching their therapy goals, and 2) techniques used for therapeutic means, which are techniques used in therapy that can generally assist in improving various areas of mental health. For our goals in education, we would be using the latter.

Each of these areas of therapy are used to promote emotional regulation, specifically allowing individuals to express emotions without doing so directly. Young students who can benefit from these forms of therapy include those facing social isolation at school, victims of bullying, experiencing any forms of prejudice or discrimination, not achieving full potential academically, or experiencing increased stress (Mellenthin, 2018). This perfectly captures the possible challenges of English language learners. To find a balance between language learning and emotional support, instructors can focus on the therapeutic techniques in the areas of Play, Music, and Art Therapy.

Play Therapy and the techniques within it use play, a major form of communication for younger individuals, as an outlet for an individual's expression of emotions, behaviors and experiences (Crenshaw & Stewart, 2014). Areas under Play Therapy include storytelling, sandtray therapy, role playing, games and the use of figures such as puppets. Music Therapy is an approach that uses music to build positive cognitive and emotional wellbeing in individuals. It can be used to effectively modify behavior or allow learners to gain insight into their own needs (Jacobsen, et. al, 2019). Art Therapy is an approach that focuses on the ideas of creation and control, allowing emotions to be channeled through artistic means (Buchanan, 2016). All three of these forms of therapy promote emotional regulation, increase self esteem, encourage creativity, and build positive social skills.

Using concepts from these areas can result in meaningful activities that value both learning and healthy emotional regulation.

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From Therapy to the Classroom: Adapting Play, Music, and Art Therapy Techniques to Support ESOL Instruction

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Activities can be adapted to various proficiency levels, ages and even group sizes. A list of activities that are tailored to an ESOL setting is included here. We as instructors strive to do everything we can to help our learners thrive and the incorporation of therapeutic techniques is a major step towards achieving this shared goal.

Art

- Read a written prompt to the students, describing a scene or setting. Students will draw this scene as they listen to the prompt. An optional change is to allow their peers to read the prompt.
- Instruct students to create a collage of photos representing who they are, including their interests, personal experiences and goals. This can include either written labels, a short essay, or a verbal presentation.
- Instruct students to draw and label a comic strip. This can focus on a personal narrative or can be outlining a process (such as a how-to).

Music

- Instruct students to compose a simple song and write the lyrics to it. Depending on the individual needs and interests of the students, they may also be assigned to perform it, either in class or through a recording.
- Create a piece of instrumental music and provide a structure for students to write a story that goes along with the song.
- Play calming, instrumental music in the background during activities that may be more difficult for students. This should be done carefully, with full regard to the students' individual needs.

Play

- Provide a prompt and allow students to use a variety of props to tell a story, either as a group or individually. This can include objects specifically connected with their recent vocabulary unit and can include objects like toys, masks, hats, or other props.
- Use a puppet to engage in a conversation with an individual student.
- Invite students to bring an object that is special to them, such as a

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From Therapy to the Classroom: Adapting Play, Music, and Art Therapy Techniques to Support ESOL Instruction

(Continued from page 17)

photograph or a gift. Students will then write the story that goes along with this object. These experiences could also be shared verbally to the rest of the class.

- Provide individual roles to students and have them act out their role in conversation with their peers. This form of roleplay may allow for more creative freedom by incorporating fantasy or fictional elements that are catered to the interests of the students.

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About the Author: Annalise Taylor is presently a student at BYU-Hawaii, on track to earn her BA in TESOL Education and obtain a teaching license in the State of Hawai'i this December.

Academic English Writing for Multilingual Users at an American University: Classroom Observation

By Sohyeon Lee

I approach Moore Hall to confirm the room number for the class I'm about to observe. Though it's in the same building where I attend my classes, it feels different because I'm here as an observer rather than a student. Upon entering, I see the instructor, Ms. Jo (a pseudonym), and some students already seated. I express my gratitude to her for allowing me to observe her class. Quietly, I take a seat in the corner and observe as more students arrive, all of whom are Asian, much like my own teaching environment back in Seoul, Korea, where I taught English to Korean adolescents. However, I notice these students conversing in various languages: Chinese, English, Japanese, and Korean.

Ms. Jo teaches 'Intermediate Academic Writing' for international students at the University of Hawai`i at Manoa (UHM). This class, ELI 73, is specifically designed to enhance students' general and academic writing skills in English as an additional language (see www.hawaii.edu/eli). The course objectives align closely with the learners' needs, as one of the biggest challenges for international students in an American university is achieving academic literacy (Paltridge, 2018) since they must deal with academic reading and writing for their academic success. Therefore, the syllabus covers essential aspects of academic writing, including essay structure, citation, and plagiarism.

In Ms. Jo's class, there are 16 students: 10 Japanese, 4 Korean, and 2 Taiwanese. Despite being in a similar age group, their academic interests vary widely, ranging from Civil Engineering to Travel Industry Management. Additionally, some are in exchange programs, attending ELI for only six months, while others are pursuing degrees at UHM, leading to diverse motivations and goals. These students' previous L2 writing experiences also differ significantly, with some having limited exposure to extensive reading and writing, which can affect their engagement and interest. In spite of these differences, however, most of them would be "eye-learners", having learned their L2 English principally "through their eyes, studying vocabulary, verb forms, and language rules" (Reid, 1998, p.79).

Then, how could L2 English writing instructors manage these challenges? Ms. Jo addresses these challenges by adopting a learner-centric approach. First, students are engaged in different types of interactive and student-centered activities since Ms. Jo believes that lengthy teacher talks can bore students easily and students will learn better by interacting with others. Students were sometimes assigned to different groups so that students with different language backgrounds and different proficiency levels can work together. Second, Students are given the freedom to choose topics that align with their academic backgrounds and interests, promoting a sense of ownership in their writing. For example, students could decide whether to write in response to the reading from their ELI 73 textbook, a reading from another class, a newspaper article, or an excerpt from a book. Third, individual feedback is provided

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Academic English Writing for Multilingual Users at an American University: Classroom Observation

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as much as possible considering students' varied L2 writing proficiency. From the interview, I learned that Ms. Jo includes one or two topic-related activities in each lesson and checks students' performance and progress based on their writing on Google Docs. She also emphasized in the interview that she gives written feedback trying to help students develop higher-level thinking skills about texts instead of correcting local errors. Finally, Ms. Jo employs various strategies, such as providing examples of cohesive paragraphs, practice questions, visual aids, and simplified language in her lectures, to engage all students and address language proficiency disparities when students struggle to complete tasks within the allotted time or lack interest due to language barriers,

Among many class activities in Ms. Jo's class, I was most impressed by the group activity in which students made casual presentations for their forthcoming writing assignment: 'Response writing to written arguments'. After having a lecture about coherence and cohesion, students gathered in groups of four to present their outlines for their writing assignment. A guideline for the group activity was displayed on the screen with specific task descriptions. Following the description, a presenter briefly introduced his/her reading material and explained his/her essay outline. Listeners thought of questions in terms of coherence and gave comments to the presenter. Students took turns so that every student could participate. I really liked this activity because it nicely integrates different language skills, with students reading their articles, orally presenting brief summaries, and listening to others to make comments on them. This activity is also meaningful for students as it is closely related to the course objectives and their own academic success. In addition, it is evidently a student-centered activity that involves lots of interaction. Another impression of Ms. Jo's writing class was that she tries to engage students with different genres of writing. For the two major writing assignments, students will write about their personal stance on an issue of interest as a type of personal writing and respond to written arguments as a type of academic writing. By raising students' awareness of different genres, students will be able to acquire strategies and skills needed in targeted texts (Ferris & Hedgcock, 2014).

Observing this ESL writing class for international university students initially shook my confidence in language teaching. However, by reflecting on what I've learned from my second language writing course and gathering information on critical issues, I regained confidence. Recognizing the complexity of my students' needs and the multitude of factors affecting their L2 proficiency and motivation, I understand the importance of building a strong knowledge base, encompassing theories, research studies, and best practices.

As the class concludes, Ms. Jo reminds students of their writing assignments and due dates. Some students approach her with questions, while others chat amongst themselves. I decide to leave quietly, planning to send a thank-you email later. As I nod to Ms. Jo in appreciation, our shared Korean cultural connection warms my heart. Leaving the room, I hope these international students successfully navigate their American university experience, knowing that I too am an international student embarking on a new academic journey.

As a teacher in an EFL context, I understand the benefits of classroom observation for both parties—the teacher being observed and the observer. Yet, I acknowledge that teachers may be reluctant to have visitors due to potential subjective judgments. I express

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my gratitude to Ms. Jo for warmly allowing me to observe her class, which involved an interview and sharing her teaching materials.

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About the Author: I am a second-year MA student in the Department of Second Language Studies at the University of Hawai`i at Manoa. With a background spanning two decades in teaching L2 English to adolescents in various public schools in Seoul, Korea, I have had the privilege of working extensively in curriculum design, instructional development, and textbook publications through my employment with the Seoul Metropolitan Office of Education.

My growing interest in Language Testing and Assessments has driven me to explore the intricacies of evaluating L2 English productive skills, particularly in the domains of speaking and writing. I am deeply committed to addressing validity and fairness issues in L2 English assessments within EFL contexts, aiming to promote fairness and justification in language assessment practices.

Interview with Kenton Harsch

By Kelly Kennedy

On a sunny afternoon in July, I met my former boss and mentor, Kenton (Kenny) Harsch, at Talk Kaimukī (formerly Coffee Talk) for a lively conversation. With his characteristic humor and generosity, Kenny shared reflections on his career in the field of TESOL and advice for current and future educators. Although Kenny retired last year, he is still quite active and still checks his work email, which allowed me to steal an hour of his time for an interview. What follows is an edited version of our conversation.

Kelly Kennedy: Tell me about your early life. Where did you grow up?

Kenny Harsch: That question is assuming that I have grown up… and I'm not sure I have! I was born in a small town in Washington state where everybody knew each other. I had a fun, happy childhood. After high school, I studied marketing and English with a focus on creative writing at the University of Puget Sound. It was there that one of my English professors advised me to see more of the world. After graduation, I moved to Seattle and did a variety of jobs. That was during a recession, so I took whatever jobs I could find. By age twenty-five, I realized that I wanted to travel and open myself up to other cultures. Around that time, I met my future wife, whose first language is Japanese. My wife and I moved to Japan, where I got a job teaching English. Our daughter was born in Japan and grew up bilingual. When she was four years old, we moved to Hawai'i. The diversity of the islands is what drew us here, and we knew that Hawai'i was the right place for our daughter to grow up.

KK: What are the core values that guide your life and work?

KH: Equity is one of my values. I see the necessity of leveling the playing field and ensuring everyone has access to opportunities. Another of my values is appreciation of different cultures, perspectives, and approaches; each can be "right" in its own context. I also value cooperation and developing or enhancing relationships among people.

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KK: How would you describe your career timeline?

KH: In my twenties, I was meandering through jobs and trying to find my way in the world of work. After moving to Japan, I got my first taste of English teaching, and realized that was the career I wanted to pursue. While earning my Master of Education in TESOL from Temple University, Japan, I was teaching English and doing administrative work at Kobe YMCA College. As a teacher, I was focused on the question, "What makes successful communication and 'good' conversation?" Communicative Language Teaching (CLT) was in its early stages then, and I was motivated to apply communicative approaches in my work with my students.

When we moved from Japan to Hawai'i in 1996, my original plan was to try to get part-time gigs and eventually a full-time teaching position. But by luck or by fate, I got hired as Assistant Director of the English Language Institute (ELI) at the University of Hawai'i at Mānoa (UHM). For the first couple of years, I had impostor syndrome, but with time, I became comfortable in my role. I got involved in English for Academic Purposes (EAP) and context-specific issues for second language users of English at the university. In addition, I co-authored textbooks with Kate Wolfe -Quintero and Richard Day, which was a fun, creative endeavor.

In the early 2000s, I became Director of the ELI. Priscilla Faucette, Graham Crookes, and I pushed forward with a lot of curricular and teacher development projects, including online courses and adapting ELI courses to fit entrepreneurial degree programs overseas. In collaboration with the Shidler College of Business, we developed the Vietnam Executive MBA program. It was a busy and exciting time.

Around 2009, the Department of Second Language Studies (SLS) decided to develop an undergraduate degree program, and I was asked to be the coordinator of the program, while still spending about a quarter of my time as ELI Director. I served as the primary advisor for SLS majors and created and taught the BA capstone course.

Over the years, I took sabbaticals that allowed me to focus on learning more about two key issues that interest me: plagiarism and Global Englishes (GE). I developed the ELI's policy on plagiarism and created a course on teaching and materials development with a GE focus. My daughter likes to point out that I have not really retired! Now I'm in my "post-career career." I am working on a book about pedagogical approaches to plagiarism with Betsy Gilliland and a website with resources for teaching and learning Global Englishes with Michelle Kunkel.

KK: What has been most challenging about your work?

KH: Two things have been most challenging. First, the high turnover of ELI teachers. All the instructors in the ELI are Graduate Assistants (GAs), so just when they get really comfortable teaching in our program, they graduate. What this means is that any real progress in the program is via a very slow spiral because you always have to train new GAs, let them see what our program and student population is like, and then work with them on potential innovations. But the high turnover is something that cannot be changed; if we had hired full-time instructors, there would have been very few opportunities for graduate students in SLS to get GAships.

Second, the bureaucracy involved in working in any large state university was challenging. In a system like ours, you cannot just get an idea and run with it; it needs to be approved at the proper levels. Plus, there are a lot of policies to address, along with accompanying paperwork that needs to be done, which takes time away from pursuing program-specific aims. Not long after I started working at UHM, though, a faculty member gave me this advice: "Remind yourself that, most of the time, you didn't cause the problem; you're just here to try to solve it." I found that helpful.

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Interview with Kenton Harsch

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KK: What has been most rewarding about your work?

KH: GAs. In every year of my work at UHM, I was in awe of the dedication, passion, and eagerness of our GAs. When I was talking about GAs, someone once said, "Wow, it must involve a lot of discipline working with so many young and less experienced teachers." But the reality is that, in 26 years of working with over 200 GAs, there were only two instances when I had to discipline someone. The rest of the time, it was a matter of helping them learn the ropes of our program, consulting with them when issues arose, and if anything trying to help them keep their workload within the 20 hours a week that it was supposed to be.

The other most rewarding thing was finding solutions. It was often quite a challenge when a new problem arose, but a lot of the time it was truly fun to be able to think creatively about how we might address it and find a working solution. And once we found that solution, it was really rewarding!

KK: It is not uncommon for IEP directors or ESOL faculty to need to advocate for their programs, especially when they experience a decline in enrollment. During your time as Director of the ELI, did you ever encounter this situation?

KH: In my career, there were two times when it was necessary to provide data and explanations to defend the importance of the ELI at UHM. Generally, the university recognizes the value that our program provides, but on occasion there have been disgruntled faculty who didn't understand why their advisee--an international student--was required to take ELI classes, and as a result, twice the ELI had to defend its existence. We did a lot of research and preparation both times, and both times we came away with an endorsement from the university.

KK: What would you say to those who argue that all students should enroll directly in "mainstream" courses?

KH: I would say that it does a terrible disservice to international and immigrant students who still need some support with developing academic English knowledge and skills. Or for that matter, native speakers of English who are not yet comfortable with academic English--there are no native speakers of academic English, after all. These students are apprentice scholars, and giving them a full load of coursework with no support is setting many of them up for failure. It could only work if all faculty in the university were willing to give their time to help these students develop vocabulary, grammatical structures, strategies for dealing with the reading load, help with academic writing, organizing presentations, leading discussions, and learning the pragmatics of a different academic culture--all the things that are covered in the ESOL/EAP courses that students take.

KK: What is your advice for the next generation of educators and leaders in TESOL?

KH: Focus on the fluid, global nature of the world and how that influences the kinds of global and local uses of languages. Then continue to develop pedagogy, assessment, curriculum, and materials that fit with those aims. Remember that the purposes of language lie in its uses. Finally, this is an incredibly fun field to be a part of, so don't forget to have fun!

Kelly Kennedy is the Membership Secretary for Hawai`i TESOL.

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 this issue of *The Word,* we are introducing a new column dedicated to the professional development activities of our sister affiliate, TESOL Ukraine, and its members. 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, Co-liaisons for the Hawai‘i TESOL/ TESOL Ukraine Partnership

Project: Bilingual Ukrainian English Primary Schools in Ukraine

By Maryna Tsehelska

In this article, Dr. Maryna Tsehelska recaps an interview she had with a representative of the University of Wollongong in Australia.

The groundbreaking "Bilingual Ukrainian English Primary Schools in Ukraine" project is a collaborative effort involving the Educational Centre "Interclass," Kryvyi Rih and Kharkiv Universities, TESOL Ukraine, a US partner, and a team of linguists from the University of Wollongong's (UOW) School of Education. This initiative aims to elevate Ukrainian students' English proficiency, equipping them with essential language skills for success in global contexts. The project's inception was sparked by a meeting between Dr. Ruslana Westerlund from Wisconsin Cooperative Educational Service and Bethel University (USA), Associate Professor Maryna Tsehelska from Kryvyi Rih State Pedagogical University (Ukraine), and UOW's (Australia) Associate Professor Pauline Jones and Emeritus Professor Beverly Derewianka. In this interview, Dr. Maryna Tsehelska elaborates on the project's goals and significance.

What is your project about?

Interclass Bilingual School is an innovative educational institution that offers a dynamic learning environment where students receive education in two languages, fostering proficiency in both their native tongue and English. The school employs advanced pedagogical approaches like metacognitive schemes and genre-based instruction, enhancing language skills while promoting critical thinking and subject understanding. The school's dedication to holistic development equips students with the tools to excel academically and thrive in an increasingly interconnected world.

What inspired your interest in bilingual education?

In 2007, I established the Educational Centre "Interclass," a language school catering to children ages 6 to 17. Our primary goal was to enhance the effectiveness of the learning process by incorporating metacognitive schemes and employing scaffolding techniques. In the summertime, we also offered Content and Language Integrated Learning (CLIL) courses in subjects such as Mathematics, History, Literature, and Arts. These courses consistently received positive feedback, as students made progress not only in English but also in their respective subjects.

As I closely observed the improvement in our students' English proficiency through these summer courses, I became increasingly passionate about integrating the English language with core school subjects at the primary level. This vision became more pronounced when the war broke out, leaving me with a strong desire to contribute to the education sector. With the availability of additional working hours, I seized the opportunity to establish a bilingual school.

Project: Bilingual Ukrainian English Primary Schools in Ukraine

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What were your own experiences of learning English/Ukrainian/Russian?

I have always been driven by the desire to provide a language learning experience for Interclass students that differed from my own. Growing up in the 1970s and 1980s in Ukraine during the Soviet era, I was immersed in a bilingual environment, which was typical for that time. Ukrainian was spoken at home by most families, while Russian was the dominant language in workplaces. My mother came from a Russian-speaking family, while my father's side was Ukrainian, so I easily learned to navigate between the two languages.

During my school years, the primary language of instruction was Russian. However, we also had Ukrainian classes, and I spoke Ukrainian with my father and grandparents. In the 1990s, the same pattern was repeated with my children—we intentionally spoke Ukrainian at home, while they attended a Russian school (primarily because it offered additional foreign languages, namely English and Spanish). The school my children and I attended was "specialized in learning foreign languages," but our experiences in foreign language acquisition varied significantly.

In the 1980s, English was considered a "dead" language, much like Latin. Our English education focused primarily on grammar and reading texts about the future of communism. It wasn't taught with an emphasis on communication. However, studying English at the university level was a more enjoyable experience because it had a purpose. We delved into linguistic subjects and explored English literature, which allowed me to fall in love with the richness and beauty of the language.

Based on my personal experiences, I have always strived to create an enriching language learning experience for my students at Interclass.

How will bilingual education in Interclass primary school be structured?

Bilingual education at Interclass Primary School will be strategically structured to optimize language acquisition and overall educational growth. The curriculum will be carefully designed, taking into account the unique linguistic context of our students, especially in Kryvyi Rih where Ukrainian might be a second language for many.

The foundation of our approach will lie in metacognitive schemes. Initially, we will focus on nurturing fluency in the Ukrainian language, as it might be a secondary language for a significant number of our students. This will involve using metacognitive strategies to develop their speaking abilities and ensure a strong grasp of their native language. This phase is crucial, as a solid foundation in Ukrainian will subsequently support their language learning journey.

Once a solid linguistic foundation is established in Ukrainian, we will apply similar metacognitive schemes to the

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teaching of English, which will be a foreign language for our students. This approach will leverage their existing language skills and metacognitive strategies, making the process of learning English more effective and efficient.
Building upon the metacognitive framework, we will also emphasize the development of Academic Literacy. This will be achieved through genre-based pedagogy, wherein students will explore and understand various text genres across different subjects. By delving into the specific language features and structures of different genres, students will not only enhance their language proficiency but also develop the critical skill of adapting their language use to different academic contexts.
In summary, Interclass Primary School's bilingual education structure will be characterized by a metacognitive approach that prioritizes proficiency in both Ukrainian and English languages. This will be bolstered by genre-based pedagogy, facilitating the development of Academic Literacy. Through this structured approach, students will emerge as confident communicators in both languages and adept learners across various subjects.

What is daily life like for you at the moment? And how do you manage to keep so engaged professionally and academically?
Every day starts the same – with the news from the fronts, missile attacks, losses and destruction. I usually do morning exercises and listen to the news and analysis. After that, in order not to get depressed I start working.J
The bilingual school takes most of my working time. During the 2022-23 academic year, we were piloting the project, so every week a new scheme was created and tested with the teachers and students. Now we are creating the integrated course for Year 1, so at the beginning of the week we meet, discuss the plan, and keep working the whole week. Though the goals are clear, there is no strict schedule because the days are different— some are destroyed by the losses; others are inspired by the victories. Meetings are often affected by the events too.
Nevertheless, the Interclass team remains incredibly inspired by the bilingual school project. It not only keeps us motivated in the present but also holds the promise of contributing to the long-term development of a post-war Ukraine. We firmly believe that investing in education, particularly through bilingual programs will help shape a brighter future for our country and its young generation.
Media release for the project https://www.uow.edu.au/media/2023/educational-linguistics-across-borders.php
Learn more about Interclass and read her blog https://courses.interclass.in.ua/blog/
Follow Maryna on Telegram Interclass Effective Teaching by Maryna Tsehelska

About the Author:

Maryna Tsehelska has a PhD in Philology and is an Associate Professor of the English Language and Methodology Department at Kryvyi Rih State Pedagogical University. She is greatly interested in methods of teaching a new generation of students and develops these methods in the Educational Centre “Interclass”, where she is an owner and Director of Studies. Maryna is the author of numerous articles and textbooks and is TESOL-Ukraine Vice President. In the 2005-06 academic year, she was a Fulbright Scholar at Hawai`i Pacific University. Her time in Honolulu strengthened the ties between Hawai`i TESOL and TESOL-Ukraine.

While Grammar Is the Topic

By Reed Riggs

This article reflects on how teachers and students develop topics when their goals focus on teaching and practicing accurate grammar. This past summer, my wife and I were students in a week-long Spanish immersion program in Salamanca, Spain. We went for our honeymoon, delayed since 2020 due to COVID. The week started with individual diagnostic interviews, placing my us both in the CEFR A2 (see Council of Europe, 2020) level classes. Mine ended with my interviewer telling me that I would need to master the *pretérito imperfecto* and *pretérito indefinido* grammar in the program. Most of our lessons and homework focused on just these two grammatical forms. We filled in blanks with verbs with the correct endings, and then reported our answers to the teacher and classmates. Classroom procedures, including attendance, seating arrangements, assigning work, calling on students to answer, and so much more, provided routine opportunities to witness Spanish language usage that was distinctive to the institutional business of classrooms. We really enjoyed the program, and we agree that the teachers were very masterful at adjusting their continuous Spanish usage toward our proficiency levels. In this article, however, I want to zoom in on the sequencing of how we, as students, contributed information, how the teacher responded to our contributions, and what happened to our information afterwards. I took notes throughout our classes and made photo records of every worksheet we received. My story and afterthoughts here will be anchored in only those notes and worksheets that help recall our grammar-focused lessons.

The first and last hour of each day focused on conversations about relatively open-ended topics. It was the middle four hours of class time that focused on *pretérito imperfecto* and *pretérito indefinido* verb forms. The teachers would typically call on one student at a time to report their answer to the teacher's question. Questions in class typically stayed within one theme or topic. For example, we were asked to describe furniture that we had in our childhood bedrooms. One student said they used to have a bunk bed in their room. Another student said they used to have a TV on their dresser. Another student said they used to have a window next to their bed. At first glance, this information all appears to be coherently organized under one topic. As the answers continued, however coherence only lied in the questions, not in the answers because none of our answers were ever talked about, nor made relevant, again. The teacher typically closed off any further discussion by giving a positive evaluation, such as *bueno*, or correcting the student's grammar and then explaining why the grammar needed to change there. Then the teacher would call on the next student to contribute the next answer. Topic coherence here can be compared to a sandcastle; individual grains look like a cohesive structure, but were never intended to hold together, and wash away within minutes after being put together. We all went along with this goal of displaying correct grammar owing to, I believe, there being no instruction or incentive to provide interesting information.

Seedhouse & Supakorn (2015) rightly notice that teachers and students typically structure their interaction around topics. Our interaction in these grammar-focused lessons were only superficially structured around topics such as childhood bedrooms, childhood pets, who to invite to a dinner, changes in Spain, and so forth. The teacher's grammar-focused responses, and students' lack of treating the teacher responses

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as a problem, were evidence that we were interacting with *grammar as the main topic*. Is this a problem for developing proficiency in a language?

Goldberg (2019) describes the importance of discourse contexts in language usage and learning: "Constructions typically have constraints on how information is "packaged" in a sentence by taking into account what is understood to be the listener's and speaker's shared knowledge or common ground" (p. 42). Goldberg's (2019) example shows how the English double-object construction is preferred when the recipient is already known (*Sally told her a story*), compared to when the recipient needs to be introduced (*Sally told the little girl a story*), where the English *to*-dative construction would be more typical (*Sally told a story to the little girl*). Whether a teacher is carrying out a form-focused goal by getting students to practice producing accurate grammar or is focused on meaningful answers but in a "give everyone a turn" manner, the mere act of "moving on" from every student's answer means we are missing opportunities to witness how users of the language normally put sentences together in ways that are sensitive to continuing discourse.

What small improvements can I suggest? First, the teachers, on occasion, could write student answers on the board, and compare new answers to prior answers. Second, the teachers could ask additional follow-up questions based on the information in the students answers or based on some combination of one student's answer with a prior students answer on the board. Such comparisons and questions would have the added bonus of repeating words and grammar in new contexts, and better situate words and grammar in normal, less isolated, contexts of usage.

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