



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 19 ISSUE 1

Inside this issue:

Suggestions for Improving Team Teaching Research in Japan	1,6
President's Message	1,8
Professional Development of Teachers through TESOL: Ukraine Conference	2-3
English Localized in Nepal: Examples of Ten English Words	4-5
Becoming a Family	7
The Word Submission Guidelines	8

Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a non-profit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawai'i.

For the latest information about HITESOL events throughout the year, please check our website:

www.hawaiiitesol.org

Suggestions for Improving Team Teaching Research in Japan

By: Tomonori Ono

When reviewing team teaching (TT) research in Japan, several weaknesses became apparent. Firstly, it was found that there were discrepancies within the research examined in terms of principles governing TT. In some cases, principles were either ignored completely, or equated to a historical overview of the Japan Exchange Teacher (JET) Program and/or a definition of TT. Likewise, some of the more detailed studies only provided a partial explanation by equating principles with TT patterns or prerequisites. It would seem that this confusion arises from a lack of prescribed methodology explaining TT processes in depth. Since TT varies in instructional format on a case by case basis depending upon individual and institutional needs, it is perhaps difficult to establish a set of defined principles that can explain TT processes in every situation. Nevertheless at the very least, an effort needs to be made to try to describe the basic principles underlying TT processes at the local

level. Secondly, there exists a tendency within TT research to simply gloss over the principles or theory behind TT and focus on the field of interest to the researcher. Thus, numerous bipolar studies exist dealing with TT in relation to: intercultural communication (Kobayashi, 1994), learner motivation (Miyazato, 2001), professional development (Crooks, 2001), curriculum/syllabus design (Taguchi, 2002), and communicative language teaching (Sakui, 2004). While these studies demonstrate the necessity to explore TT from a multifaceted angle, thus deepening our knowledge of the impact that it has upon other areas, the failure to base these studies upon a common theoretical framework of defined principles significantly mitigates the impact of these studies. Only by adopting a more consistent approach of explaining TT principles in relation to the study can a more complete understanding of TT be obtained. Thirdly, there exists reluctance

(Continued on page 6)

President's Message

By: Chris Ferry

Aloha fellow language teachers and learners. Welcome back to a new year of engaging professional development and social networking activities with Hawai'i TESOL. Hawai'i TESOL is a non-profit organization dedicated to enriching the TESOL community through the active participation of . . . you! The organization has been successful because of the contributions



and warmth of language teachers and learners from private and public schools throughout the Hawaiian Islands. Engaging topics and activities related to language teaching and learning (and some good food!) fill every event we have during the year and the 2009-2010 promises to be another fruitful year, as we now have well over

(Continued on page 8)

Professional Development of Teachers through TESOL: Ukraine Conference By: Kateryna Uryvalkina

The English teachers of Ukraine are communicating,
The organizing committee's regulations are implementing,
The plenary speakers are persuading,
The presenters are demonstrating,
The participants are working,
The 14th TESOL-Ukraine Conference has started!

Dear teacher, how often do the happy moments of time as a pupil, or communication with creative, talented people, real professionals and in the main- like-minded persons and fanatic teachers come to you? You could have found the answers to all these questions you if you had attended the 14th TESOL-Ukraine National Conference called "Discovery Learning: Content-Based Learning for EFL/ESP Teacher" which was warmly hosted by Kharkiv National Academy of Municipal Economy (KNAME). It was organized with support of the Public Affairs Section of the U.S. Embassy in Ukraine. The Conference became a desirable rescue and a breath of crisp air at the time when everyone was tired of and bored of talks about the world financial crisis and political events both in the world and Ukraine.

Though it was the end of April and the time at schools and higher educational establishments was very strenuous, nearly 300 teachers of English from more than 40 towns and villages from all over Ukraine arrived in Kharkiv. As for me, it was the fifth TESOL-Ukraine Conference in which I participated and like all the previous ones, this Conference had its 'raisin' too. The peculiar feature of this conference was the

strong feeling that without regards to the financial problems TESOL-Ukraine lives, works and what is more important – its rolls are reinforced by new members. And that is great!

In opening the conference, the participants were warmly welcomed by Grygoriy Stadnyk, the Via-Rector of KNAME and Olena Ilyenko, the TESOL-Ukraine Kharkiv oblast leader, and Associate Professor of the Foreign Languages Department; Dr. Thomas W. Santos, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, and Moldova of the U.S. Embassy, Kyiv; Alisa Mykolaychuk, the TESOL-Ukraine President from Kamianets-Podilsky Ivan Ohienko National University. But the official part of the Conference went very quickly, and the work began.

The main plenary speakers presented different topics in teaching English. Mr. Brian Long, an Education and Training Consultant from the School of International Training in Brattleboro, Vermont, directed participants' attention to such ques-

tions as "Content Based Instruction: What is it?" This topic, although it has been around for many years, still causes a great amount of confusion for teachers tasked with designing and delivering Content Based Instruction (CBI) courses. Mr. Long explored the relationship of CBI to English for Specific Purposes, and English for Academic Purpose.

Svitlana Bobyr, an Associate Professor of Chernihiv Taras Shevchenko State Pedagogical University, spoke about "Preparing the Foreign Language Teachers of Tomorrow". This topic is not only for teachers of universities which are preparing future teachers of English Language, but the question "What kind of a teacher will come to school tomorrow?" worries just ordinary teachers of English language too. The answers to the following question "What gifts, skills, knowledge and competencies should a future teacher of English possess to meet the requirements of the time and of the society?" were found in Ms. Bobyr's report.

Alexander Chebotaryov focused his presentation on "Principles and Conceptions of Teaching English to Young Learners". The practical part of his presentation dealt with developing children's awareness of the language through reading and writing. "Teachers must enhance cooperation, not competition in the class" – that was the main idea of Mr. Chebotaryov's presentation.

After the plenary meeting the workshops, demonstrations and session work began. The team of organizers did their best to make

this conference interesting, useful and meaningful. Presentations and workshops were given by trainers from the USA, for example, "Finding Listening Materials on the Internet", "The Economic Crisis! Can the Obama Administration Avert Disaster?", "Reading in the Language Classroom", and "Creative Writing". The Ukrainian presenters who had a chance to be in a special course in the USA and adopted the obtained experience in the walls of national schools were brought to the conference participants' attention. Not only do the students/ pupils have to learn but also teachers in the first place must acquire new knowledge, skills and then pass them to the students. It seems to me that the words of the famous Ukrainian poet Taras Shevchenko "And from the foreigner learn, but do not your own disdain" became the most suitable in the work of the 14th TESOL-Ukraine Conference.

My presentation "American Education by Ukrainian Educator's Eyes" was also selected for the conference. It was fo-



Professional Development . . . (cont.)

(Continued from page 2)

cused on the system of education in the USA, and the information was based on what I have seen visiting the United States as a finalist of the "Open World" program in 2008. I wanted to share my feelings, ideas, thoughts, and everything that I have observed and learned in America, and I did it! It happened that Montoya Galeano Liliana, a presenter from Colombia, spoke about bilingualism in this country. Therefore, the participants in our presentations had a chance to listen and then to what the governments of Colombia and the USA do in order to increase the educational level of young people, what demands are set before the school leavers and graduates by the governments of these countries, and what has already been done and is still being done by the Ukrainian government in the sphere of higher education.

"The spirit of communication" was felt during the 14th TESOL-Ukraine conference, and it is not astonishing because the development of the national school in Ukraine, formation of the new criteria of educational standards, and renewal of the content of educational programs in English – all these questions require new effective approaches in the development of education in Ukraine. The introduction and use of special interactive methods, called to develop creative, critical thinking of students/pupils, and implement new communicative approaches in professionally-oriented teaching of foreign languages – this is far not the complete list of the questions which were discussed with fervor both by Ukrainian teachers and American trainers during the planned sessions and in informal conversations. I think, Ukrainian teachers of English language would not be so successful, and creative and their work would not be so effective if they did not take part in the TESOL-Ukraine conferences. Lots of us are permanent members of TESOL-Ukraine, but many new teachers of English join this organization each year. How great it is to meet your old friends or get acquainted with new ones. I was very happy to make a new friend with Oksana Myronyak from Sumy oblast, an extraordinary creative and talented person. It's no wonder that Oksana became one of the finalists of the competition "Teacher of 2009 Year" in the nomination "The Foreign Language".

The TESOL-Ukraine conferences are usually workshops, demonstrations or work in sessions. The 14th Conference was not an exception and was full of interesting cultural events prepared by the members of the organizing committee. Excursions, visiting museums, theaters, concerts, and exhibitions in Kharkiv made the 14th TESOL-Ukraine conference unforgettable for all participants. I, personally, was deeply impressed by the excursion around the city of Kharkiv, the first capital of Ukraine from 1917-1938, and by visiting the literary-memorial museum of Grygory Savych Skovoroda, the prominent Ukrainian philosopher, educator and poet. Exhibits, displayed in three halls, tell of the epoch when Skovoroda lived, of his literary, scientific and educational activities, and of the great respect for him in Ukraine and abroad.

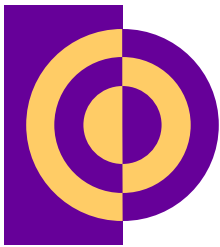
Unfortunately the time flowed quickly, the three working days of the conference flew by, and the time to return home came.

But for every participant of the conference the work is not finished; it will be continued at schools, institutes and universities because that experience and knowledge, acquired at the conference, must have practical application in our work, not only because we are teachers but also because it is required by present time.

If you need new ideas for teaching in your class – join TESOL-Ukraine and attend its conferences; if you want to share your brilliant ideas of how to teach – join TESOL-Ukraine and go to its conferences; if, once a year, you want to go some place you have never been before – join TESOL-Ukraine and participate in its conferences; if you want to make your life more interesting, and less boring – join TESOL-Ukraine and attend its conferences.

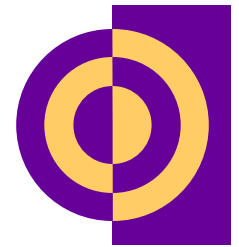
About the Author: Kateryna Uryvalkina is senior teacher of English language at Nizhyn Agrotechnical Institute and a TESOL-Ukraine member since 2004.





English Localized in Nepal: Examples of Ten English Words

By: Bal Krishna Sharma



David Crystal's (2008) recent estimate reveals that there are approximately 2 billion English speakers in the world. This global spread of English has reached to poor and rich countries, developing and developed countries, and previously colonized and non-colonized countries. The largest number of English speakers resides in those countries where English is mostly used as an additional language, and most communicative events take place among these non-native speakers of English. Nepal, a South Asian country situated between two giant nations of India and China, has recognized English as the primary foreign language, and it has gained a special space and role in education, media, popular culture, bureaucracy, diplomacy and technology. The sociolinguistic picture of Nepal in general and English sociolinguistic description of Nepal in particular has been underrepresented in the international publications that address the large audience. Those who have attempted to craft a few sentences on the English situation in Nepal do not show an agreement on how to categorize Nepal in terms of the spread and use of English. Kachru's (1992) most discussed concentric circles that categorize English speaking countries identify Nepal as a country within the Expanding Circle. Jenkins (2003), on the other hand, categorizes Nepal among countries which have developed institutionalized varieties of English and falls within the Outer Circle (p. 39). Nepal was never colonized by a Western power and has ever remained sovereign. If colonial history of a country is the basic yardstick to categorize it within a particular circle, Nepal must be a country of the Expanding Circle. If the sociolinguistic scenario of English is taken into account, English in Nepal also occupies similar roles as in India, Pakistan and Bangladesh in media, education and pop culture and must be a country within an Outer Circle. One important difference is that Nepal does not recognize English as the official language in its constitution. I leave the debate to the experts in the field and let them decide whether Nepal is a country in the Outer Circle or Expanding Circle.

Though a reliable data source regarding the current use of English in the Nepalese context does not exist, Crystal (2008) estimates that there are approximately 15.8 million people (out of approx. 30 million) who can speak English and the census report shows that there are only 1,037 speakers who

use English as their first language. Due to its contact with local and regional languages, the Nepalese people have adopted and adapted English for their own needs. Speakers of English in Nepal have created, modified, and diversified the English words, and have brought

divergence and newness in word meanings. I have chosen 10 words/phrases that carry particular significance in the Nepalese context.

1. Typical

'Typical' as a standard English word usually means 'most common example of its type' as in the examples "The dove is a typical bird" or 'The sandwich is a typical Western food". But this word is used to convey an opposite meaning in the Nepalese context. If somebody says "Tom is a typical guy", s/he means Tom is a 'weird' and 'very unusual' guy with cultural stereotypes. And "This is a typical problem" means this is the 'most difficult problem', but not this is a 'common problem'.

2. Staff

The word 'staff' in a usual sense refers to the people as employees working within a particular institution or company. Similarly, 'staff room' is a room for staff, 'staff canteen' is a canteen for staff. Can you guess what 'staff hotel' means in Nepali English? It means a hotel where a bus/truck driver and his helper(s) park the vehicle and have breakfast, lunch or dinner. This collocation of 'staff' with 'hotel' is unique to Nepali English. Nepalese speakers of English also pluralize 'staff' to make 'staffs'.

3. Cold store

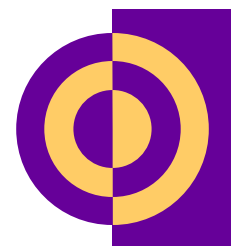
'Cold store' as an English word means a large refrigerated room where we preserve food stocks at very low temperatures. But 'cold store' has been used to mean a 'corner grocery shop' where you can buy the goods for daily use like rice, flour, cookies, etc. This modification seems to be from 'cold' to mean Coca Cola or other drinks that are usually found in corner shops, but now there can be cold stores without cold drinks or refrigerators in Nepali English discourses.

4. Copy

To make a copy usually means to produce a duplicate or to make a photocopy of some paper document, but 'copy' does not carry the same meaning in the Nepalese context. Here copy means notebook in which students usually do their school assignments, so it is very common to go to a stationery shop and say "Can I buy a copy?" in Nepal.

5. Dangerous

'Dangerous' has negative connotations in standard English dictionary meaning 'risky' or 'perilous' or 'not safe'. It is true in the Nepalese context too, but in addition to that it also has positive connotations to mean 'grand' or 'great'. For example when a student says "My applied linguistics professor is a dangerous teacher" might mean the



English Localized in Nepal . . . (cont.)

(Continued from page 4)

professor is knowledgeable, studious, experienced and highly qualified. In my understanding, the Nepali word *khatra*, which primarily means 'danger', has now acquired positive connotation to mean 'great', and the Nepali users of English try to translate this Nepali sense in English discursive constructions.

6. Proudly

You can hear this word very frequently among school and college students. It is a part of spoken discourse repertoire in Nepal. The formation of the word 'proudly' is obviously from the word 'proud' which mostly has positive connotation in standard English. When somebody says "I am proud of my daughter", s/he means s/he is satisfied with his/her daughter. However, when a student in a school in Nepal says "She is proudly", it means she is 'selfish' and 'egoistic'; it always has a negative sense. This feature also seems to come from the Nepali word *ghamandi*, which means 'selfish'. Most adjectives in the Nepali language have the suffix /i/, and the Nepalese users of English also add /i/ sound at the end of the word 'proud' so that it sounds like an adjective.

7. Load-shedding

Have you heard this word before? Or at least, can you guess? It means power cut. Expressions like "The Nepal Electricity Authority is still finalizing the exact load-shedding schedule", "Load-shedding has become a perennial problem", or "Load-shedding was completely lifted" are very frequent spoken and written discourses in daily conversations and English newspapers. Nepal, despite being rich in water resources, can hardly supply the required amount of electricity for the public. It therefore has scheduled power cuts frequently to reserve the electricity.

8. Abroad

'Abroad' is a predicative adjective typically occurring after a noun in standard English as in examples like 'study aboard', 'travel abroad' or 'trade abroad'. However, this word's use has been localized in the Nepalese context; it can be comfortably used as an attributive adjective. Phrases like 'abroad study' and 'abroad trip' are common in conversations. There are hundreds of sign boards that bear the phrase ABROAD STUDY (study in USA, UK, Canada, Australia, New Zealand, etc.) in Kathmandu.

9. Weightage

I just checked both *Collins Cobuild Dictionary of American English* and *Oxford Advanced Learners' Dictionary* to see if I could find the meaning of the word 'weightage' but could not locate it. This word is mostly used in specifying the point breakdown or allotment of marks in syllabi, tests or exams, closely meaning 'allocation of marks/points'. If it is a writing course, the instructor, for example, makes an allotment of marks as- the weightage for regular class assignments is 20, weightage for classroom discussion is 20, weightage for the final term paper is 40, etc.

10. Guru-ji

'Guru' is a Sanskrit word meaning a religious and spiritual leader or teacher usually used in Hindu philosophy like Yoga

guru. When borrowed in English, its meaning has rather been extended to include such uses as fashion guru, business guru, health guru, etc. This word has recently acquired a peculiar meaning in both Nepali and English discourses in Nepal. 'Guru' usually suffixed with '-ji' (-ji is an honorific attached to a noun, and can roughly be compared with English 'Mr.' or more closely with Japanese '-san') is used to refer to the bus, taxi and truck drivers. When the passengers on a bus, for example, have to request for a stop, they are more likely to say "Guruji, please stop the bus." In addition, strangely enough, it is also being used among colleagues to mean 'buddy'. One of my friends- Santosh- is in the UK and the first word that he often addresses me with in Yahoo chat room is "How're you, guru?".

So What Then?

This is a handful of examples from a country where no more than a thousand people use English as the primary language and where English is not used as a lingua franca. This, however, is an obvious example of how English is being localized (Kachru, 1982) and how new varieties of English are emerging. This also reflects the local people's need to appropriate English (Canagarajah, 1999) for their own purposes. This simple looking phenomenon, however, specifically complicates the English language practices around the world, requiring the teachers, curriculum designers and material developers to reevaluate and reconceptualize the goals of English language teaching. In this changing context, there are changes in who the English learners are, why they want to learn it, where they are learning, and how they are learning it. Rather than treating these new varieties as deviant from the standard British or American English, they should be treated as valid varieties in their own right and should be given a space while teaching them. In contexts where English is taught as a second language, as in the U.S. or in the UK, the learners with those language backgrounds should not be regarded as learners of some inferior or impure variety of language, but simply a 'different' variety of it, and should be consciously made aware of the fact that there exist other varieties that can be different from each other. In this globalized world where English is functioning as a major international lingua franca, the speakers of English must develop a communicative intelligibility in various English varieties and pragmatic communicative need, not the idealized variety of standard English, should be the goal of English language teaching.

References

- Crystal, D. (2008). Two thousand million? *English Today*, 24, 3–6.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. London & New York: Routledge.
- Kachru, B. (Ed.). (1992). *The other tongue*. Urbana: University of Illinois Press.

About the Author: Bal Krishna Sharma is a writing teacher at the English Language Institute, University of Hawaii at Manoa. He was an English teacher in school and university for nine years. Currently, he is a graduate student at the Department of Second Language Studies at UH.

Suggestions . . . (cont.)

(Continued from page 1)

within TT research to identify classroom practices by model types. This creates the unfortunate tendency to lump TT practices in Japan as a single entity, making identification or direct comparisons difficult. However, no single TT model could be used to describe all the processes that might occur in the classroom at any given time. Yet, it is possible to envision the use of two or more different models when describing classroom practices. In addition to descriptors, diagram representations for each model would further improve identification and categorization. By categorizing TT research through model types, better organization could be achieved allowing for improved comparison levels. Thus, it is recommended that researchers attempt to categorize TT practices in Japan by using the following table.

Team Teaching Models	Description	Usage in Japan
Traditional Model	Teachers with similar educational backgrounds share the instruction of content and skills with all students.	Moderate
Intercultural Model	Teachers with different cultural backgrounds share the instruction of content and skills with all students.	Extensive
Supportive Model	One teacher provides instruction with regards to content, the other supports skill building.	Moderate
Monitoring Model	One teacher provides all the instruction, the other monitors students' understanding and behavior.	Slight
Collaborative Model	Teachers discuss ideas in front of students. Course is designed to promote collaborative learning.	Rarely
Parallel Instruction Model	Students are divided into two groups, each teacher provides instruction separately.	Slight
Differentiated Instruction Model	Students are divided into groups based on their needs, each teacher provides instruction separately.	Slight

Table 1. Seven different team teaching models by description and usage (Goetz, 2000; Tonks, 2009).

References

- Crooks, A. (2001). Professional development and the JET program: Insights and solutions based on the Sendai City program. *JALT Journal*, 23(1), 31-46.
- Goetz, K. (2000). Perspectives on team teaching. *EGallery*, 1(4), [electronic version]. Retrieved July 20, 2009, from <http://www.ucalgary.ca/~egallery/goetz.html>
- Kobayashi, J. (1994). Overcoming obstacles to intercultural communication: AETs and JTEs. In M. Wada & A. Cominos (Eds.), *Studies in team teaching* (pp. 162-177). Tokyo: Kenkyusha.
- Miyazato, K. (2001). Team teaching and Japanese learner's motivation. *The Language Teacher*, 25(11), [electronic version]. Retrieved July 11, 2009, from <http://www.jalt-publications.org/tlt/articles/2001/11/miyazato>
- Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58(2), 155-163.
- Taguchi, N. (2002). Implementing oral communication classes in upper secondary schools: A case study. *The Language Teacher*, 26(12), [electronic version]. Retrieved July 11, 2009, from <http://www.jalt-publications.org/tlt/articles/2002/12/taguchi>
- Tonks, B. (2009). ESL team teaching in the Japanese context: Possibilities, pitfalls, and strategies for success. *The International TEYL Journal*, 12, August issue [electronic version]. Retrieved August 6, 2009, from <http://www.teyl.org/article12.html>

About the Author: Tomonori Ono is a graduate of Hawaii Pacific University's MATESL Program. He is currently a doctoral candidate in language education at International Christian University and works part-time at Tokyo University of Foreign Studies. His research focus is on team teaching at Japanese high schools. Email: t.ono@tufs.ac.jp

Becoming a Family

By: Makiko Ebata

Eight years of teaching English to students of various backgrounds has given me a number of opportunities to carefully consider how to become the best teacher for my students. In order to pursue my ideal, I have tried many teaching methods and activities; among which some were successful enough to produce wonderfully motivated English communicators. However, beyond my notice of the importance of well-planned and well-organized lessons, the students' bond has been the most vital element for an active learning environment.

For creating the students' bond, the first thing I have tried is that I play various roles in class: one day I am a mother with strictness, but another day I am their sister, depending on the students' moods. This certainly requires careful observation of each student as soon as a class starts. When I am a strict mother, the students sense that they are expected to be seriously dealing with an activity, which encourages them to cooperate with each other and concentrate

on what they should do in order to accomplish the targeted activity. When I play a sister role, the students seem to feel comfortable enough to open up themselves, which allows them to start various sorts of conversations. Since I am their sister, I also talk about myself, and this lets all of us in a classroom feel more comfortable with each other.

Another element for the students' bond is outside activities. For instance, my class of 20 international students goes to a beach in the summer. It takes two hours to get from Tokyo to the beach area, so the students talk about many things that they would never discuss in the classroom for two hours. At the beach, all of them enjoy spending a wonderful time together, which allows them to know each other more than staying in the classroom. In addition to that, I organize an annual speech contest, a skit contest, and a debate contest so that the students can improve their English abilities. Amazingly, the contests encourage the students to cooperate and learn from

each other. They share their knowledge in order to create the best speech or skit. The preparation for the debate requires two students in a team to research together, share their ideas, and talk to each other, and this successfully makes a strong bond.

Teaching needs great methods and activities. Teachers need to continue pursuing effective ways of teaching. In addition, I believe that students in a language class need a strong bond with each other so that they can comfortably learn with each other. In my case, outside activities and organizing some contests are successful in producing the cooperative learning environment. When the students are used to each other, they become like a family with a strong bond.

About the Author: Makiko Ebata (Maki) is an English instructor at Digital Hollywood University, Tokyo, Japan.

dhucocomaki@yahoo.co.jp



Article Submission Guidelines: *The Word*

Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. 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, outer island news, applying theory to practice, interview with someone in the field, etc. This list is by no means exhaustive. Please feel free to send any articles about these topics or others that you consider interesting to ESL educators in Hawaii. (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 editors with questions.

Submission Deadlines

Please note that the next deadline for submissions will be posted on the website. Please submit the articles via E-mail to Elise Fader at fader@byuh.edu.

We look forward to receiving your submissions!

The Word Newsletter Committee:

Elise Fader, Ashwin Pandit, and Lisa Kawai



President's Message (cont.)

(Continued from page 1)

100 active members.

Our first event, The Opening Social, will take place at the McCoy Pavilion in Ala Moana Park and will feature many new members, some great food, and bingo, Hawaii TESOL style. This is a great chance to network with members past, present, and future, and learn a little more about the organization and upcoming events. Next up is the Practical Workshop on November 5th. Like last year, this event will be held at Kapiolani Community College and teleconferenced to UH Hilo (and possibly Maui) so outer island members can join in. Having active involvement from our outer island members is one of the organization's continuing goals, as it diversifies our perspectives (and gives us a reason to take a trip every once in a while :). Keeping in line with this goal, the 2009 Hawaii TESOL conference was held at UH Hilo. A big thanks to conference chair Laura Kimoto and past president Mark Wolfersberger, who helped organize a dynamic and fruitful conference on UH Hilo's beautiful campus. A well-attended conference was capped with a great presentation by Joy Reid. This year's conference will bring us back to Oahu. The 2010 Hawaii TESOL conference will be held on February 13th at Leeward Community College. We look forward to announcing the keynote speaker and getting submissions from those hoping to present.

Then, we will have the ever-enjoyable Language Experience Event in May, where we all get together to learn a language many of us know little or nothing about. This puts us in the shoes of the language learner and provides us with a fresh

perspective on what our students are going through. Last year we had an intriguing content-based Arabic lesson led by KCC's Frank Noji and exchange student Mohamed Hassan.

Also of note from the past year, during our summer board meeting, board members discussed various strategies to make Hawaii TESOL more beneficial for ELL teachers working with K-12 students. We hope to have more members from the K-12 system, and encourage your feedback about what HITESOL can do to meet the needs of DOE teachers. Feel free to contact us at hawaiitesol.org with your comments or suggestions.

Stay tuned at hawaiitesol.org for announcements related to all events. We hope to see you soon!

