



# HAWAII TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

## THE WORD - VOLUME 14, ISSUE 1

### Inside this issue:

Message from the President	2
Workshop for Domestic Violence & Sexual Harassment	3-4
HITESOL 2005 Conference Call for Participation	4
The Hybrid Course: Broadbands Broaden Minds	5-6
An Introduction to Conflict Assessment in ESL Language Programs	7-8
TESOL News	8
Membership Form	9

### HITESOL Announces Plans for 2005 Conference

By: Mark James

This coming year's annual Hawaii TESOL Conference will be held February 19<sup>th</sup> (2005) at BYU-Hawaii. As in past years, there will be sessions both before and after lunch (see Call for Participation in this issue). We are excited to announce that Paul Nation has accepted our invitation to be our plenary speaker. As you all know, Paul is "the man" when it comes to second language vocabulary teaching and learning.

Paul Nation is a Professor in Applied Linguistics at Victoria University of Wellington, New Zealand. He supervises MA and PhD research on vocabulary and teaches courses on the teaching and learning of vocabulary and research methods. He is currently the MA program director. His books include *Teaching and Learning Vocabulary* (Heinle & Heinle, 1990), *New Ways in Teaching Vocabulary* (TESOL, 1994), and *Learning Vocabulary in Another Language* (Cambridge University Press, 2001). His publications include articles and books on teaching and learning vocabulary,

language teaching methodology, and curriculum design.

As a way of piquing your interest and getting you ready to hear what Nation will have to say, I recommend that you take the "Learning Vocabulary in Another Language: A Test of Teachers' Knowledge" primer (30 multiple-choice questions) which is available at: <http://uk.cambridge.org/elt/nation> (click on "test").



**Paul Nation**  
(photo via Victoria University of Wellington website)

Mark James is the 2005 HITESOL Conference Chair and an Associate Professor of TESOL at BYUH.

### The 2004 Language Experience: A Lesson in Ukrainian

By: Beth Edwards



Each spring, Hawaii TESOL members gather to socialize and receive a lesson in a language unfamiliar to most members. These meetings are always informative and fun, and provide excellent opportunities for us language teachers to experience once again what it's like to be beginning-level language learners. In May, twenty Hawaii TESOL members met at TransPacific Hawaii College for a delicious dinner (from Buca di Beppo), followed by a lesson on the history, culture, and lan-

guage of the Ukraine. The evening was especially meaningful for Hawaii TESOL members as it provided us the opportunity to learn more about the language and culture of our sister affiliate, TESOL Ukraine.

Justine Hura, who teaches at the English Foundations Program, Hawaii Pacific University, was our instructor for the evening. Ms. Hura is Ukrainian-American, fluent in both English and Ukrainian. The lesson began with a slide presentation on the geography, history, and culture of the Ukraine, followed by an introduction to the symbol/sound correspondence of the Ukrainian Cyrillic alphabet. Once we had studied the symbols and practiced the sounds, we worked on sounding out words

and matching them with pictures. At the end of the lesson, a loaf of bread from Buca di Beppo was awarded to Ms. Kimberly Mason of Brigham Young University-Hawaii for being the participant with the best Ukrainian pronunciation. The bestowing of this prize was a variation on a traditional Ukrainian greeting in which bread and salt are offered.

Many thanks to Justine Hura for the informative lesson on the Ukrainian culture and language. *Dyakoyu* for making the 2004 Language Experience a big success!

Beth Edwards is an instructor at TransPacific Hawaii College and current HITESOL board member-at-large.

## Message from the President



On behalf of the executive board, I'd like to extend a warm *Aloha kakou*, and welcome you all back for another year of fellowship and professional growth with Hawai'i TESOL. We hope you had a restful and refreshing summer, for the 2004-2005 season promises to be an eventful and exciting one.

We begin this new year with a strong executive board, comprised of 14 members (the largest in Hawai'i TESOL's history) who bring to the organization an indomitable combination of experience, energy, and ideas. Continuing on from last year are Nicole Ernst (Membership Secretary), Abigail Brown (Socio-Political Action Chair), Perry Christensen (Webmaster), Sally La Luzerne-Oi (Sister Affiliate Liaison), Elise Fader (Co-Editor of the *Word* newsletter), and Beth Edwards and Carol Foye (Members at Large). Michelle Bell and Priscilla Faucette join Elise as new Co-Editors of the *Word*. Happily, Jennifer Wharton has agreed to remain on the board and share her expertise as Past President. Finally, we welcome new board members Angell Siu, Mark James, and Brent Green, who will serve as Program Chair, Conference Chair, and Treasurer, respectively. (Incidentally, Brent is a "returning" new member, having previously served on the Hawai'i TESOL board from 1997-2000). To all the board members, I thank you and congratulate you. It is due to your commitment, talents, and sheer hard work that this organization is able to so successfully serve our local TESOL community.

The foundation of Hawai'i TESOL is, of course, its members. Currently, there are 125 members, a number that has held steady for the past three years. *Mahalo* to all of you who supported the organization in 2003-2004 by attending our five events, leading and participating in workshops, presenting at the Annual Conference, and volunteering your time, energy, and ideas throughout the year. Not to mention buying plenty of raffle tickets! The Travel Grant Fund increased by almost \$300 last year, thanks to your generous purchase of raffle tickets at various Hawai'i TESOL events. As a result, we were able to award two travel grants for two members to attend the 2004 TESOL Convention in Long Beach, CA (see Page 7 for a piece by one of the recipients). The board would also like to thank the many charitable businesses that supported Hawai'i TESOL by donating raffle prizes (see backpage). Fundraising will be an ongoing effort for us in 2004-2005, and we expect to once again award neighbor island and conference travels grants to qualified applicants.

While our current members represent many of the graduate programs, universities, community colleges, IEPs and language programs in Hawai'i, we fall short when it comes to public school representation. In 2004-2005, we will be making a strong recruitment drive among ESL teachers in the Department of Education. In May 2004, I had the opportunity to meet with State ESLL Program Manager Gerry Madrazo, along with approximately 30 ESLL resource teachers, at one of their monthly meetings. In the course of the meeting, I briefly introduced Hawai'i TESOL's history, our mission, and our calendar of events. I received a warm reception from the RTs in attendance, and several follow-up inquiries have since followed. Many of the resource teachers have agreed to share information about upcoming Hawai'i TESOL events with the teachers in their districts. Recently, we applied to become an official DOE vendor so that interested ESLL instructors can more easily pay their membership and conference fees. Throughout the year, we will continue to seek ways of developing stronger ties between our organization and the DOE.

Other goals for this year include generating more opportunities for interaction with our sister affiliate, TESOL Ukraine. At the language experience in May 2004 (full story on front page), many of us enjoyed a language lesson in Ukrainian with Justine Hura. The evening's activities - including Hawai'i TESOL members reciting the Cyrillic alphabet, to varying degrees of success - were recorded on a video which will be sent to our sister affiliate members in Kyiv. In 2004-2005, we hope to increase such opportunities for networking, collaboration, and exchange with the members of TESOL Ukraine. Our members can also look forward to further improvements to the Hawai'i TESOL website (<http://www.hawaiitesol.org/>) as our webmaster Perry Christensen continues to add new links, updated information, photographs, and colorful aesthetic enhancements. Sometime in the next several weeks we hope to reach our long-anticipated objective of making the *Word* available online. Who knows, perhaps you are accessing this very article from your home computer!

Finally, members can anticipate another fantastic year of Hawai'i TESOL events. Take a look at the calendar in this newsletter (see back page) and mark the dates for the Practical Workshops for ESL Teachers, the Annual Conference, the Business Meeting, and the Language Experience. This year, the conference returns to Laie, where we can take full advantage of the exceptional facilities at Brigham Young University-Hawai'i. With Mark James leading us as Conference Chair, and Paul Nation scheduled as the keynote speaker, the 2005 conference is shaping up to be one of the best ever. We hope to see you there, as well as at all of the events. And, as always, we welcome your input and suggestions. Once again, on behalf of the Hawai'i TESOL board, welcome to the 2004-2005 season.

Yoneko Narita  
President, Hawai'i TESOL  
[ynarita@transpacific.org](mailto:ynarita@transpacific.org)



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

# A Workshop for International IEP Students on Domestic Violence and Sexual Harassment

By Laura Kimoto

## Background

Last April at the Hawaii NAFSA (National Association of Foreign Student Affairs) Spring Conference, I attended a workshop in which doctoral student Meiko Arai presented the results of a study she had conducted on Japanese female students at the University of Hawaii at Manoa. The students she surveyed were intimately involved with American males. The results of her study were astounding: nearly 1 out of 5 Japanese women involved with American men experienced domestic violence in some form. Even more shocking was that only a small number of these women self-identified themselves as victims of domestic violence.

Prompted by this survey, I decided to offer a workshop for my students. This was an exit workshop that required the attendance of students who were leaving our program to enter Hawaii Community College or the University of Hawaii at Hilo. The workshop was a joint effort with the Director of UH Hilo's Women's Center, Dr. Candace Rosovsky. In total 12 students, all Japanese females, attended. Males were welcome, as well as students who were not exiting our program. Language ability ranged from "intermediate" to "advanced" (TOEFL 430 to 520).

## Motivation

Why do the workshop here and now? After attending the Hawaii NAFSA workshop, I realized that I had been disillusioned, thinking that my IEP students who were literally "just off the plane," were sheltered and protected from the harsh realities of life. They had Japanese friends and lived with other Japanese in a student apartment. None were at the stage of dating American males. However, in the past two years or so, I have heard of former IEP students having unwanted pregnancies, or having been victims of harassment without realizing that the harassment was unjustified. Even international students at UH Hilo, who were not from our IEP, were involved in domestic abuse cases that led to police involvement. I had come to realize that perhaps my students were not be as protected as I had previously assumed, and I could play a role in providing them with some knowledge that could help them protect themselves.

Normally, international students who enter UH Hilo take University 101 *Freshman*

*Experience* which introduces them to resources on campus such as the Women's Center. However, these students often cannot take that class until after one to three semesters of studying English as a Second Language. That's a delay of up to 1.5 years. Although both UH Hilo and Hawaii CC offer workshops on domestic violence and sexual harassment, oftentimes the workshops are geared toward native speakers of English. International students may attend those workshops but not understand many of the idiomatic phrases that are used (i.e., 'playing mind games').

at the top of their lungs. (Of course, for most of my Asian females their shouting was just above a whisper.) My co-presenter, Dr. Rosovsky, also brought in magazine photos with made-up captions to illustrate the different types of abuse, and students worked in pairs to identify the types of abuse. It was also effective to have either first-hand stories or short written narratives for ESL students to read. The fear that a victim feels could be illustrated very well this way.

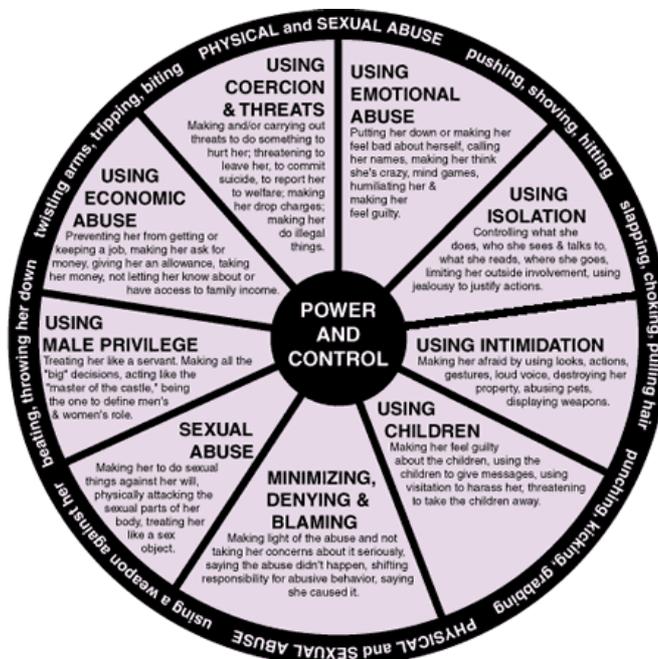
Secondly, if you are not an ESL teacher, confer with ESL teachers at your school on how to structure the workshop. Make it interactive, and do not overload students with hefty vocabulary, statistics, and catchy phrases. Simplify the language and give students an opportunity to refer to their dictionaries, to discuss, or to get feedback. All of these points make up a successful language lesson and should be incorporated into the workshop.

One example of this-- in our workshop, students first consulted their dictionaries to get the definitions of 'domestic' and 'violence.' After writing their definitions on the board, they then worked in small groups to come up with examples of domestic violence. They posted their brainstorming lists on the wall to review. Then, I had them guess the percentage of Japanese students (from the UHM survey) who were victims of domestic violence (I gave them 5 choices). They also guessed the percentage of victims that had American partners. I also had them rank the types of violence by having each group use post-it notes on the black

board. Students were given a "Power and Control wheel", but I removed the definitions for each form of abuse. Students looked up headings (i.e., 'intimidation, coercion') then matched the headings with the definitions. I also rewrote definitions to fit my students' situations. For example, in the "Power and Control wheel", there is one definition in which the abuser threatens to report the victim to welfare. I changed that to 'threatens to report you to Immigration.'

By having the students do brainstorming from the beginning, I could get an idea of what their perception of domestic violence was. As expected, they thought that it mainly occurs within the family and in the form of physical abuse. We also discussed the fine line between discipline and abuse. My stu-

(Continued on page 4)



Original Power and Control Wheel  
<http://www.ci.kent.wa.us/DomesticViolence/GeneralInfo/Wheel.htm>

## If you plan to offer a similar workshop: Four suggestions

I highly recommend that other programs initiate similar workshops. And in hindsight, I can give the following suggestions:

The first thing that a workshop presenter must do is consult with the Women's Center director or counselor at your local campus. It is important to get current information and statistics, as well as to clarify your own preconceptions or misconceptions regarding domestic violence and sexual harassment. Having an experienced counselor to help you also means that your workshop activities will be more varied. For the segment on sexual harassment, we had students shouting 'NO!'

## A Workshop on Domestic Violence and Sexual Harassment (cont...)

dents were not aware of other forms of abuse such as economic and social abuse, and they were surprised to learn that sexual abuse or rape can occur even between husband and wife.

*Third*, if you are not familiar with the culture or society of your students, find out beforehand how domestic violence and sexual harassment are typically viewed in their culture. It was helpful for me to bring up concepts such as 'haji' (shame) and 'gaman' (to bear or endure) with my Japanese females. It was interesting to note that the idea of 'enduring' abuse with the hope that the abuser will change is similar to how American females who are on the receiving end of abuse may think. We also briefly discussed the perception some Asian females may hold that 'masculinity' involves physical violence, as well as the stereotypes that American males may have of Asian women (meek and passive).

Finally, in the future I would plan for some type of role-play activity. For example, I would provide students with a situation card in which Student A senses that her friend is being abused or a situation card in which Student A is approached by Student B for advice about a controlling partner.

### Students' reactions

How did students react? Throughout the two-hour workshop, students participated actively, but the overpowering attitude was that abuse and harassment happens to someone else and not to themselves. Some students were quite naïve and did not feel that they would ever end up in such an abusive situation. One said that if she didn't see something as abuse, then it would not be abuse. It will probably be another year or two before I see any positive results from this effort to educate my IEP students.

### References:

Arai, Meiko "Voices of Japanese Women: The Domestic Violence Experiences in Their Intimate Relationships with American Men" Conference presentation at Hawaii NAFSA Spring Conference, April 30, 2004 Hawaii Kai, Hawaii.

"Power and Control Wheel" National Center on Domestic and Sexual Violence

Laura Kimoto is Coordinator of the Intensive English Program, Hawaii Community College <KimotoL@hawaii.edu>

## 2005 Hawai'i TESOL Conference

Saturday, February 19, 2005, 9:30 a.m. – 4:00 p.m.

Brigham Young University-Hawaii, Laie, HI

### **\*\* CALL FOR PARTICIPATION \*\***

Hawai'i TESOL is pleased to announce the Call for Participation for its upcoming winter conference. Hawai'i TESOL is a non-profit organization committed to English as a Second Language professionals and welcomes conference proposals on any aspect of teaching and learning English. There are five ways to actively participate in the 2005 Hawai'i TESOL Conference.

1. **Paper:** Give a presentation of a paper on any theoretical or practical aspect of language teaching or research. (40 mins.)
2. **Workshop:** Give a hands-on demonstration of any practical aspect of language teaching. (40 or 80 mins.)
3. **Panel Discussion:** Organize a panel to discuss a current teaching, political or research issue in the field of ESL/EFL. (40 or 80 mins.)
4. **Poster Session:** Create and display a poster presentation of a teaching practice or research finding to informally share with participants at a designated time. (1 hr)
5. **Publishers' Session:** Demonstrate how a textbook or other teaching materials can be applied in the classroom (for publisher representatives only).

Your proposal should include the following information (listed in the following order):

1. Your contact information: last name, first name, department, affiliation, address, phone, e-mail
2. Co-presenter(s) contact information (if applicable): last name, first name, department, affiliation, mailing address, phone, and e-mail
3. Title of the presentation (maximum ten words)
4. Presentation category: paper, workshop, panel discussion, poster session, or publishers' session
5. Equipment needs: overhead or LCD projector, VCR/TV, DVD player, computer lab, Internet access (presenters planning to use Power Point should bring their own notebook computer)
6. A 50-word (maximum) summary of the presentation (to appear in the conference program)
7. A 250-word (maximum) abstract, including a brief background description of the topic and a synopsis of the presentation, explaining its 1) purpose, 2) benefit to participants, 3) intended target audience, and 4) methodology.
8. 40-word (maximum) biographical note (to be used when the session chair introduces you)

### PROPOSAL DEADLINES:

**October 15, 2004** - Early deadline (for those people outside of Hawaii who may need additional time to secure funding, but open to anyone wishing to send their proposal in early). Notification given by October 31st.

**December 15, 2004** - General proposal deadline for any and all who wish to submit. Notification given by January 7th.

Either mail or email (preferred) your proposal to:

Mark James, Hawai'i TESOL Conference Chair  
BYUH # 1940  
55-220 Kulanui St.  
Laie, HI 96762 USA

Email: [jamesm@byuh.edu](mailto:jamesm@byuh.edu)

# The Hybrid Course: Broadbands Broaden Minds By: Stephen Mendenhall and Masaki Seo

Stephen Mendenhall and Masaki Seo met each other for the first time this summer during a course called Group Dynamics in the Language Classroom at Hawai'i Pacific University (HPU). The class of sixteen students would be challenging for both of us as neither of us had taken a hybrid course before. Our course workloads were heavy, and we naturally became a team during group work. The following is a description of and our feelings towards this hybrid experience.

### Course Description

The first three weeks of the course took place mainly online. The teacher was situated in Japan and the students at HPU's downtown campus. A university faculty member, Barbara Voight, would steer us through the technical portion of online communications through HPU's WebCT system. The course progressed well, and when the teacher arrived for the first face-to-face meeting it seemed as though we had already known each other for a long time; no icebreakers were necessary.

### The Advantages of Hybrid over Face-to-Face Courses

Just as a traditional gasoline-powered car can be inefficient in the inability to provide high gas mileage, we feel that traditional face-to-face classrooms are inefficient in realizing students' full potentials. In the same manner, just as an electric car is limited in its mobility between charges, on-line courses are limited in that they are at the mercy of technology. We propose that a hybrid course of

both face-to-face and online mediums will work to realize the full potential of each student by capitalizing upon individual strengths in combination with the power of the internet.

Hybrid courses offer many advantages when compared to courses that are strictly face-to-face or strictly on-line. The first advantage is an increase in participation, which was a benefit to several students. One student, Lu, states, "I usually do not talk or ask questions in [traditional] classes, but with this chatting style, I did talk more than I usually do." Another student, Takabayashi, says, "... we could share our thoughts and feelings by the [online] postings. Even shy people participate actively in our conversations." There were 1,000 postings on the discussion forum for just sixteen people during the first sixteen class sessions. This high frequency of postings improved students' reading, writing, vocabulary, and general communication skills. Other students commented (anonymously in newsletters): "[By reading so much,] I am able to read faster than I used to," "By writing a lot, I no longer hesitate to write anymore," "Definitely a good source of new vocabulary," and "Good practice for me to express myself on a variety of topics."

A second advantage is mobility because students can interact with their teachers and peers even though they may be situated outside the classroom at varied locations. Rather than being limited to a single classroom location, they can continue a relatively high level of interaction and progression as long as they have internet access.

A third advantage is increased socialization opportunities. By posting homework assignments on discussion boards, students

are able to interact by sharing their thoughts and making constructive comments between each other. This sharing of homework can serve as an icebreaker for students because conveying personal information helps foster relationships and, therefore, speeds up group cohesiveness. Discussion board postings and replies could also be made at any time of the day, unlike face-to-face discussions that are set by traditional class-period time constraints. Although this freedom may seem wonderful at times, students came to realize that the power of the internet enables the teacher to assign new homework as well as make assignments due outside of scheduled class periods. For example, although our class only met formally on Mondays, Wednesdays, and Fridays, homework assignments were made due online on Tuesdays and Thursdays as well. The teacher was also able to create and convey new homework assignments even though we were not physically in class. What a fantastic benefit for teachers, but one that could lead to burn out if done too much.

### The Advantages of Hybrid Over On-line Courses

The first advantage is the power to overcome feelings of isolation. Working single-handedly online without personal human interaction can cause anxiety. Technical problems such as computers crashing and slow connections can also delay progress and further increase stress levels without the presence of a teacher to whom such problems could be conveyed. In addition, students

*(Continued on page 6)*

Teaching Mode	Characteristics	Advantages	Disadvantages
Face-to-Face Class	<ul style="list-style-type: none"> <li>• Same Time</li> <li>• Same Place</li> <li>• Visual</li> <li>• Audio</li> </ul>	<ul style="list-style-type: none"> <li>• Nonverbal Communication</li> <li>• No Typing Necessary</li> <li>• Talking at the Same Time</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed Location</li> <li>• Time Constraints</li> <li>• Limited Participation</li> </ul>
On-Line Class (Discussion Forum, Chat)	<ul style="list-style-type: none"> <li>• Anywhere</li> <li>• Anytime</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Convenient Access</li> <li>• Unlimited Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Typing Speed</li> <li>• Technology Difficulties</li> <li>• Isolation</li> <li>• Limited Participation</li> </ul>
Hybrid Class	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Visual</li> <li>• Audio</li> <li>• Nonverbal Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Equalizing Participation</li> <li>• 24/7</li> </ul>	<ul style="list-style-type: none"> <li>• NONE</li> </ul>

## The Hybrid Course: Broadbands Broaden Minds (cont...)

(Continued from page 5)

with slower typing skills may be limited in their participation during chats. For example, as Kumagai states, “[because of my weak typing skills,] all I could possibly do was read what other group mates were saying.... I tried to join the [online] discussion [but couldn’t keep up...That was so upsetting.”

A second advantage is the ability to include non-verbal communication. Face-to-face meetings allow participants to convey individual moods and emotions to one another via tones of voice, facial expressions, body movement, physical contact, physical proximity, and eye contact. These non-verbal forms of communication are all important components of natural communication that are not easily conveyed through a keyboard alone. In addition, according to Chaika (1994), “[by using] kinetics such as head bobbing in rhythm with speech and gesturing to punctuate speech, [people are able to negotiate their speaking turns while on-line courses cannot.]” (p. 145).

### Advice for the Adventurous

With these advantages in mind, how can ESL/EFL teachers successfully implement their own hybrid courses? One suggestion is that teachers give clear and detailed instructions on how to use online technologies at the start of the course. For example, when using chats, students need to be instructed about the importance of chat roles; without specifically assigned roles, chatting can become chaotic and unproductive. Moreover, communicating online with the absence of non-verbal communication requires usage of the on-line language known as “netiquette” which is described as network etiquette, or the etiquette of cyberspace. Finally, online calendars that list writing assignments, readings, and project due dates will provide visual learners with a constant and clear reference of what, when, and how they should be progressing in the course. Auditory learners can still follow the same scaffold through verbal announcements at face-to-face meetings.

Setting group task norms is another important scaffold teachers should create. One example of a group task norm would be to require students to post at least two reactions to their peers’ online writing assignments. Students will begin influencing and learning from each other in positive ways, enhanced with the support of “near peer role models (NPRMs)...[which] are peers who are close to the learners’ social, professional and/or age level, and whom the learners may respect and admire...If teachers can find productive behaviors, roles, and beliefs present in some respectable peer, and highlight these for emulation by others, this can become a powerful means to encourage students to follow the example” (Dörnyei & Murphey, 2004, p.128).

There are various activities that ESL/EFL teachers can use for their classrooms; these activities went well in our hybrid course. Activities can be broken down into basic, intermediate, and advanced levels. One basic level activity is called “Mentions.” It is the breakdown of conversations into simple one to three-word statements. By simplifying statements, students are able to focus on content as opposed to worrying about grammar. We suggest that this activity can be used for beginner students.

#### An Example of Mentions

Student A: Plans today?  
 Student B: Homework, beach.  
 Student A: Ala Moana?  
 Student B: Yes! Join me?  
 Student B: Sure, dinner afterwards?  
 Student A: Excellent.

An intermediate level activity is called “Story Construction.” This is an activity in which students use their imagination to construct a story of fantasy about anything and everything, similar to image streaming. The first person starts off writing one line and then writes an unfinished sentence that the next person must continue. Each person thereafter finishes a sentence and starts another for the next person to finish. The story can grow as far as students’ imaginations.

#### An Example of Story Construction

Student A: Once upon a time, there was...  
 Student B: an old woman in town. She was...  
 Student C: famous for creating Hawaiian quilts. One day, she...  
 Student D: went to another town to buy material. On the way, she met...

An advanced level activity is academically themed group discussion; this is when the teacher breaks the class up into groups and assigns roles for students to fill. An example of four important roles would be the Initiator (leader) to start the discussion, the Provocateur to help generate socio-cognitive conflict, the Time Keeper to keep the pace and ensure progress, and the Wrapper to organize and summarize discussions. All of the above mentioned activities can be used online and face-to-face.

#### An Example of Specific Roles and Possible Statements

Initiator: In my opinion, ...  
Provocateur: But don’t you think...?  
Time Keeper: Let’s move on to the next topic.  
Wrapper: In summary, ...

In conclusion, hybrid courses are beneficial in many ways. The combination of face-to-face meetings with on-line activities proved to be an efficient and powerful force in our own class. Students were able to participate in a variety of learning styles that enhanced group progress. Hybrid activities not only provided practical exercises but also encouraged students to take progressive learning steps. Rather than becoming complacent, we believe that teachers should continuously strive to increase their knowledge and improve their skills. The internet is a powerful tool; rather than discarding technology or relying completely upon technology, teachers should utilize it as a supplement to elicit students’ full potentials.

#### References

- Chaika, E. (1994). *Language: The social mirror*. Massachusetts, USA: Heinle & Heinle Publication.  
 Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

#### Biography

Stephen Mendenhall is an MA in TESL student at Hawai’i Pacific University. He has spent nearly a decade teaching EFL in Japan. He concurrently taught a wide variety of students/ classes from pre-school aged youngsters in conversation to university reading, writing, and oral English courses. E-mail: alohastephen@yahoo.com

Masaki Seo is a BA in TESL student at Hawai’i Pacific University (HPU). He is currently the president of Intercultural Teachers Organization at HPU and works as a Japanese tutor at the HPU Tutoring Center. E-mail: mseo@campus.hpu.edu

# An Introduction to Conflict Assessment in ESL Language Programs

## By: Priscilla Faucette

*This paper is a shortened, adapted version of a presentation given at the TESOL Convention 2004, Long Beach, California, and is based on a preliminary conflict assessment study which I (Priscilla Faucette) conducted. I would like to sincerely thank Hawai'i TESOL for the very generous travel grant that helped make my trip to the convention possible.*

Conflict is an inevitable part of our day-to-day lives, and ESL programs are no different in this respect. Based on personal experiences and observations, I've come to believe that ESL educators could benefit from learning more effective conflict resolution strategies. Where to turn? Although there exists a growing literature on conflict in higher education (e.g., Barsky, 2002; Holton, 1995, 1998; Volpe & Chandler, 2001; Warters, 2000), university English language programs or IEPs (the context of my workplace) do not exactly fit the profile of other university departments—as most of us probably know—and have, in fact, been described as “nontraditional” (e.g., Eskey, 1997; Stoller, 1995) or “marginalized” (Carkin, 1997)—a fact that might possibly be a cause of conflict in IEPs. In addition, little has been written on language program administration in general (but, see for example, Christison and Stoller, 1997; Impey and Underhill, 1994; Pennington, 1991; White, Martin, Stimson, and Hodge, 1991). Even less has been published on conflict management within (ESL) language programs, as far as I know. Yet, crisis and conflict management could be considered some of the most challenging tasks faced by language program administrators (Henry, 1997).

### **Conflict Assessment Framework**

If you're concerned about existing or potential conflicts in your workplace, or if you're simply curious about the general morale of your employees/co-workers, one starting point would be to conduct a *conflict assessment*. Similar to the all-familiar “needs analysis”, conflict assessment is simply a process of gathering information, in this case about conflicts. Conflict assessment is sometimes undertaken by business firms when they first establish an in-house dispute resolution program or system to improve company morale or the processes for dealing with complaints and conflicts. (Examples of organizations which have such systems are the US Postal Service and Levi Strauss & Co.). Conflict assessment is also used when a conflict occurs in a community (let's say a university president is suddenly fired), and a conflict resolution practitioner (such as a mediator) needs to gather information about the issues, the

key stakeholders, and so forth before recommending and implementing a certain approach to deal with the conflict—be it mediation, facilitation, some other form of Alternative Dispute Resolution processes, or legal means to deal with the situation.

For our purposes, the procedure for conducting a conflict assessment would entail examining the following three key areas: the *organization*, *conflict occurrences*, and *resolution attempts* (Constantino & Merchant, 1996; Slaikeu and Hasson, 1998; Susskind and Thomas-Larmer, 1999; Ury, Brett, and Goldberg, 1988):

**1.) The Organization**—One of the first things to consider is the nature of the organization itself, such as: What is the mission or purpose of the organization? What is the decision-making process? What is the organizational culture? What are the key roles of the people involved in the organization, and what are these people's *interests* or sources of influence? Regarding interests, Fisher and Ury (1991) recommend that one effective approach to reach an agreement is to “focus on interests, not positions.” *Positions* can be defined as demands, threats, fixed solutions, or proposals. In conflicts, positions are often what people fixate on and claim that they most want (e.g., a teacher may demand a new computer for his office). *Interests*, on the other hand, are the underlying needs, desires or concerns of the disputants—what motivates them to take a certain position (e.g., this same teacher wants to provide effective online language instruction, and have less work-related stress.). I would like to suggest that this differentiation is something worth remembering when we encounter conflict and attempt to resolve it.

If you plan to conduct a conflict assessment at your own workplace, you may be tempted to gloss over this first category. After all, you know all about your organization, right? However, in the process of gathering information and impressions from others, you might see your organization in a different light and uncover important information related to conflict, which you hadn't previously considered.

**2.) Conflicts**—By conflict, I don't necessarily mean violent fighting, threats, or sharp disagreement (although that, of course, is conflict). Conflict can also include complaints, frustrations, problematic situations, unpleasant working relationships, tension, etc. Conflict can be defined as “a perceived difference of interests/beliefs that cannot be achieved simultaneously by parties' current aspiration.” (Lowry, personal communication). For

the assessment, you should try to find answers to these questions: What are the most common, recurring or debilitating types of existing conflicts? Are there any conflict themes, clusters or patterns?

**3.)** Finally, you should also investigate **Resolution Methods**—How have conflicts been resolved in the past? What current processes (formal or informal) exist to resolve conflict, and how effective have these approaches been?

### **Procedure**

In order to research these questions, information can be collected through interviews with the key people (e.g., administrators, teachers, students, and staff), as well as through observations. In-house documents could also be consulted—the Mission Statement, Teacher's Manual, program feedback questionnaires, course evaluations, and so forth. Such an assessment may be done in-house or by an outside consultant, with obvious advantages and disadvantages to each approach.

### **Conclusion**

Conducting a conflict assessment is one starting point in getting a sense, not just of “conflict” in your ESL program, but also of the level of satisfaction and contentment among the people you work with. You may be surprised, as I was, to find that you work in a healthy “conflict competent culture” (Lynch, 2001) or a “conflict positive organization” (Tjosvold, 1991)—a place where conflict is not discouraged or denied, but may be safely raised and where people feel their concerns will be heard.

Interested in knowing more about conflict assessment or dispute resolution systems? Start by browsing the Jossey Bass publication series on conflict resolution/mediation: <http://www.josseybass.com/WileyCDA/Section/id-2982.html>. In addition to publications, their website also lists recommended Internet sites.

### **Selected References**

Conflict Resolution, in General

Bush, R.A. Baruch and J. Folger, (1994). *The promise of mediation: Responding to conflict through empowerment and recognition*. San Francisco: Jossey-Bass

Fisher, R. and W. Ury (1991) (2<sup>nd</sup> Ed.). *Getting to yes: Negotiating agreement without giving*

## An Introduction to Conflict Assessment in ESL Language Programs (cont...)

(Continued from page 7)  
in. New York: Penguin Books.

### Conflict in Higher Education

Barsky, A. E. (2002). Structural sources of conflict in a university context. *Conflict Resolution Quarterly*, 20 (2), 161-177.

Holton, S. (Ed.) (1995). *Conflict management in higher education*. San Francisco: Jossey-Bass.

Holton, S. (Ed.) (1998). *Mending the cracks in the ivory tower: Strategies for conflict management in higher education*. Bolton, MA: Anker Publishing Company, Inc.

Volpe, M. & D. Chandler (2001). Resolving and managing conflicts in academic communities: The emerging role of the "Pracademic." *Negotiation Journal*, 17(3): 245-255.

Warters, W. (2000). *Mediation in the campus community: Designing and managing effective programs*. San Francisco: Jossey-Bass

### Conflict in Organizations

Cloke, K. and J. Goldsmith (2000). *Resolving conflicts at work: A complete guide for everyone on the job*. San Francisco: Jossey-Bass.

Tjosvold, D. (1991). *The conflict positive organization: Stimulate diversity and create unity*. Reading, Massachusetts: Addison-Wesley.

### Conflict Management Systems & Conflict Assessment

Constantino, C. and C.S. Merchant (1996). *Designing conflict management systems: A*

*guide to creating productive and healthy organizations*. San Francisco: Jossey-Bass.

Lynch, J. (2001). Beyond ADR: A systems approach to conflict management. *Negotiation Journal*, July 2001, 207-216.

Slaikeu and Hasson, (1998). *Controlling the costs of conflict: How to design a system for your organization*. San Francisco: Jossey-Bass.

Susskind, L. and J. Thomas-Larmer (1999). Conducting a conflict assessment. In L. Susskind, S. McKernan, and J. Thomas-Larmer (Eds.), *The consensus building handbook: A comprehensive guide to reaching agreement* (pp. 99-136). Thousand Oaks, CA: SAGE.

Ury, W., Brett, J. & S. Goldberg (1988). *Getting disputes resolved: Designing systems to cut the costs of conflict*. San Francisco: Jossey-Bass

### Language Program Administration

Carkin, S. (1997). Language program leadership as intercultural management. In M.A. Christison & F. Stoller (Eds.), *A handbook for language program administrators* (pp. 49-60). Burlingame, California: Alta Book Center Publishers.

Christison, M.A. and F. Stoller (Eds.) (1997). *A handbook for language program administrators*. Burlingame, California: Alta Book Center Publishers.

Eskey, D. (1997). *The IEP as a nontraditional entity*. In M.A. Christison & F. Stoller (Eds.), *A handbook for language program administrators* (pp. 21-30). Burlingame, California: Alta Book Center Publishers.

Henry, A.R. (1997). The decision maker and negotiator. In M.A. Christison & F. Stoller (Eds.), *A handbook for language program administrators* (pp.77-90). Burlingame, California: Alta Book Center Publishers.

Impey, G. and N. Underhill (1994). *The ELT manager's handbook: Practical advice on managing a successful language school*. Oxford: Macmillian Publishers, Ltd.

Pennington, M. (1991). *Building better English language programs*. Alexandria, VA: Association of International Educators (NAFSA).

Stoller, F. (1997). The catalyst for change and innovation. In M.A. Christison & F. Stoller (Eds.), *A handbook for language program administrators* (pp.77-90). Burlingame, California: Alta Book Center Publishers.

White, R., M. Martin, M. Stimson, and R. Hodge (1991). *Management in English language teaching*. Cambridge: Cambridge University Press.

Priscilla Faucette, Coordinator of Curriculum & Teacher Development, English Language Institute, University of Hawai'i at Manoa, is currently pursuing a graduate certificate in conflict resolution at UHM. Feel free to contact her at: [faucette@hawaii.edu](mailto:faucette@hawaii.edu)



Priscilla & Jennifer Wharton at the conference

## National News: TESOL Releases Several New Position Statements and Comments on "No Child Left Behind" Regulations

At its recent meeting, the TESOL Board of Directors approved two new position statements—on B-visas and the value of IEPs (Intensive English Programs). In addition, the Executive Director of TESOL has written the U.S. Department of Education to comment on regulation changes for *No Child Left Behind* (NCLB).

Part of the IEP position statement reads: "TESOL strongly supports and values the role IEPs play in promoting high-quality education, collaboration in a global community, and respect for diversity and multiculturalism, and urges the U.S. government to put in place regulations that facilitate, rather than hinder, students' access to English training in the United States."

In the NCLB letter, TESOL Executive Director, Charles Amorosino

closes, with this: "TESOL...urges the Department of Education to allow more flexibility for states and districts in implementing the assessment and accountability requirements for LEP students. Moreover, increased dissemination of these regulations are desirable so that administrators and, most important, classroom teachers are aware of and fully understand these complex requirements."

To read all these statements in their entirety, visit the TESOL website, and click on "News" [http://www.tesol.org/s\\_tesol/index.asp](http://www.tesol.org/s_tesol/index.asp). To see previously-released Position Statements, click on "Position Statements and Papers" [http://www.tesol.org/s\\_tesol/seccss.asp?CID=32&DID=37](http://www.tesol.org/s_tesol/seccss.asp?CID=32&DID=37)

## Hawaii TESOL Application/Renewal Form 2005



(Check One) New Member \_\_\_\_\_ Renewal \_\_\_\_\_

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Email\*: \_\_\_\_\_ (Announcements and reminders will be sent primarily through email)

Work Phone: \_\_\_\_\_

Other Phone: \_\_\_\_\_

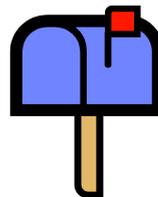
Title/Position: \_\_\_\_\_

Institution: \_\_\_\_\_

**Disclaimer:** TESOL membership does not include affiliate membership, nor does membership in an affiliate grant you TESOL membership.

\*Mailing Address if you don't have email:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Membership Dues

(Jan 1<sup>st</sup> to Dec. 31<sup>st</sup>, 2005)

Regular Membership \$20 \_\_\_\_\_

Neighbor Island Membership \$5 \_\_\_\_\_

Student/Retired Membership \$10 \_\_\_\_\_

\*Contribution \_\_\_\_\_

**Total:** \$ \_\_\_\_\_

Make check payable to ***Hawai'i TESOL*** and mail to:

Hawai'i TESOL  
 Att: Nicole Ernst  
 TransPacific Hawaii College  
 5257 Kalaniana'ole Hwy  
 Honolulu, HI 96821

**Questions:** Contact *Nicole Ernst* at [nicoleernst@TransPacific.org](mailto:nicoleernst@TransPacific.org)

\*HITESOL is a non-profit organization. All contributions are fully tax-deductible.

## Hawai'i TESOL Calendar of Events 2004-2005

**November** Practical Workshops for ESL Teachers  
Wednesday, Nov. 10, 5:30 - 8:30 pm  
Location: Kapiolani Community College (KCC)

**February** Hawaii TESOL Conference  
Saturday, February 19, 2005, 9:30-4:30 p.m.  
Plenary Speaker: Paul Nation  
Location: BYU-Hawaii

October 15, 2004 [Early proposal deadline. Notification of acceptance given by Oct. 31.]

December 15, 2004 [General proposal deadline. Notification of acceptance given by Jan. 7.]

**March** International TESOL 2005, Mar 30-Apr 2, San Antonio TX

**April** Business Meeting & Barbecue  
Saturday, April 16, 2005, 11:00 am - 2:00 pm  
Location: Kapiolani Park

**May** Language Experience  
Monday, May 23, 2005, 6:00 - 8:00 pm  
Location: TBA

**Fall** Annual Social  
Tentative: September, 2005



## Mahalo Nui Loa to our Sponsors!

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

- Big City Diner
- Dave and Buster's
- Diamond Head Theatre
- Duke's Canoe Club Waikiki
- Funky Fish
- Great Harvest Bread Company
- Manoa Valley Theatre
- Meritage Restaurant
- McGraw-Hill
- Paul Brown Salon and Day Spa
- University of Michigan Press

## Article Submission Guidelines for *The Word*

### Guidelines for submission

#### **Topics**

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. There are any number of possible ideas. Here are **just a few**: recommended internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, reports from workshops or conferences attended, a recent lesson plan/activity, DOE news/concerns, K-12 news, outer island news...This list is by no means exhaustive. Please feel free to send us 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**

In general, articles should be no more than 4 pages. single-spaced, Times 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). Smaller "blurbs" of announcements, news, appreciation, and so forth are welcome. Regular columns are also strongly encouraged. *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 just contact the editors if you have a question or an article idea.

**Mark your calendars!** While it's never too early to submit an article or article idea, please submit articles, article ideas and questions as soon as you can. Deadline to submit articles for our next February issue is: January 21, 2005. Please submit articles (as well as questions and suggestions) by email to both: Elise Fader at [Fadere@byuh.edu](mailto:Fadere@byuh.edu) AND Priscilla Faucette [faucette@hawaii.edu](mailto:faucette@hawaii.edu)

**We look forward to receiving your submission!** *Elise, Priscilla, and Michelle, Co-editors of *The Word**



Note: As co-editors of *The Word*, we are making a correction to the biographical information mentioned in Kazuki Arita's article on page one of the May 18, 2004 issue. Kazuki Arita teaches at Hawaii Community College.