Teaching English in a place as beautiful as Hawaii must be a dream come true, but for many ESL/EFL professionals, Hawaii is just one home of several. Traveling and teaching English is what so many of us love to do and if you are ready for a new opportunity for professional development, a short-term change (10 months), and cross-cultural exchange, this article is for you.

The Graduate School of Language Teacher Education at the Monterey Institute of International Studies (MIIS) in California is pleased to announce its partnership with Georgetown University and the Center for Intercultural Education and Development. MIIS has just become a Regional Recruitment Center for the English Language Fellow (ELF) Program. This partnership will aid in sending highly qualified MATESOL holders to countries abroad wanting to promote the study of English as a foreign language and to enhance EFL teaching.

The EL Fellow Program is an organization funded by the US Department of State within the Bureau of Educational and Cultural Affairs. Since 2001, fellows have been placed in over 80 countries that have expressed a desire for the development of educational projects. Fellows have worked at universities, non-governmental organizations, foreign ministries of education, binational centers, teacher-training institutions, and other language related education establishments. Fellows work on meaningful projects that help to sustain the development of English language teaching around the globe. For example, some projects have included: replenishing a desolate library in Algeria; coaching student groups to think critically about gender roles, globalization, and consumerism in Kazakhstan, as well as working on modern teaching plans; revamping curricula and conducting workshops in Vietnam. Numerous MATESOL students have already joined the Fellow's network: Carly [Continued on page 6]

A Good Example of Teachers’ Cooperation
By: Kateryna Uryvalkina

Summer is the favorite season that school children and teachers look forward to each year. Teachers need not go to work, write synopses of the lessons, attend teachers' meetings, and get ready for the demonstration lessons, - they may relax. At the same time summer is a good chance for us, teachers of English, to improve our level of knowledge and language skills if we participate in programs sponsored by the Public Affairs Section of the U.S. Embassy in Ukraine. Every year the PAS of the U.S. Embassy organizes and sponsors American studies which usually take place in June in very comfortable and beautiful places.

The 9th International American Studies Summer Institute was devoted to a not very easy theme, both for ordinary Ukrainians and teachers of English Language too. The topic of the last summer Institute was called [Continued on page 5]
**Host an International Teacher**

**WHAT:** Host an international English language teacher from Indonesia, Malaysia, Mexico or Russia.

**WHEN:** Saturday- Sunday, June 20-21.

**DETAILS:**
- Pick up teacher at the Aqua Marina Hotel in Waikiki Saturday morning June 20th between 9:00 and 10:00.
- Include the teacher in your weekend activities.
- Come to HPU’s Hawai‘i Loa Campus Sunday afternoon, June 21st at 4:30 for concluding activities and lu‘au. Family welcome.
- Transportation back to Waikiki for the teachers will be provided.

If you are interested in hosting an international teacher for the weekend of June 21st please contact Amy Tarmey, Assistant Program Manager, U.S. Department of State ELT Grant, at amytarmey@yahoo.com.

Please include your name, address, and email address.

Thank you for your interest in this excellent cultural exchange opportunity.
The Classroom Setting; Location and Seating: How Location and Seating Arrangements Can Play a Significant Role in What Can Be Achieved in Language Lessons.

By: Harry Carley

Location is everything. At least that’s what they say makes a successful business. A successful class atmosphere is not all that different from that of a good business. Having satisfied students (customers) that look forward to further lessons (repeat business), is a simple plan that has worked over the ages.

Admittedly, not all of us may have the option to pick and choose how and where we conduct our lessons. But for even those instructors, slight adjustments in the classroom can create major accomplishments. These differences can lead to a more cordial learning environment, a better attitude on the part of the students, and hopefully greater acquisition in the pursuit of English language learning. Key questions to be considered with regards to classroom location and configuration are:

Are there fixed tables or can they be moved to create a more open space?

Fixed tables may be fine for games or other static activities. If action or excessive movement is part of the lesson though, then tables may be a hindrance, not to mention safety concerns. This is where the use of desks or more easily moveable furniture can be applied. Simultaneously though, the type of lessons that will be taught; ‘action oriented’ or more ‘stationary’, need to be taken into consideration. Whatever the decision, the use of desks can also have its own limitations, as we can see in the next question.

Do the students use desks?

These are of course easy to move and adjust to fit the activity. When numerous desks are grouped together though, they may be of differing sizes. This can be due to the fact that various students may require larger or smaller desks depending on their growing stage. If different age and class levels utilize the same room, this can also be a problem. Desks that are too small for the upper grades may also be reversibly too large for the lower grades. The answer to this problem may be to not use a separate room but the students own classroom. This action also has its own favorable/unfavorable consequences; which are explained next.

Where is the language class held?

Quite often in primary schools EFL/ESL classes are usually conducted in the student’s homeroom (HR). This of course may require the language instructor to visit many different classrooms in the course of a day. If this makes the students feel comfortable and reassured then there is nothing wrong in this although an alternative location may be more appropriate.

Has a special room been set aside for language studies?

Similarly, many schools may have a single designated classroom/ language lab, utilized for the course of language study. This is a fairly common alternative to the HR approach. It obviously depends on the needs of the school and if there is indeed a room available for utilization. Whether there are fixed tables or moveable chairs, the main advantage of having a separate classroom for language study is that students can fully comprehend what the objective of the class is - ‘to enhance their English language abilities’. Additionally, I have found from personal experience and from conversing with fellow teachers that having a separate English classroom can actually act as a ‘stress softener’. Outside of their homeroom, the students may not feel as pressured or stifled as if they were in the same room that they use all day, every day. For the younger grades though, this may or may not be feasible.

The reason behind this is the time involved to make the transition from room to room. For older students changing from room to room is not a problem. For younger students though, to be gathered all together and moved to another room on the other side of the school can be very time consuming. It is much more convenient to have the ESL teacher come to the younger learners.

What’s best for the students?

Obviously, a location where they feel comfortable would be to their ultimate learning benefit. The student’s homeroom, another area of the school, a special room, any or all of these could be an acceptable solution. The number of students in the classes, the size of the students, and the amount of action and movement involved in the class may reflect whether desks, chairs, tables, or no furniture at all is necessary.

In summary, the location and make up of the English language classroom can have a great impact on the students learning process. As stated earlier, similar to any business, an instructor is most successful when students come back for more. Not because they have to come back but because they want to come back as happy customers and happy students.

About the Author:

Harry Carley has an M.A. in ELT. He is a member of the Imabari City, Board of Education, Ehime, Japan. He has been teaching in Japanese elementary and junior high schools for 20 years.
Language Teacher Development Groups – The Whys and Hows
By: Troy Rubesch

In the fall of 2007, then graduate student Murad Khallieiev established the UH Language Teacher Development Group (UH-LTDG) as a networking channel between the Graduate Assistant instructors at UH Manoa’s Hawaii English Language Program (HELP) and the English Language Institute (ELI).

This monthly meeting of dedicated teachers is still going strong. In the past year we have expanded our membership to welcome all language teachers in UH Manoa’s Second Language Studies department. We have hosted presentations from members as well as guests from KCCs undergraduate TESL program., and we have exchanged a lot of advice and support.

Language Teacher Development Groups Defined
Language teacher development groups (LTDGs) are by nature idiosyncratic. There are probably at least as many definitions of LTDGs as there are groups. In short, they are relatively informal meetings of language teachers to share resources, information, and expertise. They have also been defined as “any form of co-operative and ongoing arrangement between two or more teachers to work together on their own personal and professional development.”

Here, I will briefly highlight some benefits, advice, and guidelines for teachers interested in starting and maintaining a successful and productive LTDG at their home institution.

Benefits for Teachers
LTDGs can-

- **Foster emotional support**: Teacher development groups provide a forum to receive positive feedback and offer productive encouragement to colleagues. They promote empathy and motivation among teachers.
- **Reduce teacher burnout**: Meeting in a group can help teachers feel less isolated. Talking to experienced colleagues can reduce stress while increasing teacher morale, confidence, and job satisfaction.
- **Encourage reflective thinking**: LTDGs help teachers become less guided by impulses, intuitions, and habits, and more by reflection and critical thinking.
- **Promote improved teaching practices**: LTDGs allow teachers to share ways of applying current research into classroom practice. They also provide a non-threatening environment to share effective teaching practices.
- **Solve problems**: A basic premise of teacher groups is that “two heads are better than one.” That is, teachers working as a team can effectively address issues and overcome dilemmas that an individual working alone cannot.
- **Build professional relationships**: LTDGs can also encourage other practical professional development activities such as mentoring, joint planning, teaching exchanges, classroom observations, and action research projects.
- **Allow efficient exchange of teaching materials**: Even an informal group can easily exchange appropriate and high quality materials, books, articles, classroom activities, and models of student work. Great ideas quickly multiply when members are asked to bring copies of just one useful idea or practice to share.
- **Provide a forum to practice presentations**: LTDGs are an ideal low-stakes practice grounds for conference presentations. Last year, our members presented brief workshops on teaching about plagiarism, online teaching and language teacher professional development which they presented shortly thereafter at the spring conferences of Hawaii TESOL and HALT.

Advice and Considerations for Teachers Starting Development Groups

- **Members**: Membership should be voluntary. LTDGs should be for and by interested teachers. An announcement, email, and/or flyer advertising the group should be enough to attract interested teachers.
- **Group size**: Groups should be large enough to have a diverse discussion, but small enough to be relaxed. Five to ten members is recommended by some. If more people attend, it may be useful to break into smaller groups at times.
- **Meeting place**: The room should be a convenient and comfortable place for members to meet and talk.
- **Meeting times**: Monthly meetings that last two hours have worked for us. Too short is pointless, but too long is draining.
- **Activities**: Some members may object to meetings that are too freeform. We have found that it’s better to have an agenda that includes two or three activities like: problem sharing and discussion, materials sharing, presentations, or discussion of articles.
- **Organization**: An agenda will help the group stay focused on the activities. Having group leaders helps the organization immensely. The UH-LTDG has a president to help provide direction and organize meetings, a vice-president for ideas and organizational support, and a secretary to keep track of everything.
- **Charter/Constitution**: We have found it very useful to have the group’s purpose and goals written down. Documenting these early saves debate later. In the UH-LTDG’s case, we have also registered with UH as a Registered Independent Organization (RIO) which allows us use of campus facilities and opens up funding possibilities.

Documentation/Archiving**: As with any organized group, it’s important to keep track of what’s said (and shared). The UH-
A Good Example . . . (cont.)

“Principles and Practices of U.S. Elections”. 20 English language teachers from all over Ukraine and 8 teachers of English from Georgia, Romania, Moldova and Belarus took part in it. Chernivtsi National University, named after Yurii Fedkovych, was selected as the place of the 9th Summer Institute. For us, teachers of English language, it was very interesting to know about the international contacts of the university. It turned out that Chernivtsi National University cooperates with 31 educational scientific establishments in 17 countries of the world and more than 20 International Funds and organizations. That is no wonder that Chernivtsi University was chosen as the place of the 9th American Studies Summer Institute.

The opening of the Summer Institute always brings a sea of impressions and even some surprises. I remember the opening of the 7th International Summer Institute in Yalta (Crimea) in 2006 when only on the day of opening the Institute the participants were informed that this solemn event would take place in Livadiisky Palace. And this time the workers of the Public Affairs Section of the U.S. Embassy in Ukraine also had a surprise for us: only in the morning of the day of the opening the Institute it became know to us that William Taylor, the Ambassador of the USA in Ukraine, would arrive in Chernivtsi and participate in the official opening ceremony of the 9th American Studies Summer Institute. In an extraordinary beautiful “Meeting Hall” of the sacred Synod (Modern “Red Hall”), a wall painting of which looks like refined embellishment by Chinese red silk, the participants of the 9th Summer Institute, American trainers and respected guests gathered.

At first, the gathered people were greeted by Mr. S. Melnychuk, the Rector of the University, Doctor of Physics-Mathematics sciences; after that the Deputy Rector of the University, Professor T. Marusyk took the floor and welcomed the audience and wished us to enrich our knowledge with fresh ideas, discover new topics for research and establish new contacts for further cooperation.

With great interest we were waiting for the speech of the U. S. Ambassador in Ukraine Mr. William Taylor. In his speech Mr. Ambassador briefly described the peculiarities of the modern electoral process of the president in America, and then answered the questions of the Summer Institute participants in the conversation at “the round-table talk”. Certainly, everyone was interested by the questions about democracy in the USA, elections of the new President and relations of Ukraine and the USA in the future. Mr. Ambassador assured that “whoever had held the post of the President in the USA he will support good Ukrainian-American relations as they are presently.”

After the official ceremony we had a chance to communicate with honored guests in an informal situation. As for me it was the third meeting with W. Taylor and the most successful because we had an opportunity to take pictures with the Ambassador.

But after the official ceremony, as the students say “our idleness was finished”. In fact, the Summer Institute is from 9 a.m. till 4 p.m each day. The program of the 9th American Studies Summer Institute was very meaningful and interesting. It included lectures, presentations, workshops, discussions, video films viewing, “role games”, etc. All the activities were conducted by a group of highly skilled professors and trainers from the USA, namely: Andrew E. Busch, a university professor from the state of California; Daniel M. Belgrad, a university professor from the state of Florida; Janet C. Demiray, Retired U.S. Foreign Service Officer and Secretary, Patrick County, V.A. Democratic Party Committee; Lisa K. Harshbarger, Regional English Language Officer for Ukraine, Belarus, Moldova, Armenia, Azerbaijan and Georgia, U.S. Embassy in Ukraine; Linda Gray, U.S. Fulbright Scholar teaching American History at MA Center for Cultural Studies and Sociology; Karen E. Robblee, Assistant Cultural Affairs Officer, U. S. Embassy in Ukraine and Raul Tovares, U.S. Fulbright Scholar teaching journalist, Associate Professor, Trinity University, Washington, D.C. All these Americans turned out to be very friendly, intellectual, and sociable people with a great sense of self-respect, broad-minded and many-sided interests. The main speaker was Professor Andrew Busch, an extraordinary interesting interlocutor and a great patriot of his country. Not only did these facts impress all the participants of the Summer Institute, but also we were pleasantly surprised when we got to know that Andrew Busch and his wife Melinda, having their own two children, had adopted a girl from Ukraine 5 years ago.

Workshops or lectures differed from each other by their form, contents and even by the mood and feelings which arose during the studies. It is difficult to distinguish the most interesting one among all of the workshops because each of them had its own “raison”. Relaxed atmosphere of dealings with audience, ability of trainers to constantly hold up “in tone” the attention of the participants – all these and many other positive things left the “flow of time”. And during coffee-breaks or lunches, active discussion of what we have seen and heard continued among the participants.

The participants of the 9th Summer Institute were interested in many questions as for the election of the new president in America is concerned. In fact the Presidential elections-2008 in the USA were really very unusual because this was the first election in 80 years with no incumbent president or vice president running for office; besides American people reelected all the 435 members of the
A Good Example . . . (cont.)

(Continued from page 5) Congress and one/third of 100 members of the U.S. Senate. We wanted to know the answers to lots of questions because an electoral process in the USA is a bit difficult to understand for us, Ukrainians (not only for us), but our American colleagues’ answers were simple, clear and understandable.

So many interesting topics, questions, problems were discussed that we did not notice when the day of participants’ presentation came. Usually this is the most important and responsible day for the participants of Summer Institute because they present their own projects and demonstrate what they have learn at Summer Institute. Surely all the projects were dedicated to the U.S. Elections and the aim of this interactive exercise was: participants had to learn more about the positions of U.S. presidential candidates on three important issues, namely immigration; the war in Iraq and Afghanistan; and the U.S. economy and foreign trade. All the participants were divided into six groups representing the following candidates: John McCain (Republican), Ron Paul (Republican), Hillary Clinton (Democrat), Barack Obama (Democrat), Ralph Nader (Independent), and Bob Barr (Libertarian). Each group chose the leader who played the role “the candidate for the Presidency”. All the participants had to conduct research and prepare a position paper and a list of questions for the debates. Most of the research had to be done through the Internet using the recommended websites and other sources available on the Internet.

We had two debate sessions. The teams of Hillary Clinton, Ron Paul and Ralph Nader were watched in the first session. The teams of John McCain, Barack Obama and Bob Barr participated in the second session. Those teams, who were not involved in that debate, played the role of journalists and asked questions of the candidate teams. So, each participant had to take part in the mock debate role-playing exercise. We were working four days at our projects, met with our qualified training staff, asked our trainers’ advice thus enriching our knowledge in the Presidential Elections in the USA. At last the day of de-
A Good Example . . . (cont.)

(Continued from page 6)

debates came. All the participants gathered in the Assembly Hall of the University. The elation was felt in the hall. We, the participants, were really excited and at the same time serious and concentrated. Only our American colleagues were quiet, and as usual, affable.

The moderator (it was Andrew Busch) introduced and outlined the rules of the debates. The first session began and three teams (Hillary Clinton, Ron Paul and Ralph Nader) came onto the stage. The participants prepared well: you could see the portraits of candidates, their symbols, slogans, and even small groups of their supporters. During the first round each leader of the group (he/she is “the candidate for the Presidential Post”) presented himself/herself in a short statement of qualifications and reasons why he/she should be elected.

During the second round questions from the journalists were asked to the members of the teams on immigration. In the third round questions were asked on the wars in Iraq and Afghanistan, and in the fourth round teams discussed the U.S. economy and foreign trade. In the fifth round of the debates each candidate had one minute to sum up why he/she should be elected for the President. During the interesting game time flew by very quickly, and we did not notice when the time determined for the first session of debates (an hour and twenty minutes) ended. The first three groups gave a sigh of relief. “Hurray, we have done it” could be heard from some participants.

The second session of debates slipped away as quickly and was as interesting as the first one, and we needed only to expect the results of the debate - “who of the candidates and which team will be acknowledged the best?” But frankly speaking, the result was not the main thing of the role-playing exercise; the main thing was that we, teachers of English from five countries, played the game called “Elections of the U.S. President” and tried to reproduce this process as a real one.

The Summer Institute is not only seminars, workshops and lectures. It is a possibility to see much new and interesting. Every day, owing to the efforts of the organizing committee, we had excursions. Of course, we could not help visit-

the museum –farmstead of Yuri Fedkovych, the famous Ukrainian writer, the name of which is borne by Chernivtsi National University. By the way, everything is kept in this house as it was in the time of writer’s life. There is no light in the museum; that’s why we felt the real spirit of the XVIII century, the time when this great Ukrainian writer created and lived, listening to the delightful story of the tour-guide by using candles and switched on mobile phones. An excursion to Khotyn Fortress in Kamyanets-Podilsky, visiting the drama theatre, a walking tour round the city, an unexpected meeting and making a picture with one of my favorite singers Soso Paviashvili – all these events made an unforgettable impression on all the participants of the 9th American Studies Summer Institute. We wanted to continue our studies and spend more time in the extraordinary beautiful city of Chernivtsi, but a day came when we got certificates and had to go home.

What is the result of our participation in the Summer Institute? First of all, Summer Institute became an excellent example of collaboration of English language teachers from Ukraine, Moldova, Belarus, Romania, Georgia and the USA. Secondly, it is impossible to overestimate the experience which became a valuable treasure for each teacher; it enriched us with new ideas, innovative techniques and educational materials. Thirdly, it is the wonderful world of impressions, friendship and partnership which will be kept in our hearts for many years. And frankly speaking, participation in such programs is, sometimes, a peculiar “rescue” from the teachers’ routine work. We got not only new knowledge in American Studies and inspiration for our further work, but we made lots of new friends both in Ukraine and abroad.

On behalf of all the participants of the 9th Summer American Studies Institute I would like to express sincere gratitude to the members of the staff of the Public Affairs Section of the U.S. Embassy in Ukraine personally Lisa Harshbarger, Karen Robblee and Lilia Shyro. Special thanks to our American trainers, professors. We would like to thank the members of the organizing committee of Chernivtsi National University for their great job.

About the Author:
Kateryna Uryvalkina is a teacher of English at Nizhyn Agrotechnical Institute, a course-graduate of “American Studies Summer Institute”-2006, 2008 program, and a finalist of “Open World”-2008 program. Her email address is kateur@epsilon.com.ua

Ambassador of Ukraine between two Katerynas

Andrew Bush with Kateryna Urybalkina and Freind

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Ambassador of Ukraine between two Katerynas

Andrew Bush with Kateryna Urybalkina and Freind
International Education Day
at the Hawaii State Capitol
By: Ivan Lui

Thursday, April 23, 2009- The Hawaii State Capitol hosted over 20 international educational organizations as part of International Education Day. The Governor's office issued an "International Education Day" proclamation to recognize the ongoing efforts of many colleges, universities, high schools, language and vocational institutions to promote learning both domestically and abroad.

"The financial impact of these (international) students to the state of Hawaii, which is especially critical given the current global economic situation, is important, yet another aspect is also how studying in a different country and culture fosters further understanding and opportunities. We teach English, while at the same time aspiring to encourage goodwill and fellowship. It's always been said how beneficial multiculturalism is, in Hawaii and the US, and this is another example," stated Roger Fong of ELS Language Centers Honolulu, one of the exhibitors that day on the fourth floor of the capitol.

Within the last two months, there have been several events that highlighted international education locally. To name a few- 3/14- University of Hawaii campuses hosted international days, 4/17- Hawaii Pacific University's held its 25th Annual Intercultural Day with interactive booths and performances on Fort St. Mall and a parade on Bishop St, and 4/24- BYUH hosting the spring NAFSA conference, for international student advisors.

With thousands of foreign students throughout the state and many Hawaii students learning abroad as well, international education is becoming something less of an "international" idea, but simply "education."

About the Author:
Ivan Lui is the International Student Advisor at ELS, Honolulu. He is from O'ahu, Hawai'i, the second of three sons, and is married. He has a degree in psychology/counseling, and he likes taking long walks and bike rides anywhere because it gives him time to explore and think. In addition to playing and taking care of two guinea pigs, he likes to cook and eat especially spicy and garlicky foods.
**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

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**Language Teacher ... (cont.)**

(Continued from page 4)

LTDG has started a group site on the UH’s Laulima courseware system to share and archive its members’ work and resources. The secretary posts the meeting minutes and all members can easily upload and download materials to share.

**Guidelines for Group Meetings**
- Stay task-centered- this keeps the meeting from degrading into water-cooler or gossip-talk
- Don’t waste time complaining or hand wringing- keep the discussion solution-focused and concentrate on the practical
- Establish confidentiality within the group
- Encourage active listening among members
- Remember to follow up and re-address whether suggestions worked or not
- Keep notes and establish due dates for assigned tasks
- Don’t forget to have fun!

**Further Reading & Advice**
Many of the ideas and suggestions here were compiled from other authors (listed below). Kirk & Walter briefly highlight some “dos” and “don’ts” for group leaders and members. Katrina Oliphant’s appendix in Crookes’ *A Practicum in TESOL* (2003) is a more complete introduction and also adds recommendations for activities and a list of issues that such groups may encounter. Farrell’s chapter on the topic similarly discusses starting, sustaining, and evaluating teaching groups and updates the topic to include online “virtual” groups.

For more information, you can also contact me at rubesch@hawaii.edu or the incoming UH-LTDG president Nate Friberg at friberg@hawaii.edu. We’d be happy to share our experiences and advice.

**References**

**About the Author:**
Troy Rubesch is the outgoing president of the Language Teacher Development Group at the U.H. Manoa Department of Second Language Studies where he is pursuing an M.A. degree. His professional interests include teacher training, materials development and motivation in language learning.
Hawai'i TESOL
Calendar of Events 2009-2010

September
Annual Social
September 2009
Location: McCoy Pavilion, Ala Moana Beach Park
This event is a great opportunity to meet new members of HITESOL and catch up with old friends and acquaintances.

November
Practical Workshop for ESL Teachers
November 2009
Location: TBA
What better way to get new ideas for the classroom than at the workshop. If you are thinking that you need to inject new life into your old routine, come to the workshop and get some fresh ideas.

February
Hawai'i TESOL Conference
February 2010
Location: TBA
The annual conference is intended to help its members with professional development through the presentations, workshops, poster sessions by local professionals, and exhibits by your favorite TESOL publishers offered there.

March
43nd Annual International TESOL Convention
March 2010
Location: TBA

April
Business Meeting and Highlights from TESOL
April 2010
Location: TBA
The annual business meeting serves multiple purposes: to hear reports from members who attended the Internal TESOL Convention, to reflect on Hawai'i TESOL’s year of events with reports from the board members, finally to elect new officers to serve on the board. Have you been thinking about getting more involved in Hawai'i TESOL? This is your opportunity to step up and join the executive board.

May
Language Experience
May 2010
Location: TBA
Target Language: TBA
Don’t miss out on our final event of the year. The language experience introduces a language learning experience through a mini lesson by a native or fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar tongue and are reminded what it is like to be the student instead of the teacher.

Keep up to date with Hawai'i TESOL events online at www.hawaiitesol.org

Hawai'i TESOL is a non-profit organization committed to English as a Second Language professionals in Hawai'i. We work to promote the highest standards in employment and instruction, improve professional support, and increase recognition of the ESL field. Hawai'i TESOL provides ESL professionals with opportunities for networking and professional development. We welcome all interested individuals to active membership and involvement.
Hawai‘i TESOL 2009 Annual Convention
Hilo, Hawaii

February 14, 2009  University of Hawaii at Hilo
Aloha Hawaii TESOLers,

On Friday night, April 17, 2009, we had our annual business meeting at Kapiolani Community College. The main event was to elect new board members. Many people who had been serving on the board left this past year leaving us with many positions to fill. Fortunately on Friday night, a number of our members put their names forward for board positions and we have now filled all of the elected positions for our organization!

Effective immediately, this is the current Hawaii TESOL board:

**Elected Positions:**
- President – Mark Wolfersberger
- Vice President – Chris Ferry
- Membership Secretary – Troy Rubesch
- Treasurer – Laura Kimoto
- Program Committee – Kay Choi, Reggie Gentry, Mary Ann Townsend
- Sociopolitical Action Chair – Shawn Ford
- Newsletter Committee – Elise Fader, Ashwin Pandit, Lisa Kawai
- Members at Large – Nichole Ernst, Murad Khalliev
- Past-President – Open (Our past president, Masaki Seo, has moved to Hong Kong)

**Board appointed positions:**
- Webmaster – Perry Christensen
- Sister Affiliate Liaison – Jean Kirschenmann
- Conference Chair – Open

For the 2009-2010 Hawaii TESOL year (beginning June 1st), the only change in the board will be in the president position. Mark Wolfersberger will move to Past-President and Chris Ferry will move to President of the organization and the vice president slot will become vacant.

Also, if you or anyone you know is interested in serving as the conference chair and helping us organize our 2010 HITESOL conference, please let me or anyone on the board know.

We are excited about the opportunities for moving forward with Hawaii TESOL!

Mark Wolfersberger
Hawaii TESOL President