



# HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

## THE WORD - VOLUME 20 ISSUE 3

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### Splish-Splashing at the 2011 HITESOL Conference By: Susan Kay Anderson

My conference experience actually began on the flight over from the Big Island. Thumbing through the in-flight magazine and daydreaming about shopping for expensive jewelry, clothes, and food (those advertisements are a luscious smorgasbord for the senses) in a Hawaii of fantastic photo-shopped glamour, style, and gloss, I came across Alan McNarie's story, ("Songs from the Deep," *Hana Hou! The Magazine of Hawaiian Airlines, Vol. 14, No. 1*) February/March 2011) on the *pau hana* page. It's about camping at Kapa'a. McNarie describes listening to whale calls and non-vocal expressions made with the splish-splash of flippers, tails, and blowholes from their jumps, dives, twists, and more. I enjoyed the creativity of the piece and kept the magazine so I could read it again/show my family and also incorporate it into a class assignment. In the



past, I've had students respond to McNarie's blog on current topics of interest to residents. His writing is clear, direct, and exposes the vulnerability of the environment and its inhabitants in well-researched prose. (Idea: McNarie as plenary speaker for next year's conference?)

The plane landed, I got my rental car and headed to the Seaview Avenue Youth Hostel in Manoa (a great deal for \$20/night, clean and quiet), anticipating the next day when I would drive up to Oahu's North Shore to Laie where the conference was being held.

I met Elise Fader first thing. She had a wide, welcoming smile so I knew I was in the right place. I felt that she knew me—well, she did because she had edited my writing for *The Word* and had become intimate with my thinking process—and she was still smiling. Good sign.

Once settled in for the opening, I

(Continued on page 2.)

### English Teachers' Examiner in Korea? By: Sunmi Park

All TESOLers, we have good news. If you are interested in teaching English in Korea, this is the time to pay attention. There is an interesting new occupation in Korea, "English teachers' examiner". In the past, Korean English education mostly focused on grammar. However, it seemed that this approach was not helping students to improve English skills, especially speaking. Even though the students were good at paper tests in the class, they had a hard time using

English outside of the classroom. At that time, some educators argued that students learn English by using it. As a result, starting with some English institutions and schools, a new approach began to be used which is still favored in Korea. Because of that, the demand for native English speaking teachers started to increase rapidly and the Korean English Education Department hired many native speakers for teachers. However, this dramatic change created side effects as well. Some

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## Splish-Splashing . . . (cont.)

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thought of McNarie's story again when I saw the title of the plenary address given by Professor Lynn Henrichsen, "Huh? Are those Strange Noises Really Words? Understanding and Teaching Unorthodox

Oral Expressions in English." Plenary comes from the Latin word *plenus*, meaning full. There was a plenariness to the address: incorporating the [mostly] overlooked noises that we make in English conversation and dialogue into our language instruction will round out that instruction and fill out gaps in student understanding.

Henrichsen lectured about words such as "um" and "oh-oh" by entertainingly demonstrating their frequency of use, and reminding everyone about this sort of underlining or punctuation when speaking. It was a very refreshing aspect of language study and learning. A high point in the lecture was the nod to Amer-



ica's cousins across the (other) pond; the Brits are also "guilty as charged" for using these frequently occurring "hesitation fillers" which are very apparent in comic strips—very useful in teaching and practicing these frequently occurring words.

After Henrichsen's tantalizing appetizer, I proceeded onto the main course: I met and introduced Lorraine Lucrecio, "Breaking Through the Silent Barrier," listened to Professor Su's "Incorporating the Cultural Portfolio," Richard Day's, "The Syllabus as an Oral Fluency Activity," and Mark Wolfersberger's, "The Latest Trends in Academic Vocabulary." For dessert, I en-

joyed the raffle.

Perhaps the most valuable aspect of the conference, however, was meeting some very interesting fellow travelers on the road to English proficiency. I struck up

(Continued on page 3.)

## The Resume/Essay Parallel By: Perry Christensen

Believe it or not, a resume has a lot of similarities to a standard essay. I became acutely aware of this when an upper level business major asked if she and her team could take over my intermediate ESL writing class for a day and teach my students how to write a perfect resume. I was a bit reluctant to relinquish some of my precious class time, but I knew my students would welcome a diversion from the norm.

On the appointed day, the business resume writing team descended on my class in their professional looking attire. There were almost enough of them to give my students one-on-one attention. This type of personalized concentration was something that I could never have offered by myself. While some of the business majors presented at the board, the rest made sure my students followed along and were able to complete the various parts of the resume. As I watched the sample resume being created on the board, I came to the stark realization that these business majors were actually teaching my students the same basic linear thought process that goes into writing an academic essay.

Though the resume starts off with the attention focused on the person's name, yet even a student essay normally has a name and sometimes even a title at the top of the page albeit the name is not right in the middle of the page in bold letters.

The next main feature of resume writing is the objective. This is just like the thesis of an essay. These business students demonstrated both poor and excellent ways of writing a resume objective.

A poor objective is vague or doesn't really focus on the job for which the applicant is writing the resume. An example of a poor objective is "I want a job in which I can use the managerial skills that I learned in my major business classes." One may ask what kind of job is that, or what kinds of skills were learned in those managerial classes? Much like a thesis statement of an essay, a good objective is to the point and is the focus of what the rest of the resume will center on.

A good example of a resume objective is "To be hired as the ESL Director of Gadoba University." It clearly states what is desired.

The rest of the resume is much like the body of an essay. Each part shows how the applicant has the background and talents to best meet the requirements of the objective. Every part, whether it be one's educational training, work experience, or talents, must tie into the objective. On the essay side, strong parallels can be drawn to the topic sentences of the body paragraphs and the thesis statement.

At the end of the lesson, my students had not only produced a nice resume, but also had the linear thought progression used in both resume and academic essay writing reinforced in their minds. So successful was this endeavor that the next time some of those portentous-clad business upper classmen come knocking on my door to take over my class for a day, I'm largely inclined to let them.

About the Author: Dr. J. Perry Christensen, Ed.D. holds an MBA from HPU but prefers to teach EIL at BYU-Hawaii. He is also Hawaii TESOL's longest serving webmaster and a frequent contributor to *The Word*.

## Voice and Backdrop Behind the Silence: Second Language Academic Socialization of a Thai MEd in Curriculum Studies Student in the U.S.

By: Somnuek Niamtaisong

Second language (L2) academic socialization in an L2 setting is not just about the acquisition of linguistic knowledge and a set of skills; it is also about engaging with a complex process of negotiating identities, cultures, or power relations (Morita, 2004, p. 574). One process that many L2 students in new institutions struggle with is the process of shifting from the status of the “defective non-natives” to “audible” L2 users who are fully legitimized by themselves and by the target discourse community (Ros i Sole, 2007, p. 214). In other words, L2 newcomers need to negotiate for participation, competence, and membership in the target discourse community. Due to the growing number of students with linguistic and cultural diversity in North American post-secondary educational institutions, it appears critical to understand how these students negotiate for participation, competence, and membership in their L2 academic community (Morita, 2004, p. 573).

This narrative study examines the academic socialization of a female Thai graduate student, we shall call her Malee (pseudonym), in a university in Hawaii. Malee has an outstanding educational background as she was admitted to leading institutions in northeastern Thailand and graduated

with a top GPA in her junior high school, high school, and undergraduate studies cohorts. She is also friendly, outgoing, and enjoys joking around. During the inquiry process of this narrative study, she was working on her MEd in Curriculum Studies.

In order to approach Malee’s narrative data, I conducted a semi-structured interview. The analysis of Malee’s oral narrative employed linguistic devices (Labov & Waletzky, 1967; Lantolf & Pavlenko, 2000; Morita, 2004; Ros i Sole, 2007; Todorov, 1984) that included an examination of how Malee became a legitimate member of the academic community. In addition, it examines how she positioned herself and was positioned by other members of the L2 community. How she negotiated her competence, participation and membership in the L2 community of practice are also examined. Instructional implications will also follow.

Data from Malee’s narrative shows that when Malee was in Thailand, she was positioned and positioned herself as an “expert” in English language. In Thailand, even when speakers only speak “broken English,” they are considered “good at English” because of the small number of competent English language speakers among the Thais. However,

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## Splish-Splashing . . . (cont.)

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a conversation with Lola Schutz from Chuuck in the publisher’s room. Schutz was especially emphatic about having “...materials that are designed for ESL learners, so critical, so important. It makes it easier to grasp concepts. Strategies and multiplication materials make it easier to cope.”

I also met Candy Richardson, who teaches special education students at Wahiawa Intermediate School. At the lunch break, I spoke to Larke Golaki and Ann Gleason, TESOL professionals who were well-versed in the theories and methodologies of the profession, having enjoyed long and interesting careers.

Post-conference, I gave Gleason a ride back to “town.” She mentioned reading McNarie’s article on the plane—not too great a coincidence; nevertheless, it was interesting that the same bit of literature caught both our eyes. Gleason brought me along to eat dinner that Elizabeth Ruze had prepared, up in the St. Louis Heights area of Honolulu, which turned out to be another international event because she had a former student.

Our day ended by watching the ensuing darkness fall and with it a sublime silence as we watched ships cruise in and out of Honolulu Harbor above the fray on the “Manini Island” of Oahu, and thus, the conference seemed to come to a natural end as I set off on my own once again refreshed, inspired, full of ideas, new names to remember, and new attitudes about

teaching and learning English.

About the Author: Susan Kay Anderson was a recipient of a travel grant awarded by HITESOL, intended to support travel to the Annual HITESOL Conference. Anderson lives on Hawaii’s Big Island and teaches at Hawaii Community College and Pa-hoa High & Intermediate School.  
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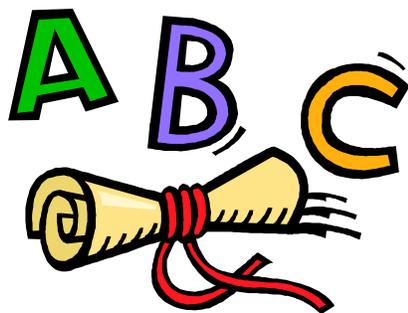
## English Teachers . . . (cont.)

(Continued from page 1.)

native English speakers forged their degree and applied to be English teachers in Korea. These illegal English teachers caused a lot of trouble. They were neither trained nor experienced. For this reason, the Korean English Education Department has been embarrassed.

These days, there is a movement both by parents and the English Education Department. They clamor for high quality English educations. Many parents are campaigning for hiring qualified English teachers. The Korean government is now spending a lot of money on hiring qualified English teachers. This is the background of the new occupation, English teachers' examiner.

The government and some English education organizations pay for the English teachers' examiners. Based on their resume, the examiners check English teachers' educational background, contact the universities that



they claim to have graduated from, and confirm their academic background. Through this process, the examiners introduce qualified English teachers to each school.

I want to inform all the TESOLers who read this article that things have changed. Although we TESOLers are more trained, educated, and experienced than anybody else, sometimes we have been treated the same as untrained, uneducated, and inexperienced teachers. However, this phenomenon is changing now;

more opportunities are coming to us. People who are hiring teachers have started to change their mind set and more people want more qualified English teachers. I dream one day that all students will have qualified teachers. I also want to applaud our TESOLers who are making an effort for the development of English education.



About the Author: Sunmi Park is from South Korea. She has been a TESOL major student at Brigham Young University Hawaii since 2008, and she will graduate in December 2011. She is glad to live in Hawaii because of the beautiful weather, nice people, and a great TESOL program. Currently, she is serving as membership secretary in Hawaii TESOL and a general officer in KEERA (Korea English Extensive Reading Association). Her email address is [psunmi@go.byuh.edu](mailto:psunmi@go.byuh.edu).

## Voice and Backdrop . . . (cont.)

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when Malee attended her American classes, it was a formidable challenge for her to become a legitimate member in her new academic community, particularly at the beginning of her first semester. In her narrative, Malee referred to her own capacity with the English language as "mute." What this means is that Malee felt she was inaudible among her native English speaking classmates. She was not able to legitimize herself; thus, her position as an "English language expert" was shifted to a "novice" L2 English user or "quiet Asian student."

However, Malee's narrative shows that she practiced her agency to refuse the label or perception of herself as a "quiet Asian." For example, she asked for clarification when she did not understand what the professors had explained. Often because the professor did not understand what she had asked, the professor would ask her, "What did you ask me?" Malee was then ashamed of her mistake. The use of first person pronouns (Labov & Waletzky, 1967) in her narrative indicates that Malee felt that she was at fault for the miscommunications with her professors. In addition, the double superlative, "the quietest of all," that she used in her narrative (Lantolf & Pavlenko, 2000), shows she had strong negative feelings toward her own status and ability in the discourse community. As a result of ineffective agency practice, she repositioned herself in her quiet corner, kept silent throughout the first semester, and this resulted in her losing her discussion points in the class.

Malee tried new strategies to become more legitimate in her classroom. For example, she emailed her classmates to ask for clarification on her assignments. This helped her to gain confidence in her assignments, but she still had limited participation in class particularly in speech-based activities.

## Voice and Backdrop . . . (cont.)

(Continued from page 4.)

In her second semester, a Vietnamese friend offered her an apprenticeship in language-mediated activities. This friend played the role of an “expert” in Malee’s L2 academic community. Malee used the word “older brother” to refer to this Vietnamese classmate. In the context of Malee’s first language, the use of the word “older brother” shows a positive relationship and a sense of him being an “expert and old-timer” in the new academic discourse community. She used the word “we” instead of “I” in her narrative which shows her sense of belonging to the group, but this “we” refers only to Malee and her Vietnamese classmate. However, this does not mean that her participation in class increased or improved. When she told a story about her Vietnamese friend, she used the comparative adjectives “better” and “more confident,” which shows a more positive evaluation of her participation. Malee also used “reported speech” (Todorov, 1984) in her narrative which refers to her perception that she had gained more confidence by her second semester.

By her third semester, Malee’s narrative also shows that she felt more legitimized as she positioned herself as an “expert,” and succeeded in negotiating for competence, membership, and participation. She took a teaching method course. In this course, together with her classmates, she taught music to young children, and there was a boy with autistic behaviors in her class. Her interactions with this student improved her self-perception.

At the beginning of her narrative about the boy, she used the word “an autistic boy” and “him” to refer to the boy in her class. Later, when she described the characteristics of autism, she used different words. She said, “For some autistic children, they won’t allow us to touch, to say whatever; they will not communicate. Sometimes, when they think and do repeatedly, they disturb friends, and sometimes hug that one, hug this one.” At the beginning of the story, Malee used the singular pronoun “he,” which refers to

only the autistic boy in her class, and then changed to plural “they,” which means autistic behaviors in general. The mentioned change in pronouns in her narrative indicates that she has knowledge about autism that moves beyond this particular encounter with this boy. In Thailand, at the request of students with special needs, all schools are mandated to enroll kids with special needs, autism included. Malee made use of her teaching experience with children with special needs; and her use of the first person pronoun “I” shows that she felt in charge or a part of the success of that boy; thus, her position in the L2 academic discourse community had been shifted from the status of a “novice” to an “expert.”

In conclusion, in order to become a more legitimate member of the L2 academic discourse community, Malee made use of various strategies to negotiate for competence, membership, and participation. The use of such strategies succeeded at different levels within different activities. Being offered an apprenticeship by a Vietnamese friend was one of the most important factors legitimizing her membership. Further, by trying various strategies and making use of her outgoing personality, musical intelligence, and teaching experience, she apparently regained her confidence and removed her “quiet” discourse.

This study also provides pedagogical implications. For instance, instructors can pay more attention to L2 students and use them as valuable teaching resources. Scaffolding techniques can assist L2 students to have more participation in class. Instructors can also offer tasks which promote intercultural perspectives or provide brief cultural explanations in any tasks that are nationally oriented. In addition, as we can see that Malee was marginalized by mainstream students in almost all small group discussions, small group work cannot ensure that silent L2 students will be able to participate. Therefore, another effective solution for small group discussion might be the intervention of instructors to as-

sign systematically rotating roles, such as group leader or group recorder. Moreover, for L2 students who are not comfortable in asking questions in class, instructors can encourage their participation by allowing them to email or meet them in person in non-class time.

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**About the Author:** Somnuek Niamtaisong (somnuek@hawaii.edu) is working on his Master of Education in Curriculum Studies at the University of Hawaii at Manoa. His previous professional experiences involved English language instruction and teacher training in Thailand.



# Multimedia-Assisted Pronunciation Lesson Plan for Korean EFL Learners

## By: Moonyoung Park

The topic of this lesson plan is a pronunciation clinic for intermediate or advanced level Korean EFL learners. This lesson plan is designed to raise Korean EFL learners' awareness of the different segmental features between English (L2) and Korean (L1) pronunciation through student listening activities via two Youtube video clips (<http://www.youtube.com/watch?v=542REDneaaE>, <http://www.youtube.com/watch?v=IA7LcH1Dtt4>). After discriminating and identifying the L1 (Korean) influenced English pronunciations in the video clips, as a pair activity, students will read the movie scripts in front of their partner, and then the partner will identify problematic pronunciations while listening and vice versa. Among a variety of challenging pronunciations, students will be engaged in controlled and guided practice focused on the four problematic English consonants, (/v/, /f/, /ð/, and /θ/) for Korean English speakers followed by communicative practice (Cho, 2001, 2004; Kim, 1988). In terms of the sequence of the lesson, the communicative framework for teaching English pronunciation by Celce-Murcia et al. (2001: p. 45-48) is referred.

**Table 1. A communicative Framework for Teaching Pronunciation**

<b>1</b>	DESCRIPTION AND ANALYSIS – oral and written illustrations of how the feature is produced and when it occurs within spoken discourse
<b>2</b>	LISTENING DISCRIMINATION – focused listening practice with feedback on learners' ability to correctly discriminate the feature
<b>3</b>	CONTROLLED PRACTICE – oral reading of minimal pair sentences, short dialogues with special attention paid to the highlighted feature in order to raise learner consciousness
<b>4</b>	GUIDED PRACTICE – structured communication exercise, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature
<b>5</b>	COMMUNICATIVE PRACTICE – less structured, fluency-building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances

**Table 2. Lesson Plan Summary**

Class #1 Freshman English		Level: Intermediate/ Advanced	
<b>Topic:</b> Pronunciation Clinic for Korean EFL Learners: Focusing on (/v/, /f/, /ð/, /θ/) <b>Goal:</b> 1. Students will be able to identify problematic English consonants in the Youtube video clips 2. Students will be able to pronounce the target consonants /v/, /f/, /ð/, /θ/ without strong Korean accent.		<b>Materials:</b> - Projection TV - Worksheets	
Timeline	Elapse	Activity	Notes
13:00	10 min.	-Introduction of basic Korean English Pronunciation Errors	-PowerPoint Slide presentation
	15 min.	-Watch two Youtube video clips with strong Korean English accent, identify problematic language features, and discuss as a group	-Youtube videos
	10 min.	-Controlled practice focusing on /v/, /f/, /ð/, /θ/ - Minimal pair activity	-Worksheet
	15 min.	-Guided practice focusing on /v/, /f/, /ð/, /θ/ - English Pop-song Lyric	-Worksheet
14:00	10 min	-Communicative practice	-Worksheet

(Continued on page 7.)

## Multimedia-Assisted Pronunciation . . . (cont.)

(Continued from page 6.)

### Lesson Plan Description

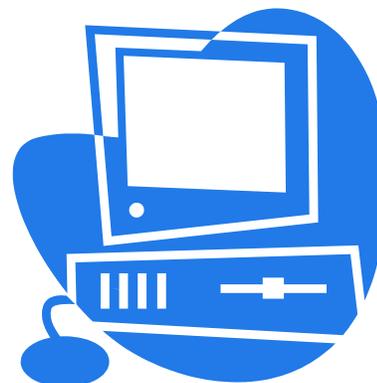
**Objectives.** The objective of this lesson is designed to raise Korean EFL learners' awareness of the different segmental features between English (L2) and Korean (L1) pronunciation. By being exposed to these problematic language aspects, students are more likely to correct their Korean English pronunciation and improve both listening comprehension and fluency.

### Stage 1: Description and analysis

Teachers will introduce basic Korean English pronunciation errors to students focusing on /v/, /f/, /ð/, /θ/ sounds as follows:

**Table 3. Korean English Pronunciation Errors**

English		Korean
think		sink ([θ] -> s)
bath		bas ([θ] -> s)
bathe		bade ([ð] -> d)
the		dhe ([ð] -> d)
vase		base ([v] -> b)
value		balue ([v] -> b)
fox		pox ([f] -> p)
fail		pail ([f] -> p)



### Stage 2: Listening Discrimination

After raising students' awareness to the problematic consonants in English, teachers show two short movie clips on Matrix narrated by a Korean English speaker with a strong Korean accent at Youtube (<http://www.youtube.com/watch?v=542REDneaaE>, <http://www.youtube.com/watch?v=IA7LcH1Dtt4>), which will take about three minutes.

While watching the video clips, students are encouraged to identify any erroneous English pronunciation in the Korean English speaker's narration. After watching the video clips, students will discuss what kinds of erroneous English pronunciations they have found in a group. Each group will share what they have found in class. Teachers will give feedback on students' findings.

### Stage 3: Controlled practice focusing on /v/, /f/, /ð/, /θ/

Listen to these words. Do you hear the word in column A or the one in column B? Put a check in the correct box. After students check the answers, teachers give answers to this activity. Then, group the students into pairs, and let one of the pair read the words in the table to the other student. Take turns and do the same activity. Teachers walk around the classroom and give feedback on individual students' pronunciation.

**Table 4. Minimal Pairs on /v/, /f/, /ð/, /θ/**

	A		B			A		B	
1	fat	<input type="checkbox"/>	that	<input type="checkbox"/>	8	pool	<input type="checkbox"/>	fool	<input type="checkbox"/>
2	sing	<input type="checkbox"/>	thing	<input type="checkbox"/>	9	bet	<input type="checkbox"/>	vet	<input type="checkbox"/>
3	say	<input type="checkbox"/>	they	<input type="checkbox"/>	10	best	<input type="checkbox"/>	vest	<input type="checkbox"/>
4	some	<input type="checkbox"/>	thumb	<input type="checkbox"/>	11	cup	<input type="checkbox"/>	cuff	<input type="checkbox"/>
5	first	<input type="checkbox"/>	thirst	<input type="checkbox"/>	12	cheap	<input type="checkbox"/>	chief	<input type="checkbox"/>
6	pass	<input type="checkbox"/>	path	<input type="checkbox"/>	13	curb	<input type="checkbox"/>	curve	<input type="checkbox"/>
7	boat	<input type="checkbox"/>	vote	<input type="checkbox"/>	14	leaf	<input type="checkbox"/>	leaves	<input type="checkbox"/>

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## Multimedia-Assisted Pronunciation . . . (cont.)

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### **Stage 4: Guided Practice focusing on /v/, /f/, /ð/, /θ/**

The teacher gives the lyrics to "Where is the Love" sung by Black Eyed Peas to students and asks them to look for examples of /v/, /f/, /ð/, and /θ/ sounds. Students can refer to the PowerPoint slides and a worksheet on those consonants. After identifying the relevant consonants in the lyric, students can sing the song together. As a group assignment, teachers can assign students to record their voices using a computer's microphone. The resulting sound file can be posted on the course website for teachers' feedback. Depending on the students' interest and preference of English pop-song genre, the selection of the lyric can be varied to meet listeners' expectations.

### **Stage 5: Communicative Practice**

In this stage, students will perform a storytelling activity with a given cartoon strip as a group activity, which is referred to Bailey (2005: p. 132). Students will make several sentences for each box in the cartoon strips; however, students are required to use at least two words in each sentence that include the target consonants, /v/, /f/, /ð/ and /θ/. The story must be interesting, dramatic and full of target consonants. After they complete the story, each group will present their story in front of the class.

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About the Author: Moonyoung Park (M.A. in Second Language Studies at University of Hawaii at Manoa, 2010) has certificates in teaching English and Korean, and taught EFL courses in Korea and Thailand. Recently, he has been teaching college ESL Listening and Reading courses at Iowa State University as an instructor while working towards a Ph.D. in Applied Linguistics & Technology at Iowa State University. (mypark@iastate.edu)

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## 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

Keep up to date with Hawai'i TESOL events online at  
[www.hawaiitesol.org](http://www.hawaiitesol.org)

