



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

## THE WORD - VOLUME 13, ISSUE 1

### Inside this issue:

Space for Students	3
Problems Trainee Teachers Encounter	5
HITESOL/TESOL Ukraine Get-Together	7
TESOL Ukraine Conference	7
TESOL 2004 Convention Reports	8-9
TESOL Standards	10
HITESOL Business Meeting	11

## Dealing with Dialects: Implications of Pidgin for new ESL Professionals in Hawaii

By: Jill P. Kunimoto, University of Hawaii at Manoa

What do new ESL teachers need to know about the different varieties of English before stepping foot in a classroom? Can any native speaker of English walk into a class in Lancaster County, Pennsylvania and understand the dialect unique to that area? What would one need to know about St. Helena Island, South Carolina before moving there to teach? And what prior knowledge might be useful to teachers before transferring from the continental U.S. to Waiānae, Hawai'i? One might think it safe to assume that since all three areas are within the United States, there would be no need to understand anything more than "Standard" English. However, an awareness and understanding of English varieties is essential for new professionals in the field of English as a Second Language.

According to Adger (1997), schools and teachers are increasingly challenged with the practical, curricular, and

bureaucratic demands associated with English varieties. Unfortunately, most institutions are not adequately prepared to provide for the needs of students affected by varietal differences because few teachers have an ample



Lee Tonouchi's "Da Word",  
one of many books published  
in pidgin.

amount of formal training in the sociological, anthropological and ethnographic areas linked with language teaching. In universities today, many teacher trainees are now required to take a course

on cultural diversity, but for the majority, a single class is insufficient to prepare them for a lifelong career in ESL. Further knowledge specific to English varieties is crucial to providing appropriate language development opportunities for speakers of world Englishes, creoles, and dialects alike.

The need for non-standard variety awareness is particularly significant in the state of Hawai'i where over half the population speaks Hawai'i Creole English (Forman, 1986). Locally referred to as "Pidgin," HCE plays an important and culturally valuable role in Hawai'i's linguistic history. Unlike Standard English, Pidgin is a mixture of English and the many different languages spoken by the immigrants who first traveled to Hawai'i during the plantation era, beginning in the mid-1830's (Liedemann, 1999). This collaboration of languages and ethnicities gave

(Continued on page 2)

## Teaching "Level 0" Adult ESL

By: Kazuki Arita, Honolulu Community College

What is a "Level 0" ESL class? Currently, I teach some students in a Level 0 ESL Writing, Reading, and Grammar class. It is very challenging for me because students at level 0 basically have less communication skills in English. How can teachers teach adult ESL students at Level 0?

### I. What is Level 0 ESL?

Holt explains in his article "Teaching Low-Level Adult ESL Learners" that the definitions of "low level" ESL learners are:

- having no or less reading ability
- being unfamiliar with Roman alphabetical languages
- likely being learning disabled

(Continued on page 4)

## Dealing with Dialects (cont.)

(Continued from page 1)  
way to the idea of Hawai'i as a "melting pot" where people of various origins came together to form a unique society unified through years of adaptive processes between cultures (Okamura, 1980).

However, because the ideas of "blending, sharing, and mixing are essentially vague and misleading terms that do not describe nor facilitate the analysis of the complex social processes that were involved in the emergence of local culture and society" (Okamura, 1980, pp. 122-123), modern academics view Hawaii's multicultural population as more of a "salad bowl" (Chang, 1996). The current use of this term implies that the mix is one in which its components do not necessarily have to lose their own identity in amalgamating, despite centuries of interracial mingling. Regardless of the metaphors we assign to describe the ethnic hodgepodge of the islands, it is clear that teaching in this state has specific challenges due to this unique cultural make-up of Hawaii's population.

Within the past 20 years, growing teacher shortages in the islands have brought about substantial increases in mainland recruits, but dealing with students from an extensive multiplicity of backgrounds is no easy task for those unfamiliar with the complexities of Hawaii's distinct culture. According to Shimomoto (Gee, 2001, para. 7), a recruiter for the state Department of Education (DOE), of the 88 mainland teachers hired to work in public schools in 2000, 33 choose to return home. The fact that many teachers cited "homesickness" as a reason for returning shows the likely existence of prevalent differences in ideologies, customs, traditions, and/or general ways-of-life between the continental U.S. and the state of Hawai'i.

In addition, a lack of wide-

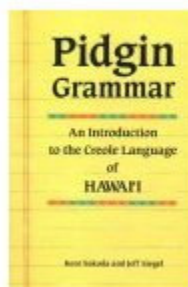
spread knowledge about the value of home languages

*"negative attitudes towards Pidgin (and other non mainstream varieties of English) remain commonplace throughout local communities"*

(especially Pidgin) has fueled continual debate and struggle among administrators, educators, and society over the past half-century. Despite its obvious educational and social advantages, many teachers, regardless of their geographical origins, strongly believe that authority figures should make every effort to keep this local variety out of classrooms. Because the general public itself is insufficiently versed in Pidgin's historical and present-day significance, the use of Pidgin is still widely discouraged in schools island-wide and remains a stigmatized variety.

Certainly not limited to new teachers from the mainland, negative attitudes towards Pidgin (and other non-mainstream varieties of English) remain commonplace throughout local communities. Because few efforts have been made to broaden educators' perspectives on English language varieties, awareness often does come about, but slowly through gradual observation and assimilation whenever teachers find themselves in unfamiliar sociolinguistic territories. Not only is this physically and emotionally draining, it is inefficient and, quite frankly, irrational. To expect teachers to adjust to new environments without providing them with the skills needed to properly adapt is a blatant waste of time and energy.

Community-specific seminars are undoubtedly a step in the right direction for all new teachers because they allow for the exploration of differences and/or problems that are not always evident to the untrained eye. They also provide teachers with opportunities to work collaboratively in order to access beneficial information from one another. Of course, added insight is not necessarily the solution to dilemmas that students and their families face outside of school, but it can provide a more comprehensive appreciation for why a student with



*Pidgin Grammar by Kent Sakoda & Jeff Siegel*

electricity does his/her homework more often than one who lives in a tent on a beach without this common luxury so many of us take for granted.

Unfortunately, considering the fast increasing number of ESL learners nationwide, very little is being done on a larger scale to address the issue of varietal differences and their implications for new professionals at a national level. Adger (1997) suggests that "all teachers, including ESL teachers, need dialect knowledge in order to support students' language development" (para. 11). Yet, it would be unreasonable (and virtually impossible) to expect teachers to understand the complex idiosyncrasies of every English variety, especially considering the fact that the exact number of existing dialects in the country today is not known. Perhaps then, it is the individual teacher's responsibility to

make efforts to learn about the varieties that are predominantly significant to her students, and keep informed about the most recent findings in order to "become critical and reflective practitioners, researchers of their own professional [lives], and agents of change" (van Lier, p. 7).

As mentioned earlier, the understanding of cross-cultural and language-based differences is especially important in Hawaii because of our students' ethnic and cultural diversities. Many island residents are descendants of immigrants who came from England, America, Portugal, China, Japan, Korea, Puerto Rico, Russia, Spain, the Philippines, Vietnam, Taiwan, Tonga, Samoa, etc. This rich combination of people from across the globe makes it all the more crucial for ESL teachers here to have an adequate amount of background knowledge about our students.

Not only are educators responsible for recognizing the roles of their students' home languages, they must also bear in mind the solidarity and identity issues associated with the use of Pidgin in Hawai'i. In their position paper, *Da Pidgin Coup* (1999) recommends "language awareness seminars, classes, or in-services for teachers, which include strategies for building on the home language, and for understanding language systems" (p. 1). But despite the enthusiasm of some new teachers to actively work on their own professional development through these means, it is clear that irregular and infrequent group instruction is not enough.

As professionals, it is important to remember that there is always something

(Continued on page 3)

## Dealing with Dialects (cont.)

(Continued from page 2)

more to learn about our students' language and cultural backgrounds, as well as the latest in research and methodology in our respective fields. Because of the dynamics of the profession, the complexities of teaching and learning are constantly evolving. Furthermore, in order for us to be professional, we must act like professionals. This means keeping ourselves informed by investigating the research of others, doing our own research, and taking the initiative to make changes where and when they are needed. If we make resilient efforts to keep up the same kind of energy and idealism characteristic of new teachers throughout our careers, we can advocate change as we gain power and experience, and contribute to the betterment of our field for future teachers and language learners to come. Although it will take a good deal of effort

and determination, as a new ESL professional myself, I hope never to forget the importance of doing just that.

### References

Adger, C. T. (1997). Issues and implications of English dialects for teaching English as a second language. *TESOL Professional Papers*, 3. Retrieved November 9, 2003, from <http://www.tesol.org/pubs/catalog/downloadable/adger-1.html>.

Chang, J. (1996). Local knowledge(s): Notes on race relations, panethnicity and history in Hawai'i. *Amerasia Journal*, 22(2), 1-29.  
Da Pidgin Coup. (1999). *Pidgin and Education*. Hawaii: University of Hawaii.

Forman, M. (1986). Hawaii Creole English. *Ethnologue: Languages of the world*, 14<sup>th</sup> ed. Retrieved September 19, 2003, from <http://www.christusrex.org/www1/>

pater/ethno/HAW. Gee, P. (2001). Many teachers arrive wide-eyed, move on soon: Mainland recruits find frustration in delayed checks, short support. *Honolulu Star-Bulletin*. Retrieved November 18, 2003, from <http://Starbulletin.com/2001/11/19/news/story1.html>.

Liedemann, M. (1999, April 12). Conference reaffirms 'isles' pride in pidgin. *Honolulu Advertiser*, early ed., A1.

Okamura, J. Y. (1980). Aloha kanaka me ke aloha 'aina: Local culture and society in Hawaii. *Amerasia Journal*, 7 (2), 119-137.

van Lier, L. (1994). Some features of a theory of practice. *TESOL Journal*, Autumn, 6-10.



### ABOUT THE AUTHOR

Jill Kunimoto is a first-year MA student in the Department of Second Language Studies at the University of Hawaii at Manoa, and a member of Da Pidgin Coup, a critical research group focused on Pidgin (Hawaii Creole English) issues.  
Email: <kunimoto@hawaii.>



## Clear and Open Space for Students in Schools

by H. C. Herrera

What do you remember about your school building? Did you like its color? Did it have a nice space in it where you could feel relaxed and content to be in school?

One of the aims of educators like myself concerning teaching is to create space for our students to be creative, respectful, independent individuals, with open minds and able to see and understand the world in a global way.

We have different curricula and styles to come to this end. What may differ is the understanding or interpretation of the term "space". Whatever this interpretation might be, the creation of this space starts at the classroom level and extends to the surrounding areas like gardens or communal parts of the school.

At times we as teachers, in our effort to do the best we can for our students, provide them with all the resources possible so they can get the most out of the experience in school. We do this sometimes at the expense of allowing for empty "spaces" for the students' minds to breathe and create their own meanings and understanding of the knowledge they are acquiring.

One very simple solution to this unintended problem is to open areas in the classroom for letting the mind relax and focus. Stu-

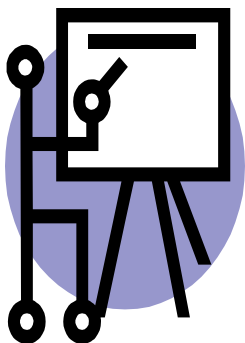
dents are being bombarded with so many visual images that although beautiful and at times necessary prevent them from clear thinking.

Why not give students the opportunity to enjoy space and bring them close to nature and to themselves using the classroom and the school perimeter to create a comfortable environment where the students like to spend time and feel motivated to learn? This is not intended to create an extra load for us the already overworked educators but to be creative and provide for a bit more of change and approach to space and nature in our lives and our students'.

New mom Hildre C. Herrera is a freelance interpreter and translator as well as a language instructor. She has worked at public and private institutions in Hawaii and abroad. She has just finished a cooperative English-Spanish translation project for the Marine Aquarium Council <<http://www.aquariumcouncil.org>>. You can contact Hildre at [hildre@hawaii.rr.com](mailto:hildre@hawaii.rr.com)

## Teaching “Level 0” Adult ESL Learners

(Continued from page 1)



Although ESL instructors at Level 0 do not need to give bilingual instruction, I recommend that teachers have some knowledge of their students' languages.

The Hawaii Community College Intensive English Program does not have the category of level 0, but it does have level 1, which is classified into scores lower than 40 out of 100 on the Michigan Test in the Instructor's Handbook. (39) According to this classification method, students can be placed in level 0 if their scores are 30 or lower. Actually, the scores of level 0 students at present are between 15 and 25.

Their English proficiency that I recognize as below:

- They do not know most of all English words.
- They do not understand almost all of what teachers say.
- They can hardly make correct English sentences.
- They make English sentences according to their native language grammar. (e.g. I food eat)
- They often use the *be*-verb in every sentence. (e.g. He is play tennis.)
- It takes so much time to recognize alphabets and look up words in the dictionary.

One student does not have any experience of learning English before. The other student forgot most of all English words because more than eight years have passed since the student learned English at high school. Fortunately, these students are well-motivated and positive.

### II. How can I teach level 0 learners?

How do I teach level 0 students? I am keeping “English-only instruction” with textbooks at each class.

At the beginning of the classes, I use twenty minutes to warm up students orally and ask them many easy questions, such as “What did you do after school?” “What did you eat for supper or breakfast?” “What kind of fruit did you eat?” “Where did you buy it?” “How much is it?” Also, I expand these topics. I believe that the daily activities and food are easy for students to talk much. During classes, I always give students much time to use an English-their language dictionary in order to look up words and translate their language into English. Every time when students say something in their native language, I make them restate it in English. At the first week, they just could say some English words, but after the fourth week, they can express simple sentences.

### III. English-only or bilingual instruction?

Is bilingual instruction better for level 0 students? I say no. From my experience, bilingual instruction does not work well in ESL classes. The

reason is that learners tend to listen to non-English instruction instead of English instruction. However, I confirm that knowledge of the learners' languages is very advantageous to ESL educators.

In my classes, knowledge of learners' native language, Japanese in this case, is very helpful for me when the students look up in a dictionary. Recently, many ESL students use an electric dictionary because it is portable and easy to use. During class, the students always depend upon the dictionary so much to look up English words or to translate the learners' languages into English in order to understand teachers' English explanations. However, the dictionary has so many definitions that the students usually have difficulty picking one definition from the many meanings which appeared on the electric dictionary screen. Fortunately, I can point out and highlight a particular meaning of the word with my finger because I can understand Japanese.

Moreover, knowledge of learners' languages can solve some kinds of problems which happen during class. Surprisingly, an electric dictionary sometimes confuses students. For example, one day I told a student to look up “frustrated” in the dictionary and to make a sample sentence. However, the student hesitated to make the sentence. Why? It is because the only Japanese translation of “frustrated” that appeared in the electric dictionary screen was “desire a sexual relationship.” Of course, I was surprised to read the Japanese sentence and explained the real meaning of the English word. I would be very puzzled if I could not have read the Japanese sentence then.

I confirm that the knowledge of learners' languages is very useful for level 0 ESL teachers. Although ESL instructors at Level 0 do not need to give bilingual instruction, I recommend that ESL educators have some knowledge of their languages.

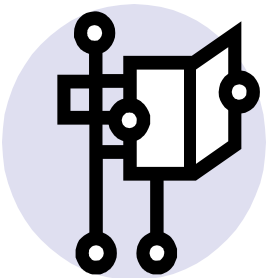
#### Work Cited

Holt, Grace Massey. “Teaching Low-Level Adult ESL Learners.” ERIC Digest. Washington D.C.: National Center for ESL Literacy Education, Jan.1995. <<http://www.cal.org/ncle/DIGESTS/HOLT.HTM>>

Instructor's Handbook. Hawaii: Hawaii Community College Intensive English Program. August 2003.

#### ABOUT THE AUTHOR

Kazuki Arita teaches in the Intensive English Program at Hawaii Community College.



## Problems Trainee Teachers Encounter During a Three-month Teaching Practice in Transcarpathia: A Glimpse at EFL in the Ukraine

By Ilona Huszti, Transcarpathian Hungarian Institute, Transcarpathia, Ukraine

### Introduction

Recent years have seen the development of a new and unique higher educational establishment in Ukraine, the Transcarpathian Hungarian Institute (named after Ferenc Rakoczi II, founded in 1996). The instruction is in Hungarian, the language of one of the minorities living in the region, and the college trains students majoring in History, Geography and English. Students study for five years or ten semesters. Towards the end of their study, students are required to participate in a teaching practicum (TP), which comprises twelve weeks. Since this is the last and longest portion of the teaching practice, it tends to be the most difficult. The purposes of the practicum, according to the Study and Examination Regulations (1996) of the college are:

- 1) to provide opportunities for students to put into practice their theoretical knowledge of the method of English language teaching (ELT) gained at the institution;
- 2) to provide opportunities for students to develop practical teaching skills;
- 3) to provide possibilities for students to gain insight into the everyday reality of school life from the teacher's perspective and prepare themselves for the noble profession of teacher.

The study described in this paper was carried out in 2001 when Year 5 English major students spent the twelve weeks of their obligatory TP in various schools in Transcarpathia. School mentors are requested to write a short guided feedback or description about the trainee teacher's work, behaviour and attitude towards teaching during the teaching practice. The

common tendency is that these descriptions all praise the trainees' work and highlight only the positive aspects of their behaviour and attitude. Because of this they do not reveal the problems that trainees have to face during their practice and they do not provide, as Kennedy (1993, p. 164) puts it, 'sensitive critique (not criticism)' Therefore these praiseworthy descriptions were not dealt with in the study depicted in this paper.

In order to improve the results of this practice, (that it is facilitate the development of these trainees into highly qualified teachers of English), the first goal was to identify those problems which these student teachers encounter when fulfilling the tasks of their TP. Thus, the questions posed in this study were:

- 1) What can be identified as problematic difficulties for trainee teachers during the three-month teaching practice?
- 2) How do school mentors help trainee teachers?
- 3) Could trainees make use of their knowledge of methodology in order to attempt to solve difficult situations?
- 4) What do trainees think about the requirements of the three-month teaching practice? Is there anything they would like to see changed?

### Review of literature

It is of utmost importance in initial teacher training to make students understand the significance and importance of 'reflection-in-action' (meaning that while teaching, teachers reflect on their actions), and 'reflection-on-action' (meaning that first the act is carried out and then hypotheses are built up

through reflection on what happened). This model of a teacher as a "reflective practitioner" has been given distinguished consideration over the last twenty years (Gray, 2000; Handal & Lauvas, 1987; Schon, 1983; Wallace, 1991; Westgate, 1995).

Several studies have addressed the problems and needs of pre-service trainees during their teaching practice (Johnson, 1992; Kennedy, 1993; Numrich, 1996). Johnson (1992) examines the instructional actions and decisions of six pre-service ESL teachers during their initial teaching experiences. Her analysis of initial and final retrospectives reveals three categories of matters of interest to her subjects in their English lessons, as well as what influenced their teaching decisions. These categories included ensuring student understanding, maintaining student motivation and involvement, and appropriateness of teaching strategy.

Kennedy (1993) discusses the needs of teacher trainees during teaching practice, and her findings suggest that "initial teacher trainees may actually find a more guided approach [to supervision] helpful" (p. 157). She also writes about the problems her subjects experienced— for instance, deciding on the objectives of lessons was a difficult task to complete.

Numrich (1996) conducted an investigation with novice English teachers who had less than six months of prior teaching experience. She examined 26 diary studies, including comments and analyses of these studies by the writers themselves. The purpose of her study was "to identify common themes shared among the novice teach-

ers" (Numrich, 1996, p. 131). These general themes were novice teachers' early preoccupation with their own teaching behaviour, transfer and rejection of teaching skills used in the novice teachers' own L2 learning, unexpected discoveries about effective teaching, and continued teaching frustrations.

### Research design and method Participants

The target group of participants of the study under consideration consisted of thirteen Year 5 non-native (Hungarian) English major students in Transcarpathia, Ukraine. Ten female and three male respondents participated in the research, their ages ranging between 21 and 27 years. The participants spent their practice at nine different schools in five various places in Transcarpathia — one town and four villages. Three of the participants had had one year of prior English teaching experience.

### Research instruments Questionnaire & Interviews

First, participants were asked to fill in a questionnaire containing twelve open-ended questions about their three-month teaching practice and three questions asking about personal details. This was done in their L1, Hungarian because some literature on research methodology recommends communicating in L1 during data collection in order to avoid possible misunderstandings between the participants and the researcher (Seliger & Shohamy, 1990).

In order to clarify some of the data obtained through the questionnaire (Seliger & Shohamy, 1990), a follow-up group interview was con-

(Continued on page 6)

## Problems Trainee Teachers Encounter

(Continued from page 5)

ducted. The five questions for the interview were chosen following an analysis of the results from the questionnaire. The language of the group interview was again Hungarian. (see Appendix 2 for the English variant).

### Results and discussion of findings

#### Post school practice questionnaire data

Thirteen trainee teachers completed the questionnaire. Four subjects claimed that they found teaching in their appointed school easy, four subjects admitted that it was difficult, four participants said the teaching was both easy and difficult, and one trainee, Subject 8, saw her teaching as in development (from here on, participants' excerpts are provided in the author's translation):

1. *First I found teaching a bit difficult, then it was interesting up till week eight; in the end, I found teaching boring because I had to do a lot of paper work (notes on my teaching, lesson plans, activities) – you know there was no photocopier in the school, so I made copies of exercises myself writing them down several times.*

Among the difficulties participants listed include: the general lack of motivation and interest towards English as a foreign language on the part of the learners in upper grades (Forms 8-11); the lack of basic knowledge of English; disruptive behaviour of learners; the lack of English textbooks or the presence of old textbooks published before the political change in Ukraine in 1991 which contain much old-fashioned and out-of-date texts, exercises, etc.

Trainee teachers found the biggest challenge to be maintaining discipline in the classroom (30.7 %) and in other difficulties with learners' bad behaviour (23.0 %). It was quite disturbing for some of the trainees to discover

that they were not familiar with the learners' abilities before they began their teaching practice (15.3 %) and also, that they had many demotivated learners in their classes (15.3 %). This suggests that prior to their TP, trainee teachers tended to be optimistic about the profession of teaching as a whole, and expected to have primarily clever, highly motivated and well-disciplined learners. When they are faced with a very different reality from their expectations, this embarrasses them.

Question 5 enquired about the relationship between the trainee and the mentor 'How would you describe the kind of relationship you developed with your school mentor?' On the whole, trainees expressed their satisfaction concerning this relationship. Subjects 7 and 9 wrote that their mentors used to be their own English teachers when they were at school. Therefore, they knew their mentors well and the mentors knew them well, too. They were on friendly terms and the mentors were helpful in every respect. Subject 7 wrote:

2. *I think my mentor was proud of me because I used to be her pupil and now I intend to follow her path in the teaching profession.*

On the other hand, Subject 3 claimed that although she and her mentor were on friendly terms and she got useful advice from her, she was hoping for more of a critique.

3. *She never said 'This could have been better' but always praised my classes. In this way I don't think I could learn much from her observations.*

This suggests that although trainees do not wish to be judged, they feel the need for some kind of evaluation in which mentors point out the positive and negative aspects of their teaching. This is also supported by the findings of

Kennedy (1993). In general, it seems that most of the trainees developed very good relations with their mentors who were helpful and provided them with useful information about learners and advice concerning the use of different teaching techniques.

The answers to the question, 'What was the relationship like between your pupils and you?', reveal similar results. That is, most trainees felt that their relationship with their learners was good and friendly. As Subject 2 replied:

*I think our relationship was quite good. They missed a young teacher whom they could accept as a friend and with whom they could be sincere and share all their little secrets or ask him or her anything that interests them. I do not think it is common practice in that school, so I meant a change for my learners.*

Question 8, 'What do you think about the requirements of your obligatory three-month school practice?', served the purpose of a small-scale needs analysis. The most general opinion expressed by the trainees concerned the amount of 'paper work' expected of them: trainees did not like the task of 'diary writing' every day after classes because it took them more time than they could allocate for this requirement. In the end, trainees thought it burdensome and tiring, and more than half of them (53.8 %) also believed that much of the documentation was not necessary. This is an issue that must be given close consideration in the future when designing the teaching practices in future years.

The same results have been obtained from the replies to Question 13, 'What do you think of the length and timing of your school practice?' Trainees felt writing up the documentation to be tiring, time-consuming and inconvenient because they had to do it continuously through-

out the twelve weeks. This might be the reason why more than half of the trainees (61.3 %) thought three months was long, or that a shorter time period would be enough for the practice.

When asked about the problems they encountered while preparing for their lessons, trainees replied that they found difficulties with finding materials other than the textbook (7.6 %), preparing warm-up activities for each lesson (15.3 %), defining objectives of lessons (23.0 %), the lack of appropriate literature on methodology in the school libraries (23.0 %), out-of-date textbooks (15.3 %). The inability of defining objectives of lessons must be a common problem for teacher trainees in other geographical places, at least it is true for teacher trainees in Kennedy's study (1993).

Question 11 asked about a difficult problem that trainees failed to solve because of their lack of knowledge of a particular area in methodology. Seven trainees (53.8 %) answered that they did not remember such situations. Unfortunately, this does not automatically mean that these trainees managed to solve all the problematic situations.

Being unable to motivate learners was a factor mentioned when replying to Question 12, 'Which area(s) of methodology did you not feel confident enough in?' These areas are listed in Table 7.

Two subjects also mentioned that it was difficult for them to get used to the new 12-point marking system, which was introduced by the Ministry of Education and Science of Ukraine in September, 2000. The 12-point scale was introduced with the purpose of providing teachers with the means to assess learners' knowledge

(Continued on page 12)

## Third Annual Hawai'i TESOL/ TESOL Ukraine Convention Get-together

By Perry Christensen

Members of Hawai'i TESOL and TESOL Ukraine got together during the TESOL Convention in Long Beach, California for the third sister affiliate gathering. Our group included HITESOLers Abby Brown, Carol Foye, Brent Green, Jennifer Wharton, and me (Perry Christensen). Svitlana Burdina, Halyna Kaluzhna, Lilia Kuznetsova, Svitlana Markelova, Svitlana Razdievska, Patricia Sullivan, Halyna Shutkina, and Tatyana Yakhontova represented TESOL Ukraine. The Hawaii contingent presented each TESOL Ukraine member with a "taste of Hawaii" (a shell lei and some macadamia nut chocolates), and then together we enjoyed a pleasant dinner at an Asian-American restaurant near the Convention Center.

As we first positioned ourselves around the dinner table, I noticed that I was surrounded by HITESOLers. So, I collected my courage and chose another seat where I could mingle more with the Ukrainian delegation. HITESOL President, Jennifer Wharton, served as our gracious hostess, helping to explain menu items to our Ukrainian colleagues and ordering hors d'oeuvres for the whole table.

As the conversation started rolling, we covered normal, everyday topics like where we worked and the types of ESL/EFL courses we taught. I shared stories of how I assign grades, and they, in turn, told me about how their students sometimes give them the same

excuses about family problems, sick parents or siblings, lost love and broken hearts. Because of the students' "hardships," they beg the teacher to give them a better grade, even though they may not have prepared to pass the exams.

Furthermore, I learned that most of these teachers teach a cohort of university students whom they stay with throughout their university years. In this way, they get quite close to their students and often become involved in their personal lives. As the dinner ended, out came the boxes of chocolate macadamia nuts. The Ukrainians seemed to dig the Maui Caramacs the most!

Overall, it was a wonderful cultural exchange among TESOL professionals. I just hope I left a positive impression and didn't distort their views of Americans too much. Because I was so inquisitive and talkative, one woman kept

saying, "Boy, Americans love to talk." I got the feeling she had read this somewhere, and I was the one reinforcing her stereotypes of Americans.

I look forward to the next time I can scrape up enough money to attend a TESOL conference and have dinner with the Ukraine TESOLers. If you ever get the chance, you should do it too!

---

*Perry Christensen has worked for BYU-Hawaii for the past fifteen years. He is currently the writing skill coordinator there and one of the best loved teachers. He is also the HITESOL webmaster. Email: <christep@byuh.edu>*



## Building Intercultural Bridges Through the Language of Global Communication

By: Svitlana Radziyevska, Kyiv National Linguistic University

The 9th Annual TESOL-Ukraine Conference was held at Horlivka State Pedagogical Institute of Foreign Languages on January 29-31, 2004. It was supported by the Public Affairs Section of the U.S. Embassy and brought together teachers from all regions of Ukraine.

The theme of the conference was "Building Cross-Cultural Understanding Through ELT." The key-note speaker was Carolyn Graham. She has been presenting teacher-training seminars throughout the world from the refugee camps of South East Asia to the Inuit Eskimo community of Arctic Bay in the Eastern Canadian Arctic. Her highly-inspiring presentation "The Creative Classroom: Jazz Chants, Music, Poetry, and Storytelling for Language Development" demonstrated how to use music in the classroom and enable all students to participate in creative language play.

We could choose any session or presentation according to our professional interests. I enjoyed all of them and would like to mention some presentations. Debra Friedman's "Thinking Critically about Critical Thinking" spurred us to rethink our positions with respect to the methods we use and especially opened up for us new alleys of thinking about teaching in general. Patricia Sullivan's highly-significant seminar "Preparing for TOEFL: PBT, CBT, and Next Generation" provided us with information about this essential test which is used in the process of applying to colleges and universities in the U.S., Canada, and other English-speaking countries. I had the good fortune of having been able to attend Ann McAllen's "Teaching Topic: Personality and Appearance" which gave lots of brilliant ideas and suggestions of practical value.

The bulk of our activities centered around the following sessions: Innovative Trends in Modern Linguistics, CALL, Cross-Cultural Issues, Modern Methods of EFL Teaching, Young Learners, Testing, Materials Development, Teacher Training Issues, Teaching Literature, and ESP. I had the pleasure of meeting new colleagues and seeing old friends. Teaching materials, methods, and experiences were freely exchanged between trainers and teachers, and various papers were presented. Thus, we worked hard and uninterrupted for three days.

The TESOL-Ukraine Organizational Structure, Amendments to the Constitution, and Elections of the Executive Committee were the key issues on the agenda of the general meeting which was aimed at increasing the organization's effectiveness since the membership had grown significantly.



Svitlana Radziyevska is the TESOL-Ukraine Vice-President from Kyiv National Linguistic University. Email: [radziyevska@hotmail.com](mailto:radziyevska@hotmail.com)

## Reflections from a Presenter and Attendee of the 2004 TESOL Convention

By: Shawn Ford, lecturer in the ESOL Program at Kapi'olani Community

I recently had the wonderful experience of attending the 2004 TESOL convention in Long Beach, CA, thanks in part to a very generous travel grant from Hawai'i TESOL. At the conference, I presented some of my recent research on using input analysis to develop grammar in the writing classroom, I attended some informative sessions (and some not so), and I hung out with a few colleagues, most of whom I don't get a chance to spend such quality time with. All in all, it was a great time, and I'd like to share some of my experiences.

I had heard from a friend beforehand that the TESOL conference is HUGE, but I didn't really know what that meant. Well, they said that this conference was estimated to draw 10,000 attendees, and it was spread out over an entire convention center plus two hotels... so by rough estimates, I guess it was at least 100 times bigger than Hawai'i TESOL 2004. One HUNDRED times!

I was scheduled to present at 10:15 a.m. on Wednesday, the first day of the conference. A colleague of mine, and veteran of TESOL conferences, had warned me back in Hawai'i that the first day of the conference is notoriously slow – people usually don't start arriving until the end of the week, and the weekend is always PACKED. So, he advised me to think small and plan for 20-25 in the audience (actually, I was thinking even smaller... like 10-15!) However, when I saw this same friend the first morning of the conference, he excitedly told me, "You know, grammar is really a hot topic this year!" O – K... so, what does that mean exactly???

After arriving at the conference site Wednesday morning, the first thing I did was register. This was a very efficient process that included picking up my pre-payment invoice and name badge, my conference program, presentation badge, and other miscellaneous materials. Next, I took some time trying to orient myself to the conference and facilities.

After a great deal of confusion and struggle, I finally found my room, located in an out-of-the-way corner in the sub-level of the Convention Center. I noticed that lots of people were having trouble finding this location, which made me feel assured that I'd have a small audience, although I was beginning to worry that I'd be presenting to just myself and maybe one other person.

When my time came, I entered the small room and got situated. At the front was a long table that had atop it a podium, microphone, and pitcher of ice water. The over-

head projector and screen that I had ordered was positioned in the corner to the side of the table. The room had 60-70 chairs for the audience, and already there were a few people seated at five minutes before I was to present. I had expected there to be someone in the room to introduce me and give me a lei, or at least to check to see if I had even shown up, but I was all alone – left to my own devices. Presentations in Hawai'i sure are nice!

A few more people arrived, and I passed around my 25 presentation handouts thinking I'd have a dozen or so leftovers. Then all of a sudden, just as I was preparing to begin, people poured into the room, and within a minute the room was nearly full. The newcomers asked for handouts, which I didn't have, so I explained that I had run out and that I'd post the handout online later if peo-

ple wanted it. I was surprised, happy, and frightened all at the same time. I began sweating and got all nervous, so I drank a big glass of water, closed my eyes, breathed deeply a few times, and told myself, "You'll be alright... Just remember your presentation material... You won't make a fool out of yourself... But even if you do, you'll never see any of these people again."

I then proceeded to give one of the best presentations I've ever given. With only minor glitches, I smoothly moved from start to finish. I remembered everything I wanted to say, I believe I spoke well, and it looked as though I held the audience's attention. Plus, while I was speaking, only two or three people left (my TESOL-veteran friend had told me that at TESOL, if people don't like a presentation, they'll leave in the middle because they don't want to waste their valuable time.) After my presentation, the audience members asked me lots of questions, most of which I was able to answer, and some of them kept me over-time by nearly 20 minutes – luckily there wasn't another presentation scheduled immediately afterwards in the same room.

When the last person left me, I wandered around the convention center aimlessly, kind of in a daze and not really knowing what to do. I found an empty chair against the wall in a main thoroughfare between two of the convention center exhibit halls, and decided to sit down to plan the rest of my day. I chose a few sessions that I wanted to attend that afternoon and then began to people-watch. TESOL attracts lots of inter-

esting people from all over the place it seems. In the 15 minutes that I sat there watching, I heard all kinds of languages other than English and saw people from a wide variety of cultures. Just as I figured it was time to move on, lo and behold, a friend from UH strolled by. We greeted each other, and since it was close to lunch-time, we decided to get something to eat. On the way, we hooked up with another friend of his and headed out for food.

Later that afternoon, back at the convention, I attended a few interesting sessions about listening and speaking, and a few boring sessions about listening and speaking. Both of the good sessions had the central idea that it's easier to learn the prosody of English than it is to acquire individual phonemes, and that accurate prosody will help speakers to be more easily understood.

The presenters of these sessions provided evidence from their classroom practice to support this idea. I really appreciated these sessions because this is an issue that I had been working on in my own classes

this semester. What made these sessions so good, in my opinion, is that the speakers seemed real to me: real teachers discussing real classroom issues using real data gathered with real teaching approaches from real students. No scripts, no abstractions, no literature reviews or hypotheses. Handson materials that I could take away and apply to my own situation. In contrast, what made the other sessions so boring was just the opposite: unclear issues and approaches, absence of data and students, paper reading, lots of abstract ideas, extensive reference to "the literature", totally useless handouts. However, I look back on this experience positively because it provided me with a great opportunity for comparison, and as a result, I reflected a lot on my own presentation, my own reasons for attending the conference, and what I wanted to take away from it all. I'll be much better prepared for TESOL 2005 in San Antonio (BTW, San Antonio is a very beautiful and historic small city, plus Six Flags amusement park is just 15 minutes from downtown SA J)

I'd also like mention a few things about the exhibit portion of the conference. At first, I thought I was going to completely avoid that merchandising trap, but while walking through the hall, something caught my eye, so I stopped to take a look, and then something else caught my attention, and so on and so on. I wound up spending between 3 to 4 hours browsing the exhibitor booths and had so much fun. I learned about non-mainstream approaches to lan-



### 2004 TESOL Convention

Soaring Far, Catching Dreams

March 30-April 3, 2004 • Long Beach, California, USA



## Reflections from a Presenter and Attendee of the 2004 TESOL Convention (cont.)

guage development that I'd never heard of before, certainly not from the MA in ESL program at UH. I browsed the new releases from the major publishers. I got several review copies of student texts. Plus, I bought \$100 worth of new books. Definitely for me, the hours I took wandering around the exhibit hall was time well-spent.

And for a final bit of insight and warning, the conference advertised that it would have an Internet café with free e-mail access, which it did, but it consisted of only 10 laptops in a roped-off area of the exhibit hall. The area was monitored by a conference worker who kept track of your 10 minute time allowance per each wait in line. The line was always long and averaged about 30

minutes from the end to the front. Also, they had the laptops set so that downloading wasn't permitted. Strictly e-mail check and send or Internet browse with no downloading or uploading possible. It figures, but it's not what I expected. Plan accordingly for San Antonio.

I hope you found this little story about some of my TESOL 2004 experiences interesting and potentially useful for planning your trip to TESOL 2005. I couldn't touch on everything, but I tried to include a few of the major memories about my trip. If you want more details or other info from me, please stop me and ask, or send me an e-mail. In closing, I'd like to thank the Hawai'i TESOL board and membership for the travel grant

that helped make this trip possible. If I don't see you all at a future Hawai'i TESOL event in the next year, I hope to see you at TESOL 2005 in San Antonio (and maybe we can dig out for a day and play at Six Flags together!)

*Shawn Ford, recipient of the 2004 HITESOL Travel Grant, is a lecturer in the ESOL Program at Kapi'olani Community College where he teaches intensive and high-intermediate English. He is also a student in the Advanced Graduate Certificate in SLS program at UH Manoa. His research and teaching interests include G1.5 pedagogy, grammar development, and pragmatics. Contact: <sford@hawaii.edu>*

## The Benefits of Attending Professional Conferences: A Student's Perspective

*By Havaiki Etherton*

As a senior, majoring in TESOL, I felt I needed to get more involved and active in my future profession. Aside from having different responsibilities in my university's language programs, attending professional conferences was another way for me to get a feel for my future career. I can honestly say that my personal experiences from attending these events were awesome. In fact, I know all of us can benefit in several ways from attending professional conferences, either local or international. New work-related and social relationships are developed, innovative horizons are broadened and individual voices are discovered from these unique and rewarding events.

### NETWORKING

One of the greatest advantages of being part of professional conferences relates to the networking potential where we are able to meet influential people in the field such as authors, publishers, employers and other members involved in the profession. When in luck, we might even have the opportunity to meet our personal favorites in person (e.g.: authors of textbooks we are using in our courses), which allows us to create a connection between theory and reality.

Another positive aspect of networking is the chance to interact with our own faculty members in a different setting where they get to know us from a different aspect and vice-versa. In some ways, our status changes during the period of the conference creating a healthy relationship between students and their faculty. In addition, through bus rides and hotel staying, classmates become roommates, card game partners, confidants and sometimes best friends. But really, what makes this experience memorable is feeling content at the end to have had the opportunity to meet new and interesting people from different places and institutions.

### PERSPECTIVE

Participating in these events definitely helps us broaden our horizons and consider other avenues that might be appealing. The publishers' exhibit displays a wide range of materials related to our field of interest where students can have a glimpse of what different companies have to offer. When being directly or indirectly involved in local or international conferences, we are able to put our ideas and views into perspective which can motivate us to be better students and consequently better prepared professionals. When we get a chance to participate, we see the big picture which helps us gain a new perspective on what the TESOL profession is all about. In addition, we also have an opportunity to reflect on our lives, on the future and on the important decisions we will have to make after graduation. Attending professional conferences has the potential to open our eyes

and can inspire and motivate us to get involved in the field and better understand our chosen profession.

### FINDING OUR OWN VOICE

Just by being there, we contribute to the development of the TESOL profession whether we attend local or international conferences. One way to emphasize our contribution is by vocally participating in sessions such as workshops or group discussions where we are sharing our ideas or receiving input and feedback from other members in the profession. Each member of the conference has different and unique experiences they can share, enriching this particular event. Another productive way to get involved is by volunteering our time in areas such as the hospitality booth (at local conferences) or the job market place (at international conferences) where we are able to use and develop our work and people skills. We also benefit from professional conferences because we are given a chance to converse with influential people in the profession sharing our ideas and philosophies, learning to sell ourselves. Having these opportunities can potentially increase our level of confidence which will help us succeed in our future careers.

In conclusion, I know from my own experiences this past year, we can all benefit from attending professional conferences. I choose to take these opportunities as a way to learn, grow and see things from a new perspective. Stephen R. Covey inspires me when he says, effective people feed opportunities and starve problems, they think preventively. As I come to the end of my college experience, I see and understand the importance of being involved and proactive in the things I'm interested in such as teaching. I have gained a greater sense of professionalism from these events, and I have grown in several ways, emotionally, intellectually and professionally.

*Havaiki Etherton from Tahiti is a senior at Brigham Young University Hawaii where she will be awarded a bachelor's degree in Teaching English to Speakers of Other Languages (TESOL), with a minor in English as an International Language (EIL), in June 2004. She enjoys teaching and working with people from different cultural, intellectual and social backgrounds. She is also a devoted mother, a supportive wife, a fairly good student and a hard-worker. Overall she is a busy person, but she always makes time for anything.*

## TESOL Board advocates training for all teachers

Alexandria, VA – At its recent meeting, the Board of Directors of Teachers of English to Speakers of Other Languages, Inc. (TESOL) approved the association’s position regarding the training of all pre-k–12 teachers in the United States as follows:

As the United States continues to become more culturally and linguistically diverse, nowhere has this change been more acutely reflected than in the nation’s classrooms. Recent statistics have shown that the number of English language learners in pre-k–12 classrooms has increased as much as 95% since 1991. As the number of English language learners has grown, so too have the challenges faced by schools and teachers in providing all students an appropriate, effective, and meaningful education.

TESOL holds that all pre-k–12 educators need to receive specialized training and preparation in the skills necessary to effectively manage culturally and linguistically diverse classrooms. All teacher preparation and training programs at colleges and universities should include coursework developed and taught by qualified instructors for mainstream and content-area teachers on meeting the needs of English language learners in an academic setting. The *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education* can serve as a guide for institutions seeking to incorporate such courses into their general education programs.

In addition, all pre-k–12 counselors, teachers, and administrators should be familiar with the principles of TESOL’s *ESL Standards for Pre-K–12 Students* and understand the basic issues of second language acquisition, bilingualism, the difference between social and academic language proficiency, and the roles that language and culture play in learning. Furthermore, all pre-k–12 educators need to understand the importance of native language support in achieving academic success and the sociocultural issues English language learners face when dealing with the demands of mainstream education.

Under the *No Child Left Behind Act of 2001*, accountability for all students is a whole-school responsibility. Therefore, all mainstream, content-area, ESL, and bilingual education teachers need to work collaboratively with administrators to meet the needs of English language learners. Ample time is needed for extensive planning and coordination among all teachers in order to support all students. Moreover, professional development plans should be designed so that all content-area teachers can benefit along with their ESL and bilingual education colleagues from the latest trends and research relating to the education of English language learners.

“Teaching culturally and linguistically diverse students in the United States is not a challenge limited to ESL and bilingual educators,” states TESOL President Amy Schlessman. “Educating English language learners is a responsibility of all teachers. Statistics from the 2000 Census show almost one fifth of the population (47 million) in the United States speak a language other than English at home. TESOL strongly contends that all pre-k–12 educators should have skills and knowledge to effectively teach English language learners.”

## TESOL takes position on EFL for young learners



Alexandria, VA – At its recent meeting, the Board of Directors of Teachers of English to Speakers of Other Languages, Inc. (TESOL) approved the association’s position regarding the teaching of English as a foreign language (EFL) to young learners.

Increasingly, many countries around the world are mandating the teaching of English as a foreign language (EFL) to young learners. Although research has suggested that age may have an effect as to the way a language is learned, age alone does not determine success in learning a foreign language. Rather, effective teaching of EFL for young learners starts with a clear understanding of the following factors and how they relate to one another.

### *Program content and learner goals:*

Those involved in teaching EFL to young learners should have a clear understanding of why English is being taught at a young age, specifically what the programs’ aims and goals are. What students should know and be able to do should be clearly outlined and established along with how that is to be measured. Where academic-level proficiency is desired, there should be long-term strategies for continued support and articulation between educational levels.

**Effective teachers:** Teachers should have training in teaching EFL as well as in the ways young students learn. Just as important are teachers’ personal attitudes toward continued education and learning and their willingness to model language learning for the students with whom they work.

**Programmatic and institutional support:** Depending upon the program model and methodology employed, institutions need to be able to provide the types and levels of resources necessary to support the program. A key part of this institutional support is continued professional development for teachers, as it is an essential part of effective teaching. What is most important to understand about these factors is that they need to be defined for and understood within the local educational and cultural context. In addition, although the three factors are related, there is not necessarily a direct correlation among them. Just as there is no single way to teach a language, there is no single program or model for all educational contexts. Finding the right balance among these three factors is a key part of delivering an effective program.

“Nations around the world are mandating English language education,” says TESOL President Amy Schlessman. “Required EFL instruction often starts at a very young age. Age does affect the way in which language is learned. TESOL emphasizes that even more important for language education success are well-defined program goals, qualified and trained teachers, and availability of adequate resources and support.”

## TESOL

Teachers of English to Speakers of Other Languages, Inc., is a global education association with more than 14,000 members in over 120 countries, and is recognized as a nongovernmental organization (NGO) of the United Nations Department of Public Information. It is TESOL’s mission to ensure excellence in English language teaching to speakers of other languages.

### TESOL values:

- individual language rights
- professionalism in language education
- accessible, high quality education
- collaboration in a global community
- respect for diversity and multiculturalism and
- interaction of research and reflective practice for educational improvement

## TESOL Board advocates for professional equity

Alexandria, VA – At its recent meeting, the Board of Directors of Teachers of English to Speakers of Other Languages, Inc. (TESOL) approved the association’s position advocating for equitable status of the profession as follows:

The field of teaching English to speakers of other languages is a unique professional discipline requiring specialized education and training. Those in the field often have rigorous education, credentials, and experience equivalent to that of their peers in other academic disciplines. However, in many academic settings and institutions, instructors and faculty of English for speakers of other languages in both English as a foreign language (EFL) and English as a second language (ESL) programs do not receive the same treatment or benefits as their peers in other academic areas.

TESOL is opposed to policies that treat ESL/EFL instructors and faculty differently from their counterparts with specialized credentials in other disciplines. TESOL is in favor of commensurate salaries, benefits, working conditions, and workloads across disciplines in order to foster academic and intellectual equity and integrity in academic institutions and in society at large.

“TESOL, the association, promotes the profession of ESL/EFL teaching,” explains TESOL President Amy Schlessman. “Advancing the status of ESL/EFL educators advocates for professional equity.”



For more

information, visit

TESOL online at:

<http://www.tesol.org>

## Hawai’I TESOL Annual Business Meeting



Hawaii TESOL held its annual Business Meeting in Laie on Saturday, April 17, 2004. At the meeting, attendees elected new and continuing members to the Executive Board to serve during the 2004-2005 term. Results of the election are posted below. The new board members will officially begin their duties this summer. Hawaii TESOL would like to welcome the new board members, and thank all volunteers for their outstanding service to the organization and to our professional community.

### Hawai’I TESOL 2004-2005 Executive Board

#### Elected Positions

PRESIDENT	Yoneko Narita
VICE PRESIDENT	OPEN
MEMBERSHIP SECRETARY	Nicole Ernst
TREASURER	Brent Green
PROGRAM CHAIR(S)	OPEN
SOCIOPOLITICAL ACTION CHAIR	Abigail Brown
NEWSLETTER COMMITTEE	Elise Fader Priscilla Faucette Michelle Bell
MEMBERS AT LARGE	Carol Foye Beth Edwards

#### Appointed Positions

CONFERENCE CHAIR	OPEN
WEBMASTER	Perry Christensen
SISTER AFFILIATE LIAISON	Sally La Luzerne-Oi
FORMER PRESIDENT	Jennifer Wharton



We are still seeking volunteers for the following positions: Vice President, Program Chair(s), and Conference Chair. Contact Jennifer Wharton [jwharton@transpacific.org](mailto:jwharton@transpacific.org) or Yoneko Narita [ynarita@transpacific.org](mailto:ynarita@transpacific.org) if you would like to see the job descriptions for these positions, or have any other inquiries.

## Problems Trainee Teachers Encounter

(Continued from page 6)

in a way that makes wider differentiation possible. However, getting used to it may cause difficulties not only for teacher trainees, but for experienced teachers, too.

Table 1. Areas of methodology trainees did not feel safe enough in.

Area of methodology	Number of subjects	Percentage
Evaluation of learners' knowledge and giving marks	9	69.1
Giving feedback	1	7.6
Maintaining discipline	7	53.8
Motivating learners	3	23.0
Explaining grammar effectively	1	7.6

Another issue that the trainees were most concerned with was maintaining discipline and order. 53.8 % of the subjects thought that teaching or learning could take place only if the class was disciplined. These subjects (7 in number) all spent their practice in ordinary primary and secondary schools maintained by the state. Those subjects who did not report on such a problem either taught in a grammar school or at an ordinary secondary school in specialised classes where learners are interested and highly motivated. This supports another observation, that schoolchildren in ordinary state-governed primary and secondary schools in Transcarpathia are somewhat unruly. This is unfortunate but true, and teachers must do everything possible to alter the situation.

### Group interview

The purpose of the group interview was to obtain answers from trainees to five questions (see Appendix 2). The results of the group interview revealed more or less similar findings to those in the post-school practice questionnaire. One thing worth mentioning here is a question the trainees asked of themselves, namely 'In what other aspects would I have needed help from my mentor?' Some of the trainees answered that this would be to supply them with more audio-visual aids (23.0 %), provide them with more additional material (30.7 %) and show them the procedure of the mentor's own way of teaching poems, rhymes, songs and other exercises or activities.

### Conclusions and implications

In sum, the main problems causing difficulties to trainee teachers during their twelve-week teaching practice are maintaining discipline, lack of proper, up-to-date textbooks, and defining lesson objectives. School supervisors or mentors help trainees a lot by providing information about the learners, giving advice about how to conduct activities, and by providing supplemental materials to the trainees.

One of the most important findings of this study is what it revealed in terms of trainees' opinions about the requirements of the three-month teaching practice. Unfortunately, overall, their comments were not too positive. Although many trainees consider that three months is just enough, more than half of the trainees believe it is too long and that the detailed documentation is unnecessary. This data must be given consideration by teaching practice designers so that the whole system of the TP could be improved.

### References

- Gray, J. (2000). Training for reflective practice: getting the most out of pre-service courses. *The Teacher Trainer*, 1, 14-17.
- Handal, G., & Lauvas, P. (1987). *Promoting reflective teaching: supervision in practice*. Milton Keynes: Open University Educational Enterprises.
- Johnson, K. (1992). Learning to teach: instructional actions and decisions of pre-service ESL teachers. *TESOL Quarterly*, 26, 507-535.
- Kennedy, J. (1993). Meeting the needs of teacher trainees on teaching practice. *ELT Journal*, 47, 157-165.
- Numrich, C. (1996). On becoming a language teacher: insights from diary studies. *TESOL Quarterly*, 30, 131-153.
- Schon, D. (1983). *The reflective practitioner*. New York: Basic Books.
- Seliger, H. W., & Shohamy, E. (1990). *Second language research methods*. Oxford: Oxford University Press.
- Tanulmányi- és vizsgaszabályzat. (1996). [Study and examination regulations.] Beregszász: Kárpátaljai Magyar Tanárképző Főiskola.
- Wallace, M. J. (1991). *Training foreign language teachers. (A reflective approach)*. Cambridge: Cambridge University Press.
- Westgate, D. (1995). Language teachers and reflective practice: Why us? And why now? *Language Learning Journal*, 12, 2-4.

(Continued on page 13)

(Continued from page 12)

**Appendix 1**  
**Post Teaching Practice Questionnaire (for Year V/9)**  
 (English version)

Type of school:

Did you find teaching English in that school easy or difficult? Explain why.

What forms did you teach in?

Did you find any difficulties in teaching in those forms? If yes, what were they?

How would you describe the kind of relationship you developed with your school mentor? Why?

Did your mentor help you in developing your lessons? If yes, to what extent?

What was the relationship like between your pupils and you?

What do you think about the requirements of your obligatory three-month school practice?

What problems, if any, did you encounter when a) preparing for your classes; b) writing your lesson plans?

Can you remember a difficult situation during your practice when your knowledge of methodology helped you solve the problem?

Do you remember a difficult problem which you failed to solve because of your lack of knowledge of a particular area in methodology?

Which area(s) of methodology do you not feel confident enough in? Why?

What do you think of the length and timing of your school practice?

Your personal data: male  / female  age  

**Appendix 2**  
**Group Interview**  
 (English version)

Why do you think a writing lesson plan is tiring and inconvenient?

Why do you think it was easy to teach English in your school?

Why do you think it was difficult to teach English in your school?

## Article Submission Guidelines for *The Word*

We welcome article contributions, regular columns and ideas 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 by **Friday, August 6th**

If you have any questions or suggestions, please contact Priscilla <faucette@hawaii.edu> or Elise Fader at <Fadere@byuh.edu>

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



**READ ALL ABOUT IT! In the upcoming September issue of *The Word*...**

- Priscilla Faucette, Coordinator in the English Language Institute at UHM, provides a summary of her TESOL convention presentation on managing conflict in a language program.
- YOUR ARTICLE HERE!!

# Hawai'i TESOL's Upcoming Events

Mark your calendars for the first Hawaii TESOL event of the 2004-2005 year!



A new season of professional development will begin in September with the annual Opening Social at McCoy Pavilion in Ala Moana Beach Park. This year's event is tentatively scheduled for **Monday, September 20<sup>th</sup> from 5:00 - 8:00 p.m.** Join us for a relaxing evening of socializing and good food. You can meet other ESL professionals, catch up with colleagues, and find out what Hawaii TESOL has planned for 2004-2005. Pupus, hot dishes, drinks, and dessert will be served and several informal idea-sharing workshops will take place after dinner. This year, institutions from around Hawaii will again be invited to participate in a poster session, introducing their programs to the rest of the membership. A travel grant raffle will also be held at the social, providing everyone with another opportunity to win fabulous prizes and support the HITESOL travel grant fund. Bring your family, bring a friend -- non-members welcome! Email announcements with further details will be sent at the end of August, and updates will also be posted on Hawaii TESOL's website at [www.hawaiitesol.org](http://www.hawaiitesol.org)

See you in September!

## September 2004

Keep up to date with  
Hawai'i TESOL events  
online at:

[www.hawaiitesol.org](http://www.hawaiitesol.org)

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	<b>20 HITESOL SOCIAL</b>	21	22	23	24	25
26	27	28	29	30		



*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.*