



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

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

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Motivation and Cultural Studies By: Iryna Vorobyova

The important component of educational branch "Foreign language" is the competence in language and area of particular country. In students' activity should take place not simple imposition of new information on schemata, but transition from general encyclopaedia knowledge to concrete, socially and culturally conditioned.

The information about the country of studied language, which is contained in many prevailing school textbooks and manuals, has not dynamic disposition. And though it needs to become contemporary according to the beginning of the XXI century, it should be oriented on maximum full image of the country and real cross-cultural communication.

Therefore, it is necessary to point out the object of teaching process. Object category is one of the most important in methodology and theory of teaching. We determine in the object such duplicate issue: first, its conditionality; second, that it sets the way and character of person's activity. In teaching process object is an intermediate link between

social and methodological points.

What are the social needs in language teaching nowadays? Undoubtedly – teaching foreign languages in multiple ways. It means complex approach to teaching: practical, educational, pedagogical, and developing.

Thus, what do we teach when we teach language? Teaching means transmission of culture in corpora to the youth. The common cultural fund becomes the property of the person through take-over of its "branches": physical, musical, aesthetic, and artistic. Foreign culture is that one a student gets through foreign language in all its aspects. It, as one of the objects of teaching, has social, linguistic, educational and psychological content. But it can be taught not right away but gradually. Each lesson must include certain number of different strategic elements. All these make teaching manageable and give the possibility to study the foreign culture.

But we have to take note of motivation. This problem is still being studied both in psychology and in



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Reflection on Collection or Pitfalls of Writing By: Oksana Chugai

Independent Testing. These words are closely connected with our life nowadays – teachers and students can see if those years of teaching and learning have not been spent in vain. Reading and Writing, two main skills are tested. Reading belongs to a closed part, which is checked by a computer, and Writing belongs to an open part, which is graded by examiners,

who are specially trained teachers of English.

This year I, being a teacher of English and the supervisor of the 10th form, decided to take part in the checking of the so-called open part of the Independent Testing. I assumed it would be useful for me to analyze a variety of papers with typical mistakes, strong



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Motivation and Cultural Studies (cont.)

(Continued from page 1.) teaching theory. Motivation is as much an effect as a cause of learning. It is widely agreed that motivation has a great effect on a student's capacity to learn. Motivation can be broken down into extrinsic and intrinsic forms. Intrinsic motivation comes from within the learner, who wants to learn for the sake of learning. It is much more likely that our students will be extrinsically motivated, meaning that their motivation comes from external sources such as wanting to pass an exam or please their parents. But there are many things to do in the classroom to increase the levels of extrinsic motivation.

Carl Rogers outlined three attitudinal qualities that a teacher should have to assist the learning process [2]. They are empathy (seeing things from the students' view point), authenticity (being yourself) and acceptance (of students' ideas and opinions).

The ways of solving the problem of motivation are usually connected with the following issues:

- special system of tasks;
- emphasizing;
- teacher's activity;
- use of visual methods;
- personality orientation.

During direct teaching process methods could be various: one should get an extra task so as not to be bored, another barely manages to follow the lesson, yet another needs a lesser

task and some extra attention. A teacher should look for new sources of motivation and encouragement, which is quite difficult.

For setting socio-cultural knowledge for students it is necessary to take into account such factors as sameness or distinction degree between native (Ukrainian) and certain peoples cultures; cultural distance; meaningfulness of this information in intercourse process. So, we ought to give up the base of general encyclopaedia knowledge and develop the knowledge of:

- conditions of contemporary language bearers life (standard of living, way of life, health protection, education, social defence of young people in society);
- mode of life (day order, work and spare time, food and drinks, food reception hours, leisure);
- interpersonal connections (in family, between elder and younger; sexual, in youth groups; in educational institutions, laboured mutual relations; official; between political and religious groups);
- the cultural traditions;
- the contemporary young people life aspects (studying, work, leisure, tourism, sport, fashion; youth organisations etc.);
- culture of verbal behaviour and etiquette, adopted in country of studied language, in typical situations of everyday and business (limited) intercourse;

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Carpe Diem By: Sun Mi Park

Have you ever watched the movie *the Dead Poets Society*? If you watch this movie, you will become familiar with the Latin phrase *Carpe Diem*. In the movie, a teacher, Mr. Keating, shouted this phrase to his students. *Carpe Diem* means "seize the day", or in other words, seize the pleasures of the moment instead of being under the pressure of the future. We embody this spirit here at Brigham Young University Hawaii. A number of Korean students created an unprecedented club. The group started under the slogan *Carpe Diem*, blowing a fresh breeze into Brigham Young University Hawaii.

This group consists of Koreans majoring in various fields: Business, Accounting, TESOL, Finance, etc. Despite our differences, we are pursuing cooperation, strengthening what is best in us, and eliminating our doubts and fears. Now *Carpe Diem* is registered in the BYU Management Society. Our mission statement shows what we are pursuing:

"To achieve successive employment

In ways that

- We help ourselves.
- We build up a variety of human networks.
- We have more interests in our society.

So that we will be leaders in our society and serve others. "

We have a meeting on a weekly basis every Saturday. This meeting is not just for sitting together and talking about our dreams. It is for working together and specifying the dreams we have. Since we all have different majors, all of us have a different approach, strategy, and plan to win the future. Every week, each member studies the current trends of the job market in Korea, consistently revising strategies. In a weekly meeting, we share information and discuss each other's strategy then give feedback to each other. Due to this effort, we not only gather information for employment but also learn essential skills and etiquettes of discussion. During the meeting, we use formal language. As is well known, the Korean language has complex rules about honorific language forms. Although we are all friends, we always use the honorific style of language to each other. In addition, we practice taking turns, waiting for others to finish speaking



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Carpe Diem (cont.)

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their opinions, which is essential to having a constructive discussion. We also try to learn how to agree and disagree with different thoughts and ideas. Most importantly, we seek to learn how to disagree without being disagreeable.

Additionally, we are focusing on enlarging our human network. The society in which we will live requires excellent communication skill. Once we walk into the society, it is necessary to communicate with others, especially those who have different thoughts. For that reason, we have been extending the spectrum of our human network from school to community, society, and our home country. In an attempt to promote enlarging our human network, we gave a presentation to the faculty and professors in the career center. We also had an interview with the campus news letter *Ke Alakai*. We are making a way to contact the United Korean Association of Hawaii and the Hawaiian Korean Chamber of Commerce to communicate with the local community. Moreover, we are trying to interact with college students in Korea who will be our competitors in the near future.

Since creating this group, we pay more attention to our society. As BYUH students, we believe in the motto of the university: "Enter to Learn and Go Forth to Serve." In matters of social issues, we have come to realize that we must engage ourselves with solving the problems around us, and this effort must be expressed through action. We believe that serving others is as valuable as getting a good job. If you merely seek for a good job and better pay, soon you will realize that without self-improvement and contribution to your society, success is not possible and meaningless. We are willing to share knowledge we learn at school and apply it to serving others who are in need. A few months ago, we started volunteer work. We visited a Korean care home and got permission to do volunteer work every month. In addition, at the Kahuku Community Center we are doing volunteer tutoring. These works keep us growing, while deeply considering the society. What we have learned from these works are invaluable. At the Korean care home, we spend time with the elderly who left their own countries. The work is simple, talking with them. However, talking to someone, especially those who feel lonely requires more than mere conversation. There needs to be a sincere, genuine, and good soul. In that point of view, this is not volunteer work, it is an essential lesson for our soul.

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Motivation and Cultural Studies (cont.)

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- national peculiarities of non-verbal behaviour (Kinesics (body language): body motions such as shrugs, foot tapping, drumming fingers, eye movements such as winking, facial expressions, and gestures; Proxemics (proximity): use of space to signal privacy or attraction; Haptics: touch; Oculistics: eye contact; Chronemics: use of time, waiting, pausing; Olfactics: smell; Vocalics: tone of voice, timbre, volume, speed; Sound symbols; Silence Pausing; Posture Position of the body; Adornment Clothing, jewellery, hairstyle; Locomotion Walking, running, staggering, limping).
- There are learning outcomes – learners have an end product.
- Authentic tasks and therefore the language input are more authentic.
- Interpersonal relations are developed through working as a group.
- Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centered.
- A break from routine and the chance to do something different.
- A context is established which balances the need for fluency and accuracy.

One of the ways of developing socio-cultural knowledge is project work. Project work is becoming an increasingly popular feature within the ELT classroom. Common projects are class magazines, group wall displays about countries of studying language and designs for cities of the future. A project involves students in deciding together what they want to do to complete a project while the teacher plays a more supporting role.

Some advantages of project work are:

- Increased motivation - learners become personally involved in the project.
- All four skills, reading, writing, listening and speaking, are integrated.
- Autonomous learning is promoted as learners become more responsible for their own learning.

There are several important moments in organizing any kind project work:

First – to give learners an idea of what projects are and what they should be aiming to produce, it is good to have examples of past projects: a photocopy of a previous group newspaper or a photograph of a wall display.

Second – after explaining the idea behind the project, ask learners to propose a scheme of work: - what to include in the project; - what form it will take; - who will be responsible for what; - the time it will take to produce each part of the project; - needed materials or resources.

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Reflection on Collection . . . (cont.)

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points, and pitfalls to share with my colleagues and students afterwards.

Unfortunately, I could not analyze the data statistically, because my goal was to focus on the quality of the papers, not on the quantity. However, I will try to describe the main types of test papers. First, I should remind my readers about the tasks students had to complete.

Task 1

Read the text below. Think of the word which best fits each space (47-50). Use only one word in each space. Write your answers on the separate answer sheet.

The Keys:

47 – around/round/across

48 – from

49 – looking

50 – can/could/will/would/may/might

Task 2

51 You have found out that the local council is planning to build a new supermarket not far from your school instead of a sports centre. You have decided with your friends to write about this plan to the major newspapers published in your city/region. Write a letter to the editor of an English language newspaper in which you:

- say why you are writing
- explain why sport is important to people
- explain why a supermarket should not be built in your area
give your reasons why a sports centre would serve your city/region well

Write a letter of at least 100 words. Do not write any dates and addresses.

Start your letter with *Dear Sir or Madam,*

These were the tasks, and what was the outcome? The worst test paper was a blank one, of course. Nothing was written by a student – not a single letter. Such work received 0 points according to all criteria for Task 1 and 2. The same amount of points was given if all the answers in Task 1 were wrong and the amount of words in Task 2 was not 100, but less.

More important for us, as examiners, were papers which contained the necessary amount of words in Task 2 (at least 100) – such writing could be evaluated, even if all the answers in Task 1 were wrong. I checked more than 200 papers, and only a few had three or four correct answers in Task 1. More often there were two correct answers, or even only one. Some students could not think of anything suitable

at all, so they decided to have fun. These are the answers of some of them for Task 1:

47	48	49	50
Babulia	Speki	Mne	Kolobok
Don't	worry	be	happy
Amerika	Afrika	Antarktika	Frost
Babushka	kozlika	ochen	lubila

Now about Task 2. Some students misunderstood the task completely. Instead of writing a formal letter to the editor about plans of the local council, they introduced themselves and their families, described their hobbies and friends. Few wrote using the English alphabet, but the words were Ukrainian or Russian (like “Babulia Speki...”), sometimes they asked the examiners to be kind and put some amount of points. Some decided to write about the building of a new supermarket not far from a sports center, supposedly not noticing the word “instead”. But such letters were not numerous.

The biggest amount of letters started with “Dear Sir or Madam”, or at least “Dear Sir”, “Dear Madam”, as it was stated in the task. Most students gave the reason for writing, explained why sport is important to people (sometimes instead of sport wrote about a sports centre, which was a mistake), why a supermarket should not be built and gave reasons why a sports centre would serve their city/region well. Some even used proverbs, sayings or idioms to support their ideas. Unfortunately, because of lack of time I couldn't put them down, but in the process of checking I noticed how diverse the endings of the letters were. So I decided to write out the most unusual ones and after a while I had a collection of different ways of finishing the letters.

Some students put down the correct phrases corresponding to the formal style like ‘Sincerely yours’ or ‘Faithfully yours’, but instead of their names they had something else, for example: *School student ; Leavers from school 14 ; Children ; Readers* Some put down the date, their address and the name finishing the letter, which was completely wrong:

*The 7th of June 2010 Ukrainsta St Town Nevomnyrt
Gorbatyuk Ann*

Some forgot about formal phrases, finishing the letter with the words:

Your readers

Your. Yaroslave!

Inhabitants of Dnipropetrovsk

A student of the town

A director of the school

From school President's



Reflection on Collection . . . (cont.)

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Some students used informal ways of finishing the letter like:

Hope for your help! Students, parents and teachers

Good luck

Thank you. Good bye

God bless you

With best wishis, somebody

With best wishes, your constant reader

Buy! Luba

I shall login your answer

Julia, xxx

Spelling mistakes added misunderstanding:

I am looking forward for your replay

Some confused writing with speaking:

Thank you for listening. I wish you make write choise

Some included wishes typical for post-cards

May you be lucky!

Some were too informal conveying passionate feelings:

I love dear Sir or Madam, Karolina Love, Oksana

Some were completely confusing:
Yes off koss

Some – just funny:

Your pupil and the newspaper. Good bay.

I hope my humble collection will remind teachers and students how complicated the process of writing is. Whatever mistakes are, we can feel the degree of confusion and despair while facing the problem of producing a written text.

When teaching English we should remember that only using basic writing instructions, putting emphasis on vocabulary acquisition and learning strategies will build composition skills our students need to be successful writers.

About the Author: Oksana Chugai is a teacher of English and Head of Foreign Languages Department Gymnasia “Euroland” of European University. She

graduated from Dragomanov National Pedagogical University, Department of Foreign Philology in 2003, after receiving a Masters degree. She regularly gives presentations at TESOL-Ukraine Conferences. She is the winner of a competition “Panorama of Creative Lessons” organized by the publishing house “Shkilnyi Svit” in 2009, a certified examiner of the Independent Testing and Pearson Test Exam. Oksana Chugai successfully completed Online EFL Teacher Training with University of Oregon’s American English Institute in 2010.



Carpe Diem (cont .)

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At the Kahuku Community Center, mostly immigrants’ children study to catch up. We help them catch with their math, history, and English homework. The most important thing to do is help them while being their friends.

When we prepared these volunteer projects, we thought that we were going to help people. It is true; we help others but what we found is that helping others is actually helping ourselves. Because of these warm-hearted people, because of these pure children, we are learning the true meaning of value. Now, we are planning to hold a donation project in order to provide learning materials and school supplies for the students at the Kahuku Community Center.

Lastly, we have a number of TESOL students in Carpe Diem. I believe that most readers of this newsletter and all TESOLers must be interested in the TESOL project in the group. We even record English lessons in Korean. We have been seen by many Korean students who have given up learning English because of the difficult terminologies in the English language. Fear of complicated terminologies make a lot of English learners focus mainly on communicational skills. Although the majority of Korean students’ oral language has improved, it also caused fossilization. Learning a second language is not the same as learning a first language. The four language skills—speaking, listening, writing, and reading—should be in balance to be a successful language learner. A proper amount of explicit grammar instruction is the base structure to learning a second language. This is why we are planning to teach grammar online, using interesting and understandable terms instead of prevaillingly difficult ones. We believe that our lectures will draw learners’ interest and motivate them. Based on what we learned through the TESOL course, we analyzed an English lesson together, which will be posted on Youtube. The name of our project is “Grammar Anatomy”.

Through our many experiences, we are learning valuable lessons which we could not learn if we worked as an individual. We take action. We are not just waiting for opportunities but seeking opportunities. We are cooperating and learning how to respect other members’ opinion. We know that spending time for “US” is much more valuable than working just for “ME”. We know that proactive action opens us to many opportunities. This action already brought us opportunities, and we believe that it will bring more and more. We all say together: “Please come see us and what we are up to”. Also, if you want to know more about this group, please contact us at byuhcarpediem@gmail.com. Mahalo.

Motivation and Cultural Studies (cont.)

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Third – to allocate an agreed amount of time for the project.

Fourth – to provide the learners with necessary materials. It is fairly common now for learners to want to use the Internet to find information for their projects.

Fifth – presentation of the project. It needs to be seen, read and admired so schedule the last project session as a presentation.

Sixth – to evaluate the project. As with any piece of work a project needs to be acknowledged and evaluated. Use a simple project evaluation report, which comments on aspects of the project such as content, design, language work and also evaluates the oral presentation stage of the project.

Each teacher has his own method of teaching. But he should be quite flexible depending on the certain situation in a classroom. The teacher must not dominate but guide. His roles are different: knowledge source, tutor, supervisor, and organiser. He is a person who helps to choose the right way in

the world of knowledge. But the student has to study only by himself.

References

1. www.teachingenglish.org.uk/
2. <http://scholar.urc.ac.ru/LANG>



About the Author: Iryna Vorobyova graduated from RSHU in 1997, after presenting her Master of Arts thesis devoted to language peculiarities of J. Brodsky poetry. In 2003 she defended her PhD dissertation in which she dealt with process of socio-cultural competence of senior pupils' formation. She is now working in the Foreign Languages Department of the Rivne State Humanitarian University, Ukraine, teaching different courses of lingua-cultural approach, history of English language and English phraseology.

Teaching Non-Literate Children to Read By: Hyunjung (Haley) Lee

I do not remember how I learned to read, but I heard from my mom how I learned to read. This is about how I learned reading Korean letters when I was about 6 years old. My parents never taught me to read, and they never read me any story books. My mom did teach my older brother how to read and she read books to him. I remember he loved to read books. I would play by stacking books but I was never interested in what was inside of the book. Thus, I was late in learning to read compared to my friends that were of the same age. One day, my mom found me carrying a small piece of paper in my pocket, and looking at it from time-to-time. When she looked at the paper, the names of my friends were written on it. The thing was that I asked my friends to write their names, carried the paper around, and tried to analyze the written codes with the sounds of their names.

From my childhood experience of learning to read, a few techniques to help children learn to read are illustrated in the textbook titled "Teaching English to Children" written by Scott and Ytreberg (2008). Although it is not a recommended way for children to learn, it still has some good facts that need to be pointed out. First, teaching reading should be based on the children's language since reading does not come before children know how to say words. For example, I knew the sounds of my friends' names as I called them by their names. So, I could easily match the sounds with the letters. If they were completely new words, I wouldn't have asked them to write it down for me in the first place because I would have not simply been interested in knowing about it. In addition, I carried the paper in my pocket so that I could look at it anytime I wanted to. As the textbook says, the teacher should put readings where they are easily reachable and visible for children. English story books can be put in the corner of the classroom, or as different types of words on the wall. As it is reachable and visible for children, they would be able to get more chances to practice reading.

Another technique is using repetition. Children do not get tired of repetition, but they will gain confidence as the words appear repetitively and students are able to read it. Back to my story, I had lots of Kims, Lees, and Parks since they were Korean names. That must have been the reinforcement for me to keep practicing reading and analyzing the sounds and written codes because I could finally be able to read some. My mom told me I would scream on the street if I found the words I could read on the street neon signs, and pointed the words to show my mother that I could read. Also, I said '약' which is 'drugs' in Korean whenever I saw the signboard of my dad's office (my dad is a pharmacist), I mean every single time. This shows how exciting and thrilling for children being able to read is, and repetition never bores children but gives them confidence.

There are more facts we need to know in teaching reading to children but missing in my story. One of them is that reading should not be stressful. Due to the fact that I was late in reading in comparison to my friends, catching up definitely motivated me to learn how to read. However, reading should be

Teaching Non-Literate Children to Read (cont.)

enjoyable. My reading was to show off to my family and friends that I could read words, but not books. If I actually enjoyed reading, I would have read the books instead of stacking them for fun. This is probably why I do not like reading even now as an adult.

As seen above, we need to teach reading to children from the words they already have in their vocabulary, having readings reachable and visible, using lots of repetition, giving children confidence, and making it enjoyable. When these measures are put in place in teaching children to read, it will be very successful and fun.

References

Scott, W. A., & Ytreberg, L. H. (2008). *Teaching English to children*. (22nd Ed). New York, NY: Longman.



About the Author: Hyunjung Lee (Haley) graduated from Hawai'i Pacific University in January, 2010 and is now back in Korea teaching TOEIC (Speaking) at Kyung Hee University.



Conversations with a Honolulu Expat in China

By: Roger Fong

Jonny Lim, born and raised in Hawaii, recently left his position as Registrar/ESL Instructor of ELS Language Centers Honolulu to try his hand at the international education market in China. As a former IELTS examiner in Honolulu, he also hooked up with the IELTS team in China and began working for them all over China assisting in administering the IELTS examination for Chinese students hoping to come to the United States to study at university. Below is an excerpt of a conversation I had with my former colleague.

RF: Aloha Jonny, you have been in China since May of 2010. What are your impressions of the country so far?

JL: *Howzit, China is huge and is the fastest growing economy in the world. It is investing billions of dollars abroad and within the country itself. There are a lot of opportunities here for those who can stick it out.*

RF: You mentioned you are doing a lot of work for IELTS. How did you and the IELTS organization hook up in China?

JL: *While in the process of moving to China; and as a US-based examiner for IELTS at ELS Honolulu, I inquired about having my IELTS license transferred to the North China Region. I hit the ground running once I landed in China and have been doing work for IELTS non-stop. Due to the popularity of the exam, IELTS is still looking to recruit examiners to anyone interested.*

RF: Speaking of popularity, you mentioned that the January 22nd IELTS examination in China had over 7,000 candidates. That's a lot of students testing. Why do you think IELTS is so much more popular in China than the TOEFL exam?

JL: *IELTS is more about language usage and less about tasks,*

while TOEFL is centered on language in relation to academic tasks. The Chinese seem to find more value in the IELTS system.

RF: Last summer you met (now former) Governor Linda Lingle who was speaking at the ELS American Education Center in Shanghai promoting education in Hawaii. Do you think that was helpful for the state of Hawaii and do Chinese students still want to come to the US for higher education?

JL: *The US remains the top destination for Chinese parents and students. Where "Ivy League" schools still seem to be the first choice for schools, promotional education visits from high level officials, such as the one Governor Lingle did this past summer, help keep Hawaii on the "radar" for Chinese students. Hawaii institutions also need to keep up marketing efforts to compete with the "Ivy League" universities that have huge amounts of cash flow for recruitment. An in-country presence such as the ELS American Education Center in Shanghai or in-country staff such as Hawaii Pacific University have, or yearly visits by institutions such as Hawaii Preparatory Academy also are invaluable to continually promote the education system in Hawaii. The Chinese still think of Hawaii as a "vacation" destination. However, all of the marketing efforts by the Hawaiian academic institutions are helping change that. The English language is the #1 hurdle Chinese students have to get into US higher education; and ESL programs and IELTS testing are helping the Chinese get to the next step in the US education process.*

What Do My Students Really Enjoy Reading About? By: Justin Brice

After spending two years at HPU attempting a master's degree in TESOL, I could no longer resist the urge for another teaching adventure in a foreign country. So, in September, 2010, I put my degree on hold, and took a job in Yokohama, Japan. There, I would be teaching unmotivated, freshman university students who spoke English on a low to high beginner's level. I had little previous experience teaching unmotivated students, and I asked myself how I should approach the situation. As I sat behind my desk, I recalled the very first graduate class I ever took and my former professor, Catherine Sajna, conducting class discussions on EFL scenarios such as learner's needs, affective factors, and motivation. I also remembered doing my practice teaching in Thailand and my supervising professor, Dr. Day, telling me to find my students' interests, and make them interested. I kept repeating this phrase in my head, "Find the students' interests, and make them interested." In finding my students' interests, perhaps I would then be able to get my unmotivated students interested in reading English.

During my first week on the job, I was in my office trying to plan lessons because I would start teaching classes in a week, and I needed interesting materials. I read the answers on all the students' needs analysis forms that the previous teacher had passed around the semester before, but most students just said they were interested in sports, surfing the internet, or talk-

ing to friends. Such answers did not help me plan lessons around specific interests. I decided to guess what interested my students before even meeting them. First, I wrote some reading articles to better illustrate structures they had learned with their previous teacher, and I just hoped desperately that my students would find these articles interesting. The first week sitting at my desk, I made 35 of these 1-page articles in contexts ranging from pro-wrestlers all the way to public taboos like picking one's nose. Then, I taped these articles all over my classroom walls, and when I was done, I gloated at my masterpiece of reading materials. Afterwards, I told myself that the students would surely enjoy reading them, and they would clearly see the easy language structures illustrated with context. I knew it was a shot in the dark, but I had to guess.

The first day of teaching class I tried monitoring my students' interests to see what kind of learners they were. To envision my classroom, you should imagine 30 Japanese accounting students, mostly 18 years old, each with two cell phones either on their desks or in their laps, and who have been accustomed to studying English through the lecture-style grammar translation method where a Japanese teacher stands at the front of the class speaking Japanese most of the time and little or no social interaction in English occurs amongst students. The

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Conversation . . . (cont.)

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RF: What words of advice can you give to someone who wants to try their hand at working in China or teaching English in China?

JL: *A word of advice for those who want to teach overseas: "Dave's ESL Cafe" or "eChinacities" is a good place to start and search for the job discussions forums. If you post a question, most will gladly help you, even look over your contracts because they have been through the hoops and know the scams. Freelancing is riskier and less reliable than working full time for a single company, but the rewards are plentiful if you play your cards right.*

RF: Do you miss anything about Hawaii?

JL: *I miss the "Ono" food, white sands of Waikiki, and the Aloha spirit of the local people.*

RF: Mahalo for your time and insight Jonny, and best of luck to

you. Hopefully you can visit us in Hawaii again very soon; we'll have a spam musubi waiting for you.

About the Author: Roger Fong is Director of the ELS Language Centers Honolulu and current Chair for the NAFSA Hawaii Pacific District.



What Do My Students Really Enjoy Reading About? (cont.)

(Continued from page 8.)

cliché of Japanese students being extremely shy, and distracting themselves by playing portable video games and reading violent and deep *manga* magazines under their desks was all a part of my classroom.

To my initial disappointment, these students took hardly an interest to reading my 35 articles. I had been forewarned that my student's motivation for learning English would be low, but I did not expect their actual motivation to be nearly as low as it was, and getting students to stand up and read my wonderful articles was quite a difficult task.

When I encouraged my classes to stand up to read the classroom walls silently, they would crowd around certain parts of the classroom in their group of friends just having small talk in Japanese. I began asking students individually if the articles were too difficult to read. Most of them told me they were fairly easy to read, but were not interesting. "Not interesting? I knew it"! I had written my articles on the right reading level, but I had failed yet to see what my students really wanted to read about. Then, I began thinking about those *manga* magazines I had seen my students reading, and I formulated a different approach to getting my students interested in reading.

I walked to the nearest convenience store, and I looked at a few of the *manga* magazines on display. I was impressed by the stories of fantasy, comedy, and conspicuous characters that Japanese teens enjoy reading about. Every page of the magazines seemed to be animated meticulously with action, excitement, and obvious emotions displayed on the characters' faces. None of the 35 articles I had made flaunted such qualities. In fact, the articles I had written had been quite boring with no actual storyline to follow, no strong emotions to evoke, and no characters for students to relate to.

I thought about how I should imitate the *manga* qualities to suit my students. At first, I was just going to cut out pictures from the magazine, cover the original Japanese dialogue, and make my own stories in English. But, then I thought, "This will take hours. As I walked home that day, I wondered

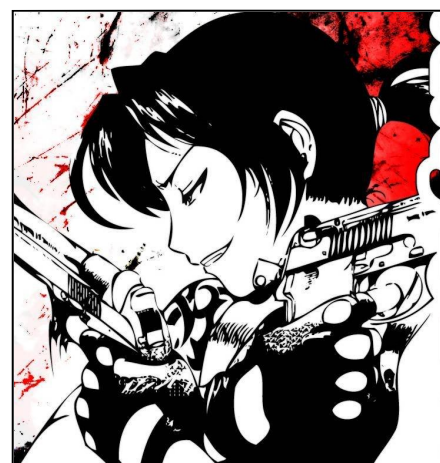
if I could be my own animator/author. I had taken art classes in high school and junior college, and my drawings were pretty decent. I could follow the formula of the *manga* stories, but instead of using magazines, I would make my own characters and language

to fit my students' reading level.

I started my new reading material by imagining fictitious every day Japanese characters that my students would find interesting, funny, and somehow be able to relate to. The first character I developed was a Japanese crime boss named Kumi-cho Takenaka. His name was inspired by the real-life Japanese crime boss, Masahisa Takenaka, who ruled the Yamaguchi crime family in the early 1980's. I gave Takenaka all the characteristics of a ruthless crime boss, such as an affinity

for cigarettes, alcohol, and tattoos, yet Takenaka was also a prankster who acted more like an eighteen-year old than a middle aged man. The students absolutely loved reading stories of Takenaka visiting the doctor because of his unhealthy lifestyle. As the doctor reprimands Takenaka for drinking too much and having too many carcinogenic tattoos, Takenaka pulls a toy gun on him. In fear of his life, and not realizing the gun is not real, the doctor loses control of his bladder only to have Takenaka pull the trigger of his artificial gun and have the classic sheet of paper roll out of the gun to read "Thanks doc". A second story involves Takenaka wanting to find true love, so he looks for a potential companion via an online dating service. Take-

naka meets his date, who calls 'herself' Yumiko, and they share a wonderful evening on the town. As Takenaka tries to sneak a kiss to Yumiko, 'her' wig falls off to reveal she is actually a man. I intentionally left the conclu-



(Continued on page 10.)

Hawai'i TESOL Executive Committee

Elected Positions:

President

Vice President

Membership Secretary

Treasurer

Program Committee

Socio-Political Action Chair

The Word Newsletter Committee

Member at Large

Sun-Mi Park

Mark Wolfersberger

Reggie Gentry

Ivan Lui

Jihu Ju

Shawn Ford

Elise Fader

Ashwin Pandit

Lisa Kawai

Priscilla Faucette

Rebecca Haymore



Board Appointed Positions:

Conference Chair

HITESOL/TESOL Ukraine Liaison

Webmaster

Mark James

Jean Kirschenmann

Perry Christensen

Pictures from last year's Opening Social at Washington Intermediate School and the Conference at Leeward Community College



Hawai'i TESOL Calendar of Events

- March 45th Annual International TESOL Convention
March 17-19, 2011
Location: New Orleans, LA
- April Business Meeting and Highlights from TESOL Convention
Date and Time: TBA
Location: TBA
The annual business meeting serves multiple purposes: to hear reports from members who attended the Internal TESOL Convention, to reflect on Hawai'i TESOL's year of events with reports from the board members, finally to elect new officers to serve on the board. Have you been thinking about getting more involved in Hawai'i TESOL? This is your opportunity to step up and join the executive board.
- May Language Experience
May 18 or 25, 2011
Location: TBA
Target Language: TBA
Don't miss out on our final event of the year. The language experience introduces a language learning experience through a mini lesson by a native or fluent speaker, allowing participants to sample a new language and culture. Audience members have fun attempting an unfamiliar tongue and are reminded what it is like to be the student instead of the teacher. In the past we have learned Vietnamese, Arabic, American Sign Language, and French.

Keep up to date with Hawai'i TESOL events

online at

www.hawaiitesol.org



A promotional banner for the 45th Annual TESOL Convention and Exhibit. The background is red. On the left, there is a black silhouette of a street lamp with a yellow glow, and the text "New Orleans 2011" in white. In the center, the text "The 45th Annual TESOL Convention and Exhibit" is written in white, with "Examining the 'E' in TESOL" in yellow below it. Further down, "March 17-19, 2011" and "New Orleans, Louisiana, USA" are written in white. At the bottom, "Teachers of English to Speakers of Other Languages" is written in white. On the right side, there is a white globe icon with the word "TESOL" written across it in red.