



HAWAI'I TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

THE WORD - VOLUME 20 ISSUE 1

Inside this issue:

First and Foremost	1 & 3
Drowning in the Sea of English	1 & 4
How Does Scott and Ytreberg's Concept of the "Listen and Do" in <i>Teaching English to Children</i> Affect Effective Language Input and Output of Young Learners?	2
From Lifelong Education to Lifelong Learning!	3, 5, 6, 7 & 8
School-Leaving English Test and Its Stakeholders	4 & 6
2011 Annual Hawaii TESOL Conference: How	5 & 7
Article Submission Guidelines: <i>The Word</i>	8

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:

www.hawaiiitesol.org

First and Foremost By: Susan Kay Anderson

A great way to have students engage at the beginning of the semester is to have a writing assignment that asks them about their name. Examining "What's in a Name?" (Gates), "Changing My Name After Thirty Years," (Rosenburg), "My Name," (Cisneros) are great springboards that I have utilized (the Gates and Rosenburg essays are in *Language Awareness, Readings for College Writers*, Rosa, Clark, Escholtz, eds. The text I use teaching English 100 at Hawaii Community College—Cisneros' chapter can be found in *House on Mango Street*).

Asking students to write about their own names and how they got them or what their

name means can start the discussion on a myriad of topics. It also allows for greater retention—by teachers—remember, they all know each other's names fairly well or get to know them very quickly through the gossip vine. Proper pronunciation (or sincere attempts) of names are appreciated and leads to trust in the classroom, thus, promoting bonding and respect. If someone wishes to be called by their nickname or Americanized name, they can write about why.

Pairing a kinesthetic activity where everyone stands in a circle and invents a movement to go along with the first letter of their name (choose first or last) can be fun. The professor models first. (Continued on page 3.)

Drowning in the Sea of English By: Matoba Yoshitaka

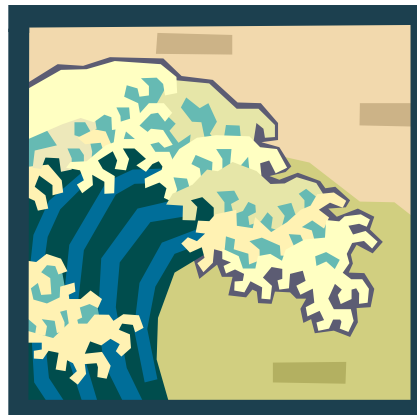
To learn a foreign language is very hard even though there are people who use several languages freely. Someone said that learning a foreign language costs too much time and too much endeavor, so it is wiser to use the time and the endeavor for other matters. I agree with it. As a person drowning in the Sea of English, I can share the stress which Malcolm X had with his poor vocabulary, and also I can feel the delight which Malcolm X had when his enriched vocabulary opened the new world in front of him.

I am not a linguist, so all my following opinions are from my experience and inference. I think a language consists of words and grammar. Very simply say-

ing, a language is just putting words together according to grammar. Furthermore, without grammar, we can communicate enough in many cases; "I", "Want", "Water" or "I",

"Water", "Want". Those sentences can be understood. However, if I don't know "Water", it is hard to show what I want. Thus, in my opinion, to learn a language is almost like learning words by heart; it is vocabulary. Nevertheless, to enhance vocabulary is a most boring and agonizing task to learn a foreign language. Actually, I had imagined that jail was the ideal place to learn a lan-

guage. There is plenty of time, lots of teachers (inmates), and anyway it is free.



How Does Scott and Ytreberg's Concept of the "Listen and Do" in *Teaching English to Children* Affect Effective Language Input and Output for Young Learners?

By: JiHye Kim

According to Scott and Ytreberg, it is clear that young learners starting to learn a foreign language usually acquire the listening skill first among the four skills. Thus, they experience the process of language input about what they hear through their ears, and it would be the main source of learning the foreign language. From the tendency of children's language acquisition, Scott and Ytreberg emphasize the effectiveness of a "listen and do" activity as a way to promote both language input and output for young learners.

Comparing my own teaching experience with this concept and the teaching children class, I have realized that I missed some important points to help my students' second language learning that I should have tried in my class.

I volunteered teaching English to seven children from age five to seven in an orphanage in Korea. We met twice a week, and my job was to teach them English to prepare for their elementary study. An English textbook given by the orphanage was mainly designed for learning basic vocabulary words written on decorative pictures. Based on the contents of the textbook, I usually focused on teaching vocabulary by letting children match the words with the appropriate pictures.

Moreover, I always gave them meanings of English words by translating them into Korean like "apple"-> "saga" and "orange"-> "kuy!". I thought translating English words into Korean could make it easier for my students to acquire the words and produce them orally since they could listen to their mother tongue. Moreover, I thought it would not be a good idea to convey English words in English without Korean as the children could not speak in English. However, I found that the children tried to use the English words by only remembering Korean meanings. That is, it was hardly seen that they spoke the vocabulary without relying on the meanings in Korean. They didn't seem to produce the English vocabulary naturally; rather they remembered the Korean words to speak the English words. Although my goal of teaching English there was to enable the children to use vocabulary verbally in real life, it was true that my strategy of teaching the students didn't fit my goal.

Fortunately, Scott and Ytreberg's concept of the "listen and do" activities and my professor's demonstration in the teaching ESL/EFL to children class at Hawaii Pacific University definitely gave me a chance to think about my previous teaching and how I need to improve and organize my lessons for my future young pupils.

First of all, I could have used physical responses from the children while teaching vocabulary words rather than focusing on translating the words into Korean. After seeing the

professor's demonstration in the class relevant to the listen and do activity, I realized how strongly it could motivate students to engage in active input and output of a foreign language without using their mother tongue even for students who cannot speak in English. Especially, the activity eliciting students' physical responses while acquiring words and sentences like "put your arms out, make a big circle..." was very innovative to me since it was a great way to allow students not only to learn English vocabulary but to extend usage of the vocabulary in a context. Through the movement students might get at least one English word "arms" and realize what the word means. Thus, it naturally enables the students to match the meaning with the word. If I had known the method of using my students' body movement related to English vocabulary that I wanted to teach, I could have utilized it to design a better vocabulary lesson.

Moreover, as students respond physically to what they hear and see, language teachers are able to not only draw students' attention to the class but notice easily whether or not the learners understand messages from the teachers. Some children may not understand what teachers want them to do, but there is another advantage of the "do" activity. They can still have a chance to learn from their peers as they watch each other. It would be also a good example of the near peer role models.

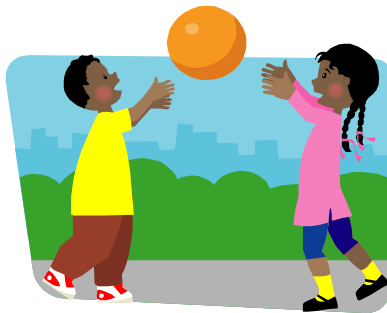
Therefore, it is obvious that the "listen and do" activity promotes young learners' language input and output effectively. Especially for children who have pre-literacy, the activity would be good language experience as it allows them to figure out meanings of a foreign language first by themselves rather than learn literacy.

References

Scott, W. A., & Ytreberg, L. H. (2008). *Teaching English to Children* (22 ed), NewYork, NY: Longman.

About the Author:

JiHye Kim is from Korea and is a Ph.D. student at Hanyang University in Korea.



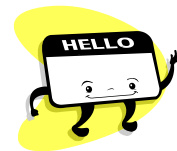
First and Foremost (cont.)

(Continued from page 1.)

When I did this, I chose an apple-picking movement to go with Anderson, my last name. I then said, "Anderson, apple" and made the motion. Everyone copied the motion and said, "Anderson, apple." We then went to the next person in the circle and they introduced their motion and their name. Going back to "Anderson, apple," and then continuing with each student and then going back to the beginning of the circle is a challenge. Everyone is included in this. Students help each other out, and the class bonds as a whole.

About the Author:

Susan Kay Anderson, Lecturer in English, Hawaii Community College. 2010 National Poetry Series Finalist, Susan Kay Anderson has work published in: *Hawaii Island Journal*, *Honolulu Weekly*, *Timothy McSweeney's Internet Tendency*, *Eleventh Muse*, *Square One*, *Rain Bird*, and other publications. She recently interviewed Virginia Aste, who was married to Richard Brautigan, published in *Beat Scene #62* (print, U.K.) and *Arthur* (online).



From Lifelong Education to Lifelong Learning!

By: Kateryna Uryvalkina

Dear teachers and students!

I was not mistaken when I wrote "teachers and students". Firstly, because I am sure that our beloved newspaper "English" is read not only by teachers but also by students of English departments, the future teachers of English Language. Secondly, because "a teacher and a student" – these two words are closely related with each other. In education a teacher is a person who provides schooling for students. The role of a teacher is very great today and the role of a good teacher is invaluable. But how to become a good teacher of English language? It goes without saying that a good teacher is a student all his/her life studying since the primary school, till the last days of his/her life if he/she wants to be a really good teacher but not "a teacher in the grey-flannel suit". A good teacher must have the willingness to change, to improve his/her knowledge and of course, a good teacher must transform together with the students.

I will not be mistaken if I say that teachers whose motto is "from lifelong education to lifelong learning" gathered on a beautiful day at Rivne State University of Humanities to participate in the XV TESOL-Ukraine National Conference called "English Learning in the Context of the Longlife Education". The topic of the Conference was not chosen by chance. The idea of Longlife education was first fully articulated in the XX century by Basil Yeaxlee (1929). He along with Eduard Lindeman provided an intellectual basis for a comprehensive understanding of education as a continuing aspect of everyday life. Undoubtedly the words of Eduard Lindeman "The whole of life is learning, therefore education can have no endings" characterize the teacher's life very perfectly. The term "lifelong education" was taken up a central organizing idea by UNESCO in 1970. Soon lifelong learning has become popular with politicians and policymakers in a number of countries. But what do people mean by it? Is the idea of lifelong learning helpful? I will leave these two questions for our readers to discuss.

Like any previous TESOL-Ukraine Conference this one gave not only the opportunity for the teachers of English language and lectures of Ukraine to meet and share their creative ideas in teaching English, make new contacts, but of course, enrich their professional experience. About 300 devoted teachers of

English Language from Ukraine, the USA, Poland, Georgia, the Republic of Armenia from more than 80 different educational institutions gathered in the beautiful Assembly Hall of Rivne State University of Humanities.

The participants were warmly greeted by Ruslan Postolovsky, the Rector of the University. Mr. Postolovsky very briefly told about the history of the University and the international links of it with educational establishments of different foreign countries and wished the audience great success in the work of XV TESOL-Ukraine Conference. He expressed the idea that the cooperation with TESOL would obviously help to enhance the quality of teaching English, establish new standards for young professionals, and further the partnership of Ukrainian and foreign educational institutions. Then Mr. Oleksiy Gubanov, the Head Deputy of the Rivne Regional Administration took the floor. He emphasized that the process of reforming of education was taking place in Rivne Oblast like in each region of Ukraine and this process was not easy. Mr. Thomas W. Santos, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova, U.S. Embassy, Kyiv was the next to greet the audience. He said that TESOL-Ukraine Conference was very important every year because it brought together the English teaching community of Ukraine and it "reminds us why we do, what we do, and refreshes us as we enter another year of hard work". Lots of Ukrainian teachers of English language know Mr. Santos very well, admire his enthusiasm and talent delivering workshops but, unfortunately, his last words "This Conference is my Hello and Good bye" at first made the audience laugh but then distressed and even made us sad. After being for two years in Ukraine Mr. Santos leaves for Russia. I am sure that Mr. Santos' words "listen to your colleagues and look into all the opportunities that are out there for you" have been fixed in many teachers' mind and will be remembered for a long time.

After that the floor was taken by Alisa Mykolaychuk, TESOL-Ukraine President. She also welcomed all the participants of the Conference and expressed the hope that XV National TESOL-Ukraine Conference would open "the new horizons for sharing information and knowledge about the contemporary

Drowning in the Sea ... (cont.)

(Continued from page 1.)

How many words do I need? Dr. Wren said the amount of vocabulary which six year old children have is 5,000 ~ 6,000 words, 13-year-olds have around 30,000, 20-year-olds have 45,000 ~ 50,000 although these figures vary depending on information. He said "But it is hard to say exactly what is typical [vocabulary ability]." Anyway, the figures are enough to make me despair and give up to continue learning. English teachers say, "Don't worry. Memorize just 10 words per day". Calculate it, how many days does it take to achieve the level of a 13-year-old kid? Imagine how hard it is to memorize 10 words per day.



has the largest vocabulary among the languages, I had noticed one thing while it is just my impression. In English, the words are categorized more strictly according to the levels: high school level, college level, or university level. Of course in Japanese, which is my mother language, there are categories or levels, but in English these categories are clearer than in Japanese. There is a considerable difference between newspapers, or magazines in regard to diction. It seems that writers consciously choose the word not only for rhetoric, but also choosing the readers or filtering the readers. It means that vocabulary decides the intellectuality of a person. I am not sure whether this

speculation is right or not. I would like to confirm it.

A few days ago, I had a happy development. I could "take off" to go surfing after one month of struggle. It was very few seconds, might be less than 1 second. But I felt I stood on the board. For me, this was a very significant incident equivalent to the experience which Malcolm X had in jail. Struggling does not always pay, but sometime it does. I hope I will surf the wave of vocabulary in the Sea of English someday.

Works cited

Wren, Sebastian, Ph.D. "Developing Research-Based Resources for the Balanced Reading Teacher: Vocabulary" BalancedReading.com, 3 Jan 2009. Web. 26 Sep 2010.

Drowning in the Sea of English, which

School-Leaving English Test and Its Stakeholders By: Olga L. Bessonova and Elena V. Trofimova

Language policies of different countries have been strongly influenced by the integrating processes of the European community. The key role is played by the study of languages which are perceived as a gateway that provides an access to other language communities, their cultures and helps to overcome possible social differences.

Many European countries have undergone reforms in the public language assessment procedures, one of the purposes of which is development of school-leaving tests in foreign languages. Such tests perform an important role at a transitional moment in students' life when they move from one stage of education to another. The test serves as an external tool of measuring students' language proficiency. In most countries the test does not only allow to make inferences about the candidates' English language competence, but also provides the basis for selection of candidates for admission to higher educational establishments. Such tests are referred to as high-stakes tests, i.e. involving crucial decisions about the learners.

A high-stakes test has a washback effect- the effect of testing on teaching and learning - on users of different kinds, or stakeholders: learners, teachers, educational institutions, ministries, employers etc. Primarily, the test has a major impact on candidates. It gives language learners feedback about the strengths and weaknesses in their profi-



ciency, thus motivating test-takers to put more effort into their study which becomes goal-oriented. Besides, testing practices direct teaching practices in the way that they influence on designing a curriculum, choosing course-books, methods of teaching. A high-stakes test can become a rationale for some or even all the classroom activities. Furthermore, testing affects the language teaching system as a whole. Analysis and interpretation of the test results, effective monitoring are efficient tools of measuring the students' attainment and of making important decisions such as reconsidering the aims of language study, improving national standards, providing professional development for teachers.

The effect which a test exerts can be either a positive or a negative one. There are a number of principles that underpin good testing practices and help to improve the test effect. Test producers should aim at creating a test which is transparent, open and accountable to the society at large. Relating the test to the Common European Framework of Reference (CEFR) will facilitate implementing the standards of fair and proficient testing. The CEFR is a multi-functional document and is successfully applied in the assessment sphere, one of the brightest examples being the DIALANG project. The extrapolation of the CEFR principles on language testing will ensure the effectiveness of a high-

2011 Annual Hawaii TESOL Conference: How You Can Contribute

By: Mark James, 2011 Conference Chair

The 2011 Annual Hawaii TESOL conference is coming (February 19th) and the call for participation is on Hawaii TESOL's website. I hope you are thinking about ideas and successes you've had that you'd like to share with a broader audience. The deadline for submission of proposals is December 31st, as usual, but I hope you won't wait until school is out before you start thinking about how you might contribute.

There are several ways you can contribute to the conference. The most well-known or traditional are by giving papers (40 mins.) or workshops (40 or 90 mins.). A paper is mostly a one-way delivery session in which you share your knowledge with others. A workshop, on the other hand, is more interactive and hands-on. People who attend workshops hope not only to know more, but hope to leave with enhanced skill or ability to do something.

There are two other categories of participation that I would like to talk about. Panel presentations are usually longer and involve several people both presenting and interacting, each sharing perspectives, research or experiences relevant to the topic. Panel sessions (90mins.) are longer and broader by nature. Do you have a passion? Do you know of several other people who share that passion and who would like to join you in an in-depth, wide-ranging discussion of the issues? Maybe a panel presentation is the right avenue for you to share that interest with others.

Finally, there is the poster session. In a poster session, presenters have the opportunity to present, in the form of a poster, an idea, task, activity, assessment procedure, etc that has worked for them and that they'd like to share with others.

A poster session, in my opinion, is potentially the most exciting, energizing part of a teacher conference. When successful, they are often like carnivals or county fairs. Poster presenters and attendees have dozens of opportunities to interact face-to-face with colleagues who have interesting ideas. In 40 minutes you can walk away with 10 new ideas for Monday (well, ok, Tuesday—Monday is President's Day).

Poster sessions are often the first opportunities young teachers choose to share their ideas with their professional community at large. Preparation for making a poster can easily lead to a contribution to one's local newsletter. Conversations with interested attendees can lead to further correspondence and future collaboration and maybe a jointly-delivered paper next year, or a co-authored article somewhere. If you've thought about sharing something successful that you've discovered, but felt that 40 mins. was more time than you needed or wanted, then preparing a poster is the right choice for you. If you don't enjoy being the sole performer in the spotlight, or simply enjoy having conversations and networking with other interested and interesting people, then participating in a poster session is the right choice for you!

(Continued on page 7)



From Lifelong Education . . . (cont.)

(Continued from page 3.)

trends in language education and learning". Ms. Mykolaychuk expressed cardinal thanks to the Rector of Rivne State University of Humanities, the coordinator of the project Ms. Olena Franchuk and the members of the Organizing Committee for hosting the Conference and their implementation of such an outstanding event in the life of English teachers and lecturers of Ukraine. After all warm words the official part of the Conference came to the end and the serious work of it began. The floor was given to the plenary speakers. The first in the list was Mary Sue Sroda, TESOL Program Director at the Department of English and Philosophy at Murray State University, USA. Dr. M. Sue Sroda was invited to Ukraine and to XV TESOL-Ukraine Conference at Rivne State University to give a series of pre-conference workshops to English teachers of Ukraine and then she was asked to give a plenary speech and two more workshops at XV National TESOL-Ukraine Conference. Dr. Sroda's plenary speech was dedicated to TESOL and Intercultural Models in Our Evolving Profession. She began her speech with the changes that have taken place in the life of TESOL during recent years and then she smoothly focused her presentation on applying models of intercultural communication which help to

provide a better understanding of changes that are occurring in teacher's profession, including the changing characteristics of learners, the impact of technology, and the explosion of EFL worldwide. She made the participants think about the miscommunications which happen every day and told the "carpet story". Some more very important questions such as "What is intercultural communication? Where are all the technologies going?" were discussed by Dr. Mary Sue Sroda. She also spoke about using and adapting authentic materials in language learning and internet technologies in teaching training. Her plenary speech and all the workshops were warmly received by the participants of the Conference. Mary Sue Sroda was not only a perfect presenter, professional of her work, but she turned out to be a very communicative person and she eagerly answered all teachers' questions.

The next two plenary speakers were from Ukraine, but their presentations were very interesting too and just to the point of the time. Olena Tarasova, Merited Teacher of Ukraine, Head of Foreign Languages Department, Kiyv-Mohyla Collegium, compiled her plenary speech on the topic of improving stu-

(Continued on page 6.)

School Leaving ... (cont.)

(Continued from page 4.)

stakes test in line with up-to-date international practices.

Ukraine has started a reform in the English language external assessment by implementing a nation-wide project the purpose of which is to create a high-stakes English language test in accordance with the national curriculum and in keeping with the international up-to-date experience and standards of language assessment. Since 2006 the project has covered some important tasks: theoretical foundations of the test have been laid, specialists in language testing and assessment have been trained, the first practical results have been obtained and analysed, the response from the stake-holders has been studied. The experience gained by the country allows to be optimistic about the further success in the challenging task of producing an efficient and reliable English language school-leaving test.

References

- Alderson, Ch., Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.
- Bessonova O.L. Closing Plenary at a TESOL Symposium *English Language Assessment*, Kyiv National Taras Shevchenko University, Kyiv,

Ukraine, October, 2007.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Examining and Test Development (2002). / Prepared under the direction of M. Milanovic. Strasbourg: Language Policy Division.

Insights from the Common European Framework (2004). / Ed. by K. Morrow. Oxford: Oxford University Press.

Eckes Th. et al. Progress and Problems in Reforming Public Language Examinations in Europe: Cameos from the Baltic States, Greece, Hungary, Poland, Slovenia, France and Germany // *Language Testing*. – 2005. – Vol. 22. – PP. 355-379.

Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Manual (2003). Strasbourg: Language Policy Division.

About the Authors:



Olga L. Bessonova graduated from Moscow Linguistic University, Russia, and has served as the vice-rector for international

relations at Mariupol Institute of Humanities. She is currently head of the English Philology Department and Doctor of Philology, Professor at Donetsk National University, in Donetsk, Ukraine. Participated in the National Project of the English Language School-Leaving Test Development in 2006-2007 under the aegis of the Ministry for Education and Science of Ukraine and the British Council. Conducted the closing plenary session at TESOL Symposium on *English Language Assessment*, Kyiv National Taras Shevchenko University, Kyiv, Ukraine, October, 2007. The summary of key insights from the symposium presentations and papers by O. Bessonova was published in the booklet of the Symposium proceedings.

olgabessonova@mail.ru



Elena Trofimova – senior English language teacher at the English Philology Department, Donetsk National University, Ukraine. Participated in the National

Project of the English Language School-Leaving Test Development in 2006-2007.

lenaz@hotbox.ru

From Lifelong Education ... (cont.)

(Continued from page 5.)

dents' comprehension. Mr. Tarasova pinpointed the major problems, changes, and perspectives of reforming and modernizing the dominant language and assessment procedures at the secondary schools. The next presenter was also very well-known among Ukrainian teachers as a whole, and the participants of TESOL-Ukraine Conferences in particular because he is a frequent guest at TESOL Conferences. Alexander Chebotaryov's presentation from Pearson Education in Ukraine was dedicated to problems of testing in English Language Teaching, the main difficulties of testees and teachers while preparing the Final Independent Test in English Language. His speech made all the participants in the hall not indifferent because all the questions touched on by Mr. Chebotayov, concerned the teachers who gathered in the Assembly Hall of Rivne State University of Humanities.

After the plenary meeting, the participants of the Confer-

ence had the opportunity to take part in the work of different activities such as demonstrations, workshops, session works and Panel Discussions. In general, during the three days of the Conference the participants were proposed to attend 15 workshops, 13 demonstrations, 6 Interest Sessions and Panel Discussion.

Each TESOL-Ukraine Conference has its peculiar feature, and this conference was not an exception. 300 almost highly qualified (though there were some very young but nevertheless very experienced) teachers and lecturers wanted to attend as many workshops or demonstrations as possible, and like diligent students actively participated in all the events and made notes. I was very pleased and satisfied with the fact that my demonstration "Teaching English to Very Young Learners" based upon my own experience of teaching English at school "Parostky" was attended both by many young and experi-

2011 Annual Hawaii TESOL Conference . . . (cont.)

(Continued from page 5.)

After years of observing posters at conferences (both good and bad), helping people create effective posters, and after several opportunities to organize conferences, I'd like to share just a few tips to make your poster a winner:

1. Be there! At teacher conferences (as opposed to, say, a medical research conference) we expect the poster maker to be there by the poster, prepared to mix it up with session attendees. Most poster presenters and poster session attendees go to these events because they enjoy the interaction.
2. Have a handout that summarizes your content, offers a bit of "further reading" and gives your preferred contact information so that others can follow-up or collaborate with you in the future.
3. Have a clearly-worded and engaging title at the top. Most people are there to get as many ideas as possible and will decide within 3 seconds if they wish to approach your poster.
4. Keep the text/content of the poster minimal. Even those who are interested and choose to stay and learn about your idea will move on in a minute or two. Have a few copies of the handout (1/2 sheet is enough) in your hands, but also have some in the lower corner of the poster (in a pocket) or on a chair beside the poster board (for those who don't want to interrupt your conversations with others).
5. Make the content of the poster easy to read and digest from a conversational distance. Use large font sizes and visually organize the flow of the material with symbols, numbers, arrows, etc. When you are surrounded by 6 interested people, you don't need one person standing 6 inches in front of your poster trying to read the fine print.
6. Remember that the poster doesn't have to be self-

contained. You're there to engage interested attendees and fill in the details (mechanics, logistics, rules, materials, limitations, options, cautions, caveats, etc).

And finally just a bit of advice about what an effective poster is NOT. It is not a set of hardcopy PowerPoint slides, nor is it the boiled down version of your PhD dissertation. There are other more appropriate venues for PowerPoint presentations and summaries of your 20-year, longitudinal study on the influence of social identity on the syntactic development of your four nieces and nephews from Nepal.

Well, there you have it. However you choose to attend, participate and contribute to our conference this February, we look forward to seeing you there and wish you the best. Until then, a hui hou!



From Lifelong Education . . . (cont.)

(continued from page 6.)

enced teachers, regular visitors of my workshops. We discussed the problems of teaching English to children from 3-6 years old, and the question "What is the best age for English Language to begin?" caused active discussion among the attendees of my demonstration. I would like to say that the problem of teaching English to children from 3-6 years old must be discussed more actively and more seriously by the teachers, methodologists, and representatives of the Ministry of Education of Ukraine on the pages of the newspapers and over TV programs. I am firmly convinced that if teaching English to VYL (very young learners) is paid more attention to then we will have fewer problems in teaching English in primary school and in teaching English in a whole. So, if we get away from the problems in teaching English at a very early age, it will be easier to teach English at primary and secondary schools. I would like teachers (and not only) to discuss this question.

But the time is flying relentlessly by, and the three days of the Conference came to the end. The XV TESOL-Ukraine Conference was closed very warmly; lots of cordial words were

said in address to some very active members of TESOL and to the organizing committee of the conference at the head of Olena Franchuk and as usual all the participants took an active part in a Book Lottery. Unfortunately, I was unlucky this time, but how happy I was when at the end of the Closing Meeting when Olena Franchuk raised her hand and asked "Whose eyeglasses are these?", and I saw my eyeglasses which were left at one of the workshops.

As usual each conference has something for dessert and XV Conference had a very tasty dessert; it was visiting Ostroh Academy, and I can't keep saying a few words about this educational establishment. Though Ostroh Academy is situated in a small Ukrainian town, it has been known since 1576. It was founded by prince Vasyl Kostyantyn Ostrozkyi, one of the most powerful political figures of his time, a patron of printing, literature and Eastern Orthodox church. Ostroh Academy was the first educational establishment in the eastern Slavonic lands in the 16th century and it provided learning of seven subjects (grammar, rhetoric, dialects, arithmetic, geometry, music,

(Continue on page 8.)

Article Submission Guidelines: *The Word*

Topics

We welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaii. We are interested in, for example: recommended internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, outer island news, applying theory to practice, interview with someone in the field, etc. This list is by no means exhaustive. Please feel free to send any articles about these topics or others that you consider interesting to ESL educators in Hawaii. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word

document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editors with questions.

Submission Deadlines

Please note that the next deadline for submissions will be posted on the website. Please submit the articles via E-mail to Elise Fader at <fader@byuh.edu>.

We look forward to receiving your submissions!

The Word Newsletter Committee:
Elise Fader, Ashwin Pandit, and Lisa Kawai

From Lifelong Education . . . (cont.)

(Continued from page 7.)

astronomy) and several higher sciences (philosophy, theology, medicine). The outstanding historian Mykhailo Grushevskiy wrote that the Academy was "the first light of new education and new spiritual life". Nowadays Ostroh Academy is the National University which continues the glorious traditions of the first great educational establishment on eastern Slavonic Lands. Lots of things have been changed since the time of its foundation. Modern computer classes, the newest linguaphone laboratories, one of the richest Scientific Libraries, new technologies in education, sport complex and cultural-art center characterize the life of Ostroh Academy at present. But it seems to me that the specific aura of this educational establishment has not changed, and it is still soaring above the beautiful building of the Academy. This specific atmosphere is that you feel the desire to study. Of course, it impossible not to study when you see beautiful marble statues in the Academy Yard, a mermaid in the tree keeping lanterns in her hand, busts of famous Ukrainian people in the corridors of the Academy, everything around you says – you must study. It is no wonder that the percent of progress among the students of the Academy is very high. After that we visited Ostrozkyi Castle. To tell in a few words about this castle means to say nothing, it needs much space to describe the magnificent building of it. I would only like to say that Ukrainian people is really great if it could create such beautiful things which we admire many centuries after their creation.

The excursion was over, the participants of XV TESOL-Ukraine Conference full of energy, emotions, new impressions and knowledge went home but it continued in our deeds. As for me I was invited by Galyna Pavlivna Lukyaniuk, my first teacher of English language at Nizhyn Pedagogical Institute (now it is University) named after Mykola Gogol to tell the lecturers of the Foreign Languages Department about TESOL as international organization and its sister subsidiary TESOL-

PAGE 8

Ukraine. By the way, Galyna Pavlivna made me love English Language very much, inspired me to work hard at it and I owe her very much. Our meeting was very warm but the main result is that some teachers expressed a great desire to join TESOL-Ukraine next year. And it is fine because TESOL-Ukraine is not just an organization, it became a club of teachers' interest the members of which are great lovers and devoted teachers of English Language.

And now a few words to the newly appointed teachers of English language. Soon the 1st of September will come, you will enter the classroom and your professional career as a teacher will begin. You will have personal, pedagogical, administrative and even language problems (do, believe me, teachers' life is impossible without all these problems) but undoubtedly you will get rid of one of these problems – language problem - if you join TESOL-Ukraine Association.

At the very end I would like say some warm words to all teachers of English from all over Ukraine with whom we met at TESOL National Conferences: good health to you, my dear colleagues, my dear friends and let us meet again at the next TESOL-Ukraine Conference.

About the Author:

Kateryna Uryvalkina is the Senior Teacher of English Language of Nizhyn Agrotechnical Institute.

