



TESOL

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The Word

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

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Submissions



Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawai`i. 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, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. (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 editor with questions.

Submission Deadlines

You can send an article at any time and it will appear in the next issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the upcoming issue.

Please submit the articles via E-mail to Lisa Kawai at kawai793@aol.com

Note: All images are from the author or from Upsplash.com.

Hawai`i TESOL Officers

Elected Positions

President
Vice President
Membership Secretary
Treasurer
Program Chair
Socio-Political Action Chair
Newsletter Editor
Members at Large

Big Island Chapter Representative

Appointed Positions

Conference Chair

Hawaii TESOL / TESOL Ukraine Liaisons

Social Media Chair
Graduate Student Representative
Webmaster
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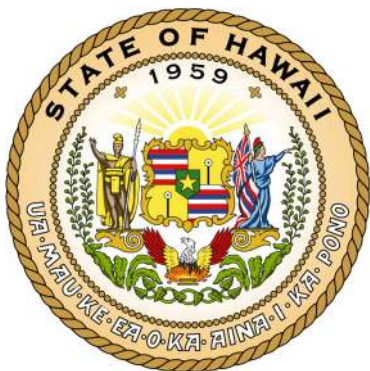
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Hawai`i TESOL Advocacy Efforts

Hawai`i TESOL advocates on behalf of language teachers, language learners, and the profession as a whole. Hawai`i TESOL has provided written testimony to the U.S. Department of Education, House of Representatives, and Senate, and to the Hawai`i Board of Education, State House of Representatives, and State Senate to advocate for policies that support local English language learners, families, and teachers. Hawai`i TESOL has also participated in the TESOL Advocacy & Policy Summit in Washington, DC, and has met with Hawai`i's US Representatives and Senators to advocate for policies that support teachers and learners.

Learn more about current Hawai`i TESOL advocacy efforts and how you can participate by visiting Hawai`i TESOL's Newspaper (<https://hawaiiitesol.org/news/advocacy/>) on its website (<https://hawaiiitesol.org/>).



Shawn Ford, Hawai`i TESOL Socio-Political Action Chair, with Mazie Hirono. Shawn attended the TESOL Advocacy & Policy Summit in Washington, DC.



Current Hawai`i Congressional Representatives and Senators:

U.S. Representative Case (1st District): <https://case.house.gov/contact/>

U.S. Representative Kahele (2nd District): <https://kahele.house.gov/contact>

U.S. Senator Hirono: <https://www.hirono.senate.gov/help/email>

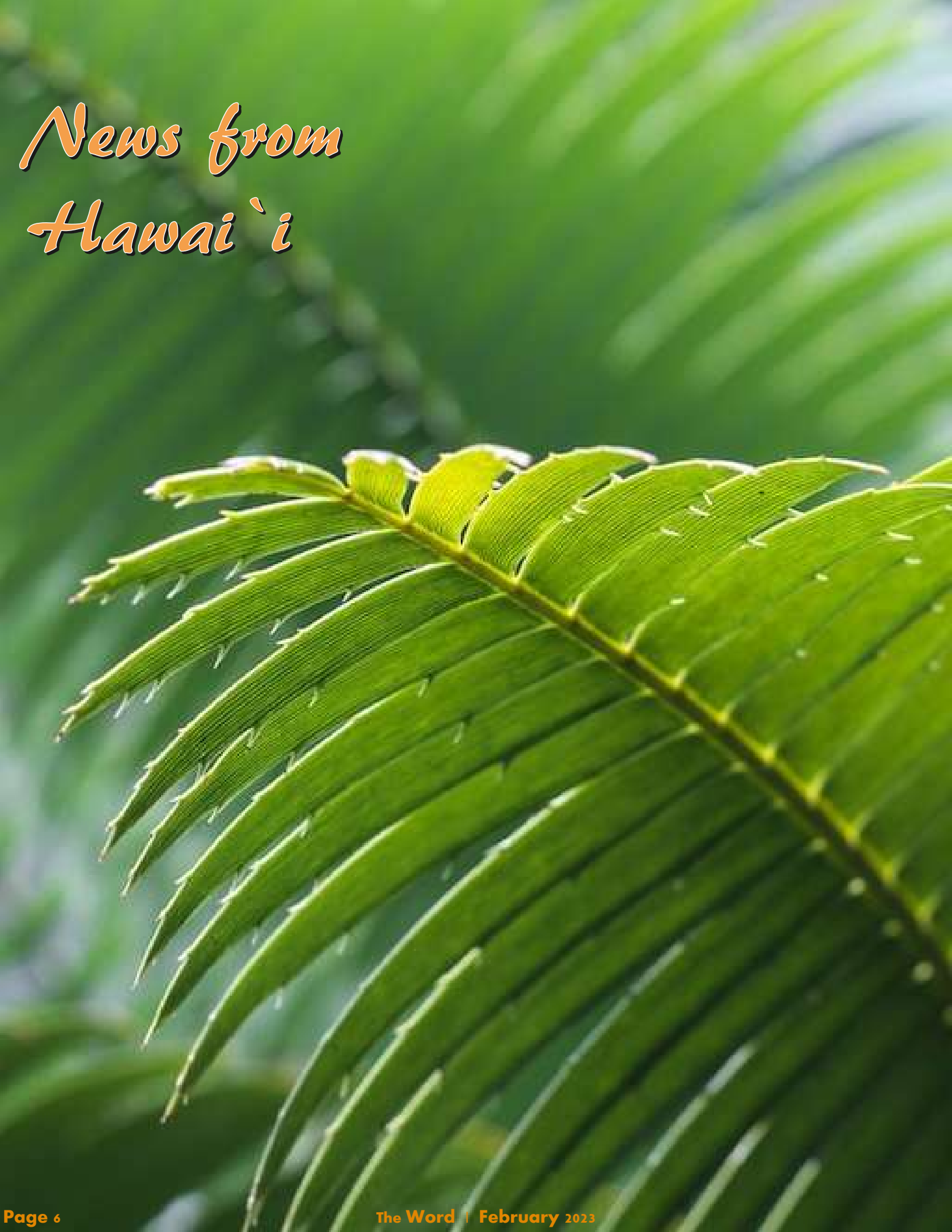
U.S. Senator Schatz: <https://www.schatz.senate.gov/contact>



Upcoming Events:

March 21-24, 2023:
**TESOL International
Association Conference
Portland, Oregon**

May 2023
Language Experience



News from Hawai`i

Practical Tips to Help Students Avoid and Overcome Mental Blocks in Academic Writing

By Corbin Montañó

While teaching an advanced academic writing class at BYUH last semester, I noticed that mental block and anxiety associated with writing assignments is a nearly universal struggle. Although I try my best to arm my students with tools for success such as explicit writing instruction, writing techniques, outlines, and examples, the majority still express that they experience some level of stress about completing writing assignments.

In an attempt to help students decrease mental block and anxiety when completing writing assignments, I compiled a handout of simple, practical tips that students can put into practice to avoid and overcome mental block. I explain to my students that this is a list of suggestions, and that not all of the ideas on the list will be beneficial to each student. I encourage students to experiment with the suggestions on the list and find what works for them. I also encourage them not to shy away from returning to an idea that has been unsuccessful for them in the past because something that doesn't work one day may be helpful the next. Some items on the list may seem to contradict others, and other suggestions may work better for certain types of writing assignments than for others, so it is important to remember that it is a list of suggestions to spark students' creativity and help them find what works for them in overcoming mental block. I urge students to actively refer to this handout throughout the semester (and beyond) when they are feeling mental block or anxiety about a writing assignment.

Some of the ideas on the list have been taken from other sources while others have

been born from my own experiences of battling mental block.

This is a growing list that I am continually expanding. If you have any ideas to add to the list, I would love to include them on the handout that is distributed to future students. Additional ideas can be emailed to corbin.ritchie@byuh.edu.

Ideas for How to Avoid and Deal with Mental Block when Writing

- **Go somewhere new to write.** Sometimes going to a new place can bring new energy and inspiration. Here are some ideas of places to try writing: somewhere new on campus, somewhere in nature, a restaurant, the beach, or a hotel lobby. (Goldberg, 1986)
- **Create a writing space in your apartment or dorm.** Sometimes having a place where you always write can help you get into writing mode more easily. You may want to decorate the space in a way that motivates and inspires you. It can also be helpful to have resources stored in your writing space that help you with your writing. (Goldberg, 1986)
- **Meditate to mentally prepare to write.** There are numerous studies on the positive effects of meditation (Chu, 2010), and you can use those effects to your advantage to prepare to write. When you are feeling stress about writing, doing a guided meditation or breathing exercise can help you to find greater calm and focus. I would especially recommend doing a guided meditation that is specifically for focus, concentration, or creativity.

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Practical Tips to Help Students Avoid and Overcome Mental Blocks in Academic Writing

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- **Brain dump.** Sometimes starting can be the most intimidating part of writing. When we brain dump, we get everything we know or are thinking about the writing prompt onto paper without worrying about grammar, organization, or form. In a sense we dump whatever is in our brain onto the paper. After we get everything out of our brains and onto the paper, we can worry about rearranging, revising, editing, filling in gaps, etc. (Goldberg, 1986)
- **Stop when you're on a roll.** When you stop writing when you get stuck, it can be much more difficult to return to work on your writing assignment. However, when you stop when you still have more ideas, it can be a lot easier not to feel stressed about coming back to work on your assignment. When you stop with more ideas, make sure you write them down so you don't forget them and can easily pick up where you left off. It is even a good idea to write down a plan of what you will write when you come back. (G. Eckstein, personal communication, February 1, 2023)
- **Write in a note on your phone.** Sometimes sitting down to the computer to write can trigger stress



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Practical Tips to Help Students Avoid and Overcome Mental Blocks in Academic Writing

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- because the stakes feel higher. Rather than sitting down to the computer, you might want to start your draft in a note on your phone. After getting your ideas out, you can copy what you've written to a Word document so you can format it correctly, revise, and edit.
- **Come prepped with water and snacks.** Being well prepared with all the materials you will need is crucial in writing. It is very difficult to do brain work when you aren't well hydrated or if you are hungry. Having water and snacks will prevent you from hitting mental block because your body isn't nourished and will also help to avoid distractions from having to leave your writing prematurely to drink or eat.
 - **Try different writing methods.** If you usually write on a computer, try writing by hand. Or vice versa. Or you might want to try recording yourself speaking and transcribing the recorded audio. Many people find that their thoughts flow more when speaking. (Goldberg, 1986)
 - **Do a timed write.** To do a timed write, set a timer for an amount of time (it can be short or long depending on how you are feeling or

the amount of time you have available to write) and write for the whole time. Don't let yourself stop writing during that time. After the time is up, take a break to do something that will refresh you, and then go back and do another timed write. (Goldberg, 1986)

- **Give yourself permission to be an imperfect writer.** Your first draft can be far from perfect. Sometimes the fear of imperfection makes us anxious to write. Remember that writing is a process, and that you have plenty of time to revise and improve along the way. (Goldberg, 1986)
- **Find a writing buddy/group.** Sometimes it can be more fun and motivating to write in a group. You might want to find a friend or a group that also have writing assignments to work on together. Hold each other accountable. (Goldberg, 1986)

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About the Author: Corbin Montaña is currently an adjunct professor at Brigham Young University–Hawaii. She received her MA in TESOL from Brigham Young University and has taught English in various capacities in Peru, Mexico, Ecuador, Utah, and Hawaii. Her research interests are in English language pedagogy and student identity and investment in the classroom. She can be reached at corbin.ritchie@byuh.edu.



Increasing Empathy Through #POV Writing

By Sadie Nitta

Point of view (POV) refers to “the mental position from which something or someone is observed” (“point of view,” 2023). Nowadays, Gen Z students refer to this concept as #POV — a familiar hashtag on TikTok, Instagram, and other social media platforms. It has become quite a popular catchphrase with student buy-in potential! As educators, how can we capitalize on trends in the digital community and use it as a vehicle to teach something of higher value in the classroom?

In one instance, I introduced #POV writing to increase empathy. The introductory lesson to #POV writing involved two writing tasks. During the first task, the language learners (LLs) explored the point of view of inanimate objects surrounding the campus using first-person language. After a brief meditation, they targeted one object’s perspective that might otherwise be overlooked (e.g., a paper cup). Various prompts, such as, ‘What is ___’s daily routine?’ ‘How does ___ feel?’ and ‘How is ___ treated by others?’ were used. Once the LLs finished writing, they used their phones to take a picture of the object and returned to

the classroom ready to discuss. Below are three student examples:

1. *My name is a beautiful paper cup. They used me and forgot to throw me in the dustbin. Everyone is looking at me and feeling that I’m making the environment ugly, but no one picked me up.*



2. *Everyone knows me and what I am used for. They ignore me most of the time, Throwing the rubbish all around. I stand and see people walking with trash. How I wish I could say “Hi,” So they can know I am starving.*



3. *I’m a flag that everyone sees every day. Some of them just look at me because I’m beautiful; some people don’t really. But I know Tahitian people feel comfortable when they see me because I remind them of their culture, tradition, and nation. I know it helps them stay strong. I’ll be there for them so they will not feel alone.*



Increasing Empathy through #POV Writing

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When the LLs shared their writing with the class, it sparked meaningful discussions about real-world problems. For example, one LL's interpretation of the paper cup deeply impacted their classmates' understanding of 'ecological peace' (Oxford, 2013). By the end of the object #POV discussion, we had covered themes across the multiple dimensions of peace, including inner, interpersonal, intergroup, international, intercultural, and ecological (Oxford, 2013).

For the second task, the LLs shifted their focus from inanimate objects to human subjects. First, I used the projector to display candid images of strangers that captured a wide range of human emotions. Then, following the same pattern as their object #POV writing, LLs chose one image to write about using first-person language. Various prompts, such as, 'Who are they?' 'What are they thinking?' 'What does their day look like?' and 'What experiences might they have had?' were used. Interestingly, the LLs' responses were reflective of their own worldview, identity, and personal experience. For example, answers for a single image ranged from 'a stressed college student' to 'a brave immigrant' to 'a mother fighting for the custody of her children.' In another example, answers ranged from 'a man who enjoys

the sauna' to 'a funny prankster' to 'a lonely stalker.' Analyzing these differences, LLs discussed why they thought everyone's answers differed and why each answer was worth acknowledging. They concluded that 'empathy' is the key to peace in the *classroom* and peace in *society*. In both cases, engaging with #POV writing created a better understanding of the human experience.

In all, #POV writing created deeper empathy among my students. These two tasks, in particular, set the foundation for their own storytelling in class and openness to differing perspectives. This lesson also provided "a common language with which [the class] can talk about conflict and work toward peace" (Oxford, 2013, p. 13). To further this lesson, teachers can invite LLs to discuss the value of having multiple person's #POV and its application to minority groups. LLs can then explore the importance of representation and minority voices, especially within the context they are studying.

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What I've Learned from Embracing Smartphone Group Chatting in my ESL Classes

By Daniel Holden

As experienced ESL instructors, I think we have all had the experience of inheriting the syllabus from a previous instructor and seeing a version of the following sentence: "Smartphone use will not be tolerated in this class."

Of course, from a broader perspective, this rule makes sense and seems natural to carry over into our own version of the upcoming class. In our role as wise coaches for our students, it only seems natural that students show us the baseline respect of focusing on the tangible classroom environment, as well as avoiding distractions as much as possible. Considering this, for many years, I felt obligated to maintain a strict "no smartphone" policy in my courses, and I never felt like it actively impacted them in a negative way; however, this consistent way of thinking had also closed me off to considering all of the benefits that smartphone usage can provide for specific classroom communities.

So, I would like to state the obvious point right away: Just

because a student is using their smartphone does not mean that they are not paying attention in class. As instructors, I think many of us have had to adapt our trained eyes to recognize the multi-use purpose of smartphones. Students may be using translators, double-checking information, conducting basic research, or even taking notes. I think the stigma that smartphone usage automatically equates to distraction or disinterest is often no longer the case.

However, what I would like to focus on more specifically is the implementation of class-wide group chatting on smartphones as a way of enhancing our language courses. There are several group chatting apps available, so I think it's a matter of meeting your students where they already are. If they are using Facebook messenger or WhatsApp, these would be great, but it's important to find out what apps they would be more likely to check often. (Similarly to students who do not check their email, I have found that students who don't

use certain apps regularly will not check them either.) The teacher would then make a group with the course name, and invite all of their students to join it. From here, there are several potential benefits.

One instant benefit of being connected to your students in this way is the immediacy of sharing information. Rather than writing a formal email that students may or may not check before (or after) the class, the instructor has an opportunity to communicate with students in a more efficient way. For instance, you could use the group chat as a space to remind students about upcoming assignments, make announcements, or give follow-up information to something that was discussed in class. Additionally, your students will also have a space to ask for clarifications or ask questions that might be relevant to the group, as well as quickly let you know if they will be late for class. While I still feel that writing formal emails are important for broadly sharing important information or communicating about sensitive

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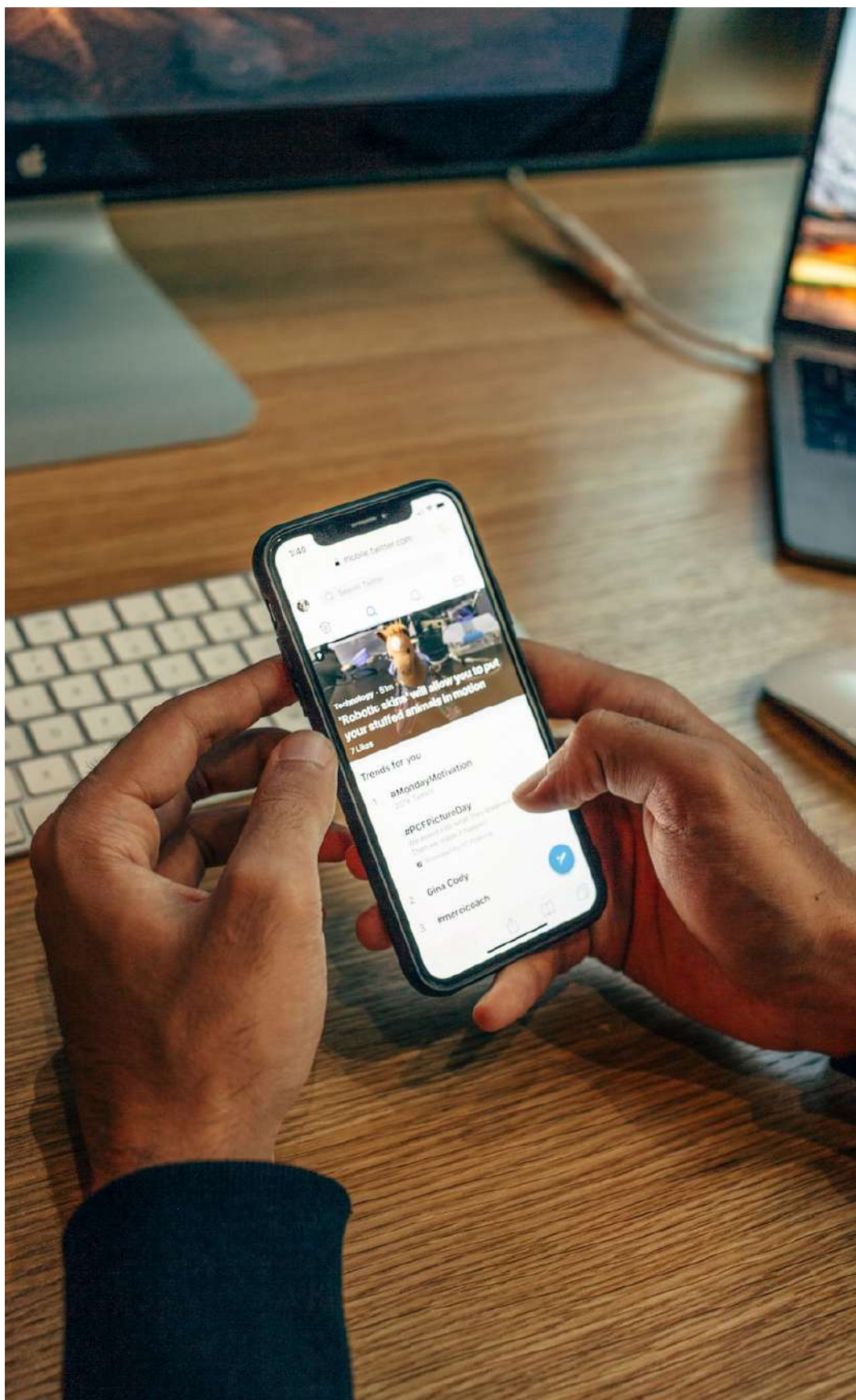
What I've Learned from Embracing Smartphone Group Chatting in my ESL Classroom

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issues with individual students, this additional informal space has a lot of value due to the immediacy and accessibility factors.

Another important benefit of using group chatting is if you are willing to incorporate it as a regular activity in your syllabus. I've had assignments in the past where students would be asked to share their thoughts in a long post on an online discussion board, and then a certain number of their classmates would be asked to respond to the original post. Theoretically, the positive point from such an activity is that the original poster has an opportunity to share their opinion and the other students need to summarize and synthesize their own ideas. However, while I think that the core idea of the assignment is beneficial, I realized that the method of actually conducting the activity was flawed. The issue was that the students who were responding to the original post did not have to read or interact with any of their other classmates, and additionally, there was no guarantee that the original poster ever went back to read the responses. To make matters a bit more complicated, it's unclear for students whether or not the instructor was reading these posts either.

Considering this, group chatting on smartphones can



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What I've Learned from Embracing Smartphone Group Chatting in my ESL Classroom

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accomplish the original goals of the activity, but the method of delivery completely changes how students will view it. Rather than having students write longer posts asynchronously, students could be instructed to have shorter dialogues with each other after they receive the notification on their phones. This allows for students to use their target language in the same way that they would be responding to their friends and family, but they could be sharing their opinions with classmates instead. Because all of the students are in the same chat room, they will receive the same notification and everyone will have the opportunity to easily scroll through the ongoing conversations before responding at their own pace. There are a lot of opportunities for variations on discussion assignments as well, including placing some students in different groups in order to work more informally on group projects together or allowing students to take on the role of “group leader” in order to shape the discussion in a way that helps them better understand the material of the week.

Online group chatting can also provide some indirect benefits as well. The first one is that it provides an opportunity for students who may not be confident in their listening and speaking skills to contribute

their thoughts to the class more frequently due to the change in discussion format. Also, the fact that the group chat remains more or less as a permanent record means that students can go back to review any important information discussed there at any time; they have the additional time to research things before committing to posting something new. Additionally, one other indirect benefit is that multi-modal nature of using online discussion groups allows students to contribute in other ways than merely using text, such as sharing emojis to support one another, sharing pictures to clarify information, or possibly record their voices in order to post a response to written questions. There are more opportunities available through online group chatting to build your classroom community beyond the typical student interaction that occurs during pair or group work.

Finally, the use of smartphone group chatting has allowed my students to embrace another option that is usually not welcome during class time: the ability to say “I don’t know.” As instructors, we have likely had many experiences where we ultimately search for correct answers in order to move along in the curriculum or even just to make sure we have enough time to get to the next activity. It’s difficult to build in the extra free time to address the needs

of a single student in the moment. However, I think that group chatting can create a space of mutual inquiry among students that allows them to confidently share their questions to the group, and allow others to respond quickly as well. If a student is struggling with some aspects of the course material, it’s likely that others are as well and they may not ever know that. If the instructor is able to convince students to embrace the stance of “I don’t know” more frequently in this online forum, I strongly feel that will only lead to a stronger classroom bond and a shared sense of community.

Therefore, the next time that you see a syllabus with a “no smartphone” policy, I would highly encourage you to think deeply about how keeping that rule in place may ultimately be inhibiting your classroom space from becoming a more interactive environment.

About the Author: Daniel Holden is currently a Ph.D. candidate in the Department of SLS at the University of Hawai‘i at Mānoa. His main research interests are critical language pedagogy, critical administration, second language teaching and learning, and language assessment.

Natural Re-Use of Language Through Open Topic Spaces

By Reed Riggs

Any ideas that we talk about in our classrooms will naturally invite the words, sounds, grammar, and phrases needed to express our ideas. These components of language are situated in each moment of need. For example, if we talk about upcoming weekend or holiday plans, we will probably use language to express time, activities, transportation, and more. If we talk about past experiences, we will probably use words related to how we felt, and again, time, activities, transportation, and more. Each topic context will also need grammar to communicate tense or aspect—the time and completeness, respectively, of each event. Whether planning to cover a pre-set list of words, grammar, and phrases, or not, the topics that we focus on will help us decide in each moment which words we need.

Importantly, open topic spaces also allow us to continue building repertoires of usage of any language we have learned before. Humans naturally learn languages in a wide variety of contexts (Douglas Fir Group, 2016), but the institutional context of schools typically pressures teachers to sequence topics in a syllabus.

This article argues that sequencing of any kind can constrain each day's usage of

language, so much so that we find little space to continue using the words, grammar, sounds (stress, intonation, rhythm, emotion, speaker styles, etc.), and phrases we have used before. If our aim in teaching is to help learners develop proficiency, that is, competence in flexibly interpreting and using languages to interpret and express meaning, then we should not forever crowd out words they have “learned before” with new words as learning targets. Words learned previously should remain useful throughout a person's lifetime, during school and beyond. The rest of this article will explore how opening topic spaces can better promote continuous usage of language in four types of syllabi—project-based, task-based, text-based, and grammatical.

Topic development in language classrooms (Seedhouse & Supakorn, 2015) naturally appears in the form of *whatever ideas teachers and students talk about* through use of the language. Seedhouse and Supakorn (2015) distinguished planned topic prompts, which they call *topic-as-script*, versus what actually gets talked about in turn-by-turn interaction, which they call *topic-as-action*.

Throughout this article, any reference to “topic”, including “topic space” and “topic development,” will emphasize *topic-as-action*, since the goal of this article is to convince language educators to encourage open talk in classrooms, contingent upon ideas that emerge as relevant during each moment of discussion.

Project-based Learning (PBL) (Dooly & Sadler, 2016), in essence, invites students to explore information coming from outside the classroom to build something for an audience who is also outside the classroom. Assuming the students, teacher/s, and materials all mainly use the target language throughout work on the project, then time spent working on such projects should naturally allow students to talk about whatever is relevant to the project. PBL promotes open talk about *procedures* of doing the work. For example, in Dooly and Sadler's (2016) study, a teacher asks, “Can you show us the photo...,” (p. 69); “What do they observe...,” (p. 72); “... can you circle please...,” (p. 69); “...can you repeat?” (p. 69). PBL also promotes talk about the *content* of the project; for example, students

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respond, “...Gary has a healthy habit...,” (p. 69); “...no hamburgers of McDonald’s every day AND eating fruit and eating vegetables every day...” (p. 70). These two types of topic spaces, *procedures* and *content*, allow ideas and the language needed to express those ideas to be highly flexible.

Task-based language teaching (TBLT) (Foster, 2009; Long, 2014) is intended to keep students engaged in preparing for summative “target tasks,” which are derived from an analysis of needs that are rooted in work and life outside the classroom. In comparison with the open topic spaces promoted through work on large projects in PBL, TBLT tasks typically keep focus on narrow objectives. Students might decide which hotel to reserve based on real hotel room descriptions, decide what food to order by looking at a real menu, decide what to write on a post-it note while listening to an office voice message. At first glance, tasks resembling needs outside the classroom should promote a wide variety of language forms. Assuming the teacher doesn’t modify the advertisement, menu, voice message, or other text, learners should have repeated opportunities to see

relationships between context and conventional language usage. The constraint that I want to emphasize here and throughout this article is in the space given to contributing ideas, and any lost opportunities to keep using “old words”—words learned in prior lessons and discussions. When we sequence tasks in a syllabus, and then only focus on the ideas needed to complete each immediate task, talk about other ideas will be treated by participants as “off task.” Regardless of authenticity, any type of curricular sequencing means we talk about something for a few weeks and then let it fade from memory as new targets take our focus.

A truly text-based curriculum should focus on the details of the author’s intended message. If this is the case, then we should expect learners to see and discuss the ideas presented in each text, all while that text and the classroom participants naturally recycle, and naturally introduce, whatever words, grammar, and phrases they need to express their ideas. This should resemble the *procedures* and *content* topic spaces we discussed regarding PBL above. Most textbooks, however, are not so natural with their usage of language.

Language textbooks

typically provide texts and practice activities that strictly center around a carefully edited list of words and grammar, which are the true focus of each lesson. The texts may recycle some words from previous parts of the book, but their main purpose is to provide an example context for the list of vocabulary and grammar patterns attached to each new text. We can confirm that the word and grammar lists are the goal of each lesson because the meaning expressed in the activities rarely connect with the message of the text, nor with information generated by adjacent activities. In any typical novel, the ideas built up on one page remain relevant to the ideas on the next page—a story builds. In contrast, students following typical textbook sequences know that whatever they say during one activity will be “throw away” information, not relevant once the activity concludes. In my experience teaching this way in classrooms, it is difficult to get students accustomed to looking for discourse information when our individual sentences, whether read, heard, or spoken, keep leaping to new and unrelated topics. Students thereby make it their goal to memorize (however short term) the lists of word and grammar

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needed for the upcoming graded assessments, and then treat “old words” as off-topic. Two solutions can help: first, change assessments to “can do” performances where no specific words or grammar are required, and meaning is the focus, similar to TBLT “target tasks”; second, during lessons, routinely encourage discussion around pictures and imagined scenes where the information students contribute will remain relevant during and after, even months later. Students in my current classes will routinely re-introduce people, places, items, and events we discussed weeks before.

Problems with motivation, engagement, and agency can accompany overly restrictive lesson routines, but the issue I want to emphasize here is solely about language usage. Look in any dictionary (English, Japanese, etc.) and you will find multiple definitions accompanying most words. Look in any thesaurus and you will find each word has a long list of other words that can *sometimes* replace it. Both reference sources assume that the reader is familiar with contexts of usage of each word, and so the authors don’t provide exhaustive explanations of usage contexts. If teachers openly welcome ideas discussed prior in each new topic context, including classroom

procedures as well as *content* to talk about, then students also have more opportunities to build a sense of context for each word. Context is complex, ranging from the surrounding words in the immediate sentence, the string of conversational turns before and after each turn, the intended actions accomplished through each turn (discourse move), and the larger information surrounding what we have already talked about (our history together). If we don’t open spaces for discussion, we end up squeezing prior learning from our life-long usage.

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About the Author:

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Ukrainian Connections



TESOL Ukraine Spotlight

By Sally La Luzerne-Oi



About the Author: Sally La Luzerne-Oi is a liaison for Hawai'i TESOL / TESOL Ukraine.

Hawai'i TESOL and TESOL Ukraine have had an official partnership for 20 years! The official Partnership Agreement was signed by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.

Since September 2019, we have included a profile of a TESOL Ukraine member in each issue of *The Word*. The purpose of this column is two-fold: to meet members of our sister affiliate and to get to know more about the area where they work and live in Ukraine. You can read past profiles and more about the history of the partnership in previous issues of *The Word* found on the Hawaii TESOL website (<https://hawaiitesol.org/>).

For more information about TESOL Ukraine and past issues of its newsletter, visit the TESOL Ukraine website (<http://www.tesol-ukraine.com/>). TESOL Ukraine is also on Facebook.

TESOL Ukraine Member Profile

In this issue, we are profiling Professor Iryna Zuyenok. Iryna has worn many hats in her professional life, and she has a number of leadership roles at Dnipro University of Technology. Moreover, she has been a leader in creating a National ESP Curriculum for Ukraine as well as a textbook. She was recently featured in the “TESOL Newsletter of the English for Specific Purposes Interest Section.”

Iryna Zuyenok



Name: Iryna Zuyenok

Institution: Dnipro University of Technology

Please tell us about your institution.

Dnipro University of Technology well known earlier as the National Mining University is a state university with more than 120 years of history. It is located in Dnipro (formerly Dnipropetrovsk), one of the largest cities in Ukraine.

The university was founded in 1899 with the initiative and donations of the employers in the main branches of industries in the Eastern Ukraine. It was established as the Higher Mining School which prepared specialists and engineers for mining and metallurgical industries, and in 1912 it was transformed into the Mining Institute. In 1930 the Institute was divided into three independent institutes: Mining, Metallurgical and the Institute of Chemical Industry, which are now national and state universities specialized in training professionals

for these industries.

Since then, the range of areas of specialization of university students trained at different degree levels has dramatically widened to respond to changes in the demand of various specialists for the Oblast and Ukrainian economy needs. That is why in 2019 the university was transformed in a polytechnic university – Dnipro University of Technology, called in Ukrainian “National Technical University “Dnipro Polytechnics”” or “Dniprotech” for short.

Today, Dnipro University of Technology is accredited Level IV (the highest level in Ukraine) by the State Accreditation Commission that gives it legality to run the programs at all higher education degree levels which are compatible with the European Higher Education Area (EHEA) Qualifications Framework: Bachelor’s, Master’s, and PhD.

The university is organized in six institutes with 2 - 5 faculties of full-time and part-time

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study in each: the Institute of Nature Management, the Institute of Power Engineering, which encompasses a large Faculty of Information Technology, the Institute of Natural Sciences and Technology, the Research and Educational Institute of Economics, the Institute of Human and Social Sciences, Education and Research Institute of Business Administration, and two large faculties: Faculty of Architecture, Civil Engineering and Land Management; Faculty of Mechanical Engineering. There is also a Doctoral School, which provides postgraduate and doctoral studies, and the Interdisciplinary Institute of Continuing Education that provides lifelong learning in various areas.

Each year more than 2,000 applicants are enrolled in the university. The overall number of students is over 10,000. Among them are foreign students who represent mostly Asian countries—Uzbekistan, Tajikistan, Turkmenistan, Mongolia, China— and Africa.

A key feature of the university is ongoing cooperation with research organizations as well as with enterprises and potential employers. For this purpose, Education-Research-Production Complexes have been established which provide a combination of the educational process with the research and production in the area of coal extracting and its processing, power engineering and energy-saving, machine building, and communication. There is also the Centre of Academic Mobility and the European Faculty where teaching and training are provided in English.

The university pays great attention to the development of students' and young scientists' personality and their potential as well as the CPD of the teaching staff. To raise socio-cultural awareness of students and to develop students' socio-linguistic and pragmatic competences there is a variety of linguistic centres: Ukrainian - American Linguistic Centre, Ukrainian - Deutch Centre (under cooperation with Goethe Institute (Germany)), Centre of Ukrainian - Polish Cooperation, Centre for Ukrainian - Turkish Cooperation, the Ukrainian - Spanish Cultural



and Linguistic Centre, Ukraine – Azerbaijan Cultural and Cooperation Centre, Ukraine - Japan Centre, and the Linguistic Centre where the British variant of English is taught. Since last year, I am a Director of the Linguistic Centre, where such courses as English for Intercultural Communication, English for Business Communication, Preparation for the International Exam APTIS and others are run by my colleagues and me.

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TESOL Ukraine Spotlight: Member Profile: Iryna Zuyenok

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What is your position at this institution?

I work at the Department of Foreign Languages, where I started as a part-time EFL teacher when I was 24 and later came back to teaching after having worked as a translator in the Patent Office and a Designing Engineer of Home Appliances (both jobs were connected with patent and market research, translation from English into Ukrainian and vice versa, writing reports, instructions etc. in both languages).

Nowadays, I am an Associate Professor at this Department running ESP and EPP obligatory courses for undergraduates, EAP and EPP obligatory courses for postgraduates as well as various optional courses such as Business English, English for Media Literacy etc. My professional responsibilities are not limited to teaching EFL only. To be a success in teaching the university students by helping them to learn and facilitating this process, each year I start with designing or re-designing syllabuses and programmes for the specialized areas my students are trained in. Usually, they are IT & CS, International Relations, Management, and Engineering. As the range of students' specialization is rather wide, I develop syllabuses and assessment criteria for the outcomes predicted in accordance with Educational Professional Programs (EPP) for the area of study of each group of students, select authentic materials and develop my own ones, including online courses shared on the University Distance Learning Platform (do.nmu.org.ua) based on MOODLE. Some of these activities (syllabus and materials design, assessment criteria) are done within different teams of my departmental colleagues and subject teachers. Everything concerned with the specificity of a specialized area is agreed upon with subject teachers and professionals in the area.

Moreover, I have been responsible for the work of the EFL Section of the Department for many years, planning, organizing, and coordinating various activities and events at the local, national and international levels. As my experience proves the significant role of ongoing

professional development in becoming a real professional and a good teacher/trainer, I always draw the attention of my colleagues to their CPD and especially the events organized by TESOL-Ukraine, as I am also responsible for CPD of teaching staff of the Department and coordinating co-operation of the university with TESOL-Ukraine, according to the Memorandum of Understanding signed in 2021.

There is the Regional Learning Hub “DniproTECH” at the university department, the mission of which is to promote learning English among the local community of the city, Oblast and the neighboring Oblasts. I am one of the certified facilitators responsible for consulting its visitors, organizing various events and courses.

I am also a Director of the University Linguistic Centre where various English courses are organized for school-leavers, students, teachers, researchers and businessmen to meet their needs in learning English.

At the end of each academic year, I work for Dnipropetrovsk Regional Centre of Education Quality Assurance as an examiner of ZNO - Independent National Exam in English for school-leavers. I am a senior examiner responsible for the qualitative assessment of a writing task by ten examiners - teachers of the Department and secondary school and lyceum teachers from the best high schools of the Oblast, who work as one of the teams of examiners.

Please tell us something about the city where your institution is located.

Dnipro (for many years known as Dnipropetrovsk) is one of the largest industrial cities of Ukraine and the centre of Dnipropetrovsk Oblast. It is located on both banks of the Dnieper River, the largest river in Ukraine. From the very first days it was known as the “city of iron and steel” because of its metallurgical plants. It is also known as a “city of scientists and students” because of its numerous higher educational institutions, which train specialists for nearly all the branches of the Ukrainian economy, and a variety of research

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institutes.

The population of the city is more than 1,000,000 inhabitants; more than 100,000 of them are students who came to Dnipro from various cities and towns of Ukraine and different countries of the world. The city is also considered to be one of the largest cultural centres of Ukraine. There are many different theatres for spectators of different ages and interests—Opera and Ballet Theater, various museums and exhibitions. It is a place for various festivals organized by the city authorities and its residents.

Being a logistics hub of Central Eastern Ukraine, nowadays our city is more known as a hub for thousands of refugees and temporarily displaced people from the occupied areas, “hot” zones, many of who made their decision to stay and work in Dnipro.

Tolerance and diversity can be considered a visit card of the city as here people of different ethnic groups, i.e. nationalities by their origin, as well as people of various religious beliefs live as the local city community, though there are many national communities and their cultural centers and different churches. Among them Transfiguration Cathedral opposite Dnipro University of Technology is the oldest one. The Jewish cultural centre, Menorah, in the centre of the city is the largest in the world.

The city was founded on the place of various Zaporozhian Cossacks settlements in 1776. Some districts of the city are still called the names that originated from Cossacks’ family names or their nicknames.

During its history the city was a hometown and place of activities and visits of world-wide known scientists, artists, actors, musicians, singers, writers, and statesmen: Oleksandr Pol’ – a founder of the city as an industrial centre, philosopher Elena Blavatskaya, historian Dmytro Yavornitsky, ballet dancer Mariyes Liyepa, poet Oleksandr Galich, Ukrainian writer Oles Honchar. The second President of Ukraine, Leonid Kuchma, ex-USSR President Leonid Brezhnev, and many Prime Ministers of Ukraine studied or lived in Dnipro for some time. Moreover, Prime Minister Vitold Fokin graduated from our university, and Yulia Tymoshenko studied here too.



There is much greenery in the city and a lot of places for recreation and rest, among which the most popular is Cossack Globa’s Park, Shevchenko Park, Festival Mooring. The Monastery Island connected with the city by a little steel bridge is the favourite place for city inhabitants to have a rest and walk or lay in the sun and swim in the Dnieper River in summer.

There are a variety of places of interest

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according to the interests and tastes of the city residents and its visitors. The usual city tour which starts from our university and goes down to the Dnieper River can tell visitors about the history of the city as one may visit the Historical Museum named after Dmytro Yavornytsky just opposite the university, Transfiguration Cathedral, Shevchenko Park, Palace of Students (former Prince Potemkin's Palace) and visitors are brought to Dnipro Embankment, one of the longest in Europe – up to 30 km long, and the symbolic Ball of Desire made of marine-blue glass installed on the pyramid on the right bank of the river.

What are your professional interests?

It is quite natural that having the experience of working as a translator, designing engineer, patent examiner, market researcher etc., my main professional interest is English for Specific Purposes (ESP). My experience proves that English language knowledge such as grammar, pronunciation, general and specialist vocabulary as well as general language skills— listening, speaking, reading and writing— are not enough for successful communication in a specialist area or specific field of study. So, I grasped any opportunity to find out how to fill in the gaps in professionally-oriented communication in English.

The first project on the way to creating a concept of ESP teaching and learning was a British Council Ukraine Project: “Business English Course Design” delivered by Nick Brieger (1998-1999). The syllabus designed and submitted by the end of the training was introduced into the teaching/learning process for future managers and economists who were happy to be at least partially immersed into their profession.

The National ESP Curriculum Project initiated by the Ministry of Education and Science of Ukraine in response to the Bologna Process and supported by the British Council Ukraine (2001-2005) was a series of breakthroughs and discoveries on the way to constructing a national concept of ESP at the university level thanks to the special training provided by British experts

and being in the shoes of a student while studying at the Department of International Education of the College of St Mark and St John, now Plymouth Marjon University (Great Britain) for the six-week courses in ESP Curriculum and Syllabus Development, ESP Course Design, ESP Methodology and Information Technology for ELT and at Postgraduate Certificate Course in Trainer Development (ELT) run by Rod Bolito and Mike Scholey at the University of Exeter (Great Britain). The latter made evident the value of blended learning as it was a combination of F2F study and online learning guided by a teacher.

The participation in various projects demonstrated in practice the values of teamwork, cooperation and collaboration, constructive discussions, active listening and interactive reading, critical thinking, action learning, reflection and ongoing evaluation.

To share the knowledge obtained and exchange the ideas in order to get feedback and incorporate the best practices into my teaching, I take part in various professional events, including conferences and symposia as well as organize conferences, round-table discussions etc. at various levels from local to international, and am a member of an organizing committee



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TESOL Ukraine Spotlight: Member Profile: Iryna Zuyenok

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and a member of various professional organizations, including TESOL-Ukraine and TESOL International.

What are your personal interests?

I enjoy the process of professional and personal development as from my perspective, no one can be a good professional especially in education without a good personality. It is helpful for me not only as a teacher and teacher trainer. I feel happy, when I manage to facilitate someone's personal and/or professional growth, raise someone's self-confidence etc. I also like reading as reading books, articles, blogs etc. opens new horizons, provokes thinking and contributes to generating new ideas.

It may seem strange, but my hobby is cooking. For me it is relaxing and full of improvising and experimenting that resembles teaching when you create something authentic and original to satisfy the tastes and needs of your customers. I like organizing parties in a range of styles based on their main dishes, from original Ukrainian with *uzvar* (a beverage made of stewed dried fruits and berries), various home-made pickles and salads, *holubtsi* (cabbage rolls with meat and rice), *vareniki* or Crimean Tatar *chebureki*, to Asian ones with *lagman*, *shashliks*, Uzbek *plov* and *dymlama*, or Japanese sushi of various types.

I like traveling and discovering new cultures no matter whether it is the culture of a city, town

or village in Ukraine or abroad. Coastal walks and spending my time at the seaside are the sources of my inspiration and the place to recharge my batteries. I hardly can imagine summer without going to the seaside, if not summer 2022, when my beloved places of rest were occupied by ruzzists.

How long have you been a member of TESOL Ukraine?

I joined TESOL-Ukraine as soon as I learned about it in 2000. One of the first events organized with its support and the support of a Peace Corps volunteer, James from Hawaii, who worked at the university, was the conference on Business English, the aim of which was to disseminate the main ideas and innovation got from the "Business English Course Design" course and exchange cultural awareness of business culture in Ukraine and the USA with the help of American EL fellows.

Since then, I see the TESOL-Ukraine events as a possibility to exchange ideas and experiences by sharing my experience of learning through projects with presentations, workshops, round-table discussions, participating in workshops, webinars, courses, and listening to the ideas of EFL teachers which can be implemented in the classroom as well as curriculum, syllabus and materials design for non-linguistic university students.

Twenty-nineteen resulted in a drastic turn in my professional life caused by the community of Ukrainian TESOLers, where I have found many teachers who share my values and beliefs in teaching/ learning ESP for the new generation, generation of millennials. Participation in TESOL-Ukraine National Teacher Development Institutes was a breakthrough for me with their original ideas and the discovery of new methods and approaches to teaching/learning EFL at the university level as well as enjoying team-work on projects. 2021 Odessa Summer Teacher Development Institute resulted in the idea to organize a series of trainings for EMI teachers. Though the coordinator of the first module was Serhii Petrenko, I helped him at various stages: delivered the first session on Needs Analysis and

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Learning styles, facilitated an English Speaking Club and webinars, participated in the final assessment of participants' projects and gave them feedback. It was a great experience to work in a team of Ukrainian TESOLers from various universities. Moreover, our university has planned to deliver this course, though its start has been delayed by the war in Ukraine.

Having experienced the value of being within a TESOL community, I initiated signing an Agreement of Cooperation, i.e. MOU, between TESOL-Ukraine and Dnipro University of Technology in December 2021 and since then have been coordinating our activities as partners. The results are encouraging. Despite martial law, teachers of our university department took part in various projects proposed by TESOL-Ukraine, Hawai'i TESOL and TESOL Italy.

What else would you like to add about yourself or your work?

Having more than 30-years' experience of teaching ESP at the university level, I am ready to share my experience with everyone who needs help or support, to give a consultation and/or feedback. For me Christa McAuliffe's quote, "I touch the future. I teach," is a source of inspiration, especially now when Ukrainian people are having hard times. Right now, keeping in mind the great desire and eagerness of the university students to study and learn English despite the war, any teacher needs to be resilient and creative enough to meet their students' needs and to overcome challenges for the sake of a peaceful future.

Can you suggest a website where Hawaii TESOL readers can learn more about you, your institution, or your region?

More information about Dnipro University of Technology and its Departments can be found at: <https://www.nmu.org.ua/en/>, <http://www.encyclopediaofukraine.com/display.asp?Linkpath=pages%5CD%5CN%5CDniproUniversityofTechnology.htm>, the Department of Foreign Languages:

<https://im.nmu.org.ua/en/> as well as on their Facebook pages <https://www.facebook.com/ntudp/> and <https://www.facebook.com/NMUForeignLanguages> My personal profiles can be accessed at:

LinkedIn: <https://www.linkedin.com/in/iryna-zuyenok-0b95211b/?originalSubdomain=ua>

Google Scholar:

<https://scholar.google.com.ua/citations?user=IL7KkL4AAA&hl=ru>

ORCID ID: <https://orcid.org/0000-0003-0130-3284>

Publons: <http://www.researcherid.com/rid/D-5148-2019>

<http://newsmanager.commpartners.com/tesolespis/issue/s/2022-11-03/5.html>

If you wish to discover Dnipro for yourself, feel free to go to:

<https://en.wikipedia.org/wiki/Dnipro>,

<https://www.britannica.com/place/Ukraine>,

[http://www.encyclopediaofukraine.com/display.asp?](http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CD%5CN%5CDnipro.htm)

[linkpath=pages%5CD%5CN%5CDnipro.htm](http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CD%5CN%5CDnipro.htm)



Note: It is with sadness that we have learned Iryna's husband and mother-in-law perished in the missile strike on an apartment building in Dnipro on Saturday, January 21. Hawai'i TESOL sends its deepest sympathy to Iryna and her family.

“CLIL at Work”, or How Ukrainian TESOLers Explored Romanticism of Multilingual Education in Germany

By Maryna Tsehelska and Lyudmyla Hnapovska

The TESOL-Ukraine community at all levels (school teachers, university instructors and educational management staff) are broadly familiar with the concept of Content and Language Integrated Learning (CLIL) – an approach in which a foreign language is used as a tool in the learning of a non-language subject, with both language and the subject having a joint role. CLIL-based methodology is rapidly gaining power in Ukraine as a set of classroom practices as well as an issue for teachers’ continuing professional development. One vivid evidence of this is the TESOL-Ukraine Teacher Development Summer Institute *“CLIL Curriculum Integrated Language Teaching”* hosted by Odesa on June 25-28, 2021. This pre-war event facilitated a constructive dialogue of Ukrainian FL professionals on the vision, practical experiences and challenges of employing CLIL principles in their educational settings. Special emphasis was placed on the correlation between teaching English for Professional Purposes (ESP) and teaching specialist subjects by means of English (English-Medium Instruction / EMI), the latter showing signs of a fast galloping phenomenon inherent to each and every Ukrainian higher education institution.

This Summer Institute was followed by the attempt to find the answer to the question of whether a collaborative dialogue between university FL instructors and EMI teachers is possible. *“Basics of EMI”*, a professional development course for EMI lecturers from Taras Shevchenko National University of Kyiv, was

designed and successfully delivered in October-December 2021 by ESP teachers (all of them are TESOL-Ukraine members) acting as the course trainers.

The year 2022, despite numerous challenges of emergency teaching at times of war, has created a new momentum for CLIL-based philosophy to spread and flourish within the TESOL-Ukraine community and far beyond it. In November 2022, Pädagogische Hochschule of Heidelberg, the oldest university city of Germany and the cradle of German romanticism, warmly welcomed participants of a study visit *“CLIL at Work”* that finalized the three-year chain of events organized within the framework of the EU-funded Erasmus+ KA2 project *“Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration”*.

Maryna Tsehelska, TESOL-Ukraine Vice-President, and Lyudmyla Hnapovska, Associate Professor of the Foreign Languages Department at Sumy State University, represented TESOL-Ukraine as a partner organization of this project. And before the details of the project are highlighted, we would like to express our warmest thanks to the study visit organisers, particularly Professor Dr. Hans-Werner Huneke and Imola Czolbe, International Department Executive, for the high-level professionalism, commitment and support they showed before, during and after the project participants’ stay in Germany.

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What is the ‘MultiEd’ project background?

Project title: “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration” (abbreviation ‘MultiEd’).

You can read more about the project by following the link <http://www.multied.com.ua/en/>

Project duration: 15 November 2019 – 14 November 2022

The amount of the grant program Erasmus +: 900 099 EUR

Grant holder: University of Tartu, Estonia

Project goals:

- development of a curriculum for the pre-service training of a foreign languages teacher;
- professional development of in-service FL teachers at both school and university levels;
- internationalization of education through launching CLIL-based courses and developing multilingual education strategies for Ukrainian higher education institutions along with the National Recommendations on Multilingual Higher Education.

Project-specific objectives:

- To train academic and professional staff teams.
- To review and audit all current curricula in the field of Education (BA and MA of TFLs).

- To update on average 14 BA and MA courses
- To deliver and evaluate courses (both new and updated ones) through the CLIL approach.
- To launch, pilot and introduce the revised curricula on a regular basis
- To train academic and professional staff on e-course development.
- To develop, deliver and evaluate e-course “CLIL Methodology” for various target groups.
- To survey public opinion on «Multilingual education in Ukraine».
- To embed the ideas of life-long learning and blended education with academic and professional staff.
- To design and deliver seminars on new pedagogical approaches, CLIL & ELT (English Language Teaching) methods.
- To facilitate development of general career-relevant

skills within the specified target groups.

Project expected results:

- Education programs updated.
- New courses designed.
- Multilingual educational strategy developed along with National Recommendations on Multilingual Higher Education.
- Skills of in-service teachers upgraded.

What are the key takeaways from the study visit “CLIL at Work”?

Twenty-eight professionals representing the institutions listed below made up an international team of the study visit “CLIL at WORK” participants:

- University of Tartu, Estonia
- Aston University, the UK
- Ministry of Education and Science of Ukraine
- The Bohdan Khmelnytsky National University of Cherkasy



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“CLIL at Work”, or How Ukrainian TESOLers Explored Romanticism of Multilingual Education in Germany

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- Donbas State Pedagogical University / Horlivka Institute of Foreign Languages (relocated to Bakhmut)
- V.N.Karazin Kharkiv National University
- Poltava V. G. Korolenko National Pedagogical University
- V.O. Sukhomlynsky National University of Mykolaiv
- Ternopil Volodymyr Hnatiuk National Pedagogical University
- Vasyl Stefanyk Precarpathian National University
- Zaporizhzhia National University
- NGO “TESOL-Ukraine”

During the five highly productive days (November 7-11, 2022) neatly packed with a variety of activities we were engaged in:

- observing and discussing CLIL classrooms in various subjects (such as Physical Education, History, Mathematics, Fine Arts, etc.) in different types of Heidelberg secondary schools. Lessons were conducted by students of Pädagogische Hochschule of Heidelberg who are currently taking a course on CLIL-based methodology under the supervision of Dr. Jutta Rymarczyk;
- brainstorming ideas related to implementing CLIL philosophy and the

- concepts of multilingual education in various educational settings. Numerous training sessions on the above issues were delivered by Pädagogische Hochschule of Heidelberg professors as well as Ukrainian academics currently doing their research on multilingualism at the University of Heidelberg;
- ‘active learning’ of how to develop creativity and critical thinking of future teachers, make the concept of inclusivity work in a classroom, design the study materials relevant for CLIL approach. German professors facilitated our doing a lot of tasks that appeared pretty challenging even for us, experienced FL teachers and academicians;
- meeting Ukrainian schoolchildren who had to flee from the war and are now exploring the ‘gains and pains’ of adapting to a completely new, often unfamiliar and sometimes even frightening academic environment, which is a new and pretty hard socio-cultural experience for them;
- ‘tasting’ the delicious cultural and educational heritage of Germany via exciting real-life and virtual tours through centuries of Heidelberg ‘romanticism’.

What we would like to

share further are some *PIPs* we gained, i.e.

- * original *Perspectives* of CLIL-based methodology inspired by the study visit activities;
- * valuable *Insights* elicited from CLIL classes observation and discussions that followed;
- * possible *Prospects* of CLIL implementation in the Ukrainian educational context.

The study visit has brought about deeper understanding of certain CLIL conceptions – we could consider them from a practical rather than theoretical perspective. Specifically, we got a chance to observe how the “ingredients” of Do Coyle’s **4Cs** framework of **CLIL** (Coyle, Hood, & Marsh 2010) work in a real-life classroom.

1. **content.** We saw with our own eyes how schoolchildren progress in their knowledge, skills and understanding related to certain elements of a defined curriculum by acquiring certain subject-specific **content** delivered via the medium of English as a foreign language.
2. **communication.** To do the classroom tasks, pupils were encouraged to perceive and produce subject-specific language (either orally or in writing) and participate in meaningful interaction, i.e

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they were engaged in authentic **communication**, which created conditions for them to use language to learn while learning to use language.

3. **cognition.** Communication always involves cognitive processes such as remembering, understanding and applying, analysing, evaluating and thinking critically / creatively. In other words, communication goes hand-in-hand with **cognition** thus developing thinking skills which link formation and comprehension of a concept (abstract and concrete) and language. In the classes we observed we witnessed this too – though the degree of success varied from lesson to lesson.
4. **culture.** Always behind the scene is **culture**, i.e. exposure to alternative perspectives and shared understandings, which deepens awareness of otherness and self. Cultural and intercultural competencies enhanced by effective use of CLIL methodology makes an important contribution to students' (as well as teachers'!!!) overall educational experiences, including skills to appreciate and use diverse ways of such existential

notions as 'knowing, being, and doing'. Such capabilities assist both learners and teachers to live and work successfully as linguistically and culturally (= socially and ethically) aware citizens of the world. A vivid example of this is an episode from a Physical Education (PE) class we observed and then discussed. Explaining the rules of a ball game kids were expected to play, the teacher highlighted its key rule – being fair. And then added that “fair play is the must-always-be-observed rule no matter what sport you are doing”. Isn't it a subtle enough though very valuable contribution to students' life experience to use outside the school classroom?

To wrap it all up, university students who acted as teachers and their 'in-charges' demonstrated fully that, as cornerstones of CLIL, *cultural context* together with *cognition, content and communication* create the setting for an engaging learning environment with clear linguistic and subject area goals.

For us, language teachers, this study visit provoked one more important insight – the one related specifically to the *linguistic* goals we pursue in our classroom. It happens that CLIL-based methodology offers

a wider perspective of treating the use of the LANGUAGE we teach, and makes us consider the following language learning triptych (developed by analogy with assessment of/for/as learning):

- *language OF learning* – essential lexical and grammatical structures associated with the topic under study. This language is related to content and used in authentic interactive contexts to develop communication skills, rather than focus exclusively on the language system itself (grammar, vocabulary, syntax, etc.);
- *language FOR learning* – the kind of language needed to operate in a foreign language environment, i.e. to develop and activate skills necessary for pair work, collaborative group work, asking questions, debating, enquiring, thinking, memorizing, (dis)agreeing, etc. This language is related to meta-cognition and functional pragmatics;
- *language AS/THROUGH learning* – the language directly related to cognition and necessitated by cognition: new concepts learned with their new meanings would require new language to articulate them. This new language must be introduced and captured during the learning process, then

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recycled and developed later in some way or another.

So, what are the ‘wows’ of CLIL?

No doubt, CLIL as a *dual-focused* educational approach enhances both learning and communication. With its highly interactive teaching practices, abundance of various tasks, group formations and communicative focus, it is a fantastic method to empower students of all ages and levels of fluency. By teaching CLIL lessons, we can give our students the tools to grow, acquire and activate cross-disciplinary skills by using a language different from their own.

CLIL is a great method to promote positive attitudes towards language learning. Students won’t be corrected on every single error they make. Instead, they’ll be encouraged to keep talking and learning *in* the language, which lets them feel good about their ability to communicate. They can rely on their peers’ support in this process, which creates an anxiety-free learning environment, lowers learners’ affective filter considerably, and thus fosters and sustains motivation towards learning the foreign language itself.

CLIL supports collaboration skills, enhances learners’ cognitive development, strengthens their ability to process input and prepares

them for higher-order thinking skills like critical thinking, problem-solving, decision-making, etc. Learners won’t be spoon-fed in their language lessons. Instead, they will need to pay attention to, observe and learn the language by learning about other subjects *in* that language.

The CLIL curriculum balances bilingual education and language learning. Rather than being the focus of teaching, language becomes a tool for communication. Repeated exposure and stimulation help students to assimilate the language while learning meaningful content. This will greatly expand their horizons and promote curiosity. **BUT ... ‘What are the ‘buts’ of CLIL?**

As with all methods, CLIL has both merits and challenges. Although it can bring many advantages, some of which are mentioned above, at least two of its potential drawbacks are to be mentioned from the perspective of a foreign language teacher.

Firstly, meaning often becomes more important than form, i.e. there is a risk that students produce language output which is understandable and makes sense

from a content perspective but which contains many flaws from a language perspective.

Secondly, oral interactions between students bring about confidence in language use, but with the crucial negative effect that the majority of the language produced remains without error correction. In many cases, the teacher is not present to make any corrections, and the students might not correct each other even if they could. From a linguistic perspective, this might be problematic.

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News from Outside of Hawai`i



Design and Deliver Online Courses

By Samir Omara

Since March 2020, there have been different education and language teaching changes, challenges and solutions due to the coronavirus pandemic. To fix challenges, schools and teachers have shifted to online instruction as schools were completely or partially closed. Recently, they have shifted to hybrid instruction; an instruction mode that consists of both in-person and online instruction. To design and deliver online courses, there are different models such as ADDIE model: Analyze, Design, Develop, Implement and Evaluate.

Analyze:

Language teachers and teacher trainers analyze different needs of students and set instructional objectives. Needs analysis is the process of collecting and analyzing students' needs. It is helpful for teachers, teacher trainers, educators, administrators, and parents. It helps teachers and teacher trainers learn more about students and trainees. It helps to understand the students' different objectives and interests. It helps to define the students' different backgrounds. There are

different types of student needs. The first type, which is easy to measure, is the students' language levels and skills. The other type is defined by the students themselves: their goals and interests. To develop needs analysis, there are different tools such as pre-tests, surveys, questionnaires, observations, interviews, and focus groups. Teachers use, study and reflect on two or more tools to do a needs analysis. Teachers use data collected to create learners' stories. Learners' stories are short paragraphs that describe students' needs, motivation, and characteristics. Based on needs analysis and learners' stories, teachers write course objectives that meet SMART (specific, measurable, achievable, relevant and time-oriented). To develop SMART course objectives, it is useful to refer to Bloom's Taxonomy.

Design:

Language teachers and teacher trainers design a course outline, a module framework and a hybrid module framework based on what they have learned through needs analysis and learners' stories. A course outline includes course description, course objectives,

a course schedule, an assessment plan and required materials. A course description gives main themes, purposes and the target audience of an online course. Course objectives state specific knowledge, skills and attitudes for students and trainees to develop by the end of an online course. A course schedule includes module topics, module objectives, a timeframe and assessment tasks. An assessment plan describes how to measure students' achievement of online course objectives. Required materials include lists of materials students and trainees need for learning and training activities and assessments. A course outline is a reference for teachers, teacher trainers and administrators, while it is a guide for students and trainees. To design a course outline, teachers check needs analysis and learners' stories to write course description and course objectives. They make sure that the course description matches course objectives. They develop a course schedule; they divide the content into topics, modules or weeks. They write module objectives and make

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sure that they match course objectives. They use course objectives, module topics and module objectives to develop assessment tasks. They develop an assessment plan; how students and trainees will be assessed throughout an online course. They enlist the materials required to conduct learning, training and assessments. A module framework highlights the items that are included in course modules such as quizzes or videos. It includes module overview, warm-up, vocabulary, audios, videos, discussions, readings, quizzes and writing assignments. A course outline shows what teachers will teach in each module such as the objectives and topics, while a module framework shows how teachers will teach the content through quizzes or videos. A hybrid module framework helps to add real-time sessions to online courses; it helps to use teaching and training materials to get and give real-time feedback to students and trainees. To develop a hybrid module framework, teachers use hybrid design or blended learning. Hybrid design is to design an online course that has synchronous and asynchronous learning assets. Teachers blend synchronous and asynchronous learning assets in the same module to increase student learning and engagement. Garrison (2016) thinks that it is essential to design meaningful engagement

opportunities to develop students' learning.

Develop:

Language teachers and teacher trainers develop learning assets and assessments. Learning assets are things students use to develop learning synchronously or asynchronously; they could be quizzes, discussions, audios, videos, or tests. Teachers usually use multimedia for online courses. Multimedia refers to spoken words, written words, and visuals in one learning asset such as videos. There are multimedia principles that help teachers and teacher trainers develop learning assets. The principles are personalization, voice, signaling, interactivity, pre-training, multimedia, contiguity, coherence, modality, and segmenting. To develop interesting learning assets online, teachers should think about the course outline, hybrid module framework and multimedia principles. They develop readings and videos to show students examples of how language is used. They develop quizzes and discussions for formative assessment. They develop infographics to show information clearly and quickly. They develop instructional pages to teach topics in vocabulary, grammar, and writing. Assessments refer to how teachers measure students' progress against course and module objectives;

they could be formative and summative. Teachers conduct formative assessments to measure students' progress; they help students see what they do well and what they need to improve. They conduct summative assessments to measure students' performance; they help show what students have learned. Teachers decide which assessments measure course and module objectives. They make sure questions and instructions meet students' language levels. They make sure assessments are not too long. They use different question types for different synchronous and asynchronous assessments. They make sure they give clear, regular and constructive feedback to students. Teachers use formative assessments such as quizzes to measure students' progress during a module or a course. There are different types of online formative assessments: quizzes, discussions, polls, digital journals, surveys, online games and applications. Teachers use summative assessments such as exams to measure students' performance by the end of a module or a course. There are different types of online summative assessments: tests, presentations, assignments, final essays, portfolios and projects. Andrade (2000) thinks that rubrics are teaching tools that develop students' thinking skills. Rubrics help

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students define their learning and progress before, during and after learning.

Implement:

Language teachers and teacher trainers introduce learning assets such as videos, discussions and quizzes to students and trainees. To implement learning assets on online courses, teachers add online tools that help motivate and engage different students. Online tools are programs, websites and resources that help students collaborate, learn and develop using synchronous and asynchronous learning assets. Online tools should be simple, good for all students' levels, easy to use and they should help students achieve module and course objectives. To choose the most effective online tools, teachers think of how online tools help students build language, research, innovate, develop critical thinking, get together and expand technology skills. To implement online courses, teachers guide students through learning assets online. They make sure all students understand how learning assets work. They share the syllabus with students, highlight important assignments and remind them of the glossary, resources and the schedule. Teachers and students could go through the first module together to make sure all students understand

how the first module and the whole course work. Teachers could have discussion boards for students' general questions. Glabicka (2015) thinks that students can continue life-long learning when learning is flexible, and it is available at any time anywhere. Online courses help teachers teach and students learn, develop, and continue life-long learning flexibly.

Evaluate:

Language teachers and teacher trainers check if online courses meet students' needs and achieve course objectives. Evaluation helps teachers, teacher trainers and administrators learn what and how to change and develop. To evaluate online courses, teachers develop evaluation plans that include course evaluation tools to collect data to measure students' achievement and opinions. Achievement data show if students have achieved course objectives through performance. Course opinion data show how students feel about online courses; how they learn and enjoy them. There are different tools to measure students' achievement and opinions. To measure students' achievement, teachers use completion rates, achievement rates and summative assessments. A completion rate is the number of students who finished an online course, divided by the number of students who started it. It

helps teachers understand how engaged the students are. An achievement rate is the number of students who did well in an online course. Summative assessments such as module tests and final exams help teachers measure if students have achieved course objectives. They help give feedback to develop online courses and assessments. Hattie and Temperley (2007) think that feedback helps students learn and develop. To measure students' opinions, teachers use surveys and one-to-one interviews. They assess students' learning, collect different data, reflect on them and make changes for future online courses

To conclude, the coronavirus pandemic caused different challenges, but modern technology and pedagogy help to develop blended learning that includes in-person and online instruction. There have been different changes; language teachers have shifted to online courses. ADDIE is a model of five stages to design and deliver online courses. It helps provide language teachers, teacher trainers, educators, administrators, students and parents with a structural framework to develop online courses.

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The Use of Interactive Technologies in Public Speaking Classes: Improving Interactivity and Feedback

By Lin Zhou

The integration of technology in the classroom has been seen as a key factor in enhancing the learning experience for students. The use of interactive technologies in the classroom has been widely supported by educational theories such as Social Constructivism (Vygotsky, 1978; Morchid, 2020) and Feedback (Yeh, Tseng, & Chen, 2019). These theories highlight the importance of student interaction and the provision of feedback to guide learning and improvement. This article introduces how interactive tools such as Microsoft Teams and VoiceThread support students in public speaking classes.

In a public speaking course, a course group is first created on Teams. This allows for different channels to be created for different purposes such as class announcements, class activities, and individual student presentations.

During class, students can post their responses to an activity posted on Teams as a post, making the class more interactive and allowing for the recording of students' output. By creating a channel specifically for this purpose, students can share their topic, outline, and presentation materials in a post. The rest of the class can simply share their feedback by replying to the post, making the feedback process more organized and efficient (see Figure 1). This feature allows for students to receive valuable feedback from their peers and instructors, promoting their growth and development as public speakers.

Another interactive tool that can be used in public speaking classes is VoiceThread. VoiceThread is a web-based software that allows for the creation and sharing of multimedia

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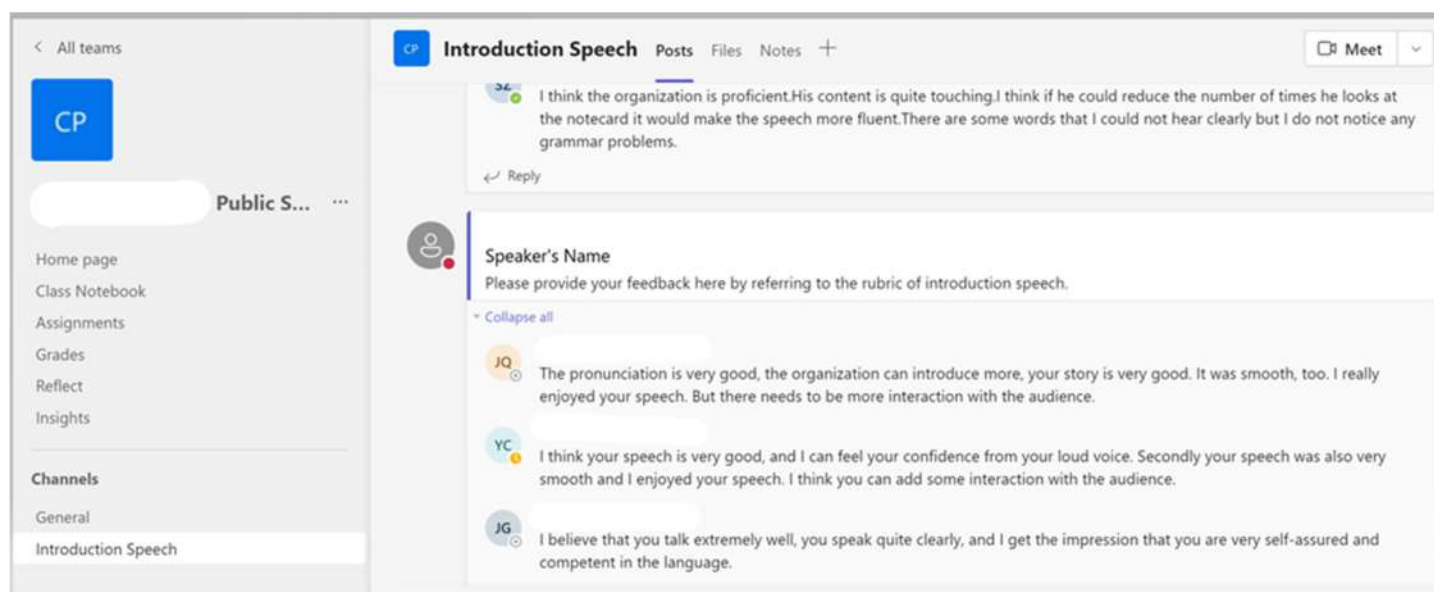


Figure 1. Screenshot of a Channel in a Course Team

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presentations, which can be easily integrated into Teams (see Figure 2). This software offers a unique platform for students to showcase their presentations and receive feedback from their peers and instructors.

The ease of access to these platforms through mobile phones has made using Teams and VoiceThread during class even easier. This has allowed students to be more engaged and interactive during class, while also providing them with the ability to access and review class materials outside of the classroom.

Additionally, the mobile version of Microsoft Teams allows users to send voice messages back and forth, adding a new dimension to group activities and speech practices. This feature provides a more dynamic and interactive experience for students, allowing them to communicate more effectively with one another. Meanwhile, VoiceThread provides a valuable tool for in-class spontaneous speech practices and oral responses, where students can listen to each other's responses (see Figure 3.). This helps save time in the classroom, as all students have the opportunity to share their responses, as opposed to the traditional method where only one student answers the instructor's prompt at a time.

Overall, the integration of these technologies can greatly enhance the interactivity and feedback experience in public speaking classes. Incorporating VoiceThread into public speaking

classes allows for a more comfortable learning environment for students. Traditional public speaking classes may require students to pause their discussions and activities in order to listen to one student's speech practice. With VoiceThread, students can practice their speeches simultaneously, eliminating the need for the class to quiet down. This makes the learning environment less intimidating for students and allows for a more organic and natural flow of class activities. VoiceThread also provides a visual and auditory platform for students to practice their speeches, making it a valuable tool in promoting their development as public speakers. The ability to practice and receive feedback on their speeches in a less restrictive environment can lead to increased confidence and comfort in public speaking, ultimately improving their overall performance (Pertaub, Slater, & Barker, 2002). Public speaking is a common source of anxiety for many individuals (Takac et al., 2019), but being able to practice in a supportive and low-stakes environment can help alleviate some of this anxiety and build the confidence needed for successful public speaking.

It is important to note that the integration of interactive technologies such as Microsoft Teams and VoiceThread in public speaking classes does not exclude the use of traditional learning tools such as paper and pen. In fact, these technologies can complement and

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Figure 2. Screenshot of a VoiceThread Link Shared as a Teams Post

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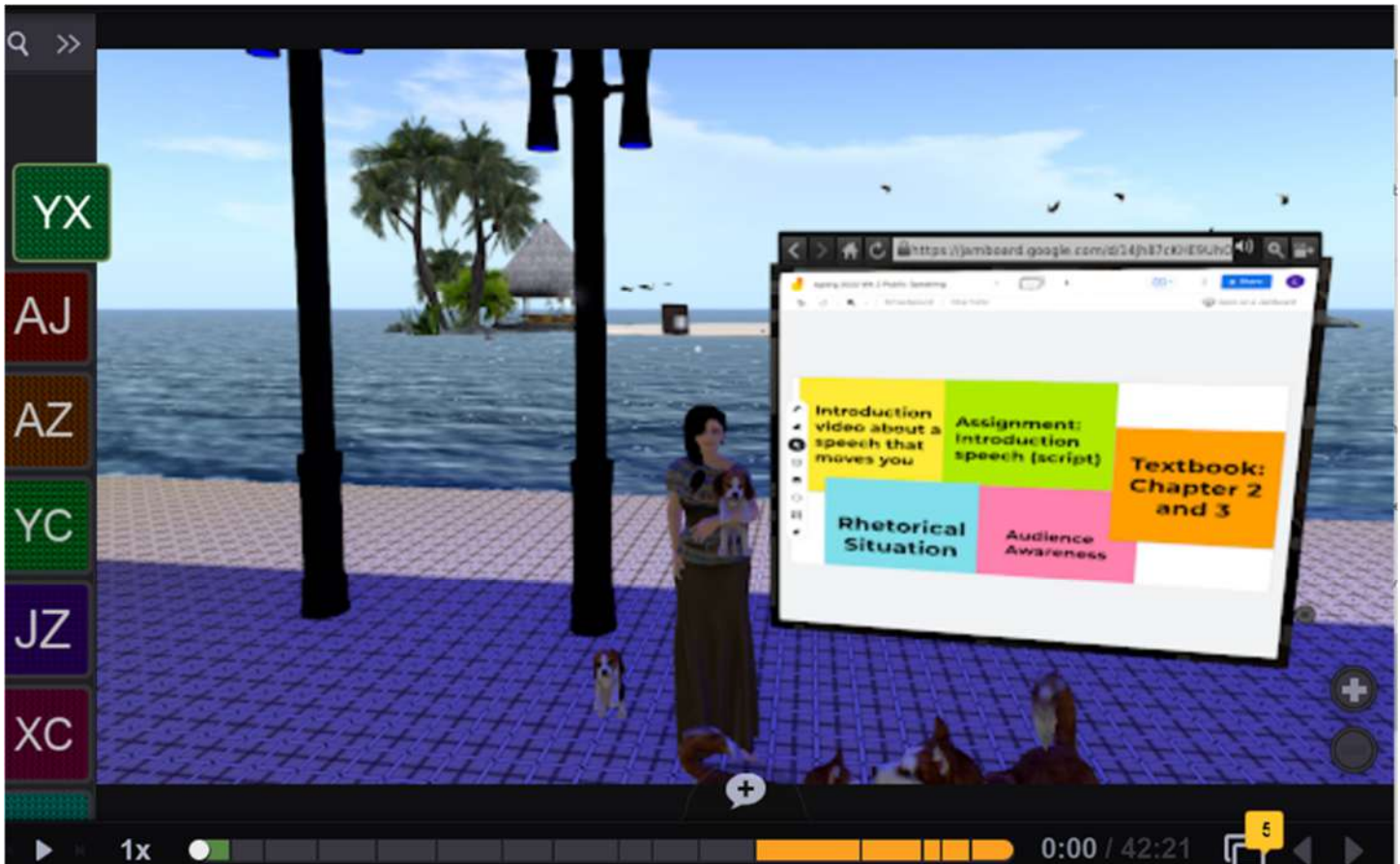


Figure 3. Screenshot of a VoiceThread Page

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enhance the traditional learning experience. For example, students can still write an outline of their speech using paper and pen, and then take a picture of their notes and share it in a post on Teams for feedback. This combination of traditional and interactive tools allows for a diverse and dynamic learning experience that caters to different learning styles and preferences, promoting a more inclusive and effective learning environment.

In conclusion, the use of interactive technologies like Microsoft Teams and VoiceThread in public speaking classes has proven to be a valuable tool in improving interactivity and feedback among students. Other interactive technologies include digital

storytelling tools, such as Powtoon and Adobe Spark, that allow students to create animations, videos, and interactive presentations. Another example is collaboration software, such as Google Classroom, that provides a platform for students to work together on projects and share feedback in real-time. Interactive multimedia tools, such as Canva and Keynote, allow students to create dynamic presentations that engage and inform their audience. Additionally, there are interactive peer review tools, such as Turnitin and Gradescope, that provide opportunities for students to receive feedback from their peers and instructors on their work. These technologies provide a range of opportunities for students to engage with

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The Use of Interactive Technologies in Public Speaking Classes: Improving Interactivity and Feedback

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learning material in new and dynamic ways while also encouraging interactivity and peer feedback. By providing a platform for students to engage with each other and receive feedback on their presentations, these tools have the potential to enhance the learning experience in public speaking courses. Its ease of use and ability to streamline the feedback process make it a highly recommended tool for instructors and students alike.

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