



Hawai'i TESOL

presents the

2002 TESOL CONFERENCE

at

**Windward Community College
Kane'ohe, Hawai'i**

Saturday, March 2, 2002

Schedule

7:45-8:15	Registration
8:15-9:15	Welcome/Plenary Hale Alakai 102
9:25-10:10	Session 1 Hale Palanakila
10:25-11:10	Session 2 Hale Palanakila
11:25-12:10	Session 3 Hale Palanakila
12:10-1:00	Lunch - Hale Palanakila Courtyard Guest Speaker
1:00-1:45	Session 4 Hale Palanakila
2:00-2:45	Session 5 Hale Palanakila
2:50-3:30	Closing Session Hale Palanakila 102

Plenary 8:30-9:15

Sandra McKay, Professor of English and Applied Linguistics at San Francisco State University, teaches courses in Sociolinguistics, L2 Composition, ESL/EFL Methodology, Materials Development, and Literature in TESOL. Her most recent publication is the book *Teaching English as an International Language: Rethinking Goals and Approaches*. Dr. McKay's plenary is titled "The Cultural Basis of Teaching English as an International Language." Dr. McKay will also offer a workshop in the afternoon titled "Cultural Reality and Cultural Content in ESL Textbooks."

Luncheon Speaker 12:25-12:45

Dr. Deane Neubauer is currently serving as Interim Chancellor for the University of Hawai'i, Manoa and Interim Vice President for Academic Affairs for the University of Hawai'i system as well as Director of the Globalization Research Center. His address is titled "Transnational Identities: Language Teaching and Learning in a Global Society."

Session One: 9:25-10:10

Kathleen Davis, Shawn Ford, Jacinta Galeai, Carrie Mospens, Renae Skarin and Julius Soria

Language Planning as Process: Negotiating Educational Policies and Practices in Hawaii

This colloquium examines the processes of developing policies and implementing pedagogical practices within educational settings that address the needs of linguistic minorities in Hawaii.

Dr. Richard Day
Working with Short Texts

In this workshop I demonstrate how short texts can be used effectively by 12 generalizable procedures.

Totomi Sasaki & Daniel Goldner
Perceived Needs among Students and Instructors in an Academic Writing Course

The study revealed gaps between the instructors and students' perceived needs and a mismatch with students' requirement in non-ESL courses.

Antonio Jose Bacelar da Silva and Shin Minagawa
Learning How to Be Polite in the L2: Do Textbooks Help?

Presenters report theoretical issues and results of an investigation of the adequacy of current ELT texts in regard to the teaching of L2 Pragmatics. They propose a list of criteria for evaluating instructional materials based on pedagogical recommendations raised by past studies.

Laura Taylor Long
The Impact of teachers' question types on L2 student responses

Some L2 teachers' questions stimulate students to respond with lengthier, more complex utterances, while other questions inhibit such factors.

Dr. Jan McNeil
"Talk Circle, Talk Story and Otherwise, Too . . ."

Characteristics, challenges, teaching/learning roles, research and examples of collaborative, communicative processes, including creative, cognitive, affective and psychomotor audience participation activities.

Session Two: 10:25-11:10

Davis et al
Language Planning as Process

Continuation of Session 1

Bill Potter, Colleen Soares
Catherine Sajna, and Ann Chun
Lessons from EFP Program Review

This panel describes how EFP reached consensus on program assessment and discusses assessment methods and effects on the culture of the EFP.

 Danielle Somai-Ho
Student from Hell: Ways to Motivate Students with Challenges

This workshop will explore ways to relate to unmotivated students, and to deal with teacher burn-out through an affective approach with discussions on brain processes in thought, emotion and memory. Come prepared to share experiences from the "frontlines".

Gabriela Segade
Teaching Academic Writing to ESL Students: How critical can we really get?

The theory, politics, and practice of critical pedagogy in the teaching of academic writing.

Laura Kimoto
Communication in the Classroom and the ESL Program

Ideas on how instructors and program coordinators can create connections with the campus and at-large community for their students.

Session Three: 11:25-12:10

 J. Perry Christensen
Grading: Manipulating the Numbers

See the guy standing by the Grading poster. He'll give you something about which to contemplate.

Rick Failey
Computer Driven Grammar Magazines and Comic Approaches to Grammar

The uses of computers to stimulate the acquisition of basic grammar functions is presented through an interactive Powerpoint magazine and comic.

George Harrison
Critical Pedagogy and Its Application in the Classroom

What is critical pedagogy and how can teachers apply it to their classrooms?

Micheal Beamer & Totomi Sasaki
A Case Study of Student Expectations in an IEP

This study examines the in-class and out of class needs of students studying at an American intensive English program.

Edward Klein
Dealing with Note-taking in an Academic ESL Program

Techniques and evaluation methods are presented for dealing with the onerous task of grading student's notes from mini-lectures in listening classes.

Garth B. Johnson
Setting Up an Electronic Instructor Share File

Many ESL programs currently struggle with how to organize and maintain teacher resource files. This presentation will discuss the potential benefits of setting up an electronic share for teachers within an ESL/EFL program. Instruction will focus on basic electronic necessities, how to successfully solicit teacher participation, file organization, and maintenance.

Session Four: 1:00-1:45

Joseph Laturnau
Standards-Based Instruction for English Language Learners

In this session, participants will examine the potential benefits standards-based instruction can offer ELLs, become familiar with a backward mapping process for designing standards-based instructional units, and review two standards-based units for ELLs.

Taehee Choi
A hands-on guide to establishing an extensive reading program

This report shows the "how-to" of setting up and carrying out an effective extensive reading program based on hands-on experience.

Leslie Ashburn
Service Learning in the ESL Classroom

The author presents a brief history with benefits of service learning, a course she taught incorporating students' participation with organizations in the Honolulu community, and a class trip to work with Habitat for Humanity.

Irene Gordon & Mark Olival
The Paragraphing Instinct

This research deals with how non-native speakers paragraph in English. An experiment, and the results thereof, will be presented.

Adrienne Cochran
Teaching Non-Western Students About Western Culture: Western Values Considered within a Global Context

Outlines methods for constructing western cultural frames of reference for nonwesterns and advocates a two-way information exchange between teacher and student.

Chen-Ling Chou
***The Application of
Cognitive Load Theory in
Task-Based
Language Teaching***

The presenter will compare the notion of cognitive load used in Task-Based Language Teaching and education psychology and suggest ways to integrate cognitive load theory into TBLT.

Session Five: 2:00-2:45

Pidgin Coop
***Da Kain Ada Kain Tawk
(The Kind Other Kind Talk)***

This session presents information and offers suggestions for developing student understanding of linguistic diversity within and across language varieties.

Lee McMullin
***Leveraging Student
Knowledge to Improve
Writing***

Although diversity can interfere with instruction, these research results demonstrate that leveraging students' cultural knowledge can enhance their writing performance.

Graham Crookes
***Critical Conceptions of
"Professional" Knowledge
for the EF/SL Teacher, and
Their Implications for
School Structure and
Administrative Process:
A Quick Sketch***

This theoretical discussion brings together critiques of the professions, of professional knowledge, to advocate a team and context orientation for teachers and administrators.

Closing Session : 2:50-3:30

 Sandra McKay
Cultural Reality and Cultural Content in ESL Textbooks

In this workshop participants will examine the role of culture in the content and methodology of two popular ESL textbooks and consider how these texts might be adapted where cultural assumptions of the students and teacher do not match the text.

Door prizes to be awarded after the closing session!

Must be present to win!

Presenters

Leslie Ashburn (TPHC) teaches ESL at TransPacific Hawaii College. She has her BA in Psychology and her MA in ESL from UH Manoa.

Micheal Beamer (UHM) is currently a MA candidate in the Department of Second Language Studies at the University of Hawaii at Manoa. He is from Bethlehem, Pennsylvania

Taehee Choi (UHM) has been an EFL teacher in Korea and is now pursuing an MA degree in Second Language Studies Department in the University of Hawaii at Manoa.

Chen-Ling Chou (UHM) is a doctoral student in College of Education at UH-Manoa, with Specialization in Teacher Education and Curriculum Studies.

Ann Chun (HPU) has been teaching in the English Foundations Program at HPU for 26 years and is currently on the Program Review Committee.

Adrienne Cochran (TPHC) is an instructor of Philosophy and Humanities at TransPacific Hawaii College.

J. Perry Christensen (BYUH) has over 12 years of teaching experience. He has taught in Tonga, Samoa, and Hawaii. He is currently the Hawaii TESOL Membership Secretary.

Graham Crookes (UHM) is Director, UHM ELI; and a comparatively novice educational administrator. He is particularly interested in the interface between critical pedagogy and administration.

Antonio Jose Bacelar da Silva (UHM), a Fulbright grantee, is a 15-year EFL teacher and teacher trainer who is pursuing his MA degree in Second Language Studies at UH Manoa

Dr. Kathryn Davis (UHM) is actively involved in the Hawai'i Council for Language Planning and Policy and is co-principal investigator of Project Ke A'a Makalei, and has directed the Foreign Language Partnership. In addition, she has been director of the Center for Second Language Research since 1995.

Dr. Richard Day (UHM) is author of numerous articles and books, including *Extensive Reading Activities in the Second Language Classroom*, *Impact Issues* and *Impact Topics*

Rick Failey (ICC) has been an educator/clinician for over 20 years. From 1991-2001, he was a consultant for various Japanese government offices and private corporations.

Shawn Ford (UHM) is an MA candidate in the Department of Second Language Studies at the University of Hawaii at Manoa.

Plenary 8:15-9:15	Hale Alakai 102 Dr. Sandra McKay: <i>The Cultural Basis of Teaching English as an International Language</i>					
Room	Hale Palanakila 102	Hale Palanakila 104	Hale Palanakila 213	Hale Palanakila 214	Hale Palanakila 225	Hale Palanakila 227
Session 1 9:25-10:10	Davis et al <i>Language Planning as Process: Negotiating Educational Policies and Practices in Hawaii</i>	Day <i>Working with Short Texts</i>	Sasaki & Goldner <i>Perceived Needs among Students and Instructors in an Academic Writing Course</i>	da Silva & Minagawa <i>Learning How to Be Polite in the L2: Do Textbooks Help?</i>	Long <i>The impact of teachers' question types on L2 student responses</i>	McNeil <i>Talk Circle, Talk Story and Otherwise, Too</i>
Session 2 10:25-11:10	Davis et al (Continued from Session)	Potter et al <i>Lessons from EFP Program Review</i>		Somai-Ho <i>Student from Hell: Ways to Motivate Students with Challenges</i>	Segade <i>Teaching Academic Writing to ESL Students: How critical can we really get?</i>	Kimoto <i>Communication in the Classroom and the ESL Program</i>
Session 3 11:25-12:10	In the Lobby: 1. Christensen <i>Grading: Manipulating the Numbers</i> (Poster) 2. LaLuzerne-Oi <i>TESOL Ukraine Display</i>	Failey <i>Computer Driven Grammar Magazines and Comic Approaches to Grammar</i>	Harrison <i>Critical Pedagogy and Its Application in the Classroom</i>	Beamer & Sasaki <i>A Case Study of Student Expectations in an IEP</i>	Klein <i>Dealing with Note-taking in an Academic ESL Program</i>	Johnson <i>Setting Up an Electronic Instructor Share File</i>
Lunch 12:10-1:00	Hale Palanakila Courtyard Dr. Deane Neubauer: <i>Transnational Identities: Language Teaching and Learning in a Global Society</i>					
Session 4 1:00-1:45	Laternau <i>Standards-Based Instruction for English Language Learners</i>	Choi <i>A hands-on guide to establishing an extensive reading program</i>	Ashburn <i>Service Learning in the ESL Classroom</i>	Gordan & Olival <i>The Paragraphing Instinct</i>	Cochran <i>Teaching Non-Western Students About Western Culture: Western Values Considered within a Global Context</i>	Chou <i>The Application of Cognitive Load Theory in Task-Based Language Teaching</i>
Session 5 2:00-2:45	Pidgin Coop <i>Da Kain Ada Kain Tawk (The Kind Other Kind Talk)</i>	McMullin <i>Leveraging Student Knowledge to Improve Writing</i>				Crookes <i>Critical Conceptions of "Professional" Knowledge for the EFL/ESL Teacher: A Quick Sketch</i>
Closing Session 2:50-3:30	McKay <i>Cultural Reality and Cultural Content in ESL Textbooks</i>					

- ☞ Please visit the Publisher Exhibits in the lobby throughout the day!
- ☞ Door Prizes will be awarded after the Closing Session - Must be present to win!

Daniel Goldner (UHM) is currently in an MA program in ESL, at the Department of Second Language Studies, University of Hawaii at Manoa.

Irene Gordon (HPU) was born in Cairo, Egypt. Educated in the US, she is currently teaching in the TESL and English Foundations Program at Hawaii Pacific University.

George Harrison (UHM) is an MA candidate in ESL from UH Manoa. He has a BA in Anthropology, and experience teaching in Korea and Brazil.

Cherie Hayes-Gigante (LCC) is a lecturer in Spanish at Leeward Community College and is currently pursuing a Masters Degree in Spanish at University of Hawaii, Manoa.

Garth B. Johnson (BYUH) has been teaching ESL/EFL for ten years and is currently an EIL lecturer at BYU-Hawaii.

Laura Kimoto has experience teaching Japanese and English as a Second Language for almost 15 years. She has also seen 'both sides of the coin' as teacher and administrator.

Edward Klein (HPU) is professor of applied linguistics and academic coordinator for TESL programs at Hawai'i Pacific University. He has taught ESL in Korea and Hawaii for 30+ years.

Sally LaLuzerne-Oi (HPU) has taught in the English Foundations Program at Hawaii Pacific University since 1989. She spent the 1995-1996 academic year teaching at Vinnytsia Pedagogical University in Ukraine on a Fulbright award.

Joseph Laturnau (PREL) is a Program Specialist at Pacific Resources for Education and Learning. His areas of interest include English as a Second Language, standards-based instruction, and school improvement processes.

Laura Taylor Long (UHM) teaches ESL at the University of Hawaii's HELP program, and also teaches at Leeward Community College.

Lee McMullin (HPU) has taught in the English Foundations Program at Hawaii Pacific University since 1990. He received his MA in foreign language education from the University of Texas.

Terri Menacker (UHM) teaches courses through the University of Hawaii's Outreach College and is in the Doctoral Program in Second Language Studies at University of Hawaii, Manoa.

Dr. Jan McNeil (Centre for English Language Communication, National University of Singapore) has many special research interests which include: all things Hawaiian; intercultural, business, speaking, listening, and collaborative communications; creativity; multiple intelligences and student centered, communicative teacher training.

Shin Minagawa (UHM) earned an MA in Linguistics and has taught Japanese to university students. He is currently working on his MA degree in Second Language Studies at UH Manoa.

Mark Olival (HPU) is a recent graduate of the MATESL at Hawaii Pacific University. He is seeking a full-time teaching position.

Bill Potter (HPU) has taught ESL in Honolulu for 23 years and is currently the assistant dean of HPU's English Foundations Program.

Catherine Sajna (HPU) teaches in HPU's MATESL and undergraduate TESL majors and the EFP, has worked on the EFP program review, and chairs the EFP Faculty Assembly.

Kent Sakoda (UHM) teaches the University of Hawaii at Manoa course in Pidgins and Creoles in Hawaii and is an instructor of Linguistics at TransPacific College.

Totomi Sasaki (UHM) is currently an MA candidate in the Department of Second Language Studies at the University of Hawaii at Manoa. He is from Tokyo, Japan.

Gabriela Segade (HELP) received her MA in ESL from UH. She has diverse interests, including ESL writing instruction, content-based ESL, transformative pedagogies, and teacher training.

Colleen Soares (HPU), chair of the EFP Program Review, has taught ESL in American Samoa and at HPU. She is also working on her doctorate at UH.

Danielle Somai-Ho (UHM -NICE) has a Master's in Comparative Literature from UH Manoa and has been an ESL Teacher at NICE for 13 years. Her interests are fiction, poetry and newspaper writing.

Julius Soria (UHM) is instructor of Ilokano language at the University of Hawaii. He received an MA in English as Second Language from UHM.

Sarah Toohey (UHM) is an instructor in the HELP program at the University of Hawaii and is working on a Master's Degree in the Department of Second Language Studies at University of Hawaii at Manoa.

Publishers and Representatives

Hawai'i TESOL wishes to thank the following publishers for supporting the 2002 TESOL Conference. For further information on their products, please contact the representatives listed below:

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Join Hawai'i TESOL

Upcoming Events

TESOL Convention Reports and
Election of Officers
Friday, April 19
6:30-8:30
BYUH

Language Experience
Monday, May 20
6:30-8:30
Place to be announced

Visit us on the web:
www.HawaiiTESOL.org

Mahalo

- ✠ Windward Community College for the facilities
- ✠ Intercultural Communications College for the printing of the program
- ✠ Hawai'i Pacific University for the folders
- ✠ Paul Onishi and the students of the Castle Culinary Arts Program for the luncheon
- ✠ TESOL for the speakers service grant which brought Dr. McKay as our plenary speaker

Special Mahalo

Hawai'i TESOL would like to take this opportunity to thank Steve Jacques for his hard work as president in 2001 and welcome Jennifer Wharton as the next Hawai'i TESOL president.

Congratulations

Congratulation to Sandra Albers, who was awarded a 2002 Hawai'i TESOL conference travel grant

Conference Committee Members

- ❖ Chair: Patricia Reiss
- ❖ Program Co-Chairs: Leslie Ashburn and Carol Eyal
- ❖ Plenary Speaker: Jean Kirschenmann
- ❖ Registration: Michelle Bell
- ❖ Publicity: Hildre Herrera
- ❖ Publishers' Exhibits: Carol Cunha
- ❖ Program Design: Christine Guro
- ❖ Session Chairs: Donna Prather
- ❖ Facilities & Equipment: Merle Grybowski
- ❖ Hospitality: Yoneko Narita & Jennifer Wharton

Notes

TESOL 2002: *Language and the Human Spirit*
April 9-13, 2002 Salt Lake City, Utah, USA

***The 36th Annual
Convention and Exposition***
<http://www.tesol.org>