

ANNUAL CONFERENCE

SATURDAY,
FEBRUARY 21

8:00 AM - 4:00 PM

LEEWARD
COMMUNITY COLLEGE
PEARL CITY, HAWAII



2004

Plenary Speaker
Donna M. Brinton
Applied Linguistics &
TESL, UCLA



WELCOME

Message from the Conference Chair

On behalf of the Hawai'i TESOL Executive Board, I would like to welcome you to the 2004 conference. We are excited to offer a wide variety of presentations today related to English as a Second Language teaching and research. We are also very fortunate to have Donna M. Brinton from UCLA as our guest speaker. We would like to give a special thank you to Chancellor Mark Silliman and Leeward Community College for hosting the event. We would also like to thank the Director of the English Language Institute, Becky George, and ESL Instructor Tyler Hawkins, for their hard work as facilities coordinators.

We hope that you find the conference both educational and enjoyable. Please give us your feedback by filling out the conference evaluation form in your folders. We value your ideas!

Once again, welcome to the conference, and thanks to all of you for your support.

~ Beth Edwards

2004 Conference Chair



ABOUT HAWAII TESOL

Hawai'i TESOL, the local affiliate of TESOL (Teachers of English to Speakers of Other Languages, Inc.), is a nonprofit organization dedicated to building a community of professionals teaching English as a Second Language(ESL) in the state of Hawai'i. It works to promote the highest standards in employment and instruction, improve professional support and interaction, and increase public and government recognition of the ESL field. Hawai'i TESOL also provides ESL educators in Hawai'i with opportunities for networking and professional development, primarily by sponsoring and organizing five events each year open to the entire membership. These events focus on issues related to employment concerns and professional development with presentations and workshops.

At this time, Hawai'i TESOL has over 200 active members from across the state. We welcome all who share our goals to join with us in our efforts.



For more information about our organization, please visit our website at <http://www.hawaiitesol.org>



PLENARY SPEAKER

Biographical Information for Donna M. Brinton

Donna M. Brinton is a lecturer in Applied Linguistics and TESL at the University of California, Los Angeles; she also serves as Academic Coordinator of the university's English as a Second Language Service Courses. She has been at UCLA since 1979, where she has also served in the capacity of ESL media specialist. Ms. Brinton teaches a variety of graduate level classes, including TESL methods, the TESL practicum, and courses on the teaching of literature and the use of instructional media in second/foreign language teaching. She also trains and supervises teaching assistants in the UCLA ESL Service Courses and serves as an adjunct faculty member at California State University, Los Angeles and Soka University, where she teaches graduate level courses in content-based instruction and English for specific purposes. She is the co-author and co-editor of several professional texts including *Content-Based Second Language Instruction* (University of Michigan), *The Content-Based Classroom* (Pearson), *Teaching Pronunciation* (Cambridge), *New Ways in Content-Based Instruction* (TESOL), and *New Ways in ESP* (TESOL). She has also co-authored several commercial English language textbooks and numerous journal and book articles. Ms. Brinton has served as the co-editor of *The CATESOL Journal* and as an appointed member of the College Board Development Committee for the AP International English Language Exam (APIEL). She has done short-term international teacher training in Thailand, Vietnam, Korea, Taiwan, Canada, Mexico, Argentina, Brazil, Israel, South Africa, Mozambique, Madagascar, Mauritius, Uzbekistan, Syria, Lebanon, and Curacao. Her current area of work is heritage language education.

PLENARY ADDRESS

ESP, EAP, and CBI: Charting the Boundaries

In our acronym-rich profession of TESOL, English for Specific Purposes (ESP), English for Academic Purposes (EAP), and Content-Based Instruction (CBI) are often mentioned in the same breath, even by those who work within these subdisciplines of TESOL. Upon closer examination, however, ESP and CBI-while sharing certain identifying features-are seen to possess very distinctive characteristics. In this lecture, Donna Brinton surveys the disputed boundaries of ESP and CBI, focusing on EAP as the disputed province that both these territories lay claim to. She concludes by defining criteria that can help to resolve the border disputes between these subdisciplines.

WORKSHOP

Content-Based Instruction: Principles in Action

In this presentation, Donna Brinton begins with an explication of the basic principles of content-based instruction (CBI), focusing on its most common application--theme-based instruction. She next examines the degree to which the principles of CBI align with those of Communicative Language Teaching in general. Through a demonstration of a teacher-created theme-based unit, "Friends," she then demonstrates these principles in action. The presentation concludes with a critical examination of the principles of CBI.



SESSION SUMMARIES

Session One - 10:00—10:40

Room # LA 104

L2 Vocabulary Maintenance and Loss: What's in a Word?

Lynne Hansen, Professor of Applied Linguistics, BYUH

Karri Lam, BYUH Student

Livia Orikasa, BYUH Student

Paul Rama, BYUH Student

Geraldine Schwaller, BYUH Student

A line of research is reported which examines the retention, loss and relearning of vocabulary in an L2 after exposure to it terminates or decreases. Individual and L2 (Japanese, Chinese, Korean, Spanish, Portuguese, German) group differences in lexical attrition are described, and explanations offered. Paper Presentation.

Room # LA 105

Using Critical Incident Analysis to Promote Teacher Reflection

Barry D. Griner, advanced PhD student, UCLA Applied Linguistics and TESL

A critical incident marks that point in a lesson where something unanticipated occurs, changing the lesson course for better or worse. This session discusses using critical incident analysis to promote teacher reflection. The presenter will provide guidelines for using this tool and share his experiences using it in teacher training. Paper Presentation.

Room # GT 105

Mind the Gap: The role of a native speaker's model in a non-native speaker's acquisition of a language

Manigoda Tijana, MATESL, Hawai'i Pacific University

The results of an action research project showed how language learning/acquisition can be accelerated through use of a native speaker model when it is used after the student's initial attempt. Paper Presentation.

Room # LA 106

Teaching Classroom Culture

Laura Kimoto, Intensive English Program, Hawai'i Community College

This workshop will present some scenarios and ideas that international students have thought about and acted out during orientation. Scenarios deal with cross-cultural classroom situations that the presenter has dealt with or heard about from her teachers. Attendees will act out the scenarios and they will also contribute more scenarios that they have encountered. Workshop.

SESSION SUMMARIES

Session Two - 10:50—11:30

Room # LA 104

Rethinking Pronunciation Diagnostic Assessment

Inmaculada García Sánchez, Eugene Cota Robles Fellow, UCLA Applied Linguistics Ph.D. program and ESL Teaching Associate at UCLA.

Diagnosing error patterns via read-aloud tasks is a staple in pronunciation pedagogy. However, there is often little correspondence between accuracy in such tasks and in learners' free speech performance. This presentation compares the usefulness of read-aloud vs. free speech samples, suggesting methods that pronunciation specialists find helpful in diagnostic practice. Paper Presentation.

Room # LA 105

My First Year of Teaching as a Non-Native Speaker

Tomoko Asao, BYUH graduate and instructor

Learn about teaching ESL from the perspective of a second language learner. Get new insights into how to teach more effectively. Paper Presentation.

Room # GT 105

Using Novelizations and their Film Versions for an Integrated Approach

Craig Sanders, Instructor, TransPacific Hawaii College

The presenter would like to share some of the ideas he has used with his intermediate-level ESL students. After various comprehension and prediction activities with the novelization used as a class reader for input, students can (dis)confirm their predictions while working on listening comprehension with the film. Paper Presentation.

Room # LA 106

The Several T's of TESOL

Ted Plaister, Retired Professor, UH Manoa

An examination of the T's of TESOL, time, teaching, testing, texts, tutoring, training which speaks to their individual importance, how they are implemented currently, and whether any current practices might be questioned, reexamined and possibly changed not only by seasoned professionals, but particularly by students in training. Paper Presentation



SESSION SUMMARIES

Session Three - 12:30—1:10

Room # LA 104

Analyzing input: Content-based grammar teaching in ESL

Kate Wolfe-Quintero, Associate Professor, Second Language Studies and
Director, Hawai'i English Language Program (HELP), UH Manoa

Takayuki Okazaki, MAESL candidate, UH Manoa and ESL Instructor, HELP

We discuss a content-based grammar course in which students did input analysis to learn grammar. We show how we used the novel *Holes* plus non-fiction texts to get students to inductively analyze past tenses and complex clauses, followed by deductive exercises, focused writing activities, and a grammar journal.

Room #LA 105

Civil Rights: Content-Based Instruction in an Intensive ESL Program

Jody Yamamoto, ESOL Program, Kapiolani Community College

Ann Ching, Assistant Professor, Kapiolani Community College

Renita Cole, ESOL Program, Kapiolani Community College

Julie Mowrer, ESOL Program, Kapiolani Community College

The non-credit Intensive Transition Program for international students at KCC consists of team-taught courses with an integrated skills approach and content-based instruction. The panel will discuss the curriculum and special features of the course based on the theme of Civil Rights in the U.S. Panel Discussion.

Room # GT 105

Content in Action: Integrating skills and strategies into content-based language teaching

Kevin Ballou, ESL Instructor, TransPacific Hawaii College

This presentation focuses on our attempt to transform an American Culture and Communication "content" class into a more effective, task-based course that allows new students to practice valuable language skills and strategies while still learning important content.

Room # LA 106

Proposals for Reform of the Public Education System

Discussion Session, Moderated by Catherine Sajna, Assistant Professor of English at
Hawaii Pacific University

This session will begin with brainstorming on effective reform and will then develop a first draft of a proposal which can be sent to legislators and the governor.

SESSION SUMMARIES

Session Four- 1:20—2:00

Room # LA 104

Barbecuing for Success

J. Perry Christensen, English as an International Language Program, BYUH

The presenter demonstrates how to put learning back into fun. He does this by outlining a flexible method for assigning activities that culminate in an exciting participatory class activity or party. Along the way, students build their writing, editing, listening, and speaking skills. Paper Presentation.

Room # LA 105

Student created brochures: A model for developing genre-based writing projects

Michelle Bell, Hawaii English Language Program (HELP), UH Manoa

This workshop presents a model for developing genre-based writing projects for second language learners. Participants will "experience" the various steps that lead up to the creation of a student brochure. The session will end with time to discuss other possible genre-based writing projects that match specific language program needs. Workshop.

Room # GT 105

Planning a Content-Based, Integrated-Skills ESOL Course. Workshop

Elaina Malm, Assistant Professor, Kapiolani Community College

This workshop focuses on the processes involved in planning a content-based, integrated-skills ESOL course. Issues and challenges are discussed. Hands-on practice activities throughout the workshop give participants an opportunity to apply the concepts covered in the workshop, and to experience the planning process.

Room # LA 106

Using input analysis to develop written grammar

Shawn Ford, ESL Program, Kapiolani Community College

Attention to grammar is often seen as problematic in the ESL writing classroom. One approach to this issue is through input analysis of source texts. Pedagogically, how is input analysis done? What are the results of this approach? Paper Presentation.

8:00-8:45 Cafeteria	Registration				
	Opening Remarks				
8:45-9:45	Plenary Address by Donna Brinton: <i>ESP, EAP, and CBI: Charting the Boundaries</i>				
ROOM	LA 104	LA 105	GT 105	LA 106	POSTER SESSIONS on display in the cafeteria 11:00-12:00
10:00-10:40 Session 1	Hansen et. al. <i>L2 Vocabulary Maintenance and Loss: What's in a Word?</i>	Griner <i>Using Critical Incident Analysis to Promote Teacher Reflection</i>	Tijana <i>Mind the Gap: The role of a NS's model in a NNS's language acquisition</i>	Kimoto <i>Teaching Classroom Culture</i>	
10:50-11:30 Session 2	García Sánchez <i>Rethinking Pronunciation Diagnostic Assessment</i>	Asao <i>My First Year of Teaching as a Non-Native Speaker</i>	Sanders <i>Using Novelizations and their Film Versions for an Integrated Approach</i>	Plaister <i>The Several T's of TESOL</i>	
11:30-12:30	LUNCH				
12:30-1:10 Session 3	Wolfe-Quintero & Okazaki <i>Analyzing input: Content-based grammar teaching in ESL</i>	Yamamoto et.al. <i>Civil Rights: Content-Based Instruction in an Intensive ESL Program</i>	Ballou <i>Content in Action: Integrating skills and strategies into content-based language teaching</i>	Proposals for Reform of the Public Education System [Discussion Session, moderated by C. Sajna]	Be sure to visit the Publishers Exhibits in the cafeteria throughout the day
1:20-2:00 Session 4	Christensen <i>Barbecuing for Success</i>	Bell <i>Student created brochures: A model for developing genre-based writing projects</i>	Malm <i>Planning a Content-based, Integrated-Skills ESOL Course</i>	Ford <i>Using input analysis to develop written grammar</i>	
2:10-3:30 GT 105	Workshop by Donna Brinton: <i>Content-Based Instruction: Principles in Action</i>				
3:30 - 3:45 GT 105	Closing Remarks and Raffle				



SESSION SUMMARIES

Session Five - 2:10—3:30

Content-Based Instruction: Principles in Action

Donna Brinton

Workshop

The presenter begins with an explication of the basic principles of content-based instruction (CBI), focusing on its most common application--theme-based instruction. She next examines the degree to which the principles of CBI align with those of Communicative Language Teaching in general. Through a demonstration of a teacher-created theme-based unit, "Friends," she then demonstrates these principles in action. The presentation concludes with a critical examination of the principles of CBI.

POSTER SESSIONS

All poster sessions are located in the cafeteria

Teaching ESL in Grades 1-12

Ayako Burnes, *ESL Program, Sacred Hearts Academy*

Alison Ideta, *ESL Program, Sacred Hearts Academy*

Sacred Hearts Academy is a private JK-12 all-girls Catholic school located in Kaimuki, Hawaii. There are currently 31 students enrolled in its ESL program. The poster presentation explores some challenges in teaching ESL to primary and secondary school students, and displays approaches presenters use to cope with those challenges.

Taxes for Educators and Students

Beth Ruze, *NICE Program, Outreach College, UH Manoa*

The goals of the program are to assist low-income and English as a Second Language speakers with their taxes. Beth's poster session will focus on the tax credits and deductions that are available to students and educators for the 2003 tax year. A schedule of this year's VITA tax clinics will be given out that you can pass out to your students. Pick up IRS forms and publications at this poster session. Stop by the table and I'll see if I can save you any MONEY!

Positive Effects of CLT on Japanese College Examination Results

Akihiro Sawada, *BYUH Student*

The presentation suggests positive effects of using CLT (Communicative Language Teaching) in Japanese high school classrooms. Through an examination of last year's Japanese college exam (the Center-Shiken, 2003) from the perspective of CLT, the speaker will highlight potential benefits that can accrue to students who prepare for the exam in CLT classrooms.



PRESENTERS

Tomoko Asao is a recent graduate BA TESOL from BYU- Hawaii (2001). She came from Japan in 1996 and learned English in the same EIL program that she is teaching in today.

Kevin Ballou is an ESL instructor at Transpacific Hawaii College. Before coming to Hawaii, he spent 6 years teaching English conversation and business communication in Japan. His professional interests include EAP, ESP, task-based language teaching, and the use of multimedia technology in the language classroom.

Michelle Bell is currently the writing curriculum coordinator in the Hawaii English Language Program (HELP) at the University of Hawaii at Manoa.

Ayako Burnes holds a B.A. degree in Liberal Studies: Japanese and English as Second Languages from UH Manoa. She also holds an M.A in Teaching English as a Second Language from Hawaii Pacific University. She has taught ESL at Central Middle School, and is currently teaching ESL at Sacred Hearts Academy Lower School.

Ann Ching graduated with an MA in ESL from University of Hawaii in 1991 and is currently an Assistant Professor at Kapiolani Community College.

J. Perry Christensen is a party veteran having dished up academic activities for many years. He currently is the Writing Coordinator in the English as an International Language Program at BYU-Hawaii.

Renita L.W. Cole received her Master's Degree in Teaching English as a Second Language from Pennsylvania State University in 2000. Since 2001, she has taught in the credit and non-credit ESOL programs at KCC.

Shawn Ford received his MA in ESL last Fall 2003 from UH Manoa and is now in the Advanced Graduate Certificate Program in SLS. He currently teaches intensive English courses in the ESL Program at Kapi'olani Community College.

Inmaculada García Sánchez is a Eugene Cota Robles Fellow in the Applied Linguistics Ph.D. program at UCLA where she also works as an ESL Teaching Associate. She holds an M.A. in Education (2002), a Teaching Credential in English and ESL (2001), a TESOL Certificate (1998), and a B.A. in English (1997). Her research interests include instructional practices in TESOL, second language socialization, and educational issues affecting language and culture minority students.

Barry Griner is an advanced PhD student in the Department of Applied Linguistics and TESL at UCLA. He has 17 years experience in TES/FL and has done teacher training in the US, Japan, and Uzbekistan.

Lynne Hansen is Professor of Applied Linguistics at BYU-Hawaii where she teaches in the TESOL program. With student research associates, Professor Hansen is a regular contributor to the research literature on second language learning and loss.

Alison Ideta holds a B.A. in Art from UH-Manoa. She taught English in Japan for two years. She taught ESL for four years in Hawaii at a language school, public school, and private school. She is currently teaching at Sacred Hearts Academy in the high school ESL program.

Laura Kimoto, born and raised on the Big Island, has been involved in international education for a number of years. She is now the interim coordinator of the Hawaii Community College Intensive English Program. She enjoys helping her students not only in language learning, but also cultural understanding and overall adjustment to life in Hawaii.

Karri Lam is a student at BYU-Hawaii from Hong Kong. Her major is Linguistics with an emphasis on Japanese. She has been a student research associate of Professor Hansen for over a year, working on the L2 learning and attrition of Chinese.

Elaina Malm is an Assistant Professor at Kapiolani Community College. She received her MA in TESOL from the University of Hawaii in 1990. She designs and teaches content-based Intermediate level ESOL classes at KCC.

Tijana Manigoda is a first year graduate student at HPU, and is enrolled in the MATESL program. Undergraduate degree (with major in Spanish) completed in British Columbia (Canada) at UBC. Spent 9 years studying English as a Second language (Serbo-Croatian being my native language).

Julie Mowrer graduated from San Francisco State University in 2002 with an MA in TESOL. She taught at SFSU for a year before moving to Hawaii and has been teaching at KCC for 1 1/2 years.

Takayuki Okazaki is a Master's student in SLS and an ESL instructor at HELP.

Livia Orikasa is a student at BYU - Hawaii from Brazil majoring in TESOL. In her work as a student research associate of Professor Hansen she concentrates on the attrition of Portuguese as a second language by adults in the USA who had lived in Brazil.

Ted Plaister is the founding chair, Department of ESL, renamed Second Language Studies, and long time director of its English Language Institute. He's trained teachers in Thailand, Japan, American Samoa, Guam, and elsewhere in Micronesia.

Paul Rama is a local student attending BYU-H, majoring in IDS, with emphases in Spanish and TESOL. Having learned Spanish abroad, his work as a research associate focuses on the L2 attrition by L1 English speakers who had also learned the language in Latin America.

Beth Ruze currently teaches for the NICE Program at UH, and is a volunteer with the IRS Volunteer Income Tax Assistance Program.

Craig Sanders, originally from Oregon, has taught EFL/ESL, mainly to adults, for several years in Greece, Germany, Switzerland, Oregon, and Hawaii. A full-time ESL instructor, one of his 'hobbies' is materials development using novels and films/films and their novelizations.

Catherine Sajna is an Assistant Professor of English at Hawaii Pacific University.

Akihiro Sawada is an undergraduate student at BYUH. Upon his graduation from the university he has a strong desire to help Japanese students on their English. He also presented this research at Tokyo Temple University in Japan in February, 2004.

Geraldine Schwaller is a BYU-Hawaii student majoring in TESOL. She grew up speaking French and German in Switzerland and is responsible for data collection from the German cohort of returned missionaries in the BYU-Hawaii language attrition study.

Kate Wolfe-Quintero is an associate professor of Second Language Studies (SLS) and the director of the Hawai'i English Language Program (HELP) at the University of Hawaii at Manoa.

Jody Yamamoto received an MA in ESL from the University of Hawai'i in 1988. She has been teaching in the ESOL program at KCC since 1997.



CONGRATULATIONS!

Congratulations to Priscilla Faucette and Shawn Ford, who were both awarded a Hawai'i TESOL Travel Grant to attend the 2004 TESOL Conference in Long Beach, California.

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Join us in thanking our conference volunteers & sponsors!

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NOTES

LEEWARD COMMUNITY COLLEGE

Campus Map

