



Hawai'i TESOL's 2006

Annual Conference

Saturday, February 18
8:30—4:00pm

Kapi'olani Community College



Plenary Speaker

Dr. Lourdes Ortega
University of Hawai'i
at Manoa

"Journey to Ithaca':
Best Practices for Error
Correction in Second
Language Classrooms"

MESSAGE FROM THE CONFERENCE CHAIR AND ASSOCIATE CHAIR

Dear fellow Hawai'i TESOLers,

On behalf of the Executive Board, we want to welcome all of you to our 2006 Conference. We extend a special aloha to all those from the outer islands and overseas. We are excited about the variety of presentations offered this year. We are especially pleased to have Dr. Lourdes Ortega (University of Hawai'i at Manoa) as our plenary speaker, and Dr. Neil Anderson (BYU-Provo) as our closing workshop leader.

We also are very excited to have Diane Murakami presenting at our conference. She is the first ever winner of the Patricia Ross Kubach State ESLL Teacher of the Year Award. We hope her presence here sets a precedent for each year's winner of this new prestigious award.

We wish to thank Kapi'olani Community College Chancellor Leon Richards, as well as other administrative staff and members of the faculty for their willingness to host this year's conference. We also extend a big mahalo to the many volunteers behind the scenes who helped to make this conference a reality.

Please take some time to inspect the publishers' "wares" and "quiz" our poster presenters. This is the second year that we have created a separate poster session for students-our future colleagues. We hope this opportunity for professional participation and interaction will be meaningful for them and you.

Most of all, we hope you enjoy yourselves while learning new ideas and meeting new colleagues.

Mark James, *Chair*

Shawn Ford, *Associate Chair*

Who Are We?

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 a series of 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 web site at:

<http://www.hawaiiitesol.org>

Plenary Speaker-Lourdes Ortega

Dr. Lourdes Ortega, Assistant Professor in the Department of Second Language Studies (SLS) at UH Manoa, specializes in second language acquisition and has long-standing interests in the longitudinal study of language and literacy, foreign language education, second language writing, and research methods, particularly research synthesis and meta-analysis. She teaches courses in the M.A. in SLS and Ph.D. in SLA programs at UHM, serves as Member-at-Large for the American Association for Applied Linguistics, and is a member of the editorial boards of several journals. She was co-recipient in 2001 of the TESOL Distinguished Research award and the MLJ/ACTFL Paul Pimsleur award, and in 2003 she received a NAE/Spencer Postdoctoral Fellowship.

Lourdes' work has appeared in edited books and in various refereed journals, including *Annual Review of Applied Linguistics* (2005), *Applied Linguistics* (2003), *Language Learning* (2000), *Studies in Second Language Acquisition* (1999) and *Modern Language Journal* (2005, 1998). Last year she guest edited a special issue of the *Modern Language Journal* entitled "Methodology, Epistemology, and Ethics in Instructed SLA" (2005). Her co-edited volume (with John Norris) on "Synthesizing Research on Language Learning and Teaching" will appear in June this year (2006, John Benjamins).

Abstract of the Plenary Address:

"Journey to Ithaca': Best Practices for Error Correction in Second Language Classrooms"

Correcting grammar errors in students' speech and writing is thought to be a central part of every language teacher's job, a duty that many teachers excel in and that most students expect. However, error correction seems under siege in many professional circles. For one, the goal of developing linguistic accuracy has been problematized in many recent approaches to language education, from communicative-oriented arguments that intelligibility is all that matters, to critical claims that the notion of a native-like competence is sociolinguistically and psycholinguistically bankrupt. In addition, error correction is time consuming for teachers and can be demotivating for students. Further, whether in speaking or writing, the choices are daunting as to what counts as a good strategy for correcting what kind of error. If one turns to the research for advice, the evidence is seemingly contradictory, at best, and dismaying at worst: For every study that shows positive effects for error correction, there is another study that reports no effects at all. In sum, many teachers ask themselves: Is accuracy

worthwhile? Is error correction worth the time and the affective risk? What, how, and when should we correct our students?

In this talk, I will attempt to transform this bleak picture into a positive tale of professional self-discovery, "a journey to Ithaca." I will argue that it is still worthwhile and fruitful to correct student errors, provided that best practices are gleaned from a balanced examination of teacher professional knowledge and research findings. Through examples from teaching and research, I will articulate best practices regarding why, whether, how, when, and what to correct in our students' speech and writing.

Closing Workshop—Neil J. Anderson

Dr. Anderson is Professor in the Department of Linguistics and English Language at Brigham Young University, Provo, Utah. Neil is a Past President of our International TESOL organization (2001-2002), and currently serves as the Chair of the Board of Trustees of The International Research Foundation for English Language Education. In addition to writing many articles, Neil is the author of *Exploring Second Language Reading: Issues and Strategies* by Heinle & Heinle (1999).

Abstract of the Closing Workshop:

ACTIVE Skills: Increasing Reading Comprehension and Fluency

Understanding the concepts of reading fluency and comprehension are of great value to second language teachers. This workshop will benefit teachers at the secondary, adult, and university levels. Often our students are trying to focus on too many reading tasks at the same time and do not comprehend what they are reading. Also, their reading rate is very slow which also results in not understanding what they have read. By increasing students' reading fluency they can then devote greater cognitive capacity to comprehension skills. Grabe states that "fluent reading is rapid; the reader needs to maintain the flow of information at a sufficient rate to make connections and inferences vital to comprehension" (p. 378). Anderson defines reading fluency as reading at an appropriate rate with appropriate comprehension. We can view reading fluency as the overlap in two circles of comprehension and rate. The greater the overlap, the greater the fluency of the reader.

This workshop will focus on ten pedagogical activities that teachers can use in the classroom to improve reading fluency. The first six activities are designed for beginning level language learners while the last five can be used with intermediate and advanced level readers. Participants will leave the session able to use any one of the ten activities in their classes for improving reading fluency.

Session One—10:00 - 10:40Olona 106*Error Identification: Student-as-Editor Approach*

Chaleo Eknayom, Silpakorn University, Thailand

This paper is a classroom-based experimental study on error identification and error analysis by means of a "student-as-editor" approach, aiming to improve students' writing skills by learning from each other. The approach, established on the basis of choosing the appropriate means of correction, helps the teacher create an atmosphere of encouragement in the classroom and also strengthen students' writing skill.

Olona 115*Cultivating Communities of Practice in an ESL class*

Hanh Thi Nguyen, MA TESL Program, Hawai'i Pacific University

This presentation aims to (1) provide an overview of the concept of community of practice in a social theory of learning (Lave and Wenger, 1991; Wenger, 1998) and (2) present an example of how this concept can be applied in an advanced ESL listening class in the US.

Olona 105*Thanksgiving 101: Preparing International Students for this Unique Holiday*

Laura Kimoto, Hawai'i Community College

If you want to enhance your program or course with cultural exchange, you will need to set up an event but also prepare both the community volunteers and your international students so that they may both gain the most of the experience. Come and find out how Hawai'i Community College recruited volunteers from the community to host students for Thanksgiving, how they recruited students, and how they prepared students for the experience.

Olona 205*Presentation Projects in an Advanced Reading Class*

Edward Klein, Hawai'i Pacific University

Stimulating students' interest in authentic reading is encouraged by having teams select, research, and present expanded information on topics that parallel the readings in the program's curriculum. This presentation includes a description of the technique, challenges, advantages, disadvantages and some representative examples of the PowerPoint presentations created by the students.

Olona 208*Quest: An Accelerated Approach to English for Academic Purposes*

Annette Acosta (Field Sales Manager, McGraw-Hill ESL/ELT)

The presenters will demonstrate the Quest series for bridging the gap between English Learning and college-level academic study. They will demonstrate that with a combination of "scaffolding" techniques and critical thinking skills, students can succeed in both authentic college content and the new TOEFL iBT test. Complimentary copies provided.

Olona 209*Creating an Interactive Website for the Campus-Based Classroom*

Masaki Seo, University of Hawai'i at Manoa. (80 mins.)

In this workshop, the presenter will introduce a basic method to create an interactive website for the campus-based classroom using free software. Topics will be included, but not limited to web design, game/quiz maker, instant messenger, P2P online phone, interactive surveys, class calendar, and online groups.

Session Two—10:50-11:30Olona 106*Assessing Less Writing for More Meaningful Feedback*

Norman Evans, BYU-Hawai'i

Writing students expect and deserve prompt, constructive feedback. Such feedback can be challenging if papers are long and submissions frequent. This session presents a system for reducing writing sample length while increasing feedback and student involvement in the learning process.

Olona 115*An Automated Test of English Oral Proficiency: Temporality and Elicited Imitation*

Hansen Lynne, BYU-Hawai'i

Kimberly Campbell, BYU-Hawai'i

Karri Lam, BYU-Hawai'i

Min Hye Son, BYU-Hawai'i

This presentation describes and traces the development of a computerized instrument for the assessment of English oral proficiency. We will examine two types of speech analysis which are being investigated in this connection, the first focusing on temporality in the spoken language of learners, the second on their elicited imitation.

Olona 105*Using the Seven Principles to Improve English for Academic Purposes Teaching Strategies*

Barbara Voigt, TransPacific Hawai'i College
Carol Cunha, Hawai'i Pacific University

Based on decades of educational research, the Chickering and Gamson Seven Principles for Good Practice in Undergraduate Education have gained recognition as the best practices for achieving improved learning outcomes with adult learners. ESL instructors commonly employ teaching strategies that accomplish one or more of the seven principles; however, teaching effectiveness can be improved by developing the habit of more consciously considering the seven principles when developing lesson plans.

Olona 205*Using Global Issues in the ESL Classroom*

Ivona Kiezopolski, Hawai'i Pacific University
Sally La Luzerne-Oi, Hawai'i Pacific University

The presenters will discuss reasons for using, and ways to incorporate, global issues such as AIDS in Africa and world poverty into the language curriculum of intermediate and advanced high school or post secondary ESL programs. Examples of activities and resources will be provided.

Olona 208*Corpus Linguistics: A Real Language Approach*

Ann Conable, Cambridge University Press

Teachers will be introduced to Cambridge University Press' ground-breaking course which draws on extensive research into the Cambridge International Corpus of North American English. Corpus linguistics informs an innovative approach which builds students' language skills and strategies leading to natural and effective communication

Olona 209*Creating an Interactive Website for the Campus-Based Classroom. (Continued)*

Masaki Seo, University of Hawai'i at Manoa

In this workshop, the presenter will introduce a basic method to create an interactive website for the campus-based classroom using free software. Topics will be included, but not limited to web design, game/quiz maker, instant messenger, P2P online phone, interactive surveys, class calendar, and online groups.

Session Three—12:40-1:20Olona 106*Practical Applications of Sentence Diagramming in Second Language Learning*

Larry N. Rhodes, Academia Language School

I will show that students who have received training in sentence diagramming can demonstrate a sophisticated understanding of grammar by diagramming sentences and explaining them to an audience. Students will compete in diagramming sentences on a chalk board. Winners will explain their diagrams to the audience in impressive detail.

Olona 115*PRACTICUM: Using Knowledge Learned in a Practical Way*

Marshall S. Yamaga, Academia Language School

This paper discusses the successes and potential pitfalls of a unique and practical course entitled Practicum: A Comprehensive English Course where students spend 10 hours a week volunteering in real world English speaking situations. This paper discusses eighteen steps which led to the success of the course which has been shown to improve student's English because students must respond quickly in natural work environments and is a unique program because it offers work experience that is not available in their home countries.

Olona 105*An Introduction to Learning Management Systems*

Paul Daniels, Kochi University of Technology, Japan

This presentation will provide participants with a basic understanding of learning management systems. It is intended for language teachers with little or no educational technology background. Participants will have the opportunity to learn how to generate online writing journals, forums, quiz exercises, and other learning tools using an intuitive web-based learning management system.

Olona 205*Addressing the Needs of Second Language Learners: One School's Perspective*

Diane Murakami, Queen Kaahumanu Elementary School

Queen Kaahumanu Elementary is a K-5 urban school located in Honolulu. The diverse nature of the student population, with 38% identified as English language learners, provides challenges for the school. This presentation will show ways that the school is addressing the needs of these students through its ESL program.

Session Summaries

Olona 208

Painting the Town Read with Aloha (80 mins)

Jan McNeil, TransPacific Hawai'i College
Merica McNeil, Hawai'i Pacific University

In this funshop, teachers will participate in an activity that can be used to motivate and familiarize ESL students with Hawai'i while also exponentially increasing all 4 language skills. The entertainment section of newspapers is read and extrapolated from to plan a social evening. Includes brief oral presentations with posters.

Olona 209

Technology Skills for Current and Future ESL teachers (80 mins.)

J. Perry Christensen, BYU-Hawai'i

Technology is invading education. Are you prepared to greet it? This presentation will share what technology skills I think are necessary for teachers to have, and look at how I teach these skills to TESOL Majors. The first 20 people will get a free CD of my technology course.

Session Four—1:30-2:10

Olona 106

Incorporating Process Writing into Portfolio Assessment

Jyu-fang (Annie) Yu, Tunghai University, Taiwan

The purpose is to demonstrate the successful experience of incorporating process writing into portfolio assessment and provide hands-on experience of creating a similar design. The participant will receive the portfolio package containing assignments that would yield an autobiography and supplementary materials (pre-reading questions, writing hints, & short writing samples).

Olona 115

Writing a Newspaper: Model for Developing a Genre-based Writing Course

Michelle Bell, University of Hawai'i at Manoa

This workshop will present a model of how a course can be created using genre-based writing projects. Participants will learn steps used to develop a "Writing a Newspaper" course and will "experience" several example in-class writing activities. The session will end with discussions on adapting materials to fit program needs.

7:45-8:30 Cafeteria	Registration					
8:30 – 8:45	Opening Remarks					
8:45 – 9:45	Plenary Address by Lourdes Ortega <i>"Journey to Ithaca": Best Practices for Error Correction in Second Language Classrooms</i>					
	Poster Session: 10:50-11:30am (Cafeteria)			Student Poster Session: 12:40-1:20pm (Cafeteria)		
ROOM	Olona 106	Olona 115	Olona 105	Olona 205	Olona 208	Olona 209
10:00-10:40 Session 1	Ekniyom <i>Error Identification: Student-as-Editor Approach</i>	Nguyen <i>Cultivating Communities of Practice in an ESL Class</i>	Kimoto <i>Thanksgiving 101: Preparing International Students for this Unique Holiday</i>	Klein <i>Presentation Projects in an Advanced Reading Class</i>	McGraw-Hill <i>Quest: An Accelerated Approach to English for Academic Purposes</i>	Seo <i>Creating an Interactive Website for the Campus-Based Classroom</i>
10:50-11:30 Session 2	Evans <i>Assessing Less Writing for More Meaningful Feedback</i>	Hansen et al <i>An Automated Test of English Oral Proficiency: Temporality and Elicited Imitation</i>	Voigt & Cunha <i>Using the Seven Principles to Improve EAP Teaching Strategies</i>	Xiezopolski & La Luzerne-Oi <i>Using Global Issues in the ESL Classroom</i>	Cambridge <i>Corpus Linguistics: A Real Language Approach</i>	Seo <i>Creating an Interactive Website for the Campus-Based Classroom</i>
11:30-12:30	LUNCH					
12:40-1:20 Session 3	Rhodes <i>Practical Applications of Sentence Diagramming in Second Language Learning</i>	Yamaga <i>PRACTICUM: Using Knowledge Learned in a Practical Way</i>	Daniels <i>An Introduction to Learning Management Systems</i>	Murakami <i>Addressing the Needs of Second Language Learners: One School's Perspective</i>	McNeil & McNeil <i>Painting the Town Read with Aloha</i>	Christensen <i>Technology Skills for Current and Future ESL teachers</i>
1:30-2:10 Session 4	Yu <i>Incorporating Process Writing into Portfolio Assessment</i>	Bell <i>Writing a Newspaper: Model for Developing a Genre-based Writing Course</i>	Tsehelska <i>The Inclusive Language of Race and Ethnicity</i>	Kamakawiwo'ole et al <i>Communicative Language Use Outside of the Classroom</i>	McNeil & McNeil <i>Painting the Town Read with Aloha</i>	Christensen <i>Technology Skills for Current and Future ESL teachers</i>
2:20-3:40 GT 105	Workshop by Neil Anderson <i>"ACTIVE Skills: Increasing Reading Comprehension and Fluency"</i>					
3:45-4:00 GT 105	Closing Remarks and Raffle					

Olona 105

The Inclusive Language of Race and Ethnicity

Maryna Tsehelska, Fulbright Senior Scholar, HPU

The workshop aims to examine the existing names of races and ethnicities in the USA and discuss peculiarities of their usage. The notions of race, ethnicity, nationality and heritage will be discriminated, and the ways of avoiding ethnic and racial stereotypes in speech will be given.

Olona 205

Beyond the Box: Communicative Language Use Outside of the Classroom.

Kalehua Kamakawiwo'ole, Hawai'i Pacific University
Barbara Hannum, Hawai'i Pacific University
Yoshiyuki Fujimori, Hakuoh University, Japan
Johnnie Keifer, Hawai'i Pacific University

Feeling limited by lack of communicative opportunities beyond the four walls of your EFL/ESL classroom? Eager to provide creative and communicative activities and promote real language use among your students? Four teachers share experiences and expertise in this panel discussion useful for both EFL and ESL situations.

Olona 208

Painting the Town Read with Aloha (continued)

Jan McNeil, TransPacific Hawai'i College
Merica McNeil, Hawai'i Pacific University

In this funshop, teachers will participate in an activity that can be used to motivate and familiarize ESL students with Hawai'i while also exponentially increasing all four language skills. The entertainment section of newspapers is read and extrapolated from to plan a social evening. Includes brief oral presentations with posters.

Olona 209

Technology Skills for Current and Future ESL teachers (continued)

J. Perry Christensen, ELT, BYU-Hawai'i

Technology is invading education. Are you prepared to greet it? This presentation will share what technology skills I think are necessary for teachers to have, and look at how I teach these skills to TESOL Majors. The first 20 people will get a free CD of my technology course.

Hawai'i TESOL/TESOL Ukraine Partnership
Sally La Luzerne-Oi, Hawai'i Pacific University

Description: This poster session gives information about TESOL's U.S. and international affiliate partnership. It highlights the history and activities of the Hawai'i TESOL/TESOL Ukraine Partnership. The presenter also has information on programs of interest to those who might like to teach in Ukraine.

Unlocking the Genius Within: Neurobiological Trauma, Teaching and Transformative Learning

Daniel Janik, Intercultural Communications College

Description: I will present how I believe that traditional teaching, while effective, results in loss of interest and creativity, and describe the neurobiological foundations of a new form of non-traumatic learning--transformative learning--that I believe is equally effective but free of the liabilities of traditional teaching.

Training ESL Teachers in Ukraine

Maryna Tsehelska, Fulbright Senior Scholar, Hawai'i Pacific University

Description: The poster shows the ways to prepare TESOL professionals in Ukraine, gives the information on the years of studying, degrees, courses, teaching practice, and opportunities for post-graduate learning.

Student Poster Sessions

Content-Based Instruction

Hsiao-yi Chou, Alexander Dalampan, Wentai Ye, Yoon Heo, MATESL students, Hawai'i Pacific University

Description: This two-poster presentation looks at the different types of CBI as well as the advantages and disadvantages of implementing CBI in language classrooms. The posters also include sample lesson plans and suggestions for using CBI.

Utilizing a Writing Center in ESL Classes

Clarissa Cryer, BATESOL student, Brigham Young University--Hawai'i

Description: In many ESL programs, teacher conferences are the only opportunity that students have to engage in a dialogue about their writing problems, but BYU-H has a unique resource, The Reading and Writing Center. This poster focuses on the BYU-H Reading and Writing Center and effective methods for using it in the EIL (English as an International Language) classes there.

Does L1 Alphabet Influence L2 Handwriting?

Dan Harazoe, BATESOL student, Brigham Young University--Hawai'i

Description: This poster presentation considers the many factors that can influence English learners' handwriting including age, gender, academic background, and the writer's personality. The presenter draws conclusions about the factor with the most impact.

How Relevant Responses Affect Students' Writing Motivation

Zoe Lai, BATESOL student, Brigham Young University--Hawai'i

Description: Students require feedback from their teachers. Relevant responses help students realize their capacity and improve their writing proficiency. This poster presents

the responses teachers usually give to their students in order to motivate them to develop their interests and skills on writing.

Critical Factors in Response to Students' Writing

Janet Leung, BATESOL student, Brigham Young University--Hawai'i

Description: This poster presents the basic critical steps that teachers need to be aware of in responding to students' writing in order to achieve more significant results and better, less tiring teaching practices.

Writing Strategies: Students' Writing Preferences and the EIL Classes

Hitokazu Matsushita, BATESOL student, Brigham Young University--Hawai'i

Description: What strategies are favorably used among EIL (English as an International Language) students at BYU-H? How do EIL writing classes influence their writing? How do they feel about the EIL program? This poster answers these questions based on information gathered through a survey.

Japanese Students' Perspective on Teacher Response to Writing

Eriko Onizuka, BATESOL student, Brigham Young University--Hawai'i

Description: This poster presentation shows a sampling of Japanese students' different perspectives on teacher response to their writings and presents some suggestions to help teachers bridge the gap between what teachers do in actual response to Japanese students' writing and what these students prefer from teachers in the response.

Peer Response in L2 Writing

Young Oak Park, BATESOL student, Brigham Young University--Hawai'i

Description: This poster presents the role of peer response and its affect on L2 writing. It contains the perspectives of current ESL teachers and L2 English learners on peer response and its potential definitions, practices, and qualities in ESL writing classes.

Vocabulary & Computers

Florian Rouch, MATESL student, Hawai'i Pacific University

Description: This poster looks at software and online programs that assist teachers and students in a variety of ways in the instruction and acquisition of vocabulary. Many of these programs are based on academic word lists. A list of references as well as Internet links are included in this session.

Writing Teacher's Comments: Do They Help?

Brandon Yost, BATESOL student, Brigham Young University--Hawai'i

Description: This poster presents the results of a survey given to former English as an International Language (EIL) Program students in order to analyze the effectiveness of previous teacher feedback on student writing performance over time after the students are enrolled in university major classes. The analysis of the survey data includes suggestions for teachers on the most effective ways of making comments on EIL students' writing.

Things to Consider for Teacher-Student Conferences

Yvonne Wu, BATESOL student, Brigham Young University--Hawai'i

Description: This poster shows that while teacher-student writing conferences have many advantages in a dynamic interchange between teacher and student, ESL students' perspectives regarding this type of interaction should be taken into careful consideration before teachers decide how to respond to their students' papers or how they will generate the conferences in order to achieve better results.

Annette Acosta has been an ESL Specialist for McGraw-Hill ESL and other publishers since 1996. Her teaching experience spans all levels/aspects of ESL in the U.S. She also taught EFL in Niger, Africa during her years in the Peace Corps.

Michelle Bell is currently the Media Curriculum Coordinator at the Hawai'i English Language program (HELP) at the University of Hawai'i at Manoa.

Kimberly Campbell, from Utah, is a senior in TESOL at Brigham Young University—Hawai'i.

Hsiao-yi (Isabelle) Chou is from Taiwan where she taught English for several years. She is currently a MATESL student at HPU.

Perry Christensen is an avid closet musician. He plays the guitar, bass, piano, and steel drums. However, his calling in life seems to be teaching ESL. Always up for a challenge, he became the HITESOL webmaster, without even knowing how to make a webpage. Since he has an MBA from HPU he figured he could read about it and ask people questions. It may not be the best webpage, but it is miles ahead of nothing!

Ann Conable, is a representative for Cambridge University Press. She holds an M.A. in TESOL from St. Michael's College in Vermont and has worked in the field of English Language Teaching in Iran, Indonesia, Malaysia, Korea, India, Mexico and the United States.

Clarissa Cryer is a senior majoring in TESOL at Brigham Young University—Hawai'i. She just returned from a short teaching assignment in Taiwan.

Carol Cunha is Instructor of English as a Second Language at Hawai'i Pacific University. She received an MA in sociology from San Jose State University and an MA in ESL from the University of Hawai'i.

Paul Daniels is Associate Professor of English at Kochi University of Technology in Japan. His research includes educational technology and is involved in developing, using and evaluating online courseware for language learning.

Alexander Dalampan, from the Philippines, is an MATESL student at HPU. He is also serving in the military.

Chaleo Eknayom, from Thailand, earned an M.A. in applied linguistics from Chulalongkorn University in Bangkok and is now a lecturer in a Department of English, Silpakorn University. She is responsible, among other things, for teaching and coordinating an English course in English Structure for all Third year English major students.

Norman Evans is Assistant Professor at Brigham Young University—Hawai'i where he teaches ESL, and TESOL courses. He is currently Chair of the Department of English Language Teaching and Learning.

Yoshiyuki Fujimori is Associate Professor at Hakuoh University. He teaches in the Department of Business Administration. He teaches English at Hakuoh and mentors students planning to study abroad at Hawai'i Pacific University.

Barbara Hannum is Program Chair of the English Foundations Program at Hawai'i Pacific University and coordinates short-term Group English Programs as well. She taught for 2.5 years at Hakodate University at the Hokkaido College of Education.

Lynne Hansen is Professor of Applied Linguistics at Brigham Young University—Hawai'i. Among her many interests she is actively researching the processes of language attrition.

Yoon (Christina) Heo is a MATESL student at HPU. She is from Korea.

Daniel Janik received his MD from Loma Linda University California, and PhD in Education in Linguistics from Bircham International University Madrid. A Fellow of the American College of Preventive Medicine, he is currently Coordinator of Academic English Programs at Intercultural Communications College (ICC) in Honolulu, Hawai'i.

Kalehua Kamakawiwo'ole is Coordinator for the Proficiency in English Program (PEP) in the English Foundations Program at Hawai'i Pacific University. She recently completed two years of teaching at Hakuoh University in Japan and has now returned to Hawai'i Pacific University.

Laura Kimoto is Coordinator of the Intensive English Program at Hawai'i Community College in Hilo, Hawai'i. She has been involved in International Education for a total of 16 years both as instructor of Japanese and English as a Second Language, and currently as program administrator. Her professional interests lie in community involvement, recruiting, marketing, and student services.

Ed Klein is Professor of Applied Linguistics at HPU with interests in phonology, sociolinguistics, English language history, ESL practica, reading skills, and listening skills. He has had overseas ESL experience in Korea on the elementary, secondary, and tertiary levels.

Sally La Luzerne-Oi is Assistant Professor of English at Hawai'i Pacific University where she has been teaching since 1989. She has also taught in Ukraine, Japan, Portugal, Venezuela, and Mexico. She is currently the liaison for the Hawai'i TESOL/TESOL Ukraine Partnership.

Zoe Lai is a senior majoring in TESOL at Brigham Young University—Hawai'i.

Janet Leung, from Hong Kong, is a senior majoring in TESOL at Brigham Young University—Hawai'i.

Johnnie Keifer is Academic Advisor for the English Language Programs (EFP) at Hawai'i Pacific University. He recently returned to Hawai'i after four years of teaching at Kanda University in Chiba, Japan.

Karri Lam is an undergraduate in Linguistics (emphasis in Japanese) at Brigham Young University—Hawai'i and is from Hong Kong.

Hitokazu Matsushita is from Japan and is majoring in TESOL at Brigham Young University—Hawai'i. He is interested in computational linguistics and its application to language learning.

Jan McNeil has taught ESL/EFL, speech, and intercultural communications to college and university students and seasoned professionals in Hawai'i, Florida, Tennessee, Mississippi, Singapore, Russia, the Republic of Georgia, France, and Germany and to secondary students in Louisiana and Taiwan.

Merica McNeil is a graduate of Emory University and has studied abroad in university programs in Oxford, Vienna, Freiburg, London, and Paris. She has taught ESL/EFL in Hawai'i, Austria, France, and Switzerland and especially enjoys languages, sports, and international endeavors.

Diane Murakami is Coordinator/Teacher at the ESLL Center at Queen Kaahumanu Elementary School in Honolulu and first recipient (2005) of the Patricia Ross Kubach State ESLL Teacher of the Year Award. She dreams of a time when "children will have a total support system of parents, teachers and community members."

Hanh Thi Nguyen received her Ph.D. from the University of Wisconsin-Madison, and has lectured at the University of Hue, Vietnam, the University of Wisconsin-Madison, and the University of Hawai'i-Manoa. She is currently a visiting assistant professor at Hawai'i Pacific University.

Eriko Onizuka is from Japan and is majoring in TESOL (B.A.) at Brigham Young University—Hawai'i.

Young Oak Park, from Korea, has a BA TESOL (Dec '05) and currently works for the ESL program at the Center for Instructional Technology and Outreach at Brigham Young University—Hawai'i.

Larry Rhodes teaches grammar and translation courses at Academia Language School. He also teaches political science at Wayland Baptist and Hawai'i Pacific universities. Larry Rhodes was employed by the Japanese Ministry of Education and later worked as a reporter for Shin'etsu Broadcasting Company. In 1998, he was granted an audience with the Emperor and Empress of Japan to discuss the results of his research on education and youth employment in Japan.

Florian Rouch graduated in France with a double BA in English and French linguistics. He is currently a MATESL student at HPU. His special interests are syntax and grammar, phonology, and sociolinguistics.

Masaki Seo graduated with a BA in Teaching English as a Second Language from Hawai'i Pacific University in May 2005. He is currently working on his second BA in Religion at the University of Hawai'i at Manoa.

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**Hawai'i TESOL wishes to thank the following
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Special Thanks:

Kapiolani Community College for the use of
the facilities and for donating the folders.

TransPacific Hawai'i College for photocopies and
equipment donation.

Kakaako Kitchen for the bentos.

Excerpt from "Ithaca"

When you set out on your journey to Ithaca,
pray that the road is long,
full of adventure, full of knowledge. . .

Always keep Ithaca in your mind.
To arrive there is your ultimate goal.
But do not hurry the voyage at all.
It is better to let it last for many years;
and to anchor at the island when you are old,
rich with all you have gained on the way,
not expecting that Ithaca will offer you riches....

---Constantine P. Cavafy (1911)

CONGRATULATIONS!!!

Congratulations to Laura Kimoto,
Coordinator of the Intensive English
Program at Hawai'i Community College
for being selected the recipient
of the 2006 Hawai'i TESOL
\$500 Travel Grant.

Have a great time at TESOL in Tampa!!

Kapi'olani Community College

