

Hawai'i TESOL

Annual Conference

Saturday, February 17, 2007

7:45 a.m. – 4:15 p.m.

**University of Hawai'i at Manoa
Webster Hall**



Plenary Address

Dr. Andrew Cohen

The New Wave of Learner Strategy Instruction

Afternoon Workshop

Dr. Andrew Cohen

Success at language learning tasks:

**Where style preference, strategy repertoire, and
motivation meet**

Activate Your Students' Comprehension Skills with

Active LISTENING

SECOND EDITION

Features of the Student's Book

- A *Before you begin* unit to develop awareness of listening strategies
- Updated prelistening schema-building activities to build vocabulary
- New *Listen again* activities for additional coverage of listening skills
- Optional pages that offer speaking and pronunciation practice
- New, culturally rich *Expansion* units that include authentic student interviews
- A new self-study listening section with Audio CD for additional practice
- Natural conversational style recordings



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866-510-3887 or email Ann at aconable@verizon.net

WELCOME

MESSAGE FROM THE CONFERENCE CHAIR

Dear fellow Hawai'i TESOLers,

On behalf of the HITESOL Executive Board, we would like to welcome all of you to our 2007 Conference. We would like to extend a special welcome to those of you from the outer islands and overseas. We are very excited about the selection and quality of presentations offered this year. We are especially pleased to have Dr. Andrew Cohen (University of Minnesota) as our plenary speaker and afternoon workshop leader.

We are also very happy to have Michael Depoe presenting at our conference. He is this year's winner of the Patricia Rose Kubach State ESLL Teacher of the Year Award.

We wish to thank Dr. Richard Day, Department Chair of Second Language Studies at UH-Manoa, as well as other administrative staff and members of the faculty for their willingness to host this year's conference. We also extend a warm thanks to the many volunteers behind the scenes who helped to make this conference a reality.

Please take time during the conference to browse the publisher's exhibit and attend the poster session. This is the first year that HITESOL has scheduled a joint session for both in-service teachers and student teachers-in-training. We hope this special opportunity for professional development will be meaningful for all of our attendees.

Most of all, we hope you enjoy yourselves at our conference this year while learning new ideas, meeting new colleagues and reconnecting with old friends.

Shawn Ford, *Conference Chair*

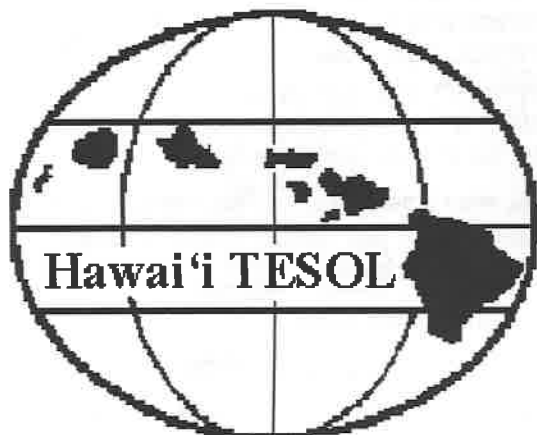
DEDICATION

The 2007 Hawai'i TESOL Conference is dedicated in honor of Dr. Craig Chaudron (1946-2006), long-time supporter of HITESOL, regular attendee at HITESOL events- including the annual conference, and passionate advocate of ESL teachers here in Hawai'i and abroad.

ABOUT HAWAI'I 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>

GUEST SPEAKER

This year's conference will feature **Dr. Andrew Cohen**, Chair of the Department of ESL at the University of Minnesota, recipient of the 2006 AAAL Distinguished Scholarship and Service Award, and Former Director of the Language Resource Center at the University of Minnesota. His most recent work has been on the development of a program for styles- and strategies-based instruction, which is the focus of his plenary and workshop at HITESOL 2007.

Plenary: The New Wave of Learner Strategy Instruction

The paper describes and illustrates the recent upsurge in ways that learner strategy instruction has contributed to enhancing both the learning and the use of English and other L2s in the classroom, on internet sites, and elsewhere. This presentation will start by briefly reviewing strides being made internationally to provide strategy instruction to L2 learners, focusing on current practices in strategy instruction and its effectiveness in different skills areas, based on the findings from a series of empirical research studies. The primary characteristics of strategy instruction for both younger and older learners will be described and illustrated.

Afternoon Workshop: Success at language learning tasks: Where style preference, strategy repertoire, and motivation meet

The workshop will begin by describing learning style preferences and their relationship to L2 learning. Then we will consider ways to category language learner strategies. Third, we will consider a psycholinguistic approach to language motivation. Fourth, we will consider characteristics of a given task. Finally, participants will have an opportunity to see how their own style preferences, strategies choices, and motivation come into play in performing a given task.



SESSION SUMMARIES

Session One — 10:00 – 10:40

Webster 102

Theme Sets: Differentiated Instruction for Grades 3 – 8+

Ellen C. Owens, National Geographic School Publishing, Honolulu, HI

Theme Sets allow every student to learn standards-based science and social studies content at their own reading level. Learn how you can use these sets to cover common vocabulary as well as key concepts in a classroom with a wide range of reading levels. A variety of samples will be available. ***Publisher's session.***

Webster 103

Practical Utilization of Newspapers in the Modern ESL Classroom

Winston Welch, Academia Language School; Executive Director, The World History Association, HQ, University of Hawai'i at Manoa

Practical utilization of newspapers in the ESL classroom, from beginning to advanced levels, allows focus on specific learner interests and needs. Using all skill areas and all parts of the newspaper for maximum benefit, students become familiar with local and national cultural norms, current issues, and critical thinking. ***Workshop.***

Webster 104

Implementing an Intercultural Perspective in the ESL Classroom: A Focus on Visual Literacy

Brian Rugen, PhD Program in Educational Foundations, University of Hawai'i at Manoa

The purpose of this paper is to (a) explain a theoretical framework for intercultural communicative competence; (b) lead the audience through a 4-week pilot unit designed to facilitate an intercultural perspective in a college ESL composition course; and (c) offer practical suggestions for facilitating work on visual literacy in order to develop this intercultural communicative competence. ***Paper.***

SESSION SUMMARIES (cont'd)

Webster 112

(Special Invited Session: ESLL Teacher of the Year) Bridging the Cultural Gap: Creating Culturally Sensitive Classrooms

Michael Depoe, Kauai High School

This presentation will discuss the effects of culture and family on learning. The adjustment to school in a new culture can be extremely challenging for ELL students and their parents. This presentation will explore how teachers can create culturally sensitive classrooms. When teachers understand and respect cultural differences, learning can improve. ***Paper.***

Webster 203A

A Sampling of Approaches to L2 Narratives

Barbara Cooney, Department of SLS, University of Hawai'i at Manoa
Matthew Prior, Department of SLS, University of Hawai'i at Manoa
Priti Sandhu, Department of SLS, University of Hawai'i at Manoa

The three panelists will discuss and give examples of their various approaches to working with L2 narratives in pedagogy and research. This presentation will include a discussion of the challenges, benefits, and unique possibilities for language development, critical inquiry, and self and social transformation available through narrative-based work. ***80 min. Panel discussion.***

Webster 203B

Straightforward and Practical: Drama with Young English Language Learners

Daniel A. Kelin II, Director of Drama Education, Honolulu Theatre for Youth

This practical workshop demonstrates simple, accessible drama strategies that guide primary-aged children in learning, exploring and sharing stories of their own cultures, involving them in practical and engaging use and application of language that stretches them educationally and creatively. ***80 min. Workshop.***

SESSION SUMMARIES (cont'd)

Session Two — 10:50 – 11:30

Webster 102

GRAMMAR Instruction to Match every Student's Learning Style

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

Why do students want and need grammar instruction? So they can be empowered to 'decipher' English in a manner that suites their individual learning styles. Two new grammar series allow students to "get it", including a free website with downloadable photos, and grammar chants from Carolyn Graham. [Complimentary copies provided.]

Publisher session.

Webster 103

Contextualizing Grammar Lessons in Content-Based Instruction

Jody Yamamoto, ESOL Program, Kapi'olani Community College

How to incorporate the teaching of grammatical structures and sentence connectors in an integrated-skills, content-based course. The presentation will include examples of the development of exercises and activities that relate form and content in language learning. ***Workshop.***

Webster 104

iPods: Shuffling the Way We Teach

J. Perry Christensen, ELT Dept., BYU-Hawaii
Hitokazu Matsushita, TESOL Major, BYU-Hawaii
Melanie McKinney, ELT Dept., BYU-Hawaii

The iPod of today is the souped up version of the cassette recorder of yesteryear. With it, an ever expanding array of educational and authentic materials becomes available in a convenient and portable package. Come find out how the iPod can change the way you teach and your students learn. ***Paper.***

SESSION SUMMARIES (cont'd)

Webster 112

Productive Pedagogical Approaches to Plagiarism and Patchwriting

Kenton Harsch, ELI, University of Hawai'i at Manoa
Kelly McClanahan, HELP, University of Hawai'i at Manoa

Many researchers and teachers now regard plagiarism as a complex pedagogical issue. We draw on Howard's (1995) notion of "patchwriting" to address reasons why plagiarism occurs and review productive ways of helping students work through patchwriting to develop academic literacies. ***Paper.***

Webster 203A

(Continued Session)

A Sampling of Approaches to L2 Narratives

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Priti Sandhu, Department of SLS, University of Hawai'i at Manoa

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SESSION SUMMARIES (cont'd)

Session Three — 12:40 – 1:20

Webster 102

Closing the Achievement Gap for English Language Learners

Maggie Pagan, Ed.S., Rigby Professional Development Institute

As the population of ELLs rises steadily in our schools, teachers and administrators are faced with complex challenges. With these challenges and demands comes a need for new knowledge base on the education of ELLs. This interactive presentation will take participants from theory to practice on the essentials of educating ELLs. **Workshop.**

Webster 103

The Eight-Fold Path to Vocabulary Development

Mark James, ELT Dept., BYU-Hawai'i

The presenter offers the "Eight-fold Path" from Zen Buddhism as an effective way to organize the plethora of ideas that are now available regarding L2 vocabulary learning, for the benefit of both teacher and students. **Paper.**

Webster 104

MySpace: a Cautionary Tale for ESL Learners

Nicole Ernst, ESL Department, TransPacific Hawai'i College
Carol Foye, ESL Department, TransPacific Hawai'i College

Inspired by their students' real encounters using MySpace, the presenters spent two months posing as an ESL student on the site and found many possible dangers. The presenters seek to raise awareness in the ESL community by presenting a sample of the people and language ESL learners may encounter online. **Paper.**



SESSION SUMMARIES (cont'd)

Webster 112

Possibilities for Introducing Contrastive Rhetoric in Second Language Writing

Sachiko Oishi, Department of SLS, University of Hawai'i at Manoa
Ha Ngoc Nguyen, Department of Curriculum Studies, College of Education, University of Hawai'i at Manoa

This workshop introduces the concept and issues of contrastive rhetoric and suggests some effective ways to teach it in L2 writing classroom. The workshop focuses on teachers' perspective as to how much they have to be careful when they introduce it in order to avoid stigmatizing their own native languages. **Workshop.**

Webster 203A

Integrating the Four Skills of English through Stories

Keita Beni, Department of SLS, University of Hawai'i at Manoa

This presentation introduces a semester-long ESL college-level course, aiming to improve students' four skills of English in a balanced way with the help of literary texts and media which contain stories. The presenter will also demonstrate some of the activities to let the audience see and feel how they work. **Workshop.**

Webster 203B

Readers Theater: A Powerful Tool for Promoting Reading Fluency

Kimie Yamamoto, Department of SLS, University of Hawai'i at Manoa
Yurika Iwahori, Department of SLS, University of Hawai'i at Manoa

If you want to enhance your students' interpretive skills and promote reading fluency, join our workshop! Readers Theater (RT) has the power to motivate students to reread texts. After introducing RT, we provide the participants with a hands-on opportunity to perform RT, which provides practical ideas applicable to their teaching. **80 min. Workshop.**

SESSION SUMMARIES (cont'd)

Session Four — 1:30 – 2:10

Webster 102

A Tentative Theory of Task Representation in L2 Writing

Mark Wolfersberger, ELT Dept., BYU-Hawai'i

The writing process begins with the writer forming a mental representation of the task. And it continues with the writer revising and reshaping the representation throughout the entire writing process. This presentation offers a tentative theory of the process of task representation creation in an L2 academic writing setting. ***Paper.***

Webster 103

A Project-based Approach to Teaching Science English

Paul Daniels, Core Studies, Kochi University of Technology, Japan

This presentation will introduce a framework for implementing a project-based learning approach. It will include ideas on how to present problems, stimulate collaboration, generate language, identify problems, and assess learners. Example lessons and activities developed for a content-based science English class will be demonstrated. ***Paper.***

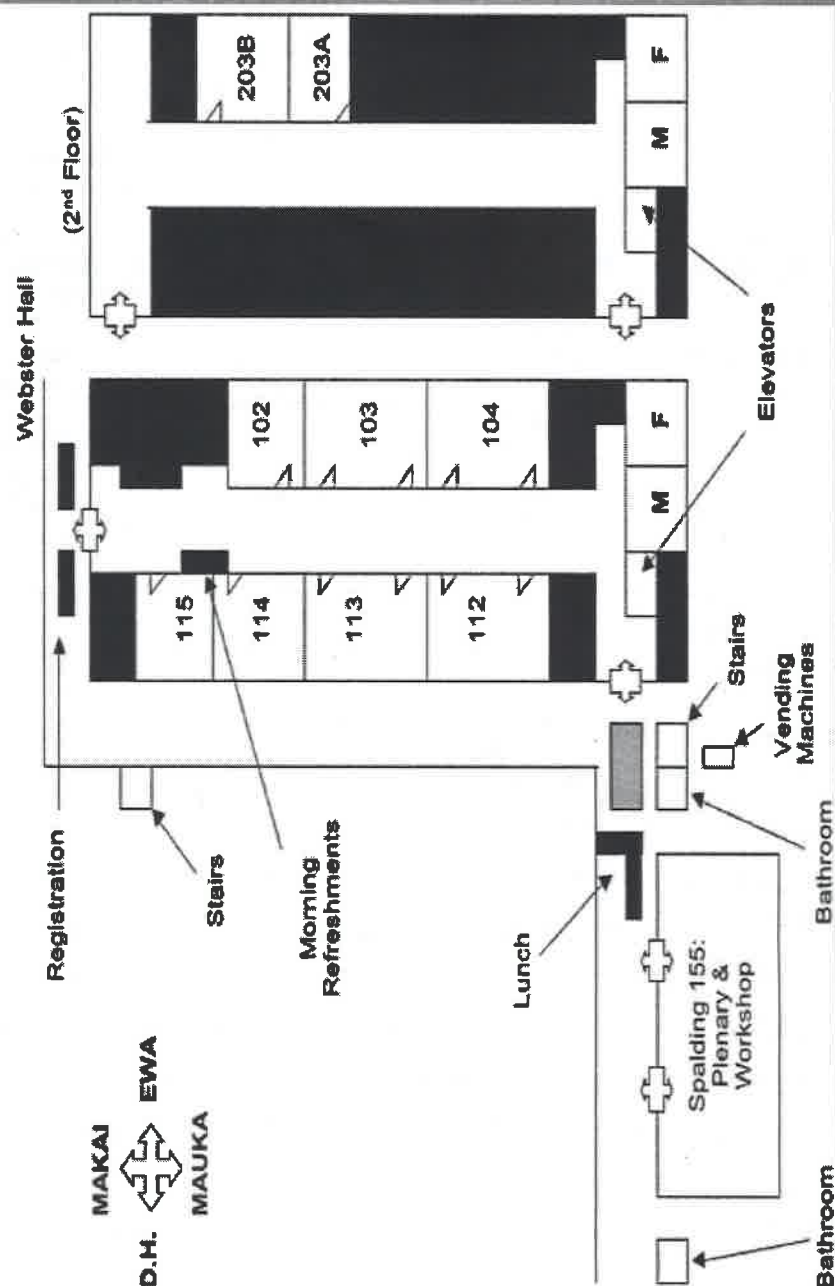
Webster 104

Online Assessment: The Good, the Bad and the Basics

David Brooks, Foreign Language Department, Kitasato University, Japan

This workshop demonstrates the basics involved in setting up, constructing, and managing online quizzes, tests, and peer or self assessments. The presenter suggests guidelines for selecting software and Internet tools to accomplish student assessment and provides guidelines for making the best use online assessment as an integrated component of instruction. ***Workshop.***

CONFERENCE MAP



HITESOL 2007 Conference — February 17 — University of Hawai'i at Manoa, Webster Hall

7:45 – 8:30	Registration Webster Front Lanai							
8:30 – 8:45	Opening Remarks Spalding 155							
8:45 – 9:45	Plenary Address by Andrew Cohen The New Wave of Learner Strategy Instruction Spalding 155							
Rooms →	Webster 102	Webster 103	Webster 104	Webster 112	Webster 203A	Webster 203B	Webster 113	Webster 114 & 115
Session 1 10:00 – 10:40	Owens Publisher's W/S: Theme Sets	Welch Newspapers in the Classroom	Rugen Visual Literacy	Michael Depoe (ESLL Teacher of the Year) Cultural Gap	Cooney, Prior & Sandhu L2 Narratives	Kelin Drama with Young ELLs	Poster Session (set-up)	Publisher's Exhibit
Session 2 10:50 – 11:30	Acosta Publisher's W/S: Grammar	Yamamoto Content-Based Grammar	Christensen, Matsushita, & McKinney iPods	Harsch & McClanahan Plagiarism and Patchwriting			Poster Session (presenters)	Publisher's Exhibit
11:30 – 12:30	LUNCH Spalding Lanai							
Session 3 12:40 – 1:20	Pagan Achievement Gap of ELLs	James 8-Fold Path to Vocabulary	Ernst & Foye MySpace	Oishi & Nguyen Contrastive Rhetoric in SL Writing	Beni Four Skills through Stories	Yamamoto & Iwahori Reader's Theater	Poster Session (cont'd.)	Publisher's Exhibit
Session 4 1:30 – 2:10	Wolfersberger Theory of Task Representation	Daniels Teaching Science English	Brooks Online Assessment	Gettings Conversation Tutors	Espinosa Writer's Workshop		Open Session (TBA)	Publisher's Exhibit
2:20 – 3:55	Afternoon Workshop by Andrew Cohen Success at Language Learning Tasks: Where Style Preference, Strategy Repertoire, and Motivation Meet Spalding 155							
3:55 – 4:15	Closing Remarks Door Prizes Spalding 155							

NOTES:

PUBLISHER'S INFO

PUBLISHERS AND REPRESENTATIVES:

Hampton-Brown & Heinemann/Raintree

Patricia Kubach / Ellen Owens

Phone: 808-395-9719 (on Oahu)

Fax: 808-396-3142

trishkubach@hawaii.rr.com | ecowens@mcowens.com

Thomson Heinle

Christina Pineda Kinsky

District Manager for the Pacific Northwest

Thomson ELT

Phone: 888-871-4883

Cell: 805-452-6039

Christina.PinedaKinsky@Thomson.com

Harcourt Achieve (Rigby, Steck Vaughn, Saxon)

Heather Morrison

Phone: 800-833-3546 ext 3387

Fax: 877-265-2730

heather.morrison@harcourt.com

Pearson Education

Tiffany Holody Fenner

5430 California Avenue, SW #4B

Seattle, WA 98136

Phone: 415 386-2841

Fax: 415-358-4443

Cell: 206-963-8193

Tiffany.Holody.Fenner@pearsoned.com

CONTRIBUTING PUBLISHERS:

Oxford University Press

Annie Ng

198 Madison Avenue

New York, NY 10016

Phone: 212-726-6313 or

800-441-5445 X6313

annie.ng@oup.com

Cambridge University Press

Ann Conable

201 Woodlawn Terrace

Syracuse, NY 13203

Toll Free: 866-510-3887

aconable@frontiernet.net

www.us.cambridge.org/esl

Alta Book Center Publishers

Tom Edwards

14 Aerian Court

Burlingame, CA 94010

Phone: 650-692-1285

Fax: 650-692-4654

tom@altaesl.com

TESOL Inc.

Valerie Borchelt

Programs Coordinator

700 South Washington Street,

Suite 200

Alexandria, Virginia 22314

Phone: 703-518-2532

SESSION SUMMARIES (cont'd)

Webster 112

Teaching Assistants (Tutors) in University Conversation Classes

Bob Gettings, Hokusei Gakuen University Junior College, Japan

How can we give our students direct feedback during English conversation classes with only one teacher and 20 students? This presentation will describe a pilot project, funded by the Japanese Ministry of Education's "Gendai-GP" awards, which introduced the use of tutors in English conversation classes for junior college English majors. **Paper.**

Webster 203A

Writers' Workshop:

Whole Language Approaches to Second Language Writing

Mathew Espinosa, Department of SLS, University of Hawai'i at Manoa

A practical overview of the Writers' Workshop method for teaching writing and a discussion of the applications and potential benefits of whole language and integrated approaches to writing instruction in ESL and foreign language classrooms. Intended for teachers of all levels. **Paper.**

Webster 203B

(Continued Session)

Readers Theater: A Powerful Tool for Promoting Reading Fluency

Kimie Yamamoto, Department of SLS, University of Hawai'i at Manoa

Yurika Iwahori, Department of SLS, University of Hawai'i at Manoa

If you want to enhance your students' interpretive skills and promote reading fluency, join our workshop! Readers Theater (RT) has the power to motivate students to reread texts. After introducing RT, we provide the participants with a hands-on opportunity to perform RT, which provides practical ideas applicable to their teaching.

80 min. Workshop.



POSTER SESSION

Adult Acquisition of an L2 Lexical Feature through Natural Exposure

Zhijun Wen, University of Hawai'i at Manoa

Description: A study examining whether adult Chinese ESL learners know a feature of English given names that reliably signal female gender is the focus of this poster. The study provides an excellent test case for exploring whether incidental learning can lead to acquisition of L2 knowledge and whether processing of L2 linguistic knowledge is rule-based, memory-based, or both.

Critiquing Demo Discussions as a Tool to Learn Participation Patterns

Sarah Trask, University of Hawai'i at Manoa

Description: The focus of this poster is helping students lead and take part in good group discussions. The poster includes the text students read about participation, a recording of a 'bad discussion', comments collected from students about the activity, and steps other teachers can use to modify the activity for their own classes.

Culture Education in ESL/EFL

Leejin Choi, University of Hawai'i at Manoa

Description: This poster demonstrates the importance of culture education in ESL/EFL classrooms and provides various methods of culture education. It also shows some examples of culture education through a careful analysis of an EFL textbook used in Korea.

Effective Methods for Teaching and Acquiring Vocabulary

Julie Akey and Joanne Jeremie, Hawai'i Pacific University

Description: This poster shares an action research project based on different methods the presenters used to teach seven vocabulary lists. They quizzed the students and analyzed the effectiveness of each method. The poster will reveal the surprising results.

Empowering Students and Transcending Cultures through Service Learning

Alice Lachman and ESL Students, University of Hawai'i at Manoa

POSTER SESSION (cont'd)

Description: ESL programs are bridging their classrooms to the local communities to provide authentic contexts for their students to use their English language skills. This poster presentation shares the course design, intercultural projects, and personal testimony of ESL students who are engaged in a service learning integrated skills class.

ESL Students' Views on Syllabus Design

Su Kyoung Park, BYU-Hawai'i

Description: This poster session will give data showing how much international students understand the purpose of a syllabus and use the syllabus. It will include suggestions for teachers when making a syllabus.

Integrating Synchronic Computer-mediated Chat (SCMC) into ESL Instruction

Ky Nguyen, University of Hawai'i at Manoa

Description: The purpose of this poster is to familiarize colleagues with the nature of SCMC and how it can be made a part of the L2 teaching and learning process.

Self-selected Project in an Online Academic Listening Speaking Course

Weiwei Yang, University of Hawai'i at Manoa

Description: This poster illustrates the design, flow, and initial outcomes of a project that was designed for an online academic listening/speaking class. With the guidance of the instructor, the students identified their own learning needs and preferences and set up goals and an action plan for a project.

Should Contractions be Taught in ESL?

Rebecca Plotts, BYU-Hawai'i

Description: This poster presents reasons why contractions should be taught, some ideas on how to teach them in the classroom, some views of EIL/TESOL teachers about why contractions are so problematic for EIL students to pronounce, and the results of research conducted among EIL students.

POSTER SESSION (cont'd)

Successful Vocabulary Learning Strategies

Mihato Kina, BYU-Hawai'i

Description: This poster presents the various types of vocabulary learning strategies and how teachers can help increase the use of students' metacognitive, cognitive, and social/affective learning strategies.

Using Literature in ESL/EFL Classrooms

Alison Fukuchi, Hawai'i Pacific University

Description: This poster is concerned with three approaches to using literature in a second or foreign language classroom. It examines the Story Grammar Approach (SGA), The Reader Response Approach (RRA), and Literature Circles (LC).

Using Theatre in an ESL Classroom

Kemuel Swallow, BYU-Hawai'i

Description: Using theatre and role play activities in an ESL class is easy to do and beneficial for students. This poster shows preparation and warm-up, the use of a variety of theatre activities, and suggestions for follow-up and recycling of material.

Utilizing Program Evaluation for Program Improvement and Articulation

Yukiko Watanabe, University of Hawai'i at Manoa

Description: This poster describes how program evaluation can be conducted by showcasing the intended use and users of a program evaluation at a Japanese high school's English language program, example evaluation questions and methods, the actual use of the evaluation data, and the capacity building that happened through the evaluation process.

Writing Tasks that Inform Skills Teaching

Elise Fader, BYU-Hawai'i

Description: This poster explains the purpose and methodology of a writing survey conducted by the presenter. It also includes an analysis of the data. Anyone who wants to determine if his/her instruction in academic writing courses should be revised to reflect the type of writing students will do in general education and major courses will benefit from the information presented.

PRESENTERS

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 US. She also taught EFL in Niger, Africa during her years in the Peace Corps.

Julie Akey is an adjunct ESL Instructor at HPU. She has lived and worked in Bolivia, Peru, Jordan, Haiti, Spain, and Luxembourg. She is wife to a fabulous husband and mother to identical twin boys.

Keita Beni is an MA graduate student in the Department of SLS at the University of Hawai'i. His study focuses on developing materials for ESL classes using literature and media.

David Lewis Brooks is a resident of Japan and frequent visitor to Hawai'i. He is associate professor of English at Kitasato University, a medical and health sciences university, where he teaches EFL courses in public speaking and intercultural communication.

Leejin Choi is a student in the Department of SLS at UH-Manoa.

J. Perry Christensen tries to stay in the forefront of educational technology, but with the field ever expanding, he does his best just to keep up. He learns about most of the new gadgets from his kids.

Barbara Leigh Cooney is assistant department & graduate chair at DSLs, UH-Manoa. With MA/ESL from University of Arizona; taught in Japan 22 years. While faculty at Kobe College, spent a sabbatical year in Peace Studies doctoral program at Bradford University, UK.

Paul Daniels has been teaching English for over 12 years in Hawai'i and Japan. He currently works at Kochi Institute of Technology in Shikoku, Japan. His research involves educational technology and content-based instruction.

Michael Depoe is a graduate of the MA program at UH-Manoa and has been teaching ESL for over 20 years. He recently received the award for ESL teacher of the year. He is currently teaching at Kauai HS.

Nicole Ernst is an ESL instructor at TransPacific Hawai'i College. She obtained her Master's Degree in Hawai'i and enjoys teaching ESL in paradise. She rocks!



PRESENTERS (cont'd)

A K-8 licensed teacher, **Mathew Espinosa** is currently pursuing an MA in second language teaching at UH-Manoa. He has taught in a variety of contexts in Tennessee, California, Hawai'i, Chile, and Hong Kong.

Elise Fader has a BFA degree in Spanish and French and a Secondary Education Certificate in Spanish Teaching from BYU. She also has an MA degree from Eastern Michigan University. Before her current job at BYU-H, Elise taught in Ann Arbor, Michigan, and Madrid, Spain.

Carol Foye was until recently an ESL instructor at TransPacific Hawai'i College. She obtained her Master's Degree in Hawai'i and enjoyed teaching ESL in paradise until recently relocating to the mainland. She rocks, too!

Alison Fukuchi has a BA in Japanese Language and Literature from the University of Georgia. After graduating, she taught EFL in Tokyo for three years. She is currently a student in the HPU MATESL program.

Bob Gettings has been teaching and learning with junior college students in Sapporo, Japan for the last 15 years and is interested in EFL, History Education, Computer Aided Instruction (CAI), classroom management and critical pedagogy.

Kenton Harsch is Director of the English Language Institute at UH-Manoa. He is interested in policies and pedagogical responses to plagiarism, particularly related to patchwriting. His other professional interests include materials development, teacher development, and self-directed learning.

Yurika Iwahori: MA candidate in SLS at UH-Manoa; seven years of experience in teaching English at high school in Japan.

Mark James is Associate Professor in the Department of English Language Learning & Teaching at BYU-Hawai'i. He is currently interested in second language reading and vocabulary development.

Joanne Jeremie is a student in the HPU MATESOL program.

Daniel A. Kelin II, is the Education Director for Honolulu Theatre for Youth. His work with ELLs has been featured in *NEA Today* and *Multicultural Review* and soon in a new book. He has taught in the Marshall Islands, American Samoa and India.

Mihato Kina is a BA TESOL student at BYU-H.

PRESENTERS (cont'd)

Dr. Alice Wahl Lachman teaches a Service Learning skills course at the NICE Program at UH-Manoa. She has taught ESL/EFL extensively both nationally and internationally and believes that students are empowered through contribution and social action.

Hitokazu Matsushita is a senior BA TESOL student at BYU-H. He loves anything to do with CALL.

Kelly McClanahan received her Master's in SLS at UH-Manoa in 2005, and has since worked as Academic Prep Curriculum Coordinator at HELP. Her research interests include L2 writing pedagogy, English for academic purposes, and critical literacies.

Melanie McKinney can be seen teaching English, learning Chinese, and running with iPods. She regularly uses technology in her ESL listening/ speaking classes.

Ha Ngoc Nguyen, from Vietnam, is currently doing the Master's degree in Curriculum Studies in College of Education, UH-Manoa.

Ky Nguyen is a master's candidate in the Department of SLS at UH-Manoa and an instructor at HELP. He is also a faculty member at the English Department of Hanoi University, Vietnam.

Sachiko Oishi is an MA student in the SLS department at UH-Manoa.

Ellen Owens is currently a retired teacher after thirty years with the State of Hawai'i. She's presented at the National Middle School Conferences, 1993 – 1998. She's currently a member of the Hawai'i Association of Middle Schools (HAMS), Hawai'i Quilt Guild, and the Honolulu Art Academy.

Maggie Pagan is a National PD Consultant for Rigby Professional Development Institute. Maggie received a Specialist Degree in Multilingual/Multicultural Education from Florida State University. Before joining the Rigby family, she was a full time Instructor at the University of Central Florida.

Su Kyoung Park is from Korea. She is a senior student at BYU-H majoring in TESOL and will graduate in June 2007. Her goal is to have her own English school in Korea.

Rebecca Plotts is originally from North Carolina but has lived in many other places. She is a BYU-H TESOL major. She and her husband plan to move to Texas after she graduates in June.

PRESENTERS (cont'd)

Matthew Prior is a PhD candidate in the SLS department at UH-Manoa. Along with work at the Center for Second Language Research, he is assistant to the editor for *Applied Linguistics*. Research interests include narratives, discourse analysis, and critical pedagogy.

Brian Rugen is a PhD candidate in Education at UH-Manoa and has taught EFL in Russia and Japan. He is interested in intercultural communication, foreign language teacher education, world Englishes, narrative, and rhetoric and composition.

Priti Sandhu is a PhD candidate in the SLS department at the UH-Manoa. She teaches undergraduate courses on Bilingual Education and Second Language Teaching. Her research focuses on English-medium educated women in India, identity and narrative analysis.

Kemuel Swallow is a TESOL student at BYU-Hawai'i graduating with a BA in TESOL in April of this year. He is the president of BYU-H's TESOL Society and a member of the Phi Kappa Phi honors society.

Sarah Trask is a master's candidate in the SLS department at UH-Manoa, and teaches academic listening and speaking in the ELI. She has also taught at HELP, and for a year in Germany at a Gymnasium.

Yukiko Watanabe is a PhD student in the SLS department at UH-Manoa. Her particular research interests include utilization-focused program evaluation, teacher narratives and identity, and SLA.

Winston Welch has been an ESL teacher for more than 15 years to high school, university and private school students. His main teaching interests include current affairs and global issues, which he currently teaches at Academia in Honolulu.

Zhijun Wen is a PhD student in the SLS department at UH-Manoa, and Assistant Editor of *Reading in a Foreign Language*. His major research interests include psycholinguistics, sentence processing, cognition, processing, statistics, and testing.

Mark Wolfersberger has recently moved to Hawai'i after working on a PhD at the University of Auckland in New Zealand. His main research interests surround the processes and contexts of L2 writing.



PRESENTERS (cont'd)

Jody Yamamoto has taught EFL in Japan and ESL in Hawai'i in the public schools, the Kalihi-Palama Immigrant Center, NICE and HELP at UH-Manoa, Hawai'i Tokai International College, and HPU. She has been teaching in the ESOL Program at KCC since 1997.

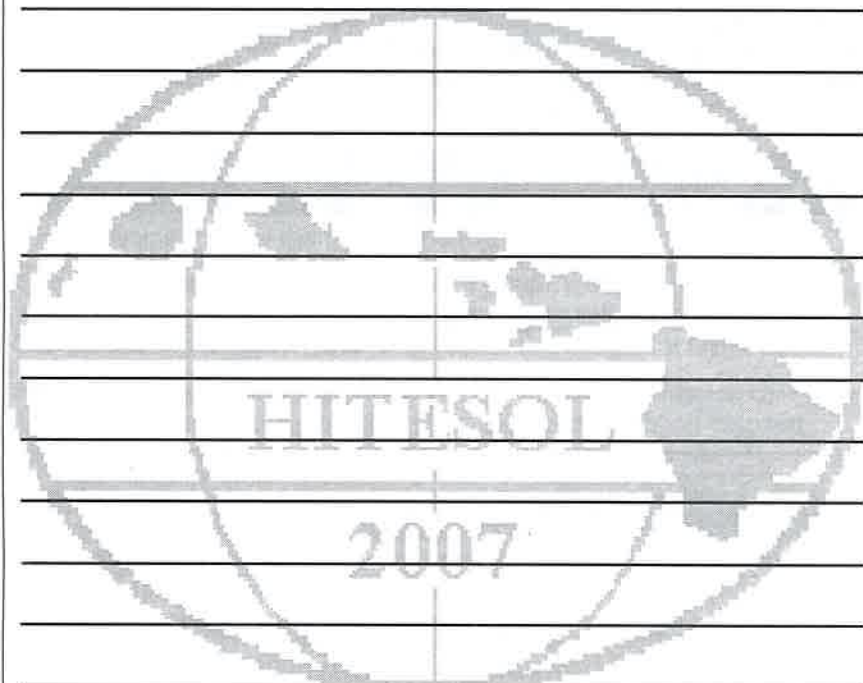
Kimie Yamamoto is an MA holder from International Christian University. She graduated from the AGC in SLS program at UH-Manoa and has extensive EFL teaching experience in Japan.

Weiwei Yang is a graduate student in the SLS department at UH-Manoa. She also teaches at the university's ELI. Her academic interests include individual differences in SLA, language program development and evaluation, language assessment, and TBLT.

NOTES:



NOTES:



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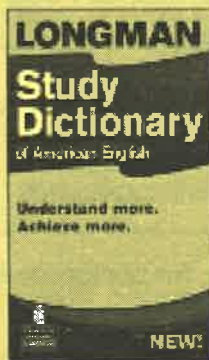
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