
CONFERENCE NOTES:

Hawai'i TESOL

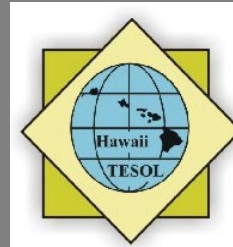
Annual Conference

Saturday, February 14, 2009

8:00 a.m. – 4:30 p.m.

University of Hawai'i – Hilo

UCB Meeting & Dining Rooms



Plenary Address

Prof. Joy Reid

Who are the L2 Students
in our Classes?

Afternoon Workshop

Prof. Joy Reid

Write to Learn
Workshop

WELCOME

MESSAGE FROM THE CONFERENCE CHAIR

Dear fellow Hawai'i TESOLers,

On behalf of the Hawai'i TESOL Executive Board, I would like to extend a warm Aloha to all of you who are attending the Hawaii TESOL 2009 Conference at the University of Hawai'i at Hilo in Hilo, Hawai'i. This is the first time for our annual conference to be held outside the island of Oahu. I would like to extend a special welcome to those of you who are attending this conference and professional development opportunity for the very first time.

I hope you will indulge in the wide selection and quality of presentations offered this year centered on the theme “Ideas that Work for the ESOL Student, Teacher, and Program”. Presenters range from TESL students, K-12 ELL teachers and trainers, IEP / ELI faculty, publisher representatives as well as seasoned professionals from the field. I am especially pleased to have Prof. Joy Reid (University of Wyoming / Maui Community College) as our plenary speaker and afternoon workshop leader.

I wish to thank the English Language Institute at the University of Hawai'i at Hilo for the willingness to host this year's conference. I would also like to extend a warm thanks to the many volunteers and staff at UH Hilo and Hawai'i Community College who worked behind the scenes to make this conference a reality.

Please take time during the conference to browse the publisher's exhibit located in the Campus Center Dining Room. Many of the major publishers in ESL are here with their most popular and most current materials for you to review.

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

Laura Kimoto, Conference Chair

CONFERENCE NOTES:[illegible]

ANNOUNCEMENTS

TRAVEL GRANT WINNERS:

On behalf of the Travel Grant Selection Committee, HITESOL would like to congratulate the following recipients of this year's travel grant award:

- 1) Troy Rubesh – UH Manoa ELI Program
- 2) Merica McNeil – UH Manoa ELI Program
- 3) Debra A Powers
- 4) Yoneko Kanaoka – UH Manoa HELP Program
- 5) Bal Krishna Sharma – UH Manoa East-West Fellow

We would like to send them our very best wishes for a wonderful HITESOL annual conference!

There were no applicants for the travel grant to attend the 2009 national TESOL Convention in Denver, CO.

The HITESOL Travel Grants are funded entirely by membership fees, member donations, and proceeds from grant fundraising ventures, such as the Travel Grant Raffle. For more information or to apply for a HITESOL travel grant, please see our website at <http://www.hawaiiitesol.org/TravelGrants.html>



UPCOMING HITESOL MEMBER EVENTS!

Business Meeting & Highlights from TESOL

Friday, April 17, 2009
Location: TBA

Language Experience

Target Language: TBA
Wednesday, May 20, 2009
Location: TBA

GUEST SPEAKER

Joy Reid is a retired Professor in the English Department at the University of Wyoming and now teaches research writing part-time at Maui Community College. She writes ESL textbooks, including her writing series with Prentice-Hall, *The Process of Composition*, *The Process of Paragraph Writing*, and *Basic Writing*. Her teacher-resource book, *Teaching ESL Writing* was written to help her adult daughter teach ESL, and she edited two anthologies about learning styles. Recently she has co-edited two ESL EAP series: *Looking Ahead* and *English for Academic Success* (both now at Cengage). Her newest edited anthology is *Writing Myths: Applying ESL Research to Classroom Teaching*.

Plenary: WHO ARE THE L2 STUDENTS IN OUR CLASSES?

Labels are numerous: international, resident, multicultural, non-native, immigrant, ESL, L2, ELL, minority, Gen 1.5, and many more. Labels spring from differences, but unclear or overlapping definitions can prove confusing and even interfere with teaching and learning. Clear categories, with overlapping differences noted, can be helpful in developing curriculum and teaching strategies. This presentation attempts such clarification, describing criteria for determining generational, educational, and literacy experiences and offering classroom suggestions for diverse student populations.

Afternoon Workshop: WRITE-TO-LEARN WORKSHOP

In my 46 years of teaching L2 writing, three problems have been most difficult to teach successfully in a single semester: sense of audience, research skills, and the use of specific detail. This workshop presents solutions to those problems through the following concepts:

1. Using writing: offer the opportunity to use writing to learn more about academic language and fluency—metacogs, notes, learning logs.
2. Constructing appropriate assignments: authentic writing assignments and projects help students learn.
3. Carefully sequencing assignments: allows students to succeed
4. Starting early: Doing "research" from the first to the last assignment helps students accumulate the necessary skills.
5. Practicing: audience and detail exercises.

Please note: in your packet, please find a handout asking for (a) a list of writing assignments you give and (b) your best writing assignment (with details of that assignment). Please complete these handouts to use in small group and whole group discussions.

SESSION SUMMARIES

Session One — 10:00 – 10:45

UCB 111

Information Gap and Jigsaw Activities: Promoting authenticity, meaning, and form

Chris Ferry, Hawai'i Pacific University – TESOL, and International Mid Pac College

Information gap and jigsaw activities may promote task authenticity while maintaining a focus on meaning and form. Explore ways practicing teachers can efficiently create these activities as supplements to existing textbooks, without deviating from the curriculum. Issues of design (using Microsoft Word) and implementation will be discussed. **45 minute Workshop.**

UCB 112

Strategies for Effective Peer Response Activities in L2 Writing Classrooms

Curt Harold Hutchison, University of Hawaii, Manoa- Department of Second Language Studies

Peer response activities can be a valuable step in the L2 writing process, but they can also be challenging to implement. This workshop offers practical strategies instructors can employ to conduct peer response sessions that result in meaningful feedback, interaction, and revision. **45 minute Workshop.**

UCB 113

Promoting Listening Comprehension

Dr. Joan Rubin, Joan Rubin Associates

This session will provide teaching strategies to improve student listening comprehension. Since listening is the most difficult skill for language learners, teachers can help by providing learners with skills to plan their listening. Planning helps learners anticipate what is coming, narrow down their expectations and result in more successful listening. **45 minute Workshop.**

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 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>

RECOGNITION

Please join us in thanking our conference volunteers!

Conference Chair:	Laura Kimoto
Planning Committee:	Laura Kimoto, Shawn Ford & Mark Wolfersberger
Program Committee:	Shawn Ford & Laura Kimoto
Publicity Committee:	Laura Kimoto, Perry Christensen (webmaster)
Program Design:	Shawn Ford and Susan Yugawa
Publisher's Chair:	Mark James
Registration Committee:	Jeff Mehring (treasurer), Mark Wolfersberger, Laura Kimoto, and UH Hilo TESL Certificate students
Hospitality Committee:	Laura Kimoto, Reid Kusano (Sodexo)
Session Moderator:	Sherri Fujita
Facilities Committee:	Laura Kimoto & Reid Kusano (Sodexo)

Special Thanks to:

- Annette Nakamoto of Arnott's Lodge
- Guy Kimura of HawCC Learning Center Hawaii Island Visitor's Bureau
- Bela Conley-Ramsey of UH Hilo English Language Institute
- Linda Nako of Hilo Hawaiian Hotel
- Pam Collins of UH Hilo English Language Institute
- Reid Kusano and staff of Sodexo
- Roberta Goodman of Swimming with Wild Dolphins
- Roxanne Ching of Imiloa Astronomy Center
- Sherri Fujita of HawCC Intensive English Program
- Students of the UH Hilo TESL Certificate Program
- Susan Yugawa of UH Hilo Media and
- UH Hilo Chancellor Rose Tseng
- Yuyok Pearing of UH Hilo Alumni Relations



SESSION SUMMARIES (cont'd)

UCB 114

Effective Reading and Vocabulary Strategies Using Video and Real-World Content

Eric Bredenberg, Heinle/Cengage Learning

Learn effective strategies for teaching reading and vocabulary through National Geographic content and video with Heinle's *NEW Reading Explorer* series for all learners and *The Footprint Reading Library* for k-12 learners. Will provide interactive examples on ways to effectively integrate captivating video and audio to ensure comprehension, vocabulary development, and a love of reading in ESL classrooms. **45 minute Publisher's Session.**

UCB 103

Multimedia files made easy!

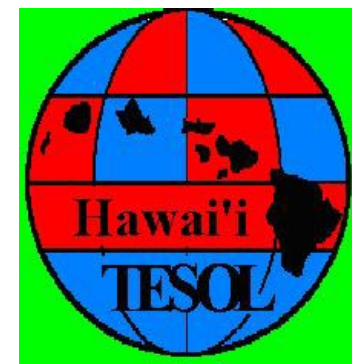
Ellen Bunker, ELT Department, Brigham Young University-Hawaii, & Gael Weberg, Development of Online Curriculum, BYUH

Do you need multimedia files your students can view on the Internet? Presenters will demonstrate providing "teacher talk" and listening input for distance language students. The presenters will introduce the 3-step process they used to generate multimedia pdf files that serve as student learning products viewed using Acrobat Reader. **45 minute Paper.**

Campus Center Dining Room

Publisher's Session (ongoing)

- Cambridge University Press
- EL Fellows Program
- Lakeshore Learning
- Oxford University Press
- Pearson Longman
- Thomson Heinle Cengage
- TESOL, Inc.



SESSION SUMMARIES (cont'd)

Session Two — 10:55 – 11:40

UCB 111

Effects of modified vs. authentic texts

Stephen G. Peridore, Dept. of International Languages – W30I –
College of Southern NV

This study investigates the effects of authentic versus simplified and elaborated texts on the reading comprehension of intermediate-level adult ESL college learners with important implications as to if, how and to what extent text modification should be used as a pedagogical tool in the ESL curriculum. **45 minute Paper.**

UCB 112

Informed Patchwriting: Understanding and Correcting Plagiarism in EAP Writing Courses

Troy Rubesh, University of Hawaii at Manoa Department of Second Language Studies

This lesson module goes beyond ‘reading the plagiarism riot act’ to EAP writing students, teaching them to identify and correct instances of plagiarism in their own writing. Students discuss plagiarism issues then work together to revise an essay they pre-wrote, finally creating a personalized plagiarism and citation action plan. **45 minute Paper.**

UCB 113

Should we prevent students' mother tongue use in our classes?

Bal Krishna Sharma, Department of Second Language Studies,
University of Hawaii

Judicious use of mother tongue is justified in this research because it reveals that L1 helps students learn English more effectively, saves time, and students feel easy and comfortable when they are provided with L1 equivalents. The implication is that prohibition in the use of L1 in EFL classroom is likely to deprive the students of some opportunities to learn English better. **45 minute Paper.**

PRESENTERS (cont'd)

Brian Elliott Smith, Meiji University, School of Global Japanese Studies

Brian Smith has been teaching ESL for 15 years now in Japan and South Korea. Currently teaching at Meiji University's new School of Global Japanese Studies, in Tokyo. Interests include various practical teaching techniques to improve student motivation in learning English.

V. Craig Sower, Professor, English Department, Shujitsu University
Craig has taught at Shujitsu University for 11 years. His Masters in Teaching English as a Foreign Language is from SIT.

Gael Weberg, Development of Online Curriculum, BYUH
Gael Weberg, an instructional designer at BYUH, has recently specialized in creating materials for language learners.

CONFERENCE NOTES:

[illegible]

PRESENTERS (cont'd)

Erik Ramsay, TESOL major, BYU Hawaii

Erik Ramsay is a TESOL major and serves as president of the TESOL Society at BYUH. He is a writing tutor in the Reading Writing Center. He intends to enter a graduate program focusing on speech development and fluency.

Karen Riley, Hawaii Community College Intensive English Program

I have my MA in anthropology and my Ph.D. in counseling. I have traveled widely and have taught English in Mexico and Thailand. I began to teach English as a Second Language 18 years ago and have taught in both academic programs and community-based programs in Oregon and California. For the last five years, I have taught in the Intensive English Program at Hawaii Community College.

Troy Rubesh, University of Hawaii at Manoa Department of Second Language Studies

Troy Rubesh is an MA candidate at UH Manoa. His academic interests include EAP pedagogy, motivation in the foreign language classroom, materials development and distance learning and teaching. He lives near Diamond Head with his wife and their many houseplants.

Dr. Joan Rubin, Joan Rubin Associates

Dr. Rubin, distinguished scholar- teacher on Learner Self-Management has given workshops world-wide on learner strategies and especially improving listening. Her listening publications include a textbook and video, English Works!, and a professional text , A Guide for Teaching Second Language Listening.

Katrina Scarpelli, Brigham Young University Hawaii

Originally from West Virginia, Katrina Scarpelli is a TESOL major and Psychology minor at Brigham Young University Hawaii. She graduates in June and is excited to experience the world through the shoes of one of the most rewarding professions, a teacher.

Bal Krishna Sharma, Department of Second Language Studies, University of Hawaii

Bal Krishna is an MA first year student in the Department of Second Language Studies at the University of Hawaii at Manoa. He has more than 8 years' experience of teaching English to school and college level students in Nepal.

SESSION SUMMARIES (cont'd)

UCB 114

Oxford Picture Dictionary, Second Edition: Vocabulary Learning Strategies that Work

Jenefer Johnson, Western Regional Support Manager- Oxford University Press

Explore key strategies your students can use to develop their active vocabulary. We'll use the meaningful contexts, rich visual support, and authentic language tasks of the Oxford Picture Dictionary, Second Edition to facilitate learners' progress from comprehension, through retention, and critical thinking, to fluent communication. Samples and activities provided. **45 minute Publisher's Session.**

UCB 103

Technological Tools That Work for Language Learning

Aubrey Olsen, ELT, BYU Hawaii

Erik Ramsay, TESOL major, BYU Hawaii

Tarryn Goodman, TESOL Education major, BYU Hawaii

Interested in technological tools for language learning? Readily available, inexpensive technological tools are an effective medium for language instruction and online tutoring. In this hands-on workshop, you will use one tool to make electronic comments on student writing and another tool to participate in a live listening/speaking "tutor" session online. **45 minute Workshop.**

Campus Center Dining Room

Publisher's Session (ongoing)

- Cambridge University Press
- EL Fellows Program
- Lakeshore Learning
- Oxford University Press
- Pearson Longman
- Thomson Heinle Cengage
- TESOL, Inc.



SESSION SUMMARIES (cont'd)

Session Three — 12:50 – 1:35

UCB 111

Effect of incorporating extensive reading into L2 reading classes

Youngsil Oh, MA candidate, Second Language Studies Dept. University of Hawaii at Manoa

This paper contributes to research on second language reading by discussing the reading attitude and comprehension ability developed through incorporating extensive and intensive reading in reading class. In presentation, I will discuss implications for pedagogical practice with some challenges and variance in this research. **45 minute Paper.**

UCB 112

Purposeful writing TITLE

Shawn Ford, ESOL Program, Kapi'olani Community College

Activity.
Introduction/ overview.
Findings.
Connections.
Conclusion.
45 minute Paper.

UCB 113

Ideas for Using Music in the ESOL Classroom

Maggie Lieb, School of Global Japanese Studies, Meiji University

This presentation will highlight the well-documented link between music and language, and will emphasize the role of music in reducing learner anxiety, increasing relevancy, and instilling positive associations towards English. A variety of listening activities using popular music will be presented and suggestions will be offered for classroom implementation. **90 minute Workshop.**



PRESENTERS (cont'd)

Maggie Lieb, School of Global Japanese Studies, Meiji University
Maggie Lieb holds Bachelor's and Master's degrees in Education. An educator for 18 years, she has conducted presentations and workshops all over Asia. Her research interests include intercultural communication, EAP, the Affective Domain, and musico-linguistic approaches.

Merica McNeil, Second Language Studies, University of Hawaii at Manoa

Merica McNeil has taught ESL and EFL since 2001. She taught an advanced listening and speaking online course for two semesters in the English Language Institute at the University of Hawai'i at Manoa. She enjoys teaching and learning languages.

Kyoko Nozaki, University of Hawaii at Hilo English Counseling Center
Laura Kimoto (MA Translation / Interpretation) and Kyoko Nozaki (MA Counseling and Psychology candidate) knew each other from 5 years ago when Kyoko was Laura's ESL student. Today they collaborate as colleagues to help ESL students at the University of Hawaii at Hilo.

Youngsil Oh, MA candidate, Second Language Studies Dept.
University of Hawaii at Manoa

Youngsil Oh is a M.A. candidate in the department of Second Language Studies at the University of Hawai'i at Manoa. She has special interest in L2 reading especially about extensive reading.

Aubrey Olsen, ELT, BYU Hawaii

Aubrey Olsen is a lecturer in the English as an International Language program at Brigham Young University Hawaii. Her interests include distance learning, curriculum development, and encouraging extensive reading among young adult students to promote language skills and reading pleasure.

Stephen G. Peridore, Dept. of International Languages – W30I –
College of Southern NV

Stephen Peridore is Professor of ESL and Lead Faculty at the College of Southern Nevada in Las Vegas.

PRESENTERS (cont'd)

Shawn Ford, ESOL Program, Kapi'olani Community College
Shawn Ford is an instructor in the ESOL Program at Kapi'olani Community College. He is currently developing the courses and degrees for KCC's new TESL Program. And he's the new Chair of the International TESOL Higher Education Interest Section (HEIS).

Mary Lamar Gaddis, Hawaii Community College Intensive English Program
Mary Lamar Gaddis has a BA and MA from UT - Austin, with further studies in Puerto Rico and Quebec. She has enjoyed teaching Spanish, French, English and ESL in assorted combinations from grade six through junior year in university.

Tarryn Goodman, TESOL Education major, BYU Hawaii
Tarryn Goodman is a TESOL Education major and works as an English tutor at the BYU Hawaii Language Center. Her interests include distance education and listening/speaking activities for young adults. She has been involved in online tutoring since 2004.

Curt Harold Hutchison, University of Hawaii, Manoa- Department of Second Language Studies
Curt Hutchison teaches writing for international graduate students at UH Manoa's English Language Institute. Before coming to Hawaii, he spent six years as the curriculum coordinator of the EFL program at Dongguk University in Seoul, Korea.

Jenefer Johnson, Western Regional Support Manager- Oxford University Press
Jenefer Johnson is the Western Regional Support Manager for Oxford University Press, where she has been working and doing teacher trainings for three years. Prior to joining Oxford, Jenefer taught ESL in Chicago and San Francisco. She holds an MA in Applied Linguistics/TESL from Northeastern Illinois University.

Laura Kimoto, University of Hawaii at Hilo English Language Institute
Laura Kimoto (MA Translation / Interpretation) and Kyoko Nozaki (MA Counseling and Psychology candidate) knew each other from 5 years ago when Kyoko was Laura's ESL student. Today they collaborate as colleagues to help ESL students at the University of Hawaii at Hilo.

SESSION SUMMARIES (cont'd)

UCB 114

ESOL Students and Culture Shock: Building a Bridge to Counseling

Laura Kimoto, University of Hawaii at Hilo English Language Institute

Kyoko Nozaki University of Hawaii at Hilo Counseling Center

How can an ESL teacher support her international students to succeed in their college life? The answer isn't only academic skills. In this workshop, the presenters will explain how to incorporate information on counseling services and cultural adaptation into ESL skill-based classes. **45 minute Workshop.**

UCB 103

Instant Moodle 1: Set up your online class today

David L. Brooks, Kitasato University, Foreign Language Dept.

This workshop puts participants through the basic steps involved in setting up, adding basic content, and managing an online course using Moodle for free on Ninehub. The presenter offers guidance for building learning activities and assignments to make an online classroom that can be an integral component of anyone's teaching. **45 minute Workshop.**

Campus Center Dining Room

Publisher's Session (ongoing)

- Cambridge University Press
- EL Fellows Program
- Lakeshore Learning
- Oxford University Press
- Pearson Longman
- Thomson Heinle Cengage
- TESOL, Inc.



SESSION SUMMARIES (cont'd)

Session Four — 1:45 – 2:30

UCB 111

Reading Journals in a Variety of Classroom Settings

Brian Elliott Smith, Meiji University, School of Global Japanese Studies

This session is a practical explanation of the use of reading journals in a variety of situations: as a supplement to an existing textbook, as the heart of a class, a means to assist students with research essays, class discussion sources, and other scenarios. Student feedback will also be discussed. **45 minute Workshop.**

UCB 112

Using Student Essays in a School Magazine

Professor V. Craig Sower, English Department, Shujitsu University

Associate Professor Laurence Dante, English Department, Shujitsu University

Since 2000, the presenters have worked with students at a Japanese university to produce *Suede*, a biannual magazine of student work including fiction, non-fiction, and poetry. The eighteen magazines they have overseen range in length from 38-50 pages. *Suede* has been instrumental in developing and highlighting excellence in student writing. **45 minute Paper.**

UCB 113

(continued session)

Ideas for Using Music in the ESOL Classroom

Maggie Lieb, School of Global Japanese Studies, Meiji University

This presentation will highlight the well-documented link between music and language, and will emphasize the role of music in reducing learner anxiety, increasing relevancy, and instilling positive associations towards English. A variety of listening activities using popular music will be presented and suggestions will be offered for classroom implementation. **90 minute Workshop.**

PRESENTERS

Eric Bredenberg, Heinle/Cengage Learning

Eric Bredenberg, National Director for Adult Education Sales for Heinle Cengage, has a Masters Degree in ELT/ESL and taught for many years in the United States and abroad. He received his M.A. in TESOL from the University of Arizona.

David L. Brooks, Kitasato University, Foreign Language Dept.

David Brooks is a long-time resident of Japan and frequent visitor to Hawaii. He is an associate professor of English at Kitasato University, a medical and health sciences university, where he teaches EFL courses in intercultural communication.

Ellen Bunker, ELT Department, Brigham Young University-Hawaii

Ellen Bunker, a faculty member at BYUH, has a master's in TESOL and a doctorate in Adult Education, with a specialty in distance education.

Amy Colton, BYUH

Amy Colton is a BYU Hawaii TESOL Major planning to graduate in June, 2009. She enjoys volleyball, traveling, and teaching languages.

Laurence Dante, Associate Professor, English Department, Shujitsu University

Laurence has taught at Shujitsu University for 10 years. His Masters of Education is from Rutgers.

Kathie Era, Meiji University, Tokyo, School of Global Japanese Studies

Kathie Era has been teaching ESL for many years and is a frequent presenter at TESOL and JALT. She is currently teaching in the ELP in the Department of Global Japanese Studies at Meiji University in Tokyo, Japan.

Chris Ferry, Hawai'i Pacific University – TESOL, and International Mid Pac College

Chris Ferry is the director of studies at International Mid Pac College in Honolulu. He has taught in Korea, Vietnam, and New York City, and enjoys creating interactive teaching materials for his students. Fordham University, BA English; HPU MATESOL 2009.

POSTER SESSION

Amy Colton, BYUH

Letter Perfect: Guessing Words in Context

Guessing words in context is an effective reading strategy for learning vocabulary. I

have come up with the perfect acronym, PERFECT, to outline the steps needed to

successfully guess unknown words in a body of text. ESOL students can practice

these simple steps until the strategy becomes automatic.

Mary Lamar Gaddis, Hawaii Community College Intensive English Program

Alphabetical Order: As Easy as A,B,C

This poster presentation illustrates simple, fun steps for teaching alphabetical order, which few ESL students know. Included are free samples of color-coded card-stock hand-outs, hands-on discovery of the four parts of the alphabet (not the letters people assume) and a brief demonstration of how to learn them.

Karen Riley, Hawaii Community College Intensive English Program

Book Report, Book Party

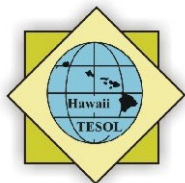
Book reports can be turned into a rewarding communicative activity by having a book party at the end of the session. By providing the guidelines for the students to prepare their written reports and giving them the tools to have their own poster sessions and oral book reports, the final meeting of the class can be turned into a vital and lively affair.

Katrina Scarpelli, Brigham Young University Hawaii

Writing with the 5 Senses

What do you hear? Is there a taste in your mouth? How does your skin feel? These are all useful questions that can bring a boring paper to life.

My poster, "Writing with the 5 Senses" reminds instructors about how using our five senses will enhance and improve students writing.



SESSION SUMMARIES (cont'd)

UCB 114

The Secrets of Giving a Great Presentation!

Kathie Era, Meiji University, Tokyo, School of Global Japanese Studies

Are you nervous about giving a presentation at TESOL? Are you teaching presentation skills to your students but still getting disappointing results? This presenter will demonstrate ways that we can help our students and ourselves become better public speakers. **45 minute Workshop.**

UCB 103

Tips for teachers: Using technology effectively in language teaching

Merica McNeil, Second Language Studies, University of Hawaii at Manoa

Troy Rubesch, Second Language Studies, University of Hawaii at Manoa

Shawn Ford, ESOL Program, Kapi'olani Community College

We've heard about benefits of using technology in language learning, but how can we use it effectively? In this workshop, participants will raise questions about the use of technology in language teaching. Together we will try to answer these questions. The leaders have experience with face-to-face, hybrid, and online classes. **45 minute Workshop.**

Campus Center Dining Room

Publisher's Session (ongoing)

- Cambridge University Press
 - EL Fellows Program
 - Lakeshore Learning
- Oxford University Press
 - Pearson Longman
- Thomson Heinle Cengage
 - TESOL, Inc.

CONFERENCE LUNCH

This year's food service is catered by SODEXO.

Continental Breakfast

Coffee and tea service
Juice and water
Assorted Pastries
Seasonal Tropical Fruits

Lunch Menu Choices

Choice “A:

Crispy Chicken Katsu
Teriyaki Beef
Spam®
Fish with Tartar Sauce
White Rice

Choice “B”:

Korean Chicken
Teriyaki Meatballs
Baked Ham
Mahimahi
White Rice

Choice “C”:

Grilled Teriyaki Chicken
Char Sui Pork
Sweet Sour meatballs
Fish with Tartar Sauce
White Rice

Choice “V” (vegetarian):

Panko crusted Tofu with
Sweet Chili Aioli
Wok Seared Vegetables
Brown Rice

Notes:

1. If you registered early, you will have a meal ticket in your conference packet.
2. Stand in the appropriate line and hand in your ticket for a bento.
3. Only people who indicated a preference for a Vegetarian bento can stand in the "V" Line.
4. Each bento comes with canned juice or bottled water
5. You may also help yourself to salad and other additional food.
6. If you do not have a lunch ticket, you should get lunch off campus at 7-11, Subway, or other restaurants on the corner of Lanikaula and Kilauea. You are welcome to bring outside food into the dining room.

Afternoon drinks and snacks.

PUBLISHER NOTES

[illegible]

PUBLISHER'S INFO

PUBLISHERS AND REPRESENTATIVES:

Cambridge University Press

Wendy Asplin

Phone: (877) 215-1835

Email: asplin@earthlink.net

Lakeshore Learning

Joey Linsangan

Phone: (800) 421-5354

Email: jlsurf@hawaii.rr.com

Pearson Longman

Laura Green

Phone: 206-919-1475

Email: Laura.green@pearson.com

McGraw-Hill ESL

Annette Acosta

Phone: (510) 520-0451

1-888-ESL-BUZZ

Email: annette_acosta@mcgraw-hill.com

EL Fellows Program

Monterey Institute of Int'l. Studies

Mariah Schuemann

Phone: (305) 812-5860

Email: Mariah.schuemann@miis.edu

Oxford University Press

Jenefer Johnson

Phone: (415) 923-3737

Email: jenefer.johnson@oup.com

Thomson Heinle Cengage

Eric Bredenberg

Phone: (562) 598-7489

Email: Eric.bredenberg@cengage.com

CONTRIBUTING PUBLISHER:

TESOL Inc.

Valerie Borchelt

Programs Coordinator

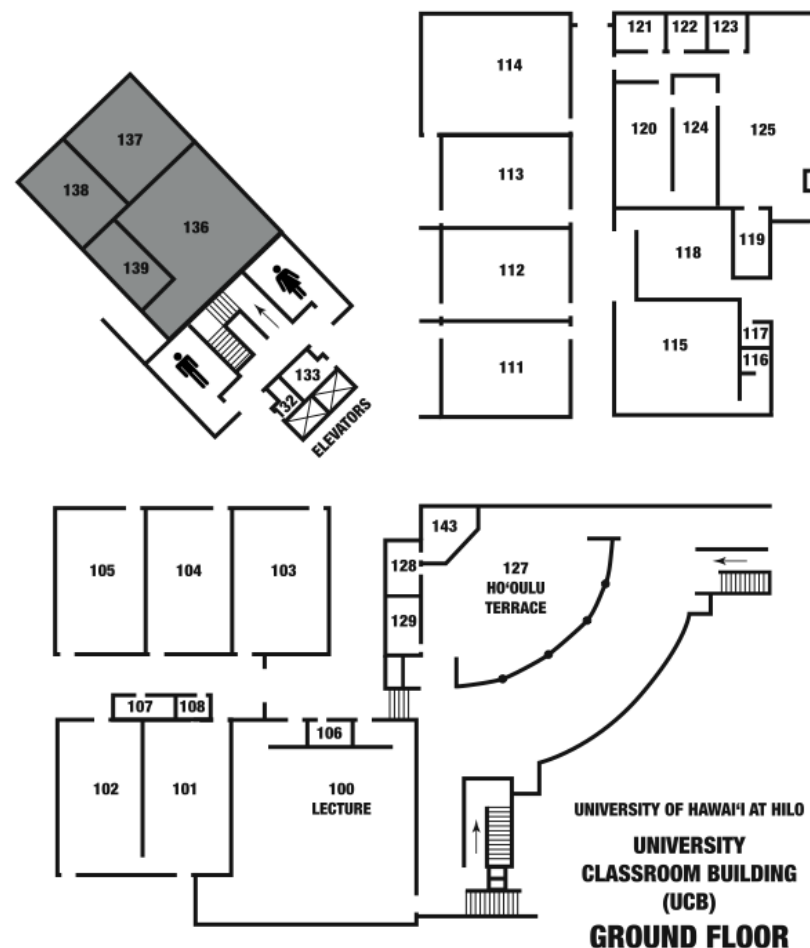
700 South Washington Street, Suite 200

Alexandria, Virginia 22314 USA

Tel. 703-518-2532



CONFERENCE MAP



- Conference rooms are UCB 103, 105, 111, 112, and 113. 103 is the computer lab.
- The welcome, plenary address, lunch, and afternoon workshop are in the cafeteria (not shown on map).
- The publisher's exhibit and poster session is located in the atrium between the UCB and the cafeteria.

Hawaii TESOL Spring '09 Conference Schedule

8:00 – 8:30	Registration: Campus Center Dining Room					
8:30 – 8:45	Welcome and Opening Remarks: Campus Center Dining Room					
8:45 – 9:45	Plenary Address by Joy Reid Who Are The L2 Students In Our Classes? Campus Center Dining Room					
Rooms →	UCB 111	UCB 112	UCB 113	UCB 114	UCB 103	Dining Room
Session 1 10:00 – 10:45	Ferry (Information Gap & Jigsaw Activities...)	Hutchison (...Effective Peer Response Activities...)	Rubin (Promoting Listening Comprehension)	Bredenberg: Heinle (Effective Reading and Vocabulary Strategies...)	Bunker & Weberg (Multimedia Files Made Easy!)	Publisher Exhibits
Session 2 10:55 – 11:40	Peridore (Effects of Modified vs. Authentic Texts)	Rubesh (Informed Patchwriting...)	Sharma (...Prevent Students' Mother Tongue Use...?)	Johnson: Oxford (Oxford Picture Dictionary...)	Olsen (Technological Tools That Work...)	Publisher Exhibits
11:45 – 12:45	LUNCH Campus Center Dining Room					Posters – Publisher Exhibits
Session 3 12:50 – 1:35	Oh (...Incorporating Extensive Reading...)	Ford (Purposeful Writing)	Lieb (Ideas for Using Music...)	Kimoto & Nozaki (ESOL Students and Culture Shock...)	Brooks (Instant Moodle 1: Set up your Online Class Today)	Publisher Exhibits
Session 4 1:45 – 2:30	Smith (Reading Journals in a Variety of Classrooms)	Sower & Dante (Using Student Essays in a School Magazine)		Era (Secrets of Giving a Great Presentation!)	McNeil, Rubesch, Ford (Tips for Teachers: Using Technology Effectively...)	Publisher Exhibits
2:40 – 4:00	Afternoon Workshop by Joy Reid Write-Learn Workshop Campus Center Dining Room					
4:00 – 4:30	Conference Raffle Closing Remarks Campus Center Dining Room					
