

Notes



Annual Conference
"Multilingualism & ESL"

February 18, 2017

8:30 a.m.—4:30 p.m.

University of Hawai'i at Hilo

Hilo, Hawai'i

Plenary Speakers

Dr. William "Pila" H. Wilson

*Chair of Division of Academic Programs, Ka Haka
'Ula O Ke'elikōlani College of Hawaiian Language*

Dr. Kauanoe Kamanā

President, 'Aha Pūnana Leo

Welcome to the Hawai'i TESOL 2017 Conference

Welcome to the Hawai'i TESOL 2017 Conference! We are happy that you have chosen to attend this event to further your professional development, to present, and to connect with colleagues from Hawaii and around the world.

The theme of the 2017 conference is "Multilingualism and ESL." One of the four core values of TESOL International Association is the "respect for diversity, multilingualism, multiculturalism, and individuals' language rights." As members of TESOL, we support the preservation and revitalization of endangered languages, and work toward understanding the vital connections between language and culture. We hope that today you will find yourself stimulated by the presentations you attend to engage in discussions about identity, living within and being of multiple cultures, how we can best encourage the respect and value of both multilingualism and multiculturalism here in Hawai'i, as well as endless other topics.

We are excited to present Dr. William "Pila" H. Wilson and Kauanoe Kamanā as our plenary session speakers. Dr. Kauanoe Kamanā and Dr. William H. Wilson "Pila" have been at the forefront of the Hawaiian language revitalization movement since moving to Hilo in the late 1970s. Their address will kick us off in our engagement with the topics of multilingualism and multiculturalism.

After the conference, you will have a chance to provide feedback via an online survey. Look for an email soon regarding this.

Please enjoy the conference!

Mahalo,

Anthony Silva (President HI TESOL)
Kimberly Russell (Vice-President HI TESOL and 2017 Conference Chair)



Notes



Hawai'i TESOL extends its thanks to the following Hawai'i TESOL Board members for their service this past year. Your leadership for our group has meant so much to our members. We are grateful for all the events you have provided, advocacy for our profession at the state and national levels, the learning opportunities via face-to-face and online events, social networking, newsletters, and more have been invaluable. We are grateful for the professional and personal connections that have been made and maintained across the state of Hawai'i, the nation, and the world. All this activity has supported us in our work and profession. Mahalo nui loa!

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PLENARY SPEAKERS



Dr. Kauanoe Kamanā and Dr. William H. Wilson (Pila) have been at the forefront of the Hawaiian language revitalization movement since moving to Hilo in the late 1970s. Faculty of what is now Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language of the University of Hawai‘i, they are directly involved in Hawaiian medium P-20 research, teaching and administration. Kauanoe is director of the College's P-12 laboratory school program and president of the ‘Aha Pūnana Leo founded in 1983 to reestablish Hawaiian medium education beginning with preschools. She and Pila raised and educated their two children at home totally through Hawaiian and educated them from preschool through to high school graduation at the Colleges model P-12 site Nāwahīokalani‘ōpu‘u (Nāwahī.) Kauanoe's primary focus is in the development of distinctive contemporary Hawaiian schooling operations. Pila is keenly interested in legal structures and frameworks for language revitalization. He has written the proposal for every program of the College through to the Ph.D. He has also been a key drafter of wording for state and federal legislation including the 1990 Native American Languages Act. Pila has used his background in linguistics to develop programs at Nāwahī involving Hawaiian syllabic reading in both Roman and East Asian orthographies, and initiatives to teach Latin at there. Together with Kauanoe he is the author of the Nā Kai ‘Ewalu text and pepeke grammar scheme used to teach Hawaiian at Ka Haka ‘Ula O Ke‘elikōlani.

Hawaiian Language College Map Second Floor



Hawaiian Language College Map First Floor



Multilingualism & ESL

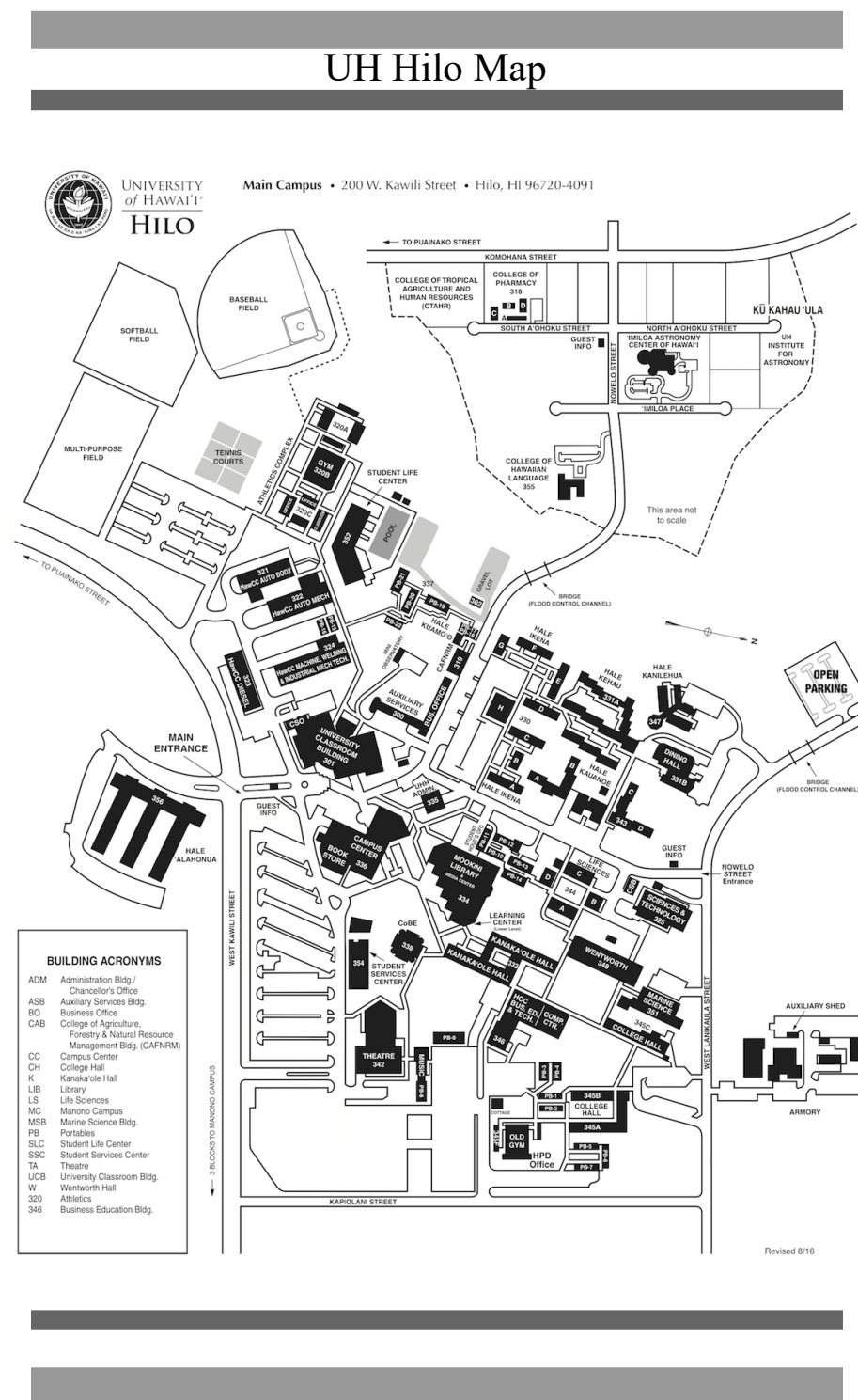
Our theme of the 2017 conference is "**Multilingualism & ESL**" which lends itself to discussions of identity, how people can balance living within and being of multiple cultures, how we encourage the respect and value of both multilingualism and multiculturalism here in Hawaii, as well as endless other topics.

Acknowledgements

A big mahalo to:

- University of Hawai'i at Hilo for the facility, printing, and logistical support
- Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language for hosting our conference
- All Hawai'i TESOL Board members
- All volunteers, including U of H at Hilo Students
- Julie Mower and Carrie Mospens, Hawai'i TESOL Board members for local oversight and coordination
- Raquel Reinagel for conference program layout
- Tina's Garden Gourmet Café for lunch
- Sodexo U of H at Hilo dining services for breakfast
- Pearson Publishing for the books for the Publisher's Giveaway drawing
- Cengage/National Geographic for the books for the Publisher's Giveaway drawing

8:30-9:00	REGISTRATION		
9:00-9:15	Opening Remarks		
9:15-10:15	Plenary Address: Dr. William "Pila" H. V		
Rooms	Classroom 202	Classroom 101	Classroom 207
10:30-10:50	Imai, Teaching Culture and Identity in a CLIL-Based College Writing Classroom, Paper	Guro, Using EdPuzzle to Create Video-Based Lessons, Paper	Garceau, Adopting Digital Identities for Successful English Learning Online, Paper
10:55-11:15	Jubilado, C., Regional Varieties of English in Malaysia, Singapore, and the Philippines, Paper	Moore, Multiple Identities: Addressing ESL & SPED Students, Paper	Liu & Zhou, A Multimodal Analysis of Mobile-Enabled and Place-Based Communicative Projects, Paper
11:20-12:00	Chaikul, Multicultural Education: International Understanding Program in Formal Education, Paper	Kawanishi, Genre Based Pedagogy for a Multicultural and Multilingual Classroom, Paper	Bolen, Bach, Shimajiri, Suzuki, Building Academic Research Communities for Sustainable Teacher Self-Development, Workshop
12:00-1:00	CONFERENCE LUNCH		
1:00-1:45	Poster Sessions (Pre-Registration)		
1:50-2:30	Haeusler, Through the Students' Camera: Documenting Multilingualism in Hawai'i, Paper	Liu, Redesigning a MALL Game for a Hybridized ESL Course, Paper	Rose, Create a Fun and Interactive Online Classroom Game with Kahoot!, Workshop
2:40-3:20	Bernardo & Rosales, World Englishes and Philippine English in the ESL Classroom, Paper	Saif, The Challenges of Developing a Linguistics Program that Supports Multilingualism, Paper	Sheridan, Aliponga, Browne, & Carson, Strength in Diversity: Evaluating University Level Textbooks for Multicultural Classrooms, Paper
3:30-4:15	Publisher's Giveaway and Announcements		



1:50—3:20

Performance Auditorium

No More Stodgy Classes: Using Communicative Interactive Activities

Marianne Conley-Ramsay
et. al

This practical workshop will highlight efforts of the UHH TESOL seniors to bring communicative and interactive activities into Reading Writing and Grammar classes.

Biographical Notes:

Bela Conley Ramsay received her MA ESL from UH Mānoa and has been director of ASC TESOL since 2010 for UH Hilo.

Classroom 211

Teachers as Researchers: Action Research in the Language Classroom

Betsy Gilliland

Have you ever wanted to research your students' learning but not known where to start? In this workshop, I introduce the concepts of action research in language teaching and help you develop your own action research study. Teachers at all levels in any context are welcome!

Biographical Notes:

Betsy Gilliland is an Assistant Professor at University of Hawai'i at Mānoa. She received her PhD in Education at UC Davis and an MA in TESOL at the School for International Training.

SESSION AND BREAKFAST

Classes in Performance Auditorium

Vilson and Kauano Kamanā in Performance Auditorium

	Classroom 108	Room 5	Room 6
New ss in	Black, Technology-Assisted Social and Emotional Learning in the ESL Classroom , <i>Paper</i>	Anderson, Strengthening Student Initiated Motivation through Motivational Partnerships , <i>Workshop</i>	Tanaka & Díez Ortega, Creating More Interaction Towards Language Learning , <i>Workshop</i>
is of d	Sakaguchi, Peer Writing Feedback Sessions that Work , <i>Paper</i>		
i, & tion ities cher	Ohara, Representations of Grammatical Structures of an Endangered Language-The Case of Hawaiian , <i>Paper</i>		

REFERENCE LUNCHEON

resentation information in program)

nd ith	Meeting for Hawaii Directors/Coordinators	Conley-Ramsey, No More Stodgy Classes: Using Communicative Interactive Activities , <i>Workshop</i>	Gilliland, Teachers as Researchers: Action Research in the Language Classroom , <i>Workshop</i>
ty: ity- r	Chapman de Sousa & Nagato, Multilingualism for Equitable Education Policy , <i>Panel Discussion</i>		

al Members Meeting in Performance Auditorium

10:30—10:50

Classroom 202
Teaching Culture and Identity in a CLIL-Based College Writing Classroom

Junko Imai

This paper introduces practices of teaching writing through CLIL approach, focusing on culture and identity, in college English classes in Japan. Analyzing student interaction and writing samples, it reports how students developed their understanding of the content and language. It also discusses benefits, challenges and implications for future classroom research.

Biographical Notes:

Junko Imai is a PhD candidate in the SLS department at the University of Hawai‘i at Mānoa and an Assistant Professor at the Faculty of International Liberal Arts, Juntendo University, Tokyo.

Classroom 101
Using EdPuzzle to Create Video-Based Lessons

Christine Guro

Free apps for editing videos for classroom use are becoming increasingly scarce. EdPuzzle is an easy-to-use app for editing any online or original video and creating an online lesson by embedding questions and/or one's own audio instructions or comments as well as track student viewing time and scores.

Biographical Notes:

Christine Guro is the Assistant Director of the Hawai‘i English Language Program at the University of Hawai‘i at Mānoa.

2:40—3:20

Classroom 207
Strength in Diversity: Evaluating University-Level Textbooks for Multicultural Classrooms

Robert Sheridan, Charles Browne, Jonathan Aliponga, Gordon Carlson

In this presentation, we discuss the results of a broad study into textbook selection and usage in Japanese universities. We show several trends on how textbooks are used and provides insights to teachers, curriculum planners and school administrators on how to better evaluate EFL textbooks to meet their students' needs.

Biographical Notes:

Robert Sheridan lectures in the Faculty of Agriculture at Kindai University in Nara, Japan. He serves as the Osaka JALT program chair and publications chair.

Dr. Browne is a Professor of Applied Linguistics at Meiji Gakuin University in Tokyo Japan. He is a specialist in Second Language Vocabulary Acquisition and online learning.

Dr. Aliponga is the director of the Institutional Research at Kansai University of International Studies in Hyogo, Japan. He specializes in teaching methodology and materials development.

Gordon Carlson works in the Media Department at Otemae University in Hyogo, Japan. He teaches EFL and Philosophy and specializes in motivation and independent learning.

Classroom 108
Multilingualism for Equitable Education Policy

Brook Chapman de Sousa, Deyon Nagato

This presentation will cover implementation of Hawai‘i Board of Education Policy 105-14 Multilingualism for Equitable Education. We will discuss the policy, what has happened this first year, and next steps. We would like to hear from the TESOL community to get your feedback and include your perspective on implementation.

Biographical Notes:

Brook Chapman de Sousa is an Assistant Professor at UH Mānoa, COE.

Deyon Nagato, EdD, is an Administrator of the School Literacy Improvement and Innovation Section at the Office of Curriculum, Instruction and Student Support at the Hawai‘i Department of Education.

2:40—3:20

Classroom 202

World Englishes and Philippine English in the ESL Classroom

Alejandro S. Bernardo

Enrico F. Rosales

This paper aims at finding World Englishes (WE) and Philippine English (PhE) in three critical areas of English language instruction. The objective is to examine if WE and PhE have made inroads into the ESL instructional practices.

Biographical Notes:

Alejandro S. Bernardo, has a PhD from the Graduate School of the University of Santo Tomas.

Enrico F. Rosales, PhD, is the Principal of La Consolacion University-Philippines

Classroom 101

The Challenges of Developing a Linguistics Program that Supports Multilingualism

Scott Saft

This presentation describes how the Linguistics Program at the University of Hawai'i at Hilo (UHH) has developed over the past several years in ways that promote multilingualism in Hawai'i.

Biographical Notes:

Scott Saft is an associate professor in the College of Hawaiian Language at UH-Hilo. He also serves as the coordinator of the Linguistics Program.

10:30—10:50

Classroom 207

Adopting New Identities for Success in English Learning Online

Mary Garceau

Learning English online requires students to adopt new identities in order to thrive. Culture can significantly affect online learning, and success is dependent on factors including interaction patterns and habits. To accurately learn and teach English, there must be effort to establish frequent contact and thoroughly prepare assignments.

Biographical Notes:

Mary Garceau is the Online Learning Department Senior TESOL student at BYU Hawai'i.

Classroom 108

Technology-Assisted Social and Emotional Learning in the ESL Classroom

Robert Black

This presentation will focus on how technology can help with socioemotional development in the context of an ESL bridge program. The presenter will present, answer, and discuss three questions: What is SEL? What application does SEL have to language learning? How can technology assist in creating avenues to socioemotional learning?

Biographical Notes:

Robert Black, the ESL Program Director at Hanalani Schools, is a curriculum developer and career educator. He aspires to excellence through practical research, professional networking, and the study of classroom methods.

10:55—11:15

Classroom 202

Regional Varieties of English in Malaysia, Singapore, and the Philippines

Rodney Jubilado C.

This paper presentation deals with the varieties of English in Malaysia, Singapore, and the Philippines. Through ESL and national language policies, English is now widely spoken in the said countries, and it occupies a privileged niche in the linguistic landscape of the three countries.

Biographical Notes:

Rodney Jubilado C. holds a PhD degree in Theoretical Linguistics and is an assistant professor at University of Hawai'i at Hilo. His research interests include theoretical linguistics, English in Southeast Asia, heritage education, migration, and Southeast Asian cultural studies.

Classroom 101

Multiple Identities: Addressing ESL & SPED Students

Jana Moore

A growing body of students identify as language and learning special needs. These students present further challenges to ESL teachers. This presentation looks into these dual-identity students from the perspective of a secondary school, offering strategies, anecdotes, and data being used to help this unique set of learners succeed.

Biographical Notes:

Jana Moore is the ELL Coordinator at Moanalua High School in Honolulu, Hawai'i.

1:50—2:30

Classroom 207

Create a Fun and Interactive Online Classroom Game with Kahoot!

Erika Rose

Kahoot! is an online Web game that can be used in a classroom setting. Instructors can create a game for practically any subject. It's exciting and so much fun for the students. Kahoot! games are great for reviewing vocabulary, grammar, sentence structure, syllable stress, and more - the list is endless.

Biographical Notes:

Erika Marie Rose, MA TESOL, has been teaching ESL for over twenty years and is currently a lecturer at UH Hilo and Hawai'i Community College.

Classroom 108

Meeting for Hawai'i Directors/Coordinators

1:50—2:30

Classroom 202

Through the Students' Camera: Documenting Multilingualism in Hawai'i

Angela Haesler

This presentation introduces two classroom media projects to help ESL teachers showcase their students' multilingualism and explore a more active role for themselves in language advocacy: collaborative videographies in which students documented positive effects of multilingualism in Hawai'i; and a spontaneous diversity intervention for which participants developed multilingual campus signage.

Biographical Notes:

Angela Haesler is a PhD candidate in Second Language Studies at UH Mānoa. She works with the Hawai'i Language Roadmap on multilingual workforce development and was actively involved in the Roadmap's advocacy for a Seal of Biliteracy in Hawai'i.

Classroom 101

Redesigning a MALL Game for a Hybridized ESL Course

Yang Liu

This paper will analyze two distinct iterations of a mobile-assisted language learning game, following their initial conceptions to their overall evaluation by both students and administrators. It will highlight some of the distinct features of each game in regard to the languaging that took place outside of the classroom.

Biographical Notes:

Yang Liu is an incoming PhD student of the Department of Second Language Studies at the University of Hawai'i at Mānoa.

10:55—11:15

Classroom 207

A Multimodal Analysis of Mobile-Enabled and Place-Based Communicative Projects

Yan Liu

Lin Zhou

We present two case studies with in-depth multimodal analysis (Baldry & Thibault, 2006, Zheng et al, 2012) on students' activities during one single quest in a place-based mobile-assisted language learning game. We argue that the mobile-enabled ecological language learning affords learners the opportunity to experience first-order languaging (Thibault, 2011) as a member of and a contributor to the community instead of focusing on second-order language in a classroom-based learning environment.

Biographical Notes:

Yang Liu is an incoming PhD student of the Department of Second Language Studies at the University of Hawai'i at Mānoa.

Lin Zhou is a PhD student of the Department of Second Language Studies at the University of Hawai'i at Mānoa.

Classroom 108

Peer Writing Feedback Sessions that Work

Jodie Sakaguchi

Do your peer writing feedback sessions often fall flat? This presentation introduces a format for peer feedback that generates specific feedback to help students improve their writing and get better grades. This peer feedback can be adapted to incorporate any linguistic or rhetorical feature for any writing assignment.

Biographical Notes:

After teaching in Japan and Australia, **Jodie Sakaguchi** currently teaches Japanese and ELD at Mid-Pacific. She lives with her husband, son and 2 dogs.

11:20—12:00

Classroom 202

Multicultural Education: International Understanding Program in Formal Education

Rasami Chaikul

The purpose of the International Understanding Education program is to promote respect for and an understanding of diverse languages and cultures among young Japanese students. This presentation will show how the instruction resembles and promotes multicultural understanding. The languages and cultural understanding of the students will also be displayed.

Biographical Notes:

Rasami Chaikul was an International Understanding Instructor and now she's teaching English as a Lingua Franca at Tamagawa University. Her research interests include sociolinguistics and ELF.

Classroom 101

Genre Based Pedagogy for a Multicultural and Multilingual Classroom

Kei Kawanishi

In a project-based learning environment, convergent writing instruction with one model seems only to do harm for students, who select from different topics.

The purpose of this presentation is to introduce how genre analysis can be a tool to foster students' awareness for multiculturalism through diverse writing styles of academia.

Biographical Notes:

Kei Kawanishi is a lecturer at Mukogawa Women's University, Japan. Her research interests include writing instruction, feedback, and genre-based pedagogy.

1:00—1:45

POSTER SESSION

English Phrasal Verb Acquisition

Suhui Hwang

English phrasal verbs are problematic for ELLs. Phrasal verbs can have different meanings and functions causing confusion and possibly making it difficult for students to use correctly. This poster shows several strategies for addressing their confusions in English classes.

Learning Vocabulary in Context Through Comic Books

Arthur Nguyen

Comic books have been shown to promote literacy among native English speakers. However, with EFL learners, comic books often contain unknown vocabulary which may interfere with the understanding of the story. This paper will discuss how vocabulary can be learned in context through comic books, given its multimodality.

A Philosophy Content-Based Learning Course

Justin Pannell

This poster presentation explores the potential for a content-based learning course using philosophy as an object of study. It synthesizes the theoretical underpinnings of CBL with the unique benefits that philosophy offers as a discipline.

Experiential Language Learning in Multicultural EFL Classes

Friederike Partsch

Experiential Language Learning not only fosters learners' motivation but also develops deeper understanding of language and the environment. This poster discusses how the theoretical background was put into practice in a multicultural EFL context. Advantages and shortcomings as well as useful activities will be part of the dialogue.

Write Your Own Student Course-Evaluation Form: Why and How

Christine Winkowski

This presentation shows how to design students' course-evaluation forms tailored for your classes, addressing class objectives, activities, and reasons for students' responses. The result, to be illustrated, is surprisingly detailed information about your class and students' engagement. This enhances course- and teacher-effectiveness, and allows students' self-assessment of learning.

1:00—1:45

POSTER SESSION

Double-Major Freshman Students' Motivation for Learning English and Thai

Tetsuko Fukawa

The researcher will share the preliminary findings of the study on double-major students' motivation for learning English and Thai. The data was collected for 10 weeks using the following instruments: a questionnaire, weekly group interviews, individual interviews, and journal entries. The data is analyzed using Dornyei's (2005) L2 motivational self-system.

Getting Organized Digitally

Nathan Furuya

Saori Kanehara

Most ESL instructors eventually assemble a huge collection of resource materials that are often forgotten, misplaced, or not readily accessible. The presenters will introduce a solution to help teachers store, manage, and retrieve invaluable teaching resources that will help increase their work efficiency and reduce preparation time.

Making Thinking Visible Through Graphic Organizers

Shin-Ru (Cynthia) He

This workshop will address the following:

1. What GOs are and why they should be used
2. How to use and teach GOs (Hands-on activity) and how to incorporate GOs in your teaching
3. Tools to create GOs

Lunch Bunch: Incidental Language Learning Through Informal Talk Session

Reina Horton

Milang Shin

Lunch Bunch, an informal talk session during lunch break at the ELS Language Center, contributes to language learning by providing 1) opportunities for students to interact in English, 2) chances for informal talk outside of the classroom, 3) a place that student can feel comfortable.

11:20—12:00

Classroom 207

Building Action Research Communities for Sustainable Teacher Self-Development

Kelly Bolen

Carrie Bach

Kiriko Shimaji

Mitsuko Suzuki

The presenters share how being in an action research community in Thailand and Hawai'i supported their professional development in sustainable ways. The audience will think about their own research interests, form "critical friendships," and develop feasible plans for sustainable self-development.

Biographical Notes:

Carrie, Kelly, Kiriko, and Mitsuko are M.A. students in Second Language Studies at the University of Hawai'i at Mānoa.

Classroom 108

Representations of Grammatical Structures of an Endangered Language-The Case of Hawaiian

Yumiko Ohara

By contrasting representations of the Hawaiian grammar through an examination of two major textbooks, this presentation attempts to elucidate the ramifications of the different approaches to the grammar and to deepen awareness of some of the ideological beliefs at work in indigenous language revitalization.

Biographical Notes:

Yumiko Ohara is an Associate Professor in Linguistics at University of Hawai'i at Hilo

10:30—12:00

Performance Auditorium
Strengthening Student Initiated Motivation through Motivational Partnerships

Neil J. Anderson

Studies based on Dörnyei's model of motivational teaching practice provide compelling data to support the teacher's role in motivating students. Motivational strategies may also be initiated by students through motivational partnerships. This workshop focuses on how teachers can train learners to take responsibility for their own learning through motivational partnerships.

Biographical Notes:

Neil J. Anderson has research interests in second language reading, language learner strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development.

Classroom 211
Creating More Interaction Towards Language Learning

Jay Tanaka
Mery Díez Ortega

The workshop will explain the various dimensions of task design, drawing from the work of Pica et al. (2009). We hope that teachers will come away with a richer understanding of task design and a tool that allows them to systematically to adjust, organize, and sequence tasks.

Biographical Notes:

The presenters are both PhD students at the University of Hawai'i at Mānoa Second Language Studies Department.

1:00—1:45

POSTER SESSION

Augmenting Learners' Spoken Competencies by Adapting Songs into Short Films

Steven Asquith
Daniel Worden

This presentation provides a detailed description of a class-based project in which learners' adapted self-selected songs into original narratives, and produced short films using imovie. To enable audience members to reproduce or adapt this project, the procedures, materials, technologies, and most importantly, its value to learners, are described in detail.

Program Factors Affecting Attendance Patterns in Adult ESL Education
Steven Carter

This research sought to identify which program and classroom factors negatively affect Hispanic students' attendance patterns in adult ESL education. The authors found that student affective factors, ineffective teaching methods or incomplete methodologies, students' perceived lack of progress, and assessment issues all played roles in demotivating students.

Paradigm Shift in Higher Education: English as a Lingua Franca in Japan
Rasami Chaikul

This presentation will focus on the use of ELF in higher education, especially in Japan. An analysis of teachers' and students' voices toward a unique ELF program at Tamagawa University will be presented, and suggestions for improving the program as an imagined ELF community will be discussed.

Developing Speaking Skills with Cloud-Based Speech Recognition Tools
Paul Daniels

In this poster session, participants will be introduced to the process of administering computer-assessed speaking activities that can be used to supplement current coursework. A variety of intensive and extensive speaking tasks will be illustrated along with suggestions on how automated speaking tasks can be deployed in an online environment.