



Annual Conference

"Serving Hawai'i's English Language Learners "

Saturday February 16, 2019

8:30 a.m. — 4:30 p.m.

Brigham Young University — Hawai'i
Laie, Oahu, Hawai'i



Plenary Speaker

Andreas Wiegand

Educational Specialist,
English Learner Program, & Project Director,
AAPI Data Disaggregation Grant

Welcome to the 2019 Hawai'i TESOL Conference

The Hawai'i TESOL Executive Board welcomes you to the 2019 conference. We are glad that you have chosen to be part of this conference and hope that you are able to further your professional development today. We also hope that you are able to make new connections with colleagues from Hawai'i and around the world.

The theme of the conference this year is "Serving Hawai'i's English Language Learners," which lends itself to discussions about how to ensure quality instruction to all students in an ethnically and linguistically diverse state such as Hawai'i. We are especially interested in English Learner success and how well English Learners are prepared for their educational, personal, and professional futures.

We are pleased to host **Andreas Wiegand** as our main plenary session speaker. Andreas is the Educational Specialist for English Language Learners at the Hawai'i Department of Education Office of Curriculum, Instruction and Student Support. The Hawai'i TESOL Executive Board hopes that Andreas' plenary will provide an opportunity for closer connections between Hawai'i TESOL and Hawai'i Department of Education TESOL professionals.

We hope you will take advantage of the opportunities provided by the conference to develop yourself as a TESOL professional!

Mahalo,

Anthony Silva (President, Hawai'i TESOL)
Nancy Tarawhiti (2019 Conference Chair)

Hawai'i TESOL extends its thanks to the following Hawai'i TESOL Board members for their service this past year. Their leadership, coordination of events, professional advocacy at the state and national levels, and support for our newsletter and website have provided numerous opportunities for members. Moreover, 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. These efforts are appreciated for their contribution to our work and the field. Mahalo nui loa!

President	Anthony Silva	silvaa@hawaii.edu
Vice President	Samantha Hume	sjhume@hawaii.edu
Membership Secretary	Carrie Mospens	mospens@hawaii.edu
Treasurer	Brent Green	brent.green@byuh.edu
Program Committee	Beth Reilly	ereilley@gmail.com
Socio-Political Action Chair	Shawn Ford	sford@hawaii.edu
The WORD Newsletter	Lisa Kawai	kawai1793@aol.com
Member at Large	Mark Wolfersberger	maw44@byuh.edu
Member at Large	Priscilla Faucette	faucette@hawaii.edu
Big Island Chapter	Julie Mowrer	jmowrer@hawaii.edu
<u>Board Appointed Positions</u>		
Conference Chair	Nancy Tarawhiti	nancy.tarawhiti@byuh.edu
Hawai'i TESOL / TESOL	Jean Kirschenmann	jkirschenmann@hpu.edu
Ukraine Liaisons	Sally La Luzerne-Oi	slaluzerneoi@gmail.com
Social Media Chair (Facebook, Instagram, etc.)	Vacant	
Student Representative	Mery Diez Ortega	mdiez@hawaii.edu
Webmaster	Perry Christensen	perry.christensen@byuh.edu

PLENARY SPEAKER



Andreas Michael Wiegand is an Educational Specialist with the English Learner (EL) Program at the Hawai'i Department of Education, Office of Student Support Services. He is also the Project Director for a five-year Asian American Pacific Islander (AAPI) Data Disaggregation grant funded by the Office of English Acquisition, United States Department of Education. As a former high school EL teacher, Mr. Wiegand is passionate about ensuring ELs receive appropriate second language acquisition supports and meaningful access to school—and can continue to develop their first language. He was also an EL Resource Teacher in Leeward District before accepting the state position more than ten years ago. As a dual language learner and former Rotary and Fulbright scholarship recipient, Mr. Wiegand has also studied and worked as an EFL teacher abroad, and considers himself a life-long learner with many varied interests.

Acknowledgements

A big mahalo to:

- Karen Latham, Dean of Faculty of Education and Social Work, for her opening remarks.
- A special thanks to President John S. Tanner and the Brigham Young University—Hawai`i President's Council for allowing us to use their campus for this conference.
- All Hawai`i TESOL Board members.
- Members of the BYUH TESOL Society for volunteering.
- The Elephant Shack and BYU Hawai`i for catering today.
- Pearson Publishing
- Cambridge University Press
- All of our presenters and poster sessions today
- All of you who have taken your time to be here today!

8:30-9:00	REGISTRATION AND CONTINENTAL BREAKFAST—Downstairs of Heber J. Grant Building (HGB)				
9:00-4:30	Publishers' Display — Downstairs Foyer of HGB				
9:00-9:15	Opening Remarks – 2nd Floor Room 273				
9:15-10:15	Plenary Address Andreas Wiegand – 2nd Floor Room 273				
Rooms	Room 113	Room 115	Room 117	Room 121	Room 123
10:30-10:50 (20 min)	Anne Mendoza How is translanguage- affected by course design and social factors?	David Brooks ** Globalizing the ESL Classroom through Volunteer Projects in International Development	Charlotte Lin Developing Language- Learning Autonomy through Career and Life Design Tools	Hayley Cannizzo ** Scaffolding: A Missing Piece in Critical Language Pedagogy	Andrew Reynolds ** SIGNPOST psychology of learning in multimedia EFL instruction job aid
10:55-11:15 (20 min)	Linda Wong Fostering Critical Thinking Discussion: Student's Choice and Voice in Class	Sunok Kim ESL learners' pragmatic issues: Two value systems in Hawaiian culture, Collectivism vs. Individualism	Hanh Nguyen, Matteo Socciarelli Using Local Conversations to Develop Learners' Interactional Competence	Perry Christensen, Tom Court, Brent Green Facebook Live Fridays: The Alumni Connection	Raylene Liu Utilizing reading strategies to encourage ESL learners' success in science
11:20-12:00 (40 min)	Neil Anderson Building Student Motivation to Read	Sarah Alshehri ** Critical literacy in the EFL context: Going beyond linguistics.	Margaret Lieb Culture Distance in Language Classrooms: Should we be concerned?	Ruadhan Hughes Task Supported Academic Writing: Pre- and Post- Task Development & Sequencing	Mark James What's on Your Summer Reading List?
12:00-1:00	CONFERENCE LUNCHEON – Bento Lunches				
1:00—1:45	Poster Sessions, 1st Floor Corridor				
1:50-2:30 (40 min)	Mark Wolfersberger Teaching explicit grammatical knowledge: What I am doing and why	Justin Parnell Negotiating Learner- Empowering Topics in ESL Pedagogy	Ann Mayeda Crossing Borders: Extensive Reading in Nepal	Leslie Ono Program Evaluation: Ensuring Fair and Consistent Assessment Practices	Sharon Sakuda UN Sustainable Development Goals and Local Issues: Activating Civic Engagement
2:40-3:20 (40 min)	Brent Green, Veronica Wright Creating English Language Learning Materials Using Open Educational Resources Corpora	Leeseul Park, Jiaxin Ruan, Jiamin Ruan How to implement Extensive Reading into ESL classroom	Jana Moore, Graham Crookes, Jiamin Ruan A K-12 Critical Multilingual Participatory Curriculum: Practices and Teacher Networks	Chris Ferry A Process Approach to Presentations: Deepening Student Self Awareness	Steven Carter The Critical Role of Feedback in Supporting Adult Learners' Self-Efficacy
3:30-4:15	PUBLISHERS GIVEAWAY				

10:30—10:50

Room 113

How is translanguaging affected by course design and social factors?

Ann Mendoza

Under what conditions do multilingual students translanguage in English classes? Does it depend on the class' ethnic composition? The course content? Individual students' academic or social profiles? Furthermore, what factors influence the extent to which the languages are integrated or separate? This ethnographic study aimed to address these questions.

Biographical Notes:

Anna Mendoza is a PhD candidate at the University of Hawai'i at Manoa. She has published four articles and a book chapter on multilingual education.

Room 115

Globalizing the ESL Classroom through Volunteer Projects in International Development

David Brooks

This presentation describes how three programs that employ volunteer teacher trainees and student workers have had a positive effect on developing education and language programs by supporting community service in rural Thailand, building a community health service in rural West Africa, and constructing homes for the disadvantaged in The Philippines.

Biographical Notes:

Having lived for nearly forty years in Japan and worked at both international schools and Japanese universities, Mr. Brooks brings a wealth of various teaching experience, subject matter knowledge, and international perspectives to his students.

10:30—10:50

Room 117

Developing Language-Learning Autonomy through Career and Life Design Tools

Charlotte Lin

This presentation will explain the design thinking method and how teachers can implement it to structure a language classroom project on career and life design in order to align language-learning goals with career and life goals. Details of the project will be demonstrated in this presentation.

Biographical Notes:

After completing an MSc in Applied Linguistics & CALL at Stirling University, Charlotte Lin came to Japan in 2014 as a lecturer at KUIS. Her teaching and research concerns creative problem solving, design methodology, and user experience design for learning.

Room 121

Online Modules for building Novice Teacher Pedagogical Competency

Elisabet Chew

Many novice language teachers suffer from a critical lack in training concerning pedagogical competence that must be filled if they are to be successful in a language classroom. This presentation introduces a series of peer-evaluated, freely available online training modules that were developed to help fill that gap.

Biographical Notes:

Elisabet Chew is a part time EIL instructor at BYUH and has taught students of diverse backgrounds and ages for over 5 years.

10:30—10:50

Room 123

SIGNPOST psychology of learning in multimedia EFL instruction job aid

G. Andrew Reynolds

This multimedia EFL SMART Badge Program synthesizes behaviorism (in correct psychomotor tongue placement in key targeted English “SIGNPOST” phoneme), coupled with cognitive information processing (via a specialized auxiliary verb-based comprehension Q & A methodology), presented under an overarching constructivist approach that affords learners an opportunity to create meaningful multimedia deliverables.

Biographical Notes:

G. Andrew is a Purdue graduate in Instructional Design specializing in the psychology of learning in multimedia EFL instruction. As senior foreign EFL instructor in the Royal Thai Navy, he creates digital EFL content for the entire Thai naval community.

10:55—11:15

Room 113

Fostering Critical Thinking Discussion: Student's Choice and Voice in Class

Linda Wong

The teacher-made course entitled “Choice and Voice” focused on critical language pedagogy and fostering critical thinking discussions. It was designed for a short-term five-day program for high-level ESL Japanese high school students visiting Hawai‘i. This presentation will cover the development of the implemented materials and feedback responses from the students.

Biographical Notes:

Linda Wong is a recent Masters graduate from Second Language Studies at the University of Hawai‘i Mānoa. She is an English teacher in the Hawai‘i English Language Program and interested in critical language pedagogy, critical thinking, and materials development.

Room 115

ESL learners' pragmatic issues: Two value systems in Hawaiian culture, Collectivism vs. Individualism

Sunok Kim

ESL students in academic contexts in Hawai‘i learn language and cultural behaviors from standard English textbooks. However, they deal with very different behaviors when they interact with Hawaiian English and culture. Previous research focused on linguistic differences, but I argue that many differences are cultural resulting in pragmatic failure.

Biographical Notes:

Sunok Kim has taught English and Korean in Korea and in U.S. for 15 years. Even though she already had an MA degree in English Education in Korea, she received a Linguistics MA at Brigham Young University in the U.S.

Room 117

Using Local Conversations to Develop Learners' Interactional Competence

Matteo Socciarelli

Hanh Nguyen

This presentation shares a conversation analytic study of small talk in naturally occurring skydiving instruction sessions recorded locally in Hawai'i in order to draw implications for language teaching. It argues for the use of local materials to make language learning relevant and meaningful to learners of different interests and backgrounds.

Biographical Notes:

Matteo Socciarelli is an MA TESOL candidate and Hanh Nguyen is Professor of Applied Linguistics at Hawai'i Pacific University.

Room 121

Facebook Live Fridays: The Alumni Connection

Perry Christensen

Tom Court

Brent Green

Sure, social media. What is it good for? Let's find out. This presentation outlines how eleven Facebook Live sessions kept the conversation flowing between faculty and alumni. We'll also mention some surprising positive side effects.

Biographical Notes:

Perry Christensen, Tom Court, and Brent Green are the heartbeat of BYU-Hawai'i's EIL & TESOL Programs. They embody years of fearless innovative classroom and administrative knowhow.

10:55—11:15

Room 123

Utilizing reading strategies to encourage ESL learners' success in science

Raylene Liu

This presentation focuses on the integration of science into a reading strategies class. The reading strategies class is a supplementary class in the EIL program and is intended to help students transition into their major classes. The science element supports students majoring in Biology, Chemistry, Biochemistry, Psychology, and Exercise Science.

Biographical Notes:

I am a small-town Canadian girl who found her way to BYU-Hawai'i. I attended school here from 2014-2018 and graduated with a degree in TESOL, minor in Biology, and a TESOL Certificate. While attending school, I met my husband who is from China. I am currently working as a special instructor for the ELT department. This April, my husband and I will return to China and then in the fall we will return to the US for graduate school.

Room 113

Building Student Motivation to Read

Neil Anderson

This session draws upon Schramm's (1956) definition of motivation: increasing expectation of reward and decreasing expected effort and Dornyei's (2001) framework for motivational teaching practice: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. As we build students' motivation, they become better readers.

Biographical Notes:

Neil Anderson teaches at BYU-Hawaii. His research interests include second language reading, language learner strategies, and motivation in language teaching and learning.

Room 115

Cross Borders: Extensive Reading in Nepal

Ann Mayeda

This presentation details extensive reading programs implemented in four primary/secondary schools in Nepal. Preliminary findings on reading speed and comprehension based on learner responses to pre- and post-implementation questionnaires will be presented alongside interview data focusing on changes observed in teachers as they move toward a more learner-centered classroom.

Biographical Notes:

Ann Mayeda is an associate professor and coordinator of the teacher-training program for teachers of English for young learners at Konan Women's University in Kobe, Japan. Her research interests focus on issues in autonomy in learner development and teacher education.

Room 117

Culture Distance in Language Classrooms: Should we be concerned?

Margaret Lieb

The number of cross-cultural EFL learning situations is increasing especially in Japan. However, cultural mismatches may result when teachers and students come from culturally “distant” societies. This presentation describes an investigation of cultural learning preferences of 119 Japanese students and 24 native English-speaking teachers. Findings and implications will be discussed.

Biographical Notes:

Margaret Lieb, Ed.D., is an Associate Professor at Mukogawa Women’s University, Japan. Her research interests include sociolinguistics, applied linguistics, multiculturalism, and transculturality. Originally from Ireland, she has taught diverse students of all ages in Ireland, the U.S., and Japan.

Room 121

Task Supported Academic Writing: Pre– and Post– Task Development & Sequencing

Ruadhán Hughes

Supported by the SLA literature of Robinson and Ellis these pre- and post-tasks help support ESL 100 students refine and hone their academic writing skills, and learn fundamentals of college writing expectations. This curriculum, focused around four major tasks, helps students visualize and experience narration, argumentation, comparison, and analysis.

Biographical Notes:

R.L. Hughes is a Master’s student at UH Manoa. They are interested in perception & production in SLA, as well as curriculum & materials development. Hughes currently teaches ESL 100, Composition I for Second Language Writers, for UHM’s English Language Institute.

11:20—12:00

Room 123

What's on your Summer Reading List

Mark James

After 50 years as a profession, one might expect not only a body of professional literature but also a body of literature (story telling). This session will explore the “stories” and themes out there (e.g., short stories, novels, blogs). Plenty of time for sharing (especially local gems).

Biographical Notes:

Mark James, professor at BYU-Hawai`i, has taught EAP and Applied Linguistics courses for over 30 years, and has presented in many venues throughout the Pacific and the Mainland.

1:00—1:45

POSTER SESSIONS
1st Floor

THIEVES STRATEGY

Lisa Agafili, Brigham Young University Hawai'i, Student

The THIEVES pre-reading strategy is a reading method to help students get the most out of the information about the reading passage before actually reading it.

5 things your quiet ELL student is not telling you

Jensen Bilan, Brigham Young University Hawai'i, Student

This poster talks about some problems (mainly 5) that your quiet, young ELL student is not telling you, maybe due to cultural differences, shyness, etc. Some tips are listed to help combat the problems.

5 Tips to Help EFL Students Find their Voices

Suet Mui Cheng, Brigham Young University Hawai'i, Student

Verbal participation is a way to show students' learning in the classroom. However, it could be a challenge for some teachers just to "get them talking" because the students are overly quiet. This poster aims to provide some tips for teachers to help their EFL students feel less intimidated in expressing their thoughts and ideas!

Using automatic speech recognition to assess speaking ability

Paul Daniels, EFL Professor, Kochi University of Technology

This poster session will demonstrate how an author-developed open-source speech evaluation tool can be used to generate language learning activities that improve speech accuracy, provide personalized learner feedback and automatically score student speech. Both intensive and extensive speaking activities will be demonstrated, which include short Q&A, interview and shadowing exercises.

The Power of Cooperative Work in our ESL Classrooms

Mark Eyo, Brigham Young University Hawai'i, Student

The poster will talk about how cooperative grouping work can make so much difference in our TESOL classrooms. Careful role assignment and accountability helps ensure everyone participates in the learning process.

POSTER SESSIONS
1st Floor

What You Should Have Asked Your Teacher About Guessing From Context

Stephanie Gaertner, Brigham Young University Hawai'i, Student

My poster focuses on a specific learning strategy; guessing from context. Guessing from context is a crucial strategy learners should develop because it is guaranteed to be used in reading and listening. It includes using top-down and bottom-up information and can be done in three simple steps.

Fullbright Opportunities for Student and Teacher Travel and Language Learning

Betsy Gilliland, UH Manoa, Associate Professor, Department of Second Language Studies

In Fall 2018, I taught English language classes and collaborated with university faculty in the English teacher education program in Copiapó, Chile. This poster shares my experiences on the fellowship and provides information about Fulbright programs for students and instructors interested in similar opportunities.

Use of Authentic Texts in L2 Learning: Teaching for “Real Life”

Ji Hyun Lee, Brigham Young University Hawai'i, Student

The poster explains what are authentic texts, why is it important, how teachers can choose authentic texts, and examples of them. Through this poster, I am aiming to help people increase awareness of the importance of using authentic texts in class.

Incorporating World English into the ELT classrooms

Michelle Lung Ying Suet, Brigham Young University Hawai'i, Student

Inspired by the effects of globalization on English language teaching, this poster explains the reasons for introducing EFL students to World English as well as suggesting ways to enhance their awareness of different English varieties.

POSTER SESSIONS
1st Floor

Does That Make Sense?

Mary Rose Lupisan, Brigham Young University Hawai'i, Student

The guiding principles for the poster presentation are, effective communication, and efficient learning. These principles are better implemented in classes provided with clear instructions. Class instructions can either be helpful or hurtful for students' learning. The poster includes ways on how teachers can organize and guide the class to better understand instructions.

Beyond Borders Plaza: Reaching the Campus

Scot Matsuo, Ritsumeikan University, Lecturer, Kyoto, Japan

The Self-Access Center named the Beyond Borders Plaza (BBP) was started this year and now has reached to be a gathering area where international students and Japanese students can meet, collaborate, and have language exchange opportunities. There are culture and life shared among the student body.

Teaching Academic Literacy in Multicultural Contexts

Michael Mondejar, International University of Japan, Assistant Professor, Niigata, Japan

Academic literacy refers to a student's capacity to search for information, analytically process that information, and finally utilize it to support a structured argument. In this highly interaction presentation, the presenter will share his experience in designing and implementing a new English academic literacy course in a multicultural context.

Problems in English Pronunciation for Brazilian Portuguese Speakers

Izabela Muller, Hawai'i Pacific University, Graduate Student

This poster presentation is about the potential problems Brazilian Portuguese speakers experience when speaking English. Included are a description of the characteristics of Brazilian Portuguese that might influence the pronunciation of English, the difficulties in producing the sounds of English and an overview in techniques to improve pronunciation.

1:00—1:45

POSTER SESSIONS
1st Floor

Teaching Pragmatic Competence in L2 Learners

**Arthur Nguyen, Kanda University of International Studies,
Lecturer, Japan**

The poster explains what are authentic texts, why is it important, how teachers can choose authentic texts, and examples of them. Through this poster, I am aiming to help people increase awareness of the importance of using authentic texts in class.

Online Teaching and Learning: 3 Effective Methods to Promote Students' Learning

Jacqueline Nguyen, Brigham Young University Hawai'i, Student

As I am currently working as an online tutor, I will discuss three effective methods that can promote student's learning. They are establishing rapport, providing effective online feedback, and setting SMART goals. As I witnessed the effectiveness of these three methods, I hope to share with you about my experiences of using them.

Struggling in Reading

Sheeba O'Connor, Brigham Young University Hawai'i, Student

The poster will show strategies to make reading more effective and less difficult for students. Second Language learners can try these reading strategies until they find the right one for them. Teachers can also use these strategies to teach reading in class.

5 Killer Language Learning Strategies Guaranteed to Help Learners Find Time

Jay Silawong, Brigham Young University Hawai'i, Student

Have you ever thought to yourself, "I would love to learn a new language but I am just too busy." Here is the good news. This poster will present 5 effective strategies to make time for language learning - even for those learners with the busiest schedules - and they actually work!

1:00—1:45

POSTER SESSIONS
1st Floor

Developing Language through Academic Tasks: Oral Presentation Workshops for Advanced Learners

Alanna Solomon, Hawai'i Pacific University, Student

As I am currently working as an EIL Online Tutor, I included three effective methods that can promote students' learning from my work experiences. They are establishing rapport, providing effective feedback, and setting SMART Goals.

The 5 Bees to Creating an International Hive

Brittany Steed, Brigham Young University Hawai'i, Student

Positive rapport can be difficult to create between teachers and students, especially in a multicultural classroom, and even between students of the same class. Here are 5 soft guidelines to help cultivate an open and approachable multicultural/multilingual classroom.

4 Ways to Increase Motivation in the Classroom

Nicholas Stevens, Brigham Young University Hawai'i, Student

The poster will include 4 simple ways that teachers can help their learners to be motivated within the confines of the classroom.

Teaching Unit for High Beginning Level Immigrant Students

Etsuko Tanaka, Hawai'i Pacific University, Graduate Student

A topic is shopping situation as a daily life communication for ESL students. Through task based activities, ESL students get real life English at class.

Teaching Language Functions through Movie Clips: Invitations

Ayanna Willis, Hawai'i Pacific University, Student

This presentation focuses on teaching the speech act of inviting through movie clips. Scenes from movies are excellent for English language learners as they provide authentic materials for raising pragmatic awareness and practicing task-based speaking skills.

Room 113

Teaching explicit grammatical knowledge: What I am doing and why

Mark Wolfersberger

Should we focus grammar instruction on building explicit or implicit knowledge? This presentation summarizes a few answers to this question. It then describes the curriculum for an advanced grammar class in an academic English program, the learning activities and their underlying reasoning, and the assessments used to measure learning.

Biographical Notes:

Mark Wolfersberger has taught at BYU-Hawai'i for the past 12 years. His passion is L2 writing, but his interests within TESOL and teaching in general have broadened with the diverse teaching assignments that he has undertaken over the years.

Room 115

A K-12 Critical Multilingual Participatory Curriculum: Practices and Teacher Networks

Jana Moore

Graham Crookes

Jiamin Ruan

Hawai'i k-12 classrooms are highly linguistically diverse. Students face many real-world challenges. Teachers can support multilingual students' L1s and involve them actively developing their ability to be democratic citizens through participatory critical literacy practices; they need to work together both with students and other teachers to do this.

Biographical Notes:

Jana Moore is ELL Coordinator at Moanalua High School. Graham Crookes is Professor and Chair, Department of Second Language Studies, UHM; Jiamin Ruan is a graduate student from the Department of Second Language Studies and ELL teacher in HIDOE.

1:50—2:30

Room 117

Negotiating Learner-Empowering Topics in ESL Pedagogy

Justin Pannell

I will present a conversation analysis of interactions drawn from a five-week critical ethnography of long-term temporary residents in the Pacific. The study utilizes Paulo Freire's concepts of banking and problem posing education to link microlevel classroom dynamics to macro structures. I will then present teaching implications.

Biographical Notes:

Justin Pannell holds an MA in TESOL (Hawai'i Pacific University) and an M.Phil in philosophy (Syracuse University). He is currently an English second language instructor. His research interests are critical ethnography, critical discourse analysis, conversation analysis, and critical pedagogy.

Room 121

Program Evaluation: Ensuring Fair and Consistent Assessment Practices

Leslie Ono

This presentation will describe a longitudinal evaluation study conducted within a Japanese university two-year EFL program. Specifically, a portion of the study aimed at evaluating the internal consistency of assessment practices within a highly coordinated context, where instructors teach from common syllabuses, will be presented and discussed.

Biographical Notes:

Leslie Ono is an associate professor and co-director of the English Language Program at Kwansei Gakuin University, Japan. She received her M.A. in Second Language Studies from the University of Hawai'i and Ed.D. in TESOL from Temple University, Japan.

1:50—2:30

Room 123

UN Sustainable Development Goals and Local Issues; Activating Civic Engagement

Sharon Sakuda

Hawai'i faces many challenges, which students often want to discuss. The United Nations' Sustainable Development Goals is one tool that can help connect local challenges to global issues, and make complex topics more accessible. This workshop will demonstrate how to use the SDGs and ways to adapt this resource.

Biographical Notes:

Sharon Sakuda earned her M.Ed from the University of Oregon. Born and raised in Hawai'i, she has taught students from elementary to adults in Hawai'i, Japan, Oregon, and Colorado. Her interests include teacher education, health, science, and sustainability.

Room 113

Creating English Language Learning Materials Using Open Educational Resources Corpora

Brent Green

Veronica Wright

In this session, attendees will learn how to use Open Educational Resources (OER) spoken and written corpora for creating a variety of authentic English language teaching materials. Presenters will share examples of both high and low tech OER classroom teaching and assessment materials.

Biographical Notes:

Brent A. Green is an Associate Professor of English Language Teaching and Learning at Brigham Young University–Hawai‘i. His areas of expertise and interest include language assessment and corpus-based language learning.

Veronica (Ronnie) Wright is an Assistant Professor of English Language Teaching and Learning at Brigham Young University–Hawai‘i. She is deeply interested in vocabulary learning, phrasal vocabulary, and cultural metaphors.

Room 115

How to implement Extensive Reading into ESL classroom

Leeseul Park

Jiaxin Ruan

Jiamin Ruan

The purpose of this workshop is to provide insights of implementing Extensive Reading (ER) into ESL classroom by demonstrating various ER activities and curriculum design. ER as one teaching approach is known for improving students' motivation and affect in L2 reading.

Biographical Notes:

Leeseul Park, Jiaxin Ruan, and Jiamin Ruan are graduate students from the Department of Second Language Studies.

Room 117

Scaffolding: A Missing Piece in Critical Language Pedagogy

Hayley Cannizzo

This presentation illustrates how a teacher-researcher was able to engage her low-proficiency, EFL learners in critical language pedagogy (CLP) through the use of “critical scaffolding”. The presentation further examines how instructors may use scaffolding, a concept missing in CLP literature, to successfully implement CLP in their beginner level ELL classrooms.

Biographical Notes:

Hayley Cannizzo is a Masters Student in Second Language Studies and an instructor at the English Language Institute at the University of Hawai‘i at Manoa. Her research interests are Critical and Feminist Language Pedagogy and gender and discourse.

Room 121

A Process Approach to Presentations: Deepening Student Self Awareness

Chris Ferry

How can students leverage basic technology, self-reflection and peer and teacher feedback to develop better presentations? Examples of how students brainstorm, collaboratively develop draft presentations, self-reflect and incorporate peer feedback will be shown in a ‘process approach’ to presentations. Rubrics, reflection worksheets and real student examples will be shared.

Biographical Notes:

Chris is the ELD Department Chair at Mid-Pacific Institute, where he helps prepare international high school students for mainstream courses with an awesome team of colleagues. He is a former president of Hawai‘i TESOL and has worked extensively in Korea.

Room 123

The Critical Role of Feedback in Supporting Adult Learners' Self-Efficacy

Steven Carter

As a tool for supporting and sustaining learners' self-efficacy and motivation, the importance of feedback cannot be overstated. Unfortunately, to the detriment of adult ESL programs, giving appropriate feedback is sometimes overlooked. This research suggests that when clear and specific performance-related feedback is absent, learners' self-efficacy and motivation are diminished.

Biographical Notes:

Steven Carter is an assistant professor in English Language Teaching and Learning at BYU-Hawai'i. He enjoys teaching students from the rich variety of cultures throughout the world. His research is focused on vocabulary and readability, assessment, and self-efficacy.

Map of HGB 1st Floor at BYUH



- All sessions, publishers tables and lunch will be on the 1st floor of the Heber J. Grant Building (HGB).
- The opening plenary address will be on the 2nd floor and can be accessed by the stairs next to the Registration table.

Notes

