
Hawai'i TESOL Conference





Annual Conference

“Increasing motivation, accelerating language learning”

Saturday February 15, 2020

8:30 a.m. - 4:30 p.m.

Leeward Community College
Pearl City, Oahu, Hawai'i



Plenary Speaker

Neil Anderson

Professor of English Language Teaching and Learning at
Brigham Young University–Hawai'i

Welcome to the 2020 Hawai'i TESOL conference

The Hawai'i TESOL Executive Board welcomes you to the 2020 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.

This year's conference theme is "Increasing motivation, accelerating language learning," which is an issue which is on the mind of most language instructors most of the time. Whether you are a new teacher or have been working with learners for many years, motivation and maintaining motivation is one of our priorities no matter whether our students are children, teenagers, college students, or any other student wishing to continuously improve their skills.

We are pleased to host **Neil Anderson** as our main plenary session speaker. Neil is a professor of English Language Teaching and Learning at Brigham Young University – Hawai'i, well known for his work in second language reading, language learning strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development.

We hope that you will enjoy the variety of sessions and take advantage of the opportunities provided at the conference to develop yourself as a TESOL professional!

Mahalo,

Anthony Silva (President, Hawai'i TESOL)
Samantha Hume (2020 Conference Chair)

Notes

Notes

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!

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PLENARY SPEAKER



Neil J. Anderson is a Professor of English Language Teaching and Learning at Brigham Young University–Hawai'i and an Associate Director at the Edward D. Smith Center for Learning and Teaching. He is the author or co-editor of over 50 books, book chapters, and journal articles. His research interests include second language reading, language learner strategies, learner self-assessment, motivation in teaching and learning, and ELT leadership development. Neil served as President of TESOL International Association from 2001-2002. He has been a Fulbright Teaching and Research Scholar in Costa Rica (2002-2003) and in Guatemala (2009-2010). He was the 2014 recipient of the prestigious TESOL International Association James Alatis Service Award. In 2016 on the 50th anniversary of the TESOL International Association, Neil was recognized as one of 50 individuals who has made a significant contribution to the profession of teaching English to speakers of other languages.

MAP OF LEEWARD COMMUNITY COLLEGE

- All sessions will take place in the LA (Language Arts) first floor classrooms.
- Registration and Lunch is in the LC (Learning Commons).
- The welcome and plenary session are in the education building (ED).



3:10–3:30 PM (20 minutes)

Room LA 106

Going beyond PowerPoint: Using Nearpod to Engage Learners during Lessons

Elisabet Chew

This presentation introduces and explains how to use Nearpod, an online presentation platform, in the ESL classroom to increase student engagement during lessons that would typically use a presentation platform like PowerPoint or Google Slides.

Biographical Notes:

Elisabet Chew is a part time EIL instructor at BYU Hawai'i and has worked with students of diverse backgrounds and ages for over 5 years.

Acknowledgements

Mahalo nui loa to

- Dr. Carlos Peñaloza, Chancellor of Leeward Community College, for his welcoming remarks and for being an advocate of this conference and ESL learning in general.
- Mahalo to Momi Kamahele, Professor, Hawaiian Studies, Native Hawaiian Student Services Coordinator, The Native Hawaiian Center at Pu'uloa for helping us welcome you to the campus with the Leeward Oli.
- A special thanks to Leeward Community College for allowing us to use the campus for this conference, especially Kathryn Fujioka-Imai, Division Chair for Language Arts for her constant support, and Mr. William Akama for making it all possible.
- A special Mahalo to Division Secretary Tiffany Kasoga and Dorothy Simon, who have given such fantastic support in organizing everything
- Thank you to Leeward Community College Operation & Maintenance Office for providing the tables and chairs
- All Hawai'i TESOL Board members
- Nancy Tarawhiti, previous Conference Chair
- Students of HPU for volunteering
- The student volunteers from Leeward CC ESL and ELI courses
- *Sodexo*, Campus Catering UH Mānoa
- All of our presenters and poster sessions today
- All of you who have taken time out from busy schedules to support this conference by attending!

8:30–9:00	REGISTRATION AND CONTINENTAL BREAKFAST—Learning Commons				
9:00–4:15	Publishers' Display — Learning Commons				
9:00–9:15	Oli — Welcome — ED 201				
9:15–10:15	Plenary Address Neil Anderson ED 201				
Rooms	Room 101	Room 102	Room 103	Room 104	Room 106
10:30–10:50 (20 min)	Bolstering vocabulary with an expert project (Abby Mack)	Teaching Listening: Cultivating Motivation through Group Quizzes (Veronica Wright)	Using Motivational Interviewing in ESL (Scot Matsuo)	Alternative aspects of the concept of motivation (Graham Crookes)	Emotions and Motivation at HELP: University of Hawai'i at Mānoa (Fatima Magdalena Gatón Gabriel)
11:00–11:40 (40 min)	Impact of explicit grammatical instruction on students' grammatical accuracy (Mark Wolfersberger)	Gamifying Language Learning Using Kahoot, Quizlet and Gimkit (Christopher Ferry)	Understanding motivational frameworks in parallel: Aligning goals, tasks, and action (Curtis Edlin)	Issues in Sustainability in Extensive Reading Programs in Nepal (Ann Mayeda)	Poetry in Second Language Teaching and Learning (Richard Day)
11:50–12:50	CONFERENCE LUNCHEON – (Sodexo) Learning Commons				
12:50–1:35	Poster Sessions Room 105				
1:50–2:10 (20 min)	Using Data to Inform English Learner (EL) Student Instruction (Lauren Harvey and Andreas Wiegand)	Identity Construction and Motivation of TESOL Practicum Students (Francisco Dumanig)	Increasing Motivation and Accelerating English for Academic Purposes Vocabulary Learning (Shuai Tang)	JotForm-ing in the ESL Classroom (Brent Green)	Grading: Is an "A" really an "A"? Are you sure? (Perry Christensen)
2:20–3:00 (40 min)	Approaches to researching motivation in Second Language Learning (Anna Mendoza)	ESL Teaching in Paradise (Panel Robert Lipske)	Motivating ESOL Students Through Engagement with Social Issues (Hanh Nguyen)	Where? Oh, There! Place-based Education for the ESL Classroom (Kalehua Kamakawiwo'ole)	Universal Design for Learning: Supporting Diverse English Learners (Caroline Torres/Kavita Rao)
3:10–3:30 (20 min)	EFL Students' Voices toward English or Their First Language Use (Yukie Saito)	MCI as Applied to Motivation to Acquire Second Language Vocabulary (Lindsay Stephenson)	Designing a listening unit on identifying speakers' biases (Mary Stackhouse)	Oral Feedback Interaction Practices Supporting Advanced Students' L2 Writing Development (Mai Ngo)	Going Beyond PowerPoint: Using Nearpod to Engage Learners During Lessons (Elisabet Chew)
3:40–4:15	PUBLISHERS GIVEAWAY				

3:10–3:30 PM (20 minutes)

Room LA 103

Designing a listening unit on identifying speakers' biases

Mary Stackhouse, Patrick Agullana, Saori Doi

This presentation will illustrate how we designed and implemented a listening unit to address high-intermediate to advanced level students' needs in understanding bias in authentic listening passages within a standardized curriculum. The presenters will explicate the design of the unit and discuss its effectiveness.

Biographical Notes:

Instructors at New Intensive Courses in English, International Programs of Outreach College, University of Hawai'i at Mānoa.

Room LA 104

Oral Feedback Interaction Practices Supporting Advanced Students' L2 Writing Development

Mai Ngo

This highly interactive presentation highlights the key findings of a longitudinal study investigating lecturer's and peers' oral feedback interaction practices of a TESOL teacher trainer supporting 25 advanced students' L2 writing development in a two-year postgraduate TESOL program in a South Australian university.

Biographical Notes:

Dr. Mai Ngo is a lecturer in TESOL and Applied Linguistics at College of Humanities, Arts and Social Sciences, Flinders University, Australia. Her research interests are TESOL teacher education, curriculum development, writing feedback and motivation for L2 writing development.

3:10–3:30 PM (20 minutes)

Room LA 101

EFL Students' Voices toward English or Their First Language Use

Yukie Saito

In this presentation, I will share results of interviews with four Japanese English teachers, classroom observations of their classes, and a questionnaire survey from students of the four teachers about teachers' English or Japanese use in their classrooms and implications about teachers' effective use of students' first language in classrooms.

Biographical Notes:

Yukie Saito obtained MA in TESOL from Teachers College of Columbia University. Her research areas are English teachers' cognition and the application of the CEFR.

Room LA 102

MCII as Applied to Motivation to Acquire Second Language Vocabulary

Lindsay Stephenson/Co-Author – Dan Dewey (not presenting)

Mental Contrasting with Implementation Intentions (MCII) is a self-regulation method shown to increase goal achievement through a combination of positive visualization and planning to overcome anticipated obstacles. This study examines the effect of MCII as applied to student motivation to learn L2 vocabulary.

Biographical Notes:

Lindsay is a graduate student currently studying linguistics at Brigham Young University. Her interests include second language acquisition, motivation, language planning, and forensic linguistics.

10:30–10:50AM (20 minutes)

Room LA 101

Bolstering vocabulary with an expert project

Abbey Mack

This session will share a project in which Intermediate students are given guidance to pursue their own interests to enhance their motivation and improve their vocabulary. Learners begin to gain control of the vocabulary used and are able to develop fluency on the topic. The workshop will share modifiable materials, and insights on facilitating this project. Reading and writing students are encouraged to improve their reading ability and expand their vocabulary through a "budding expert" project.

Biographical Notes:

Abby Mack is a language lecturer in the English Language Institute in the School of Professional Studies at New York University. She has a Master's degree in Applied Linguistics from Teachers College, Columbia University. Her research interests include second language literacy, second language assessment, and CALL.

Room LA 102

Teaching Listening: Cultivating Motivation through Group Quizzes

Veronica Wright/Leola Solis

Assessing listening in a university level English Language Learning (ELL) classroom is notoriously difficult for a variety of reasons. There are many theories to describe what takes place in the minds of learners as they process language through listening but understanding how they utilize listening strategies is next to impossible without direct view into their cognitive processes. In addition, one of the most common ways to assess listening is through the use of quizzes with multiple choice questions which has its limitations such as an inability to know why students chose the answers they did out of a list. A way around this is to have students explain why they chose the answers they did but this is not part of the traditional multiple choice listening quiz. In this presentation, we will report on the action research we conducted in our English as an International Language (EIL) classrooms about a new approach we took to listening quizzes.

Biographical Notes:

Veronica Wright is Assistant Professor at Brigham Young University – Hawai'i.

Leola Solis is Assistant Professor and Program Director at Brigham Young University – Hawai'i.

10:30–10:50AM (20 minutes)

Room LA 103

Motivational Interviewing in the ESL Classroom

Scot Matsuo

Motivational Interviewing is a counseling technique used in the medical field, especially used in treatment or behavioral change. It aims to increase motivation to change behaviors by exploring or resolving any issues of ambivalence. Could we integrate these techniques into the ESL classroom?

Biographical Notes:

Scot is a full-time lecturer at Ritsumeikan University in Kyoto, Japan. He is also a supervisor at the Self-Access Center on campus.

Room LA 104

Alternative aspects of the concept of motivation

Graham Crookes

The conference theme includes "increasing motivation" – but what is motivation and should it always be increased? The paper points out the origin of the term, the sometimes constructed nature of a motivational identity, ethical limitations on motivating, and concludes with a glance at desire as an alternative concept.

Biographical Notes:

Graham Crookes is Professor in the Department of Second Language Studies at the University of Hawai'i. He has been interested in motivation as long as he has been a teacher, but has rarely been sufficiently motivated to work on the topic amply.

2:20–3:00 (40 minutes)

Room LA 106

Universal Design for Learning: Supporting Diverse English Learners

Caroline Torres/Kavita Rao

Universal Design for Learning (UDL) is a comprehensive framework to strategically design instruction for diverse English learners. Description of the framework and K-12 and college examples demonstrate how UDL can increase access to curriculum and improve motivation through opportunities for engagement and language development across all content areas.

Biographical Notes:

Caroline Torres is Assistant Professor of Second Language Teaching & ESL, Kapi'olani Community College.

Kavita Rao is Professor of Special Education, University of Hawai'i at Mānoa.

2:20–3:00 (40 minutes)

Room LA 103

Motivating ESOL Students through Engagement with Social Issues

Hanh Nguyen, Matteo Socciarelli, Alanna Solomon, Lisa Faonelua, Aiko Takeuchi, Iza Muller

This panel shares teaching ideas to motivate ESOL students to learn language while engaging with social issues such as gender normativity, ethnic biases, sustainability, and self-improvement. After an overview of concepts including critical thinking, project-based language learning, content-based instruction, focus-on-form instruction, and negotiation for meaning, we present sample teaching activities.

Biographical Notes:

Hanh Nguyen: Professor of Applied Linguistics, BA and MA in TESOL Program, Hawai'i Pacific University.

Alanna Solomon: BA TESOL graduate.

Lisa Faonelua, Izabella Muller, Matteo Socciarelli, Aiko Takeuchi: MA TESOL candidates.

Room LA 104

Where? Oh, There! Place-based Education for the ESL Classroom

Kalehua Kamakawiwo'ole/Kymberly Hogan

This interactive workshop introduces participants to a variety of activities that can be used to integrate place-based education into the ESL classroom. Participants will be asked to share their experiences and collaborate through various hands-on activities to gather useful tools and informative take-aways that can be transferred to any classroom.

Biographical Notes:

Kalehua Kamakawiwo'ole is an ESL Instructor at Honolulu Community College. She has 30+ years of teaching experience in Hawai'i and at Hakuoh University in Japan.

Kym Hogan is an ESL Instructor at Honolulu Community College. She has 10+ years of teaching experience in Seattle Washington, Indonesia and El Salvador.

10:30–10:50AM (20 minutes)

Room LA 106

Emotions and Motivation at HELP: University of Hawai'i at Mānoa

Fatima Magdalena Gatón Gabriel/Ger Thao

Interviewing 7 students of ESL at an intensive language program, the study researches on the emotions and motivations reported by the students, elements that trigger these and students' learning expectations. Some results were the students' motivation through elements as speaking to international classmates and traveling.

Biographical Notes:

Ger and Fatima are students at different colleges in UH Mānoa, Languages, Linguistics, Literature, Education; however, both are interested in language learning and teaching.

11:00–11:40 (40 minutes)

Room LA 101

Impact of explicit grammatical instruction on students' grammatical accuracy

Mark Wolfersberger

This session presents an experimental study that measured the impact of explicit grammar instruction on students' explicit and implicit grammatical knowledge. It describes the grammar pedagogy, grammar assessments, and test results so that attendees can reflect on their own grammar teaching practices and find ways to accelerate their students' learning.

Biographical Notes:

Mark Wolfersberger is an Associate Professor of EIL and TESOL at BYU – Hawai'i, where he has taught for the past 13 years.

Room LA 102

Gamifying Language Learning Using Kahoot, Quizlet, and Gimkit

Christopher Ferry/Jodie Sakaguchi

Kahoot, Quizlet and Gimkit are tools to gamify classrooms and increase student motivation, attention and retention. Participants will experience these tools from a learner perspective. The presenters will discuss how they use them, the features of each, and tips for getting started. Student survey results will also be shared.

Biographical Notes:

Chris and Jodie teach ELD to international high school students at Mid-Pacific Institute, a Pre-K to 12 independent school in Mānoa Valley.

2:20–3:00 (40 minutes)

Room LA 101

Approaches to researching motivation in Second Language Learning

Anna Mendoza/Huy Phung

This presentation gives a brief overview of three theoretical frameworks for conceptualizing motivation in L2 learning: Gardner's Integration theory, Dörnyei's Motivational Self-System, and Norton's Identity theory. It then reviews quantitative and/or qualitative methods for researching motivation in each theory and some basic criteria for critiquing study methodology.

Biographical Notes:

Anna Mendoza is a PhD candidate at the University of Hawai'i at Mānoa. She is interested in sociolinguistics, translanguaging, and bi/multilingual education.

Huy Phung is a PhD candidate at the University of Hawai'i at Mānoa. He is interested in L2 acquisition, language assessment, and task-based language teaching.

Room LA 102

ESL Teaching in Paradise

Panel: Robert Lipske, Joel Weaver, Christine Guro, Lisa Houghtailing

Experienced administrators and instructors will share an overview of the job market on O'ahu for ESL teachers to include job-hunting thoughts, interviewing tips, and to include the fielding of questions from the audience.

Biographical Notes:

Bob Lipske: Program Coordinator, International Programs of UHM's Outreach College.

Joel Weaver: Director of HELP since 2008 and former Director of ICC Hawai'i. President of the Study Hawai'i consortium.

Christine Guro is the Assistant Director at the HELP Program.

Lisa Houghtailing: Instructor at the HELP program who has spent the last 15 years as an instructor and Director of Studies in various private ESL institutions.

1:50–2:10 PM (20 minutes)

Room LA 106

Grading: Is an “A” really an “A”? Are you sure?

Perry Christensen

Assigning grades to students is simply a part of a teacher's job. However, what does that grade really mean? Is the "A" you give really an "A"? Who says? This presentation will examine various mathematical, political, and motivational elements behind the assigning of class grades.

Biographical Notes:

Dr. J. Perry Christensen has been assigning grades to students for over 30 years. He knows enough to know that he doesn't know everything about grading.

11:00–11:40 (40 minutes)

Room LA 103

Understanding motivational frameworks in parallel: Aligning goals, tasks, and action

Curtis Edlin

Motivation can be complex and nebulous. This presentation identifies parallels in dual systems presented within self-discrepancy theory, regulatory focus theory, regulatory mode, regulatory fit, self-determination theory, signal detection, and mindset. By doing this, we can better understand how to synergize motivation type, task type, and strategies for improved results.

Biographical Notes:

Curtis is a senior learning advisor at an international university in Japan. He holds an MATESOL and has worked in language education for 13 years.

Room LA 104

Issues in Sustainability in Extensive Reading Programs in Nepal

Ann Mayeda

Since 2014 six schools in the greater Kathmandu area have adopted ER programs. The presenter will discuss some of the sustainability issues that have arisen in the school communities, look at some of the ongoing solutions currently in practice, and finally discuss the importance developing trusting relationships amongst all the stakeholders.

Biographical Notes:

Ann Mayeda is Associate Professor at Konan Women's University in Kobe, Japan. She is currently a visiting colleague at UH in the Department of Second Language Studies.

11:00–11:40 (40 minutes)

Room LA 106

Poetry in Second Language Teaching and Learning

Richard Day

This workshop explains why second language teachers should consider using poetry and how they could use poetry to teach vocabulary, parts of speech, punctuation, and writing. The workshop gives L2 teachers practical guidance and activities. Using poems positively impacts learner motivation and autonomy.

Biographical Notes:

Richard R. Day, Department of Second Language Studies, University of Hawai'i at Mānoa.

LUNCH

in the Learning Commons (LC)

1:50–2:10 PM (20 minutes)

Room LA 103

***Increasing Motivation and Accelerating English for Academic Purposes
Vocabulary Learning***

Shuai Tang

The English Language Institute (ELI) services international students at the University of Hawai'i at Mānoa (UHM). Our project deciphers the helpful vocabulary acquisition activities used in the ELI. Interview and survey methods will be used. The results will be used to inform vocabulary instruction in the ELI.

Biographical Notes:

Shuai Tang is a Master's Student in SLS with focus on pedagogy in English and Chinese as Foreign Languages, and Second Language (SL) teacher development.

Room LA 104

JotForm-ing in the ESL Classroom

Brent Green

JotForm is a free web-based application that allows anyone to quickly create custom online forms to help teachers manage out of class assignments and assessments. Utilizing a drag-and-drop user interface, this tool makes form building incredibly simple. I will demonstrate how easy it is to get started using JotForm.

Biographical Notes:

Brent A. Green is an Associate Professor of English Language Teaching and Learning at Brigham Young University – Hawai'i.

1:50–2:10 PM (20 minutes)

Room LA 101

Using Data to Inform English Learner (EL) Student Instruction

Lauren Harvey/Andreas Wiegand

What data is most important for teachers to inform English Learner (EL) student instruction? This session focuses on the Hawai'i Asian American and Pacific Islander (AAPI) Data Disaggregation Grant. Results of a content analysis and recommendations for schools on practical aspects of implementing data-driven instruction for ELs will be shared.

Biographical Notes:

Andreas Wiegand and Lauren Harvey are Educational Specialists at Hawai'i Department of Education. They provide technical assistance to K-12 schools on implementing English Learner programs.

Room LA 102

Identity Construction and Motivation of TESOL Practicum Students

Francisco Dumanig

This paper examines the identity constructed by TESOL (Teaching English to Speakers of Other Languages) practicum students, and how such identity construction impacts their motivation to teach English to EFL (English as a Foreign Language) and ESL (English as a Second Language) learners. Identity Based Motivation (IBM) Theory is used as its theoretical framework.

Biographical Notes:

Francisco Perlas Dumanig is an Assistant Professor of English and TESOL Certificate Program coordinator at the University of Hawai'i at Hilo.

12.50-1:35 PM (45 minutes)

POSTER SESSIONS
Room LA 105

Language Learning through Cross-Classroom Collaboration Project

May and Erika Nakatsuka

The presenters currently teach elementary level university students in Tokyo, Japan. In order to increase student motivation, presenters conducted a cross-classroom collaboration project between their classes to promote language learning. The presentation will cover the methodology of the project, as well as student feedback for future implementation.

A Learning Analytical Approach to the International Virtual Exchange Project

Hideto D. Harashima

This poster presentation shows the learning analytics (LA) applications used in the International Virtual Exchange Project. This collaborative online activity, introduced in 2015, has attracted a total of 15,000 students from around the world. By using several LA tools, the presenter reveals some hidden realities of the international virtual exchanges.

Designing a Task-Based Teaching Unit for Adult Korean Immigrants

Lydia Lee

This poster session will present a teaching unit created for adult Korean immigrants to learn English as a second language. It will show the lessons that implemented communicative and authentic activities with the concept of task-based language teaching as guidelines.

12.50-1:35 PM (45 minutes)

POSTER SESSIONS
Room LA 105

Predatory Journals: What They Are and How to Avoid Them

Betsy Gilliland

Predatory journals are open-access publications that offer quick turnaround and high impact factors, but in reality do not follow rigorous peer review processes and charge authors exorbitant publication fees. The purpose of this poster is to demonstrate how to identify and avoid predatory journals in your academic reading and writing.

Overcoming Learned Helplessness in English Language Learning

Kristi Aurich

From this poster, attendees will learn about learned helplessness and its symptoms in students; additionally, attendees will learn what strategies teachers and students can utilize to overcome learned helplessness.

Developing an English Language Structure and Vocabulary Placement Exam

Clarissa Tekeiaki

This poster presentation outlines the development process of an original placement exam for incoming international students at Brigham Young University-Hawai'i which focuses on English grammar and vocabulary. This presentation highlights the creation, design, try-out, and final test specifications of this exam.

12.50-1:35 PM (45 minutes)

POSTER SESSIONS
Room LA 105

Using Humor to teach Listening and Speaking Skills

Ian Agustin Lactaoen

The session highlights the benefits of implementing humor in the ESL classroom, as well as the principles to consider before doing so. Several types of humor are given, such as jokes and funny descriptions.

4Ps to Improve ESL Listening Skills

Himmy Yan Wu

In this session, attendees will learn how to teach ESL listening effectively. There are four skills included in this presentation, such as preparation, listening with a purpose, predict, and practice.