



## Annual Conference

*Roots and Horizons – Bridging Tradition with  
Tomorrow's Innovations in TESOL*

Saturday February 17, 2024

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

Brigham Young University–Hawaii  
La'ie, Oahu, Hawai'i



Plenary Speaker

**Dr. Betsy Gilliland**

Associate Professor  
University of Hawai'i at Mānoa

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## Welcome to the 2024 Hawai'i TESOL conference

Dear Conference Participants,

We are excited and honored to welcome you to this year's Hawai'i TESOL Conference. The theme this year is Roots and Horizons – Bridging Tradition with Tomorrow's Innovations in TESOL. As always, the field of TESOL has been impacted across many different areas which challenge its practitioners. With ongoing national and global changes, we hope the conference can provide a chance to connect and reflect on how we can confront innovations by building on the field's rich traditions and knowledge.

We are pleased that we can gather as professionals from around the world. We hope that we can all benefit from sharing our experiences and perspectives with one another.

Please take the chance to connect with colleagues and discuss ways to better serve the many diverse language learners in Hawai'i (and beyond!). We hope each of us will benefit from the informative presentations on a wide variety of topics and interest areas.

We are looking forward to being with you this year, and we expect that everyone will leave with new understandings and inspiration to take back with them to their institutions.

Again, we appreciate your participation in making this a great conference.

Mahalo,  
Jeffrey Maloney and Austin Pack  
Co-Chairs, Hawai'i TESOL Conference 2024

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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## Acknowledgements

### Mahalo nui loa to

- A special thanks to BYU-Hawaii for allowing us to use the campus for this conference.
- Thank you to BYU-Hawaii Operation & Maintenance Office for providing rooms, tables, and chairs
- All Hawai'i TESOL Board members
- Nancy Tarawhiti, meal coordinator
- The student volunteers from BYU-Hawaii's TESOL Program
- *BYU-Hawaii* Catering
- All of our presenters today
- All of you who have taken time out from busy schedules to support this conference by attending!

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## PLENARY SPEAKER



Dr. Betsy Gilliland

**Betsy Gilliland** (Ph.D., University of California, Davis) is an Associate Professor in the Department of Second Language Studies at the University of Hawai'i Mānoa, where she teaches undergraduate and graduate courses in L2 writing pedagogy and research, academic literacies, and qualitative research methods. She also leads a study abroad teaching practicum to Thailand for graduate students in her department. Her research focuses on adolescent L2 academic literacies and language teacher research. She was a Fulbright Scholar at the Universidad de Atacama in Chile in 2018, where she taught and collected data on EFL writing teacher education. She is co-editor of the *Journal of Response to Writing* and has published in *Journal of Language, Identity, and Education*, *TESL-EJ*, *TESOL Journal*, *L2 Journal*, and many other journals and books, as well as co-editing books on community college first-year composition (from University of Michigan Press) and EFL writing teacher education (forthcoming from Multilingual Matters) and co-authoring a book on writing assessment in high school (published by the National Council of Teachers of English).

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## **Plenary Address**

### **9:15–10:15 AM - 2nd Floor Room 273**

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#### **Innovating Pedagogy and Practice Through Action Research**

Language teachers are by nature curious, creative, and concerned with maximizing students' opportunities to learn and use languages. Too often, however, teachers must work from outdated or irrelevant materials that limit how well they can support their students' learning. To counter these limitations, teachers can adopt an inquiry stance to their work, investigating immediate classroom problems and innovating approaches to better facilitate students' learning experiences.

In this presentation, I introduce core concepts of classroom action research (AR), a methodology that allows teachers to introduce, analyze, and revise pedagogical interventions. Reviewing examples of AR studies by English language teachers, we will discuss reasons for doing AR and benefits it can offer teachers, including resolution of immediate teaching problems, longer term professional development, and contributions to the larger field of language teaching. Audience members will reflect on ways they might use AR in their own work now or in the future. AR is ideal for bridging current practices with innovations for tomorrow!

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|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 8:30-9:00               | <b>REGISTRATION AND CONTINENTAL BREAKFAST</b><br><b>Heber J. Grant Building (HGB)</b>                                                                         |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
| 9:00-9:15               | <b>Opening Remarks – 2<sup>nd</sup> Floor Room 273</b>                                                                                                        |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
| 9:15-10:15              | <b>Plenary Address: Dr. Betsy Gilliland – 2<sup>nd</sup> Floor Room 273</b>                                                                                   |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
| Rooms                   | Room 113                                                                                                                                                      | Room 115                                                                                                                            | Room 117                                                                                                                  | Room 121                                                                                                                                                                                                           | Room 123                                                                                                      |
| 10:30-10:50<br>(20 min) | Meditation's Impact on Writing Apprehension and Performance: Student Perceptions<br><b>Corbin Montañio</b>                                                    | Cultivating Oral Competence through cultural lenses<br><b>Jo Ya Hsu</b>                                                             | Beyond TOEIC Drills: Embracing CLT and Task-based Learning<br><b>Yoshiyuki Fujimori</b>                                   | Teaching Implication from Code-Switching English-Mandarin Songs<br><b>Yuhui Du</b>                                                                                                                                 |                                                                                                               |
| 10:55-11:35<br>(40 min) | Reflective practice in TESOL: Turning EFL teachers' voice into learning<br><b>Muhammad Kamal Khan</b>                                                         | Investigating the Effectiveness of Teacher-Training for TBLT Application in L2 Classrooms<br><b>Ayano Kawasaki</b>                  | Innovative Modifications on Traditional Games for Every Educational Setting (workshop)<br><b>Diana Helwig</b>             | Critical Language Pedagogy Materials: Developing visual codes, selecting dialogic phrases (workshop)<br><b>Daniel Holden, Graham Crookes, Priscila Leal</b>                                                        | Enhancing Reading Proficiency: Best Practices in Vocabulary Instruction<br><b>Karla Garjaka</b>               |
| 11:40-12:00<br>(20 min) | Teaching grammar by withholding the answer: An instructional strategy<br><b>Mark Wolfersberger</b>                                                            | Improving L2 speaking and listening through technology-mediated TBLT: Gather.Town<br><b>Jiwoo Han, May Arakawa</b>                  | Aloha Ireland! Exploring the parallels between Hawaii and Ireland<br><b>Kalehua Kamakawiwoole, Elise Ululani Kahikina</b> |                                                                                                                                                                                                                    |                                                                                                               |
| Noon-12:55              | <b>CONFERENCE LUNCHEON Room 135</b>                                                                                                                           |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
| 1:00-1:45               | <b>Poster Sessions Room 133</b>                                                                                                                               |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
|                         | BYU-Hawaii Endangered Languages and Literacy Project<br><b>Tom Court, Pasemaca Sella</b>                                                                      | Catchphrase: A Game About Circumlocution<br><b>Jada Bruno</b>                                                                       |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |
| Rooms                   | Room 113                                                                                                                                                      | Room 115                                                                                                                            | Room 117                                                                                                                  | Room 121                                                                                                                                                                                                           | Room 123                                                                                                      |
| 1:50-2:10<br>(20 min)   | Roots and Horizons – Bridging Tradition with Connection to Tomorrow's Learning through Language Peer Assistance<br><b>Amanda Wallace, Mika Konno, Qing Li</b> | Examination of various English through different aspects of language<br><b>Isaku Yamada, Nino Laurel, Kristina Hoferer</b>          | Integrating ChatGPT into an EAP Course: A Teacher's Reflection<br><b>Anne McCarrey</b>                                    |                                                                                                                                                                                                                    |                                                                                                               |
| 2:15-2:55<br>(40 min)   | How to Effectively Apply TBLT Principles in the L2 Classroom (workshop)<br><b>Ayano Kawasaki</b>                                                              | A Roadmap to Implementing Task-Based Language Teaching<br><b>Nicole Ziegler, Tara Tanaka, Gisella Kahapea</b>                       | Academic Writing with ChatGPT: ADE Model Approach<br><b>Sohyeon Lee</b>                                                   | Enhancing ESL Academic Success Through Essential Listening Comprehension Strategies (workshop)<br><b>Karla Garjaka</b>                                                                                             | Measuring Reading Fluency Gains Accounting for Both Comprehension and Rate (workshop)<br><b>Steven Carter</b> |
| 3:00-3:40<br>(40 min)   | Vocabulary Teaching: "Traditional" vs. "New" (workshop)<br><b>Burgel. R. Maria Levy</b>                                                                       | So what about "so" in rehearsed monologic discourse: A million-word TED Talks corpus analysis<br><b>Hyrum Pastores, Brent Green</b> | At-home testing in live remote proctoring settings: From test takers' perspective<br><b>Jeun Kim</b>                      | Maintaining criticality: Reflections from a long-term critical language pedagogy group (panel)<br><b>Ruge Zhao, Daniel Holden, Rickey Larkin, Jr., Milang Shin, Michelle Kunkel, Thu Ha Nguyen, Alexander Tang</b> |                                                                                                               |
| 3:45-4:00               | <b>Door Prizes HGB Foyer</b>                                                                                                                                  |                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                               |

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## Concurrent Sessions

### 10:30–10:50AM (20 minutes)

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#### **Room 113**

##### **Meditation's Impact on Writing Apprehension and Performance: Student Perceptions**

Presenter(s): **Corbin Montaña**

Affiliation: ***Brigham Young University-Hawaii***

#### **Summary**

During spring of 2023, students in the capstone ESL course at BYUH meditated weekly before writing. After the end of the semester, students were surveyed to explore their perceptions of the treatment and its impact on their writing apprehension and performance. This presentation will focus on results and their implications.

#### **Bio(s)**

Corbin Montaña earned a BA in Latin American Studies with a TESOL certificate from BYU in 2018. She completed a TESOL MA with an emphasis in program administration at BYU in 2020. She currently teaches EIL at BYUH.

#### **Room 115**

##### **Cultivating Oral Competence Through Cultural Lenses**

Presenter(s): **Jo Ya Hsu**

Affiliations: ***Brigham Young University-Hawaii***

#### **Summary**

An experiment aims to utilize multimedia to assist a 51-year-old Mandarin-speaking male acquire greater metacognition in English-speaking. I focus on how he alters his speech patterns and thought processes by becoming aware of the language structures through frequent usage and context.

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### **Bio(s)**

Jo Ya is a senior (undergraduate student) studying TESOL at Brigham Young University-Hawaii. Jo Ya's interests include spending quality time with her family outdoors and doing services together.

### **Room 117**

#### **Beyond TOEIC Drills: Embracing CLT and Task-based Learning**

Presenter(s): **Yoshiyuki Fujimori**

Affiliation: ***Nihon University***

### **Summary**

This presentation shares practical teaching experiences in a Japanese college, making TOEIC preparation classes enjoyable. Using an official guidebook and a diagnostic mock test, discover straightforward ways to enhance test preparation for students with lower English proficiency. This presentation is perfect for ESL/EFL instructors seeking practical, easy-to-implement strategies.

### **Bio(s)**

Yoshiyuki Fujimori is an associate professor of EFL at Nihon University. He holds an MA in ESL from the University of Hawaii at Manoa.

### **Room 121**

#### **Teaching Implication from Code-Switching English-Mandarin Songs**

Presenter(s): **Yuhui Du**

Affiliation: ***Hawaii Pacific University***

### **Summary**

My research of code-switching has examined this phenomenon in English-Mandarin songs. I first discussed the code-switching theory and then introduce the code-switching phenomenon in Mandarin-English songs. I analyzed 11 Mandarin English song lyrics from modern American born Chinese singers and discussed Mandarin English lyrics code switching reasons. In the end, I discussed some teaching implications towards to the English learning.

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**Bio(s)**

I am Yuhui Du. I am from mainland China. So far, I am the graduate student of the Tesol program in Hawaii Pacific University. In Hawaii Tesol Conference 2023, I had a poster session sharing about the TPR teaching method by basketball games. This year, I would like to present my code-switching study of Mandarin-English songs in Hawaii Tesol Conference, as well as some implication to share.

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## Concurrent Sessions

### 10:55–11:35 AM (40 minutes)

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#### **Room 113**

**Reflective practice in TESOL: Turning EFL teachers' voice into learning**

Presenter(s): **Muhammad Kamal Khan**

Affiliation: ***University of Maryland-College Park***

#### **Summary**

Considering reflective practice in TESOL as a promising tool for improving the quality of teaching and learning, this presentation turns the reflection of EFL teachers into learning. Based on Farrel's five-stage framework (2022), the session presents an in-depth case study from Pakistan with implication for multilingual TESOLers around the globe.

#### **Bio(s)**

Muhammad Kamal Khan is a Fulbright postdoctoral scholar at the University of Maryland-College Park. He holds a PhD in English and has published and presented his work on language policy and planning, multilingual education and TESOL.

#### **Room 115**

**Investigating the Effectiveness of Teacher-Training for TBLT**

**Application in L2 Classrooms**

Presenter(s): **Ayano Kawasaki**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

Although task-based language teaching (TBLT) has established a prominent role in language teaching, research has demonstrated that teachers encounter various obstacles implementing TBLT in their classrooms, highlighting the necessity of teacher-training. Focusing on a single case-study of a novice instructor, this presentation explores the effectiveness of teacher-training for TBLT.

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### **Bio(s)**

Ayano is a PhD student in the Second-Language-Studies program at UHM. She is currently working at Hawaii English Language Program. She received an MA-TESOL from Columbia University as a Fulbright scholar. Her research interests include instructed SLA, flipped-learning, and teacher-training.

### **Room 117**

#### **Innovative Modifications on Traditional Games for Every Educational Setting (workshop)**

Presenter(s): **Diana Helwig**

Affiliation: ***University of Hawai'i at Mānoa, Outreach College, International Programs***

### **Summary**

Research shows that educational games increase students' motivation, competency, and participation. Students can review and practice English skills in any adult or K12 educational setting with these innovative modifications for 10 traditional games. These games are interactive, quick to play, and do not require any computer technology.

### **Bio(s)**

Diana has taught English to students ranging from Pre-K to adult and currently teaches English at University of Hawai'i's Outreach College, International Programs. She earned her MA in ESL from Concordia University and her Ed.S. from Liberty University.

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## **Room 121**

### **Critical Language Pedagogy Materials: Developing visual codes, selecting dialogic phrases (workshop)**

Presenter(s):

**Daniel Holden**

**Graham Crookes**

**Priscila Leal**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

Critical language pedagogy (CLP) supports the implementation of democratic values in second language education; however, there is a long-standing lack of materials for interested educators. This hands-on workshop encourages participants to develop ready-to-use materials: visual prompts ("codes") using AI image generator(s), and language items/phrases.

#### **Bio(s)**

Daniel Holden, PhD candidate, UH Mānoa Dept of SLS, focuses on Critical Language Pedagogy.

Graham Crookes, Professor SLS Department, author of "Starting Points in Critical Language Pedagogy."

Priscila Leal, Lecturer, College of Education, UH Mānoa.

## **Room 123**

### **Enhancing Reading Proficiency: Best Practices in Vocabulary Instruction**

Presenter(s): **Karla Garjaka**

Affiliation: ***Globally Brighter - The LEARN school***

#### **Summary**

This research paper delves into the critical role of vocabulary instruction in reading development. It reviews strategies applicable to both native and second language learners, emphasizing the need for effective approaches for Culturally and Linguistically Diverse (CLD) students across diverse grade levels. The study advocates for engagement, technology integration, and focus on tier-two words.

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**Bio(s)**

Karla Garjaka, an esteemed professional in education and psychology, holds a Doctorate in Educational Psychology with minors in neuropsychology and linguistics. Passionate about brain health, she founded the holistic LEARN preschool in Honolulu, embodying her commitment to personalized education and innovative interventions for cognitive and mental challenges.

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## Concurrent Sessions

### 11:40–12:00 PM (20 minutes)

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#### **Room 113**

##### **Teaching grammar by withholding the answer: An instructional strategy**

Presenter(s): **Mark Wolfersberger**

Affiliation: ***Brigham Young University-Hawaii***

#### **Summary**

When a student asks a grammar question, wait! Don't give the answer! Instead, ask a series of questions encouraging students to think deeply and discover the answer. Come see this process in action, participate in the debrief, and determine when withholding the answer is the best course of action.

#### **Bio(s)**

Mark Wolfersberger has taught second language learners for 25 years. He loves finding new ways to improve his teaching practice, and he loves helping students to see that grammar learning can be engaging and fruitful for their language development.

#### **Room 115**

##### **Improving L2 speaking and listening through technology-mediated TBLT: Gather.Town**

Presenter(s):

**Jiwoo Han**

**May Arakawa**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

In this presentation, we will discuss technology-mediated TBLT, its role in L2 learning, and its practical integration into instructional contexts. We will then use the immersive virtual reality platform Gather.Town to

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demonstrate technology-mediated TBLT. Our demonstration is adaptable to any target language or population, benefiting educators from all contexts.

### **Bio(s)**

Jiwoo Han and May Arakawa are students in the Second Language Studies MA program at the University of Hawai'i at Mānoa.

### **Room 117**

#### **Aloha Ireland! Exploring the parallels between Hawaii and Ireland**

Presenter(s):

**Kalehua Kamakawiwoole**

**Elise Ululani Kahikina**

Affiliation: *Honolulu Community College*

### **Summary**

Honolulu Community College educators attended a professional development opportunity in Ireland to internationalize their curriculum. 'Shared Narratives' resonates with Hawai'i - the two islands share parallels in experience of colonization, cultural suppression, and reviving our indigenous culture. The experiences inspire globalizing courses and programs for the benefit of our students.

### **Bio(s)**

Kalehua Kamakawiwoole has been involved in international education for over 30 years. Most of those years have been teaching ESL classes. She is particularly interested in incorporating place-based education and all the exciting engaging possibilities it brings to the classroom and beyond.

Ululani Kahikina currently serves as the Kūalahale Title III Program Manager supporting 'āina-based professional development experiences for the Honolulu and Kapi'olani Community College campuses. She inspires faculty and staff to discover and participate in opportunities to include Hawaiian culture-based methods and approaches in their professional roles and responsibilities.

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## 1:00–1:45 Poster Sessions (45 minutes)

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### **Room 133**

#### **BYU-Hawaii Endangered Languages and Literacy Project**

Presenter(s):

**Tom Court**

**Pasemaca Seila**

Affiliation: *Brigham Young University-Hawaii*

### **Summary**

In this poster presentation, we share the benefits of using innovative multimodal tools to promote literacy while striving to preserve the linguistic cultural roots and traditions of endangered languages.

### **Bio(s)**

Tom Court is an assistant professor in the EIL/TESOL programs at BYU-Hawaii. He has formerly taught in Canada, Japan, California and Oregon.

Pasemaca Seila is a Bachelor of Science student with a Major in Biology, Minor in Anthropology, and a specialization in TESOL.

### **Room 133**

#### **Catchphrase: A Game About Circumlocution**

Presenter(s): **Jada Bruno**

Affiliation: *Hawai'i Pacific University*

### **Summary**

In this presentation, I will go over the importance of the use of games in the classroom by explaining how Catchphrase can be used to teach the communication skill circumlocution and how games affect students' testing scores and motivation.

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**Bio(s)**

My name is Jada Bruno, I am from Lake Elsinore California, and am in my last year of college studying Teaching English as a Second Language at Hawaii Pacific University.

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## Concurrent Sessions

### 1:50–2:10 pm (20 minutes)

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#### **Room 113**

#### **Roots and Horizons – Bridging Tradition with Connection to Tomorrow's Learning through Language Peer Assistance**

Presenter(s):

**Amanda Wallace**

**Mika Konno**

**Qing Li**

Affiliation: *Brigham Young University-Hawaii*

#### **Summary**

This presentation will report the results of a study researching the effects of a new English as an International Language (EIL) Peer Mentoring Program on the willingness to communicate in speaking of new EIL students in their first undergraduate semester as observed by both the program faculty supervisor and a peer mentor.

#### **Bio(s)**

Amanda Wallace is an associate professor in the English Language Teaching and Learning (ELT) Program at Brigham Young University-Hawaii. She has more than 15 years' experience in EIL Peer Assistance Programs on the campus and has taught both EIL and TESOL courses in her two decades of work at the university.

Mika Konno is a junior student undergraduate student majoring in Social Work. She worked as an EIL peer mentor for the new international students for two years, providing resources and ears to listen. She is passionate about helping individuals improve their well-being.

Qing Li is a senior undergraduate student with a Communication major. With over a year of leadership experience in the EIL Peer Mentor team,

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she is known for her profound passion for public speaking and unwavering dedication to language learning.

### **Room 115**

#### **Examination of various English through different aspects of language**

Presenter(s):

**Isaku Yamada**

**Nino Laurel**

**Kristina Hoferer**

Affiliation: ***Brigham Young University-Hawaii***

#### **Summary**

Participants from a private, international university rated 12 audio recordings of speakers from the top countries on campus. Ratings of intelligibility, comprehensibility, accentedness, and familiarity along with other descriptors were examined. Strategies for teachers and programs in addressing a need to expose learners to more diverse Englishes will be offered.

#### **Bio(s)**

Isaku Yamada, Nino Laurel, and Kristina Hoferer are the current students of Brigham Young University-Hawaii, studying TESOL as their major. Jeffrey Maloney and Steven Carter are the TESOL professors of the three presenting students.

### **Room 117**

#### **Integrating ChatGPT into an EAP Course: A Teacher's Reflection**

Presenter(s): **Anne McCarrey**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

All educators (and most professionals) are being faced with generative AI and the potential impacts it may have on their profession (and their students). This presentation is a reflection on utilizing generative AI, namely ChatGPT, in an EAP writing class for first-year university students. Successes and failures of using and promoting ChatGPT in the classroom will be discussed, along with ideas for future implementation (and some words of caution).

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**Bio(s)**

Anne McCarrey is a second-year MA student in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She recently taught academic writing for the English Language Institute at UH, but is now the graduate assistant for the Sato Center for Pidgin, Creole and Dialect Studies.

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## Concurrent Sessions

### 2:15–2:55 (40 minutes)

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#### **Room 113**

#### **How to Effectively Apply TBLT Principles in the L2 Classroom (workshop)**

Presenter(s): **Ayano Kawasaki**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

Although task-based language teaching (TBLT) is a well-known research-based pedagogical approach, studies have demonstrated that teachers encounter a range of challenges when implementing TBLT in their classroom. This interactive workshop addresses these issues by introducing educators to TBLT principles and providing opportunities to develop tasks and materials for their classrooms.

#### **Bio(s)**

Ayano is a PhD student in the Second-Language-Studies program at UHM. She is currently working at Hawaii English Language Program. She received an MA-TESOL from Columbia University as a Fulbright scholar. Her research interests include instructed SLA, flipped-learning, and teacher-training.

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## **Room 115**

### **A Roadmap to Implementing Task-Based Language Teaching**

Presenter(s):

**Nicole Ziegler**

**Tara Tanaka**

**Gisella Kahapea**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

Targeted towards both novice and experienced instructors, this presentation will guide attendees through ten key steps for successfully implementing TBLT into the second or foreign language classroom. The ten-step roadmap is designed to empower language educators and provide a structured framework for integrating TBLT into their instructional practices.

#### **Bio(s)**

Nicole Ziegler is Associate Professor of Second Language Studies at the University of Hawai'i at Mānoa. Her research agenda focuses on instructed second language acquisition, task-based language teaching (TBLT), technology-mediated language learning, and task-based approaches for Maritime English.

Tara Tanaka is an MA Japanese Language and Linguistics student at the University of Hawai'i at Mānoa. She is interested in bridging the gap between research and practice, with an emphasis on exploring different pedagogical approaches to optimize L2 learning.

Gisella Kahapea is an MA Second Language Studies student at the University of Hawai'i at Mānoa. Her research interests include implementing culturally responsive teaching strategies for local populations and creating engaging Pidgin learning opportunities for local and non-local students.

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## **Room 117**

### **Academic Writing with ChatGPT: ADE Model Approach**

Presenter(s): **Sohyeon Lee**

Affiliation: ***University of Hawai'i at Mānoa***

#### **Summary**

The presentation introduces a ChatGPT workshop designed using the ADE model for multilingual university students, focusing on the effective, critical, and ethical use of AI in the academic writing revision process. It emphasizes practical, interactive learning methods, offering insights into integrating AI into language education.

#### **Bio(s)**

Sohyeon, a Second Language Studies graduate student at the University of Hawaii, has two decades of experience teaching English to adolescents in Seoul public schools. Her research focus is on language testing, writing assessments, and integrating AI into language teaching.

## **Room 121**

### **Enhancing ESL Academic Success Through Essential Listening Comprehension Strategies (workshop)**

Presenter(s): **Karla Garjaka**

Affiliation: ***Globally Brighter - The LEARN school***

#### **Summary**

This workshop sheds light on the critical role of listening in Culturally and Linguistically Diverse (CLD) learners' academic success, emphasizing that up to 90% of in-school information is acquired through listening. The presentation, suitable for educators at all levels, focuses on the top 10 strategies to enhance students' listening comprehension, underlining the profound impact of effective listening on overall academic achievement.

#### **Bio(s)**

Karla Garjaka, an esteemed professional in education and psychology, holds a Doctorate in Educational Psychology with minors in neuropsychology and linguistics. Passionate about brain health, she founded the holistic LEARN preschool in Honolulu, embodying her

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commitment to personalized education and innovative interventions for cognitive and mental challenges.

### **Room 123**

#### **Measuring Reading Fluency Gains Accounting for Both Comprehension and Rate**

Presenter(s): **Steven Carter**

Affiliation: ***Brigham Young University-Hawaii***

#### **Summary**

Reading fluency is defined as reading at an appropriate rate with adequate comprehension and is critical to learners' overall reading ability. Adult second language readers should be targeting 200 words-per-minute with 70% comprehension. This session presents principles and tools for principled measurement of reading fluency accounting for comprehension.

#### **Bio(s)**

Steven J. Carter, is an Assistant Professor in the English Language Teaching and Learning faculty at Brigham Young University–Hawaii. He has experience in curriculum development as well as language teaching. His research interests include second language reading and assessment.

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## Concurrent Sessions

### 3.00-3:40 PM (40 minutes)

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#### **Room 113**

##### **Vocabulary Teaching: “Traditional” vs. “New” (workshop)**

Presenter(s): **Burgel. R. Maria Levy**

Affiliation: ***Hawaii Pacific University, TESOL***

#### **Summary**

New technology is providing us with useful and interesting activities for vocabulary learning. However, traditional activities also still have a lot to offer. This workshop will provide the opportunity to look at both traditional and newer activities for vocabulary learning.

#### **Bio(s)**

Maria Levy is an Assistant Professor in the TESOL Program at Hawaii Pacific University. Previously, she was the Academic Director at ELS Honolulu, an on-campus Intensive English Program. Dr. Levy has also worked in curriculum development, assessment, and instructor evaluation.

#### **Room 115**

##### **So what about “so” in rehearsed monologic discourse: A million-word TED Talks corpus analysis**

Presenter(s):

**Hyrum Pastores**

**Brent Green**

Affiliation: ***Brigham Young University-Hawaii***

#### **Summary**

In this study, we investigated “so” and its role in signaling transitions, conveying emphasis, and framing arguments, shedding light on its presence in monologic discourse. By examining how “so” operates in this context, we not only contribute to the broader understandings of “so” as an important lexico-grammatical structure but also provide valuable guidance for language instructors and learners.

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### **Bio(s)**

Hyrum Pastores is a senior at Brigham Young University-Hawaii majoring in TESOL Education. His primary research interests include second language writing, curriculum and materials development, and corpus-based language learning.

Brent A. Green is a professor of English Language Teaching and Learning (ELT) at Brigham Young University–Hawaii. His areas of expertise and interest include language assessment and corpus-based language learning.

### **Room 117**

#### **At-home testing in live remote proctoring settings: From test takers' perspective**

Presenter(s): **Jieun Kim**

Affiliation: ***University of Hawai'i at Mānoa***

### **Summary**

This study investigates the impact of proctors' language on test performance, communication challenges, and test takers' attitudes in remotely-proctored tests. While overall test performance showed no significant difference based on proctor language, communication difficulties emerged in English-proctored conditions. Findings guide developers in enhancing linguistic support for test takers.

### **Bio(s)**

Jieun Kim is a Ph.D. candidate in Second Language Studies at University of Hawai'i at Mānoa, focusing on language testing. She taught English at a middle school and a high school in Korea and currently working on multiple projects related to remote proctoring, test preparation, and video-based listening tests.

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## **Room 121**

### **Maintaining criticality: Reflections from a long-term critical language pedagogy group (panel)**

Presenter(s):

**Ruge Zhao**

**Daniel Holden**

**Rickey Larkin, Jr**

**Milang Shin**

**Michelle Kunkel**

**Thu Ha Nguyen**

**Alexander Tang**

Affiliation: ***University of Hawai'i at Mānoa***

### **Summary**

If you've ever felt alone in your pursuit of professional development, consider forming a group with fellow teachers. Members of a long-term Critical Language Pedagogy (CLP) study group discuss its importance in TESOL, impact on teaching practices, and relevance in teacher development. Individual members share their experiences implementing CLP locally.

### **Bio(s)**

We are graduate students and professors from the department of Second Language Studies at the UHM. All of us are language educators and our research interests are critical language pedagogy, second language teaching, and social justice in education.

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## Map of HGB



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## Notes

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## Notes

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## Notes

### **Hawai'i TESOL Conference**

