



Annual Conference

Building Connected Classrooms: Technology, Culture, and Communication

Saturday February 14, 2026

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

Brigham Young University–Hawaii
Laie, Oahu, Hawai'i



Plenary Speaker

Dr. Marta González-Lloret
University of Hawaii at Mānoa

Welcome to the 2026 Hawai'i TESOL conference

Dear Conference Participants,

It is our great honor to welcome you to the 2026 Hawai'i TESOL Conference with the theme ***Building Connected Classrooms: Technology, Culture, and Communication***. As co-chairs of this event, we are delighted to bring together educators, practitioners, and researchers from across our state to explore how meaningful connections enhance language teaching and learning.

This conference provides an opportunity to engage in thoughtful dialogue and collaboration focused on strengthening classroom communities through innovative uses of technology, culturally responsive practices, and effective communication. Participants will have the chance to learn from colleagues, take part in interactive workshops and demonstrations, and attend presentations covering a wide range of English language teaching and learning topics.

Throughout the conference, we hope you will take advantage of opportunities to network with fellow educators from around Hawai'i, build new partnerships, and exchange ideas that support learners in our diverse communities.

We are confident that you will leave the conference inspired, informed, and equipped with practical strategies and fresh perspectives to bring back to your institutions.

Thank you for being part of this year's Hawai'i TESOL Conference. We look forward to your active participation and to a productive and engaging event.

Best,

Brent A. Green and Nicole Ziegler

The image shows two handwritten signatures in blue ink. The signature on the left is 'BA Green' and the signature on the right is 'N. Ziegler'.

Brent A. Green and Nicole Ziegler
Hawai'i TESOL Conference 2026 Chairs

Hawai'i TESOL extends its sincere thanks to the following Board members who have concluded their service this past year, including our former president **Anthony Silva**, as well as **Dan Holden**, **Mark Wolfersberger**, and **Alex Tang**. We are deeply grateful for their leadership, dedication, and the many contributions they have made to the organization over the years. Their work in supporting events, professional advocacy, and member engagement has had a lasting impact on Hawai'i TESOL, and they will be greatly missed.

At the same time, we are pleased to welcome **Nicole Ziegler** as the new president of Hawai'i TESOL. We are confident that Nicole's leadership will continue to strengthen the organization and move it forward with fresh ideas and a strong commitment to our members and the field.

We also currently have Board vacancies and encourage members who are interested in volunteering to speak with Nicole or any current Board member. We welcome the involvement of those who would like to contribute their time, skills, and perspectives in support of Hawai'i TESOL.

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Acknowledgements

Mahalo nui loa to

- *BYU-Hawaii* for allowing us to use the campus for this conference.
- *BYU-Hawaii Operation & Maintenance Office* for providing rooms, tables, and chairs
- All Hawai'i TESOL Board members
- Nancy Tarawhiti, Meals Coordinator
- Ben Brown, BYUH Student Volunteer Coordinator
- The student volunteers from BYU-Hawaii's TESOL Program
- *BYU-Hawaii Catering* for providing breakfast and lunch
- All of our presenters today
- All of you who have taken time out from busy schedules to support this conference by attending!

PLENARY SPEAKER



Dr. Marta González-Lloret

Title of Talk: *Connecting Cultures Online: Virtual Exchanges as Sociopragmatic Learning Spaces*

Bio: Marta González-Lloret is a Professor of Spanish and Applied Linguistics at the University of Hawai'i at Mānoa. She is among the world's 2% most-cited researchers and among the top 400 world linguists according to the 2023 Stanford University's ranking (Elsevier Data Repository). Her research focuses on technology-mediated language learning, task-based language teaching, and second language pragmatics, and has been published in journals such as *Foreign Language Annals*, *Language Learning & Technology (LL&T)*, *CALICO*, *Language Teaching Research*, *Annual Review of Applied Linguistics*, and *TASK*. She has given more than 80 invited talks and workshops, and 17 plenary/keynote talks all over the world. She is currently co-editor of the *Task-Based Language Teaching* book series (John Benjamins), editor of the *Pragmatics & Language Learning* book series (NFLRC), and serves in multiple academic journals and advisory committees, such as the Executive Board for the *LL&T* journal or the last Advisory Committee for the new ACTFL Guidelines.

AM Schedule

8:30–9:00	REGISTRATION AND CONTINENTAL BREAKFAST Heber J. Grant Building (HGB)			
9:00–9:10	Opening Remarks – 2 nd Floor Room 273			
9:15–9:50	Plenary Address: Marta González-Lloret, PhD – 2nd Floor Room 273			
Rooms	Room 113	Room 115	Room 117	Room 121
10:00–10:20 Quick Shares – Block A	Linguistic Insecurity and a Role for Translanguaging in the Post-Secondary English-Only Classroom Witchuda Chaisong	A Study on the Use of Communication Strategies During Conversations Tsutomu Koga	Investigating Reliability in ChatGPT as an L2 Automated Essay Scorer Asia Gillette, Shannon Pederson	English Learning Outcomes in a Multicultural South Korean Elementary School Daniel Isbell, Joonhee Kim, Seoyong Choi, Kitaek Kim
10:30–11:10 40-Minute Sessions – Block 1	[Paper] Towards critical dialogue in the L2 classroom: A tool for challenging global ideologies on gender Graham Crookes, Priscila Leal	[Workshop] Using The TPACK Framework for Language Teaching in the AI-age Jeff Maloney	[Workshop] From Research to Practice: Classroom Applications of Global Englishes Annabelle Walters, Seungeun Lee	[Paper] Bridging Experience and Practice: Practitioner-Informed Professional Development for Japan Exchange and Teaching Program Assistant Language Teachers Joseph Peters
11:20–11:40 Quick Shares – Block B	Designing a COIL-PBLL Project for High School EFL Students Yuka Chubachi	From Learner to Teacher: Understanding Learner Characteristics in ESL Classrooms Risa Tivaganon	Developing Vocabulary Support Tools for Classroom Instruction and Student Use Natasha Gillette, Natalia Oviedo, Sela Tupou	Accent Attitudes in r/JudgeMyAccent: A Global Englishes Perspective Lazzat Anefiya
11:50–12:30 40-Minute Sessions – Block 2	[Workshop] AI Supported Revision Strategies in L1 and L2 English Writing Alexandra Lee, Yoonseo Kim	[Paper] Investigating L2 English Overpassivization by L1-Korean and L1-Japanese Learners Ayoung Chung, Joonhee Kim	[Paper] Student Engagement in Script-writing Role-plays Under TBLT Principles Matthew Kakimi	[Workshop] AI as a Teacher's Assistant: Enhancing Process-Based L2 Writing Sohyeon Lee
12:30–1:25	CONFERENCE LUNCHEON Room 135			

PM Schedule

Poster Sessions 12:50-1:20	Room 133				
	Using a news corpus to facilitate Micronesian ELLs' vocabulary learning Debra Coleman	Understanding Khmer: Language Structure and Cultural Context for ESL/EFL Teachers Seavmey Torng	Learning Experience Matters More Than Music Ability: Perception of English /ɹ/-/l/ in Japanese EFL Learners Juri Furukawa	Breath Work and Language Learning: An Ancestral Tool with Modern Day Application Ana Methuselah	
Rooms	Room 113	Room 115	Room 117	Room 121	
1:30–2:10 40-Minute Sessions – Block 3	[Paper] Proficiency effects on English speech perception and CAF-measured production Seungeun Lee	[Paper] Streamlining Local English Placement Listening Test: Balancing Efficiency and Validity Yoonseo Kim, Daniel Holden, Daniel R. Isbell	[Paper] Investigating the Complexities of Japanese-English Translanguaging Practices in an ESL Classroom Ayano Kawasaki	[Workshop] Improv in the Classroom: Interactive Activities for Language Teaching Gabriella Sosnowski	
2:20–2:40 Quick Shares – Block C	Integrating Global Englishes in ELT: Insights from Teacher Research Annabelle Walters		Incorporating Summarizing Tasks into the Japanese High School Classroom Kengo Yoshida	Building Community Connections: Service Learning Projects in a TESOL Course Hanh Nguyen, Edgardo Diaz Arriagada, Laura Patricia Baerz, Hepuaali'i Harrell, Johanna Garcia, Nainoa Kebo	
2:50–3:30 40-Minute Sessions – Block 4	[Panel] Creative Solutions to Address Language Interference Issues for English Learners Burgel R. Maria Levy, Kealohilani Leleo, Reycajen Magbulos, Brandon Iyo, Dinh Manh Duong, Anaïs Smeyers	[Workshop] Digital Hospitality: Practicing High Stakes Emails & Meetings With Chat Tools Alexandra Lee	[Paper] Designing Ecological, Chatbot-Mediated Support for Service-Learning Michael Augustine	[Paper] The Relationship Between Affective Variables, Time-Restricted Reading, and Reading Proficiency Steven Carter	
3:40–4:20 40-Minute Sessions – Block 5	[Workshop] Project-based Language Learning (PBL) in a Post-AI World Matthew Kakimi, Shannon Pederson	[Paper] Integrating Diagnostic Assessment into Teaching Practice for Young Language Learners Yoonseo Kim, Seungeun Lee	[Workshop] Metacognitive Instruction and TBLT: How to Raise Learners' Awareness of the Benefits of Interaction Nicole Ziegler, Graham Crookes, David Honeycutt, Ayano Kawasaki, Dan Holden	[Panel] (Trans-)Languaging and Well-Being: Reflections from a Collaborative Online International Learning (COIL) Project Dongping Zheng, Chika Takahashi, Azuki Miyoshi, Issac N. Choi, Yudai Hirata	
4:20–4:30	Closing & Door Prizes (HGB Lobby)				

Concurrent Quick-share Sessions

10:00–10:20am (20 minutes)

Room 113 ([back](#))

Linguistic Insecurity and a Role for Translanguaging in the Post-Secondary English-Only Classroom

Presenter(s): Witchuda Chaisong
Affiliation: University of Hawai'i at Mānoa

Summary

This study investigates how translanguaging influences linguistic insecurity in an English-only classroom. Drawing on sociolinguistic and SLA frameworks, it analyzes verbal and nonverbal indicators of insecurity across English-only and translanguaging phases in a low-intermediate writing course. Findings suggest translanguaging largely reduces linguistic insecurity and supports more positive emotional engagement.

Bio

Witchuda Chaisong is a PhD student in Second Language Studies at the University of Hawai'i at Mānoa and an instructor at the Hawai'i English Language Program. Her research examines how multilingual learners' emotional experiences are shaped by culture and language.

Room 115 ([back](#))

A Study on the Use of Communication Strategies During Conversations

Presenter(s): Tsutomu Koga
Affiliation: Ryukoku University

Summary

This preliminary study investigates five-minute English conversation tasks completed by Japanese EFL learners and attempts to examine the communication strategies they use to maintain conversations when confronted with communication challenges. The qualitative

analysis revealed that asking questions was often observed, but negotiation for meaning was rarely found in their performance.

Bio

Tsutomu Koga, Associate Professor at Ryukoku University in Japan, is currently conducting research as a visiting scholar at Hawai'i Pacific University. His research focuses on the dynamicity of individual differences with particular attention to language of instruction and cooperative learning.

Room 117 ([back](#))

Investigating Reliability in ChatGPT as an L2 Automated Essay Scorer

Presenter(s): Asia Gillette, Shannon Pederson

Affiliation: University of Hawaii at Manoa (SLS)

Summary

This presentation outlines the design of a study examining the interrater reliability of ChatGPT 5.0 compared to human raters using a holistic scoring rubric and reports key findings from the analysis.

Bio

Ms. Gillette and Ms. Pederson are Master's students in the Second Language Studies program at the University of Hawai'i at Mānoa.

Room 121 ([back](#))

English Learning Outcomes in a Multicultural South Korean Elementary School

Presenter(s): Daniel Isbell, Joonhee Kim, Seoyong Choi, Kitaek Kim

Affiliation: University of Hawai'i at Mānoa

Summary

This study examined the English learning outcomes of 75 students in a multicultural South Korean elementary school where many students come from migrant backgrounds. Results indicate that the strongest influence on English comprehension skills and vocabulary knowledge is age of exposure. However, Korean students outperformed non-Korean peers in comprehension.

Bio

Dan Isbell is an Associate Professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa.

Joonhee Kim is a doctoral student in Second Language Studies at the University of Hawai'i at Mānoa.

Seoyong Choi is a doctoral candidate in English Language Education at Seoul National University and an elementary school teacher in Asan, South Korea.

Kitaek Kim is a Professor in the Department of English Language Education at Seoul National University and currently a Visiting Colleague in the Department of Second Language Studies at the University of Hawai'i at Mānoa.

Concurrent Sessions

10:30–11:10 AM (40 minutes)

Room 113 ([back](#))

Towards Critical Dialogue in the L2 Classroom: A Tool for Challenging Global Ideologies on Gender

Presenter(s): Graham Crookes, Priscila Leal
Affiliation: University of Hawai'i at Mānoa

Summary

This presentation concerns "critical dialogue". L2 instruction could include helping L2 learners talk together about issues they face in their lives and in ways that help them probe the assumptions they may have concerning them. This is what we tried in a past course for young adult learners from Japan visiting Hawai'i.

Bio

Dr. Graham Crookes is a past HiTESOL officer and a professor in the Dept. of SLS, UHM.

Dr. Priscila Leal teaches courses for pre- and in-service teachers of multilingual learners with the UHM College of Education.

Room 115 ([back](#))

Using The TPACK Framework for Language Teaching in the AI-age

Presenter(s): Jeff Maloney

Affiliation: BYU-Hawaii

Summary

In this workshop, we explore the technological pedagogical and content knowledge (TPACK) framework and some ways it could be used to:

1. Identify areas needing improvement
2. Evaluate digital and AI-based tools for classroom use
3. Help develop focused professional development
4. Assist with development and refinement of program standards

Bio

Jeff Maloney is an assistant professor in the EIL/TESOL program at BYU-Hawaii. He has taught linguistics, TESOL, and English courses at multiple universities in the United States

Room 117 ([back](#))

From Research to Practice: Classroom Applications of Global Englishes

Presenter(s): Annabelle Walters, Seungeun Lee

Affiliation: University of Hawai'i at Mānoa

Summary

While Global Englishes scholarship in TESOL has challenged native speakerism and highlighted the plurality of English varieties, these discussions often remain limited to academic contexts. This workshop bridges research and practice by demonstrating how Global Englishes concepts can be integrated into classrooms through a 45-minute example session and practical activities.

Bio

Annabelle Walters is a second year MA student in Second Language Studies at the University of Hawai'i at Mānoa and a Listening and Speaking instructor at the English Language Institute. Her interests include Global Englishes, teacher research, and language access in healthcare.

Seungeun Lee is a PhD student in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She has taught English and Korean to second language learners in Hawai'i and Korea.

Room 121 ([back](#))

Bridging Experience and Practice: Practitioner-Informed Professional Development for Japan Exchange and Teaching Program Assistant Language Teachers

Presenter(s): Joseph Peters

Affiliation: University of Hawaii at Manoa: Department of Learning Technology and Design

Summary

Assistant Language Teacher's are employed in the Japanese educational system without adequate preparation. However, Professional Learning Communities, where members play a key role as creators and connectors of knowledge can help them expand their understanding of different perspectives and pedagogical approaches. This presentation discusses some aspects of the educational research.

Bio

Joseph is a doctoral student in Learning Design and Technology at the University of Hawaii at Manoa. His current research focus is on fostering professional development using Professional Learning Communities.

Concurrent Sessions

11:20–11:40 PM (20 minutes)



Room 113 ([back](#))

Designing a COIL-PBLL Project for High School EFL Students

Presenter(s): Yuka Chubachi

Affiliation: University of Hawaii at Manoa, Second language studies

Summary

This workshop presents a six-week Collaborative Online International Learning (COIL)–Project-Based Language Learning (PBLL) project linking a Japanese EFL high school and a U.S. university Japanese program. Students engaged in translanguaging across their target languages through online interaction and video creation. Teacher interviews highlight key challenges and practical design recommendations.

Bio

Yuka Chubachi is a Japanese high school English teacher, Fulbright scholar, and MA student in Second Language Studies at the University of Hawai'i. Her research focuses on Collaborative Online International Learning (COIL) and project-based language learning (PBLL) in high schools.

Room 115 ([back](#))

Room 115

From Learner to Teacher: Understanding Learner Characteristics in ESL Classrooms

Presenter(s): Risa Tivaganon

Affiliation: Brigham Young University Hawaii

Summary

This presentation examines how individual learner characteristics, such as age, motivation, prior experience, and first language, influence English language acquisition in ESL contexts. It highlights the importance of learner-centered instruction and offers insights for teachers seeking to better understand and support diverse ESL learners.

Bio

Risa Tivaganon, a senior student from Brigham Young University. Born and raised in Thailand. She enjoys learning different languages and always dreamed of being a teacher, which she wants to have in her education journey.

Room 117 ([back](#))

Developing Vocabulary Support Tools for Classroom Instruction and Student Use

Presenter(s): Natasha Gillette, Natalia Oviedo, Sela Tupou

Affiliation: Brigham Young University-Hawaii

Summary

Many curricula exceed what multilingual students know, resulting in content that is often inaccessible. The development of vocabulary support tools to be used by instructors in the classroom, as well as students, can facilitate greater vocabulary attainment that may achieve necessary vocabulary thresholds and ultimately lead to comprehension.

Bio

Natasha Gillette is from New Zealand and is an Assistant Professor of English Language Teaching and Learning at Brigham Young University-Hawaii.

Natalia Oviedo is from Chile and is majoring in TESOL at BYU-Hawaii.

Sela Tupou is from Tonga and is majoring in TESOL at BYU-Hawaii.

Room 121 ([back](#))

Accent Attitudes in r/JudgeMyAccent: A Global Englishes Perspective

Presenter(s): Lazzat Anefiya

Affiliation: University of Hawai'i at Mānoa, Second language studies department

Summary

This research proposal examines accent attitudes in the subreddit r/JudgeMyAccent through a Global Englishes lens. Addressing the underrepresentation of anonymous online forums in accent research, the study explores whether native-speaker norms persist or whether new evaluative standards are emerging, illustrated through a sample analysis of ten threads.

Bio

Lazzat Anefiya is an MA student in Second Language Studies with research interests in accent attitudes, Global Englishes, immigrant population and language learning. She is originally from Kazakhstan, Central Asia and has been teaching English as a foreign language for nearly 5 years.

Concurrent Sessions

11:50–12:30 PM (40 minutes)

Room 113 ([back](#))

AI Supported Revision Strategies in L1 and L2 English Writing

Presenter(s): Alexandra Lee, Yoonseo Kim

Affiliation: University of Hawai'i at Mānoa

Summary

Revision is where writing knowledge becomes durable, yet generative Artificial Intelligence (AI) is shifting when and how writers revise. This workshop traces AI-supported revisions in L1 and L2 English writing, separating surface edits from meaning-level restructuring, and equips participants with a revision timeline method, feedback-literacy routines, and AI-aware assessment tools.

Bio

Alexandra Elizabeth Lee is a lecturer in the English Department at the University of Hawai'i at Mānoa. Her research specializes in AI mediated pedagogy, examining how AI shapes writing, critical dialogue, and academic agency among writers from diverse linguistic backgrounds.

Yoonseo Kim is a PhD candidate in Second Language Studies at the University of Hawai'i at Mānoa. Her research focuses on second language writing assessment and AI-assisted assessment. Her professional experience includes teaching undergraduates and high school language learners.

Room 115 ([back](#))

Investigating L2 English Overpassivization by L1-Korean and L1-Japanese Learners

Presenter(s): Ayoung Chung, Joonhee Kim

Affiliation: University of Hawai'i at Mānoa

Summary

This study investigates L2 English overpassivization (e.g., “The event was happened”) among L1-Korean and L1-Japanese learners. By examining L1 transfer, verb alternation, and discourse context within a single framework, the research clarifies the sources and relative contributions of overpassivization errors for L2 learners.

Bio

Ayoung Chung and Joonhee Kim are PhD students in the Department of Second Language Studies at the University of Hawai'i at Mānoa. Their research interests include bilingual language processing, second language acquisition, and language education with a focus on Korean and English.

Room 117 ([back](#))

Student Engagement in Script-writing Role-plays Under TBLT Principles

Presenter(s): Matthew Kakimi, Shannon Pederson

Affiliation: University of Hawai'i at Mānoa

Summary

Research on engagement draws attention to task processes and can be used to evaluate task effectiveness. The discussed paper triangulates three topics - Engagement, TBLT, and Role-play - to compare the effectiveness of two scripting tasks - realistic and performative - represented through engagement metrics and university student perceptions.

Bio

Matthew is a Master's student from the University of Hawai'i at Mānoa, majoring in Second Language Studies, interested in investigating drama-based language learning.

Room 121 ([back](#))

AI as a Teacher's Assistant: Enhancing Process-Based L2 Writing

Presenter(s): Sohyeon Lee

Affiliation: University of Hawaii at Manoa, Educational Psychology

Summary

This interactive workshop explores integrating Generative AI into process-based writing instruction. Drawing on insights from Korean EFL teacher training, participants will discover practical strategies for brainstorming and feedback. I will address ethical concerns and

demonstrate how AI can support, rather than replace, teacher expertise in the L2 classroom.

Bio

Sohyeon taught in Korean public schools for over a decade before pursuing an MA in SLS at UH Mānoa. Currently a PhD student in Educational Psychology, her research focuses on AI in education, L2 writing, and language assessment.

Poster Sessions

12:50–1:20 (30 minutes)



Room 133 ([back](#))

Using a News Corpus to Facilitate Micronesian ELLs' Vocabulary Learning

Presenter(s): Debra Coleman

Affiliation: Hawaii Pacific University

Summary

This presentation provides an analysis of a corpus of news articles related to Micronesia from various sources, with the goal of facilitating vocabulary learning by English Language Learners from Micronesia while engaging with content relevant and meaningful to them.

Bio

Debra Coleman is an ELL teacher at Kaimuki High School, Honolulu, and an MA TESOL candidate at Hawaii Pacific University. She is also a voice actor and avid traveler. In her spare time, she can be found cooking Korean food.

Room 133 ([back](#))

Understanding Khmer: Language Structure and Cultural Context for ESL/EFL Teachers

Presenter(s): Seavmey Torng

Affiliation: Hawai'i Pacific University

Summary

This session explores Khmer language foundations and compares them with English to help language learners and teachers understand how first-language roots influence target-language learning. It highlights Khmer pragmatics, semantics, orthography, morphology, phonology, and syntax to deepen understanding of linguistic structure and cultural meaning.

Bio

Seavmey Torng holds a Bachelor of Education in Teaching English as a Second Language from the Royal University of Phnom Penh, Cambodia, and is currently pursuing a Master of Arts in TESOL at Hawai'i Pacific University. Her research interests focus on cross-linguistic influences in second language acquisition, particularly how learners' first-language structures shape their development in additional languages.

Room 133 ([back](#))

Learning Experience Matters More Than Music Ability: Perception of English /ɹ/–/l/ in Japanese EFL Learners

Presenter(s): Juri Furukawa

Affiliation: University of Hawai'i at Mānoa

Summary

This study examines how musical experience affects the categorical perception of English /ɹ/ and /l/ among Japanese EFL learners. Findings suggest that while musical experience can support more native-like perception of L2 phonemes, L2 exposure and training are more influential. This study highlights the potential contribution of musical experience to L2 phoneme acquisition, while emphasizing the dominant role of language learning experience in shaping it.

Bio

Juri Furukawa is an MA student in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She is interested in L2 pronunciation, pedagogy, and the role of musicality in language learning.

Room 133 ([back](#))

Breath Work and Language Learning: An Ancestral Tool with Modern Day Application

Presenter(s): Ana Methuselah
Affiliation: University of Hawai'i at Mānoa

Summary

This poster explores how breathwork can be used as a tool to aid the body through the process of soothing the Autonomic Nervous System (ANS), which can aid language learning by mitigating feelings of nervousness, anxiety, and overwhelm. Pedagogical implications of breathwork for educators and learners will be addressed.

Bio

Ana is an MA student at the University of Hawai'i at Mānoa in the Second Languages Studies department. She is interested in learning more about how the human brain learns languages at various stages throughout human development. Her work currently focuses on breath work as a tool to support language learning in the classroom.

Concurrent Sessions

1:30–2:10 pm (40 minutes)



Room 113 ([back](#))

Proficiency Effects on English Speech Perception and CAF-Measured Production

Presenter(s): Seungeun Lee
Affiliation: University of Hawai'i at Mānoa

Summary

People often adjust their speech depending on their partners' proficiency—for instance, by talking slowly when interacting with low-proficiency speakers. Based on findings that comprehensibility (i.e., ease of understanding) can function as perceptual indicators of proficiency, this study explored how comprehensibility affects speech modification by speakers of varying proficiency levels.

Bio

Seungeun Lee is a PhD student in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She has taught English and Korean to second language learners in Hawai'i and Korea.

Room 115 ([back](#))

Streamlining Local English Placement Listening Test: Balancing Efficiency and Validity

Presenter(s): Yoonseo Kim, Daniel Holden, Daniel R. Isbell

Affiliation: University of Hawaii at Manoa

Summary

This study examines the listening section of a local placement test by comparing domestic and international students' performance. Domestic students performed only marginally better on the test. Removing lectures with several poorly performing items slightly reduced reliability but maintained exemption rates, enabling shorter testing time while arguably improving validity.

Bio

Yoonseo Kim is a PhD candidate in Second Language Studies at the University of Hawai'i at Mānoa. Her research focuses on L2 writing assessment and AI-assisted assessment. She has professional experience teaching both undergraduate students and high school language learners.

Daniel Holden (Ph.D. Second Language Studies, University of Hawai'i at Mānoa) is Assistant Director of the English Language Institute at the University of Hawai'i at Mānoa, where he supports multilingual students, and researches how democratic, dialogue-centered values shape language program administration.

Daniel R. Isbell (Ph.D. Second Language Studies, Michigan State University) is an Associate Professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa. He currently serves as an Associate Editor at Language Learning.

Room 117 ([back](#))

Investigating the Complexities of Japanese-English Translanguaging Practices in an ESL Classroom

Presenter(s): Ayano Kawasaki

Affiliation: University of Hawai'i at Mānoa

Summary

Despite a paradigm shift to a new Global-Englishes-for-Language-Teaching (GELT) framework, the discussions remain theoretical and classroom-based studies have been missing. This presentation examines Japanese-English translanguaging practices in an ESL classroom, revealing the complexities and potentials of translanguaging practices as a means of expanding both the teacher and learners' linguistic repertoires.

Bio

Ayano Kawasaki is a PhD student in SLS at UH. She earned an MA in TESOL from Columbia University, as a Fulbright scholar. Ayano taught English at a high school and university. Her research focuses on TBLT, fluency, conversation analysis, and teacher training.

Room 121 ([back](#))

Improv in the Classroom: Interactive Activities for Language Teaching

Presenter(s): Gabriella Sosnowski

Affiliation: University of Hawai'i at Mānoa, Department of Second Language Studies

Summary

This workshop introduces improv-based classroom activities that support student engagement and interaction. Informed by the presenter's classroom-based teacher-research, participants will explore adaptable strategies, reflect on their classroom applications, and leave with practical ideas for getting students talking across proficiency levels.

Bio

Gabriella Sosnowski is an SLS graduate student and ELI instructor at the University of Hawai'i at Mānoa. She teaches listening and speaking and is interested in arts-based pedagogy, particularly using theater and improv to support learners' confidence, interaction, and communication skills.

Concurrent Sessions

2:20–2:40 (20 minutes)

Room 113 ([back](#))

Integrating Global Englishes in ELT: Insights from Teacher Research

Presenter(s): Annabelle Walters

Affiliation: University of Hawai'i at Mānoa

Summary

This presentation reports on a teacher-led study integrating Global Englishes for Language Teaching (GELT) into an academic listening and speaking course. It examines instructional decision-making and student perspectives on Global Englishes (GE), offering practical classroom strategies and reflective insights for TESOL practitioners seeking alternatives to native speaker norms.

Bio

Annabelle Walters is a second year MA student in Second Language Studies at the University of Hawai'i at Mānoa and an instructor at the English Language Institute. Her research interests include Global Englishes, teacher research, and language access.

Room 117 ([back](#))

Incorporating Summarizing Tasks into the Japanese High School Classroom

Presenter(s): Kengo Yoshida

Affiliation: University of Hawai'i at Mānoa

Summary

In this Quick Share, I first introduce the background of the study and then explain how summarizing tasks fit in the Japanese high school classrooms. In the presentation, I also show what the tasks look like using examples. Lastly, I discuss directions for future research.

Bio

Kengo Yoshida has served as an English teacher in Japan for the past six years. He has devoted himself to improving his students' proficiency in/outside the classroom. Now, he is pursuing a master's degree at the UH Mānoa.

Room 121 ([back](#))

Building Community Connections: Service Learning Projects in a TESOL Course

Presenter(s): Hanh Nguyen, Edgardo Diaz Arriagada, Laura Patricia Baerz, Hepuaali'i Harrell, Johanna Garcia, Nainoa Kebo
Affiliation: Hawaii Pacific University

Summary

This Quick Share presentation discusses the implementation of service-learning projects in an undergraduate TESOL course at Hawaii Pacific University. In these projects, students engaged with the community by assisting a classroom teacher, creating materials for an academic center and a church, tutoring a refugee, and hosting a language table.

Bio

All presenters are from Hawaii Pacific University: Hanh thi Nguyen (Professor), Edgardo Diaz Arriagada (BA TESOL candidate), Laura Patricia Baerz (visiting student), Hepuaali'i Harrell and Johanna Garcia (BA candidates in Education), and Nainoa Kebo (BA candidate in Arts and Markets).

Concurrent Sessions

2:50-3:30 PM (40 minutes)



Room 113 ([back](#))

Creative Solutions to Address Language Interference Issues for English Learners

Presenter(s): Burgel R. Maria Levy, Kealohilani Leleo, Reycajen Magbulos, Brandon Iyo, Dinh Manh Duong, Anaïs Smeyers
Affiliation: Hawaii Pacific University

Summary

In this presentation, we will present practical and creative solutions to specific pronunciation challenges faced by learners of English as a Second Language from a variety of different backgrounds.

Bio

Kealohilani Leleo is a graduate certificate candidate in the TESOL Program.

Reycajen Magbulos is a BA candidate in International studies (TEFL certificate).

Brandon Iyo is a BA candidate in the School of Education.

Dinh Manh Duong is a BA TESOL candidate. Anaïs Smeyers is a MA TESOL candidate.

The organizer is Assistant Professor Burgel R. Maria Levy (teaching in the BA and MA TESOL Programs at Hawaii Pacific University).

Room 115 ([back](#))

Digital Hospitality: Practicing High Stakes Emails & Meetings With Chat Tools

Presenter(s): Alexandra Lee

Affiliation: University of Hawai'i at Mānoa

Summary

This interactive workshop for instructors and student-support staff will introduce participants to a five-step protocol to coach multilingual students through high stakes emails and office meetings. Using AI-chat tools only for rehearsal and revision options, attendees leave with scenario cards, prompt cards, a checklist, and two finished models to reuse.

Bio

Alexandra Elizabeth Lee is a lecturer in the English Department at the University of Hawai'i at Mānoa. Her research specializes in AI mediated pedagogy, examining how AI shapes writing, critical dialogue, and academic agency among writers from diverse linguistic backgrounds.

Room 117 ([back](#))

Designing Ecological, Chatbot-Mediated Support for Service-Learning

Presenter(s): Michael Augustine
Affiliation: University of Hawaii at Manoa

Summary

The session will present an ecological design framework for AI chatbot role-plays that prepare L2 learners for high-value but high-anxiety service-learning at a Hawaii Foodbank, offering low-stakes rehearsal, reflection, and identity-supportive positioning as capable community helpers through context-specific, theoretically grounded design principles.

Bio

Michael Augustine is a master's student in SLS at UH Manoa. He has 10+ years of experience in English language instruction and learner assessment. He is currently working on technology to support L2 learners through ecologically designed AI-chatbot roleplay for service-learning.

Room 121 ([back](#))

The Relationship Between Affective Variables, Time-Restricted Reading, and Reading Proficiency

Presenter(s): Steven Carter
Affiliation: Brigham Young University Hawaii

Summary

Longstanding research affirms the effect of emotions, moods, and thoughts on academic performance. The present study investigated the relationship between affective variables, time-restricted reading, and assessed reading proficiency. In a model with affective variables and fluency as predictors, reading fluency was the most significant predictor of assessed reading proficiency.

Bio

Steven Carter is an associate professor in the EIL and TESOL Programs at Brigham Young University–Hawaii and an SLS PhD student at University of Hawaii at Manoa. His research interests include measurement and assessment, second-language reading, and reading fluency.

Concurrent Sessions

3:40-4:20 PM (40 minutes)

Room 113 ([back](#))

Project-based Language Learning (PBL) in a Post-AI World

Presenter(s): Matthew Kakimi, Shannon Pederson

Affiliation: University of Hawai'i at Mānoa

Summary

AI has transformed the landscape of teaching approaches, and Project-based language learning (PBL) is no exception. AI has influenced how PBL is conducted and assessed. This workshop provides audiences with information on targeting speaking and writing skills when employing PBL in their classrooms, with consideration to current AI capabilities.

Bio

Shannon and Matthew are Master's students from the University of Hawai'i at Mānoa under the Second Language Studies Department who are interested in the intersection between AI and Project-based language learning.

Room 115 ([back](#))

Integrating Diagnostic Assessment into Teaching Practice for Young Language Learners

Presenter(s): Yoonseo Kim, Seungeun Lee

Affiliation: University of Hawaii at Manoa

Summary

This study investigates how a teacher applies the Korean Pronunciation Diagnostic (KPD) within a cyclical action research framework. 11 young learners completed KPD tasks, and phonemes with low accuracy rates were targeted for instruction. Findings indicate the KPD supports evidence-based instructional decisions on individual weaknesses and fosters learners' autonomous engagement.

Bio

Yoonseo Kim is a PhD candidate in Second Language Studies at the University of Hawai'i at Mānoa. Her research focuses on second language writing assessment and AI-assisted assessment. Her professional experience includes teaching undergraduates and high school language learners.

Seungeun Lee is a Ph.D. student in Second Language Studies at University of Hawai'i at Mānoa. Her primary research interests are second language (L2) acquisition, L2 listening and speaking, and L2 pronunciation.

Room 117 ([back](#))

Metacognitive Instruction and TBLT: How to Raise Learners' Awareness of the Benefits of Interaction

Presenter(s): Nicole Ziegler, Graham Crookes, David Honeycutt, Ayano Kawasaki, Dan Holden

Affiliation: University of Hawai'i at Mānoa

Summary

Drawing on critical task-based approaches (Crookes & Ziegler, 2021), this interactive workshop will use discussion and hands-on activities to address how teachers can use metacognitive instruction to raise learners' awareness of the positive effects of peer interaction, including how interaction may facilitate learners' peer relationships and agency (Lambert et al., 2017).

Bio

Nicole Ziegler is Associate Professor of Second Language Studies at the University of Hawai'i at Mānoa. Her research focuses on instructed second language acquisition (ISLA), specifically L2 interaction, task-based language teaching (TBLT), computer-assisted language learning (CALL), and Maritime English.

Graham V. Crookes is Professor, University of Hawai'i at Mānoa. His primary research interest is critical and transformative language education.

David Honeycutt is a PhD student in the Department of Second Language Studies at the University of Hawai'i at Mānoa. He is interested in usage-based approaches, technology-mediated language learning, and Japanese as a second language.

Ayano Kawasaki is a PhD student in SLS at UH. She earned an MA in TESOL from Columbia University, as a Fulbright scholar. Ayano taught English at a high school and university. Her research focuses on TBLT, fluency, conversation analysis, and teacher-training.

Daniel Holden (Ph.D. Second Language Studies, University of Hawai'i at Mānoa) is Assistant Director of the English Language Institute at the University of Hawai'i at Mānoa, where he supports multilingual students, and researches how democratic, dialogue-centered values shape language program administration.

Room 121 ([back](#))

(Trans-)Languaging and Well-Being: Reflections from a Collaborative Online International Learning (COIL) Project

Presenter(s): Dongping Zheng, Chika Takahashi, Azuki Miyoshi, Issac N. Choi, Yudai Hirata
Affiliation: University of Hawaii at Manoa

Summary

This panel discussion focuses on lessons learned from a collaborative online international learning project between Hawaii and Ehime, Japan, during fall semester 2025, which dealt with (trans-)languaging, well-being, and intercultural communication. Moderators briefly summarize the exchange and the impetus for such exchange while student-panelists share their reflections and lessons learned.

Bio

Dongping Zheng, an associate professor in the Department of Second Language Studies at the University of Hawai'i at Mānoa. She embraces ecolinguistics perspectives, applying design-based research and innovative technologies to advance theory, methods, and practices in language and education.

Chika Takahashi earned a doctoral degree at the Department of Second Language Studies, University of Hawaii at Manoa in 2013. She has been teaching in the Faculty of Law and Letters at Ehime University, Japan since then.

Azuki Miyoshi is a second-year student at Ehime University. She is interested in second language motivation as well as learning English and French.

Isaac N. Choi is a trilingual freshman at the University of Hawai'i at Mānoa, fluent in Japanese, Korean, and English. He is a music enthusiast who enjoys reading and hiking, and he takes pride in his Christian faith.

Yudai Hirata is an exchange student at the University of Hawai'i at Mānoa, affiliated with the Department of Second Language Studies, and a home institution student at Waseda University, Faculty of Letters, majoring in English and American Literature

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Map of HGB

