

## 2004 HALT CONFERENCE ABSTRACTS

### Session I – 8:45 to 9:30

*Webster 102*

#### **Guided Instruction: More Complex Learning and Testing Activities**

**Paul Michael Chandler (University of Hawai'i at Manoa)**

We will discuss numerous learning and testing activities, considering teacher expectations, learner outcomes and the "fit" with the ACTFL standards. Teachers may wish to bring sample tests or handouts to analyze with us. A handout will be provided with examples in English. (For all languages)

*Webster 103*

#### **Language Learning in Application for Heritage Learners**

**Sue Fujitani, Linda Fujikawa, & Soo-ah Yuen (Kapi'olani Community College)**

Kapi'olani Community College has taken an active step to develop a special curriculum, "Language 298: Learning in Application" to utilize, develop, and apply the talents and resources of our heritage learners. We will present how we developed our Chinese, Korean, and Japanese 298 courses, and the positive results in our classes.

*Webster 112*

#### **Performance Criteria: Clear Expectations for Quality Student Products**

**Anita Bruce (Hawai'i Department of Education)**

Demonstrating the concept of backward mapping, this session will focus on performance criteria and scoring rubrics in standards-based units. Audience members will review unit/lesson plans and performance assessments that integrate the 5 Cs to determine if the criteria selected establish connections between the standards, expected outcomes and instruction.

*Webster 113*

#### **Bringing Non-language Websites into Japanese Classrooms**

**Satoru Shinagawa (Kapi'olani Community College) & Mayumi Ishida (Dartmouth College)**

Have you ever wondered what's on the web that you can actually put to use in your classroom? This session will talk about how to use websites not designed specifically for language teaching in the language classroom.

*Webster 116*

#### **Bridging Culture and the Standards**

**Junko Agena (Aina Haina Elementary School)**

How do you teach culture? How do you plan a standards-based cultural lesson? This session includes a review of three P's of culture, discussion, and planning meaningful cultural lessons based on the World Languages Standards. The participants will also have the opportunity to share the lessons planned during the session.

## **Session II – 9:40 to 10:25**

*Webster 102*

### **Task-oriented Activities and Communicative Language Teaching**

**Terry L. Ballman (California State University Channel Islands)**

This session will provide a brief overview of communicative language teaching and the specific role that task-oriented and information-exchange tasks play in this interactive teaching and learning framework. (Target audience: Secondary, Post Secondary. Language of presentation: English; some examples given in Spanish with English translation)

*Webster 103*

### **Can We Assess Speaking in an Online Class?**

**Frauke Loewensen (California State University, Monterey Bay)**

The aim of this case study presentation is to demonstrate various ways to assess speaking in an online language class. It will discuss the inherent difficulties, present the learning outcomes for speaking for a third semester Spanish class, provide a rationale for a variety of delivery modes, and offer a number of examples submitted by students.

*Webster 112*

### **Digital Media Projects: Planning, Filming, and Editing**

**Carol Beresivsky (Kapi'olani Community College), Molli Fleming (Maui Community College), & Tess Lane (Hawai'i Pacific University)**

Language teachers take digital video cameras on their travels abroad to bring authentic language and culture into the classroom. This panel presentation will explain technical considerations to create successful video materials for three types of projects: promotional video, video to elicit language from students in the classroom, and video to present language. We will also discuss the etiquette of shooting video in various situations.

*Webster 113*

### **Continuum of School Programs: Opportunity for Hawaii's Students**

**Earl Okawa (Japan-America Society of Hawai'i)**

Presentation will explain the Japan-America Society of Hawaii's development of an integrated series of complementing programs for Hawaii's students from K-12 that is aligned with the Hawaii Department of Education's World Languages and Social Studies Content Standards.

*Webster 116*

### **Culture Bites- – Have Overhead, Will Travel**

**Laurie Tomchak (Windward Community College)**

Presenting culture in the language classroom does not have to take the whole class hour: five minutes a day with a transparency or song can pack a lot of culture into your busy schedule.

## **Session III – 10:45 to 11:30**

*Webster 102*

### **Media-Delivered (Video, Distance-Language Learning) Instruction for Beginning Language Learners**

**Lynette Fujimori (Hawai'i Department of Education)**

Moshi Moshi! Hola! Learn how media is being used to deliver instruction to beginning language learners. Hear about a program facilitated by classroom teachers who have little or no proficiency in Japanese or Spanish and is also being used to supplement existing language programs. This distance language learning series was created to address World Language standards through teaching Japanese and Spanish at the Elementary level. What is being learned from schools implementing this project can apply to media instruction for all levels of beginning language learners.

*Webster 103*

### **Integration of Technology and National Standards**

**Rafael Gomez (California State University, Monterey Bay)**

This PowerPoint presentation will offer innovative activities and exercises that can be used in beginning and intermediate level language classes. We will identify tasks that can be used to achieve learning outcomes in the areas of culture, communication, comparison, connection, and communities.

*Webster 112*

### **The Community as a Language Lab**

**Imelda Gasmen & Sheila Zamar (University of Hawai'i at Manoa)**

This session presents some activities for Beginning and Intermediate level language classes that tap into resources beyond the classroom. We will demonstrate how the community can serve as a language laboratory in which learners can gain important linguistic and cultural knowledge.

*Webster 113*

### **Use of New Technologies in the Classroom**

**Gina Nakahara (Moanalua High School)**

How does a World Language teacher adapt and utilize new technologies for his/her classroom? Let's share and discuss everything from student PowerPoint presentations and e-mail correspondence, to the creation of a web page in the target language. We'll even take a peek at the new standards-based on-line activity resource called "Classpak."

*Webster 116*

### **Online Testing of Oral Mandarin Recognition: An Ocelot Project Update**

**Roderick Gammon (Kapi'olani Community College)**

This presentation discusses a multimedia, multiple-choice online test where Pinyin romanizations are matched to Mandarin audio. This domain-referenced, computer adaptive test presents questions tailored to subject ability in the features of initial, final, and tone. The test results provide a description of proficiencies and difficulties in Mandarin oral recognition. cultural lessons based on the World Languages Standards. The participants will also have the opportunity to share the lessons planned during the session.

## **Session IV – 11:40 to 12:25**

*Webster 102*

### **A Content-based Curriculum Design for Intensive Second Language Classes**

**Frank Noji (Kapi'olani Community College)**

This paper will present the conceptual design for a content-based intensive course for Beginning levels of Japanese, Chinese, and Korean. The presentation will present the overall structure of the course as well as present a few examples of possible lessons.

*Webster 103*

### **Professional Development on the Web: Calling All DOE Teachers**

**Marta Gonzalez-Lloret, David Hiple, & Stephen Tschudi (University of Hawai'i at Manoa)**

This presentation will introduce new online teaching methodology courses for Hawai'i world (foreign) language educators delivered online through the Web with elements facilitating offline independent learning. The presentation will include rationale for the courses, advantages for Hawai'i language teachers, as well as a demonstration of the courses' content and functioning.

*Webster 112*

### **All Knowledge Is Not Obtained in One School**

**Katrina-Ann "Kapa" Oliveira (University of Hawai'i at Manoa)**

This presentation will introduce teachers to a variety of culturally appropriate hands-on activities for learning the Hawaiian language. It will demonstrate to educators that a firm understanding of culture is key to language acquisition and that to accomplish this, we often need to think outside of the box.

*Webster 113*

### **Internet Video Conferencing with Japan**

**Cindy Wong (Aiea High School)**

One step further than e-pals, able to extend oral/aural practice beyond chat rooms, work out the time difference and video conferencing is the way to go. Cost has always been the deciding factor when trying to connect to classrooms and students in Japan. This system allows for unlimited connection time with multiple connections being possible.

*Webster 116*

### **Involving the ESL Parents in the Elementary School**

**Diane Murakami (Queen Kaahumanu School) & Sallie Lee (Lanakila Elementary School)**

Two elementary school teachers will address the importance of the home-school connection. They will share information about the parent involvement components of their English for Second Language Learners (ESLL) Programs at their respective schools. They will share activities and strategies they use to encourage parent involvement in their children's education.

## LUNCHTIME KEYNOTE PANEL

### **Emotional Connections & Language Learning**

Cynthia Ning, University of Hawai'i at Manoa

Communication and social interactions facilitate the exchange of information, but perhaps more importantly, they establish emotional connections among people. This talk will focus on the need to form such connections, suggest some means to do so, and discuss ways to capitalize on networks of established emotional connections, specifically as pertaining to language learning.

*Cynthia Ning is associate director of the UH Manoa Center for Chinese Studies. She is also executive director of the international Chinese Language Teachers Association (CLTA). She authored the first-year textbook series COMMUNICATING IN CHINESE, published in 1996 by Far Eastern Publications of Yale University Press, and the video-based series for the second year called EXPLORING IN CHINESE, to be published later this year by the same publisher. She teaches experimental Chinese language courses and an English-language introduction to Chinese film at UH.*

### **Making it Real: Integrating Community-Based Projects into the Foreign Language Curriculum**

Molli Fleming, Maui Community College

Peace and prosperity in the 21st Century depend on increasing the capacity of people to think and work on a global and intercultural basis. We as language teachers are key players in the birthing of this essential transformation of perspective.

This talk seeks to inspire teachers to include or expand their application of community-based instruction in their courses. It will discuss how including this type of instruction promotes global and intercultural awareness, as well as provides authentic situations for communicating in the foreign language. It will present a variety of community-based opportunities that have been offered for Spanish students on Maui at all levels of instruction and suggest some strategies for integrating these activities into a syllabus.

*Molli Fleming holds a BA in Theatre Arts and an MA in Spanish Literature from the University of Oregon (1985). She has lived and taught in Mexico and Spain and has worked extensively in Study Abroad, leading college semester abroad programs to Spain and Mexico for the University of Oregon and School for International Training, as well as numerous month-long summer-study programs to Mexico for MCC. She spent last year's sabbatical exploring South and Central America with a back-pack, a video camera and \$30/day. Ms. Fleming has been on Maui since 1990. She taught five years at Seabury Hall before moving to Maui Community College in 1996. She was granted MCC's Excellence in Teaching Award for the year 2000. She is currently MCC's only full time Spanish faculty as well as the Service Learning Coordinator for her campus.*