



**Show and TELL**  
**28<sup>th</sup> Annual HALT Conference**  
**Saturday, April 12, 2014**  
**Kamakakūokalani Center for Hawaiian Studies**  
**University of Hawai‘i at Mānoa**



*The 28<sup>th</sup> annual HALT Conference is generously co-sponsored by the:  
University of Hawai‘i Confucius Institute &  
National Foreign Language Resource Center*

# TABLE OF CONTENTS

E KOMO MAI	1
MAHALO	2
MAP	3
SCHEDULE AT A GLANCE	4
PRESENTATION SUMMARIES	5
PUBLISHER ADS	11

# E KOMO MAI

Welcome to the 28<sup>th</sup> Annual HALT Conference, *Show and TELL*, held once again at the UH Mānoa Kamakakūokalani Center for Hawaiian Studies. This year's program offers many opportunities for language teaching practitioners to share ideas, resources, research, innovations, and information on a variety of issues relevant to the Hawai'i language teaching community.

After you check in at registration, please enjoy the complimentary coffee service in the halau area and visit the publishers' exhibits, located in front of the various presentation rooms. Participating exhibitors will have door prizes with winning ticket numbers attached to them. Check them against the ticket you received at registration to see if you've won.

We are honored to welcome Janet Glass, who will open the conference with her keynote address on *When Research Meets Best Practices: Exploring the TELL (Teacher Effectiveness for Language Learning) Project*. Enjoy the many exciting concurrent sessions that follow and then come back and join us for our annual HALT-Honolulu Star-Advertiser Excellence in Teaching Awards during lunch. Those who ordered and paid for lunch will have a lunch ticket in their nametag. Finally, to close out the conference, Janet Glass will be offering a special afternoon workshop on *Thematic Teaching: Why It Still Works Best*.

Before you leave today, please fill out your evaluation form and offer your suggestions for next year's conference. We hope you will consider presenting something from your own classroom practices next year! HALT members, don't forget to turn in your voting ballot for next year's HALT officers and write in your nomination suggestions for any vacant positions.

Have an enjoyable and informative conference,

2103-14 HALT Executive Board



# MAHALO

## HALT EXECUTIVE BOARD

### *Officers*

**President & ACTFL Representative** – Satoru Shinagawa (KCC)

**Vice-President: Conference Chair** – Marta Gonzalez-Lloret (UHM)

**Vice-President: Membership** – Jim Yoshioka (NFLRC)

**Secretary** – Cindy Wong (Moanalua HS)

**Treasurer** – Nancy Wysard (Mid-Pacific Institute)

**Webmaster** – Brian Look (Roosevelt HS)

**SWCOLT Representative** – Lynette Fujimori (HI DOE)

**Excellence in Teaching Award Committee Chair** – Lucia Aranda (UHM)

**Fall Symposium Chair** – Marta Gonzalez-Lloret (UHM)

**Members at Large** – Danile Kop (HI DOE) & Nancy Kishi (Kalani HS)

### *Language Representatives*

**Chinese:** Stephen Tschudi (UHM)

**Filipino:** Leticia Pagkalinawan (UHM)

**Hawaiian:** Kekeha Solis (UHM)

**Ilokano:** Julius Soria (UHM)

**Japanese:** Lisa Kobuke (KCC)

**Korean:** Sooah Yuen (KCC)

**Latin:** Laurie Wilson (Trinity Christian School)

**Portuguese:** Rachel Mamiya Hernandez (UHM)

**Spanish:** Marta Gonzalez-Lloret (UHM)

## SPECIAL THANKS TO...

- Pualeilani Santos, KCHS Manager
- Our conference helpers – Scott Andrada, Rhomnick Villa, Sarah Obaid, Dianne Willoboughy, Megan Hanlon, Leola Solis, Annalisa Salazar, Adam Prezbindowski, Aya Terazawa, Yuhei Yamamoto, Ha Eun Lim, & Shanley Fitzpatrick
- University Catering (Sodexo)
- Kakaako Kitchen

## EXCELLENCE IN TEACHING AWARD SPONSOR

**The Honolulu Star-Advertiser**  
Lee Webber, President

## EXHIBITORS / SPONSORS

**Cengage**  
Contact: Paul Harrold  
paul.harrold@cengage.com

**Lakeshore Learning**  
Contact: Michelle Swain  
mswain@lakeshorelearning.com

**McGraw-Hill Higher Education**  
Contact: Dimpna Figuracion  
dimpna\_figuracion@mheducation.com

**Pearson Education**  
Contact: Paul Moorman  
paul.moorman@pearson.com

**Santillana USA Publishing**  
Contact: Robert Ho  
apluseducationalprograms@gmail.com



**UH Korean Language Flagship Center**  
Contact: Lydia Chung  
flagship@hawaii.edu

**Vista Higher Learning**  
Contact: Julie Connell & Norah Jones  
jconnell@vistahigherlearning.com



**WorldStrides International Discovery**  
Contact: Denise Ritchie & Michael Edelstein  
deniser@worldstridesdiscovery.org

# MAP

2ND FLOOR (STREET LEVEL), KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES

KAMA 201	KAMA 202			KAMA 207
exhibits				registration
			exhibits	
	KAMA 210	← enter here		

1ST FLOOR (GROUND LEVEL), KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES

			KAMA 101
HALAU			

# SCHEDULE AT A GLANCE

<b>7:45-8:15</b>	<b>Registration (entrance), Coffee Service (halau), &amp; Publishers' Exhibit (2<sup>nd</sup> floor)</b>				
<b>8:15-9:00</b>	<b>Keynote Address – <i>When Research Meets Best Practices: Exploring the TELL (Teacher Effectiveness for Language Learning) Project</i> (Janet Glass) – halau</b>				
	<b>KAMA 101</b>	<b>KAMA 201</b>	<b>KAMA 202</b>	<b>KAMA 207</b>	<b>KAMA 210</b>
<b>SESSION I 9:05-9:50</b>	Language classes with substance (Bousquet)	How to use iBook Author for language teaching and learning (Shinagawa)	The Hawai'i Language Roadmap Initiative: Advocating for a multilingual Hawai'i... (Yoshimi & Haeusler)		Working memory capacity and the acquisition of phrasal verbs (Zenker & An)
<b>SESSION II 9:55-10:40</b>	Getting to know your language learners: Monolingual, bilingual, trilingual, or multilingual (Isidro-Bruno)	Conversation Day: Repackaging the oral communication experience (Onishi)	The use of technology to facilitate learning and communication between teachers and students (Melo & Matanza)	Innovations in bilingual teacher and interpreter training and testing programs... (Kim)	How do extensive reading quizzes influence reading anxiety and motivation? (An)
<b>10:40-11:00</b>	<b>Publishers' Exhibit Prime Time (2<sup>nd</sup> floor) &amp; Coffee Service (halau)</b>				
<b>SESSION III 11:00-11:45</b>	Form, content, strategies, tools: Planning and delivering instructional excellence (Jones)	Show and tell me what you learned (Wong)	The first credit-based Korean course in a Hawai'i K-12 public school (Nam)	Language in <i>manga</i> : An attempt to encourage learner motivation in college-level English in Japan (Yasuta)	Developing pragmatics-focused materials (Hanaoka & Hoshi)
<b>SESSION IV 11:50-12:35</b>	Modulations at work...in French and Spanish (Klingebiel & Beresivsky)	How to use technology to teach language (Zhang)	iPhone site to learn <i>katakana</i> words found in <i>Nakama</i> (Hasegawa)	Using Pinterest in the language classroom (Frengs)	
<b>12:40-1:30</b>	<b>HALT–Honolulu Star-Advertiser Excellence in Teaching Awards luncheon – halau</b>				
<b>1:30-2:30</b>	<b>Featured Workshop – <i>Thematic Teaching: Why It Still Works Best</i> (Janet Glass) – halau</b>				

# PRESENTATION SUMMARIES

**7:45-8:15 AM – REGISTRATION (ENTRANCE), COFFEE SERVICE (HALAU), & PUBLISHERS' EXHIBIT (NEAR PRESENTATION ROOMS)**

**KEYNOTE – 8:15-9:00 AM (halau)**



**Keynote Speaker:  
Janet Glass**

***When Research Meets Best Practices: Exploring the TELL (Teacher Effectiveness for Language Learning) Project***

Finally we have a tool that is clear, simple, and reliable. The mission of the TELL Project is to define what effective language teachers do, how it looks, and what model learning outcomes are. A core tenet of the project is that world language teachers can become models if the model teacher is well defined. Through reflection and discussion, teachers can guide themselves and grow toward the model.

This project was reviewed by the top language educators in the country. Helena Curtain says, “The TELL Project is a ground-breaking effort that will have a major impact on our profession. For the first time we have a shared vision of what our teaching practice should and could be. It is as groundbreaking as the standards were!” Let’s explore the specifics of this ground-breaking work together.

**Janet Glass** recently retired from Dwight-Englewood School in New Jersey where she taught at every grade level, K-12. She has been the recipient of three grants and fellowships by the National Endowment for the Humanities and the Dodge Foundation. Janet continues to give numerous presentations locally, nationally, and internationally. In 2008 she was named National Foreign Language Teacher of the Year by the American Council for the Teaching of Foreign Languages. Janet is currently teaching Methods of Foreign Language Teaching online for Iowa State University. She also teaches Methodology and Second Language Acquisition for Rutgers University in New Jersey.

**KAMA 101**

**Language classes with substance**

Louis Bousquet, *University of Hawai'i at Mānoa*

Montaigne urges teachers to inspire their pupils in the art of borrowing like a bee culls sweets to make its honey. Following the rules of Fair Use, I will show how to navigate the web to find substantial material for "language classes with substance," without infringing upon copyright laws.

**KAMA 201**

**How to use iBook Author for language teaching and learning**

Satoru Shinagawa, *Kapi'olani Community College*

iBook Author enables you to create multi-touch materials for iPad. Multi-media such as 3D images and video files can be added to the materials. In this session I will share examples of materials I created for my courses and demonstrate how to add media elements to the materials.

**KAMA 202**

**The Hawai'i Language Roadmap Initiative: Advocating for a multilingual Hawai'i, one conversation at a time**

Dina Yoshimi & Angela Haeusler, *University of Hawai'i at Mānoa*

This presentation introduces the Hawai'i Language Roadmap, a statewide initiative to increase awareness of the value of, and ultimately build, a multilingual workforce. We outline the critical role language teachers play – both as educators and as advocates – in implementing this endeavor through awareness raising activities, outreach, and pedagogical innovation.

**KAMA 210**

**Working memory capacity and the acquisition of phrasal verbs**

Frederick Zenker & Hyunjung An, *University of Hawai'i at Mānoa*

This pilot study investigated the relationship between working memory capacity (WMC) and the acquisition of phrasal verbs. Results indicated a positive correlation between WMC scores and performance on a delayed posttest. Establishing a connection between WMC and phrasal verb learning could have important implications for second language pedagogy.



**KAMA 101**

**Getting to know your language learners: Monolingual, bilingual, trilingual, or multilingual**

Gonzalo Isidro-Bruno, *University of Hawai‘i at Mānoa*

This presentation is twofold: one, to present basic concepts to identify multilingual learners in our classrooms; two, to share and discuss a basic student questionnaire to identify levels of multilingualism.

**KAMA 201**

**Conversation Day: Repackaging the oral communication experience**

Alison Onishi, *Punahou School*

Conversation Day is a highly customizable, versatile oral communication activity where students engage in small group discussion using recently learned grammar and vocabulary in the target language. Learn how this relatively low-risk setting and objective assessment encourage linguistic creativity and oral participation.

**KAMA 202**

**The use of technology to facilitate learning and communication between teachers and students**

Guia Melo & Patti Matanza, *‘Iolani School*

Guía and Patti will demonstrate the use of technology in Spanish classes at ‘Iolani School to facilitate learning and communication between teachers and students.

**KAMA 207**

**Innovations in bilingual teacher and interpreter training and testing programs in multilingual and multicultural academic and legal contexts in the Micronesian Islands**

Ye-Kyoung Kim, *Judiciary of Guam*

There is no research available on the educational situation and conditions of the Micronesian Islands in the literature of Second/English Language Education. This presentation is a research paper that identifies the increased needs for trained and competent bilingual teachers and interpreters for immigrant ELL students and adults in the region.

**KAMA 210**

**How do extensive reading quizzes influence reading anxiety and motivation?**

Hyunjung An, *University of Hawai‘i at Mānoa*

A case study to examine the effect of using comprehension questions after extensive reading on reading anxiety and motivation.

**10:40-11:00 AM – PUBLISHERS’ EXHIBIT PRIME TIME (NEAR PRESENTATION ROOMS) & COFFEE SERVICE (HALAU)**

**SESSION III – 11:00-11:45 AM**

**KAMA 101**

**Form, content, strategies, tools: Planning and delivering instructional excellence**

Norah Jones, *Vista Higher Learning*

This interactive session presents, in turn, format, content, strategies, and visual tools for planning and delivering integrated and scaffolded lessons for secondary or university courses. Participants define expectations and experience content and tools to meet and assess each expectation. Each participant leaves with a personalized instructional plan. Thorough reference handout provided.

**KAMA 201**

**Show and tell me what you learned**

Cindy Wong, *Moanalua High School*

Is testing and data collection overtaking your life? Are you being asked to provide evidence of student progress? Let's share some tools we can use to organize, centralize, and maybe empower our students to be responsible for their own language learning adventure.

**KAMA 202**

**The first credit-based Korean course in a Hawai'i K-12 public school**

Rachel Nam, *UH Korean Flagship Program / Roosevelt High School*

Despite the Korean Wave's popularity here in the islands, Hawai'i has yet to have a credit-based Korean course offered in their public schools until Roosevelt High School in the school year 2011-2012. The curriculum, student demographic and interest, challenges that are being faced, and the future of the course will be presented.

**KAMA 207**

**Language in *manga*: An attempt to encourage learner motivation in college-level English in Japan**

Takako Yasuta, *The University of Aizu*

This study introduces an attempt to increase learner motivation by using *manga* (Japanese comics) in an EFL course for non-English majors at a university in Japan. The author will show how *manga* are used effectively as icebreakers and are encouraging students to work on various activities in English.

**KAMA 210****Developing pragmatics-focused materials**

Vera Hanaoka & Saori Hoshi, *University of Hawai‘i at Mānoa*

Successful language learners have both linguistic and pragmatic competence. Learn effective methods for teaching pragmatics through a review of current research and examples of materials utilizing combined explicit/implicit instruction of target pragmatic features in Japanese. Participants will develop pragmatics-focused materials for their specific context.

**SESSION IV – 11:50 AM–12:35 PM****KAMA 101****Modulations at work...in French and Spanish**

Kathryn Klingebiel, *University of Hawai‘i at Mānoa*, & Carol Beresiwsky, *Kapi‘olani Community College*

A modulation is a type of relationship between two texts or utterances. In translation theory, a modulation represents a change of point of view: language, country (*encre de Chine/tinta china* ‘India ink’), color, preposition, etc. We present examples of French and Spanish modulations for use in the classroom, inviting listener input at all points.

**KAMA 201****How to use technology to teach language**

Li Zhang, *Le Jardin Academy*

I'd like to use this workshop to share with Chinese teachers or the other language teachers my experiences of using internet technology and iPad applications in the classroom to teach Chinese.

**KAMA 202****iPhone site to learn *katakana* words found in *Nakama***

Yumi Hasegawa, *Kinki University*

The presenter will demonstrate an innovative way to learn Japanese loan words in *katakana* that she developed for use on iPhones. In this session, participants can try the *katakana*-learning site, which is based on *Nakama*, one of the most commonly used Japanese textbooks in the United States.

**KAMA 207****Using Pinterest in the language classroom**

Julia Frengs, *University of Hawai‘i at Mānoa*

A presentation focusing on the use of Pinterest, a visually appealing bookmarking website, in the classroom. I will discuss my use of Pinterest for class projects conducted by students, as well as a tool to collect creative language classroom activities.

**12:40-1:30 PM – HALT–HONOLULU STAR-ADVERTISER EXCELLENCE IN TEACHING AWARDS LUNCHEON (HALAU AREA)**

*Those who ordered and paid for lunch will have a lunch ticket in their nametag.*

**CONGRATULATIONS TO OUR 2014 HALT–HONOLULU STAR-ADVERTISER EXCELLENCE IN TEACHING AWARD WINNERS**

Guia Melo (Spanish), 'Iolani School

Ron Kekeha Solis (Hawaiian), University of Hawai'i at Mānoa

**FEATURED AFTERNOON WORKSHOP – 1:30-2:30 PM**

***HALAU***

**Thematic Teaching: Why It Still Works Best**

Janet Glass

We will talk about recent research on thematic instruction. In the context of thematic units, the presenter will demonstrate more than ten different hands-on activities. These will touch on the three modes of communication, task-based instruction, adapted TPRS and the use of technology in assessment.

Don't forget to turn in your evaluation form (and ballot if you're a HALT member)! Also, be green – recycle your nametag at the registration desk.

Mahalo! See you at our 2014 HALT Fall Symposium  
& next year's 29<sup>th</sup> annual HALT Conference!

## PUBLISHER ADS



### **SANTILLANA** USA Language Education Experts

Spanish Textbook Programs  
Reference Resources  
Authentic Literature in Spanish  
Professional Development

IPAD  
COMPATIBLE

### Authentic Spanish Resources!



**Español Santillana - Levels 1-4**

Middle and High School Spanish as a World  
Language Program

Log on to

[www.fansdelespanol.com](http://www.fansdelespanol.com)

**FREE** and request a  
**1 Month Trial**

Follow Us



[www.spanishclassroom.com](http://www.spanishclassroom.com)



Spanish Classroom



@plazasantillana



plazasantillana



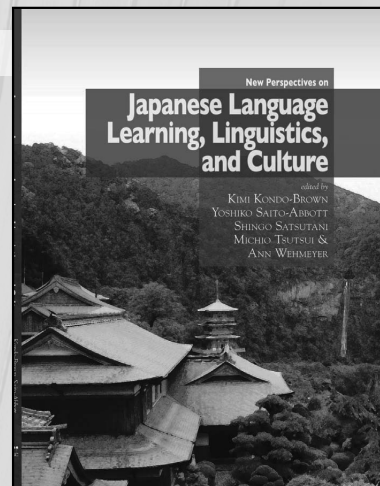
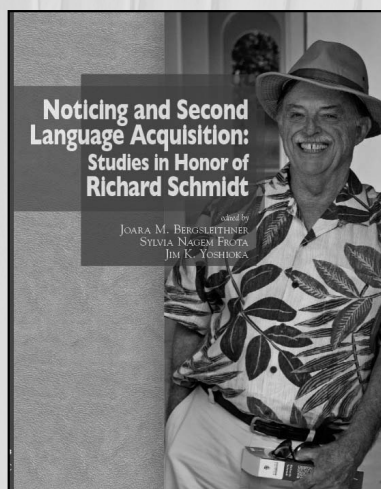
**[www.santillanausa.com](http://www.santillanausa.com)**

2023 NW 84th Avenue, Doral, FL 33122 | Phone 1-800-245-8584 - Fax 1-888-248-9518 | [customer.service@santillanausa.com](mailto:customer.service@santillanausa.com)

## Discover what you're looking for.

Take a new look at language learning. We build on our years of research experience, combining it with cutting-edge technological expertise to develop improved teaching methods as well as assessment and evaluation tools.

### monograph series

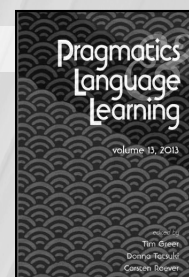
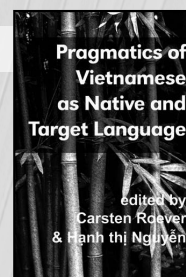


# We're the language center of the Pacific.

## We provide the tools & talent.

We help fill the LCTL gap with our innovative publications; hundreds can be downloaded for free. We also offer online courses.

### pragmatics series



### free online journals



**Language Documentation & Conservation**  
[nflrc.hawaii.edu/ldc](http://nflrc.hawaii.edu/ldc)



**Language Learning & Technology**  
[llt.msu.edu](http://llt.msu.edu)



**Reading in a Foreign Language**  
[nflrc.hawaii.edu/rfl](http://nflrc.hawaii.edu/rfl)

## You're invited.

Join us in Hawai'i for hands-on workshops, special topic institutes, and conferences. If you can't join us in person, check out these popular refereed online journals for second and foreign language educators.



[nflrc.hawaii.edu](http://nflrc.hawaii.edu)



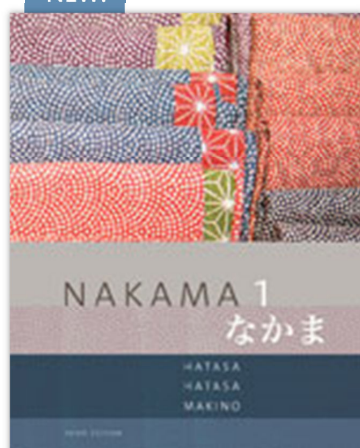
**National Foreign Language Resource Center**  
University of Hawai'i at Mānoa

## New for Hawaii Japanese Courses!

Transforming Learning. Transforming Lives.



NEW!



### Nakama 1: Japanese Communication Culture Context, 3rd Edition

**Yukiko Abe Hatasa** Hiroshima University  
**Kazumi Hatasa** Purdue University; The Japanese School, Middlebury College  
**Seiichi Makino** Princeton University  
**ISBN-10:** 1285429591  
**ISBN-13:** 9781285429595  
592 Pages Paperback  
Previous Editions: 2011  
© 2015 Published

"One of the most well-written Japanese textbooks published in the U.S."

— *Takashi Ebira, Salt Lake Community College*

"NAKAMA is surely a complete program. It is very user-friendly and informative. I like [that] it teaches some communicative strategies. It offers more than what I expected [from] a Japanese textbook."

— *Kwimi Taylor, University of West Florida*

NAKAMA 1 is a complete, flexible introductory program designed to present the fundamentals of the Japanese language to users. The NAKAMA 1 program focuses on proficiency-based language learning, emphasizes practical communication and student interaction, and fosters the development of all four language skills and cultural awareness. Thematically organized chapters focus on high-frequency communicative situations and introduce students to the Japanese language and its three writing systems: hiragana, katakana, and kanji. Maintaining the program's balanced approach, the new edition features updated technology resources, updated culture, and contemporary vocabulary to enhance both teaching and learning.

#### NEW TO THIS EDITION

- Revised dialogues, exercises, and vocabulary presentations reflect current cultural practices and social situations typical of students in Japan; Dialogue Phrase Notes provide more detailed explanations for expressions used.
- Activities have been revised to include more pair and group activities.
- The new edition provides the latest technological offerings from Cengage, including the iLrn Heinle Learning Center.
- Updated and expanded cultural content presents profiles of contemporary Japanese lifestyles, illustrated with abundant photos and accompanied by questions.
- New instructor annotations, offering instructors additional activities in addition to relevant cultural and linguistic insights

**iLrn HEINLE LEARNING CENTER**  
Discover all-in-one course management



**This dynamic, all-in-one course management system saves time and enhances the language-learning and teaching experience.**

**Instructors have access to all program components through one easy-to-navigate site:**

- Instructor dashboard to assign, grade, and assess progress from one screen
- Gradebook (powered by Quia™), course set-up, and administrative functions – all made quick and easy
- Student calendar with assignment due dates.

**Students will find tools to master the skills and concepts of the course:**

- An audio- and video-enhanced eBook
- Integrated textbook and enrichment activities
- Video library
- Partnered voice-recorded activities
- Online Student Activities Manual with audio



Visit us online for complete information or to request an online review copy at: [www.cengage.com](http://www.cengage.com)  
Or call us at: 1-800-423-0563





## THE LANGUAGE FLAGSHIP

*Creating Global Professionals*

# 한국어 플래그십 센터



**M.A. in  
Korean for  
Professionals**



**B.A. in  
Korean for  
Professionals**



**Certificate in  
Korean for  
Professionals**

**Pre-College  
Summer  
Program**

### Be the next generation of Korean Global Professionals.

Funded by the National Security Education Program, the Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership among the federal government, education, and business, The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding professional-level proficiency in Korean or one of the other languages critical to U.S. competitiveness and security.



## KOREAN LANGUAGE FLAGSHIP CENTER

University of Hawai'i at Mānoa  
1859 East-West Road, Suite 110  
Honolulu, HI 96822

Phone: 808-986-8469  
Fax: 808-956-6026  
Email: [flagship@hawaii.edu](mailto:flagship@hawaii.edu)

<http://koreanflagship.manoa.hawaii.edu>



**BREAKTHROUGH**  
To improving results

**MyLanguageLabs™**



## MyLanguageLabs are available for:

- ✓ Spanish
- ✓ French
- ✓ Italian
- ✓ Portuguese
- ✓ Chinese
- ✓ German
- ✓ Russian
- ✓ Latin

### See a demo!

Visit Pearson Higher Education in the exhibitors' area to see a demo of MyLanguageLabs and preview our new titles for Fall 2014.

Visit [www.mylanguagelabs.com](http://www.mylanguagelabs.com) to learn more.

Follow us on Twitter: @MyLanguageLabs • Friend us on Facebook • Watch us on YouTube

ALWAYS LEARNING

**PEARSON**

# NOTES





# Live language.

Where will it take you?

## New online instructional tools!

- Video chat activities
- French grammar tutorials
- Instructor-created content
- Personalized vocabulary
- Online and hybrid programs

## Stop by our Booth!

[vistahigherlearning.com](http://vistahigherlearning.com)

Cerro Pán de Azúcar, Piriápolis, Uruguay