

Celebrating Hawai'i's Heritage & Language Diversity



31st Annual HALT Conference
Saturday, April 1, 2017
Kamakakūokalani Center for Hawaiian Studies
University of Hawai'i at Mānoa



*The 29th annual HALT Conference is generously co-sponsored by the
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
NOTES	15



This year's conference is dedicated to Dr. Julius Soria (Assistant Professor of Ilokano, University of Hawai'i at Mānoa), who passed away last year and who served for 10 years (2006-2016) as HALT's first Ilokano language representative. He is greatly missed but lives on in the spirit of this conference and its theme, Celebrating Hawai'i's Heritage & Language Diversity.

E KOMO MAI

Welcome to the 31st Annual HALT Conference: *Celebrating Hawai'i's Heritage & Language Diversity*. Our conference is once again being held at the UH Mānoa Kamakakūokalani Center for Hawaiian Studies. This year's program offers many opportunities for current and future language teaching practitioners to share ideas, resources, research, innovations, and information on a variety of issues relevant to the Hawai'i language teaching community. This year's conference is dedicated to Dr. Julius Soria, who passed away last year and who served for 10 years (2006-2016) as our first Ilokano language representative. He is greatly missed but lives on in the spirit of this conference and its theme.

After you check in at registration, please enjoy the complimentary coffee service in the halau area and feel free to visit the publishers' exhibits, located in front of the various presentation rooms. Participating exhibitors 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 Dr. Patricia Espiritu Halagao, who will open the conference with her keynote address: *Advocating for Linguistic and Cultural Policies and Practices*. 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 sticker on their nametag. Finally, to close the conference, Dr. Halagao will be offering a special afternoon workshop: *Culturally Relevant Pedagogy and Poetry*.

Before you leave today, please fill out your evaluation form and offer your feedback. We hope you will consider presenting something from your own classroom practices at next year's conference and you will join us for our new professional development event, the HALT Summer Summit, in July (see back cover for details).

Have an enjoyable and informative conference,

2016-17 HALT Executive Board



MAHALO

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SPECIAL THANKS TO...

- Pualeilani Santos, KCHS Manager
- Our conference helpers – Theodore Simonelli, Airen Mirafior, Whitney Hartford, Josef Gruber, Daisy Padilla, Joyce Brumble, Romina Castagno, Adam Brod, Deja Monet Driver, Alex Perez, Anna Chinen, Alanna Solomon, Kalani Fujiwara, Hikaru Shinagawa, & Ky Wong
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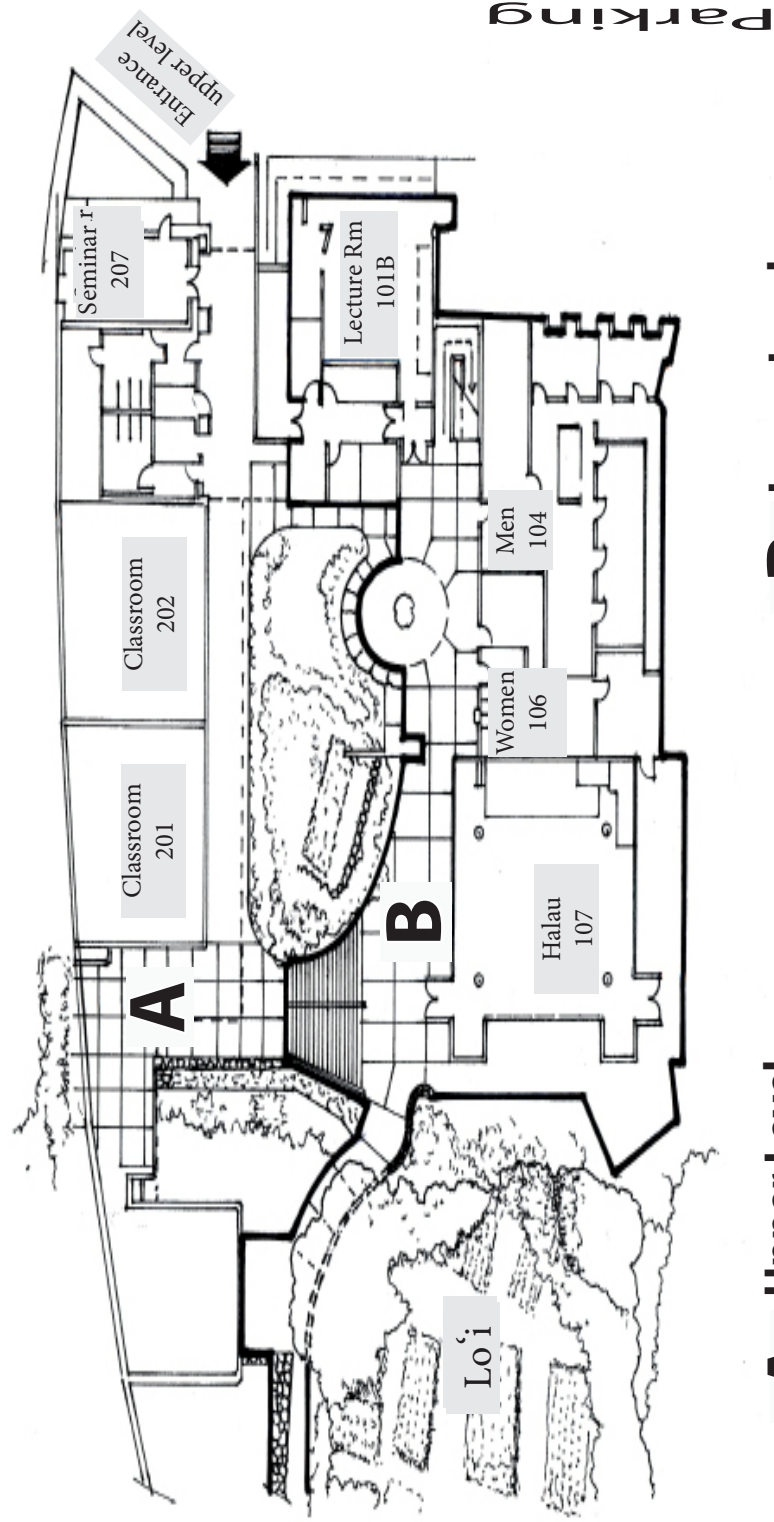
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CENTER FOR HAWAIIAN STUDIES SITE MAP



A Upper Level

201 Classroom
202 Classroom

207 Seminar Room

B

Lower Level

107 Halau
101B Lecture Room

106 Women's Restroom
104 Men's Restroom

SCHEDULE AT A GLANCE

7:45-8:15	Registration (entrance), Coffee Service (halau), & Publishers' Exhibit (2 nd floor)			
8:15-9:00	Keynote Address: <i>Advocating for Linguistic and Cultural Policies and Practices</i> (Patricia Espiritu Halagao) – halau			
	KAMA 101	KAMA 201	KAMA 202	KAMA 207
SESSION I 9:05-9:50	A complexity of theories about language learning and what teachers can do about them (Riggs)	A web application to support technical writing for non-native (EFL) English speakers (Hasegawa, Miyazaki, & Amano)	Acquiring a second language through MovieTalk and storytelling (Costa)	Oral presentations with Voice Thread (Pagkalinawan)
SESSION II 9:55-10:40	Growing up in Hawai'i as Japanese heritage language speakers (Kondo-Brown)	Creating communicative tasks (Canche)	Harnessing technology to monitor student proficiency gains (Spring, Liu, & DeVore)	Experience iLrn: Spanish, French, German, Italian, Japanese, Chinese - Cengage (Hamad)
10:40-11:00	Publishers' Exhibit Prime Time (2 nd floor) & Coffee Service (halau)			
SESSION III 11:00-11:45	Entry points for critical language pedagogy (Crookes)	Vocabulary and reading help learners move beyond the intermediate level (Chandler)	Revaluating 'paka(sarita)an' and the contribution of Dr. Julius Soria in heritage language education in Hawai'i (Agcaoili)	Applied Conversation Analysis in teaching L2 pragmatics in interaction (Rezaee & Patharakorn)
SESSION IV 11:50-12:35	Proficiency through play: a unique after-school language program (Chang, Riggs, & Shih)	My "movie talk" journey (Hickling)	Using smartphones to improve Japanese pronunciation (Shinagawa)	Helping students to language: A critical thinking, ecological English curriculum for high school students (Zhou & Banov)
12:40-1:30	HALT–Honolulu Star-Advertiser Excellence in Teaching Awards luncheon – halau			
1:30-2:30	Featured Workshop: <i>Culturally Relevant Pedagogy and Poetry</i> (Halagao) – halau			

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:

Patricia Espiritu Halagao (College of Education, University of Hawai'i at Mānoa)

Advocating for Linguistic and Cultural Policies and Practices

This keynote will focus on my educational journey from celebrating and teaching Hawaii's heritages and language diversity to advocating for equitable policies and practices that promote cultural sustainability, biliteracy, and multilingualism in order to ultimately transform the educational system. I will trace the significance and development of two Hawaii Board of Education cultural and linguistic policies, The Seal of Biliteracy and Multilingualism for Equitable Education as an example of how to engage and mobilize multiple stakeholders to embrace the opportunities and challenges of its diverse ethnic and heterogeneous linguistic population. I will share the implementation of these two policies thereby systematizing and creating learning environments where multilingualism can flourish. Language teachers will learn about concrete ways to advocate for heritage and world languages, and multilingualism in their own educational institutions.

Patricia Espiritu Halagao is Associate Professor of culturally responsive pedagogy and policy at the University of Hawai'i at Mānoa College of Education. Patricia received her B.A. in anthropology from Occidental College and Masters and Ph.D. in Curriculum and Instruction from the University of Washington. A former Oakland Public School teacher, she taught at all K-12 levels of education. She has developed nationally recognized Filipino curricula for the Smithsonian Institution and has received federal professional development grants, such as the Sistan Alhambra Filipino American Education Institute (www.filameducation.com) and A'o Hawai'i: Viewing the Classroom as a Canoe and Canoe as a Classroom, which supports Hōkūle'a's Worldwide Voyage and vision to foster educational transformation.

Dr. Halagao is the recipient of the University of Hawaii's highest teaching award, the Board of Regent's Medal for Excellence in Teaching (2012). She recently completed a 3-year term serving as an appointed member of the Hawai'i State Board of Education. As Chair of the Student Achievement Committee, she led efforts to adopt two new policies: The Seal of Biliteracy and Multilingualism for Equitable Education.

On a personal note, Dr. Halagao immigrated to the United States when she was a child. Growing up she was ridiculed to "go back home" and experienced discrimination, which made her ashamed of being Filipina. She is passionate about social justice and promoting an education that fosters a strong sense of self-identity, an inclusive education that values all cultures and languages, and a quality education for all children. As a mom of two children, she always teaches them to be proud of who they are, excel at school, and always give back to the community.

KAMA 101

A complexity of theories about language learning and what teachers can do about them

Reed Riggs, *University of Hawai'i at Mānoa*

Presentations on language learning theory should help teachers teach. This presentation will review many of the theoretical areas of research in Second Language Acquisition (SLA), and how what is known can inform and enhance language instruction. Participants will see video of classroom teaching and interaction, and data on learning outcomes.

KAMA 201

A web application to support technical writing for non-native (EFL) English speakers

Yumi Hasegawa, *Kindai University*

Yoshinori Miyazaki, *Shizuoka University*

Tsubasa Amano, *Shizuoka University*

The presenter will explain a web application to support writing technical documents presenting authentic English sentences from technical corpora on the basis of calculated similarities, and some results of using this application conducted at a Japanese university. The audience can try the web application while watching the demonstration.

KAMA 202

Acquiring a second language through MovieTalk and storytelling

Diana Cristina Costa, *Waipahu High School*

This presentation is about the use of MovieTalk as a technique to acquire a second language through heavy repetition. My audience will learn about the background and how to effectively implement MovieTalk into their classrooms.

KAMA 207

Oral presentations with Voice Thread: A collaborative assessment strategy for enhancing oral proficiency, listening skills, and oral presentation practices

Leticia Pagkalinawan, *University of Hawai'i at Mānoa*

My paper presents how the use of Voice Thread enhances language proficiency, listening skills and oral presentation practices of students in Beginning Filipino. It also explores valuable benefits of using Voice Thread in student engagement, motivation and quality of learning experience.

KAMA 101

Growing up in Hawai'i as Japanese heritage language speakers

Kimi Kondo-Brown, *University of Hawai'i at Mānoa*

Heritage language (HL) development should be conceptualized in its multi-layered contexts of learning and connections to society. Drawing on this conceptualization, I present evidence from my previous work on HL learners of Japanese, revealing that HL development is powerfully connected to who they are and how they became that way.

KAMA 201

Creating communicative tasks

Jeenna Canche, *Maui High School*

This session will explore the "why" and "how" surrounding communicative tasks in the classroom. Participants will explore communication and the components of a communicative task and then collaborate with peers to create a communicative task.

KAMA 202

Harnessing technology to monitor student proficiency gains

Madeline Spring, Kai Liu, & Susanne DeVore, *University of Hawai'i at Mānoa*

E-portfolios, Edpuzzle, and Kaizena were used in different aspects of the Flagship program to teach speaking, writing, and listening. One benefit of these platforms is that they allow teachers to monitor students' language improvement over time. This panel describes how these platforms were used and some of their benefits.

KAMA 207

Experience iLrn: Spanish, French, German, Italian, Japanese, Chinese - Cengage

Jessica Hamad, *Cengage*

Designed specifically for languages, iLrn guides your students through the learning experience, giving them rich engagement with the language and more confidence when communicating, both in-class and online.

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

KAMA 101

Entry points for critical language pedagogy

Graham Crookes, *University of Hawai‘i at Mānoa*

Critical language pedagogy is an approach to language education that recognizes sites of oppression and supports classroom practices that foster voice and agency. This short presentation reviews teachers' options in this area.

KAMA 201

Vocabulary and reading help learners move beyond the intermediate level

Paul Chandler, *University of Hawai‘i at Mānoa*

To keep learners from fossilizing at the intermediate level, we must help them learn to read and expand their vocabulary. After a short review of what the research suggests, we will examine L1 reading, needs analysis, learning strategies, metaphors, collocations, cognates and analysis in context.

KAMA 202

Revaluating ‘paka(sarita)an’ and the contribution of Dr. Julius Soria in heritage language education in Hawai‘i

Aurelio Agcaoili, *University of Hawai‘i at Mānoa*

The paper presentation is a preliminary and broad view of the work of Dr. Julius Soria in heritage language education in Hawaii and in the Philippines. Specifically, it attempts to: (1) highlight the finer points of his scholarly work and map the trajectory of his scholarship in his qualified use of ‘paka(sarita)an’; (2) contextualize his intellectual engagement and commitment, and (3) provide a preliminary revaluation of his contribution to Ilokano language education as (3.1) a heritage language, (3.b) a foreign or second language, and (3.3) a mother language for a number of Ilokanos in the state of Hawaii.

KAMA 207

Applied Conversation Analysis in teaching L2 pragmatics in interaction

Parvaneh Rezaee & Patharaorn Patharakorn, *University of Hawai‘i at Mānoa*

Conversation Analysis (CA) provides natural interactional resources for teaching explicitly the socio-pragmatic norms in second language classrooms. This workshop explores CA-based task design for teaching L2 pragmatics in interactions. Discussions of basic CA approach, its application to L2 classrooms, and practical examples of language learning materials and activities are provided.

KAMA 101

Proficiency through play: a unique after-school language program

Jingwoan Chang, *Punahou School*

Reed Riggs, *University of Hawai'i at Mānoa*

Meng-tsen (Molly) Shih, *University of Hawai'i at Mānoa*

Three teachers with varying backgrounds share administrative and pedagogical lessons from Punahou School's after-school play-based immersive program in Mandarin Chinese for grades K-4, including: building community among K-12 Chinese learners, creating an input-rich environment using student art work, and harnessing digital portfolios for sharing.

KAMA 201

My "movie talk" journey

Edna-Mayra Hickling, *Waipahu High School*

In this workshop I will share my one-year journey learning about Movie Talk and trying some lessons in my Spanish classes to help my students increase their comprehension in the target language.

KAMA 202

Using smartphones to improve Japanese pronunciation

Satoru Shinagawa, *Kapi'olani Community College*

Improving the pronunciation of Japanese for English speakers is very time consuming in autonomous learning. I have developed a smartphone App which makes it possible to improve pronunciation independently. I have used the App in our classes for 3 years. In this presentation, the presenter will demonstrate the App.

KAMA 207

Helping students to language: A critical thinking, ecological English curriculum for high school students

Lin Zhou & Ivan Banov, *University of Hawai'i at Mānoa*

This project helps students improve their English writing and speaking skills. The curriculum being developed is focused on having students discuss and explore current social issues. We are aiming to develop computer-guided peer discussions. Students will work in groups to progress through several modules of a game environment in English.

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 sticker on their nametag.

CONGRATULATIONS TO OUR 2017 HALT–HONOLULU STAR-ADVERTISER EXCELLENCE IN TEACHING AWARD WINNERS

Heather Paulino (Spanish), Moanalua High School

Rachel Mamiya Hernandez (Portuguese), University of Hawai‘i at Mānoa

FEATURED AFTERNOON SESSION – 1:30-2:30 PM

HALAU

Culturally Relevant Pedagogy and Poetry

Patricia Espiritu Halagao, *University of Hawai‘i at Mānoa*

Poetry can be a powerful culturally relevant teaching tool to share who we are and where we are from. However, to most people, poetry writing can be intimidating. In this workshop, I will share a very simple poetry guided strategy adapted from “Rethinking School’s” publication to explore where people are from and our connections to each other. Participants will compose their own “Where I’m from” poems in different languages and then together we will compose a multilingual group poem, “Where we are from.” Participants will be amazed by their deep and creative poems and how this activity meets the World-Readiness Standards of communication, cultures, connections, comparison and communities.

Don’t forget to turn in your evaluation form! Also, be green – recycle your nametag at the registration desk.

Mahalo! Join us for our next professional development events: our inaugural HALT Summer Summit (Saturday, July 15, 2017) and the 2017 HALT Fall Symposium (mid-October, 2017)



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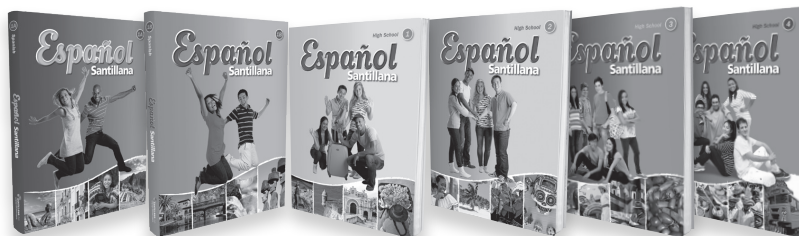


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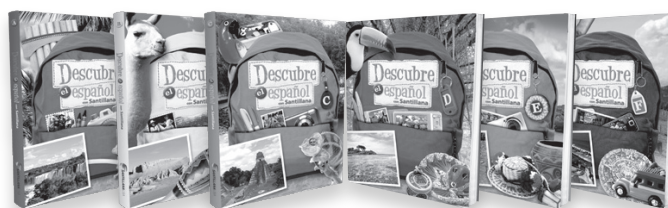
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NOTES

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

Join us for our inaugural



HALT Summer Summit

Saturday, July 15, 8:30 am–1:30 pm

Executive Dining Room (2nd floor), Campus Center
University of Hawai‘i at Mānoa

At our spring conference, we have our formal research & pedagogy presentations. At our fall symposium, we have our hands-on tech workshops. At our new summer summit, HALT language educators will be able to have informal “talk story” roundtable discussion sessions on current topics of interest in language education, followed by a networking lunch, and our new annual HALT general business meeting (an opportunity to have your voice heard or get involved with future directions for HALT).

Prior to the Summer Summit, an online survey will go out to HALT members to determine topics of interest for this year’s summit. Registration will tentatively be \$15 for HALT members. Please join us for this brand-new professional development opportunity!