Kathryn A. Davis (editor) (1999)

This volume examines the potential for building relationships among foreign language, bilingual, and ESL programs towards fostering bilingualism.

Part I examines the sociopolitical contexts for language partnerships, including:
- obstacles to developing bilingualism
- implications of acculturation, identity, and language issues for linguistic minorities,
- the potential for developing partnerships across primary, secondary, and tertiary institutions

Part II provides research findings on the Foreign Language Partnership Project designed to capitalize on the resources of immigrant students to enhance foreign language learning. 152 pp.

Technical Report #19 0-8248-2239-0 $20
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Dear Colleagues and Friends,

We are pleased to welcome you to the Cultural Diversity and Language Education Conference (CDALE), September 17–19, 2004. The CDALE Conference is organized by the National Foreign Language Resource Center (NFLRC) and the Center for Second Language Research (CSLR), Department of Second Language Studies, College of Languages, Linguistics and Literature. The conference is being held at the Imin International Conference Center, University of Hawai‘i at Mānoa, Honolulu, Hawai‘i.

This conference focuses on theories, policies, and practices associated with cultural and language diversity in educational contexts. The conference provides a forum for examining a broad range of issues concerned with the potential and challenges of education that builds on diversity. The primary strands for exploring diversity in language education are:

- Foreign/Heritage Language Education
- Bilingual/Immersion Education
- English Language Education
- Language Education Planning and Policy
- Literacy Education

The conference highlights a panel of experts on Hawai‘i language issues; keynote speeches by Prof. Sonia Nieto and Prof. Glynda Hull; and workshops, colloquia and papers presented by scholars from around the world.

We believe that this conference will offer important contributions to the language education field and, specifically, to theories, policies, and practices concerning diversity and language learning/teaching across communities and educational levels. We very much look forward to your participation in the conference.

Aloha,

Kathryn A. Davis

Kathryn A. Davis
Director, Center for Second Language Research
Drawing on the abundance of Asian-Pacific resources afforded by our locale, we at the National Foreign Language Resource Center (NFLRC) focus our efforts on the less commonly taught languages — particularly those of Asia and the Pacific — recognizing that competence in these languages is increasingly vital to the nation’s future. We engage in research and materials development projects, conduct summer institutes for language professionals, and distribute a wide variety of publications on center projects and programs. The projects and educational programs we undertake have broader implications for the teaching of all languages.

Under the Language Resource Centers program, the United States Department of Education awards grants to a small number of institutions of higher education for the purpose of establishing, strengthening, and operating centers that serve as resources to improve the nation’s capacity to teach and learn foreign languages effectively. In 1990, the University of Hawai‘i was first granted funds to develop a National Foreign Language Resource Center (NFLRC), one of three such centers at that time — the number has since grown to fourteen.

Find out more about the NFLRC, its projects, products, and personnel at nflc.hawaii.edu.

The University of Hawai‘i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A990004.
The Center for Second Language Research (CSLR) engages in research, curriculum development, and teacher training projects in the area of second language education. Applied research and program implementation focuses on second language teaching/learning of indigenous languages (e.g., Hawaiian), heritage languages, and language varieties (e.g., Hawai’i Creole English). The current director of the CSLR, Kathryn A. Davis, specializes in language policy and planning, qualitative research, second language literacy, and bilingual education.

The Center, located in Moore Hall 264, is a research and program development unit of the Department of SLS that relies on grants to support projects and maintain administrative staff. The CSLR currently holds a Federal Office of English Language Acquisition (OELA) Career Ladder grant for $1.2 million over five years. The Careers in Language Education and Academic Renewal (CLEAR) project involves developing an undergraduate liberal studies major in Bilingual Studies intended to promote academic success and foster heritage/foreign language abilities among K–16 students in Hawai’i. CLEAR specifically focuses on recruiting paraprofessionals and secondary school students who are heritage language speakers of Ilokano and Samoan, two of the dominant immigrant language groups in Hawai’i. Although heritage language students have the potential to serve as bilingual educators, a comprehensive career development program which taps into their linguistic and cultural resources did not exist in Hawai’i prior to CLEAR. Through working closely with the Hawaiian and Indo-Pacific Languages and Literatures Department and the Department of Second Language Studies at UHM, the program helps undergraduate students develop academic abilities in their first languages, academic skills in English, and professional educational expertise in bilingual teaching across content areas.

The CSLR also provides academic English courses and conducts research with Ilokano, Samoan, and Hawaiian students at a Hawai’i high school. This work, originally funded by a federal OLEO grant awarded to the CSLR, is currently supported by the Dean’s office (College of Languages, Linguistics and Literature) and the Farrington complex GEAR-UP project.

Research on the development of Heritage and English academic language/literacy has resulted in several recent publications and an edited volume is in process that incorporates past and current CSLR K–16 projects. This publication will include current theoretical developments underlying CSLR projects (e.g., The New Literacies, critical theory/pedagogy, content-based language learning), theory into practice models, and research findings on oral and literacy development. Information on CSLR projects and publications can be found at www.hawaii.edu/cslr.
SPONSORS (UNIVERSITY OF HAWAI'I AT MĀNOA)
National Foreign Language Resource Center (NFLRC)
Center for Second Language Research (CSLR)

CONFERENCE ORGANIZERS
Kathryn A. Davis, director (CSLR)
Jim Yoshioka, program coordinator (NFLRC)

PROGRAM DESIGN
Deborah Masterson, publications specialist (NFLRC)

ABSTRACT READERS
Hye-Sun Cho, CSLR, University of Hawai'i at Mānoa
Eron Churchill, Kanagawa University
Graham Crookes, Second Language Studies, University of Hawai'i at Mānoa
Kathryn Davis, CSLR, University of Hawai'i at Mānoa
Julie Guzman, San Jose State University
Younghee Her, Second Language Studies, University of Hawai'i at Mānoa
Midori Ishida, CSLR, University of Hawai'i at Mānoa
Andrea Maeda, Nagoya Keizai University
Pamela Minet-Lucid, CSLR, University of Hawai'i at Mānoa
Woomi Shin, Second Language Studies, University of Hawai'i at Mānoa
Ellen Skilton-Sylvester, Temple University
Flora Switzer, CSLR, University of Hawai'i at Mānoa
Steven Talmy, Second Language Studies, University of Hawai'i at Mānoa
Julia Voight, San Jose State University
Ok Kyoon Yoo, Second Language Studies, University of Hawai'i at Mānoa
Jim Yoshioka, NFLRC, University of Hawai'i at Mānoa

SPECIAL THANKS TO
Staff at the Imin International Conference Center
Staff at the Waikīkt Aquarium
Gerry Madrazo & Anita Bruce, Hawai'i State Department of Education
Keawe and Tracie Lopes & Lehuakea
Mahealani Wong
Eleanor's Catering
Volcano Joe's
Minato Japanese Restaurant
Kaka'ako Kitchen
Gourmet Express
Roberts Hawai'i

...AND AN ESPECIALLY
BIG MAHALO
Conference Highlights/Helpful Information

Registration & Information Desk
Friday, 11:00am–4:30pm  Imin Center lanai
Saturday, 8:00am–4:00pm  Wailana Room (garden level)
Sunday, 8:00am–4:00pm  Wailana Room (garden level)

Aloha Reception—Imin Center Lanai
Friday, 5:30–6:30pm
Please join us for the opening reception, featuring complimentary light pupus (hors d’oeuvres) and beverages. The reception will be held immediately after the Friday sessions are over.

Waikīkī Aquarium Reception (ticketed event)
Saturday, 6:30–9:00pm
After a hard day’s conferencing on Saturday, come down to the seashore for food, fun, and fish! Pre-paid ticket holders will be able to enjoy a private party at the Waikīkī Aquarium with its beautiful displays of local marine life as well as a prime beachside view of the spectacular Hawaiian sunset. Pupus (local hors d’oeuvres) and drinks will be served under the moonlight in the Aquarium’s tropical garden setting. Conference guests will also have the opportunity to enjoy live Hawaiian music and a hula performance provided by Lehuakea. Roundtrip transportation (via Roberts Hawai‘i buses) to the Aquarium from the conference center at the University of Hawai‘i will be provided for those who have let us know they need a ride in advance. Don’t miss this special event!

For reception attendees with cars, here are directions to get to the Waikīkī Aquarium (2777 Kalākaua Avenue), which is adjacent to the New Otani Kaimana Beach Hotel.

- From the lower campus parking structure, TURN LEFT onto DOLE STREET.
- At the signal, TURN LEFT onto UNIVERSITY AVENUE.
- Go straight, crossing under the highway, staying in the leftmost lane. AT THE SECOND SIGNAL, TURN LEFT onto KING STREET.
- Stay to your right, and A LITTLE BEFORE THE SECOND SIGNAL, follow the road and TURN RIGHT onto KAPOLANI BLVD.
- QUICKLY MOVE OVER TO THE LEFTMOST LANE and TURN LEFT onto KAIMUKI AVENUE (the first cross street). You will see Kaimukī High School and then a park on your right.
• At the signal, TURN RIGHT onto KAPAHULU AVENUE.
• Go all the way to the END of KAPAHULU (by the seashore) and TURN LEFT onto KALĀKAUA AVENUE. You will be entering KAPIOLANI PARK, where the Waikīkī Aquarium is located. Go straight (and to the right) and you will see it on your right-hand side. If you pass the fountain, you have gone too far.
• There are metered parking lots and street parking all around the park. No parking will be available at the aquarium itself.

For those who require transportation, we have rented two buses, which will depart from the Imin Conference Center to the aquarium at 6:00pm sharp. Return buses will leave the aquarium for the UH campus at 9:00pm sharp.

**Publishers’ Exhibit—Wailana Room (Garden Level)**
Saturday & Sunday, 8:00am–4:00pm
Come see the latest offerings from the National Foreign Language Resource Center, Georgetown University Press, and Teachers College Press.

**Morning and Afternoon Refreshments—Wailana Room (Garden Level)**
Saturday & Sunday, 8:00am–4:00pm
Complimentary morning and afternoon refreshments will be offered to all conference participants.

**NOTE:** Please eat in the Wailana Room. No food is allowed in the Keoni Auditorium, the upstairs presentation rooms, or the Japanese garden.

**Boxed Lunches—Makana & Ohana Rooms (Garden Level)**
Saturday & Sunday, 12:45pm
Boxed lunches will be available for those who have pre-paid for the lunch option. Lunch tickets indicating regular or vegetarian preference come with your conference packets if you ordered and paid for them and should be presented at lunchtime.

**NOTE:** Please eat either in these rooms or outside by the Thai Pavilion (the grassy area to the left of the Imin Center). No food is allowed in the Keoni Auditorium, the upstairs presentation rooms, or the Japanese garden.

**Imin Center Phone**

Pay phones are located on the Garden Level under the stairs and on the second floor by the men’s restroom.
COPYING

Copies can be made at the following locations on campus or nearby:

**Imin Conference Center** (Room 225) 944-7159. Open during conference hours; contact Imin Center staff in Room 225. Self-service, 10¢ a copy.

**Hamilton Library** 956-7204. Open Monday–Thursday, 7:30am–11:00pm; Friday, 7:30am–7:00pm; Saturday, 9:00am–5:00pm; and Sunday, 12:00pm–11:00pm. Coin- or card-operated machines.

**Ema Campus Copy** (located at Campus Center) 941-1098. Monday–Thursday, 8:00am–4:00pm; Friday, 8:00am–3:30pm.

**Kinko’s** (located at the corner of South King Street and University Avenue) 943-0005. Open 24 hours a day, 7 days a week.

**Note:** Presenters should be bringing enough handouts for their estimated audiences. We have asked each presenter to submit a copy of their handout to us upon registration. If for some reason, presenters run out of handouts, conference attendees can request an additional copy at the registration and information table. We cannot accept requests for other copy jobs.

INTERNET ACCESS

We are sorry, but there is no email access available at the Imin Conference Center. There are a number of free, limited-use web browsing and email stations at Hamilton Library (please see above for library hours) and a number of “internet cafés” in town (see Restaurant Guide).

EVALUATION FORMS

Please fill out the conference evaluation form included in your registration packet. Submit your form in the marked “evaluation box” at the registration table and detach and drop off your NFLRC publications giveaway ticket in the marked “NFLRC giveaway box” there as well. Prizes include an NFLRC Technical Report and a T-shirt. The prize drawing will be held at the end of the conference. You need not be present to win.
The Koi and Ohana Rooms are located on the garden level.
<table>
<thead>
<tr>
<th>Time</th>
<th>KEONI AUDITORIUM</th>
<th>OHANA</th>
<th>SARIMANOK</th>
<th>PACIFIC</th>
<th>KANIELA</th>
<th>PAGO PAGO</th>
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<tbody>
<tr>
<td>11:00–4:30</td>
<td>REGISTRATION</td>
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<td>12:30–1:00</td>
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<td>1:00–2:00</td>
<td><strong>KEYNOTE:</strong> DIVERSITY FROM DIFFERENT PERSPECTIVES</td>
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<td>William Hoshijo (Hawai‘i Civil Rights Commission), Kent Sakoda (UH Mānoa), Lee Tomouchi (Kapi‘olani Community College), No‘eau Warner (UH Mānoa), &amp; Laiana Wong (UH Mānoa)</td>
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<td>Redefining English Education: A Multicultural Perspective</td>
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<td>Faizah Sari, Amanda Harvie, Irina Konovalova, Sylvia Koestner, Christiane Schoernig, &amp; Weihua Zhu</td>
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<td>2:45–3:15</td>
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<td>Teaching Cultural Diversity through the Veil Debate</td>
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<td>Martine Antle, Sahar Amer, &amp; Dominique Fisher</td>
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<td>3:15–3:45</td>
<td>3-HOUR WORKSHOP</td>
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<td>Developing Science Biliteracy through Co-teaching and Contextualized Multimedia-assisted Instruction</td>
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<td>Naïkei Wong</td>
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<td>4:00–4:30</td>
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<td></td>
<td>Reassessing Literacy Assessment in an Adult ESL Program (Tamara Warhol) [ENG]</td>
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<td>Applying CBI into Learning Chinese as a Foreign Language (Wei Zeng) [FHL]</td>
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<td>The Trinity of a Heritage Language: Culture, Language, and Motivation (Young Wha Hong) [FHL]</td>
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<td>Taking Students Seriously: Negotiating Curriculum and Instruction in an Adult ESL Program (Savitha Moorthy) [ENG]</td>
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<td>Language Variation in JSL/JFL Teaching: The Case of Regional Dialects (Chie Fukuda) [FHL]</td>
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<td>Literacy at Home: Insights from a Study of a Bilingual Malay Family (Mukhlis Abu Bakar) [LIT]</td>
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<td>Getting an Education or Only Getting English? (Gerald McCain) [ENG]</td>
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<td>“Our Spiritual Center”: Becoming a Person at a Chinese Heritage Language School (Peter Siker) [FHL]</td>
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BIE = Bilingual/Immersion Education; ENG = English Language Education; FHL = Foreign/Heritage Language Education; LIT = Literacy Education; LPP = Language Education Planning & Policy
<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Language(s)</th>
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<tbody>
<tr>
<td>4:30–5:00</td>
<td>KEONI AUDITORIUM</td>
<td>Redefining English Education: A Multicultural Perspective</td>
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<td>OHANA</td>
<td>Teaching Cultural Diversity through the Veil Debate</td>
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<td>SARIMANOK</td>
<td>Developing Science Biliteracy through Co-teaching and Contextualized Multimedia-assisted Instruction</td>
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<td></td>
<td>PACIFIC</td>
<td>Academic Discourse in L2 and Identity: A Case Study of Three Korean Graduate Students in a North American TESOL Program (Youngee Her)</td>
<td>[LIT]</td>
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<td></td>
<td>KANIELA</td>
<td>Identity and Literacy: The Role of Peer Orientation (Lionel Wee &amp; Christopher Stroul)</td>
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<td>PAGO PAGO</td>
<td>What Did Grandma Say?: Parents' Attitude Toward Heritage Language Maintenance (Feng-Yi Wang)</td>
<td>[FHL]</td>
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<td>5:00–5:30</td>
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<td>Literacy Patterns in Ethiopian Immigrant Families in Israel (Anat Stavans &amp; Elite Olshtain)</td>
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<td>Motivation and Ethnic Identity: A Socio-cultural Perspective in the Teaching of Chinese (Yan Xie)</td>
<td>[FHL]</td>
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<tr>
<td>5:30–6:30</td>
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<td>RECEPTION</td>
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**Saturday, September 18**

Visit the garden-level rooms (downstairs) for conference registration and publishers’ exhibits (8:00am–4:00pm) and for complimentary coffee service and refreshments throughout the day on Saturday and Sunday.

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<tr>
<th>Time</th>
<th>Place</th>
<th>Topic</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>8:30–9:00</td>
<td>KEONI AUDITORIUM</td>
<td>3-HOUR COLLOQUIUM</td>
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<td>Revitalizing Indigenous Languages in Standardizing Times</td>
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<td>KOI</td>
<td>3-HOUR WORKSHOP</td>
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<td>SARIMANOK</td>
<td>Today’s Literacy Education: Linguistics, Culture and Technology (Phebe Gray, Jo Ann Higginbotham, &amp; C. Michael Sturgeon)</td>
<td>[paper – LIT]</td>
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<td></td>
<td>PACIFIC</td>
<td>Success with Enriched Two-Way Bilingual Immersion in Middle School (Paula Meyer &amp; Victoria Arancibia)</td>
<td>[BIE]</td>
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<td></td>
<td>ASIA</td>
<td>Language Education in Multi-Cultural India: Lessons for Multilingual Societies (Asha Sarangi)</td>
<td>[LPP]</td>
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<td>KANIELA</td>
<td>EFL Education in the Framework of Liberal Arts Education (Machiko Tomiyama)</td>
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<td>9:00–9:30</td>
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<td>3-HOUR WORKSHOP</td>
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<td>SARIMANOK</td>
<td>Clarifying Heritage Resources for Curriculum Planning and Assessment</td>
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<td>PACIFIC</td>
<td>A Meta-analysis of Asian Language Bilingual Education Programs (Grace Park McField &amp; David Ramon McField)</td>
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<td>ASIA</td>
<td>Language Planning and Education in Aruba: Contexts and Contradictions (Jennifer Herrera, Renee Arakaki, &amp; Wences Herrera)</td>
<td>[LPP]</td>
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<td></td>
<td>KANIELA</td>
<td>What Difference Does “Culture” Make? (Re)imagining the Japanese EFL Context (Gretchen Jude)</td>
<td>[ENG]</td>
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<td>9:30–10:00</td>
<td>KOI</td>
<td>Clarifying Heritage Resources for Curriculum Planning and Assessment</td>
<td>Genevieve Lau</td>
<td>[ENG]</td>
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<td>SARIMANOK</td>
<td>Discourses of English as an Official Language in a Monolingual Society: The Case of South Korea (Ok Kyoon Yoo)</td>
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<td>PACIFIC</td>
<td>Dual Language Programs: A View from Within (María Teresa Garreton)</td>
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<td>ASIA</td>
<td>What Difference Does “Culture” Make? (Re)imagining the Japanese EFL Context (Gretchen Jude)</td>
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<td></td>
<td>KANIELA</td>
<td>Promoting Dialogue about Gender in EFL Classes at a Japanese University (Scott Saft &amp; Yumiko Ohara)</td>
<td>[ENG]</td>
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</table>

Visit the garden-level rooms (downstairs) for conference registration and publishers’ exhibits (8:00am–4:00pm) and for complimentary coffee service and refreshments throughout the day on Saturday and Sunday.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:15–10:45</td>
<td><strong>Revitalizing Indigenous Languages in Standardizing Times</strong></td>
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<td></td>
<td><strong>Clarifying Heritage Resources for Curriculum Planning and Assessment</strong></td>
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<td></td>
<td><em>Assisting Diverse Foreign Language Learners: Classroom Applications (Paul Michael Chandler)</em></td>
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<td><em>Poetic Sanctuary in Public School (Jennifer McCormick)</em></td>
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<td><em>Spanish-speaking Parents' Perspectives on L1 Loss and Maintenance in Canada (Martin Guardado)</em></td>
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<td><em>Teacher Development in an Intensive Multicultural FL Teaching Environment (Grazyna Dudyń)</em></td>
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<tr>
<td>10:45–11:15</td>
<td>*<em>Identity Texts: Bringing Students' Culture to the Fore of Literacy (Sarah Cohen &amp; Lisa Leoni)</em></td>
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<td><em>Korean Families' Language and Culture Maintenance in the U.S. (Martha Nyikos &amp; Eun-Hee Lee)</em></td>
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<td><em>Heritage Learners Writing Skills Assessments: Preparing Bilingual Elementary School Teachers (Judy Cortes)</em></td>
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<td>11:15–11:45</td>
<td><strong>Critical Literacy and the Youth Millennium Project in Pakistan (Bonny Norton)</strong></td>
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<td><em>Labyrinths of Social Meanings: Community Member Attitudes toward Foreign Languages (Julie Byrd Clark)</em></td>
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<td>12:00–1:00</td>
<td><strong>KEYNOTE: LANGUAGE, LITERACY, AND CULTURE: MAKING THE CONNECTION</strong></td>
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<td><em>Sonia Nieto (University of Massachusetts, Amherst)</em></td>
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<td>[KEONI AUDITORIUM]</td>
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<td>1:00–2:00</td>
<td><strong>LUNCH</strong></td>
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<td>2:00–2:30</td>
<td><strong>3-HOUR COLLOQUIUM</strong></td>
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<td><em>Diversity: A Transformative Resource for Educational Practice</em></td>
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<td><em>Barbara Graves, Ali Abasi, Nahal Akbari, Shiva Sadeghi, Yang-Gyum Kuwong, &amp; Mary Maguire</em></td>
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<td>2:30–3:00</td>
<td><strong>3-HOUR WORKSHOP</strong></td>
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<td><em>Building Critical Literacy within Foreign Language Instruction</em></td>
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<td><em>Theresa Austin &amp; Yvonne Fariño</em></td>
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<td>3:00–3:30</td>
<td><strong>3-HOUR WORKSHOP</strong></td>
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<td><em>Achieving Adult Literacy with the Latino/a Literature of the U.S.</em></td>
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<td><em>José A. Carmona</em></td>
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<td><em>Efforts to Implement a Mayan Education Model in Guatemala (Tess Lane)</em></td>
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<td><em>Life in the Fast Lane: Accelerating Learning for Older Recent Immigrant High School Students (Gretchen Papazis &amp; John Baker)</em></td>
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<td><em>Teaching Indigenous Languages in Oregon (Joan Gross)</em></td>
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<td><em>Reading between the Decimal Point: Reappraising “Generation 1.5” (Steven Talmy)</em></td>
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<td><em>An Ethnography of Slovenian-Italian Bilingual Education High School Programs (Carla Paciotto)</em></td>
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<td><em>“Teaching” Vocabulary Acquisition in Two-Way Immersion Classrooms (Kristen Luetskemeyer)</em></td>
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<td><em>Yiddish-language Heritage and Teaching in the 21st Century (Sarah Bailey)</em></td>
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**Notes:**
- **BIE** = Bilingual/Immersion Education;
- **ENG** = English Language Education;
- **FHL** = Foreign/Heritage Language Education;
- **LIT** = Literacy Education;
- **LPP** = Language Education Planning & Policy;
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<th>Time</th>
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<tr>
<td>3:45–4:15</td>
<td>KEONI AUDITORIUM</td>
<td><strong>Diversity: A Transformative Resource for Educational Practice</strong></td>
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<td>KOI</td>
<td><strong>Building Critical Literacy within Foreign Language Instruction</strong></td>
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<td>SARIMANOK</td>
<td><strong>Achieving Adult Literacy with the Latino/a Literature of the U.S.</strong></td>
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<td>PACIFIC</td>
<td><strong>“Academic Language” in Science Teaching and Learning (Katherine Richardson Bruna, Roberta Vann, &amp; Moisés Perales Escudero) [ENG]</strong></td>
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<td>ASIA</td>
<td><strong>Language Policies and High Stakes Testing: Double Vision of ESL Students (Mariya Puchman) [LPP]</strong></td>
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<td>KANIELA</td>
<td><strong>Exhibition of Cultures in Schools: From Performance to Postcolonial Performativity (Michael J. Zambon) [FHL]</strong></td>
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<td>4:15–4:45</td>
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<td><strong>Critical Language Teaching in an ESL Academic Preparation Course (Takayuki Okazaki) [ENG]</strong></td>
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<td>4:45–5:15</td>
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<td><strong>Challenges and Intricacies in the Spanish Heritage Language Class (Jenny Castillo) [FHL]</strong></td>
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<td>6:30–9:00</td>
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<td><strong>Teaching Russian as a Heritage Language in Finland (Ekaterina Protassova) [FHL]</strong></td>
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**WAIKIKI AQUARIUM RECEPTION** (optional ticketed event)
### Schedule

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<tr>
<th>Time</th>
<th>KEONI AUDITORIUM</th>
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<tr>
<td>8:30–9:00</td>
<td>3-HOUR COLLOQUIUM</td>
<td>3-HOUR WORKSHOP</td>
<td>3-HOUR WORKSHOP</td>
<td>Culturally Relevant Curriculum in an Urban Gujarati-English Bilingual Program (Parul Raval) [BIE]</td>
<td>Moslem “Middle Eastern” Students in the American Public School System (Lori Fredricks &amp; Yesim Ozbarlas) [ENG]</td>
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<td>9:00–9:30</td>
<td>Developing a Versatile Notion of Diversity in the JFL Classroom</td>
<td>Transformative Heritage and English Language Education: A Hawai’i Model</td>
<td>Anishinaabemowin Language Program: An Immersion Model</td>
<td>Language Sensitive Content Teaching in the Immersion and Bilingual Classroom (Helena Curtain) [BIE]</td>
<td>SURVIVORS — The Influence of Culture in Foreign Language Learning (Faizah Idrus &amp; Nor Yasmin Jamaluddin) [FHL]</td>
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<td>10:15–10:45</td>
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<td>Chinese School Attendance and Its Effect on Language Maintenance Attitudes (Jamie Lepore) [FHL]</td>
<td>“Lost in Translation”: From English to Pacific Language(s) Early Reading Assessments (Marylin Low, Rodrigo Mauricio, &amp; Kanchi Hosia) [BIE]</td>
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<td>11:15–11:45</td>
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<td>Family Cultural Values Relating to Heritage Language Education (Rahat Naqui) [FHL]</td>
<td>Taiwanese Parent Attitudes and Reasons for Bilingual Education in Kindergarten (Li-chun Chang) [BIE]</td>
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<td>12:00–1:00</td>
<td>KEYNOTE: TRANSFORMING LITERACY</td>
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<td>Glynda A. Hull (University of California, Berkeley) [KEONI AUDITORIUM]</td>
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<td>Sunday (cont.)</td>
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<td>Talking Story: A Curriculum Built Around Personal Narrative</td>
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<td>Language, Culture, and Identity: Our Russian Heritage Language</td>
<td>The Many Faces of Structured English Immersion (Grace Park McField &amp; David Ramon McField) [ENG]</td>
<td>Cultural Diversity in Expressions of Emotions: Teaching and Research (Kat Dziwirek) [FHL]</td>
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<td>Yuriko Wellington [LIT]</td>
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<td>Kathy Larson, Ulita Seleznev, &amp; David Bautista [FHL]</td>
<td>Migrant ESL: Bilingual Approaches to Service Learning and Community Collaboration (John McLaughlin) [ENG]</td>
<td>Understanding Cultural Diversity in Francophone Regions of the South Pacific (Sally Hood Cisar) [FHL]</td>
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<td>5:30–6:15</td>
<td>SPECIAL CLOSING WRAP-UP SESSION WITH THE KEYNOTE SPEAKERS</td>
<td>KEONI AUDITORIUM</td>
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DIVERSITY FROM DIFFERENT PERSPECTIVES

This panel provides an overview of language issues in Hawai‘i, featuring a panel of local Hawai‘i experts:

**William Hoshijo, Hawai‘i Civil Rights Commission**

**Kent Sakoda, University of Hawai‘i at Mānoa**

**Lee Tonouchi, Kapi‘olani Community College**

**No‘eau Warner, University of Hawai‘i at Mānoa**

**Laiana Wong, University of Hawai‘i at Mānoa**

Friday, September 17, 1:00–2:00pm, Keoni Auditorium

Bill Hoshijo, the Executive Director of the Hawai‘i Civil Rights Commission, will speak on *Language & the Law — A Hawai‘i Perspective*. Bill has a long time commitment to civil rights and interest in language issues. He was co-founder (1983) and director (1984–1996) of Na Loio No Na Kanaka — The Lawyers for the People of Hawai‘i, a non-profit public interest law office established to provide legal services to the immigrant poor. He also taught an Ethnic Studies course at the University of Hawai‘i entitled “Race, Class and the Law”. Bill will discuss a range of language rights issues, including English-Only, suppression of Hawaiian language, language and accent discrimination, access to services for persons of limited-English proficiency, and state support and protection of the Hawaiian language. He will look at language policy and law through the prisms of Hawai‘i’s historical experience and legal cases.

Kent Sakoda and Lee Tonouchi will explore Hawai‘i Creole English (Pidgin) language and literature. They will discuss how prevailing attitudes have brought about the disempowerment of many of Hawai‘i’s Pidgin speaking students and then segue into opening a dialogue of possible strategies to counter this. In particular, they will focus on what has been called the “appropriacy issue.” Kent is the instructor of *Pidgin and Creole English in Hawai‘i* in the UH Department of Second Language Studies, is co-convener for Da Pidgin Coup, a group of university and community experts who support research on Pidgin and advocate recognition of Pidgin in the university and wider community, and presently serves as director of the Sato Center for the study of pidgin, creoles, and dialects. Lee is a Pidgin author, activist, and instructor. He has published *Living Pidgin: Contemplations on Pidgin Culture and Da Word*, co-edits the journal *Hybolics*, teaches at Kapi‘olani Community College, and often speaks with children at local schools about Pidgin.

No‘eau Warner and Laiana Wong were instrumental in the development of the Punana Leo (preschool) and Kula Kaiapuni (K–12 schools) leading to over 1200 children participating in these Hawaiian immersion schools. No‘eau is associate professor and Laiana assistant professor in the Department of Hawaiian and Indo-Pacific Languages and Literatures at the University of Hawai‘i at Mānoa. No‘eau’s presentation is based on his Hawaiian language research and concern for pre- and in-service teacher training for the Kula Kaiapuni Immersion Schools. Laiana Wong explores how, with the resurgence of interest in Hawaiian language and culture, Hawaiian competes with Pidgin to serve as the linguistic identity marker of Hawaiians. He holds that this is unfortunate because both face a common enemy. The English-only movement, that began to lose steam during the mid 1990’s, has been reincarnated as No Child Left Behind and continues to repress both languages.
LANGUAGE, LITERACY, AND CULTURE: MAKING THE CONNECTION

Sonia Nieto, University of Massachusetts, Amherst

Saturday, September 18, 12:00–1:00pm, Keoni Auditorium

Language, literacy, and culture have not always been connected, either conceptually or programmatically, but this is changing as numerous schools and colleges of education in the United States are beginning to reflect a growing awareness of their intersection and the promise they hold for rethinking teaching and learning. This is particularly true in the case of language minority students because approaches using the native language — such as bilingual education — have often been viewed in negative ways. In this talk, I will use a sociocultural lens to explore a number of the connections among language, literacy, and culture, illustrating these links with examples from my own research and that of others, as well as the stories and experiences of young people in U.S. schools.

Sonia Nieto is Professor of Language, Literacy, and Culture in the School of Education, University of Massachusetts, Amherst. For over 36 years, she has taught students at all levels from elementary grades through graduate school. Her research focuses on multicultural education and on the education of Latinos, immigrants, and students of diverse cultural and linguistic backgrounds. Her books include Affirming Diversity: The Sociopolitical Context of Multicultural Education (4th ed., 2004), The Light in Their Eyes: Creating Multicultural Learning Communities (1999), Puerto Rican Students in U.S. Schools, an edited volume (2000), and What Keeps Teachers Going? (2003). She has also published dozens of book chapters and articles in such journals as Educational Leadership, The Harvard Educational Review, Multicultural Education, and Theory into Practice. She serves on several national advisory boards that focus on educational equity and social justice, including Facing History and Ourselves (FHAO) and Educators for Social Responsibility (ESR). She has received many awards for her scholarship, advocacy, and activism, including the 1989 Human and Civil Rights Award from the Massachusetts Teachers Association, the 1996 Teacher of the Year Award from the Hispanic Educators of Massachusetts, and the 1997 Multicultural Educator of the Year Award from NAME, the National Association for Multicultural Education. She was an Annenberg Institute Senior Fellow (1998–2000) and she received an honorary Doctorate in Humane Letters from Lesley College in Cambridge, Massachusetts in May 1999. More recently, she was named to the Críticas Journal Hall of Fame as the 2003 Spanish-Language Community Advocate of the Year.
TRANSFORMING LITERACY

Glynda A. Hull, University of California, Berkeley

Sunday, September 19, 12:00–1:00pm, Keoni Auditorium

This presentation rethinks conceptions of what it means to be fully literate. We live in an age in which differences in our interconnected world grow ever more salient, even as we become increasingly aware of our own identities as multiple, and increasingly able to participate in the imagined realities of others. Also at this historical moment, technologies for multi-media, multi-modal authorship proliferate and challenge traditional understandings of reading and writing. In these times, a familiarity with the full range of communicative tools, modes, and media, plus an awareness of and a sensitivity to the power and importance of representation of self and others, along with the space and support to communicate critically, aesthetically, lovingly, and agentively, are paramount for literacy. Drawing on the development of a community technology center and an ongoing collaboration among schools, churches, and a university to cross digital, cultural, social, generational, spatial, and economic divides, I illustrate how children, adults, and youth from a community in Oakland, California are reinventing and invigorating what it means to communicate and to represent self and others.

Glynda A. Hull is Professor of Language, Literacy, and Culture in the Graduate School of Education at the University of California, Berkeley. Her research examines adult literacy in the context of work; technology and new literacies; and community/school/university partnerships. Her books include Changing Work, Changing Workers: Critical Perspectives on Language, Literacy, and Skill (SUNY Press); The New Work Order: Education and Literacy in the New Capitalism (Allen & Unwin; with James Gee and Colin Lankshear); and School’s Out! Bridging Out-of-School Literacies with Classroom Practice (Teachers College; with Katherine Schultz). Recently Hull helped to found a community technology center in West Oakland, California, and there she collaboratively designs and studies multi-media composing with children and adults. The winner of UC Berkeley’s Distinguished Teaching Award, Hull offers undergraduate and graduate courses on literacy teaching learning in and out of school.

SPECIAL CLOSING WRAP-UP SESSION
WITH THE KEYNOTE SPEAKERS

Sunday, September 19, 5:30–6:15pm, Keoni Auditorium

Come join the keynote speakers
for our special conference wrap-up session
where participants can ask any final questions and
discuss future directions for the field.
Redefining English Education: A Multicultural Perspective
strand: ENG
organizer: Faizah Sari, University of Alabama

Adult acquirers of English construct their identities through a process that entails a critical dialog between cultural diversity and English education. The panel of six presenters will weave together the two major themes from perspectives of Western Europe, Asia, and from second language classrooms in the United States.
Friday, September 17, 2:15–5:30pm

The Spread of English in France: A Menace or an Opportunity
Amanda Harvie, University of Alabama

The spread of English in France has historically been met with great opposition. This paper highlights some of the past importance the French language has held for the people who speak it, as well as some theories that are critical to analyzing language in modern France.

Grammatical Competence, Pragmatic Development and Agency in L2 Learning
Irina Konovalova, University of Alabama

The study involves several highly proficient learners of English as an L2. Their grammatical proficiency, rated on the basis of a standardized test, is similar. Their differential pragmatic proficiency in the ability to express apologies in English correlates to the differences in how the participants author themselves in the target language socio-cultural community.

Rhetorical and Linguistic Choices in Application Letters by L2 Writers
Sylvia Koestner, University of Alabama

This paper examines application letters of L2 writers enrolled in a university-level writing course. The data will be used to demonstrate how instructors can facilitate the access to professional genres. The presentation will address what strategies writers employ and how they acknowledge the unequal power relationship between themselves and their addressee.

Interfacing Culture and Language: Revisiting the English Language in Indonesia
Faizah Sari, University of Alabama

This paper examines the sociolinguistic process of English learning not as the mastery of a set of grammatical forms but as the experience of real socially constituted individuals in symbolically mediated culture, as in Indonesia. The study highlights the constructions of identities and the pedagogical implications for English education in Indonesia.

English in Germany: Its Influence on Language and in Schools
Christiane Schoernig, University of Alabama

English has become a very influential language in Europe. In some countries, this influence is considered positive while other countries feel endangered by the spread of English. Using Germany as an example, these attitudes towards English will be discussed and the influence of English in schools will be shown.
Typical Grammatical Errors in English Writing
Weihua Zhu, University of Alabama
This paper reviews some studies that have been done on the differences between English grammar and Chinese grammar. It summarizes the top ten grammatical errors in English writing committed by adult Chinese-speaking learners generally and individually.

Revitalizing Indigenous Languages in Standardizing Times
strand: FHL
organizers: Teresa L. McCarty, Arizona State University & Mary Eunice Romero, The University of Arizona
This session focuses on the struggle to promote linguistic and cultural distinctiveness among Indigenous communities in the U.S. Drawing on national, state, and local research and language planning efforts, the session examines current Indigenous language revitalization efforts, tribal responses to state and federal standardizing regimes, and the larger implications for Indigenous self-determination, heritage language education, and linguistic human rights.

Saturday, September 18, 8:30–11:45am

Indigenous Language Revitalization in an Era of “Accountability”
Teresa L. McCarty, The University of Arizona
This presentation examines Indigenous educational and linguistic self-determination in the context of English-only policies and standardizing regimes. Based on a national study of Native language shift and retention, the session documents the impact of these policies on Indigenous/heritage language education, tribal-school-community responses, and the broader implications for minority educational and linguistic human rights.

Indigenous Language Recovery: Implications of U.S. Policy and Funding Resources
Ofelia Zepeda, The University of Arizona
This presentation considers the recent history of federal policies for Indigenous language recovery, particularly efforts emerging from the 1990/1992 Native American Languages Act. Drawing on national, cross-cultural data on these efforts, the presentation examines “best practices,” current federal policy initiatives, and the implications for Indigenous language recovery and maintenance in the U.S.

Creating New Generations of Speakers: Language Socialization of Indigenous Children
Mary Eunice Romero, The University of Arizona
This session considers the role of language socialization in contemporary Indigenous speech communities, focusing on research among the Pueblo Indians of the Southwest. Specifically, the session examines the role of the unwritten Indigenous language in socialization practices and patterns, and the implications for Indigenous/heritage language renewal, language planning and policy.

Indigenous Language Teacher Training
Mary S. Linn, Lizette Peter, Tracy Hirata-Edds, Akira Y. Yamamoto, & Kimiko Y. Yamamoto, The University of Kansas
The presenters discuss the process and outcomes of seminars utilizing a variety of language teaching/revitalization strategies, drawing out the larger implications for preparing Native/heritage language teachers.
The American Indian Language Development Institute and Efforts to Combat Native Language Decline
Regina Siquieros, The University of Arizona

This presentation examines the American Indian Language Development Institute and its impacts on combatting the decline of Indigenous languages in North America. The presentation highlights significant aspects of the AILDI model, including university-community collaboration, collaboration between academic linguists and educators, the development of a corpus of Indigenous literature, and the cultivation of advocacy networks. The implications for Native teacher preparation are discussed.

discussant: Christine Sims, The University of New Mexico
Discussion/synthesis, question/answer period, and interaction with audience.

Diversity: A Transformative Resource for Educational Practice

strand: LIT
organizer: Barbara Graves, University of Ottawa

This colloquium examines the ways in which diversity serves as a generative resource for educational practice. Situated within a socio-cultural-historical theoretical framework, five studies in a variety of learning environments, focus on the contextual and interactional aspects of language and identity as constructed, emergent and negotiated over time in particular situations. Saturday, September 18, 2:00–5:15pm

Appropriation of Culture, Appropriation of Identities: ESL Writers in Academia
Ali Abasi, University of Ottawa

Current theorizing on writing understands writing as both socioculturally situated and about the representation of self (Ivanic, 1998). Adopting this theoretical starting point, this paper examines the ways in which academic practices of citation and referencing constitute an act of textual identity construction for ESL writers in academia.

Academic Literacy in a Second Language and the Question of Culture
Nahal Akbari, University of Ottawa

This study explores some of the cultural issues around academic literacy in a second language as an instance of the way language and culture interact in educational settings. Drawing on an examination of the attitudes and perceptions of ESL writers, along with the norms and standards of their particular writing context, the study suggests that a dynamic understanding of the cultural aspect of L2 writing is required.

Situated Literacies: The Discursive Construction of Identity
Shiva Sadeghi, McGill University

In this critical ethnography, I examine the lives and experiences of eight first generation Iranian undergraduate students to understand the relationship between language learning, academic adaptation, and the discursive construction of identity in academia, in their cultural community, and in the wider Canadian society.

Building on Diversity
Yang-Gyun Kwon, University of Ottawa

This research examines the verbal interactions and related mediational activities between learners from two language groups working collaboratively in bilingual online chat activities.
The findings demonstrate how the collaborative discourse among the learners resulted in the appropriation of new linguistic and cultural knowledge.

**Diversity in the Classroom: Enriching the Learning Environment**

*Barbara Graves, University of Ottawa*

This qualitative research study combines a constructivist, sociocultural approach to investigate the learning environment in a multi-grade (grades one, two and three) learner-centered inquiry classroom. The paper examines the ways in which the diversity of learners as represented by a span of three grade levels contributes importantly to a rich learning environment.

*discussant: Dr. Mary Maguire, McGill University*

**Developing a Versatile Notion of Diversity in the JFL Classroom**

*strand: FHL*  
*organizers: Dina Yoshimi, University of Hawai‘i at Mānoa & Keiko Ikeda, University of Hawai‘i at Mānoa*

This colloquium explores the interactional dynamics of various types of everyday communication, and attempts to bring such dynamicity to the learners of a second language through various pedagogical approaches. The colloquium assumes that interaction becomes meaningful only when their voices were recognized appropriately in the target community.

*Sunday, September 19, 8:30–11:45am*

**Intercultural Diversity and Intracultural Diversity: Helping the Learner to Find a Voice in the L2**

*Dina R. Yoshimi, University of Hawai‘i at Mānoa*

I argue that foreign language pedagogy based solely on a notion of intercultural diversity is not only impractical, but may also fail to provide learners with a well-formed conceptualization of the cultural values and preferred practices of the target language and culture. In conjunction with these arguments, I will present the theoretical foundations for an approach to L2 instruction that addresses these shortcomings.

**Development of Conversational Competence of L2 Japanese Learners**

*Tomoko Iwai, University of Hawai‘i at Mānoa*

This study investigates the development of “conversational competence” of L2 learners in a university beginning Japanese class. Conversational competence is defined as an ability to maintain and actively contribute to a conversation and measured by a set of selected conversational resources that contribute to a more involved small talk performance.

**The Role of Small Talk in Developing Pragmatic Competence**

*Asuka Suzuki, University of Hawai‘i at Mānoa*

In this paper, I will report on an exploratory study of the explicit instruction of small talk in the intermediate JFL classroom. Through microanalysis, I will demonstrate learners’ development of pragmatic competence from their use of idiosyncratic strategies to a more culturally meaningful way in Japanese.

**Learning ‘How’ to Index Formality/Informality with desu/masu and Plain Forms**

*Kazutoh Ishida, University of Hawai‘i at Mānoa*

This study investigates 1) changes in beginning Japanese learners’ understanding of how desu/masu and plain forms index formality/informality and 2) learner use of the forms in conversations with native speakers of Japanese. Results show that learners both deepened their understanding and expanded their range of use of the forms.
JFL Learners’ Use of yo and ne: Interactional Roles  
*Emi Murayama, University of Hawai‘i at Mānoa*

This paper, using a conversation analytic approach, demonstrates that JFL learners (mis)use and/or non-use of the sentence final particles yo and ne may be attributable to their inadequate awareness of the interactional roles assigned to them within given tasks, more than problems with pragmatic transfer or incomplete acquisition.

Injecting Their Own Voices in L2 Communication: Use of Interviews  
*Kéiko Ikeda, University of Hawai‘i at Mānoa*

This paper argues that interviewing tasks provide language learners a good opportunity to practice and eventually develop the skills to successfully present their own voice in the target language (Japanese). Hands-on instruction using authentic discourse materials was implemented, and the results show great promise.
Teaching Cultural Diversity through the Veil Debate  
strand: FHL  
Martine Antle, University of North Carolina–Chapel Hill; Sahar Amer, University of North Carolina–Chapel Hill; & Dominique Fisher, University of North Carolina–Chapel Hill  
This workshop will take the Veil Debate as it developed in France in the 1980s and again in February 2004 as a pedagogical strategy to introduce cultural diversity in the classroom. We will share with participants our interactive website on the veil that may fruitfully be used in the classroom. This workshop is divided into three parts. Each part includes a formal presentation, as well as discussion of various legal, literary and artistic materials that can easily be used in the classroom.  
Friday, September 17, 2:15–5:30pm, Ohana

Building Critical Literacy within Foreign Language Instruction  
strand: FHL  
Theresa Austin, University of Massachusetts, Amherst & Yvonne Fariño, Mt. Holyoke College  
Drawing on concepts of voice, dialogic inquiry, funds of knowledge, and transformative learning, this workshop offers participants an opportunity to analyze 1) current FL or ESL curricula for opportunities to engage their students in building critical literacies, and 2) to identify local issues that have potential for meaningful student inquiry.  
Saturday, September 18, 2:00–5:15pm, Koi

Achieving Adult Literacy with the Latino/a Literature of the U.S.  
strand: LIT  
José A. Carmona, Daytona Beach Community College  
The Latino/a literature of the U.S. provides a bridge for reaching bilingual pre-literate adults. This major body of work is published bilingually and hosts themes that relate to the American experience making it suitable for the ESL/EFL classroom. Lesson plans will be developed and extensive handouts will be provided.  
Saturday, September 18, 2:00–5:15pm, Sarimanok

Transformative Heritage and English Language Education: A Hawai‘i Model  
strand: LPP  
Kathryn A. Davis, Randy Gomabon, Gina Clymer Rupert, Michelle Aquino, Jacinta Galeai, Julius Soria, Midori Ishida, Pamela Minet-Lucid, & Hye-Sun Cho, University of Hawai‘i at Mānoa  
This workshop provides a language education model of school and community planning. The presentations include a theoretical overview; documentary film; demonstration of Academic English, Samoan, Ilokano, and Technology Lab course content and products; and descriptions of formative oral language and literacy assessment. The workshop as a whole shows how a grassroots approach to educational planning can meet the needs of linguistic minority students in Hawai‘i and world-wide.  
Sunday, September 19, 8:30–11:45am, Koi
Anishinaabemowin Language Program: An Immersion Model
strand: BIE
Carolyn Hepburn, Sault College of Applied Arts & Technology & Doris Boissoneau, Sault College of Applied Arts & Technology

Based on an immersion setting, implementation of this project is aimed at contributing to language acquisition and retention, as well as building upon and restoring pride in the history and culture of the participants.
Sunday, September 19, 8:30–11:45am, Sarimanok

Language, Culture, and Identity: Our Russian Heritage Language
strand: FHL
Kathy Larson, Woodburn School District; Ulita Seleznev, Woodburn School District & David Bautista, Woodburn School District

Since 1997, the Woodburn School District has worked toward comprehensive school reform through an ongoing strategic planning process. This session will focus on the planning process, and the implementation of the Russian strand for the District. The implementation of Russian academic language development is in its eighth year and moving towards high school with an International Baccalaureate.
Sunday, September 19, 2:00–5:15pm, Sarimanok

Clarifying Heritage Resources for Curriculum Planning and Assessment
strand: ENG
Genevieve Lau, Skyline College

Teachers can help students be appreciative of their heritage resources and gain new learning by structuring group activities. The presenter will demonstrate a framework that identifies English-learning student outcomes and links them to collaborative learning activities and alternative assessment. Participants will work on applying the framework to any chosen language.
Saturday, September 18, 8:30–11:45am, Koi

Talking Story: A Curriculum Built Around Personal Narrative
strand: LIT
Yuriko Wellington, University of Hawai‘i at Mānoa

This workshop will focus on literacy praxis and pedagogy within a cultural-historical framework. Participants will engage in a variety of reading and writing activities that demonstrate the use of storying across the curriculum to provide opportunities for students to make personal connections between their prior knowledge and lived experience, and construction and comprehension of new knowledge. Sample lesson plans will be provided for adaptation in K–16 classrooms.
Sunday, September 19, 2:00–5:15pm, Koi

Developing Science Biliteracy through Co-teaching and Contextualized Multimedia-assisted Instruction
strand: BIE
Naikoi Wong, The University of Hong Kong

This study is concerned with the practice and efficacy of contextualized multimedia-aided bilingual instruction in China. Using the example of a two-year-old pilot program at a Beijing elite school, this longitudinal study describes the teaching strategies and problems involved in developing science biliteracy (Chinese-English) within an otherwise monolingual environment.
Friday, September 17, 2:15–5:30pm, Sarimanok
Abstracts are organized alphabetically by first presenter's last name.

Literacy at Home: Insights from a Study of a Bilingual Malay Family  
strand: LIT  
Mukhlis Abu Bakar, Nanyang Technological University  
This paper describes the literacy practices in an English-knowing bilingual Malay family in multi-racial Singapore. It examines how Malay children get to practice reading and writing as these occur in the home and how certain kinds of literacy practices are associated with certain notions of self and identity.  
Friday, September 17, 4:00–4:30pm, Pacific

Yiddish-language Heritage and Teaching in the 21st Century  
strand: FHL  
Sarah Bailey, University of California, Berkeley  
Yiddish carries many of the same characteristics as Heritage Languages but is often overlooked by researchers. Once taken into consideration, teaching Yiddish two generations after the Holocaust challenges not only to the way Heritage Languages are conceptualized, but also the pedagogies which seek to address Heritage Learners’ specific needs.  
Saturday, September 18, 3:00–3:30pm, Kaniela

Intercultural Learning: Potential and Challenges of a Malaysian Off-shore Program  
strand: ENG  
Deborah Bryant, University of South Australia  
This presentation describes the experiences of a group of academics from an Australian University teaching in a new off-shore program in an Islamic College in Malaysia. It examines their preconceptions, assumptions and expectations prior to teaching and explores the complex intercultural learning taking place through their involvement in the program.  
Sunday, September 19, 3:45–4:15pm, Asia

Labyrinths of Social Meanings: Community Member Attitudes toward Foreign Languages  
strand: FHL  
Julie Byrd Clark, OISE, University of Toronto  
This ethnographic study examines the nature of community member attitudes and perceptions toward a foreign language program at a public elementary school in the US, as well as exposes the challenges in meeting the needs of a diverse community. It also reveals complexity in the discourse of the Community Member and how these individuals see such a program.  
Saturday, September 18, 11:15–11:45am, Asia

Challenges and Intricacies in the Spanish Heritage Language Class  
strand: FHL  
Jenny Castillo, Hunter College of the City University of New York  
This study examines the different intricacies and challenges that exist in the teaching of Spanish as a heritage language in the 21st century United States. In addition, a close analysis of how the integration of students’ diverse dialectal forms of communication serves as a another possible medium in the acquisition of the standard form. This article takes into account the most current knowledge regarding strategies and methods in teaching Spanish as a heritage language across
the curriculum, presented with a process for incorporating the acquisition and maintenance of
the Spanish language into an adequate and complete program that lies precisely with the goals
and realities of our school programs. This paper considers the heterogeneous characteristics of the
Hispanic population in the United States.
Saturday, September 18, 4:15–4:45pm, Asia

**Assisting Diverse Foreign Language Learners: Classroom Applications**
*strand: FHL*

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

We will examine several factors that impinge upon foreign language learning (aptitude,
motivation, anxiety, language learning difficulties, learning and teaching styles and strategies).
Ways of helping students of varied abilities will be drawn from the audience and proposed by the
researcher.
Saturday, September 18, 10:15–11:15am, Sarimanok

**Taiwanese Parent Attitudes and Reasons for Bilingual Education in Kindergarten**
*strand: BIE*

**Li-chun Chang, National Tainan Teachers College, Taiwan**

A survey was conducted to assess Taiwanese parents’ attitudes and their reasons for early bilingual
education. Most parents supported early bilingualism. Parents also gave reasons for their choices
of bilingual models. Reasons for supporting different language models were analyzed. Results will
be discussed regarding Taiwan’s language policy history.
Sunday, September 19, 11:15–11:45am, Asia

**Identity Texts: Bringing Students’ Culture to the Fore of Literacy**
*strand: LIT*

**Sarah Cohen, OISE at the University of Toronto & Lisa Leoni, Michael Cranny
Elementary School**

This presentation reports on a collaborative case study between a grade seven teacher and a
researcher. The study looks at the use of identity texts as a writing strategy that amplifies students’
identity and increases their cognitive engagement and affective investment in the literacy work of
the classroom.
Saturday, September 18, 10:45–11:15am, Pacific

**Voices of Power: Immigrant Women Entrepreneurs, English Use, and Identity**
*strand: ENG*

**Shartriya Collier, Temple University**

This study examines the daily linguistic practices of one Senegalese woman entrepreneur and
her workers within the context of a hair braiding shop in Philadelphia. The findings identify hair
braiding as a community of practice and investment and motivation as tools that supplement or
hinder the acquisition and use of English.
Friday, September 17, 2:15–2:45pm, Pacific

**Heritage Learners Writing Skills Assessments: Preparing Bilingual Elementary School Teachers**
*strand: FHL*

**Judy Cortes, California State University Monterey Bay**

I will examine the preparation of Spanish speaking heritage learners as they embark on the
journey to become teachers in California’s bilingual elementary schools. I will share the results
of a brief survey that examines the preparation of these future teachers. Best practices in our
multiple subjects teacher preparation program will be presented as they relate to Spanish writing proficiency. Areas of continued concerns for these heritage speakers and future educators will be highlighted.

Saturday, September 18, 10:45–11:15am, Kaniela

Language Sensitive Content Teaching in the Immersion and Bilingual Classroom

strad: BIE

Helena Curtain, University of Wisconsin-Milwaukee

Balancing the integration of language, content and culture is at the heart of the complex instructional decisions that immersion and bilingual teachers face every day. This workshop will provide frameworks and strategies for ensuring that both language and content are addressed within a culturally rich framework so that participants will be able to provide a balanced immersion experience.

Sunday, September 19, 9:00–10:00am, Pacific

Teacher Development in an Intensive Multi-cultural FL Teaching Environment

strad: FHL

Grażyna Dudney, Defense Language Institute Foreign Language Center

The presenter introduces a collaborative “knowledge-based” FL teacher development model that integrates multiple forms of in-service development (classroom observations, portfolios, classroom research, etc.) while using individual teachers’ values, beliefs, and experiences as a springboard for professional inquiry and reflection. She examines the role of teachers, supervisors, peers, and teacher trainers in the new approach. Handouts.

Saturday, September 18, 10:15–10:45am, Kaniela

Cultural Diversity in Expressions of Emotions: Teaching and Research

strad: FHL

Kat Dziwirek, University of Washington

One part of the curriculum often overlooked in teaching foreign languages is how their speakers express and react to emotions. I discuss my research into parts of speech and complement clauses and its consequences for teaching Polish emotions, with examples of exercises practicing expressing joy, anger, disappointment, negation, anxiety, etc. I briefly report on a linguistic class I teach called “Ways of Feeling: Expression of Emotion Across Cultures.”

Sunday, September 19, 2:00–2:30pm, Asia

Moslem “Middle Eastern” Students in the American Public School System

strad: ENG

Lori Fredricks, Georgia State University & Yesim Özbarlas, Georgia State University

The researcher conducted ethnographic interviews with American public high school ESOL instructors and Moslem “Middle Eastern” students regarding their views of culture in the classroom. The goal of the research is to add to the scarce body of literature on working with Iranian and Afghani Moslem students.

Sunday, September 19, 8:30–9:00am, Asia

Language Variation in JSL/JFL Teaching: The Case of Regional Dialects

strad: FHL

Chie Fukuda, University of Hawai‘i at Mānoa

The present paper will address the dominance of standard Japanese and the marginalization of regional dialects in JSL/JFL. Utilizing a variety of data (previous JSL studies, Japanese TV
programs, interviews with JSL learners), the paper will critically examine what is behind this practice and delve into implications for JSL/JFL teaching.

Friday, September 17, 3:15–3:45pm, Pago Pago

Dual Language Programs: A View from Within
strand: BIE

Maria Teresa Garreton, Chicago State University

Discussion of characteristics of effective dual language (two-way immersion) programs, academic and linguistic gains documented by research and a report on the experiences and recommendations made by teachers and administrators in three dual language programs in Illinois (Spanish/English and Japanese/English).
Saturday, September 18, 9:30–10:00am, Pacific

Today’s Literacy Education: Linguistics, Culture and Technology
strand: LIT

Phebe Gray, Lee University; Jo Ann Higginbotham, Lee University; & C. Michael Sturgeon, Lee University

This presentation approaches literacy education and English education from an interdisciplinary perspective. The presenters overview research and demonstrate effective practices in light of applied linguistics, first and second language acquisition, multicultural education and computer-assisted language learning environment. The presentation is made up of three components: Understanding Language Acquisition and Development; Enhancing Cultural Literacy through the Creative Arts; and Applying Technology in the Multi-lingual and Multi-cultural Classroom.
Saturday, September 18, 8:30–9:30am, Sarimanok

Teaching Indigenous Languages in Oregon
strand: FHL

Joan Gross, Oregon State University

This paper documents the teaching of Oregon Native languages over the past 50 years. Much of the information comes from interviews with tribal administrators, teachers and students of Oregon’s Native languages. It also examines shifting language policy in the state and the recent efforts to facilitate the teaching of Native languages in public schools.
Saturday, September 18, 2:30–3:00pm, Pacific

Spanish-speaking Parents’ Perspectives on L1 Loss and Maintenance in Canada
strand: FHL

Martin Guardado, University of British Columbia

This presentation reports on an exploratory study focusing on the loss and maintenance of Spanish in an English dominant context (Canada) and its implications for further research. A larger ethnographic project that is being developed based in part on the findings of this pilot study is also described.
Saturday, September 18, 10:15–10:45am, Asia

Is Academic Language the Whole Story in the Mainstream Classroom?
strand: ENG

Barbara Hawkins, Teachers College, Columbia University

This paper re-examines assumptions underlying research on ELL achievement in mainstream classrooms. It argues that treatment of ELL achievement primarily as one of understanding the
associated academic language is inadequate, and that our research needs to understand more deeply the nature of instruction for native speakers as well as ESL students.

Saturday, September 18, 4:45–5:15pm, Pacific

Academic Discourse in L2 and Identity: A Case Study of Three Korean Graduate Students in a North American TESOL Program
strand: LIT
Younghee Her, University of Hawai‘i at Mānoa

How are power and identity constructed, challenged and negotiated discursively through academic literacy in an L2? How do L2 graduate students encounter academic discourses and map out positionality in the L2? In this presentation, I will report on a case study of three Korean graduate students in an American program conducted for two years.

Friday, September 17, 4:30–5:00pm, Pacific

Language Planning and Education in Aruba: Contexts and Contradictions
strand: LPP
Jennifer Herrera, Tucson International Academy; Renee Arakaki, Tucson International Academy; & Wences Herrera, Tucson International Academy

This study is an investigation of issues of language planning and education in Aruba and how language policy facilitates change on the island as the heritage language is embraced in schools. The Aruban Department of Education has developed various plans for innovative change for their education system.

Saturday, September 18, 9:00–9:30am, Asia

Recent Developments in Okinawan Language Teaching in Hawai‘i
strand: FHL
Kyoko Hijirida, University of Hawai‘i at Mānoa

This paper discusses some recent developments in Okinawan language teaching in Hawai‘i. It focuses on the curriculum development process of the Okinawan Language and Culture course to be offered in fall 2004 by the EALL Department at UH, the first such undertaking planned at the college level in the US.

Friday, September 17, 2:45–3:15pm, Pago Pago

The Trinity of a Heritage Language: Culture, Language, and Motivation
strand: FHL
Young Wha Hong, Claremont McKenna College

The primary purpose of this paper is to expand our understanding of the role of culture as a motivational variable to affect learning a heritage language.

Friday, September 17, 2:15–2:45pm, Pago Pago

Understanding Cultural Diversity in Francophone Regions of the South Pacific
strand: FHL
Sally Hood Cisar, University of Hawai‘i at Mānoa

Speaker will report on the cultural diversity among youth living in Francophone regions of the South Pacific and challenges these youth face. Presenter will outline programs working to improve youth development in the region. Audience will participate in the exploration of solutions and the role foreign language educators should play.

Sunday, September 19, 2:30–3:00pm, Asia
SURVIVORS — The Influence of Culture in Foreign Language Learning
strand: FHL

Faizah Idrus, The International Islamic University Malaysia & Nor Yasmin Jamaluddin, The International Islamic University Malaysia

This paper presents how cultural diversity affects students’ performance in the English Placement Test (EPT) at the Centre for Languages, The International Islamic University Malaysia. It is also aimed at analyzing their achievement motivation towards learning the English Language which is a foreign language to them and the relationship between motivation and their performance in the EPT.
Sunday, September 19, 9:00–9:30am, Asia

What Difference Does “Culture” Make?: (Re)imagining the Japanese EFL Context
strand: ENG

Gretchen Jude, Tokyo Metropolitan University

This paper will critique the image of Japan as a homogeneous culture, present examples of intracultural diversity and inequality in Japan, and explore how stereotypes of Japanese identity limit language students’ success. Can EFL teachers encourage students’ exploration of their identities through critical, creative understanding of “other” languages and cultures?
Saturday, September 18, 9:00–9:30am, Kaniela

How Different are Heritage Language Learners from Foreign Language Learners?
strand: FHL

Kimi Kondo-Brown, University of Hawai’i at Mānoa

Using both proficiency tests and self-assessment measures, this study investigated (a) whether three subgroups of Japanese heritage language (JHL) learners would demonstrate language behaviors distinctively different from traditional Japanese as a foreign language (JFL) learners and (b) which domains of language use and skills would specifically identify such differentiation.
Sunday, September 19, 3:45–4:15pm, Pacific

Efforts to Implement a Mayan Education Model in Guatemala
strand: BIE

Tess Lane, Hawai’i Pacific University

This presentation describes efforts to develop and promote a new bilingual-bicultural model for Mayan Education by Consejo Nacional de Escuelas Mayas (CNEM), which incorporates Mayan cosmology and values. The presenter will describe efforts in materials development and bilingual indigenous teacher training in the K’iche’ speaking region of the Guatemala highlands.
Saturday, September 18, 2:00–2:30pm, Pacific

Metalinguistic Development of Bilingual Children
strand: BIE

Jeong-ah Lee, Indiana University

This presentation introduces an empirical study to explore the role of proficiency on cognitive attainment. The presentation is informative for those who are interested in the theoretical explanation of bilingual proficiency and metalinguistic development. True advantages of bilingual experience beyond threshold levels are explored with implications for bilingual education.
Saturday, September 18, 4:45–5:15pm, Asia
Chinese School Attendance and Its Effect on Language Maintenance Attitudes: An Exploratory Case Study in Two Minnesota Schools

strad: FHL
Jamie Lepore, St. Olaf College

Classroom observations and interviews in two Chinese heritage language schools in Minnesota measured enrollment reasons, language attitudes and language maintenance motivation. Parents valued language as a cultural and practical tool for their children. Students valued language study for cultural reasons but did not have uniformly positive attitudes toward learning Mandarin.

Sunday, September 19, 10:45–11:15am, Pacific

The “Spanish for Native Speakers” Experience in the Rural Midwest

strad: FHL
Charla Lorenzen, University of Texas at Austin

Understanding the experiences of diverse heritage language learner groups contributes to our knowledge base on effective heritage language instruction. Virtually nothing is known about the Spanish language learning experiences of Spanish-English bilinguals in the rural Midwest, and this qualitative, descriptive case study helps to fill that void.

Sunday, September 19, 3:00–3:30pm, Pacific

“Lost in Translation”: From English to Pacific Language(s) Early Reading Assessments

strad: BIE
Marilyn Low, Pacific Resources for Education & Learning; Rodrigo Mauricio, Pacific Resources for Education & Learning; & Kanchi Hosia, Pacific Resources for Education & Learning

‘Translating’ English early reading assessments into Micronesian languages raises difficult questions of language, culture, and literacy relations. Using Pacific language examples, we explore linguistic and cultural issues in, for example, phonics, fluency, and text comprehension. In doing so, we invite participants to join us in complicated conversations around early reading assessments in culturally and linguistically diverse educational settings.

Sunday, September 19, 10:45–11:15am, Asia

“Teaching” Vocabulary Acquisition in Two-Way Immersion Classrooms

strad: BIE
Kristen Luetkemeyer, Richardson Independent School District

In this session, I present a study paper based on a survey conducted on Two-Way Immersion teachers and their diverse classrooms. Two-Way Immersion teachers encourage bilingual vocabulary acquisition and cross-cultural understanding within their classrooms. The paper presented here details how teachers develop this understanding and simultaneously teach useful bilingual vocabulary.

Saturday, September 18, 3:00–3:30pm, Asia

Organizing and Guiding Writing Activity in Three Urban Classrooms

strad: LIT
Susan Martin, Boise State University

Theories of Vygotsky (1999, 1978) and others suggest the importance of guidance and support to children’s development. Analyses of teacher practices revealed how three elementary writing teachers effectively organized for and guided learning activity in their diverse urban classrooms. Complex units of study unfolded across a variety of activity settings.

Sunday, September 19, 10:15–10:45am, Asia
Samoan as a Heritage Language in the State of Hawai‘i
strand: FHL
John Mayer, University of Hawai‘i at Mānoa
The Samoan language is spoken to various degrees by approximately 16,000 members of the Samoan community in Hawai‘i. Since initial migrations in the 1920’s successive waves of Samoan migrants have witnessed a steady deterioration of Samoan language competency of their children each generation. While no hard data is yet available, anecdotal observations indicate that younger generations of Samoans in Hawai‘i, just as in New Zealand, California, and American Samoa are becoming more dominant in English and more alienated from the linguistic and cultural practices of their parents and grandparents from Samoa. This paper looks at the status of Samoan as a heritage language in the State of Hawai‘i.
Saturday, September 18, 11:15–11:45am, Kaniela

Getting an Education or Only Getting English?
strand: ENG
Gerald McCain, Southern Oregon University
This article is a portion of a two-year study that examined how seven Mexican immigrant students perceive the pedagogical politics surrounding the issues of language, culture, and ethnicity within a U.S. school context. Seven secondary aged Mexican immigrant students were interviewed three times each over an academic semester. The purpose was to provoke, incite, and open new spaces for understanding education through the voices of students who make up our diverse society of schools.
Friday, September 17, 4:00–4:30pm, Kaniela

Poetic Sanctuary in Public School
strand: LIT
Jennifer McCormick, University of California, Los Angeles
This session looks at the significance of poetic language, or language that resonates with the unconscious. Participants will discuss questions regarding the relationship between literacy and our aesthetic sensibilities; read student poetry and consider extant theoretical distinctions between poetic language and more “academic” language, or what poet Stanley Kunitz refers to as the language of explication.
Saturday, September 18, 10:15–10:45am, Pacific

A Meta-analysis of Asian Language Bilingual Education Programs
strand: BIE
Grace Park McField, California State University San Marcos; & David Ramon McField, University of Southern California
This session will examine, using meta-analysis, the development and outcomes of various Asian language bilingual education programs in the United States. It was the intent of this review to examine the outcomes of primary studies of Asian bilingual education programs with varying levels of program quality using meta-analysis.
Saturday, September 18, 9:00–9:30am, Pacific
The Many Faces of Structured English Immersion
strand: ENG
Grace Park McField, California State University San Marcos & David Ramon McField, University of Southern California

What is the relationship between California’s current policy on language education and the current theoretical research base on language programs? How have local schools and districts interpreted the state-mandated program, “Structured English Immersion (SEI)”? Does the wide variation in the interpretation and implementation of SEI render the research on program outcomes virtually meaningless?
Sunday, September 19, 2:00–2:30pm, Pacific

Migrant ESL: Bilingual Approaches to Service Learning and Community Collaboration
strand: ENG
John McLaughlin, University of Michigan

This paper presents a university-community collaboration to develop a migrant ESL program using bilingual materials, including a bilingual arts and literacy component for children, and how a more critical TESOL can serve the migrant farmworker population in the Midwest.
Sunday, September 19, 2:30–3:00pm, Pacific

Success with Enriched Two-Way Bilingual Immersion in Middle School
strand: BIE
Paula Meyer, Sweetwater Union High School District & Victoria Arancibia, Sweetwater Union High School District

We will share how we started and are successfully implementing a genuine two-way bilingual immersion program in a middle school. Our students are successfully taking rigorous classes, three classes in English and three in Spanish each semester. They show an increased respect for and acceptance of students of different races, cultures, abilities and backgrounds. We look forward to a dialogue with participants about this exciting experience.
Saturday, September 18, 8:30–9:30am, Pacific

Taking Students Seriously: Negotiating Curriculum and Instruction in an Adult ESL Program
strand: ENG
Savitha Moorthy, Stanford University

This paper draws on a classroom-based study of a participatory adult ESL program that describes the successes and challenges of one attempt at implementation. Here, I use student encounters with language learning to address how classroom events and the behavior of students influence the development of curriculum.
Friday, September 17, 3:15–3:45pm, Pacific

Family Cultural Values Relating to Heritage Language Education
strand: FHL
Rahat Naqvi, University of Ottawa

This ethnographic study carried out from June 1997 to March 1999 focused on Pakistani immigrant families living in Montreal. The key questions were as follows: 1) How do the participating children’s native language literacy practices develop over time?; 2) How do the families use their various languages?; 3) What are their family cultural values relating to literacy and language education?
Sunday, September 19, 11:15–11:45am, Pacific
Critical Literacy and the Youth Millennium Project in Pakistan
strand: LIT
Bonny Norton, University of British Columbia
Drawing on research conducted in a Pakistani school in 2001, the presenter addresses students’ complex conceptions of literacy and the English language. She suggests that current conceptions of literacy should not neglect the exigencies of the material world, and that a “politics of location” helps to explain the research findings.
Saturday, September 18, 11:15–11:45am, Pacific

Korean Families’ Language and Culture Maintenance in the U.S.
strand: FHL
Martha Nyikos, Indiana University & Eun-Hee Lee, Indiana University
The relationship between Koreans’ heritage language maintenance in the U.S. as it relates to culture maintenance and identity shifts is analyzed in the present research. Five families were interviewed to explore reasons and strategies for maintenance based on their culture, identity, plan of residence in the U.S. and stances on these issues.
Saturday, September 18, 10:45–11:15am, Asia

Critical Language Teaching in an ESL Academic Preparation Course
strand: ENG
Takayuki Okazaki, University of Hawai‘i at Mānoa
This paper describes the theories, implementation, and teaching/learning outcomes of a critical approach to academic preparation in an Intensive ESL Language Program in Hawai‘i. Using examples of lessons from a course on Cultural Issues, I describe the challenges and rewards of engaging in critical consciousness-raising activities.
Saturday, September 18, 4:15–4:45pm, Pacific

Language Policies and High Stakes Testing: Double Vision of ESL Students
strand: LPP
Mariya Pachman, University of Central Florida
This paper explores the effects of high stakes testing at national (No Child Left Behind) and state (Florida Comprehensive Assessment Test) levels on the image of ESL student populations. Current language policies reflect the English-only reality leaving little space for diverse students or learning English.
Saturday, September 18, 3:45–4:15pm, Asia

An Ethnography of Slovenian-Italian Bilingual Education High School Programs
strand: BIE
Carla Paciotto, Western Illinois University
This paper will present the preliminary results of a comparative ethnography of two high school programs – one located in a Italian-Slovenian border town and one in a Slovenian-Italian border town – developed in the last two decades for the maintenance and promotion of the minority language, respectively Slovenian in Italy and Italian in Slovenia.
Saturday, September 18, 3:00–3:30pm, Pacific
Life in the Fast Lane: Accelerating Learning for Older Recent Immigrant High School Students
strad: ENG
Gretchen Papazis, Spring Branch Education Center & John Baker, Spring Branch Education Center
This paper examines the impact of the Spring Branch ISD Newcomer Program on non-English speaking, recent immigrant students, age 17–21, enrolling in U.S. schools for the first time. Data on program participation and a description of the accelerated program and intensive English language component are presented.
Saturday, September 18, 2:00–2:30pm, Asia

Going “Home” to Study Abroad: Perspectives of the Heritage Sojourner
strad: FHL
Peter Petrucci, Massey University & Katsuyuki Miyahira, University of the Ryukyus
This paper discusses language and identity issues of heritage sojourners, heritage language speakers studying in their ancestral homeland. It considers others’ research on speakers of Spanish as a heritage language in Mexico and the authors’ work on speakers of Japanese as a heritage language in Japan.
Sunday, September 19, 4:15–4:45pm, Pacific

Teaching Russian as a Heritage Language in Finland
strad: FHL
Ekaterina Protassova, University of Helsinki
Consisting of about 1% of the population in Finland, speakers of the Russian language in Finland have the right to maintain the Russian language of their children. The paper discusses the ways to organize and to teach Russian to these bilinguals, illustrated by a typical lesson and a new manual.
Saturday, September 18, 4:15–4:45pm, Kaniela

Culturally Relevant Curriculum in an Urban Gujarati-English Bilingual Program
strad: BIE
Parul Raval, Northern Illinois University
This research analyzes the impact of a culturally relevant social studies curriculum in an urban eighth grade Gujarati-English bilingual program that meets the needs of South Asian students. We will further this conversation by exploring effective instructional strategies for teaching both content and language for culturally and linguistically diverse (CLD) bilingual students.
Sunday, September 19, 8:30–9:00am, Pacific

What’s Language Got To Do With It?: “Academic Language” in Science Teaching and Learning
strad: ENG
Katherine Richardson Bruna, Iowa State University; Roberta Vann, Iowa State University; & Moisés Perales Escudero, Iowa State University
This paper presents the findings of a study that examined explicit academic language instruction within the context of science at the 4th-, 7th-, and 11th-grade levels. Using videotaped classroom observations and audiotaped interviews, it explains not only the technical aspects of academic language instruction in science classrooms but also explores the implications of understanding the relationship between language and content in science education for educators’ understandings of pedagogical responsibility in multilingual schools and society.
Saturday, September 18, 3:45–4:15pm, Pacific
Promoting Dialogue about Gender in EFL Classes at a Japanese University
strand: ENG
Scott Saft, Hawai‘i Tokai International College & Yumiko Ohara, Hawai‘i Tokai International College

This presentation reports our efforts to develop pedagogical practices that would allow EFL students in a Japanese university: 1) to appreciate the complex and diverse character of gender; and 2) to reflect on expectations and attitudes toward women and men in Japanese society.
Saturday, September 18, 9:30–10:00am, Kaniela

Bridging Cultures: Examples from the “Serbo-Croatian” Classroom
strand: FHL
Jennifer Sanders, Indiana University

Teachers dealing with “rival” cultures in one language class, e.g., Serbo-Croatian classes, face special difficulties in fostering a tolerant attitude in the classroom. I will discuss some general strategies available to all language teachers to address these issues as well as some specific implementations of these strategies in Serbo-Croatian classrooms.
Saturday, September 18, 2:30–3:00pm, Kaniela

Language Education in Multi-Cultural India: Lessons for Multilingual Societies
strand: LPP
Asha Sarangi, Jawaharlal Nehru University, India

In this paper, I argue how multilingual education and plural social structure can co-exist. I explore this question further by critically analyzing the language planning processes and policies of the Indian State of the last five decades since independence to propose suggestions for a more viable multilingual educational policy in contemporary India.
Saturday, September 18, 8:30–9:30am, Asia

The Impact of English on the German Language and Schools
strand: ENG
Christiane B. Schoernig, University of Alabama

English has become a very influential language in Europe. Some countries consider this influence as positive while other countries feel endangered by the spread of English. Using Germany as an example, these attitudes towards English will be discussed and the influence of English in schools will be shown.
Sunday, September 19, 3:00–3:30pm, Asia

Challenges and Strategies of Teachers Targeting Crosscultural Understanding in Classes
strand: ENG
Joyce Silva, Independent University, Bangladesh

Culturally responsive teaching, recognizing the learners’ own cultural perspectives, is crucial to successful language learning. The teachers’ role is to study learners culture, attitudes and inherent inhibitions to learning about diverse cultures, help sensitize and smoothen the transition to the ‘different’ ways of thinking, studying, speaking, reading and writing, with empathy.
Sunday, September 19, 9:30–10:00am, Asia

“Our Spiritual Center”: Becoming a Person at a Chinese Heritage Language School
strand: FHL
Peter Silver, University of Massachusetts

This paper describes ethnographic research conducted at a Chinese community heritage language school in New England. Through documents, photographs, teacher narratives, and other
ethnographic data, I show how practices surrounding language instruction establish versions of what it means to be a Chinese person and how these are negotiated through classroom interaction. 

Friday, September 17, 4:00–4:30pm, Pago Pago

Content and User Diversity: A Case Study of Program Development
strand: FHL
Danko Sipka, Arizona State University

The author summarizes and generalizes the problems encountered and the problem-solving strategies employed in establishing a Serbo-Croatian program at the Arizona State University as they relate to diversity of the program content and its student population. The presentation includes a demonstration of distributed e-learning objects developed within the project.
Saturday, September 18, 2:00–2:30pm, Kaniela

Spanish Heritage Language Development in a U.S.-based MBA Program
strand: FHL
John Staczek, Thunderbird, The Garvin School of International Management & Carmen Vega-Carney, Thunderbird, The Garvin School of International Management

We report on a continuing curricular effort to improve the Spanish of heritage users in an MBA environment where language and culture intersect with global business and international studies. Heritage language students acquire higher level oral, written, and representational and negotiating skills for business purposes.
Friday, September 17, 2:15–2:45pm, Kaniela

Literacy Patterns in Ethiopian Immigrant Families in Israel
strand: LIT
Anat Stavans, Hebrew University & Beit Berl College & Elite Olshtain, Hebrew University

This study describes the home literacy patterns in parent-child interaction in the homes of 60 Ethiopian immigrant families in Israel. The purpose of the study is to sketch the “developmental profile” of these children, from kindergarten onwards, in terms of their literacy load and support upon entering the formal educational framework. For these children, the task of bridging the gap between linguistic literacy at home and at school hinders a smooth societal integration and a normative literacy development.
Friday, September 17, 5:00–5:30pm, Pacific

Developing Intercultural Relations in Malaysia: An Australian Perspective
strand: ENG
Anne Swan, University of South Australia

This paper describes the experience of setting up a new program from an Australian university in an off-shore location in Malaysia. It focuses on the developing intercultural relationship between all participants over the 2-year period since the program began.
Sunday, September 19, 4:15–4:45pm, Asia

Reading between the Decimal Point: Reappraising “Generation 1.5”
strand: ENG
Steven Talmy, University of Hawai‘i at Mānoa

This paper considers a population growing fast in schools: generation 1.5 ESL learners. Beginning with definitional issues, the paper goes on to describe the backgrounds, classroom behavior, and academic performance of several high school generation 1.5 ESL students. It concludes with discussion of how educators might approach teaching these learners.
Saturday, September 18, 2:30–3:00pm, Asia
EFL Education in the Framework of Liberal Arts Education
strand: ENG
Machiko Tomiyama, International Christian University

This paper aims to present a successful attempt of an EFL program at a university level in Japan whose specific goal is to lay a solid foundation of liberal arts education. It discusses the importance of positioning English language education programs within the overall framework of the institutional objectives.
Saturday, September 18, 8:30–9:00am, Kaniela

What Did Grandma Say?: Parents’ Attitude Toward Heritage Language Maintenance
strand: FHL
Feng-Yi Wang, University of Minnesota

Studies on language maintenance have been conducted; however, parents’ attitudes have not been addressed much. This study illustrates the nature of two bilingual families and compares parents’ attitudes toward language maintenance. An attempt is made to compare first generation immigrant parents’ view toward language maintenance between mono-cultural and intercultural families.
Friday, September 17, 4:30–5:00pm, Pago Pago

Reassessing Literacy Assessment in an Adult ESL Program
strand: ENG
Tamara Warhol, University of Pennsylvania

Using data collected through a 2–year ethnographic study of an adult ESL program, this paper suggests that standardized testing is an inadequate marker of achievement in adult ESL programs. Instead, it proposes that the case study method effectively demonstrates how adults define their educational goals and recognize outcomes.
Friday, September 17, 2:45–3:15pm, Pacific

Identity and Literacy: The Role of Peer Orientation
strand: ENG
Lionel Wee, National University of Singapore & Christopher Stroud, National University of Singapore

Recent treatments of style as persona management can offer valuable insights into educational linguistics. Here, we analyze the tensions faced by some Singaporean students as they negotiate the demands of the official multilingual language policy and that of their own sociolinguistic profiles.
Friday, September 17, 4:30–5:00pm, Kaniela

Motivation and Ethnic Identity: A Socio-cultural Perspective in the Teaching of Chinese
strand: FHL
Yan Xie, University of Massachusetts

This paper attempts to illustrate that motivations correlate to ethnic identity and demonstrates that socio-cultural mediations should be considered to better understand learners’ motivation and build up their positive attitudes toward the other group which lead to the development of intrinsic motives and persistence of learning another language.
Friday, September 17, 5:00–5:30pm, Pago Pago
Discourses of English as an Official Language in a Monolingual Society: The Case of South Korea  
strand: LPP  
Ok Kyoon Yoo, University of Hawai‘i at Mānoa

This study critically investigates recurring proposals to establish English as an Official Language in South Korea. Arguments and counter-arguments of the issue will be weighed to demonstrate a linguistic dilemma that the country is faced with under the demands of globalization, and to search for ways to conceptualize an alternative language policy.  
Saturday, September 18, 9:30–10:00am, Asia

Exhibition of Cultures in Schools: From Performance to Postcolonial Performativity  
strand: FHL  
Michael J. Zambon, University of Hawai‘i at Mānoa

For many schools and communities, one-day events referred to as “Diversity Days” or “International Days” have become the primary forum to address issues related to cultural diversity. Using photographs generated from three events in the US Mid-West, the presentation will analyze the “performance” by members of various ethnic groups from a postcolonial performative framework.  
Saturday, September 18, 3:45–4:15pm, Kaniela

Applying CBI into Learning Chinese as a Foreign Language  
strand: FHL  
Wei Zeng, University of Pennsylvania

Based on the theories of Content-Based Instruction and its practice in ESL context, this paper reports a case study on the application of CBI into an advanced Chinese language course in an American university. Analysis of strengths and weaknesses is carried out in syllabus design, classroom activities and assessment.  
Friday, September 17, 2:45–3:15pm, Kaniela
There is no shortage of dining guides to be had in a tourist town like this one, and here is yet another. The NFLRC restaurant guide has evolved over more than ten years with you, the hungry participant, in mind. We deem you to be adventurous, ecologically-minded, and not particularly wealthy (with an occasional craving for something really bad for you). Actually, that describes rather well the people who put this together. We tried to include a little of everything. We always appreciate your input by way of additions, updates, comments, and criticisms.

**Cafeterias**

- Paradise Palms Café (across from Hamilton Library) Mo–Th 7:00am–8:00pm; Fr 7:00am–5:00pm; Sa 10:30am–2:30pm
- Kahea'ai Café (Campus Center) Mo–Fr 6:30am–5:00pm
- Mānoa Garden (between Campus Center & Sinclair Library) Mo–Fr 10:30am–8:00pm
- Corner Market Café/Jamba Juice (Campus Center) Mo–Fr 7:00am–4:00pm
- Hale Aloha (lower campus) Mo–Fr 7:00am–2:00pm & 4:30–8:00pm; Sa–Su 10:00am–1:30pm & 5:00–7:30pm

**Breakfast in Paradise**

Get up early and enjoy the pleasures of a leisurely breakfast. Possibilities exist for all tastes and budgets.

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonard's Bakery</td>
<td>3</td>
<td>*</td>
<td>933 Kapahulu Ave.</td>
<td>737–5591</td>
</tr>
</tbody>
</table>

Pick-up some hot malasadas and coffee and take them down the road to Waikīkī or Kaimana Beach. Introduced to the islands by Portuguese immigrants, malasadas are holeless donuts sprinkled with sugar and served hot. Ono (Hawaiian for ‘delicious’)!  

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia Inn</td>
<td>4</td>
<td>*</td>
<td>3221 Wai'alae Ave.</td>
<td>732–3663</td>
</tr>
</tbody>
</table>

Soak in some of the atmosphere and have a filling, inexpensive breakfast at a place where the local folks go. Try the “loco moco,” an island breakfast favorite.

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hau Tree Lanai</td>
<td>W</td>
<td>*</td>
<td>2863 Kalākaua Ave.</td>
<td>921–7066</td>
</tr>
</tbody>
</table>

Located in the New Otani Hotel, this is the perfect place to have a special breakfast. Outdoor tables, nestled under the hau tree, look right out at Kaimana Beach and the ocean. They serve a very good eggs benedict as well as omelets and specialties like poi pancakes.
A Special Dinner

Try Hawai‘i’s special brand of East-meets-West cuisine at one of these restaurants. All have very nice atmospheres and are more pricey than your everyday dinner (anywhere from $25–40 per person). The place to go for a treat or a special occasion.

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Type</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Choy’s</td>
<td>3</td>
<td>$$$</td>
<td>449 Kapahulu Ave.</td>
<td>732–8645</td>
</tr>
<tr>
<td>Indigo</td>
<td>DT</td>
<td>$$</td>
<td>1121 Nu‘uanu Ave.</td>
<td>521–2900</td>
</tr>
<tr>
<td>Sam Choy’s Breakfast, Lunch, &amp; Crab</td>
<td>DT</td>
<td>$$</td>
<td>580 N. Nimitz Hwy.</td>
<td>545–7979</td>
</tr>
<tr>
<td>Roy’s (Hawai‘i Kai)</td>
<td>HK</td>
<td>$$$</td>
<td>6600 Kalaniana‘ole Hwy.</td>
<td>396–7697</td>
</tr>
</tbody>
</table>

Internet Access

| Coffee Cove                                    | 3    | @     | $2600 S. King St.                | 955-COVE |
| Coffee Talk                                    | 4    | @     | 3601 Wai‘alae Ave.               | 737–7444 |
| Mocha Java                                     |      | @     | Ward Center (1st fl)            | 591–9023 |
| Coco’s Internet Cafe                           | W    | @     | 2310 Kūhiō Ave.                 | 922–8500 |
| E-café                                         | W    | @     | 445 Seaside Ave.                | 926–3299 |
| Fishbowl Internet Cafe                         | W    | @     | 2463 Kūhiō Ave.                 | 922–7565 |

Internet access also available at Hamilton Library on campus.
- Mon–Thu: 7:30am–11:00pm
- Friday: 7:30am–7:00pm
- Saturday: 9:00am–5:00pm
- Sunday: 12:00pm–11:00pm
Zones
1  15–30 minute walk from UH or via #4 or #6 bus southbound
2  15–30 minute walk from UH or via #6 University Ave. north bound
3  30–45 minute walk
4  30–45 minute walk or via #1 bus So. King east bound
5  30–45 minute walk or via #1 bus So. Beretania west bound
AM  Ala Moana Center area
DT  downtown
HK  Hawai‘i Kai
W  Waikīkī
WP  Waipahu

Comments
V  = vegetarian selections
*  = personal staff favorite
@  = internet access

Price (not including tip)
$  = under $8
$$ = $8–$15
$$$ = $15–$30
$$$$ = over $30
## "American" & Mixed

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>L&amp;L Drive-In (Puck's Alley)</td>
<td>$</td>
<td>1035 University Ave.</td>
<td>946–8455</td>
</tr>
<tr>
<td>Volcano Joe's</td>
<td>*</td>
<td>1810 University Ave.</td>
<td>941–8449</td>
</tr>
<tr>
<td>Andy's Sandwiches &amp; Smoothies</td>
<td>*</td>
<td>2904 E. Mānoa Rd.</td>
<td>988–6161</td>
</tr>
<tr>
<td>Waioli Tea Room</td>
<td>*</td>
<td>2950 Mānoa Rd.</td>
<td>988–5800</td>
</tr>
<tr>
<td>K.C. Drive Inn</td>
<td>$</td>
<td>1029 Kapahulu Ave.</td>
<td>737–5581</td>
</tr>
<tr>
<td>Rainbow Drive-In</td>
<td>$</td>
<td>3308 Kanaina Ave.</td>
<td>737–0177</td>
</tr>
<tr>
<td>Teddy's Bigger Burgers</td>
<td>*</td>
<td>3114 Monsarrat Ave.</td>
<td>735–9411</td>
</tr>
<tr>
<td>Zippy's</td>
<td>$</td>
<td>601 Kapahulu Ave.</td>
<td>733–3725</td>
</tr>
<tr>
<td>Columbia Inn</td>
<td>*</td>
<td>3221 Wai'alae Ave.</td>
<td>732–3663</td>
</tr>
<tr>
<td>L&amp;L Drive-In</td>
<td>$</td>
<td>1513 Young St.</td>
<td>951–4300</td>
</tr>
<tr>
<td>Zippy's</td>
<td>$</td>
<td>1725 S. King St.</td>
<td>973–0877</td>
</tr>
<tr>
<td>Kua 'Aina Sandwich Shop</td>
<td>*</td>
<td>across from Ward Ctr</td>
<td>591–9133</td>
</tr>
<tr>
<td>Original Pancake House</td>
<td>*</td>
<td>1221 Kapi'olani Blvd.</td>
<td>596–8213</td>
</tr>
<tr>
<td>Eggs 'n Things</td>
<td>W</td>
<td>1911B Kalākaua Ave.</td>
<td>949–0820</td>
</tr>
<tr>
<td>Hard Rock Cafe</td>
<td>W</td>
<td>1837 Kapi'olani Blvd.</td>
<td>955–7383</td>
</tr>
<tr>
<td>Hau Tree Lanai</td>
<td>W</td>
<td>2863 Kalākaua Ave.</td>
<td>921–7066</td>
</tr>
</tbody>
</table>

## Bar & Grill

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brew Moon</td>
<td>AM</td>
<td>$$$ Ward Center (3rd fl)</td>
<td>593–0088</td>
</tr>
<tr>
<td>Dixie Grill</td>
<td>AM</td>
<td>$$$ 404 Ward Ave.</td>
<td>596–8359</td>
</tr>
<tr>
<td>Ryan's</td>
<td>AM</td>
<td>$$$ Ward Center (3rd fl)</td>
<td>591–9132</td>
</tr>
<tr>
<td>Big Island Steak House</td>
<td>DT</td>
<td>$$$ Aloha Tower Marketplace</td>
<td>537–4446</td>
</tr>
<tr>
<td>Restaurant</td>
<td>District</td>
<td>Rating</td>
<td>Price</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Gordon Biersch</td>
<td>DT</td>
<td>*</td>
<td>$$</td>
</tr>
<tr>
<td>Duke’s (Outrigger Waikiki Hotel)</td>
<td>W</td>
<td>*</td>
<td>$$$</td>
</tr>
<tr>
<td><strong>Cafés &amp; Snacks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bubbles Ice Cream</td>
<td>1</td>
<td>*</td>
<td>$</td>
</tr>
<tr>
<td>Coffeeline at the YWCA</td>
<td>1</td>
<td>V</td>
<td>$</td>
</tr>
<tr>
<td>TCBY</td>
<td>1</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>2</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Coffee Cove</td>
<td>3</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>Leonard’s Bakery (malasadas!)</td>
<td>3</td>
<td>*</td>
<td>$</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>3</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Cafe Laufer</td>
<td>4</td>
<td>*</td>
<td>$$</td>
</tr>
<tr>
<td>Coffee Talk</td>
<td>4</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>Covenant Books &amp; Coffee</td>
<td>4</td>
<td>V*</td>
<td>$</td>
</tr>
<tr>
<td>Mocha Java</td>
<td>AM</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>Coco’s Internet Cafe</td>
<td>W</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>E-café</td>
<td>W</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>Fishbowl Internet Cafe</td>
<td>W</td>
<td>@</td>
<td>$</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>W</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>W</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Chinese</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirin Restaurant</td>
<td>1</td>
<td>V</td>
<td>$$$</td>
</tr>
<tr>
<td>Maple Garden</td>
<td>1</td>
<td>V*</td>
<td>$$</td>
</tr>
<tr>
<td>Restaurant Name</td>
<td>Type</td>
<td>Price</td>
<td>Address</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>New Kapahulu Chop Suey</td>
<td>3</td>
<td>*</td>
<td>730 Kapahulu Ave.</td>
</tr>
<tr>
<td>Happy Day</td>
<td>4</td>
<td>V*</td>
<td>3553 Wai'alae Ave.</td>
</tr>
<tr>
<td>Bo Lai</td>
<td>5</td>
<td>V*</td>
<td>1117 S. King St.</td>
</tr>
<tr>
<td>Dew Drop Inn</td>
<td>5</td>
<td>V</td>
<td>1088 S. Beretania St.</td>
</tr>
<tr>
<td>Golden Eagle</td>
<td>5</td>
<td>V</td>
<td>2334 S. King St.</td>
</tr>
<tr>
<td>Dynasty</td>
<td>AM</td>
<td>*</td>
<td>1778 Ala Moana Blvd.</td>
</tr>
<tr>
<td>Panda Cuisine (dim sum)</td>
<td>AM</td>
<td>V*</td>
<td>641 Ke'eaumoku Ave.</td>
</tr>
<tr>
<td>Legend Seafood Restaurant (dim sum)</td>
<td>DT</td>
<td></td>
<td>100 N. Beretania St.</td>
</tr>
<tr>
<td><strong>Fast Food</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blimpie's Subs &amp; Salads</td>
<td>1</td>
<td>V</td>
<td>1010 University Ave.</td>
</tr>
<tr>
<td>Jack in the Box</td>
<td>1</td>
<td></td>
<td>1970 S. King St.</td>
</tr>
<tr>
<td>Kentucky Fried Chicken</td>
<td>1</td>
<td></td>
<td>1124 McCully St.</td>
</tr>
<tr>
<td>McDonald's</td>
<td>1</td>
<td></td>
<td>2121 S. King St.</td>
</tr>
<tr>
<td>Subway</td>
<td>1</td>
<td>V</td>
<td>2507 S. King St.</td>
</tr>
<tr>
<td>McDonald's</td>
<td>2</td>
<td></td>
<td>Mānoa Marketplace</td>
</tr>
<tr>
<td>Subway</td>
<td>2</td>
<td>V</td>
<td>Mānoa Marketplace</td>
</tr>
<tr>
<td>Jack in the Box</td>
<td>3</td>
<td></td>
<td>633 Kapahulu Ave.</td>
</tr>
<tr>
<td>Kentucky Fried Chicken</td>
<td>3</td>
<td></td>
<td>647 Kapahulu Ave.</td>
</tr>
<tr>
<td>Taco Bell</td>
<td>3</td>
<td></td>
<td>717 Kapahulu Ave.</td>
</tr>
<tr>
<td>W &amp; M Bar-B-Q Burger</td>
<td>4</td>
<td></td>
<td>3104 Wai'alae Ave.</td>
</tr>
<tr>
<td>Burger King</td>
<td>5</td>
<td></td>
<td>2536 S. Beretania St.</td>
</tr>
<tr>
<td>Taco Bell</td>
<td>5</td>
<td></td>
<td>1345 S. King St.</td>
</tr>
</tbody>
</table>
### FILIPINO

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Type</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena’s (Kalihi)</td>
<td>DT</td>
<td>$</td>
<td>2153 N. King St.</td>
<td>845–0340</td>
</tr>
<tr>
<td>Elena’s (Waipahu)</td>
<td>WP</td>
<td>*</td>
<td>94–300 Farrington Hwy.</td>
<td>671–3279</td>
</tr>
<tr>
<td>Thelma’s (Waipahu)</td>
<td>WP</td>
<td>*</td>
<td>94–366 Pupupani St.</td>
<td>677–0443</td>
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### HEALTH FOOD

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
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<tbody>
<tr>
<td>Down to Earth Natural Foods</td>
<td>V</td>
<td>$</td>
<td>2525 S. King St.</td>
<td>947–7678</td>
</tr>
<tr>
<td>Kokua Market (sandwiches to go)</td>
<td>V</td>
<td>$</td>
<td>2643 S. King St.</td>
<td>941–1922</td>
</tr>
<tr>
<td>Well Bento (lunch and dinner)</td>
<td>V*</td>
<td>$</td>
<td>2570 S. Beretania Ave.</td>
<td>941–5261</td>
</tr>
<tr>
<td>Andy’s Sandwiches &amp; Smoothies</td>
<td>V*</td>
<td>$</td>
<td>2904 East Mānoa Rd.</td>
<td>988–6161</td>
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### HAWAIIAN

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Rating</th>
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<th>Address</th>
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<tbody>
<tr>
<td>Ono Hawaiian Foods</td>
<td>*</td>
<td>$</td>
<td>726 Kapahulu Ave.</td>
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### INDONESIAN

<table>
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<th>Rating</th>
<th>Price</th>
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<tbody>
<tr>
<td>Bali Indonesia</td>
<td>W</td>
<td>$$</td>
<td>1901 Kap'olani Blvd.</td>
<td>949–2254</td>
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### INDIAN

<table>
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<tr>
<td>Zaffron</td>
<td>DT</td>
<td>V*</td>
<td>69 N. King St.</td>
<td>533–6635</td>
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### ITALIAN

<table>
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<tr>
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<th>Type</th>
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<th>Address</th>
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<tbody>
<tr>
<td>Paesano</td>
<td>2</td>
<td>*</td>
<td>Mānoa Marketplace</td>
<td>988–5923</td>
</tr>
<tr>
<td>Auntie Pasto’s</td>
<td>3</td>
<td>V*</td>
<td>559 Kapahulu Ave.</td>
<td>739–2426</td>
</tr>
<tr>
<td>Verbano</td>
<td>4</td>
<td>V*</td>
<td>3571 Wai’alae Ave.</td>
<td>735–1777</td>
</tr>
<tr>
<td>Auntie Pasto’s</td>
<td>5</td>
<td>V*</td>
<td>1099 S. Beretania St.</td>
<td>523–8855</td>
</tr>
<tr>
<td>Café Sistina</td>
<td>5</td>
<td>V*</td>
<td>1314 S. King St.</td>
<td>596–0061</td>
</tr>
<tr>
<td>Restaurant Name</td>
<td>AM or PM</td>
<td>Price</td>
<td>Address</td>
<td>Phone</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
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<tr>
<td><strong>Italian</strong></td>
<td></td>
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<tr>
<td>Mediterraneo</td>
<td>AM</td>
<td>$$</td>
<td>1279 S. King St.</td>
<td>593–1466</td>
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<tr>
<td>Verbano</td>
<td>AM</td>
<td>$$$</td>
<td>1451 King St.</td>
<td>941–9168</td>
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<tr>
<td>Buca di Beppo (huge portions!)</td>
<td>AM</td>
<td>$$</td>
<td>1030 Auahi St.</td>
<td>591–0800</td>
</tr>
<tr>
<td>Old Spaghetti Factory</td>
<td>AM</td>
<td>$$</td>
<td>Ward Warehouse</td>
<td>591–2513</td>
</tr>
<tr>
<td><strong>Japanese</strong></td>
<td></td>
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<tr>
<td>Ezogiku Noodle Cafe</td>
<td>1</td>
<td>$</td>
<td>1010 University Ave.</td>
<td>942–3608</td>
</tr>
<tr>
<td>Jimbo (udon &amp; more)</td>
<td>1</td>
<td>V*</td>
<td>1936 S. King St.</td>
<td>947–2211</td>
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<tr>
<td>Kozo Sushi</td>
<td>1</td>
<td>$</td>
<td>2334 S. King St.</td>
<td>973–5666</td>
</tr>
<tr>
<td>Sushi King</td>
<td>1</td>
<td>*</td>
<td>2700 S. King St.</td>
<td>947–2836</td>
</tr>
<tr>
<td>Yamagen</td>
<td>1</td>
<td>$</td>
<td>2210 S. King St.</td>
<td>947–2125</td>
</tr>
<tr>
<td>Tatsu</td>
<td>2</td>
<td>V*</td>
<td>2928 East Mānoa Rd.</td>
<td>988–2134</td>
</tr>
<tr>
<td>Genki Sushi</td>
<td>3</td>
<td>*</td>
<td>900 Kapahulu Ave.</td>
<td>735–8889</td>
</tr>
<tr>
<td>Irifune</td>
<td>3</td>
<td>V*</td>
<td>563 Kapahulu Ave.</td>
<td>737–1141</td>
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<tr>
<td>Kalei-Tei</td>
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<td>*</td>
<td>808 Kapahulu Ave.</td>
<td>734–3868</td>
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<tr>
<td>Kozo Sushi</td>
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<td>$</td>
<td>625 Kapahulu Ave.</td>
<td>739–2785</td>
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<tr>
<td>Sushiman</td>
<td>3</td>
<td>$</td>
<td>3036 Wai'alae Ave.</td>
<td>734–0944</td>
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<tr>
<td>Ninnikuya (Garlic Restaurant)</td>
<td>4</td>
<td>*</td>
<td>3196 Wai'alae Ave.</td>
<td>735–0784</td>
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<tr>
<td>The Wisteria (family restaurant)</td>
<td>5</td>
<td>$$</td>
<td>1206 S. King St.</td>
<td>591–9276</td>
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<tr>
<td>Yanagi Sushi</td>
<td>5</td>
<td>*</td>
<td>762 Kapi'olani Blvd.</td>
<td>597–1525</td>
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<tr>
<td>Taiyo Ramen</td>
<td>AM</td>
<td>*</td>
<td>1469 Kapi'olani Blvd.</td>
<td>943–2123</td>
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<tr>
<td>Todai Restaurant (seafood)</td>
<td>W</td>
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<td>1910 Ala Moana Blvd.</td>
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<tr>
<td><strong>Korean</strong></td>
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<tr>
<td>Camelia Buffet</td>
<td>1</td>
<td>$$</td>
<td>930 McCully St.</td>
<td>951–0511</td>
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<tr>
<td>Yakiniku Camelia (all you can eat)</td>
<td>1</td>
<td>$$$</td>
<td>2494 S. Beretania St.</td>
<td>944–0449</td>
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<tr>
<td>Restaurant Name</td>
<td>Price</td>
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<td>Address</td>
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<td>---------------------------------</td>
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<tr>
<td>O-Bok</td>
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<td>988–7702</td>
<td>Manoa Marketplace</td>
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<tr>
<td>Ok Cho</td>
<td>$$$</td>
<td>949–0334</td>
<td>1960 Kapi'olani Blvd.</td>
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<tr>
<td>Andong (Chinese-Korean)</td>
<td>$$</td>
<td>947–9444</td>
<td>1499 S. King St.</td>
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<tr>
<td>Frog House (home style)</td>
<td>$$</td>
<td>951–9370</td>
<td>1604 Kalākaua Ave.</td>
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<tr>
<td>Peppa's Korean BBQ</td>
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<td>528–4988</td>
<td>1249 Wilder Ave.</td>
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<tr>
<td>Tongbaekok</td>
<td>$$</td>
<td>591–1222</td>
<td>1303 Rycroft St.</td>
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<tr>
<td>Yakiniku Seoul</td>
<td>$$</td>
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<td>1521 King St.</td>
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<tr>
<td>Chonggajip</td>
<td>AM</td>
<td>596–0008</td>
<td>512A Pi'ikoi St.</td>
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<tr>
<td>Keoboo</td>
<td>AM</td>
<td>596–0799</td>
<td>626 Sheridan St.</td>
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<tr>
<td>Koryeowon</td>
<td>AM</td>
<td>944–1122</td>
<td>1625 Kapi'olani Blvd.</td>
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<tr>
<td>Mikawon</td>
<td>AM</td>
<td>947–5454</td>
<td>1726 Kapi'olani Blvd.</td>
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<tr>
<td>Shillawon</td>
<td>AM</td>
<td>944–8700</td>
<td>747 Amana St.</td>
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<tr>
<td>Sokongdong Soontofu</td>
<td>AM</td>
<td>946–8206</td>
<td>1518 Makaloa St.</td>
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<td>Sorabol</td>
<td>AM</td>
<td>947–3113</td>
<td>805 Ke'eauumoku Ave.</td>
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<tr>
<td><strong>Mediterranean</strong></td>
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<tr>
<td>The Pyramids</td>
<td>AM</td>
<td>737–2900</td>
<td>758 Kapahulu Ave.</td>
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<tr>
<td><strong>Mexican</strong></td>
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<tr>
<td>La Bamba</td>
<td>V</td>
<td>737–1956</td>
<td>847 Kapahulu Ave.</td>
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<td>Torito's</td>
<td>V</td>
<td>735–7991</td>
<td>2919 Kapi'olani Blvd.</td>
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<td>Azteca</td>
<td>V</td>
<td>735–2492</td>
<td>3617 Wai'alae Ave.</td>
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<tr>
<td>Quintero's Cuisine</td>
<td>AM</td>
<td>593–1561</td>
<td>1102 Pi'ikoi St.</td>
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<tr>
<td>Compadres Bar &amp; Grill</td>
<td>AM</td>
<td>591–8307</td>
<td>Ward Center (3rd fl.)</td>
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<tr>
<td>El Burrito</td>
<td>AM</td>
<td>596–8225</td>
<td>550 Pi'ikoi St.</td>
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<tr>
<td>Restaurant/Lunch Location</td>
<td>Price</td>
<td>Address</td>
<td>Phone</td>
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<tr>
<td>Sam Choy's</td>
<td>$$$</td>
<td>449 Kapahulu Ave.</td>
<td>732–8645</td>
<td></td>
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<tr>
<td>Alan Wong's</td>
<td>$$$</td>
<td>1857 S. King St. (5th fl)</td>
<td>949–2526</td>
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<tr>
<td>Indigo DT</td>
<td>$$</td>
<td>1121 Nu'uanu Ave.</td>
<td>521–2900</td>
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<tr>
<td>Sam Choy's Breakfast, Lunch, &amp; Crab</td>
<td>$$</td>
<td>580 N. Nimitz Hwy.</td>
<td>545–7979</td>
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<td>Roy’s HK</td>
<td>$$$</td>
<td>6600 Kalaniana'ole Hwy.</td>
<td>396–7697</td>
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<td>Domino's Pizza</td>
<td>$$</td>
<td>2334 S. King St.</td>
<td>955–8847</td>
<td></td>
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<td>Harpo's</td>
<td>$$</td>
<td>477 Kapahulu Ave.</td>
<td>732–5525</td>
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<tr>
<td>Little Caesar's</td>
<td>$$</td>
<td>Mānoa Marketplace</td>
<td>988–4998</td>
<td></td>
</tr>
<tr>
<td>Magoo's</td>
<td>$$</td>
<td>1015 University Ave.</td>
<td>949–5381</td>
<td></td>
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<tr>
<td>Papa John's</td>
<td>$$</td>
<td>1111 McCully St.</td>
<td>983–7272</td>
<td></td>
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<tr>
<td>Papa John's</td>
<td>$$</td>
<td>611 Kapahulu Ave.</td>
<td>733–7272</td>
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<tr>
<td>Boston's North End Pizza</td>
<td>$$</td>
<td>3506 Wai'alae Ave.</td>
<td>734–1945</td>
<td></td>
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<tr>
<td>California Pizza Kitchen</td>
<td>$$</td>
<td>Kahala Mall</td>
<td>737–9446</td>
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<tr>
<td>Emilio's Pizza</td>
<td>$$</td>
<td>1423 Kalākaua Ave.</td>
<td>946–4972</td>
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<td>Pizza Hut</td>
<td>$$</td>
<td>1215 S. Beretania St.</td>
<td>592–4290</td>
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<tr>
<td>California Pizza Kitchen</td>
<td>AM $$</td>
<td>Ala Moana Shopping Ctr.</td>
<td>941–7715</td>
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<tr>
<td>Chiang Mai Thai Cuisine</td>
<td>$$</td>
<td>2239 S. King St.</td>
<td>941–1151</td>
<td></td>
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<tr>
<td>Mekong</td>
<td>$$</td>
<td>1295 S. Beretania St.</td>
<td>591–8842</td>
<td></td>
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<tr>
<td>Mekong II</td>
<td>$$</td>
<td>1726 S. King St.</td>
<td>941–6184</td>
<td></td>
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<tr>
<td>Restaurant</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Pae Thai Restaurant</td>
<td>5</td>
<td>V</td>
<td>$</td>
<td>1246 S. King St.</td>
</tr>
<tr>
<td>Keo’s Thai Cuisine</td>
<td>AM</td>
<td>V</td>
<td>$$$</td>
<td>Ward Center</td>
</tr>
<tr>
<td>Phuket Thai</td>
<td>W</td>
<td>V</td>
<td>$</td>
<td>1960 Kapi‘olani Blvd.</td>
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<tr>
<td><strong>VIETNAMESE</strong></td>
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<tr>
<td>Viet Cafe</td>
<td>1</td>
<td>V*</td>
<td>$</td>
<td>1960 Kapi‘olani Blvd.</td>
</tr>
<tr>
<td>Ba Le ( Mānoa)</td>
<td>2</td>
<td>V*</td>
<td>$</td>
<td>Mānoa Marketplace</td>
</tr>
<tr>
<td>Hale Vietnam</td>
<td>4</td>
<td>V</td>
<td>$</td>
<td>1140 12th Ave.</td>
</tr>
<tr>
<td>A Little Bit of Saigon</td>
<td>5</td>
<td>V</td>
<td>$</td>
<td>1160 Maunakea St.</td>
</tr>
<tr>
<td>Green Papaya Cafe</td>
<td>DT</td>
<td>V*</td>
<td>$</td>
<td>555 N King St.</td>
</tr>
<tr>
<td>Pho 97</td>
<td>DT</td>
<td>V*</td>
<td>$</td>
<td>1120 Maunakea Ave.</td>
</tr>
<tr>
<td>Pho Hoa Restaurant</td>
<td>DT</td>
<td>*</td>
<td>$</td>
<td>901 River St.</td>
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</tbody>
</table>
**Local Transportation**

**Taxis**
An average taxi fare from the airport to Waikīkī or the UH campus is between $20–30.

- The CAB 422–2222
- Charley’s Taxi 531–1333
- City Taxi 524–2121

**Shuttle Services (Rates Subject to Change)**

- Trans Hawaiian Shuttle Service 566–7333
  - Waikīkī–airport only: $8 ($13 round-trip)
- Super Shuttle 841–2928
  - UH Mānoa–airport: $10 per person (cheaper for group)
  - Waikīkī–airport: $6 per person
- Airport Shuttles 623–8855
  - UH Mānoa–airport or Waikīkī–airport: $8 per person (2 person minimum)

**TheBus**
Route and schedule information:

848–5555
http://www.thebus.org

O’ahu’s bus system, logically dubbed “TheBUS,” offers island-wide service. The cost is $2 for adults and $1 for elementary and high school students. Drivers accept exact change only; no change is given. People carrying large suitcases or baggage are not allowed on TheBUS. Riders are allowed to transfer to any connecting line as long as it is going in the same general direction. Request a transfer slip from the bus driver when you board the bus. Visitors can purchase a 4-consecutive-day pass for $20 at any ABC store in Waikīkī or at Ala Moana Center.