


NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa

2004 NFLRC CONFERENCE:

Cultural Diversity and Language Education

September 17–19, 2004

EVALUATION

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University of Hawai'i at Mānoa

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SUMMARY

The Cultural Diversity and Language Education (CDALE) Conference, co-organized and co-sponsored by the National Foreign Language Resource Center (NFLRC) and the Center for Second Language Research (CSLR) at the University of Hawai'i at Mānoa, was held on September 17–19, 2004 at the Imin International Conference Center on the UH Mānoa campus. The aim of the conference was to focus on theories, policies, and practices associated with cultural and language diversity in educational contexts and to provide a forum for examining a broad range of issues concerned with the potential and challenges of education that builds on diversity. The primary strands during the conference were Foreign/Heritage Language Education (FHL), Bilingual/Immersion Education (BIE), English Language Education (ENG), Language Education Planning and Policy (LPP), and Literacy Education (LIT). Conference highlights included keynote speeches by Sonia Nieto (University of Massachusetts, Amherst), Glynda Hull (University of California, Berkeley), and a panel of Hawai'i experts (Bill Hoshijo, Kent Sakoda, Lee Tonouchi, Noe'au Warner, and Laiana Wong), colloquia and paper presentations, and hands-on workshops, plus a variety of planned social events. The conference achieved its goals and was a great success, drawing around 300 attendees from around the nation and the world and garnering high praise for its diverse and stimulating content, its smooth organization, and its atmosphere of aloha.

BEHIND THE SCENES

Kathryn Davis, CSLR director, served as conference director, guiding abstract selection and program content and working with the keynote speakers invited for the conference, and Jim Yoshioka, NFLRC program coordinator, served as conference organizer, handling conference publicity, the conference Website, online abstract submissions, proposal rating and selection, ongoing communications with both presenters and attendees, registration, and arrangements for the conference venue, food, entertainment, lodging, equipment, and volunteers. Both had previously collaborated on the 2002 NFLRC Summer Institute Heritage Learners for National Language Needs (for more information see Davis, 2002). Although this previous conference had been quite successful, attendance was much lower than hoped for. To improve attendance for the Conference, it was decided that this new conference would be set for Fall 2004 (when educators were not away on summer vacation) and would be opened up for abstract submissions (so more people could present and get funding from their institutions to attend).

Publicity for the conference included a conference Website (<http://nflrc.hawaii.edu/prodev/CDALE/>), flyer distribution at various national conferences (ACTFL, AAAL, etc.), and email announcements to various pertinent listservs and national language associations. The majority of conference attendees reported first learning about the conference via conference flyers, email, or colleagues (see Appendix A for a summary of data from the conference evaluation forms).

Those who wished to find out more information about the conference or submit a proposal for either a colloquia, workshop, or paper presentation went to the CDALE Website. The majority of users found the Website to be a good source of information (80%) and the online form an adequate means

of submitting proposals (98%), as documented in Appendix A. The deadline for abstract submissions was April 15, 2004. The organizers were pleased to receive a total of 175 proposals. The proposals were then distributed to the abstract readers for blind review (see Appendix B for list of readers), and their ratings and comments were used by the conference organizers to make final decisions for the conference program. Notification of status (accept, alternate, reject) was sent to those who submitted proposals by May 15, 2004. Table 1 shows the breakdown of the selection results, and Table 2 shows the breakdown of accepted presentations by strand:

Table 1: Breakdown of selection results

		accept	alternate	reject
papers	(N=153)	86 (56%)	3 (2%)	64 (42%)
workshops	(N=18)	9 (50%)	5* (28%)	4 (22%)
colloquia	(N=4)	4 (100%)	0 (0%)	0 (0%)

* These workshops were eventually accepted as special papers, as reflected in Table 2

Table 2: Breakdown of accepted presentation by strand

	papers (N=91)	workshops (N=9)	colloquia (N=4)
FHL (37%)	34	2	2
BIE (17%)	16	2	0
ENG (23%)	22	1	1
LPP (8%)	7	1	0
LIT (15%)	12	3	1

Dr. Davis and Mr. Yoshioka took care of conference program scheduling in early July, and notification was sent out in late July, informing presenters of their presentation day/time slots. (Notification was delayed because the NFLRC had its Samoan Language Conference and its Distance Education symposium in July, making it an extremely busy month).

From the notification of day/time slots up to the actual conference, close to 20 paper presenters had to cancel, due to lack of institutional funding, change in job status, or personal/medical emergencies. None of the workshop or colloquia presenters cancelled. To fill the gaps that were forming in the conference schedule, the conference organizers switched presenter rooms and invited special paper presenters. (Two of the attendees complained on their evaluation forms about the number of cancellations— see Appendix A. Unfortunately, this is something over which the conference organizers have no control.)

In the hectic months remaining before the conference, arrangements for entertainment, food, equipment, and volunteers were taken care of by Mr. Yoshioka. Deborah Masterson, NFLRC publications specialist, took care of the conference program design layout and duplication. The program got high marks and praise (see Appendix A). Mr. Yoshioka also took care of registration and budgetary matters for the conference. According to the evaluations, the vast majority of conference attendees (92%) registered early (on or before August 27, 2004) and took advantage of the discounted pre-registration rates (\$30 – student/*kama'aina* ['local']; \$40 – general). Almost all of

the conference attendees (93%) found the registration rates to be very reasonable (see Appendix A). The conference organizers purposely chose to keep the fees lower because they knew that many attendees would already be spending a good deal of money to come and attend a conference in Hawai'i. As one attendee commented, "My main concern was the cost of airfare, so the reasonable conference fee made it more affordable for me to attend." All preparations being set, the conference was ready to begin.

EVALUATION OF THE CONFERENCE

"The conference was simply fabulous! Thank you for all of your efforts, thoughtfulness, and attention to detail."

"Enjoyed the conference. I liked the intimacy of the sessions. The conference emphasis on the diversity of language issues was excellent."

"The conference was well organized. I was impressed by the fact that conference organizers responded to all my questions, ranging from content of papers to accommodations, extremely quickly. You somehow combined professionalism with a personal touch."

"Well organized and extremely convivial. Thank you!"

The Cultural Diversity and Language Education Conference drew close to 300 participants from Hawai'i, the U.S. mainland, and countries as far off as Canada, Japan, Korea, Singapore, China, Australia, New Zealand, Malaysia, Finland, Israel, and Egypt. Based on the evaluations we received (see Appendix A for evaluation summary and Appendix C for copy of the evaluation form) and the many attendees who spoke with the conference organizers personally, the conference was a great success. Particular items of praise or high satisfaction included the inspiring and excellent keynote addresses, the diversity and breadth of the program content, the smooth and efficient conference organization, the helpfulness of the conference staff and volunteers, the delicious food provided onsite for participants, and the optional Waikiki Aquarium reception. Below is a summary of the average ratings from the conference evaluation form (To see more detailed data and comments related to them, again see Appendix A):

Table 3: On-site information (1=not effective to 5=very effective)

program	4.6
registration packet	4.6
registration table	4.5
volunteers	4.6

Although there were a few suggestions regarding items that could be added to the conference registration packet and program to make them even better (see Appendix A), generally people found them to be beautifully designed and effective for their informational needs. Much praise was given to the conference volunteers (predominantly UH graduate students but also some UH faculty) who assisted with conference registration, session moderating, and the Waikiki Aquarium reception. Their helpfulness, attentiveness, and friendliness made the conference go smoothly and created a supportive, welcoming environment for the conference. Also of great importance were Min Mo (NFLRC), John Standal (Language Learning Center), and Ping Liu (NFLRC) who provided

attentive and professional technical support throughout the conference, a fact noted in a number of evaluations and verbal responses.

Table 4: Conference facilities and activities (1=strongly disagree to 5= strongly agree)

The conference rooms were adequate.	4.5
The Imin Center was adequate.	4.6
The morning/afternoon refreshments were good.	4.5
The Aloha Friday reception was good.	4.3
The boxed lunches were good.	4.3
The boxed lunches were reasonably priced.	4.2
The Waikikī Aquarium reception was enjoyable.	4.9
The Waikikī Aquarium reception was reasonably priced.	4.3
East-West Center lodging was adequate for the price.	4.7
The Queen Kapi'olani Hotel was adequate for the price.	3.9
The New Otani Kaimana Beach Hotel was adequate for the price.	4.0

In general, conference attendees really liked the Imin Center and its facilities, finding it a beautiful and convenient venue for the conference, although there were a few complaints about room size (particularly the Pago Pago Room, which was only used on Friday and which ended up drawing more people than the room could hold), the temperature control in some rooms (too cold or warm), and some difficulties with parking for the conference).

Regarding food provided during the conference, the morning/afternoon refreshments provided by Volcano Joe's, a local coffee shop/bistro, received the highest marks for its wide selection of beverages and tasty treats. One woman commented that the food during this conference was the best she had had at any conference. The Aloha Friday reception and the optional boxed lunches received slightly lower but still quite good ratings. (Finding a place that offers a tasty boxed lunch with plenty of food at a reasonable price still remains a particular challenge for the conference organizers.)

The reception at the Waikikī Aquarium, a highlight during previous other conferences, scored the highest ratings, with practically all respondents finding it a really enjoyable event. It received a lower rating for being reasonably priced, which is surprising because the \$30 ticket included so much for the price – free transportation, admission to the aquarium exhibits, food, alcoholic and non-alcoholic beverages, and live entertainment.

Attendees who stayed in the East-West Center residence halls (Lincoln Hall & Hale Mānoa) gave it the highest rating, finding them good accommodations and good bargains. The two conference hotels, the Queen Kapi'olani Hotel and the New Otani Kaimana Beach Hotel, were both deemed adequate for the price.

Table 5: Presentations (1=strongly disagree to 5= strongly agree)

The keynote talks I attended were appropriate and interesting.	4.7
The colloquia I attended were appropriate and interesting.	4.4
The workshops I attended were appropriate and useful.	4.3
The papers I attended were appropriate and interesting.	4.4

Regarding conference content, the three keynote addresses received the highest ratings, and not surprisingly, the conference organizers heard many comments on how exciting and inspiring the talks, particularly Language, Literacy, and Culture: Making the Connection by Sonia Nieto and Transforming Literacy by Glynda Hull, were. The colloquia received high marks as well, particularly for Teresa McCarty and Mary Eunice Romero’s colloquium on Revitalizing Indigenous Languages in Standardizing Times. The workshops also received good evaluations, particularly Theresa Austin and Yvonne Fariño’s on Building Critical Literacy within Foreign Language Instruction and Kathryn Davis’ on Transformative Heritage and English Language Education: A Hawai’i Model. The papers, which also got high ratings, received a mixed bag of comments. While most people found the papers to be of good quality and professionally presented, others found some presenters to be poorly organized or prepared to present. One common complaint was that the 30-minute period given for paper presentations was problematic, not leaving sufficient time for the presentation of research or Q&A or for attendees to go from room to room with no 5-minute break in between.

One consistent theme that emerged from the evaluations and attendee verbal comments was the value of the multiple strands brought together in this conference as well as the diversity and expertise brought by both presenter and attendee alike, as Kathryn Davis echoed in her own evaluation of the conference:

“During and after the Conference, I heard countless expressions of praise from keynote speakers, presenters, and attendees about the organization and scholarly contributions of the conference. A major theme of comments was an appreciation for multiple strands that are not usually collectively addressed at conferences representing those strands. For example, foreign/heritage language specialists were informed by cutting edge research and practices in literacy development, bilingual education, and language planning. In addition to the benefits of multiple strands, participation of scholars and educators from diverse geographic areas (the Pacific Rim, the U.S. mainland, and Europe) and across academic levels (K-graduate school) contributed to discussion of how research and practices in local contexts can inform language education theories. The opening keynote address by the Hawai’i Panel also provided much appreciated information on the heritage language, creole, and indigenous language issues of Hawai’i.”

Finally, in the general comments section of the evaluation form (see Appendix A), conference attendees reiterated their appreciation of Kathryn Davis and Jim Yoshioka for putting together this conference and bringing everyone together:

“A superb conference – great speakers, outstanding organization and assistance (thank you especially, Jim and Marta), and a beautiful venue. Dr. Davis and all the conference staff deserve thanks from us all.”

In her personal evaluation of the conference, Kathryn Davis gave kudos to Mr. Yoshioka as well for his handling of all logistical and organizational matters during the conference:

“In addition to scholarly contributions, conference attendees repeatedly praised the program organizer, Jim Yoshioka, for his personal and informative responsiveness to email inquiries and on-site needs; his well-organized conference Website; and his effectiveness in distributing program information. I personally appreciated Jim’s professionalism and personal touch in these and other areas, such as arranging for food, entertainment, volunteers, and technology experts. By all accounts, the conference ran without a hitch.”

Overall, the Cultural Diversity and Language Education Conference was a success on many levels, and the participants generally greatly enjoyed their conference experience, finding it worth their time, effort, and money. Participants came away with new connections and ideas and often a renewed excitement or passion for the field. In fact, many did not want things to end. Perhaps a tribute to the impact of the conference, quite a number of attendees called for this to be the first of many Cultural Diversity and Language Education conferences as Kathryn Davis notes in the last part of her own evaluation of the conference:

“During the conference and at the closing wrap-up session, there was a common consensus that we should hold a follow up CDALE Conference. Although I asked others to take up the torch, the NFLRC, CSLR, and all those involved can certainly be proud of the world-wide attention we received through the 2004 CDALE Conference.”

REFERENCES

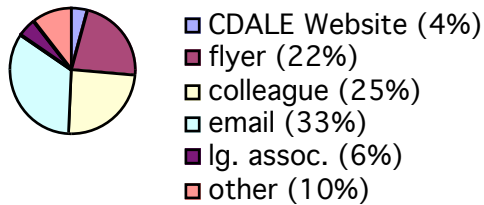
- Davis, K. (2002). *2002 NFLRC summer institute evaluation: Heritage learners and national language needs* (NFLRC NetWork #29) [HTML document]. Honolulu: University of Hawai‘i, Second Language Teaching & Curriculum Center. <http://nflrc.Hawaii.edu/NetWorks/NW29.pdf> [access: today's date].

APPENDIX A: COMMENTS FROM EVALUATION FORM

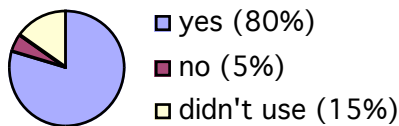
We received 65 conference evaluation forms, which represent approximately 22% of conference attendees. Here is a summary of the evaluation results data.

Pre-arrival information

1. How did you find out about this conference?



2. The CDALE Conference website was an adequate source of pre-conference information.



Typical comments:

“Very easy to use to get information prior to conference”

“Wonderful – bus service from campus to Waikīkī could be clearer”

“The schedule was not available until a short time before the conference”

3. (For presenters) The online form was an adequate means for submission of presentation proposals.



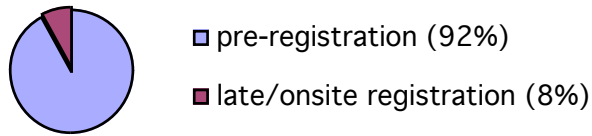
Typical comments:

“Yes, and I appreciated Jim’s responses to my questions”

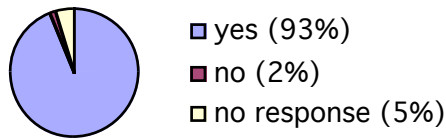
“I like it. Convenient work!”

“I couldn’t download some of the forms”

4. Conference registration



5. Did you feel the registration fee was reasonable, compared to other conference fees?



Typical comments:

“Very reasonable – thank you!!”

“Very much so – My main concern was the cost of airfare, so the reasonable conference fee made it more affordable for me to attend.”

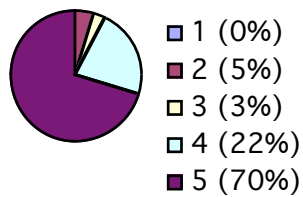
“Great price & food – thank you!”

“A bargain! You could probably have charged more.”

On-site information

How effective were the following sources of information? (1=not effective to 5=very effective)

1. Program (average=4.6)



Typical comments:

“Beautiful!”

Suggestions:

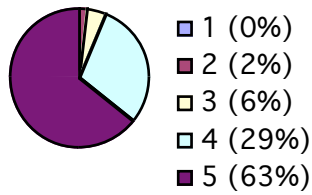
“Package should include transportation info from lodging sites to conference sites”

“More/better maps (i.e., specific location of aquarium) and this may have been more costly to include but as well as presenter affiliation, I would have enjoyed short bios”

“I would have liked the “workshop/presentation timetable right in the middle of the program so that the book naturally opens straight to the timetable.”

“The packet could use a few blank “notes” pages.”

2. Registration packet (average=4.6)

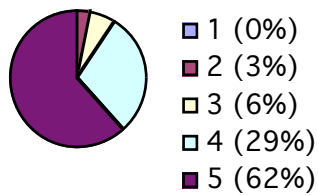


Suggestions:

“Please include titles & department affiliations in addition to university affiliation”

“Provide bus schedule”

3. Registration table (average=4.5)



Typical comments:

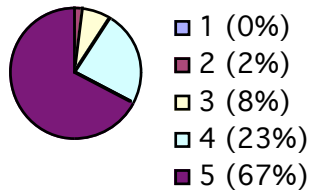
“Excellent and very friendly services”

“Everyone has been so friendly & helpful & welcoming”

“It was a little bit difficult to find the registration table.”

“Need more volunteers to assist co-volunteers at registration. Need an additional table so that volunteers have enough work space.”

4. Volunteers (average=4.6)



Typical comments:

“You had excellent volunteers who were always very helpful!”

“Great team!”

“Very helpful, professional, knowledgeable”

“Time keepers are very helpful in ensuring time on task.”

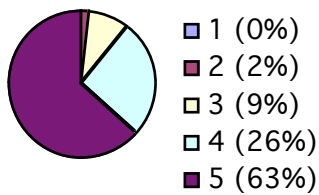
“I’m surprised about the time control at each presentation. Great job at that for each volunteer in different rooms.”

“Very organized, thank you! Mahalo!”

Conference facilities and activities

Ratings were on a scale of 1=strongly disagree to 5=strongly agree

1. The conference rooms were adequate (average=4.5)



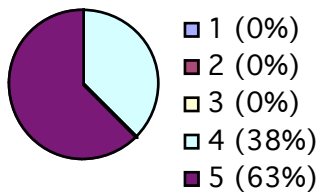
Typical comments:

“Some were too small to fit all those interested in attending the session.”

“Except for Pago Pago”

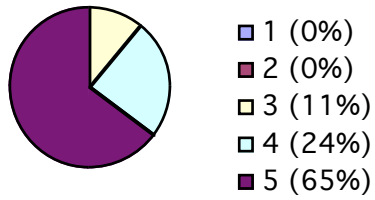
“(Better) temperature control needed.”

2. The Imin Center was adequate (average=4.6)



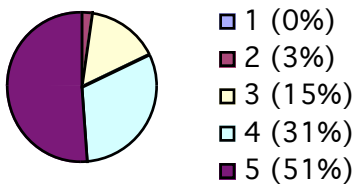
No particular comments

3. The morning/afternoon refreshments were good (average=4.5)



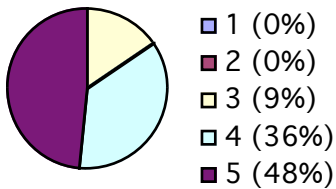
No particular comments

4. The Aloha Friday reception was good (average=4.3)



No particular comments

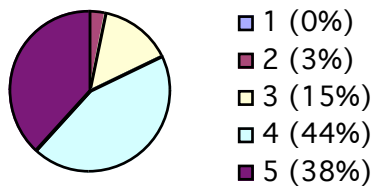
5. (if applicable) The boxed lunches were good. (average=4.3)



Typical comment:

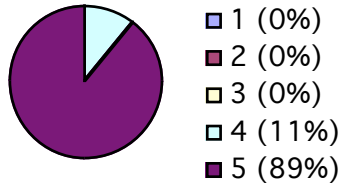
“Great!”

6. (if applicable) The boxed lunches were reasonably priced. (average=4.2)



No particular comments

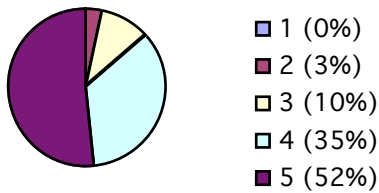
7. (if applicable) The Waikiki Aquarium reception was enjoyable. (average=4.9)



Typical comment:

“Terrific!”

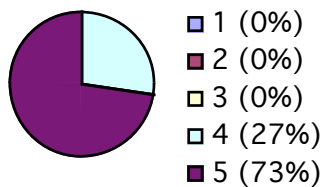
8. (if applicable) The Waikiki Aquarium reception was reasonably priced. (average=4.3)



Suggestion:

“Please lower the price and provide a cash bar or 1st drink included only. This will benefit those who don’t drink. Thank you for the transportation. It was a great event!”

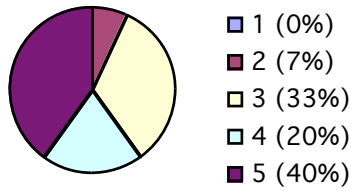
9. (if applicable) East-West Center lodging was adequate for the price. (average=4.7)



Suggestion:

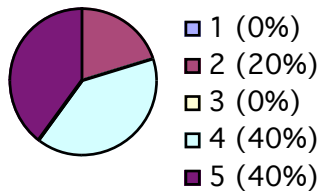
“Could warn folks that campus housing has no A/C.”

10. (if applicable) The Queen Kapi'olani Hotel was adequate for the price. (average=3.9)



No particular comments

11. (if applicable) The New Otani Kaimana Beach Hotel was adequate for the price. (average=4.0)

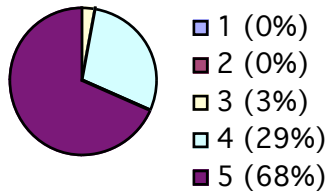


No particular comments

Presentations

Ratings were on a scale of 1 (strongly disagree) to 5 (strongly agree)

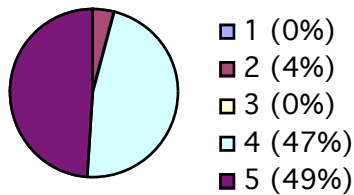
1. The keynote talks I attended were appropriate and interesting. (average=4.7)



Typical comment:

"All 3!"

2. The colloquia I attended were appropriate and interesting. (average=4.4)

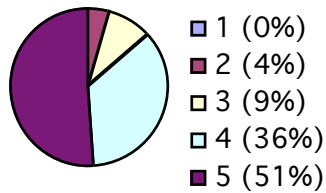


Typical comments:

“McCarty, et al.”

“I especially enjoyed the Revitalizing Indigenous Languages colloquium.”

3. The workshops I attended were appropriate and useful. (average=4.3)

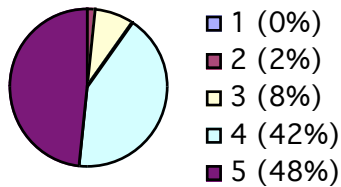


Typical comments:

“Austin & Fariño, Davis et al.”

“I loved hearing the high school & undergraduate students speak & seeing their work during the Sunday 8:30 workshop (also the chant by Vita); it reminds us all of why we’re doing the work that we do!”

4. The papers I attended were appropriate and interesting. (average=4.4)



Typical comments:

“All papers were good: only attended Gross, Luetkemeyer, Richardson Bruna, & Okazaki.”

“Cohen & Leoni and Clark gave fantastic papers; the others were so-so.”

“The sessions were very good, and I wish there had been more than 30 minutes in each. Please consider allowing at least 45 minutes per session in the future. Thank you for everything and mahalo!”

“30 minute sessions seem too short to truly examine and discuss information and research information presented.”

“Some don’t follow 20-minute limit”

“There was one no show and a couple who read papers to us.”

General comments

- “Kudos for the conference organizers, content, presenters, and attendees!”
- “A superb conference – great speakers, outstanding organization and assistance (thank you especially, Jim and Marta), and a beautiful venue. Dr. Davis and all the conference staff deserve thanks from us all.”
- “The conference was well organized. I was impressed by the fact that conference organizers responded to all my questions, ranging from content of papers to accommodations, extremely quickly. You somehow combined professionalism with a personal touch.”
- “The conference was simply fabulous! Thank you for all of your efforts, thoughtfulness, and attention to detail.”
- “Jim did an amazing job!”
- “Technology (computer and projector) was perfect. Organization and communication were outstanding.”
- “Well organized and extremely convivial. Thank you!”
- “Enjoyed the conference. I liked the intimacy of the sessions. The conference emphasis on the diversity of language issues was excellent.
- “I got really inspired.”
- “Excellent variety – all professionally presented. I loved that FL, ESL, Heritage Language, & Indigenous language maintenance teachers all came to share!”
- “It was many different areas to cover and you did it!”
- “I liked the mixing of ESL, bilingual, and Asian foreign language educators and presentations. Great content.”
- “Very interesting & exciting array of presenters who nicely mix research and practice!”
- “I’ve been so impressed by the attendees at this conference, due to their passion & dedication and feel very fortunate to have been exposed to their thoughts and their languages.”
- “What I particularly liked about the conference was the wide, diverse body of knowledge represented by both presenters and attendees. What a wonderful opportunity to network! My only complaint is that I wasn’t able to attend as many of the presentations as I would have liked. Thank you, CSLR and NFLRC, for providing such an informative, challenging, and thought-provoking conference.”

Comments and suggestions for improvement in the future

- “This was an interesting mix of fields. I learned a lot. However, the literacy program was sparse in number. I wanted to hear more talks applicable to my area.”
- “Some presenters were poorly organized.”
- “Reduce the number of presentations. Some were not worth visiting.”
- “Needed more handouts or outlines of presentations.”
- “Would like water in conference rooms.”
- “I was disappointed by the small publishers’ exhibit.”
- “There are a lot cancellations for presentations I’d like to attend, so I’m a little disappointed.”
- “Too many cancellations – how to resolve this??”
- “Parking was a problem.”
- “Planning the session back-to-back, without allowing time for us to move from room to room, results in many people trickling into the room after the presentation has started. This is disruptive to everyone. It would be better next time to plan 5 minutes between sessions for switching rooms.”

“What I enjoyed most was the camaraderie amongst the people present. The entire conference was a learning experience. I would just have at least 5 minutes between papers to be able to get there on time. In addition, I would make the workshops 90 minutes the most and have fewer colloquia. However, overall the conference was a success. Congratulations!”

APPENDIX B: LIST OF ABSTRACT READERS

Hye-Sun Cho, CSLR, *University of Hawai‘i at Mānoa*

Eton 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*

APPENDIX C: EVALUATION FORM

Cultural Diversity and Language Education Conference – September 17-19, 2004
Evaluation Form

Instructions: Please complete and return this evaluation form to the REGISTRATION TABLE to be eligible for a prize drawing for an NFRLC gift.

- 1. I am: student / faculty / other:
2. I traveled from:
3. I presented at the conference / I did not present at the conference.

Pre-arrival information

- 1. How did you find out about this conference?
2. The CDALE conference website was an adequate source of pre-conference information.
3. (For presenters) Our online form was an adequate means for submission of presentation proposals.
4. I pre-registered / I registered after August 27 / I registered on site.
5. Did you feel the registration fee was reasonable, compared to other conference fees?

On-site information-- How effective were the following sources of information?

Table with 5 columns: Item, Not effective (1-2), 3, 4, Very effective (5). Rows include program, registration packet, registration table, and volunteers.

Conference facilities and activities

Table with 5 columns: Item, Strongly disagree (1-2), 3, 4, Strongly agree (5). Rows include conference rooms, Imin Center, refreshments, Aloha Friday reception, boxed lunches, Waikiki Aquarium reception, East-West Center lodging, and Queen Kapi'olani Hotel.

Presentations-- How would you assess the format and content of the presentations?

Table with 5 columns: Item, Strongly disagree (1-2), 3, 4, Strongly agree (5). Rows include keynote talks, colloquia, workshops, and papers.

General comments: What did you particularly like about the conference? What could be improved? We welcome your candid and constructive comments. Please use the back of this form for your comments.

Return this form to the REGISTRATION TABLE to be eligible for the PRIZE DRAWING!

Provide us with your name and contact information, detach, and place it in the prize drawing box next to the evaluation return box.

- Name:
Address:
Phone:
Language(s) you teach:
Email:

Foreign language teaching & language minority education



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

20%
conference discount
on all publications
(on-site purchases)

NFLRC publications available at the conference publications display or order online at

nflrc.hawaii.edu



NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawaii at Mānoa

selected titles from our *Technical Report series*

Attention & awareness in foreign language learning
Schmidt (Ed.)

Language learning strategies around the world:
Cross-cultural perspectives
Oxford (Ed.)

New technologies and language learning:
Cases in the less commonly taught languages
Spreen, (Ed.)

Motivation and second language acquisition
Dörnyei & Schmidt (Eds.)

A communicative framework for introductory
Japanese language curricula

Washington State Japanese Language
Curriculum Guidelines Committee

Studies on Korean in community schools
[in Korean]
Lee, Cho, Lee, Song, & O'Grady (Eds.)

SEPTEMBER 17-19, 2004
JIMIN INTERNATIONAL CONFERENCE CENTER
UNIVERSITY OF HAWAII AT MĀNOA

CULTURAL DIVERSITY & LANGUAGE EDUCATION



NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawaii at Mānoa





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ALOHA = WELCOME

UNIVERSITY OF HAWAI'I AT MĀNOA

Kathryn A. Davis

Director, Center for Second Language Research

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

ABOUT THE NFLRC



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 nflrc.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.

ABOUT THE CSLR



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.

MAHALO = THANK YOU

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*
Eton 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*
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Ok Kyoon Yoo, *Second Language Studies, University of Hawai'i at Mānoa*
Jim Yoshioka, *NFLRC, University of Hawai'i at Mānoa*

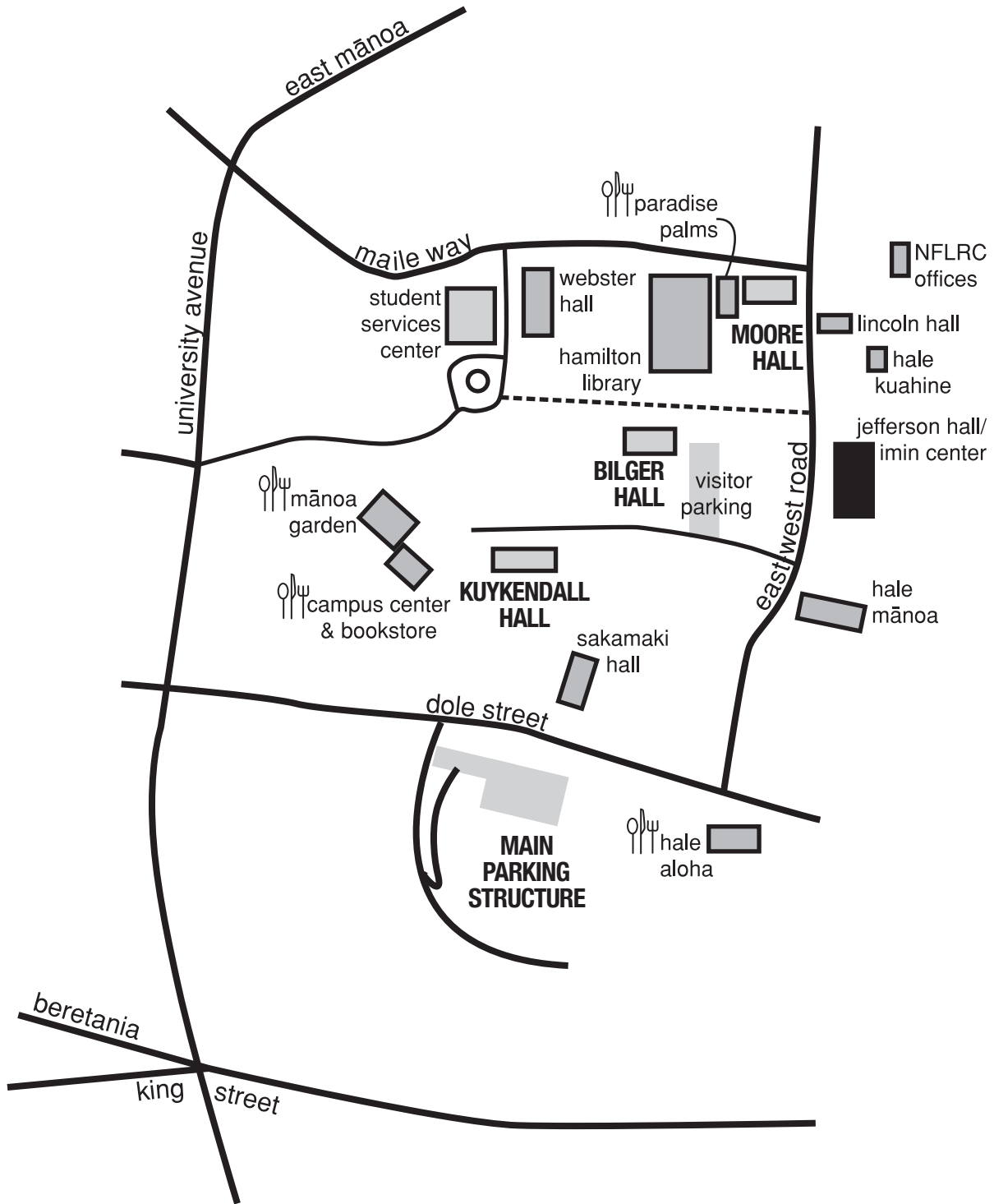
SPECIAL THANKS TO

Staff at the Imin International Conference Center
Staff at the Waikiki Aquarium
Gerry Madraza & 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

CAMPUS MAP



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

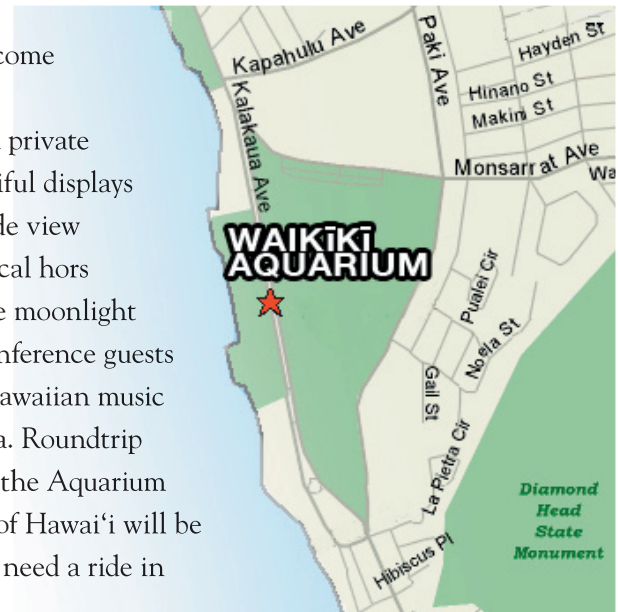
Please join us for the opening reception, featuring complimentary light pupus (hors d'oeuvres) and beverages. The reception will be held immediately after the Friday sessions are over.

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 KAPĪOLANI BLVD.
- QUICKLY MOVE OVER TO THE LEFTMOST LANE and TURN LEFT onto KAIMUKĪ 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 KAPĪOLANI 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 Pavillion (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.

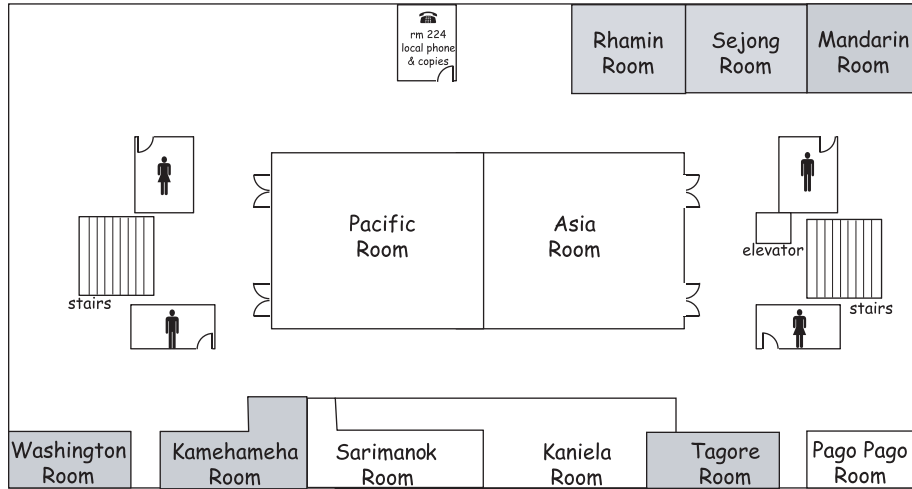
INTERNET ACCESS

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.

IMIN CENTER MAP



Hawai'i Imin Int'l Conference Center 2nd floor

The Koi and Ohana Rooms are located on the garden level.

FRIDAY, SEPTEMBER 17

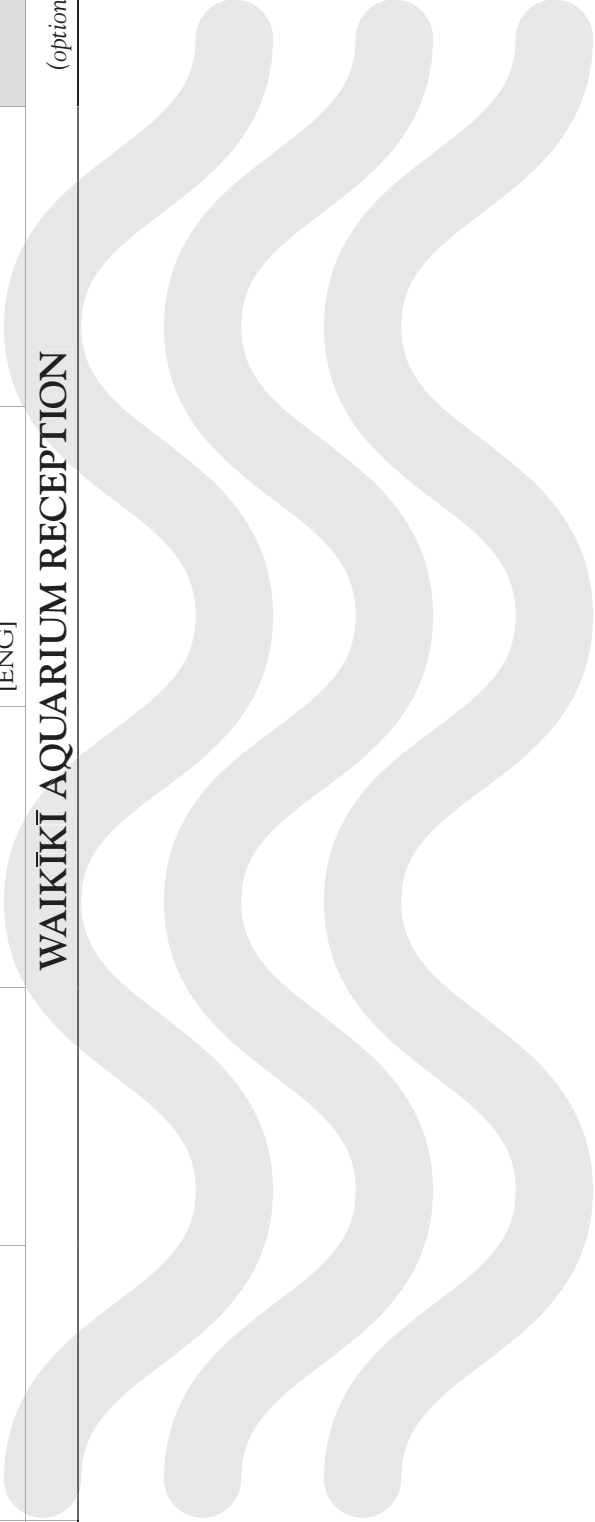
	KEONI AUDITORIUM	OHANA	SARIMANOK	PACIFIC	KANIELA	PAGO PAGO
11:00–4:30	REGISTRATION					
12:30–1:00	WELCOME					
1:00–2:00	KEYNOTE: DIVERSITY FROM DIFFERENT PERSPECTIVES <i>William Hoshijo (Hawai'i Civil Rights Commission), Kent Sakoda (UH Mānoa), Lee Tonouchi (Kap'i'olani Community College), No'eau Warner (UH Mānoa), & Lai'ana Wong (UH Mānoa)</i> [KEONI AUDITORIUM]					
2:15–2:45	3-HOUR COLLOQUIUM Redefining English Education: A Multicultural Perspective <i>Faizah Sari, Amanda Harvie, Irina Konovalova, Sylvia Koestner, Christiane Schoemig, & Weihua Zhu</i> [ENG]	3-HOUR WORKSHOP Teaching Cultural Diversity through the Veil Debate <i>Martine Antle, Sahar Amer, & Dominique Fisher</i> [FHL]	3-HOUR WORKSHOP Developing Science Biliteracy through Co-teaching and Contextualized Multimedia-assisted Instruction <i>Naikei Wong</i> [BIE]	Voices of Power: Immigrant Women Entrepreneurs, English Use, and Identity <i>(Sharriya Collier)</i> [ENG]	Spanish Heritage Language Development in a U.S.-based MBA Program <i>(John Staczek & Carmen Vega-Carney)</i> [FHL]	The Trinity of a Heritage Language: Culture, Language, and Motivation <i>(Young Wha Hong)</i> [FHL]
2:45–3:15				Reassessing Literacy Assessment in an Adult ESL Program <i>(Tamara Warhol)</i> [ENG]	Applying CBI into Learning Chinese as a Foreign Language <i>(Wei Zeng)</i> [FHL]	Recent Developments in Okinawan Language Teaching in Hawai'i <i>(Kyoko Hijirida)</i> [FHL]
3:15–3:45				Taking Students Seriously: Negotiating Curriculum and Instruction in an Adult ESL Program <i>(Savitha Moorthy)</i> [ENG]		Language Variation in JSL/JFL Teaching: The Case of Regional Dialects <i>(Chie Fukuda)</i> [FHL]
4:00–4:30				Literacy at Home: Insights from a Study of a Bilingual Malay Family <i>(Muakhlis Abu Bakar)</i> [LIT]	Getting an Education or Only Getting English? <i>(Gerald McCain)</i> [ENG]	“Our Spiritual Center”: Becoming a Person at a Chinese Heritage Language School <i>(Peter Silver)</i> [FHL]

BIE = Bilingual/Immersion Education; **ENG** = English Language Education; **FHL** = Foreign/Heritage Language Education; **LIT** = Literacy Education; **LPP** = Language Education Planning & Policy

10:15–10:45	<i>continued</i> Revitalizing Indigenous Languages in Standardizing Times	<i>continued</i> Clarifying Heritage Resources for Curriculum Planning and Assessment	Assisting Diverse Foreign Language Learners: Classroom Applications (<i>Paul Michael Chandler</i>) [paper – FHL]	Poetic Sanctuary in Public School (<i>Jennifer McCormick</i>) [LIT]	Spanish-speaking Parents' Perspectives on LI Loss and Maintenance in Canada (<i>Martin Guardado</i>) [FHL]	Teacher Development in an Intensive Multicultural FL Teaching Environment (<i>Grazyna Dudney</i>) [FHL]
10:45–11:15				Identity Texts: Bringing Students' Culture to the Fore of Literacy (<i>Sarah Cohen & Lisa Leoni</i>) [LIT]	Korean Families' Language and Culture Maintenance in the U.S. (<i>Martha Nyikos & Eun-Hee Lee</i>) [FHL]	Heritage Learners Writing Skills Assessments: Preparing Bilingual Elementary School Teachers (<i>Judy Cortes</i>) [FHL]
11:15–11:45				Critical Literacy and the Youth Millennium Project in Pakistan (<i>Bonny Norton</i>) [LIT]	Labyrinths of Social Meanings: Community Member Attitudes toward Foreign Languages (<i>Julie Byrd Clark</i>) [FHL]	Samoan as a Heritage Language in the State of Hawai'i (<i>John Mayer</i>) [FHL]
12:00–1:00	KEYNOTE: LANGUAGE, LITERACY, AND CULTURE: MAKING THE CONNECTION					
1:00–2:00	<i>Sonia Nieto (University of Massachusetts, Amherst)</i>					
LUNCH						
2:00–2:30	3-HOUR COLLOQUIUM Diversity: A Transformative Resource for Educational Practice <i>Barbara Graves, Ali Abasi, Nahal Akbari, Shiva Sadeghi, Yang-Gyun Kwon, & Mary Maguire</i> [LIT]	3-HOUR WORKSHOP Building Critical Literacy within Foreign Language Instruction <i>Theresa Austin & Yvonne Fariño</i> [FHL]	3-HOUR WORKSHOP Achieving Adult Literacy with the Latino/a Literature of the U.S. <i>José A. Carmona</i> [LIT]	Efforts to Implement a Mayan Education Model in Guatemala (<i>Tess Lane</i>) [BIE]	Life in the Fast Lane: Accelerating Learning for Older Recent Immigrant High School Students (<i>Gretchen Papazis & John Baker</i>) [ENG]	Content and User Diversity: A Case Study of Program Development (<i>Daniko Sipka</i>) [FHL]
2:30–3:00				Teaching Indigenous Languages in Oregon (<i>Joan Gross</i>) [FHL]	Reading between the Decimal Point: Reappraising "Generation 1.5" (<i>Steven Talmy</i>) [ENG]	Bridging Cultures: Examples from the "Serbo-Croatian" Classroom (<i>Jennifer Sanders</i>) [FHL]
3:00–3:30				An Ethnography of Slovenian-Italian Bilingual Education High School Programs (<i>Carla Paciotta</i>) [BIE]	"Teaching" Vocabulary Acquisition in Two-Way Immersion Classrooms (<i>Kristen Luetkemeyer</i>) [BIE]	Yiddish-language Heritage and Teaching in the 21st Century (<i>Sarah Bailey</i>) [FHL]

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	KEONI AUDITORIUM	KOI	SARIMANOK	PACIFIC	ASIA	KANIELA
<i>Saturday (cont.)</i>						
3:45–4:15	<i>continued</i> Diversity: A Transformative Resource for Educational Practice	<i>continued</i> Building Critical Literacy within Foreign Language Instruction	<i>continued</i> Achieving Adult Literacy with the Latino/a Literature of the U.S.	“Academic Language” in Science Teaching and Learning (<i>Katherine Richardson Bruna, Roberta Vann, & Moisés Perales Escudero</i>) [ENG] Critical Language Teaching in an ESL Academic Preparation Course (<i>Takayuki Okazaki</i>) [ENG]	Language Policies and High Stakes Testing: Double Vision of ESL Students (<i>Mariya Pachman</i>) [LPP] Challenges and Intricacies in the Spanish Heritage Language Class (<i>Jenny Castillo</i>) [FHL]	Exhibition of Cultures in Schools: From Performance to Postcolonial Performativity (<i>Michael J. Zambon</i>) [FHL] Teaching Russian as a Heritage Language in Finland (<i>Ekaterina Protassova</i>) [FHL]
4:15–4:45				Is Academic Language the Whole Story in the Mainstream Classroom? (<i>Barbara Hawkins</i>) [ENG]	Metalinguistic Development of Bilingual Children (<i>Jeong-ah Lee</i>) [BIE]	
4:45–5:15						
6:30–9:00	WAIKĪKĪ AQUARIUM RECEPTION <i>(optional ticketed event)</i>					



SUNDAY, SEPTEMBER 19

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.

	KEONI AUDITORIUM	KOI	SARIMANOK	PACIFIC	ASIA
8:30–9:00	3-HOUR COLLOQUIUM Developing a Versatile Notion of Diversity in the JFL Classroom <i>Dina Yoshimi, Keiko Ikeda, Tomoko Iwai, Asuka Suzuki, Kazutoh Ishida, & Emi Murayama</i> [FHL]	3-HOUR WORKSHOP Transformative Heritage and English Language Education: A Hawai'i Model <i>Kathryn A. Davis, Randy Gomabon, Gina Clymer Rupert, Michelle Aquino, Jacinta Galeai, Julius Soría, Midori Ishida, Pamela Minet-Lucid, & Hye-sun Cho</i> [LPP]	3-HOUR WORKSHOP Anishinaabemowin Language Program: An Immersion Model <i>Carolyn Hepburn & Doris Boissoneau</i> [BIE]	Culturally Relevant Curriculum in an Urban Gujarati-English Bilingual Program (<i>Parul Rawal</i>) [BIE]	Moslem "Middle Eastern" Students in the American Public School System (<i>Lori Fredricks & Yesim Orbarlas</i>) [ENG]
9:00–9:30				Language Sensitive Content Teaching in the Immersion and Bilingual Classroom (<i>Helena Curtain</i>) [paper – BIE]	SURVIVORS — The Influence of Culture in Foreign Language Learning (<i>Faizah Idrus & Nor Yasmin Jamalhuddin</i>) [FHL]
9:30–10:00					Challenges and Strategies of Teachers Targeting Crosscultural Understanding in Classes (<i>Joyce Silva</i>) [ENG]
10:15–10:45					Organizing and Guiding Writing Activity in Three Urban Classrooms (<i>Susan Martin</i>) [LIT]
10:45–11:15				Chinese School Attendance and Its Effect on Language Maintenance Attitudes (<i>Jamie Lepore</i>) [FHL]	"Lost in Translation": From English to Pacific Language(s) Early Reading Assessments (<i>Marilyn Low, Rodrigo Mauricio, & Kanchi Hosiá</i>) [BIE]
11:15–11:45				Family Cultural Values Relating to Heritage Language Education (<i>Rahat Naqvi</i>) [FHL]	Taiwanese Parent Attitudes and Reasons for Bilingual Education in Kindergarten (<i>Li-chun Chang</i>) [BIE]
12:00–1:00	KEYNOTE: TRANSFORMING LITERACY <i>Glynda A. Hull (University of California, Berkeley)</i>				
1:00–2:00	LUNCH				
	[KEONI AUDITORIUM]				

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Sunday (cont.)	KEONI AUDITORIUM	KOI	SARIMANOK	PACIFIC	ASIA
2:00–2:30		3-HOUR WORKSHOP	3-HOUR WORKSHOP	The Many Faces of Structured English Immersion (<i>Grace Park McField & David Ramon McField</i>) [ENG]	Cultural Diversity in Expressions of Emotions: Teaching and Research (<i>Kat Dziwitek</i>) [FHL]
2:30–3:00		Talking Story: A Curriculum Built Around Personal Narrative <i>Yuriko Wellington</i> [LIT]	Language, Culture, and Identity: Our Russian Heritage Language <i>Kathy Larson, Ulita Seleznev, & David Bautista</i> [FHL]	Migrant ESL: Bilingual Approaches to Service Learning and Community Collaboration (<i>John McLaughlin</i>) [ENG]	Understanding Cultural Diversity in Francophone Regions of the South Pacific (<i>Sally Hood Cisar</i>) [FHL]
3:00–3:30				The “Spanish for Native Speakers” Experience in the Rural Midwest (<i>Charla Lorenzen</i>) [FHL]	The Impact of English on the German Language and Schools (<i>Christiane B. Schoernig</i>) [ENG]
3:45–4:15				How Different Are Heritage Language Learners from Foreign Language Learners? (<i>Kimi Kondo-Brown</i>) [FHL]	Intercultural Learning: Potential and Challenges of a Malaysian Off-shore Program (<i>Deborah Bryant</i>) [ENG]
4:15–4:45			Going “Home” to Study Abroad: Perspectives of the Heritage Sojourner (<i>Peter Petrucci & Katsuyuki Miyahira</i>) [FHL]	Developing Intercultural Relations in Malaysia: An Australian Perspective (<i>Anne Swan</i>) [ENG]	
4:45–5:15					
5:30–6:15	SPECIAL CLOSING WRAP-UP SESSION WITH THE KEYNOTE SPEAKERS				[KEONI AUDITORIUM]

BIE = Bilingual/Immersion Education; ENG = English Language Education; FHL = Foreign/Heritage Language Education; LIT = Literacy Education; LPP = Language Education Planning & Policy

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



CULTURAL DIVERSITY &
LANGUAGE EDUCATION

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-convenor 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 (pre-school) 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

Keiko 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.

Abstracts are organized alphabetically by first presenter's last name.

For attendees interested in attending any of our 3-hour workshops, you should plan to spend the entire time at that workshop. Going in and out of the workshop (i.e., to go to other sessions) while it is in progress is disruptive for the workshop presenters and participants.

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 grass-roots 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 Bilingual Instruction through Co-teaching and Contextualized Multimedia-assisted Instruction

strand: BIE

Naikei 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 bilinguality (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

strand: 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 insuring 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

strand: FHL

Grazyna 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 experience 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

strand: 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

strand: ENG

Lori Fredricks, Georgia State University & Yesim Ozbarlas, 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

strand: 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

strand: 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

strand: 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

strand: 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

strand: 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

strand: 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 Paciutto, 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

strand: 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

strand: 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

strand: 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

strand: 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

strand: 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 Olshain, 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

RESTAURANT GUIDE

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.

UH 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.

Leonard's Bakery	3	*	\$	933 Kapahulu Ave.	737-5591
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Pick-up some hot malasadas and coffee and take them down the road to Waikiki or Kaimana Beach. Introduced to the islands by Portuguese immigrants, malasadas are holeless donuts sprinkled with sugar and served hot. Ono (Hawaiian for 'delicious')!

Columbia Inn	4	*	\$\$	3221 Wai'ala'e Ave.	732-3663
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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.

Hau Tree Lanai	W	*	\$\$	2863 Kalākaua Ave.	921-7066
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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.

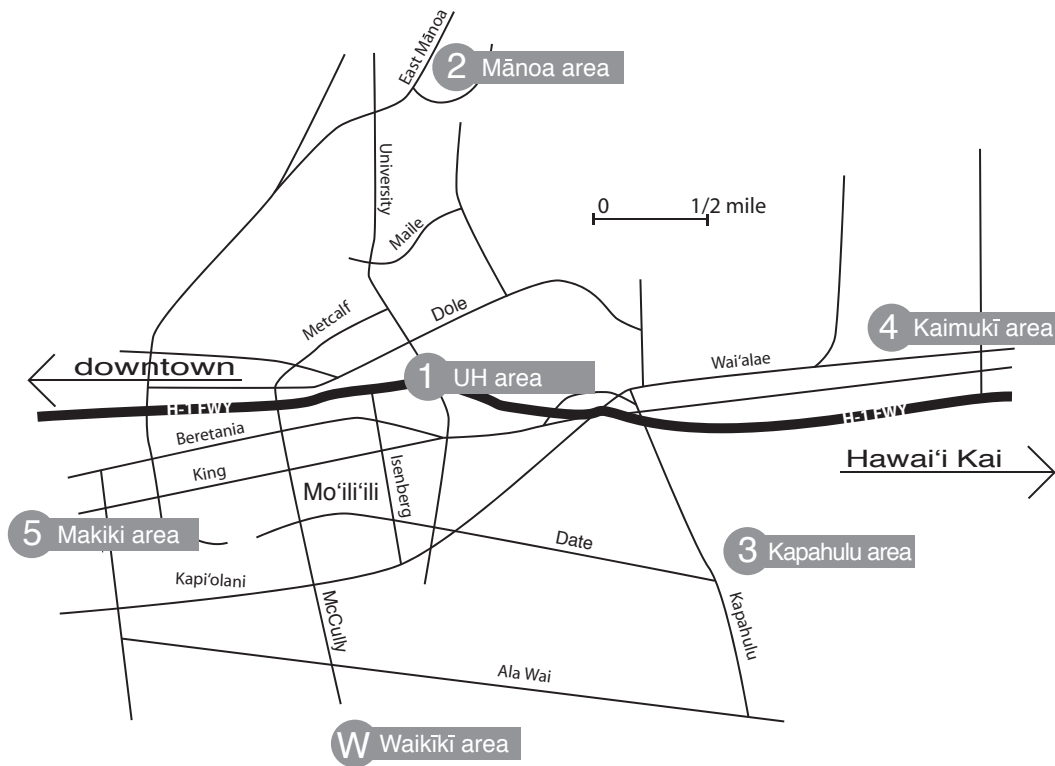
Sam Choy's	3	*	\$\$\$\$	449 Kapahulu Ave.	732-8645
Indigo	DT	*	\$\$\$	1121 Nu'uaniu Ave.	521-2900
Sam Choy's Breakfast, Lunch, & Crab	DT	*	\$\$\$	580 N. Nimitz Hwy.	545-7979
Roy's (Hawai'i Kai)	HK	*	\$\$\$\$	6600 Kalaniana'ole Hwy.	396-7697

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 Waikiki
- 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						
L&L Drive-Inn (Puck's Alley)	1	\$	1035 University Ave.			946-8455
Volcano Joe's	1	\$	1810 University Ave.	*		941-8449
Andy's Sandwiches & Smoothies	2	\$	2904 E. Mānoa Rd.	*		988-6161
Waioli Tea Room	2	\$\$	2950 Mānoa Rd.	*		988-5800
K.C. Drive Inn	3	\$	1029 Kapahulu Ave.			737-5581
Rainbow Drive-Inn	3		3308 Kanaina Ave.			737-0177
Teddy's Bigger Burgers	3	\$	3114 Monsarrat Ave.	*		735-9411
Zippy's	3	\$	601 Kapahulu Ave.			733-3725
Columbia Inn	4	\$\$	3221 Wai'ala'e Ave.	*		732-3663
L&L Drive-Inn	5	\$	1513 Young St.			951-4300
Zippy's	5	\$	1725 S. King St.			973-0877
Kua 'Aina Sandwich Shop	AM	\$	across from Ward Ctr	*		591-9133
Original Pancake House	AM	\$	1221 Kapi'olani Blvd.	*		596-8213
Eggs 'n Things	W	\$	1911B Kalakaua Ave.			949-0820
Hard Rock Cafe	W	\$\$	1837 Kapi'olani Blvd.			955-7383
Hau Tree Lanai	W	\$\$	2863 Kalakaua Ave.	*		921-7066
BAR & GRILL						
Brew Moon	AM	\$\$	Ward Center (3rd fl)			593-0088
Dixie Grill	AM	\$\$	404 Ward Ave.	*		596-8359
Ryan's	AM	\$\$	Ward Center (3rd fl)	*		591-9132
Big Island Steak House	DT	\$\$	Aloha Tower Marketplace			537-4446

Gordon Biersch	DT	*	\$\$	Aloha Tower Marketplace	599-1406
Duke's (Outrigger Waikiki Hotel)	W	*	\$\$\$	2335 Kalakaua Ave.	922-2268
CAFÉS & SNACKS					
Bubbies Ice Cream	1	*	\$	1010 University Ave.	949-8984
Coffeeline at the YWCA	1	V	\$	1820 University Ave.	947-1615
TCBY	1		\$	2700 S. King St.	949-3233
Starbucks Coffee	2		\$	2902 E. Mānoa Rd.	988-9295
Coffee Cove	3	@	\$	2600 S. King St.	955-COVE
Leonard's Bakery (malasadas!)	3	*	\$	933 Kapahulu Ave.	737-5591
Starbucks Coffee	3		\$	625 Kapahulu Ave.	734-4116
Cafe Laufer	4	*	\$\$	3565 Wai'ālae Ave.	735-7717
Coffee Talk	4	@	\$	3601 Wai'ālae Ave.	737-7444
Covenant Books & Coffee	4	V*	\$	1142 12th Ave.	732-4600
Mocha Java	AM	@	\$	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
Starbucks Coffee	W		\$	2255 Kūhiō Ave.	921-2190
Starbucks Coffee	W		\$	330 Royal Hawaiian Ave.	926-4863
CHINESE					
Kirin Restaurant	1	V	\$\$\$	2518 S. Beretania St.	942-1888
Maple Garden	1	V*	\$\$	909 Isenberg St.	941-6641

New Kapahulu Chop Suey	3	*	\$	730 Kapahulu Ave.	734-4953
Happy Day	4	V*	\$	3553 Wai'ala'e Ave.	738-8666
Bo Lai	5	V*	\$	1117 S. King St.	597-8201
Dew Drop Inn	5	V*	\$	1088 S. Beretania St.	526-9522
Golden Eagle	5	V	\$	2334 S. King St.	955-5080
Dynasty	AM	*	\$\$	1778 Ala Moana Blvd.	947-3711
Panda Cuisine (dim sum)	AM	V*	\$\$	641 Ke'eaumoku Ave.	947-1688
Legend Seafood Restaurant (dim sum)	DT		\$\$	100 N. Beretania St.	532-1868
FAST FOOD					
Blimpie's Subs & Salads	1	V	\$	1010 University Ave.	946-7827
Jack in the Box	1		\$	1970 S. King St.	949-1471
Kentucky Fried Chicken	1		\$	1124 McCully St.	941-7411
McDonald's	1		\$	2121 S. King St.	973-2357
Subway	1	V	\$	2507 S. King St.	943-0207
McDonald's	2		\$	Mānoa Marketplace	988-2219
Subway	2	V	\$	Mānoa Marketplace	988-1666
Jack in the Box	3		\$	633 Kapahulu Ave.	735-2696
Kentucky Fried Chicken	3		\$	647 Kapahulu Ave.	732-2454
Taco Bell	3		\$	717 Kapahulu Ave.	737-7337
W & M Bar-B-Q Burger	4		\$	3104 Wai'ala'e Ave.	734-3350
Burger King	5		\$	2536 S. Beretania St.	973-1630
Taco Bell	5		\$	1345 S. King St.	949-6069

FILIPINO						
Elena's (Kalihī)	DT	\$		2153 N. King St.		845-0340
Elena's (Waipahu)	WP	\$	*	94-300 Farrington Hwy.		671-3279
Thelma's (Waipahu)	WP	\$	*	94-366 Pupupani St.		677-0443
HEALTH FOOD						
Down to Earth Natural Foods	1	\$	V	2525 S. King St.		947-7678
Kokua Market (sandwiches to go)	1	\$	V	2643 S. King St.		941-1922
Well Bento (lunch and dinner)	1	\$	V*	2570 S. Beretania Ave.		941-5261
Andy's Sandwiches & Smoothies	2	\$	V*	2904 East Mānoa Rd.		988-6161
HAWAIIAN						
Ono Hawaiian Foods	3	\$	*	726 Kapahulu Ave.		737-2275
INDONESIAN						
Bali Indonesia	W	\$	*	1901 Kapi'olani Blvd.		949-2254
INDIAN						
Zaffron	DT	\$	V*	69 N. King St.		533-6635
ITALIAN						
Paesano	2	\$	*	Mānoa Marketplace		988-5923
Auntie Pasto's	3	\$	V*	559 Kapahulu Ave.		739-2426
Verbano	4	\$	V*	3571 Wai'ālae Ave.		735-1777
Auntie Pasto's	5	\$	V*	1099 S. Beretania St.		523-8855
Café Sistina	5	\$	V*	1314 S. King St.		596-0061

Mediterraneo	5	\$\$\$	1279 S. King St.	593-1466
Verbano	5	\$\$\$	1451 King St.	941-9168
Buca di Beppo (huge portions!)	AM	\$\$\$	1030 Auahi St.	591-0800
Old Spaghetti Factory	AM	\$\$\$	Ward Warehouse	591-2513
JAPANESE				
Ezogiku Noodle Cafe	1	\$	1010 University Ave.	942-3608
Jimbo (udon & more)	1	\$	1936 S. King St.	947-2211
Kozo Sushi	1	\$	2334 S. King St.	973-5666
Sushi King	1	\$\$\$	2700 S. King St.	947-2836
Yamagen	1	\$	2210 S. King St.	947-2125
Tatsu	2	\$	2928 East Mānoa Rd.	988-2134
Genki Sushi	3	\$\$\$	900 Kapahulu Ave.	735-8889
Irifune	3	\$\$\$	563 Kapahulu Ave.	737-1141
Kalei-Tei	3	\$\$\$	808 Kapahulu Ave.	734-3868
Kozo Sushi	3	\$	625 Kapahulu Ave.	739-2785
Sushiman	3	\$	3036 Wai'aleae Ave.	734-0944
Ninnikuya (Garlic Restaurant)	4	\$\$\$	3196 Wai'aleae Ave.	735-0784
The Wisteria (family restaurant)	5	\$\$\$	1206 S. King St.	591-9276
Yanagi Sushi	5	\$\$\$	762 Kapi'olani Blvd.	597-1525
Taiyo Ramen	AM	\$	1469 Kapi'olani Blvd.	943-2123
Today Restaurant (seafood)	W	\$\$\$	1910 Ala Moana Blvd.	947-1000
KOREAN				
Camelia Buffet	1	\$\$\$	930 McCully St.	951-0511
Yakiniku Camelia (all you can eat)	1	\$\$\$	2494 S. Beretania St.	944-0449

O-Bok	2	\$\$	Mānoa Marketplace	988-7702
Ok Cho	3	\$\$\$	1960 Kapi'olani Blvd.	949-0334
Andong (Chinese-Korean)	5	\$\$	1499 S. King St.	947-9444
Frog House (home style)	5	\$\$	1604 Kalakaua Ave.	951-9370
Peppa's Korean BBQ	5	\$	1249 Wilder Ave.	528-4988
Tongbaekok	5	\$\$	1303 Rycroft St.	591-1222
Yakiniku Seoul	5	\$\$	1521 King St.	944-0110
Chonggajip	AM	\$\$	512A Pi'ikoi St.	596-0008
Keoboo	AM	\$\$	626 Sheridan St.	596-0799
Koryeowon	AM	\$\$	1625 Kapi'olani Blvd.	944-1122
Mikawon	AM	\$\$\$	1726 Kapi'olani Blvd.	947-5454
Shillawon	AM	\$\$\$	747 Amana St.	944-8700
Sokongdong Soontofu	AM	\$	1518 Makaloa St.	946-8206
Sorabol	AM	\$\$\$	805 Ke'eaumoku Ave.	947-3113
MEDITERRANEAN				
The Pyramids	3	\$\$\$	758 Kapahulu Ave.	737-2900
MEXICAN				
La Bamba	3	V*	847 Kapahulu Ave.	737-1956
Torito's	3	V	2919 Kapi'olani Blvd.	735-7991
Azteca	4	V	3617 Wai'ala'e Ave.	735-2492
Quintero's Cuisine	5	\$\$	1102 Pi'ikoi St.	593-1561
Compadres Bar & Grill	AM	*	Ward Center (3rd fl.)	591-8307
El Burrito	AM	\$	550 Pi'ikoi St.	596-8225

PACIFIC RIM						
Sam Choy's	3	*	\$\$\$\$	449 Kapahulu Ave.		732-8645
Alan Wong's	5	*	\$\$\$\$	1857 S. King St. (5th fl)		949-2526
Indigo	DT	*	\$\$\$	1121 Nu'uuanu Ave.		521-2900
Sam Choy's Breakfast, Lunch, & Crab	DT	*	\$\$\$\$	580 N. Nimitz Hwy.		545-7979
Roy's	HK	*	\$\$\$\$	6600 Kalaniana'ole Hwy.		396-7697
PIZZA						
Domino's Pizza	1		\$	2334 S. King St.		955-8847
Harp'o's	1	V	\$	477 Kapahulu Ave.		732-5525
Little Caesar's	1		\$	Mānoa Marketplace		988-4998
Magoo's	1		\$	1015 University Ave.		949-5381
Papa John's	1		\$	1111 McCully St.		983-7272
Papa John's	3		\$	611 Kapahulu Ave.		733-7272
Boston's North End Pizza	4	*	\$	3506 Wai'ala'e Ave.		734-1945
California Pizza Kitchen	4	V*	\$	Kahala Mall		737-9446
Emilio's Pizza	5	V	\$	1423 Kalākaua Ave.		946-4972
Pizza Hut	5		\$	1215 S. Beretania St.		592-4290
California Pizza Kitchen	AM	V*	\$	Ala Moana Shopping Ctr.		941-7715
THAI						
Chiang Mai Thai Cuisine	1	V*	\$	2239 S. King St.		941-1151
Mekong	5	V*	\$	1295 S. Beretania St.		591-8842
Mekong II	5	V*	\$	1726 S. King St.		941-6184

Pae Thai Restaurant	5	V	\$\$	1246 S. King St.	596-8106
Keo's Thai Cuisine	AM	V	\$\$\$	Ward Center	596-0020
Phuket Thai	W	V	\$\$	1960 Kapi'olani Blvd.	942-8194
V I E T N A M E S E					
Viet Cafe	1	V*	\$\$	1960 Kapi'olani Blvd.	949-8268
Ba Le (Mānoa)	2	V*	\$	Mānoa Marketplace	988-1407
Hale Vietnam	4	V	\$\$	1140 12th Ave.	735-7581
A Little Bit of Saigon	5	V	\$\$	1160 Maunakea St.	528-3663
Green Papaya Cafe	DT	V*	\$\$	555 N King St.	841-6988
Pho 97	DT	V*	\$\$	1120 Maunakea Ave.	538-0708
Pho Hoa Restaurant	DT	*	\$\$	901 River St.	528-4097

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.

