Dear Friends and Alumni,

The academic year ’09-’10 has come to an end and we’re all enjoying our summer break. Many of the faculty are travelling and many of the new graduates are wending their way back home, hopeful of job contacts and grad school applications. We wish everyone the very best in their summer plans.

Among the highlights in the beginning of this new decade of the 21st century is the awarding of the first TESOL Certificates. The Certificate is much like the minor (still available) but is more marketable outside the US. We expect it to be quite popular and early reports confirm that expectation.

We are proposing several major changes to the EIL curriculum, in response to changing needs and priorities in campus. More on this later.

--Mark James (’79)
This year we only had three students attend the annual TESOL Convention which was held in Boston, and I have to think the distance increased the cost and limited the number who could attend. Perhaps the shorter convention also raised doubts about the value of going so far. The students who went were accompanied by several faculty members, so our representation was still good. About 40 attended the LDS TESOLers night out.

Perhaps the most amazing experience took place as we were landing in Boston after traveling from Minneapolis. Geralyn Ty Chico was seated behind me, and as we were starting to move around to get ready to disembark, a passenger by the window of the row in which I was seated spoke to her. He had recognized her as the server who had attended to him at the Polynesian Cultural Center three weeks before. It was another one of those “it’s a small world” experiences and several people seated in that same area were equally amazed at the chance of meeting like that.

This year’s convention will be in March in New Orleans, and be sure to pass the word along to others who might attend that the LDS TESOLers (and friends) always have an evening together, usually Friday. It’s great to welcome newcomers as we reconnect with others in our profession.
Internships and Student Teaching

In the past, TESOL 480 students have done their student teaching in the EIL program, but this has increasingly been impossible. EIL has decreased in size and increased in academic emphasis. As a result there were fewer classes in which to place student teachers and the experience of teaching academic ESL is less meaningful to our student teachers. As a result, students are now identifying placements for themselves at “off campus” locations. The providers are usually in the home countries of the student teachers or in countries where missions were served. Funding from the contributions of Gene and Allison Yamagata, expenses for travel to do this student teaching have made this much more possible. Students who are doing their student teaching in these distant places enroll in TESOL 480 and complete their lecture time and some assignments during their enrollment period, but they take a “T” grade at the end of the semester. After they march at graduation, they do their student teaching which completes their requirements, the “T” grade is changed to a passing letter grade, and their diploma is issued. This has been working rather successfully for the past couple of years.

You might know that in the summer of 2008, five students did an internship with the public schools of Bangkok, and this year five more were scheduled to go. The political unrest there made it necessary for them to cancel their trip, and they could not go. Three returned home and did their student teaching in Japan or Korea, and two went to Mongolia. Several others also returned to their home countries, and one went to Italy. So you see our TESOL majors are having some very interesting opportunities in their major.

EIL News

The EIL program has slowly been moving toward making some major changes in the curriculum. At the end of the Winter 2010 semester, we submitted our curriculum proposal to the university curriculum committee, where we discovered that there is deep interest in what we are doing and English education on campus. The curriculum committee met three separate times to discuss our proposal (very unusual) and could not come to a decision on either approving or denying it. At that point, it went to the academic vice president who took it to the university academic council where there were further questions related to the proposal. Interestingly, the core of the debate surrounding the EIL curriculum proposal focuses more on the goals and outcomes for students’ English while at BYUH rather than the details of the curriculum proposal itself. English is clearly an important outcome of a BYUH education and the debate has highlighted the critical role that the EIL program plays in developing students' English skills on campus.

The end of June was a sad time for the EIL program. At that time, Patti Hartford left BYUH to go home to Canada. Patti was a long-time instructor in the EIL program and made many valuable contributions to the program. Not only will the teachers miss having her as a close colleague, but the EIL students will miss her as well.

On another note, the numbers of students enrolled in EIL courses has slowly been increasing from a low of about 140 a year ago to just over 180 students during first term 2010. Increasing student numbers has led us to again start looking to our part-time teachers to teach EIL classes. Our part-time teachers bring excellent teaching and fresh perspectives to our program and we are excited to have them more involved again.

-- Mark James ('79)
Aubrey Olsen – New Hire

As we begin the new academic year, we look forward to meeting new students and new challenges. We are happy to say that we will do so with the continued services of Aubrey Olsen, who became our dept search committee’s #1 recommendation for the vacancy created by Maureen Andrade’s departure (now at Utah Valley University). We have enjoyed Aubrey’s energy and enthusiasm during her 3-year contract and now look forward to more of the same.

Lynne Hansen retires

At the same time that we welcome Aubrey, we say “aloha” to Lynne Hansen, whose many years of service on this campus and in our department have done much to promote the reputation of our TESOL program. Over the years, Lynne has helped many a TESOL major present and publish. No doubt she will continue to actively pursue her now world-famous research into language attrition. Her database of information on the language abilities of hundreds of returned missionaries has no peer anywhere in the world.
The TESOL Society continues to provide opportunities for its members, but the shorter semesters and terms have made it very difficult to schedule activities. The same number of activities cannot be scheduled in a shorter amount of time without there being conflicts. There is also less time to get started at the beginning of each enrollment period and the ending comes very close in time to the beginning of the next. One result is that an opening and a closing social are no longer possible in each semester or term and a single “bigger and better” social to accomplish both purposes is the approach being taken.

Following the tradition established several years ago, the Society contribution to Food Fest continues to be cotton candy. The machine purchased almost ten years ago continues to function well—although the operators occasional do not—and occasionally it is used by other individuals or groups. This was a great addition to the club and we express thanks to Brent Green who was the Society faculty advisor who introduced the idea to us. It brings in a substantial contribution to the TESOL Society each time we participate.

I find it interesting that every time we make cotton candy, the TS members who are making it start out concerned that it is not selling very fast and they tend to slow down production. Then as the evening moves along, sales increase and we have a hard time keeping up. This is probably for two reasons: the crowd gets bigger as the evening goes along; people tend to buy sweets after they have eaten more substantial food.
As of Spring term 2010, 161 people have enrolled in the online EIL classes. All the Intermediate II classes are now available (EIL 223 Listening/Speaking, EIL 225 Church Language, EIL 227 Writing, and EIL 229 Reading). Of those who have taken online courses, 31 have now come to study on campus in Hawaii. We are pleased to have these students here at BYUH.

In Fall 2010, the first Intermediate I class, EIL 219 Reading, will be available for enrollment. Friends and family of BYUH students and alumni can learn about the classes that are available by going to http://online.byuh.edu. Development for the next Intermediate I class (EIL 217 Writing) will begin in the Fall. A position is available for one TESOL major to be hired as a member of the development team. If you are interested in the job, please see Ellen Bunker in the ELT Department.
Starting in Fall 2010, a new learner management system will replace Blackboard for online EIL classes. This new program, developed by some recent graduates from BYU in Provo, was designed with students in mind. For example, it helps distance students create and submit assignments, particularly audio and video posts, much more easily. It also gives clear and immediate access to feedback and grades. In the picture, you can see a screen shot of the new Intermediate I 219 Reading course using the new system.
Recent TESOL graduate Keita Takashima and faculty member Ellen Bunker have presented different aspects of their research related to the online EIL classes at several professional conferences in the last six months. Keita’s received support for his research and travel from the Student Research Associate Program.

In January 2010, Takashima and Bunker went to Bangkok, Thailand to the ThaiTESOL conference. Their presentation, reflecting the conference theme, was entitled “Enhancing Student Self-Regulation: Sharing, Caring, Daring With Technology-Enhanced Language Learning.” The conference in January celebrated the 30th anniversary of ThaiTESOL.

The next month in February, Bunker and Takashima presented research findings related to content-based learning at the Hawaii TESOL conference at Leeward Community College. Their presentation was titled “Enhancing Student Self-Regulation in Online Content-Based Language Learning.”
Finally, they had a presentation accepted at CATESOL in Santa Clara, California. Bunker presented their research at this conference for both of them. Keita had been scheduled to work with a peace-building activity in Ireland at the time of the California conference; he was prevented from flying to Europe at that time by the smoke and dust from the volcanic eruption in Iceland.

Keita presenting at Hawaii TESOL at Leeward Community College

New EIL/TESOL Curriculum Library soon to be unveiled

Thanks to some major renovations in the periodical collection of the university’s library, there is now room for an EIL/TESOL curriculum section. For many years we have envied the School of Education’s curriculum library for their majors and often wondered how and where we might create one. This year the opportunity presented itself, and with the encouragement of our dean, John Bailey, we approached the technical services staff of the library with a proposal. They were very helpful and soon plans were in place. Donations were sought for throughout the department and within a week, we had the makings of a pretty good collection of textbooks used in the field of ESL/EFL. The collection will be in place for the Fall semester, saving a number of faculty the burden of carrying armloads of textbooks to class!
We are approaching the 100th anniversary of Dr. Alice Pack’s birth (5 Apr 1911) and hope to establish a lecture series in her name with the first lecture being given next year. (details TBA)

Dr. Pack was one of the founding faculty of our B.A. TESOL program and the generous donor of many thousands of dollars over the years to the Alice Pack Scholarship Fund.
Ryan Lege (’09) recently emailed to say that he was accepted into the Provo M.A. program. Good luck, and say hi to our other alums there!

Danielle (Huysmans) Makise (’09) is enjoying her new life (married) in Japan and has found full-time work to begin soon (at Interac).

Erik Ramsay (’09) is loving his new duty to country (learning Arabic) and says the DLI is all it’s hyped up to be.

Alexis Young (’09) is having a grand time as a teacher trainer in China, sharing all she learned from Bro. Wyman.