



THE WORD

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MESSAGE FROM THE PRESIDENT

BY JENNIFER WHARTON

We hope you all had a safe and enjoyable summer and welcome you to another year of professional development with Hawaii TESOL.

The past twelve months were a busy time that began at Ala Moana Beach Park and ended with "selamat tinggal." We started the year with the annual social in September, reconnecting with colleagues and friends and welcoming many new members. The Practical Workshops for Teachers in November, both informative and interesting, allowed teachers to add to their classroom knowledge and skills. The Joint HALT/Hawaii TESOL Conference in February was the successful culmination of the hard work of both organizations to bring together all language teachers

in Hawaii and provide them with an exceptional conference experience. Amidst the raindrops in Laie, Hawaii TESOL members met in April for the Annual Business Meeting and Reports from International TESOL and concluded the year learning about the language and culture of Indonesia at the Language Experience in May.

In 2002-2003, Hawaii TESOL began to explore additional membership benefits and started fundraising efforts in order to offer two new travel grants that assist members in attending TESOL conferences outside of Hawaii.

I also had the good fortune of meeting the Executive Director of TESOL, Charles "Chuck" Amorosino, Jr., in Honolulu this

summer. In town for only three days to attend the American Society of Association Executives conference, Chuck was determined to rearrange his busy schedule to allow for a visit with the Hawaii TESOL affiliate. As a result, I joined Chuck on August 24th in a dim



sum celebration for his 60th birthday. TESOL is fortunate to have such a capable and professional director. Managing a five million dollar annual budget and overseeing a staff of more than twenty-three does (continued on page 12)

TAX-DEDUCTIBLE TALKING BY EARL WYMAN

Two or three reasons might explain why the students in one of my classes were resisting my efforts to get them to use the language already acquired and to expand that language by taking risks and pushing themselves beyond their comfort zones. The group has one Tahitian and one Filipino student,

but the remainder of the class comes from Asian countries where accuracy takes precedence over risk-taking. I'm sure you know the situation, where any kind of grammar, vocabulary, or pronunciation error is thought to bring unbearable and unending shame. I know, I'm exaggerating, but this

seemed to be an overpowering issue in the class of Intermediate students that I'd been teaching for the past few weeks, and I had been frustrated by how difficult it has been to get them speaking in this Speaking class. Last week, in either a fit of

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THE HAWAII TESOL 2003 LANGUAGE EXPERIENCE: A LESSON IN BAHASA INDONESIA

The 2002-2003 calendar ended on a lively note on May 21, with one of Hawaii TESOL's most popular events, the annual Language Experience. The main purpose of this event is to give the many experienced teachers in our organization the opportunity to put on their "learner's caps" and remember the excitement – and bewilderment – of encountering the unfamiliar sounds and structures of a new language. Participants are led through the language lesson by an expert speaker, who also introduces aspects of the target

culture along the way. This year's lesson was in Bahasa Indonesia, and our language instructor was Ms. Christina Widjaja, who grew up in South Sulawesi and Java, Indonesia. Intercultural Communications College hosted the event, providing a comfortable setting for the evening's activities. Participants first enjoyed a delicious meal of assorted dishes from the local restaurant Bali Indonesia, including chicken sate, nasi goreng (fried rice), and spicy gado-gado. Mahalo to program chairs Michelle Bell and Chia-Hsien Chu for organizing the tasty dinner. With stomachs full, attendees

were ready to face the challenge of learning a new language.

Ms. Widjaja began the lesson by giving a brief overview of Indonesia's geography (no easy task for a country made up of over 17,000 islands!) The lesson then took a linguistic turn as the instructor described the consonant and vowel inventory of Bahasa Indonesia. Participants then studied the language's long list of personal pronouns – four forms each for first, second, and third person, (Continued on page 5)

MY SUMMER AT CARLA BY PERRY CHRISTENSEN

CARLA stands for the Center for Advanced Research on Language Acquisition. It is hosted on the University of Minnesota campus. Every summer they offer several week long workshops. This past summer I was able to attend one entitled *Basics of Second Language Acquisition for Teachers* as part of my professional development. Classes started at 9:00 a.m. and ran until 4:00 p.m., with an hour for lunch. I generally had between two to three hours of reading to do each night and had a few reaction papers to write.

The instructor for my course was Elaine Tarone. Elaine has conducted and published research in second language acquisition since 1972. She is very knowledgeable and was able to answer the vast amount and wide variety of questions we asked. She often backed up her replies by quoting research that someone had done in the field. I as well as the other students appreciated Elaine's ability to know her audience and cater to our individual needs.

There were about 25 students coming from a wide array of backgrounds in our

class. This diverse group was a mixture of ESL, EFL, immersion, and language teachers ranging from kindergarten to university level. Most came from America, but there were some from Europe and Asia as well. They brought with them a wealth of experience to share in classroom discussions.

For the readings, we read selected parts of Patsy Lightbown's and Nina Spada's book *How Languages are Learned* and a variety of articles dealing with second language acquisition. It was nice to review many of the theories, but this time in a new light. Elaine explained that many people saw each new theory replacing the previous theory, but she didn't see it that way. She compared the different theories to houses, each needing to be called upon depending on the situation. Elaine pointed out that each of the theories had valid research backing them up and that later theories had not disproved them, but merely offered new situations in which the old theory didn't work. Thus, a new theory was needed to match that particular situation. This seemed to be the focus of the class, that we understand our students and be able to draw upon our knowledge of the different theories to meet

our students' needs. With the wealth of experienced language teachers in the room, many practical examples were brought to the table for each theory.

Another theme of the class was that a good teacher intuitively does what works and what is best. Many of the experienced teachers commented that the theories they learned may not change their teaching approach but rather gave them the supportive research findings they needed to confidently explain to their administrators why they taught the way they did given the circumstances they were in.

One of the things I liked best about the class was that it answered one of my lingering questions that I had had since I taught in Samoa several years ago. The question is at what age is it best to start teaching a second language. The answer is it depends. For pronunciation, research shows that the younger a child starts the better the pronunciation will be. Therefore pronunciation work would be important for elementary aged students. On (continued on page 5)

A GLIMPSE AT US HIGHER EDUCATION BY A UKRAINIAN TEACHER FROM THE INSIDE: CHANGING STEREOTYPES BY SVITLANA BURDINA

I arrived in the US in August 2003 as a fellow for the Junior Faculty Development Program. My affiliation here in the US is the George Washington University in DC, and my specialization is Educational Administration. In the Ukraine I teach Business English for the International Economy Department at the East-Ukrainian National University in Lugansk. It is a really exciting experience to be a student again and to observe the process of learning from the other side. This new experience made me consider the striking differences between the learning processes in our two countries.

In the Ukraine students do not choose courses to take. Courses are assigned by the faculty. Hence, Ukrainian students know they have no control or influence over their studies. As they do not participate, they tend to be more critical and negative about the teaching of certain professors and the curriculum offered by the faculty.

In the US students choose most of their courses, and they are ready to take further responsibility for their choices. Even if the professional level of some lecturers does not come up to their expectations, they react in a rather reserved way, probably because there is no one else to blame except themselves.

Both student and teacher behaviors in American and Ukrainian class-

rooms differ. Post-Soviet countries are known for their rote learning. Young people learn to borrow what others say instead of generating it from within. It is the easiest way to succeed at school. Nowadays all sorts of reference books with completed home-assignments in all subjects and essays are very popular in the post-Soviet countries. Every caring parent buys a set of such books for the child. No wonder Ukrainian students are not ready to come up with independent ideas or pose questions later at university, unlike American students who are always ready to participate in a discussion.

Ukrainian students are not used to teamwork or project work, thus they carry out individual work throughout their period of study. They are only ready to team up to cut the class or other irresponsible activities. In contrast, American students readily team up for effective class work or out-of-class projects. Hence, we observe striking individualism in a collectivist society and collectivism in an individualist society.

American students take very seriously solving complex problems of their communities, while Ukrainian students do not believe their opinions will be of any value and hold a pessimistic attitude to community development.

As for teacher attitudes, American colleges are known for their very out-going, friendly teaching styles unlike the reserved, official Ukrainian teaching style

(I think this style may be found in many other East European countries as well). American teachers show genuine interest in students' reactions and opinions. They encourage their questions by stressing that there is no dumb question, unlike the rather authoritarian Ukrainian teachers. If a Ukrainian teacher asks students "What do you think?" the question might be interpreted as the teacher does not know the subject. A sense of humor is another trait that distinguishes American teachers from Ukrainian. A teacher in the Ukraine is supposed to be serious.

The observations made in this article do not claim to be comprehensive as the differences in the education systems are deeply rooted in culture. There is no one good or bad way in education.

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TAX-DEDUCTIBLE TALKING (CONT.)

(continued from page 1)

desperation, inspiration, or perspiration, I stumbled upon an activity that got them talking. I usually have my students number off to form random groups, but this time I carefully divided the sixteen students into groups of four teams, having considered the language backgrounds, personalities, and various abilities of each student. We then proceeded to have a "competition" in which the highest scoring group would receive coupons for ice-cream cones. (I've found that even a \$1 coupon can be rather motivating for the students and even more satisfying for the teacher.) I then explained that the entire class would be given a topic with sub-topics on which to speak and that they would have four minutes to prepare one another in their group. At the end of the preparation time, I would select one person from each group to speak for 30 seconds on the general topic or one of the sub-topics. They would earn points for their group by speaking continuously for the 30 seconds and for being comprehensible. I then gave them the first topic, began the stop-watch, and left the room which is a tactic I often use to decentralize the classroom. When I came back, I was amazed at the buzz of conversation that was going on in each group, with prompting and peer-instruction dominating the discussions. After four minutes, I announced the person from

each group who would present for their team. They responded without a single complaint, and students I'd hardly heard a word from in the many previous class periods, got up and spoke far better than I had expected. I gave each of them one or two points, and we then went to the next topic and the next round. Because I've long been concerned about being what I call "predictable", I surprised them in the second round by selecting one or two of the same people who had spoken the first time. Their continued participation in subsequent group discussions assured me that they understood how they could not "rest" after representing their team once because they might be assigned again in any round.

In our one-hour class on Monday we had three or four rounds, and on Wednesday we had another three or four. (We had other things to do during the sixty minutes.) In announcing the topic for the final round, I indicated that in the competition the four teams were very close together for points, and, for some reason, I announced that in the tie-breaking round, each team could choose the person in their group that they wanted to represent them. Again I was rather surprised at their choices, and, furthermore, in selecting their representative, the discussion that resulted between the four students on each team was rather lively.

I've decided that the next time I

have a Speaking class to teach, I'm going to establish the procedure for this activity on one of the first days of class in order to complete single rounds at random throughout the semester when a lesson seems to be going a little too slowly. I was surprised and pleased at how well this little competition achieved its purpose. I was not surprised, however, at their response when the students were told that they were all winners and then gave each of them an ice-cream coupon.

Epilogue

A colleague has just informed me that the coupons are tax-deductible! But even without this benefit, the \$16 was worth the satisfaction of seeing the enthusiasm and energy (previously undetectable) that resulted.

Earl D. Wyman is a professor in the B. A. TESOL and Intensive English programs at BYU-Hawaii where he has taught 21 years of his 38-year teaching career. His professional activities have involved him to numerous opportunities in North America, Asia, the South Pacific, and the Middle East.



"Students I'd hardly heard a word from in the many previous class periods, got up and spoke far better than I had expected"



LANGUAGE EXPERIENCE (CONT.)

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to accommodate the language's four levels of formality. Ms. Widjaja modeled some simple sentence structures, gave a few pointers on pronunciation, then set everyone loose with partners and stacks of vocabulary cards. As participants pieced together the new words into rudimentary expressions, the instructor circulated and dispensed further advice on grammar and pronunciation. Twenty minutes later,

groups were boldly coming to the front of the "classroom" to demonstrate their own unique dialogues. Plenty of good-natured laughter followed, along with lots of encouragement and praise from the patient teacher

Terima kasih to Christina Widjaja for her informative and entertaining lesson on the language and culture of Indonesia. Many thanks also to ICC for being such gracious hosts. Finally, Hawaii TESOL

warmly thanks the 40-plus members who attended the Language Experience. Your consistent participation and support is always appreciated!

Have a wonderful summer, and see you all at the annual social in September.

Yoneko Narita

TransPacific College

MY SUMMER AT CARLA (CONT.)

(continued from page 2)

the other hand, middle school aged students often are able to pick up the grammar and vocabulary of a second language in a year or two and be just as good as students who had been in immersion programs since kindergarten. However, their pronunciation may not be as good. We also discussed the research that showed that students should learn to read and write in their own language first and then those skills are more easily transferred when learning another language. In the case of when students should be taught English in Samoa, I think that since the teachers are not native speakers of English, nor do they have a native sounding pronunciation, it would probably be better if the students learned to be literate in Samoan first and then in middle school they could start focusing in more on English. I realize this is only one idea on a continuum.

I also learned that with immersion programs, the students who start in kindergarten often reach a peak in third grade. This is the golden year of L2 immersion classes. The students tend to use the L2 for both social and academic purposes. Then in fourth grade things start to change socially linguistically speaking. Fourth grade students become conscious that language is

part of their identity and they want to use cool words. However, in the immersion programs, since the teacher is often the only person modeling the language, the students don't learn many cool slang words in the target language. Therefore, the students tend to become diglossic. They use the immersion language for academic purposes, but revert back to their native language to communicate with each other in a more social nature. To combat this, some immersion programs are showing movies in the target language which are geared to teaching the kids slang. Or some programs may bring in cool younger native speaking teacher aids to teach the kids cool slang words in the target language. However, more research needs to be done to see if either of these procedures is working. As for me, through the discussions I became more aware of the issue of identity and the whole field of social linguistics.

Another practical thing that I learned was not to take an L2 student's verbal skills on a surface level. We went to the computer lab and were given a CD to listen to which contained some interviews of L2 middle school students. In one of the interviews, there was a young Japanese girl that sounded fluent in the language.

There was no hesitation or groping for words. She had all the non-verbal mannerisms down also. We were wondering why she was still taking ESL classes. However, as we took her speech apart and finally looked at a transcript of what she had said, we could see that she was not talking in complete sentences and was leaving a lot of ideas to be filled in by the listener. Also, her grammar was not very good. Then we discussed that a L2 learner can become socially proficient to get along in the language in a year or two, but it takes seven to twelve years to really become academically proficient in the language.

Overall, the class taught me some theory, I gleaned some practical applications, and I benefited from mixing with the other interlocutors from across the globe. It was a highlight of my summer and I really enjoyed the CARLA workshop I attended. Someday I'd like to take another CARLA workshop. If it's anything like this past class, I feel it would be well worth my time. You may want to consider attending a CARLA workshop as well. See <http://carla.acad.umn.edu/CARLA.html> for more information about CARLA.

Dr. J. Perry Christensen

BYUH

THE ROLE OF ESL IN HIGHER EDUCATION: A CEO'S PERSPECTIVE BY JOHN NORRIS

Introduction

At the outset the author wishes to acknowledge that he is not an expert in Second Language Acquisition nor an administrator of ESL programs. Rather, he is an interested observer who over time has been placed in several positions of leadership with responsibility for decisions concerning ESL programs.

The development of this article actually had its beginning in 1988 when the author first became aware of ESL as a profession. At that time he had been in the field of international education for about five years as the director of International Coordination for Texas A&M University, a major research-1 university. In 1988, along with a host of other university personnel, he was involved in the planning and development of a branch campus of Texas A&M in the city of Koriyama, Fukushima Prefecture, Japan. The branch campus being planned was to be a feeder institution to Texas A&M for Japanese students. The campus was being designed to offer ESL that would enable the students to enroll in academic credit courses prior to transfer to the main campus in Texas. As the program was built from scratch, the ESL at TAMU and other similar programs were looked to to help determine such things as contact hours, contracts, compensation, benefits, etc.

It was then that the author first became aware of a disparity between ESL instructors and other higher education faculty. In his naïveté, he thought everyone in higher education was treated equally. He was puzzled because the proposal called for ESL instructors to have 20 contact hours per week, while credit course instructors had 12 contact hours per week. The salary structure was also different with the

ESL faculty receiving 75% of that paid to the academic credit faculty. When he questioned this language, he was told that ESL was a skill and the requirements for classroom preparation and assessment were far easier than that required for credit courses. The ESL mainly involved repetition and drills as opposed to the scholarly pursuits necessary to teach literature, mathematics or social science. With no background knowledge, he accepted the argument and went along with the others who were developing the proposal.

Within two years, the Koriyama campus was opened, and the newly hired director of less than one year was removed from the job. The author was asked to take on the leadership of the campus as a one-year interim while the search for a new director was undertaken. It was then that he had his first experience of working directly with ESL issues, which turned out to be more than he bargained for. It was a baptism by fire, because when the Director was removed, shortly thereafter the Coordinator of ESL resigned and was not replaced until after the author completed his one-year term.

Following one year in Japan, he returned to his former job at Texas A&M. A few years later, in 1994, he was selected for the position of Provost and CEO of Minnesota State University of Akita, Japan where he served for four years. Once again, he encountered a disparity between the workload expected of ESL and that of the academic credit faculty. By negotiated union contract, the ESL instructors carried a greater contact hour load. This was particularly evident because of the union contract that stipulated when an ESL instructor "crossed over" and taught credit bearing courses, the contact hour load was to be reduced and if they moved back to ESL, the load was increased. The salary and benefits were about the same,

although in most cases the ESL salary was less.

During this period, another family member became involved in Second Language Acquisition through a Masters program at the University of Hawaii, a doctoral program in the same field and then marrying a University of Hawaii Second Language Acquisition Ph.D. Together they began a rather successful research program in Second Language Acquisition and whenever the family gathered, the talk usually drifted to ESL as a profession. Certainly, their comments and ideas had a heavy influence on the author's thinking.

In 2001, the author was selected for the Presidency of TransPacific Hawaii College, a two-year college with a strong ESL component. Once again he encountered a disparity between the ESL and academic credit faculty. While the salaries and benefits were about the same, the contracted workload for full-time faculty was unequal. In this case, the ESL faculty was required to teach the equivalent of 12, 3-credit courses across three of four quarters, while the academic credit faculty was required to teach 10, 3-credit courses across three of four quarters. Likewise, the part-time faculty was compensated using a different formula for ESL versus academic credit faculty. Using time of instruction as a base for calculating work-load and compensation, parity was established for the workload and compensation of all instructors at TransPacific.

From what he has observed at his own campuses and what he knows of other programs, the author concluded that there is a wide-spread problem of inequity with regards to work-load and compensation of

ESL faculty that led to the writing of this (continued on page 7)

ESL IN HIGHER EDUCATION (CONT.)

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article.

Nature of ESL Programs: It is generally accepted that today's Intensive English Programs associated with higher education had their beginnings in the early 1940s at the University of Michigan. Certainly, prior to this time, English language was taught in various models, both here and abroad, but not at the higher education level. Following the end of WWII, as a part of the rebuilding of the world, international students were brought to America to be educated. This quickly caught on with many international students moving to America on their own. There was little pre-planning and it was assumed that these students would be able to pick up enough English to complete their coursework. However, it was quickly apparent that if these new students were to benefit from the US higher education offered only in the English language, then they would have to be taught remedial English and so ESL programs began to spring up around the country to service these new college students. From that fairly recent beginning, the numbers of international students skyrocketed and became a significant part of many institutions. Likewise, the number of ESL programs greatly increased. (note reference)

The demand for competency in English language is driven by two main forces:

A wide-spread recognition of the quality and benefits of higher education that is available in English speaking countries—US, UK, Canada, Australia, and New Zealand. This is not to say that other countries' higher education is inferior to that found in English speaking countries; however, there is a demand by international students and their families for the style of education that is offered in the US and

other English speaking countries. To access that education, a command of English is necessary. Had the outcomes of WWII been different, it is possible that this same phenomena would be true for German speaking, Japanese speaking or Russian speaking countries.

A need for bilingualism. To consider the second force the author would like to use an analogy. The story involves a cat that lives down on pier 59 in the Honolulu harbor. When anyone sees this cat, it is immediately apparent that the cat is very successful at the art of living. The cat is obviously well-fed, big and powerful with shiny, sleek fur. When this cat walks down the street, everyone takes notice.

On this particular day, this cat is chasing a mouse. The cat is rapidly gaining on the mouse when the mouse spies a hole in a wall and with a burst of fear-driven energy makes the hole. The mouse is petrified with fear but knows that he is safe for the moment. As his heart rate slows down and he calms a bit, he begins to look around only to discover to his dismay that there is no other opening through which he can escape, and his panic begins to rise once more.

But about this time, the mouse hears the barking of a dog close to the opening he dove through. And he begins to perk up as he reasons that cats hate dogs and will run from a dog, so if there is a dog outside of the hole, then the cat will be gone. And the mouse further reasons that he can out-manuever a dog and feeling quite elated, the mouse dashes back out of the hole only to be snatched up by the cat.

And then, as the cat begins to contemplate a mid-day snack, the mouse cries out in a plaintive voice, "I don't understand. I know I heard a dog." And the cat, with a sly grin slowly making its way across his face replies, "To be successful in today's world, one must be bilin-

gual."

There has been and continues to be an increasing recognition that in order to be successful in today's world, one must be bilingual, and one of those languages must be English, the accepted language of business for much of the world. This demand will continue to grow.

Over the last fifty to sixty years, because of the demands for English language, there has been a steady growth of ESL programs. In many cases, these programs were started with little pre-planning as they raced to keep up with the demands. At higher education institutions, these programs were non-traditional to the normal educational programs offered at several levels:

The students served by these programs were different from the traditional student because of ethnic backgrounds, religious beliefs, cultural practices and attitudes, motivations for study, etc. In some cases, they were welcomed but often, they were seen as a hindrance by faculty because of the need to modify existing materials in order to meet their needs. Unfortunately, some faculty equated English language ability with intelligence and treated the foreign student as a second-class citizen.

The faculty who taught these students English was non-traditional from the academic credit faculty. The ESL faculty were focused on teaching rather than research and publication; they were instructors rather than professors; in many cases, the standards for these ESL faculty were quite low with the belief that if you could speak English, you could teach English; in most cases, the ESL faculty was employed on a part-time status with many of the positions held for spouses of faculty or graduate students. In most cases, this

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ESL IN HIGHER EDUCATION (CONT.)

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"designated" faculty was well intentioned but frequently untrained or poorly trained.

The programs offered through ESL were non-traditional to the accepted academic programs in higher education. Students couldn't major in ESL; it was a prerequisite for further study, a means to an end; it was often seen as remedial education and taught from the standpoint that the students were deficient in skills and abilities.

The programs had neither a consistent reporting structure nor a recognized home. They were placed in a wide variety of locations, which continues today. You find the programs in Departments of English, Speech, Linguistics, Foreign Languages, Modern Languages; remedial education; adult and continuing education; international student services; Colleges of Education; stand alone English Language Institutes; and imbedded within specific departments, e.g. Engineering and Science. It should be noted that ESL programs frequently are invoiced at a higher rate than traditional tuition and were recognized early on as potential money-makers, cash cows, because they had the ability to generate more funds than were required to maintain them. This income could then be siphoned off for some other enterprise of the department or institution.

(note reference)

As ESL programs evolved, this non-traditional nature continued into the curriculum that was offered. The ESL instruction was expected to meet many of the cross-cultural needs of the students such as the academic skills of note-taking and study skills, American culture, academic and personal counseling, the

training of international student teaching assistants, the recruiting of students, and all of the other jobs that go with teaching.

And so, from this non-traditional, reactionary planning, we get to the ESL of today.

The Survey: To determine what was happening in at least some of the higher education institutions across the nation a group was selected that would include programs similar to the author's institution, a two-year program with ESL programs. The group selected was one in which the author had ready access, the American Council on International Intercultural Education (ACIIE), a subgroup of the Association of American Community Colleges (AACC). Current membership in ACIIE is 102 institutions nationwide.

A simple, six question survey was developed that could be sent by E-mail and quickly answered by return mail. The survey was sent to all of the member institutions that were available. The six questions included:

Does your institution have an ESL program?

Is your ESL program integrated into the curriculum or is it a stand alone "intensive" ESL program, or some other model?

Do you employ full time equivalent instructors to teach ESL?

Is there a difference in the student contact hour requirement per week for ESL full-time instructors as compared to academic credit generating (AA) full-time instructors? If so, is there a standard load for each?

Are ESL and AA full-time instructors compensated on an equivalent scale (taking into account degrees, years of experience, etc.)?

Are ESL and AA part-time instructors compensated on an equivalent scale (taking into account degrees, years of experience, etc.)?

Of the 102 members, there were 80 potential returns due to incorrect E-mail addresses, no

access to E-mail, or some other factor. Of the 80 potentials, the author received 40 responses.

Question 1: (presence of an ESL program)

Of the 40 respondents, 38 reported an ESL program.

Question 2: (program type)

Of the 38 reporting an ESL program, 25 reported a stand-alone, intensive non-credit program. However, of those 25, 12 reported that they also had other types of ESL programs. 20 of the institutions reported that they had an integrated credit-bearing ESL program with 12 of those reporting that they also had other types of ESL programs. Eight institutions reported an ESL program that was different from the intensive non-credit or the integrated credit bearing.

Of interest is the variety of types of ESL programs that are offered in the 38 institutions.

Intensive, stand-alone, non-credit

Integrated into departmental curricula and credit-bearing

Community education/ adult education/ continuing education

Manpower (Workforce Investment Act: Programs)

Special grant program

TOEFL Preparation/Pronunciation Classes

Business writing

Developmental Education

Note: Most institutions reported multiple types of ESL programs.

Also of interest was the institutional location of the ESL programs in the 38 institutions.

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ESL IN HIGHER EDUCATION (CONT.)

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Literacy Department of Corporate & Continuing Education

Division of Liberal Arts

Adult Education

Developmental Education

Modern Languages

English for Speakers of Other Languages (stand alone)

English as a Second Language (stand alone)

English Language Institute (stand alone)

Integrated across all departments

External site (continuing education offered at business site)

Remedial programs

Alternative Learning Division

Question 3: (full time ESL faculty)

30 institutions reported having both full and part-time ESL faculty (note: most institutions reported a small number of full-time faculty and many part-time faculty, i.e. two full and 40 part-time.) Eight institutions reported part-time only.

Question 4: (ESL full-time workload compared to AA full-time)

28 institutions reported that ESL full-time faculty had the same workload requirements as the AA credit-bearing faculty. One institution reported a heavier workload for ESL. One institution reported a lighter workload for ESL.

Of interest are the edited workload notes that were submitted with the survey returns:

Full-time tenured through modern languages at 16 contact hours per week.

Full-time at 20 contact hours per week with five office, five preparation and five instruction team planning.

Full-time at 20 contact hours per week

Full-time at 15 credit hours per semester (15 contact hours per week)

Full-time at 20 contact hours per week plus five office hours (note: non-ESL full-time faculty are at 25 contact hours per week plus five office and five committee work hours.)

Full-time (2) at 22 contact hours per week and part-time (50) at 13 hours per week maximum.

Full-time (2) at 15 credits per semester and part-time carrying up to 50% of full-time load.

Full-time at 13.3 average contact hours per week (10, 3-credit equivalent courses in three of four sessions)

Question 5: (ESL full-time compensation compared to AA full-time)

29 institutions reported that ESL full-time faculty received equal compensation to the AA credit-bearing faculty. One reported that ESL receives lower compensation.

Question 6: (ESL part-time compensation compared to AA part-time)

Of the 30 institutions that reported having both full and part-time ESL instructors, 21 reported that there was equal compensation for part-time ESL as compared with part-time AA credit-bearing faculty. Eight reported that ESL receives lower compensation. One reported that ESL receives higher compensation. Of the eight institutions that have part-time ESL only, six reported equal compensation and two reported lower compensation for ESL.

Of interest are the edited compensation notes that were submitted as part of the survey:

Compensation for ESL teachers is still significantly lower than compensation given to AA teachers.

Non-credit ESL grant programs offer significantly lower compensation than credit-generating ESL courses.

Part-time receives no benefits and is paid at 75% of an equivalent credit generating faculty.

ESL is specially funded on soft-money with the non-credit rate lower than the credit rate.

"Non-credit receives lower compensation. Is this fair...not...but due to our funding model for non-credit vs. credit funding..." (Direct quote from one of the anonymous survey respondents.)

ESL faculty paid by contact hour. Academic faculty paid by credit hour.

The author was pleasantly surprised at the outcomes. However, it is recognized that these institutions place a value on the international dimension of the institution, so it should not have been surprising. Had a more general cross section of community colleges or four year or graduate programs been looked at, it is believed that different results would have been found. For the four-year and graduate programs familiar to the author, there is a significant gap between the compensation and workload for ESL and academic credit bearing instructional faculty.

Conclusions: In today's world it is increasingly imperative that institutions of higher education develop an international component for faculty and students. Hopefully this international thrust will go beyond international students; however, international students on our campuses are an established fact and adequate services must be provided. This implies that ESL (continued on page 10)

ESL IN HIGHER EDUCATION (CONT.)

(continued from page 9)

programs are of necessity going to be in demand for some time.

The author believes it is time that ESL be a recognized academic entity with the mission to provide ESL through qualified professionals using refined materials that lead to an international student's successes in degree or certificate programs. These ESL programs should be on a par with other academic departments and bound by institutional policies. The faculty should receive equal compensation and work load assignments comparable to equivalent academic credit faculty. The faculty should be professional scholars having earned the terminal degree in the profession – the Masters of TESL or the equivalent. The faculty should have full input into governance and membership on institutional committees. This much has been achieved at the author's institution.

In the best of times, the author would propose the adding of two components:

The Department of ESL would be required

to maintain accreditation at the institutional level through the regional accrediting organization, i.e. Western Association of Schools and Colleges. The ESL would also be accredited through an independent crediting agency for TESL programs. Some of the work being done within the TESOL organization may produce this result. Through such accreditation, high standards can be established with a general upgrading of the profession.

For the students who go through the accredited ESL program, the author believes institutions should be awarding eight transferable credits of foreign language instruction and even more important, four-year and graduate programs need to be accepting these credits and waiving foreign language requirements. The proficiency that ESL students achieve in English language is far greater than the proficiency students typically achieve in two semesters of French, Spanish, Chinese, German, Japanese, etc. Further, the author feels that all ESL courses should be awarded credits for academic work, although those credits beyond the eight transferable would be awarded at a non-transferable level.

The author certainly does not mean to slight or demean other types of English language programs that fall outside the realm of higher education. Clearly there is a need in our society for adult education programs, manpower development programs and conversation schools and business English. However, even with these programs, there needs to be standards and regulations to prevent the fleecing of the unsuspecting non-English speaker.

Reference:

Christison, M. A. & Stoller, F.L. (Ed.). (1997). *A Handbook for Language Program Administrators*. Burlingame: Alta Book Center (ISBN 1-882483-62-6)

(This article is adapted from a presentation made to the Hawaii TESOL and the American Council of International Intercultural Education conferences in the spring of 2003.)

HAWAII'S TESOL TRAVEL GRANTS

Hawaii TESOL is excited to announce it will again offer four HITESOL Travel Grants for 2004: two travel grants for TESOL conferences outside of Hawaii and two neighbor island travel grants for the Hawaii TESOL Conference on February 21, 2004. The travel grants are funded entirely by membership fees, member donations, and proceeds from grant fundraising ventures, such as the Travel Grant Raffle.

Hawaii TESOL Travel Grant for TESOL Conferences outside of Hawaii (2)

Purpose: To support ESL professionals in attending a TESOL conference outside of Hawaii.

Who's Eligible: Hawaii TESOL members who are currently practicing ESL teachers or administrators, or students earning a degree in an ESL-related field are eligible to apply for this grant. Preference is given to those applicants who have been accepted to present at a conference and/or have never attended a TESOL convention before.

Amount: Two grants of \$500 each will be awarded.

Criteria: Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as a Second Language, and (c) the benefit of attending the conference for

you and other teachers in your community.

General Guidelines: (a) Travel grants are for Hawaii TESOL members only. Non-members wishing to apply may do so by applying for membership by December 31, 2003; (b) recipients will be required to write a short article for *The Word*, the newsletter of Hawaii TESOL. They will also be invited to share what they learned at the conference at a Hawaii TESOL event, for the benefit of other Hawaii TESOL members; and (c) recipients of a Hawaii TESOL travel grant are not eligible for the same award twice within a two year period.

(continued on page 11)

HAWAII TESOL TRAVEL GRANTS (CONT.)

(continued from page 10)

To Apply: Send three copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) the conference you wish to attend and your reasons for attending; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference.

With your application, please enclose one sealed letter of recommendation written by an ESL professional who can (a) describe and evaluate your work in ESL, and (b) attest to your commitment to teaching English as a Second Language. Also include a 50-word biodata summary. If you have been accepted to present at the conference, attach a copy of your abstract to the application letter. Applications that lack any required documentation or information will not be considered.

Due Date: Applications must be received on or before January 31, 2004.

Applications should be sent to:

Hawaii TESOL
TransPacific Hawaii College
5257 Kalaniana'ole Hwy
Honolulu, HI 96821

Applications will also be accepted via email. Please send completed applications to

jwharton@transpacific.org as an attached MS Word document and mail letters of recommendation to the address above.

Hawaii TESOL Travel Grants for the Hawaii TESOL Conference (2)

Purpose: To support neighbor island ESL professionals in attending the 2004 Hawaii TESOL conference on Oahu on February 21.

Who's Eligible: Neighbor island Hawaii TESOL members who are currently practicing ESL teachers, teacher-trainers, supervisors, or students earning a degree in an ESL-related field are eligible to apply for this grant. Preference is given to those applicants who have been accepted to present at the conference and/or have never attended the Hawaii TESOL conference before.

Amount: Two grants of a round-trip inter-island airplane ticket (or \$100) will be awarded.

Criteria: Applicants are evaluated according to (a) reasons for wanting to attend the conference, (b) evidence of commitment to teaching English as a Second Language, and (c) the benefit of attending the conference for you and other teachers in your community.

General Guidelines: (a) Travel grants are for Hawaii TESOL members only. Nonmembers wishing to apply may do so by applying for membership by December 31, 2003; (b) recipients will be required to write a short article for *The Word*, the newsletter

of Hawaii TESOL. They will also be invited to share what they learned at the

conference at a Hawaii TESOL sponsored event, for the benefit of other members; and (c) recipients of a Hawaii TESOL travel grant are not eligible for the same award twice within a two year period.

To Apply: Send three copies of your personal statement detailing (a) your name, address, telephone number, and email address; (b) your reasons for attending the conference; (c) your TESOL experience, including (1) years, (2) locations, and (3) your responsibilities in this work; and (d) ways you and others will benefit from your experience at the conference. Also include a 50-word biodata summary. Applications that lack any required documentation or information will not be considered.

Due Date: Applications must be received on or before January 31, 2004.

Applications should be sent to:

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Applications will also be accepted via email. Please send completed applications to jwharton@transpacific.org as an attached MS Word document.



"The Hawaii TESOL travel grant enabled me to attend the 2003 Thirty-Seventh Annual TESOL, Inc. Convention and Exhibit."

-Amanda Peeni



We're on the web

<http://home.hawaii.rr.com/hawaiitesol/>

 TESOL Affiliate

Hawai'i TESOL Mission Statement

Hawai'i TESOL is a professional, non-profit organization whose purposes are to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages, and to cooperate in appropriate ways with other groups having similar concerns.

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TESOL UKRAINE PARTNERSHIP

NOTES:

1. The Ninth Annual TESOL Ukraine Conference will be held January 29-31 at Horlivka State Pedagogical Institute of Foreign Languages, Horlivka, Donetska Oblast, Ukraine. Contact Valeriy Leshchenko for information: vallesh@forlan.ghost.dn.ua

2. TESOL Ukraine has a new website: <http://www.tesol-ua.org/>

From Sally La Luzerne-Oi

PRESIDENT'S MESSAGE (CONT.)

(continued from page 1)

not prevent Chuck from interacting with local affiliates around the world.

As the 2002-2003 year draws to a close, it is clear that Hawaii TESOL has concluded another successful period of development and growth. Building on the momentum created over the past several years, participation reached record highs. We currently have over 200 members and the attendance at our five annual events increased as well, with over 75 people attending the social last September and more than 150 Hawaii TESOL members participating in the joint HALT/Hawaii TESOL conference in February. However, simply citing a few statistics does not adequately illustrate the extent of the involvement and support of the membership that characterized the past twelve months. Members not only came to our events regularly, they also volunteered their time and expertise to organize activities and to share their experiences.

The Hawaii TESOL Board of Directors also volunteered their various talents, hard work, intelligence, and good humor to

ensure that the 2002-2003 year would be a success. We wish a fond farewell and extend our gratitude to Tamzen Whelan (Treasurer), Richard Issell (Treasurer), and Garth Johnson (Member-at-Large) as they pursue careers and adventures beyond Hawaii. We offer our heartfelt thanks to departing members Kenton Harsch (Socio-Political Action Chair), Chia-Hsien Chu (Program Co-Chair), Joe Stokes (Co-Editor of *The Word*), and Christina Widjaja (Member-at-Large) for their invaluable contribution to Hawaii TESOL, and we welcome Nicole Ernst (Membership Secretary) and Abigail Brown (Socio-Political Action Chair) to the 2003-2004 Hawaii TESOL Executive Board. To our returning board members: Yoneko Narita (Vice President), Perry Christensen (Webmaster), Sally La Luzerne-Oi (Sister Affiliate Liaison), Elise Fader (Co-Editor of *The Word*), Beth Edwards (Conference Chair), Carol Eyal (Member-at-Large), and Michelle Bell (Member-at-Large), I join with all the members of the Hawaii TESOL community in extending them my sincerest appreciation and *mahalo nui loa* for their continued support and commitment to the organization.

This next year promises to be another excit-

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ing year for Hawaii TESOL. We continue to explore ways to increase interaction with our neighbor island members, DOE members, graduate students, and sister affiliate. We will again be offering four travel grants so that members can attend the Hawaii TESOL conference on Oahu and TESOL conferences beyond Hawaii. To this purpose, we will continue to explore possible fundraising activities and additional member benefits. Perry Christensen has also bravely volunteered to take on the task of revising the website for Hawaii TESOL so that we will, once again, be able to provide information and communicate more effectively with the membership.

We hope you enjoy this year's events and activities Hawaii TESOL has planned, and we welcome any ideas and suggestions you may have. We look forward to catching up with old friends and meeting new ones as well. On behalf of the Hawaii TESOL board, welcome to the 2003-2004 season.

Jennifer Wharton

President, Hawaii TESOL
jpemail@aol.com