

Correlated English -ELI Program

A number of changes in English studies at the Church College of Hawaii will be effective next fall. At present the English Language Institute is a separate department, the reading clinic operates independently, and developmental speech for non-native speakers of English is taught by the speech department. Although NAFSA reflects the thinking of many ESL teachers by recommending in its field service publication *Guidelines: English Language Proficiency* (1971) that a program in English as a second language should remain independent of either English or speech departments, the ethnic mixture of the studentbody at CCH make this impractical because over half of our students now use English as a second language or dialect. As the number of second language speakers has increased on our campus, it has become necessary to plan every English class with the needs of these students in mind and to have one academic department coordinate the classes which satisfy those needs.

Next year the English department will offer an integrated program of course work which will allow a student to move from an elementary ESL program, which includes developmental speech, to an individualized intensive reading skills program, through an expository writing course, to a two semester program in reading and writing about world literature. Qualified students who test high on entrance tests (Michigan and Co-op Reading) may eliminate the elementary ESL courses and or the reading course.

The beginning courses will still be offered in twenty day modules, with the student being assigned to conversation, vocabulary, reading, grammar, and writing classes as needed. A student will be able, thereby, to work at his own pace and test out of this stage of the program when he is ready.

The course in reading skills development will be a one semester class, approached clinically with comprehension and vocabulary building receiving the emphasis.

Upon satisfactory completion of these two phases, the student then enters a

| New Administrative Structure of | |
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| | Chairman: J |
| ELI Courses 101-104 Director: Mike Foley | Compositor Courses 111 Director: Pa |
| Developmental Speech Part of ELI courses in modular form Coordinator: Brent Pickering | Reading Clin Courses 107- Director: Sid |

“freshman English” course in expository writing. This course is considerably different from its typical mainland counterpart, however, in that it will be a one semester (four credits), daily class accompanied by a weekly individual consultation between student and teacher. Instead of an English proficiency exam, commonly given in American Colleges during the junior year, CCH will require a two semester world literature course which emphasizes the development of writing skills. Enrollment in these courses will not be allowed to exceed twenty two, thus allowing the student to participate in discussions which build his oral skills.

One of the main goals in combining these programs is to facilitate the coordination of departments which were previously autonomous and only loosely correlated with other English studies on campus. It should result in the elimination of unnecessary duplication and confusion for the international student.

The next issue of *TESL Reporter* will carry a description of the new BATESL curriculum at CCH.

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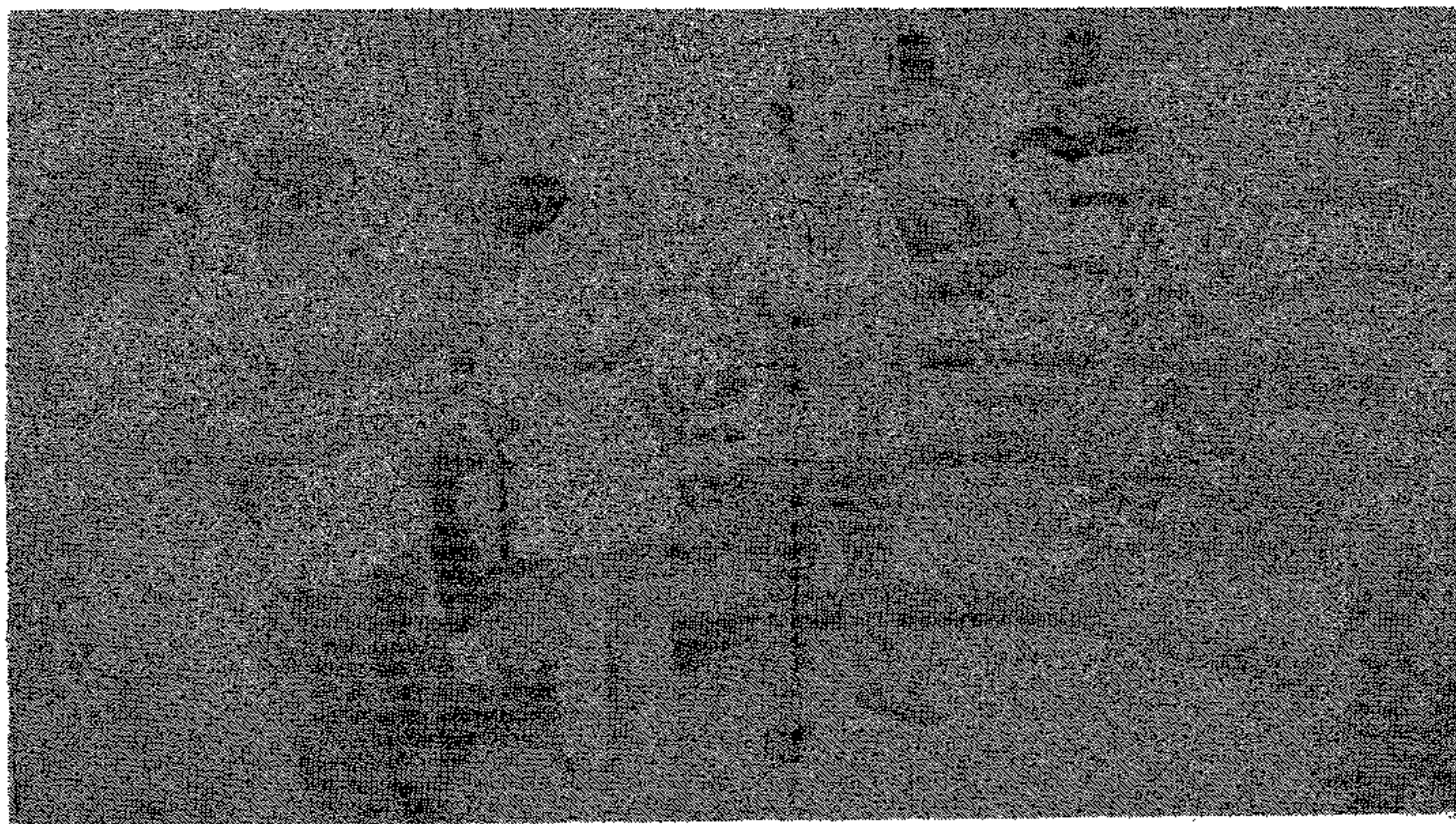
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TESL
All TESL courses
Coordinator: Alice Pack



Participants from Micronesia, Alik Kephas, Lewis Santos, Gusto Ligoehr, and Maria Yamada.

CCH SUMMER SCHOOL CLASSES



Maria Yamada from Ponape leads other class members in TESL activity.