

ENGLISH - TESL - ELI at the

by Jay Fox

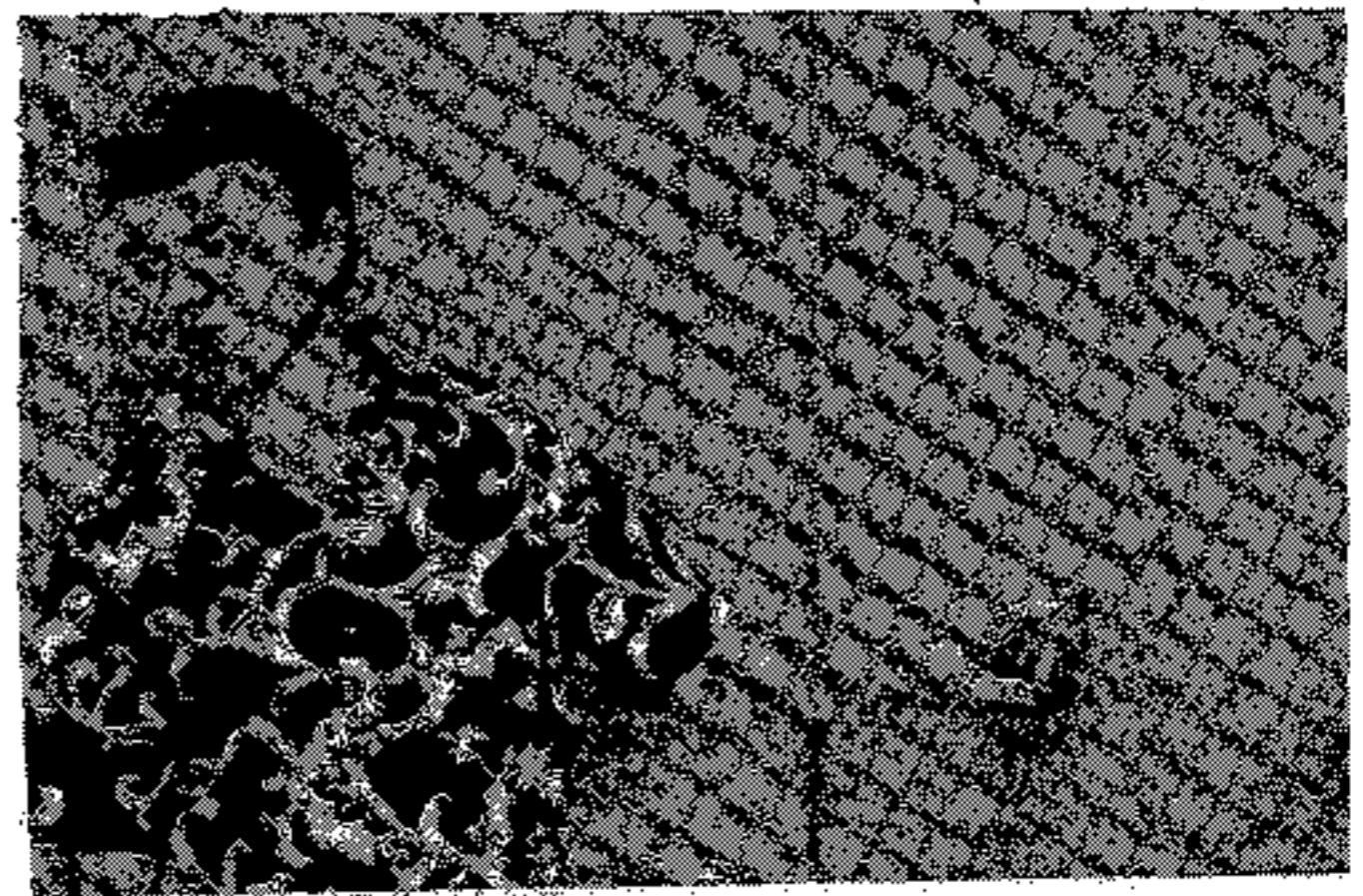
The following description of the curriculum design of the English programs at CCH is given here with the hope that it will be a useful example of one way to design a BATESL program for schools who have large numbers of non-native speakers of English.

In a time of rising administrative and instructional costs in higher education, drops in student enrollments, and a poor job market for graduates, most colleges and universities in the United States have been forced into the Procrustean role of lopping off unnecessary programs and in stretching the necessary ones to accommodate more students with fewer faculty members. The Church College of Hawaii found itself on that unpleasant bed last year and, as a result, has now tailored its English programs to serve its students more efficiently. As described in the Summer 1972 issue of the *TESL Reporter*, we combined various programs into one department in order to eliminate unnecessary duplication and expense.

These savings have allowed us to preserve other departmental programs which we consider essential to our success. The most important of these is the individual consultation program. In this program, as part of his course load, each teacher meets each student once a week in a private conference to discuss the student's reading and writing problems. Individual tutorials have proven to be our most effective method of explaining points of usage to a group of students who come from a variety of ethnic backgrounds. The languages and dialects of Samoa, Fiji, Tonga, Tahiti, China, Japan, the Philippines, Europe, the American mainland, and other countries are represented on our campus. Only in

an individualized discussion can a teacher explain effectively to a speaker of French from Tahiti, for example, that the English construction *as . . . as* is an equivalent of the French construction *aussi . . . que*, or to a speaker of Tongan that the English time marker *ed* is an equivalent of the Tongan time marker *na'e*. Contrastive analyses, explanations of troublesome idiomatic patterns in writing, and special help with a student's reading comprehension problems are handled best in a one to one relationship.

It is these personal conferences, also, that enable us to monitor the performance of students who have declared their intentions of majoring in
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ELI Speech class
Brent Pickering, Instructor

PROGRAMS

Church College of Hawaii

The English Language Institute at CCH administers the Michigan Test of English Language Proficiency (both written and aural) to all entering non-native English speaking students.

Those whose scores fall below an equated 80 and/or raw scores below 30 in grammar (40 possible), 30 in vocabulary (40 possible), and 10 in reading comprehension (20 possible) or cannot write an acceptable in class English essay are enrolled full time in ELI until their English proficiency reaches a level which indicates possible success in regular English speaking college classes.

Each student has an individual program, based on his proficiency in each area, designed to help him develop necessary English language skills. He may take from three to six one-hour classes daily on beginning, intermediate, or advanced levels in such areas as English sentence structure, prepositions, noun phrases, verbs, vocabulary, reading, writing, dictionary and library skills, in addition to the required one hour daily in the listening lab.

Classes last for 20 days and students are evaluated by their teachers in joint conference at the end of each block; then they are individually interviewed and reassigned to new classes (three times each semester).

Freshman English placement tests are given at the beginning and end of each semester.

Although assignment is to ELI 101, 102, 103, or 104 (each 4 credit hours) it is not necessary for students to take all these classes in sequence. Some students are originally placed in 103 or 104; others improve their English language ability fast enough to enroll in the regular Freshman program after one semester in ELI 101 or 102; some

students with little or no improvement remain two semesters on one level. (Termination is usually recommended for students who show no improvement in English language ability after two semesters in ELI).

CCH Programs

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English programs. Because one of the main objectives of the college is to encourage students to return to their native countries, it is extremely challenging to try to train students who use English as a second language to become proficient speakers of that language so that they can go back to their own countries to be qualified teachers. It soon becomes apparent in the student conferences that some students should be counselled into other majors.

Once a student successfully passes our beginning courses in the English Language Institute or performs well enough to have the course waived, he is advised, if necessary, to take a course designed to build his speed and comprehension in reading. He then goes on to take an expository writing course followed by an intensive two semester course in reading and writing about literature. The general education program of the school also requires each student to take a course in developmental speech. These exposures to the language serve as a particularly solid foundation for those majoring in English.

If a person expresses an interest in linguistics and the teaching of non-native speakers of English he is encouraged to do his course work for the BA in TESL, a degree which is still quite rare in four year undergraduate programs.

The following is a list of the required courses and some of the reasons for including them in the TESL major: (All courses are 3 credit hour courses unless otherwise indicated)

Phonetics and Phonemics emphasizes a study of the systems of phonetic symbolization and an analysis of the distinctive speech sounds of various languages with an emphasis on English.

The Grammar of English; Morphology and Syntax a 5 credit course, surveys traditional, structural, and transformational approaches to grammar with special reference to the structure of English. English majors, not in the TESL program, also take this course.

Language in Literature was designed to give students a critical introduction to traditional and linguistic approaches to literary analysis. One of the aims of this course is to use methods which will appeal to both the linguistic-oriented student and the literature-oriented student.

Ethnic Literature is a variable content course treating either Polynesian, Oriental, or American minority literature each time it is offered. The TESL major can choose the literature of the cultural area in which he plans to teach.

Shakespeare and His Age is included because of the high regard often given to people in foreign countries who have studied this master poet and because Shakespearean studies are also valuable to students interested in the historical development of English. The intrinsic value of Shakespearean works are, of course, justification for including it in any curriculum.

Literature of the United States to 1900 is one of the courses included to acquaint the major with American culture and history.

Twentieth Century Literature serves to acquaint students with modern authors who often appeal to foreign students because of the contemporary styles and themes of these writers.

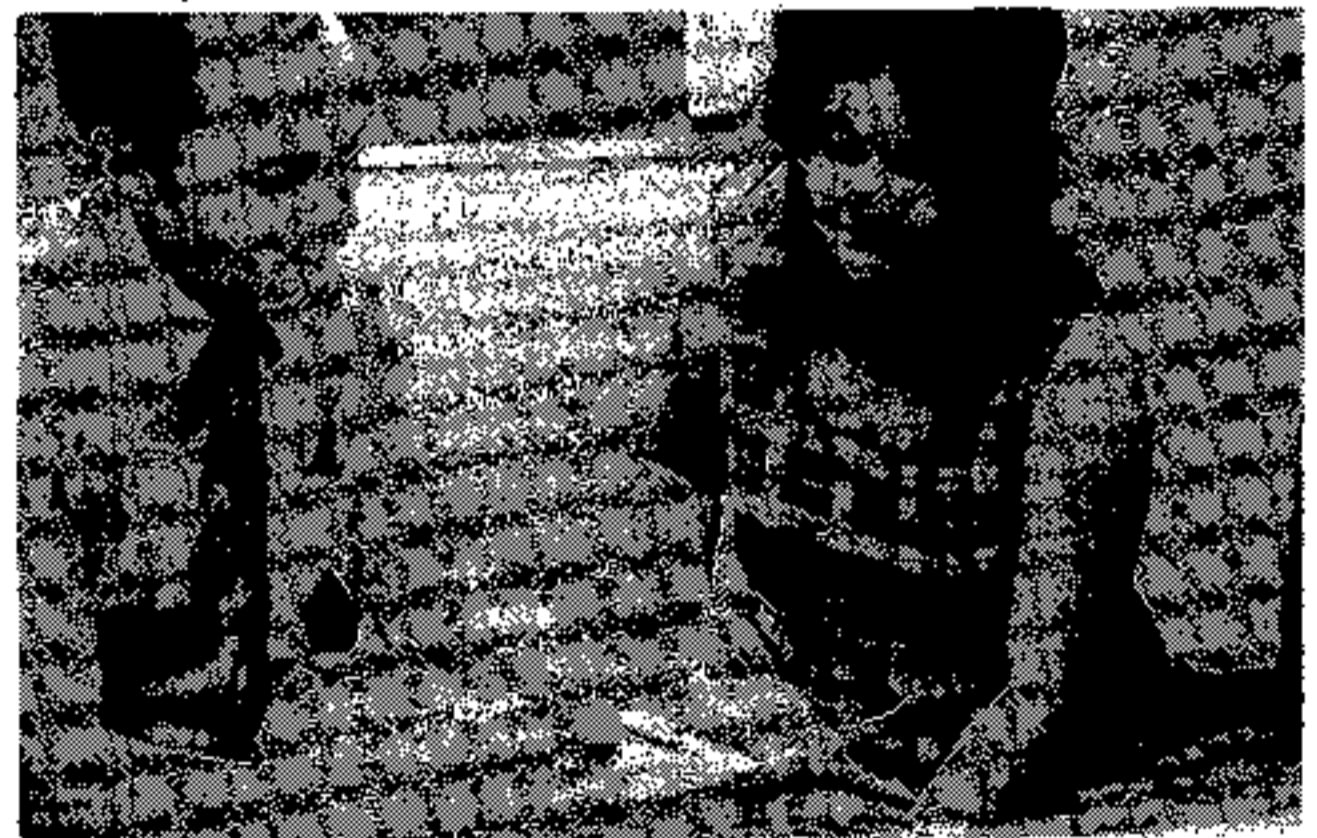
Dr. Fox, Division Head, Communications and Language Arts (upper photo) and Paul Thomas, coordinator of Freshman English (lower photo) advise students in private conference.

Advanced Linguistics enables a student to compare and contrast the phonological and morphological systems of several languages, primarily Asian and Pacific, and to use native informants and linguistic field techniques.

TESL Methods is the final seminar of the program in which students study techniques of second language teaching, examine numerous ESL texts, write lesson plans, and discuss the social implications of teaching English to people of other cultures.

In addition to these courses, the TESL major takes a course in the cultural anthropology of the country in which he plans to teach, at least one course in U.S. history, and four semesters or the equivalent in a foreign language. Non-native speakers of English may count English as their required foreign language; native speakers of English are encouraged to take course work in Pacific Basin languages.

As students progress through this curriculum, many of them are hired by the department to work with foreign students in the college reading clinic or the English Language Institute. Thus opportunities are created to turn the theoretical into the practical.





Pictured is Betty Crethar, director of new nursery school program for children of CCH foreign students.

TESL majors are asked to assist in teaching language skills to the youngsters enrolled in the program.

TESL REPORTER

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