We have a tendency to think that nothing is happening and changes aren't taking place until we move from a day-to-day perspective to reflections of what has happened in the past six months. With some assistance from others to jog our memories, we are reminded of events and changes that those who are no longer here find of interest. In November, alumni in Bangkok, Hong Kong, and Taipei were updated on something significant that is happening on campus that hasn't happened significantly in three or more decades...new construction.

True, the bi-stake center was a somewhat recent addition to the campus landscape, and a new building or two at TVA has appeared, but what is happening now and will continue for the next several years is dramatic. So much new building is involved that an additional vice president is now included in the President's Council and David Lewis is responsible for the construction projects that are changing the campus. When alumni return to visit, they are going to notice big differences.

The new construction doesn't appear to affect our department and programs, but changes this significant are affecting everyone. Most noticeable changes involve new buildings at TVA, new dormitory buildings, and a massive new building between the ceramics studio and the bi-stake center. This will be a multi-purpose building to service the third campus stake as well as provide classrooms and offices. Check out the BYUH home page About tab and select Construction Update to keep up to date with the changes. Over the next ten years much of what was frequently considered "permanent" will be replaced, including the majority of the McKay Building, the cafeteria and Aloha Center, the Health Center and Business and Social Sciences buildings, and all the currently used hales. Is nothing sacred?!?!! Expanding from 2000 to 5000 students is explanation enough for why all this new building is taking place.

Earl Wyman

ELT Assistant Professor
Adhna Martin and Anisha Hall, who are TESOL majors, spent two weeks in Ulaanbaatar, Mongolia completing an internship with the Health Sciences University of Mongolia (HSUM). This is the third year that the BYUH ELT department has sent interns to the HSUM for the “Wrestling with English” program, named in honor of Mongolia’s national sport.

When they first chose to major in TESOL, Anisha and Adhna had no idea that their educational journey would allow them to travel overseas and teach medical professionals, even before Anisha and Adhna’s graduation. The interns found that their experience in Mongolia “was a time of great growth and confidence building as [they] began to discover the real world uses for all of the skills that [the BYU TESOL] professors have taught us.” The Wrestling with English” participants were separated into two classes: Adhna focused primarily on teaching English communication skills to science and medical professors from the HSUM main campus while Anisha shared language pedagogy principles with EFL instructors from the various branches of the HSUM. Both interns were very grateful for the instruction of their BYU TESOL professors and Anish and Adhna made good use of their TESOL course notes!

In addition to memorable classroom experiences with the Mongolian participants, Adhna and Anisha were grateful that their hosts showed them many cultural highlights of Ulaanbaatar. However, even the beautiful Mongolian landscape could not compare with the joy the interns felt during the program’s closing ceremony when the participants demonstrated how the “Wrestling with English” program built their English language confidence and competency in language learning strategies and methods.

The interns would like to thank the staff and faculty of the HSUM and BYUH including the ELT department and the Career Services internship program for the incredible opportunity. Adhna and Anisha “will always remember the countless times of laughter and fun with the people [they] met in the process of this internship that marked only the beginning of our individual professional adventures.”
Ready to Wrestle!
Mark James received copies of 2 recent publications for which he was an editorial consultant. These collaborative projects were the result of a long-standing friendship between Mark and Prof. Wang, Junsheng, (Guandong University of Finance) who visited BYU-Hawaii for 2 semesters many years ago and took a number of TESOL classes. “I think,” said Mark, “that we formed a kind of brotherhood, partly built on the fact that we were born within a few hours of each other... on opposite sides of the globe.”

During the intervening years, Professors James and Wang kept up a professional correspondence, when led to an invitation to visit Prof. Wang’s campus in 2007. Since Mark was giving a paper at a conference in Beijing, flying south to Guangzhou was easy to do. While on their campus, Mark addressed some 300 students and teachers of English as a foreign language, played ping pong with the ELT Dept chair (and easily lost), and met with the university’s administrative leaders over lunch.
In 2010, Prof. Wang asked Mark if he would be willing to edit a bilingual phrasal dictionary he was working on. That project was finished in 2011, but red tape delayed publication until 2012. Then, several other professors approached him about being an editorial consultant for a new textbook for EFL students in China, to be published by China’s top foreign language press. “Hopefully,” Mark said, “this will help to increase name recognition for BYU-Hawaii in a country that is very important to our institutional mission.”
Internship Trek

In November, I made a somewhat sudden trip to Bangkok, Hong Kong, and Taipei and spent about four days in each city making arrangements concerning internships.

In the past, the student teaching/internship/practicum was done after marching at a graduation and to meet the requirements to complete the "T" grade. When the requirements were met to change that "T" to a passing letter grade, the diploma could be issued, and in some cases that did not happen for several years. The philosophical justification (remember that term from the lesson plan format?) was that the student teaching experience would be an opportunity to apply what had been learned in the TESOL major course work.

This reasoning has been replaced by a new approach based on the recognition that a "junior internship" would make the course work in senior TESOL classes more meaningful because of already-gained personal experience in teaching. This junior internship experience would be done after completing LING 210 and TESOL 240, 375, and 377, and most often in the Summer Semester. You may or may not know, but between Winter and Fall Semesters, we now have a Summer Semester which is configured in a sometimes confusing way—seven weeks, five weeks, and seven weeks. The first seven weeks is sometimes called a term, a session, a block and given the numbers 1 and 2 or the letters A and B and the five week period is referred to as "the bridge". The junior internship in Summer Semester would mean any one of a combination of the seven weeks and the five weeks, but most often it would be completed during the five-week bridge.

The purpose for my trip was to identify possible providers in those three countries, and a similar trip will be made by Brother James to Polynesian locations and Sister Bunker to North Asian possibilities. My attempts were in November, Brother James will travel during this Winter Semester, and the time for Sister Bunker's travel is…pending.

So what did I experience in my November travels? Most importantly I discovered (or re)discovered just how wonderful our BYUH alumni are. I met with about ten alum in Bangkok and about twelve in Hong Kong, and in Taipei was kept extremely busy meeting with potential providers especially as a result of the efforts of the Alumni Chapter President there. In each city I was reminded of just how important networking is…networking with alumni chapter chairs and alumni themselves.

In Hong Kong I was reminded of just how difficult it is to have an internship unless you meet two critical requirements: a teaching certificate/license and native-speaker proficiency. Probably more critical, however, is the challenge of housing for a short term like our junior interns would be doing. We have recently become aware of the challenge of getting a visa to teach in Hong Kong without already having completed the BA TESOL (which rules out doing an internship to meet graduation requirements) and to some extent teaching experience. Even a "senior" internship is challenging in that environment.
Internship Trek cont.

A challenge in Taiwan is similar to the situation in Hong Kong and that is the time at which these junior internships would be most likely to occur, in the Summer "bridge" because it comes when schools are preparing for and taking final examinations. Student teachers are not really welcomed during that time. Another difficulty has to do with obtaining a visa to do an internship. Both these problems in Taiwan, however, were probably resolved in the discussions that took place with the leaders there. First, I learned that the term "internship" implies a training experience that involves some payment for the intern, but since that is not the intent for these short five-week internships, by referring to them as "volunteers" will probably overcome that problem. The second challenge involving the internships being done during the time when students are preparing for finals was cleverly resolved by conversations with local Taiwanese. They pointed out that it is very difficult for schools with high aboriginal populations to get English teachers, and having our English teachers volunteering at those schools during the time when students are preparing for finals would be seen as a great benefit to them.

Thailand proved to be the most productive visit in terms of identifying schools where interns could do a junior internship, and in all cases the contacts came through our TESOL alumni. Unlike Taiwan and Hong Kong, administrators in Thailand recognize that non-native speakers of English have much to contribute to Thai students, and housing concerns seem less difficult to overcome. I left Thailand with at least three excellent possibilities at different age levels and in both highly-urban Bangkok and the smaller-city Ubon Ratchathani.

So with little time to make arrangements for meeting with prospective providers, our alumni came through with very impressive and effective assistance. Junior internships are looking like a very successful change and in Summer '13 we will begin. I cannot express how much gratitude I feel to those who have been so instrumental in getting placements for our current students. Their leadership and contribution to their alma mater is significant to what President McKay envisioned.

Dinner Mates in Hong Kong

Dinner Mates in Bangkok
In July, Mark James travelled to London "to see the Queen" and also attend the 4th UK Cognitive Linguistics Conference, held at King's College, London. He came back saying "the queen wouldn't answer her door, the French philosophers were incomprehensible, the British cuisine was in need of help, but "Taming of the Shrew" at the Globe Theatre was amazing!"
Each Fall (since 2005) the TESOL Seniors have had a chance to polish their professional presentation skills and prepare themselves to enter the world of conference attendance and presentation by participating in the annual TESOL Senior Poster Session. There were many outstanding posters and ideas shared this past December 6th. Many of these seniors have submitted proposals to present at the upcoming February Hawaii TESOL conference on the Big island.

We also thank the many faculty and TESOL 377 students who interacted with the presenters and filled out evaluation forms.
Exploring an Ocean of DVDs at the Language and Speech Center

By Xiaorong Wang

I came here in July, 2009 from China. I was in the EIL program for almost one year. At that time I learned about the Language and Speech Center where I was able to enhance my knowledge by watching DVDs. My professor assigned me the topic of globalization. I was able to watch business DVDs about Wal-Mart’s influence in the United States and China. I was also able to watch a DVD about India’s Call Centers, and how they changed the lives of Indian citizens. These DVDs enlarged my understanding of the global economy.

Time flew by and I thought that when I had finished my EIL courses, I would not be coming to Language and Speech Center as much. I soon learned that the center is not just for EIL students. There are many DVDs that any student can come and watch. For example, DVDs about English and Scottish history helped me understand the literature I was studying in its cultural perspective. Moreover, there is a DVD about the Prophet David O. McKay. This biography tells how he dedicated China for the preaching of the gospel in 1921. I researched and presented this in my religion class and to missionaries during their Family Home Evening. I have also used DVDs about visiting teaching for a Relief Society lesson and many others for English class presentations.

I was very curious about many things that I had never known before. For me, the Language and Speech Center is my learning and exploring ocean. There are so many DVDs in the center that helped me to learn things from many perspectives. You can learn about the environment, about dirt, about the American Civil War, the Berlin Wall, Indian culture, the Great Wall of China, and the life stories of famous authors and singers.

I am a visual learner. These DVDs really helped me to learn fast and grasp information. I encourage all students to stop by the Language and Speech Center and explore for themselves. I promise it will be as joyful a journey for you as it was for me.
December 2012
Graduates

Hannah N. Hubner
Jihu Ju
Adhna Martin
Thanathon Phosricha
Corbin Rivera
Daniel Robertshaw
Nana Romney
Isaya Watanabe
Congratulations!

Anisha Hall
TESOL Education

Corbin Rivera, Brother Mark James, Thanathon Phosricha, and Daniel Robertshaw

Jarrett J. Hansen
TESOL Education

Daniel Robertshaw & Kathryn Lawton
From: Timaima Vitinavulagi
Sent: Wednesday, July 18, 2012 2:25 PM
To: Mark James
Subject: Aloha ! Bula!

Bula Bro. James,

I'm sure you don't remember me. My name is Timaima Vitinavulagi and I graduated from BYUH in June 2000 with a BA TESOL degree. I am now teaching at the LDS Primary School here in Fiji. I was teaching English at the church high school, LDS Church College, for five years and I moved to the primary school. I have been teaching for over 11 years now. I am enjoying it here. I am overlooking the English teaching here in the primary school. Recently, one of my colleagues and I have been asked to be part of the development of the new curriculum for English classes for grades 1-4 for the Ministry of Education here in Fiji. It has been an exciting experience. We have already met in 2 workshops and the final one will be in 2 weeks’ time. Following this, I have also been approached to be part of the team that sets questions for the Fiji National Exam conducted for classes 4, 6 and 8. It is called LANA, Literacy and Numeracy Assessment, it is a diagnostic exams for the children of Fiji. I took up TESOL in BYUH not knowing the benefit or how useful it would be to me now. I am so glad that I took that up instead of science, my first interest. Give my love to the teachers that influenced my teaching career, Brother Wyman, Sister Lynne Hansen and of course you, Brother. James.

Vinaka vakalevu for everything
Goodman, Tarryn ('10) has been teaching for Selnate International in Provo . . . but hopes to find somewhere warmer to teach.

Laing, Brent ('12) is enjoying his work with Korean children. His duties focus a lot on vocabulary development (lucky he took the TESOL 425 class!). He is applying to graduate school.

Leung, Wendy ('98) co-authored an article in the July issue of ELT Journal. Wendy said she has enjoyed working with colleagues at Hong Kong Univ. on many research projects.

Powell, Courtney ('12) – is interning for a year with our EIL department. Welcome aboard!

Tieocharoen, Wariyaporn “Gik” ('08) – after getting her M.A. and after one year of full-time teaching back home in Thailand she has decided that she wants more education! Good luck, Gik!

Tupola, Joyce ('00) – after a decade of teaching ESL in the public schools of Hawaii, Joyce is enjoying her “new life” in San Antonio, teaching for the DLI.

Wallace, Amanda ('88) – recently became our new EIL Program Coordinator. Congrats!

Willis, Jared ('02) – is now in his 11th year of teaching in the California public schools. In addition to years of teaching English, he has also taught science (indeed just finished up being the Science Dept Chair!)

Hubner, Necolina ('13) — made a late decision to apply to graduate school. Best wishes!