Celebrating 50 Years of Achievement

The B.A. TESOL Program (1967-2017):
Celebrating 50 Years of Achievement

The 7th Annual Alice Pack Lecture
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Delivered by
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Laying the Foundation . . .

Our story begins in the year 1920, when David O. McKay, then a young apostle in the Church, was assigned to visit every mission around the world. His last stop, in February of 1921, was Hawaii. While on Oahu, McKay visited Laie and attended the flag-raising ceremony at the elementary school. He was impressed with the multicultural gathering before him, all focused on the goal of learning, and envisioned then and there an institution of higher learning someday.

Several decades later, McKay became head of the church and almost immediately started a massive initiative constructing chapels and schools. A good number of those chapels and schools were built here among the Pacific islands. Of particular interest to our story is the LDS school built in Mapusaga, American Samoa. In every way, it was designed, constructed, and resourced to be a model American high school. The curriculum and textbooks, class schedule, teaching methods, faculty, administrators, and assessment instruments were typical of fine secondary schools anywhere in the U.S.

I would first like to describe Ishmael Stagner’s experiences, and quote liberally from his own address to our department ten years ago.

“Ish” Stagner graduated with a degree in English in 1961 from the Church College of Hawaii (now BYU-Hawaii), and went immediately to teach at the church’s high school at Mapusaga. The school was brand new. Stagner was assigned to teach ninth grade English.

In his words, “I had thought I had learned as much as I needed, to teach Polynesians, because I had done my student teaching at Kahuku. My feeling was, if you could successfully teach students at Kahuku High School, you can successfully teach anywhere. And then I went to Mapusaga and I found—Holy Smoke!—by Mapusaga standards, Kahuku looked like the University of Hawaii!” (address given to the ELT Dept in 2005)

The school had the best American textbooks and materials. The problem was, his ninth graders averaged a third grade reading level. To make a long story short, he wrote a letter to the Church’s Pacific Board of Education, which was headed at that time by Dr. Owen Cook, (soon to be President of CCH).

Dr. Cook came with several other people and visited all the LDS schools in the Pacific, coming to Mapusaga last. The comments were everywhere the same: “We are grateful for the expenditure of the church and good facilities. But the fact of the matter is, we are just not prepared for the challenges of teaching these people—especially teaching them English.”
At the end of the school year, Stagner left and went to BYU-Provo (summer session) to start on a Master’s degree. While there, he talked to a number of people in the Linguistics Department. Around the same time, the Dean of Instruction at Church College of Hawaii, Kay Anderson, wrote to him and said, “we need somebody at the Church College of Hawaii who knows the situation and can go back and start training people.”

In 1962, after another year at Mapusaga, Stagner was back in Provo for the summer again when he was asked if he would be able to meet with President McKay. They told him he would have five minutes to share his perspectives.

In that brief conversation, Pres. McKay said, “Brother Stagner, I understand that we are not doing what we should be doing in the Pacific. What do you recommend?” Stagner replied, “I recommend that we use a different approach called teaching English as a second language. I also recommend that at the Church College of Hawaii, we take all our international students through an English as a second language program. And then we should start an ESL major program that would teach some of them how to go back to their countries and teach their own people.” McKay looked at Stagner and said, “Brother Stagner, that is exactly what the church needs.” Claire Middlemiss, President McKay’s secretary, soon let him know that his five minutes were up, and he left.

Stagner came back to CCH in 1963 and started up the English Language Institute (ELI) program for international students at CCH, and taught the classes all by himself. . . because the English department would have nothing to do with the matter. They viewed him, their former student of several years ago, as an overly-confident rogue, a young Turk, a loose cannon of the worst kind.

At this point we must introduce our second character, William Conway.

By 1963, Conway had already taught high school English in California for three years, was married, had just completed his Master’s degree in English at Provo . . . and was now “looking for adventure.” Conway came across a job opening at Mapusaga High School. It seemed to be exactly what he was looking for. He and his wife enjoyed two years there, but he came to hold strong views, as did Stagner before him, about what needed to be done. He wrote a 16-page “epistle” to The Pacific Board of Education in which he outlined the context and challenges in American Samoa, and provided several recommendations.

To quote: “It should not be a matter of pride to say that this or that school is a typical American school transplanted into the South Pacific, for in doing so, we are failing the students and our purpose. We must concentrate on meeting the problems as they exist, not as we wish they were.”

Conway recommended that importance be given to CCH in the development of a program in Teaching English as a Foreign Language. He also recommended requiring all newly hired teachers from the mainland to stop at CCH for two weeks of relevant linguistic, pedagogical, and cultural orientation, before proceeding to their final destinations. That epistle later resulted in his being offered employment at CCH. Within a year of Conway’s 1965 arrival, Stagner left for further graduate studies in Special Education, never to return to the field of ESL, and Bill Conway took over the ELI program.
Prior to leaving however, Stagner had one fateful conversation with a professor from UCLA, Gerald Dykstra, who was coming to the University of Hawaii to help establish an M.A. TESL program. Dykstra asked Stagner if he knew anyone who would like to apply. Stagner told him he knew of a really sharp grandmother who had just graduated in English—Alice Pack. As it turned out, both Alice Pack and Bill Conway ended up enrolling, and driving to town together three days a week, taking classes, and obtaining their M.A. in TESOL, among the very first students to do so in that program.

**Birth of a new degree . . .**

While driving to UH together, Bill Conway and Alice Pack had multiple conversations about the possibility of creating a bachelor’s degree in TESL. Alice was not yet a full-time faculty member, so it fell to Conway to propose the new major, which found a natural ally in the Dean of the Division of Language Arts, Wayne Allison.

In July of 1966, Dean Allison, who was a former National Security Agency linguist and cryptanalyst, speaker of six languages, and professor of three, wrote a strongly-worded document to the Educational Policies Committee (something like our Deans Council of today) formally proposing the creation of a B.A. in Teaching English as a Second Language. He emphasized the problems being experienced at the church schools of the Pacific, and recommended a degree that would better prepare CCH graduates to teach there. The proposed degree contained a fair number of English courses, thus ensuring a higher level of English proficiency than most Education majors of the day—apparently a significant problem on the CCH campus at the time.

To quote Allison, “It has become painfully apparent to even the most linguistically unsophisticated educators on our campus that the Church College of Hawaii is graduating an embarrassingly large number of prospective teachers who verbal aptitude and language proficiency scores place them at the nadir (bottom) of the percentile bands.” He went on to criticize those on campus who did not support stronger language proficiency requirements for graduation. “Admittedly,” he said, “we have a language problem on our campus; obviously many faculty members and department chairmen do not want to do anything but talk about it. Those who recognize the need for greater linguistic sophistication, but steadfastly refuse to support language arts programs because ‘any increase in the general education requirements will make it impossible for us to offer a strong major,’ are indeed unworthy of the professorial cloth and should be censured for their academic pusillanimity.”

Quoting further . . . “We cannot hope in our present ELI program to solve all the linguistic problems of our students. The quality of teaching in our church [high] schools must increase. Our teachers in Tonga and Samoa may be intelligent, dedicated, and evenly highly competent in English, but their success in teaching it to others will be limited, in most cases, to the realm of mediocrity until they become acquainted with the techniques and materials used by specialists in the field of second language teaching.” (Allison, 1966, p. 2-3)

The proposal for the TESL major passed, in large part because it was a cross-disciplinary major of existing courses plus a few new ones. Publicity for the new major soon appeared in the school’s
newspaper and in department brochures. And, as you can plainly see in this early PR photo below, Transformational Grammar was very much in vogue back then.

Soon after the beginning of the new major, 35 applied linguists and TESL professionals were brought to the campus (November, 1967) for a day of class observations and discussion about the
major and its objectives. The visitors’ input and approval gave substantial recognition, momentum, and direction for early efforts and subsequent changes.

A little more than a year after the new program began, Conway left the university to pursue his PhD, and, like Stagner, never returned to the ESL profession. He became a widely-known technical writing teacher and consultant in the Western states.

December 2016 interview conducted by Mark James with Bill Conway (Rexburg, Idaho)

Onto the stage enters our next major character—

Lynn Henrichsen.

Henrichsen had been working for the Ministry of Education in American Samoa and became acquainted with Alice Pack, and with a little encouragement, came to BYU-Hawaii on a 1-year non-renewable contract while another professor, Bill Gallagher, was on leave. During his first semester he taught ELI courses and one English remedial composition course, as a sort of test, one might suppose, of his “worthiness.” He taught the remedial course as he had taught in American Samoa and at the end of the semester, most of his students failed the final portfolio. Total Disaster! Miraculously, he was given a second chance in the Winter semester. In his words (Dec 2016 interview), “I worked those students like dogs!” To his relief, and everyone else’s surprise, 90 percent passed--the highest percentage ever attained by any faculty member to that point. As fate would have it, Gallagher never returned, so Henrichsen stayed.

A Period of Modernization . . .

In 1978, Henrichsen conducted a large survey of 500 professionals in our field in a variety of countries and contexts and, based on their responses, proposed a number of changes to the major. Three new courses were added including a Practicum. Courses that were specific to language analysis had their names changed from English to Linguistics, and those specific to ESL methodology, were changed from English to TESL. The course name changes went a long way in clearly communicating that our B.A.TESL program was truly that.

1980 was a momentous year for the teaching of English as a Second Language on campus. Firstly, Alice Pack retired (for the second time in her life) and Henrichsen took over both the ELI and TESL programs. Then, the university agreed to create 3 full-time intern positions to teach in the ELI program. Three people were hired: Fawn Whittaker, Norman Evans, and Mark James. Evans and James, both already married with kids, did their best to live on $16,000 a year. They got by with powdered milk, cloth diapers, and frozen blocks of cheese (this last item being brought by Evans in his suitcase when he travelled to the mainland). By the following year, the intern positions were made faculty positions and soon all three were busy helping not only in
the ELI program, but with the TESL program as well. All was peaceful “on the Western front” . . . until 1983, when civil war broke out! Lynn Henrichsen brought a few heads together to discuss how the major might be revised and strengthened, based on his large study and other movements in the field. After much discussion, Henrichsen, as head of the “TESL Major Revision Committee” (whose principal members also included Earl Wyman and Lynne Hansen) proposed several changes and additions. Moreover, to keep the major from increasing in credit hours, the committee proposed dropping the last two English courses. The proposal caused an instant split right down the middle of the Communication and Language Arts Division, and a call to arms on both sides. The English professors were shocked. (The foreign languages faculty seemed generally supportive.)

Department relationships became contentious or cold. In reaction, Henrichsen dug in his heels, put on his breastplate, took up his sword, wrote memos, and went door to door to secure his votes. The proposal eventually passed by one vote. However, in a conversation soon thereafter, the division’s Faculty Senate (FAC) representative said to him, “If you think I’m going to present this positively in FAC, you better think again. And if I don’t present it positively, it will not pass.”

Henrichsen realized that, though the victory had been won, the price had been too high. He came back to the next department meeting and proposed a less radical plan. The new proposal passed unanimously, and wounds healed over time. This resulting major now consisted of 1 English course (English 251), 6 TESL classes, 6 Linguistics courses, Speech Communications 110, and 4 semesters of a foreign language. The following year, the Hawaii State Department of Education representatives praised the changes that had been made in our program, when they came to accredit the various Education majors on campus.

In 1986, Henrichsen conducted the first ever survey of our TESL graduates. An impressive 82% expressed satisfaction with their TESL degree. However, areas that we did not cover well, included teaching young learners, classroom management, specific methods for teaching the skills, and program administration.

The following year, nine faculty met together in the first ever all-day TESL retreat (at Turtle Bay Resort). Results from the alumni survey, as well as other issues were discussed. Moreover, the major changed from being called B.A. TESL to B.A. TESOL, in response the growing distinction between ESL and EFL, and the growing acceptance of TESOL as a professional umbrella term.

Henrichsen proposed the addition of TESOL 377, and the 400-level methods courses were all reduced to 2 cr. hrs. each. The basic structure of the major has not changed much since then.

In 1997, under the kind and wise leadership of Barbara Elkington, then Associate Dean of the Division of Language, Literature and
Communications (LLC), a friendly split was effected, resulting in the World Languages, TESOL, and EIL programs forming a new division: The Division of Languages & Linguistics (LNG), with Mark James as its first Associate Dean.

The split was partly dictated by size (the LLC division was huge), but more by the need to find more direct representation, focus, and faculty development for those in the area of foreign language learning—specifically, EIL, World Languages, and TESOL. The Language Center became a part of this new division, ably run by Fawn Whit-taker and Ed Harvey.

Near the close of the 20th century, the university received what has since become known as “The Charge.” It was a clear call by the Church’s leaders and the university’s Board of Directors, to do more with less. Every program was asked to reduce their credit hours. It was a time of much belt-tightening. Our major shrunk from 48 to 39 credit hours. This is how we finally “let go” of the last English class, English 251.

At the same time, serious efforts to work more closely with the School of Education got underway, making the TESOL Education major more attractive. The School of Education was developing good relations with Asian Ministries of Education, so that TESOL Ed majors might find employment in the public schools back home. Their efforts gained our attention and respect.

In the third year of our existence as a new division, we held our first open house. We celebrated our accomplishments and invited the entire university. It was a nice occasion (held in the Banyan Room) which we hope to duplicate this coming Fall (2017).

The year 2000 will most be remembered in our department as the year we almost became a Center (Center for English as an International Language (CEIL) directly under the Office of the Vice-President for Academics. Keith Roberts, then Vice-President, made the proposal, feeling that a “center of excellence,” as he envisioned it, directly administered and generously funded by his office, would be able to do great things, both on campus, and at large. The Center would have added flexibility and funding to pursue relevant research agendas, a modest capacity to sponsor and publish monographs, and meet the growing ESL needs of the church in the region through in-servicing and materials development. He seemed genuinely excited about the prospects.

The prospects of good funding and a short chain of command were at first quite exhilarating. Our faculty met multiple times and discussed possible mission statements, center objectives, pros and cons, but the conversations began to grow more complicated. The euphoria wore off and concerns were expressed. To quote, from an email by Maureen Andrade (then Coordinator of the EIL program), “I have yet to hear an even slightly compelling argument for how [being] a center can help us do something we aren’t already doing as a department.”

Ultimately, we turned down the Vice-President’s offer. Our primary argument was that in casting off the World Languages faculty, who are our closest cousins, they would be neglected yet again. Much good had been accomplished over the decades when foreign language faculty of all shades worked together to teach courses, generate materials, in-service each other, and run the Language Center. Secondly, we felt that although independence seemed appealing at first, being removed from the warp and woof of mainstream academic discourse, vetting, and voting, would be detrimental in the long run to our ability to
communicate and relate with other departments and faculty on campus in normal collegial ways.

To quote from the very detailed, 6-page, single-spaced letter written to the Vice-President:

“We feel that the wisdom behind the initiative to create our division [3 years ago] is still compelling. We feel most capable of meeting both the educational and professional needs of the students who seek degrees at our university, as well as the church’s needs to bolster the English of its young adults in Asia. In a sense, the issue became not so much about whether a half of us could function better, untethered by the other, but whether this new division, united, could more effectively address the needs of all concerned, both here and overseas, present and future.”

The Vice-President was understandably disappointed. And, much to our disappointment, it wasn’t long before our College Dean removed the World Languages faculty from our Department and combined them with the new Department of International Cultural Studies (ICS).

The dawn of any new year, let alone millennium, causes people and institutions to pause, take measure of themselves, and think of the future. BYU-Hawaii was no exception. A BYU Futures Committee was organized (on all three campuses) to assess current strengths and weaknesses and possible future directions. As a result of the Committee’s work on our campus, it was suggested that perhaps BYU-Hawaii had the capacity to sustain several carefully-chosen Master’s Degree programs, including an M.A. in TESOL.

A feasibility committee was formed and throughout the first half of 2002, it formulated plans and visions. Norm Evans and research assistant, Jared Willis, surveyed our alumni. Their final option had been available when they were about to graduate. The Committee finally came forth with a several-option report, calling first for a strengthening of the B.A. program, a clearer language plan on campus, and subsequent resourcing of an M.A. program (specifically, 2-3 new full-time faculty).

Unfortunately, the Church and BYU-Hawaii’s the Board of Directors were apparently on a different page. It wasn’t long before our campus was told there would be no new buildings, no new hiring, and no graduate degrees. The church was choosing to spend its money in different arenas.

Our College Dean, however, did provide money for our department to bring in big names in our field for quality inservicing. They included, Randall Davis (ESL Listening Cafe), Cynthia White (distance learning specialist), Joy Reid (L2 writing expert), Andrew Cohen (L2 assessment and reading heavyweight), Paul Nation (L2 vocabulary guru), and Sandra McKay (English as an International Language advocate).

Around this same time, in response to the Board of Directors’ request that the university seek to have a larger influence in our target areas, the faculty were encouraged to focus more on presenting and publishing in the Pacific Hemisphere. Results over the years have borne good fruit. Presenting at Asian conferences has allowed our faculty to connect with alumni in the area, which has been rewarding for both them and us.

In June of 2004, a 2-day retreat was held to interpret much of the feedback from our exiting seniors, alumni in the field, and movements in our profession. Retreat members also discussed for the first time the professional needs of non-native speakers (reflecting the increased visibility of this issue in teacher education programs generally). As a result of the retreat, a substantial
number of changes were implemented. Under a new system of assessment and accountability, the university began periodic program reviews in 2007, with outside people being invited to campus—somewhat like a department-level accreditation visit. After observing and interviewing for several days, recommendations by our first review team included better advising, tracking, and orienting of majors, better ties with alumni in the field, expanding practicum or internship opportunities, and improving the English proficiency of our majors. These recommendations touch on issues that remain with us to this day.

More recently we have added several more 400-level skill courses (grammar pedagogy, vocabulary, and teaching younger learners) and placed all the skill-based courses into a large elective pool. Most recently, we have added a Peace Linguistics course to the elective pool, thanks to the pioneering work of Andy Curtis, former TESOL International President, who spent two months on our campus in Winter of 2017.

A Word about the TESOL Society . . .

November 1968 saw the inaugural meeting of the English Association, a student club for both English and TESL majors (many students were double majors back then), with Mike Foley as its President, and Noel McGrevy as Vice President, with Bill Conway and Eric Shumway as faculty advisors. Their first activity included a presentation entitled “The English Student and God’s Truth.” (Well, it could only go downhill from there!)

The TESOL majors were not to have a club of their own until 1978, when Lynn Henrichsen, as club faculty mentor, organized it, with Mark James as its first President.

The club is charged with creating opportunities for students to grow in the profession, including guest lectures, conference attendance, internship nights, and of course, karaoke nights with pizza. The records of this organization are thin, but suffice it to say, the society has had its ups and downs over the years depending on the quality and commitment level of the club’s officers. Many in our program remember the golden years when our fundraising at Food Fests and other venues with cotton candy, fresh stir-fry and plate lunches made us famous on campus.
Turning to Service . . .

From day one, the B.A.TESOL program was seen as one that would directly benefit the church and its work throughout the world. For one, our schools in the Pacific needed better-prepared teachers of English. This we have done for 50 years.

In addition to this, our faculty have created materials, courses, and in-service workshops for the church and its members, with major projects in every decade. In the early 70s, Church leaders in Korea asked for church-based English lessons.

That effort continues today, with the able skills of Ellen Bunker, Paul Rama, Neil Anderson, and multiple teams of authors, via the recent and timely creation of the BYU-Hawaii Center for English Language Learning (CELL), which is now an important element in the church’s larger vision just announced a week ago of a worldwide online educational system (BYU-Pathway Worldwide) that will ultimately improve the lives of tens of thousands of church members.
Early EIL online course development team: Front row: Sister Powell, Gael Weberg, Ellen Bunker, Aubrey Bronson Back row: Lorraine Lucrecio, Alexis Young, Tarryn Goodman

Other service activities over the years have included:

- Teaching various evening courses in the 1990’s for the Hawaii Department of Education,
- Directing the Laie Elementary after-school Foreign Language program for hundreds of children who signed up for Spanish, French, Chinese, Japanese & Hawaiian in the hour immediately after school
- Holding week-long orientation sessions for all senior missionary couples being assigned to teach in the church schools of the Pacific
- Training missionaries in Laos and Mongolia who serve as part-time ESL instructors in orphanages, hospitals, NGO’s and schools.
- Helping the university refine its orientation program for new faculty (thanks to the efforts of Mark Wolfersberger),
- Developing ESL study manuals for missionaries of Chinese, Tongan, and Samoan backgrounds

The TESL Reporter . . .

In discussing service to the church, we should mention that the TESL Reporter, begun by Alice Pack and Bill Conway in 1967, is also celebrating its Jubilee year. It was first envisioned as a way to promote our program and share useful ideas with teachers throughout the church’s educational system and beyond.

That vision enlarged over time and the journal has had readers in as many as 100+ countries.
The journal recently went online, saving the university thousands of dollars in printing and mailing costs, and increasing our visibility in the profession. 

**The Faculty . . .**

We have had many faculty come and go in our Department, each leaving a mark. Some came and left fairly quickly, for a variety of reasons, while others stayed longer . . . and a few just won’t go away! One thing that has characterized all of them, however, is their commitment. A few examples will suffice:

**Alice Pack** and her husband came after retiring from their landscaping business. The church needed Bro. Pack’s expertise to landscape the new Polynesian Cultural Center. While here, Alice was nurse to all the Tongan families whose husbands were building the PCC. Already a grandmother, Alice also took classes on campus and graduated as valedictorian of her class with her B.A. in English at the age of 53. When the *Ke Alaka‘i* interviewed her and asked what had been the most difficult thing about the whole experience, she said, “P.E.!”

Alice was the consummate multi-tasker, often participating in department meetings, reading a French novel, and knitting items for her grandchildren, all at the same time. Alice had no patience for mediocrity or foolishness. One day, a student, who the department had just hired to help with the TESL Reporter showed up for the first time and demonstrated clearly that she did not know how to use the typesetting machine, despite saying she did on her resume. The student immediately complained that the machine must be broken, whereupon Alice showed her how it worked. The student then demanded a key to the TESL Reporter room so she could come as she pleased and practice. Alice said, “No one has the key but me,” after which the student stood up proudly and said, “Well, and who are you, the JANITOR or something?” Alice stood up just as proudly and said, “No, I am DOCTOR Pack of the English Department!” For some reason, the student never showed up for work again.

In addition to all that has been said about **Lynn Henrichsen**, it is important to understand that
there was a time when he was responsible for the ELI & TESOL programs, the TESOL Society student club, AND the TESL Reporter! Doing all this while being a Stake President on campus truly makes him a man for all seasons (or at least all hours!).

Maureen Andrade, former Chair of this department, never had a thing on her desk, and yet was extremely productive as a colleague, EIL Coordinator, TESL Reporter Editor, and Department Chair, accomplishing more than any three of us put together. Her legacy also includes the development and launching of the first online EIL courses.

Maureen is now Associate-Vice President for Academic Affairs at Utah Valley University, which has a student body of nearly 35,000 students. No surprise there.

During the years we ran in-country EIL programs in Samoa and Tonga, each EIL Lecturer was expected to take his or her turn, and so Perry Christensen took his young family to Tonga for 1 year. And then, . . . though he had “paid his dues,” he agreed, when asked, to take his family to Samoa, where he taught EIL classes for two and a half years. Talk about a team player! (Of course, his wife, Martha, deserves a lot of credit, too.)

Norm was an administrator extraordinaire. His talents led him to be given many leadership positions, including Founding Director of the university’s Reading/Writing Center and the Center for the Scholarship of Teaching (later The Center for Learning and Teaching), ELT Department Chair, BYU-Hawaii Married Student Stake President, and Co-Chair of the 2005 International
TESOL Conference in San Antonio, alongside another one of our alumni, Bill Eggington. To quote former University President, Eric Shumway, as he awarded Evans the President’s Council Teacher of the Year Award in 2004, “Servant-leadership, the quintessential quality characteristic of the Savior’s life, is the hallmark of Norm’s contributions to the campus and its students.” Evans is now the Chair of the Department of Linguistics & English Language at BYU-Provo.

**Fawn Whittaker**

Fawn joined the faculty in 1981, and, as a single woman, dedicated her entire life to the students in her care. She guided the Language Center towards the 21st Century with an infusion of modern technology. She personally mothered every single one of the students from the island nation of Kiribati in the first few years of their arrival on our campus. Her commitment over the years came at great cost however. As a result of giving herself so completely, often living off of only several hours of sleep at night, sometimes curled up on a blanket in the Language Center (so she could be up early), she fell victim to severe Fibromyalgia, and then cancer. She tried to ignore things until she could no longer keep it secret, and then flew home on medical leave to pass away some months later in the home of her parents—a true Latter-day Saint.

**Lynn Hansen**

Lynne had a wonderful way of coming up with research projects for our TESOL majors. For over 15 years, she took multiple students to conferences to present the results of their research, and later seeing them through to publication. Most notable was her research involving the language attrition of returned missionaries, for which she became world famous. Her research associates described her as a stern taskmaster. She would make them gather mountains of data, analyze it before the conference submission deadlines, and then gather them together to practice giving their parts of the presentation at all
hours of the night and day—over and over again. Her research associates, to this day, express great admiration and appreciation for the work they did with her, and for the sense of confidence and accomplishment they continue to have.

And who can forget Earl Wyman!

Earl arrived in 1982 and was Director of the EIL program at a time when there were nearly 400 EIL students, no secretarial help, and no faculty teaching a full EIL course load. Wyman’s greatest achievement in those days, according to his own words, was “I am holding it together.” And this he did with his own personal 128K Macintosh computer. Back in the 80’s, one must remember, the university did not provide faculty with computers. Earl also was famous because he personally knew every TESOL professional by name—in the entire world!—or so it seemed.

One time, he was conducting a pre-convention tour of the TESOL convention facilities to our students in attendance, and he matter-of-factly said, and here is the famous David Nunan. Dr. Nunan casually responded, with a “Hi, Earl.” The students were floored.

Earl is largely responsible for the huge growth of our department in terms of number of faculty (a story for another time), and has, for over 15 years, advised our TESOL Society and coordinated the travel arrangements of our students attending the International TESOL Conference. Each year he begins months in advance for this nightmare.
A Word about our Students, our Alumni . . .

Since 1967, the B.A. TESOL program has produced hundreds of graduates—many great ones among them. Here are a chosen few:

Ana LaBarre Moleni (1969)

Ana was the very first student ever to graduate with a degree in TESOL from this university. Anna was from Kaneohe, and while here fell in love with a Tongan student named Siaosi Moleni. They got married, and, upon graduation, left for Tonga, where they both worked and taught for the church schools there for many years. They also helped to firmly establish Moroni High School in Kiribati. But most importantly, Anna gave birth to 9 children, one of whom was named Leola, who now serves as our EIL Coordinator.

Tupuola George Hunt (1970)

After graduating, George taught ESL in Australia and later became a school administrator. His administrative talents were recognized and he soon found himself as VP of a South Pacific airlines and then member of the Samoan parliament. His skills led from one opportunity to the next, and taught him never to view his future too narrowly.

Keita Takashima (2010)

Upon graduation, Keita moved to Ireland where he gained a Master’s in Conflict Resolution, and is now working on his Doctorate in Language Acquisition at the University of York in England. At the request of the Church, Keita recently authored several manuals for LDS missionaries in Asia to use in teaching English more effectively.

Bill Eggington (1974)

Bill went on to earn degrees in linguistics from the Univ. of Southern California and made a name for himself in the fields of contrastive rhetoric, sociolinguistics, forensic linguistics, and language planning and policy. He’s co-Edited 6 Books, written numerous articles, chaired the Linguistics Department at BYU-Provo, and served on the Board of Directors for International TESOL Inc. Perhaps he is best remembered for an article he wrote entitled, “When A Language Dies, it Doesn’t Stink.” (Language Matters (June 2002) TESOL Inc.)
Joyce Tan (1995)

Joyce graduated with a TESOL major, PE minor, and a Secondary Education Teaching Certificate. After working in Hong Kong for two years, she obtained a master’s degree in Education Leadership at BYU Provo. While her husband was teaching full-time at BYU-Hawaii, she taught part-time at BYU Hawaii’s EIL Dept (2002 - 2008). The professional experiences gained there were valuable in helping her easily secure ESL teaching jobs at various Utah universities including teaching part-time at BYU, preparing prospective teachers to be effective ESL professionals.

In 2017, Joyce and her husband (Peter Chan) established an International Leadership Academy in Spanish Fork, Utah recruiting international students (G7-12) to study there. Joyce and her husband are also educational consultants for a few international schools in China. Most recently, Joyce has created and is overseeing an ESL program at an international school near Shenzhen, China. One of Joyce and Peter’s goals is to establish an LDS church-affiliated secondary school in China, to better serve the youth of the church there and promote quality education.

Parley Kanaka’ole (1978)

Parley, son of the internationally-recognized Hawaiian cultural expert and hula master, Edith Kanaka’ole, came and left CCH in the early 60s, but came back in the late 70’s to graduate in TESOL. Upon graduation, he became a teacher for many years at Hana High School on Maui, and later became its Vice-Principal. He was a native speaker of Hawaiian, and a highly respected poet, chanter, musician, teacher and spiritual healer. He was an active leader in the Hawaiian Renaissance, worked to identify and restore ancient archaeological sites, was a member of the Protect Kahoolawe Ohana, and represented Hawaii as a delegate at many gatherings of indigenous people around the world.

After his untimely death in 1993, the gymnasium at Hana High School was named in his honor.

Soo Young Choi (1977)

Soo Young went from here to Provo and obtained his PhD in Instructional Science, focusing on computer assisted language learning, a new field at the time. Upon graduation, he directed the Korean language program at BYU, and developed it into the largest in the U.S. After seven years, he returned to Korea and became a professor in the English Education Department at the Korean National University of Education, and was chair of the department two times. He has directed numerous research projects and authored many materials for the National Ministry of Education, and for the National Korean Science Foundation. He also served as a Stake President, in Cheongju, from 1988-1994.
Cleve Barlow (1978)

Cleve went on to gain a PhD in Linguistics at BYU-Provo. He was a fluent speaker of Maori and reportedly the last person to be initiated into the deepest religious teachings or Kauwaerunga of the Maori priesthood. He is most famous for his book on Maori culture, *Tikanga Whakaaro: Key Concepts in Maori Culture* published by Oxford U. Press in 1991, but also widely recognized as one of the greatest Maori language scholars of the 20th century. He was also known for his published works on Maori genealogies, and for his 1992 bilingual English-Maori parallel text edition of the King James Bible and Concordance. He was an absolute giant in his field and in his country.

Glen Penrod (1986)

After graduating with his M.A. in Linguistics from Provo, Glen taught in our EIL program for 2 years and then moved to Taiwan where he worked in government, business and church sectors, eventually becoming Program Coordinator for the American Institute of Taiwan, with over 20 teachers and 600+ students. From there he was hired in Korea as Program Director for Samsung’s Human Resources Development Center, where Samsung employees learned, among other things, various foreign languages prior to overseas assignments around the world, --not much different from our church’s Missionary Training Center—minus religion. Glen later began leading teams of seasoned ESL professionals to conduct summer in-service workshops in Mainland China, and is the creator of ESLgold.com, one of the earliest massive ESL resource sites for teachers of all skills and levels. Glen is now at Georgetown University.

Haitelenisia “Sia” Uhila

Upon graduating in 2008, Sia returned to Tonga and for two years taught Years 9-11 at Saineha High School in Vava’u. Then in 2010-2013, she taught Years 10-13 (Forms 4-7) QT Liahana HIGH School on Tongatapu (main island). In November of 2013, Sia began working as a Civic Education Researcher under a United Nations Development Program’s (UNDP) Good Governance Project, working mainly with the Legislative Assembly of Tonga (Parliament), the Tonga Electoral Commission, and all the Non-government Organizations (NGOs) in Tonga on how they can collaborate for better governance in Tonga.

In 2015, Sia moved to Suva, Fiji and worked as a consultant for the UNDP’s Pacific Regional Anti-corruption Project where she worked with 15 Pacific countries in the region to coordinate youth efforts and organization advocacy and awareness programs against corruption. In April 2015, Sia left full-time employment for a season and returned to Tonga to be as full-time mother (but also an interpreter and translator for the Church).
Nobuo Tsuda (1983)

Upon graduating in 1983, Tsuda obtained his TESOL Certificate and went back to Japan to teach and work on materials development. After 2 years, he returned to Provo to finish up his M.A. in TESOL. While working at Konan Univ. in Japan, Tsuda earned his Ed.D in Educational Leadership from Argosy University (2006). He is currently Dean at the Konan Institute for Language and Culture and ETS approved TOEFL iBT TOEFL Propell facilitator.

Justin Shewell (2000)

Justin, now at Arizona State University, spent several years in Korea, honing his skills, before pursuing advanced degrees and ultimately specializing in technology-assisted language learning. He is the creator of www.eslactivities.com and the Pose Test (www.posetest.com), a diagnostic oral proficiency instrument. He, along with his colleague, Shane Dixon, recently designed a 150-hour TESOL Online Certificate Course offered through Coursera (a massive online organization that partners with many top universities). There are currently 110,000 registered students in the Certificate program, the first of whom will begin graduating this year.

Stephen Templin (1994)

Steve, like a number of our graduates, has led several lives. He first was in the military, training as a Navy Seal, then an LDS missionary, a graduate of our program, a tenured Professor at Meio University in Japan, and now a New York Times best-selling author of multiple military special ops thrillers (10 so far!) including *Seal Team Six: Memoirs of an Elite Navy Seal Sniper*, published the very month Osama Bin Laden was found and killed by Seal Team Six. Talk about good timing!

In Conclusion . . .

In this hour I have tried to bring the past to life. As the former prophet and leader of our church, Gordon B. Hinckley, once said, “It is good to look to the past to gain appreciation for the present and perspective for the future. It is good to look upon the virtues of those who have gone before; to gain strength for whatever lies ahead. It is good to reflect upon the work of those who labored so hard and gained so little in this world, but out of whose dreams and early pains, so well nurtured, has come a great harvest, of which we are the beneficiaries.” (*Ensign*, July 1984)

In a commencement speech here at BYU-Hawaii in 2011, Elder Jeffrey R. Holland said to the graduates that BYU-Hawaii was not much to look at in the beginning with only 20 faculty and 153 students; located out in the middle of nowhere, so to speak. But those early participants had a vision and a sense of optimism, and
this institution has gone on to do great things. He then said, “It is incumbent upon us as students, as Latter-day Saints, and as children of God to see the divine potential in ourselves, to believe in ourselves, and to know that with God’s help there is quite literally nothing in righteousness that we cannot become.”

I invite you all, whether you be here for only a semester, a degree, or a career, to fulfill your potential and leave your mark on the second 50 years of this illustrious program. Thank you.