

# DEILING YOU IN

The Newsletter for Alumni



Fall

Division of English as an International Language

1996

## EFL in an African Context

by Suellen (Butler) Shay (1985)

Four months after the completion of my Masters' degree in 1987, my husband and I were on our way to Cape Town, South Africa, where we planned to live for a couple of years for an "interesting experience." Nine years later, we are still here and it has indeed been an interesting experience! I am currently the co-ordinator of the Writing Centre research and development project at the University of Cape Town (UCT).

It has been a life changing experience to be living in a country that has gone through the kinds of transitions which South Africa has over the past ten years. A month after we arrived, the National Party (the then white minority government) launched a major clamp-down on all the most threatening oppositional groups by banning the organizations and imprisoning their leadership. Those were bewildering and frighten-

ing times for us. Then we witnessed six years ago the winds of reform under De Klerk's government, climaxing in the release of Nelson Mandela. This inevitably led in 1994 to the first democratic election and we now live in the post-apartheid, free South Africa.

There are tremendous challenges to live and work in a country which is under so much transformation. Let me describe that transformation process in the context in which I work. Since the late 80's (before which time black students were only granted access to higher education by special government permission), historically white universities such as UCT have been forced to consider how to cater to the needs of a very different student constituency. This diversity is most acute in two ways: language background and school preparedness. Despite the new government's policy of eleven official



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national languages, English is still the medium of instruction at almost all institutions of higher learning. The majority of black students (who now make up the majority of UCT's student population) are multilingual,

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## What's Cooking in Seoul?

by Rosa Shim (1991)

Has it already been two years since I left Urbana? When I returned to Korea in November, 1994, I was hired by the Language Research Institute of Seoul National University. The Institute has three divisions: research, evaluation, and language education. As a post-doc researcher, I have been involved with the activities of all three divisions.

Each year, the research division organizes an annual conference and monthly symposia on linguistics, applied linguistics, and language education; publishes the quarterly journal *Language Research*, and over-

sees the research progress of those who receive yearly research grants from the institute. In the past two years, I conducted two research projects that I could not have been able to complete if I had not received all that training from DEIL and the IEI.

The first project was putting together the course materials for practical academic writing in English. You can bet that the experience I got from teaching composition in ESL 109, 115 and IEI levels 1 and 2 was more than a great help. The second project which is still in progress is designing an oral

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Rosa Shim is a researcher at the Language Research Institute, Seoul National University, Korea.

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## Greetings From The Acting Director:

Dr. Larry Bouton

It has been a busy fall here and DEIL has been humming. For one thing, our specialization in English for Specific Purposes (ESP) is a reality. Last summer, Numa Markee offered an elective course to introduce students to ESP. Then, this fall, Tom Heenan (1978) offered a more focused course showing students how to find businesses that might benefit from an ESP program, perform a needs analysis related to that business, set up a training program to meet those needs, and convince the business itself that all this is something they should buy into.

In addition to these courses, we are setting up internships that will provide some of our students with ESP experience in industry before they graduate. So far, we have two: Ray Meredith is spending the fall with Arthur Andersen Worldwide in St. Charles, IL; Kym Kickert is working with a small Japanese company in Danville. And we are working hard to find others. Can you help us do this? Let us know!

At the same time, Dean Jesse Delia (LAS) has given us permission to hire an ESP specialist. This person's job will be to teach a workplace English course and look for business clients for whom DEIL can set up EOP programs that will provide experience for DEIL students and income for the Division to finance the ESP program itself.

And our on-campus ESL program has also been affected. As you may know, for some time, we have taught ESL courses that were directly focused on the needs of the graduate students in the College of Commerce. This fall, Kate Hahn is teaching another group, the internal medicine residents at the Urbana branch of the U of I Medical School. We are also working toward developing a similar program with the College of Engineering.

So all in all, our new interest in ESP is growing nicely. At the same time, the rest of the program remains strong. Wayne Dickerson, Numa Markee, Fred Davidson, Ron Cowan, Tom Gould, Susan Taylor, Susan Gonzo, all of the wonderful IEI teaching associates, and the office staff — all these people are working hard to make sure that it does.

See you all at TESOL in Orlando!  
*l-bouton@uiuc.edu* ■

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but English (especially for academic purposes) may not be a language in which they feel very confident. Secondly, the majority of black students, as a consequence of apartheid education, may be highly underprepared for the demands of university. As a result, departments at UCT are giving serious consideration to how their curricula can better cater to the needs of this new student population.

The Writing Centre was established in 1993 with the brief to investigate the language needs of academic departments, especially ways of developing the quality of student academic writing. This brief has been pursued in three ways: 1) the establishment of a student consultancy service for students which offers one-to-one tutoring, 2) the establishment of a consultancy service for departments which offers assistance in task design and curriculum review, and 3) the development of a research programme that attempts to assess these approaches to writing development. Each consultation with students is documented and entered into a database, both in terms of details about the student as well as the particular issues that arose in that consultation. This "data" from consultations is used to inform our work with departments.

Our experience of the past three years suggests: 1) the acquisition of "academic literacy" as the fundamental language problem facing the majority of students, noting that second language students carry the additional burden of becoming academically literate in a language which is not their mother tongue, 2) the development of "academic literacy" in the context of the curriculum as the most pedagogically effective approach to assisting students to become better writers and assisting staff to become bet-

ter teachers, and 3) that given certain conditions, language intervention of this nature can have a significant impact on the learning and teaching practices within departments, thus enhancing the learning environment for students.

The Writing Centre is a project spawned by Academic Development. (Our professional body is called the South African Association for Academic Development — SAAAD). Through the apartheid era Academic Development (AD) was funded by outside donors since the government funding subsidies for universities did not recognize the importance of this kind of work. The new government is in the process of making policy decisions which will determine the future of AD and projects like the Writing Centre. (The Green paper on Higher Education is due in October 1996). It may be that given the tremendous needs and shortages of resources at the primary and secondary levels of education, universities will be placed under greater and greater strain, and projects like ours may be financially unsustainable. Our future will be more clear in the next year.

Despite the uncertainties of the future, living in South Africa and being involved with language development has been a tremendous learning opportunity. I am more and more convinced that the experience and scholarship developed in this area will increasingly make South Africa an indispensable contributor to not only the field of applied linguistics but many other conversations going on around the world about the changing identities of both students and higher education institutions. One final note, should any of you be in this part of the world, please look me up. Cape Town is not a bad place to visit! *shay@socsci.uct.ac.za* ■

## Shim *continued from page 1*

communication proficiency examination that is to be used as a placement test for the institute's English conversation classes and also as an oral proficiency evaluation guide for the evaluation of employees at several government agencies and private companies in Korea.

The research part of my duties is interesting, but not as interesting as teaching. Soon after I joined the institute, I learned that the most important duty of a researcher was to teach various kinds of English classes to students, alumni, and staff at the univer-

sity. Before I joined the faculty, Dr. Choi Inn-chull (1988) had set up a practical listening-comprehension program that was very popular among the students. To this program, I added a two-level academic program that uses a textbook and a cultural listening-comprehension program that makes use of movies and screenplays as teaching material. So, you may be proud that DEIL alumni are indeed contributing to the field of adult English education in Korea. Besides the listening-comprehension classes, I have also taught academic writing, research

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# Alumni Update

**Lin Lougheed** (1973) was one of three authors of the Middle School LEP multimedia U. S. History course, *Vital Links*, published by Davidson Software. The second edition of his three-book TOEIC prep series has just been published by Longman. [lougheed@lougheed.com](mailto:lougheed@lougheed.com)

**Marilyn Brautlgam** (1976) writes: "We have been in Miami for 6 years, gone through a hurricane which demolished our home, survived, and none the worse for wear." She teaches ESL part-time at Florida International University. Marilyn is looking into starting a "homestay" program for students who want more of an "American experience" in Florida. If you have any information about starting up such a program, she would love to hear from you. [Mgb2000@aol.com](mailto:Mgb2000@aol.com)

**Kazumi Hatasa** (1985) is an associate professor of Japanese and the director of the Foreign Language Media Center at Purdue University. [kazumi@sage.cc.purdue.edu](mailto:kazumi@sage.cc.purdue.edu)

**Yukiko Hatasa** (1985) is an assistant professor of Japanese and coordinator of the Japanese language program at the University of Iowa. [yhatasa@blue.weeg.uiowa.edu](mailto:yhatasa@blue.weeg.uiowa.edu)

**Steven Lund** (1990) spent three weeks this summer in the Republic of Georgia consulting for USIA. Steve writes: "I found Georgia to be a beautiful country (lots of mountains and medieval churches) with wonderful people and excellent food and wine. I was amazed at the proficiency of the teachers, considering that they had spent years with little or no native-speaker input in a part of the world where learning by rote is still quite common. So much for CLT..." [AW\\_LUND@awc.cc.az.us](mailto:AW_LUND@awc.cc.az.us)

**Mike Lynn** (1991) has obtained a tenure-track position at Kwansei Gakuin Uni-

versity in Nishinomiya, Japan. Recalling his days in DEIL, he is using Professor Dickerson's SSS book with his students. [MLYNNLA@aol.com](mailto:MLYNNLA@aol.com)

**Relko Ono** (1992) teaches at Kobe Kaisei College in Japan. This past summer she was a chaperone for 31 students attending a special English program at the Intensive English Program of Colorado State University. [H00916@sinet.ad.jp](mailto:H00916@sinet.ad.jp)

**Maria Crawford** (1993) and husband, Sami Dahkhliya, welcomed a baby girl, Julia Crawford Dahkhliya, into their lives in December '95. Maria is busy teaching at both Washington University and a community college in St. Louis, Missouri. [samid@wuecon.wustl.edu](mailto:samid@wuecon.wustl.edu)

**Jia-Yeuan (Jimmy) Lee** (1993) writes that he is now doing his Ph.D in the department of Speech Communication at Penn State University. [jjl177@psu.edu](mailto:jjl177@psu.edu)

**Mika Ishizuka** (1994) is busy teaching at her alma mater, a private high school in Tokyo. She has used her experience in DEIL to co-author a book with Yasuyo (Meg Moriyama) Sawaki (1995): "How to write and use email." [ishizuka@swu.ac.jp](mailto:ishizuka@swu.ac.jp)

**Nattaya Puakpong** (1994) writes that she is experiencing and learning many new things at Suranaree University of Technology in Thailand. She is teaching engineering students. [nattaya@ccs.sut.ac.th](mailto:nattaya@ccs.sut.ac.th)

**Maria Snarski** (1994) is still working for USIA, but she has moved from South Africa to Albania. Sometimes she works with former *DYI* Editor, **Portia Williams** (1995), on teacher seminars. Portia is in her second year as a Peace Corps volunteer in Albania; she has been teaching ESL and ESP at Shkodra University. **Silvana Dushku** (1996) met Portia last year and reports that

she has been fascinated at the changes that she and the people at the university could make under difficult economic conditions in the country. Maria's new email address is: [usistira@usia.gov](mailto:usistira@usia.gov)

**Pachi Clemente** (1995) is happily married to Thomas Mandl and living and working in Bonn, Germany. [ma@bonn.iz-soz.de](mailto:ma@bonn.iz-soz.de)

After a year in Germany with USIA, **Mike Groen** (1995) is back in the States, working as the International Student Advisor for Northwestern College in Iowa. [groen@nwcwiowa.edu](mailto:groen@nwcwiowa.edu)

**Joonmi Hwang** (1995) is enjoying her job teaching English at Padoda Foreign Language Institute in Korea. She'll be returning to UIUC in January after she gets married.

**Cheryl Moen** (1995) is now an English Teaching Fellow at Beijing Normal University. She writes via email: "It's great, because I get to teach the master's degree students who are all very bright and motivated and truly want to become teachers...the cream of the crop in China." This semester she's teaching a Research Design and Statistics course; next semester, she'll teach Sociolinguistics and a course in Materials. [cmoen@chinaonline.com.cn.net](mailto:cmoen@chinaonline.com.cn.net)

**Srisucha Bisalbutra** (1996) is back home in Thailand. She has a job teaching at Thammasat University, where she has always wanted to work. She admits that although it's nice to be back with her family and friends, she still prefers small cities like Champaign-Urbana to Bangkok! [srisucha@mozart.inet.co.th](mailto:srisucha@mozart.inet.co.th)

**Toby Guebert** (1996) is now living in Pomona, CA and settling into his new job teaching ESL and Spanish at Citrus College in Los Angeles County.

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## ALUMNI UPDATE FORM

Please return to: DEILing You In (address on back or e-mail Dr. Dickerson at [dickrson@uiuc.edu](mailto:dickrson@uiuc.edu))

Name: \_\_\_\_\_ (Maiden) \_\_\_\_\_ Year of degree: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Address (Update if necessary): \_\_\_\_\_

Addresses of other DESL/DEIL graduates you know: \_\_\_\_\_

News (Tell us what you're doing, both on and off the job)

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paper writing, current materials reading, and academic reading.

The most difficult part of my teaching duties presented itself when I was asked to teach a preparatory course for TOEIC (Test of English for International Communication). I knew what TOEFL was but TOEIC was new to me. I did some research and found out that it is perhaps the most popular exam of English proficiency currently being used in Asia. Scores of books have been published in Korea alone that provide preparatory guides and test-taking strategies that are supposed to help test-takers achieve high scores on this test. At any rate, I decided that if I have to teach it, I was going to do it right. That is, I wanted to give the students a true opportunity to learn some communicative English rather than teach them a few specific grammar points or strategies for choosing the correct answer for a multiple choice question. So, this summer, my husband, Martin Baik (an alumnus of UIUC, Linguistics) and I put together a four-volume preparation guide for the TOEIC. I just started using the books in my classes and I am happy that the students are responding to them very well.

Other than teaching my own classes, part of my responsibilities for the past year has been to coordinate the English conversation classes. Our program is still very young, and we only have seven native-speaker teachers at the moment. I would be happy to have anyone from DEIL join us for the '97-'98 academic year. There is a lot of work to be done, but to be honest, it is difficult to find someone with the kind of knowledge and experience that is provided by DEIL and IEI and therefore, it has not been an easy job to train and supervise the teachers here.

Finally, before I sign off, I would like to add that job opportunities for English teachers in Korea are truly fantastic at the moment. Elementary school English education will start next year but there aren't enough teachers or teacher trainers. In addition, the recent globalization process of Korea has made the majority of the public in Korea feel the need to learn English, but again, there aren't many qualified teachers. So think about Korea when you are looking for a job and a chance to show off what you have acquired from your DEIL experiences. [baikshim@alliant.snu.ac.kr](mailto:baikshim@alliant.snu.ac.kr) ■

## From the Editors

This edition of *DEILing You In* features articles by two alumni working overseas — I think you'll find their work both interesting and inspiring. If you'd like to share with other DEILers in more detail about what you are doing, please let us know! You can easily reach me by e-mail at [a-kasten@uiuc.edu](mailto:a-kasten@uiuc.edu) or send us an article c/o the Division. We'd especially welcome news from our many international grads. Whether you've returned to your own country or found another place to call home, you probably have a story to share. Take a few minutes to let us know what life is like after DEIL! As ever, we are looking forward to hearing from you!

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Editor **Anna Kasten**  
Consulting Editor **Wayne B. Dickerson**  
Editorial Support **Darenda Borgers**

### *Spring Conferences:*

**AAAL: 3/8 - 10, Orlando**  
**TESOL: 3/11 - 15, Orlando**  
**Pragmatics: 4/17 - 19, UIUC**

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