
DEILING YOU IN

Newsletter for Alumni



Spring

Division of English as an International Language

1991

Greetings from the Director...

I have informed the Division of English as an International Language that I have decided to step down from the position of Director at the end of this summer session. I feel that now is the appropriate time for me to rearrange my priorities, and devote my energy full-time to my various ongoing research projects and teaching.

At the end of this academic year, I will have completed almost seven years as the Director of DEIL. These seven years have been very challenging indeed, since the assignment entailed a reorientation of an academic unit that has existed at UIUC for almost 45 years. At the same time, I must hasten to add, these have been very rewarding years in terms of what efforts all of us collectively -- the faculty, teaching associates, teaching assistants, students, and the office staff -- have been able to achieve for various components of the Division.

It is extremely gratifying that we have been able to develop a program at UIUC within a short period of time which has national and international visibility, and several unique strengths. The Division now has an excellent resource of forward-looking young and productive scholars with several nationally recognized senior "core" and "cooperating" faculty members. The Division attracts students from a large number of Western and non-Western countries. The range of scholarly activities of the Division is very impressive indeed and is well-articulated in the faculty publications, the journal *IDEAL*, the monograph series, and the annual international conference. The three components are completely

integrated: academic, service, and the Intensive English Institute. In short, we have a first-rate academic program, innovative and broad in its scope.

I am also grateful to you alumni -- those from the past seven years as well as those who came before -- for contributing to the success of the Division. This has been an exciting period and a learning experience for me, and you enthusiasm and support contribute to the pleasure with which I shall look back on these exciting seven years.

With best wishes,

A handwritten signature in black ink, appearing to read "L. Bouton", followed by a horizontal line.

Faculty Focus: Professor Larry Bouton

The following are excerpts from an interview with Professor Larry Bouton, who is currently Associate Director of the Division.

Q: How did you get involved in ESL in the first place?

A: I graduated with a Ph.D. in Linguistics from here; I was a highly theoretical linguist. However I have a very practical bent, and I had been a high school English teacher -- and I wanted to apply the theoretical linguistics that I had learned to teaching. While I was looking around for ways of getting back into the public schools, it was

suggested to me by Kay Aston that I work in the area of English as a Second or Foreign Language. So I took her up on the idea, and it just has gotten more fascinating every year.

Q: What are your current research interests?

A: Syntax and pragmatics -- separately and together. I think that pragmatics is going to provide a huge body of information that we need in order to teach communicative competence. Of course I am personally working in the area of implicature* right now. But there are lots of other things to become involved in, such as different kinds of speech acts and so on.

Q: What are you doing with implicature?

A: Right now we're trying to find out whether people learn how to use and interpret implicature without being explicitly taught. What we're doing is testing people that came here four years ago to see whether they increased more rapidly in learning other facets of the language (which were taught explicitly) than they did in learning implicature (which was not), or whether they for some reason were able to pick up the interpretation of implicatures without any particular direct and deliberate instruction. I think that this type of study will help us get a better hold on the whole picture of language and pedagogy in relation to indirect communication.

Q: What courses are you teaching?

A: Well, Pragmatics and Grammar, of course, and the Culture course in the

summertime. The course that has changed the most has been the grammar course, because the more I see of pragmatics, the more I realize that syntax all by itself is an empty concept from the point of view of language teaching. Certainly we need to learn the forms with which to communicate, but almost always we have to also learn the context in which those forms are appropriate, and the ways in which those forms can shift meaning. Also we have to learn the underlying assumptions that go along with what we say. This is not a new idea, of course, but pragmatics tells how the forms and their underlying assumptions are related to context.

Q: How do you think the Division has changed since you first started?

A: What we have done is to move from an essentially pedagogical program to a program where we haven't lost any of that need for the practical, but we have picked up something more: we are very much involved in research. But it is very important to realize that we have not lost our pedagogical orientation. And the tension that is produced both within the individual and within the unit between the demands of research and the demands of teacher preparation, I think, makes the atmosphere more stimulating, and the overall effect much richer.

Q: What other good things are happening in DEIL?

A: One of the things that is particularly exciting now is the rather rapid increase in the use of computers. In our own classes -- for example, Fred Davidson's testing class -- the MA students are using them. But we are also emphasizing the use of computers in ESL teaching itself. Another good development has been the Madrid internship program. The different kinds of experiences which our interns are getting in Spain, and which the Spaniards who are coming over here are getting -- and the intermixing of the two -- is exciting. I think this is a part of our program which is going to get more and more valuable to us.

Q: What has been most rewarding for you as a member of the DEIL faculty?

A: I love everything about this job. I find the interaction with the students enjoyable. I like teaching. I like the research. The only drawback is that wanting to do all these things well and intensely requires a day that has at least 48 hours in it. But this is a job where everything is fascinating.

*Implicature has to do with the use and interpretation of utterances which are intended to convey something more than their literal, face value. In the following example from Green (1989), B implicates that the screwdriver is in the toolbox and that it is accessible to A.

A: Have you seen my stubby screwdriver?

B: Look in the red toolbox.

-Ed.

Alumni Update

Glenn Deckert (1970) has been working in the Language Centre of Hong Kong Baptist College for six years. He designs and teaches EAP courses for first-year students, and team-teaches in the area of English as an International Language.

Jan Bernsten (1973) is at the University of Michigan-Flint. She recently completed her doctorate; her dissertation was on English loans in Shona, a local Bantu language. She is teaching introduction to linguistics, sociolinguistics, psycholinguistics, and African language and culture.

Bonnie Gilman Grayson (1976) spent five years teaching at an English language institute in Venezuela, where she taught students to read and understand technical material in English. Today she works with her husband and has a daughter named Diane.

Michael Lipinski (1976) is teaching at the Unocal-Thailand training center in Songkhla, Thailand. He designs and

teaches technical English materials for Thai technicians who work in the offshore oil and gas production. He says, "Reading through the list of alumni really brought back some warm memories of the U. of I., Champaign-Urbana, and Iran."

Steven Kaesdorf (1983) has been an ESL Lecturer for WESL Institute at Western Illinois University since August, 1989. He is teaching reading and writing courses at this pre-academic program.

Wen-Liuh Lin (1983) writes that he received a Ph. D. from Penn State University in 1990. He is now an Associate Professor at Taiwan Provincial Taipei Teachers College, and is teaching courses in Educational Research and Comparative Elementary School Administration. In addition to his teaching duties, he works as Director of College Publications, and as a special assistant to the President of the college. He says, "I hope to visit my alma mater in the future."

Kirsten Schaezel (1984) is working in Bangladesh at the Mennonite Central Committee.

Maria Rita Correa Vieira (formerly Colla Francisco) (1986) is teaching EFL in Brazil. She is a professor at the Pontificia Universidade Catolica de Sao Paulo, and teaches English at the undergraduate level. She also does consulting work for a local English institute. She says "I enjoy teaching and the opportunity to be so close to different kinds of people."

Ella Yu (1987) has completed her Ph. D. in Linguistics at the U. of I. She is still living in Champaign, but is working in ESL at Illinois State University.

Suellen Butler Shay (1987) is working in the EAP division of the Academic Support Programme of the University of Cape Town, South Africa. She says that she is facing "some very interesting, challenging, and highly sensitive issues" there and is anxious to communicate with others who may be inter-

Special DEILING You In Insert!

The Intensive English Institute in 1991

The Intensive English Institute is a noncredit intensive language program offered by the Division of English as an International Language and the Office of Continuing Education and Public Service. The program is designed for (1) foreign students already accepted in an American college or university, or seeking admission to such an institution, (2) visiting foreign scholars and lecturers, and (3) other individuals whose professional objectives require proficiency in English. A professional staff, along with the facilities and resources of the university, provide instruction at all levels of language proficiency. The IEI has offered instruction since 1967, and over the past few years, has expanded substantially in terms of breadth, depth, and quality.

Program

◇ The IEI faculty has striven to improve and expand the Institute by constantly updating the curriculum and adding new courses. The following programs are currently in place:

◇ Noncredit English for Academic Purposes (EAP) intensive language programs at five proficiency levels are offered three times a year.

◇ Noncredit English for Special Purposes (ESP) intensive language programs designed for international institutions and organizations with special needs and objectives. During summer 1990, ESP programs were offered to five different groups: four Japanese universities, and a special group of English teachers from the Republic of China. Summer 1991 programs have been designed for the following:

Aichi-Gakuin University of Japan
Kinki University of Japan
Senshu University of Japan
Konan University of Japan
Russian students from the Moscow Technical University.

◇ Credit and noncredit courses through DEIL for students from the Executive Development Center and the International MSBA program — both in the College of Commerce and Business Administration. The objectives of the Business Communications courses are to strengthen English language skills for academic graduate-level study and international business. With these

guidelines, classes often take the form of group discussions with oral participation strongly encouraged. In addition, students enter into a contract agreement at the beginning of the semester to identify the skills they would like to improve. Assignments which are done outside of class often focus on improving reading and writing skills.

◇ There is, however, more to the IEI than just classes and structured language learning. The devoted staff of the IEI encourages students to interact with the language outside of class as much as possible. Students and teachers within each section get together for informal activities throughout the semester. From bowling at the Union to international potluck dinners, these get-togethers help build unity among students and teachers. The staff also organizes two all-Institute parties and at least one major field trip each semester, as well as an end-of-the-semester awards ceremony.

Ties with DEIL

By working closely with the faculty and the MATESL students, the IEI has become not only a more integrated part of the Division, but also a strong supporter as well.

◇ IEI faculty has become involved with other aspects of DEIL. Staff members help administer, supervise, and evaluate the ESL service courses and teaching assistants. They have also contributed

to a handbook for the undergraduate ESL course sequence. In addition, the IEI faculty has also been involved in other special DEIL programs, and on occasion, taught some of the MATESL courses.

◇ The IEI is also beginning to increase its role as a solid laboratory-research facility for the Division and its graduate students. A strong framework and practical procedures for empirical and pedagogical research of long-term and short-term duration are being developed. This cooperation with DEIL faculty and students promotes fruitful interaction for all involved.

IEI Faculty/Staff

Over the years the number of full- and part-time faculty at the IEI has expanded and contracted to meet the changing needs of the Institute as well as DEIL. Today there are five full-time Teaching Associates, as well as other hard workers.

Thomas Gould (1978) has been the Associate Director since January 1984. His extensive overseas experience in Turkey and Iran, and his professional interests in the theory and practice of teaching reading in a second language, program development and evaluation, English for Academic Purposes, and teaching training, have prepared him well for his teaching and administrative duties.

Ann Salzmänn, in addition to her continuing development of the listening/speaking curriculum, is serving half time as Program Coordinator for the Institute. With an average of over 90 students during the regular fall and spring academic terms, Ann keeps extremely busy coordinating the testing, placement, room assignments, "etc., etc., etc."

Linda Gould (1980) has functioned for a number of terms as the Structure and/or Composition Coordinator and Foreign Student Advisor. She has also recently become more involved with the undergraduate ESL composition sequence.

Maggie Courtright (1981) is serving as Foreign Student Advisor and Reading Coordinator this term. She is also beginning to work in counseling and immigration law.

Pam Fernandez (1974) has been on staff for over three years. She also works with the Division, supervising and training in the graduate service courses. Pam's versatility and expertise in composition have been a welcome addition to the IEI staff.

Ljubinka Jandrich (1983), during the past two years, has branched out to develop the Division's first true ESP program for the Executive Develop-

ment Center of the College of Commerce (see above).

In addition to these full-time members of the teaching staff, the IEI for the past two years has been able to offer one-year internships to one or two recent DEIL graduates. Interns have included **Shirlaine Babol** (1990), **Rachel Shelton** (1990), and currently, **Lillian Kutz** (1990). In addition to their contributions as experienced teachers, these interns gain valuable experience in administration and supervision.

Of course, as always, the IEI serves as a practical training ground for students from DEIL. The Institute currently employs seventeen teaching assistants from the Division, and, as in past semesters, has gone outside the Division to related academic units to provide opportunities for second language teaching experience. The Institute has also sponsored research assistantships in such areas as curriculum development and computer instruction.

IEI Students

This semester, the 93 "regular" IEI students come from many different backgrounds, and pursue many different goals. While they are here, however, they work together in and out

of class to enrich their language and cross-cultural skills.

◇ The majority of IEI students come from Asia, particularly Korea, Japan, the Republic of China, and Thailand. The country with the largest representation is Korea (26). Other students come from Europe, South America, the Mideast, and Africa.

◇ There is a steady family connection: five current students were preceded in the IEI by other family members. There are two brothers here together, and two husband-wife teams.

◇ Professions and backgrounds are also varied. This semester there are: a former opera singer, a dentist, a former Olympic diver, linguists, engineers, architects, and many, many more.

◇ At the end of each semester, many IEI students reach their goal of enrolling in a U.S. college or university. Others return to the IEI to continue progress toward their goals, or return home to their countries with new language skills and cultural experiences.

◇ "The IEI is really an educational establishment in real terms. You're not just learning English, but you are learning the American society" — IEI student.

ested in corresponding with her about opportunities there.

Barbara Bair (1988) is teaching English part time in Tainan, Taiwan. In January, she and her husband Glen gave birth to a son, Julian Bair Hartman. She writes that she enjoys her time at home as well as in class. **John Kohl** (1989) is in Troy, NY, after spending seven months working as a technical writer for IBM in Florida. He is now working toward a Ph.D. in technical communication at Rensselaer Polytechnic Institute, and working as a writing consultant at their Writing Center.

Shirlaine Babol Castellino (1990) is the ESL Program Director at the Asian/Pacific Center for Human Development in Denver, CO.

From the Editors

We would like to thank all of you who have taken the time to drop us a note! We enjoy hearing from you, and appreciate the opportunity to learn about what you are doing.

In fact, we have heard from so many of you that we have not been able to feature all of you in this newsletter. Don't be dismayed — you will eventually see your name. We will try to feature a broad sample in "Alumni Update," and in time we will get to everyone.

We are starting a new column this time: *Whatever happened to...?* It will consist of a list of individuals of whom we have lost track. If you know where any of these people are, please let us know so that we can include them in our mailings. And let us know what you are doing, too!

Thank you for your participation — keep up the good work!

Best wishes,

Laura Hahn, Editor

Wayne Dickerson, Consulting Editor

Graduate Student Awards

The Division is pleased to announce that, as of the spring of 1991, three awards will be given to outstanding graduate students in DEIL. Recipients of the award will receive a certificate, as well as a cash award of \$100. In addition, their names will be engraved on a plaque to be placed in the Division office.

The awards and their recipients for 1991 are:

The DEIL Peter Strevens Award for Excellence in Teaching in the IEI:
Dianne Dow

The DEIL Peter Strevens Award for Academic Excellence:
Frances Vavrus and Ryonhee Kim

The DEIL Silver Anniversary Award for Excellence in ESL Teaching:
Theresa Conefrey

DEIL is enthusiastic about the valuable contributions these individuals have made to the Division, and to the field of EIL. If you would like to help honor future students for their excellence, DEIL welcomes contributions. Checks may be made payable to "DEIL Awards and Lectureship/UIF." The address is University of Illinois Foundation/224 Illini Union/1401 W. Green Street/Urbana, Illinois 61801.

Whatever Happened To...?

Amarillis Puello	1971
Thomas Callaghan	1978
Jim Vanne	1979
Yuko Kanai	1981
Nadia Rockwell	1984
Mayumi Tomita	1990

If you know where anyone is, please let us know!

The Alchemy of English

The Spread, Functions, and Models of
Non-native Englishes

Braj B. Kachru

Winner of the Joint First Prize, Duke of
Edinburgh English Language Book
Competition of the English-Speaking
Union of the Commonwealth, 1987

"What emerges from Kachru's fine work
is the potential demarcation of an entire
field, rather than merely the fruitful
exploration of a topic." -- Joshua A.
Fishman, *World Englishes*

*A volume in the series English in the
Global Context*

216 pages. 6 x 9 inches. February.
Paper, ISBN 0-252-06172-1. \$12.95a

English in the Global Context

Braj B. Kachru, Series Editor

Volumes in the series English in the
Global Context will analyze the spread
and transformation of English as it is
used in written and oral forms through-
out the world. The series has an
international advisory board of
scholars from major English-speaking
parts of the world.

The next two volumes will be:

The English Language Today

SECOND EDITION

Edited by Sidney Greenbaum

The Other Tongue

English across Cultures

SECOND EDITION

Edited by Braj B. Kachru

University of Illinois Press
54 East Gregory Drive, Champaign, IL 61820

DEILING You In

Division of English as an International Language

University of Illinois at Urbana-Champaign

3070 Foreign Languages Building

707 S. Mathews Ave.

Urbana, IL 61801 USA