With nearly 50 percent of its students coming from international origins, BYU Hawaii has one of the most international student bodies in the nation (Chronicle of Higher Education, 2002), but it has not always been so. The Church College of Hawaii’s (now BYU Hawaii) 1955 inaugural class did not have a single international student. Two years later, only 13 of the 402 students were international. In the fall of 1959, only 17 international students were enrolled including the first student from Hong Kong and Fiji. It was not until nearly ten years after CCH opened its doors that the international student population began to reach noteworthy numbers.

By the mid 1960s, CCH faced a significant challenge with its burgeoning international student population. What was once a few international students had become not only many, but many with limited English language skills. This challenge stemmed from the fact that the international students attending CCH came from countries and educational systems where English was not the means of communication, nor was advanced English language instruction readily available to them. In order to maintain its academic integrity and a commitment to educating international students, CCH had essentially two choices: exclude international students who were not linguistically ready (typically 550 TOEFL) for higher education; or include these students and provide them with the support and curriculum necessary for success.

In 1964, CCH not only made the decision to admit international students in considerable numbers but to admit them as fully matriculated university students—an unprecedented action by any university. This commitment of support for international
students has not only led BYU Hawaii to become one of the most international universities in the country but to the eventual development of four significant features in CCH/BYUH’s academic landscape: the English Language Institute, BA TESL program, TESL Reporter, and more recently the Second Language (L2) committee.

**English Language Institute**

In order to provide adequate language training for the growing international student population, CCH created an English Language Institute, one of the first in the country, to help matriculated students improve their language skills. This institute now known as the English as an International Language (EIL) program has evolved over the past forty years to meet the growing IS population which currently stands at approximately 50% of the total student body.

In its initial stages, the ELI consisted of two courses, English 12a, and 12b—*English for Foreign Students* which were typically taught by faculty spouses on a part-time basis. As the program grew and student needs increased, the institution continued to keep its commitment to educating international students by expanding the curriculum and hiring full-time faculty trained in English language pedagogy.

Today the EIL program housed in the English Language Teaching and Learning Department in the College of Arts and Sciences is an integral part of the university. Over 90% of the ESL students admitted to BYU Hawaii enroll in at least one EIL course; most spend an average of three semesters in the program. These students are taught by 11 full-time faculty including lecturers, and 12 part-time instructors. All faculty and lectures in the EIL hold at least a master’s degree; three have doctorates and one is ABD. Six of the part-time instructors have master’s degrees, and five have BA TESOL degrees from BYU.
Hawaii. English language teaching experience among the teachers is extensive and diverse. EIL teachers have lived and taught in Asia, South America, the Middle East, Micronesia, and the South Pacific some for extended periods of time.

The EIL offers a complex series of over thirty credit-bearing language courses ranging from foundational to advanced levels. In a typical semester, 55 sections of language instruction are offered which equates to nearly 1,000 enrollments. The average class size of 15 meets standards established by professional organizations such as the National Association of Foreign Student Affairs (NAFSA), and TESOL Inc. The students are fully-matriculated in the university, and their EIL credits count toward GE and elective requirements as well as an optional EIL minor. In the program’s forty year history, literally tens of thousands of students have received language instruction which has not only qualified them to pursue higher education but career opportunities in their second language as well.

Two important support centers have also been developed at BYU Hawaii over the years to help the EIL in its language teaching objectives: The Reading/Writing Center, and the Language Center. These two centers are invaluable resources in helping students achieve adequate language proficiency. Both centers serve the entire campus, but their primary users are international students who are developing their English language skills. Nearly a thousand student hours are logged in these two support centers each semester. The centers run on annual operating budgets which provide for supplies, technology, student tutors, and some professional development money for the directors. Equally important is the prime, central space in which the centers operate. Both are located in the
main McKay classroom complex. The centrality of these two facilities is indicative of the importance English language teaching has at BYU Hawaii.

**BA TESL Degree**

The ELI and BA TESOL programs began at nearly the same time in BYUH’s history but for different reasons. The ELI was started to meet student needs on the CCH campus; the TESOL major began in response to South Pacific school administrators’ requests for more qualified English language teachers in the Church schools in the islands. CCH officials saw this request as a win-win situation. Developing a TESOL degree would not only train the English teachers needed in the South Pacific, but it would also eventually raise the quality of English language instruction in the students’ home countries. This would of consequence reduce the students’ need for EIL once they arrived at CCH.

In order to send qualified English language teachers back to the Church schools throughout the South Pacific, CCH had to create a new English language teaching major. Because the TESOL profession was just beginning to develop in the mid 60’s, there were few programs from which to draw examples and models. Despite this limitation, CCH moved forward and offered its first TESL classes in the fall semester of 19**. Four years later, the first two TESOL majors graduated from CCH.

Similar to the EIL, the TESOL major has evolved over the years into a respected and recognized undergraduate TESOL program. BYU Hawaii is one of only a handful of universities that offer a BA TESOL degree. The major consists of 41 credit hours in linguistics, sociolinguistics, phonology, and TESOL methods courses such as language testing, materials development, reading, writing, vocabulary acquisition, and a practicum.
Curriculum reviews based on data collected in graduate interviews and alumni surveys are conducted on a regular basis. These reviews ensure currency and relevance in the major. The most recent review held in the spring of 2004 has resulted in the creation of three new courses, a streamlining of two existing courses, reinstating a sociolinguistics course required by Hawaii State Department of Education for TESOL certification, and most importantly these changes have added more practicum hours to the major.

All TESOL courses are taught by full-time faculty who primarily teach TESOL courses; however, they also teach several EIL courses per year. This exchange of faculty between the two programs provides a high level of professional teachers for the EIL as well as a TESOL faculty that is current on ESL classroom practices and issues. The most recent curricular changes will allow for an even greater exchange of faculty between the two programs by drawing on the expertise of several EIL faculty to teach grammar and vocabulary learning courses.

The major has grown in popularity in recent years. Courses that once had enrollments of 10 or 15 students are now approaching 35-40. The 34 students graduating in the class of 2005 will be the largest in the program’s history bringing the total number of TESOL graduates from BYU Hawaii to nearly 400. One of the major’s most distinguishing features is that approximately 50% of the students enrolled in the major are international students many of whom were at one time enrolled in the EIL program. Also of significance is the fact that the TESOL major has the highest return rate of any major on campus. Approximately 75% of all IS majoring in TESOL make their way back to their homelands after graduation.

TESL Reporter
The 1960’s were significant, formative years for the TESOL profession in general and at BYU Hawaii in particular. No one was more influential in the development of English language teaching and learning at BYU Hawaii than the late Dr. Alice Pack. She is the individual most responsible for establishing a TESOL major and the EIL program at BYU Hawaii. Also to her credit is the TESL Reporter. Dr. Pack had the foresight in those early years to circulate free of charge a small (only 8 pages originally) publication focused on ideas and issues of interest to ESL teachers in Hawaii and the South Pacific.

From those modest beginnings, The TESL Reporter has grown in size and importance. Now in its 38th year of publication, the Reporter is a professionally-bound semiannual journal published by the English Language Teaching and Learning (ELT) department. All manuscripts are refereed by a review board of recognized scholars in the international TESOL community. Editorship remains in the ELT department under the direction of a new appointed editor, Maureen Andarade. The Reporter is circulated worldwide to 104 different countries and 35 states. Subscribers outside of the United States and Canada continue to receive the Reporter free of charge.

While the EIL, BA TESL, and the TESL Reporter have developed over the past 40 years, one critical component has been missing. The TESOL and EIL faculty have always been seen as the sole proprietors of English language development on campus. Any language development our students may have needed was typically seen as the responsibility of the TESOL/EIL department. In order for this campus to reach its potentials as a place where students develop significant competence in the English language, the entire campus needs to be involved. English language development must
be a campus-wide issue. In order to develop this broad base of participation, BYU Hawaii has added one more facet to its already significant language teaching efforts—the English Language (L2) Committee.

**L2 Committee**

In May of 2004, a standing Second Language (L2) Committee was formed and charged to consider ways the university community can coordinate campus-wide efforts to support the development of English language competence among our second language students. While this committee’s initial work will be to help fulfill accreditation responsibilities outlined in the Institutional Proposal submitted to WASC in October 2003, its scope extends far beyond obligations to WASC.

As an institution, we are committed to providing our students with an education that will serve them throughout their lives. Accordingly, this committee’s **vision** is to make BYU Hawaii a place where international students have continued and conscientious English language development throughout the time they are on this campus. The L2 committee’s **goal** is to ensure that the entire campus works together to make BYU Hawaii a place where non-native speakers of English develop clear competence in the English language. In this regard, the committee is working toward **two primary outcomes**: 1) Establish an ongoing system for collecting and analyzing data related to English language behavior and attitudes towards the English language at BYU Hawaii; 2) Develop an institutional language plan that will help achieve the goal of students being clearly competent in the English language. The interaction between these two outcomes should be obvious. Without reliable data, we cannot begin to form a meaningful language plan.
At the same time, without some notion of what a language plan should do, consequential data collection will be difficult.

The committee has been adequately supported both with human resources as well as finances to meet these objectives. The Committee is composed of faculty from various disciplines, as well as staff and administrators with varied views of student life. In addition, two international students have been appointed to the committee. Each member is committed to developing the proper environment for students to develop advanced English language skills. As with the EIL, BA major, and the TESL Reporter, the L2 committee has an adequate budget for its research and assessment agenda. The President’s Council approved a $33,000 operating budget for the committee’s first year of operation with a commitment for continued support in the years to come.

Significant efforts are now underway in several different sectors to collect baseline data (see table 1 below) that will lead to the institutional language plan proposed by the L2 committee. Institutional TOEFL exams have been administer to nearly 1,000 students at different stages of their college careers ranging from new students to graduating seniors. The primary purpose of this exam is to determine overall language competence. Over 400 students responded to an extensive language use and behavior survey yielding invaluable insights to student opinions of their language use and competence. The committee is also gathering data from students through focus groups and individual interviews to better understand English language learning on this campus. Furthermore, a faculty survey aimed at getting faculty views of their students’ language use and abilities is in production. Surveys for administrators and staff are also forthcoming.
All data collected in this ongoing process will be analyzed and used by the L2 Committee to develop an institutional language plan—something never before attempted on this or any other campus of which we are aware.

Table 1 English Language Data Collection

<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Survey</td>
<td>On-line survey asking students about their language use patterns, estimations of their abilities and inabilities, campus support programs. Students responded to over 55 closed as well as open-ended questions. Responses from this survey are extremely insightful.</td>
<td>440 International students 111 domestic students</td>
</tr>
<tr>
<td>Faculty Survey</td>
<td>An on-line survey is currently under production. The purpose of this survey is to determine faculty perceptions of English language learning on this campus.</td>
<td>To be administered to all faculty (full and part-time) in Fall 05</td>
</tr>
<tr>
<td>In-depth Interview</td>
<td>Graduating seniors are interviewed by a student to gather students opinions of their language development, campus activities that have supported or distracted from language development, goals when they arrived as new students, and future goals.</td>
<td>18 graduating seniors 9 new freshmen</td>
</tr>
<tr>
<td>Institutional TOEFL</td>
<td>Four separate groups (1996, EIL 2002, EIL 2004, seniors 2004) have been tested with the Institutional TOEFL at varying stages of the students’ university careers. The Institutional TOEFL is a measure of overall language proficiency.</td>
<td>942 students freshmen-seniors</td>
</tr>
</tbody>
</table>

Conclusion

BYU Hawaii (CCH) has made a number of forward-looking decisions in its fifty year history. The 1964 decision to matriculate IS with less than adequate language skills has created what is now the most international student body in the country. More importantly it has made higher education available to thousands of students who otherwise would have gone without. The commitment to develop a TESOL major at a
time when few such programs existed in the county has led to a strong, undergraduate 
program that graduates students with a viable, marketable degree that will serve them in 
any part of the world. The TESL Reporter that started out as a tiny, eight-page 
publishation in the early 1960’s has developed into a professionally recognized publication 
circulated to ESL teachers around the world. The commitment made in 2003 to form a 
standing L2 Committee and to develop an institution language plan will likely pay 
equally rich dividends as the years unfold.

As in all meaningful institutional change, there must always be a sustained 
commitment to improve, to be better at what we do well. BYU Hawaii has a forty-year 
history of commitment to helping its international students develop the language skills 
necessary to succeed in higher education, and it shows every sign of continuing that trend 
as it now begins its second fifty years of higher education.