Aloha and Welcome!

At the English Language Institute (ELI) at the University of Hawai‘i at Hilo, we are looking forward to helping you reach your educational goals. The mission of the English Language Institute is to provide non-native speakers of English with the linguistic tools necessary to transition successfully to 100-level courses at an American university, and to promote global understanding within the University of Hawai‘i at Hilo and the local community by offering opportunities for cross-cultural communication and interaction.

While enrolled in the ELI you will have the opportunity to take classes in a variety of subjects and meet and share your college life with students from many different countries. We urge you to work hard and make the most of this opportunity to reach your educational goals.

The University of Hawai‘i at Hilo and the faculty of the ELI are here to assist you and guide you on your journey to English proficiency and academic success.

Best wishes as you begin your journey!

Julie Mowrer, Director
English Language Institute
University of Hawai‘i at Hilo
1. Unique American Identity
The University of Hawai‘i at Hilo is a state university with a private college atmosphere. We offer small class sizes, a high faculty-to-student ratio and hands-on learning.

U.S. News and World Report ranks UH Hilo as a national liberal arts and science university. The benefit is a state university which conducts research while providing a personal atmosphere.

2. Safe and Culturally Welcome Location
Hilo is a peaceful, mid-sized town with a warm “aloha” spirit. Hawai‘i Island is 2,500 miles from the mainland U.S.A., mid-way between Asia and the U.S., providing a convenient transition to graduate study on the mainland.

The university provides on-campus residence halls and cafeterias. Hilo’s widely diverse community but slower pace gives international students a low stress introduction to American life.

3. Active Campus Life
Students live and learn in UH Hilo’s unique community of local, mainland and international students, make friends from all over the world, and enjoy activities such as International Nights, athletic games and social events.

4. Smaller Classes
Students are encouraged to collaborate with their professors on research projects, giving our graduates a great advantage in employment or graduate school.
5. **A Living Laboratory**

UH Hilo offers 37 undergraduate Bachelor’s Degrees. These include majors in a wide choice of subjects including Agriculture, Environmental Science and Computer Science (whose students place in the top 6% on national computer science exams).

UH Hilo’s Business Administration Degree is accredited by AACSB-International, one of only 35 universities world-wide to have this distinction.

Astronomy, Biology, Geology, Geography, and Marine Science are examples of programs where UH Hilo offers a unique educational environment. The island has 10 of the world’s 13 climate zones, an active volcano and a tropical rainforest. Our Astronomy Department is recognized around the world for its astronomical research gathered atop 4,000 meter Mauna Kea Mountain.

6. **International Student Support**

The International Student Services Office assists international students in their transition to the university by providing intensive support including

- Orientation for new international students
- Advising on immigration regulations and matters
- Administering scholarship programs for international students
- Advising on academic, financial and personal matters

The English Language Institute offers three levels of English language instruction, so students from intermediate to advanced language skills can attend UH Hilo, interact with native speakers and achieve the proficiency needed to attend an American university and succeed.
What is an ELI student?

An ELI Student is a student who:

• enters UH Hilo as a non-native speaker of English AND
• is a freshman with either no TOEFL score or has a score below 500 (internet-based: 61, computer-based 175, IELTS 5.5, EIKEN 2A) OR
• is a transfer student with either no TOEFL score or has a score below 500 (internet-based: 61, computer-based 175, IELTS 5.5, EIKEN 2A) and is not transferring an English 100 equivalency

University of Hawai’i at Hilo policy is that ELI students are required to enroll in the classes that they test into on their placement assessments.

Students who have TOEFL scores between 500-600 (Internet-based 61-100; computer-based 175-250; IELTS 5.5-7.0, EIKEN Pre-1) are required to take the English Language Placement Assessment for advising purposes, but those courses are recommended, not required. There are exemptions for this requirement. Please see pages 5-7 for the list of exemptions.

It’s important to remember:

Sometimes students feel disappointed that they need to take ESL classes when they enter UH Hilo. It is important to remember that this is not a reflection of your intelligence or talent. UH Hilo has accepted you because they have seen that you are a student who can be successful here, whether it is in Computer Science, Marine Biology, Agriculture or any other major. By entering an American university and doing a college degree in your second or even third language, you have shown that you have the intelligence and determination to be successful in college work. However, the university knows that students who don't have a strong foundation in English language will quickly get overwhelmed by the tremendous amount of writing, reading and listening/speaking that is involved with academic work. For that reason, they hold a high standard on English language ability, so when students do enter university classes, they don’t just survive, they thrive.

Exiting the ELI

Students may exit the ELI by taking and passing all of their ESL courses at the advanced (80s) level, or by testing out.

The English Language Placement Assessment is offered during fall and spring Orientation weeks. Students must achieve a 70% or higher on each section of the assessment to exit Reading and Listening/Speaking. They must also be placed into ESL 100 or ESL 100T on the Writing Placement Assessment to exit Writing. A student who does both has shown that their academic English skills are strong enough to be successful in university classes.
The TOEFL test is currently offered in two formats. The internet-based test is offered almost every month in Hilo and costs $195.00. Students can register for the iBT at http://www.ets.org.

The paper-based test is offered five times per year through the Hawaii Community College Intensive English Program. It is typically offered in October, December, March, May and July. The cost is $50.00. Students can register by calling 934-2697 or emailing hawcciep@hawaii.edu.

**Do I need to take the English Language Placement Assessment?**

Students do NOT need to take the English Language Placement Assessment (ELPA) and are waived from taking ESL courses if you answer YES to any of the following questions:

1. **Native English-speaking students**
   a. Were you raised in an English-speaking home in the United States, Australia, New Zealand, Canada (except Quebec), Ireland or the United Kingdom?
      YES – Exempt
      NO – Go on to the next section

2. **Tests**
   a. TOEFL, Internet-based test (iBT)
      Do you have an overall score of 100 or higher?
      YES – Exempt
      NO – Go on
   b. TOEFL, Paper-based test
      Do you have an overall score of 600 or higher?
      YES – Exempt
      NO – Go on
   c. TOEFL, Computer-based test
      Do you have an overall score of 250 or higher?
      YES – Exempt
      NO – Go on
   d. IELTS
      Do you have an overall score of 7.0 or higher?
      YES – Exempt
      NO – Go on
   e. EIKEN
      Do you have a score of EIKEN Grade 1 or higher?
      YES – Exempt
      NO – Go on
   f. SAT
      Do you have a score of 540 or higher on the critical reading section?
      Do you have a score of 540 or higher on the verbal section (pre-2005)?
YES – Exempt
NO – Go on

g. GRE
Do you have a score of 460 or higher on the verbal section?
YES – Exempt
NO – Go on

3. Educational Background – High school or transfer from another country
   a. Have you completed 6 years or more of full-time schooling with English as the medium of instruction at a middle school, high school, college or university in Australia, Canada (except Quebec), Ireland, New Zealand, the United Kingdom, or the United States?
      YES – Exempt
      NO – Go on
   b. Are you transferring an English 100 equivalency?
      YES – Exempt
      NO – Go on

4. Transfer Students from U.S. institutions
   a. Do you have an Associate of Arts degree from a community college in the University of Hawaii system?
      YES – Exempt
      NO – Go on
   b. Are you transferring an English 100 equivalency?
      YES – Exempt
      NO – Must take the English Language Placement Assessment

Do I need to take the Writing Placement Assessment?

Students do NOT need to take the Writing Placement Assessment (WPA) if they answer YES to any of the following questions.

1. Is English your first language & you have an SAT score?
   YES – Exempt
   NO – Go on to the next section

2. Are you transferring an English 100 equivalency?
   YES – Exempt
   NO – Must take the Writing Placement Assessment
Placement Procedures

Writing Placement Assessment (WPA)

The Writing Placement Assessment (WPA) is a timed essay exam that determines what level writing course you will be assigned to if you are a non-native speaker of English.

You have to take the exam if you meet one or more of the following criteria:
- you have been accepted to and intend to enroll at UH Hilo
- you are an entering non-native speaker of English
- you have not transferred a course from another college that is officially equivalent to ENG 100 at UH Hilo

This exam is the University’s way of placing you into the course that will best prepare you for academic writing. On the basis of the English faculty members’ evaluation of your essay, you will be assigned to one of the following courses:
- English 100H
- English 100
- English 100T

Or
- English as a Second Language (ESL) 100
- ESL 100T
- Pre-100 ESL

English Language Placement Assessment (ELPA)

The English Language Placement Assessment (ELPA) is a set of tests designed to measure the listening, grammar, and reading skills of people who are not native speakers of English. The Listening test has two parts. Part one is a multiple-choice test in response to audio-taped questions. Part two is an 18-minute lecture followed by a series of questions. The grammar and reading tests are multiple-choice.

The test is the University’s way of placing you into the ESL courses that will best prepare you to succeed in university studies. On the basis of test results, you will be assigned to one or more courses taught by the UH Hilo English Language Institute (ELI).
ELI Student Responsibilities

1. Come to class on time.
2. If you have to be late, enter the room quietly and sit down without interrupting the teacher and rest of the class.
3. Be respectful to teachers and classmates.
4. Participate in class discussions.
5. Be sensitive and tolerant of other students who are different.
6. Tell the teacher if you will be absent from class.
7. Contact a classmate and find out about the homework assignment if you are absent.
8. Do not bring weapons, including knives, on campus.
9. Do not use alcohol or drugs on campus.
10. Do not come to the campus under the influence of drugs or alcohol.
11. Do not cheat on examinations.
12. Do not plagiarize. This means copying information from another person. The other person might be a classmate or someone who has provided information on the internet, book, magazine or other written source.

Please see the ELI Director for the complete UH Hilo Student Conduct Code or go to http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php for the complete text of the student conduct code.
ELI Courses

The ELI offers courses in Listening/Speaking, Reading, Writing, and Grammar at the intermediate, high-intermediate and advanced levels. We also offer multi-level electives, in pronunciation class, community engagement and American culture through film.

ESL 061  Listening and Speaking, Intermediate  4 credits
This course is designed for non-native English speakers to gain practice in listening comprehension, conversational skills, discussion skills, and understanding cultural differences. This course does not count towards graduation from UHH. Entry requirement: ESL 061 placement on the English Language Placement Assessment.

ESL 063  Academic Reading, Intermediate  4 credits
This course is designed for non-native English speakers to prepare them for academic reading with work in vocabulary, understanding complex sentence structure, reading strategies, and writing in relation to reading. This course does not count towards graduation from UHH. Entry requirement: ESL 063 placement on the English Language Placement Assessment.

ESL 064  Academic Writing, Intermediate  4 credits
This course is designed for non-native English speakers to prepare them for academic writing with work in sentence structure and the development of paragraph skills in a range of rhetorical styles. This course does not count towards graduation from UHH. Entry requirement: ESL 064 placement on the Writing Placement Assessment.

ESL 071  Listening & Speaking, High-Intermediate  4 credits
This course is designed for non-native English speakers to improve comprehension and communicating ideas in English. Focus is on taking effective and well-organized notes on high-intermediate level lectures, participating in discussions and giving both formal and informal presentations. This course does not count towards graduation from UHH. Entry requirement: ESL 071 placement on the English Language Placement Assessment or successful completion of ESL 061.

ESL 073  Academic Reading, High-Intermediate  4 credits
Designed for non-native English speakers to strengthen academic reading skills. Focus is on building vocabulary, annotating, articulating stated and inferred ideas, distinguishing between fact and opinion, summarizing and responding thoughtfully to academic texts. This course does not count towards graduation from UHH. Entry requirement: ESL 073 placement on the English Language Placement Assessment or successful completion of ESL 063.

ESL 074  Academic Writing, High-Intermediate  4 credits
Designed for non-native English speakers to practice writing coherent, well-developed paragraphs and essays in a variety of rhetorical styles. This course does not count towards graduation from UHH. Entry requirement: ESL 074 placement on the Writing Placement Assessment or successful completion of ESL 064.
**ESL 081  **  **Listening & Speaking, Advanced**  **  **4 credits**

Designed for non-native English speakers to practice authentic listening comprehension and notetaking, use the information for discussions and debate, and give well-organized and clearly expressed formal and informal presentations. This course does not count towards graduation from UHH. Entry Requirement: ESL 081 placement on the English Language Placement Assessment or successful completion of ESL 071.

**ESL 083 **  **Academic Reading, Advanced**  **  **4 credits**

Designed for non-native English speakers to develop an effective reading approach to university-level texts as well as the critical reading skills necessary to comprehend, analyze, conduct research, summarize, synthesize and respond thoughtfully in both writing and speaking to authentic texts. This course does not count towards graduation from UHH. Entry requirement: ESL 083 placement on the English Language Placement Assessment or successful completion of ESL 073.

**ESL 084 **  **Academic Writing, Advanced**  **  **4 credits**

Designed for non-native English speakers to practice writing expository essays, with an emphasis on the development of critical thinking skills, organization and support in argumentation. Attention is given to various stages of the writing process and on identifying and editing grammatical errors. This course does not count towards graduation from UHH. Entry requirement: ESL 084 placement on the Writing Placement Assessment or successful completion of ESL 074.

**ESL 085 **  **American English Pronunciation**  **  **2 credits**

Designed for non-native speakers to improve their Standard American English (SAE) pronunciation. Emphasis is on making speech intelligible. Students will focus on vowel and consonant sounds, word-, phrase-, and sentence-stress, intonation, and rhythm. During class, students will practice differentiating speech sounds in both listening and production. Outside of class, student will use technology to practice. This course does not count towards graduation from UHH. No Prerequisites. Repeatable one time for credit.

**ESL 086 **  **American Culture & Community**  **  **2 credits**

This multi-level course for non-native English speakers explores American culture through hands-on learning about topics such as treatment of the elderly, the environment, people with disabilities, addiction, homelessness, education, immigration and the treatment of animals. Topics will change each semester and a culminating project designed by students completes the course. Transportation to each on-site activity will be provided. This course does not count towards graduation from UHH. No prerequisites. Repeatable one time for credit.

**ESL 087 **  **American Culture through Film**  **  **2 credits**

This multi-level course for non-native speakers of English explores American culture through films about topics such as independence, civil disobedience, gender roles, race relations, individuality, overcoming odds, freedom, equality and immigration. Films will change each semester and a culminating project designed by students completes the course. This course does not count towards graduation from UHH. No prerequisites. Repeatable one time for credit.
Course Learning Outcomes
Listening/Speaking Courses

ESL 081 - Listening & Speaking, Advanced

By the end of this course, at the advanced level, successful students should be able to demonstrate the following language skills:

**Listening:** All conversations and academic lectures are based on advanced and 100-level texts and authentic materials.
- Identify and comprehend main ideas and supporting details in academic lectures of longer-lengths, using authentic vocabulary and presented at a natural pace
- Identify complex numerical information and dates
- Use abbreviations and symbols in note taking consistently and accurately
- Recognize signal words and phrases that introduce organizational structures within lectures, new concepts or vocabulary
- Take and organize notes of longer-length authentic academic lectures and informal listening passages using a variety of appropriate outlining techniques introduced in advanced level texts
- Use information from academic and informal listening passages to both create and take tests and quizzes that include objective and subjective questions, make inferences, summarize, discuss and debate.

**Speaking:** All conversations and academic lectures are based on advanced and 100-level texts and authentic materials.
- Interview classmates using self-created questions; present interview results to group
- Express opinions and support them with examples and facts; agree and disagree with others using techniques introduced in advanced texts
- Communicate with professors or other professionals by phone to set up appointments for which to later conduct interviews; present interview results to the class
- Use appropriate vocabulary and grammar in speaking at the advanced level
- Use information from authentic academic and informal listening passages to summarize orally and discuss and/or debate critically
- Participate in whole class and small group discussions by using appropriate discussion strategies such as keeping the discussion going, turn-taking, asking for clarification or confirmation, paraphrasing, keeping the discussion on topic, and trying to reach a consensus
- Speak comprehensibly at the advanced level
• Prepare and give well-organized and well-delivered 8-12 minute presentations, both in groups and individually, on academic subjects requiring research, with and without visuals
• Incorporate appropriate grammar into each rhetorical style of presentation:
  • Cause/Effect
    • Prepositions and transitions that show cause and effect
    • Present and future unreal conditionals; common phrases with unless and if
  • Compare/Contrast
    • Comparative and superlative adjectives and adverbs
    • Expressions that show similarity
    • Adverb clauses and transitions that express contrast and concession
    • Adverb clauses and phrases with As
  • Problem/Solution
    • Transition words to indicate steps of a solution
  • Argumentation
    • Phrases for argumentation
    • Future actions

**ESL 071 - Listening & Speaking, High-Intermediate**

By the end of this course, at the high-intermediate level, successful students should be able to demonstrate the following language skills:

**Listening:** All conversations and academic lectures are based on high-intermediate level texts and authentic materials.
• Identify and comprehend main ideas and supporting details in academic lectures of medium-length, mostly authentic vocabulary and presented at a pace slightly slowed by pausing and repetition of key points
• Identify numerical information and dates
• Use some abbreviations and symbols in note taking
• Recognize signal words and phrases that introduce new concepts or vocabulary
• Take and organize notes of medium-length academic lectures and informal listening passages using a variety of appropriate outlining techniques introduced in intermediate level text
• Use information from academic and informal listening passages to answer questions, infer and summarize.

**Speaking:** All conversations and academic lectures are based on high-intermediate level texts and authentic materials.
• Interview classmates using wh- questions; present interview results to group
  • Grammar Focus: Conditionals, Question formation, Verb Tenses
• Express opinions; agree and disagree with others using techniques introduced in high-intermediate texts
• Give advice
  • Grammar Focus: Social modals
• Make phone calls of 2-4 minutes
• Conduct interviews of 5-10 questions of persons outside class
  • Grammar Focus: Direct and Indirect Speech
• Use appropriate vocabulary and grammar in speaking at the high-intermediate level
• Use information from academic and informal listening passages to summarize orally and discuss
• Participate in whole class and small group discussions by using appropriate conversation and turn-taking skills
• Speak comprehensibly at the high-intermediate level
• Organize and give 5-10 minute presentations on academic subjects, using limited notes and appropriate visuals and high-intermediate presentation skills.

ESL 061 - Listening & Speaking, Intermediate

By the end of this course, at the intermediate level, successful students should be able to demonstrate the following language skills:

Listening: All conversations and academic lectures are based on low-intermediate to intermediate level texts and authentic materials.
• Identify and comprehend the main idea and supporting details of short academic lectures with some simplified vocabulary and presented at a pace slowed by pausing and repetition
• Use stressed words to identify key details from conversations and short lectures
• Use intonation to make inferences
• Identify numerical information and dates
• Comprehend and follow directions on simplified maps
• Take notes using a partial outline of short academic lectures and informal listening passages
• Use completed outlines to answer questions and summarize.

Speaking: All conversations and academic lectures are based on low-intermediate to intermediate level texts and authentic materials.
• Introduce self and classmates
• Greet and respond to greetings
• Ask and answer wh- and y/n questions
• Make statements; agree and disagree with others’ statements
• Ask for clarification with techniques introduced at the intermediate level
• Make short phone calls of 1-3 minutes seeking specific information
• Conduct simple interviews
• Ask for and give directions using common phrases introduced in intermediate-level texts
• Use appropriate vocabulary and grammar in speaking at the intermediate level
  • Produce and correct errors in speaking of the following grammatical structures with 80% accuracy at the intermediate level:
    • Simple present tense, present time clauses, and factual conditionals
    • Used to and would
    • Future forms, future time clauses, future conditionals
    Verbs followed by gerunds and infinitives
• Participate in whole class and small group discussions
• Speak comprehensibly at the intermediate level
• Organize and give presentations of 3-8 minutes on academic subjects, using notes and intermediate level presentation skills.

Reading Courses

ESL 083 - Academic Reading, Advanced

By the end of the course, at the advanced level, successful ESL 083 students will be able to:
• Expand vocabulary through practice and the use of a monolingual dictionary.
• Determine the meaning of vocabulary in 100-level texts by using context clues.
• Distinguish between definitions and any accompanying negative and/or positive connotations and use those to help determine facts, opinions, blended statements or an author’s bias.
• Use pre-reading skills to activate schemata and predict content of authentic, 100-level texts.
• Annotate effectively for active reading, increased comprehension and retention.
• Read a variety of authentic college level readings: academic prose, literary forms, journalistic articles and scientific readings, and respond thoughtfully and critically, verbally and in writing, by drawing connections between personal experience, world knowledge and/or other sources (lectures, readings, films) and the assigned text.
• Recognize organizational patterns in authentic, 100-level texts; use to increase comprehension and predict exam questions.
• Become familiar with the wording and expectations of college exam questions.
• Identify and produce summaries that include correctly written introductory sentences and accurate paraphrases of the main ideas and key details, approximately one fourth in length of the original passages, without plagiarizing.
• Identify the common types of support in arguments, their relevance or irrelevance, common argument flaws, opposing points of views, and refutations.
• Become familiar with UH Hilo databases, search engines, techniques for effective searching and other library research tools.
• Evaluate both print and online sources for their relevance, accuracy and appropriateness for a variety of research purposes and topics.
• Synthesize information from a minimum of two sources and present both verbally and in writing.

**ESL 073 - Academic Reading, High-Intermediate**

By the end of the course, at the high-intermediate level, successful ESL 073 students will be able to:
• Correctly identify definitions in a monolingual dictionary of target words used in high-intermediate level ESL academic textbooks by using grammar, word parts, context clues, and the dictionary’s sample sentences.
• Determine the meaning of vocabulary assigned from high-intermediate level texts using word parts, grammar, punctuation and context clues.
• Expand targeted vocabulary assigned from high-intermediate level texts and academic passages.
• Use pre-reading skills to activate schemata and predict content of high-intermediate texts.
• Annotate effectively for active reading and increased comprehension and retention.
• Determine the meanings of articles, determiners, pronouns and basic quantifiers in contexts.
• Articulate main ideas, both stated and inferred, and important details in academic, journalistic, and literary prose at the high-intermediate level.
• Recognize transition signals to determine patterns of organization and use them to predict test questions.
• Distinguish fact from opinion in reading passages from a high-intermediate level ESL textbook.
• Write a summary of an academic multiple-paragraph reading passage from a high-intermediate level reading that is approximately one third the length of the original in which the main ideas and major details are accurately paraphrased.
• Be able to identify the setting, main events, climax, resolution and theme of an ESL reader at the high-intermediate level and summarize the novel in writing.
• Respond thoughtfully and critically, verbally and in writing, to high-intermediate texts by drawing connections between personal experiences, world knowledge and/or other readings to the assigned text.
ESL 063 - Academic Reading, Intermediate

By the end of the course, at the intermediate level, successful ESL 063 students will be able to:

• Use a monolingual dictionary to determine syllable breaks, primary stress, and secondary stress.
• Select the correct definition in a monolingual dictionary by using grammar, punctuation, word parts, context clues, and the dictionary's sample sentences.
• Use grammar, punctuation, word parts and context clues to make informed guesses of target vocabulary of intermediate level reading passages.
• Expand targeted vocabulary assigned from intermediate level ESL textbooks.
• Determine the meanings of articles, determiners and pronouns in context.
• Use grammar, word parts, and context clues to improve vocabulary quiz- and test-taking ability.
• Use pre-reading skills to activate schemata and predict content of intermediate texts.
• Identify topic sentences and main ideas; discern major from minor details in intermediate ESL textbooks.
• Recognize transition signals to determine patterns of organization in intermediate ESL textbooks.
• Write a guided summary of 8-12 sentences which paraphrases the topic sentence, main ideas, and major details from a short, intermediate level ESL academic reading paragraph.
• Be able to identify the setting, main events, climax and resolution of ESL readers at the intermediate level and summarize the novel in writing.
• Respond thoughtfully, verbally and in writing, to intermediate level texts by drawing connections between personal experiences and/or world knowledge to the assigned text.

Writing Courses

ESL 084 - Academic Writing, Advanced

By the end of the course, at the advanced level, successful ESL 084 students will be able to:

• Compose essays using a process approach including:
  • Generating ideas (e.g. mapping, brainstorming, outlining, etc.)
  • Multiple drafts
  • Incorporating peer and instructor feedback
  • Rewriting
  • Editing for complete sentences including capitalization and punctuation and for major errors of agreement, tense, word form, verb form and parallelism.
• Write a well-developed expository paragraph of 10-15 sentences
  • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: simple, compound & complex sentences; parallel structure
• Write expository essays of 4-5 well-developed paragraphs (600+ words) that may include the following organizational styles:
  • Classification
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: Passive voice; Relative clauses
  • Problem/Solution
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: Present perfect and present perfect progressive; conditionals: Present/future real and unreal, past unreal
  • Argumentation
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: Common phrases with unless and if; phrases for argumentation
  • Argumentation with counterargument & refutation
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: Nonrestrictive relative clauses in persuasive writing; phrases that limit overgeneralization
• Write a formal email to a professor to request a letter of recommendation using an appropriate salutation and register. Write a follow-up email.
  • Produce and edit in writing the following grammatical structures with 80% accuracy at the advanced level: Articles; Common quantifiers
• Write essays which have:
  • a clearly stated thesis statement in a well-developed introduction
  • well-developed supporting paragraphs with topic sentences clearly related to the thesis
  • sufficient generalizations within each paragraph supported by specific details
  • transitions appropriate to the rhetorical style
  • an effective conclusion
  • appropriate capitalization and punctuation
  • control of language, grammar and mechanics that allow for minimal errors.

ESL 074 - Academic Writing, High-Intermediate

By the end of the course, at the high-intermediate level, successful ESL 074 students will be able to:
• Identify and define the components of a complete paragraph and essay.
• Compose essays using a process approach including:
  • Generating ideas (e.g. mapping, brainstorming, outlining, etc.)
  • Multiple drafts
  • Incorporating peer and instructor feedback throughout the writing process
• Rewriting
• Editing for complete sentences including capitalization and punctuation and for major errors of agreement and tense.

• Writing well-developed paragraphs of 10-15 sentences in the following organizational styles:
  • Expository
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Parts of speech; Count & non-count nouns; Subject/verb agreement; Simple & compound sentences; Sentence connectors: conjunctions, adverb clauses, subordinators; Capitalization & Punctuation
  • Narrative
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Time clauses; Simple past tense; Past progressive tense; Prepositions of time
  • Descriptive
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Prepositional phrases of place; Relative clauses: subject relative clauses, object relative clauses, with where and when; Simple present tense; Present progressive tense; Parallel structure

• Write expository essays of 4-5 well-developed paragraphs that may include the following organizational styles:
  • Argumentation
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Adverbial clauses; Present perfect tense; Gerunds & infinitives, Conditionals: unreal, present & future
  • Cause and effect
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Cause/effect connectors
  • Comparison/contrast
    • Produce and edit in writing the following grammatical structures with 80% accuracy at the high-intermediate level: Comparison/contrast connectors

• Write essays that have:
  • a clearly stated thesis statement and a well-developed introduction
  • sufficient generalizations supported by specific details
  • transitions appropriate to the organizational style
  • a concluding paragraph
  • control of language, grammar and mechanics at the high-intermediate level.

• Write a formal email to a professor to request an appointment or interview using an appropriate salutation and register. Write a follow-up thank you email.
By the end of the course, at the intermediate level, successful ESL 064 students will be able to:

- Recognize and use grammar terminology
- Identify and define the components of a complete sentence and paragraph.
- Compose paragraphs using a process approach including:
  - Generating ideas (e.g. mapping, brainstorming, outlining, etc.)
  - Multiple drafts
  - Incorporating peer and instructor feedback throughout the writing process
  - Rewriting
  - Editing for complete sentences including capitalization and punctuation
- Write paragraphs of 10-15 sentences in the following organizational styles:
  - Expository
    - Produce and edit in writing the following grammatical structures with 80% accuracy at the intermediate level: Simple present tense, present time clauses, and factual conditionals; Simple, compound and complex sentences; Parallel structure
  - Narrative
    - Produce and edit in writing the following grammatical structures with 80% accuracy at the intermediate level: Simple past tense, past time clauses; Verbs followed by gerunds and infinitives
  - Descriptive
    - Produce and edit in writing the following grammatical structures with 80% accuracy at the intermediate level: Nouns, determiners, articles, count vs. noncount nouns; Adjectives, adverbs of manner and degree, prepositions
  - Comparison/contrast
    - Produce and edit in writing the following grammatical structures with 80% accuracy at the intermediate level: Comparatives and superlatives
- Write paragraphs that have:
  - a clearly stated topic and a focusing comment
  - sufficient generalizations supported by specific details
  - transitions appropriate to the organizational style
  - a concluding sentence
  - control of language, grammar, and mechanics at the intermediate level.
- Write a formal email to a professor to request information or to inform the professor that you need to miss a class using an appropriate salutation and register.
  - Produce and edit in writing the following grammatical structures with 80% accuracy at the intermediate level: Modals: expressing ability, permission, and requests
Academic Policies

ESL 083 and ESL 100/100T

All students who are enrolled in ESL 100 or ESL 100T must have strong reading skills to be successful. For this reason, UH Hilo established a pre- or co-requisite requirement. To take ESL 100 or ESL 100T, you must either test out of ESL 083 (Advanced Reading), test into ESL 083 and take it at the same time as ESL 100/100T or take ESL 083 and pass before enrolling in ESL 100/100T.

Grades

All ESL classes are graded Credit/No credit. To receive credit, all classes require that students achieve 80% or higher average on their coursework. It is important that you look at the syllabi for each class to see how your coursework score is calculated.

Attendance Requirements

The only way you will improve your language is to attend class and apply what is being taught to your work, whether it’s speaking, listening, reading, writing, grammar or pronunciation. For this reason you should attend every class, staying home only when you are sick or if you have an emergency. If you need to be out of class for longer than 1-2 classes in a row, you should talk to your teachers.

Late Work

Each teacher will have their own policy for submitting late work. Some may not accept any late work, some may accept some types of work late but not all. Most teachers will deduct points for late work, however, so it will affect your grade. Policies will appear in each class’s syllabus.

Final Exams

All ESL classes require that students take the final exam. Do not schedule any flights before knowing the final exam schedule for all of your classes. Final exams will not be given early.

Repeating Courses

If students do not pass a class the first time they take it, they may repeat that course the next semester. If they take it three times and still do not pass the third time, they will be dismissed from the university.

Satisfactory Academic Progress

Satisfactory academic progress is defined by the University of Hawai‘i at Hilo as maintaining an undergraduate or post-baccalaureate UH Hilo cumulative GPA of at least 2.0.
**Academic Warning**
An undergraduate student whose UH Hilo semester GPA is less than 2.0 will be notified and will be encouraged to see academic advising.

**Academic Probation**
An undergraduate student whose cumulative (all semesters) GPA is less than 2.0 will be placed on academic probation.

**Continued Academic Probation**
Following a semester on academic probation, an undergraduate student will be placed on continued academic probation if the UH Hilo GPA for the semester just completed was 2.0 or higher, but the UH Hilo cumulative GPA remains less than 2.0.

**Academic Dismissal**
An undergraduate student whose UH Hilo’s semester GPA and UH Hilo cumulative GPA are both below 2.0 at the end of the semester of academic probation or continued academic probation will be dismissed from the University. He or she may appeal the academic dismissal in writing to the Dean of the College of Continuing Education & Community Service (for ELI students only) within 10 working days of receiving the notification of academic dismissal.

**Financial Aid Suspension**
An undergraduate student who is receiving financial aid needs to show that they are making satisfactory academic progress toward their educational goals. Satisfactory academic progress is monitored in May of each year. Students need to maintain a 2.0 GPA, attain a 75% completion rate and not exceed 160 credits. Courses graded CR/NC are not included in calculating a students’ GPA. However, courses with grades of F, I, W, NC do count toward courses in the 75% completion rate.

Students who are placed on Financial Aid Suspension may appeal to the Director of Financial Aid. See http://hilo.hawaii.edu/financialaid/progress.php for more information.
Grievance Procedures

The English Language Institute is committed to providing students with the best possible language instruction. However, sometimes different teaching styles, philosophies, learning styles, cultural diversity and expectations may cause conflicts. Therefore, in order for students to feel comfortable expressing their concern and needs in an appropriate way, they should follow these guidelines:

1. If you have a problem in the classroom, please make an appointment with the teacher and discuss the problem.

2. If the problem is not resolved, or if you feel uncomfortable speaking with your teacher, make an appointment and discuss the problem with the ELI Director.

3. If you still do not feel the problem has been resolved and you consider this a serious problem that affects your learning English, or if you feel that you have been discriminated against, you may write a letter to the Associate Vice Chancellor for Academic Affairs.

Please see the ELI Director for the complete UH Hilo Academic Complaint Policy or go to http://www.uhh.hawaii.edu/uhh/vcaa/documents/AcademicComplaintPolicy_004.pdf
Campus Resources

Campus Security
Provides a safe environment for students.
UCB 151
Tel: (808) 932-7644
Web: http://hilo.hawaii.edu/auxsvc/security/

Cashier’s Office
Helps students with tuition and fees.
Student Services Center, Room W101
Tel: (808) 932-7025
Web: http://hilo.hawaii.edu/uhh/bo/cashier/

Center for Global Education & Exchange
Provides support for students who are on exchange from their home universities.
Student Services Center, Room E-208
Tel: (808) 932-7489
Web: http://uhh.abroadoffice.net/welcome.html

Counseling Services
Provides personal counseling, consultation and coaching in a supportive environment.
Student Services Center, Room E-225
Tel: (808) 932-7465
Web: http://hilo.hawaii.edu/studentaffairs/counseling/

Disability Services
Assists students with physical, mental and learning disabilities to succeed in school.
Susan Shirachi, Director
Student Services Center, Room E-212
Tel: (808) 932-7623; TTY (808) 932-7002
Web: http://hilo.hawaii.edu/studentaffairs/uds/

Financial Aid
Helps students access available financial aid.
Student Services Center, Room E-101
Tel: (808) 932-7449
Web: http://hilo.hawaii.edu/studentaffairs/finaid.php

International Student Association
The student club on campus for international students.
Student Services Center, Room E-204
Tel: (808) 932-7467
Web: http://uhhisa.wix.com/home

International Student Services & Intercultural Education
Provides many important services for international students at UH Hilo.
Student Services Center, Room E-204
Tel: (808) 932-7467
Web: http://hilo.hawaii.edu/studentaffairs/international/

Kilohana: The Academic Success Center
Offers tutoring services and workshops for students.
LRC 126A (Lower level of the library)
Tel: (808) 932-7287
Web: http://hilo.hawaii.edu/kilohana/

Pacific Islander Student Center
Facilitates the success of Pacific Island students attending UH Hilo.
Campus Center, Room 307
Tel: (808) 932-7718
Web: http://hilo.hawaii.edu/pisc/
Registrar’s Office
Helps students with change of major, registration, transcripts & graduation.
Student Services Center, 1st Floor
Tel: (808) 932-7634
Web: http://hilo.hawaii.edu/registrar/

Student Life Center
Provides fitness opportunities, classes, weekend trips and much more for mental and physical health.
Tel: (808) 932-7607
Web: http://hilo.hawaii.edu/rec/center/

Student Medical Services
Provides a wide variety of health services for students.
Campus Center, Room 212
Tel: (808) 932-7369
Web: http://hilo.hawaii.edu/studentaffairs/health/

University Housing
Provides on-campus housing for students.
PB-11
Tel: (808) 932-7403
Web: http://hilo.hawaii.edu/housing/
Questions & Answers

Who attends the English Language Institute (ELI)?
The ELI is an academic preparation program. The purpose of the program is to provide English language instruction to non-native speakers of English to prepare them for University study. Students who plan to study at UH Hilo attend the ELI.

How many levels does the ELI have?
The ELI offers courses at three proficiency levels: Intermediate, High Intermediate, and Advanced. The ELI does not offer beginning level courses.

How will I know my level?
One week before classes begin, you will take the following placement assessments:
- Writing Placement Assessment: Assesses your writing ability in English.
- English Language Placement Assessment: Assesses your listening, grammar, and reading skills in English. You will be placed in ELI classes based on your results.

Will all my classes be in the same level?
Each skill will be tested separately. You may have all your classes in the same level or you may have different classes in different levels. This depends on your ability.

Do ELI courses count towards graduation from UH Hilo?
No. ELI courses are offered for administrative credit. These credits do not count towards graduation from the University.

How many ELI courses do I have to take each semester?
You must take all the ELI courses you have been placed in to (maximum 12 credits/3 courses) until you have completed all of the ELI courses.

Can I take regular University courses while I am an ELI student?
Yes, you may take selected University courses with the approval of the instructor and the ELI Director.
**How many hours a week will I have classes?**
If you are a full-time ELI student, you will have 12 hours of classroom instruction.

**How do I move up in the ELI?**
You can progress from one level to the next or exit the ELI when you show that your English has reached the required proficiency level. In other words, you must demonstrate competency in each skill area by a combination of class work and standard test scores.

**What should I do if I’m not doing well in a class?**
Your first step is to schedule a meeting with your professor. You may need to meet with them several times to improve your grade, but this will show them that you are taking your education seriously and are willing to work hard to improve.

There are also several opportunities to get additional help from tutors. Tutoring is offered through Kilohana: The Student Success Center, PISC, and SSSP. You can ask the ELI Director for help in finding a good tutor.

**Do I get a grade for ELI courses?**
All ELI courses are offered for Credit (CR) or No Credit (NC) only. Credit means you passed the course. No Credit means you did not pass the course and you must take it again. You can find your grades on MyUH (the UH Hilo computer system) after the semester is over. According to UH Hilo policy, students may enroll in a class and receive a grade no more than three times.

**Who is my advisor?**
Jim Mellon, the Director of the International Student Services Office is your advisor about immigration, health insurance and student life issues. Julie Mowrer, the ELI Director, will be your academic advisor while you are in the ELI. When you exit the ELI, you will be assigned an academic advisor in your major.

**Do I need a TOEFL score?**
No, you will not need a TOEFL. Once you have completed and passed all your coursework in the ELI, you may continue your studies in a major of your choice.
**How do I address my teachers?**

On the first day of class, each teacher will tell you what he or she prefers to be called in class. Many American teachers prefer to be called by their first names, but until they tell you this, you should call them “Dr. + family name”.

**How do I properly write an email to a teacher?**

Email has become an important form of communication, but you want to remember that any communication with a teacher is a professional form of communication. Always begin with “Dear [Teacher's name]. Tell who you are and what class you are in. Teachers have about a hundred students each semester, so it is always important to identify yourself. Give a clear explanation of why you are contacting them. Do you need help with something? Do you need to miss class for some reason? You do not need to give too much personal information, but simply say what you need. At the end, remember to include “Thank you” and your name. Check that your email is written in complete sentences with few grammatical errors.
Formula for Success

• Make friends. This is very important. Make friends with students from your own country so that you don’t get too homesick. Also make friends with American students and with international students who do not speak your language. This will help you improve your speaking skills.

• Join a campus club and take trips sponsored by the International Student Association and the Student Life Center. These activities will give you the opportunity to meet other students and see many different parts of the island.

• Take a Fit for Life class. These are classes offered by the College of Continuing Education and Community Services (CCECS) and they are usually inexpensive. You can take classes like yoga, dance, sailing or photography. Check the schedule and find a class that interests you. These classes are fun and they give you an opportunity to practice your English and meet other students.

• Listen to English on the radio. Watch TV. Go to the movies. Listen to people on campus and in the stores. Try to understand more each day.

• Read about things that you like. Read magazines in areas of your interest. Read the newspaper. Pick up a book from the READ section of the library and read it for pleasure!

• Make a plan. Decide how many hours you will need to study in order to succeed. Set aside study time each day. Do some of your work during the day between classes. The library is a good place to study.

• Go to class regularly unless you are sick or you have an emergency. If you are absent, contact a classmate or the teacher and find out what was taught. Review the lesson and do the homework.

• Ask questions. If you don’t understand, ask the teacher (not another student). Ask questions in any way that you are comfortable: In class, after class, or make an appointment to meet with your teacher.

• Complete all assignments. Teachers provide assignments and homework to help you learn. Remember: You are doing this work for YOU.

• If you have an academic problem, see Julie Mowrer, the ELI Director. If you have any other problem, see Jim Mellon, the International Student Advisor.
ELI Electives

ESL 085: American English Pronunciation
Spring 2019 · 2 credits

Are you going into a profession that demands good communication skills, but people sometimes have a hard time understanding your English?

Open to all UH Hilo students who are non-native speakers of English, this multi-level course helps students to improve their pronunciation in English! Some areas that will be focused on are differentiating between consonants, consonant clusters and vowel sounds, word and sentence stress, rhythm and linking and much more.

ESL 087: American Culture through Film
Fridays 2:00-3:50pm · 2 credits

Films are both a reflection of a culture and have the ability to promote change of a culture – come explore how that has happened in the United States!

This multi-level course for non-native speakers of English explores American culture through films about topics such as independence, civil disobedience, gender roles, race relations, individuality, overcoming odds, freedom, equality and immigration. Films will change each semester and a culminating project designed by students completes the course.
Meet the Faculty

UH Hilo is very fortunate to have a group of teachers with not just strong academic backgrounds, but also years of experience teaching university-level English to speakers of other languages. They represent a range of teaching styles, and all of them place the highest priority on helping students to achieve their goals.

Julie Mowrer, Director
Hometown: Santa Rosa, California
What is special about studying at UH Hilo?
UH Hilo is a really special place - the class sizes are small so students really get to know their instructors and the natural environment of the island is an amazing living learning laboratory. Researchers come from all over the world to study the ocean life, the stars from Mauna Kea, the rain forest and the volcano. In addition, the community is really welcoming to international students. The most common comment I hear from students is that people are so kind!

Laurel Luth, Instructor
Hometown: Des Moines, Iowa
What is your favorite part about teaching?
I enjoy meeting new students and learning who they are and what their interests are. I always learn something new from my students! I also love to create lessons that are innovative and draw from events happening around me in the community to create themes for my lessons.
What is something about you that most people don’t know?
I used to have a motorcycle license and ride a Kawasaki Ninja!

Ann Gleason, Instructor
Hometown: I was born in Rochester, New York but grew up in Tokyo, Japan until I was 15 years old.
How did you become interested in teaching ESL?
Because I grew up in another culture, I became really interested in other cultures and languages. I returned to Japan after I finished college and realized that the only jobs for Americans were teaching English. I really enjoyed teaching and eventually came to Hawaii to earn my Master’s degree in teaching ESL.
Lillian Garcia, Instructor
Hometown: Lakewood, California

How did you become interested in teaching ESL?
My mother was an ESL teacher and she loved her job. As soon as I
started teaching ESL, I understood why she loved it because it was so
wonderful to learn about different cultures and to see the students grow
and improve their English so that they could really follow their dreams.
It’s such a privilege to share a small part of their lives.
Conversation Partner Program

What is the Conversation Partner program?
The Conversation Partner Program is a volunteer program that pairs native English speakers of the University with non-native English speakers for one-on-one informal conversation practice in English.

How does it work?
The goal of this program is to not only help international students better adapt to the culture here, but also to promote cultural awareness. This is a great opportunity to meet new students and gain new perspectives through conversation. As a Conversation Partner, you will gain volunteer experience that will continue to serve you well in the future.

Conversation Partners