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Preface

The curriculum designed for Middlesex Community College's Intensive English Institute represents aspects of what is necessary to enable a second language communicator to achieve success in reaching his or her personal, academic, and/or career goals. These lessons reflect what I have learned so far in my life and what I will continue to learn personally, academically, and professionally about the journey to fluency in English for those of us who are second language speakers.

I wish to acknowledge Ellen Nichols, Dean of Arts, Humanities, and the World Language Institute, to express deep gratitude for her support, encouragement, advice, and wisdom. Thanks to her ideas and suggestions, we have been able to successfully conduct an Intensive English Institute and Middlesex Community College self-reflection and assessment through the eyes of the students. Each semester they report in writing to us with specific recommendations for improvements we can make to enhance their experiences at MCC. This valuable feedback enables us to continue to learn and act on implementing positive changes to our institutional culture.

In gratitude, I wish to acknowledge lessons I learned from a number of colleagues in the field of teaching English as a Second Language in intensive English programs or institutes, and from my former places of employment where performing my work helped me to grow as a practitioner and an institute director. While I was asking questions to gather information, I discovered even though each program or institute is uniquely different and serves varying student groups, there were similar strands of learning involving two ideas: best practices and pitfalls to avoid. In addition to acknowledging the following colleagues and their influences, I sincerely hope I contributed to their programs by exchanging ideas and practices with them. I appreciate the opportunity to give to others what I have gained. Thank you to all of my past and present students and past and present faculty in my employ for all the lessons I have learned as well. The following list includes the colleagues, lessons learned, and institutions of learning:

- I. Intensive English Programs and/or Institutes I visited including their websites:
 1. Boston University's Center for English Language and Orientation Program, Managing Director, Alan Broomhead and member of the faculty, Mark Stepner, www.bu.edu/celop/
 - How to organize textbook resources for faculty and students.
 - The importance of matching student learning outcomes in the course syllabi with student learning outcomes available in text materials.
 - Importance of diversifying student recruitment and expanding sources.
 2. Bunker Hill Community College's English as a Second Language Department, former Department Chair, Michael D'Entremont, www.bhcc.mass.edu/esl/eslcourses/
 - The richness of incorporating content material into capstone courses.
 - Sharing ideas on student learning outcomes in various courses.
 3. Clark University's American Language and Culture Institute, Dean James Raby, www.clarku.edu/offices/alci

- Importance of including local students in the intensive English courses with international students.
4. Northeastern University's ESL and Academic Preparation Program for undergraduate students, Director of Operations, Katherine Calzada, <https://cps.northeastern.edu/programs/international/language-prep>
<https://cps.northeastern.edu/programs/international/pathways>
 - How an intensive English program becomes an academic program.
 5. Salem State University, Center for International Education, Assistant Dean, Ela Kijowska, and Director, Shawn Wolfe, www.salemstate.edu/cie
 - Text materials, Global Scale of English, placement and progress testing aligned with the Global Scale of English, via Pearson Publishing.
 - European Curriculum Frameworks.
 6. Saint Michael's College's Intensive English, Academic English, and Pathway Programs, Director of English Language Programs, Associate Professor of Applied Linguistics/TESOL, Dr. Daniel Evans, and alumna and former faculty at MCC, Nicole Decoteau, www.smcvt.edu/Admissions/International/English-Language-Programs.aspx
 - Valuable lessons on curriculum design.
 - Important lessons on class structure and schedule.
 - Outstanding examples of course descriptions.
 - Exceptional website and access to documentation electronically.
 7. Tufts University, Language and International Programs, Program Director, Kevin Paquette, and Program Coordinator, Lizzie Siegle, <https://students.tufts.edu/international-programs-and-partnerships>
 - Willingness to continue to grow and assess curriculum.
 8. University of Massachusetts, Boston, Intensive ESL and TOEFL Preparation, Director, Stanley Wanucha, and Program Coordinator, Erika White, <https://www.umb.edu/academics/caps/esl/toefl>
<https://www.umb.edu/academics/caps/esl/upp>
 - The value of utilizing an off-site location as an ESL school.
 9. Worcester State University, Intensive English Institute, Former Director, Susan Siebel, <https://www.worcester.edu/Intensive-English-Language-Institute>
<https://www.worcester.edu/Community-ESL-Program/>
 - The value of keeping the international students in the Intensive English Institute.
 - The value of keeping the local students in the community ESL program.
 - Great tips on managing both programs.
 - How to build a collaboration with colleagues in other universities in same community.
- II. Former places of employment:
1. North Shore Community College
 2. Cambridge College
 - Designed, implemented, and managed programs to serve second language speakers in communities of poverty.

- Created and taught uniquely designed curriculum for various locations to serve second language speakers (either English or Spanish).
 - Community college classrooms
 - University undergraduate and graduate studies classrooms
 - Community based organizations
 - Middle and high schools
 - Corporations
- Wrote curriculum to include student success initiatives as a part of second language teaching and learning.
- Recruited students from surrounding communities.

Also, the acknowledgements included in this preface would not be complete without recognizing and thanking the faculty who have been devoted to delivering quality teaching and learning experiences to our students.

- Dr. Krsiten Lindblom-Hale
- Mr. James LaVecchio, Jr.
- Dr. Emile Tabea
- Ms. Susan Wheeler

These exceptional educators have discovered how to make learning a reciprocal process from interpretive to meaning-making. They know how to:

. . . (a) understand and ensure that they work with the students' holistic, linguistic, and cultural repertoires to provide opportunities to elaborate and extend them; (b) understand that the process of learning, like communication, has personal, processual, and reflective dimensions, which are interpretive; (c) develop students' metacognition, their capability to think about thinking; and (d) facilitate interactivity that develops both intercultural sensitivity and self-reflection. (Scarino 2014: 394)

Finally, there is one additional way that contributions have been made to the writing of this document. Susan Wheeler has contributed by capturing the changes we have made in the course syllabi to demonstrate how we have assessed our work during the pilot year of the IEI and moving forward, and my colleague, fellow linguist, and ELL specialist at MCC, Virginia Drislane, for her superb and much appreciated editing work.

Respectfully submitted,

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Intensive English Institute of Middlesex Community College

Curriculum Overview

Part One: Birth of the Curriculum

The curriculum of Middlesex Community College's Intensive English Institute is a culmination of the personal and vast professional experience of the director, her staff, and colleagues in the field. The curriculum reflects the mission statement of the Intensive English Institute because it is informed by research and evidence from best practices, but in addition, it is also informed by personal experience. The director, Marilyn Glazer-Weisner, has experience learning English as a second language and Spanish as a foreign language. These experiences provide her with evidence to support second language acquisition theory. She understands first-hand the differences and challenges between learning a language that is not spoken in the home and learning a foreign language that is only spoken in certain speech communities in the country in which we live. She has used this experience to inform her choices in designing every aspect of the curriculum. Marilyn went on to pursue a degree in Applied Linguistics which provided her with the theoretical foundation necessary to build an entire department (the World Language Institute at MCC). She worked in other colleges developing curriculum that covered the entire spectrum of English language and/or Spanish language learners. When she was invited to develop the Intensive English Institute at Middlesex Community College, she first visited many other similar programs to learn about different approaches to program development as well as the other necessary components of a program beyond the curriculum itself. As she visited these programs, she drew on her own experience as a language learner to develop questions. She also drew on her work as a practitioner when she alternatively taught her two second languages, English and/or Spanish, wrote curriculum to support this teaching, and built and led ESL programs to serve communities of poverty. The result is a rich tapestry of many voices in the field sharing their experiences and beliefs and Marilyn's talent at finely weaving them altogether into a seamless Intensive English Institute.

Part Two: Curriculum Evolution

At Middlesex Community College, the benchmark of a positive outcome for a non-native speaking student at the end of the ELL sequence of courses is entrance into ENG 101, first semester English Composition. Now we will describe the process to reveal how the curriculum evolved at MCC to get English language learners to this benchmark of success. The curriculum used in the IEI evolved from the needs and outcomes of three distinct sources at MCC: the English Department, the ELL Program, and the ELL courses in the World Language Institute.

MCC's English Department has been involved in a successful curriculum process of designing each semester's student learning outcomes to promote the transition of the non-native and native students into English composition classes. One of the results of this work is a six-credit capstone course that teaches college reading and writing skills. This course is offered in the semester just prior to taking ENG 101, English Composition. There is another alternative opportunity for students who just barely demonstrate their ability to place into ENG 101 via the college placement test as a result of their struggles with writing college essays. For these students there is a six-credit course that combines the three-credit ENG 101 with another three-credit writing support class taught by the same faculty member. However, these two courses are not enough all the time to assure that MCC's non-native speaking students are able to reach and achieve the benchmark of completing ENG 101, first semester English compositions.

In an earlier iteration of the department that Marilyn manages at MCC, the World Language Institute, in which the Intensive English Institute (IEI) is housed, as well as MCC's 16 different world language courses, English Composition classes and the classes to prepare native speakers for this benchmark were also offered. At that time, she had the opportunity to meet with colleagues in MCC's English Department and the ELL Program and compared their work with the ELL course work she manages in the World Language Institute. As a result, she used information she learned during the college's Assessment Days (professional days of in-service training at MCC for faculty and staff), together with end of semester final exam group reading opportunities for both the English Department and the ELL Program, as well as her own curriculum design for the ELL courses in the World Language Institute, to conduct a needs assessment of the ELL students in MCC's ELL reading and writing and grammar and editing classes. Through this needs assessment process, Marilyn became aware of the most common and problematic error patterns that exist in the non-native speaking students' writing and grammatical knowledge at MCC. As a result, she has rewritten the curriculum used in the ELL classes in the World Language Institute, and she continues to write the final examination prompts and instructions and lead the end of semester group evaluation of the students' final essays with the ELL faculty. In addition, she realized the need to teach both the faculty and the students the skills and strategies of an active reading method. To facilitate this process, she trained the faculty how to teach this method and she pre-read all of the assigned readings for the courses and wrote all the guiding reading questions for the students to annotate as they read.

However, this is still not enough to produce the necessary positive outcomes to allow students to successfully move into ENG 101, English composition because they are still not adequately using English language skills to progress through stages of acquisition in the written form. They use their native languages predominantly outside of MCC and even inside in between classes. These students represent a diverse range of experiences in their language acquisition journeys. Many of them came to the U.S. with their families during their childhoods and have attended several years of public school in Massachusetts. They have come from broadly different circumstances ranging from refugees with very little formal education to the children of highly educated parents who are working under H-1B visas.

Since neither model was preparing the English language learners at MCC for successful completion of ENG 101, Marilyn was asked to research what other ways English as a second language is being taught in a higher education setting in the New England region. Once she identified the work being done in intensive English programs that exist in colleges and universities, she was charged with the responsibility of gathering information about what types of positive outcomes are being achieved for these students. What follows is a description of the process and what she learned from her research and information gathering and how it all contributed to the evolution of the IEI curriculum.

The process of gathering information involved finding intensive English programs or institutes in higher education settings where a member of the faculty, staff, or leadership would be willing to communicate with Marilyn by telephone, e-mail, and/or face-to-face visits. She found nine institutions of higher learning where intensive English programs are offered and spent time learning about their best practices, exchanging ideas with them, and lessons on what not to do. Through this process of consultations, Marilyn offered to share with every one of them any of the information she was gathering if it would prove to be useful to them. Through these visits and conversations, and resources on their websites, she was able to identify student learning outcomes across these programs that were then informed and influenced by the mutual idea exchanges.

The next step in the process involved conducting a search for text materials with the book publishers who already serve MCC for text material to support these student learning outcomes. Since much research has shown that using authentic materials is valuable for successful English language learning, Marilyn chose the *Boston Globe* newspaper. This newspaper is written by native speakers for native speakers and it provides a myriad of opportunities for learning about local, state, national, and international news and culture.

While Marilyn was searching for appropriate text materials to support the student learning outcomes, she learned about the Global Scale of English program at Pearson Publishing. She identified and matched Global Scale of English descriptors with the Intensive English Institute student learning outcomes across all of the courses that are taught. These descriptors are based on the curriculum frameworks of teaching European languages. Also, MCC's IEI is part of the body of research compiled for the GSE program at Pearson. Marilyn wrote a case study on the first year of piloting the IEI for the purpose of contributing to this research. Now that the IEI curriculum has been piloted for an academic year, fall semester 2017 and spring semester 2018, Marilyn and a member of the IEI faculty spent the summer months determining where

improvements will be made to the daily class agendas in fall 2018 for all the classes in the institute.

In review, using authentic materials and the Global Scale of English descriptors are both key factors in aligning the course goals, course objectives, and student learning outcomes. With the materials and GSE descriptors in place to shape the four domains (reading, writing, speaking, and listening) of the curriculum, it is time to shift the focus to the area of the IEI curriculum which includes embedded lessons on how students can learn to become academically successful in college and/or university classrooms in the U.S.

Part Three: MCC's Class Scheduling's Positive Imprint on Curriculum:

One of the strategies employed by the educational administrative management team at Middlesex Community College involves offering classes that students need even when they have low enrollments. This strategy is referred to as cross-listing courses. By cross-listing courses not only can the classes be made available to students at a critical time in their educational pathway, but the college can also successfully manage its academic calendar and physical space needs. From a pedagogical standpoint, when it comes to the teaching and learning environment of second languages, cross-listing supports and encourages Lev Vygotsky's (1978) observations that "language develops primarily from social interaction". The cross-listing strategy is employed in various departments at MCC and among them are the fine and performing arts area of music and world languages.

In the area of the 16 world languages, English as a second language classes, and the Intensive English Institute, second language students are in learning environments with individuals who can communicate in the language they are learning with varying levels of proficiency and experience. The faculty know how to engage the learners in the target language and guide them to communicate with each other in the target language as well. Of course, the use of the target language is intentionally sheltered knowing the proficiency levels of the students at their stages of experience and learning. In the case of the 16 world language classes, students interact with each other by communicating in the target language and the experience ranges from first to fourth semester. In the English as a second language classes, the experience ranges from first to second semester. In the Intensive English Institute classes, it is similar because the experience ranges from first semester high intermediate through and including second semester advanced. This can be accomplished because the curriculum was designed and developed to not depend on the previous semester, per level. As a result, if a high-intermediate student begins taking classes in the spring semester, then the fall semester curriculum becomes the second semester for that student. If a high-intermediate student begins taking classes in the fall semester, then the spring semester curriculum becomes the second semester for that student. The same is the case for the advanced students also depending on the semester (fall or spring) they begin their studies with us.

In the cross-listed classes and learning environments, the students can be witnessed as communicating with great frequency in the language they are learning. The likelihood of small group and dyads working together is very common, as is expected. The faculty members are adept at managing their time and the students' time as they encourage peer to peer collaboration in these group settings. The key to teaching different learning groups at the same time in the same environment is all about organization, planning, and time management. Again, on the theoretical side of the argument, the higher-level or more proficient learners lift the lower-level or less proficient learners through the Zone of Proximal Development, Vygotsky (1978).

When looking at this principle in practice, the faculty members are leading a mini-lesson to prepare the students for an activity that involves working on a particular aspect of language

learning, all of the students may be attending that introduction to what they are about to do next. Depending on the faculty member's choices of textual materials needed to support this particular aspect of language learning, one group may be assigned a task or tasks to complete that are different from the task or tasks assigned to the other group. The faculty member then has the opportunity to serve as facilitator and check in on the progress of each group. Using this model and methodology to deliver the teaching and learning, faculty do not lecture the students. Instead of lecturing, they deliver a mini-lesson, get the students involved in tasks and activities, and then have the students report back with their results. Essentially, the students are learning to teach each other which is also a powerful language learning strategy to employ. Just like there are times the faculty member can give the mini-lesson or the introduction to the assigned tasks and activities to all the students at the same time, there are times that the groups must be divided prior to the mini-lesson delivery. Again, this model and methodology works at its best when students are prepared to be organized and manage their time well with careful planning.

Lastly, one additional component must be described to explain why and how this model and methodology is so successful here in the World Language and Intensive English Institute of Middlesex Community College. The director of the department devotes a good deal of her working hours to supporting the faculty who work there. She researches, designs, and implements programs, curriculum, schedules, and assessments that support student success. She also maintains knowledge of trends and practices in world language and English as a second language instruction and applies this knowledge to supporting the faculty in their work of designing and delivering curriculum, tasks, and activities that promote second language learning.

Part four: Intensive English Institute's Curriculum Philosophy:

The Intensive English Institute's curriculum philosophy has its roots in the theory of communicative competence (Hymes 1967, Savignon 1983). According to the *Longman Dictionary of Language Teaching and Applied Linguistics*, communicative competence is "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom" (65). As language learners and practitioners, we know communicative competence means learning not only the language but also possessing an awareness of how to use the language in different situations. In that sense, the student learning outcomes of the IEI curriculum reflect different situations by differentiating the skills areas in the courses. As an example, the course, "Conversations and Actions", provides students with opportunities to practice and reflect on different forms of spoken academic discourse in a classroom setting. Also, in the course, "Listening/Remembering/Note-Taking", students engage with authentic materials in order to practice note-taking, summarizing, and reacting as well as other academic skills. The IEI's curriculum further distinguishes the four subcategories of communicative competence defined by Canale and Swain (1980). Grammatical competence entails what learners normally associate with learning language, namely "knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale and Swain 1980: 29). This competency is important for academic success because it builds accuracy in language production, both spoken and written. The second subcategory is discourse competence. "It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances" (Brown 1987: 199). The third subcategory is sociolinguistic competence which "is the knowledge of the sociocultural rules of language and discourse" (Brown 1987: 200). These rules include understanding the roles and responsibilities of the instructor and students in the classroom. Cultural competence awareness (Saville-Troike) is included with sociolinguistic competence. The fourth subcategory is strategic competence. Strategic competence includes other areas of communication awareness such as pragmatics and psycholinguistics. "Canale and Swain (1980) described strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdown in communication due to performance variables or due to insufficient competence"(30). Savignon (1983) paraphrases this as "the strategies that one uses to compensate for imperfect knowledge of rules—or limiting factors in their application such as fatigue, distraction, and inattention" (in Brown 1987: 200).

Next, is the detailed explanation of how each of these subcategories of communicative competence have been incorporated into the IEI curriculum. To begin, the underpinning of grammatical competence is based on two of the second language acquisition theories of Stephen Krashen. The first of these theories is the distinction between language acquisition and language learning. "Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication" (Krashen 2004: 10). Through

communicative activities in all of the domains, students in the IEI are placed in situations where they have the opportunity to acquire English. However, as Krashen and language instructors are quick to point out, acquisition is a slow and uneven process. Each student in the class is acquiring English at a different pace. So, while language acquisition happens at the subconscious level, language learning happens at a different level. “Learning. . . refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is “knowing about” a language, known to most people as “grammar”, or “rules” (Krashen 2004: 10). This grammar instruction fulfills the expectation of students that they are learning something in the class. The instructors provide thoughtful explanations and exercises to practice various grammatical structures in the language. Students are given the opportunity to check their comprehension and mastery of various rules by taking tests. As language learners themselves, all of the instructors in the IEI understand the need for explicit teaching of the structure of the language. As learners of language, we understand that we develop an awareness of rules at different points in our acquisition of language. As we acquire more and more language, we develop a nuanced desire to become more accurate in usage. Since the students in the Intensive English Institute come to us with many different levels of experience, we know they will be receptive to lessons on structures they use but have not ever formally learned. These formal structure lessons will allow them to develop the grammatical competence and ensuing confidence they need for academic success in college courses.

The other of Krashen’s theories that the IEI faculty rely on is the input hypothesis. Krashen’s input hypothesis states that “we acquire. . . only when we understand language that contains structure that is “a little beyond” where we are now. . .we use more than our linguistic competence to help us to understand, we also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us” (Krashen 2004: 21). This theory relies on comprehensible input for success. If the input is too far beyond the linguistic level of the learner, the result will not be acquisition or learning at any level. It is essential learners are receiving input that fulfills Krashen’s model of $i + 1$ for success. Krashen uses the symbolic concept of $i + 1$ to represent the learning that is just a little beyond where learners are now. When these conditions are met, the result is language acquisition that happens at that subconscious level mentioned earlier. Content-based instruction also follows Krashen’s model of $i + 1$ for success. When learners are focused on meaning, they acquire language that is authentic. This authenticity means they will be able to use the appropriate registers in different communicative situations.

Next, to focus specifically on how the IEI incorporates discourse competence into the curriculum the reader follows the detailed explanation provided here. Thanks to the student-centered approach to teaching and learning in the IEI, the learners are often engaged in activities that require extended discourse. Teaching discourse awareness and appropriateness is a challenge because, as Gee (2012) remarks, “discourses are mastered through acquisition, not learning. This is, discourses are not mastered by overt instruction, but by enculturation (“apprenticeship”) into social practices through scaffolded interaction. . . .” (167). The instructor performs the role of discourse analyst by monitoring the spoken discourse and planning activities that incrementally stretch the repertoire of situations in which the learners can

participate. As an example, if the learners are engaged in group work, the instructor may provide a list of phrases commonly used in group discourse. Another huge area of discourse competence that English language learners need to become familiar with is the difference between spoken and written discourse. This distinction is challenging because there are so many different registers that they sometimes seem like different languages. As Brown and Yule (1983) point out, “it seems reasonable to suggest that, whereas in daily life in a literate culture, we use speech largely for the working out of and transference of information (primarily transactional use”) (13). The instructors inductively teach these differences by providing multiple types of writing activities which highlight different discourses. Learners become familiar with the discourse of process writing and all of the related language associated with it. The writing instructor as discourse analyst wears multiple hats as he/she guides the learners through the metacognitive process of crafting a piece of extended discourse that meets the academic standards of higher education in the United States.

The following allows the reader to learn how the IEI incorporates sociolinguistic competence into the curriculum. While discourse competence focuses on the context in which language is used, sociolinguistic competence focuses on the culture in which the language is used and spoken. The IEI curriculum supports Hymes’s approach to sociolinguistics which says, “it is social function, through context, which not only gives form but also meaning to linguistic features, through the selection and grouping of linguistic elements” (McConnell 1997: 347). Each culture has its own set of values and norms of behavior. Focusing on the sociolinguistics of culture requires the instructor to guide the learners along a continuum of acceptable behavior in a North American higher education classroom. This process is a continuum because, at the same time, we want to stress that all cultures, cultural practices, and cultural values are to be respected. The Intensive English Institute uses authentic materials to ensure learners are engaging with North American culture. Through class discussions, writing, and other activities, the learners share their experiences and with these discourses they explore how English is used in different situations.

Lastly, the following explanation allows the reader to gain an understanding of how strategic competence is incorporated into the IEI curriculum. When Canale and Swain (1980) originally defined strategic competence, they were working in a pre-globalization framework of language learning. Their definition of strategic competence as “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdown in communication due to performance variables or due to insufficient competence” (30) was presented during the period of time when communicative competence was in vogue. With the advent of globalization, we now recognize that competence in second or additional languages is much more complicated than being able to communicate following the “norms of standard grammar and conventional genres” (Kramsch, 301). Blommaert (2010) defines language use in the age of globalization as “truncated” or “highly specific ‘bits’ of language and literacy varieties combined in a repertoire that reflects the fragmented and highly diverse life-trajectories and environments of such people” (8). Blommaert further defines this truncated language as it pertains to our students. “The truncated repertoires of new immigrants often compel them to collaborative communicative work, in which the little bits of competence of some are added to those of others. The result is often something that has a very unfinished character: partial

realization of genres with partially ‘correct’ bits of languages” (106). These people truly represent the learners that come to the Intensive English Institute with the hope of taking their bits of language and enlarging them into a wider repertoire of vocabulary and structures which they can use to enter mainstream college courses. The IEI faculty have been trained to work with very diverse levels of learners within one classroom so they can manage these wide ranges of competencies. Language teaching has been evolving to reflect the different communication goals of students rather than using the one-size-fits-all method. More specifically, “it has tightened the instrumental goals of communication as problem solving, appraisal, and control, and brought language learning yet closer to the real world of work and the economy (Kramsch 301). In the IEI, students are learning real world skills which they will use in regular content courses and beyond college in their professions. They learn many different genres of communication including written reports, formal reflections, and presentations. More importantly, the students understand why they are learning these skills which makes their products more authentic. For example, the final portfolio presentations that the students give at the end of each semester represent presentations they will give in college courses and in their careers.

To successfully transition the IEI students toward their goals of attending colleges or universities in the United States, there are academic success and language learning strategies embedded in the curriculum. Some of these strategies are overtly taught, such as metacognitive awareness and the value of interacting with others for learning or using affective control for learning. On the other hand, other strategies, such as Vygotsky’s zone of proximal development are simply practiced without fanfare because the focus is on the learners. IEI classes are learner centered and these classes require some learner training in order for students to become successful actively using different learning strategies than they may be familiar with (Hoekje 1993).

Part Five: Placement Testing and Methods for Student Assessment

The Intensive English Institute of Middlesex Community College has several kinds of student assessment tools to meet different learning needs. None of these assessment tools are standardized or normed, but they fit and address the needs of the program.

1. Placement Testing Process:

The present placement process includes several pieces in order to evaluate all four modalities of communicating in the English language. When MCC receives certification to recruit international students to attend the Intensive English Institute, the placement testing process will be expanded to include evaluating students before they leave their home country. At the present time, the only students attending the IEI are students who already reside in Massachusetts. These students are evaluated for placement including the intake interview to evaluate listening comprehension and speaking skills, and the reading and writing activities to evaluate reading comprehension and writing abilities. These testing tools are described in depth for the reader in the next paragraph.

When international students apply to MCC to attend the IEI from outside the United States, each potential student will be asked to submit an academic transcript, a recent TOEFL score, and participate in completing an assessment tool in his/her home country. (The Director of the IEI is investigating Pearson Publishing's placement testing tools.) The second phase of the placement testing process occurs once the student arrives at MCC. Upon arrival, the student will first participate in an intake interview process with the director, Marilyn Glazer-Weisner. Marilyn has a specific set of questions she asks students and while she is listening she writes their responses in order to compare the results with a listening and speaking rubric to evaluate their responses and how they communicate orally. During this part of the interview, Marilyn is getting a sense of his/her communicative competence through the fluency and accuracy of the student's conversation while getting to know more about him or her. During this phase of the placement test, Marilyn begins by explaining how the courses will run as well as the various kinds of tests the students will be taking. These explanations are important because "tests bear the characteristics of the social and culture context in which they originated. Whether they like it or not, test constructors have certain presuppositions which their testees are supposed to share" (Van Els, et al. 1984: 312). Marilyn, as a language learner herself and as an enlightened director, seizes these opportunities as teaching moments to begin learner training.

Learner training happens at the beginning of the course and continues throughout the semester as students become familiar with the North American higher education customs and expectations. At the conclusion of the interview, Marilyn walks each student through the next phase of the test. She explains that the student will read a short story actively by annotating while he or she reads. Each student is equipped with a Longman Dictionary as an aid. There are seven reflection questions following the short story which the student is required to respond to in his/her own words. These seven reflection questions provide the student with a

taste of what will come in the course because they require the student to think about what he/she has read instead of merely finding the information in the story. Also, this helps Marilyn evaluate how the student comprehends the reading. Finally, the student responds to a prompt and writes an essay that ties together the information in the short story with the personal experiences of the student.

The placement process continues through the first week of classes each semester. The first week of classes are generally fluid with the usual add/drop period in place at MCC. During that week, faculty share recommendations on student placement through the lens of assuring the students have every opportunity to succeed in the classes in which they have been placed. If the faculty and the student both think a change in the class placement (either high intermediate or advanced) will benefit the student's learning and chances for success, Marilyn will facilitate this change with MCC's registration team and the student. The first week of classes provide extensive learning training. This launch begins on the first day with an orientation that continues through the week. There are several components to the orientation to learning how to succeed at learning and fitting into the culture of MCC:

- How to read actively and annotate to build memories with the reading
- Introduction to the Cornell Method of Note-Taking
- How to conquer learning English as a Second Language for free
- Various activities to develop test-taking strategies and test preparation techniques
- Teaching Learning Strategies (metacognition strategies and activities)
- Lunch and learn training with the supplemental instruction leader
- Tour of Lowell Campus to include MCC photo student ID, bookstore, library card activation, and student accounts office.

While the above explanation informs the reader of the placement testing process currently in place, as mentioned earlier, Marilyn is investigating various placement and progress testing tools developed by Pearson Publishing that are normed in alignment with the Global Scale of English. At some date in the near future, the IEI will adopt both placement testing and progress testing tools. These tools may be the ones developed by Pearson Publishing.

2. Achievement Tests as Measures of Progress

The achievement or progress tests are written by the director, Marilyn Glazer-Weisner, with feedback from IEI faculty and World Language Institute staff. Achievement or progress tests occur throughout the semester and are noted on the course syllabi to evaluate knowledge of the grammatical structures being taught and continued progress with reading comprehension skills. The students take these tests in the departmental designated testing center and the tests are proctored by the testing room administrator. She also assists the faculty with evaluating certain grammar tests according to the answer key provided. The purpose of the achievement or progress tests is to determine how well the students are mastering the material they are studying and learning for grammatical structures. For grammar tests, students have two different testing options. Tests known as form A or B are objective with only one correct answer to test mastery of the knowledge of the grammatical structures. Tests known as form C

are more subjective and require students to communicate and demonstrate the grammar point they have learned in that communication. In both types of testing, students are learning test-taking skills which they will need to be successful in North American college or university classrooms.

For reading, in preparation for the test, the students receive guided reading questions to annotate to encourage active reading. The faculty evaluate each student's readiness for an achievement test following a rubric. Once the student is ready, he or she takes a test in the departmental testing center. The reading comprehension tests require students to write responses to open ended questions based on the chapter readings. Since these tests measure the students' ability to understand what they are reading and not memorization of language, they are permitted to refer to their annotated guiding reading questions and their textbooks while taking the tests. This testing experience is also intended to prepare them for the rigors of higher education in North America. Also, in this way, the reading comprehension test continues the learning process as well as demonstrating the communicative process.

3. Final Portfolio Process

During orientation week, students begin learning about the portfolio presentation process and organizing their drafts of their written work in the portfolio after their instructors have read and evaluated their essays and compositions. They learn that this portfolio demonstrates the depth of what they are learning. This training is essential for success in a North American college or university. Thanks to the active teaching of these lessons, students are aware of the metacognitive skills they are developing and which will transfer to content-based classes and later in their professional lives. Throughout the semester, the students are preparing for their portfolio presentations as they are prompted to think about self-assessment and peer-assessment, and self-reflection as tools of the academically successful students. They are trained in how to prepare and present their portfolio. They are given specific questions to answer so they have a guide. Another aspect of the portfolio presentation as a method of evaluation reflects what Kramersch (2014) believes as she states, "It means that the focus is no longer on discrete and testable skills but on processes" (306). Our students understand these processes provide them with the skills they will need as they continue their studies and as they enter the job market. The portfolio presentations also serve a place for students to interact in a formal setting. Each presenter answers questions posed by the audience which is made up of peers and MCC administrators and staff. This situation also supports Kramersch's view of how languages should be taught and tested in the age of globalization. "The goal is not just to expose students to a diversity of accents, and registers, but have them critically engage with the social and political differences that they index" (306). These differences are evident as the presenters answer questions from native speakers who are supportive but at the same time, they are determining how much the students are becoming college-ready. The portfolio presentations as final assessments are a true reflection of the direction language teaching is moving in order to prepare the students for the academic world they will enter.

Part Six: Inside and Outside of Class at MCC:

At Middlesex Community College the faculty and staff of the Intensive English Institute focus on the whole person educational approach. The faculty and staff nurture students in an inclusive environment which promotes positive academic risk-taking and curiosity. Students eat lunch in MCC's cafeteria together to learn how to interact informally while being taught how to fit into an academic setting. The IEI students interact with native and non-native speakers of North American English in a variety of settings including their classrooms.

- The testing room administrator for our department is a native English speaker.
- In MCC's cafeteria our students interact with other college students and MCC faculty and staff.
- In the Academic Center for Enrichment the IEI students work with trained English as a second language tutors for writing, grammar, and conversation practice.
- In their classes they also interact with the Internet which supports and expands English language learning.

As a result of the classes the students in the Intensive English Institute are taking, their interactions with the Supplemental Instruction Leader, the Testing Room Administrator, the tutors, and with the general population of MCC, (students, faculty, and staff), the following list reflects the variety of skills they are developing:

- Technological skills: use of computers, learning software, and Internet access as part of their coursework.
- Learning how to learn, academic success skills for U.S. higher educational settings.
- Recognizing learning strategies to employ that support successful English language learning.
- Note-taking to promote building memories with written and spoken English.
- Reading comprehension enhanced by active reading skills.
- Academic writing.
- Knowledge of grammar necessary for success in college classes.
- Vocabulary development.
- Cultural awareness of North American English speaker and the culture of U.S. higher educational settings.
- Tests and test-taking in the United States.

Even while completing various forms of testing and assessment during the semester, the IEI students interact with native and non-native speakers of the English language.

- In the World Language Institute testing room, the IEI students are proctored by our testing room administrator, who is a native speaker of North American English.
- In the Intensive English Institute classroom, the IEI students demonstrate success in learning how to listen and understand and speak by making class presentations in front of their classmates, their professors, and their supplemental instruction leader.

- Outside of the IEI classrooms and MCC campus, the IEI students write their papers and essays either in their homes or in the campus library or computer labs. They are able to present their written work to their professors electronically and in hard copy.
- The end of semester portfolio presentation serves as the IEI students' final examination. After learning about peer assessment and self-assessment, the IEI students prepare a portfolio and a presentation to highlight what they have learned by demonstrating their best work and work that still needs improvement to an audience of MCC faculty and staff. The students demonstrate accomplishments with their presentation skills, speaking, and writing by sharing the results of writing their essays.

Part Seven: A Day in the Life of the Intensive English Institute students or the daily schedule.

Daily Schedule for Fall 2018 Intensive English Institute Classes:

Monday/Wednesday: Reading/Writing/Grammar, Listening, Remembering, Note-Taking, Conversations and Actions = Susan Wheeler

Tuesday/Thursday: Reading/Writing/Grammar, Listening, Remembering, Note-Taking, Conversations and Actions = Emile Tabea

Monday/Tuesday/Wednesday/Thursday: Conference and Lab Time = James La Vecchio

Monday	Tuesday	Wednesday	Thursday
9 to 11:30 a.m. RWG: Reading, Writing, Grammar Advanced and High Intermediate	9 to 11:30 a.m. RWG: Reading, Writing, Grammar Advanced and High Intermediate	9 to 11:30 a.m. RWG: Reading, Writing, Grammar Advanced and High Intermediate	9 to 11:30 a.m. RWG: Reading, Writing, Grammar Advanced and High Intermediate
11:30 a.m. to 1 p.m. Lunch and Learn Supplemental Instruction Leader (Priscilla)	11:30 a.m. to 1 p.m. Lunch and Learn	11:30 a.m. to 1 p.m. Lunch and Learn Supplemental Instruction Leader (Priscilla)	11:30 a.m. to 1 p.m. Lunch and Learn
1 to 2 p.m. Listening, Remembering, Note-Taking Advanced and High Intermediate	1 to 2 p.m. Listening, Remembering, Note-Taking Advanced and High Intermediate	1 to 2 p.m. Listening, Remembering, Note-Taking Advanced and High Intermediate	1 to 2 p.m. Listening, Remembering, Note-Taking Advanced and High Intermediate
2 to 3 p.m. Conversations and Actions, High Intermediate	2 to 3 p.m. Conversations and Actions, High Intermediate	2 to 3 p.m. Conversations and Actions, Advanced	2 to 3 p.m. Conversations and Actions, Advanced
Conference & lab time with advanced students	Conference & lab time with advanced students	Conference and lab time with high intermediate students	Conference and lab time with high intermediate students

The following course descriptions provide information about the courses offered in the Intensive English Institute of Middlesex Community College:

High-Intermediate Reading, Writing, and Grammar Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course. High-intermediate reading, writing, and grammar is a cross-listed course and taught simultaneously with Advanced reading, writing, and grammar.

In reading, students will be taught to:

- Apply skimming and scanning skills, using both the textbook and The Boston Globe

newspaper.

- Practice inferring meanings of words from texts.
- Identify a wider range of transition and/or linking words within texts.
- Apply active reading and annotation skills to strengthen their reading comprehension abilities.
- Use a disciplined practice of close readings of complex academic texts.

In writing, students will be taught to:

- Use the necessary process for the U.S. style of academic writing that involves prewriting, writing, and rewriting assignments to prepare for college coursework.
- Practice proofreading and editing their papers and be familiar with writing multiple drafts due to peer editing and conferences with faculty.
- Construct essays that may include persuasive writing.
- Use paraphrasing and summarizing skills.
- Express complex sentences with a wide range of conjunctions, and use transition and/or linking words to express comparison and contrast, cause and effect and opinion.
- Construct papers with the expectation of producing up to 200 words using text or graphical prompts.

In grammar, students will be taught to:

- Practice using complex grammatical forms and sentence structure and develop the necessary skills to proofread and edit their own writing through peer review and self-assessment.
- Focus on grammatical knowledge to improve and correct use of the most commonly misused forms second language speakers include in writing college papers.
- Examine their papers and conference with faculty to allow for just-in-time instruction of grammar.

Homework is assigned daily. Lab/conference time accompanies class and provides support and practice in reading, writing, or grammatical challenges.

Prerequisite: Placement by assessment and instructor feedback.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Read and understand non-fiction texts with some viewpoints:
 - Incorporate use of pre-reading techniques to facilitate understanding of texts
 - Apply reading strategies to unlock meaning of texts
 - Adopt use of active reading skills by using textual annotation
- Respond to the ideas and information in the texts orally and in writing:
 - Recognize differences between fact and opinion with support
 - Discuss abstract concepts found in readings with support
 - Discuss diverse perspectives represented in readings with support

- Explore inferences from specific data with support
- Identify ideas and information to develop viewpoints on a topic with support
- Write paragraphs integrating ideas and information in the texts:
 - Organize ideas in writing
 - Formulate a controlling idea to focus writing with support
 - Support each point with evidence and examples
 - Employ writing to address a specific audience with support
 - Develop sentences to explain ideas
 - Detect and correct some mechanical and grammatical errors with support
- Know how to apply use of grammatical forms recognized as the most commonly misused grammatical challenges faced by second language speakers in U.S. higher education courses:
 - Review and use of verb tenses
 - Use gerunds and infinitives with accuracy
 - Construct passive sentences
 - Express conditional sentences and wishes
 - Use indirect speech appropriately

Advanced Reading, Writing, and Grammar Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course. Advanced reading, writing, and grammar is a cross-listed course and taught simultaneously with High Intermediate reading, writing, and grammar.

In reading, students will be taught to:

- Apply skimming and scanning skills, using both the textbook and The Boston Globe newspaper.
- Practice inferring meanings of words from texts.
- Identify a wider range of transition and/or linking words within texts.
- Apply active reading and annotation skills to strengthen their reading comprehension abilities.
- Use a disciplined practice of close readings of complex academic texts.

In writing, students will be taught to:

- Use the necessary process for the U.S. style of academic writing that involves prewriting, writing, and rewriting assignments to prepare for college coursework.
- Practice proofreading and editing their papers and be familiar with writing multiple drafts due to peer editing and conferences with faculty.
- Construct expository essays, including a strong focus on thesis statements and supporting details.
- Use paraphrasing and summarizing skills.
- Express complex sentences with a wide range of conjunctions, and use transition and/or linking words to express comparison and contrast, cause and effect and opinion.
- Construct essays and compositions with the expectation of producing a full page of

using text or graphical prompts.

In grammar, students will be taught to:

- Practice using complex grammatical forms and sentence structure and develop the necessary skills to proofread and edit their own writing through peer review and self-assessment.
- Focus on grammatical knowledge to improve and correct use of the most commonly misused forms second language speakers include in writing college papers.
- Examine their papers and conference with faculty to allow for just-in-time instruction of grammar.

Homework is assigned daily. Lab/conference time accompanies class and provides support and practice in reading, writing, or grammatical challenges.

Prerequisite: Completion of high-intermediate integrated skills course with a grade of C- or higher or placement by assessment and instructor feedback.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

➤ Independently read and understand complex academic texts with multiple viewpoints:

- Incorporate use of pre-reading techniques to facilitate understanding of texts
- Apply strategies to unlock meaning of texts
- Adopt use of active reading skills by using textual annotation
- Critically respond to the ideas and information in the texts
- Recognize and distinguish differences between fact and opinion with support
- Identify and discuss abstract concepts found in readings
- Identify and discuss abstract concepts found in readings
- Identify and discuss diverse perspectives represented in readings
- Identify and explain inferences from text with support
- Synthesize ideas and information to develop their own viewpoints on a topic

➤ Respond to the ideas and information in the texts orally and in writing:

- Recognize differences between fact and opinion with support
- Discuss abstract concepts found in readings with support
- Discuss diverse perspectives represented in readings with support
- Explore inferences from specific data with support
- Identify ideas and information to develop viewpoints on a topic with support

➤ Write essays integrating ideas and information in the texts:

- Organize ideas clearly and effectively in writing with support
- Formulate a controlling idea to focus writing
- Support each point with adequate evidence and examples
- Employ writing to address a specific audience
- Develop sentences to relate and emphasize ideas
- Detect and correct major mechanical and grammatical errors with support

➤ Know how to apply use of grammatical forms recognized as the most commonly misused grammatical challenges faced by second language speakers in U.S. higher education courses:

- Review and use of verb tenses
- Use adverb clauses with accuracy
- Construct passive sentences
- Express conditional sentences and wishes
- Use phrasal verbs with accuracy

High Intermediate Listening, Remembering, Note-Taking Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course. High-intermediate listening, remembering, note-taking is a cross-listed course and taught simultaneously with Advanced listening, remembering, note-taking.

For listening, students will be taught to:

- Apply necessary academic skills to participate successfully in U. S. college and/or university classrooms where faculty lecture in English.
- Apply practice and use of the Cornell note-taking system to enable them to actively listen and annotate to build memories with the lecturer’s spoken words.
- Identify topics and themes in formal academic lectures gradually extending in length, and elements that contribute to communication and spoken text.
- Actively listen and watch video lectures that utilize Ted Talks delivered by native and non-native speakers along with interacting with the faculty.
- Devise connections with lessons taught in other classes in by listening for words and phrases that signal sequence, process, definition, cause and effect, compare and contrast.
- Apply listening skills to focus on accuracy of sounds and practice pronunciation with stress and intonation.

For remembering, students will be taught to:

- Use and practice the Cornell system of note-taking to build memories with the language they hear when they listen by learning how to take notes.
- Use and refer to notes to allow them to recall information for class discussions.

For note-taking, students will be taught to:

- Use their written notes to learn how to participate in U.S. college and/or university classrooms where they compete with native speakers.
- Apply and practice appropriate classroom language to express agreement or disagreement in academic contexts.
- Demonstrate listening comprehension progress by presenting a talk of an academic nature for about 10 to 15 minutes, using notes and aids.

Homework is assigned daily.

Prerequisite: Placement by assessment and instructor feedback.

Student Learning Outcome:

Upon completion of this course, students will be able to:

- Apply note-taking strategies to guide in answering comprehension questions, and writing summaries.
- Comprehend spoken and written authentic sources with support.
- Summarize and/or react in writing and in speaking with support to demonstrate listening comprehension.
- Demonstrate an understanding of new academic vocabulary.
- Listen and understand conventional narrative and descriptive texts, the main ideas, and many supporting details.

Advanced Listening, Remembering, Note-Taking Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course. Advanced listening, remembering, note-taking is a cross-listed course and taught simultaneously with High-Intermediate listening, remembering, note-taking.

For listening, students will be taught to:

- Apply necessary academic skills to participate successfully in U. S. college and/or university classrooms where faculty lecture in English.
- Apply practice and use of the Cornell note-taking system to enable them to actively listen and annotate to build memories with the lecturer's spoken words.
- Identify topics and themes in formal academic lectures gradually extending in length, and elements that contribute to communication and spoken text.
- Actively listen and watch video lectures that utilize Ted Talks delivered by native and non-native speakers along with interacting with the faculty.
- Devise connections with lessons taught in other classes in by listening for words and phrases that signal sequence, process, definition, cause and effect, compare and contrast.
- Apply listening skills to focus on accuracy of sounds and practice pronunciation with stress and intonation.

For remembering, students will be taught to:

- Use and practice the Cornell system of note-taking to build memories with the language they hear when they listen by learning how to take notes.
- Use and refer to notes to allow them to recall information for class discussions.

For note-taking, students will be taught to:

- Use their written notes to learn how to participate in U.S. college and/or university classrooms where they compete with native speakers.
- Apply and practice appropriate classroom language to express agreement or disagreement in academic contexts.
- Demonstrate listening comprehension progress by presenting a talk of an academic nature for about 10 to 15 minutes, using notes and aids.

Homework is assigned daily.

Prerequisite: Completion of high-intermediate listening, remembering, note-taking course with grade of C- or higher or placement by assessment and instructor feedback.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Apply note-taking strategies to guide in answering comprehension questions, writing summaries, and composing responses to critical thinking questions
- Comprehend spoken and written authentic sources.
- Summarize and/or react in writing and speaking.
- Demonstrate understanding of academic vocabulary.
- Listen and understand conventional narrative and descriptive texts of varied length as well as complex and argumentative speech.
- Comprehend facts presented in oral discourse and frequently recognize speaker-intended inferences.

High Intermediate Conversations & Actions Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course.

For both conversations and actions, students will be taught to:

- Apply necessary academic skills to participate successfully in U.S. college and/or university classrooms where classmates can be native speakers of English who grew up in the U.S.
- Understand and accept cultural actions of academically successful students attending college or university classes in the U.S.
- Gain a cultural understanding of U.S. higher education institutions and their expectations for successful student academic performance.
- Apply and practice cultural actions to allow the initiation of academic conversations that include discussions, debates, arguments, and/or presentations.
- Explore cultural diversity to include diversity of gender, religion, color, disability, sexual orientation and education to reflect the community college learning environment.
- Reflect on cultural diversity with journal writing to demonstrate self-reflection on changes in awareness and knowledge of a broad range of diversities.
- Analyze and reflect on aspects of current events, life in the U.S., and TOEFL listening and speaking preparation.
- Use content of video lectures that utilize Ted Talks delivered by native and non-native speakers along with interacting with the faculty to create conversations.
- Devise connections with lessons taught in other classes by listening for words and phrases that signal sequence, process, definition, cause and effect, compare and contrast.
- Apply speaking skills in this class to practice appropriate classroom language and express agreement or disagreement in academic contexts.

Homework is assigned daily.

Prerequisite: Placement by assessment and instructor feedback.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Facilitate class discussions that may involve stating and supporting positions, expressing agreement or disagreement, soliciting opinions, and restating other's views.
- Demonstrate ability to ask for clarification, give instructions, discuss and describe problems and offer solutions.
- Demonstrate ability to speak in front of native speakers and when participating in group discussions.
- Demonstrate intra-personal capacity related to cultural sensitivity of the U.S. higher education classroom setting and expectations for successful academic student performance to aid in understanding and interpreting text material through reflection.

Advanced Conversations & Actions Course: Student success academic skills for second language speakers including supplemental instruction leadership are embedded in this course.

For both conversations and actions, students will be taught to:

- Apply necessary academic skills to participate successfully in U.S. college and/or university classrooms where classmates can be native speakers of English who grew up in the U.S.
- Understand and accept cultural actions of academically successful students attending college or university classes in the U.S.
- Gain a cultural understanding of U.S. higher education institutions and their expectations for successful student academic performance.
- Apply and practice cultural actions to allow the initiation of academic conversations that include discussions, debates, arguments, and/or presentations.
- Explore cultural diversity to include diversity of gender, religion, color, disability, sexual orientation and education to reflect the community college learning environment.
- Reflect on cultural diversity with journal writing to demonstrate self-reflection on changes in awareness and knowledge of a broad range of diversities.
- Analyze and reflect on aspects of current events, life in the U.S., and TOEFL listening and speaking preparation.
- Use content of video lectures that utilize Ted Talks delivered by native and non-native speakers along with interacting with the faculty to create conversations.
- Devise connections with lessons taught in other classes by listening for words and phrases that signal sequence, process, definition, cause and effect, compare and contrast.
- Apply speaking skills in this class to practice appropriate classroom language and express agreement or disagreement in academic contexts.

Homework is assigned daily.

Prerequisite: Completion of high-intermediate conversations and actions course with grade of C- or higher or placement by assessment and instructor feedback.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Facilitate class discussions that may involve stating and supporting positions, expressing agreement or disagreement, soliciting opinions, and restating other's views.
- Demonstrate the ability to ask for clarification, give instructions, discuss and describe problems and offer solutions.
- Demonstrate ability to speak in front of native speakers and when participating in group discussions.
- Demonstrate intra-personal capacity related to cultural sensitivity of the U.S. higher education classroom setting and expectations for successful academic student performance to aid in understanding and interpreting text material through reflection.

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