



*English Language Proficiency
Policies and Services*

THE GRADUATE SCHOOL

SYRACUSE UNIVERSITY

Dear International Teaching Assistant:

We are very pleased that you have chosen to pursue graduate studies at Syracuse University. The University is proud that it counts about 1400 international graduate students from 130 countries among its graduate community. Each of you contributes to the enrichment of the intellectual and cultural diversity of this campus, and the University is a more vital place because of your presence.

Approximately one-quarter of the University's teaching assistants are international students. Having international students as tutors, course and laboratory instructors, and recitation and review session leaders adds immeasurably to undergraduate education. Increasingly, the University must search for new ways to prepare our undergraduates to think globally, and assuredly one of the best ways is to provide opportunities for our students to study and interact with faculty members and teaching assistants from other cultures.

At the same time, universities throughout the United States have been under increasing scrutiny from prospective and current students, their parents, trustees and state legislators to ensure that international faculty members and teaching assistants are proficient in the English language. Many states have passed laws requiring faculty members and teaching assistants to be English language proficient. While no such law exists in New York State at the present time, Syracuse University is determined to provide the highest quality of education for its students. This means that all who have responsibilities involving contact with undergraduates must have a high level of spoken American English language skills.

This publication describes the services available to international teaching assistants at Syracuse University who require assistance in improving their English language proficiency. It also describes the Graduate School's procedures for language testing and evaluation, policies regarding course attendance, and tips for successful interactions with undergraduate students. We hope that you find this information useful and that you make suggestions about improving this guidebook for future international teaching assistants.

Finally, you should be aware that the Graduate School will keep in close communication with your academic department regarding your level of English language proficiency. To every extent possible, the Graduate School and your academic department work together to ensure that you are given the assistance necessary for success in both academic studies and in your teaching assistantship.

Best wishes for a successful year!

Sincerely,

A handwritten signature in black ink, appearing to read "Danielle Montagne". The signature is fluid and cursive, with the first name "Danielle" written in a large, rounded script and the last name "Montagne" written in a more compact, cursive style.

Danielle Montagne
Coordinator, English Language Proficiency Services
The Graduate School

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The University's Assessment of International Teaching Assistant (ITA) English Language Proficiency

Most new international TAs participate in language testing during the international portion of the TA Orientation Program. ITAs take the Versant English Test, a 20-minute standardized exam conducted by phone. They also interview with a Graduate School staff member, an ESOL instructor, a faculty member from their department, and an undergraduate student. A second interview, with graduate student Teaching Mentors, includes a language exercise such as reading aloud a short paragraph, and is video recorded. The Versant test, the interviews, and the recording result in a holistic rating using a 4-point scale of English language proficiency developed by the Graduate School and the ESOL Program. This rating is used to determine placement, if any, within the Graduate School's sequence of English courses for ITAs. The progress of ITAs in these courses is continually monitored, and each student reassessed on the 4-point scale at the end of the course.

ITAs who do not participate in language assessment during the TA Orientation (e.g., due to visa delays) must take the Versant test and participate in an oral interview upon arrival at the University. Contact Danielle Montagne (443-4145; dmmontag@syr.edu) in the Graduate School to schedule an assessment.

See Appendix F for Versant exam instructions.

NOTE: *In addition* to ITA language assessment through the Graduate School, *all* international graduate students with TOEFL scores lower than 600 (or 100 on the TOEFL iBT) are required to take the English Language Assessment Exam (ELAE) administered by the ESOL Program. This examination assesses written language proficiency and can indicate that an English course focusing on writing skills (e.g., ENL 211 or 213) may enhance success in graduate coursework. (See Appendix B for a description of these courses.) The ELAE may result in a recommendation for additional English coursework, but *does not serve as a substitute* for the Graduate School's language assessment process for ITAs.

During the year, many ITAs will participate in English language classes or conversation groups required by the Graduate School and by their academic departments. If you participate in one of these activities, your progress will be continually assessed and your summary assessment (on the 1-4 scale) will be reevaluated at the end of each language course you take. Occasionally, ITAs will also be asked to meet with a TA Program staff member for a brief, informal interview as part of the reassessment process.

The English Language Proficiency Summary Rankings

These rankings are used to describe your overall level of oral language proficiency. The Graduate School will only recommend those with summary rankings of “1” or “2” to hold TA duties involving contact with undergraduate students. However, your department will undoubtedly consider many other factors aside from your language proficiency when assigning your TA duties. For example, your department may consider your experience in your discipline, prior teaching experience, and your general aptitude for undergraduate teaching.

Descriptors

- 1** ITA communicates with near-native English proficiency, with idiomatic vocabulary and clear pronunciation. She or he is ready to teach and needs no additional English study.
- 2** ITA communicates effectively in English. He or she has minor problems using grammar, vocabulary and pronunciation, but these do not interfere significantly with intelligibility. He or she can hold regular TA responsibilities. *While many in this group need no additional study, ENL 640 may be recommended for some students.*
- 3** ITA has inadequate speaking skills for teaching in English. She or he has limited control of grammar and vocabulary, and little or no familiarity with idiomatic expressions. Much of her or his pronunciation requires extra-sympathetic listening. She or he should be given limited TA duties that do not involve direct contact with students (e.g., setting up labs and correcting papers and tests). *She or he will require a continuing oral language program (e.g., ENL 610).*
- 4** ITA has extremely limited English speaking skills and is difficult to understand. He or she has inadequate knowledge of grammar and vocabulary (including idiomatic expressions). The meaning of many words or phrases is obscured because of poor pronunciation. He or she should be given only those duties that do not require contact with undergraduates. *He or she will be required to enroll in a basic ESOL program and should not hold any teaching responsibilities.*

Courses Available to Help Improve Spoken and Written English Language Skills

ENL 610: Oral Communication in Teaching

The ESOL Program and the Graduate School are pleased to offer the course ENL 610, which is designed to help ITAs improve their spoken language proficiency. Taught by an ESOL instructor, ENL 610 is a two-semester course consisting of three 55-minute class meetings per week. There is also a weekly 80-minute laboratory led by a graduate student lab instructor, assisted by a carefully selected and trained undergraduate student. The goal of ENL 610 is to help improve your oral language proficiency to prepare you to teach in the American university setting. The three class meetings a week focus on developing listening and speaking skills and understanding aspects of American culture that will help prepare you for successful interaction with undergraduates. The weekly laboratory provides you with opportunities to practice making presentations, practice effective classroom or laboratory questioning techniques, and interact with undergraduate students. (See Appendix A for sample syllabi.) ENL 610 is a zero (0) credit course, but you will receive a combined letter grade for both your class and lab section that will appear on your Syracuse University transcript. ENL 610 is intended primarily for ITAs with an English proficiency ranking of “3.” (ITAs with a ranking of “3” who have difficulty with grammar, idiomatic English, and pronunciation may first be required to take a prerequisite ESOL course such as ENL 203 or 207.) ENL 610 may also be recommended for a few ITAs new to the U.S. with a ranking of “2.”

ITAs who may benefit from additional practice with conversational English may be referred to meet weekly with undergraduate conversation partners (see page 7). These students meet one-on-one with ITAs to converse in English and practice those linguistic skills specified by the ENL 610 instructor.

ITAs with a ranking of “2” may be recommended or required to take ENL 640. ENL 640 is described on the following page. ITAs with a ranking of “4” are required to take the ELAE Exam and are usually required to take a basic ESOL course such as ENL 201 or 203, which focuses on the fundamentals of the English language. ITAs at this level may also be referred to the English Language Institute for intensive study.

See Appendix B for descriptions of all 200-level ESOL courses.

ENL 640: English Conversation for International Teaching Assistants

ENL 640 is a one-hour-per-week conversation group, designed to give you the opportunity to practice and expand your command of English by conversing with others. Outside activities are designed to encourage your use of idioms and idiomatic phrases and your awareness of cultural conventions. You will be asked to tape-record material that will help you improve your pronunciation. Themes that may be discussed in the course include handling situations in class, handling stress, the American legal system, and selected current events. Interactions with undergraduates will also be provided, both in and outside of class. (See Appendix A.3 for a sample syllabus.) ENL 640 is primarily for ITAs with a ranking of “2” who have taken ENL 610, but who still need practice in developing or maintaining their oral English proficiency. These ITAs will be registered for ENL 640 for zero (0) credits, but will still receive letter grades that will appear on their Syracuse University transcripts.

Enrolling in the Appropriate Course

A letter from the Graduate School and your academic department informing you of your recommended or required course will be mailed to your academic department and given to you. You may then register for the appropriate course using MySlice.

Attendance Policy for ESOL (ENL) Courses

If you are required by the TA Program to enroll in any ESOL (ENL) course, you must attend all classes and laboratories. Unless you have a valid medical excuse, your academic department and the Graduate School will be notified if you miss two consecutive sessions (class and/or lab) or any three sessions without first notifying your instructor.

One-on-One Conversation Partners

As an additional service, the Graduate School maintains a roster of undergraduate students trained as one-on-one conversation partners for ITAs. They are available for hour-long, weekly meetings in a relaxed environment on campus so that ITAs can practice conversational English and build confidence communicating with undergraduates. ITAs enrolled in ENL 610 or 640 may be required by their instructors to use the service in order to focus on specific language issues, such as pronunciation or aural comprehension. However, the service is also available by request to any international graduate student with a current TA appointment. These sessions provide helpful opportunities to discuss problems communicating in class or daily life, to learn about student culture and American slang, or to practice and get feedback on upcoming class presentations. ITAs interested in the service should contact Lee Pomeroy in the Graduate School (443-1856; etpomero@syr.edu) for an Undergraduate Conversation Partner Request Form (Appendix E).

Frequently Asked Questions

Will participation in classes and conversation groups alone help me improve my English language proficiency to a satisfactory level?

The Graduate School staff and the instructors of the ESOL program firmly believe that the course or conversation group in which you may be asked to participate will help you improve your English language proficiency. However, the extent to which you improve is really up to you. Our experience has shown that ITAs with a ranking of “3” or “4” who speak a language other than English at home and in informal or social situations do not improve their oral language skills quickly. In addition, you must do much more than simply attend your ESOL class or conversation group if you are to improve your spoken proficiency. You must complete assignments, actively participate in class, and regularly practice what you have learned.

Previous graduate students who successfully improved their English language proficiency offer this advice:

- Speak English at the office, at home, and whenever possible in social situations. If possible, choose roommates who will agree to speak English in everyday situations. Many have found that having an American roommate or living with an American family is the easiest way to improve their speaking skills.
- Join a conversation group at the Office of International Services. There is no charge for participation.
- Seek opportunities to speak English with undergraduate and graduate students in informal social situations.
- Ask your department chair to assign you to an office with someone who can help you with your English.
- Ask your department chair’s permission to sit in on a class, lab, or recitation section led by an experienced faculty member or TA. Some departments regularly assign new international TAs to observe classes for one or two semesters while their language skills are improving.

I am concerned that my students may find fault with me because I speak with an accent. What can I do about this?

You will find that most undergraduate students are fair and understanding. You will also find that many SU students have limited experience dealing with individuals from other countries. A few students may complain about an ITA's accent (even if he or she speaks English perfectly) for a variety of reasons: their unfamiliarity with having a teacher from another cultural background; the students' own unpreparedness; or an uninterested, uncaring attitude on the part of the TA.

As many of you already understand, effective teaching means much more than being able to speak the English language correctly. Many ITAs (with various accents) win Outstanding TA awards each spring. These TAs are obviously successful in communicating concern for their students in and outside of the classroom.

Here are some tips to consider that may help you improve your relationships with American undergraduates:

- Show interest in your students and call them by name. This is an important sign that you recognize them as individuals.
- In your first class, tell your students about yourself, your background, and your culture. Invite your students to interrupt you in a polite fashion if they are having difficulty understanding a word or expression you have just used. Even if you have adequate spoken English skills, your students may need a little time to adjust to your speech.
- You are usually on the road to success if your students ask questions in class and even challenge your views. Do not be intimidated by students' questions – this is a sign that they are interested!
- Without neglecting your own studies, give your students the time they need. Be available after class for questions, and be in your office and available to students during office hours.
- A smile and a friendly manner help establish a positive atmosphere. Above all, be yourself and take confidence in the fact that you were offered your teaching assistantship because of your department's high estimation of your qualifications and ability.

What will happen if my English language skills do not improve?

Decisions about whether you continue as a TA are made by the academic department with which you are employed. It is possible that if you do not make satisfactory progress in improving your English language skills, your department may discontinue your assistantship. Typically, these decisions are made based on numerous factors, including the availability of funding, your academic progress in your program of study, your potential for succeeding in a teaching assistantship, and your demonstrated progress in improving your English language proficiency. The Graduate School will provide periodic updates about your language skills to your department to aid in their decision making.

Take the goal of improving your English language skills seriously, practice speaking English as much as possible, and you are likely to succeed. Good luck!

Appendix A ENL Course Syllabi

Appendix A.1: ENL 610 Sample Course Syllabi (Fall & Spring Semesters)

ENL 610: Oral Communication in Teaching Fall 2014

This course is the first semester in a program designed to develop the international teaching assistant's oral communication skills. In addition to attending class three days a week, students will meet once a week in a lab section. The syllabus below lists the basic work that we will be covering. There will be many other in-class and out-of-class activities to enhance your listening, speaking, and teaching skills, including readings on culture and idiomatic language. Oral assignments will focus on your individual pronunciation needs. We will also be using Blackboard with links to NPR and other internet sites, so be prepared to check it regularly.

Learning Outcomes for Students:

- *Communicate effectively in the classroom and on a one-to-one basis.*
- *Speak English clearly, effectively, and accurately using both informal/social and academic English.*
- *Present information clearly in an academic situation.*
- *Comprehend rapid speech easily in both social and academic settings.*
- *Monitor one's own speech and that of others to foster continual improvement of one's oral communication skills.*
- *Become familiar with the cultural and teaching dynamics of the cross-cultural classroom.*

TEXTS: 1. (AC) Fragiadakis, Helen. *All Clear: Listening and Speaking*. 2nd ed. Boston, MA: Heinle Cengage Learning, 2008. (with CDs)
 2. (PAE) Orion, Gertrude. *Pronouncing American English: Sounds, Stress, and Intonation*. 3rd ed. Boston, MA: Heinle Cengage Learning, 2012. (with CDs) **You must have the CDs and texts that you can write in – the exercises cannot be filled in already.**

August 25, 27, 29	Course/Student introductions - Student info. sheet — Impromptu presentations PAE – “To the Student” pp. xxv-xxvi; Part 1 “An Overview: Sounds of American English” pp. 1-3; Unit “English Spelling and English Sounds” pp. 4-9 AC – “To the Student” pp. xiv; “Ice Breaker,” “Walk and Talk”
Sept. 3, 5 (9/1 - No classes - Labor Day)	PAE – Unit 2 “The Speech Mechanism” pp. 10-14 AC – Lesson 1 “At a Party – Taking the Initiative” pp. 1-18 Culture Topic – Small talk, greetings
Sept. 8, 10, 12	PAE – “Stress & Intonation” p. 15; Unit 3 “Syllable Stress” pp. 16-29 AC – Lesson 1 “At a Party – Taking the Initiative” pp. 1-18 (cont.) 9/8 - Oral Assignment 1 due (diagnostic) Student Involvement Fair
Sept. 15, 17, 19	PAE – Unit 4 “Vowel and Consonant Length” pp. 30-35 AC – Lesson 2 “Kids’ Behavior in Public – The Bottom Line” pp. 19-36
Sept. 22, 24, 26	PAE – Unit 5 “Content Words, Function Word, and Contractions” pp. 36-47 AC – Lesson 2 “Kids’ Behavior in Public – The Bottom Line” pp. 19-36 AC – Review Lessons 1 and 2 pp. 37- 38

Sept. 29 Oct. 1, 3	9/29- First Exam PAE – Unit 6 “Word Stress and Phrasing” pp. 48-57 Culture Topic/Idioms – Baseball Oral Assignment 2
Oct. 6, 8, 10	PAE – Unit 7 “Intonation” pp. 58-66 Mini-presentations
Oct. 13, 15, 17	PAE – Unit 8 “Using a Dictionary” pp. 67-70 AC – Lesson 3 “In Class – Bored to Death or on the Edge of Your Seat?” pp. 39-56 Culture Topic/Idioms – American football
Oct. 20, 22, 24	PAE – Part 3 Vowel Sounds pp. 71-73; Unit 9 /iy/ and /I/pp. 74-79 AC – Lesson 3 “In Class – Bored to Death or on the Edge of Your Seat?” Oral Assignment 3
Oct. 27, 29, 31	10/27 - Second Exam PAE – Unit 10 /ey/ and /E/pp. 80-85; Unit 11/æ/pp. 86-90 Culture Topics/Idioms – Halloween, Fall Field-specific Presentations (introduction)
Nov. 3, 5, 7	PAE – Unit 12 /a/ pp. 91-97; Unit 13 /ay/ pp. 98-102; Unit 14 /aw/ pp. 103-107 Culture Topic/Idioms – Basketball Field-specific Presentations
Nov. 10, 12, 14	PAE – Unit 15 /ə/ pp. 108-115; Unit 16 /ə/ pp. 116-123 AC – Lesson 4 “On the Streets – Living from Hand to Mouth” pp. 57-72 Field-specific Presentations (cont.) Culture Topic – Thanksgiving
Nov. 17, 19, 21	PAE – Unit 17 /oy/ pp. 124-128; Unit 18 /ɔ/ pp. 129-135 AC – Lesson 4 “On the Streets – Living from Hand to Mouth” pp. 57-72 Oral Assignment 4
(11/24-28 – Thanksgiving Break – No classes)	
Dec. 1, 3, 5	PAE – Unit 19 /ow/ pp. 136-141; Unit 20 /uw/ and /ʊ/pp. 142-148 AC – Review Lessons 3 and 4 pp. 73-74 Culture Topic – December holidays Third Exam – 12/5

GRADING PROCEDURE:

ENL 610 is a zero-credit course, which means that it will not affect your grade point average; however, a letter grade for this course will appear on your transcript. Your grade will be based on the following:

Class Presentations and Participation - 25%	Exams - 30%
Oral Assignments/Homework - 25%	Lab Grade - 20%

Attendance Policy: ITAs required by the ITA Program to enroll in any ESOL course must attend all classes and laboratories. Your academic department and the Graduate School will be notified if you miss two consecutive sessions (class and/or lab) or any three sessions without first notifying your instructor, unless you have a valid medical excuse.

<p>ENL 610 Laboratory: Oral Communication in Teaching Spring 2015</p>
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This course is the second semester in a program designed to develop the international teaching assistant's oral communication skills. In addition to attending class three days a week, students will meet once a week in a lab section. The syllabus below lists the basic work that we will be covering. There will be many other in-class and out-of-class activities to enhance your listening, speaking, and teaching skills, including readings on culture and idiomatic language. Oral assignments will focus on your individual pronunciation needs. Homework assignments and other information can be found on Blackboard, so please plan to check it regularly.

Learning Outcomes for ITAs:

- Communicate effectively in the classroom and on a one-to-one basis.
- Speak English clearly, effectively, and accurately using both informal/social and academic English.
- Present information clearly in an academic situation.
- Comprehend rapid speech easily in both social and academic settings.
- Monitor one's own speech and that of others to foster continual improvement of one's oral communication skills.
- Become familiar with the cultural and teaching dynamics of the cross-cultural classroom.

- TEXTS:** 1. (AC) Fragiadakis, Helen. *All Clear: Listening and Speaking*. 2nd ed. Boston, MA: Heinle Cengage Learning, 2008. (with CDs)
2. (PAE) Orion, Gertrude. *Pronouncing American English: Sounds, Stress, and Intonation*. 3rd ed. Boston, MA: Heinle Cengage Learning, 2012. (with CDs) **You must have the CDs and texts that you can write in – the exercises cannot be filled in already.**

Jan. 12, 14, 16	2nd Semester Course Introduction - Student Information Sheet – Vowel Review PAE – Part 4 – “Consonant Sounds” pp. 149-153; Unit 21 “/l/ as in <u>like</u> ” pp. 154-158 AC – Appendix H – “Student Self-Evaluation Questionnaire” Culture Topic – Martin Luther King, Jr. Day
Jan. 21, 23 (1/19 – No class)	PAE – Unit 21 “/l/as in <u>like</u> ” pp. 154-158 (cont.); Unit 22 “/r/as in <u>red</u> ” pp. 159-167 AC – Lesson 5 “Winning the Lottery – He’s Got It Made” pp. 75-92 Oral Assignment #1
Jan. 26, 28, 30	PAE – Unit 23 “/p/as in <u>pen</u> ” and “/b/as in <u>boy</u> ” pp. 168-176 AC – Lesson 5 “Winning the Lottery – He’s Got It Made” pp. 75-92 (cont.) Culture Topic - Groundhog Day Class Presentation #1
Feb. 2, 4, 6	PAE – Unit 24 “/t/ as in <u>ten</u> ” and “/d/as in <u>day</u> ” pp. 177-190 AC – Lesson 6 “Stuck in an Elevator – Cooped Up and Sitting Tight” pp. 93-110
Feb. 9, 11, 13	PAE – Unit 25 “/k/as in <u>cat</u> ” and “/g/as in <u>go</u> ” pp. 191-200 AC – Lesson 6 “Stuck in an Elevator...” pp. 93-110 (cont.) Idioms – Romance Oral Assignment #2

Feb. 16, 18, 20	2/18- First Exam PAE – Unit 26 “/f/as in <i>food</i> ” and “/v/as in <i>voice</i> ” pp. 201-210 AC – Review – Lessons 5 and 6 pp. 111-112 Culture Topics – Presidents’ Day; Introduction to United States School System
Feb. 23, 25, 27	PAE – Unit 27 “/θ/as in <i>thin</i> ” and “/ð/as in <i>the</i> ” pp. 211-221 Begin High School Survey
March 2, 4, 6	PAE – Unit 28 “/s/as in <i>see</i> ” and “/z/as in <i>zoo</i> ” pp. 222-236 High School Survey (cont.) Education Idioms
March 9-13	Spring Break – No classes
March 16, 18, 20	PAE – Unit 29 “/ʃ/as in <i>she</i> ” and “/ʒ/as in <i>pleasure</i> ” pp. 237-241 PAE – Unit 30 “/tʃ/as in <i>child</i> ” and “/dʒ/as in <i>job</i> ” pp. 242-249 AC – Lesson 7 “Violence in the Media – A Bone of Contention” pp. 113-128 Culture Topic - St. Patrick’s Day Oral Assignment #3
March 23, 25, 27	3/25 - Second Exam PAE – Unit 31 “/h/as in <i>house</i> ” pp. 250-256 AC – Lesson 7 “Violence in the Media – A Bone of Contention” pp. 113-128 (cont.)
March 30 April 1, 3	PAE – Unit 32 “/y/as in <i>yes</i> ” pp. 257-261; Unit 33 “/w/as in <i>walk</i> ” pp. 262-267 Class Presentation #2 – High School Survey
April 6, 8, 10	PAE – Unit 34 “/m/as in <i>me</i> ” pp. 268-73 AC – Lesson 8 “Changing Time Zones – A Bad Case of Jet Lag” pp. 129-147 Culture Topic – Food Oral Assignment #4
April 13, 15, 17	PAE – Unit 35 “/n/as in <i>no</i> ” pp. 274-281 AC – Lesson 8 “Changing Time Zones – A Bad Case of Jet Lag” pp. 129-147 (cont.) Culture Topic - Spring Holidays Class Presentation #3
April 20, 22, 24	PAE – Unit 36 “/ŋ/as in <i>king</i> ” pp. 282-289 AC – Review – Lessons 7 and 8 pp. 148-149 Oral Assignment #5 – Field-specific vocabulary and passage
April 27	Third Exam

GRADING PROCEDURE: ENL 610 is a zero-credit course, which means that it will not affect your grade point average; however, a letter grade for this course will appear on your transcript. Your grade will be based on the following:

Class Presentations and Participation - 20%	Exams - 30%	Lab Grade – 20%
Oral Assignments and Homework - 20%	Survey Project - 10%	

Attendance Policy: ITAs required by the ITA Program to enroll in any ESOL course must attend all classes and laboratories. Your academic department and the Graduate School will be notified if you miss two consecutive sessions (class and/or lab) or any three sessions without first notifying your instructor, unless you have a valid medical excuse.

Appendix A.2: ENL 610 Lab Syllabi (Fall & Spring Semesters)

ENL 610 Laboratory: Oral Communication in Teaching Fall 2014

Course Objectives:

The lab of ENL 610 prepares international teaching assistants to communicate effectively to American undergraduates through the practice of skills learned in the classroom portion of the course. To help with this practice, an experienced TA and an undergraduate student will facilitate this lab by general discussion, engaging in a variety of activities involving American culture, conducting microteaching, and providing ways to better understand undergraduate students here at Syracuse University. Specifically, this lab provides instruction and practice in the following:

- I. Interacting effectively within the dynamics of the American classroom culture.
- II. Understanding and dealing effectively with the classroom behavior of undergraduate students.
- III. Learning the roles and responsibilities of being a graduate student/teaching assistant.
- IV. Developing knowledge and techniques for planning, delivery, and evaluation of lessons presented to undergraduate students.
- V. Developing and demonstrating effective communication skills by using the material taught in the classroom sessions to make presentations in the laboratory and/or classroom.
- VI. Developing, preparing, and delivering a presentation for American undergraduate students in a classroom setting.

Lab Policies and Procedures:

This lab entails discussion, microteaching, and classroom exercises. It meets once a week for 90 minutes. During the Fall semester of ENL 610, there are two microteaching exercises and each of these are videotaped. Your instructor will provide you with a videotape which you must bring to the lab session when you are scheduled to teach. You are expected to give the instructor a lesson plan before you teach, and to participate in a peer review after the presentation. You will also do a written self-evaluation form, viewing your videotaped microteaching outside of class. Videotape viewing facilities are available in Bird Library.

Your participation in discussions, presentations, and critiquing others is essential to your learning. The more you participate, the more you and your colleagues will learn and improve. Your grade is based on your presentation and your participation in class discussions.

Grading

You will earn a grade for the ENL 610 laboratory section, and your score for the lab will count for 20% of your ENL 610 course grade. Your grade for the laboratory section will be determined as follows:

Class participation	60%
Microteaching (2)	40%
lesson plan (10%)	
presentation quality (10%)	
oral communication (10%)	
self-critique (10%)	

ATTENDANCE: Because this is a lab, the majority of the work and instruction is done in class. Your participation is critical to improving your skills and to the success of your colleagues. Therefore, you are required to attend all lab sessions. Your academic department and the Graduate School will be notified if you miss two consecutive sessions or any three sessions without first notifying the instructor, unless you have a valid medical excuse.

Tentative Schedule
First Semester Schedule

<u>Week of:</u>	<u>Topic/Activities</u>	<u>Assignment</u>
9/9-9/13	Introductions; small talk; determining importance in conversations.	Attend the Student Involvement Fair this week. Be sure to take pictures and find handouts to use as visual aids.
9/16-9/20	Informal Presentation of Student Involvement Fair.	Prepare at least two visual aids to use during your Student Involvement Fair Presentation.
9/23-9/27	Lesson plan discussion for Microteaching.	Prepare a lesson plan draft and bring it to class for discussion.
9/30-10/4	Microteaching #1 Give a 7-minute teaching presentation.	Prepare a 7-minute presentation to give to the class about a topic in your field. Bring your final lesson plan.
10/7-10/11	Critique of Microteaching #1 Your video & lesson plan will be discussed and critiqued by the class.	Review and critique your video. Prepare two areas of strengths and two areas of improvement for your lesson plan.
10/14-10/18	Undergraduate Student Panel: A Conversation with Undergraduate Students about Classroom Culture	Prepare three to five questions you would like to ask undergraduate students.
10/21-10/25	Television Program Viewing & Discussion.	
10/28-11/1	Microteaching #2 Give a 7-minute teaching presentation.	Prepare a 7-minute presentation to give to the class about a topic in your field. Bring your final lesson plan.
11/4	Critique of Microteaching #2 Your video & lesson plan will be discussed and critiqued by the class.	Review and Critique your video. Prepare two areas of strengths and two areas of improvement for your lesson plan.
11/11	American Culture; Food Culture; Thanksgiving Course Evaluations	Last Class! Prepare some food to share.

ENL 610 Laboratory: Oral Communication in Teaching Spring 2015

This class builds on the skills of last semester's lab. You will continue to use the skills you learned previously, as well as the new skills that will be taught. Building upon the insights developed so far, this lab will be taught through a combination of discussion, microteaching and classroom presentations. Reading and writing assignments may be given to assist you in comprehending and integrating various concepts.

There will be one or two microteaching exercises and one classroom presentation during the semester. These will be videotaped. The format of the microteaching exercises will remain the same, including required lesson plans, presentation, self-critique, and peer critique. Lesson plans must be turned in to the instructor before each presentation.

Your participation in discussions, presentations, and critiquing others is essential to your learning. The more you participate, the more you and your colleagues will learn and improve. Your grade is based on your presentation and your participation in class discussions.

Grading

You will earn a grade for the ENL 610 laboratory section, and your score for the lab will count for 20% of your ENL 610 course grade. Your grade for the laboratory section will be determined as follows:

- 50% Lab participation**
 - Contribution to lab discussions
 - Completing lab assignments
 - Attendance
- 20% Microteaching**
 - Lesson plan (4%)
 - Presentation quality (4%)
 - Oral communication (4%)
 - Self-critique (4%)
 - Constructive feedback given to classmates (4%)
- 30% Classroom presentation**
 - Preparation (5%)
 - Lesson plan (5%)
 - Oral communication (5%)
 - Self-critique (10%)
 - Student evaluations (5%)

Attendance

Because this is a lab, the majority of the work and instruction is done in class. Your participation is critical to improving your skills and to the success of your colleagues. Therefore, you are required to attend all lab sessions. (Your academic department and the Graduate School will be notified if you miss two consecutive sessions or any three sessions without first notifying the instructor, unless you have a valid medical excuse.)

ENL 610: Oral Communication in Teaching
Second Semester Schedule

<u>Week Of:</u>	<u>Topic/Activities</u>	<u>Assignment Due for Class</u>
1/27-1/31	Introductions, informal discussion of research interests, overview of semester	
2/03-2/07	Observe a class (lab will not meet this week)	Find a seminar or lecture to visit, then attend and observe it. *Find a class in your department for classroom presentation.
2/10-2/14	Discussion of class observations, teaching strategies & lesson planning.	Evaluate the class you observed by filling out the assignment handout. Bring your completed handout to turn in and be prepared to discuss the class.
2/17-2/21	Writing lesson plans, preparing for microteaching, generating questions to check understanding.	Write a rough draft of your lesson plan for microteaching and bring it to discuss. <i>Turn in completed Classroom Presentation info form.</i>
2/24-2/28	Microteaching, five-minute presentations and feedback	Prepare a five-minute presentation to present to the class on any topic you wish. Half of the class will present on 2/25 and the other half on 3/04.
3/03-3/07	Microteaching, five-minute presentations and feedback	Finish your lesson plan and bring it to turn in on the day that you are presenting. *Due: Class assignment in your department for classroom presentation.
3/10-3/14	Spring Break (lab will not meet this week)	
3/17-3/21	Discussion of favorite teachers and good teaching practices	Think of your favorite teacher(s) and be prepared to present about them and what made them a good teacher.
3/24-3/28	Workshop for Classroom Presentations	Prepare and bring a draft of your classroom presentation lesson plan to discuss.
3/31-4/04	Classroom Presentations and Individual Consultations	Make a presentation to a class in your department and then meet with me individually to discuss it.
4/07-4/11	(we will not meet as a lab these weeks, but I will meet with you individually)	
4/14-4/18		

Appendix A.3: Sample ENL 640 Syllabus

ENL 640: English Conversation for ITAs Spring 2015

WELCOME to ENL 640, a conversation course for International Teaching Assistants! Most of you have already begun your teaching experience at Syracuse University and therefore I welcome any comments or questions that will help you enhance this experience during class time. The schedule below is a TENTATIVE SCHEDULE. I would appreciate that you bring the syllabus to every class to note any changes. Although this is a zero-credit course, you will still receive a grade on your official transcript for this course. However, this grade will not affect your overall grade point average.

TENTATIVE SCHEDULE

Jan. 17	Course Introduction, student information sheets Homework: Goal setting
Jan 24	Informal introductions/discuss goals Oral assignment #1-diagnostic
Jan 31	Groundhog Day/ Super Bowl/sports idioms Pausing and thought grouping, speed and volume Dictations/TED talks
Feb 7	Presentation: Explaining your field of study Field specific vocabulary (stress) Valentine's day/idioms
Feb 14	PP Presentation: My hometown/country
Feb 21	Presentation: introducing a syllabus Bring a recording device, assignment #2
Feb. 28	Pronunciation issues Idioms Topics in the news, St. Patrick's Day
March 7	Leading a discussion Using pop songs for stress, intonation and pronunciation
March 10-14	Spring Break
March 21	Discussions
March 28	Defining a Term- bring a recording device to class, #3
April 4	Conclude presentations, Life of the ITA Idioms, student surveys
April 11	Classroom etiquette, Cross cultural classroom Teaching Styles, Office Hours, ITA concerns American culture through TV
April 18	Starbucks-conversation in an authentic environment.
April 25	Last class-course evaluation, quiz

Your grade in this course will be based on:

50%- Homework assignments, presentations and class activities

50%- Class participation includes in class discussion, and group work. You must be present and prepared. Participation is mandatory. You will not get full credit if you do not add to class discussion. You are expected to offer answers and opinions. Do not wait for me to call on you, raise your hand and offer an answer. Attendance is also mandatory. Absences are reported to the graduate school.

Appendix B

ESOL Course Descriptions

ENL 201 (offered in the Fall) is an intermediate, integrated skills course designed to increase the students' competence in both conversational and written English. It is designed for students who have previously studied English but lack command of English structure. The focus is on communicative competence in academic settings and in daily life as well as the fundamental structures and forms of the English language. The course provides opportunities for reading, writing, increasing vocabulary, and speaking in English. This is the first course in a two-semester sequence.

ENL 202 (offered in the Spring) is an intermediate, integrated skills course designed to increase communicative competence in both written and spoken English. It is designed for students already familiar with the fundamentals of English patterns but who need to increase their understanding of its structure, increase fluency, and improve their ability to use English in academic settings and in daily life. The course includes reading, writing, listening, speaking, and vocabulary development.

ENL 203 is a one-semester course designed to help students develop speaking skills and understand and use the stress and intonation patterns of American English, as well as master the pronunciation of individual sounds. The students listen to and take notes on a variety of academic lectures which include general and field-specific vocabulary. In addition, students use conversational English in a variety of cultural situations, e.g. opening and closing a conversation, issuing and accepting invitations, and interrupting politely. Students also become familiar with and learn to use the reduced speech that Americans use daily.

ENL 207 is an integrated skills, high intermediate to advanced ESOL course, with emphasis on written English in academic contexts. Students focus on such principles of academic writing as defining, explaining a process, and outlining. They learn or review complex sentence patterns and work on recurring problems. In addition, students learn to read more skillfully, using techniques such as skimming, scanning, and context clues. Focus is on reading more efficiently with improved comprehension, analysis of organization, and development of ideas. Students also learn about word formation and expand their general vocabulary, including the most common phrasal verbs.

ENL 211 is a composition and reading course for advanced ESOL students. The course is designed to create an awareness of the cultural and discourse expectations in written English and to develop techniques and ideas through reading and writing in English. The students will learn to write with greater fluency, accuracy, variety, and depth.

ENL 213 is a one-semester course of intensive practice in academic English for non-native speakers of English who need to develop advanced critical thinking, reading, and writing skills. The students write an argumentative research paper on an approved topic in their own field of study or on an approved topic of their choice.

Appendix C

ESOL Instructional Staff

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Appendix D
Sample Letters to New International TAs

Appendix D.1: Sample Letter to ITAs Excused from ESOL Courses

Ms. _____
(Department name)
(campus address)
Syracuse University

Dear Ms. _____:

It was a pleasure having you at our recent TA Orientation. We hope you enjoyed the experience and found that it helped you to adjust to Syracuse University and to think constructively about your teaching.

We are pleased to inform you that you are **not required** to take an English language course before you teach. This exemption is based on your successful performance on the Versant exam and English language assessment.

Best wishes for a successful Fall semester. We look forward to seeing you at our various TA Program activities throughout the year.

Sincerely,

Danielle Montagne
English Language Coordinator
The Graduate School

_____, Chair
Department of _____

Appendix D.2: Sample Letter to ITAs Required or Recommended to Take an ESOL Course

Ms. _____
(Department name)
(campus address)
Syracuse University

Dear Ms. _____:

It was a pleasure having you at our recent TA Orientation. We hope you enjoyed the experience and found that it helped you to adjust to Syracuse University and to think constructively about your teaching.

Given the importance of oral communication competence for success in both your teaching assistantship and your program of study, the Graduate School and the Department of _____ **require** you to enroll in an English to Speakers of Other Languages (ESOL) course. Specifically, you must enroll in *ENL 610: Oral Communication in Teaching*. This two-semester course (Fall and Spring semesters) entails classroom and lab components. This requirement is based upon your recent Versant exam and English language assessments.

You may register for this course in the usual manner, using MySlice. **It is important that you register for this course before classes begin on August __.** If you have any questions about this requirement, please direct them to Danielle Montagne in the Graduate School (443-4145 or dmmontag@syr.edu).

Best wishes for a successful Fall semester. We look forward to seeing you at our various professional development activities throughout the year.

Sincerely,

Danielle Montagne
English Language Coordinator
The Graduate School

_____, Chair
Department of _____

Appendix E
One-on-One Conversation Partner info sheet

ITA Name:

SUID:

ITA Department:

Email address:

Phone number:

ENL Course Instructor (if applicable):

Lab Instructor (if applicable):

Requested time to meet with conversation partner

First Choice:

Second Choice:

Third Choice:

For office use only:

Request recd. on:

Consultant assigned:

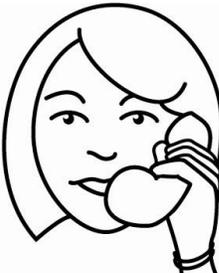
Notes:

Please return to Lee Pomeroy at etpomero@syr.edu

Appendix E

Versant Exam Instructions

Versant tests are automated spoken language tests that are taken on the telephone or computer. If you would like to listen to a sample test, purchase a practice test, or view the test score after taking the test (if applicable), please visit www.VersantTest.com

Part	Instructions
	<ul style="list-style-type: none"> Carefully read this instruction page and the test paper. You may use a dictionary or ask someone for help if there are words or sentences that you don't understand. Choose a quiet location with a landline phone where you will not be interrupted during the test. Do not use a cordless phone, cellular phone, or VoIP phone (e.g., Skype™ or PC-to-phone services). Newer phones are generally better than older phones. Make sure that the phone is set to tone and not pulse.
	<ul style="list-style-type: none"> To begin the test, call the phone number on the test paper using a landline push-button telephone. A recorded examiner's voice will guide you through each section of the test. Enter your Test Identification Number using the telephone keypad when the examiner's voice asks you to do so. This number is printed on the top right of your test paper. The examiner's voice will then ask you two questions: your name, and the city and the country you are calling from. If you are speaking too loudly or too quietly, the examiner's voice will tell you. The test begins when you say your name. If you hang up before you complete the test, the test cannot be graded. You cannot reuse the Test Identification Number.
	<ul style="list-style-type: none"> Hold the phone close to your mouth as shown in the picture below. <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="text-align: center;">  <p>NO Too low, too far away</p> </div> <div style="text-align: center;">  <p>YES In front of mouth</p> </div> <div style="text-align: center;">  <p>YES A good distance</p> </div> </div> <ul style="list-style-type: none"> Answer all questions smoothly and naturally in a clear, steady voice. If you don't know the proper way to respond to a test item, you can remain silent or say, "I don't know." Do not take notes or write during the test. When you hear, "Thank you for completing the test", you may hang up. If you wish, you may answer the optional questions at the end of the test. Your personal information will be kept anonymous.