



THE UNIVERSITY OF ARIZONA  
COLLEGE OF HUMANITIES

# Center for English as a Second Language

## Curricula Catalog

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# INTRODUCTION

## ***Mission***

Established in 1968, the University of Arizona's Center for English as a Second Language (CESL) provides English language training, American cultural studies, English as a Second Language (ESL) classroom research, English for Specific Purposes (ESP) courses, online courses, and Teaching English as a Foreign Language (TEFL) certificate teacher training programs to students, scholars, and teachers throughout the world.

CESL is accredited by the Commission of English Language Program Accreditation (CEA) and is a member of the following professional organizations: NAFFSA (National Association of International Educators); AAIEP (American Association of Intensive English Programs); TESOL (Teachers of English to Speakers of Other Languages); and UCIEP (Consortium of University and College Intensive English Programs).

The mission of the Center for English as a Second Language (CESL) at The University of Arizona is threefold:

1. To **provide superior English language instruction** to native speakers of other languages through excellent teaching, an engaging curriculum, and programs which support learning, collaboration, and community-building. Our activities prepare students for academic and professional success at the University of Arizona and in broader local and global contexts.
2. To **serve the linguistic and professional development needs** of the University of Arizona and the greater community by offering high-quality professional development for teachers, supporting research in language learning, providing program evaluation services, and developing and delivering curriculum in different contexts through collaborations with students, educators, and partners locally and globally.
3. To **encourage respect for cultural and linguistic diversity** through intercultural competence, professionalism, and collaboration both on and off campus in an effort to promote cultural understanding and overall student success.

## ***Programs***

To serve its mission, CESL provides a wide variety of English language programs both full-time and part-time at CESL, in other sites abroad, and online. In the core ESL programs (IEP, UT, and PTP), there are 5 eight-week sessions a year beginning in August, October, January, March and June.

- IEP Intensive English Program ([click here to skip to program description](#))
- U-Track University Track ([click here to skip to program description](#))
- PTP Part-time Program ([click here to skip to program description](#))
- TEP Teen English Program ([click here to skip to program description](#))
- TT Teacher Training ([click here to skip to program description](#))
- CUS Customized Programs ([click here to skip to program description](#))

## Placement in CESL Programs

IEP and PTP. The core of IEP and PTP placement is the iTEP placement test (<https://www.itepexam.com/>). Students also complete a writing test and an oral interview, which help to inform the final placement. Additionally, students can place into upper levels in the IEP using outside standardized tests, like the TOEFL IBT and the IELTS exam (see table below).

**University Track.** For current IEP students, U-Track admissions are based on:

- Their performance in the IEP in level 7, the final level in the IEP
- Performance in a lower IEP level (GPA = 3.0 or higher) in addition to a satisfactory TOEFL or IELTS score.

For external applicants to the U-Track, please see the chart below or the CESL website for direct entry requirements to the U-Track. **ALL UNDERGRADUATE UNIVERSITY TRACK STUDENTS MUST HAVE [CONDITIONAL ADMISSION](#) TO THE UNIVERSITY OF ARIZONA TO BE ADMITTED TO THE PROGRAM.**

TT, CATT, and Customized Programs use different considerations for placement. Contact CESL for this information at [cesl@email.arizona.edu](mailto:cesl@email.arizona.edu).

**CESL Placement Table – IEP and University Track**

Program	Proficiency Level	CESL level	CEFR (placement proficiency / end proficiency)	CESL Placement Test (ITEP) – (minimum score for placement in level)	TOEFL IBT – minimum Score out of 120 (minimum score for placement in level)	IELTS – minimum score out of 9 (minimum score for placement in level)	Time from beginning of level to completion of CESL and beginning of UA studies
University of Arizona Study (Bachelor's, Master's, Doctorate)			C1-C2	Direct placement into the university - visit: <a href="https://admissions.arizona.edu/">https://admissions.arizona.edu/</a>			
CESL University Track (Pre-Undergrad & Pre-Graduate Preparation)	High Intermediate: University Track	Level 9	B2 / B2+	No direct placement	No direct placement	No direct placement	No direct placement
		Level 8	B1+ / B2	3.8	59	5.0	2-4 Months
CESL Intensive English Program (IEP)	Intermediate: Academic English	Level 7	B1+	3.4	55	4.5	4-6 Months
		Level 6	B1 / B1+	3.0	50	4	6-8 Months
	Introduction to Academic English	Level 5	A2+ / B1	2.7	43	3	8-10 Months
	Low Intermediate English Skills	Level 4	A2 / A2+	<b>Students with scores below ranges above must take CESL Placement Test upon arrival.</b>			
	Elementary English Skills	Level 3	A1+ / A2				
	Beginning English Skills	Level 2	A1 / A1+				
	Level 1	Pre-A1 / A1	10-18 months				

- The "+" indicates the higher range for the level.  
 - Students who submit a TOEFL or IELTS score from within the past year will be guaranteed initial placement into the level indicated, if they are possible to use other standardized test scores for direct placement. Contact [cesl@email.arizona.edu](mailto:cesl@email.arizona.edu) if you have questions.  
 - Students with scores lower than those shown on the chart must take CESL's placement test upon arrival.  
 - Students may receive CESL's English Language Endorsement from the University Track -- see [cesl.arizona.edu/endorsement](https://cesl.arizona.edu/endorsement) for details.



## Levels in CESL's Academic Programs.

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The IEP has seven levels (1-7) and the University Track has two levels (8-9). The Part Time Program has between 5 and 10 levels, depending on enrollment. All other programs have curricula or levels determined by the content delivered or the enrollment in the program at the time.

### ***Conditional Admission & CESL Endorsement***

Undergraduate and graduate students may apply to the University of Arizona and request Conditional Admission. If they are academically admissible, they will receive a letter of conditional admission. When they meet the English language requirement, they can transfer from CESL to the University. Graduate students must check with their departments about the possibility of conditional admission.

CESL's University Track students can meet the University English language requirement with an endorsement from CESL. Graduate students must check with their departments regarding their acceptance of CESL endorsement. See the criteria for CESL endorsement at [www.cesl.arizona.edu/endorsement](http://www.cesl.arizona.edu/endorsement).

## **CURRICULUM PHILOSOPHY**

The Center for English as a Second Language offers a rich and challenging curriculum to motivated students who come from various socio- cultural, ethnic, and language backgrounds. CESL's curriculum philosophy is based on student-centered learning. Our curriculum cultivates abilities and values, as well as language development in our students. The following principles establish a basis of CESL's curriculum philosophy:

### ***A Connected Curriculum***

CESL believes that students learn best when their ideas, abilities, and experiences are reinforced horizontally across language skills and courses, and vertically through proficiency levels in a connected curriculum. We develop and offer courses that establish connections for students between classroom learning and their own experience in order to set the groundwork for future learning.

### ***A Student-centered approach***

The CESL curriculum promotes individual self-expression and guides students toward independent critical thinking that encourages them to take increasing responsibility for their own learning. Our courses are designed to enable students to achieve learning outcomes through interaction, communication, and tasks.

### ***A Diverse Community of Students***

The materials and lessons of the CESL curriculum have been developed to reflect the rich and dynamic cross-cultural forces which shape our world and our learning environment, thus encouraging our diverse community of students to develop a sense of responsibility for the local, national, and international communities in which they live.

## CESL COURSE OFFERINGS

All courses are eight weeks long unless specified otherwise. Full-time students in CESL's Academic Programs (IEP or U-Track) take classes between 19 and 20.5 hours per week depending on their level.

- In the IEP, full-time students are in class 20.5 hours/week.
- In the Undergraduate U-Track, students are in class between 19 and 19.5 hours/week depending on the classes offered in that session.
- In the Graduate U-Track, students are in class between 19 and 19.5 hours/week, including a minimum of 2 hours of observation of UA credit courses in their intended graduate discipline.

Part-time students may choose from any of the core or optional courses depending on their schedules and placement up to 11.5 hours per week. All IEP and PTP students must take the Placement Test or submit a recognized test score before their first session of study. Course offerings vary depending upon demand and sequence. See the CESL webpage for current course offerings, schedules and costs <http://www.cesl.arizona.edu>.

### COURSE LENGTHS

For the purpose of tracking student enrollment hours in CESL's programs, some classes in this catalog are defined as "short" or "long."

- Short classes – generally meet 30 hours over an 8-week session
- Long classes – generally meet 50-60 hours over an 8-week session

#### Key

- IEP Intensive English Program ([click here to skip to program description](#))
- U-Track University Track ([click here to skip to program description](#))
- PTP Part-time Program ([click here to skip to program description](#))
- TEP Teen English Program ([click here to skip to program description](#))
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### INTENSIVE ENGLISH PROGRAM (IEP)

**Program Description - IEP.** CESL's IEP is its core academic program. The IEP is a stratified, skills-based program, with foci in Reading, Writing, Speaking, Listening & Grammar. For details about individual IEP course structure and length, refer to <http://www.cesl.arizona.edu/intensive-english-program>. The program is also appropriate for students who plan to pursue careers in their own countries.

#### English Foundations A (provisional) – Listening, Speaking & Grammar (IEP, long course)

Foundations of English is a "soft-landing" course program designed to introduce students with no English proficiency to language learning, study skills, and academic life in the United States. Class work focuses on basic, guided lessons with the goal of preparing students for intensive English language study. Foundations "A" is an integrated-skills course that focuses on establishing a basic foundation in oral communication in the English language. Students will participate in basic conversations and exchanges, and begin to understand clear language about personal topics.

**Prerequisites:** CESL Placement Test or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this course, students in English Foundations A will be able to:*

- *express oneself using complete phrases/sentences*
- *demonstrate comprehension of Wh- questions*
- *demonstrate comprehension of short listening texts*
- *respond to Wh- questions on familiar topics with complete phrases/sentences*
- *give short presentations (minimum 1-2 minutes)*

### **English Foundations B (provisional) – Reading, Writing & Grammar (IEP, long course)**

Foundations of English is a “soft-landing” course program designed to introduce students with no English proficiency to language learning, study skills, and academic life in the United States. Class work focuses on basic, guided lessons with the goal of preparing students for intensive English language study. Foundations “B” is an integrated-skills course that focuses on establishing a basic foundation in writing and reading in the English language. Students will learn to write basic sentences and questions about the present and past. Students will also learn English spelling rules.

**Prerequisites:** CESL Placement Test or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in English Foundations B will be able to:*

- *write grammatically correct simple sentences about personal topics in the present or present progressive*
- *ask and answer common basic questions in writing*
- *use basic punctuation and capitalization rules at the sentence level*
- *spell common words correctly*
- *use articles and pronouns correctly*
- *demonstrate knowledge of sound/symbol correspondence in reading*
- *identify familiar names, high-frequency words, and basic phrases*
- *answer literal questions about a text (who, what, when, and where)*

### **Written Communication 1 (IEP, long course)**

This course focuses on low beginning ESL students’ writing skills. Students focus on writing, punctuating, and capitalizing basic sentences and simple paragraphs. Students also practice writing sentences using descriptive vocabulary.

**Prerequisites:** CESL Placement Test or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 1 Written Communication will be able to:*

- *use basic vocabulary with correct spelling in sentences*
- *capitalize and punctuate simple sentences correctly*
- *write simple sentences correctly including subject-verb agreement*
- *write sentences with basic adjectives and adverbs of frequency*
- *write simple paragraphs with correct paragraph format*

### **Written Communication 2 (IEP, long course)**

This course focuses on developing writing skills. Students learn to organize and construct basic sentences using the past and present tense about personal topics, as well as basic principles of organized writing.

**Prerequisites:** English Foundations B, CESL Placement Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 3 Written Communication will be able to:*

- *write about personal topics or events in the present or past*
- *write grammatically correct questions and simple and compound sentences*
- *spell and capitalize common words correctly*
- *apply basic principles of organized (coherent & cohesive) writing*

### **Written Communication 3 (IEP, long course)**



This course focuses on writing about familiar topics. Students learn basic paragraph form, which includes effective topic sentences, supporting ideas, and conclusions. Students write using the past, present, or future that show understanding of correct capitalization, punctuation, and spelling.

**Prerequisites:** 2 WC, CESL Placement Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 3 Written Communication will be able to:*

- describe familiar topics or events in the past, present, or future
- write coherent paragraphs using appropriate organization (topic, supporting, and concluding sentences)
- spell, capitalize, and punctuate correctly

### **Written Communication 4 (IEP, long course)**

This course focuses on writing about general interest topics. Students learn a variety of writing skills such as: describing, explaining, paraphrasing, and using transitions. Students progress from writing basic paragraphs to writing multi-paragraph texts.

**Prerequisites:** 3 WC, CESL Placement Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 4 Written Communication will be able to:*

- describe and explain general interest topics in the present, past, or future using supporting details
- paraphrase the main ideas of a text
- write multi-paragraph texts using appropriate organization and transition words

### **Written Communication 5 (IEP, long course)**

This course focuses on the further development of writing skills for work with academic content by emphasizing how to identify formal and informal writing characteristics and their correct application. Students learn to write multi-paragraph texts on a variety of academic topics.

**Prerequisites:** 4 WC, CESL Placement Test/Recognized External Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 5 Written Communication will be able to:*

- identify characteristics of formal and informal writing and apply them appropriately (i.e. register)
- write multi-paragraph texts about a variety of topics in multiple genres related to emerging academic topics
- summarize main points of a text effectively and accurately

### **Written Communication 6 (IEP, long course)**

This course focuses on writing with an academic voice. Students learn to write critically and analytically using supporting details, opinions, and paraphrasing. Students write extended texts that are focused, clear, and cohesive.

**Prerequisites:** 5 WC, CESL Placement Test/Recognized External Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 6 Written Communication will be able to:*

- develop extended texts in multiple genres of an academic nature using supporting details and examples
- express and evaluate ideas and viewpoints through analysis and supporting details
- summarize, paraphrase, and report on information accurately and in detail
- write focused, clear, and cohesive paragraphs of an academic nature

### **Written Communication 7 (IEP, long course)**

This is the highest-level IEP course in writing. Students write research-based texts that demonstrate a grasp of rhetorical strategies and an ability to integrate a variety of sources obtained through independent research. They learn to incorporate sources effectively. The course also focuses on developing critical thinking skills and analysis.

**Prerequisites:** 6 WC, CESL Placement Test/Recognized External Test, or Program Coordinator consent.

***Student Learning Outcomes***

On successful completion of this course, students in level 7 Written Communication will be able to:

- develop extended, research-based texts in multiple academic and professional genres using supporting details and examples
- summarize, synthesize, and evaluate information and arguments from multiple sources
- express and organize ideas coherently using a variety of sentence structures and cohesive devices
- use self-editing and proofreading strategies to recognize and repair common errors in writing
- evaluate the credibility and appropriateness of sources
- understand basic citation

### Oral Communication 1 (IEP, long course)

This low-beginning ESL course develops speaking and listening skills through intensive work on basic communicative skills and vocabulary. Students work in pairs and small groups to develop the ability to understand frequently used words and phrases and respond appropriately with simple phrases or complete basic sentences in engaging language activities on basic topics.

**Prerequisites:** CESL Placement Test or Program Coordinator consent

#### *Student Learning Outcomes*

On Successful completion of this course, students in level 1 Oral Communication will be able to:

*Speaking:*

- respond to Wh questions on familiar topics with complete phrases/sentences
- express oneself using complete phrases/sentences
- give short presentations (minimum 1 -2 minutes)

*Listening:*

- demonstrate comprehension of:
  1. Wh questions
  2. simple commands/requests
  3. short listening texts

### Oral Communication 2 (IEP, long course)

This course focuses on developing speaking and listening skills through simple communicative activities. Students participate in controlled short conversations on personal topics in small groups and pairs. Students demonstrate aural comprehension of basic details related to personal content and their immediate environment.

**Prerequisites:** English Foundations A, CESL Placement Test, or Program Coordinator consent

#### *Student Learning Outcomes*

On successful completion of this course, students in level 2 Oral Communication will be able to:

- ask and answer open questions in the present or past about personal topics (hobbies, home, possession, abilities, preferences) and their environment (location, directions, etc.)
- sustain a short, one-on-one conversation to exchange basic information
- understand basic details (names, locations, phone numbers) in slow dialogues and passages

### Oral Communication 3 (IEP, long course)

This course focuses on developing speaking and listening skills as they relate to familiar topics. Students reinforce and expand their existing listening and speaking skills by sustaining conversations with classmates. Additionally, students learn to distinguish between fact and opinion on topics related to their extended surroundings.

**Prerequisites:** 2 OC, CESL Placement Test, or Program Coordinator consent

#### *Student Learning Outcomes*

On Successful completion of this course, students in level 3 Oral Communication will be able to:

- describe familiar topics (e.g. an object, their home, the weather) in the present, past, or future using simple language and basic connecting words (e.g.) and, then, etc.)
- sustain an extended discussion on hobbies and basic interests with classmates
- distinguish between factual statements and personal opinions (e.g. hobbies, preferences, surroundings, etc.) in slow dialogues and passages

### Oral Communication 4 (IEP, long course)

This course focuses on speaking and listening skills as they relate to general interest topics. Students learn to converse in the present, past, or future in informal discussions. Additionally, the course provides increased practice in comprehension of clear and directed speech.

**Prerequisites:** 3 OC, CESL Placement Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 4 Oral Communication will be able to:*

- *speak fluently about general interest topics in the present, past, or future using supporting details*
- *state preferences and explain a point of view*
- *interact with fluency, accuracy, and spontaneity in most informal discussions*
- *understand clear, directed speech on general interest topics*

### **Oral Communication 5 (IEP, long course)**

This course focuses on developing sophisticated speaking and listening skills for academic topics. Students learn strategies to discuss a variety of academic topics. Students practice recognizing and using language skills such as expressing opinions, navigating topic shifts, and making requests in order to interact in academic discussions.

**Prerequisites:** 4 OC, CESL Placement Test/Recognized External Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 5 Oral Communication will be able to:*

- *provide information, opinions, and short descriptions on a variety of academic topics (e.g. world events, ethical debates, environmental issues)*
- *discuss a variety of general academic topics using common strategies (e.g. turn taking, requesting additional information or clarification)*
- *interact with fluency, accuracy, and spontaneity in discussions*
- *understand clear speech from a variety of sources following shifts in the topic (e.g. through note-taking)*

### **Oral Communication 6 (IEP, long course)**

This course focuses on solidifying the speaking and listening skills required to engage with academic content. Students learn to offer and defend reasoned opinions in more formal academic discussions and presentations. Additionally, students learn the skills needed to follow academic lectures, including exposure to more academic vocabulary.

**Prerequisites:** 5 OC, CESL Placement Test/Recognized External Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 6 Oral Communication will be able to:*

- *defend and support ideas and opinions by providing fully formed reasons and explanations*
- *discuss academic topics using common strategies (e.g. turn taking, asking for clarification, encouraging participation, rephrasing)*
- *understand and follow scaffolded lectures on academic topics and take notes on important points*

### **Oral Communication 7 (IEP, long course)**

This is the highest-level IEP course in listening and speaking. It is designed to help students become better speakers and listeners in a variety of academic and professional settings. These skills include explaining ideas, arguing coherently, and using relevant sources. Students communicate in a wide range of discourses using appropriate formality and rhetorical strategies to communicate ideas about both academic and professional topics.

**Prerequisites:** 6 OC, CESL Placement Test/Recognized External Test, or Program Coordinator consent

***Student Learning Outcomes***

*On successful completion of this course, students in level 7 Oral Communication will be able to:*

- *express and develop ideas and opinions with coherence and clarity by using relevant explanations, arguments, and reliable English-language sources*
- *discuss academic or professional topics at length with appropriate communication strategies*
- *relay information about academic or professional topics considering audience and purpose*
- *understand and follow lectures on academic or professional topics from a variety of sources and take notes on important points in those lectures*

### Grammar 1 (IEP, short course)

This course focuses on low beginning English grammar and is designed for ESL students with little or no prior English knowledge. Students learn basic verb tenses, such as the simple present and present progressive, while focusing on correct spelling of –s and –ing forms and how to form simple sentences and questions using appropriate nouns, pronouns and adjectives.

**Prerequisites:** CESL Placement Test/Recognized External Test or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 1 Grammar will be able to:*

- *form affirmative and negative sentences using verbs 'to be' and 'to have'*
- *form affirmative and negative sentences in the simple present and present progressive*
- *form simple present and present progressive constructions*
- *ask and answer 'yes/no' and wh -questions in the simple present and present progressive*
- *use articles and demonstratives with plural/singular and count/non-count nouns*

### Grammar 2 (IEP, short course)

This course focuses on beginning English grammar and is designed for ESL students with little knowledge of English. Students learn how to form simple sentences and questions in basic verb tenses, such as the simple present, present progressive and simple past, using appropriate spelling of –s, –ing, and –ed forms, irregular verbs and time expressions.

**Prerequisite(s):** English Foundations A or B, Grammar 1, CESL Placement Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 2 Grammar will be able to:*

- *use the simple present to describe-and routines using frequency expressions.*
- *ask wh- and yes/no questions in simple present and present progressive*
- *use simple present and present progressive in contrast*
- *form the simple past tense of regular and irregular verbs*
- *form questions and give affirmative and negative answers in the simple past*

### Grammar 3 (IEP, short course)

This low intermediate grammar course focuses on strengthening students' knowledge of basic English grammar through the comparison of the different uses of the present, past and future tenses. Students learn how to describe events using a combination of tenses and appropriate time expressions.

**Prerequisites:** Grammar 2, CESL Placement Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 3 Grammar will be able to:*

- *use simple present and present progressive in contrast, including non-action verbs*
- *form questions and give affirmative and negative answers using regular and irregular verbs in the simple past*
- *discuss past events, form questions and give affirmative and negative answers using regular and irregular verbs in the past progressive*
- *describe past events using the past progressive and simple past*
- *predict and describe future events using time clauses in addition to 'will' and 'be going to'*

### Grammar 4 (IEP, short course)

This intermediate grammar course expands students' knowledge of English verb tenses through the introduction of present perfect tenses and modal verbs. In addition, students review how to form questions using a variety of interrogative pronouns as well as how to use comparatives and superlative structures.

**Prerequisites:** Grammar 3, CESL Placement Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 4 Grammar will be able to:*

- *appropriately state past events using the simple past, present perfect and present perfect progressive*
- *form questions using a variety of Wh-words in present, past and future tenses*
- *correctly use comparative and superlative adjective forms*
- *use modals to express ability, probability, permission, advice, obligation, and preferences*

### Grammar 5 (IEP, short course)

This low-advanced grammar course continues building on students' knowledge of English verb tenses, including perfect tenses, and introduces the passive voice. In addition, students review the use of articles and quantifiers with count and non-count nouns and learn how to use gerunds and infinitives appropriately.

**Prerequisites:** Grammar 4, CESL Placement Test/Recognized External Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this course, students in level 5 Grammar will be able to:*

- *use all simple, progressive, perfect and perfect progressive tenses appropriately in present and past, including past perfect*
- *use articles and quantifiers appropriately with count and non-count nouns*
- *use the passive voice in a variety of tenses, including modals.*
- *use gerunds and infinitives as subjects and objects*

### Grammar 6 (IEP, short course)

This advanced course improves students' abilities to communicate using various complex grammatical structures such as noun clauses and coordinating conjunctions. In addition, students learn about passive constructions, participial adjectives and conditional sentences.

**Prerequisites:** Grammar 5, CESL Placement Test/Recognized External Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 6 Grammar will be able to:*

- *use the passive voice in a variety of tenses, including 'get' passive + participial adjectives*
- *construct complex sentences using a variety of noun clauses as object and subject*
- *quote and report speech using noun clauses*
- *uses coordinating conjunctions with appropriate punctuation*
- *form true and untrue conditional statements in all tenses*

### Grammar 7 (IEP, short course)

This is the last course in the sequence of grammar courses at CESL. It focuses on strengthening students' knowledge of complex sentences using adjectives and adverb clauses as well as reducing them to adjectives and adverb phrases. Finally, students learn a variety of transitional words and connectors that will help them develop better paragraphs and speeches.

**Prerequisites:** Grammar 6, CESL Placement Test/Recognized External Test, or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this class, students in level 7 Grammar will be able to:*

- *construct a variety of adjective clauses*
- *distinguishes between restrictive and non-restrictive adjective clauses*
- *reduce adjective clauses into adjective phrases*
- *use adverb clauses to show time relationships, cause/effect, contrast and conditions*
- *reduce adverb clauses into phrases*
- *use connectives to show time relationships, cause/effect, contrast and conditions*

### Reading Skills 1 (IEP, short course)

This low beginning course focuses on reading short texts. ESL students in this course learn to locate information, answer basic questions about basic texts, and demonstrate emerging knowledge of sound-symbol relations of high frequency words as well as understand basic and common vocabulary.

**Prerequisites:** CESL Placement Test/Recognized External Test or Program Coordinator consent

#### *Student Learning Outcomes*

*On successful completion of this course, students in level 1 Reading Skills will be able to:*

- *locate information in simple texts (for example, schedules, menus, maps, and advertisements)*
- *answer basic information questions (who, what, where, when, why) about a text [scanning]*
- *demonstrate emerging knowledge of sound-symbol relationships/sequences and spelling rules to make sense of high-frequency words (re-wording suggested to focus on phonemic awareness in reading)*

*understand basic and common vocabulary (e.g. seasons, colors, foods, places, clothing, body parts)*

### **Reading Skills 2 (IEP, short course)**

This course focuses on developing basic reading skills. Students will read texts about personal topics, and use spelling patterns, images, and new vocabulary to increase comprehension.

**Prerequisites:** English Foundations B, Reading Skills 1, CESL Placement Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 2 Reading Skills will be able to:*

- *demonstrate knowledge of spelling patterns (letter clusters, irregular spelling)*
- *use images and text about personal topics to identify main ideas and details*
- *independently apply repair strategies to increase fluency and comprehension*
- *understand new vocabulary words from class materials*

### **Reading Skills 3 (IEP, short course)**

This course focuses on reading about familiar topics. Students learn comprehension strategies, including how to scan, predict, and make connections using texts. In addition, students increase their understanding and use of vocabulary, word structure, and spelling.

**Prerequisites:** 2 Reading Skills, CESL Placement Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 3 Reading Skills will be able to:*

- *apply knowledge of word structure in spelling and reading*
- *scan texts for specific information*
- *distinguish fact from opinion*
- *apply reading strategies such as predicting, questioning and making connections*
- *understand and use new vocabulary words from class materials, including parts of speech.*

### **Reading Skills 4 (IEP, short course)**

This course focuses on reading general interest texts. Students learn to draw inferences, make conclusions, identify purpose, and skim texts. In addition, students begin to read extensively and continue to improve their comprehension and use of new vocabulary in increasingly longer texts.

**Prerequisites:** 3 Reading Skills, CESL Placement Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 4 Reading Skills will be able to:*

- *identify the characteristics and purpose of a general interest text (fiction or non-fiction)*
- *draw basic inferences and conclusions (supported with evidence)*
- *paraphrase the main content of a text including use of synonyms and/or antonyms*
- *skim or scan a text to identify key concepts and specific information*
- *understand and use new vocabulary words from general interest materials, including figurative language*
- *apply knowledge of relationships between words, such as word forms*

### **Reading Skills 5 (IEP, short course)**

This course focuses on developing higher-order reading skills needed for comprehension of academic texts. Students focus on making inferences, conclusions, and summaries. Additionally, the course introduces academic vocabulary and how to recognize word roots and word relationships for better comprehension.

**Prerequisites:** 4 Reading Skills, CESL Placement Test/Recognized External Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 5 Reading Skills will be able to:*

- *infer and/or make conclusions across multiple texts of an emerging academic nature (supported with evidence)*
- *understand and use new vocabulary words from a variety of sources related to emerging academic topics*
- *accurately summarize longer texts by including/omitting information appropriately and concisely*

- understand word roots and relationships between words

### **Reading Skills 6 (IEP, short course)**

This course focuses on solidifying high-order reading skills to understand academic content. An emphasis is made on analytical and critical reading skills. Students are introduced to a wide range of academic vocabulary and learn the skills necessary to determine the meaning of new words in context.

**Prerequisites:** 5 Reading Skills, CESL Placement Test/Recognized External Test, or Program Coordinator consent

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 6 Reading Skills will be able to:*

- *analyze, evaluate, and make inferences about viewpoints and/or facts presented in multiple genres*
- *make and describe connections between two or more academic texts about similar topics*
- *understand and use new academic vocabulary words from a variety of sources, including assigned and student-selected readings*
- *adapt reading style to a reading situation (skimming/scanning vs. deep/close reading)*
- *apply knowledge of word origins to determine the meaning of words in context*

### **Reading Skills 7 (IEP, short course)**

This is the highest-level IEP course in reading. Students refine their reading skills, analyze ideas, views, and rhetorical elements from texts of an academic or professional nature. The course also focuses on figurative language and understanding multiple levels of meaning. Additionally, students learn relevant vocabulary from their intended field or profession.

**Prerequisite(s):** 6 Reading Skills, CESL Placement Test/Recognized External Test, or Program Coordinator consent.

#### ***Student Learning Outcomes***

*On successful completion of this course, students in level 7 Reading Skills will be able to:*

- *synthesize information from two or more academic or professional texts*
- *analyze, evaluate, and make inferences about arguments and/or facts presented in multiple genres*
- *identify and interpret information from visual or data-based sources*
- *interpret figurative language such as extended metaphors and analogies*
- *identify academic vocabulary or vocabulary relevant to their intended fields or professions using a variety of sources and strategies*

## ***UNIVERSITY TRACK (U-Track)***

**Program Description – U-Track.** The CESL U-Track program is designed to prepare students for credit-bearing undergraduate and graduate programs (in English). The curriculum offers content-based courses that simulate the rigor of university courses. Within the University Track, there are 3 enrollment options:

- *Undergraduate University Track (UG-UT).* Conditionally- or fully-admitted students who intend to pursue an undergraduate degree at University of Arizona may enroll in CESL's Undergraduate University Track. As part of the program, students enroll in a sheltered general education course (see below) with attending support.
- *Graduate University Track (Grad-UT).* Students who intend to pursue a graduate degree at an English-speaking institution may enroll in CESL's Graduate University Track. As part of the program, CESL facilitates observation of UA graduate courses in students' intended major (or a closely related major – see Observation Plus course description below).
- *Advanced Track (AT).* Students who intend to pursue an undergraduate degree at an English-speaking institution but who have not obtained conditional admission from UA may enroll in CESL's Advanced Track. This program features elements of the UG-UT and Grad-UT. Students take CESL content courses, but also have the opportunity to observe *undergraduate* courses in their intended major.

The prerequisite for enrollment in all of the University Track courses listed below is acceptance into the program. Part-time students may not enroll in the U-Track

### **University Success (U-Track – UG-UT, Grad-UT, AT)**

This course familiarizes students with the university system and the culture of higher education in the U.S. through field trips, research activities, and guest lectures. Students explore and appraise the resources and communities of practice available on campus, acquire the communication skills necessary for interacting professionally in an academic setting, and inventory and develop their repertoire of study strategies.

#### ***Student Learning Outcomes***

*On successful completion of this course, students in University Success will be able to:*

- *Demonstrate knowledge of various strategies to improve and apply study skills (e.g. time management, reading, note taking, etc.)*
- *Identify and report on campus resources, e.g. on-campus tutoring, library assistance, career services, etc.*
- *Identify and report on community groups, e.g. student clubs, cultural associations, etc.*
- *Reflect on interactions in the campus community, considering norms of appropriate language use and common behaviors displayed by students, teachers and other members of the campus community*
- *Recognize the features of a course syllabus and schedule*

### **Cultural Concepts (U-Track – UG-UT, Grad-UT, AT)**

This course is an introduction to concepts of culture pertinent to foreign students planning to enter a U.S. university. Through engagement with course readings, group discussions, surveys, observations and critically reflective assignments (written responses, oral presentations, etc.), students will learn about general dimensions relevant to all cultures in an attempt to make them fluent in talking about cultural differences and raise their intercultural awareness. Students will compare and contrast their own culture with U.S. culture and other cultures different from their own. Students will also explore values of the American mainstream culture in order to better understand the behaviors of their host country. Topics on the culture of higher education academia will also be discussed.

#### ***Student Learning Outcomes***

*On successful completing of this course, students will be able to:*

- *define culture*
- *differentiate between a stereotype and a cultural norm*
- *identify certain behavioral norms of American mainstream culture and link these norms to the value that informs them*
- *use dimensions of culture to compare and contrast their own culture with U.S. culture, placing both along those dimensions*
- *list and classify common behaviors displayed by students and teachers in a U.S. higher educational context*

### **Learning Through Theory (U-Track – UG-UT, Grad-UT, AT)**

In the course, students use authentic, non-ESL texts to learn and apply various theories in order to better understand the world around them. Possible topics include theories related to Marxism, politics and the law, power relations, literary texts, and media analysis. To help foster critical analysis, the course includes chapter readings, comprehension checks, written analysis, and group discussions. The goal of this course is for the students to use theory to analyze how everyday events and interactions are created, articulated, manipulated, recognized, and understood by the public in today's globalized world.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *summarize and explain course concepts*
- *apply particular theoretical lenses to critically analyze, reflect upon, and/or deconstruct materials (e.g. videos, visual media, advertisements, texts, etc.)*
- *Critically analyze theories learned in class demonstrating reflection, integration, comprehension, evaluation, and/or accurate application.*
- *write a short (three-page) critical analysis which demonstrates reflection, integration, comprehension, evaluation, and/or accurate application of the theories learned in class*



### **Across the Curriculum: Listening & Speaking (U-Track – UG-UT, Grad-UT, AT)**

This course's main goal is to further develop and improve students' advanced academic listening and speaking skills. The listening part focuses on preparing students to comprehend lectures, take notes, and reproduce academic lectures on a variety of topics across the curriculum of major areas of study. The speaking part includes demonstration of the ability to give academic presentations free of substantial or consistent errors in pronunciation, grammar or structure, and supported by outside sources by visual aids.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Demonstrate listening comprehension of academic lectures on a variety of topics*
- *Use effective strategies to take notes*
- *Be able to reproduce academic lectures from their notetaking*
- *Deliver academic presentations supported by outside sources and visual aid*

### **CESL Support Courses (to support UA Credit Courses: History 150; Anthropology 150; English Composition 106; or Classics 160) (U-Track – UG-UT only)**

This support course is designed to help students succeed in their UA content class. It focuses on preparing students for university-level, lecture-style courses by giving them additional time to process the content and complete the required work for the content class. A CESL instructor attends the UA content class with the students, and after the lectures, they meet to review the concepts and vocabulary from the lectures and readings. Students maintain a notebook with lecture notes to be used during the CESL support class to review the main ideas of the previous UA lecture. By the end of this 8-week course, students should be able to follow the university lecture with 75% comprehension and take enough notes in the class to recall most of the lectures' content. Students should also be able to understand and recall content with a high level of fluency and clarity, which allows them to participate in small group and whole class discussions.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *use lecture notes to apply content-specific vocabulary and appropriate support or evidence to identify or summarize the main point(s) of an academic lecture*
- *demonstrate comprehension of main ideas of course materials (videos, textbooks, articles, etc.) by analyzing, summarizing, explaining, or evaluating them*

### **Graduate Writing (U-Track – Grad-UT only)**

Students in Graduate Writing conduct library research and write about their sources with the goal of engaging with ideas and vocabulary in their field in an organized fashion. Students progress from writing outlines and summaries to a critical review and an annotated bibliography. Using their annotated bibliography, they create an outline and write a synthesis of a research topic common to their sources, preparing them to write literature reviews in their field.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Outline, summarize and critically review two or more research articles in their fields.*
- *Create an annotated bibliography of four or more field specific, academic sources*
- *Write a synthesis of research on a single topic in their field (minimum 4 pages, covering 4 scholarly sources) and correctly use field-specific vocabulary*
- *Identify and correct grammar and spelling errors*
- *Identify and follow formatting conventions of their field (determined by field's professional organizations or journals)*

### **Graduate Reading (U-Track – Grad-UT only)**

Students in Graduate Reading do library research to find journal articles and book chapters in their fields. They learn to analyze texts' rhetorical structure to understand how information is presented in their fields. They also practice a variety of reading strategies to understand content and make connections between ideas in their readings. Throughout the session students practice techniques to increase reading speed and develop vocabulary in their field as well.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Use and self-reflect on optimal strategies to improve the reading process, including increasing reading comprehension and speed*
- *Gather information and construct meaning from field-specific texts, e.g. journal articles and book chapters*
- *Identify and report on field-specific vocabulary*
- *Outline and/or summarize longer texts*
- *Analyze texts for rhetorical structure and use of jargon*

### **University Seminar (U-Track)**

This course familiarizes students with the university system and the culture and norms of higher education in the U.S. Through field trips, research activities, and guest lectures, students will explore and appraise the resources and communities available on campus. Moreover, students will acquire and practice the study skills and strategies needed to interact professionally in an academic setting as autonomous and self-sufficient members of the greater university community. Additionally, this course requires students to attend relevant UA courses and process the class content using the appropriate skills. Ultimately, the purpose of this course is to help students transition to, and successfully negotiate, university academics.

#### ***Student Learning Outcomes***

*On successful completion of this course, students in University Seminar will be able to:*

- *Demonstrate knowledge of various strategies to improve and apply academic skills (e.g. time management, reading, note taking, etc.)*
- *Identify and report on campus resources and community groups (e.g. on-campus tutoring, library assistance, career services, student clubs, etc.) to enable and promote self-sufficiency and academic autonomy*
- *Demonstrate understanding of content, context, concepts, and terms of UA courses and/or university lectures through summarizing, paraphrasing, and re-teaching*
- *Reflect and report on common behaviors and norms displayed by students, teachers and other members of the campus community*

### **Observation+ (U-Track – Grad-UT and AT)**

Students attend a UA course in their intended field of study, compile notes and process the content of the class as well as the academic culture of the classroom during a weekly session with their CESL instructor and classmates. Students practice note taking, summarizing, and paraphrasing skills in order to process the content of the class they observe and develop their ability to deliver the course's information in lay terms. Students are also tasked with increasing their field-specific vocabulary, building their knowledge as the session progresses. Students give presentations to display knowledge gained in their observed course and reflect on academic cultural norms. With department approval, students sit in on a lecture class in their intended field of study during the course of the session. Because U-Track sessions are not completely contained within the traditional semester structure of a university, this option may be limited in certain sessions and may also be limited by department. UA departments are not required to allow students to sit in on their courses. In cases where students cannot attain permission to sit in on a course in their intended field, alternative related courses at the graduate level are identified.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Summarize and paraphrase notes from a course in their intended field to demonstrate understanding of content, context, concepts and terms*

- *Reteach key ideas and terms from a course in their intended field, adapting for a specific audience*
- *Demonstrate knowledge of field-specific vocabulary from observation lectures*
- *Reflect and report on common behaviors displayed by students and teachers in a U.S. higher educational context*
- *Prepare and deliver a 7-10 minute presentation on a topic in their intended field*

### **Academic Vocabulary (U-Track – UG-UT, Grad-UT, AT)**

This course is designed to allow students to learn new academic and field-specific vocabulary items. Students will also learn to separate words into parts to better understand and remember them. Academic vocabulary will be treated by learning words in context, and practicing recognizing and correctly producing them. Field-specific vocabulary will be similarly acquired and treated so that students have a balance of both types. A variety of vocabulary learning strategies will be used so that students have a toolkit to work more independently on future vocabulary building.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Have an increased receptive and productive academic vocabulary*
- *Have an increased receptive and productive field-specific vocabulary*
- *Identify and use a variety of strategies to decode, memorize, and accurately understand and produce new vocabulary*

### **Academic Communication: How to Argue and Persuade (U-Track – UG-UT, Grad-UT, AT)**

This course focuses on building strategies for written and spoken rhetorical argument that will prepare the learner to identify audience, context, and strategies to engage in debate, express an opinion and knowledgeably form and/or refute an argument. The goal of this course is to introduce learners to the basic components and traditions of rhetorical argument so that they have a foundation for further study of the topic.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Use academic vocabulary as appropriate to the content and context*
- *Identify and analyze the use of rhetorical argument strategies in context*
- *Form and defend arguments in oral debate using rhetorical argument strategies*
- *Construct clear and coherent written arguments using rhetorical argument strategies*

### **Analyzing Non-Fiction (U-Track – UG-UT, Grad-UT, AT)**

In this advanced reading course, students will read a variety of nonfiction texts, such as informative articles, memoirs, biographies, autobiographies, speeches, and essays to develop the critical thinking skills necessary to evaluate nonfiction texts. The class exercises, assignments, and assessments will help students learn to identify and analyze the elements of nonfiction, examine the organizational structure of nonfictional texts, distinguish fact from opinion, determine the author's purpose and intended audience, and recognize bias and logical fallacies. Students will work collaboratively and independently to produce written and verbal analyses of nonfiction texts.

#### ***Student Learning Outcomes***

*On successful completion of this course, students will be able to:*

- *Identify and analyze nonfiction elements, including nonfiction organizational structure*
- *Identify and analyze the author's purpose, tone, and intended audience*
- *Distinguish fact from interpretation and opinion*
- *Analyze persuasive arguments to reveal logical fallacies, bias, and propaganda*

## ***PART TIME PROGRAM (PTP)***

**Program Description – PTP.** CESL's Part Time Program courses are designed to meet the educational needs of continuing education for the purpose of academia or the work place for our local Tucson and University Communities. IEP students who wish to enhance their English development in addition to their IEP program may enroll in the Part Time Program.

### **General English Basic I (PTP, 30 hours)**

This is an introductory course to American English language and culture, and it is aimed at students who have had little or no prior exposure to the English language. The students practice the language skills including speaking, listening, reading, and writing while focusing on basic grammatical structures and acquiring the most frequently used vocabulary. The objective of the General English Basic I course is to provide students with elementary vocabulary and grammatical forms necessary to introduce themselves, communicate personal information, as well as ask and respond to basic questions.

**Prerequisites:** Placement test or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of General English Basic I, students will be able to:

- *use simple affirmative sentences using the verb be and subject pronouns in speaking and writing;*
- *ask yes/no and wh-questions using the verb be and subject pronouns in speaking and writing;*
- *use and spell correctly basic vocabulary to identify numbers, family members, professions, cities and countries;*
- *complete forms with personal information;*
- *understand and use simple phrases and questions in every day communicative situations*

### **General English Basic II (PTP, 30 hours)**

This course is a continuation of General English Basic I. It also exposes students to the fundamentals of American English language and culture. The students practice the language skills including speaking, listening, reading, and writing. They continue working on basic verbs and their use while developing knowledge of the most frequently used vocabulary. The objective of the General English Basic II course is to provide students with frequently used vocabulary and simple grammatical forms required to locate places and communicate in restaurants, stores and other public places.

**Prerequisites:** General English Basic I, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of General English Basic II, students will be able to:

- *use the verb be and subject pronouns in negative statements and questions;*
- *make simple requests using can;*
- *use plural and possessive nouns, as well as demonstrative pronouns and possessive adjectives;*
- *use and spell correctly descriptive adjectives for clothing, food, colors, and other topics;*
- *write simple sentences describing people, things, and places using correct sentence structures;*
- *ask and answer questions related to prices, locations, and other everyday communicative situations*

### **General English Beginner I (PTP, 30 hours)**

This beginner ESL course introduces students to grammar structures and vocabulary related to daily activities and general abilities. Students practice all four skills including speaking, listening, reading, and writing, while focusing on accuracy in the productive skills. The objective of the General English Beginner I course is to provide students with skills necessary to tell the time, indicate locations, describe common things, places, and habits in everyday informal communicative situations.

**Prerequisites:** General English Basic II, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of General English Beginner I, students will be able to:

- *make statements and yes/no and wh-questions using the simple present tense in speaking and writing;*
- *express different degrees of frequency when talking about habits;*
- *use and spell correctly vocabulary related to locations, days and months, daily activities and jobs;*
- *give and follow commands and directions;*
- *recognize important information in calendars, schedules and maps;*
- *write short descriptive paragraphs about people and places using appropriate punctuation and capitalization*

### General English Beginner II (PTP, 30 hours)

This beginner ESL course is a continuation of General English Beginner I as it introduces grammar structures and vocabulary necessary to express likes and dislikes, as well as past events. Students continue to practice all four language skills while improving their grammatical accuracy in the use of verbs and vocabulary related to their homes and leisure activities. The objective of the General English Beginner II course is to provide vocabulary required to express preferences, describe homes and leisure activities, to report experiences using the simple past tense of the most commonly used regular and irregular verbs.

**Prerequisites:** General English Beginner I, placement test, or program coordinator consent.

#### Student Learning Outcomes

Upon successful completion of General English Beginner II, students will be able to:

- *ask and answer yes/no and wh-questions in the simple present and simple past;*
- *express preferences using the verbs like and want;*
- *ask for permissions and make requests using modals such as can and could;*
- *use the simple past tense of the verb be and the most common regular and irregular verbs;*
- *use and spell correctly vocabulary related to homes, leisure activities, and life events;*
- *write short narrative paragraphs about past events using appropriate punctuation and capitalization;*
- *recognize main ideas in conversations*

### General English High-Beginner I (PTP, 30 hours)

This high-beginner ESL course aims at improving students' accuracy and fluency in everyday communicative situations related to their personal lives. Students practice all four language skills in situations where they exchange personal information and describe families, jobs, and activities. The objective of General English High-Beginner I course is to provide students with new vocabulary and grammatical structures useful to share information about themselves, as well as describe and discuss their daily life and abilities in detail.

**Prerequisites:** General English Beginner II, placement test or program coordinator consent.

#### Student Learning Outcomes

Upon successful completion of the General English High-Beginner I course, students will be able to:

- *demonstrate mastery the verb be and the simple present tense in statements and questions;*
- *use appropriate determiners including articles, demonstrative pronouns, and possessive adjectives;*
- *use vocabulary related to nationalities, family relations, sports, and vacations;*
- *identify main ideas in texts, such as newspaper articles, ads, and websites;*
- *write descriptive and narrative paragraphs showing control of verb tenses, adverbs, and time expressions;*
- *identify a sequence of events in a narrative text or speech;*
- *use appropriate expressions to start and finish conversations;*
- *express requests and suggestions related to leisure activities*

### General English High-Beginner II (PTP, 30 hours)

This high-beginner ESL course is a continuation of General English High-Beginner I as it further develops students' knowledge of grammatical structures and vocabulary while focusing on all four language skills. The objective of the course is to reinforce students' prior abilities to communicate about everyday activities and situations and to provide new vocabulary and grammatical structures necessary to make accurate descriptions, identify quantities and locations using a variety of verb tenses.

**Prerequisites:** General English High-Beginner I, placement test, or program coordinator consent.

#### Student Learning Outcomes

Upon successful completion of the General English High-Beginner II course, students will be able to:

- *demonstrate mastery of the simple present and simple past tenses in statements and questions;*
- *identify count and non-count nouns and use appropriate quantifiers;*
- *use there + be and the verb have in speaking and writing;*
- *know and appropriately use vocabulary related to food, house, furniture, places, and transportation;*
- *write letters and emails using appropriate formats;*

- *identify main ideas and details in texts, such as descriptions, letters, and articles;*
- *identify main ideas and details in conversations and speeches*

### **General English Intermediate I (PTP, 30 hours)**

This intermediate ESL course focuses on developing fluency through acquisition of extensive vocabulary necessary to describe people, talk about the weather and forms of entertainment using various verb tenses and comparisons. Students practice the four language skills. The objective of the course is to strengthen intermediate ESL students' knowledge of vocabulary and grammatical structures necessary to express their preferences and positions in discussions.

**Prerequisites:** General English High-Beginner II, placement test or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of the General English Intermediate I course, students will be able to:

- *use the simple present, present progressive, and simple past tenses;*
- *describe people, weather and forms of entertainment using comparative and superlative adjectives;*
- *express preferences using appropriate vocabulary and conjunctions;*
- *write compare-and-contrast paragraphs using a variety of verb tenses and appropriate transitional phrases;*
- *identify other people's opinions and express their own opinions in discussions*

### **General English Intermediate II (PTP, 30 hours)**

This intermediate ESL course is a continuation of General English Intermediate I as it aims at developing students' ability to discuss personal experiences and future plans. Students practice the four language skills while learning new verb tenses such as the present perfect and the future, as well as vocabulary related to education and transportation. The objective of the course is to gain proficiency with the present perfect tense to be able to talk about personal experiences, as well as other verb tenses to express future when talking about plans and intentions.

**Prerequisites:** General English Intermediate I, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of the General Intermediate II course, students will be able to:

- *use the present perfect tense in statements and questions to express experiences;*
- *use various verb tenses to express future;*
- *use vocabulary related to education, transportation and travelling;*
- *explain the meaning of signs and rules in brochures and articles using modals;*
- *write informal letters and emails expressing feelings and plans;*
- *write compare-and-contrast paragraphs using appropriate transitional phrases;*
- *understand gist and meaning from context in conversations and speeches*

### **General English High-Intermediate I (PTP, 30 hours)**

This high-intermediate ESL course is aimed at reinforcing students' prior knowledge and skills to communicate on everyday topics. Through the practice of all four English, students improve their accurate use of specific verb tenses to express routines, past events, and plans while increasing their fluency in a communicative environment. The objective of the course is to reinforce the formation and use of the simple present, present progressive, simple past, present perfect, and future tenses, as well as to develop broader vocabulary to communicate about daily routines, understand word families, and make descriptions using sensory words.

**Prerequisites:** General English Intermediate II, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of the General English High-Intermediate I course, students will be able to:

- *demonstrate mastery of the simple present, present progressive, simple past, present perfect and future tenses;*
- *describe daily routines in the present and past using appropriate tenses and frequency adverbs;*
- *write short biographies about personal experiences and achievements;*
- *write informal texts such as emails and invitations using appropriate formats;*
- *ask and answer questions about habits, favorite music and food;*

- *deliver short presentations about music, food, and restaurants using sensory verbs and adjectives to express likes and dislikes*

### **General English High-Intermediate II (PTP, 30 hours)**

This ESL course is a continuation of General English High-Intermediate I as it focuses on all four language skills to develop students' fluency and broaden their vocabulary related to personalities, life activities, and geographical features, making comparisons, exchanging opinions, and making predictions while using a variety of grammatical forms. The objective of this course is to provide students with new grammatical structures to compare personalities, express habits in the past, and make predictions with a high level of accuracy.

**Prerequisites:** General English High-Intermediate I, placement test or program coordinator consent.

#### **Student Learning Outcomes:**

Upon successful completion of the General English High-Intermediate II course, students will be able to:

- *form statements and questions in present perfect using for and since;*
- *use different modals to express obligations, such as should, can, and have to;*
- *use intensifiers, such as enough, too much/many and too;*
- *write stories using a variety of verb tenses, adverbs, and time expressions;*
- *express decisions and opinions in conversations;*
- *make short presentations related to personalities, life activities, and geographical features*

### **General English Advanced I (PTP, 30 hours)**

This advanced ESL course focuses on students' speaking, listening, reading, and writing skills as they learn to communicate about appearances, personalities, illnesses, work, and crime. The students acquire advanced grammatical structures, such as conditionals and passive voice in a variety of complex sentences in order to express relations such as cause and effect. The objective of the course is to provide students with complex grammatical structures, as well as advanced-level vocabulary, required to communicate in everyday situations and professional settings.

**Prerequisites:** General English High-Intermediate II, placement test, or program coordinator consent.

#### **Student Learning Outcomes:**

Upon successful completion of the General English Advanced I course, students will be able to:

- *use conditionals, the passive voice, and a variety of present and past tenses;*
- *use vocabulary related to appearance, personality, illnesses, work, and crime with accuracy;*
- *write complex sentences expressing reasons and purpose with because and in order to;*
- *write narrative paragraphs telling stories using a variety of verb tenses and the passive voice;*
- *understand gist and identify details in long articles about current social topics;*
- *identify true and false statements about texts in articles or websites;*
- *asks and answer questions in the context of job interviews*

### **General English Advanced II (PTP, 30 hours)**

This advanced ESL course is a continuation of the General English Advance I course as it focuses on developing students' skills necessary to participate in group discussions, making decisions, and expressing hypothetical situations. Students also learn how to make generalizations and guess meaning from context when practicing all language skills related to professional settings. The objective of the course is to develop students' vocabulary and skills required to express ideas using advanced-level grammatical structures typical for professional settings.

**Prerequisites:** General English Advanced I, placement test or program coordinator consent.

#### **Student Learning Outcomes**

Upon successful completion of the General English Advanced II course, students will be able to:

- *use unreal conditionals to identify unreal situations;*
- *form and appropriately use the past perfect tense;*
- *appropriately use vocabulary related to traveling, money, and business issues;*
- *write complex sentences expressing hypothetical situations in the past;*

- *write long letters expressing opinions on business topics;*
- *write cause-and-effect paragraphs to support opinions on controversial topics;*
- *express other people's statements and opinions using reported speech;*
- *give persuasive presentations expressing opinions on controversial topics*

### **Business English (PTP, 30 hours)**

This course is designed for ESL students who want to become familiar with business English as it emphasizes both oral and written communication. Students are introduced to common business vocabulary and expressions used in everyday business situations. Students also learn how to write various types of documents commonly used for business purposes. The objective of this course is to provide students with the basics of oral and written communication in a business environment with a focus on identifying cultural differences.

**Prerequisites:** Completion of Level 4 IEP, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

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

- *appropriately use vocabulary and expressions common in business situations;*
- *communicate effectively when expressing excuses, apologies, cancellations, etc.;*
- *explain clearly when making descriptions, explanations, reports, etc.;*
- *write effective job applications, emails, letters and/or reports commonly used for business purposes;*
- *make a short presentation about a product using appropriate marketing language*

### **Advanced Business English (PTP, 30 hours)**

This advanced-level ESL course is designed for students who want to develop accuracy and fluency in their communication skills in a wide range of business situations. Students will expand their vocabulary and expressions while cultivating a better understanding of cultural differences and cross-cultural communication in a business environment. Students will also learn how to speak and write with a level of formality appropriate for a business environment. The objective of this Advanced Business English course is to provide students with the vocabulary, grammatical forms and cultural awareness necessary to communicate proficiently in business situations.

**Prerequisites:** Completion of Level 5 IEP, placement test, or program or coordinator consent

#### **Student Learning Outcomes**

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

- *appropriately use business-specific vocabulary in a variety of situations;*
- *effectively use formal formats and etiquette in oral and written communications in business situations;*
- *demonstrate mastery of complex grammatical structures to support opinions;*
- *effectively write documents (such as e-mail, letters, memos, and reports) with a variety of purposes;*
- *deliver a presentation on a business-related topic using visual aid.*

### **Advanced Grammar (PTP, 30 hours)**

This advanced-level ESL course is designed for students who want to master complex grammatical structures used in writing and speaking both in professional and academic settings. The course content focuses on verbs tenses, subordinate clauses, passive voice, and parallelism at the sentence level, as well as conjunctions and transitional phrases at the text level. The objective of the course is to develop accuracy both in writing and speaking through identification of grammatical errors and development of editing skills.

**Prerequisites:** Completion of Level 5 IEP, placement test, or program or coordinator consent.

#### **Student Learning Outcomes**

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

- *demonstrate mastery of all grammatical verb tenses;*
- *demonstrate mastery of the passive voice;*
- *appropriately use gerunds and infinitives, prepositions and modals;*
- *appropriately use parts of speech and parallelism;*
- *appropriately use noun clauses, adjective clauses and adverb clauses;*



- *demonstrate mastery of conjunctions and transitional words at the text level*

### **Advanced Conversation (PTP, 30 hours)**

This advanced-level ESL course is designed for students with a proficient use of English language who want to improve their public speaking skills in business and academic settings. Students will improve their ability to engage in meaningful discussions by using register-appropriate vocabulary and rhetorical forms. Students will also learn how to design and deliver an effective presentation using effective visual aids and public speaking skills. The objective of this Advanced Discussion and Presentation Skills course is to develop students' public speaking skills and confidence when participating in group discussions and making presentations in business and academic settings.

**Prerequisites:** Completion of Level 5 IEP, placement test, or program, or coordinator consent.

#### **Student Learning Outcomes**

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

- *summarize and identify participants' opinions when reading texts on controversial topics;*
- *effectively express and support their opinion on a variety of controversial topics;*
- *effectively participate in group discussions expressing their points of view and listening the points of view of others;*
- *organize and design effective visual aids to enhance presentations in business and academic settings;*
- *make an effective presentation on a controversial topic*

### **Pronunciation (PTP, 30 hours)**

This intermediate ESL course is designed for students who want to improve their accuracy in American English pronunciation. The coursework focuses on developing phonemic discrimination skills and practicing the production of phonemes and stress at the word level in controlled speech. Class activities include pronunciation drills and work in the language laboratory. The objective of the course is to improve students' accuracy in production of American English while increasing fluency and reducing accents.

**Prerequisites:** Completion of Level 3 IEP, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

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

- *identify and reproduce all vowel phonemes of Standard American English;*
- *identify and reproduce all consonant phonemes of Standard American English;*
- *identify and articulate most consonant clusters both word-initially and word-finally;*
- *produce word-level stress and sentence-level intonation when speaking.*

### **Advanced Pronunciation (PTP, 30 hours)**

This advanced course is designed for students who have a high level of fluency but want to improve their accuracy in speaking in American English. The coursework focuses on improvement of phonemic production and stress at the word level, as well as stress, intonation and rhythm at the sentence level. Class activities include pronunciation drill and work in the language laboratory. The objective of the course is to improve students' accuracy in production of American English while reducing accents in conversational settings.

**Prerequisite:** Completion of Level 5 IEP or Pronunciation, placement test, or program coordinator consent.

#### **Student Learning Outcomes**

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

- *improve production of all vowel and consonant phonemes of Standard American English;*
- *improve accuracy in pronunciation of Standard American English words and phrases;*
- *identify and appropriately use stress and intonation in phrases and sentences in Standard American English;*
- *produce speech with appropriate intonation and rhythm of natural-sounding Standard American English;*
- *develop skills for self-monitoring and self-correction of pronunciation*

### Conversation (PTP, 30 hours)

This high-intermediate ESL course is designed for students who want to develop fluency in American spoken English through intensive in-class practice. The course focuses on learning slang, idioms, and phrasal verbs commonly used in everyday conversations. The course also focuses on improving students' listening skills. Grammatical and pronunciation accuracy will be emphasized in order to improve students' English proficiency. The objectives of the course are to equip students with linguistic and cultural tools necessary to have successful conversations with native-speakers of English.

**Prerequisite:** Completion of Level 4 IEP, placement test, or program coordinator consent.

#### Student Learning Outcomes

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

- *effectively initiate, maintain, and conclude conversations;*
- *understand and appropriately use common slang, idioms, and phrasal verbs;*
- *discuss American customs and current events and express opinions;*
- *compare similarities and differences between their life experiences/customs and the American culture;*
- *express and support their point of view on controversial issues*

### Introduction to TOEFL and IELTS (PTP, 30 hours)

This intermediate-level course is designed to help students become familiar with the different tasks included in the writing, reading, speaking, and listening sections of the TOEFL and IELTS tests. Students will focus on developing basic test-taking skills through practicing test tasks that highlight the importance of knowing and using academic vocabulary, complex grammar structures as well as written and oral rhetorical forms. The objective of the course is to explain the structures and contents of the tests through controlled practices.

**Prerequisites:** Completion of level 4 IEP, placement test, or program coordinator consent.

#### Student Learning Outcomes

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

- *identify the structure, tasks, and types of questions included in the four sections of the tests;*
- *identify students' strengths and weaknesses in language skills that may negatively impact test scores;*
- *improve their existing knowledge of academic vocabulary;*
- *develop reading and listening comprehension strategies;*
- *develop strategies to succeed in the speaking and writing tasks of the tests;*
- *develop basic test-taking skills and strategies necessary to complete the test task.*

### TOEFL / IELTS Preparation (PTP, 30 hours)

This advance-level course is designed to help students improve their writing, reading, speaking, and listening skills while focusing on developing test-taking skills in order to succeed on the TOEFL/IELTS tests. Students will reinforce and increase their existing language knowledge and skills through a focus on academic vocabulary, complex grammar structures, written and oral rhetorical forms, and test-taking strategies. The objective of the TOEFL / IELTS preparation course is to provide students extensive controlled practice of TOEFL/IELTS tasks and simulation tests aimed at improving their test scores.

**Prerequisites:** Completion of level 5 IEP, placement test, or program coordinator consent.

#### Student Learning Outcomes

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

- *increase and improve their existing knowledge of academic vocabulary;*
- *develop and apply the reading skills necessary to complete the reading section of the test successfully;*
- *develop and apply the listening skills necessary to complete the listening section of the test successfully;*
- *develop and apply the speaking skills necessary to complete the speaking section of the test successfully;*
- *develop and apply the writing skills necessary to complete the writing section of the test successfully;*
- *develop and apply effective test-taking skills and strategies necessary to complete the test tasks*

## ***TEEN ENGLISH PROGRAM (TEP)***

**Program Description – TEP.** Students learn and use English in classes taught by experienced, enthusiastic ESL teachers. Students are divided by level and receive 4 to 6 hours (2 hours for part-time students) of language instruction per day, Mondays through Thursdays, in University of Arizona classrooms where speaking and listening skills are emphasized. Lessons are designed specifically for teen learners. On Fridays, teachers accompany students on recreation/cultural excursions in and around Tucson. During these activities, the teens have a chance to speak and listen to English in real world settings. The courses listed below are only offered in the TEP.

### **Beginning Writing/Grammar (TEP, 4 hrs/wk)**

This course will focus on development of students' basic writing skills on a variety of topics. The class format will be based on small group projects, paired work, and in-class writing sessions. The students will reinforce and expand their existing knowledge of grammar and writing skills as they write paragraphs on a variety of written discourses and short stories.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Produce simple sentences or questions that demonstrate a fair control of simple present, present progressive and simple future tenses.*
- *Produce compound sentences with good control of basic connectors.*
- *Write subject/verb/object sentences, use pronoun forms, and questions using the wh- words.*
- *Correctly spell basic recurring vocabulary.*
- *Produce short pieces of writing with an identifiable main idea and reasons and examples that support the main idea*

### **Intermediate Writing/Grammar (TEP, 4 hrs/wk)**

This course develops intermediate ESL students' writing and grammar skills. Students focus on their mastery of the basic paragraph form, which includes effective topic sentences, supporting ideas, and conclusions. This course also emphasizes clear, grammatically-correct communication.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.*
- *Use simple past and present perfect verbs*
- *Sequence ideas into a cohesive, meaningful order using transitional words/phrases*
- *Compose a writing with an intended audience and purpose*
- *Create an effective beginning, middle and end in a piece of writing*

### **Advanced Writing/Grammar (TEP, 4 hrs/wk)**

This course will focus on further development of students' writing skills on a variety of topics. The class format will be based on in-class writing sessions, like group projects and paired work. The students will reinforce and expand their existing knowledge of grammar and sentence structures as they write short stories and essays.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Write a persuasive text that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments.*
- *Use noun, adverbial and/or prepositional phrases in sentences.*
- *Use the steps in the writing process effectively*
- *Use a variety of sentence structures (e.g., simple, compound, complex) to improve sentence fluency in the draft.*
- *Use verb tenses (simple, progressive, and perfect) in a variety of writing applications.*

### **Beginning Speaking/Listening (TEP, 6 hrs/wk)**

This course will focus on development of students' everyday communicative, speaking and listening skills on the topics and functions of family, culture, food, health, weather, and getting around town. The class format will be based on small group discussions, paired work, vocabulary quizzes, and development of students' interactive skills. The students will reinforce and expand their existing listening skills, knowledge of vocabulary, pronunciation, and grammar structures.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Share a personal experience using simple sentences*
- *Participate in social conversations about personal topics with instructional support*
- *Follow multiple step directions*
- *Identify main ideas/concepts in conversations and other simple listening samples*
- *Use sentence frames to sequence events, read-alouds, presentations and conversations*

### **Intermediate Speaking/Listening (TEP, 6 hrs/wk)**

This course focuses on development of intermediate ESL students' speaking and listening skills on more general topics. The class format is based on small group discussions, paired work, and short oral presentations. Students reinforce and expand their existing listening skills by summarizing and paraphrasing information and their knowledge of vocabulary.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Deliver a prepared presentation with expression and comprehensible pronunciation*
- *Share a personal experience/story with descriptive language supported by details and examples*
- *Respond to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.*
- *Retell main ideas/concepts and key points/details of presentations.*
- *Sequence events from read alouds, presentations and conversations*

### **Advanced Speaking/Listening (TEP, 6 hrs/wk)**

This course will focus on further development of students' speaking and listening skills on the topics and functions of health and nutrition, news and media, ecology and natural disasters, and, finally, education and learning. The class format will be based on small group discussions, paired work, vocabulary quizzes, and oral presentations. The students will reinforce and expand their existing listening skills, their knowledge of vocabulary, pronunciation, and grammar structures.

**Prerequisites:** Placement test.

#### **Student learning Outcomes**

- *Summarize main ideas, make inferences and draw conclusions using evidence from nonfiction listening passages*
- *Respond to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.*
- *Present dialogue, skits, and drama using appropriate rhythm, rate, phrasing, pronunciation and expression*
- *Deliver a speech using simple, compound, and complex sentences.*

### **Beginning Reading (TEP, 4 hrs/wk)**

This course will focus on development of students' reading and critical thinking skills that are important for language learning and use. The class format will be based on small group discussions, paired work, and fun, creative projects.

The activities will include in-depth reading of short stories, analyzing the plots and main characters, retelling, and studying new vocabulary.

**Prerequisites:** Placement test.

**Student learning Outcomes**

- *Read short passages aloud fluently*
- *Answer literal questions about text (who, what, when and where)*
- *Retell a story or event with a beginning, middle and end using transitional words with support*
- *Identify explicit main idea and supporting details in a text*
- *Understand commonly used words in categories such as clothing, colors, numbers, time, location, food, etc.*

**Intermediate Reading (TEP, 4 hrs/wk)**

This intermediate course improves ESL students' reading skills as they learn to read for main ideas and specific information, as well as to summarize what they read. Students expand their vocabulary and practice organizing information they have read. They are also introduced to skimming and scanning techniques.

**Prerequisites:** Placement test.

**Student learning Outcomes**

- *Formulate and confirm predictions about text for accuracy*
- *Answer literal, inferential, prediction, evaluation, and/or personal response questions about text*
- *Retell a literary selection by sequencing events using transition words*
- *Draw conclusions from information implied or inferred in a literary selection*
- *Use semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text) to derive meaning of words in context.*
- *Identify the meaning/usage of high frequency words and apply them in context.*

**Advanced Reading (TEP, 4 hrs/wk)**

This course will focus on further development of students' reading and critical thinking skills that are important for language learning and use. The class format will be structured around talks and short presentations, small group discussions, paired work, and fun, creative projects. The activities will include in-depth reading of American novels for teens, analyzing the plots and main characters, skimming, inferencing, and guessing new vocabulary from context.

**Prerequisites:** Placement test.

**Student learning Outcomes**

- *Answer literal, inferential, prediction, evaluation, and/or personal response questions about text*
- *Summarize the main idea (explicit or implicit) and supporting details in text.*
- *Apply understanding of content area vocabulary*
- *Identify words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)*
- *Distinguish fact from opinion and bias in persuasive text by providing supporting evidence*

## **TEACHER TRAINING COURSES (TT)**

The Teacher Training Program at CESL is dedicated to offering online and in-person high-quality education and training for novice teachers as well as professional development for experienced teachers of English as a second or foreign language. As a CEA-accredited program, the Teacher Training Program offers low student-to-teacher ratios, curricula grounded in current theory and research that is regularly reviewed and updated, and diverse classes with students from around the world and varied backgrounds. Our comprehensive and enriching coursework helps graduates succeed in a wide variety of teaching contexts.

**Intensive TEFL Certificate Program (TT) (pending review)**

The Intensive TEFL certificate program is a 100-hour course offered in a four-week period designed to train aspiring teachers in the fundamentals of EFL teaching as defined by the TESOL position statement on TEFL/TESL/TESOL certificate programs. The curriculum is grounded firmly within contemporary learning models that emphasize critical thinking and socio-constructivist interactional paradigms. It has been designed to not only give you the knowledge and information necessary to serve as an effective teacher of English, but also the critical insights, understanding and awareness necessary to question, articulate and employ these concepts via concrete applications.

**Prerequisites:** Associate's degree or international equivalent, two years of college-level coursework, or Program Coordinator consent. (Non-native speakers: current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher.)

### **Second Language Acquisition Theory Module (TT)**

Second Language Acquisition (SLA) theory provides the conceptual basis for language teaching. This module will provide a broad survey of fundamental SLA theory that is most essential in informing effective pedagogy.

### **Methodology Module (TT)**

The Methodology Module is designed to provide an overall survey of recent language teaching methodologies as well as specific classroom skills and techniques. Trainees will learn how to identify different methodologies used in popular textbooks and how to make language instruction more communicative and effective. Presentations and assigned reading will provide an explanation of how and why various instructional choices are made while discussions, classroom activities and homework assignments will aid in application and evaluation of these choices.

### **Classroom Management Module (TT)**

This course provides an overview of classroom management as applies to various ages, and grade levels as well as teaching specific classroom skills and techniques. Presentations and assigned reading will provide an explanation of different theories of classroom management and the underlying psychology that informs them. Discussions, classroom activities and homework assignments will aid in understanding the different theories and strategies of effective classroom management.

### **Assessment Module (TT)**

The Assessment Module is designed to provide basic knowledge about language assessment theory and practice. The content and discussions of this module will focus on traditional and alternative assessment methods, as well as the role assessment plays in language instruction. Trainees will have the opportunity to practice creating different kinds of assessments (e.g. skill-based, holistic, and alternative methods). Classroom activities will also be shared to encourage collaboration, the exchange of constructive feedback, and to reinforce what has been learned.

### **Practicum Seminar Module (TT)**

The Practicum Seminar provides trainees various opportunities to develop and put into action lesson plans for a range of subjects and proficiencies as well as explore and reflect upon their classroom instructional experiences via self-observation and self-evaluation. By examining their attitudes, beliefs, and assumptions about teaching and learning, trainees will be able to use the information obtained via self-observation and self-reflection as a basis for critical reflection on teaching practices.

### **Intensive TEFL Certificate Program for Experienced Teachers (pending review)**

The 100-hour Intensive TEFL certificate course for experienced teachers is designed to train current teachers in the fundamentals of EFL teaching as defined by the TESOL position statement on TEFL/TESL/TESOL certificate programs. The curriculum is grounded firmly within contemporary learning models that emphasize critical thinking and socio-constructivist interactional paradigms. It has been designed to give trainees the knowledge and information necessary to serve as an effective teacher of English and offer the critical insights, understanding and awareness necessary to question, articulate and employ these concepts via concrete applications.

**Prerequisites:** Associate's degree or international equivalent, two years of college-level coursework, or Program Coordinator consent. (Non-native speakers: current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher.)

### **Second Language Acquisition Theory Module**

Second Language Acquisition (SLA) theory is the conceptual basis for language teaching. This module will provide a broad survey of fundamental SLA theory that is most essential in informing effective pedagogy.

### **Advanced Methodology Module**

The Advanced Methodology module is designed to provide an overall survey of recent language teaching methodologies as well as specific classroom skills and techniques. Trainees will learn how to identify different methodologies and make language instruction more communicative and effective. Presentations and assigned reading will provide an explanation of how and why various instructional choices are made while discussions, classroom activities and homework assignments aid in application and evaluation of these choices.

### **Classroom Management Module**

This course provides an overview of classroom management as applies to various ages and grade levels as well as teaching specific classroom skills and techniques. Presentations and assigned reading will provide an explanation of different theories of classroom management and the underlying psychology that informs them. Discussions, classroom activities and homework assignments will aid in understanding the different theories and strategies of effective classroom management.

### **Assessment Module**

The Assessment module is designed to provide basic knowledge about language assessment theory and practice. The content and discussions of this module will focus on traditional and alternative assessment methods, as well as the role assessment plays in language instruction. Trainees will have the opportunity to practice creating different kinds of assessments (e.g. skill-based, holistic, and alternative methods). Classroom activities will also be shared to encourage collaboration, the exchange of constructive feedback, and to reinforce what has been learned.

### **Practicum Component**

The Practicum Seminar provides trainees various opportunities to develop and put into action lesson plans for a range of subjects and proficiencies as well as explore and reflect upon their classroom instructional experiences via self-observation and self-evaluation. By examining their attitudes, beliefs, and assumptions about teaching and learning, trainees will be able to use the information obtained via self-observation and self-reflection as a basis for critical reflection on teaching practices.

### **Online TEFL Certificate Program (TT)**

The Online TEFL Certificate program consists of three 50-hour courses for a total of 150 hours of training. Courses have been recently updated in order to incorporate new technologies and media, which allow instructors to interact in a more direct way with students as well as students to interact with each other. In addition, we have added topics in order to make our curriculum more all-comprehensive. Each course includes 50 hours of coursework divided into six modules, which include discussion postings, quizzes, assignments, and a final portfolio.

The three 50-hour online TEFL courses are the following:

#### **TEFL 1: Fundamentals of English Language Teaching (TT)**

In the first course of the Online TEFL Certificate program, students will learn the fundamental knowledge and skills needed as a basis for becoming a successful and effective English language teacher. The first part of this course looks at broader issues such the fundamentals of the English language, how language and culture are intertwined, and how second (and first) languages are acquired. Next there is a shift in focus to the language classroom, and an examination of such issues as the teacher's role in the classroom, how to manage classes and groups of learners, and the interconnection of assessment with teaching and learning.

**Prerequisites:** Associate's degree or international equivalent, two years of college-level coursework, or Program Coordinator consent. (Non-native speakers: current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher.)

### **TEFL 2: Course Planning and Teaching (TT)**

In the second course of the Online TEFL Certificate program, students are brought further into the language learning classroom by focusing on syllabus and lesson planning, the teachers' role in them, and changing trends in language teaching and learning. Students are taught about curriculum and syllabus design, prior to learning about lesson planning and the role of class materials in promoting student learning. Learning about new developments in language teaching and the impact of technology, as well as a focus on teacher development as a reflective practitioner, are also components of the second course in this Online TEFL Certificate program.

**Prerequisites:** Associate's degree or international equivalent, two years of college-level coursework, or Program Coordinator consent. Students are not required to have completed TEFL 1 or can take TEFL 1 and TEFL 2 simultaneously. (Non-native speakers: current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher.)

### **TEFL 3: Teaching Language Skills (TT)**

The third course of the Online TEFL Certificate program prepares teachers for teaching the main language skills in the EFL/ESL classroom. Beginning with a review of best principles and practices associated with classroom pedagogy and methodology, the course then covers teaching the productive skills (i.e. Speaking, Writing) followed by the receptive skills (Reading, Listening), and teaching Grammar. Students completing the course will gain a broad knowledge and set of skills and practices enabling them to be effective classroom instructors.

**Prerequisites:** Completion of TEFL 2 course or Program Coordinator consent. (Non-native speakers: current TOEFL PBT/ITP score of 500 or higher; TOEFL iBT score of 62 or higher, TOEIC score of 700 or higher.)

### **Teaching Practicum Supplements (TT)**

In addition to the 100-hour TEFL Certificate offered in-person and the 150-hour Online TEFL Certificate, CESL also provides TEFL trainees wishing to receive additional teaching experience with the opportunity to acquired or add teaching practice hours through an on-site Practicum. We offer 20-hour and a 40-hour Practicum options, depending on students' needs and availability. Both Practicum options includes classroom observations and teaching practice under the supervision of a CESL faculty member.

#### **20-Hour Practicum (TT)**

The 20-hour Practicum provides trainees with practical experience in teaching ESL classes by applying knowledge acquired in previous coursework. It combines 17 hours of classroom observations and 3 hours of teaching experience in the ESL classroom under the supervision of a CESL faculty member acting as mentor. The 20-hour Practicum supplement can be added to any of CESL's TEFL Certificate programs (online or face-to-face) or taken alone as an independent component. The Practicum is aimed at providing TEFL trainees with an actual classroom experience whereby they link and apply the theoretical knowledge of Second Language Acquisition theory, ESL/EFL teaching methodologies and classroom management techniques to the classroom. The 20-hour Practicum is available during CESL academic year and must be completed in a CESL scheduled eight-week session.

#### **40-Hour Practicum (TT)**

The 40-hour Practicum provides trainees with practical experience in teaching ESL classes by applying knowledge acquired in previous coursework. It combines 34 hours of classroom observations and 6 hours of teaching experience in the ESL classroom under the supervision of a CESL faculty member acting as mentor. The 20-hour Practicum supplement can be added to any of CESL's TEFL Certificate programs (online or face-to-face) or taken alone as an independent component. The Practicum is aimed at providing TEFL trainees with an actual classroom experience whereby they link and apply the theoretical knowledge of Second Language Acquisition theory, ESL/EFL teaching methodologies and classroom management techniques to the classroom. The 40-hour Practicum is available during CESL academic year and must be completed in a CESL scheduled sixteen-week session.



## ***SPECIAL/CUSTOMIZED PROGRAMS (S/CUS)***

**Program Description – S/CUS.** CESL can offer courses in culture, university life, academic skills, and specialized online courses for students and professionals. English language skills, usage, and content are designed for unique courses and unique learning groups with particular professional or academic needs. In addition, CESL offers tutoring packages for students seeking one-on-one or small-group instruction. Specialized/Customized Programs are categorized in the following five types of course offerings: Specialized Courses; Courses on Demand; Tutoring Courses; Skills Intensive Workshops; and Content Area Teacher Training.

### **SPECIALIZED COURSES (SPEC)**

CESL offer special courses designed for specific groups of English language learners. These courses can be delivered as single, one-time courses, as part of a larger course program, or on-line. Examples include:

#### **American Culture (SPEC, 16 hours)**

In this class, through listening activities and readings, students will learn about and discuss cultural information including but not limited to the history of the United States, the history of the Southwest and the people of the United States. Field trips to cultural landmarks and events both on and off campus may be included in this course. Grammar will be treated in conjunction with writing assignments. Students will have the opportunity to expand all language skills. Note: This course may be customized to meet the needs of individual programs.

**Prerequisites:** Program Coordinator consent

#### **American Studies (SPEC, 18 hours)**

In the American Studies class, students will practice listening to extended discourse in English by hearing a series of presentations related to three basic themes: American History, Heritage of the Southwest and Peoples of the United States. As part of this class, students will also attend a number of excursions from which they will learn first-hand about the themes of the seminar. Students will be required to write about their experiences in their journal for the Cultural Bridge class.

**Prerequisites:** Placement Test, or Program Coordinator consent

#### **Applied Academic Skills (SPEC, 18 hours)**

Topics for this course will include field specific research methods, conducting research using university libraries, becoming acquainted with personal computer programs and Internet use specific to needs of graduate students. Students will have three library training sessions and three computer applications training sessions during this course.

**Prerequisites:** Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

#### **Cultural Bridge (SPEC, 18 hours)**

This class will focus on three areas: topics related to field trips, guest lecturers and Arizona. Instructors will prepare students for all field trips and for all guest lecturers done in the American Studies class. After each excursion and speaker, students will participate in follow-up activities to ensure that the linguistic and cultural information is understood. Instructors will focus on readings about places of importance in Arizona. Students will read, write, listen and discuss in this class. Students will be required to keep a journal. The journal entries will reflect students' experiences in all aspects of the program, especially their understanding of and reactions to speakers and excursions. Grammar will be treated in conjunction with writing assignments.

**Prerequisites:** Placement Test, or Program Coordinator consent

#### **English Communication (SPEC, 18 hours)**

The English Communication Class will give students intensive practice in listening and speaking. In class, students will participate in activities designed to enhance fluency and confidence in the use of English. Students will also participate in activities designed to improve listening comprehension. Out of class assignments will consist of preparation for in-class work. Students may be asked to interact with American students as part of their out-of-class assignments. Although the focus of the class is speaking and listening, students will be asked to read and write.

Grammar will be treated in conjunction with coursework and class projects. All four language skills will be addressed, with the emphasis on speaking and listening.

**Prerequisites:** Placement Test, or Program Coordinator consent

### **English for Nursing (SPEC, 50 hours)**

This course is designed for nurses and other medical professionals who have to use English to communicate with patients, their relatives, and medical colleagues. It is intended for students with an intermediate to high-intermediate level of English proficiency. The course aims at developing participants' speaking and listening skills primarily, but attention is also given to reading skills, in particular, the use of reference materials and journal articles. Practice in writing referral letters and completing a range of medical documents is also provided.

**Prerequisites:** Program Coordinator consent

#### **Student learning outcomes**

- *ask basic questions, take notes, and write a case history;*
- *ask about systems and symptoms;*
- *give instructions and understand/complete forms while examining a patient;*
- *instruct, explain, reassure, rephrase, encourage during special examinations;*
- *explain and discuss investigations and use medical documentation;*
- *discuss and explain a diagnosis, physiotherapy, medical and surgical treatment.*

### **Important Student Issues (SPEC, 4.5 hours)**

One session will include a panel of current and former scholars who will address wide-ranging issues of importance to the new students: adjustment issues, academic issues, and social issues. This will be an opportunity for new students to learn from the experiences of those who preceded them. Topics will include the U.S. educational system and student rights--international students and the law, visa statutes, law enforcement, arrest and detention and other legal issues.

**Prerequisites:** Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

### **Oral Language (SPEC, 18 hours)**

In this course, participants will practice and fine tune presentation skills, academic oral English, listening and note taking skills. Participants will be divided into sections according to their major or major area. Some of the content will be cross cultural in nature. Multiple varieties of oral language use and listening skills necessary in a university setting will be addressed in this class.

**Prerequisites:** Intermediate ESL standing, current TOEFL PBT/ITP score of 400 or higher; TOEFL iBT score of 40 or higher TOEIC score of 500 or higher, or Program Coordinator consent

### **Pronunciation 10 (SPEC, 30 hours)**

This course targets low beginning ESL students' pronunciation skills as they learn about intonation patterns (e.g., statements vs. questions), vowels and consonants, stressed/unstressed syllables and words in an utterance, and contractions. Students develop their self-monitoring skills based on awareness of areas of difficulty.

**Prerequisites:** Placement test

### **Pronunciation 20 (SPEC, 30 hours)**

This course targets beginning ESL students' pronunciation skills as they learn about intonation patterns, vowels and consonants, stressed/unstressed syllables and words in an utterance, and contractions. Students develop their self-monitoring skills based on awareness of areas of difficulty.

**Prerequisites:** Pronunciation 10, Placement test, or Program Coordinator consent

### **Pronunciation 30 (SPEC, 30 hours)**

The course aims at further improvement of high-beginning ESL students' pronunciation skills. Students work on pronouncing individual sounds, stress, intonation, and rhythm. They learn to make recordings of their pronunciation in the lab using the pronunciation software and self-correct focusing on their problem areas. The course includes intensive practices on reduction of pronouns and verbs in fast speech, negative contractions, and confusing numbers.

**Prerequisites:** Pronunciation 20, Placement test, or Program Coordinator consent

### **Pronunciation 40 (SPEC, 30 hours)**

During this course, low-intermediate ESL students focus on individual sounds of English, as well as pronunciation, stress patterns, and rhythm at the sentence level. They are able to make measurable progress in comprehensibility of their speech as they work on their accent reduction and individualized areas of difficulty.

**Prerequisites:** Pronunciation 30, Placement test, or Program Coordinator consent

### **Pronunciation 50 (SPEC, 30 hours)**

The course aims to develop intermediate ESL students' pronunciation skills. The focus is on developing effective, general speaking habits, including clarity, fluency, and appropriate voice, speed, and tone. As needed, specific attention is paid to individual consonant and vowel sounds, as well as stress, intonation, and rhythm at both the word and sentence level. Students practice as a whole class, in pairs, and in small groups; they use problem-specific exercises from audio software for individual practice.

**Prerequisites:** Pronunciation 40, Placement test, or Program Coordinator consent

### **Pronunciation 60 (SPEC, 30 hours)**

This course is designed for high-intermediate and advanced ESL students who want to focus on American English pronunciation through intensive practice. Rhythm, stress, intonation, and accuracy at the word level are emphasized. Coursework involves increasing language fluency, analyzing the sounds of American English, and developing monitoring skills.

**Prerequisites:** Pronunciation 50, Placement test, or Program Coordinator consent

### **Seminar (SPEC, 18 hours)**

Topics for the Seminar will include acquainting participants to common procedures and processes at US universities: instructional styles, classroom interaction and behavior, and online instruction, and registration procedures.

**Prerequisites:** Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

### **TOEFL iBT Techniques (SPEC, 50 hours)**

This course focuses on further development of students' writing, reading, speaking, and listening skills, especially those that ensure students' success with the TOEFL PBT/ITP and iBT tests. Students reinforce and expand their existing language skills, their knowledge of TOEFL-related vocabulary, grammar structures, written rhetorical formats, and test-taking strategies required to succeed on the test.

**Prerequisites:** TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

### **TOEIC Techniques (SPEC, 50 hours)**

This course is designed to prepare students for individual TOEIC sections to assist them in getting better

scores on the test. This course focuses on further development of students' existing listening, reading, and test-taking skills; thus, the main foci of the course are (1) to build students' vocabulary through word-attack skills and context associations; (2) to improve students' listening comprehension skills; (3) to review students' knowledge of grammar, English logical structuring, and set phrases on a variety of topics; (4) to strengthen students' test-taking skills and strategies.

**Prerequisites:** TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

#### **University Student Life (SPEC, 4.5 hours)**

This course meets once per week. One session will address academic integrity and intellectual property. Another session will address stress control, time management and other psychological/emotional issues related to grad study in the US. The third session will consist of a graduate student forum, where current issues facing graduate students can be explored.

**Prerequisites:** Intermediate ESL standing, TOEFL iBT score of 40 or higher, TOEIC score of 500 or higher, IELTS 4.5 or higher, or Program Coordinator consent

#### **Written Language (SPEC, 18 hours)**

In this course, students will learn the finer points of writing for a US academic audience including rhetorical devices and methods of documentation. Participants will also learn about translating research methodology into a written product appropriate to US higher education. The reading of academic materials for writing will be a major component of this course, reflecting the reality of university of life.

**Prerequisites:** Intermediate ESL standing, current TOEFL PBT/ITP score of 400 or higher; TOEFL iBT score of 40, or higher TOEIC score of 500 or higher, or Program Coordinator consent

### **COURSE ON DEMAND (COD)**

CODs are designed for groups (2-5 people) on campus and may focus on English instruction in the specific desired subject area. Depending on the student group, these could be CESL courses or courses shown in this catalog or courses in English for Specific Purposes, such as English for business, math, aviation, or medicine. Lead time is required for course development for courses that do not exist in our current catalog.

### **TUTORING (TUT)**

#### **General Tutoring**

This tutoring is for students who want help with general English for their CESL courses or perhaps for entering into an undergraduate university program.

#### **Elite Tutoring**

This tutoring is for students who need higher-level, more intense tutoring in specific subject areas. Typically these students already hold university or advanced degrees and need the tutoring for advanced degree programs or for professional purposes.

#### **Tutoring Packages**

These tutoring packages are intensive and focus on particular skill areas. They are taught by CESL instructors. In addition to the tutoring time, students receive additional materials and training designed to help them improve in the particular subject area. Below are the different packages we offer, along with links to descriptions of the packages.

### **SKILL INTENSIVE WORKSHOP (SIW)**

CESL offers the option of small group instruction called SIWs. These are workshops for groups of 2-5 people with a focus on some particular area of general English skills (such as reading, writing, pronunciation, grammar and presentation skills). Prerequisite as determined by group proficiency.

### **CONTENT AREA TEACHER TRAINING (CATT)**

The 100-hour CATT course is designed to assist current content area teachers (trainees in this program) from a variety of disciplinary backgrounds in the process of transition to English Medium Instruction (EMI) in their content area. This program seeks to ease the transition to EMI, as well as to facilitate effective future EMI instruction. To receive a 100-hour CATT certificate, trainees must have an 80% completion rate in each class (includes online class activities, attendance in face-to-face classes, and in- and out-of-class activities), and submit a portfolio with a final self-reflection.

**Prerequisites:** Demonstrated CEFR A2 proficiency, or Program Coordinator consent.

#### **EMI Theory and Practice**

This course provides information about the history, theory and practice of English Medium Instruction (EMI) in the world. Research reports and case studies of previous implementations of EMI are examined to understand motivations for and challenges inherent to EMI. Previous research on learning and teaching in EMI is also explored to see how other programs address problems specific to EMI, including specific pedagogical strategies. Trainees will evaluate their own and other EMI settings, and create a “Best Practices in EMI” manual for themselves to use following the course.

##### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Apply information about past implementations of EMI and EMI research to their own circumstances*
- *Utilize information from their “Best Practices in EMI” manual to facilitate implementation and improve instruction in their EMI setting*

#### **Modifying and Developing Materials**

This unit focuses largely on modification of materials which were originally designed for native English speakers. The goal of modification is to scaffold students’ learning (vocabulary support, outlining/summarizing longer and more difficult readings, etc.) and will include some treatment of developing new materials (e.g. presentations or written syntheses of important information, etc.). Sourcing field-specific English-language materials is also covered, and lesson planning is treated, including consideration of objectives, development of effective learning outcomes, and useful classroom activities for a variety of learning situations.

##### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Identify a variety of techniques for lesson planning, modifying and developing materials*
- *Source and design modified or newly-developed materials appropriate to their field*

#### **Observations**

In this module, trainees will learn about the reasons for observation, consider goals of observation from a variety of perspectives (peer, mentor, administrator), learn about observation protocol, and learn how to effectively choose an observation instrument. Trainees will use a variety of different observation forms to guide their observations, and facilitate reflecting and reporting on them.

##### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Recognize the goals of their observations and select an appropriate observation instrument*
- *Evaluate their observation setting to determine if their feedback must be summative, formative, or both*
- *Conduct online course observations using appropriate instruments to reflect on EMI teaching practice*

- *Apply appropriate observation protocol to future face-to-face observations*

### **Assessment in EMI**

The assessment module treats the basic principles of assessment, different assessment types (formative, summative, alternative), and rubric design, as well as discussion of how to balance and prioritize assessment of language and content in EMI. Finally, this unit also treats plagiarism, its cultural significance in the research community, and its prevention.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Evaluate tests for their validity, reliability, practicality, and authenticity*
- *Design assessments appropriate to their field applying basic principles of assessment (e.g. diagnostic, summative tests), and design or modify rubrics effectively*
- *Recognize and make explicit to students the role of language in their assessments*
- *Understand cultural and societal underpinnings of plagiarism*

### **Practicum**

This class includes instruction on and/or demonstrations of teaching methods, approaches and strategies that are relevant to English Medium Instruction (EMI), such the Communicative Language Teaching approach, task-based instruction, and strategies from the Structured Instruction Observation Protocol (SIOP). Trainees will create their own lessons and give teaching demonstrations as well, incorporating knowledge and strategies from all previous classes to give effective EMI lessons in their fields. Trainees will observe one another's demonstrations, and receive feedback from each other as well as from CESL instructors.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Recognize and evaluate a variety of teaching methods and approaches relevant to EMI*
- *Select from those methods to effectively design lessons and class activities*

### **SLA Theory**

SLA Theory provides a brief overview of some aspects of what is known about the acquisition of a second language from linguistic, psychological, social, and pedagogical perspectives. A basic understanding of some second language acquisition theory is vital for teachers to understand how learning processes will differ working in a foreign language.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Develop an understanding of second language learning and acquisition*
- *Relate the concepts of second language learning to your EMI teaching practice*
- *Identify internal and external factors which influence the language learning process of your students*

### **L1 Spanish Issues**

The L1 Spanish Language Issues unit highlights some common language problems that L1 Spanish users experience in their L2 English, as well as discussion of applicable SLA Theory concepts (i.e. transfer, interference). Pronunciation and grammar are practiced to build confidence and improve trainees' own language use, as well as to increase understanding so they can give basic feedback to their students. Trainees will identify and correct errors and then give basic explanations of their corrections. Trainees will also work with these concepts in context, workshopping portions of their written exercises or presentations from other modules.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Recognize common vocabulary and pronunciation errors for L1 Spanish L2 English users*
- *Give basic grammar or pronunciation explanations*
- *Implement basic rules of American academic writing*

### **L1 Portuguese Issues**

The L1 Portuguese Language Issues unit highlights some common language problems that L1 Portuguese users experience in their L2 English, as well as discussion of applicable SLA Theory concepts (i.e. transfer, interference). Pronunciation and grammar are practiced to build confidence and improve trainees' own language use, as well as to increase understanding so they can give basic feedback to their students. Trainees will identify and correct errors and then give basic explanations of their corrections. Trainees will also work with these concepts in context, workshopping portions of their written exercises or presentations from other modules.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Recognize common vocabulary and pronunciation errors for L1 Portuguese L2 English users*
- *Give very basic grammar or pronunciation explanations*
- *Implement basic rules of American academic writing*

### **SLA Theory and Native Russian Language Issues**

This class provides a brief overview of some aspects of what is known about the acquisition of a second language from linguistic, psychological, social, and pedagogical perspectives. A basic understanding of some second language acquisition theory is vital for teachers to understand how their learning processes will differ working in a foreign language. This unit also highlights some common language problems that native Russian speakers experience in their learning of English. Targeted topics in pronunciation and grammar as well as samples of Russian and English writing give future EMI teachers an introduction to some of the most common language questions they may need to address.

#### **Student learning outcomes**

*At the end of this module, trainees will be able to:*

- *Develop an understanding of second language learning and acquisition*
- *Relate the concepts of second language learning to your EMI teaching practice*
- *Identify internal and external factors which influence the language learning process of your students*
- *Recognize common vocabulary, grammatical, and pronunciation errors for L1 Russian L2 English users*

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