



English Language Proficiency

COMMUNICATE IN THE CLASSROOM

Center for Teaching Excellence
Texas A&M University



TEXAS A&M
UNIVERSITY.

Purpose

**The Center for Teaching Excellence's
English Language Proficiency (CTE-ELP) program
is a linguistic service
provided to international graduate students
and faculty
who wish to improve
their spoken English skills.**



Today we will...

- Identify the priority groups for CTE-ELP instruction
- Provide an overview of CTE-ELP services
- Review the requirements for conditionally-appointed GATs
- Review the procedure for retesting the ELPE early
- Share best practices for TA appointments



Target audiences for CTE-ELP instruction

Table 1. Target audiences for CTE-ELP instruction in order of priority

Target audience	Classification	Currently Teaching	Proficiency Level(s)
Conditionally-appointed GATs	Graduate students	✓	2
Prospective GATs	Graduate students	-----	2 & 3
Certified instructors	Instructors of all ranks	✓	1
All other international graduate students	Graduate students	-----	-----

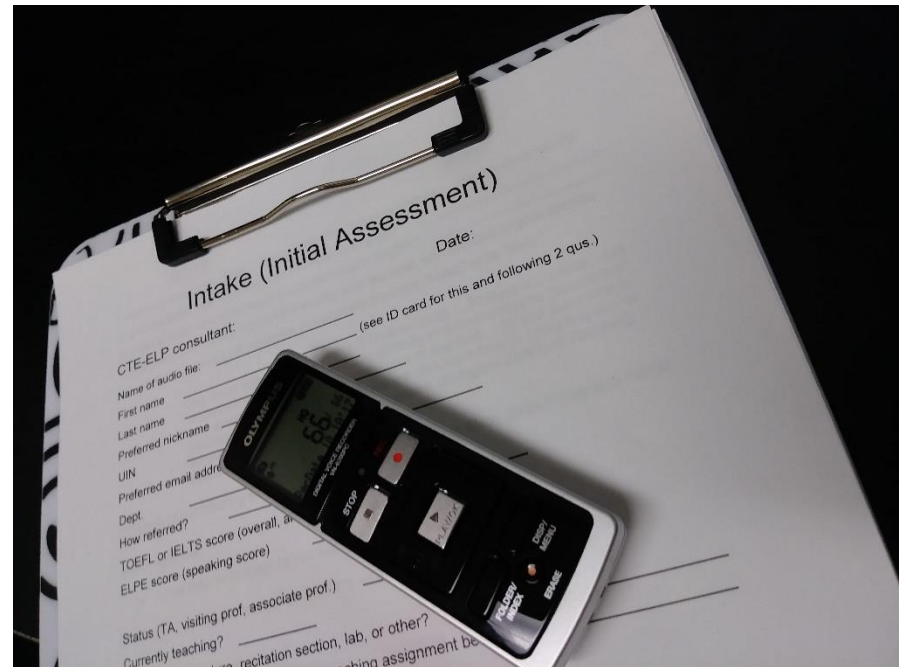


Services:

Diagnosis, Instruction, and Practice Opportunities

1. Diagnosis

- a. Listening comprehension
- b. Fluency
- c. Intonation
- d. Phrasing & Linking
- e. Word Stress
- f. Vocabulary
- g. Grammar
- h. Pronunciation



Services

2. Instruction – emphasis on

- a. Pronunciation high-impact topics (suprasegmentals)
- b. Functional vocabulary for the classroom/lab/office hours



Services

3. Practice opportunities

a. Face-to-face

i. Practice groups for instructors

ii. Conversation partnerships with American undergrads

b. Referral to other linguistic resources “Additional Resources” pdf

available at <http://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency/CTE-ELP-Additional-Resources>

c. Referral to other CTE programming



CTE-ELP Services

Activity	Description	Target Audience	Registration
Private Consultations	Participants build upon pronunciation proficiency and fluency through strategic readings, practice motor control of the vocal tract, and receive feedback about their progress.	Conditionally-appointed GATs (Prospective GATs & Certified Instructors as space permits)	Contact ELP consultant
Language Laboratory	Participants develop listening discrimination of English pronunciation, knowledge of the features and manipulation of the vocal tract, and automaticity.	All international graduate students	swan.tamu.edu/cte
ELP for Instructors Practice Groups	Participants rehearse functional language for instruction; learn to anticipate and repair common communication breakdowns; develop peer support, supra-segmental skills, and fluency; and cultivate an awareness and appreciation for diversity and cultural differences.	Conditionally-appointed GATs (Prospective GATs & Certified instructors as space permits)	ers.tamu.edu/

CTE-ELP Services

Activity	Description	Target Audience	Registration
Teaching Observation	Participants receive observation and feedback from an ELP Consultant to assess their linguistic performance in action. They additionally practice self-assessment skills.	Conditionally-appointed GATs (Certified instructors as resources permit)	Contact ELP consultant
Conversation Partnerships	Participants develop fluency and an awareness & appreciation for cultural difference in the classroom through an application of pronunciation knowledge via authentic dialogue with a native speaker of English.	Conditionally-appointed GATs (Prospective GATs & Certified instructors as appointments are available)	Contact lab at 458-3966 or cte@tamu.edu
Pronunciation Workshops	Participants develop phonological awareness and familiarity with CTE-ELP services.	All international graduate students	ers.tamu.edu/

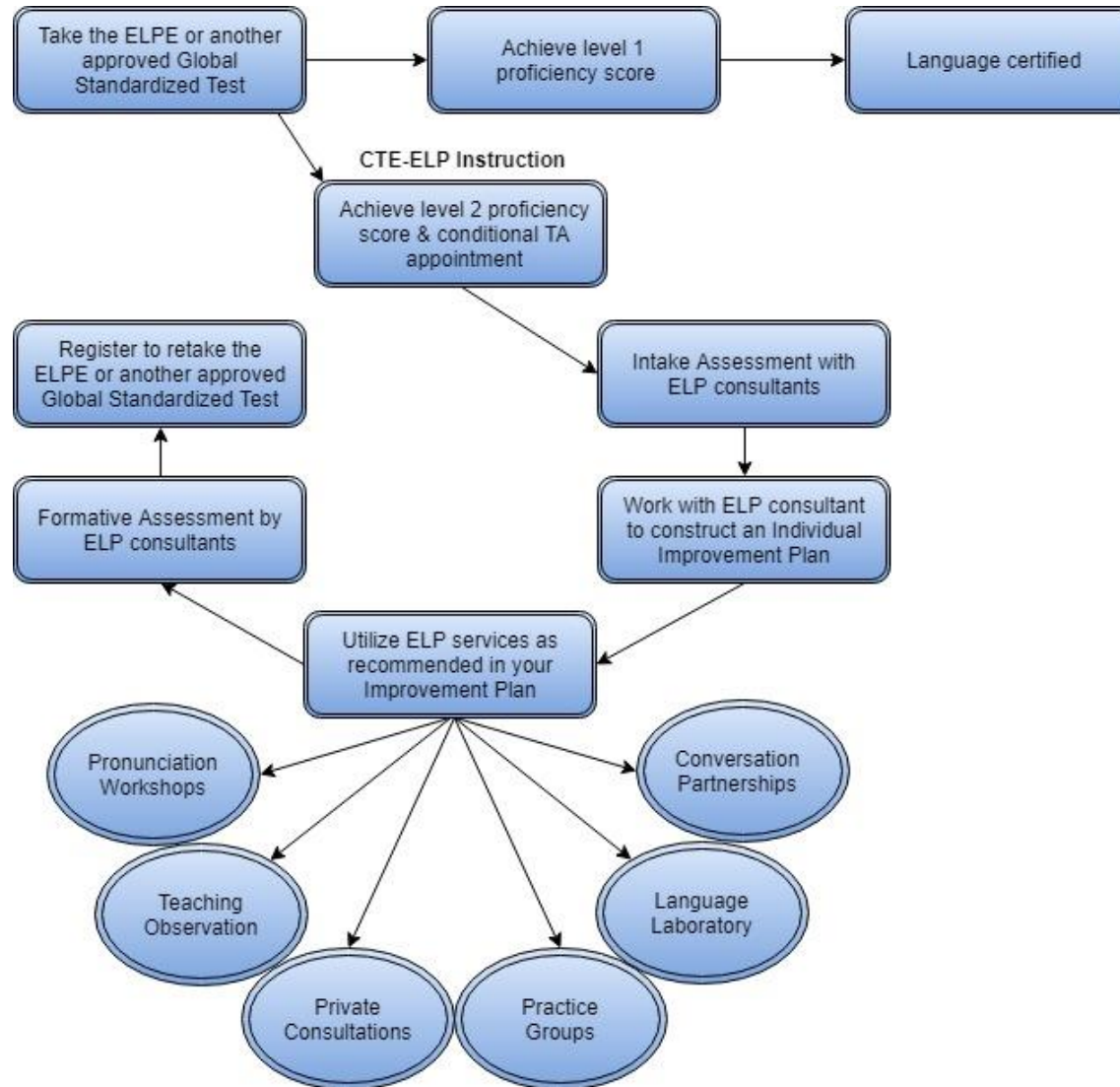


Getting started with the CTE-ELP

1. Clients begin with an Intake Assessment - a 45-minute diagnostic interview
2. Clients return for an Intake Follow-up consultation
 - to receive feedback on
 - strengths,
 - weaknesses,
 - and recommendations for improvement
 - to select additional activities or agree to those recommended
 - to receive the feedback and recommendations in writing as a formal “Individual Improvement Plan”
 - Confidential
 - Voluntary for most, but obligatory for conditionally-appointed TAs



Pathway to Certification



Requirements for conditionally-appointed GATs

1. Conditional appointment is for 1 semester only
2. Contact the CTE-ELP program to begin their instruction no later than week 2 of the semester.
3. Participate 5 hours per week, following their Individual Improvement Plan
4. Retest to demonstrate increased English proficiency before the end of the semester



Conditionally-appointed GATs receive...

- Individualized instruction using a variety of delivery methods,
- Formative assessment from ELP Consultants,
- Reports documenting their participation and progress, and
- Waivers to retest the ELPE before three months have elapsed (with approval by CTE-ELP Consultants after a review the student's progress).



Retesting for Certification

- A student may retake the TOEFL, IELTS, or PTE at any time to achieve English Language Certification.
- All international students are eligible to retake the ELPE once every three months.
- Conditionally-appointed GATs only may request approval from the CTE-ELP program to retest the ELPE before three months have elapsed.



Waiver to Retest ELPE

CENTER FOR TEACHING EXCELLENCE
Office of the Dean of Faculties and Associate Provost



Waiver to Retest the English Language Proficiency Examination form

Student Name: _____

Student UIN: _____

CTE-ELP Consultant Name (Print): _____

CTE-ELP Consultant Signature: _____

Please allow the student listed above to retest the English Language Proficiency Exam. I attest that the student meets the following criteria:

- The student is presently conditionally certified at proficiency level 2;
- The student is currently serving as a Teaching Assistant;
- The student has been consistently participating in CTE-ELP instruction and following the prescribed proficiency improvement plan; and
- The student has made demonstrable gains in language proficiency.



Deadline for ELPE retest requests

Requests to retest the ELPE must be made through the CTE-ELP program 7 business days before the exam is scheduled.

e.g. If the ELPE is scheduled for Saturday 11 August, the student's appointment with the CTE-ELP program to request a retest should be scheduled no later than Thursday 2 August.



Best Practices in TA Preparation & Selection

- Notify prospective International Teaching Assistants (ITAs) of English language certification requirements and procedures well before the semester of their potential appointment, preferably during the admissions process.
- Give ITAs a description of what duties and responsibilities a TA appointment in your department entails. Will these duties entail contact with students? If so, certification is required. This includes grading if the TA is expected to respond to student questions or explain course expectations.
- Any international graduate student who may eventually teach should be encouraged to take the ELPE at the first available opportunity, preferably before or during their first semester at TAMU.

Adapted from: UT Austin's International Office ESL Services

<https://world.utexas.edu/esl/students/intl-teaching-assistants/department>



Best Practices in TA Preparation & Selection, ctd.

- When possible, give international graduate students a semester to work on communication skills, adjust to the culture and observe undergraduate classes before appointing them to positions with student contact.
- If conditionally-certified ITAs are given student contact positions, assign them a more experienced TA as a mentor or provide an upper-division undergraduate as a consultant.
- Avoid putting newly arrived ITAs in freshman sections (rookies with rookies).
- Have a pool of certified ITAs to make last-minute staffing easier.

Adapted from: UT Austin's International Office ESL Services

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Thank You.

Questions?



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