

The Intensive English Language Program

This volume offers the most comprehensive, up-to-date description of the wide array of second language programs currently available to undergraduate students in the United States and abroad. It brings together, for the first time, detailed descriptions of programs in foreign language, English as a second language (ESL), dual language (bilingual), American Sign Language, Native American, and heritage languages. Addressing both theory and practice, the volume presents the historical development, current practices, and future directions of each type of program, along with detailed case studies. For second language teachers, academic administrators, and teacher educators, this Handbook provides information that will be useful in making instructional and programmatic planning decisions.

Workplace English language training programs represent a corporate investment in language skills enhancement and human capital development. This book evaluates English language training programs in Chinese workplaces by examining a range of training effectiveness variables and identifying the factors that facilitate or hinder effective learning outcomes for workplace English training programs and explores the potential benefits of these programs. This book will benefit both companies that are developing their training and development strategies and private training organizations that are developing training programs for particular industry and business needs. It will also be an excellent resource for learners who are seeking business English communication skills opportunities and trainers who are refining their workplace teaching practice. This book reiterates the significance of business English communication skills development programs in terms of the benefits to economic globalization, human capital development, employability, sustainable livelihoods, and lifelong learning in China. Having conducted a policy evaluation at both the national and local levels, this book also informs policy stipulation for corporate employee language training schemes. Although this book primarily examines corporate experience in China, the findings and recommendations will have important implications for other countries in Asia and worldwide.

This directory describes over 800 preacademic intensive English Programs and English as a Second Language (ESL) courses open to international students at undergraduate and graduate levels. Listed by state first are Intensive English Programs, full-time preacademic educational programs offering at least 15 hours of intensive English classes each week. Listed separately by state are ESL courses for international students; these offer fewer than 15 hours of instruction each week. Each entry includes the name of the sponsor college or other institution, the title of the program, its address, telephone and FAX numbers, e-mail, and Internet addresses. There is an extensive bibliographic guide to funding support for study in the United States. Appendices provide the standards for postsecondary programs of Teachers of English to Speakers of Other Languages; the National Association of International Educators principles of self-study programs; a list of University and College Intensive English Programs consortium member organizations; a list of American Association of Intensive English Programs member organizations. Indexes are provided of sponsoring institutions, beginning dates of programs, and programs for English for specific purposes including business, science, teaching assistantships, and other professions. (JLS)

*Offered by U.S. Institutions of Higher Education and Private Language Schools
Concepts, Methodologies, Tools, and Applications*

Success on Your Certificate Course in English Language Teaching

English Language Programs of the Agency for International Development

Cases on Communication Technology for Second Language Acquisition and Cultural Learning

An Analysis of Program and Student Goals in an Intensive English Language Program

The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students. The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning. The Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design. Featuring research on topics such as course learning outcomes, learning analytics, and teacher collaboration, this book is ideally designed for educators, administrative officials, linguists, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

In a globalized society, effective communication is critical, and study of language from a mathematical perspective can shed light on new ways in which to express meaning across cultures

and nations. Computational Linguistics: Concepts, Methodologies, Tools, and Applications explores language by dissecting the phonemic aspects of various communication systems in order to identify similarities and pitfalls in the expression of meaning. With applications in a variety of areas, from psycholinguistics and cognitive science to computer science and artificial intelligence, this multivolume reference work will be of use to researchers, professionals, and educators on the cutting edge of language acquisition and communication science.

Presents a comprehensive view of management and leadership in language programs as situated in a complex, globalized context with rapidly changing characteristics. This book offers case studies and overviews of 'nuts and bolts' issues of administration such as financial, data, and people management, as well as suggestions for further research.

The Guide to English Language Teaching Yearbook 2005

Aspects of Language Development in an Intensive English Program

Organizational Power Politics

Second Language Listening

Exchange Programs and the National Interest

Facilitating Learning

The presence of children with special needs in public schools has created diverse and shifting tensions. During the 1970s, parents and advocates sought to remove existing barriers and secure greater educational opportunity for handicapped children in public education, insisting that all children can learn and that all children suffer adverse effects from the exclusion of the handicapped from public schools. The legislation that was the product of their efforts, The Education for All Handicapped Children Act of 1975 (EAHCA), has become central to the continuing debate over the role of public schools in educating children with special needs. The authors of the essays included in this volume contribute to this debate in two ways. First, they evaluate the success of EAHCA and other legal mechanisms designed to ensure that the requirements of children with special needs are adequately met from a variety of historical, empirical, analytical and comparative perspectives. Second, they suggest steps that might be taken to help such legal strategems attain their goals. These suggestions respond to tensions that have shaped, and will continue to shape, the reaction of educators, parents, and the legal system to children with special needs during the years to come.

This study looks closely at how 7 North American Institutions of higher education have developed highly focused, intensive English as a Second Language programs to prepare immigrant and foreign students to study in North America. The rising middle and upper middle classes of low and middle income countries such as China, India, Saudi Arabia, Malaysia, Brazil and many other countries has created a surge in foreign students particularly interested in studying in one of the Big 4 countries of international higher education: the USA, the UK, Canada and Australia. This study, in addition to providing useful statistical information about the US foreign student and immigrant markets, presents detailed profiles of how Smith College, the State University of New York at Buffalo, the New School, DePaul University, Kirkland Community College, the University of Calgary, and Central Michigan University have developed ESL+ programs to teach English and encourage the social ties and links that lead to immigrant and foreign student success in North America.

'Extremely comprehensive and well written in terms of style - accessible to the reader, but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same!... Certainly a good read for those thinking about and also those engaged in initial training - or even post initial training stage' - Jenny Pugsley, Head of TESOL, Trinity College London 'It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career, and that I wish had been available to many of the course participants I have tutored' - Lyn Strutt, ELT author and Chair of the British Council Families Association Each year, thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications, and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include: -introducing English Language Teaching -becoming qualified -knowing your certificate course -getting started -learning -working together -being qualified. Throughout the book there are snapshots of students' experiences in their own words, and summaries of key points for you to take with you - whether into the next stage of learning or the next day's teaching. The chapters are stand alone resources as well as the building blocks to becoming a fully-qualified English Language teacher. The book is supported by a companion website, which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary and annotated website links.

A Descriptive Evaluation of an Intensive English-language Program in China

INTENSIVE ENGLISH USA.

College ESL Programs to Serve the Immigrant & Foreign Student Market

Guidelines for the Administration of an Intensive English Language Program (IEP) for International Students

A Guide to Becoming a Teacher in ELT/TESOL

Program evaluation (PE) is important for ESL programs but also difficult. As the scope of PE has grown, student voices have increasingly been included. Alumni provide unique perspectives, but Portland State University's (PSU) Intensive English Language Program (IELP) currently has no exit survey. Furthermore, little research uses alumni data, so this constructivist, mixed-methods study used data triangulation to compare the perceptions of former IELP students with those of three other stakeholder groups -- the topic: IELP student preparedness for PSU. Both online surveys and interviews were conducted, and participants included 63 former and 33 current IELP students, 27 IELP faculty members, and 29 PSU faculty members. Overall, respondents often praised the program with regard to how it prepares international students for mainstream classes. However, many also

expressed that students were less ready for reading, in comparison to other language skills. Additionally, there was agreement regarding emotional challenges, limited faculty supportiveness, vocabulary, and speaking to and in front of native speakers, among other topics. While there are implications for the IELP, perhaps more importantly, there are implications for PSU.

The Guide to English Language Teaching 2005 is an essential reference guide for anyone involved in English language teaching or for anyone considering starting as an English language teacher. It provides the latest information on qualifications, courses and course-providers in over 100 countries, together with paths for career development from initial certificate through to Masters and PhDs. If you are planning a career as an English language teacher, this book is for you Fully updated for 2005, this is a comprehensive, in-depth guide to the international English language teaching industry. This guide provides details of the qualifications you will need to work, how and where to train and how to find a job (with a directory of websites). Once you have qualified, you can work almost anywhere in the world - and this guide includes profiles of over 100 countries, with descriptions of their job prospects, salary, cost-of-living, working conditions, legal, tax and visa requirements, and safety. Although an increasing number of English language program providers are accredited to offer courses for international students that are preparing for further education in Australia, there are few holistic curriculum resources available on English language intensive courses for overseas students (ELICOS) for schools. This book is a resource informed by research on English language programming with a digest of curriculum and guidelines for English for high school preparation and continuing education courses. It incorporates topics on promoting excellence in English language programs through course design, implementing effective teaching and learning strategies, fostering student welfare and support services, creating professional development opportunities, and using sound financial management and administration planning. This resource should help professionals in international student education, or anyone who may be considering establishing an English language program to develop quality courses for secondary school contexts.

What English Language Teachers Need to Know Volume II

International Handbook of English Language Teaching

Computational Linguistics: Concepts, Methodologies, Tools, and Applications

English Language Learning Goals

Children With Special Needs

Neoliberalism and English Language Education Policies in the Arabian Gulf

Self-reported listening strategies by students in an intensive English language program.

Language Program Leadership in a Changing World: An Ecological Model presents a comprehensive view of management and leadership in language programs as situated in a complex, globalized context with rapidly changing characteristics.

The language program is described as an extensive ecology made up of many different types of interacting parts, which leaders of these programs must manage and balance with strong attention to context and to the future. The discussion emphasizes the complexity of the job of leading a language program and the many types of roles the leadership must fill in monitoring the program and its context for continuity and change and leading with an eye to the future. The focus is on college and university English language programs, with discussion of the place they occupy within academia and in relation to other types of language programs (e.g. foreign language and English composition). The book is both practical and theoretical, offering case studies and overviews of "nuts and bolts" issues of administration such as financial, data, and people management, in addition to an original model that problematizes and theorizes the language program based on notions of ecology and frames, a review of research, and suggestions for further research.

While there is much in the literature on ESL development, this book is the first of its kind to track the development of specific language abilities in an Intensive English Program (IEP) longitudinally and highlights the implications of this particular study's findings for future IEP implementation and practice and ESL and SLA research. The volume draws on many years' worth of data from learners at an IEP at the University of Pittsburgh to explore selected aspects of language development, including lexical, grammatical, speaking, and writing abilities, in addition to placement assessment practices and student learning outcomes. A concluding chapter points to the ways in which these findings can be applied to decision making around IEP curriculum development and the future role of IEPs in higher education more broadly. With its focus on students in IEP settings and the concentration on data from students evaluated over multiple semesters, this volume offers a unique opportunity in which to examine longitudinal developmental patterns of different L1 groups on a variety of measures from the same learners and will be key reading for students and researchers in second language acquisition, English for Academic Purposes, language education, and applied linguistics.

Hearings Before the Subcommittee on Immigration, Refugees, and International Law of the Committee on the Judiciary, House of Representatives, Ninety-seventh Congress, First Session, on H.R. 2043 ... June 4, 1981

English Language Training in the Workplace

Theory and Practice

Excellence in English Language Intensive Courses for Overseas Students

International Guide to English Language Programs in the U. S. A., 1999

Self-reported Listening Strategies by Students in an Intensive English Language Program

For teachers of English, connecting with non-native students can pose significant problems, but communication technologies may offer a viable solution. Cases on Communication Technology for Second Language Acquisition and Cultural Learning provides educators with valuable insight into methods and opportunities for using technology to teach students learning a foreign language. Theoretical and pragmatic cases illustrate teaching strategies and methodologies, hardware and software development, administrative concerns, and cross-cultural considerations with respect to effective educational technologies. Educators and students, as well as administrators and developers, will use this book to improve the effectiveness of second language curricula across a variety of intercultural perspectives. Over the past two decades, the Arabian oil-rich Gulf countries have faced enormous social, political, economic,

cultural, religious, ideological and epistemological upheaval. Through detailed, critical comparative investigation, Neoliberalism and English Language Education Policies in the Arabian Gulf examines the impact of such disruption on education policies in a political and economic union, consisting of six countries: Saudi Arabia, the United Arab Emirates, Oman, Qatar, Bahrain and Kuwait. Using data collected from a wide range of sources, this thought-provoking book documents the inner workings of neoliberalism across a strategic geographical area of the Islamic world. The book teases apart the complex issues surrounding the ways in which access to English has been envisioned, contested, and protected from being challenged among different players within and between the Gulf countries. Osman Z. Barnawi explores the intensifying ideological debates between Islamic culture and Western neoliberal values, and questions whether Islamic values and traditions have been successfully harmonised with neoliberal capitalist development strategies for nation building in the Arabian Gulf region. Neoliberalism and English Language Education Policies in the Arabian Gulf will be of interest to academics, researchers and postgraduates working in the fields of language education and, more specifically, TESOL, applied linguistics, education policy, and teacher education.

Aspects of Language Development in an Intensive English Program Routledge

Investigating Learning Style Preferences and Program Satisfaction in the Intensive English Language Program at Portland State University

Language Program Leadership in a Changing World: An Ecological Model

A Model "English as a Second Language" Program for College-bound Foreign Students

Tactics in Organizational Leadership

INS Efficiency Legislation

English Language and Orientation Programs in the United States

This updated edition of the award-winning volume is a contemporary guidebook for understanding and using personal power in organizational settings of all kinds. * Includes 22 demonstrations of effective power tactics for daily use at work, home, or in recreational situations * Offers 20 descriptive tables summarizing and clarifying survey results * Two diagrams display models of the power-use process, offering visual confirmation of the interrelationships of critical elements of power use * Provides a full bibliography for further study of the use of personal power in organizational settings * An extensive and helpful index offers access to all critical elements of power theory and practice allowing the reader easy reference

Introduces the Intensive English Institute (IEI), a component of the Division of English as an International Language (DEIL) at the University of Illinois, Urbana-Champaign. Gives information about the IEI language program for international students who want to study at colleges and universities in the United States or who wish to improve their language proficiency to meet personal and professional goals. Tells how to obtain an application. Refers to related pages like the DEIL LinguaCenter pages concerning use of WWW as a resource to help learn English.

The purpose of the present study was to describe and assess the Makassed Intensive English Program in light of the TESOL Standards for International Language Programs. To achieve this purpose, three sources of data were used: observation, interviews, and record analysis. Observation was used to describe the physical facilities and the teaching practices within the program; interviews with coordinators and teachers were conducted to identify the tasks that such coordinators and teachers perform; and record analysis was used to get information about the purpose of the Program and the degree of compatibility of textbooks with the objectives. After data had been collected, they were analyzed and compared with TESOL Standards. The assumption was that if the description matched the guidelines, this would mean that the Makassed Intensive English Program is a high quality language program, but if it didn't, suggestions and recommendations would then be provided. Analysis of data revealed that the teaching practices and textbooks at the intermediate cycle reflect current trends in ESL, such textbooks are compatible with the syllabus, and teachers perform almost the same tasks suggested by TESOL. However, the Makassed Intensive English Program can not be considered a high quality program since the syllabus at the secondary cycle is not comprehensive and the textbooks are not compatible with the objectives. The suggestion is that coordinators reexamine the list of objectives and choose more appropriate textbooks. The implementation of these suggestions and recommendations would render the Makassed Intensive English Program a high quality language program.

Supplemental Information about the Intensive English Language Program

Academic Needs of EFL Learners in the Intensive English Language Program at Sultan Qaboos University in the Sultanate of Oman

An Ecological Model

Resources in Education

Case Studies of Corporate Programs in China

Hearing Before the Subcommittee on International Operations of the Committee on Foreign Relations, United States Senate, One Hundred Sixth Congress, Second Session, September 14, 2000

As an essential part of communicative competence, listening is a skill which deserves equal treatment with the other basic skills of speaking, reading, and writing. Second Language Listening combines up-to-date listening theory with case studies of actual pedagogical practice. The authors describe current models of listening theory and exemplify each with a textbook task. They address the role of technology in teaching listening, questioning techniques, and testing. Second Language Listening is designed to be used with both pre-service and in-service teachers who are involved in the teaching of listening or the design of pedagogic materials for listening.

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Featuring over 150 high quality English language programs from right across the USA, The International Guide to English Language Programs in the USA helps students and counselors find the right American program. In-depth descriptions of each program include course

information, costs, support provided, and admission details. Informative articles provide insight on American ESL programs, living and studying in the USA, the American school system, admission procedures, and more. Narrative is provided by the American Association of Intensive English Programs

The Intensive English Institute at the University of Illinois Urbana-Champaign

A Description and Assessment of the Makassed Intensive English Program

English Language & Orientation Programs in the United States

A Resource for Developing Quality Preparation Programs for High School Aged International Students in Australia

Enhancing Student Motivation in an Intensive English Language Program

Handbook of Undergraduate Second Language Education

Designed for pre-service teachers and teachers new to the field of ELT, Volume II and its companion are companion textbook, Volume I, are volumes organized around the key question: What do teachers need to know and be able to do in order for their students to learn English?

Volume I covers the characteristics of the context in which teachers work, how English works and how it is learned, and the teacher's role in the larger professional sphere of English language education. Volume II covers the three main facets of teaching: planning, instructing, and assessing. The focus throughout is on outcomes, that is, student learning. The texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education), and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes).

Intensive English Language Program

Perspectives on the College Readiness and Outcome Achievement of Former Intensive English Language Program (IELP) Students

Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom

Including a List of Programs for Training Teachers of English as a Second Language

Language Program Leadership in a Changing World

Identifying Language Needs of ESL Students in a Canadian University Based Intensive English Language Program