



I.L.P Program Description

Intensive Language Learning Program (I.L.P) at Davis College is an in-class instructional English a Second Language (ESL) program designed to generally assist international students who are non-native speakers to improve all English language skills they need to succeed in their academic, professional, and social endeavors. The program also helps students who seek improvement to their English communicative skills. Our language program offers English courses that are not only relevant to students' needs, but are also carefully designed based on contemporary research, especially in the field of teaching English as a second language (TESOL). The selected teaching methods and materials are the finest in the TESOL field, and are blended to effectively help students achieve their language learning objectives.

The program promotes four key values: excellence, proficiency, diversity, and objectivity. These values are set not only for the ESL students, but also for our instructors and staff. Through we provide a well-designed curriculum, solid teaching methodologies, personalized services, and well-equipped facilities, our highly qualified instructors thrive to make the students meet their personal and educational goals, while flawlessly adapting to the American culture.

PROGRAM ACADEMICS

The I.L.P courses focus on academic reading, writing, listening, speaking, and grammar as well as providing exposure to the American culture. With our interactive class instruction methodology, integration of technology, and highly qualified instructors, students will engage in various individual and group activities to learn and practice English in learning modes similar to those used in academic and professional, and everyday settings. Upon completion of the highest levels of the I.L.P, students can register for any of our TOEFL® preparation courses as to begin their academic education with confidence.

To ensure that prospect students are able to meet their academic and professional goals, they must hold high school diploma or equivalent prior to registering to the I.L.P. New students are also required to take a placement test in order to be assigned for a course level corresponding to their language proficiency. Class attendance is required through all classes, because attendance is vitally important for an effective learning process. Therefore, students who miss 25% or more of a course will fail the course. In addition, international students *must maintain visa status* by following student visa rules, including attendance rules. According to the immigration laws, international students must attend at least 75% of all classes, complete all coursework, and make reasonable academic progress. International students are only allowed a maximum of 6 unexcused absences per session. Unexcused absences will also have negative impact on students' final grades. To consider an absence as excused, students must provide official documentation, such as doctor's note or the like. Students must be *on time* for classes, unless there is a severe weather condition, e.g., snowstorm, otherwise they will be considered late if they arrive 6 minutes after the class commences. Students arriving 30 minutes late may not be permitted into the class until after the break. Also, being late 3 times equals 1 absence. Tardiness and absence will affect the

attendance/participation grade, and the visa status, if applicable. International students with 4 *unexcused* absences will receive a *warning letter* from the school, and any further absences could cause the student to be put on *probation* for two to four months or be put *out of status* and the USCIS will be notified. Violation of any regulation of the United States Department of Homeland Security will result in the loss of student visa status and subject the student to deportation.

Courses of the I.L.P do not count toward graduation in any degree program, though certificates of completion and transcripts can be issued to students upon request. Students will receive a letter grade after the completion of each course. Grades will be used to determine students' performance and eligibility of advancement to the subsequent course level (see Table 1). Students must achieve an overall average grade of at least 75% for the course total points in order to be promoted to the following course. The overall grade average percentage is the accumulative score of the students' class assignments, mid-term, and final exams. Oral and listening abilities of the students are assessed through class participation and/or oral presentations. Besides, students must show satisfactory level of proficiency in the four English skills (Reading, Writing, Listening, and Speaking), or they may not pass.

| Overall Grade Average | Letter Grade | Performance Evaluation |
|-----------------------|--------------|---------------------------|
| 95-100 % | A+ | Beyond exceptional skills |
| 90-94 % | A | Exceptional skills |
| 86-89 % | B+ | Superior skills |
| 80-85 % | B | Very good skills |
| 76-79 % | C+ | Above average skills |
| 75 % | C | Average skills |
| 0-74 % | R | Repeat |

Table 1: Grading Scale

It is likely that some students will repeat a class giving the complexity and exhaustion of learning a new language. Repeating a class does not necessarily signify failure and carries no penalties, except for retaking the course, providing that the student tries to make academic progress during each session. According to USCIS regulations, international students who show slight or no academic progress may be considered as out of status.

Program Structure/Course Sequence

| | |
|---------------------|--|
| Beginner | Speaking 1, Listening 1, Reading 1, Writing 1, Grammar 1 |
| | Speaking 2, Listening 2, Reading 2, Writing 2, Grammar 2 |
| Intermediate | Speaking 3, Listening 3, Reading 3, Writing 3, Grammar 3 |
| Advanced | Speaking 4, Listening 4, Reading 4, Writing 4, Grammar 4 |
| | Speaking 5, Listening 5, Reading 5, Writing 5, Grammar 5 |

| | |
|-------------------------|---|
| Elective Courses | TOEFL [®] Preparation - Full Course |
| | TOEFL [®] Preparation - Half Course |
| | Preparation On Demand (IELTS, ACCUPLACER, MELAB) |
| | Advanced Academic Writing and Speaking |
| | Advanced Oral & Writing |
| | Accent Reduction |

Students start with a course sequence based on what they have scored in the placement test required upon registering for I.L.P. As students have successfully fulfilled the coursework requirements of their current level, they pass to the following level in the sequence. To ensure that students are fully prepared for the next level, they generally follow the sequence of the courses. However, some exceptions to the course sequence can be made should the student has demonstrated mastery of skills required for the intended level. Exceptions to the course sequence can only be made at the discretion of the director and the curriculum developer.

Once students complete the intermediate or advanced levels, they qualify to register for any of the elective courses, e.g., English Proficiency Test Preparation, Academic Writing and Speaking, and Accent Reduction. For the test preparation courses, a pool of practice questions and full-simulated exams are infused to replicate the official testing setting and assist students attain higher scores in the actual exam. All elective courses are, however, contingent on course availability and rate of enrollment.

Length of Program

The I.L.P offers six instructional terms each year; each term is eight weeks long except the optional summer term, which is four weeks long. Students must attend the five terms offered to successfully complete the full program and be rewarded the certificate of completion. The summer term is optional should the students choose to complete one of our elective courses.

Hours of Study

The I.L.P classes meet five days a week: Monday, Tuesday, Wednesday, and Thursday for in-class instruction and activities, while Friday is generally designated for *learning through gaming and applied grammar*. Students attend 4 hours of class instruction on Monday through Thursday. On Friday, students will attend 2 to 3 hours during which they are engaged in gaming activities of their interest as an avenue to apply language knowledge learned through the week, learn from one-on-one tutoring sessions, which or benefit from conversation partners' communication activities. Furthermore, students are sometimes offered field trips and involvement in diverse public community events to enrich their communication and social skills.

Curriculum

Listening & Speaking 1:

This course is a basic level English course focusing on fundamental verbal communication skills. Students will develop vocabularies that are essential to conduct basic daily interactions in academic and social settings, especially in the United States. An emphasis is placed on identifying and developing basic sentence structure with the use of correct vocabularies. Students will be able to identify speakers' main ideas, supporting ideas, and tones, infer important information and draw conclusion from speakers' utterance, and take notes using different strategies. In addition, students will improve their pronunciation by learning and practicing how to correctly voice basic vocabularies. By the end of this course, students will have the ability to introduce themselves and others, briefly express their thoughts and interests, and make basic requests.

Listening & Speaking 2:

This course is open for students who mastered major competencies of the Listening & Speaking 1 course. Students will further develop their oral communication skills by engaging in a variety of authentic situations; students will learn to infer meanings, speakers' assumptions, and opinions. Besides, they will engage in group discussions, and make suggestions to comes to agreements. New vocabulary words and rules of related parts of speech will be introduced in different contexts. This course will focus more on common academic vocabularies used for different patterns of interaction in a campus setting. By the end of this course, students will be able to form simple and compound

sentences, ask basic questions, explain their opinions, make formal requests and suggestions, describe events, make formal presentations, and take and give advice and suggestions while they apply correct stress, intonations, and pronunciations.

Listening & Speaking 3:

This is continuation to the Listening & Speaking 2 course. In this course, students will build on what they learned so far in the Listening & Speaking 2 with more in-depth academic vocabulary. The term will be divided into several themed units that focus on two aspects of the spoken collegial experience: Storytelling and Conversation. Students will participate in group activities and simulation experiences to practice appropriate linguistic responses that are culturally proper. Stress and intonation of English will also be emphasized. By the end of this course, students will be able to communicate their needs in formal and informal settings, describe events and details using various forms of compound sentences, make academic and non-academic discussions using appropriate gestures, infer implied meaning, and recognize and understand speakers' purpose, beliefs, opinions, and feelings.

Listening & Speaking 4:

This course is designed to improve students' communication skills and awareness of the American culture. Students will further improve their pronunciation, with specific attention to classroom discourse and use of key terms in the educational settings. Furthermore, students will develop an awareness of the culture of the undergraduate American classroom and ways as how to best deal with the instructor and classmates. The course also covers the elements of the non-verbal communication and American language etiquettes. Students will engage in themed group activities as to reflect related real-life classroom situations. By the end of this course, students will learn and practice how to successfully interact with people inside and outside classroom settings that are culturally appropriate, perform various kinds of academic presentations, ask for clarifications, infer speakers' assumptions, attitude, and figurative language, and prepare and present research presentation.

Listening & Speaking 5:

This is the final course in the speaking courses sequence. During this course, students will further enhance their verbal communication skills in various authentic situations. Public speaking elements and techniques will also be covered. Students will learn how to collect information for their speeches. Fluency and accuracy of spoken language are also introduced. By the end of this course, students will be able to prepare and present information individually or as part of a group using various sentence structure including complex compound sentences. They will also be able to identify their spoken mistakes and rather correct them. Students will be ready to successfully participate in any academic or social setting and with confidence.

Applied Grammar 1:

In this course, students will build their grammar knowledge by learning parts of speech and basic sentence structures. Students will participate in class activities and gaming to grasp basic grammar concepts. By the end of this course, students will be able to identify parts of speech and apply them to form passages with basic sentences.

Applied Grammar 2:

In this course, students will further develop their knowledge of parts of speech by exploring words and phrases and their functions in the sentence. Types of clauses, including adverbial, adjective, and noun clauses are also covered. Students will complete a series of in-class and homework assignments to apply acquired knowledge. By the end of this course, students will be able to recognize contextual grammar rules in written texts, and apply them in their other language skills.

Applied Grammar 3:

This course focuses more on verb tenses, verb types, types of objects, modal verbs, gerunds and infinitives, superlatives and comparisons. Question types and formulation are also covered. By the end of the course, students' will be more competent in writing correct basic sentences, and correcting grammatical mistakes associated with the learned concepts.

Applied Grammar 4:

This course focuses on the structure of simple, compound, and complex sentences. Grammar rules and concepts like relative pronouns, passive and active voice sentences, and conditional sentence structures. By the end of this course, students will be able to write various sentences with different structures that are grammatically correct.

Applied Grammar 5:

This course includes a comprehensive review of previously taught grammar rules. Application of grammar rules through short paragraph writing and editing is also covered. By the end of this course, students will effectively apply complex grammar rules by writing well-organized paragraphs and edit peers' written texts with focus on errors in grammar.

Reading & Writing 1:

In this course, students will learn reading strategies at the basic level. The focus in this course is to help students read short texts while learning underlying vocabularies as well as to comprehend the purpose of given passages while identifying main ideas and supporting details. Group activities are also incorporated so students can exchange responses to reading inquiries. Students will also be introduced to very basic principles of writing, with an emphasis on paragraph composing. Concepts like brain storming, topic sentences, supporting ideas, relevant and irrelevant ideas, coherence, and organization are covered. By the end of this course, students will be able to write different types of simple paragraphs with appropriate structure and grammar, make different inferences, and apply note-taking strategies.

Reading & Writing 2:

In this course, students will expand on what they learned in the Reading & Writing 1 course. They will learn and practice writing different types of paragraphs, including descriptive, narrative, expository, and persuasive. Related grammar rules like the appropriate use of transitions and the principles of editing and revising will also be covered. In this course, students will further advance their reading skills of longer reading passages of different topics. Students will get the chance to select topics to read, relate to reading passages from their experience, and then share comprehended information with classmates. More reading strategies like the basic principles of skimming and scanning to identify and understand the main idea alongside the supporting details of different passages and related information, including various inferring strategies are also discussed to improve their reading comprehension skills. By the end of this course, students will be able to read and grasp the purpose of basic-level written texts and respond to related activities. Students will also be able to write well-organized paragraphs in response to different prompts.

Reading & Writing 3:

In this course, students will be introduced to basic academic readings and effective reading strategies. Activities and strategies for related vocabulary building, inferences, note taking and literal comprehension are also incorporated. Students will be introduced to essay writing with focus on the principles of editing and revising. Major types of essays, related grammar use are also discussed. By the end of this course, students will have the skills to write, edit, and revise organized essays, acquire the fundamental skills of reading intermediate-level academic texts, and respond to related inquiries verbally and in writing.

Reading & Writing 4:

In this course, students will enhance their academic readings by practicing various reading topics and reflecting on selected readings. Concepts of reading accuracy and fluency are also discussed. Students will learn more strategies of making various

inferences and taking notes. The concepts of summarizing and paraphrasing are covered; students will learn the purpose and usage of each concept. Principles of citations and basic research formatting are also discussed. By the end of this course, students will be able to summarize and paraphrase short articles and stories and write essays. Students will also be able to actively read advanced academic texts of different topics and reflect on their readings.

Reading & Writing 5:

This is the last course in the reading and writing sequence. In this course, students will have a comprehensive review of major reading strategies. Students will work in groups to analyze selected texts, activate prior related knowledge, highlight main ideas, and write accurate summaries. Research writing basics, information documentation, and academic research plagiarism are also fully discussed. Students will also learn how to reflect on their reading through visual-aided presentation. By the end of this course, students will have the essential skills needed to comprehend academic texts, respond to relative complex inquiries, and present their responses in legibly academic format.

CLASSROOM RULES

Students are expected to treat each other, and the teacher, with respect both inside and outside the classroom. Failure to do this can lead to being asked to leave the classroom. Students are required to speak in English while in class and while making transactions with staff or administrators, and are strongly encouraged to do so during breaks, for the sake of their own progress.

EXTRACURRICULAR ACTIVITIES

Field trips and picnics will be held during some Fridays or weekends for students who are interested to participate. The group usually leaves from the school between 10 AM and 2:00 PM. The trips may last about two to three hours. One or two teachers or staff members would lead the group. Various social events and picnics will also be hosted, either on-site or in other nearby locations. Students are encouraged to take advantage of all offered extracurricular activities to improve and apply their language skills while experiencing the American culture. Students may have to pay for transportation and/or admission fees.

HOME STAY PROGRAM

Upon request, our students can be assigned to one of our home-stay partners to experience living with an American family. This program will also give the students extra opportunities to practice their English skills in real life situations.

For further details, please talk to personnel from Davis College Admission or your assigned student advisor.

TRANSCRIPT/CERTIFICATE OF COMPLETION

Transcripts and certificates of completion can be obtained after successfully completing any level in the I.L.P. Processing a request of transcript or certificate of completion can take up to one business week.

CREDENTIALS OF FACULTY/TEACHER JOB REQUIREMENTS

Hired ESL instructors must be dynamic, experienced, professional, and engaging. Our instructors must have passion to teach English for non-native speakers while being culturally sensitive, compassionate, and student-centered. They must have a desire to work with international students and have constructive interactions with them. Instructors must also be creative in teaching and thrive to make a positive impact on the students.

We set compulsory job requirements and credentials, which are:

- Bachelor's degree and ESL certificate/endorsement are required, but MA in TESOL/Applied Linguistics is preferred (substitute for certificate requirement);
- Minimum 2-year experience in teaching ESL or any highly related field of expertise;
- Exceptional presentation, communication, and writing skills; and
- Basic computer knowledge.