

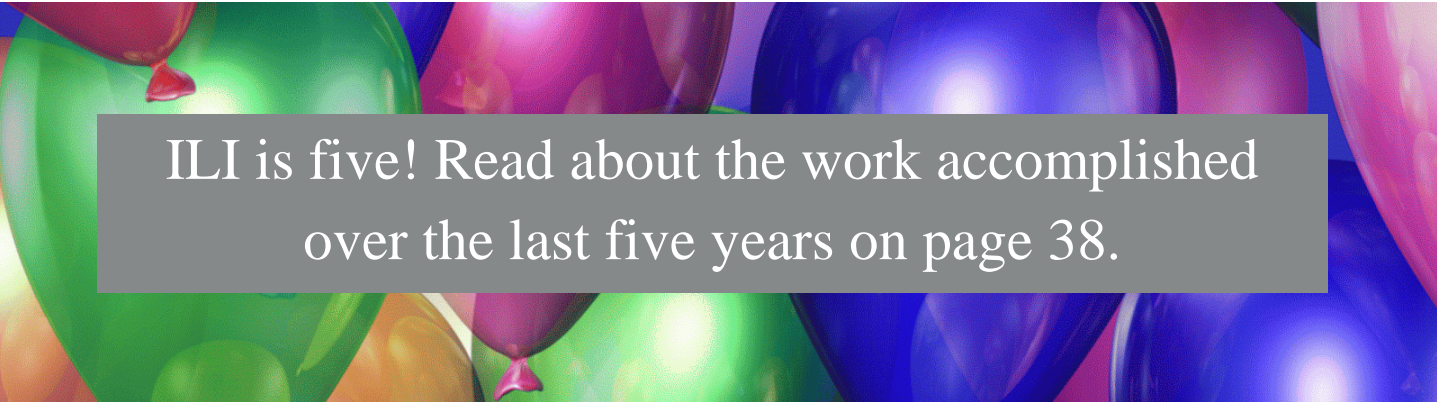


Issues in Language Instruction at the Applied English Center

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A Journal for Practicing and Interpreting TESL at the
University of Kansas

Expanding the Relevance of the Applied English Center

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ILI is five! Read about the work accomplished
over the last five years on page 38.

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Editor's Note: On the Expanding Relevance of the Applied English Center

Marcellino Berardo, Ph.D.
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The Applied English Center (AEC) is expanding its relevance across campus. This is particularly important because the AEC, as well as intensive English programs (IEPs) across the country, is experiencing declining numbers of ESL students. Reported in the ICEF Monitor (2017), an online newsletter for international education, a recent survey by the Institute of International Education found a 19% decline in numbers of students enrolled in IEPs. Crucial is the reported response to this decline. Nationally, IEPs are expanding short-term program options, offering new specialized and pathway programs, engaging more with international recruiting agents, and reducing tuition and fees to be as attractive as possible to wide groups of international students, scholars, and instructors. The AEC and the Office of International Programs have been engaging in similar activities.

Reasons cited in the ICEF Monitor (2017) article for the declining numbers of IEP students and the expansion of programs are external to the profession. These include decreases in government-sponsored programs, the current political climate in the US, an increase in competition, and world economic trends. It is important to note, however, that the profession is not just being “pushed” by external forces to expand its relevance. Current English for academic purposes (EAP) research is revealing and specifying different uses of English depending on the academic discipline. Consider, for example, academic vocabulary and phrases. Discipline-specific lists of words and lexical bundles have been identified for mathematics (Cunningham, 2017), engineering (Hsu, 2014), chemistry (Valipouri & Nassaji, 2013), environmental science (Liu & Han, 2015), pharmacy (Grabowski, 2015), nursing (Yang, 2015), medicine (Wang, Liang, & Ge, 2008), agriculture (Martínez, Beck, & Panza, 2009), and macro groupings of academic subjects along a hard/soft discipline continuum (Durrant, 2017). These and other studies are questioning a general or “one-size-fits-all” approach to

teaching academic English.¹ Bluntly put, knowing how English is used in different disciplines allows us to make our pedagogy more effective and relevant to more disciplines and to more groups of international students, scholars, and teachers.

This issue of *ILI* explores the expanding relevance of the AEC including new directions and new relationships with programs, professional schools, and individual departments across campus. Melissa Stamer Peterson begins the issue by addressing a discipline that the AEC has traditionally not explored, mathematics. To many EAP instructors, it may seem that since mathematics is its own language, students can get by on formulae and their background knowledge of how mathematics works without having to use much English. Stamer Peterson, however, convincingly argues against this notion and expands the relevance of EAP to mathematics by examining the crucial role English plays in discipline-specific word meanings, application problems, asking questions in class, and following directions.

Jenny Selvedge's article bridges the IEP with the English Department. Wondering how we can prepare our students better for their *post*-IEP studies, Selvedge met with the Associate Director of Freshmen-Sophomore English and discovered that the writing assignments students do in the IEP qualitatively differ from the writing assignments in ENGL 101. Specifically, Selvedge focuses on *rhetorical flexibility*, which requires students to "stretch" their ability to use English by expressing a message in different, even multi-modal ways, depending on the purpose of the message and the audience.

Expanding the AEC's relevance to professional schools, Berardo outlines five points he considered when creating an ESP course for the School of Pharmacy. After a brief consideration of key points in the ESP literature, he reviews how English is used in the community pharmacy setting to identify authentic usage, which is central to the selection and development of maximally relevant course materials. The needs analysis that was done for the course along with the student learning outcomes and the overall approach to the course are also included. The article ends with a section on materials and activities. Grading rubrics are offered in the two appendices.

¹ For more see Hyland and Tse (2007), Hyland (2009), Flowerdew (2016) and Murray (2016). For a recent discussion on English for general academic purposes vs English for specific academic purposes see Hyland (2016).

Carolyn Heacock, Summer Peixoto, Melissa Stamer Peterson, Baiba Šedriks, and Marina Greene discuss professional development within the EAP context of KU AAP, a pathway program consisting of EAP and KU Core (General Education) courses. In their article, they explain how they collaborated to create an instrument to help EAP instructors become better teachers. The instrument, the Collaborative Approach to Instructional Development is a four-step process involving pre and post-observation meetings, a classroom visit, and a written summary. This kind of professional development requires open discussion in a collegial rather than an evaluative context.

Before ending this Note, I must thank our Senior Editor Melissa Stamer Peterson for her critical examination of ideas in these articles. Every contribution to this issue of *ILI* is higher in quality because of her. I must also thank our Senior Design Editor, Elizabeth Gould, who took the lead on the time-consuming but immensely important job of accreditation and still made time for designing and formatting this issue of *ILI*. The professional appearance of *ILI* and its user-friendly nature is due to her. The most important *thanks*, as always, goes to AEC faculty, staff, and administration. Their intellectual curiosity, devotion, and interest are the reasons why our Center has this journal.

Marcellino Berardo
Fall 2017

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Math and English for Academic Purposes

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Introduction

Even though math is thought to be mostly numbers, there is a significant amount of language involved. Students do not have to know only the discipline-specific vocabulary, or jargon, associated with math, but they also have to understand other forms of language in and out of the classroom. For example, instructors will work problems out on the board while discussing the steps orally to go from one part of the problem to the next which may not align with what the teacher is writing on the board, so there is potentially a loss of comprehension on the student's part. Additionally, instructors will give instructions in class or give information on specific dates for exams, quizzes and homework which is sometimes given orally or written on the board. Asking questions during class and following transitions between activities can be another challenge for second language learners who struggle with language in a math class. Another aspect of language present in a math course is in the textbook. Students will often be assigned chapters or sections to read in order to prepare for an upcoming class. The textbook is written using the disciplinary language of math, which makes it difficult to follow especially because definitions of math words are often defined with other math jargon. With such rich language and classroom interaction, it is imperative to not overlook the subject of math when discussing English for Academic Purposes.

English for Math Class

Discipline Specific Language

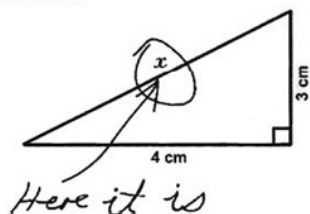
3. Find x .

Figure 1: Understanding jargon

Find x. The image in Figure 1 (Funny Stuff - Exam Answers, 2006) has been circulating the Internet for years as a funny joke. This, however, is not funny to English language learners enrolled in a math course without understanding the language of mathematics. The word *find* in math has a different meaning depending on the discipline-specific language of math. In order for a word to be considered learned, the learner must know the sounds that make up the word (phonetics/phonology), the meaning behind the word (semantics), and the use of the word (syntax). Often, a word like *find*, with a different meaning in math than in day-to-day use, can cause a second language learner to struggle to answer a question that would otherwise be straightforward. In fact, there are numerous words that are found in math and in other fields or day-to-day language that have a meaning specific to math, such as *evaluate*, *solve*, *identify*, *simplify*, *function*, *limit*, *variable*, *complex*, *degree*, *power*, *point*, *square*, *root*, or *radical*. Students must recognize these words with their new meanings – often not found in a translator – and apply them to the math they are learning. Therefore, students learning math must not only learn how to do the math itself, but also must learn the words in order to understand what the instructor is discussing or which directions to follow. For example, consider the following set of math problems.

1. *Evaluate the expression.* Let $x=0$, $(x+3)(x-5)$
2. *Solve.* $(x+3)(x-5)=0$

The first problem has the answer of -15 while the second has two answers, -3 and 5. If students do not know the difference between *evaluate* and *solve*, they would potentially lose points as they are very different instructions in math. The points lost may not be due to the student not understanding the math, but rather lost due to the student not understanding the concept of *evaluate*, which is allowing a variable to represent a number

and performing the indicated operations. Previewing chapters or having vocabulary lists can be a tremendous help to students learning math and the language of math, especially with examples the students can follow. Instructors can aid this process by creating vocabulary lists, or even adding definitions and examples, for second language students.

Application Problems

Another area where students struggle, especially second language learners, is with application problems (also called word or story problems). Application problems ask students to create an equation or expression from an English sentence consisting of words and numbers. In order for a student to successfully complete an application problem, there are three steps that students must master. The first step is to read the application problem for basic language comprehension. The second step is to understand the mapping between the words of English and the language of math. The third step is to understand the math concepts that are driving the problem. In the following problems, taken from Spector (2017), second language students may struggle with all three of these aspects.

1. Jane spent \$42 for shoes. This was \$14 less than twice what she spent for a blouse. How much was the blouse?
2. The sum of two consecutive numbers is 37. What are they?

In the first problem, the student must understand the English words *Jane*, *spent*, *blouse*, *less*, and *twice* in addition to the dollar amounts or what the dollar symbol means. In this particular problem the name and the article of clothing may be the only two areas that are challenging, but in other problems, where the language is more obscure or less frequent, this part of comprehending an application problem can cause difficulty. Once the student understands the language, it is important that the student can map the English to a mathematical expression or equation. The student must understand that the first sentence *Jane spent \$42* is the result and one side of the equation in addition to the sentence itself cueing an equation rather than an expression.

Understanding words like *less than* and knowing that, in this particular example, this means subtraction (-) rather than the less than symbol (<), is crucial in creating the equation. Furthermore, the student must

understand how the language *\$14 less than twice what she spent for a blouse* relates to the first sentence *Jane spent \$42*. What makes this particular problem challenging is the phrase *less than twice* which is difficult to parse whether the \$14 is written before or after the subtraction sign. Once the student has created an equation from the words, the student must be able to complete the math.

The second problem has fewer words but still requires substantial mathematical understanding on the student's part. The entire equation is in the first sentence of the problem. Students must understand the word *consecutive* and how to write that in math ($x, x+1$). The student also must map the word *is* to an equal sign (=). The last step, then, is to solve the equation created from the application problem.

Application problems are typically considered difficult not just by non-native English speakers learning math in an English environment, but also by native English speakers. These problems require students to stretch their knowledge base and apply what they have learned in a new manner. The second step, mapping the English to the math is incredibly difficult for most math students. The first step, having the basic language comprehension to read the problem, however, is typically only challenging to non-native speakers. This can be helped by students pre-reading the unit, asking the instructor or other students for clarification, or using a translator (in some cases). Although application problems are difficult, they are not the only difficult aspect in math classes for second language learners.

Following Directions

Understanding how to solve application problems and learning the discipline-specific vocabulary of math is only part of the puzzle. Students must also be able to follow the directions and steps in a lecture or class. Math instructors will often write while they talk, working out steps of math problems and examples on the board. Sometimes teachers write down the English steps next to the math, but it is often the responsibility of the student to write down the words with the numbers. This can be a two-pronged problem for non-native English speakers. The first part of the problem is following the pace of the class and understanding the words the instructor is saying. This can be challenging in that the second language student is learning new vocabulary at a (sometimes native-speaker's) quick speed and learning the new concepts in math simultaneously. The

second part of the problem is that the student may not know how to take adequate notes in English in a math class. Being that math class is thought to be number-heavy, students, even native English-speaking students, often think simply writing down the steps from the board is sufficient. Later, students return to their notes only to find that they cannot recall how they went from step 3 to step 4 or how they arrived at the final solution. Most math classes are partial-credit based meaning that students can earn credit for an incorrect answer if the work is correct. Not understanding the steps can unnecessarily cause the students to lose points.

Asking Questions

Second language students often have difficulty asking questions in class. To ask a math question, the student needs to know the correct math words and phrases. For example, if a student were given the following expression to factor, the student may have questions about completing the process.

$$\text{Factor. } 4x^4y^3 + 8x^2y^4 - 12x^3y$$

A student may ask any of the following questions when factoring the expression: *what is the greatest common factor? What is the lowest degree of the x-variable? What is the largest coefficient that I can factor out? Which term should I look at first?* The words and phrases, *greatest common factor, degree, variable, coefficient, factor, term*, are discipline specific. Without knowing these words and phrases, students are potentially left trying to understand the problem without being able to ask about it.

If students are missing the vocabulary, directions to work with math problems, instructions, and important dates, then they are not likely to have the minimal understanding needed to be able to ask a question during class. Instructors can help students by asking comprehension questions to second language learners to better understand if students are following the material. Comprehension questions can have various degrees of difficulty and can be asked privately. Checking for comprehension will give quick feedback to what the second language learner is acquiring from the lesson.

If students have a question, they may turn to the textbook, which is another major source for language. The math textbook is written in such a way that it is difficult to follow, even at lower levels of math, if the

student “does not speak math.” However, further examination of a math textbook will yield a well-organized hierarchy with language support. Chapters are broken down into sections with examples in each section. Jargon, discipline-specific words, are often highlighted in a manner that makes them easier to find, although not always easier to define. The authors typically use color or other fonts to offset important information. Students who can follow this hierarchy and break down the cues will be better served by the textbook. However, it may be up to the instructor to teach a second language learner how to access and understand the information in the textbook.

English for All Classes

Another situation where language can interfere is with instructions from class. Instructors will orally assign homework, give test information such as what is on the test or when the test is, and will discuss other information pertinent to the class. Students who cannot follow along may miss crucial information to their success in the class.

Related to listening to instructions, transitions may be difficult for second language learners to follow. Transitions between math problems and activities, or moving from one section to the next can challenge students who are learning English. If students are finding it difficult to follow the language of math, they may also struggle to see the boundaries between two activities. Some teachers will use explicit transition words and phrases while others will not. Second language learners can sometimes glean non-verbal cues from their classmates and the instructor, such as other students flipping pages or shifting in their seats or the instructor pausing and erasing the board, but these cues are not always consistent with transitions. It is most helpful when instructors use explicit transition language for second language learners to be able to track during class.

How Instructors Can Help

Instructors who have a second language learner in their class may find it best to talk to that student before or after class privately. In this short meeting, the instructor can check for comprehension, acquire feedback of how the student feels during class and how the student is tracking, and can show a personal interest in that student, thus potentially boosting confidence. Instructors can also address potential cultural differences,

such as working in groups, approaching the teacher due to power distance differences, and understanding homework expectations. Also during this short meeting, the instructor can address the pace of speaking during class or when speaking directly to the student. Often, even native speakers would benefit from their math instructor slowing down to a degree while lecturing.

Conclusion

Even in a math class there can be a language barrier. There is a substantial amount of language in the math class. From the word level, jargon, to the sentence level, asking questions, to the paragraph level, reading chapters and meeting with the instructor, language is everywhere in a math classroom.

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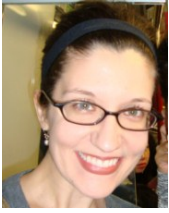
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Using Rhetorical Flexibility to Bridge Advanced Reading/Writing/Grammar with English 101

Jenny Selvidge
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By successfully completing Level 5 of the five-level intensive English program at the Applied English Center (AEC), students can fulfill the university's ESL requirement and exit the IEP. As a new coordinator to AECR 151, Level 5 Reading/Writing/Grammar, I felt unsure of where students were going after they left the IEP. I knew very little about the English Department and even less about English 101. What were students being asked to do? Were they struggling? Were they thriving? Did we prepare them well?

To get a better sense of this, I met with Sonya Lancaster, Associate Director of Freshmen-Sophomore English. Through our discussion, I quickly realized that our students were only being equipped with a specific range of English skills: skills that prepared them to write structurally and grammatically sound essays based on prompts that were given to them. What English 101 requires students to do is to use language to think outside of the box and to use *rhetorical flexibility*. I was new to this term, but I have now embraced this as one of the central pieces of our L5 writing curriculum.

Rhetorical Flexibility

What *rhetorical flexibility* requires is for students to write *differently*, to use independent and creative thinking in their writing process. It asks students to engage with writing in ways that they have not before, to take a thesis and to express that message in modes other than the traditional essay. For example, one possible assignment in English 101 is to submit a rhetorical analysis of an advertisement or even a restaurant menu. Students must not only describe the advertisement or menu, but also give an analysis of why the creator made the choices that they did. A subsequent assignment is then to create their own *multi-modal project* where they have to use a visual medium, such as a zine or a webpage, to convey a message and then write an accompanying paper that explains why they made specific choices in their design. As I have tutored international students who are taking English 101, this jump from description to analysis is indeed a significant one.

Our students get stellar English language instruction in foundational English in the Intensive English Program's (IEP's) Levels 1-4. Our Level 5 students who have come through Level 4 Reading/Writing/Grammar know how to write academically. They know what is expected in an academic setting, including how to write a research paper. Given this level of ability as they enter Level 5, I began to think of ways to address *rhetorical flexibility* in order to prepare them for the writing they would be asked to do at the next level.

The first move toward *rhetorical flexibility* was for students to choose their own topic. The first round of writing has a theme, but they must choose their own writing topic based on that theme. At this point, I find that students fall into one of three categories: those who relish the chance to write about whatever they choose, those who need a little encouraging and coaching to find a topic, and those who seem to be deeply uncomfortable with the choice.

As is standard in IEP writing classes, the students move through the pre-writing and outlining stage, pieces of the process that students struggle to devote enough time to. Comments I often hear are some form of, "I think of my ideas as I'm writing my paper. Why do I have to write them down before I write?" In general, these steps are challenging for students to slow down and give thought and time to, which is why we take time out of class to model and allow for practice.

After outlining, students submit their first draft through SafeAssign and start the self-editing process. The intention is for them to learn the process of knowing themselves as writers so that they can be more self-sufficient once they leave the AEC. They are also required to make an appointment at either the Point² or the University's Writing Center and must arrive at the appointment with something they have already identified as an area of concern, which creates an interactive dialogue rather than a one-way interaction where the consultant simply tells the students what is wrong with their paper. As with the previous steps, this is uncomfortable for some, and they revert back to the habit of handing over their paper for editing. Some, however, have learned the value of self-editing and are making excellent use of this resource. One student was so surprised that this was an

² The Point is an academic resource center created by the AEC to help ESL students with specific questions about classwork, grammar, vocabulary, and/or the four language skills.

available service that she said, “Can I go as many times as I want?” The hope is that this will become so comfortable for them, that it will become a habit as they write papers in the future.

While students are engaging in this step, their teachers are making comments on the students’ papers. I encourage teachers to give general, narrative feedback in each of the categories from the final draft rubric, highlighting areas students need to give attention to as they edit. I, personally, try not to give my comments back to the students until later in the week, to give students time to wrestle with their papers on their own before seeing my comments.

Toward the end of the process, students have received comments from their teacher and comments from the writing consultant and will hopefully have engaged with their paper several times. Students then make final changes to their paper and submit their final drafts. The teacher then grades the papers in greater detail and returns them the following week.

The last piece of the writing process has been that students reflect on their writing after each round, i.e., after going through the steps. With all of the pieces of their writing process in hand, students are asked questions related to how they felt about the particular type of writing, how the writing process went for them, if there were steps that needed more attention, and which grammar concepts were mastered and which were not. As with the previous steps, this is meant to lead students to greater self-awareness and independence as writers so that they can feel more confident with the *language* part of their writing and can then focus their attention on addressing issues of *rhetorical flexibility*.

The results have been incredibly positive. Students’ progress is more evident. They become familiar and comfortable with writing as a journey that requires and benefits from time and attention. They write with more enthusiasm. One student reported that he “wrote with passion” because he was engaging with a topic that he was deeply interested in. Students also appear more confident with their own strengths as writers and in their ability to write effectively in their future courses. They have also become comfortable with being asked to write in ways that they had not before. I emphasize that they may be given a task that is unfamiliar, but that by using

the writing process and asking for help when needed, that they can handle these unconventional writing assignments.

What has been clear, though, is that students fall into distinct categories, as mentioned earlier. Some are ready for freedom and new challenges; others are able to embrace *rhetorical flexibility* with guidance from their instructors; and others struggle to thrive with the ambiguity. There were two particular students who fell into the last category in fall semester 2016 and had to repeat in the spring; with the extra time, they were able to understand how to think more flexibly about their writing and eventually thrived as writers.

Teaching Rhetorical Flexibility in Four Rounds

Round 1: Determination

Students write a traditional essay around the theme of determination. The process of choosing their own topic related to the theme begins to challenge students to think more freely and independently.

Round 2: Opinion Paper

Students write a traditional essay explaining a weighty opinion that they hold. Again, they are asked to expound on a personal opinion of their choosing.

Round 3: Formal Proposal and OpEd

This round of writing is where the bulk of the *rhetorical flexibility* takes place. Students take the topic they chose for their opinion paper and change the format. They first write a formal proposal for a formal audience that has a 275-word limit with specific formatting guidelines. This assignment has seemed to challenge students the most, at least in the initial understanding of why they were writing in this way. There is usually a great deal of discussion about how to take the topic they used for the last paper and change the focus to fit a new audience. (One side benefit of this assignment is that students learn specific formatting tools such as underlining and bulleting, tools some of our students had never used before.)

They then change the format again to write an OpEd, similar to what they would see in the University Daily Kansan, the University student newspaper. They must change their audience from a formal audience to their campus peers, thus altering their vocabulary and grammar choices. (After writing the OpEd, many students

have commented that they now feel empowered and capable of writing something to go in the campus newspaper.)

Round 4: Argument Paper

Students take their Opinion Paper and add more substance to it. They first write an annotated bibliography on their sources. Then they add sources and more detail to their paper as well as a counterargument. This idea came from observing that other KU courses require students to do a final paper that consists of a revision of a previous paper.

Rounds two through four all revolve around the same topic; therefore, by the end of the semester, students have produced four different types of writing based on the same topic and thesis.

Conclusion

The collaborative relationship with the English Department has been invaluable as I have tried to mold the writing curriculum to equip outgoing IEP students for what comes next. I view Level 5 as a transition level, with one foot in the IEP and one in the English Department; the hope is that students catch a glimpse of what is expected at the next level and, at the very least, that a bit of the mystery will have been taken out of the nontraditional writing assignments that they will be asked to do. Additionally, by taking students through a writing workshop model that emphasizes self-awareness and independence, students will be empowered to tackle any assignment as confident writers.

The conversation between our two departments continues; not only am I learning what students will find as they take English 101, Dr. Lancaster and the other English professors have benefited from knowing more about what kind of English preparation students leave the AEC with. This mutually beneficial relationship can only serve to strengthen our students' skills and ready them for what lies ahead.

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On Creating an English for Specific Purposes Course for Pharmacy

Marcellino Berardo, Ph.D.
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Introduction

In fall 2016, the School of Pharmacy reached out to the Applied English Center to create an English class for pharmacy students who speak English as an additional language (EAL). The English for specific purposes (ESP) pilot course would target English for the community pharmacy setting. The idea behind the course was to help EAL students who have succeeded in the classroom but need to adjust their pronunciation and oral grammar to be more comprehensible to local Kansas patients. The EAL students were identified by the School of Pharmacy, which takes into account preceptor³ feedback and observations of simulations.⁴

With the opportunity to teach ESP in the School of Pharmacy, I needed to (a) revisit ESP and investigate “community pharmacy English,” (b) do a needs analysis and write student learning outcomes, (c) develop an overall approach to the course, (d) find materials and create activities, and (e) create grading rubrics, found in the appendices. The rest of the article reports on these activities.

English for Specific Purposes and Community Pharmacy English

In Basturkmen’s (2010, pp. 7-8) review of ESP literature, two particular points appeared immediately relevant to the course I was developing. The first point, attributed to Cook’s (2002) is that the teaching goals for an ESP course are “external” in the sense that the language is intended to be used in society to do things like buy food or provide medical services. This is in opposition to “internal” classroom English, which includes explicit language instruction for the sake of acquiring grammar structures, vocabulary, and the four language skills. The second point is attributed to Tudor (1997) who maintained that ESP is concerned with knowledge domains that are not necessarily commonplace.

³ Preceptors are supervising pharmacists who oversee pharmacy student interns at a particular site.

⁴ Simulations are mock interactions between a student pharmacist and a patient who is played by an actor. Pharmacy students participate in simulations as part of their preparation for becoming professional pharmacists.

These two points formed the core of the ESP course I was tasked with developing. The course taught an “external” use of English (community pharmacy settings) and focused on a highly specialized knowledge domain (medications).

Pharmacists in a community setting might typically discuss medications by focusing on:

- how to administer a medication,
- what to do if a dose is missed or if there is an overdose, or an allergic reaction,
- how other medications can interact with a new medication, and
- how to store medications.

Technical knowledge of medications is acquired through academic jargon in pharmacy classes, but jargon is not often accessible to the average patient in a community pharmacy. Therefore, one linguistic task for the community pharmacist is to “translate” the technical language into “plain English.” Other linguistic tasks involve the ability to use English to build rapport and show empathy and care for patients while using a friendly and professional tone.

Clearly, a special set of communication skills is needed to counsel patients in community pharmacies. Some internationals working in Kansas pharmacies may, however, face additional communication challenges. EAL student (and professional) pharmacists may have foreign accents and may use communication styles that are unfamiliar to local patients, potentially affecting successful communication. Linguistic and communicative differences are not only relevant to the pharmacist-patient relationship, but they also matter to preceptors, who provide feedback and evaluate the performance of the pharmacy student. If preceptors observe persistent communication obstacles or if they themselves experience difficulties communicating with students on rotation, the preceptor may give a low score to the student. Low scores result in failing out of school.

A compounding factor that can affect successful communication is stress experienced by the patient or student pharmacist. If a patient is in pain, irritated, embarrassed, or experiencing significant anxiety, it may seem particularly burdensome or unnecessary to make an extra effort to understand accents or differences in communication style. The EAL student pharmacist needs to consider potential reactions from a patient under

stress. The student pharmacist can also experience stress from even the normal activity of impatient customers, incoming and outgoing phone calls, and random questions about products sold over the counter. When supplemented with unfamiliar idiomatic expressions, cultural references, or colloquial or regional uses of English, stress can increase. Stress can also feel magnified simply because of the presence of a preceptor. Anxiety from these and other sources can affect the EAL speaker's ability to monitor pronunciation, oral grammar, and/or vocabulary recall resulting in a "thicker accent" and more potential for a breakdown in communication.

Needs Analysis and Student Learning Outcomes

Doing a needs analysis is crucial to creating an ESP course, but it can be difficult to ascertain what a student needs. Brown (2016, pp. 13-14) offered four perspectives to consider: (a) the democratic view; (b) the discrepancy view; (c) the analytic view; and the (d) diagnostic view. The democratic view emphasizes the wants and expectations of stakeholders while the discrepancy perspective focuses on what the learners should be able to do but currently cannot do. The analytic view takes into account a particular theory of language learning and identifies the next step or stage which the learner needs to experience. The last view, the diagnostic view, targets aspects of the language that are missing and will cause harm if not learned.

I operationalized Brown's (2016) definitions of *needs* in the context of the School of Pharmacy by listening to what stakeholders had to say and by evaluating previously recorded speech of the student. The stakeholders were administrators in the School and the one student in the pilot course. I was able to gather what the administrators and the student wanted from the course (democratic view). I also heard about what the student was having difficulty with, viewed video clips of the student in pharmacist-patient simulations recorded at the School of Pharmacy, and then I identified aspects of English that affected comprehensibility. Brown (2016) might consider this direct observation as the discrepancy perspective on what is needed, but since I am influenced by SLA concepts such as fossilization, I might consider this a discrepancy-analytical hybrid perspective. The strongest need was articulated from the diagnostic perspective. Life and death are potentially at

stake if there is a miscommunication between the pharmacist and the patient. Pronunciation seemed to be the main cause of miscommunication, so I focused on pronunciation.

While doing a needs analysis, I reviewed literature on ESP and pharmacy to get an idea of what was happening at other universities. I have not yet found a “treasure trove” of publications on English for EAL pharmacy students, but I did find reports on pharmacy courses (Graham & Beardsley, 1986; Kokkinn & Stupans, 2011) a report on language assessment (Jay, 2007), a textbook for international students (Díaz-Gilbert, 2009), and a study on discipline-specific vocabulary (Grabowski, 2015).

Taking the needs assessment and previous literature into account, I identified key issues in pronunciation and grammar that would be the content of the course. Then I wrote up student learning outcomes.

Student Learning Outcomes

The following were the student learning outcomes for the course. After four weeks, the student will be able to (a) group words into thought groups to facilitate comprehensibility; (b) use word, phrase, and sentence stress and be able to reduce vowel quality on unstressed vowels to increase comprehensibility and familiarity; (c) use a variety of intonation patterns to communicate meaning and increase comprehensibility and familiarity; (d) pronounce and be aware of vowels and diphthongs to increase comprehensibility and familiarity; (e) make adjustments to grammar, collocations, and word choice; and (f) change volume of speech and rate of speech.

The Course and My Approach

The title I gave the course was *English for International Students in Pharmacy*. The task was to create a one-month pilot course with the possibility of developing that course into a full summer semester geared toward the language needs of EAL students in the School of Pharmacy. The course met two hours a day on Tuesday and Thursday for one month. There was one student and a single goal (and six student learning outcomes). The goal was for the student to be able to adjust her spoken English to be more comprehensible to local Kansans in a community pharmacy setting.

I approached the course from the perspective of *change*. The idea was that the student needed to change the way she used English to sound more familiar to local Kansas patients by pronouncing words and using

phrases in local ways. By becoming more familiar sounding, the student would be able to maximize comprehensibility to patients. I did not approach the course by encouraging the student to lose all influences of her native language when speaking English. The emphasis was not on something “to get rid of” (an accent) but rather on the ability to adjust pronunciation and grammar to be more compatible with the linguistic expectations of local Kansans.

To achieve change, I focused on *awareness* of the language issues and on practice. The course included concepts such as thought groups, phrasal stress, word stress, intonation, and vowels. I stressed that these aspects of pronunciation help make one’s speech sound familiar, which affects ease of comprehension and it affects the way one can be perceived by others. In addition to awareness raising, of course, we practiced in the class and the student recorded her speech for homework.

One question I wrestled with from the start was, “how would teaching English for EAL pharmacy students differ from teaching communication skills, which are already taught in the School of Pharmacy?” A sample of chapter titles from Berger’s (2009) pharmacy communication skills textbook reveals that pharmacy students already learn how to develop rapport with patients, respond with empathy, work with angry patients, be assertive, manage conflict, and help patients with change.

Although my approach continues to evolve, at this point I can recommend that an ESP course for EAL speakers in the School of Pharmacy contributes to the curriculum through an emphasis on:

- Pronunciation
 - Prosody (intonation, stress, rhythm, loudness, pausing, blending/linking, etc.)
 - Segmentals (vowels and consonants)
- Vocabulary, Grammar, Metaphors
 - Collocations and word choice
 - Idiomatic expressions
 - Common medical terms for body parts and medical conditions
 - Oral grammar

- Metaphors typically used in conversation⁵
- Listening Comprehension
- Cross-cultural Communication and Perceptions
 - Communication within a cross-cultural framework
 - Perceptions of EAL speech and reactions

If I had had more time in the course, I would have introduced one aspect of culture that is particularly relevant. Many patients, especially elderly patients in rural areas may not have interacted with international professionals. *Differentness*, such as a foreign accent and a different ethnicity, cannot only affect comprehensibility but can also evoke perceptions about the abilities or professionalism of the international. This serious issue could affect trust. Cultural perceptions of an accent and/or different ethnicities should be discussed in an ESP course for pharmacy and relevant communicative strategies to manage cross-cultural challenges should become part of the international professional's communicative repertoire.

Materials and Activities

The materials and activities I primarily used for the course included the pronunciation of the names of prescription medications and discussions about the medications.

Medication Names and Pronunciation Activity

A brief look at the generic and brand names for commonly prescribed drugs in the US reveals words unfamiliar to speakers of English as a first language as well as EAL speakers. (I used an online pronunciation dictionary to help with my pronunciation of many of the drug names.⁶) According to the website *WebMD*, the ten medications, shown in Table 1, were among the most prescribed and sold medications in 2015.

⁵ See Lakoff, G. and Johnson, M. (2003). *Metaphors we live by*, 2nd edition. Chicago: University of Chicago Press.

⁶ Online Pronunciation Dictionary: <http://clinical.com/pronouncetop200drugs/>

Table 1. Most Prescribed Medications⁷

Generic Names	Brand Names
Levothyroxine	Synthroid
Rosuvastatin	Crestor
Albuterol	Ventolin
Esomeprazole	Nexium
Fluticasone	Advair Diskus
Insulin glargine	Lantus Solostar
Lisdexamfetamine	Vyvanse
Pregabalin	Lyrica
Tiotropium	Spiriva
Sitagliptin	Januvia

One simple activity I assigned was to have the student pronounce each of these medications twice. This activity was done after we had worked on word stress and vowels, including reduced vowels. The student recorded the assignment for homework. See Appendix 1 for an assessment rubric for this activity.

Patient Counseling Materials and Activity

As part of patient counseling, pharmacy students learn to discuss medications with patients. A common prescription refill request handed out by pharmacists when a patient picks up medication shows key information about a drug that a pharmacist may communicate to a patient.

The information includes:

- the generic and brand name of the drug,
- the medication's purpose and how to administer the medication,
- the side-effects, precautions, and drug interactions,
- information about accidental overdose and missed dose, and
- information about the proper storage of the medication.

Based on the kinds of communication typical in a community pharmacy, activities were assigned for in-class practice and homework. Homework assignments were recorded. Refer to Appendix 2 for an assessment rubric for homework and in-class activities. Types of activities included:

⁷ Source: <http://www.webmd.com/drug-medication/news/20150508/most-prescribed-top-selling-drugs>

- Greet a patient and engage in small talk, then transition to the reason for the visit.
- Explain and discuss what a medication is used for and how to use it and how to store it.
- Explain and discuss side-effects, precautions, and drug interactions.
- Explain and discuss what to do if there is an accidental overdose or a missed dose.
- Explain and discuss other tasks that may include medical conditions and products for blood pressure, diabetes (e.g., socks), diet, and other relevant topics.
- Check patient comprehension.

By the end of the course, the student was able to monitor her speech and make adjustments to her pronunciation and grammar when performing the speech acts listed above.

Conclusion

The Applied English Center and the School of Pharmacy began a partnership in fall 2016 with the goal of creating a course to help EAL pharmacy students communicate more effectively and efficiently in a community pharmacy setting. Students and professionals who speak English as an additional language may have accents and ways of using English that can affect successful communication, which is vital in a pharmacy setting since a misunderstanding about a medication can potentially be a matter of life and death. The AEC can contribute to the success of EAL students in pharmacy by helping students in a number of linguistic areas such as pronunciation, grammar, word choice, and cross-cultural communication. The pilot course described in this paper begins to specify how an ESP course for pharmacy can be developed and can contribute to the pharmacy curriculum.

Appendix 1: Rubric for Pronunciation of Names of Medications

STUDENT NAME

DATE

Word Stress & Vowels

The X marks areas to continue working on.

Tongue Position	Symbol	Example	To Work On
High Front Tense	[i ^y]	beat	
High Front Lax	[ɪ]	bit	
Mid Front Tense	[e ^y]	bait	
Mid Front Lax	[ɛ]	bet	
Low Front	[æ]	bat	
High Back Tense	[U ^w]	boot	
High Back Lax	[ʊ]	book	
Mid Back Tense	[o ^w]	boat	
Mid Back Lax	[ɔ]	bought/call	
Low Back	[ɑ]	stop	
Central Schwa	[ə]	about/but	
Retroflex	[ɻ]	bird	
Reduced Vowel	[ə]	about	
Word Stress			

Notes: Please refer to my comments on the audio recording.

Appendix 2: Rubric for Patient Counseling

STUDENT NAME

DATE

Counseling Feedback

The X marks areas to continue working on.

Categories		
Pausing/Thought Groups		
Blending/Linking		
Phrasal Stress		
Intonation		
Word Stress		
Vowels and Diphthongs	[i ^y] <u>beat</u>	[U ^w] <u>boot</u>
	[ɪ] <u>bit</u>	[ʊ] <u>book</u>
	[e ^y] <u>bait</u>	[o ^w] <u>boat</u>
	[ɛ] <u>bet</u>	[ɔ] <u>bought/call</u>
	[æ] <u>bat</u>	[a] <u>stop</u>
	[oy] <u>boy</u>	[ə] <u>about/but</u>
	[aw] <u>mouth</u>	[ə] <u>bird</u>
	[ay] <u>price</u>	
Consonants	[p] <u>pie</u>	
	[b] <u>buy</u>	
	[t] <u>time</u>	
	[d] <u>dime</u>	
	[k] <u>key</u>	
	[g] <u>go</u>	
	[f] <u>fan</u>	
	[v] <u>van</u>	
	[θ] <u>think</u>	
	[ð] <u>them</u>	
	[s] <u>so</u>	
	[z] <u>zoo</u>	
	[ʃ] <u>shoe</u>	
	[ʒ] <u>usual</u>	
	[tʃ] <u>choose</u>	
	[dʒ] <u>juice</u>	
	[m] <u>my</u>	
	[n] <u>no</u>	
	[ŋ] <u>ring</u>	
	[l] <u>led</u>	
[r] <u>red</u>		
[w] <u>we</u>		
[y] <u>you</u>		
[h] <u>how</u>		
Oral Grammar		
Word Choice/Collocation		

Notes: Please refer to my comments on the audio recording.

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A Collaborative Approach to Instructional Development

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Lecturers

Applied English Center



Introduction

Regardless of how long instructors have been in the classroom, they should continue to focus on improving their instructional practices. Being observed by others and observing others can inform teaching practices and assist in professional development. In the Applied English Center (AEC), the ESL center for the University of Kansas, formal observation by course coordinators is the primary instructional development tool used to provide instructors with targeted feedback about their teaching. However, because these formal observations are also evaluative in nature, they can create angst in instructors, making it difficult to view this tool as an opportunity to improve. Another tool instructors have used to improve their teaching is observing peers with the goal of seeing how colleagues approach their teaching. Those who have been able to observe their colleagues for this purpose have found this to be an effective (and less stressful) method for improving their own teaching; however, many instructors in the AEC have not had this opportunity to observe one another to learn from one another.

Several years ago, the AEC entered into a partnership with a pathway program to provide English for Academic Purposes (EAP) courses for recruited students. There are several differences between the EAP component in this program and our traditional intensive English program, one of which is that the EAP courses for the pathway program do not have course coordinators. Because of this, no one is formally assigned to observe the EAP instructors teach in this pathway program. Initially, this was a welcomed change because it freed instructors from the anxiety that can be felt during formal observations; however, after a short time,

instructors missed the formative feedback they had previously received from their coordinators. It was out of this desire for continued professional growth that the Collaborative Instructional Development (CID) process was developed.

The CID team desired to create a peer observation process that is collaborative and non-threatening, that promotes self-reflection, and that is mutually beneficial for the one being observed and the observer. When peer observations are used as a tool for exchanging ideas and sharing teaching techniques, they can have a positive impact on the quality of teaching and student learning (Teachers Observing Teachers: A Professional Development Tool for Every School, 2017). Using ideas gleaned from this article and the peer observation process used at Cornell University (Peer Review of Teaching, 2012), the CID team created a four-step process that encourages each instructor to think critically about his or her own teaching, set goals, and assess individual progress. Observers are encouraged to ask clarifying questions designed to urge instructors to think deeply about their own teaching and to learn more from the person they observe. Both participants are encouraged to consider ways they can fine-tune their own teaching. Neither the observer nor the instructor has the role of evaluating the other; rather, they are both encouraged to engage in dialogue about effective instructional techniques.

The CID Process

The four steps to this process include a pre-observation meeting, a classroom visit, a post-observation meeting and a written summary by both the observer and instructor to be included in their personnel files. During the pre-observation meeting, the instructor discusses the lesson that is going to be taught. The instructor explains how this lesson fits in with the broader scope of the semester, what student learning outcome (SLO) will be addressed, what activities will be used, how student performance will be measured in class, and what aspect of teaching the instructor is currently developing or refining. The observer's role in the meeting is to listen carefully, ask clarifying questions, and consider insights he or she can gain from the instructor. This meeting allows the instructor to clarify the purpose of the lesson and the rationale behind each activity. Having to verbalize how a lesson fits into the goals of a class and how classroom activities help students learn the

content encourages instructors to reflect on why they do what they do and causes them to evaluate their own teaching, which is one of the primary goals of this approach to professional development.

The second step is the observation. During the observation, the observer pays close attention to how the instructor addresses the SLO, how the students respond to the instruction, and what the instructor does to make progress on the teaching aspect he or she is working to improve. Instead of writing down evaluative comments, such as, "this lesson was effective," the observer makes notes on what the instructor and students say and do. It is not necessary for the observer to record every second of class, but rather to focus on the instructional goal and teaching aspect the instructor is working on. In addition to making notes that will inform the post-observation discussion, the observer should also be attuned to approaches that can inform the observer's teaching. This is one of the main benefits of observing a colleague – being able to learn from someone else.

The third step of this collaborative process is the post-observation meeting. In the AEC, traditional post-observation meetings are led by the coordinator. The instructors often attend this meeting with one question in mind, "How does my coordinator think I did?" The coordinator provides evaluative comments about the instructor's teaching with supporting evidence and suggestions for improvement. While this feedback is informative and helpful, it can also be stress-inducing because, from the instructor's perspective, the "power" is in the hands of the coordinator. The perception is often that the coordinator's assessment of the teaching is what ultimately matters most.

One of the primary differences between the AEC's traditional approach to classroom observations and this new collaborative approach is that the instructor has the primary responsibility to evaluate his or her own teaching with this new approach. The instructor thinks critically about the class prior to the post-observation meeting by reflecting on questions like these:

- What went well in class? What caused that aspect of class to be successful?
- How well did students learn what I wanted them to learn? What was evidence of that learning?
- What progress did I make on my teaching goal?
- What could I do to hone my skills even further?

During the post-observation meeting, the instructor should lead with his or her perceptions about the class, citing specific behaviors or words that inform these perceptions. Focusing on specific behaviors and words instead of personal feelings informs teaching and allows instructors to evaluate what causes or detracts from learning.

The observer's primary roles in this meeting are to listen carefully and ask clarifying questions to support the instructor through this self-reflection process. Before the meeting, the observer should also consider questions such as:

- What did the instructor do to teach toward the SLO?
- What did the instructor do to address the personal teaching goal?
- How did the students respond to the teaching?
- What evidence was there of student learning?

At this point, the observer can ask clarifying questions and then share his or her perspective. During this discussion, both participants can give and receive advice about effective teaching practices. Even though the observer is focused on assisting a colleague with instructional development, the observer should also be attuned to ways he or she can improve. This mutually beneficial process encourages instructors to take ownership of their own professional development in a collaborative environment. The goal is not to assess colleagues, but rather to support one another in their desire to refine their teaching skills.

The final step in this process is to provide a written summary. Both participants fill out a form that encourages them to focus on specific behaviors and words that promote effective teaching practices. They are both asked to reflect on what they learned through this process and how they will apply those insights to their teaching. These forms are added to the personnel files for the instructors.

Discussion

Through the CID process, the team discussed various issues that might arise. The key concern the team mentioned *instructors* might have was, “What happens if I’m observed on a day that goes poorly?” In an observation model where formative and summative evaluation occur simultaneously, this concern is very real,

but in a model where the focus is solely on instructional development and the observation is viewed as one step in an instructor's journey to refine his or her craft, an "off day" can be seen more as an opportunity for growth than a situation to be feared.

On the flip side the primary concern the team thought *observers* might have was, "How do I respond in the post-observation meeting if the class I observed went poorly?" This situation can be uncomfortable for all observers, especially those who have little experience evaluating instructors or providing guided feedback to others. In this collaborative approach, the observer in this situation needs to think critically about the class, look for ways to encourage the instructor and prepare guided questions to help the instructor evaluate his or her own teaching.

This "most feared" situation occurred during one of the observations two members of the team had as they piloted this new process. These instructors describe what happened, how they thought about it as it happened and how they responded. It is clear through their experiences that the Collaborative Instructional Development process can be a positive, mutually beneficial approach to teacher development, even when things fail to go as planned.

Reflections by Observer⁸

Pre-Observation Meeting

I reviewed the questions for the Collaborative Instructional Development process before meeting with the teacher I planned to observe. Part of our meeting involved reviewing the lesson, which included SLOs as well as class activities. During the pre-observation, I asked questions about the sequencing, such as, "Why did you include two options for Socratic quizzes," and "Why do you have an option for Socratic and an option for Kahoot?" to get a feel for how she organized the lesson, her approach for teaching the materials, and her options for handling unexpected situations. It was clear she had thought through the lesson carefully, provided for an alternative option should anything go wrong, and allowed for scaffolding to walk students through the beginning research process. By the end of our discussion, I had a clear picture of what I was going to observe

⁸ This section is a first-person account of a peer observation using the CID process.

and on which areas the instructor wanted feedback: response time during questions, student/teacher balance during the class, and concept check questions utilized during class.

Because I also teach the course, I thought carefully about what I could glean from the initial observation experience to enrich my own teaching practice. Through this experiential process, I was open to finding techniques this teacher could share to enrich and inform my own teaching experience.

Observation

During the observation, I took objective notes over questions, times, student response time during questions, teacher responses to students, and language used for concept check questions during the class period. Later, I made notes to myself while I considered what happened during class. Since my task was to give feedback on specific aspects of the class, I focused my notes on those aspects.

While it was clear the students in the class were under-prepared for class, I was more interested in observing the instructor's response to this potentially disruptive issue than to assess students' learning. To account for the students' lack of participation, the instructor utilized various methods to engage students—calling on students by name, using technology gaming features, encouraging group participation, and monitoring participation by encouraging English language use in the classroom. The instructor was able to modify her plans to meet the students and move them forward in the research process. Although I could sense her frustration, it was clear that she had a plan to adjust for uncontrolled situations, such as incomplete homework and low class participation. Though my observation task was not to focus on her ability to adjust her teaching to unexpected events, because she demonstrated her ability to be flexible and maintain control in her classroom, I thought it important to note and later discuss during our post-observation meeting. We could then work together to create a strategy for classes that do not meet the teacher's expectations in homework completion and classroom participation.

Post-Observation Meeting

During our post meeting, the instructor expressed frustration with the class. My response was positive—we learned something new. She managed an unexpected situation while maintaining control and presence in her

class, and she was able to partially meet her outcomes in one period. We then discussed possibilities for such situations and the idea of having multiple back up plans so as not to disrupt the educational process. While meeting with the instructor, my focus was to ask reflective questions about her impressions of how the class went; I touched on the observation tasks she had requested, asked questions about her general impression of the classroom experience, and highlighted some of her seasoned teacher abilities in managing her classroom.

Reflection

I approach teacher (or peer) observations with empathy as a guide in identifying with teachers. After all, teaching, like writing, is a process in which we continually edit and revise our plans. Asking reflective questions seemed to ease the instructor and accelerate the conversation about the class. This process felt more organic than a traditional formative assessment. Additionally, I gave sincere feedback about positive, golden moments, which are indicative of a seasoned teaching professional. All the while, I was considering how working through challenging classroom situations informed my own practice. Being a part of someone else's reflective teaching process clearly improved my own teaching; I stopped to take inventory of my own strengths and weaknesses during a fast-paced semester; my next lesson plan was stronger—carefully planned with alternatives to the main lesson, along with some ideas for improving participation in a fair, equitable manner.

From my perspective, the most effective and thoughtful planning comes from peer-to-peer interaction and observation of ideal and less-than-ideal teaching situations. Through this peer observation process, learning and sharing new teaching strategies, valuable critical moments, and different teaching styles became the focus of the process. As we move forward in developing more dynamic and reliable teaching practices to account for varied student populations, collaborating and growing with our peers is an essential part of the experience.

Reflections by Instructor⁹

During the Collaborative Instructional Development process, I was observed by a peer. The pre-observation went smoothly as we discussed my lesson plan, the SLOs, my back-up plan in case something was not working as planned, and a little about the class and how the lesson fit within the semester. Most

⁹ This section is a first-person account of a peer observation using the CID process.

importantly, we discussed what aspects of my teaching that I want to improve on: improving the student/teacher balance during class and asking pointed questions checking comprehension spanning various levels of difficulty. A few days later, it was observation day. My students arrived on time and even two students who were not known for their attendance made an appearance. Then the bomb dropped – none of the students, not even the strong and reliable students, had completed their pre-class homework. This required plan C. I did not have a plan C. I went with plan B. I thought I could teach the material they were supposed to prepare for the course through the quiz. It did not work. They could not answer the questions. They were not focused and chose not to participate in any manner. The entire class felt like a train wreck. In addition to my lesson, I lectured them on the importance of completing homework and class participation. I warned them there would be the same quiz the following week. I left the class feeling defeated.

Another week passed before I met my observer for the post-observation meeting. It was amazing to see the class from her point of view. She did not see the train wreck I saw. Instead, she pointed out how calm I stayed under the pressure of a class that had not completed its work. Admittedly, during the observation, the SLO was only partially met, but it was met in the following class, which we were able to discuss as part of the meeting. My observer and I were able to exchange ideas about how to handle a class like this in the future and methods to prevent it. Instead of feeling like I was being judged and evaluated, we were able to work together to analyze the situation and make a plan to avoid this situation in the future. I learned from this process. I learned to not only see what went wrong but also to remember and reflect on what went right. Since this process is collaborative and with a peer, I was able to walk away from the post-observation meeting feeling better about the class I had originally thought to be a train wreck and I grew as an instructor.

Conclusion

The Collaborative Instructional Development process was created out of a need for professional growth and development as well as a need to have a formal observation in the personnel files of EAP instructors for the Center's evaluation purposes. The CID team worked together to create a process that would meet the needs of not only seasoned instructors but also new EAP instructors. It was imperative to create an instructor-driven

observation protocol that allowed for both the instructor and observer to learn and grow. While the four-step process takes several hours to complete the time invested is worth it since this process provides a mutually-beneficial, supportive experience for both participants. Because the process is more of a give and take between the instructor and the observer, the power is removed from the observer. The process is no longer evaluative in nature, which alleviates some of the pressure on each participant. Observers no longer have to worry about how to provide feedback to and write a formal assessment on a colleague whose class was less than stellar, and instructors no longer have to worry about how to “defend” themselves after a bad day in the classroom. The new observation process is, as its title states, collaborative. Each person involved should leave the post-observation meeting having learned and grown as an instructor with a new idea to apply to the classroom. The Collaborative Instructional Development process has the power to enhance and improve teaching in our language Center as instructors work together to support and encourage one another in their professional development.

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ILI is Five!

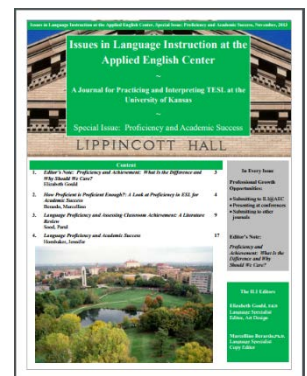
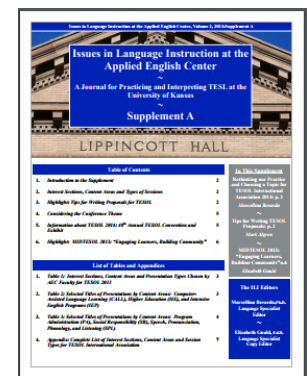
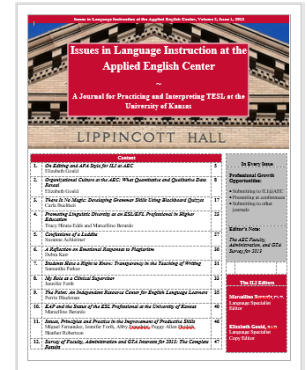
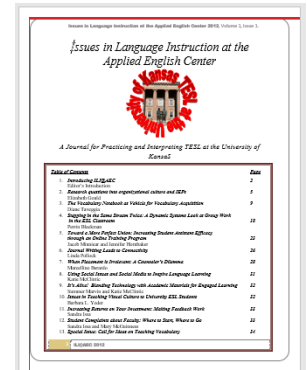
In 2017, *Issues in Language Instruction (ILI)*, the AEC’s academic e-journal turned five years old. *ILI* was founded as a professional platform to exchange ideas about English language instruction at the Applied English Center. It functions to document and disseminate innovation and insight. Any member of the faculty, staff, or administration can publish in *ILI*. You can read all issues of *ILI* on the Applied English Center homepage under *Resources*: <http://aec.ku.edu/resources-students>. Hard copies are located in 204 Lippincott Hall near the center copier.

Over the last five years, we have published nine issues and 40 authors, mostly AEC faculty and graduate students, but also AEC and Kansas University Academic Accelerator Program (KU AAP) administrators and associated Gen Ed faculty. Topics we have published include: Proficiency and Academic Success, Computer Assisted Language Learning (CALL), English for academic purposes (EAP) in KU AAP, and English for research and publication purposes. We have also published a Special Issue and a Supplement on TESOL International Association.

In the view of the editors, some noteworthy publications in *ILI* over the last five years are ideas from dissertations, reviews of the literature on proficiency and academic success, and innovations in the IEP, CALL, and EAP in and outside our pathway program, KU AAP.

Dissertations

- Organizational Culture at the AEC: What Quantitative and Qualitative Data Reveal (Elizabeth Gould, 2013)
- The Vocabulary Notebook as Vehicle for Vocabulary Acquisition (Diane Taveggia, 2012)



Proficiency and Academic Success

- Language Proficiency and Assessing Classroom Achievement: A Literature Review (Parul Sood 2013, Special Issue)
- Language Proficiency and Academic Success (Jennifer Hornbaker, 2013)

IEP Innovations

- Lower Level Instruction
 - Toward a More Perfect Union: Increasing Assistant Efficacy through an Online Training Program (Jacob Minniear and Jennifer Hornbaker, 2012)
- The Point
 - An Independent Resource Center for English Language Learners (Perrin Blackman, 2013)

CALL

- There is No Magic: Developing Grammar Skills Using Blackboard Quizzes (Carla Buchheit, 2013)
- Voicethread: A Technology Tool Worth Your Time (Dawn Haverkate-Ens, 2014)
- Using Weebly to Create E-Portfolios (Summer Peixoto, Katie McClintic, and Melissa Stamer Peterson, 2014)

KU AAP

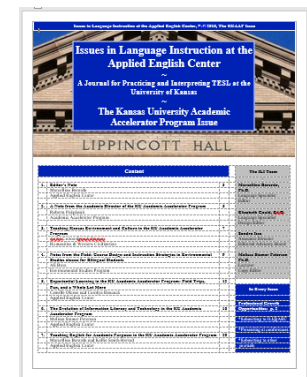
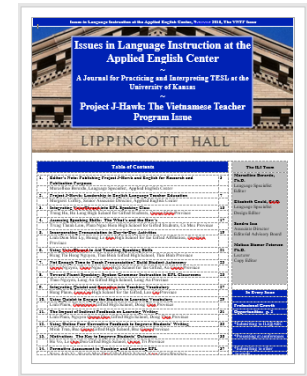
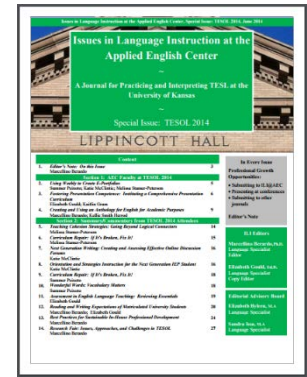
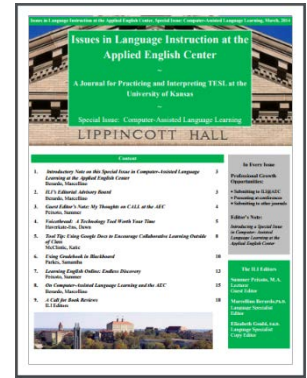
- Experiential Learning in the KU Academic Accelerator Program: Field Trips, Fun, and a Whole Lot More (Camille Olcese and Carolyn Heacock, 2015)

EAP

- EAP and the Status of the ESL Professional at the University of Kansas (Marcellino Berardo, 2013)

These are only a few of the AEC’s insights and innovations. Send us your next best idea and publish in ILI!

Marcellino Berardo, Editor-in-Chief
 Elizabeth Gould, Senior Design Editor
 Melissa Stamer Peterson, Senior Editor



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Submitting to ILI

ILI accepts the following types of submissions:

- Commentary/Opinion Essays
- Reflective Essays
- Reviews of (Text)Books, Articles, Policies, Best Practices in...
- Research Papers
- Research Agendas
- Action Research
- Original Pedagogical Materials
- Lesson Plans
- Teaching Strategies
- Proposals for Presentations and Workshops
- White Papers
- Descriptions and Analyses of Classroom Practice
- Assessments and Analyses of Assessments
- Advances in CALL

If you are interested in contributing to ILI, e-mail your submission to: mberardo@ku.edu.

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