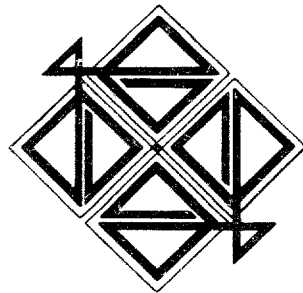


Development Support Training Project
USAID Mission to Pakistan

Center for Intensive English Language Studies
Final Report: Volume I

Intensive English for Academic Purposes



Prepared by
Thea Sierak

Academy for Educational Development, Inc.
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PREFACE

The present document is a part of the final report on activities of the ***Center for Intensive English Language Studies*** (CIELS) of the ***Development Support Training Project*** of the ***USAID Mission to Pakistan***.

CIELS operated from January 1986 through June 1992 in the project's field headquarters in Islamabad. During its five and a half year history, CIELS provided instruction for 1400 Pakistani candidates for USAID-supported overseas training and maintained a level of performance comparable to that of the better stateside institutions specializing in English as a Second Language.

The report consists of two volumes.

Volume I, Intensive English for Academic Purposes, was prepared by Thea Sierak and includes the following:

Overview, presenting a statistical review of CIELS's 29 sessions and discussing factors contributive to CIELS's success.

Teachers' Handbook, including the Intensive-English-for-Academic-Purposes curriculum.

Student Orientation Guide, detailing student-related policy.

Teaching Aids Inventory, listing the educational materials (books, videos, games and tapes) used in the program.

Volume II, Cultural Awareness Training for U.S.-Bound Trainees and Graduate Students: Introduction and Handbook (A Model from Pakistan) was written by M. Hiponia-Quigley and provides a synopsis of the Cultural Awareness Training program, in theory and in detail, as iterated at CIELS. It is intended to serve as a model for similar USAID projects.

*

This final report could not have been completed without the full cooperation of the AED project team, including Peter Boynton, Lance Lindabury, Dr. S. M. Jafar, Javed Iqbal, Kanwar Nasir, Asif Javed, Tahir Mahmood, M. Sarfraz Mirza, and the USAID Project Officer, David Esch. Their professional cooperation is gratefully acknowledged by the report's authors.

Acronyms and Abbreviations

AED	Academy for Educational Development
AID	Agency for International Development
CAT	Cultural Awareness Training
CIELS	Center for Intensive English Language Studies
DSTP	Development Support Training Project
EIL	Experiment in International Living
ELC	English Language Center, Islamabad
ELSU	English Language Services Unit
ELS	English Language Specialist
ELT	English Language Training
ESL	English as a Second Language
FU	Follow-Up Unit
GOP	Government of Pakistan
ISI	The International School, Islamabad
MA/S	Graduate Degree, Master of Art/Science
NWFP	North West Frontier Province
Ph.D	Graduate Degree, Doctor of Philosophy
PPTP	Pakistan Participant Training Program
SPELT	Society of Pakistan English Language Teachers
TOEFL	Test of English as a Foreign Language
UGC	University Grants Commission
USAID	U.S. Aid Mission (to Pakistan)

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TEACHER'S HANDBOOK

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OVERVIEW

INTRODUCTION

One of the components of the Development Support Training Project (DSTP) was English Language Training (ELT). The English Language Services Unit (ELSU) was designed to implement programs to assess English language skill, remediate it as necessary and then address the cultural training needs of the project.¹

The Center for Intensive English Language Studies (CIELS) was founded in January, 1986 to provide Intensive English for Academic Purposes (IEAP) tuition to Pakistani candidates for participant training. CIELS held 29 sessions from January 1986 through June 1992, each of them 8 to 10 weeks long. 1418 trainees went through the program during the five and a half year period. From 24% to 58% of each session's trainees qualified for their nominated level of study, with a life-of-program average of 36%. From 34% to 84% of each session's trainees gained an average 3+ points per week as measured by the Institutional TOEFL (Test of English as a Foreign Language); the 3 point plus gain rate over the life of the program was 61%.

The following overview seeks to capture some of the critical variables in a successful process. Statistics for CIELS's 29 sessions are broken out by student age, region of provenance and gender. The discussion includes input from CIELS's faculty over its last six sessions.

For further detail regarding curriculum, policy and teaching aids, please see *The Teachers' Handbook*, *The Student Orientation Guide* and *Teaching Aids Inventory* in this volume.

¹ ELSU's assessment function was carried out by the unit's Testing and Evaluation Office. The Testing and Evaluation Office continues to function within the project and is not a subject of this report.

FACTORS SUPPORTING SUCCESS

Experiment in International Living (EIL)

EIL was the sub-contractor for ELT until December 1991. EIL emphasized building CIELS around *experiential learning*, a concept that is fundamental to understanding the process that created and supported the success of the unit. Some tenets of experiential learning that are relevant to the success of the unit, both in service provision and the success of its trainees, are as follows:

- it is based on study of what is known about how people best learn and is preceded by intellectual review.
- it is motivating and recognizes affective influences that increase self-awareness and self-confidence as demonstrated in more effective approaches to dealing with others.
- it is holistic and consciously includes forces (such as social, religious, political, economic and educational) interacting to move people through the learning process.

The experiential foundation of CIELS formed the basis of the teaching culture of the unit. The experiential mode was used consistently by the teaching staff in the classroom and as part of the teacher training in the unit. The learning process of trainees and faculty was supported by the inherent motivation and holistic approach of the experiential mode. The community at CIELS considered learning theory and affective influences together.

Structural Components

CIELS was an autonomous unit, separated from other activities in the building by a clear, distinct goal that defined its task, and reinforced the CIELS community. The setup of ELSU as an organization fostered learning at CIELS. Testing was done by a separate unit, and was thus not distracting. Cultural Awareness Training (CAT) was included in the weekly curriculum at CIELS, thus complementing its work in the unit.²

² For details on the CAT program, please see volume II of the final report, *Cultural Awareness Training for U.S.-bound Trainees and Graduate Students: Introduction and Handbook (A Model from Pakistan)*.

Each position had a clear focus that complemented learning at CIELS, once again for both faculty and trainees.

The *English Language Specialist* (ELS), who headed the unit, served as liaison with both the AED organization and the external environment. This position was a filter for CIELS---keeping out distractors, on one hand; on the other, bringing in expertise on language acquisition and teaching theory. The technical expertise brought in by the ELS was the formal teacher training at CIELS. The workshops and demonstrations, done either by the specialist or a consultant brought in from EIL, formed the basis of the intellectual review of teaching that happened in the CIELS faculty room. This expertise was essential in developing the teaching culture of the unit.

The *CIELS Coordinator* facilitated the day to day activity of the unit, and fostered its collegial atmosphere. In easing the day to day tensions and providing for day to day needs in advance, the position supported the affective elements necessary for the experiential learning process. The position supported the informal teacher training in the unit by creating and maintaining an atmosphere congenial to easy discussion, experimentation and constant revision. By fostering team work, the position helped teachers coordinate what happened in the different classrooms and take advantage of learning opportunities. The accessibility of the Coordinator to teachers, staff and trainees, was cited as vital to easy functioning in a busy unit in need of troubleshooting regularly. The time saved for faculty encouraged discussion of classroom issues.

The *CAT Coordinator* brought expertise on cultural issues into the unit, and thus supported faculty development and provided for trainee based learning. Trainees were able to discuss issues related to study abroad and living in another culture with an expert in the field. Teachers were open to the inclusion of the cultural perspective into their work since it was clear that the CIELS environment was a different culture for trainees. The change from teacher-centered to student-centered learning was a difficult one for trainees, and the CAT Coordinator helped both the teachers and trainees ease into the mode. Further, the position provided that the discussion on cultural issues that happened daily in the CIELS environment kept the learning process in mind.

The CIELS *faculty* was expected to be able to implement curriculum in four skill areas ---structure, reading, listening/speaking, and writing. Teachers were able to teach their favorite subjects, while maintaining familiarity with all the skill areas. The faculty was included in any discussion of curriculum revision, classroom issues affecting the

program, priorities for learning, etc. Since the unit acted as a team, the faculty was never ignored. The value of their feedback from the interface of the learning process was always recognized. They experimented with materials and methods, reviewed and requested new materials, and taught each other in the collegial nature of the unit. The atmosphere supported high professional standards and the faculty met and continually raised those standards. The formal job description for these positions included more than just classroom time and preparation. The description recognized the "other" related activities of the professional positions on the faculty and sought to develop a team focused on the goals of the unit.

The *support positions* of CIELS were designed to enhance the collegial environment for learning. The *Administrative Assistant, Secretary, Clerk/Messenger, and Sweeper* all provided services important to the maintenance of learning in a collegial atmosphere. Supplies were provided in advance and clerical tasks were performed so that the faculty could focus their energy on teaching. The clarity of each job description helped the members of the CIELS team to perform well together. Everyone in the unit knew where to go for what they needed.

Resources

CIELS was resource-rich, in both people and materials. The USAID post in Islamabad was rich in "dependant" hires that formed the ever changing CIELS faculty. The unit was rich in materials brought in by the ELS or as requested by faculty. Both human and educational resources were vital to the high level of functioning maintained by the unit over time. (Please see *Teaching Aids Inventory* in this volume for a listing of CIELS educational resources).

The pool of candidates for teaching positions at CIELS was large since Islamabad was a large USAID post. The fact that the International School of Islamabad competed for qualified teachers forced CIELS to be a competitive employer. The pay-scale was designed to attract people who wanted to teach. Further, the program took into account the vacation and home leave time of the "dependant" hire and in so doing offered a competitive position at a professional pay scale. These both contributed to the reputation of CIELS as a good place to work, which reinforced the CIELS community by attracting faculty who valued that. Word-of-mouth created a backlog of applicants for positions known to be desirable.

The teaching materials at CIELS were up-to-date. Reference materials for teachers were available, so reading and experimentation were encouraged. Curriculum included

books which assisted teachers in accessing additional materials. Different teachers liked different texts, so discussion was encouraged. Audio-visual equipment was available for classroom use of taped materials. The resources were readily available, so teachers could browse, and in doing so, discussion was focused and encouraged. When a teacher needed a fresh idea, the shelves in the faculty room were waiting to provide it. It was fun to experiment, and these experiments led to discussions of effectiveness. The discussions encouraged and supported the continuing process of teacher training and student-centered learning for the CIELS trainee.

Curriculum

The ELS devised the IEAP curriculum and that curriculum was continually reviewed. Since faculty was included in the review/revise process, it was personally invested in its success. Therefore, the curriculum was implemented and revised with success in mind. Teachers valued the curriculum because it focused both the trainees and themselves on academic English, and thus the larger goal of the unit, rather than the easier, short-term goal of "test is best". The clarity of the curriculum supported new teachers as they began work in the unit. The clarity of the curriculum helped teachers answer their own questions of "what am I teaching?" (Please see *The Teacher's Handbook*, in this volume, for further details).

Stability

CIELS benefitted from the long-term involvement of its support staff and several local hires. The support staff was involved from the earliest days of the unit, thus benefitting the professional staff with their efficiency and effectiveness. Not only did the support staff know the job well enough to anticipate unit needs, but also to act as resources for solving new problems. The expertise of the Administrative Coordinator helped provide a stable environment for the ever-changing CIELS faculty.

CIELS also benefitted from the long-term involvement of "local hire" faculty (either Pakistani or married into the culture). These people had the longest term involvement with the unit and were the vehicle that passed on the ever-evolving teaching culture to new and ever-changing "dependant" hires. The historical perspective they added to discussions of policy, procedure and curriculum development was invaluable since the wheel was never re-invented. This core group formed the basis of a unit that evolved by re-evaluation.

Another aspect of the unit's stability was the way the unit took into account the needs of the dependent spouses who worked in it. Faculty was contracted, but was free to come and go as they needed. Issues of home leave were taken into account, as were vacations or school breaks. Long-term involvement with the unit was effectively encouraged. The long-term involvement engendered caring and sharing in the unit, positively affecting classroom instruction and professional development.

Teacher Training and Support

CIELS was considered a good place to work since it provided a caring and sharing environment to perform professional services that were well-defined, compensated, and interesting. There were effective formal and informal systems to develop and support the faculty.

In the formal system, the ELS provided professional expertise in the form of demonstrations and workshops. Lesson plans were submitted for the CIELS Coordinator's review a week in advance of implementation, making refinement possible. Bi-weekly meetings focused teacher discussion on issues affecting the program. Skill area meetings reviewed and revised curriculum. The full-time status of the faculty kept them in the unit discussing the unit's work during the work week, and all had access to the building after hours.

Teacher-to-teacher observation was encouraged and supported by class rearrangement and/or CIELS Coordinator substitution in classes. Demonstration lessons were given when requested. Discussion of what happened during these demonstrations or observations encouraged exchanges of ideas on teaching style, approach or method.

The faculty office and less formal seating in the duplicating room permitted several discussions to occur at the same time, and the ELS and CIELS Coordinator were available to participate. The faculty also cited the clarity of the rules presented to the trainees as supporting their work; since they could refer program matters elsewhere and focus exclusively on teaching, the relationship of teacher to student was kept above the mundane. (Please see the ***Student Orientation Guide***, in this volume, for further details on policy).

In addition, the faculty agreed that the work of the teacher was supported by the limited class size. The relatively short sessions (8-10 weeks) made small class size essential. The maximum in a class was 15; the desirable size was 12. This size

encouraged the teacher-student relationship and gave the teacher the opportunity to have each trainee be vocal, ask questions, and otherwise grapple with student-centered learning.

INTERPLAY

CIELS was never static. Discussion of why it was successful will not yield a prescription easily duplicated. The unit operated autonomously with professionals performing well-designed functions in an atmosphere that encouraged learning and personal development. A collegial atmosphere was maintained throughout its history. Experiential learning was fostered in trainees and teachers. A stable core of locally hired staff provided the vehicle for the culture of the unit to continue. Expertise was always available. Sharing and caring was an everyday part of the environment where all were encouraged to participate. CIELS happened in a post rich with materials, people and purpose. It was culturally aware and fostered that awareness, thus adding a richness not often available to "dependant" hires in clerical positions. CIELS attracted and kept the best. The CIELS experience touched the people who were involved and continues in the memories of trainees, staff and faculty alike.

STATISTICAL REVIEW

*The text of the **Statistical Review** section is printed in landscape to facilitate reference to the landscape graphics which follow.*

Measurable Success

A total of 1418 trainees went through CIELS, 1367 of them men and 51 (or 3%) of them women. The question of how to measure the success of the program has always been difficult, since much learning is not quantifiable. However, it is clear that the goal of unit has been to increase the pool of TOEFL qualified candidates for training and that comparison to stateside programs is inevitable. Following are highlights of statistics contained in 18 figures. The fact that women constitute a small fraction of the sample and were represented by only one participant in eight of the 21 sessions in which they participated should be kept in mind.

Figure 1. Percentage of Trainees Gaining An Average of 3+ Points Per Week, by Session

CIELS has always compared favorably with the stateside average of 3+ points per week increase, with a session-by-session range of from 34% to 84% of its trainees achieving that measure. An overall average of 61% of CIELS trainees gained 3+ points per week in their TOEFL score, entry to exit.

Measurable Success, continued

- Figure 2. Percentage of All Training Candidates Achieving Target Scores, by Session***
Figure 3. Percentage of Non-Degree Candidates Achieving Target Scores, by Session
Figure 4. Percentage of Master's Degree Candidates Achieving Target Scores, by Session
Figure 5. Percentage of Doctoral Candidates Achieving Target Scores, by Session

These figures display the success rate of CIELS trainees in achieving the proficiency required for their level of nomination. The requirement for non-degree training candidates was 500; for MA/S, 530; for Ph.D., 550. 36% of the total met their requirement. The overall success rate for non-degree candidates was 53%; 34% for MA/S and 32% for Ph.D. candidates.

Average Entry and Exit Scores

These two issues (3+ points per week and meeting requirements) can be viewed more meaningfully when the average entry and exit scores of CIELS trainees are reviewed. They are presented hereafter.

Figure 6. Average Entry and Exit Score, All Training Candidates, by Session

The range of average entry scores extended from a low of 466 to a high of 507; average exit scores, from a low of 505 to a high of 530. The majority of students were candidates for graduate studies.

Figure 7. Average Entry and Exit Score, Men, by Session

Figure 8. Average Entry and Exit Score, Women, by Session

The lowest and highest average *entry* scores for males, by session, were 466 and 502; for women, 414 and 520. The lowest and highest average *exit* scores for males, by session, were 505 and 530; for women, 423 and 563.

Figure 9. Average Entry and Exit Score, Candidates from the Federal Area, by Session

Figure 10. Average Entry and Exit Score, Candidates from Baluchistan, by Session

Figure 11. Average Entry and Exit Score, Candidates from Kashmir and Jammu, by Session

Figure 12. Average Entry and Exit Score, Candidates from North West Frontier Province, by Session

Figure 13. Average Entry and Exit Score, Candidates from Punjab, by Session

Figure 14. Average Entry and Exit Score, Candidates from Sindh, by Session

The lowest average entry score was from Balochistan (474), followed by Sindh (477), NWFP (481), Islamabad (487), Kashmir and Punjab (490). Average exit scores, from highest to lowest, by region, were as follows: for Punjab (523), Kashmir (515), NWFP (515), Balochistan and Islamabad (512) then Sindh (510).

Average Point Increase

While information regarding success and relative proficiency has been presented, an important issue, learning as measured by the average point increase per week of training, is raised. To present that information by session the following graphs are presented.

Figure 15. Average Point Increase per Week, Men and Women

Figure 16. Average Point Increase per Week, Men and Women, by Session

Figure 17. Average Point Increase per Week, by Age

Figure 18. Average Point Increase per Week, by Region

Women progressed 25% faster than men---achieving an average of a five point increase per week against the four achieved by their male counterparts. Women also registered the highest average increase, gaining an average of eight points in one session and over seven in four others; men exceeded six points in only one session and five, in just four others.

All age groups achieved an average gain of over 3 points per week. The under-25ers led the way with an average weekly gain of over five points. A steady decline in the rate of progress with age bottomed out with the 45-49 age group and rose again slightly among those fifty and older.

As measured by region of provenance, all students scored on average higher than 3+ points per week.

Trainees from the Federal Area had the lowest point increase per week, perhaps due to the fact that they lived at home and did not benefit from the community environment in which the out-of-towners lived, which encouraged a study ethos and practice of the language.

Balochistan trainees made the highest average increase per week at 4.81 points.

Statistical Annex

The statistical annex which follows the graphic figures, details for each session, in tabular form, the following:

- session dates and duration
- number of trainees (total entering, total exiting, entry total disaggregated by gender and region of provenance)
- number of teachers
- average entry and exit scores (listening, reading, speaking, total), disaggregated by gender
- average point increase entry to exit (listening, reading, speaking, total), by session and weekly, disaggregated by gender

- average point increase (API) by age, relative to total per week and average entry and exit scores

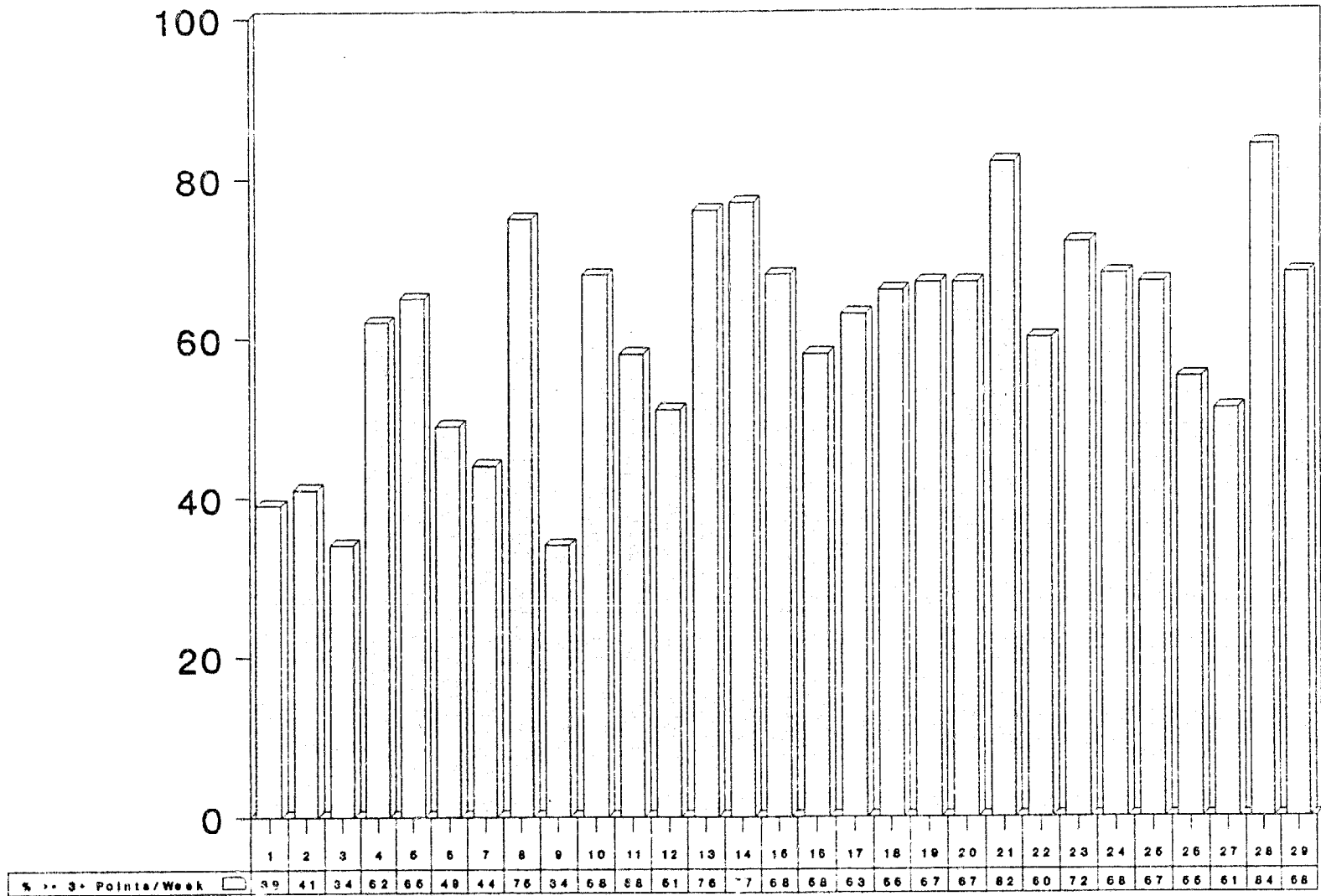
- percentage of trainees gaining 3+ points per week

- number and percentage of trainees who achieved target scores

- average weekly point increase by region of provenance

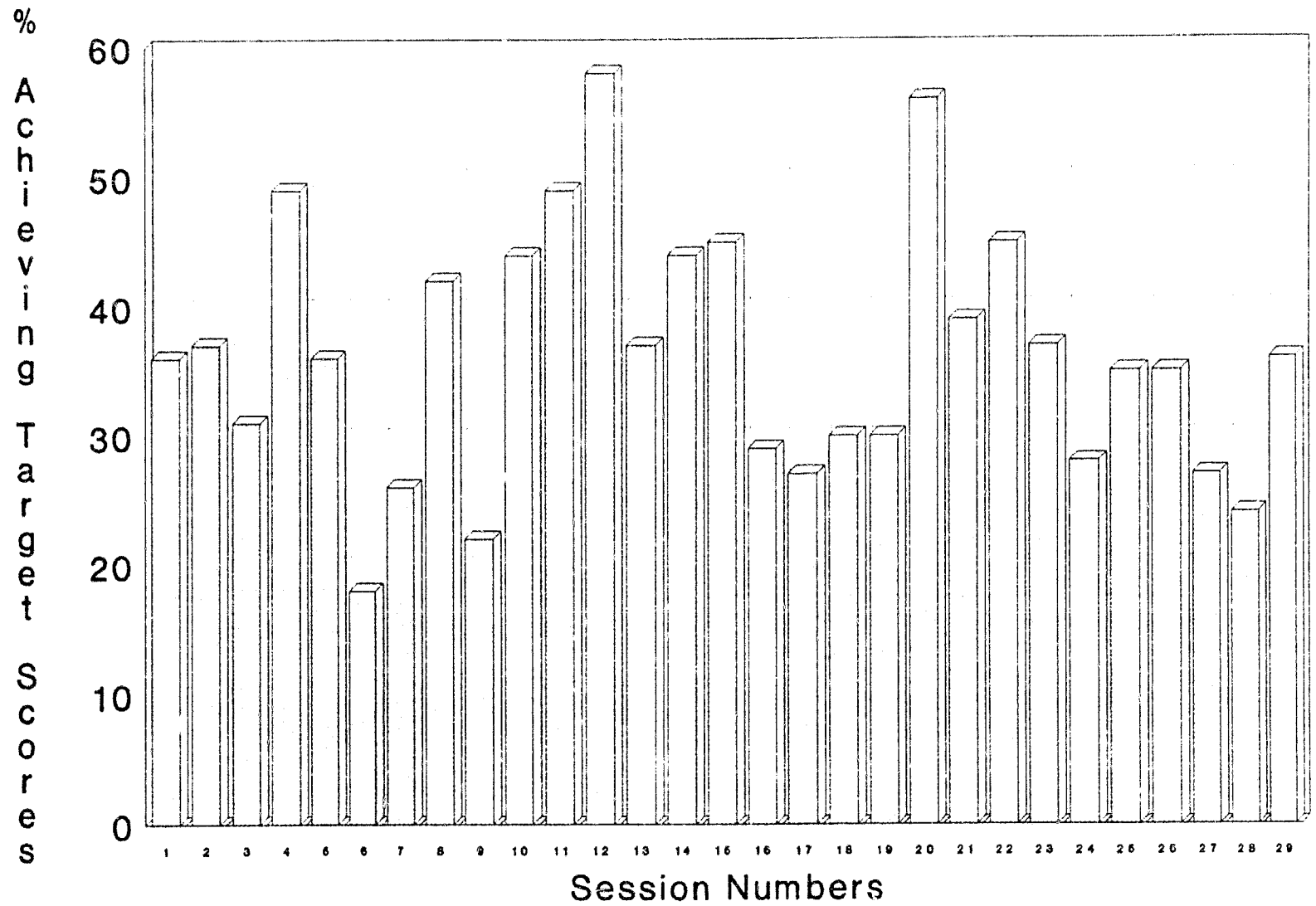
Percentage of Trainees Gaining An Avg. of 3+ Points Per Week, By Session

Figure 1.



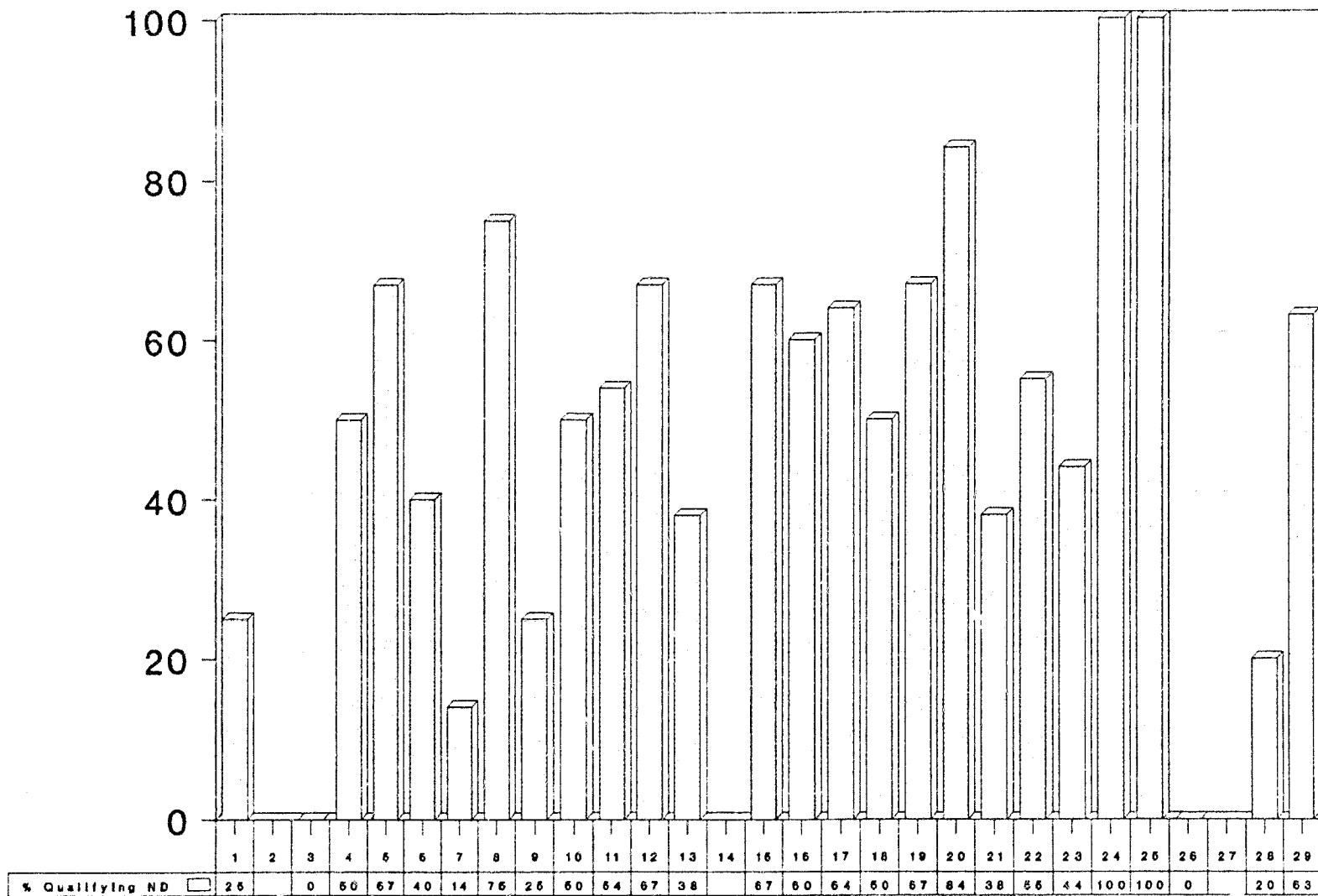
Percentage of All Training Candidates Achieving Target Scores, by Session

Figure 2.



Percentage of Non-Degree Candidates Achieving Target Scores, by Session

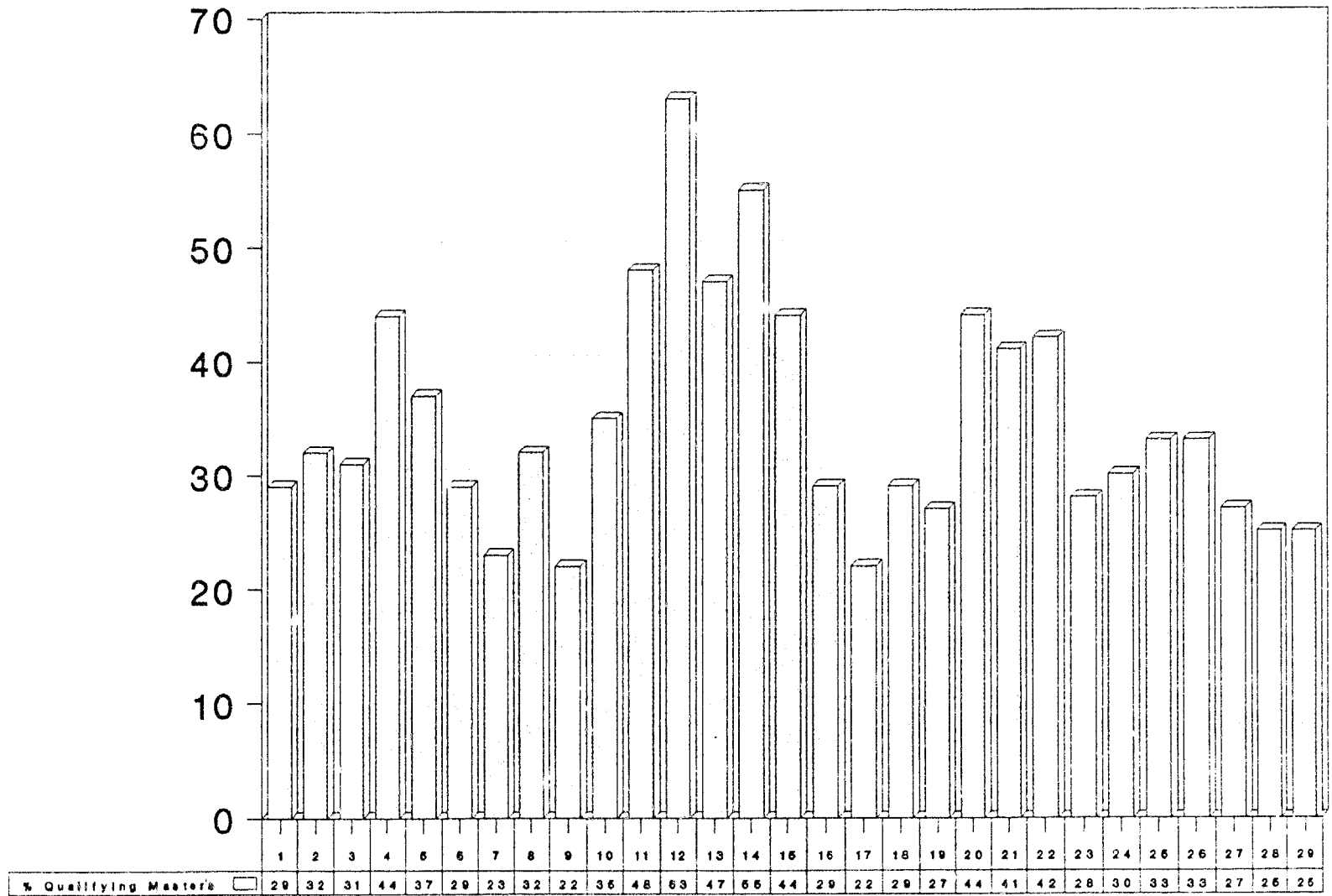
Figure 3.



Percentage of Master's Degree Candidates

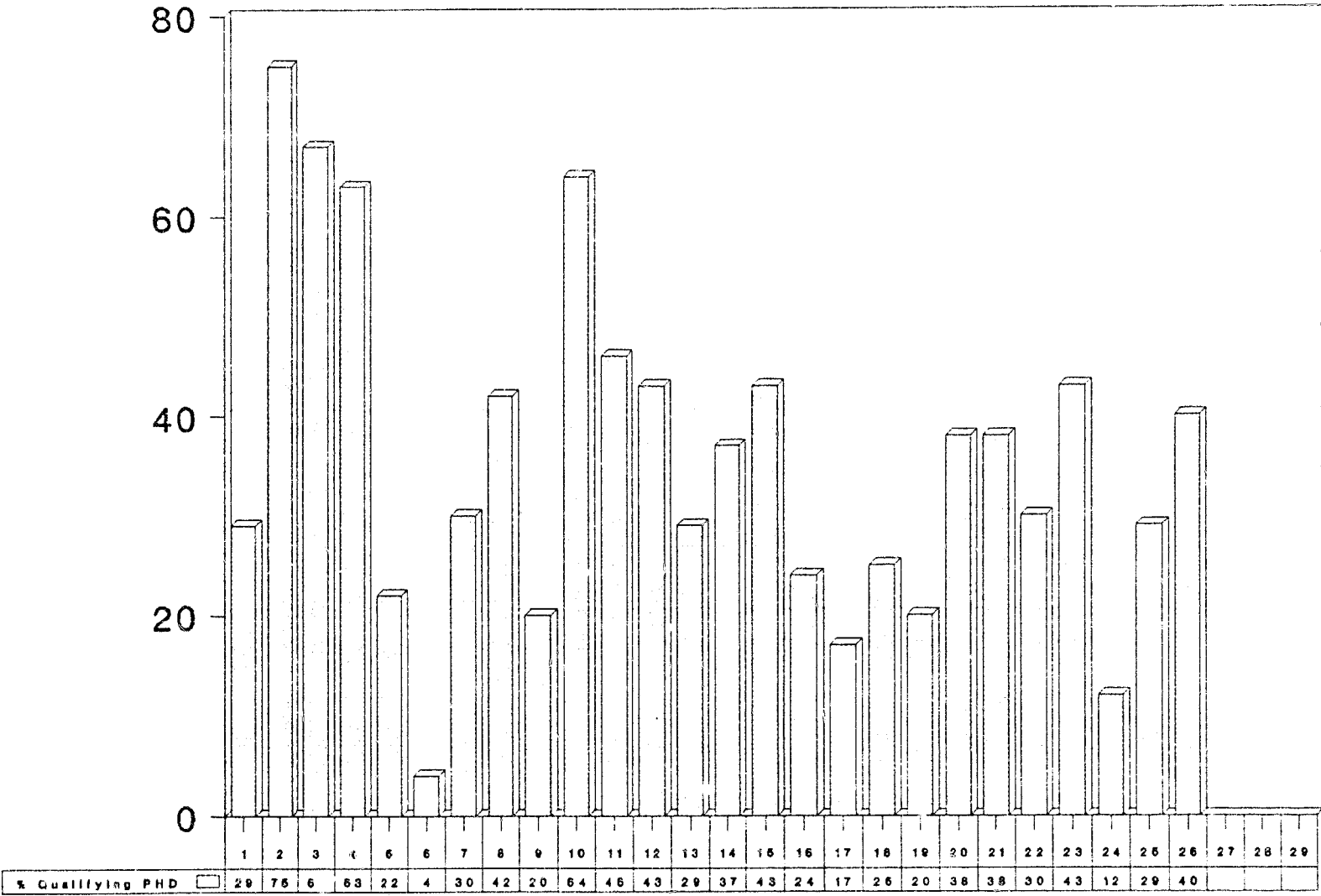
Figure 4.

Achieving Target Scores, by Session



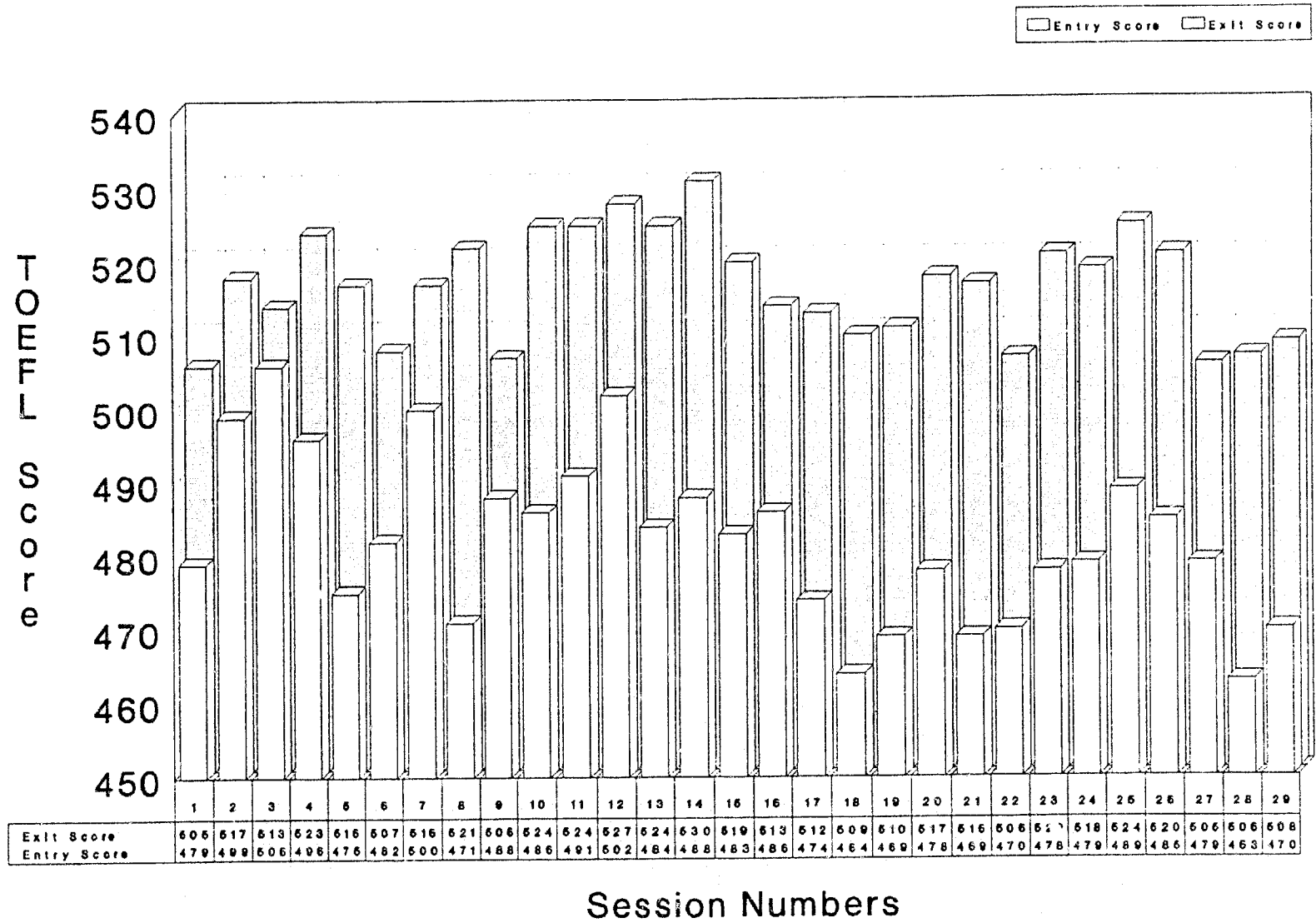
Percentage of Doctoral Candidates Achieving Target Scores, by Session

Figure 5.



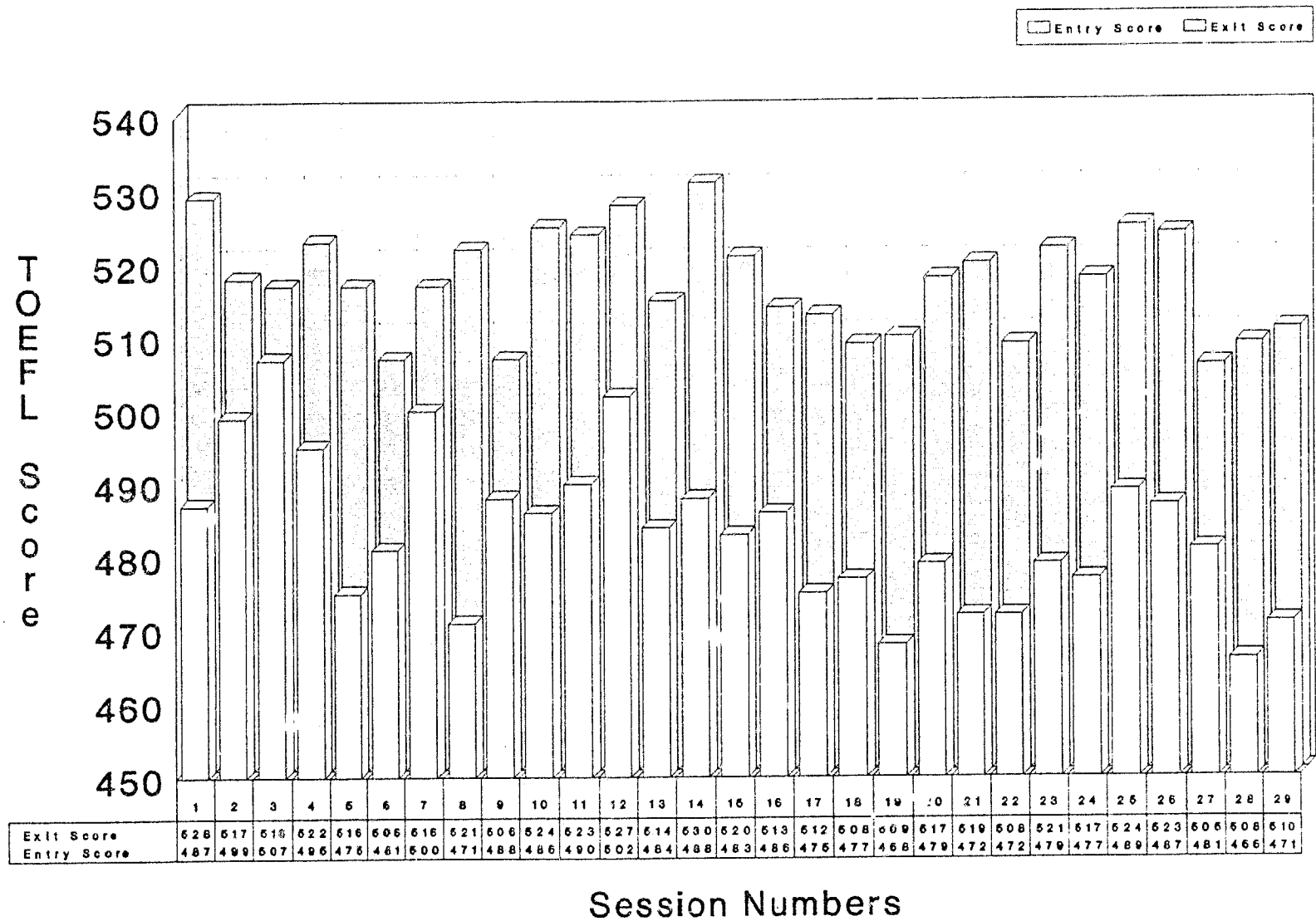
Average Entry and Exit Score All Training Candidates, by Session

Figure 6.



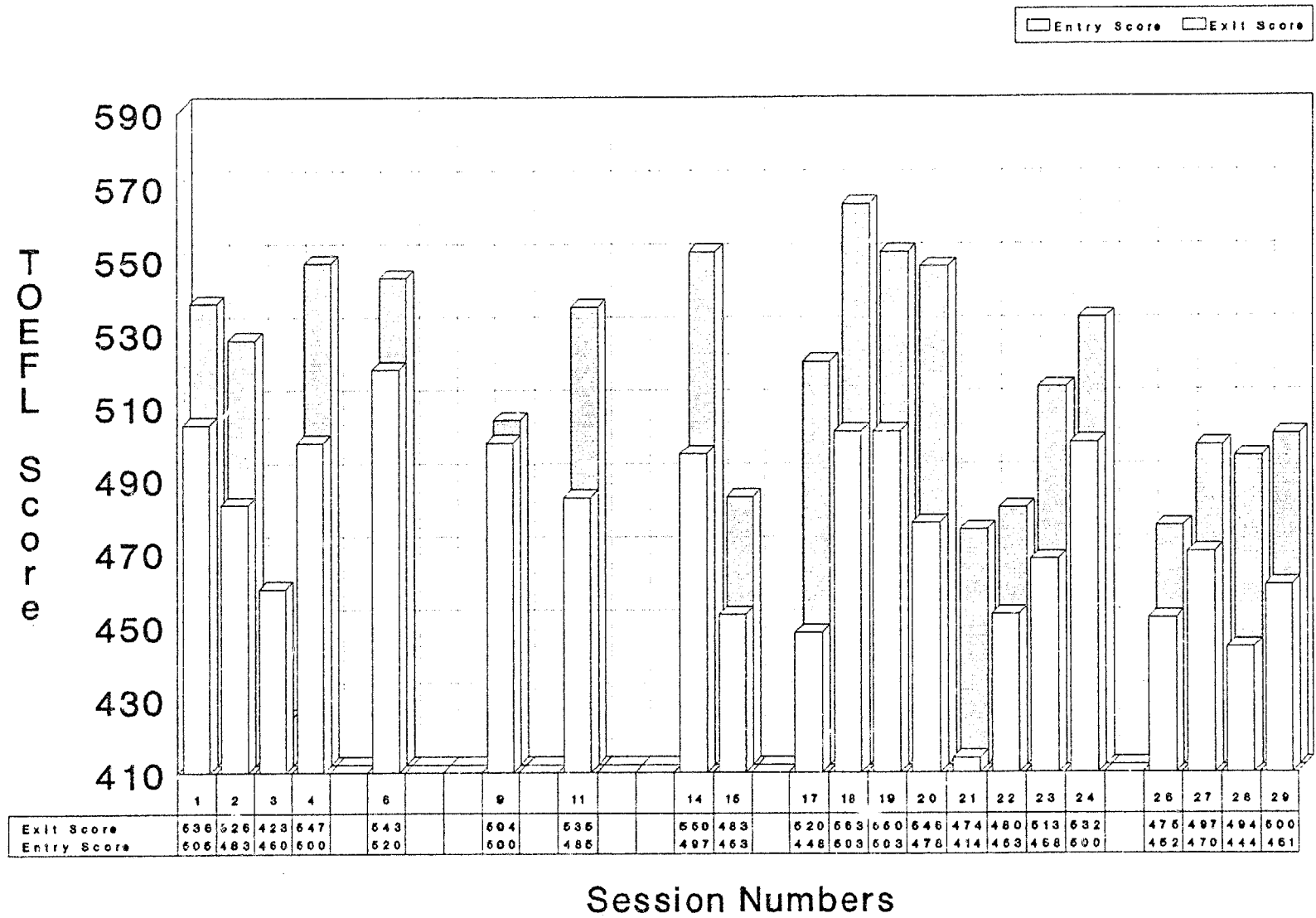
Average Entry and Exit Score Men, by Session

Figure 7.



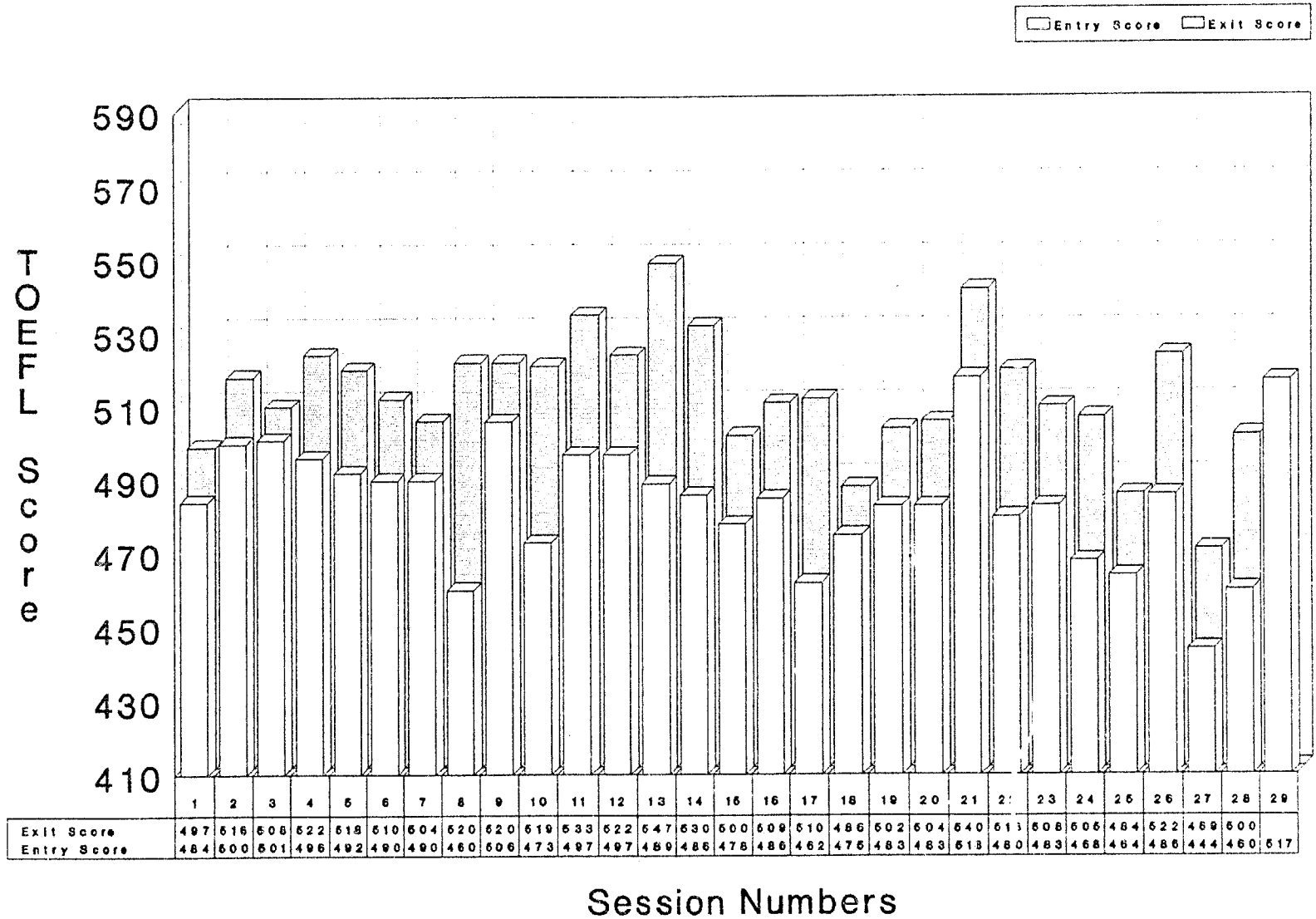
Average Entry and Exit Score Women, by Session

Figure 8.



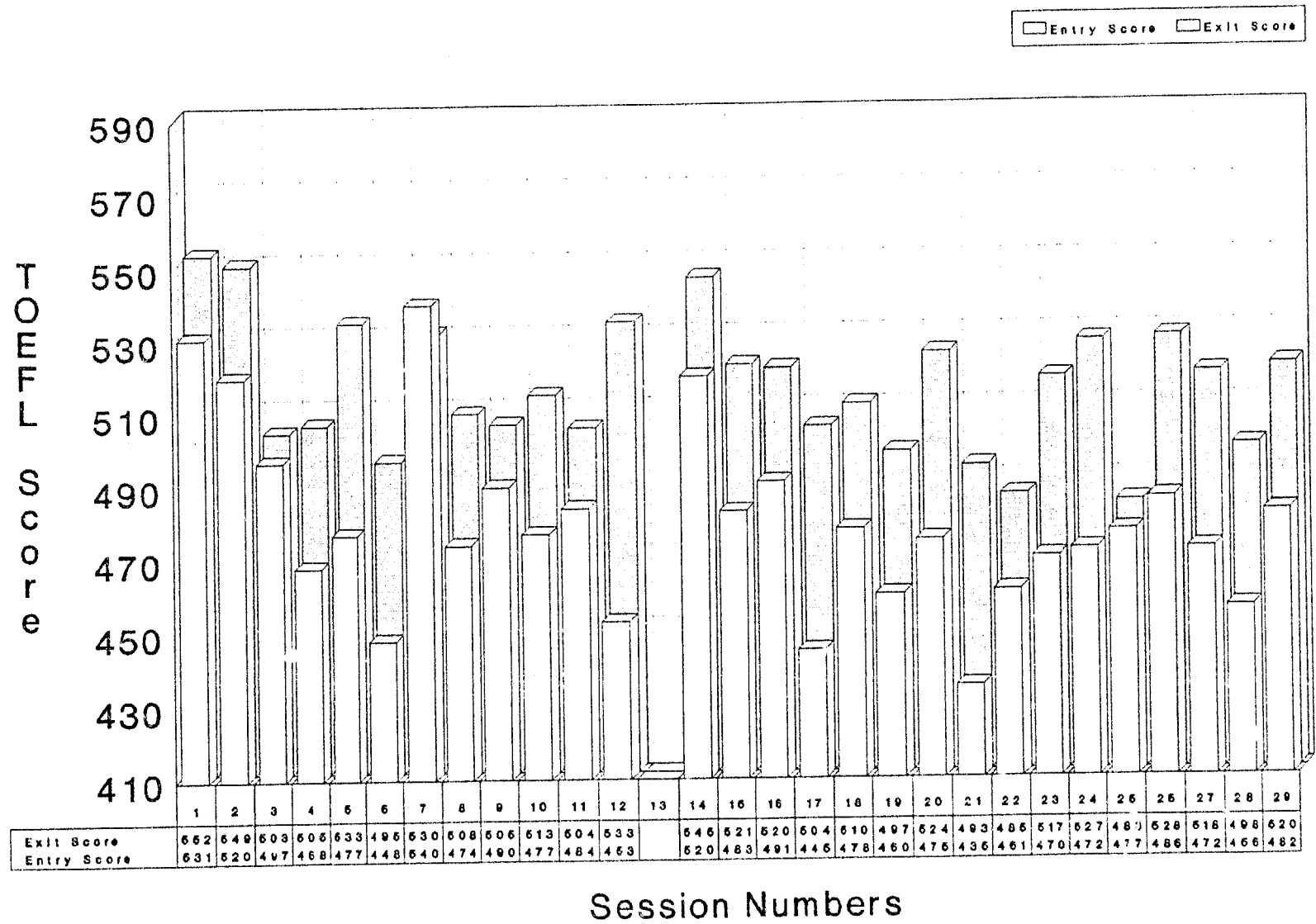
Average Entry and Exit Score Candidates from Federal Area, by Session

Figure 9.



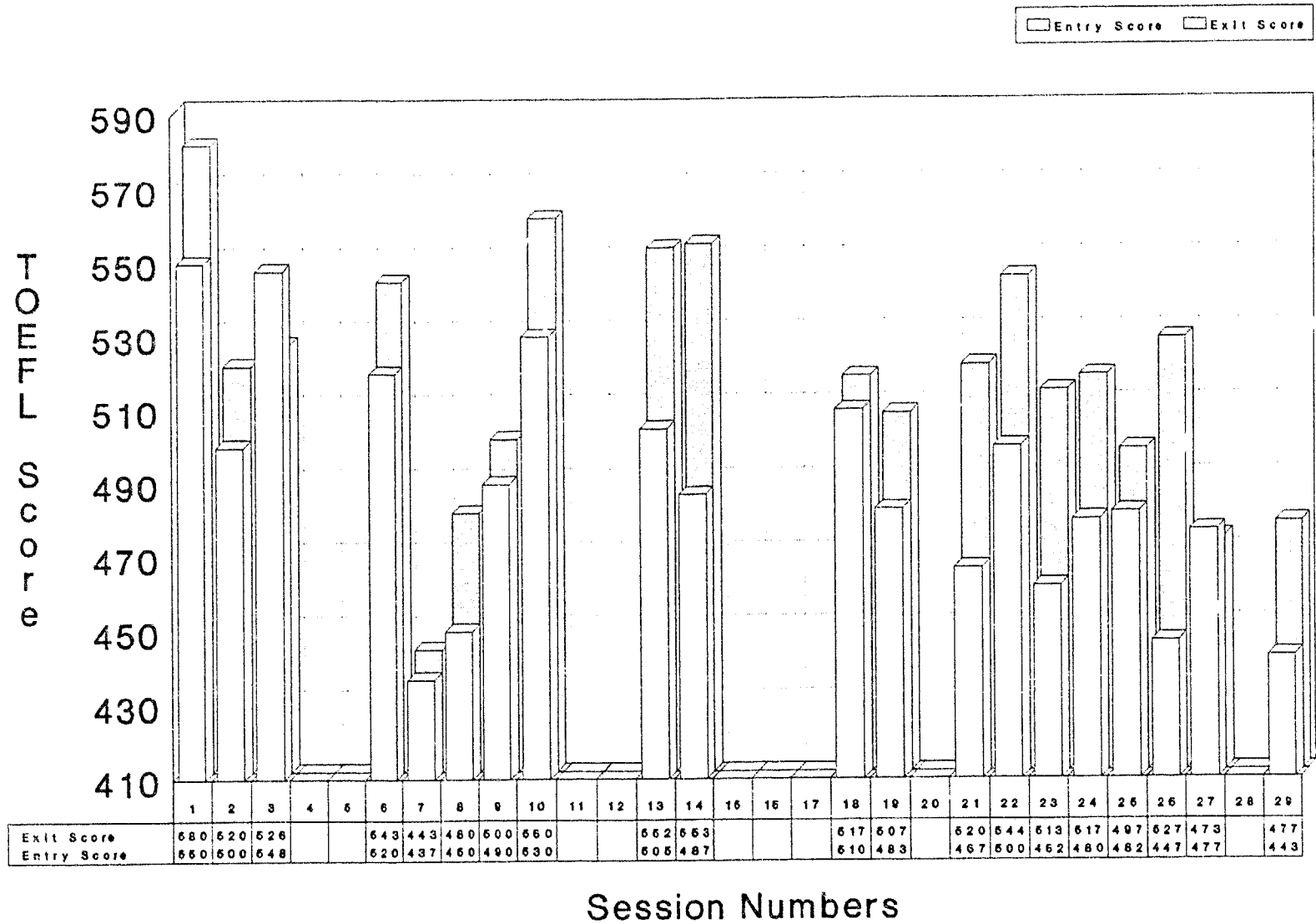
Average Entry and Exit Score Candidates from Baluchistan, by Session

Figure 10.



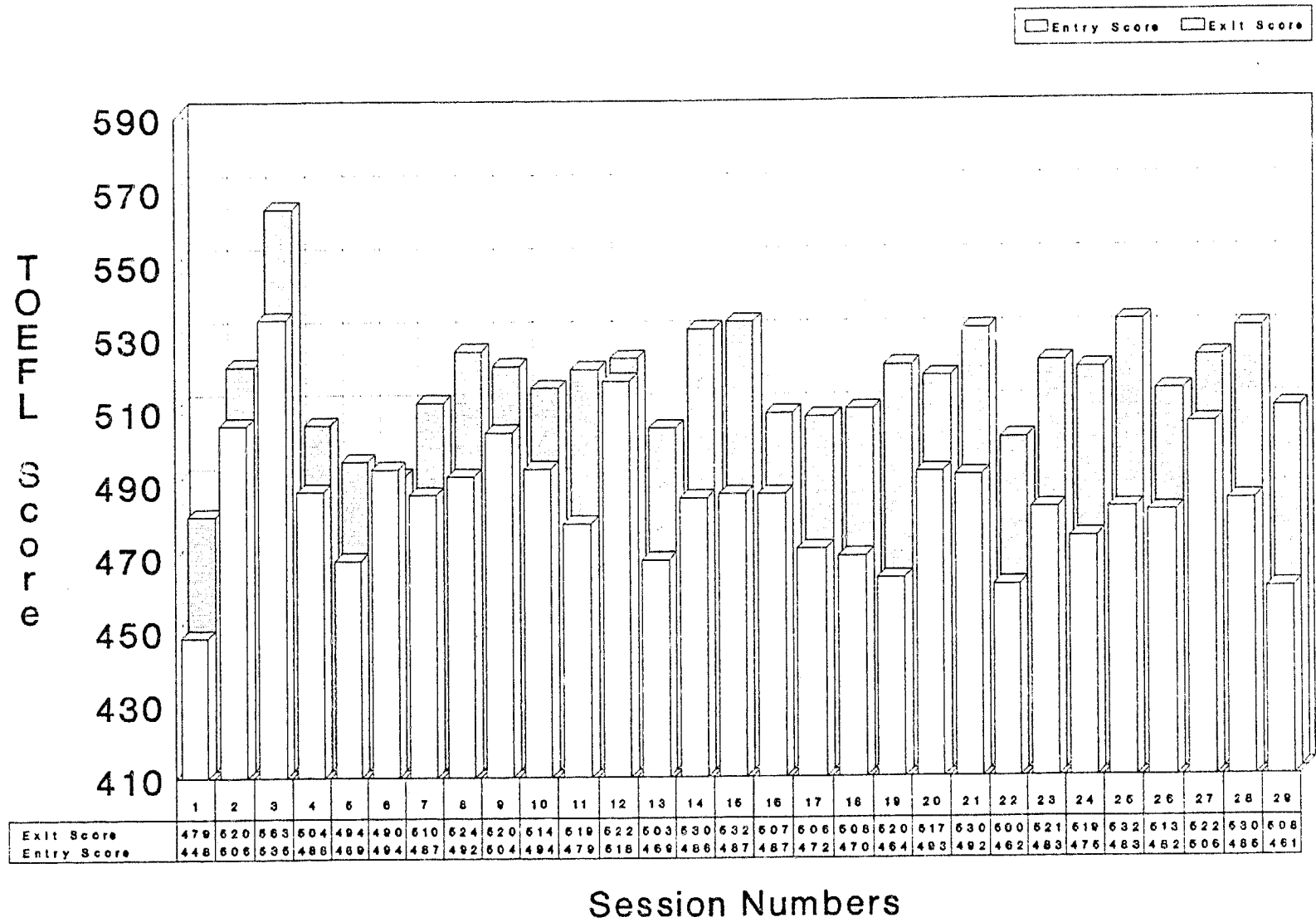
Average Entry and Exit Score, Candidates from Kashmir & Jammu, by Session

Figure 11.



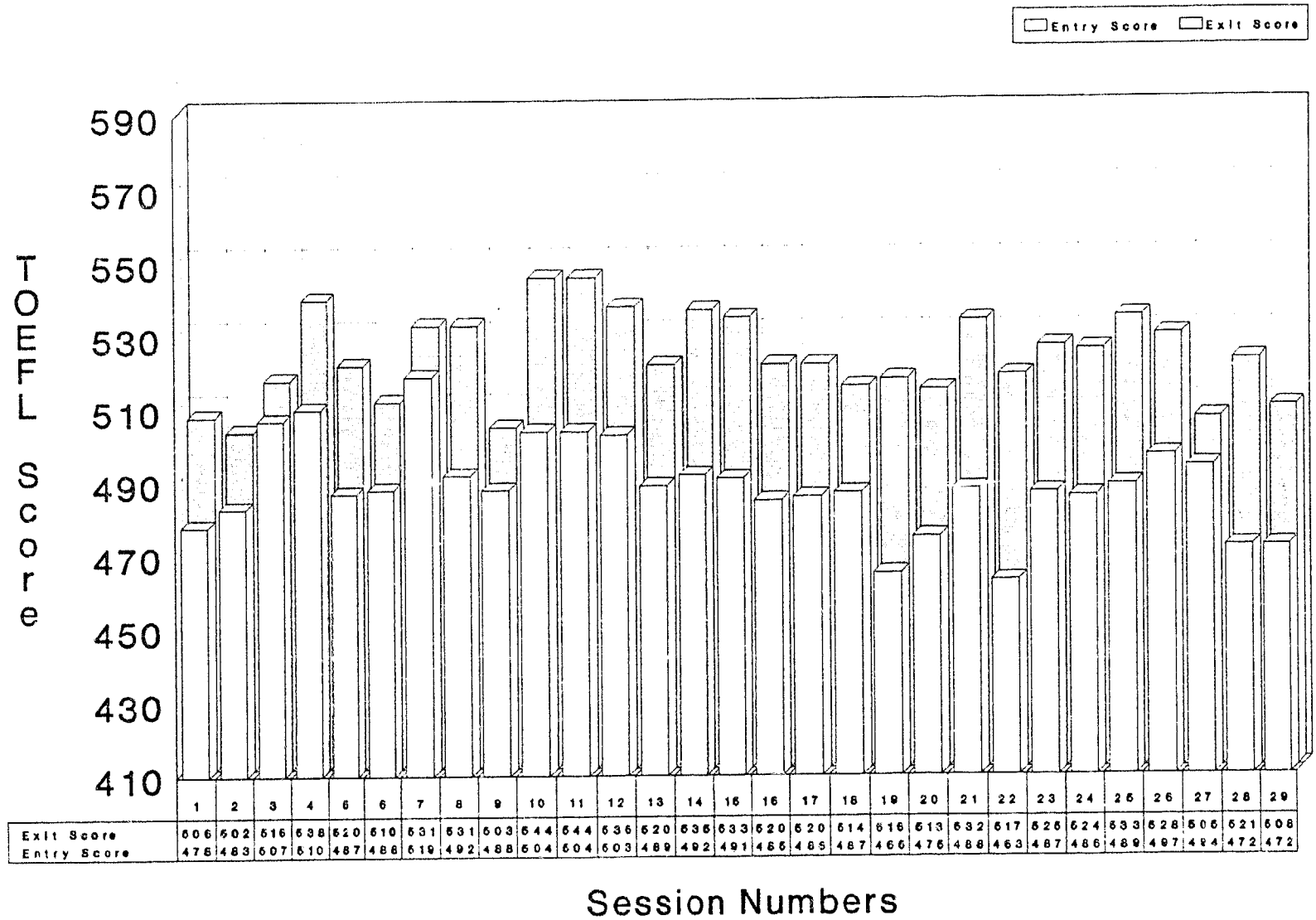
Average Entry and Exit Score Candidates from NWFP, by Session

Figure 12.



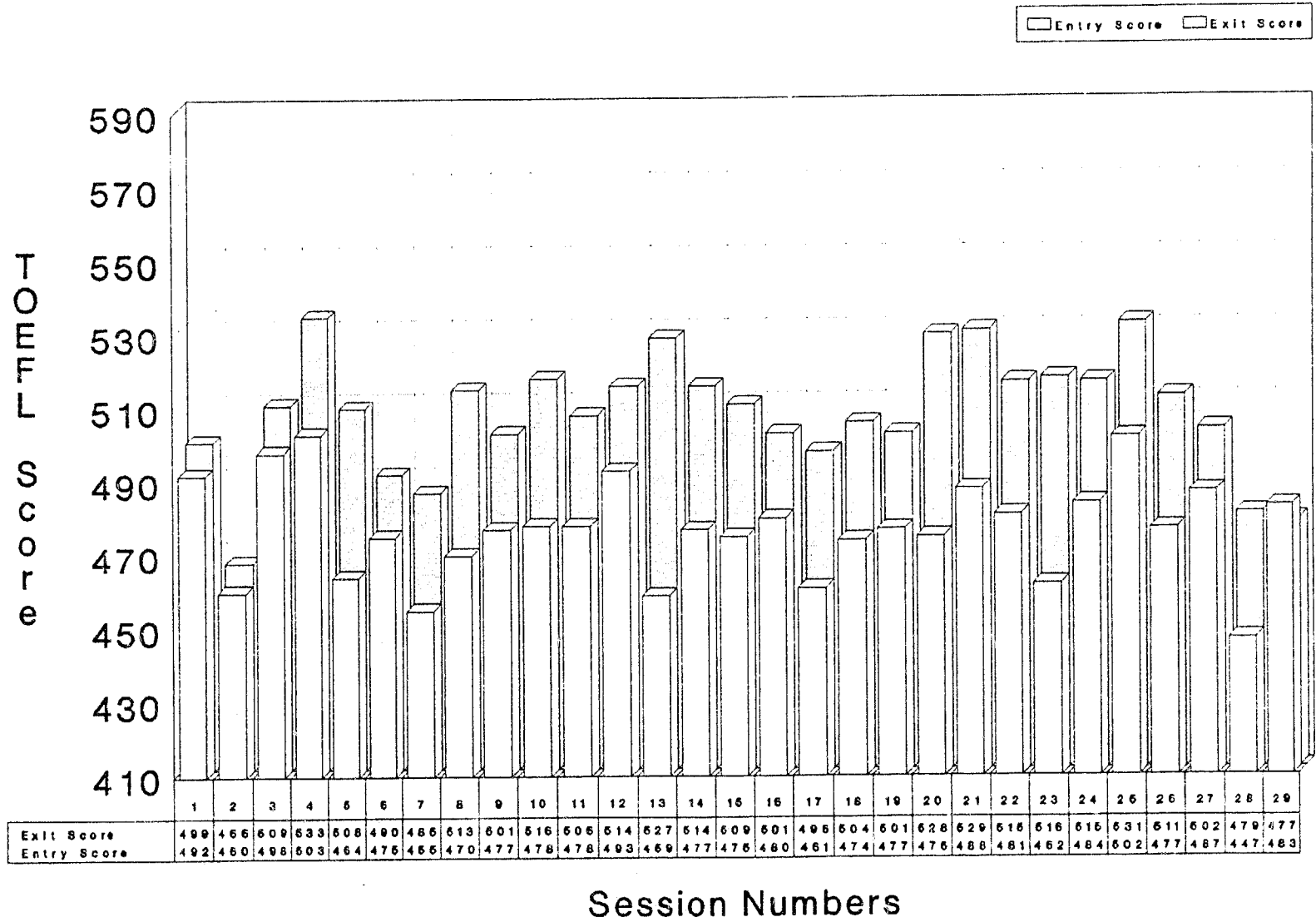
Average Entry and Exit Score, Candidates from Punjab, by Session

Figure 13.



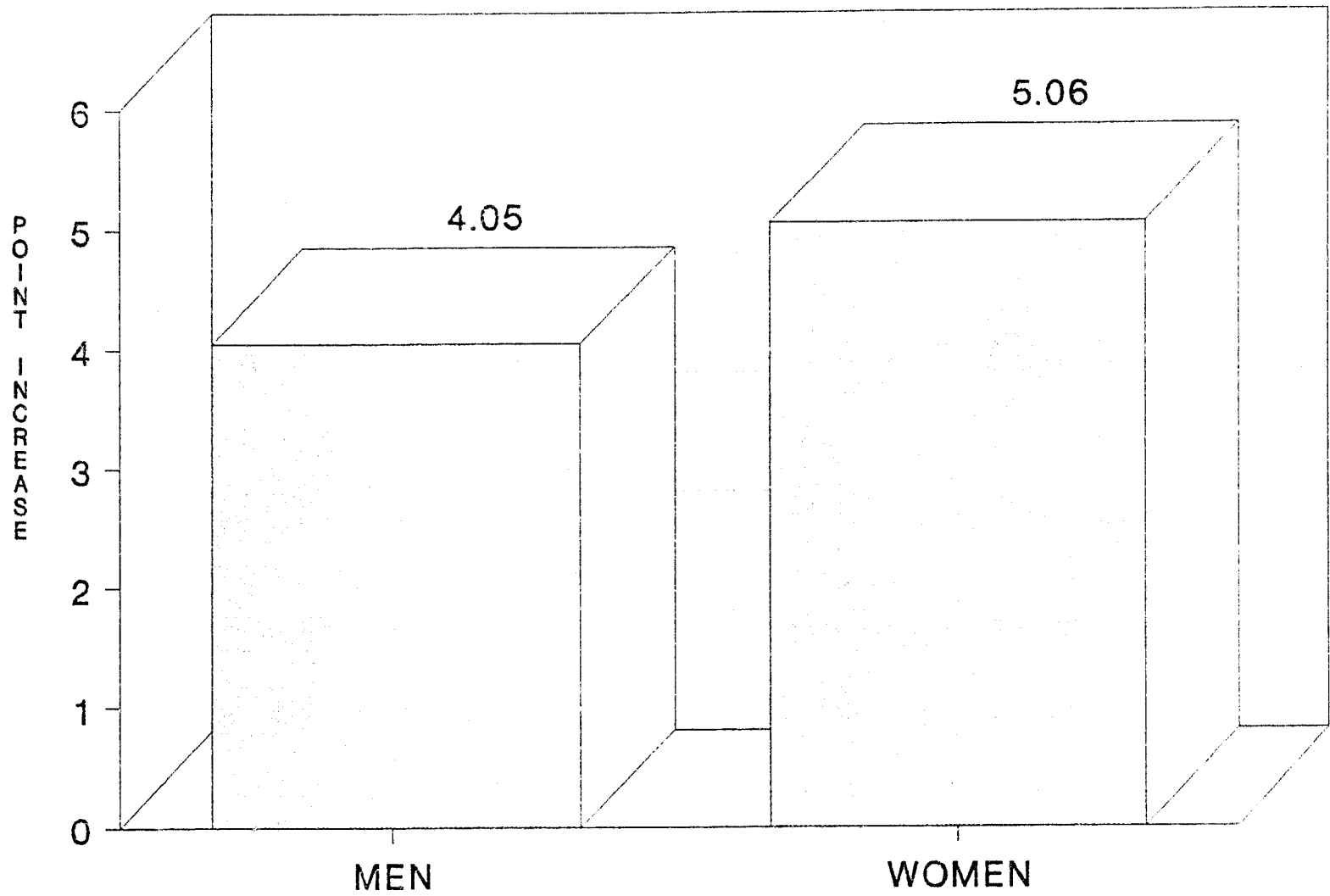
Average Entry and Exit Score Candidates from Sindh, by Session

Figure 14.



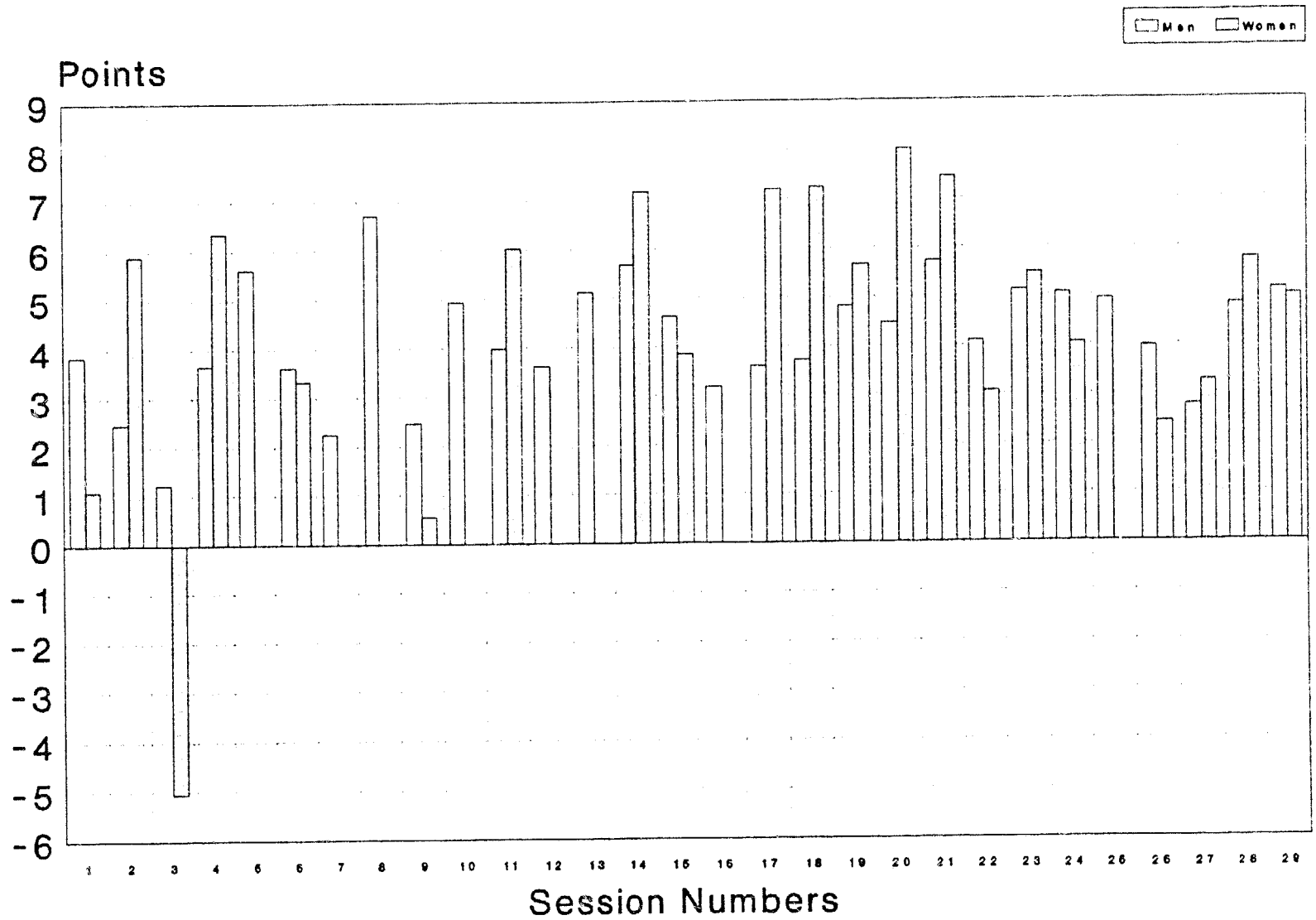
Average Point Increase per Week Men and Women

Figure 15.



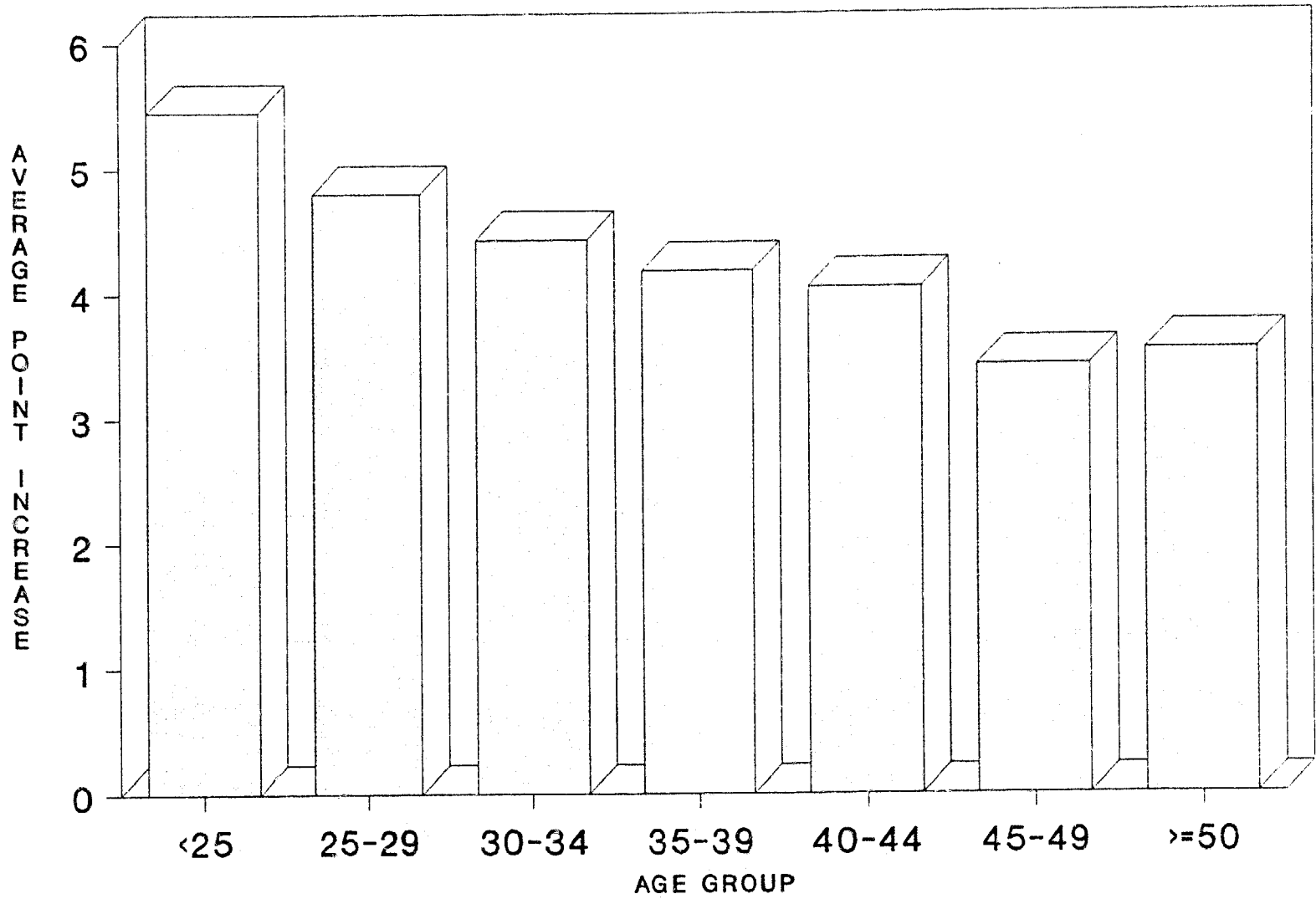
Average Point Increase per Week Men and Women, by Session

Figure 16.



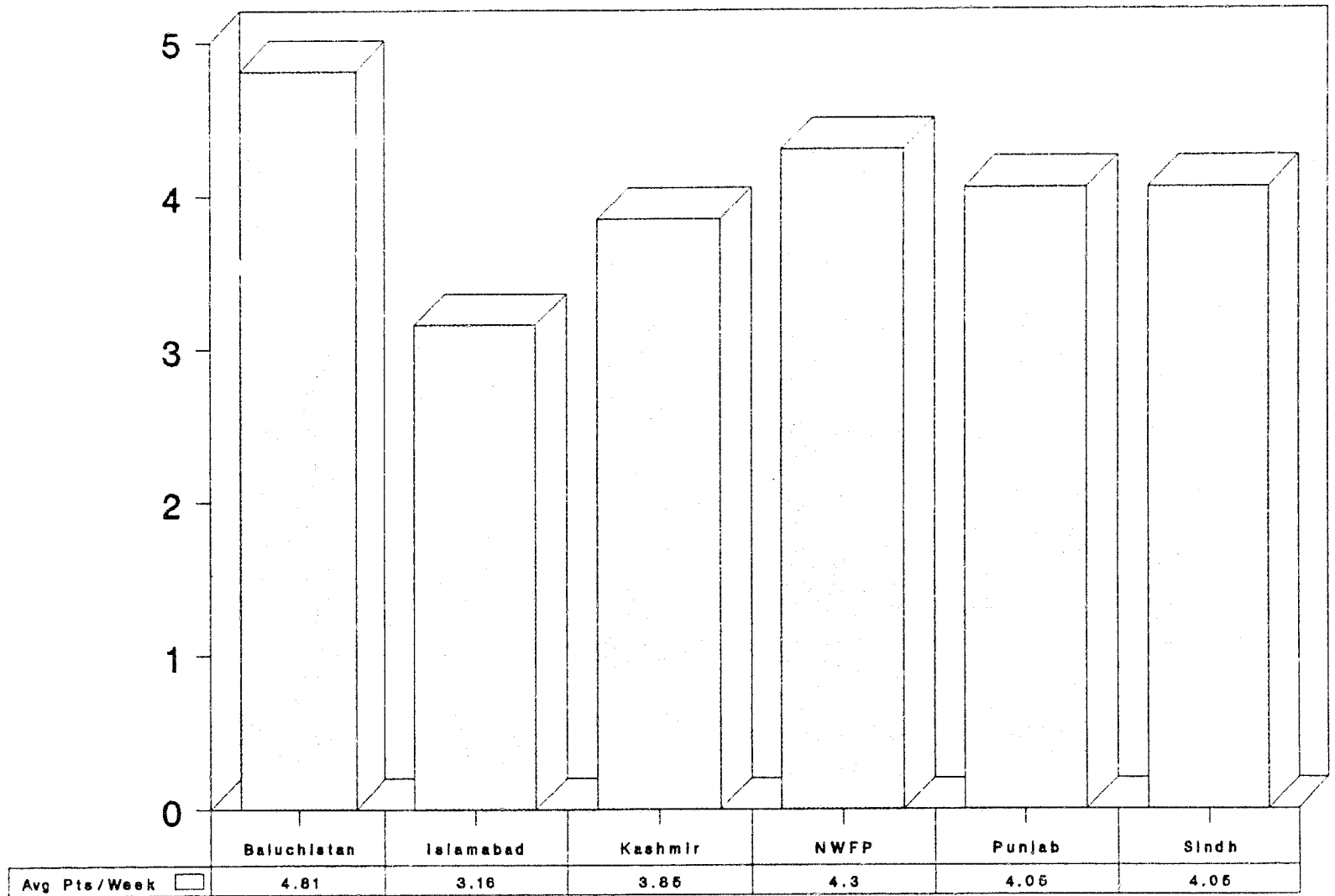
Average Point Increase per Week by Age

Figure 17.



Average Point Increase per Week by Region

Figure 18.



STATISTICAL ANNEX

November 29, 1992

Session # (dates) Hours/Days/Weeks	Number of Trainees (begin-end) / Teachers Male(M)/Female(F) Total ¹ (M/F) By Province (at entry)	Average Entry/Exit Score* M:F	Average Point Increase* Entry to Exit per hour/week M/F total M/F per week
1 (1/11-3/6/86) 7.3 WKS EST	(47-47) / 7 45/2 [B-7(6/1)/I-24/K-1 N-3/P-8/S-4(3/1)]	46/49/48/479 50/50/52/505 487/528:505/536	3/1/4/27 3.70 28/8 3.84/1.1
2 (3/16-5/8/86) 7.3 WKS EST	(41-41) / 7 40/1 [B-8/I-20/K-1 N-3/P-6(5/1)/S-3]	48/50/52/499 51/52/52/517 499/517:483/526	4/2/0/19 2.60 18/43 2.47/5.89
3 (5/18-7/24/86) 7.3 WKS EST	(42-42) / 7 40/2 [B-2(1/1)/I-22(21/1)/K2 N-2/P-10/S-4]	48/52/52/506 51/53/50/513 507/516:460/423	2/1/1-2/8 1.10 9/-37 1.23/-5.06
4 (8/19-10/16/86) 222/37/7.4	(35-34) / 7 34/1 [B-6(5/1)/I-7/K-0 N-6/P-8/S-8]	50/49/50/496 52/52/53/523 495/522:500/547	2/3/3/27 0.122/3.65 27/47 3.65/6.35
5 (10/26-12/18/86) 7.3 WKS EST	(55-55) / 7 55/0 [B-1/I-6/K-0 N-7/P-37/S-4]	45/49/48/475 52/52/51/516 475/516:NA	7/3/3/41 5.62 41/NA 5.62/NA
6 (1/11-3/5/87) 207/34.5/6.9	(49-49) / 8 48/1 [B-8/I-1/K-1(0/1) N-2/P-35/S-2]	46/49/49/482 50/52/50/507 471/506:520/543	4/2/1/25 0.121/3.62 25/23 3.62/3.33
7 (3/24-5/14/87) 213/35.5/7.1	(50-50) / 9 50/0 [B-1/I-6/K-1 N-12/P-25/S-5]	49/50/51/500 51/53/51/516 500/516:NA	2/3/0/16 0.075/2.25 16/NA 2.25/NA

¹

P = Province
 B = Balochistan
 I = Islamabad/Independent
 K = Azad Kashmir
 N = Northwest Frontier Province
 P = Punjab
 S = Sindh

8 (6/7-7/30/87) 219/36.5/7.3	(45-45) / 8 45/0 [B-6/I-1/K-1 N-6/P-19/S-12]	48/47/47/471 52/52/53/521 471/521:NA	5/5/5/49 0.224/6.71 49/NA 6.71/NA
9 (8/12-10/8/87) 219/36.5/7.3	(50-50) / 7 48/2 [B-8(7/1)/I-3/K-2 N-6(5/1)/P-18/S-13]	48/49/50/488 50/51/50/506 488/506:500/504	2/2/1/17 0.078/2.33 18/4 2.47/0.55
10 (10/18-12/17/87) 231/38.5/7.7	(41-41) / 8 41/0 [B-8/I-5/K-1 N-2/P-11/S-14]	45/50/51/486 50/54/52/524 486/524:NA	5/5/1/38 0.164/4.94 38/NA 4.94/NA
11 (1/10-3/3/88) 249/41.5/8.3	(59-59) / 8 57/2 [B-13(11/2)/I-3/K-0 N-12/P-22/S-9]	47/50/51/491 52/53/52/524 490/523:485/535	5/4/2/33 0.133/3.98 33/50 3.98/6.02
12 (3/20-5/12/88) 216/36/7.2	(45-45) / 8 45/0 [B-1/I-14/K-0 N-8/P-18/S-4]	49/50/51/502 52/54/52/527 502/527:NA	3/4/1/26 0.121/3.61 26/NA 3.61/NA
13 (5/24-7/21/88) 234/39/7.8	(51-50) / 8 51/0 [B-0/I-9/K-4 N-10/P-25/S-3]	47/49/50/484 50/53/53/524 484/524:NA	4/4/3/40 0.171/5.13 40/NA 5.13/NA
14 (8/7-10/6/88) 224/37/7.4	(57-57) / 10 56/1 [B-2/I-10/K-1 N-13/P-21(20/1)/S-10]	46/50/50/488 52/54/53/530 488/530:497/550	5/4/3/42 0.188/5.68 42/53 5.68/7.16
15 (10/16-12/15/88) 234/39/7.8	(53-53) / 9 52/1 [B-12/I-9/K-0 N-12/P-8(7/1)/S-12]	47/48/49/483 51/52/52/519 483/520:453/483	4/4/3/36 0.154/4.62 36/30 4.62/3.85
16 (1/8-3/16/89) 264/44/8.8	(62-60) / 9 62/0 [B-13/I-5/K-0 N-13/P-21/S-10]	46/50/50/486 51/52/50/513 486/513:NA	5/2/1/28 0.106/3.18 28/NA 3.18/NA
17 (4/2-6/22/89) 300/50/10	(67-63) / 9 65/2 [B-2/I-13(11/2)/K-0 N-13/P-31/S-8]	46/48/49/474 50/53/51/512 475/512:448/520	4/5/2/38 0.127/3.8 36/72 3.6/7.2
18 (7/18-9/28/89) 249/41/8.3	(70-68) / 8 69/1 [B-5(4/1)/I-3/K-1 N-29/P-24/S-8]	45/47/48/464 49/52/51/509 477/508:503/563	5/5/4/46 0.187/5.54 31/60 3.73/7.23

19 (10/16-12/21/89) 246/41.5/8.3	(43-42) / 10 42/1 [B-7/I-7/K-1 N-8/P-14(13/1)/S-6]	45/47/48/469 50/52/51/510 468/509:503/550	4/5/3/40 0.161/4.82 40/47 4.82/5.66
20 (1/8-3/15/90) 255/42.5/8.5	(57-55) / 10 55/2 [B-21(19/2)/I-9/K-0 N-6/P-16/S-5]	48/47/49/478 52/52/51/517 479/517:478/546	4/5/2/39 0.153/4.59 38/68 4.47/8.00
21 (4/2-6/14/90) 246/41/8.2	(57-55) / 9 53/4 [B-23(19/4)/I-2/K-1 N-8/P-13/S-10]	45/48/48/469 52/51/52/516 472/519:414/474	7/4/3/48 0.195/5.85 47/61 5.73/7.44
22 (7/9-9/20/90) 264/44/8.8	(44-43) / 7 41/3 [B-14(11/3)/I-9/K-2 N-7/P-5/S-7]	46/46/50/470 50/52/50/506 472/508:453/480	5/6/0/35 0.133/3.98 36/27 4.09/3.07
23 (10/9-12/13/90) 246/41/8.2	(62-61) / 10 57/5 [B-2/I-3(2/1)/K-2 N-16/P-23(21/2)/S-16(14/2)]	47/47/50/478 54/52/50/520 479/521:468/513	7/6/1/42 0.171/5.12 42/45 5.12/5.49
24 (1/7-3/14/91) 237/39.5/7.9	(50-47) / 8 48/2 [B-7/I-7/K-6 N-9(7/2)/P-9/S-12]	46/48/50/479 51/53/52/518 477/517:500/532	5/5/1/40 0.169/5.06 40/32 5.06/4.05
25 (3/25-6/6/91) 219/36.5/7.3	(31-27) / 9 31/0 [B-2/I-3/K-2 N-4/P-14/S-6]	47/49/51/489 51/54/52/524 489/524:NA	4/6/1/36 0.164/4.93 36/NA 4.93/NA
26 (7/8-9/19/91) 273/45.5/9.1	(49-46) / 8 46/3 [B-11/I-2/K-1 N-17(16/1)/P-11(10/1)/S-7(6/1)]	50/48/48/485 51/53/51/520 487/523:452/475	2/5/3/35 0.128/3.85 36/22 3.96/2.42
27 (10/7-12/12/91) 249/41.5/8.3	(37-35) / 7 36/1 [B-10(9/1)/I-4/K-1 N-2/P-7/S-13]	47/48/48/479 50/51/51/505 481/505:470/497	2/2/2/24 0.096/2.89 23/27 2.77/3.25
28 (1/13-3/19/92) 261/43.5/8.7	(33-32) / 7 28/5 [B-16(11/5)/I-1/K-0 N-5/P-8/S-3]	45/48/47/463 50/52/50/506 466/508:444/494	6/4/3/43 0.165/4.94 42/50 4.83/5.75
29 (4/13-6/10/92) 234/39/7.8	(36-33) / 6 27/9 [B-6(5/1)/I-1/K-1 N-20(16/4)/P-6/S-2]	46/48/48/470 50/52/51/508 471/510:461/500	4/4/3/39 0.169/5.07 40/39 5.13/5.00

Average Total Weeks 7.9 .	(1418-1385) /235 ² 1369/51 ³ [B-222(195/27) I-209(205/4) K-33(32/1) N-261(253/8) P-473(466/7) S-220(216/4)]		32/40 4.05/5.06
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* Scores are shown in order presented by ETS - I/S/R/TOT

² The ratio of students to teachers is 6 to 1.

³ A total of 3% of the trainees in CHELS were women.

AVERAGE POINT INCREASE (API) BY AGE TOTAL/PER WEEK AND AVERAGE ENTRY/EXIT SCORES

Session Number # weeks	<25 #/API API/WK Entry/Exit	25-29.99 #/API API/WK Entry/Exit	30-34.99 #/API API/WK Entry/Exit	35-39.99 #/API API/WK Entry/Exit	40-44.99 #/API API/WK Entry/Exit	45-49.99 #/API API/WK Entry/Exit	>=50 #/API API/WK Entry/Exit
1 7.3	1/16 2.19 517/533	2 0 508/508	18/18 2.47 482/501	14/49 6.70 478/495	11/19 2.60 514/532	1/24 3.29 423/447	NA
2 7.3	NA	6/17 2.33 508/525	17/14 1.92 502/516	10/26 3.56 488/514	5/11 1.51 518/530	2/8 1.10 470/478	1/84 11.51 453/537
3 7.3	NA	3/2 0.27 508/510	11/56 7.67 512/526	20/10 1.37 500/510	6/-8 1.10 514/506	2/12 1.64 508/520	NA
4 7.4	1/60 8.11 420/480	2/24 3.24 526/550	11/31 4.19 487/518	14/20 2.70 509/529	4/38 5.14 475/513	2/25 3.38 502/526	NA
5 7.3	NA	4/46 6.30 477/522	24/32 4.38 491/523	17/65 8.90 482/520	5/25 3.42 456/481	3/29 3.97 475/505	2/4 0.55 502/506
6 6.9	2/25 3.62 455/480	11/34 4.93 469/503	28/25 3.62 486/511	6/13 1.88 498/510	1/10 1.45 487/497	1/10 1.45 477/487	NA
7 7.1	1/4 0.56 523/527	5/14 1.97 508/522	23/11 1.55 514/526	11/19 2.68 475/494	5/27 3.80 476/503	5/24 3.38 503/527	NA
8 7.3	NA	12/46 6.30 489/534	7/41 5.62 480/522	16/37 5.07 471/508	8/92 12.60 494/529	2/28 3.84 494/522	NA
9 7.3	NA	7/14 1.92 502/516	17/18 2.47 490/507	17/20 2.74 479/500	7/13 1.78 496/509	2/16 2.19 476/493	NA
10 7.7	NA	7/43 5.58 490/533	15/35 4.55 484/519	13/43 5.58 483/526	5/23 2.99 497/521	1/43 5.58 467/510	NA
11 8.3	1/3 0.36 540/543	12/40 4.82 493/533	15/36 4.34 494/530	17/34 4.10 489/523	7/35 4.22 474/509	7/19 2.29 489/509	NA
12 7.2	NA	6/39 5.42 507/546	15/27 3.75 497/524	10/34 4.72 498/532	8/5 0.69 511/516	6/23 3.19 501/523	NA

13 7.8	NA	9/56 7.18 491/547	16/37 4.74 487/524	13/39 5.00 478/518	9/38 4.87 485/522	2/12 1.54 474/485	1/0 0 490/490
14 7.4	NA	11/46 5.41 497/537	19/48 6.49 484/532	14/38 5.14 486/524	8/40 5.41 485/525	4/40 5.41 491/532	1/24 3.24 493/517
15 7.8	1/50 6.41 490/540	7/29 3.72 471/499	17/44 5.64 483/527	18/31 3.97 480/511	7/36 4.62 492/528	3/40 5.13 499/539	NA
16 8.8	NA	13/29 3.30 495/524	18/25 2.84 487.512	17/28 3.18 486/508	8/30 3.41 473/503	4/30 3.41 498/528	NA
17 10	NA	8/41 4.10 482/523	20/48 4.80 473/520	20/35 3.50 472/507	11/26 2.60 481/507	4/24 2.40 464/488	NA
18 8.3	1/27 3.25 433/460	7/46 5.54 456/502	22/70 8.43 491/517	20/26 3.13 475/501	12/38 4.58 476/514	6/40 4.82 476/516	NA
19 8.3	NA	5/45 5.42 471/515	16/41 4.94 454/495	13/33 3.98 488/521	5/57 6.87 464/521	2/30 3.61 446/477	1/47 5.66 530/577
20 8.5	13/51 6.00 472/524	8/45 5.29 474/519	15/43 5.06 478/521	14/25 2.94 485/510	4/34 4.00 479/512	1/-3 -0.35 503/500	NA
21 8.2	13/64 7.80 430/494	17/50 6.10 466/516	13/39 4.76 490/529	9/35 4.27 490/525	2/32 3.90 470/502	1/47 5.73 503/550	NA
22 8.8	8/24 2.73 461/485	8/27 3.07 475/503	13/46 5.23 481/526	8/31 3.52 467/498	4/40 4.55 474/514	2/48 5.45 432/480	NA
23 8.2	NA	7/56 6.83 517/572	28/39 4.76 473/512	15/48 5.85 468/516	8/37 4.51 481/518	3/24 2.93 482/506	NA
24 7.9	3/62 7.85 478/540	11/34 4.30 491/525	22/39 4.94 476/515	4/45 5.70 459/504	5/30 3.80 483/513	1/64 8.10 443/507	1/53 6.46 460/513
25 7.3	NA	5/39 5.34 477/517	10/30 4.11 489/519	5/30 4.11 509/540	6/49 6.71 480/529	1/33 4.52 467/500	NA
26 9.1	2/46 5.05 486/532	21/39 4.29 493/532	14/40 4.40 +72/512	5/21 2.31 490/511	3/11 1.21 466/477	2/20 2.20 506/527	NA

27 8.3	1/70 8.43 463/533	10/35 4.22 484/519	17/12 1.45 487/499	4/38 4.8 479/509	1/27 3.25 443/470	1/23 2.77 417/440	NA
28 8.7	1/36 4.14 527/563	13/51 5.86 465/516	6/37 4.25 460/497	6/38 4.37 450/488	3/54 6.21 481/535	2/30 3.45 432/462	1/10 1.20 467/477
29 7.8	NA	6/46 5.90 472/518	6/36 4.62 467/503	6/42 5.38 469/511	9/41 5.26 465/505	4/28 3.59 475/502	NA
Total 7.9	49/47 5.95 462/509	243/38/ 4.80 486/524	473/35 4.43 485/517	357/33 4.18 482/512	177/32 4.05 485/515	77/27 3.42 481/509	8/28 3.54 487/516

% TRAINEES GAINING 3+ POINTS PER WEEK

SESSION NUMBER	# OF WEEKS	X 3 =	# OF TRAINEES	OUT OF	%
1	7.3	21.9	18	46	39
2	7.3	21.9	17	41	41
3	7.3	21.9	14	41	34
4	7.4	22.2	21	34	62
5	7.3	21.9	35	54	65
6	6.9	20.7	24	49	49
7	7.1	21.3	22	50	44
8	7.3	21.9	33	44	75
9	7.3	21.9	17	50	34
10	7.7	23.1	28	41	68
11	8.3	24.9	34	59	58
12	7.2	21.6	23	45	51
13	7.8	23.4	38	50	76
14	7.4	22.2	44	57	77
15	7.8	23.4	36	53	68
16	8.8	26.4	35	60	58
17	10	30.0	40	63	63
18	8.3	24.9	44	66	66
19	8.3	24.9	28	42	67
20	8.5	25.5	37	55	67
21	8.2	24.6	45	55	82
22	8.8	26.4	26	43	60
23	8.2	24.6	44	61	72
24	7.9	23.7	32	47	68
25	7.3	21.9	18	27	67

26	9.1	27.3	26	47	55
27	8.3	24.9	18	35	51
28	8.7	26.1	27	32	84
29	7.8	23.4	21	31	68
TOTAL	7.9	23.7	837	1378	61

& % OF TRAINEES WHO ACHIEVED TARGET SCORES BY SESSION

SESSION NUMBER	ND # / OUT OF / %	MA/MS # / OUT OF / %	PHD # / OUT OF / %	TOTAL # / OUT OF / %
1	1/ 24/ 25	10/ 34/ 29	6/ 9/ 29	17/ 47/ 36
2	NA	12/ 37/ 32	3/ 4/ 75	15/ 41/ 37
3	0/ 1/ 0	9/ 29/ 31	4/ 12/ 67	13/ 42/ 31
4	1/ 2/ 50	11/ 25/ 44	5/ 8/ 63	17/ 35/ 49
5	2/ 3/ 67	16/ 43/ 37	2/ 7/ 22	20/ 55/ 36
6	4/ 10/ 40	4/ 14/ 29	1/ 25/ 4	9/ 49/ 18
7	1/ 7/ 14	3/ 13/ 23	9/ 30/ 30	13/ 50/ 26
8	6/ 8/ 75	8/ 25/ 32	5/ 12/ 42	19/ 45/ 42
9	2/ 8/ 25	7/ 32/ 22	2/ 10/ 20	11/ 50/ 22
10	2/ 4/ 50	9/ 26/ 35	7/ 11/ 64	18/ 41/ 44
11	7/ 13/ 54	16/ 33/ 48	6/ 13/ 46	29/ 59/ 49
12	8/ 12/ 67	12/ 19/ 63	6/ 14/ 43	26/ 45/ 58
13	3/ 8/ 38	9/ 19/ 47	7/ 24/ 29	19/ 51/ 37
14	NA	12/ 22/ 55	13/ 35/ 37	25/ 57/ 44
15	2/ 3/ 67	16/ 36/ 44	6/ 14/ 43	24/ 53/ 45
16	3/ 5/ 60	8/ 28/ 29	7/ 29/ 24	18/ 62/ 29
17	7/ 11/ 64	6/ 27/ 22	5/ 29/ 17	18/ 67/ 27
18	5/ 10/ 50	10/ 35/ 29	6/ 24/ 25	21/ 70/ 30
19	4/ 6/ 67	6/ 22/ 27	3/ 15/ 20	13/ 43/ 30
20	16/ 19/ 84	11/ 25/ 44	5/ 13/ 38	32/ 57/ 56
21	9/ 24/ 38	7/ 17/ 41	6/ 16/ 38	22/ 57/ 39
22	12/ 22/ 55	5/ 12/ 42	3/ 10/ 30	20/ 44/ 45
23	4/ 9/ 44	7/ 25/ 28	12/ 28/ 43	23/ 62/ 37

24	5/ 5/ 100	6/ 20/ 30	3/ 25/ 12	14/ 50/ 28
25	2/ 2/ 100	4/ 12/ 33	5/ 17/ 29	11/ 31/ 35
26	0/ 1/ 0	11/ 33/ 33	6/ 15/ 40	17/ 49/ 35
27	NA	10/ 37/ 27	NA	10/ 37/ 27
28	1/ 5/ 20	7/ 28/ 25	NA	8/ 33/ 24
29	5/ 8/ 63	7/ 28/ 25	NA	12/ 36/ 36
TOTAL	112/ 210/ 53	59/ 756/ 34	143/ 451/ 32	514/ 1418/ 36

BALUCHISTAN BY PROVINCE & SESSION - AVERAGE ENTRY/EXIT/API/API PER WEEK

SESSION NUMBER	#-M/F	ENTRY	EXIT	API	API/ WEEK
1	6-5/1	531	552	20	2.74
2	8	520	549	30	4.11
3	1	497	503	6	0.82
4	5-4/1	468	505	37	5.00
5	1	477	533	56	7.67
6	8	448	495	46	6.66
7	1	540	530	-10	-1.41
8	6	474	508	34	4.66
9	8-7/1	490	505	15	2.05
10	8	477	513	36	4.68
11	13-11/2	484	504	21	2.53
12	1	453	533	80	11.11
13	0	NA	NA	NA	NA
14	2	520	545	25	3.38
15	12	483	521	38	4.87
16	12	491	520	29	3.30
17	2	445	504	58	5.80
18	5-4/1	478	510	32	3.86
19	6	460	497	37	4.46
20	20-18/2	475	524	49	5.76
21	22-18/4	435	493	58	7.07
22	13-10/3	461	485	24	2.73

23	2	470	517	47	5.73
24	7	472	527	55	6.96
25	1	477	483	6	0.82
26	10	486	528	43	4.73
27	10-9/1	472	518	46	5.54
28	16-11/5	456	498	42	4.83
29	5-1/4	482	520	38	4.87
TOTAL	211-186/25	474	512	38	4.81

ISLAMABAD

SESSION NUMBER	#	ENTRY	EXIT	API	API / WEEK
1	24	484	497	12	1.64
2	20	500	516	17	2.33
3	22-21/1	501	508	8	1.10
4	7	496	522	25	3.38
5	6	492	518	26	3.56
6	1	490	510	20	2.90
7	6	490	504	13	1.83
8	1	460	520	60	8.22
9	3	506	520	14	1.92
10	5	473	519	45	5.84
11	3	497	533	36	4.34
12	14	497	522	25	3.47
13	9	489	547	58	7.44
14	10	486	530	43	5.81
15	9	478	500	21	2.69
16	5	485	509	24	2.73
17	12-10/2	462	510	48	4.80
18	2	475	486	12	1.45
19	7	483	502	20	2.41
20	9	483	504	21	2.47
21	2	518	540	22	2.68

22	9	480	518	38	4.32
23	3-2/1	483	508	24	2.93
24	7	468	505	38	4.81
25	2	464	484	20	2.74
26	2	486	522	36	3.96
27	3	444	469	25	3.01
28	1	460	500	40	4.60
29	1	517	510	-7	-0.90
TOTAL	205-201/4	487	512	25	3.16

AZAD KASHMIR

SESSION NUMBER	#	ENTRY	EXIT	API	API / WEEK
1	1	550	580	30	4.11
2	1	500	520	20	2.74
3	2	548	526	-22	-3.01
4	0	NA	NA	NA	NA
5	0	NA	NA	NA	NA
6	1-0/1	520	543	23	3.33
7	1	437	443	6	0.85
8	1	450	480	30	4.11
9	2	490	500	10	1.37
10	1	530	560	30	3.00
11	0	NA	NA	NA	NA
12	0	NA	NA	NA	NA
13	4	505	552	47	6.03
14	1	487	553	66	8.92
15	0	NA	NA	NA	NA
16	0	NA	NA	NA	NA
17	0	NA	NA	NA	NA
18	1	510	517	7	0.84
19	1	483	507	24	2.89
20	0	NA	NA	NA	NA

21	1	467	520	53	6.46
22	2	500	544	44	5.00
23	2	462	513	51	6.22
24	6	480	517	37	4.68
25	2	482	497	15	2.05
26	1	447	527	80	8.79
27	1	477	473	-4	-0.48
28	0	NA	NA	NA	NA
29	1	443	477	34	4.36
TOTAL	33-32/1	490	520	30	3.85

NWFP

SESSION NUMBER	#	ENTRY	EXIT	API	API / WEEK
1	3	448	479	31	4.25
2	3	506	520	14	1.92
3	2	535	563	28	3.84
4	6	488	504	16	2.16
5	6	469	494	25	3.42
6	2	494	490	-4	-0.60
7	12	487	510	23	3.24
8	6	492	524	32	4.38
9	6-5/1	504	520	17	2.33
10	2	494	514	20	2.60
11	12	479	519	40	4.82
12	8	518	522	4	0.56
13	10	469	503	34	4.36
14	13	486	530	44	5.95
15	12	487	532	45	5.77
16	13	487	507	20	2.27
17	12	472	506	34	3.40
18	27	470	508	38	4.58
19	8	464	520	56	6.75

20	6	493	517	24	2.82
21	7	492	530	38	4.63
22	7	462	500	38	4.32
23	16	483	521	38	4.63
24	8-6/2	475	519	44	5.60
25	4	483	532	48	6.58
26	16-15/1	482	513	31	3.41
27	2	506	522	15	1.81
28	4	485	530	45	5.17
29	17-14/3	461	508	47	6.03
TOTAL	250-243/7	481	515	34	4.30

PUNJAB

SESSION NUMBER	#	ENTRY	EXIT	API	API / WEEK
1	8	478	506	28	3.84
2	6-5/1	483	502	19	2.60
3	10	507	516	9	1.23
4	8	510	538	28	3.78
5	37	487	520	33	4.52
6	35	488	510	22	3.19
7	25	519	531	12	1.69
8	19	492	531	40	5.48
9	18	488	503	15	0.14
10	11	504	544	40	5.19
11	22	504	544	40	4.70
12	18	503	536	33	4.58
13	24	489	520	30	3.85
14	21-20/1	492	535	44	5.95
15	8-7/1	491	533	42	5.38
16	20	485	520	35	3.98
17	29	486	520	34	3.40
18	23	487	514	27	3.25

19	14-13/1	465	516	51	6.14
20	15	475	513	38	4.47
21	13	488	532	44	5.37
22	5	463	517	53	6.02
23	23-21/2	487	525	38	4.63
24	8	486	524	38	4.81
25	13	489	533	44	6.03
26	11-10/1	497	528	31	3.41
27	6	494	505	11	1.33
28	8	472	521	49	5.63
29	6	472	508	36	4.62
TOTAL	464-457/7	490	523	32	4.05

SINDH

SESSION NUMBER	#	ENTRY	EXIT	API	API / WEEK
1	4-3/1	492	499	8	1.10
2	3	460	466	6	0.82
3	4	498	509	11	1.51
4	8	503	535	32	4.32
5	4	464	508	44	6.03
6	2	475	490	15	2.17
7	5	455	485	30	4.23
8	11	470	513	44	6.03
9	13	477	501	24	3.29
10	14	478	516	38	4.94
11	9	478	506	28	3.37
12	4	493	514	20	2.78
13	3	459	527	68	8.72
14	10	477	514	38	5.14
15	12	475	509	34	4.36
16	10	480	501	21	2.39
17	8	461	496	35	3.50

18	8	474	504	30	3.61
19	6	477	501	24	2.89
20	5	475	528	53	6.24
21	10	488	529	41	5.00
22	7	481	515	34	3.86
23	15-13/2	462	516	54	6.59
24	11	484	515	30	3.80
25	5	502	531	29	3.97
26	7-6/1	477	511	34	3.74
27	13	487	502	15	1.81
28	3	447	479	32	3.68
29	1	483	477	-6	-0.77
TOTAL	215-211/4	477	510	32	4.05

TEACHER'S HANDBOOK

CENTER FOR INTENSIVE ENGLISH LANGUAGE STUDIES (CIELS)

Program Description

I. Purpose

The goal of the Intensive English for Academic Purposes program conducted at CIELS is to prepare adult Pakistanis from the private and public sectors for admission to short- or long-term academic training programs in the United States and for academic success in those programs. CIELS and the training programs are funded by the U.S. Agency for International Development and managed by its contractors, The Academy for Educational Development and The Experiment in International Living.

II. Student Profile

CIELS students are only those who either have been nominated by the Government of Pakistan for USAID-funded scholarships or those from the private sector who are self-selected and approved for CIELS by USAID. All must have entry TOEFL scores in the 440-525 range.

Students come from all the provinces of Pakistan; however, the majority are from the Punjab and are Punjabi speakers. The median age of CIELS students is 34; almost all are male; most are mid-level career civil servants and many are serving in the agricultural sector. For the most part, they appreciate the opportunity to attend CIELS, are highly-motivated and eager learners. Accustomed from their educational backgrounds to only male instructors and to memorizing large quantities of material presented in lecture format, they are, nonetheless, receptive to more active learning strategies when they understand the purpose behind the particular activity and respond well to a nearly all female instructional staff.

III. Program Structure

Each of the four CIELS sessions annually includes approximately 275 hours of instruction and lasts 11-12 weeks, depending on intervening holidays. Students attend class 6 hours per day, five days per week. Each CIELS session can accommodate a maximum of 5 classes of 15 students each, while 10-12 students is frequently the norm.

One of the five classes is reserved for those who are attending CIELS for the second time in order to achieve the TOEFL score required by their training program.

The minimum entry level TOEFL score for CIELS is 440; experience since the commencement of the program has shown that students entering with lower scores invariably cannot reach their program TOEFL requirement in one session. Students with varying entry scores are mixed heterogeneously in each of the classes because experience has taught us that the similarities in background and education of the students result in similar problems with English and, avoiding labeling one class as more or less advanced than another has resulted in a more positive learning environment as evidenced by the steadily increasing rise in average exit scores.

IV. Curriculum

CIELS Intensive English for Academic Purposes curriculum reflects a balance of learning activities to meet the two-fold goal of 1) increasing students English language proficiency as measured by the Test of English as a Second Language so that they are eligible for admission to training programs and 2) preparing them for a successful academic experience in their U.S. training programs.

The curriculum is divided into the four academic skill areas of: Structure, reading, listening/speaking and writing. Orientation to American society and values and to academic life in the United States is both addressed in specific, separate modules and integrated into regular classroom materials.

V. CIELS Staff

CIELS, as part of the English Language Services Unit which also includes the Testing and Evaluation Team and Cultural Awareness Training/Pre-Departure Orientation, is directed by the ESL Specialist. The Specialist is responsible for curriculum development, materials selection, teacher training and personnel and maintaining the overall quality of the program. Day-to-day administration of the program is handled by the CIELS Coordinator who works directly with the instructional staff. The faculty is composed of locally-hired, native-English speaking instructors, all of whom have at least a Bachelor's degree from a U.S., U.K., or Canadian university.

VI. Testing and Evaluation

The TOEFL is administered at the beginning, mid-point and end of each session to determine gains in proficiency. In addition, both students and teachers complete a mid-session evaluation of progress. As necessary, teachers meet individually with students to discuss any academic concerns. Teachers prepare summative evaluations on each student's language and study skills. Based on class performance and TOEFL scores, recommendations are made as to whether a student who did not reach the minimum TOEFL requirement for admission to his training program would benefit from attending the follow-on course for continuing students. Students evaluate the CIELS curriculum, staff and other aspects of the program at the end of each session.

VII. Lodging, Transportation, Per Diem and Books

USAID provides CIELS students who do not reside in Islamabad lodging in a hotel in Islamabad, a moderate per diem to cover food, local transportation and other daily necessities and round-trip air transportation.

Students are required to purchase the core structure text and workbook and school supplies; and learning materials are provided by the program.

VIII. Attendance Requirements

The English language training program is intensive and must be followed assiduously by each student. Accordingly, attendance at all classes is mandatory. To attend CIELS, therefore, students must be released by their employer for the duration of the course, without exception. If a student is absent from even a single class, he is not granted per diem for that day, and repeated absences result in dismissal from the program. A detailed attendance policy is presented to each CIELS student upon entry.

SCOPE OF WORK

INSTRUCTOR OF INTENSIVE ENGLISH FOR ACADEMIC PURPOSES (IEAP)

Major Responsibility:

In order to assist DSTP in meeting its goal of providing graduate level training for qualified Pakistani government officials in U.S. institutions of higher education, IEAP instructors will carry out AED's IEAP program of instruction at USAID's Center for Intensive English Study in Islamabad. The Center's year-round program is intended to raise the candidates' level of English proficiency as measured by the Test of English as a Foreign Language (TOEFL) and to prepare them for a successful U.S. academic experience. The individual classroom instructor is the key to the success of the whole program. She/he is far more than a source of knowledge about the English language. She/he is a role model, a facilitator, a cultural resource, an academic and personal counselor whose total involvement with students not only as a group but one-on-one makes for the most challenging of teaching jobs.

Major Duties:

Time Allotment

- | | |
|--|-----|
| Provide instruction in intensive English for academic purposes, including structure and written expression, listening comprehension and notetaking skills, reading and vocabulary building, study and research skills, and orientation to U.S. academic culture. Instruction is based upon a variety of ESL texts selected for use in different skill areas and supplemented by teacher-made materials tailored for specific student needs. | 50% |
| Develop weekly lesson plans based on AED's IEAP curriculum. Lesson plan specifies skill area performance objective(s), instructional materials to be used, description of specific classroom activities, and evaluation planned. Lesson plans are submitted to the Coordinator with accompanying handouts and approved by the Coordinator. | 20% |
| Carry out on-going student and program evaluation in the form of TOEFL testing, individual counseling of students, periodic staff evaluations of student progress, and evaluation of course materials and instructional approaches. | 10% |
| Participate in ongoing professional self development activities such as teacher training workshops, team teaching, lesson plan consultation with the Center coordinator and observations of other instructors. Experienced teachers, as well as the Coordinator and the ESL Specialist, provide on-the-job training to new instructors by assisting them in lesson planning, by explaining the use of the instructional materials, and by team teaching. | 15% |

Participate in program activities during each session that foster community and support learning.

5%

Position Elements:

Supervision Received: Incumbent reports to the Coordinator of the Center for Intensive English Study, or, in her absence, to the English Language Training Specialist.

Exercise of Judgment: Must independently judge needs of individual students and be able to select appropriate materials and instructional approaches to suit a variety of different learning styles. In addition, must be sensitive to any cross-cultural problems posed by students participating in an American-run academic institution (CIELS) staffed by expatriates. Must be able to anticipate what is needed to assist students in making a successful transition to a U.S. institution of higher education. Must be able to organize long-term lesson planning so that instructional objectives and program goals are met.

Authority: Incumbent has independent authority to carry out the instructional program after the lesson plans and approaches have been approved by the CIELS Coordinator.

Contact: The instructor will be in regular and frequent contact with students, other instructional staff, and with the CIELS Coordinator.

Supervision Exercised: None

Time Required for Full Performance: For the average person filling this job, a minimum of one year would be required to become proficient in carrying out the instructional objectives in all skill areas using the IEAP instructional and evaluative materials. If a person has less experience and training, more time will be required.

Travel: Regular travel is not required; however, an instructor may be called upon from time to time to assist the English Language Training Specialist in the administration of TOEFL tests, as time permits, outside of Islamabad.

Qualification:

Education: Minimum Bachelor of Arts degree, preferably from a U.S. institution. Master's degree in teaching English as a second or foreign language, English linguistics, language education, English (in that order) strongly preferred.

Work Experience: Minimum of one year full-time equivalent teaching English as a second or foreign language to adults in a classroom setting. Must have experience living and working outside the U.S.

Language Proficiency: Fluent and total command of English (preferably American), written and spoken, is mandatory. Fluency in a second language is highly desirable.

Knowledge: Should be familiar with a variety of language teaching materials and approaches including silent way, community language learning, ALM, TPR and suggestopedia. Must understand the processes of first and second language acquisition. Must be familiar with objectives-based instruction and long-term planning. Must be committed to his/her own self development.

Skills: Must have demonstrated ability to create and maintain a supportive classroom atmosphere conducive to language learning. Must be well organized. Must have demonstrated ability to present information clearly and to facilitate problem solving activities in groups of varying size. Must have good ability to take and give direction, to ask questions, to be flexible and "to think on his/her feet". Must be proficient in evaluating and adapting ELT materials and be able to effectively use classroom aids (blackboard, cassette recorders, overhead projector, charts, VCR, etc).

CIELS Substitution Policy

1. Instructors' Responsibilities

A. Meeting Emergency Substitution Needs

1. In readiness for an emergency absence, each instructor will prepare for each skill area class s/he teaches, an emergency lesson packet. This will be completely "off-the-shelf"; that is, a substitute can take the packet from the file and deliver the lesson to the class without having to prepare handouts, find texts, find tapes or machines, etc. As each lesson packet is used for a given class, **the instructor will replace it with another unused lesson packet** for the remainder of the session. Emergency lesson packets used in one session may be re-used in subsequent sessions.

2. Instructors will call the CIELS Coordinator, or in her absence, the ELT Manager, to arrange for a substitute. The earliest possible notification is best; even the middle of the night is better than early AM.

3. In an emergency situation, it is most likely that the Coordinator will substitute for the initial class, given the Coordinator's overall familiarity with program and materials. For classes later in the day, the Coordinator will ask other teachers on staff to help that day only.

4. CIELS teachers currently on staff will be asked to substitute in their preparation period and will be paid for that time as they will then have to use their evening hours for preparation.

B. Meeting Non-emergency Substitution Needs

1. Observe the leave policy (attached)

2. Let the CIELS Coordinator know as soon as possible when you anticipate taking leave, even when the leave is fairly certain, if not yet definite. Early warning system! When leave is certain, inform the Coordinator.

3. For your substitute, prepare in detail: the topics which must be covered in the sequence (rather than day by day) you have designed, as it is difficult to judge how long each topic/activity might take; the text references, and handout titles for each topic; a master copy (that is, ready to be xeroxed) of handouts to accompany topics.

4. Close to your departure date, meet with your substitute(s) and the Coordinator to review what is to be covered and materials xeroxed. Give your substitute a class list, seating chart, attendance sheet and any other guides to the class such as mid-term evaluations if these have been done.

C. Assignment of Scheduled Substitutes

Substitutes must be available for the entire period required.

Substitutes will be assigned by the Coordinator, in consultation with the ELT Manager, in the following order of preference:

1. CIELS Coordinator, if not already teaching a class, and only to cover one class.
2. Other CIELS staff on a seniority basis.
3. Former CIELS staff (a) who have taught that component and (b) who have not taught that particular component.
4. Applicants who have been interviewed, have observed classes and are being considered for positions.
5. TOEFL team members
6. ELT Manager

D. Remuneration for Substitutes

1. CIELS Coordinator and ELT Manager: no compensation for class time; compensating time off, of one-half the allowable prep time per class, if the press of daily business necessitated class preparation being done at night.

2. Regular CIELS instructors: Each instructor's hourly rate for class delivery. Note: The regular instructor going on leave will record no hours for her leave days nor will she record additional hours for preparing the class(es) on other days. It is considered that anticipating the upcoming absence, the classroom instructor will have fit all planning into her regular hours.

3. TOEFL team members and potential new staff:

a. For grammar or writing course (lesson plan, syllabus, sequence, text references and master copies of handouts provided by instructor): 1.5 hours for class time and 1.5 hours careful review of topics, preparation for delivery, correction and adjustments to suggested timetable.

b. For listening/speaking and reading courses (lesson plan, syllabus, text references and master copies of handouts provided by instructor): 1.5 hours for class and 1 hour for preparation.

E. Cancellation of Substitutes

Scheduled substitutions will be cancelled with 24 hours' notice if the regular instructor is able to meet her class. Uninterrupted instruction is best for the students.

F. Additional Responsibilities of Substitutes

Scheduled substitutes are expected to attend morning tea and lunchtime teachers' meetings as do regular teachers. Scheduled subs are also expected to attend teachers' meetings. These meetings are part of overall preparation time for classes and are not additionally compensated for anyone.

CIELS Grammar Curriculum

OBJECTIVES

The grammar component of CIELS Intensive English for Academic Purposes curriculum has four key objectives:

1. To refine and broaden the student's proficiency with the structures of English in order to enhance his verbal and written skills.
2. To help the student master those grammatical structures commonly tested on the Test of English as Foreign Language.

These are accomplished through two main methods:

- by offering the student an alternative to the memorization of grammar rules by encouraging him to use his analytical faculty to explain the meaning conveyed in grammatical structures; in other words, to help the student use inductive reasoning to derive the grammar rules himself; and
- by providing the student with guided practice so that he can gain mastery over those structures which are critical to effective communication.

The CIELS Students

To enable new teachers to understand some of the attitudes they may encounter in the classroom, the following background is provided.

All of our students have studied English as a subject at some time during their prior educational experience. With few exceptions, the level of instruction in the government schools our students come from has been quite modest. Many language teachers in these schools have limited English skills themselves. Most textbooks present English as literature rather than as a functional language. The teaching approach favors passive memorization of grammar rules and translation of texts. Students are rarely asked to apply their knowledge of English to practical, everyday life situations. Although our students speak, read and write English and have a certain awareness of the "facts" of English structure, their ability to apply this knowledge in a communicative way is limited and, as measured by the TOEFL, below the level of the proficiency required for admission to a U.S. university at the graduate level. Nor is it adequate for success in an academic program once admitted. Therefore, our students are generally highly appreciative of our efforts to increase their competence in English, and they work hard throughout the session.

Despite the generally positive attitude of the students, the teacher may encounter a certain amount of student resistance to new ideas about ways of communicating in English. Some of our students use English daily in their workplaces. For the most part, they are communicating with other Pakistanis, many of whom are fluent in Pakistani English which

is at variance in many places with standard American English. They may feel quite confident in their use of English. Therefore, it comes as a surprise to these students that their way of expressing their ideas does not confirm to standard American English. Their usual explanation, and basis for maintaining their style, is that they were taught British English. Convincing them that the grammar of British and American English is the same is quite a task. Rather than dwelling on their "errors" in English usage, the teacher should emphasize to the students their need to familiarize themselves with standard American English in order to compete successfully on the TOEFL and in U.S. academia.

APPROACH

Keeping in mind the objectives of the course and the background of the students, the successful instructor will:

ask herself, "What do I want the students to be able to do and how can I best facilitate this learning?"

minimize teacher talk and maximize opportunities for the students to be actively engaged in the learning process;

take advantage of pair work and small group work in the classroom;

vary the learning activities to accommodate different learning styles' and

ask herself continually, "What am I doing that the students could be doing instead" and make changes accordingly.

TEACHING SUGGESTIONS

Try to arrange classroom activities in sequence as follows:

1. Introduce the structure: Try to determine what the students already know by a) designing an activity which will expose that by requiring them to use the structure' b) administering a pretest; or c) asking them to determine the meaning conveyed by the use of a certain structure in sample sentences (or a paragraph).
2. Provide guided practice: Use the exercises provided in the core text in class and for homework; excerpt similar exercises for class and home study from the variety of supplementary materials available at CIELS' prepare sentence for combining; scrambled sentences; use student errors from papers as base for correction with appropriate structure. (Note: Refrain from using articles from local newspapers as a basis for error correction activities as this might be viewed as criticism).
3. Give them opportunities to recognize the structure. Look for examples and analyze meaning.

4. Application: Design a real task that requires use of the structure; for example, have them write a "Dear Abby" letter (modals), write and deliver a commercial (comparatives and superlatives), report on CIELS news (indirect speech, passive), and so on.

5. Evaluate: Evaluation is ongoing as you observe students' learning process in steps 1-4. In addition, an occasional quiz (not more than bi-weekly) to check the students' ability to apply the rules in a meaningful context is helpful as in checking homework orally. (The instructor will point out to students what they need to review in the core text to re-learn grammatical points but will not re-teach. The students carry the responsibility for learning).

6. Re-cycle and review: Incorporate one or more structures already studied in each new cycle of activities.

HOMEWORK

Additional practice at home is a good way to reinforce individual learning. The core text, Understanding and Using American English, its companion workbooks and the Teacher's Guide have a number of exercises that demand more than filling in the blanks. About 30-45 minutes per night of grammar homework is a good guide. The Workbook has the answers to the self-study exercises in the back, making it possible for students to check their own answers. Answers to the guided study exercises are in the Teacher's Guide and can be put on the board for SS to check or xeroxed and distributed for in-class checking. Alternatively, students may compare answers and correct in small groups, bringing only problems to the teacher's attention.

PRACTICE TOEFL tests

CIELS students are extremely anxious about "clearing," as they say, the TOEFL and they will demand frequent (practice TOEFL tests). CIELS policy regarding providing TOEFL test practice for students is as follows:

1. No practice TOEFL tests, per se, are used until one week before the mid-term.
2. From that point onwards, students may borrow the black and the white Barron;s for home use. The instructor does not deal with the correction in class; answers are provided and students study on their own. (?)
3. From mid-term onwards, instructors provide one actual practice grammar test per week to students for completion at home. Students must be encouraged to keep to the time limit.
4. Instructors are referred to "TOEFL Materials and How to Use Them" for which tests to use for the regular class and which for the returning.

***Note: TOEFL-type practice exercises for skill-building may be used by all instructors for exercises targeted at a particular structure.

CIELS Grammar Syllabus
 Session XXVI
 July 8-September 19, 1991

Set forth below is the recommended timetable for grammatical structures in the curriculum and the chapter in Understanding and Using English Grammar where the points are addressed. Though there may be some slight variation session-by-session due to holiday periods altering the number of class days in a given week, every effort should be made to adhere to the schedule in order to cover all the materials in the limited time available.

<u>WEEK</u>	<u>DATES</u>	<u>TOPIC</u>	<u>CHAPTER</u>
1	7/8-11	Sentence Patterns	Appendix 1A
		Parts of Speech	Appendix 1A
		Present tense	1
		Present continuous	1
		Present perfect	1
2	7/14-18	Past tense	1
		Past continuous	1
		Past perfect	1
3	7/21-25	Future tense	1
		Future perfect	1
		Comparatives	Azar, 1st edition, 13
		Superlatives	Azar, 1st edition, 13
4	7/28-8/1	Adverbial clauses	
		time	8
		concession/opposition	9-2, 9-3
		purpose	8-11
		result	8-10, 9
		cause and effect	8-6, 8-7
5	8/4-8	Singular/plural nouns	5
		Count/non count nouns with articles and de- terminers	5, Appendix D-1,2
		Subject/Verb Agreement	
		Indefinites	5
6	8/11-15	Gerunds and infinitives	4
		Mid-term TOEFL	

<u>WEEK</u>	<u>DATES</u>	<u>TOPIC</u>	<u>CHAPTER</u>
7	8/18-22	Modal auxiliaries	2
8	8/25-29	Adjective clauses Participials	6
9	9/1-5	Noun Clauses Indirect Speech	7
10	9/8-12	Conditionals	10
11	9/15-19	Parallel construction Review Exit TOEFL	8

Returning Grammar

OBJECTIVES

The objectives of the returning grammar class are the same as those of the regular CIELS grammar class (attached).

STUDENT PROFILE

Students in the returning class are those who, in any previous CIELS session, did not obtain the TOEFL score required for their proposed training program (530 for M.S./550 for PhD). They did, however, make appropriate progress (at least 3 points per week gain) and show sufficient motivation and potential to receive the recommendations of their instructors to be invited for a second session. They may be taking the second session sequentially, or there may be a gap of several months between their two enrollments at CIELS.

APPROACH

Though the techniques for teaching grammar are much the same as for the regular grammar class, there is some difference in approach for the continuing class. Instructors are encouraged to administer a diagnostic test at the beginning of the session. The test should cover all the grammar points taught in the first session. (A sample test is attached). From the results of this test, instructors will determine the needs of the class as a whole and those of individual students. A chart (sample attached) of each student's areas of error/needs should be prepared for each student. Teachers will retain a copy as well. Teachers and students will ensure that they re-learn these structural points through class teaching, exercise work and self-study. Periodic mini-tests, targeted at points the majority needed to re-learn, should be given and students should chart their progress in mastering those points on their charts.

Since these students have used Understanding and Using English Grammar previously, it is incumbent upon the teacher to furnish exercises from other supplementary materials (see Inventory for materials reserved for continuing class). These students may be expected to do more actual writing, such as sentence combining for clause work) in class with the structures under review.

From the second week of the session, students may be given one practice TOEFL grammar test per week for homework. It should be corrected in class with students supplying answers. The instructor will not re-teach, but will inform students where each point is found in Azar for their individual review.

MATERIALS

Azar remains the core grammar text for the continuing class as students find this easiest to follow. Supplementary exercises will be taken from the several grammar books in the CIELS book inventory, particularly Modern English, Parts I and II by Marcella Frank and Testing Your Grammar.

TOEFL practice activities for in-class and homework (3-5 exercises per evening) are taken from The Best TOEFL and The Best TOEFL, revised.

CIELS Reading Curriculum

OBJECTIVES

The objectives of the reading component of CIELS' Intensive English for Academic Purposes curriculum are:

1. To help the student acquire a wider vocabulary by developing vocabulary building techniques such as the meanings and uses of common prefixes, roots and affixes, facility with the various grammatical forms of the same word and with word families.
2. To give the student practice in reading authentic academic materials similar to those he is likely to encounter in a graduate training program in the United States.
3. To provide practice with a variety of reading strategies which will enable the learner to approach written passages of any length in a more skillful, systematic manner. Such strategies include:
 - a. Skimming for general content
 - b. Scanning for specific information
 - c. Recognizing main ideas of entire articles and single paragraphs
 - d. Recognizing supporting points: examples, facts, details, statistics, anecdotes, etc., and how those contribute to the main idea
 - e. Recognizing restatements, paraphrasing, pronoun and other references and other decoding clues.
 - f. Drawing logical inferences
 - g. Making predictions and
 - h. Guessing meaning from context.

4. To provide opportunities for the students to practice the types of reading comprehension exercises which appear on the TOEFL.
5. To acquaint the student with how to use an English only dictionary.
6. To help the student increase his reading rate by:
 - a. helping him eliminate unproductive reading habits such as sub-vocalizing, word-by-word reading and finger reading and
 - b. practicing speed reading exercises.
7. To encourage reading for pleasure.

Reading

Suggested Materials and Class Activities

To achieve CIELS' reading objectives in the three areas of vocabulary building, reading strategies skill-building and global reading comprehension of academic and other discourse, the following activities and materials are recommended for use.

VOCABULARY BUILDING

20 minutes per day

Keen, Developing Reading Skills

, Getting a Fix on Vocabulary

1. Daily lesson (one or more units, depending on time) from Developing Reading Skills and/or Getting a Fix on Vocabulary. Keep in mind CIELS overall philosophy of integration of skills and cross-skill reinforcement. In reading, this would mean, for example, teaching the inflectional endings for past and past perfect tenses during the week(s) of tense review in grammar.
2. Teach word forms even if the text lesson does not. Once a word and its meaning are established in students' minds, it is an easy step for them to add the other forms. Moreover, doing so repeatedly eventually results in their doing unconsciously with new words they meet outside of class.
3. Related to the above, teach word families when they suggest themselves strongly. An example of this would be: word/ major /field of study/discipline/focus/ area of concentration. Do not reach for these, or require memorization, just offer them.
4. Apply the above techniques to the reading comprehension pieces as they are dealt with in the class. To do this, as part of your preparation, highlight those words which have roots or affixes already studied and variety in word forms.
5. Teach the students how to use a standard English dictionary, particularly to identify which of several meanings is appropriate for the context with which they are dealing in the reading selection. Bring a few dictionaries to class daily so that when word meaning cannot be gleaned from context, a couple of students can be responsible for looking them up in the dictionary.

SKILL-BUILDING EXERCISES

20-30 minutes per class

20-30 minutes per day

1. Students will work on acquiring various reading strategies (finding main ideas, identifying support, making inferences, making predictions, etc.) through daily work on these as led by the instructor in the daily content reading and in specific activities from

Badouin, Reader's Choice

Yorkey, Study Skills

Stanley, Building Skills for the TOEFL

** Levine, Clues to Meaning (new acquisition, focuses on grammatical and organizational markers; rather easy selections make it easy to get the teaching point/strategy across)

Harris, Reading Improvement Exercises

and from new acquisitions of TOEFL prep books.

The strategies should be taught from the global to the particular; put simply, that is focus on main idea and support before making inferences. At the same time, do not ignore obvious opportunities to point out/ask for examples of restatement or pronoun reference even if something more basic is the focus of the target exercise.

TOEFL PRACTICE

TOEFL type practice exercises of a skill-building nature, that is targeted at a particular strategy such as making inferences should be used throughout the session. Once a week, beginning the week before mid-term, an actual practice TOEFL reading exam will be "taken" at home and corrected the next day in class. In correction, the teacher should elicit from the class WHY a certain answer is correct, that is, what was there surrounding it somehow in the text that pointed to this answer. It is only in this way that the test can be useful to the students in terms of building their strategies and having those reinforced. Doing this will also increase their confidence as readers, which in turn will encourage them to take more risks, to guess from context more, to trust their predictions and inferences, etc. In short, it will develop them as readers.

CONTENT READING/READING FOR COMPREHENSION

30-50- minutes per class

Improving overall reading comprehension is the goal of the reading class. Strategies learned discretely must be applied to connected discourse of the type students will face in their graduate programs. There is a wealth of reading materials on the CIELS inventory from which to select reading comprehension texts for your class. Teachers should vary the types of reading pieces selected between those of a general nature and those of a more academic or sub-technical nature. Texts with interesting selections of a general, or U.S. society-based nature, which have been successfully used by many CIELS instructors are

Badouin, Reader's Choice

Markstein, Developing Reading Skills and
Expanding Reading Skills.

Note: The 1990 second edition of Expanding Reading Skills is reserved for the continuing class.

A second point to keep in mind is selecting reading pieces organized according to the rhetorical pattern of the week. (See attachment for those of a general nature). This should be coordinated with the writing teacher as the content from the readings of the week may well be used as the basis for writing. The decision about the reading selection remains with the reading instructor.

Readings of an academic nature should be taken from some of our new acquisitions

Hillman, Reading at the University. See the Table of Contents for pieces organized according to specific patterns. For example, there are selections using narration, chronology, classification, and cause and effect. The text is also useful for strategy practice.

Lynch, Reading for Academic Success

The selections here are not organized or identified according to rhetorical pattern. However, teachers can read the pieces and identify the organization and make a judgment about where it would fit in the session. For example, Chapter 2 in Unit 1 (History: Immigration) is chronological and would be useful in the first 2-3 weeks of the session. Unit 3, Chapter 9 (Cycles and Diversity: The Workings of the Earth) reflects the process pattern.

Richard-Amato, Reading in the Content Areas.

***Note: Do not use the selections indicated on the attached sheet for the reasons given.

Reading

Suggested Materials and Class Activities

To achieve CIELS' reading objectives in the three areas of vocabulary building, reading strategies skill-building and global reading comprehension of academic and other discourse, the following activities and materials are recommended for use.

VOCABULARY BUILDING

20 minutes per day

Keen, Developing Reading Skills

, Getting a Fix on Vocabulary

1. Daily lesson (one or more units, depending on time) from Developing Reading Skills and/or Getting a Fix on Vocabulary. Keep in mind CIELS overall philosophy of integration of skills and cross-skill reinforcement. In reading, this would mean, for example, teaching the inflectional endings for past and past perfect tenses during the week(s) of tense review in grammar.
2. Teach word forms even if the text lesson does not. Once a word and its meaning are established in students' minds, it is an easy step for them to add the other forms. Moreover, doing so repeatedly eventually results in their doing unconsciously with new words they meet outside of class.
3. Related to the above, teach word families when they suggest themselves strongly. An example of this would be: word/ major /field of study/discipline/focus/ area of concentration. Do not reach for these, or require memorization, just offer them.
4. Apply the above techniques to the reading comprehension pieces as they are dealt with in the class. To do this, as part of your preparation, highlight those words which have roots or affixes already studied and variety in word forms.
5. Teach the students how to use a standard English dictionary, particularly to identify which of several meanings is appropriate for the context with which they are dealing in the reading selection. Bring a few dictionaries to class daily so that when word meaning cannot be gleaned from context, a couple of students can be responsible for looking them up in the dictionary.

SKILL-BUILDING EXERCISES

20-30 minutes per class

20-30 minutes per day

1. Students will work on acquiring various reading strategies (finding main ideas, identifying support, making inferences, making predictions, etc.) through daily work on these as led by the instructor in the daily content reading and in specific activities from

Badouin, Reader's Choice

Yorkey, Study Skills

Stanley, Building Skills for the TOEFL

** Levine, Clues to Meaning (new acquisition, focuses on grammatical and organizational markers; rather easy selections make it easy to get the teaching point/strategy across)

Harris, Reading Improvement Exercises

and from new acquisitions of TOEFL prep books.

The strategies should be taught from the global to the particular; put simply, that is focus on main idea and support before making inferences. At the same time, do not ignore obvious opportunities to point out/ask for examples of restatement or pronoun reference even if something more basic is the focus of the target exercise.

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would fit in the session. For example, Chapter 2 in Unit 1 (History: Immigration) is chronological and would be useful in the first 2-3 weeks of the session. Unit 3, Chapter 9 (Cycles and Diversity: The Workings of the Earth) reflects the process pattern.

Richard-Amato, Reading in the Content Areas.

***Note: Do not use the selections indicated on the attached sheet for the reasons given.

Readings NOT Recommended for Use with CIELS Classes:

1. "Is There a Safe Way to Drink?" from Markstein and Hirasawa, p. 135. Reason: Article may be misinterpreted as encouragement to drink. Note the lines: "Nonetheless, I believe firmly that alcohol can do more good than harm. For there is a safe way to drink."
2. "The Stork Has a Busier Time," from Readers' Choice, 2nd edition, p. 156. Reference to illegitimate births may lead to hasty generalizations regarding Western morals.
3. "The Lottery," from Readers' Choice, 1st and 2nd editions. Reason: Presents students with problem of inference (i.e. what kind of lottery was it? What happened to Mrs.) Students may develop wrong conclusions, and even if able to draw right inference, may generalize that this is a typical activity in the West.
4. "The Chaser," from Reader's Choice, 1st and 2nd editions. Meaning of the story depends on students' understanding of the term "chaser", as in alcohol. The story even if understood may also cause a generalization regarding violence.

DRAFT
Listening/Speaking Syllabus

Major Objectives:

1. To acquaint students with the format of the listening comprehension section of the TOEFL and to provide practice in responding to each type of listening activity it tests: Similar sentences, short conversations and mini-talks.
2. To develop students' ability to take lecture notes in their graduate programs in the United States.
3. To increase global and precise listening comprehension through recognition of:
 - words and phrases signalling specific relationships (cause and effect, chronology, degree of importance, etc.)
 - contextual clues (tone of voice; irony, etc.) and
 - indicators of formal vs. informal language
3. To acquaint students with, and provide practice in, using the American English mode for various language functions such as seeking clarification, apologizing, expressing sympathy, and so on.
4. To prepare students to participate in seminar type discussions such as they will be required to in their training programs. To provide practice, through taped materials and discussion topics, in generating ideas, evaluating information, summarizing, making critical judgements and in learning the American system of requesting information/clarification, disagreeing, interrupting, offering opinions, apologizing, etc.
5. To help students correct any pronunciation errors which interfere with effective communication.
6. To help students become attuned to American accents by way of taped materials and exposure to native English speakers.
7. to reinforce knowledge of American values and behavior as these appear in the class materials.

Listening /Speaking Materials
and Approach

I. REGULAR CIELS

A. General listening skill-building:

Stanley, Building Skills for the TOEFL
Other TOEFL-oriented listening practices
(see "TOEFL Materials and How to Use")

Tansey, Understanding Conversations

Lougheed, Listening Between the Lines

(Note: Understanding Conversations may be used initially but is not sufficiently challenging for CIELS).

B. Listening for note-taking practice:

Morley, Improving Aural Comprehension

(use throughout session; choose exercises which match grammar focus of the week whenever possible; do listening activities in each chapter only; focus on numbers, statistics, sub-technical topics; omit time, U.S. map, compass points, Roman numerals).

James, English on Campus

Rost, Listening Contours

Lim, Noteworthy

Dunkel, Intermediate Listening Comprehension

(Select those which relate to rhetorical pattern of the week and only play tape once for working and once for checking).

* Kisslinger, Listening Focus

This appears to be the most challenging of this group so reserve use until after mid-term and begin from the first chapter.

C. Speaking materials

Meloni, et al., Say the Right Thing

Jones, et al., Functions of American English

II. CONTINUING CLASS:

A. General listening skill-building

Lougheed, Listening Between the Lines

B. Listening for note-taking

Dunkel, Advanced Listening Comprehension

Morley, Improving Aural Comprehension

Use last 3 lessons from each lesson and the tests
from each unit

Mason, Understanding Academic Lectures

Rogulski, Academic Mini-Lectures

ALA, Lectures for Listening Comprehension

C. Speaking materials

Rooks, Non-Stop Discussion Workbook

Academically Speaking

III. GENERAL APPROACH

CIELS recognizes that listening and speaking occur in tandem; however, for reasons of scheduling we have divided primary responsibility for each function among two teachers as follows.

A. Listening For the regular CIELS classes, when the class is split between two instructors, Teacher 1 will deal with general listening practice (statements, conversations, etc) and Teacher 2 will deal exclusively with notetaking. Each will use the materials indicated for the skill-building activities as listed above. Teacher 1 will also cover the speaking materials of the course though Teacher 2 will certainly observe and respond to the needs of her students as they arise.

In order for students' learning to be maximized through listening to tapes and taking notes, instructors are advised to 1) select topics/lectures which "match" the rhetorical focus of the week or one which has already been taught insofar as possible; 2) preview every tape used and make notes of all the clues to meaning: as indicated by topic sentence; listing signals and other discourse markers; time phrases; words suggesting restatement by the speaker, etc. and 3) emphasize these as the lecture is reviewed with the students so that learn that it is these clues which help them derive meaning from the content.

NOTE: By the end of the course, CIELS students should be able to take notes on a twenty minute academic lecture and answer comprehension questions on the main points, supporting points and conclusions with 75% accuracy.

B. Speaking CIELS students typically demonstrate ease and fluency, albeit not error-free, in speaking English; this ease grows naturally throughout the session as they speak English with us six hours a day. Therefore, the focus in the regular listening/speaking class is on building the listening skill. However, so that students will be at ease in social and academic situations in the United States, they will practice the functions of American English, that is, how to: introduce, apologize, offer opinions, etc.

The speaking focus in the continuing listening/speaking class is on those activities which students will encounter in their academic pursuits in the United States: making presentations of various lengths; interpreting graph materials aloud; participating in panel discussions and seminars, etc.

October 5, 1991

To: CIELS Faculty

From: P. Johnson

Re: Modifications to Listening/Speaking Curriculum for Session XXVII

As has recently been discussed, the rate of improvement in listening comprehension as measured by the TOEFL has fallen to an all-time low. Our discussion of ways to address this is summarized below with our decisions on how to handle this component in the next session. At mid-term, we'll look at the results of gauge the effectiveness of our efforts.

First, notetaking will remain in the curriculum, assigned to Teacher 2. The main change is that both Teacher 1 and Teacher 2 will do TOEFL type practice for a set period of time each day rather than this only being done by Teacher 1 as last session.

I. *Division of Hours*

The 75-hour course (10 weeks x 5d x 1.5h) is divided among the various listening/speaking activities as follows:

A. TOEFL practice tests - 1pr wk = 1×1.5 = 15 hours

B. TOEFL-type practice activities:

T1 45 minutes per class .5 x 2 x 10 = 10 hours

T2 30 minutes per class .3 x 2 x 10 = 6 hrs.

C. Notetaking

T2 60 min per class 1 x 2 x 10 = 20 hrs.

D. Functions

T1 45 min per class .5 x 10 = 5 hrs.

D. Review of culture readings

T1 15 min per week $1/6 \times 10$ = 1 2/3 hrs.

E. Culture Sessions and Special Activities 12 hours

F. Other L/S Activities

T1 45 min per week .5 x 10 = 5 hrs.

II. *Notes on Texts and Activities*

- A. Practice TOEFL test: one per week, on Tuesday. This will be handled by Teacher 1 one week and by Teacher 2 the next. The Reminder: It is in the review/correction of the listening that teaching can take place. Force listeners to tell you and their classmates what clues to understanding they employed.

It is useful to play the entire tape a second time and elicit from them how they grasped the meaning, even for those which were not a problem for most people. In this way, they focus on what clues (recognition of transition words, recognition of grammatical clues) not hearing small words like "not" or preposition, etc.) they are either already employing or weak on. Knowing this about their listening skill may help them to overcome their own weaknesses and/or be confident in using their strengths.

Note: We will also provide one tape/test papers for home use from black Barron's. Tape will be given to class rep and checked out from him. He will be responsible for returning it when everyone has used it. This will also encourage study groupings to do the test together.

Note: In addition, P. Johnson will do one test per week afterhours from NTSC and Nelson; that is, Part A and B one day, including review and Part C the other day, including review.

- B. It has been observed that the character of the class in large part dictates selection of materials for use; that is, what is easy for one, is difficult or just right for another. Accordingly, teachers are encouraged to select notetaking materials from the following *list which is expressed in order of increasing difficulty*. Keep "measuring" the ability of the class so that you can be certain you are challenging them sufficiently but not too much.

Improving Aural Comprehension: Use last 2-3 lessons from each unit; use puzzles. Focus on numbers, dates, etc as before.

Listening Contours: select units which match rhetorical pattern of the week or ones that have been or will be taught. (See MQ handout from Session XXVI).

Intermediate Listening Comprehension

Listening Focus: Again, use rhetorical patterns being handled elsewhere in the curriculum. Try starting in the middle of the text, if too difficult for class, back up.

Noteworthy Note that these subjects relate to cultural and adjustment aspects of student life in the United States.

Advanced Listening Comprehension

4. The following are reserved for notetaking in the continuing listening class:

new ALA

Mini-Academic Lectures

Understanding Academic Lectures

3. For TOEFL practice, the following are recommended for use by *Teacher 1* (non-notetaking)

Understanding Conversations

English on Campus

BSFT (be sure to do the mini-lectures)

Teacher 2 will use the following for TOEFL practice in her class:

(white) Barrons'

5. TOEFL practice tests for use with the regular class as teaching materials are:

Prentice Hall TOEFL Prep yellow

Cliff's

ARCO Test Book

ARCO Top Scores

Longman's

6. TOEFL practice materials reserved for the continuing class are:
Small blue Prentice Hall

Best of TOEFL

2 tests from BSFT

7. TOEFL practice listening test which may be taken home is:

black Barron's

8. TOEFL practice materials which will be done afterhours once a week are: NTSC and Nelson, Practice Test for the TOEFL

9. Books for functions are: Say the Right Thing and
and Functions of American English

10. An Idiom book is available, lesson by lesson for use by Teacher 1 or Teacher 2 as a short activity in class.

11. Other Activities are selected at the discretion of the instructor for her particular class. Among these might be activities from:

Listening Between the Lines

Listening Tasks

Great Ideas:

The Whole Story

20th Century News

Face the Issues

Consider the Issues (returning)

Telephone Talk

Speaking Naturally

Tune in Tonight (returning)

Headlines (returning)

Listening In/Speaking Out intermediate

Listening In/Speaking Out advanced (returning)

songs, speeches

WRITING CLASS SYLLABUS (DRAFT)

GOAL: Students can organize facts and their opinions and write effectively in the rhetorical patterns most commonly suggested by assignments in a U.S. university.

OBJECTIVES:

1. to provide opportunities for students to write in dialogue journals on a variety of meaningful topics where personal feelings, opinions and conclusions and fluency rather than writing mechanics is emphasized;
2. to help students identify and practice the steps involved in selecting a topic for written exploration, i.e. generating ideas through brainstorming, grouping ideas by clustering, and selecting a particular aspect of a topic by the process of narrowing the focus.
3. a) to acquaint students with the structural elements (topic sentence, supporting sentences) and properties (unity, coherence, sequence) of a well-written paragraph, the basic organizational unit of English composition;
b) to have students practice writing paragraphs on a variety of topics;
4. to acquaint students with and to provide practice in the variety of organizational patterns through which ideas can be explored in writing, i.e., narration, definition, classification, process, cause/effect, comparison/contrast, chronology, argumentation, etc.
5. to guide students in expanding paragraphs to 3-5 paragraph essays, identify the elements of an essay, i.e. an inviting introductory paragraph with a clear thesis statement, sufficiently detailed developmental paragraphs and, an effective concluding paragraph;
6. to help the students plan and write at least three essays;

Teachers will have to emphasize the planning stage, i.e. developing a good outline. Students tend to minimize the importance of this aspect of essay writing. Hence their written ideas tend to be disorganized and insufficiently supported.

7. to teach students to edit their own compositions as well as those of their classmates;

Teaching students the principles of peer editing is very important. If done with the appropriate attitude, i.e.

the desire to offer constructive criticism, peer editing can help develop students analytical thinking and can help them consolidate the principles of effective writing which they have been taught.

8. to provide students opportunities to practice timed (30 minute) TOEFL type writing tasks;
9. to develop students' awareness of writing errors on the sentence level; i.e. helping them recognize run-on sentences, sentence fragments, misplaced modifiers, dangling modifiers, errors in punctuation, etc.
10. (if time permits) to practice the appropriate form for writing business letters (letters of inquiry, complaint, etc. and an all-purpose resume.

Writing Syllabus

General Course Outline

<u>Week</u>	* <u>Pattern</u>	<u>Process Steps</u>
1 (3 days)	Narrative	Review course objectives " CIELS Writing Class" Written introductions, writing samples "Writer's inventory" Journal entries "Guidelines for Paragraph Writing" "Correction Symbols" Paragraph form
2 (5 days)	Narrative	"The Writing Process" "How to go about Brainstorming" "Clustering" "Reading and analyzing clusters" #1 Writing a Narrative "Discovery Drafts"
3 (3days)	Process	Limiting a topic Topic sentences - recognizing, analyzing, writing, identifying errors in Paragraph writing - unity, types of support #2 Writing a Process
4 (5days)	Enumeration/ Classification	Support - "The Need for Support" "Types of Support" "Supporting a Topic Sentence" "Supporting your main idea with examples" "Supporting your main idea with facts" "Identifying support" Sequence, coherence # 3 Writing: Enumeration/Classification Peer Editing
5 (5 days)	Comparison/ Contrast	"What is an Essay?" Structure of 3, 5 paragraph essay Thesis statement Introduction Conclusion Outlining exercises #4 Writing: comparison

6 (3days)	Comparison/	Outlining continued #5 Writing: comparison/contrast
7 (5days)	Argument	Cliff's TOEFL Practice #6 Writing: Argument
8 (5 days)	Cause/Effect	#7 Writing: Cause and Effect
9 (4days)		Application for Training Peer editing
10 (3days)	** Graphs	Cliff's TOEFL practice Writing a letter of inquiry

* Note: All information for the teaching of the structures and patterns is in the recommended texts. The process steps are available in handout form (for photocopying). These should be supplemented by materials and exercises from the core texts also.

** No written essay is required for graphs. However, SS should be required to write paragraphs in response to questions based on the graphs.

WRITING

Core Texts

A Guide to the Whole Writing Process by Blum, et al.
Paragraph Development by Martin Arnaudet
Refining Composition Skills by Mary K. Puetten
A Writer's Workbook by Trudy Smoke
*Writing Academic English by Oshima and Hogue
*Academic Writing Workshop II by Benesch, et al.

Supplementary Texts

Exploring Academic Discourse by Kaplan and Shaw
Put it in Writing by David Blot
Techniques for Writing:Composition by Milton Wohl
Writing as a Thinking Process by Mary Lawrence
Writing Workshop by Pagurek
*Focus on Composition by Ann Raimés
*Process and Pattern by Cobb

Continuing Writing

Core Texts

Research Matters by Hamp-Lyons and Courter
Writing a Research Paper by Menasche

Supplementary Texts

English for Academic Uses by Adams and Dwyer
Techniques for Writing:Composition by Milton Wohl

Reference List for Writing Topics

Paragraph Definition	<u>PD</u> pp. 1-3 <u>AWW</u> pp. 14-15 <u>RCS</u> pp. 3-7
Topic vs. topic sentence	<u>PD</u> pp. 3-8, 13-20 <u>RCS</u> pp. 7-14, 100-102 <u>TWC</u> pp. 9-13
Paragraph, Unity, Sequence, Transition	<u>PD</u> pp. 9-13 <u>TWC</u> pp. 4-7 <u>RCS</u> pp. 17-23, 104-106, 111-116
Supporting Topic Sentences	<u>PD</u> pp. 21-38 <u>RCS</u> pp. 14-16
Types of Paragraphs	
Enumeration	<u>PD</u> pp. 39-61
Process	<u>PD</u> pp. 62-86
Chronological	<u>PD</u> pp. 86-100
Cause/Effect	<u>PD</u> pp. 101-124
Comparison/Contrast	<u>PD</u> pp. 125-163
Definition	<u>PD</u> 164-178
Paragraph Development	<u>TWC</u> pp. 13-14
Expanding a Paragraph	<u>PD</u> pp. 179-189
The Essay	<u>RCS</u> p. 139 <u>TWC</u> pp. 105-110
Thesis Statement	<u>RCS</u> pp. 140-142
The Introduction	<u>RCS</u> pp. 142-145
Development Paragraph	<u>RCS</u> pp. 145-151
The Conclusion	<u>RCS</u> pp. 151-154
Outlining	<u>RCS</u> pp. 154-157 <u>SS</u> pp. 81-92
Ways of Organizing Essays	<u>RRESLW</u> pp. 163-170, 183-188

Comparison/Contrast	<u>RCS</u> 190-220 <u>TWC</u> pp. 114-119
Process Analysis	<u>RCS</u> pp. 250-279
Cause/Effect	<u>RCS</u> 280-317 <u>TWC</u> 119-120
Argumentative	<u>RCS</u> pp. 319-353
Example	<u>RCS</u> pp. 158-189
Classification	<u>RCS</u> pp. 221-249

The abbreviated source materials refer to the following texts:

PD Paragraph Development by Arnaudet and Barrett

RCS Refining Composition Skills by Smalley and Ruetten

TWC Techniques for Writing:Composition by Wohl

RRESLW Rhetorical Reader for ESL * Writers by Raphael and Newman

AWW A writer's Workbook by Smoke

DAILY JOURNAL ENTRIES

Students should write daily in their journals for 10-15 minutes at the beginning of each class. For the first 6-7 days of class, students should be encouraged to write whatever comes into their mind from one of the topics below, or another of your choosing which is equally neutral in nature. Being with narrative is the easiest for students. After the first 2 weeks, the topics should not only be personal or reflective in nature but should also suggest development by the rhetorical pattern for that week or one that has previously been taught. For example, when Comparison/Contrast is the subject of the week, the journal entries for the week might be: Compare yourself with your father. Contrast Islamabad with your hometown. Compare the CIELS method of teaching with the Pakistani style of teaching. Below is a list of suggested daily journal topics.

My Favorite Bazaar

Fridays

Inside a Mosque/Church

A Present/Gift I Received

The Life of a Student

Someone I Miss

My Favorite Sibling

Describe Your Dream House

A Wedding I Attended

What is your favorite holiday? why?

What was the most difficult decision you ever had to make?

What is your most valuable possession?

What are you most afraid of?

Who in history would you like to meet with?

Who are you afraid of?

What do you think you will be doing ten years from now?

Which person has had the most influence on your life?

What is your strongest quality?

What is something you hate?

At what historical event would you like to have present?

What are the differences between the role of the Pakistani mother and father?

What experience has been a turning point in your life?

Should Pakistan build a bomb?

How will your life be different from that of your presents?

If you could change anything about yourself, what would you change?

What would you argue is the greatest challenge facing Pakistan today?

Compare Prime Minister Nawaz Sharif with President Ishaq Khan

Other topics that would develop the formation of the topic sentence would be to have students complete the following unfinished sentences.

I have always wanted to know...

The one thing I like best about traveling is...

When I get/got married

For me, the main purpose of marriage is...

TOEFL Curriculum
TOEFL MATERIALS
AND HOW TO USE

<u>Author/ Publisher</u>	<u>Title</u>	<u>Contents</u>	<u>Use</u>
ARCO	TOEFL Grammar Wkbk	Practice on specific pts. quizzers on points <u>explanatory answers</u> with	in class/HW an points are being studied on syllabus class/HW
ARCO	Super Course TOEFL (awaiting tape for L)	thorough intro to understanding TOEFL diagnostic test 4 practice tests with explanations for answers to L/R/S sections	T Study, distill and inform Ss class class review/check problems in class
Newbury	Newbury House TOEFL Prep Kit includes: Preparation for Test of <u>Written</u> English	practice on particular grammar points 3 practice tests without explanations for answers	in <u>class</u> /HW as points are being covered on syllabus HW, but must be corrected a group in class (Hint! only review those which several Ss have wrong. Otherwise, identify Ss to explain at home
NTSC	Preparation Kit for the TOEFL	practice on particular question types & specific grammar points in L/S/V/R 3 practice tests; no explanations	in class/HW

<u>Author/ Publisher</u>	<u>Title</u>	<u>Contents</u>	<u>Use</u>
Stanley	The Best TOEFL Test Book (returning only)	practice on specific pts. with reference to where explanations can be found in text 6 practice tests no explanations	class
Stanley	The Best TOEFL Test Book (Revised) (returning only)	6 practice tests no explanations W/Essay practice	class
King & Stanley	Building Skills for the TOEFL	practice on specific question types and grammar points practice for the Test of Written English	class W class
Barron (White)	Barron's Practice Exercises for TOEFL 1986	general practice, not focuses by question types or specific grammar points	HW
Barron (White)	How to Prepare for the TOEFL (1983)	A general selective review of grammar points and Vocab lists 6 model exams w/ explanatory answers	not advised to teach but Ss borrow Home
Barron (Black)	How to Prepare for the TOEFL (1986)	general review of question types grammar points 6 model exams with explanatory answers	SS borrow Home

***Note: Barron's listening is reserved for lunchtime practice

<u>Author/ Publisher</u>	<u>Title</u>	<u>Contents</u>	<u>Use</u>
Cliff's	TOEFL Prep Guide Guide (1986)	general grammar review with mini-tests or approximately each 10 grammar points covered. These have explanatory answers. Mini-tests only useful if you have covered all points in grammar class. <u>Not advisable</u> to teach grammar this way.	Home
Barron's (orange) (no tape) but tape- script in book	TOEFL (1991)	7 model tests with explanatory answers TWE General review of structure & written expression + vocab lists	Home
ARCO beige (no tape) but tape- script in book)	TOEFL (1987) 4th edition	6 tests with explanatory answers General grammar review + vocab lists	Home
Prentice Hall yellow	PH TOEFL Practice Book	4 Diagnostic tests with answers coded to indicate point being targeted Then, practice on each type of point/ target in L/R/S	Home class
Prentice Hall (no tape)	Practice Tests for the TOEFL (1987)	4 tests with somewhat explained answers	If given for HW, review in class
Longman's (returning only)		4 tests + Tapes pre-test/post test info on strategies	Home

Lunchtime Listening Practice:

Use Barron's (Black) for lunch listening 3 tests = 6 days

Longman's 4 tests = 8 days

Cliff's Listening 3 tests = 6 days

20 days = 4 weeks

Test for home:

Cliff's	3
Barron's Black	6
Longman's	4 - returning only

13

Date: June 30, 1991

To: CIELS Faculty

From: Patricia Johnson

The following is a list of the structures most commonly appearing on the TOEFL. This list has been compiled from a few found in TOEFL prep books. While we will not specifically teach from this list, it is useful to keep it in mind so that we are certain to teach these structures as they appear in any class, but particularly grammar and writing.

<u>GRAMMATICAL STRUCTURE</u>	<u>FREQUENCY (OUT of 200 QUESTIONS)</u>
1. Parallel Construction	25
2. Word Form	21
3. Noun, Adjective, Verb, Adverb	17
4. Singular or Plural Noun	11
5. Preposition	10
6. Noun Clause as Subject or Object	9
7. Preposition Following a Verb or Adjective	9
8. Adjective or Adverb Clause Beginning with a "wh" Word	9
9. Adjective or Adverb Phrase	9
10. Prepositional Phrase after a Noun or Adjective	8
11. Verb Tense	8
12. Comparatives/Proportional Statements: more than, the more...the more	7
13. Superlative:the most, the...est, one of the...est	7
14. Word Order/Subject/Verb	6
15. Wrong Word	6
16. Additional Word	5
17. Double Subject/Unnecessary Repetition	5
18. Pronouns:Singular/Plural;Subject/Object	5
19. So, so that, such, such a, such as	5
20. A, an, the	4
21. Like, alike, the same, dislike, unlike	4
22. Both, either...or, neither...nor	4
23. Take, make, do	4
24. Plural or Singular Verb	4
25. Omission of Word	4
26. Gerund/Infinitive	3
27. As, as...as, by...as	3
28. Indefinites:everyone, everything,whatever	3
29. Passive Voice	3

Best Available Copy

GRAMMATICAL STRUCTUREFREQUENCY (OUT of
200 QUESTIONS)

30. Not only...but also, not only...as well, is not...but	3
31. Word reversal	3
32. Conjunctions	3
33. No, not, none	2
34. Vocabulary Referring to People:...ist,...or	2
35. Conditional:real, unreal, past	2
36. Other, others, another	2
37. Compound Sentence	2
38. Because, because of	1
39. Little, few, small	1
40. Separate, apart	1
41. Rather, rather than	1
42. That, those, this	1
43. Rarely, seldom	1
44. Too, enough	1
45. And, or	1
46. Expletive:there	1
47. Not until...did	1
48. Have long had	1
49. Much, many	1
50. Since, for	1
51. Each, every, all	1
52. Big, great	1
53. Instead of	1
54. Other, another	1
55. Like, unlike, alike	1
56. These, those	1

October 16, 1991

To: CIELS Faculty
From: Thea Sierak
Re: Notes taken during PJ's L/S Session

The notes here accumulated refer to parts A & B of the TOEFL.

They are based on observations of PJ's techniques for reviewing the listening section of a practice TOEFL. They are intended to offer suggestions. Please feel free to add to this compilation.

We share the task of imparting skills to the participants in the program. Sharing our teaching skills, knowledge, techniques, opinions, and experience fosters cooperation in the program and builds our collective skills.

During the closeout we will all be faced with competing time restraints. As schedules change and overlap of faculty decreases, we, as a program, lose a bit of our vitality. These notes are not intended to subvert the existing informal system of teacher training, but rather to support it.

MECHANICAL / PRE-LISTENING / REVIEW

Take notes during the pre-listening that you do. The notes will help you during the review by developing your review focus (ie. time words, idioms, phrasal verbs, comparisons, causatives, contrast words, conditionals, voice (as in active vs. passive), the language of advice, vocabulary, restatement, negatives, and etc.) This is also the time to identify questions that are answered by recognizing the tone of voice rather than requiring identifying the meaning of the words used.

Cue tape to the beginning of the test. Decide whether you want to listen to the directions, or start with part A (B or C). Set the meter to 0 at the starting point that you have chosen. As you listen to the tape during preparation time, note the meter reading for the beginning of each section and perhaps specific questions that you want to review. That will make cueing and reviewing easier.

Choose your review focus. Have the tape ready. Play the question, then ask the students what the answer is. Be clear about the right answer (The right answer is ...) since competing selections will be vocalized and students may not get which choice is being labeled correct.

Have a student tell the class why the answer is correct by identifying key words and what they mean (ie. "less than before" is comparison or "but" shows contrast or "getting used to" means notes from PJ's L Session continued

accustomed, or "You may have..." suggests a possibility, or "Why don't you..." gives advice, etc...). Look here for precision, it focuses the students on skill building and gives them practice in being precise.

97

The review generates a lot of idioms for the students to study. List them and keep them posted.

Point out distracting answers, which are frequently words that sound similar and test simple sound recognition (quarter/water, a play/to play).



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from PJ's L Session continued

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RHETORICAL TECHNIQUE

DESCRIPTION

Issues:

- Arrangement of details (e.g. space)
- objective vs. subjective; emotional vs. technical description
- General vs. specific details

Exercises:

- Topic sentence
- Arrangement of details
- General vs. specific
- A sound, a smell.. (description based on sensory experiences)
- Coherence
- Metaphors, similes

STRUCTURES (GRAMMAR)

Adverbs of Place
(Prepositions + noun phrase):
on the second floor
above the bookcase
straight ahead
next to the bookcase
under the windows
along the back of the house
on your left
underneath the desk
on the right-hand side
opposite the bed
against the wall
from this height
behind the chair
on top of the refrigerator
adjacent to the shelf

Adjectives

Participles as adjectives
She enjoyed the sound of running water.

Passive voice vs. active voice
Our house was built in 1953.
Their living room is neatly arranged.

Adjective clauses
(Subordinators: who, whom, whose, which, that, when, where, why)

Adjective clauses reduced to prepositional phrases
The store that is on the corner
reduced to The store on the corner

READING REFERENCE

- Excerpt from Fatu-hiva p.97 Refining Composition Skills (Smalley and Ruetten)
- "Hawaii - the Fiftieth State" p. 7, Beyond Words
- "Kilauea Volcano at Night", p. 16 Beyond Words
- "The Sacred Rac", p. 241 Readers' Choice

LISTENING

- Unit 3, "Directions and Spatial Relations." Improving Aural Comprehension
- T13 - "Arcesanti" Listening Focus
- Lecture 3: "The Grand Canyon"
- Lecture 4: Japan, Industrial Giant of the Far East
- Lecture 5: Kuwait Advanced Listening Comprehension
- Lesson 5, Academic "Tji-wara: A Headdress Mask" Academic Mini-Lectures

FORM (WRITING):

NARRATIVE

- Issues:
- sequence
 - chronological order
 - coherence
 - narrated vs. natural order
 - topic sentence

Exercises:

- ordering events
- detecting sequence
- verb tense exercises
- topic sentence

STRUCTURES (GRAMMAR)

- Adverbs of Time:
 - by + time in the course of
 - at + time
 - after + time between ___ and ___
 - before + time
 - after + noun
 - before + noun
 - during + noun
- Adverbs of sequence:
 - first previously
 - second prior to
 - next simultaneous(ly), with
 - then concurrent (to, with)
 - last after
 - finally afterward
 - later eventually
- Prepositions (in Time Expressions):
 - at
 - in
 - on
 - by
 - during
 - until
 - (on time vs. in time)
- Adverbs of Frequency:
 - always
 - generally
 - usually
 - often
 - frequently
 - occasionally
 - sometimes
 - seldom
 - rarely
 - never
 - ever
- Tenses
- Adverbial clauses of time
 - . While, as, during the time that, when, whenever
 - . Before, after
 - . Until, till, up to the time that
 - . Since, ever since, from the moment/ time that
 - . As soon as, the moment that, when, once

READINGS

- "The Letter that Started the Nuclear Age", p.47, James and Evans, Beyond Words
- Excerpt from The Story of My Life by Helen Keller, p.53, Smalley and Ruetten, Refining Composition Skills
- "Professor Agassiz and the Fish", p.109, Harris. Reading Improvement Exercises for Students of English as a Second Language
- "Scandinavian Influence on the English Vocabulary," p. 115, Harris.
- "An Attack on the Family," p. 252 Readers' Choice
- "Zero Hour: 43 Seconds Over Hiroshima," p. 85, Beyond Words

LISTENING

- Lessons 2,3,4,12,13 of Unit 4, "Time and Temporal Sequence," Improving Aural Comprehension
- Lessons 1-20, Unit 5, "Dates and Chronological Order," Improving Aural Comprehension
- Talks 3,8,16,23,27,30 Listening Contours
- T6 Coffee
- T7 Dawson's Man
- T10 The Clever Judge and the Stolen Money
- T17 The Mayas: Decline of a Civilization
- T20 Energy Transitions- 1
- T21 Energy Transition - 2 (Listening Focus)
- Unit IV, "The Chronological Pattern," Intermediate Listening Comprehension
- Lectures 1,6,8,9,11,12 Advanced Listening Comprehension
- Lessons 12 and 15 Academic Mini-Lectures

RHETORICAL STRUCTURE

PROCESS

Exercises:

- Sequencing of events

STRUCTURES
(GRAMMAR)

- Imperative/Verb Modals
- Tenses
- before/after
since/from
once/with
then/ ext./last
first, second, third, etc.
- Present Participle:
First I went to the store. Then
I went home. into:
After going to the store, I
went home.
- Perfect Participle (Having +V + ed):
After I boiled the chicken, I
made the sauce. into:
Having boiled the chicken, I
made the sauce.
- Passive Perfect Participle: (Having
been + Ved)
Having been elected President, he
issued proceeded to change the system.
- Expressions of purpose:
in order to
so that
in order that
so
- Conditionals:
if
unless
otherwise

READING

- "Don't Let Another
Frederick Catch You Napping,"
p. 255 Refining Composition
Skills
- "How Do Solar Cells Make Power?"
p. 258 Refining Composition
Skills
- "How Little House Gets to
Your House," p. 277
Refining Composition Skills
- "How to Give a Good Speech,"
p. 37, Markstein and Hirasawa
- "Energy and Public Safety,"
p. 117, Reading English for
Academic Study

LISTENING/SPEAKING

- Talks 2, 4, 6, 10, 14, 18,
19, 20, 21, 25
Listening Contours
- T3 "Sign Language"
T4 "Identikit"
T5 "Driving on Ice"
T11 "Tornadoes"
T19 "Aerosol Cans"
from Listening Focus
- Unit 1: "The Process
Pattern," Intermediate
Listening Comprehension
by Dunkel and Lin
- Lesson 4, 6, 9
Academic Miniatures

RHETORICAL TECHNIQUE

ENUMERATION/EXAMPLES

Exercises:

- Outlining
- Relevant vs. Irrelevant sentences

STRUCTURES

(Grammar)

- Transitions
Take, for example, this topic.
One example of a person who is kind is my neighbor.
One area of town where there are examples of improvement is the north side.
One thing that bothers me is air pollution.
First, consider the case of Mr. Smith.
To begin (to begin with), let's talk about this item.

Another example of a good teacher is Miss Perez.
An additional example is Mr. Jones.
Another thing is the safety issue.
Second, consider Mrs. Walters.
Next, consider Mr. Lim.

Still another example is _____.
A final example is _____.
Third, consider _____.
Finally, there is _____.
The most important example of _____ is _____.
- Gerunds, Infinitives, Noun Clauses

READINGS

- "American Values in Education," p. 110
Reader's Choice
- "Happy Customers Matter of Honor Among Japanese," p. 197, Reader's Choice
- "Help!", p. 159
Refining Composition Skills
(Note: This article particularly relevant to CIELS Ss.)
- "The Best Dec'ivers," p. 165, Refining Composition Skills
- "Useless Trifles," p. 161, Refining Composition Skills

LISTENING

- Talks 9, 11, 16, 22, 23
Listening Comprehension
- T13, "Voice Analysis,"
Listening Focus
- Lesson 1
Lesson 7
Lesson 8
Academic Mini-lectures

RHETORICAL STRUCTURE

CLASSIFICATION

Exercises:

- Categorizing

STRUCTURE
(GRAMMAR)

- Transitions:

*first, second, next, last,
another, in addition*

*unlike, like, in contrast to
more, less*

An example of...is...

*Of the ...types, the ...is
the least/most*

- Correlative conjunctions:

*both...and either...or
not only...but also
neither...nor*

- Adjective clauses reduced
to participial phrases, e.g.
*The woman who is singing is
my sister.
into
The woman singing is my
sister.*

- Articles

READING

- "College Teachers,"
p.227, Refining Composition
Skills
- "Take your Pick of Language
Lessons," p.265 Beyond Words
- "The Composition of Food,"
p.58 Reading English for
Academic Study

LISTENING

- Talks 1,10,20,29
Listening Contours
- T2 "Sleep"
T3 "Musical Instruments"
T14 "Credit"
T16 "The Mayas: Background"
Listening Focus
- Unit II, "The Classification
Pattern," Intermediate
Listening Comprehension
- Lesson 2,10,11
Academic Mini-Lectures

RHETORICAL STRUCTURE

Comparison and Contrast

STRUCTURE (GRAMMAR)

- Transitions in phrases, e.g.
Similar to New Orleans,
San Francisco attracts many
tourists.

Like....

Different from....

Compared with.....

Unlike.....

- Coordinating conjunctions
but

yet, e.g.

Jim is a swimmer, but Joe is not.

This is a more expensive car, yet
it breaks down more easily.

- Transitions indicating similarity
likewise
similarly
in the same way

- Transitions to indicate difference
on the other hand
conversely
in contrast
however
on the contrary
in fact

- Adverbial Clauses of Comparison,
Contrast, and Concession
just as
in the same way that
so, e.g.
Just as Joe is a good student,
so is his sister Mary.

while

whereas, e.g.

John like classical music, whereas
Jim likes jazz.

although

though

even though, e.g.

Although they are brothers, they
are very different.

READING

- "My Two Brothers,"
p. 195 Refining Composition
Skills
- "My Old Neighborhood,"
p. 197 Refining Composition
Skills
- "Mom, How Did You Meet Dad?"
p. 115 Beyond Words
- "The Amish and the Kibbutzim,"
p. 121 Beyond Words
- "Marriage in Iran and America,
a Study in Contrasts," p. 129
Beyond Words
- "Conjugal Prep," p.116
Readers' Choice (Note:
This can be used as a
basis for a comparison-
contrast essay, e.g.
comparing US and Pakistan)
- "Japanese Style in
Decision-Making,"
p. 191, Readers' Choice

LISTENING

- Lessons 5 and 10,
Unit 7, "Comparison
and Contrast,"
Improving Aural
Comprehension
- Talk 17, Listening Contours
- Unit V, Intermediate
Listening Comprehension
by Dunkel and Lim .

RHETORICAL TECHNIQUE -

Argument

Exercises:

- Identifying "pro" and "con" statements
- Identifying propositions/ arguable statements
- Syllogisms
- Logical fallacies
- Support

READING

- "Model Essay," p. 448, Building Skills for the TOEFL
- "Proficiency Exams - Who Needs Them?" p.335 Refining Composition Skills
- "Killing for Sport," p. 346 Refining Composition Skills
- "There's No Way to Go but Ahead," p.348 Refining Composition Skills
- "Parents Seeking Cool Classroom for Son," p. 112, Readers' Choice

STRUCTURE
(GRAMMAR)

- Subjunctive noun clauses using:

recommend that
advise that
suggest that
request that

(advise, ask, beg, command, desire, forbid, request, require, urge, demand, insist, move, propose, recommend, stipulate, suggest)

They recommend that we come on time.

They recommend that we should come on time.

They advise us to come on time.

It is advisable that we come on time.
(essential, imperative, mandatory, requisite, urgent, vital, desirable, good/better/best, important, necessary, crucial)

Also: It is advisable for us to come on time.

LISTENING

- Lecture 12

Understanding Academic Lectures

RHETORICAL TECHNIQUE

Cause and Effect

Exercises:

- Identifying causes
- Identifying effects
- Distinguishing between "cause", "effect", "factor", "example", "materials", "process"

READINGS

"A Good Life," p.255,
Refining Composition
Skills (Note: Multiple
causes, single effect)

"For the Love of
Winning," p.391,
Refining Composition
Skills (Note: One cause,
multiple effects)

"Unsettling the
Balance of Nature,"
p. 294, Refining
Composition Skills
(Note: the causal
chain)

"A Delicate Balance,"
p. 156, Beyond Words

"Exploding Volcano -
Full Impact Yet to Come,"
p. 176 Beyond Words

"The Effect of Oil on
Marine Organisms," p.44,
Reading English for
Academic Study

"Fishport," p.5, Reading
English for Academic Study

"Earthquakes," p. 25,
Reading English for
Academic Study

STRUCTURES (GRAMMAR)

-Transitions:

because of
as a result of
due to

result from
caused by
(can) cause
result in

The reason is that

so
for

thus
therefore
consequently
as a consequence
as a result
for this reason

because
since

so/such...that
cause

- Conditionals

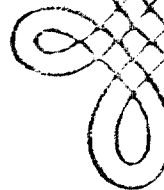
LISTENING

- T9 "Meteor Psychology"
- T17 "The Mayas: Decline of a Civilization"
- T20 Energy Transitions I
- T21 Energy Transitions II
Listening Focus
- Unit VI: "The Cause and Effect Pattern,"
Intermediate Listening
Comprehension by
Dunkel and Lim
- Lecture 7: "The Search for Equality"
Lecture 10: "The Dust Bowl"
Advanced Listening
Comprehension
- Lesson 13
Academic MiniLectures

STUDENT ORIENTATION GUIDE

STUDENT ORIENTATION GUIDE

- 1 Welcome
- 2 Dear Student
- 3 Orientation Schedule
- 5 Information
- 8 Travel/Per Diem Rules
- 9 Attendance
- 11 Session Calendar
- 12 Program Expectations
- 14 Letters From Former Students
- 16 Study Guide
- 17 The CIELS Faculty



WELCOME TO CIELS SESSION XXIX

You have been selected to participate in an intensive 10-week course in English for Academic Purposes. We hope that you will find this experience to be both enjoyable and rewarding.

The kinds of learning experience we provide at CIELS are aimed at helping you meet three key objectives:

- to upgrade your English language skills so that you can achieve a satisfactory TOEFL score;
- to acquire the academic skills which you will need to complete successfully in a U.S. graduate program; and
- to develop an understanding of your own and American culture in order to respond appropriately to various situations in different cultural contexts;

CIELS participants sometimes focus exclusively on the TOEFL score. Although achieving a satisfactory TOEFL score is very important, you should not lose sight of the other objectives. A good TOEFL score may help you get admitted to an American university, but it does not guarantee that you will earn a degree from that university. Remember that you will be competing for your degree not only with Americans but with other talented, ambitious international students. While there are certain similarities between American and Pakistani academic life, there are a number of differences which need to be addressed if you are to derive the greatest benefit from the opportunity to further your education and skill level. It also bears noting that most of you will be spending from two to five years in the U.S. This is a long time to be in an unfamiliar environment. The better acquainted you are with the U.S. system of higher education, the easier it will be for you to succeed in your coursework and to meet your needs for social interaction and friendships.

Your teachers are committed to helping you achieve these objectives. If they seem at times to demand an inordinately high degree of energy and commitment from you, it is because they are keenly aware of the pressures of American academic life and want to prepare you well for this experience.

Thea Sierak
Manager
English Language Services Unit

Dear Student:

Welcome to CIELS! You have just started a learning experience that may be very different from any that you've had before.

On this your first day, we would like to give you some important information about the 10-week session that is about to begin.

1. Expect to work a lot.

CIELS is the Center for Intensive English Language Studies. You have just started an intensive language course. A lot is attempted in only 10 weeks. Much is expected from you, as a student, and of course from your teachers.

2. CIELS may be very different from your previous work and academic settings.

One difference our previous students have noted is the importance we place on the student's own efforts. Your success here will depend not only on your teachers' efforts but on yours. A lot of initiative, self-directed learning, and participation is expected from you.

3. Expect to participate in a variety of educational experience.

The CIELS faculty believe in using a variety of teaching methods/techniques to maximize learning. You will therefore find yourself doing group work, perhaps drawing, listening to tapes, watching videos, interviewing, doing panel discussions, debating, doing charts and graphs on the floor, acting, even singing and playing with puppets. The lecturer method is used to a minimum.

4. Expect to do homework.

Homework is a basic and integral part of each course. It is not optional.

5. Be punctual.

Attendance rules are strict and described on a separate sheet of paper.

6. Practice academic honesty.

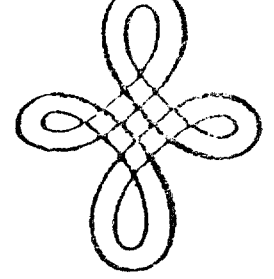
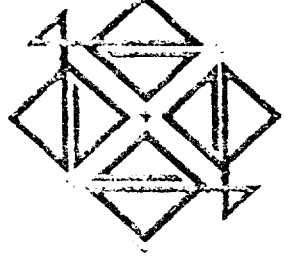
Your teachers will reject any work that is copied - either from a classmate or published material - and submitted as your own work. You are expected to practice academic honesty which is a requirement of all academic institutions in the United States.

7. Treat study materials and resources with care.

The books and other study facilities you use at CIELS are intended for use by others like you. If books or equipment are used carelessly, lost or stolen, future participants will have less to use, and the program will suffer.

8. Have fun.

CIELS teachers believe that learning takes place when students are fully involved. This involvement includes having fun. Learning does not have to be a painful process, so relax and know when to have fun.



CIELS
SESSION XXIX
April 13 - June 10, 1992

ORIENTATION SCHEDULE

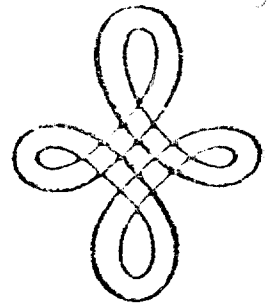
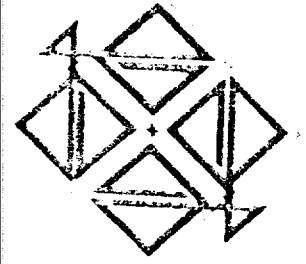
Monday, April 13, 1992

- | | | |
|----------------------|---|---|
| <u>8:30 - 9:00</u> | | Check in with Mr. Javed Iqbal,
Administrative Coordinator |
| | | Get acquainted with other participants. |
| <u>9:30 - 10:15</u> | - | Welcome and Introduction to Development
Support Training Program |
| | | Tom Ward, Project Officer, Human
Resources Development/USAID
Lance Lindabury, AED Chief-of-Party |
| | - | Objective and Description of English
Program. |
| | | Thea Sierak, ELT Director |
| | - | Expectations of English Program |
| | | Thea Sierak, ELT Director |
| | - | Introduction of Teachers
Bio-data sheets filled out |
| <u>10:15 - 12:00</u> | | Oral interviews with staff
I.D. photos taken
Roommate selection
Sign-up for CIELS-funded lodging |
| <u>12:00 - 1:00</u> | | Free period for lunch |
| <u>1:00 - 3:00</u> | | Participants take entry TOEFL |

Tuesday, April 14, 1992

<u>8:00 - 8:30</u>	Report to CIELS Check bulletin board for classroom assignment
<u>8:30 - 10:00</u>	First class. Report to your assigned classroom with a pen or sharpened pencil and some paper.
<u>10:00 - 10:30</u>	TEA BREAK (multipurpose room)
<u>10:30 - 12:00</u>	Second class.
<u>12:00 - 1:00</u>	LUNCH BREAK
<u>1:00 - 2:30</u>	Third class.
<u>2:30 - 2:45</u>	BREAK (multipurpose room)
<u>2:45 - 4:15</u>	Fourth class.

Classes begin promptly each day at 8:30 A.M.



CIELS
SESSION XXIX
April 13 - June 10, 1992
INFORMATION

- HOLIDAYS** The following holidays will be observed by CIELS.
Sunday - May 24 Memorial Day (American)
- CLASSES** Returning students will be placed in one class, while other participants will be randomly distributed among four classes. Having a blend of students at different proficiency levels contributes positively to the learning environment.
- SKILL AREAS** Our intensive program in English for Academic Purpose offers courses in four skill areas: reading, writing, grammar, and listening/speaking and in cultural orientation to daily and academic life in the United States.
- CLASS DAY** CIELS participants will attend classes from 8:30 until 4:15, Sunday through Thursday. Each of the four skill area classes lasts 1-1/2 hours. There is a 30 minute break for tea between the first and second period classes in the morning. The lunch period is 12 - 1:00. There are several restaurants along the blue Area strip. There is a 15 minute break between two afternoon classes. CIELS is unable to provide tea during this break. However, some students have made arrangements with a nearby tea shop to deliver tea for them.
- CLASS MATERIALS** Students will be required to purchase grammar books (Rs.540) and a writing notebook (Rs.28). The cost for these materials will be deducted from per diem payment in installments. Please note that it is against U.S. copyright laws to have books photocopied. In the past, a few students have taken a new grammar book and had it reproduced locally, hoping to save some money. As an

American institution CIELS cannot condone this practice. Students who wish to attend CIELS must purchase the grammar texts.

CLASS REPS

Each class will elect a representative to meet with the Coordinator at periodic class rep meetings. Students will be given a handout entitled "Guidelines for Class Representatives" which lists the qualities of an effective class representative. Nomination and election of class reps will take place at the end of the first full week of classes.

TOEFL TESTING

The TOEFL Team will administer three institutional TOEFLs to our participants: an entry, midterm, and exit TOEFL. Students nominated for degree programs are required to have a qualifying score (500 for non degree, 530 for M.S., 550 for Ph.D) on an International TOEFL. CIELS participants who reach 515 on one of our institutional tests will be given a opportunity to register for an International TOEFL at USAID expense. I will post a list of eligible participants after the results of our institutional test are available.

GRE REGISTRATION

Participants nominated for degree programs must also present a GRE score with their application for training. Students who wish to register for the test using their personal funds can obtain a GRE Bulletin from the Coordinator. She will post the dates when she will be sending a DHL to the Educational Testing Service (ETS).

LODGING

Please refer to Items 3a and 3b on the attached sheet entitled "CIELS/USAID Travel and Per Diem Rules for CIELS Students".

TELEPHONE

We ask students not to congregate in the hall near the telephone operators during class break. It is very difficult for them to hear callers' voices.

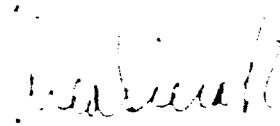
PARTICIPANT

TRAINING OFFICE As a courtesy to the Participant Training Staff we ask that CIELS students not go upstairs to request an appointment regarding their nomination. Students needing an appointment must submit a written request to the CIELS Coordinator. This request should include student's full name, DOB, what he/she has been nominated for, and the reason for the appointment. The student's request

will be delivered to the appropriate P.T. staff member, and the student will be informed of his appointment time as soon as possible. Adherence to this policy will help ensure a positive relationship between CIELS and the Participant Training Staff. We ask for your full cooperation.

**FINAL
CERTIFICATE**

CIELS awards a final certificate after the successful completion of the session. In order to qualify for this certificate, no participants may have more than 3 absences for any class.



Thea Sierak
Manager
English Language Services Unit

CIELS/USAID Travel and Per Diem Rules for CIELS Students

Travel for Students from Outside Islamabad/Rawalpindi

Students from outside Islamabad/Rawalpindi area will be eligible to travel by one of the following modes of travel:

- a) Economy class air (used air ticket must be produced for claiming reimbursement).
- b) First class rail seater (sleeper not permissible)
- c) Flying coach/wagon/bus.

Per Diem for Students from Outside Islamabad/Rawalpindi Area

Students will be paid Rs. 150 per day (whether they choose to stay in CIELS approved hotel or some other accommodation).

Lodging Arrangement for Students from Outside Islamabad/Rawalpindi Area

- a) Students who request hotel accommodation will be put up by CIELS in LAKE VIEW MOTEL Located at Club Road (Rawal Dam Chowk) Islamabad, Phone: 812835, 813878 & 821025.

They will be required to share accommodation (2 students in each double room).

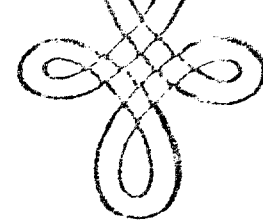
Room charges will be paid by the CIELS directly to the hotel management.

Students will be responsible for payment of meal charges and all other miscellaneous expenses.

- b) Students who make their own arrangement to stay in a private home or hotel with their family will not be paid expenses incurred in this connection.

Per Diem for Students from Islamabad/Rawalpindi Area

Students from Islamabad/Rawalpindi area will be paid Rs. 60/- per day.



CIELS
SESSION XXIX
APRIL 13 - JUNE 10, 1992

ATTENDANCE

THE CIELS ATTENDANCE POLICY IS VERY STRICT.

USAID/CIELS professional staff and the various GOP Departments consider attendance at CIELS a privilege. Attendance at a ten-week CIELS session involves a major outlay of time, energy, and money on the part of both USAID/GOP and participants themselves. The CIELS staff urges participants to make the most of the valuable opportunity being offered to them to apply themselves seriously and conscientiously to attending each and every CIELS class.

1. CIELS expects all students to be present for all four classes every day. Per diem payment is made to participants only when they are present from 8:30 to 4:15. If a participant is absent from one class that day, USAID policy states that he/she will not be eligible to receive per diem and will be marked absent for the whole day.
2. Please note that students are expected to be on time for each class. "On time" is defined as being in class either before the teacher enters or entering at the same time as the teacher. If a student enters the classroom after the teacher has begun the class, the student will be marked late for that class. Three lates will equal one absence from that class. Absence from one class results in the loss of the entire per diem for the day.

If a student is more than 10 minutes late for any class, that student will be marked absent from that class and for the entire day, and per diem payment will be lost for that day.

3. Students who miss class because of a verified illness will be permitted to return to class with full per diem if and only if the student presents a medical certificate from a Government Hospital attesting to the student's illness. That medical certificate will be accepted only on the day the student returns to the program. Medical excuses presented later than the day the student returns to the program will not be accepted under any circumstance and per diem payments will be lost. Once

again, all CIELS participants are responsible for reporting and documenting their absence due to illness to the Coordinator as soon as they return to class. Documentation of illness consists of an official medical excuse from a Government Hospital presented on the same day the student returns to the program.

Participants who find it necessary to be absent for more than one day should notify CIELS (by telephone, telegram, friend or colleague) at once. If CIELS does not hear from the participant after three consecutive workdays, the student will be dropped from the CIELS/USAID roll and classroom lists, and the participant's department will be so notified.

4. Students often come to the Coordinator or Director expecting to be "granted leave" either to take care of some family matter or to attend to some "urgent business". If the student feel he/she must miss a class or even part of a class, the Director is unlikely to refuse him/her permission to leave. However, the fact remains that per diem for that day will be lost.

5. SPECIAL POLICY FOR HOLIDAYS

Students who are absent from class the day before or the day after an official holiday will lose per diem for that missed class day as well as for the holiday. If the holiday falls just before or just after a week-end, per diem for the week-end will also be lost.

Please note that medical certificates will not be honored on the day just before or just after a holiday.

Per diem is payable only if the CIELS participant is in Islamabad. It is intended to assist him/her in meeting the expenses incurred while away from home. Students who return home are not entitled to receive per diem payments for days out of Islamabad.

6. REGARDING ABSENCES ON THURSDAYS AND/OR SUNDAYS

The same policy applies as for holidays. An unexcused absence on a Thursday and/or a Sunday means per diem for that day and the weekend (Total = 3 Days) will be lost.

Once again, CIELS attendance policy is very strict and is strictly enforced. No exceptions to these rules are made. Teachers cannot give permission to students to miss class and have no authority to compromise the above rules. It is each student's responsibility to know and follow these rules.

PROGRAM EXPECTATIONS
(Output required from participants)

GRAMMAR In this skill area, you will review English grammar. This review will be an interactive process, not just memorization. You will be expected to be active in class and take responsibility for the self study and review that you need to be successful in the program. You will also be expected to take part in group work that asks you to share the task of learning with your classmates. You can expect at least forty-five (45) minutes of homework each day.

READING In this class, you will practice your reading skills in English. These skills include skimming for the main idea, scanning for specific details, drawing inferences, discerning referents, defining words in context, recognizing restatements and supporting points, guessing meaning in context, making predictions, as well as general comprehension. The skills are basic to reading comprehension in any language and you use them everyday in a variety of ways including reading for enjoyment, information, work and academic purposes. You can expect to have a reading assignment each evening that will take you about an hour to complete. The program expects you to practice with other material as well, and provides a variety of reading material for your review including newspapers, magazines, and access to the CIELS library and the American Center Library. The more you read, the faster you will read and the more you will understand.

Writing In this skill area you will discuss different ways of organizing your ideas according to various rhetorical patterns, such as narration, argumentation, comparison and contrast. You will write a total of 7 or 8 full-length essays following these rhetorical patterns. You will build up your writing skills daily by writing sentences, paragraphs, making journal entries, and doing other writing exercises related to a specific rhetorical pattern and/or writing in general. Essays will be written in class. They are corrected with input from teachers and also your peers. They are then rewritten at home. You will be required to submit rewritten work and other assignments on time. The writing activities will also provide you an opportunity to implement what you learn in reading and grammar classes. Homework will consist of exercises and/or rewriting.

continued...

Listening/Speaking In Listening/Speaking you will do exercises, using a variety of texts, to prepare you for the Listening section of the TOEFL test. This TOEFL practice will be done for 30-45 minutes a day for four days. One day each week you will do a Practice TOEFL test (Listening Section). As preparation for mini-talks and also for academic lectures in the United States, you will take notes on talks covering a wide range of subjects, from the sciences to the humanities. You will also have the opportunity to participate in various formal or informal speaking situations in class. The TOEFL preparation and notetaking will be supplemented by other listening and speaking exercises that your teachers deem appropriate for your class. It is important that you participate actively in class discussions and other activities. You will be expected to supplement all classroom work in Listening/Speaking with activities that you undertake at your own initiative, such as listening to English news on radio and television, watching English language videotapes at the American Center, etc. You are encouraged to speak only English in all your classes.

(Note: The following are excerpts from letters written by former CIELS students to nominees who are coming to CIELS as new students. The letters were written in Writing Class.)

DEAR NEW STUDENT:

I am in the last days of the training course at CIELS. I want to tell you about some of my experiences. It was not so difficult to live and get training here because the teachers are very devoted to their teaching profession. They are very cooperative... You will find a friendly atmosphere here and you will learn a lot of things...

....It is really wonderful to undergo an intensive English language course. It provides a lot of opportunities for class discussions, conferences and other classroom activities...

....I advise you to work, work, work right from the first day...

....I want to suggest to you that you must be punctual, and a hard worker. If you have these two qualities you can survive. Here you have to run rather than walk...

....Don't miss any class...

....The most important thing at CIELS is "regularity." You should be regular in attending class and doing your homework daily. If you are regular in doing your homework you will improve grammar, writing, reading and listening skills in English...

....You will get many chances to speak English with your teachers and colleagues and at the completion of the course you will feel more confident in speaking English...

....We have less knowledge of English language because it is not our mother tongue. Due to this reason we face great difficulties while preparing for the TOEFL. Here at CIELS within two months you will learn a lot of grammar and other skills which are required for the TOEFL...

....Read a variety of materials to enhance your knowledge. CIELS provides an excellent opportunity to develop your habit of reading...

....You will be given a large amount of grammar work which will prove very helpful in improving your written and spoken English...

....Besides this you will also be able to learn about American culture...

These two months are not only important for improving your TOEFL score but it will also add a lot of other qualities to your personality and ability...

....You will find the way of teaching is quite different from ours...

....You shouldn't hesitate to explain your difficulties regarding the English language. The staff are skilled and very cooperative...

....Do not hesitate to ask about anything that you did not know before...

....Although accommodation is very nice, keep yourself from watching so much TV especially Indian film. Otherwise you will not be able to revise your classwork properly and you will not be able to do your homework...

....Make a timetable for your daily homework. Try to give enough time to all the sections to of the TOEFL...

....Do not waste your time gossiping...

....Put all your efforts on study. Never think about any leave...

....Since CIELS is closed on Friday and Saturday, revise all work of the whole week and do not visit your home frequently...

....Islamabad is a very beautiful place to live. Murree is only 60 Km. from Islamabad. If you are working hard through the week you must enjoy the weekend. Maybe it's your first time to see snow at Murree. Don't miss the opportunity. You should also visit Shah Faisal Mosque and Daman-i-Koh...

....During the lunch break you can go to Biryani house for lunch while for dinner you can go to Aabpara..for breakfast there is a restaurant at the back of Capital Hotel...

....Telephone facility is available at the hotel but that is very expensive. Avoid making telephone calls from the hotel. It will be better to telephone from a Public Call office...

....I would like to add one thing more: please don't invite your friends and relative during your training...

....If you were to waste this time you will have a loss forever...

Yours sincerely,

(Former CIELS Students)

CIELS STUDENT'S STUDY GUIDE

- 4:15: Classes end. Head for home.
- 5:00 - 6:00: Get a cup of tea or a cold drink..turn the TV on to CNN...put your feet up, relax....listen to English news.
- 6:00 - 7:30: Rest/sleep/dinner. (Have a good meal, but don't overeat: too much food makes you sleepy.)
- 7:30 - 7:45: Take a clean sheet of paper. List assignments to be done that night, for the next day. Prioritize the assignments (that is: decide which assignments should be done first. Priorities could be according to the most difficult homework, the longest, or according to your class schedule). If a certain assignment is not clear, check with a classmate. If still not clear, check with another classmate.
- 7:45 - 8:45: Do first (greatest) priority assignment. or, study grammar.
- 8:45 - 9:00: Have a cup of tea for a cold drink...take a walk down the corridor or downstairs to stretch leg muscles.
- 9:00 - 10:00: Do second priority homework or READ READ READ (assigned readings, a book or magazine borrowed from the CIELS library, an English book or magazine of your own. A novel that you like or are interested in is excellent for this purpose).
- 10:00 - 10:30: Do third priority homework, or Writing or Listening assignments.

(Question: When could you call home, or write letters home, or go shopping or sightseeing? Try to save these for the weekend - that is, all day Friday and Saturday morning. Saturday afternoon and evening you should be back at the books!!!)

NOTE: The study schedule above could be followed as a group. Form a study group with some of your classmates or provincemates or friends. Do your assignments and your review/study together. Raise questions for clarification in the group. However, do not copy assignments. A group that studies together does not necessarily copy from each other!!!)

SUGGESTION: On Saturdays, go to the American Center to read or watch videos!

THE CIELS FACULTY

THEA SIERAK

Manager, English Language Services Unit

Ms. Sierak has a Bachelor of Arts degree in English Literature and Philosophy from Syracuse University, USA; a Master of Public Administration degree from Seattle University, USA, specializing in the management of nonprofit organizations; a Royal Society of Arts (UK) Certificate for Teaching English as a Foreign Language to Adults, obtained in Tokyo, Japan; and is currently working on her Master of Arts degree in English as a Second Language from the School for International Training, USA.

She did voluntary work teaching English as a second language to refugees for one year in Seattle, Washington, USA, and taught English at a Master of Business Administration Preparation Program for 2 and a half years in Tokyo, Japan. She has been with CIELS since June, 1990, first as an instructor, then Coordinator and now, Manager.

She has traveled in Canada, Mexico, England, France, Belgium, Luxembourg, Sweden, Germany, Czechoslovakia, Poland, Austria, Italy, Denmark, Iceland, Hungary, Japan, South Korea, the People's Republic of China, Thailand, Hong Kong, Macau, Pakistan, India and Nepal.

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HANNAH DEBRUCE

Mrs. DeBruce is American. She has a Bachelor's Degree from the University of Florida, and has also studied at Ohio University and Boston University.

She taught for one year at a Catholic school and was a substitute teacher teaching in Dhaka, Bangladesh. She has been at CIELS since 1989.

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ERICA DODD

Dr. Dodd is Canadian. She has a Bachelor's Degree in Classical Art from Wellesley College in the United States and a Ph.D in Byzantine Art History from the Courtauld Institute, University of London. She was a Harvard university fellow for 3 years and an Oxford University fellow for one year.

She taught English at the American Community School and the International College in Beirut. She has been with CIELS since January 1991.

Dr. Dodd has also been a Professor of Islamic and Byzantine Art History, teaching at McMaster University (Canada) for 3 years, American University in Beirut for 20 years, and at Victoria University in Canada for 2 years.

She has published 3 books and many scholarly articles, and has lectured at Oxford University, Harvard University, the Metropolitan Museum of Art in New York City, and in Cleveland, Ohio; Dumbarton Oaks, Washington D.C; Chicago, Illinois; Toronto, Canada, and elsewhere.

She has travelled in Europe, North America, the Middle East, and Russia. She also has a knowledge of Arabic, French, Urdu, German, Latin, Greek, Spanish and Italian.

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SARA MAHMOOD

Mrs. Mahmood is British. She has an Honours Degree in English Literature from Oxford University.

She has taught reading, listening and grammar at CIELS for the last two years. Before that, she taught at Beaconhouse School, Lahore and at a High School in Bogota, Colombia, South America.

Mrs. Mahmood has spent considerable periods of time studying other languages - at schools, French and Latin, and most recently, Urdu, at the National Institute of Modern Languages, Islamabad.

She spent one and a half years in Colombia, South America, three years in Africa and has lived in Pakistan for seven years.

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MEYEN QUIGLEY Cultural Awareness Training Coordinator

Mrs. Quigley was born in the Philippines, is a resident of Canada. She has a Bachelor's Degree in English from the University of the Philippines, and took Master's Courses in Speech and Drama and Anthropology at the same university. She has a Master's Degree in international Development from the school for International Training, Vermont, U.S.A.

She taught English language and literature to high school and college students in the Philippines for 6 years; English as a Second Language to adult IndoChinese refugees for 2 years and to adult Ethiopian refugees for 2 years. In the United States she taught English as a Second Language to IndoChinese, Hispanic, and Haitian children and adults for 1 year. She has been teaching at CIELS since January, 1988.

Mrs. Quigley has been involved in cross-cultural training for exchange students, professionals, refugees and immigrants for a total of 14 years.

She has lived in the Sudan, East Africa; the U.S., and Canada. She has travelled to Hongkong, Thailand, Singapore, Ethiopia, Kenya, Tanzania; Turkey, Greece, France, England, Italy, Austria, Switzerland, Germany, and the Netherlands. She has been in Pakistan since November 1987.

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IMRANA SHAFIQI

Mrs. Imrana Shafiqi has dual nationality: Pakistani and British. She got her B.A. and her M.A. in History from Karachi University. At present she is working on a Master of Arts Degree in Teaching English as a second Language (MAT) from the School for International Training, Vermont, U.S.A. She also has a postgraduate certificate in Education from London University, and a Diploma in Teaching English as a Second Language from the Royal Society of Arts, London.

She began her career in teaching as a schoolteacher in London where she taught for 10 years. She then became interested in teaching English as a Second Language which she taught to schoolage immigrant children in London for 3 years. She also taught English to employees of USAID in Islamabad, the Primary Health care Project, and students participating in the Academy for Educational Development's Baluchistan Scholarship Program (1). Mrs Shafiqi also taught English to medical and engineering graduates and university lecturers in courses organized by the University Grants Commission. She has been teaching at CIELS since 1987.

Mrs. Shafiqi lived in London for 14 years. She has travelled to the USA 3 times - twice to Vermont to study for her MAT and once for holidays, visiting New York, Dallas, Houston, Colorado, and Montreal in Canada. She also spent a week each in Denmark, and Ankara and Istanbul in Turkey.

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RUTH SILSETH

Mrs. Silseth is American. She has a Bachelor's Degree in Education from Valparaiso University, Indiana, with courses in Spanish and Physical Education. She took additional courses in English from Baldwin Wallace College, Ohio, and in Education from old Dominion University, Virginia.

She taught High School Spanish for 4 years, Elementary School Spanish for 3 years, and High School English for 6 years. She has been teaching at CIELS since July, 1991.

Mrs. Silseth also studied Italian at an intensive 6-month program at the Defense Language Institute, Washington D.C.

She has travelled throughout the United States (except Alaska), lived in Germany for one year and in Italy for 4 years. She has also travelled to Canada Mexico, Argentina, Brazil, Uruguay, the United Kingdom, France, Austria, Switzerland, Denmark, Sweden, Norway, the Netherlands, Greece, Egypt, Morocco, Spain, Portugal, Thailand and Pakistan.

Mrs. Silseth has 2 children, a 23-year old son and 25-year old daughter.

TEACHING AIDS INVENTORY

CIELS Inventory
Academy for Educational Development - Islamabad

Item Number	Item Title	Author/ Publisher	Skill	Type
1	10 Steps (Beginning) Student Book	Linc	W	B
1	10 Steps (Beginning) Teacher's Manual	Linc	W	B
1	101 Word Games	McCallum Oxford University Press	REF	B
1	12 + 12	Allan USIA	R	B
1	15 Easy Pieces for ESL	Curry USIA	L/S	B
1	26 Steps Intermediate Student Book	Linc	W	B
1	30 Days To A More Powerful Vocabulary	Funk Pocket Books	R	B
1	30 Passages	Byrne Longman	R	B
29	A Conversation Book: English In Everyday Life Book 2	Carver Prentice Hall	L/S	B
28	A Conversation Book: English in Everyday Life Book 1	Carver Prentice Hall	L/S	B
1	A Foreign Student's Guide To Dangerous English	Claire Eardley	CUL	B
3	A Guide To The Whole Writing Process	Blum Houghton Mifflin	W	B
1	A Guide To The Whole Writing Process Instructor's Manual	Blum Houghton Mifflin	W	B
5	A Handbook For Foreign Students		CUL	B
1	A Picture's Worth A Thousand Words	Sanabria Prentice Hall	L/S	B
1	A Pocket Guide To Vocabulary	Brownstein Barron's Educational Series	R	B
1	A Practical Guide To The Teaching Of English	Rivers Oxford University Press	REF	B
1	A TEFL Anthology	Bouchard USIA	R	B
1	A Thousand Sentences	Gattegno Educational Solutions	G	B
1	A World Of Books An Annotated Reading List For ESL/EFL Students	Brown TESOL	R	B
7	A Writer's Workbook	Smoke St. Martin's Press	W	B
41	AKL Advanced Student's Book		L/S	B
		Longman		
38	AKL Beginning Student's Book		L/S	B
		Longman		
2	AKL Beginning Teacher's Manual	O'Neill Longman	L/S	B
12	AKL Intermediate Student's Book		L/S	B
		Longman		

CIELS Inventory
Academy for Educational Development - Islamabad

Item Number	Item Title	Author/ Publisher	Skill	Type
3	AKL Intermediate Teacher's Manual	Longman	L/S	B
1	ALA ESP Series Lectures For Listening Comprehension	Annand American Language Academy	L/S	B
52	ALA TOEFL Course (Classwork Books)	Annand Regents	TFL	B
47	ALA TOEFL Course (Complete Sets)	Annand Regents	TFL	B
91	ALA TOEFL Course (Homework Books)	Annand Regents	TFL	B
350	ALA TOEFL Course (Practice Tests)	Annand Regents	TFL	B
2	ALA TOEFL Course (Teachers Handbook)	Annand Regents	TFL	B
2	Academic Mini Lectures	Roguski/Palmberg Maxwell Macmillan	L/S	B
1	Academic Writing Workshop	Benesch Wadsworth	W	B
1	Academic Writing Workshop II	Benesch Wadsworth Publishing Company	W	B
1	Academically Speaking	Kayfetz Wadsworth	L/S	B
14	Action Plans	MacDonald Newbury House	REF	B
83	Advanced Listening Comprehension	Dunkel Newbury House	L/S	B
1	Advanced Vocabulary Games	Schinke/Llano National Textbook Co	R	B
1	Adventures In Conversation	Hunter Prentice Hall Regents	L/S	B
5	Alice Blows A Fuse	Boyd Prentice Hall	L/S	B
1	America Past & Present Volume I	Lancelot-Harrington Newbury House Publishers	R	B
1	America Past & Present Volume II	Lancelot-Harrington Newbury House Publishers	R	B
1	America Past & Present Volume III	Lancelot-Harrington Newbury House Publishers	R	B
1	American Cultural Encounters	Ford Alemany	CUL	B
1	American Topics Second Edition	Lugton Prentice Hall Regents	R	B
1	An Introduction To Language 2nd Edition	Fromkin-Rodman Holt, Rinehart and Winston	REF	B
33	Animal Farm	Orwell	R	B
2	Arco's GRE 1984	Martinson	GRE	B

CIELS Inventory
Academy for Educational Development - Islamabad

Item Number	Item Title	Author/ Publisher	Skill	Type
3	Arco's GRE 1987	Arco-Prentice Hall Martinson	GRE	B
1	Arco's Preparation For The SAT	Arco-Prentice Hall Sanders	GRE	B
1	Arco's Super Course For The GRE 1st Edition	Arco Martinson	GRE	B
7	Arco's TOEFL 1987	Arco Babin	TFL	B
1	As I Was Saying Teacher's Edition	Arco Richards	L/S	B
1	At The Door Selected Literature for ESL Students	Addison Wesley McKay	R	B
70	Attitudes Through Idioms	Prentice Hall Regents Adams	L/S	B
1	Back & Forth	Newbury House Palmer	L/S	B
1	Barron's A Pocket Guide To Correct Grammar 2nd Edition	Alemanly Hopper	REF	B
1	Barron's Basic Word List 2nd Edition	Barron's Educational Series Brownstein	R	B
1	Barron's How To Prepare For The CBAT Mathematics Level 2	Barron's Educational Series Dodge	GRE	B
3	Barron's How To Prepare For The GRE	Barron's Brownstein	GRE	B
1	Barron's How To Prepare For The SAT	Barron's Brownstein	GRE	B
5	Barron's How To Prepare For The TOEFL 4th Edition (White)	Barron's Educational Series Sharpe	TFL	B
25	Barron's How To Prepare For The TOEFL 5th Edition (Black)	Barron's Sharpe	TFL	B
57	Barron's Practice Exercises For The TOEFL	Barron's Sharpe	TFL	B
1	Basic Composition For ESL An Expository Workbook	Barron's Huizenga	W	B
14	Basic English Grammar	Scott, Foresman/Little, Brown Azar	G	B
2	Basic English Grammar Teacher's Manual	Prentice Hall Azar	G	B
1	Basic Skills For Academic Reading	Prentice Hall Ramsay	R	B
1	Basically Academic An Introduction To EAP	Prentice Hall Regents Currie	REF	B
1	Basically Academic An Introduction To EAP Instructor's Manual	Newbury House Currie	REF	B
2	Beyond Words An Advanced Reading Course	Newbury House James	R	B

CIELS Inventory
Academy for Educational Development - Islamabad

Item Number	Item Title	Author/ Publisher	Skill	Type
1	Body English A Study Of Gestures	Prentice Hall Regents Adams Scott, Foresman and Company	CUL	B
1	Bridge To College Success	Robertson Newbury House	REF	B
2	Build Your Case	Kleber Addison Wesley	L/S	B
1	Building Academic Skills An ESL Workbook	Schwabe Prentice-Hall, Inc	R&W	B
144	Building Skills For The TOEFL Course Book	King Nelson	TFL	B
5	Building Skills For The TOEFL Tapescript and Key	King Nelson	TFL	B
1	Business In English	Hacikyan Regents	ESP	B
1	Business World	Speegle Oxford University Press	R	B
1	Campus English	Shinke Llano	L/S	B
1	Can't Stop Talking	Rooks Newbury House	L/S	B
2	Caring And Sharing In The Foreign Language Class	Moskowitz Newbury House	REF	B
1	Challenge: A First Reader	Saitz Winthrop	R	B
1	Challenges A Process Approach to Academic English	Brown Prentice Hall Regents	W	B
2	Checklists For Vocabulary Study	Yorkey Longman	R	B
2	Cliffs TOEFL Preparation	Pyle Cliffs	TFL	B
1	Cloze Encounters	Yorkey Prentice Hall	G	B
1	Clues To Meaning Strategies For Better Reading Comprehension	Levine Collier Macmillan	R	B
1	Coherence In Writing Research and Pedagogical Perspectives	Connor (ed) TESOL	W	B
1	College Board Math - Barron's	Dodge Barron's Educational Series	GRE	B
2	Communicate What You Mean	Pollock Prentice Hall	G	B
3	Communication Starters	Olsen Alemany	L/S	B
1	Comp Exercises In Comprehension and Composition	Alexander Longman	W	B
18	Composition Steps	Horn	W	B

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Item Number	Item Title	Author/ Publisher	Skill	Type
7	Consider The Issues	Newbury House Numrich	L/S	B
19	Contact USA	Longman Griffin	R	B
1	Contact USA 2nd Edition	Prentice Hall Griffin	R	B
1	Contemporary World Issues An Interactive Approach To R & W	Prentice Hall Light	R	B
1	Controlled Composition in ESL	Collier Macmillan Paulston	W	B
4	Cultural Awareness Teaching Techniques	Regents Gaston	CUL	B
1	Culturally Speaking	Pro Lingua Genzel	CUL	B
22	Developing Basic Writing Skills in ESL	Harper & Row Eichler	W	B
64	Developing Reading Skills Advanced	University of Pittsburgh Markstein	R	B
12	Developing Reading Skills Advanced Answer Key	Newbury House Markstein	R	B
36	Developing Reading Skills Intermediate	Newbury House Markstein	R	B
1	Developing Vocabulary Skills (1985)	Newbury House Keen	R	B
1	Dictation New Methods, New Possibilities	Newbury House Davis & Rinvolucri	REF	B
16	Dictionary - Oxford	Cambridge University Press Hornby	R	B
1	Dictionary - The American Heritage	Oxford University Press Dell	R	B
21	Dictionary - The New American Webster Handy College	Dell Webster	R	B
45	Dictionary of American English	Signet Longman	R	B
1	Dictionary of Problem Words	Longman Times	R	B
1	Discussions That Work	Federal Ur	L/S	B
1	East-West 1	Cambridge University Press Graves	G	B
1	East-West 2	Oxford Graves	G	B
1	Easy Does It	Oxford Curry	L/S	B
1	Economic Survey	USIA	R	B

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1	Effective Techniques For English Conversation Groups	GOP Dobson Newbury House Publishers	REF	B
1	Effects of Rapid Population Growth	GOP	R	B
23	Elementary Composition Practice Book 1	Blanton Newbury House	W	B
15	Elementary Composition Practice Book 2	Blanton Newbury House	W	B
1	Encores Book 1	Allen USIA	R	B
1	Encyclopedia - Funk & Wagnall's New (Volumes 1 - 29)	Bram Funk & Wagnall's	REF	B
1	English By Newspapers	Frederickson Newbury House	R	B
55	English For Academic Uses: A Writing Workbook	Adams Prentice Hall	W	B
1	English For Careers: Agriculture	Jenkins-Murphy Regents	ESP	B
1	English For Careers: Electrical Engineering	Hall Regents	ESP	B
1	English For Careers: International Finance	Oppenheim Regents	ESP	B
1	English Integrated An Advanced Reader/Grammar For Learners Of Eng	Dunham Scott, Foresman and Company	R	B
1	English On Campus: A Listening Sampler	James Wadsworth Publishing Company	L/S	B
1	English Pronunciation Lesson's: A Teacher's Resource Manual		L/S	B
44	English Sentence Structure	USIS Krohn University of Michigan	G	B
3	English Skills 3rd Edition	Langan McGraw Hill	W	B
4	English Skills 4th Edition	Langan McGraw Hill	W	B
60	English Structure In Focus	Davis Newbury House	G	B
1	English Structure In Focus Answer Key	Davis Newbury House	G	B
6	English Structure In Focus Teacher's Manual	Davis Newbury House	G	B
1	Error Analysis and Interlanguage	Corder Oxford University Press	REF	B
1	Essentials Of Management	Wise American Language Academy	ESP	B
14	Examining English Book 1	Ridout	G	B

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15	Examining English Book 2	Hutchinson Ridout	G	B
22	Expanding Reading Skills Advanced	Hutchinson Markstein Newbury House	R	B
19	Expanding Reading Skills Advanced Answer Key	Markstein Newbury House	R	B
1	Experiences Reading Literature	Dennis Newbury House Publishers	R	B
1	Express Yourself	Shannon	L/S	B
1	Face The Issues	Random Numrich	L/S	B
1	Face To Face The Cross-Cultural Workbook	Longman Zanger	L/S	B
1	Faces Exchanging Views In English	Newbury House Publishers Blasky	L/S	B
1	Faces Exchanging Views In English Teacher's Manual	Lateral Communication Blasky	L/S	B
26	Facts & Figures	Lateral Communication Ackert	R	B
1	Fast Forward	Newbury House Fassman	L/S	B
1	First Steps In Reading And Writing	Longman Wigfield	R/W	B
43	Focus On Composition	Newbury House Raimés	W	B
1	Focus On Reading A Workbook For ESL Students	Oxford McCutchan	R	B
28	Follow Me To San Francisco	Prentice-Hall Griffin	L/S	B
1	Foreign Students Guide To American Academic Life	Longman	CUL	B
1	From Paragraph To Term Paper	Lipp	W	B
1	From Process To Product	Maxwell Macmillan Lefkowitz	W	B
19	Functions Of American English	Prentice Hall Regents Jones	L/S	B
76	Fundamentals Of English Grammar	Cambridge Azar	G	B
1	GRE General Test	Prentice Hall Alexander-Travis	GRE	B
2	Games For Language Learning New Edition	Research And Education Assc Wright	REF	B
1	Getting A Fix On Vocabulary	Cambridge University Press Clark	R	B
		Pro Lingua Associates		

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2	Graded Exercises In English	Dixon Regents	G	B
60	Grammar Exercises 1	Burrows Pro Lingua	G	B
97	Grammar Exercises II	Rein Pro Lingua	G	B
1	Grammar Games	Rinvolucri Cambridge	TFL	B
4	Grammar In Context I	Elbaum Little Brown	G	B
3	Grammar In Context II	Elbaum Little Brown	G	B
1	Grammar In Use	Murphy Cambridge University Press	G	B
1	Grammar In Use Answer Key	Murphy Cambridge University Press	REF	B
6	Great Ideas Student's Book	Jones Cambridge	L/S	B
1	Great Ideas Teacher's Manual	Jones Cambridge	L/S	B
1	Guide To English Idioms	Times Federal	R	B
1	Guide To Language And Study Skills	Martin prentice Hall Inc	REF	B
19	HSJ How To Prepare For The GRE	Bramson Harcourt Brace Jovanovich	GRE	B
1	Headlines	Karant Prentice Hall	L/S	B
8	Hear America Speak Book 2	Taylor Science Research Associates	L/S	B
1	Hearsay	Griffen Addison Wesley	L/S	B
2	Heartworks: Inspirations For ESL	Beckerman Prentice Hall Regents	L/S	B
1	How To Prepare For The TOEFL (Green/Blue Book)	Goodman McGraw Hill	TFL	B
1	If Your Feel Like Singing	Osman/McConochie Longman	L/S	B
224	Improving Aural Comprehension Student's Book	Morley University of Michigan	L/S	B
11	Improving Aural Comprehension Teacher's Book of Readings	Morley University of Michigan	L/S	B
15	Index Card Games For ESL	Moran Pro Lingua	REF	B
1	Innovative Approaches To Language Teaching	Blair Newbury House	REF	B

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1	Insights Into Academic Writing	Kadesch Longman	W	B
17	Insights into English Structure	Campbell Prentice Hall	G	B
1	Insights and Ideas	Ackert Holt Reinhart Winston	R	B
1	Insights: A Contemporary Reader	Flint Newbury House	R	B
1	Instant Vocabulary	Ehrlich Pocket Education	R	B
1	Integrating College Study Skills	Sotiriou Wadsworth	REF	B
35	Intermediate Composition Practice Book 1	Newbury House	W	B
17	Intermediate Composition Practice Book 2	Newbury House	W	B
29	Intermediate Listening Comprehension	Dunkel Newbury House	L/S	B
1	Interview	Cornelius Longman	L/S	B
1	Introducing Academic Writing	Oshima Addison-Wesley	W	B
1	Keep In Touch A Student's Anthology of Modern Literature In Eng	Knight Pergamon Press	R	B
2	Keep Talking	Klippel Cambridge	L/S	B
3	LAMP: Language Acquisition Made Practical	Brewster Lingua House	REF	B
1	Language And Content	Mohan Addison-Wesley	REF	B
1	Language And Life In The USA Volume 2	Doty Harper & Row	R	B
6	Language Teaching Techniques	Clark Pro Lingua	REF	B
1	Language Two	Dulay Oxford University Press	REF	B
2	Learn To Listen Listen To Learn	Lebauer Prentice Hall Regents	L/S	B
2	Learning ESL Composition	Hartfield Newbury House	W	B
1	Let's Laugh Together	Finger Collier Macmillan	L/S	B
1	Let's Learn English 1	Wright American Book Company	G	B
8	Lexicarry	Moran Pro Lingua	L/S	B

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Item Number	Item Title	Author/ Publisher	Skill	Type
1	Lexis Academic Vocabulary Study	Burgmeier Prentice Hall Regents	R	B
1	Light And Lively	Felder Harwood	L/S	B
36	Listen To Me! Beginning	Foley Newbury House	L/S	B
1	Listening Between The Lines A Cultural Approach	Lougheed Addison-Wesley	L/S	B
1	Listening Between The Lines A Cultural Approach Teacher's Edition	Lougheed Addison-Wesley	L/S	B
1	Listening Contours Complete Text	Rost Lingual House	L/S	B
5	Listening Dictation	Morley University of Michigan	L/S	B
78	Listening Focus Student's Book	Kisslinger Lingual House	L/S	B
5	Listening Focus Tapescript & Answer Key	Kisslinger Lingual House	L/S	B
1	Listening Focus Teacher's Manual	Kisslinger Lingual House	L/S	B
1	Listening In & Speaking Out Advanced	James Longman	L/S	B
1	Listening In And Speaking Out Intermediate	James Longman	L/S	B
4	Listening Tasks Student's Book	Schecter Cambridge	L/S	B
1	Listening Tasks Teacher's Book	Schecter Cambridge	L/S	B
1	Listening to TOEFL Workbook	Educational Testing Service	TFL	B
2	Literary Contexts For ESL Writers	Gajdusek Kendall/Hunt	W	B
1	Longman Preparation Course For The TOEFL	Phillips Longman	TFL	B
1	Look Who's Talking! Activities For Group Interaction	Christison Alemany	L/S	B
1	Looking At American Food	Huizenga National Textbook Co.	CUL	B
1	Looking At American Signs	Huizenga National Textbook Company	CUL	B
14	MMC: Developing Communicative Competence in English As L2	Bruder University Of Pittsburgh Press	G	B
1	Macmillan Career English Agriculture: Field Crops	Jackson MacMillan	ESP	B
1	Making English Personal	Curry USIA	L/S	B

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Item Number	Item Title	Author/ Publisher	Skill	Type
1	Making The Most Of English	Lay Holt, Rinehart and Winston	R	B
1	Meanings Into Words Intermediate Workbook	Doff Cambridge	G	B
1	Meet The US	Kagan Prentice Hall	R	B
3	Methods That Work	Oller Newbury House	W	B
18	Missing Persons: A Radio Play	Anderson Longman	L/S	B
1	Modern American Profiles	Kenan Harcourt	R	B
91	Modern English Exercises For Non-Native Speakers 2nd Ed. Part 1	Frank Prentice Hall	G	B
11	Modern English Exercises For Non-Native Speakers 2nd Ed. Part 2	Frank Prentice Hall	G	B
14	Modern English Part 2 (Sentences & Complex Structures)	Frank Prentice Hall	G	B
7	Modern English Volume 1	Rutherford Prentice Hall	G	B
2	Modern English Volume 2	Rutherford Prentice Hall	G	B
1	Modern English: A Practical Reference Guide	Frank Prentice Hall	G	B
1	Nelson Practice Book Of Phrasal Verbs Revised Edition	Walker Nelson	R	B
1	New American Profiles	Kenan Harcourt Brace Jovanovich	R	B
1	New INTERCOM 3	Yorkey The American Book Company	L/S	B
1	New INTERCOM 3 Teachers Edition	Yorkey The American Book Company	L/S	B
1	New INTERCOM Workbook 3	Yorkey The American Book Company	L/S	B
2	Newbury House TOEFL Preparation Kit	Kennedy Newbury House	TFL	B
1	Newbury House TOEFL Preparation Kit (2 book set)	Hamp-Lyons Newburyn House	TFL	B
1	Nobel Prize Winners	DeWitt Pro Lingua Associates	R	B
2	Noteworthy: Listening And Notetaking Skills	Lim Newbury House	L/S	B
70	Now Hear This	Foley Newbury House	L/S	B
5	Opening Lines	EIL The Consortium	L/S	B

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18	Outsiders	Mullen Prentice Hall	R	B
19	PAIRallels: Narratives For Pair Work	Rost Lingual	L/S	B
2	Paragraph Development	Arnaudet Prentice Hall	W	B
1	Paragraph Development 2nd Edition	Arnaudet Prentice Hall Regents	W	B
1	Past, Present and Future	Gregg Wadsworth	R	B
1	Phrase by Phrase	Chan Prentice Hall	L/S	B
19	Picture It!	Regents	L/S	B
1	Picture Stories For Beginning Communication	Heyer Prentice Hall	L/S	B
1	Pidginization and Creolization as Language Acquisition	Anderson Newbury House	REF	B
1	Point Counterpoint	Pifer Newbury House Publishers	L/S	B
20	Points Of View	Pifer Newbury House	L/S	B
1	Ports Of Entry: Scientific Concerns	Mason Harcourt Brace	R	B
1	Ports of Entry: Ethnic Impressions	Mason Harcourt Brace Jovanovich	R	B
1	Ports of Entry: Social Concerns	Mason Harcourt Brace	R	B
2	Potluck	Clark Pro Lingua	CUL	B
1	Practical English Usage	Swan Oxford University Press	REF	B
1	Practical Techniques For Language Teaching (Student-Centered)	Lewis Language Teaching Publications	REF	B
2	Practice Tests For The TOEFL	Mason Nelson	TFL	B
2	Practice Tests For The TOEFL 2nd Edition	Mason Nelson	TFL	B
1	Preludes To Reading	Massoud USIA	R	B
1	Prentice-Hall TOEFL Prep Book	Lougheed Prentice Hall	TFL	B
2	Prentice-Hall's Practice Tests For The TOEFL	Steinberg Prentice-Hall	G	B
80	Preparation For Writing: Grammar	Wohl Newbury House	G	B

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Item Number	Item Title	Author/ Publisher	Skill	Type
1	Process And Pattern	Cobb Wadsworth Publishing Company	W	B
1	Pronouncing American English	Orion Newbury House	L/S	B
1	Put it In Writing	Blot Newbury House	W	B
3	React Interact: Situations For Communication	Byrd Regents	L/S	B
1	Read On Speak Out	Ferreira Newbury House	L/S	B
71	Reader's Choice	Baudin University of Michigan	R	B
1	Reading By All Means New Edition	Dubin Addison-Wesley	R	B
1	Reading Drills For Speed And Comprehension 3rd Edition	Fry Jamestown Publishers	R	B
232	Reading English For Academic Study	Long Newbury House	R	B
1	Reading For A Reason	Dobbs Prentice Hall Regents	R	B
1	Reading For Academic Success	Lynch Collier Macmillan	R	B
63	Reading Improvement Exercises	Harris Prentice Hall	R	B
1	Reading In A Foreign Language	Alderson Longman	REF	B
1	Reading In The Content Areas	Richard-Amato Longman	R	B
1	Reading Literature	Gower Longman	R	B
1	Reading Strategies For University Students	Romstedt Collier Macmillan	R	B
1	Readings In English 1	Banks Prentice Hall Regents	R	B
1	Readings In English 2	Banks Prentice Hall Regents	R	B
4	Recipes For Tired Teachers	Sion Addison Wesley	REF	B
2	Refining Composition Skills 2nd Edition	Smalley MacMillan	W	B
4	Reflections: A Reader For Intermediate ESL	Griffin Newbury House	R	B
9	Research Matters	Hamp-Lyons Newbury House	G	B
6	Science And Technology: A Reader	Landers Newbury House	R	B

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1	Science and Society - A Reading-Writing Text	Gregg Klendall Hunt	R	B
1	Science, Medicine and Technology	Master Prentice Hall Regents	W	B
1	Secretarial English	Sheff Regents	ESP	B
1	Sentence Combination Book II	Pack Newbury House	G	B
1	Sentence Construction	Park Newbury House	G	B
4	Settling In 1	Shapiro The Consortium	G	B
2	Settling In 2	Shapiro The Consortium	G	B
9	Shifting Gears	EIL The Consortium	G	B
3	Shifting Gears 2	EIL The Consortium	G	B
1	Side By Side Book 1	Bliss Prentice Hall	G	B
1	Side By Side Book 2	Bliss Prentice Hall	G	B
1	Side By Side Book 3	Bliss Prentice Hall	G	B
6	Skits In English	Hines Regents	L/S	B
61	Smalltown Daily	Miller Pro Lingua	R	B
16	Speak Easy	Silverson BBC	L/S	B
4	Speak Easy Teacher's Manual	Silverson BBC	L/S	B
1	Speak Up	Pavlik Newbury House	L/S	B
1	Speaking Naturally	Tillitt Cambridge	L/S	B
1	Speaking Personally	Ladousse Cambridge University Press	L/S	B
1	Springboards	Yorkey Addison Wesley	L/S	B
1	Start Reading For Adults	Vincent Longman	R	B
1	Storylines	Karant Newbury House	L/S	B
1	Students And Teachers Writing Together	Peyton TESOL	W	B

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25	Study Listening	Lynch Cambridge	L/S	B
1	Study Listening Teachers Manual	Lynch Cambridge	L/S	B
137	Study Skills	Yorkey McGraw Hill	R	B
1	Success With Words	Carris Peterson's	R	B
1	Tales Of Mystery And Imagination	Poe	R	B
1	Talk About Trivia	Schoenberg Longman	CUL	B
5	Talk-A-Tivities	Yorkey Addison Wesley	L/S	B
1	Talking With Americans	Sharpe Little Brown	L/S	B
13	Teaching And Learning Languages	Stevick	REF	B
1	Teaching English As A Second Language	Bright Longman	REF	B
4	Teaching English As A Second Or Foreign Language	Celce-Murcia Newbury House	REF	B
1	Teaching English By Radio	Imhoof AED - Washington	REF	B
1	Teaching English Through English	Willis Longman	REF	B
1	Teaching English With Video	Allan Longman	L/S	B
1	Teaching Foreign-Language Skills	Rivers University Of Chicago Press	REF	B
1	Teaching Second Language Reading For Academic Purposes	Eskey Addison-Wesley	REF	B
5	Techniques And Principles In Language Teaching	Larson-Freeman Oxford	REF	B
38	Techniques For Writing Composition	Wohl Newbury House	W	B
2	Techniques In Teaching Writing	Raines Oxford University Press	W	B
1	Techniques in Teaching Vocabulary	French Allan Oxford University Press	REF	B
1	Telephone Talk	Pint Pergamon	L/S	B
2	Tense Situations	Hartman Holt	G	B
2	Testing Your Grammar	Reinhart University of Michigan	G	B
27	The Best TOEFL Book	Stanley Addison Wesley	TFL	B

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15	The Best TOEFL Book Revised	Stanley Addison Wesley	TFL	B
15	The Carolyn Graham Turn-Of-The-Century Songbook	Graham Regents	L/S	B
1	The Chicken Smells Good	Pickett Prentice Hall	L/S	B
1	The Common Sense Of Teaching Languages	Gattegno Educational Solutions	REF	B
1	The Culture Puzzle	Levine Prentice-Hall, Inc	CUL	B
13	The ESL Miscellany	Clark Pro Lingua	G	B
1	The Economic Value of Children	GOP	R	B
2	The Electric Elephant	Graham Oxford	L/S	B
1	The English Notebook	Yorkey Minerva	G	B
18	The Gooficon	Burt Newbury House	G	B
9	The Grammar Book	Celce-Murcia Newbury House	REF	B
9	The Grammar Handbook Part 1	Clark Pro Lingua Associates	G	B
38	The Non-Stop Discussion Workbook	Rooks Newbury House	L/S	B
15	The Pearl	Steinbeck	R	B
1	The Pearl Cliffs Guide	Cliffs	R	B
4	The Practice of English Language Teaching	Harmer Longman	REF	B
1	The Princeton Review The GRE 1991 Edition	Robinson Villard	GRE	B
1	The Princeton Review The GRE 1st Edition	Robinson Villard Books	GRE	B
1	The Process of Composition	Reid Prentice Hall	W	B
1	The Process of Composition Second Edition Instructor's Manual	Reid Prentice Hall Regents	W	B
3	The Real Thing	Ray MacMillan	R	B
1	The Silent Way	Gattegno Educational Services	REF	B
1	The Thinking Series: Languages Of Thought	Hirsch The College Board	REF	B
1	The Thinking Series: Thinking Historically	Holt	REF	B

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1	The Thinking Series: Thinking Through Mathematics	The College Board Silver	REF	B
2	The USA - Customs & Institutions 1990	The College Board Tiersky	CUL	B
1	The Way It Is	Regents Curry	REF	B
1	The Whole Story	USIA Rossner	L/S	B
1	The Working Culture Book 2 Career Development For New Americans	Longman Hemphil	G	B
2	The Zodiac #1	Prentice Hall Regents Moore	R	B
2	Time We The People	Pro Lingua Schinke/Llano	R	B
2	Time We The People Instructors Manual	Forlaget Schinke/Llano	R	B
11	Transitions Student's Book	Forlaget Ferreira	L/S	B
1	Transitions Teacher's Book	Newbury House Ferreira	L/S	B
11	Transitions Workbook	Newbury House Ferreira	L/S	B
5	Tune In Tonight	Newbury House Finger	L/S	B
1	Twentieth Century News	Newbury House Pint	L/S	B
25	Understanding Academic Lectures	Pergamon Mason	L/S	B
41	Understanding And Using English Grammar 1st Edition	Prentice Hall Azar	G	B
125	Understanding And Using English Grammar 2nd Edition	Prentice Hall Azar	G	B
41	Understanding And Using English Grammar Teacher's Guide Volume A	Prentice Hall Azar	G	B
169	Understanding And Using English Grammar Teacher's Guide Volume B	Prentice Hall Azar	G	B
5	Understanding And Using English Grammar Teachers Manual	Prentice Hall Azar	G	B
228	Understanding And Using English Grammar Workbook Volume A	Prentice Hall Azar	G	B
160	Understanding And Using English Grammar Workbook Volume B	Prentice Hall Azar	G	B
1	Understanding TOEFL Workbook 3rd Edition	Prentice Hall ETS	TFL	B
1	University Survival Skills	Educational Testing Service McDougal	R	B

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1	Unusual Stories from Many Lands	Newbury House Janssen	R	B
45	Verb Choices and Verb Forms	Prentice Hall Regents Pack	G	B
3	Viewpoints USA	Newbury House Vann	R	B
1	Visions A Pre-Intermediate Grammar	Harper & Row Lites	REF	B
1	Vocabulary Games	Prentice Hall Regents Schinke/Llano	R	B
1	Vocabulary Resource Books For Teachers	National Textbook Company Morgan & Rinvolucris	R	B
32	Whaddaya Say?	Oxford University Press Weinstein	L/S	B
1	What's So Funny	Prentice Hall Claire	R	B
1	What's Up	Eardley McPartland	R	B
25	Who Did It?	Prentice Hall Regents Yorio	L/S	B
1	Word Power	Prentice Hall Reader's Digest	R	B
1	Workbook in Second Language Acquisition	Berkeley/Non-Fiction Selinker	REF	B
1	Working With Prepositions	Newbury House Publishers Hall	G	B
1	World Englishes Volume 7 Number 1 Spring 1988	Nelson Pergamon Press	REF	B
25	Write From The Start	Davidson Newbury House	W	B
37	Write Me A Ream Student's Book	Kunz Columbia Teachers College	W	B
3	Write Me A Ream Teacher's Book	Kunz Columbia Teachers College	W	B
1	Writing A Content Approach To ESL Composition	Jenkins Prentice Hall Regents	W	B
1	Writing A Research Paper	Menascher University of Pittsburgh Press	W	B
1	Writing Academic English	Oshima Addison-Wesley	W	B
1	Writing Academic English Second Edition	Oshima Addison-Wesley	W	B
2	Writing American English	Seward Alemany	W	B
36	Writing As A Thinking Process	Lawrence	W	B

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1	Writing As Thinking A Guided Process Approach	University of Michigan Press Frank	W	B
2	Writing Workshop	Prentice Hall Regents Pagurek Newbury House	W	B
1	Boggle	Parker Brothers		G
1	Clue	Parker Brothers		G
1	Magnetic Ludo & Draft			G
1	Password	Milton Bradley		G
1	Scrabble	Selchow & Righter		G
1	Turntiles Scrabble	Selchow & Righter		G
2	AIDS: Changing The Rules	VHS AIDSFILMS	CUL	V
1	America - Catch The Spirit	VHS PAL SECAM	CUL	V
2	Cold Water	VHS Intercultural Press	CUL	V
1	Family Ties	VHS PAL SECAM	CUL	V
1	Films For Language Teachers	VHS PAL SECAM	REF	V
1	Follow Me To San Francisco	VHS Longman	L/S	V
1	Great American - Martin Luther King Jr	PAL		V
1	Islamic Culture, Language And Arts In The American Society (Urdu)	PAL USIS - Worldnet	CUL	V
1	Liberty Weekend	NTSC	CUL	V
1	Murder She Wrote	NTSC		V
1	Short Stories (Miscellaneous) 1	VHS PAL SECAM	R	V
1	Short Stories (Miscellaneous) 2	VHS PAL SECAM	R	V
1	Speak Easy	VHS Longman	L/S	V
1	Suspect		CUL	V
1	Tootsie	PAL	CUL	V

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

A Passage To India
single tape (1)

AKL Advanced

Longman

Set 1 Cassette 1 (2)
Set 1 Cassette 2 (2)
Set 2 Cassette 1 (2)
Set 2 Cassette 2 (2)
Set 2 Cassette 3 (2)
Set 2 Cassette 4 (2)

AKL Beginning

Longman

Set 1 Cassette 1 (2)
Set 1 Cassette 2 (2)
Set 2 Cassette 3 (1)
Set 2 Cassette 4 (1)

AKL Intermediate

Longman

Set 3 Cassette 1 (1)
Set 3 Cassette 2 (1)
Set 3 Cassette 3 (1)
Set 3 Cassette 4 (0)

AKL Intermediate Episodes

Longman

Units 1 - 25 (7)

AKL Intermediate Lab Drills

Longman

Cassette 1 (1)
Cassette 2 (1)
Cassette 3 (1)
Cassette 4 (1)

AKL Intermediate Situations & Conversations

Longman

Cassette 1 (1)
Cassette 2 (1)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

ALA ESP Series Lectures For Listening Comprehension (Annand)

Regents

- Lectures A & B (1)
- Lectures C & D (1)
- Lectures E & F (1)
- Lecture G (1)

ALA TOEFL Course (Annand)

Regents

- Units 1, 2 (4)
- Units 3, 4 (5)
- Units 7, 8 (4)
- Units 9, 10 (4)
- Units 11, 12 (4)

Academic Mini-Lectures (Roguski)

- Maxwell Macmillan
- single tape (3)

Advanced Listening Comprehension (Dunkel)

Newbury House

- Lectures 1 - 4 (3)
- Lectures 5 - 7 (3)
- Lectures 8 - 11 (3)
- Lectures 12 - 13 (3)
- Lectures 14 - 15 (3)

Arco's Skills For Top Scores

Arco

- Tests 1, 2, 3 (1)

Arco's TOEFL

Arco

- Tests 1, 2, 3 (4)
- Tests 4, 5, 6 (3)

As I Was Saying (Richards)

Addison Wesley

- Units 1 - 12 (2)
- Units 13 - 15 (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Barron's Practice Exercises For The TOEFL (Sharpe)

Barron's

- Exercises 1 - 12 (6)
- Exercises 13 - 19 (9)
- Tests 1, 2, 3 (5)
- Tests 4, 5, 6 (5)

Build Your Case (Kleber)

Addison-Wesley

- Chapters 1 - 7 (1)
- Chapters 8 - 10 (1)
- Chapters 11 - 16 (1)

Building Skills For The TOEFL (King)

Nelson

- Lessons 1-39 (5)
- Lessons 40-84 (5)
- Lessons 85 - 108 (5)
- Tests 1 & 2 (3)

Career English

MacMillan

- Civil & Mech Engineering (3)
- Horticulture & Livestock (2)
- Agriculture - Soils (1)

Christmas Music

single tape (1)

Cliffs TOEFL Preparation (Pyle)

Cliffs

- Tests 1,2,3 (8)
- Tests 4,5,6 (6)

Consider The Issues (Numrich)

Longman

- Units 1 - 12 (3)

English On Campus: A Listening Sampler (James)

Wadsworth

- Units 1 - 25 (1)

Face The Issues (Numrich)

Longman

- Units 1 - 6 (5)
- Units 7 - 12 (5)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Faces Exchanging Views in English

Longman
single tape (2)

Faces of the USA

Longman
single tape (2)

Fast Forward (Fassman)

Longman
single tape (2)

Functions Of American English (Jones)

Cambridge
single tape (6)

Great Ideas (Jones)

Cambridge
single tape (6)

Headlines (Karant)

Prentice Hall
single tape (2)

Hearsay (Griffen)

Addison Wesley
Tape 1 Lessons 1 - 7 (2)
Tape 2 Lessons 8 - 13 (2)
Tape 3 Lessons 14 - 18 (2)

Heartworks: Inspirations (Beckerman)

Prentice Hall Regents
single tape (2)

How To Prepare for the TOEFL (Goodman)

McGraw Hill
Tape 1 (6)
Tape 2 (6)

If You Feel Like Singing

single tape (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Improving Aural Comprehension (Morley)

University of Michigan

- 1 Unit 1 # 1 - 10 (6)
- 2 Unit 1 # 11 - Unit 2 #5 (6)
- 3 Unit 2 # 6 - 20 (7)
- 4 Unit 3 # 1 - 10 (7)
- 5 Unit 3 # 11 - 20 (7)
- 6 Unit 4 # 1 - 12 (7)
- 7 Unit 4 # 13 - Unit 5 # 7 (7)
- 8 Unit 5 # 8 - 19 (7)
- 9 Unit 5 # 29 - Unit 7 # 1 (7)
- 10 Unit 7 # 2 - Unit 8 # 5 (7)
- 11 Unit 8 # 6 - 15 (7)

Intermediate Listening Comprehension (Dunkel)

Newbury House

- Units 1 & 2 (5)
- Units 2 & 3 (5)
- Units 4 & 5 (5)
- Unit 5 (5)
- Unit 6 (5)

Interview (Cornelius)

Longman

- single tape (2)

Lecture Listening Skills

- Tape 1 (1)
- Tape 2 (1)
- Tape 3 (1)

Let's Laugh Together

Collier Macmillan

- Cassette One (2)
- Cassette Two (2)

Listen To Me!

Newbury House

- Units 1 - 5 (2)
- Units 6 - 10 (0)
- Units 11 - 15 (2)
- Units 16 - 20 (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Listening And Learning

Module I (0)
Module II (1)
Module III (1)
Module IV (1)
Module V (1)
Module VI (1)
Module VII (1)

Listening And Notetaking

Transcripts 1 - 10 (1)
Transcripts 11 - 51 (1)

Listening Between The Lines

Addison-Wesley
Acts 1 - 25 (1)

Listening Contours (Rost)

Lingual House
Talks 1 - 11 (5)
Talks 12 - 19 (5)
Talks 20 - 30 (5)

Listening Dictation (Morley)

University of Michigan
Units 1, 2 (5)
Unit 3 (5)
Unit 4 (5)
Unit 5 (5)
Unit 6 (6)
Units 7, 8 (5)

Listening Focus (Kisslinger)

Lingual House
Talks 1 - 9 (8)
Talks 10 - 17 (9)
Talks 18 - 21 (8)

Listening In And Speaking Out Advanced (James)

Longman
Units 1 - 10 (2)

Listening In And Speaking Out Intermediate (James)

Longman
Units 1 - 12 (3)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Listening Tasks (Schechter)
Cambridge
Lessons 1 - 20 (7)

Listening to TOEFL (1989 ETS)
Educational Testing Service
Unit 1 (100 S & 75 SC) (4)
Unit 2 (Listen Test) (2)
Unit 3 (Prac T 1 & 2) (2)

Longman's Practice Tests for the TOEFL (Phillips)
Longman
Tests 1, 2, 3 (4)
Tests 4, 5 (3)

Longman's Prep Course For The TOEFL
Longmans
C-1 Pretest & Review Ex (1)
C-2 Review Ex & Post-test (1)

Lost Horizon "Shangrila"
single tape (1)

Missing Persons: A Radio Play (Anderson)
Longman
Lessons 1 - 12 (4)

Modern English 2nd Edition (Rutherford)
Harcourt Brace Jovanovich
Cassette 1 Units 1 - 6 (1)
Cassette 2 Units 1 - 15 (1)

NTC's Preparation For The Toefl (Broukal)
Macmillan
Sec 1 Part A 1-2d (2)
Sec 1 Part A 2e-B 2 (2)
Sec 1 Part B 3-C3 & Test (2)

Newbury House TOEFL Preparation Course
Newbury House
Form 1 & 2 (3)
Form 2 & 3 (3)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Noteworthy: Listening and Notetaking Skills (Lim)

Newbury House

- Chapters 1 - 6 (1)
- Chapters 7 - 10 (1)
- Chapters 11 - 14 (1)
- Chapters 15 - 18 (1)

Now Hear This (Foley)

Newbury House

- Chapters 1 - 6 (4)
- Chapters 7 - 12 (5)
- Chapters 13 - 18 (5)
- Chapters 19 - 22 (5)

PAIRallels (Rost)

Lingual House

- A Units 1 - 8 (4)
- B Units 1 - 8 (4)

Practice Tests for the TOEFL (Nelson)

Nelson

- Tests 1, 2 (3)
- Tests 3, 4 (3)

Prentice-Hall's TOEFL Prep Tapes

Prentice Hall

- Diagnostic 1, 2 (1)
- Diagnostic 3, 4 (1)
- Statements/Conversations (1)
- Mini-Talks (1)
- Practice Tests 1 - 4 (1)

Professional English (Ellis)

Longman

- Cassette 1 (2)
- Cassette 2 (2)

Reading Literature (Gower)

Longman

- single tape (2)

Real To Reel Reading and Listening (Eckstut)

Newbury House

- single tape (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Sherlock Holmes

- Story 1 & 2 (1)
- Story 3 (1)
- Story 4 (1)

Speak Up (Pavlik)

- Newbury House
- Sample (Demo) Tape (1)

Speaking Naturally (Tillitt)

- Cambridge
- Units 1 - 11 (4)

Stevie Wonder

- single tape (1)

Stories from Lake Wobegone Advanced

- Longman
- Cassette 1 (2)
- Cassette 2 (2)

Study Listening (Lynch)

- Cambridge
- Units 1 - 9 (2)
- Units 10 - 14 (2)
- Units 15 - 18 (2)
- Units 19 - 20 (2)

TOEFL Test Kit 1 (1980 ETS)

- Educational Testing Service
- List Comp Section (1)

Tape For Speeches To Be Reused (Hannah et al)

- single tape (3)

Telephone Talk (Pint)

- Pergamon
- single tape (5)

The Best TOEFL Book (Stanley)

- Addison-Wesley
- Tape 1 Tests 1, 2, 3 (2)
- Tape 2 Tests 4, 5, 6 (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

The Carolyn Graham Turn-Of-The-Century Songbook (Graham)
Regents

single tape (2)

The Whole Story (Rossner)

Longman

single tape (6)

Transitions (Express English - Ferreira)

Newbury House

Units 1 - 12 (2)

Units 13 - 24 (2)

Tune In Tonight (Finger)

Newbury House

Units 1 - 8 (1)

Units 9 - 15 (1)

Twentieth Century News (Pint)

Pergamon

single tape (4)

Understanding Academic Lectures (Mason)

Prentice-Hall

Speakers 1, 2 (2)

Speakers 2, 3 (2)

Speakers 3, 4 (2)

Speakers 5, 6 (2)

Speakers 7, 8 (2)

Speakers 9, 10 (2)

Speakers 11, 12 (2)

Speakers 13, 14 (2)

Understanding Conversations (Tansey)

Wadsworth

Units 1 & 2 (1)

Units 3 & 4 (1)

Units 5 & 6 (1)

Units 7 & 8 (1)

Units 9 & 10 (1)

Understanding TOEFL (1989 ETS)

Educational Testing Service

single tape (2)

CIELS Inventory (Tape)
Academy for Educational Development - Islamabad

Voice Of America News
single tape (1)

Whaddaya Say? (Weinstein)
Prentice Hall
Units 1 - 10 (3)
Units 11 - 20 (3)

Zoo Song (3 times)
single tape (1)