ENGLISH AS A SECOND LANGUAGE
Submitted by: Linda Wallace Jones, Director

1. Context:

    a. Trends in the discipline
        • International student enrollment has decreased in U.S. universities due to international political and economic situations.

    b. Issues and challenges
        • Lower Saint Louis University enrollment of international students has necessitated a decrease in the number of ESL class levels offered.
        • Uncertainty regarding enrollment leads to uncertainty in scheduling classes and hiring faculty.
        • The current ESL faculty consists of one full-time non-tenure-track and 4-5 adjunct faculty (two of whom teach 15 hours each). The program depends entirely upon retention of qualified adjuncts.

    c. Enrollment management information
        • See ESL Enrollment Chart on page 3
        • International student recruitment is done primarily by the International Center.
        • The English as a Second Language program receives the majority of its students because of its reputation; most students come to Saint Louis University due to the recommendations of friends and relatives who have studied in the ESL program.
        • ESL contributes to the recruitment brochures sent by the International Center (for undergraduate international students) and the Graduate School.
        • Saint Louis University has the only academic Intensive English Program in St. Louis, and attracts some students such as spouses of researchers and academics.
        • The Jesuit community, the Aquinas Institute and several local parishes have expressed appreciation for the ESL program, and send several students each semester to the program.

English as a Second Language Enrollment:

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<th>Su '02 030</th>
<th>Fall '02 031</th>
<th>Sp '03 032</th>
<th>Su '03 040</th>
<th>Fall '03 041</th>
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<td>INTENSIVE ENGLISH</td>
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<td>8</td>
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2. Pedagogy
   a. Teaching/Learning innovations
      • During the past two years, the goals and objectives of the ESL courses
        have been reevaluated and redefined in order to promote consistency
        and articulation within and between class levels.
      • Courses have been added in response to students’ needs:
        Pronunciation, TOEFL preparation, Introduction to Literature for
        International Students (ESLA-211).
      • Additional conversation and pronunciation groups have been added to
        meet the students’ needs: - led by ESL Director and adjunct faculty
        (unpaid teaching hours) - and by students enrolled in
        CMM/ED/PSY/IS-290 (Intercultural Communication Seminar and
        Practicum)
      • Positive contact has been established and promoted between ESL and
        the Graduate School and individual graduate programs, such as
        Nursing, Theology and Geophysics, to evaluate and serve the language
        proficiency needs of (a) prospective students and (b) students already
        enrolled in graduate programs.
      • An increasing number of graduate students are learning by word of
        mouth from other students about the valuable services of the ESL
        program, and, as a result, are voluntarily registering for ESL courses in
        order to improve their English proficiency (especially in the areas of
        listening, speaking and writing).
      • Discussions with Dean Brennan and Graduate Department Chairs to
        assess possibilities for a Graduate Writing Center have been ongoing.
        The ESL Director worked with Bryna Blustein (Writing Center
        Director) to submit a proposal for a Graduate Writing Center. Funding
        has not yet been determined.
      • The ESL Director attended the International TESOL Conference in
        Long Beach, California, in order to stay abreast of current trends and
        to bring back useful teaching materials and books for the ESL faculty.

4. Outreach and partnerships
   • ESL works with the International Center to design special programs for
     international students.
   • ESL faculty tutor special clients (professors, doctors, researchers) from the
     Medical School.
   • ESL hosted a Russian visitor sponsored by the World Affairs Council in June,
     2004. The visitor visited ESL classes, discussed pedagogy and curriculum
     with ESL faculty, evaluated textbooks, etc., in order to enrich the language
     program which she directs in Russia.
   • ESL has been contacted by a local company regarding the possibility of
     developing an on-site language program for its foreign employees.
8. Space needs/planning

- The ESL Director participates in the committee to assess and allocate space and equipment needs for language labs, including visits to similar facilities at other institutions.
- In the lab revision plans, the ESL students need to have a 15-18-position lab which is equivalent to the current lab equipment and facility in RH 225.
- ESL classes need to be located in Ritter Hall due to the length and intensity of the program. (Students attend classes 31 hours per week.)