

Spring 5-18-2017

Enhancing International Students' English Proficiency and Cultural Competence in Academic Settings: A Handbook for Teachers

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University of San Francisco

**Enhancing International Students' English Proficiency and Cultural Competence
in Academic Settings:
A Handbook for Teachers**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Masters of Arts in Teaching English to Speakers of Other Languages

by

Mahsa Tavakkoli

May 2017

**Enhancing International Students' English Proficiency and Cultural Competence
in Academic Settings:
A Handbook for Teachers**

In Partial Fulfillment of the Requirements for the Degree

MASTERS OF ARTS

In

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Mahsa Tavakkoli

May 2017

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved

Chairman/Instructor

Date

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Acknowledgement

I would like to use this opportunity to express my special gratitude to people who helped me in completing this project. I wish to thank Dr. Popal for his extraordinary support. This project would have been impossible without his guidance. He provided unlimited support, inspiring guidance and encouragement throughout my graduate education.

I would like to thank to my parents whose love and support eased this path for me. They have supported me emotionally and financially without question. My gratitude and feelings toward them could be summarized in this line by one of the greatest Iranian poets-Ahmad Shamloo-who expressed it so perfectly, “the sun and I have nothing to do every morning, except waking up and loving you”.

And Lastly I want to express my gratitude to my husband, Tarri. His willingness to proof read every page of my field project amazed me every day. His support and love kept me strong

CHAPTER I
INTRODUCTION

Statement of the Problem

Purpose of the Problem

Theoretical Framework

Significance of the Project

Limitations

Definition of Terms

CHAPTER I INTRODUCTION

Statement of the Problem

According to the International Institution of Education (IIE) *Open Doors* report, over 970,000 international students enrolled in U.S. undergraduate or graduate schools in 2014. The *Open Doors* data indicates that in comparison to 2013/2014, the number of the undergraduate and graduate students increased. The number of undergraduate and graduate students increased 7.6% and 9.8%, respectively in California, Texas, and New York. These three states are the top host states for international students. These students come from different cultural backgrounds, speak different languages, and come from various countries. According to IIE (2015) China, India, and South Korea are the top three countries with the most international students in the US.

The majority of international students who study in the US are from non-English speaking countries. Studies indicate that proficiency in English plays a crucial role in international students' academic performance, especially for those who are English learners. Lack of English proficiency, coupled with some culturally-specific and cross-cultural issues are some factors that impact their performance (Li, Chen, & Duanmu, 2010). Martirosyan, Hwang, & Wanjohi (2015) conducted a study on the impact of international students' language proficiency and their academic performance. The researchers used a quantitative methodology to collect data from 59 international students. The subjects were international students enrolled in a four-year university in north central Louisiana in the US. The data revealed that students with high levels of self-confidence in English language had the highest mean GPA among the international students.

It has been estimated that 80 percent of international students never set foot in an American home while they were living in the US (Bridges International, 2012). This statistic highlights how much the process of adaptation has been overlooked. The diversity of international students in the US may lead them to experience different challenges. These challenges could include difficulties communicating and cross-cultural mismatches (Geary, 2016). Telbis, Helgeson, and Kingsbury conducted a study involving 152 students in 2014. They discovered that limited proficiency in English had a negative impact on students' ability to communicate, comprehend, and interact in social or academic situations in their new community.

Many American students face challenges when they start their post-secondary education, but those challenges for many international students could be overwhelming. The adjustment for these international students is at a cultural and social level. Moreover, cross-cultural differences are among the main difficulties that international students face (Geary, 2016). Hechanova-Alampay, Beehr, Christiansen, and Van Horn (2002) concluded that international students experience less social support than domestic students because their family and friends live far from them. International students go through different stages of acculturation while studying in their host countries. These stages include: language barriers and cultural shock, which may lead them to homesickness and loneliness (Sümer, Poyrazli, & Grahame, 2008).

Getting familiar with the new surroundings, new culture, new food, and new public transportation becomes important tasks for international students (Telbis et al., 2014). Some of the international students who come from Middle East, Asia, and Latin America may be targets of culturally insensitive actions and discrimination in the US. This can make it even more difficult for international students to adjust (Lee, 2007). Such experiences may lead to feelings of depression because English language proficiency is essential for interacting with Americans, as

well as having a social interaction (Jang, 2010). Lack of English language proficiency not only affects international students' ability to convey their thoughts but also may impact their abilities to finish tasks like classroom presentations (Telbis, et al. 2014).

Regardless of their nationalities, international students have a challenging transitional process when they move to the US (Zhang, 2016). Many of them have studied English for many years in their home countries. These years of studying English may make them ready to perform well on different standardized tests, such as International English Language System (IELTS), Test Of English as Foreign Language (TOEFL), etc., but they do not prepare them to make the cultural adjustments that they need for blending into the new culture and community. Lack of English proficiency could lead some of the international students to fail in their academic pursuits which may cause more problems for them in the new learning environment (Zhang, 2016).

Many of the ESL/EFL textbooks focus on teaching vocabulary. For students who study English as a second language (L2), vocabulary learning is always a primary concern. Schmitt (2000) claims that L2 students need to know 2,000 words to maintain conversations (Yang, Wu, 2014). The non-native English speaking students need more than that amount of words to have an effective conversation; moreover, words are not the only essential tool to communicate. Understanding the experience of international students is a significant way to get them the academic and personal support they need. The researchers could use this opportunity and knowledge to implement and provide academic support for their students (Sümer, Poyrazli, & Grahame, 2008). Having sufficient knowledge and tools will enable the international students to improve their communicative competence. Communicative competence refers to the knowledge of the native speakers of a language that empowers them to be spontaneous. Communicative

competence is beyond the linguistic knowledge. The native speakers know when, where, how, and why they need to say something (Savignon, 1976). Although many of the international students have the linguistic tools, they don't have the cultural competence which is the main component of the communicative competence.

Besides the content of the textbooks, which should be considered in teaching, students' preferred style of learning should also be considered. Asadipiran (2016) asserts:

Different students have different preferred learning styles to perceive, process, take in and understand information. Being aware of students' preferred learning style is lucrative for both teachers to decide on their teaching styles and students to decide on the learning strategies more suit their dominant learning style (p. 1444).

The collection of different (semiotic) modes is effective in the way an audience perceives information. Cognitive studies have shown relationships between multimodality and learning since the 1970s; specifically, learning could be more effective with tools that activate learning modalities (Liu, & Qu, 2014). Learners could activate more than one modality in their learning process which could lead to a better learning experience and outcome.

Lastly, international students deal with issues that are so common among the mainstream students that they don't consider them as issues. One of the examples of these issues could be the usage and implementation of technology in the academic life. Using technology not only is a very helpful tool for acquiring the second language but also provides a collaborative and individual environment that assists the learners to have cultural experiences. These experiences will help international students and language learners to improve their cultural competence.

Purpose of the Project

The purpose of this project will be to familiarize international students with academic life in post-secondary education in the US. The project will be an efficient source to familiarize international students with some important cultural norms in the US. It will elevate International students' communicative and cultural competence. This project will also serve as a tool to boost international students' self-confidence. International students will feel more comfortable to initiate a conversation. The main focus of this field project is to improve international students' communicative competence. By enhancing international students' communicative competence, they will be equipped with the cultural knowledge that would assist them to make appropriate utterances in different settings.

Finally, this project will assist international students to recognize their preferred learning modality. This field project will be in the form of a handbook for the teachers. It will also include notes for the students too, in case some of the international students wanted to study the handbook without the supervision of a teacher. The field project will include three lesson plans based on the most difficult situations that the international students may encounter. Each lesson plan will focus on four main language skills: speaking, listening, reading, and writing. Each part will provide variety of exercises that target different learning modalities. The exercises will activate various learning modalities that fosters the learning process for the multi-sensory learners.

Theoretical Framework

This field project is based on two theoretical frameworks:

1. The Communicative Competence (CC) by Dell Hymes
2. The Multiple Intelligences (MI) by Howard Gardner

The Communicative Competence

In the mid 1960, Dell Hymes introduced the term “communicative competence”. This term refers to the learners’ knowledge of grammar, syntax, morphology, and phonology, as well as language learners’ awareness of the appropriate use’ of different utterances. Hymes believed that the knowledge of “patterns of use” is as important for communication as the knowledge of instruction. Based on Hymes’s definition, CC is not just knowledge of the language, it is also “the knowledge of form–function relationships learned from the embeddedness of all language use in social life” (Cazden, 2011, p.367). Hymes referred to CC as an element that allows us to convey and interpret our thoughts. In addition, within particular contexts, this aspect of competence can enable us to “negotiate meanings interpersonally” (Brown, 2014).

Study of the definition and components of CC was expanded by Canale and Swain (1980). Their work divided CC into four categories: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The grammatical competence refers to the knowledge of semantics, syntax, morphology, and phonology. The discourse competence refers to sentence cohesion; it is the ability to link different utterances to make a meaningful unit. The sociocultural competence requires a full contextual understanding of the social and cultural rules of the language which is being spoken. Finally, the strategic competence refers to the ability to “use verbal and nonverbal communicative techniques to compensate for breakdowns in communication or insufficient competence” (Brown, 2014).

This field project is based on the theory of CC because it will assist the international students in becoming more active in social and academic situations. The handbook for this field project is designed to teach cultural competence along with linguistic competence for specific academic situations to promote their CC. The exercises and material developed for this project

incorporates the lesson plans that will provide a foundation for the learners to become knowledgeable about the cultural norms of different social and academic situations.

The Multiple Intelligences Theory

The term multiple intelligence was coined by Howard Gardner (1983), who believed that human beings possess eight relatively independent intelligences. However, no two people have the same “profile of intelligences” (2008). Human beings depend on these intelligences, collectively or individually, to solve problems or make products. Each person’s divergent intelligences or intellectual strengths affect the way one learns, understands, performs, and remembers (Gardner, 2011). Howard Gardner’s multiple intelligence (2011) include the following:

1. Musical-rhythmic Intelligence: This intelligence has to do with sensitivity toward sounds, tones, music, and rhythms. It relates to the ability to produce and make sense of different patterns of sound. This intelligence can be explained as the examination and utilization of oral-aural channel.
2. Verbal-Linguistic Intelligence: This intelligence deals with the one’s mastery in using words and language. According to Gardner (2011), this area is not limited to an auditory-oral form of intelligence. Because “deaf individuals can acquire natural language— and can also devise or master gestural systems— serves as decisive proof that linguistic intelligence is not simply a form of auditory intelligence” (p.103).
3. Visual-spatial Intelligence: This intelligence relates to the ability to identify, and utilize both large and incredibly small spatial images.

4. Interpersonal Intelligence: This intelligence deals with the ability to recognize the other people's feelings, mood, motivations, desires, and intentions. This intelligence enables human beings to work effectively with each other.
5. Intrapersonal Intelligence: This intelligence has to do with the ability to identify and understand one's own feelings, mood, motivations, and intentions.
6. Body-kinesthetic Intelligence: This intelligence deals with the effective use of one's body for solving problems or making things.
7. Logical-mathematic Intelligence: The core aspects of logical-mathematic intelligence are reasoning, critical thinking, and logical engagements.
8. Naturalistic Intelligence: Howard Gardner added this intelligence in 1995, which is the ability to recognize and distinguish patterns in natural environment. Gardner (2013) believes that "this intelligences enable human being to make consequential distinction in the world of nature".

The MI theory supports this field project because individuals use different intelligences to comprehend, distinguish, and remember things. This field project will provide material to help students who do not respond well to the traditional approaches. Gardner (2011) stated that students can be much better served if the material can be provided to the learners in various ways, and if the students can be assessed in several processes. Gardner proposed that "pluralized" teaching can be really effective in the learning environment. This concept means that the important material should be taught in several different ways.

Significance of the Project

This field project is significant for international students in the US because it will help them to adjust to both social and cultural life smoothly. They will be more confident about their

language competence. Most international students experience different types of problems which include language barriers, academic challenges, difficulties making American friends, and difficulties in making psychological and sociological adjustments to their new environment (Telbis et al., 2014). This project will enable international students to overcome some of these challenges. They could be more motivated to have a social life and also establish friendship with their peers which will lead them to successful academic and social outcomes.

Limitation of the project

One of the limitations of this project is that it is intended for learners who are in high intermediate and advance levels. Therefore, students in lower levels can't benefit from it because they may find the material too difficult to understand. Another limitation of this field project is related to the digital components of this field project. Some of the activities in the project are designed for students to use computers. So students who can't use computers or don't have access to computers can't benefit from it.

Definition of Terms

Acculturation: This concept defines the process of change that occurs when people from different cultural group come into another culture, and they encounter continuous first-hand contact (Redfield, Linton, & Herskovits, 1936).

Affective Filter: It stands for the condition that students level of productivity is increased because their anxiety level is lower (Brown, 2007).

Multiple Intelligence (MI): An Intelligence is the biopsychological process that one uses in order to produce something or solve a problem. (Garner, 2013).

Culture: It is the collective ideas, skills, costumes, instruments, and arts that distinguish a given group of people from other groups in a particular period of time (Brown, 2014).

Project-based Learning: It offers many new tools that changes the way students used to learn and the way teachers collaborated (Boss, & Krauss, 2014). It allows the student to learn the new material by doing and applying their ideas (Krajcik, & Blumenfeld, 2006).

International Students: It was defined by Salem Press Encyclopedia, international students are those students who come from their home country to another country to study (“International Students”, n.d.).

Themed based Learning: It is a term to describe a wide range of educational experiences. It will bring personal meaning to the learning process that will facilitate learning. This learning and teaching approach emphasizes on subject content (Handal & Bobis, 2004). This form of teaching brings a thematic order into the four primary language skills of reading, listening, reading, and writing (Strong, 1995).

Task-Based Language Teaching: It is a form of teaching that focuses on the usage of authentic material and language; moreover, it demands the students to do meaningful tasks by utilizing the target language (Fereydoonyzadeh, & Gholami, 2016).

Culture Shock: It is a disorientating experience of suddenly finding that the behaviors, habits, and perspectives of a number or all of the members of society are very different with what the new members of that community experience (Furnham, & Bochner, 1986).

CHAPTER II
REVIEW OF THE LITERATURE

Overview

Review of the Literature

Summary

CHAPTER II

REVIEW OF LITERATURE

Overview

The number of international students who moved to US in order to pursue their academic goals has increased remarkably in the past few years. A vast majority of these international students are coming from non-English speaking countries (Open Doors Report, 2016). All around the world, the English language has become the international language for communication. Therefore, in order to make communication easier for the speakers of English as Foreign Language (EFL) and speakers of English as a Second Language (ESL), any difficulties and challenges people encounter when communicating in English must be identified and resolved. Many of these students face difficulties when they come to the US which will have a huge impact on their academic achievements. One of the most important factors for these students is English language proficiency which affects their lives in many aspects of study, work, entertainment, and communication (Al-Khawaldeh, Bani-Khair, & Al-Edwan, 2016). The lack of language proficiency of English Language Learners (ELL) can be the result of cross cultural issues and absence of cultural competence which is one of the most important components of Communicative Competence (CC). The lack of cultural competence will affect the international students' academic outcome drastically (Liton, 2016). International students can improve their CC by learning the norms and cultural behavior of the host country. By so doing, they will benefit both their personal and academic endeavors.

The theories that have been considered for the design of this field project are: The Communicative Competence (CC) theory and Multiple Intelligence (MI) theory. The following review of literature will illustrate the relationship among these theories, international students'

English language proficiency, and cultural competence. This review of literature focuses on the various aspects of improving international students' CC. First, discussing the process of acculturation and adaptation that international students go through when they move to the host country. Second, integrating the elements of cultural competence in the process of language learning will be discussed. Third, using authentic material in the process of acquiring a second language and its importance will be reviewed. And finally, incorporating the material based on Multiple Intelligence (MI) through technology will be discussed.

Acculturation and adaptation of international students in the US

International students who move to the US are trying to establish their own life in a new setting. This transition, called acculturation, can have long-term psychological consequences for them. However these consequences depend upon different variables such as language proficiency, society of settlement, origin, and many other factors. Cross-cultural research has been investigated by many researchers (Berry, 1997). In "Coming to America: Assessing the Patterns of Acculturation, Friendship Formation, and the Academic Experiences of International Students at a U.S. College", Leong (2015) conducted qualitative research to focus on the international students' experiences in the host country and their acculturation issues. Leong interviewed 11 undergraduate international students at an East-coast, regional university. The researcher collected the data through face to face and one-on-one interviews. Each of the interviews took at least two hours. Leong focused on the students' reason for choosing an American college, the language barriers experiences, the cultural and pedagogical differences, and the difficulties in academic resources. The finding of this study showed that "individual-level factors such as language fluency and coping ability affect international students' lived experiences and satisfaction levels" (p. 471). However, she stated that culture and "reception

level of the host country” are the most important factors in the international students’ process of acculturation and adaptation. She went on to say that East Asian students are among the international students who have the most difficult time adjusting with American culture. Because East Asian culture and language are far more different from American culture and language than South Americans, Africans, and South Asians cultures and languages. She believes that language proficiency plays a very important role in the academic and social life of international students; however, environmental and cultural factors play larger roles. She recommended that American institutions need to find effective ways to assist international students to avoid communication difficulties. In addition, she mentioned that the host country should find some methods or techniques to teach the cultural elements to the international students, and teach them how to do things in an American way.

In “Acculturative Stress: Untold Stories of International Students in the U.S.”, Valenzuela (2015) tried to explore the process of acculturation among international students in three different aspects. To this aim, he discusses the sources of acculturation, provides symptoms of acculturative stress, and provides some useful insights for Higher Education Institutions on how to assist international students. The researcher conducted an ethnographic study by field observations and semi-structured interviews. The findings of the data confirmed that in the process of acculturation, international students may show pedagogical and mental health symptoms because international students face many stressful situations from the pressure of obtaining visa to maintaining their GPA. Many international students suffer from depression and psychological damage that affects their social and academic lives. Valenzuela concluded that a vast number of international students feel isolated and rejected because of their cultural

differences. He recommended that U.S. institutions provide diverse programs, or increase cultural awareness to avoid such problems.

Integrating the Elements of Cultural Competence in Language Learning Process

In “Cultural Exposure and Language Proficiency of Iranian EFL Learners”, Tavakkoli & Moradishad (2014) seek to find the impact of exposure of the target language in EFL learning. This study was conducted in order to evaluate the impact of culturally integrated material with EFL students’ language proficiency. The researchers asked 131 students to take the Oxford Placement Test (OPT) to identify their English proficiency level. Among those students, only 98 female and male students were identified as elementary language learners. The participants were randomly divided into four groups, aged 16 to 28. Two of those groups were control groups that were exposed to the target language without any cultural component. However, the other two groups were experimental group, and they were given materials, watched movies, received lectures, and participated in discussions. These activities were selected in order to expose the international students to the culture of the target language. The students were taught during one semester, and their progress was assessed by reordering the questions from the original OPT test. The result of the post-test showed that the members of the experimental groups had improved significantly in comparison to the students in the control groups. They concluded that adding cultural elements in the process of language learning will help the students to learn the target language without difficulty or with less difficulty.

In a detailed qualitative case study, Li, & Liu (2017) whether using a cultural research course project can have a positive impact on the EFL learners’ language learning and intercultural competence. They chose 3 students from an intermediate Mandarin Chinese I class and 9 other students from an Introduction to Mandarin Chinese I class in the fall semester of

2014, at a public university in USA. The student were given four weeks to prepare a 15 minute oral power point about a Chinese cultural topic in both Chinese and English. Then, they reflected on their language learning through this process, and compared that cultural topic with something similar in their culture. Finally, they had to write a reflective cultural comparison English essay on their learning experience of the Chinese cultural topic. They created a prompt for the final cultural reflective essay to have a perspicuous analysis. The data analysis from the students' oral-power point (PPT) showed that doing cultural research and demonstrating it by PPT will help students to be familiar with cultural competence of the target language; moreover, it will improve their speaking and listening proficiency. The researchers went on to say that "it is beneficial and helpful for foreign language teachers to use such a course research project to promote not only language students' intercultural competence but also their linguistic competence"(p. 105). Li & Liu (2017) concluded that to meet the national cultural objectives of 21st century in USA, we expect students to show an awareness toward the culture of the target language. In addition, they can make a comprehensive comparison between their culture and the culture of the target language. Although developing intercultural competence is time consuming, it is one of the most important factors of learning another language.

In a very practical research study Chen & Yang (2017) tried to prove that applying culturally responsive teaching strategies in ESL classrooms will make the students more engaged, and enable more meaningful communication interactions. They stated that most of the ESL adult students feel excluded and isolated in the new learning setting; therefore, they need a tool that creates unity in the classroom and makes the ESL/EFL students feel safe. Culture can be a great tool to make this unity happen. Because culture integration inspires the international students to share their own culture, and they will get to know the other students culture. By

becoming more engaged in the teaching material, and they will increasingly respect the diversity and the culture of the other countries, as well as the host country. There are three participants in this study from China and Korea. All three of them were adult precollege students, and they needed to take the ESL placement test to enter a university. To collect data, the researchers conducted observations from the ESL class. There were two types of observations: before and after the culturally responsive strategies were implemented during sessions. The findings of the data showed that using culturally responsive strategies was beneficial for the adult ESL students. This study confirms that implementation of cultural elements to an ESL classroom will increase the engagement of the students, and will improve the ESL students' communicative competence. Prominent in the article was the focus of the authors on the relationship between cultural factors and language proficiency, and how well these two factors can be improved together.

Authentic Material in Language Learning

Ghanbari, Esmaili, & Shamsaddini (2015) conducted a study that focused on teaching vocabulary with the use of authentic materials. In addition, this study investigated the impact of authentic material on the English language learners success and improvement of vocabulary acquisition. Ghanbari, & et al (2015) conducted quasi-experimental research in Iran. The researchers asked 80 Iranian female EFL learners, aged 17 to 20, to participate in this study. All the students had studied English for 6 years in their junior and senior high school. The researchers needed students with elementary level of vocabulary; therefore, an Oxford Placement Test (OPT) was run, and 66 of those students were chosen. Finally, the students were divided randomly into two 33 member groups for control and experimental group. For the control group, the researcher used English Result book written by Mack Hancock and Annie McDonald. The English Result book series is among the most impressive English course books published by

Oxford University Press. These series of books provide materials that support students in improving their different skills which include: listening, speaking, reading, and writing interaction and spoken production. For the experimental group, the researcher used The New Straits Time online source as an authentic material that included vocabularies that matched the English Result book's wordlist. The researcher designed a thirty-item vocabulary test that included the target words to assess students' understanding and ability to internalize the vocabularies before and after the experiment for each group. The reliability of the test was measured and experts confirmed its validity. The participants, both control and experimental group, participated in the hour long English classes 3 times a week for a month. The control group was taught the material by the textbook (English Result), and the experimental group was taught the same vocabulary through The New Strait Time online paper. After 12 sessions, the two groups took the post test. The result of the data analysis indicated that both groups showed development in their knowledge of vocabulary; however, the experimental group significantly outperformed the control group. The researcher stated that providing authentic material will enhance the students' motivation for learning, and it will expose them to the language that they will face in the real world. The researcher went on to say that "authentic materials are used to fill the gap between the unreal situations of classes and the real world situations" (p. 8). Therefore, the activities and material that are designed for EFL/ESL classes should be relevant to real life and include some communicative tasks.

In an article on the use of authentic material, Cheng (2016) conducted a study on the importance of the use of authentic L2 interactions as material for a pragmatic awareness-raising activity. The article presented different types of techniques that can be used to increase the language learners' pragmatic awareness such as: problem solving tasks, recasts, authentic

material, and teacher directed instruction on pragmatic rules. However, the researcher went on to say that using authentic material has more advantages than the rest of the techniques. Because it will add the factor of “spontaneity and consequentiality” to the pragmatic actions. The researcher collected the data from a speaking and listening section of an ESL program at a North America university. The class that Cheng used for data collection included 12 students, aged between 18 to 35 from Middle Eastern countries and East Asia. Cheng recorded the discussion practices by one of her other ESL classes, then she asked another group of ESL students to form small groups in order to identify, evaluate, and analyze the speech act (disagreement) that they observed on those videos. She examined how ESL learners demonstrate their attention toward clear details in authentic L2 interactions visually and vocally. The data analysis showed that the ESL students who observed the authentic material were able to reflect on their own performance, compare and contrast different pragmatic practices, make more informed choices, and justify their own decisions. Cheng (2016) concluded by saying that providing authentic material and contrastive analysis informed transcription will bring explicit pedagogical value to improve their “L2 speaking awareness of contextual factors around speech act sequences, their pragmatic choices, and multimodal character of pragmatic actions” (p. 174).

The last article provides review of a study on the impact of authentic material on students’ communicative competence. Although this article focuses on a course in Colombia, the result is applicable to the students in all around the world. Losada, Insuasty, & Osorio, (2016) conducted a study that was a mixture of quasi-experimental and descriptive-qualitative research design. They used quasi-experimental research method because it allows the researchers to manipulate at least one of the variables in order to monitor the effect of that independent variable on one or two other dependent variables. The participants of this study were not chosen

randomly because they have already been divided to two groups. The control group was called course A which included 12 students whose age varied from 18 to 45. On the other hand, the experimental group was called course B, and it consisted of 14 students from 18 to 40 years of age. Both groups took a pre-test; however, course B was the only group that received the treatment. The course A has to read the course book while course B had authentic material included the conversations among native speakers. The course B group used materials such as survey, teachers' diary, and interview. The researchers ran a post test, and they found out that the course B students showed more progress in their communicative competence and overall performance. The researchers concluded that providing authentic material will give students more chance to be engaged in the classroom. They also went on to say that suitable and effective application of authentic material can be helpful in EFL settings, and it must be highly encouraged to be used in the language classrooms.

Usage of Material Based on MI Through Technology

Ian J. McCOOG (2007) focused on the importance of the technology in human beings' lives and how technology has changed the way one learns and teaches. In that article, McCOOG explained how we can incorporate technology into the educational environment. He stated "To compete in the world marketplace, today's students must acquire twenty first century skills, such as global awareness and social responsibility, while in high school" (p. 25). What was pertinent about this article was the combination that the author made between MI theory and technology. He explained that blending the MI theory and technology will improve the effectiveness of educational settings. He believed that there are many technology tools that stimulate different intelligences. The specific intelligences and their alignment with technological tools were as follows:

1. Linguistic learners are the ones that have great oral and written skills. This type of student can use the Internet to find information and present their findings in the classroom.
2. Logical-Mathematical learners are characterized as people who like tangible results and projects. Working with databases and spreadsheets are among the best technologies that they can benefit from.
3. Spatial learners focus on visual aspects. Computer aid design and paint programs can be very beneficial for these learners.
4. Musical learners work best with creating and listening to rhythms and patterns. The technology that benefits them most are interactive books, video, and audio recordings.
5. Bodily-Kinesthetic learners learn best when they use their body to do something. Presentation software and speakers can be really helpful for these learners.
6. Interpersonal learners interact well with the other members of community. These learners can benefit from using presentations, email projects, and videoconferencing.
7. Intrapersonal learners are self-motivated learners; they are very self-observant and self-aware. These learners can benefit from computer-based journaling, and concept mapping.
8. Naturalistic learners are characterized as people who can make connection between natural patterns. Cameras are the best tools for these learners.

9. Existentialist learners focus on why and how this world operates. Communication and problem solving applications are among the best technologies that these learners can benefit from.

In “The Effect of Podcasting on Iranian EFL Learners' Motivation and Attitude”, Rostami, Azarnoosh, & Abdolmanafi-Rokni (2017) conducted a research study to evaluate the importance of using technologies such as podcast on the motivation of the language learners. The purpose of this study was to introduce a new way to combine telecommunication and technology into the EFL classroom. Moreover, the researcher wanted to evaluate this new application on the EFL students and observe if it has any effect on them. The study tool was placed in Iran at a second junior high school, and the participants were 60 male students. The students were selected randomly; they were all 13 or 14 years old. The researcher used Nelson’s proficiency test in order to homogenize the students and divide them into two groups. In an extremely detailed piloting procedure, the researchers modified some items in the motivation questionnaire to ensure the reliability and validity of the study. The participants were asked to fill out the motivation questionnaire. In addition, a 7-item interview questionnaire was designed by the researchers. The procedure for the control group was according to book activities, and they were being taught the normal activities in ‘Prospect 2’. However, this procedure was different in experimental group, and the activities of ‘Prospect 2’ were replaced by podcasts that were downloaded based on the topics and syllabus of the ‘Prospect 2’. In the experimental group, the students were asked to present 5 sentences for each item that they learned during the prior two sessions in isolation. Then the teacher would collect their opinion and correct their mistakes indirectly. The teacher brought back the podcast in the following session, and he would ask them to correct their mistakes by themselves. They analyzed the data through independent t-test and

ANCOVA. The result revealed that podcasts can be a great tool to increase EFL students' motivation and engagement in the classrooms. The researchers went on to say that podcasting can be used as a very helpful computer and mobile assisted language learning device. They stated that using technology in educational contexts may cause some students to feel isolated from their peers. In order to avoid these situations, the students can make their own podcasts and share them with their peer.

Summary

Based on the four themes outlined in this review of literature, it is clear that we need a more holistic approach toward the ESL/EFL learners' academic life and language proficiency. The review began with two articles that outlined the acculturation and adaptation of international students in the US. Both of these articles indicated that international students face various difficulties when they move to the US that will affect their social and academic life. Leong (2015) conducted qualitative research to identify the issues that international students encounter. She concluded that lack of sufficient English proficiency and cultural knowledge will effect international students' level of satisfaction in the host country. Valenzuela (2015) conducted an ethnographic study among some international students, and the consensus was that cultural differences are among the main reasons why international students struggle with acculturation and adaptation in the host country.

The review of literature continues by providing evidence on importance of using cultural competence elements in the process of language learning. Tavakkoli & Moradishhad (2014) provided first-hand research on the use of effect of cultural elements on the students' language proficiency. The researcher concluded that incorporating cultural elements in the process of language learning has a significant impact on students. Li & Liu (2017) focused on the impact of

using cultural project on the EFL learners' language proficiency. They highlighted various benefits to teaching students through cultural projects such as familiarizing learners with the host country's culture and facilitating the teaching process for teachers. Finally, Chen & Yang (2017) conducted a study on the impact of using culturally responsive teaching strategies in ESL classrooms. They drew attention on the dangers of international students' feeling of being isolated and excluded because of their cultural differences. Their study highlighted that the application of culturally responsive strategies are beneficial for the learners.

The review continues with an insight into the importance of using authentic material in ESL/EFL classrooms. Ghanbari, Esmaili, & Shamsaddini (2015) conducted quasi-experimental research and the consensus was that using authentic material was helpful for the students. Cheng's (2016) study had similar implications. The researcher focused on the use of authentic material on L2 learners CC. Cheng provided different techniques to improve second language learners' pragmatic awareness. The researcher went on to say that incorporating authentic material assists students to be more self-aware and to improve their CC. Finally, Losada, Insuasty, & Osorio, (2016) conducted a quasi-experimental and descriptive-qualitative research study. The researchers focused on the relationship between authentic material and ESL/EFL learners' CC. They surmised that using authentic material allowed participants who were exposed to it to notice and internalize the target language more than those who did not receive the authentic material.

The review concluded with insight into the importance of blending MI and technology in ESL/EFL classroom setting. The common factor that ran through the two article/study reviewed in that part was that the use of technology is beneficial to the students. Ian McCOOG (2007) explored the use of technology in the classroom setting based on the MI theory. He provided

different technology tasks and applications that can be used in a classroom to activate different intelligences. He went on to say that using technology tools that target different intelligences can improve the effectiveness of educational settings. Rostami, Azarnoosh, & Abdolmanafi-Rokni (2017) highlighted in their approach the EFL students' attitude and motivation toward using technology such as podcasts in the classroom. This study shed light on the positive impact of the technology in a classroom setting where some of the previous studies consider it a distraction. The researchers stated that using technology can make the students feel engaged and included in the educational settings. They also went on to say that using technologies such as podcasts can help students to be more engaged in classroom activities.

In conclusion, it is evident that international students can benefit from a classroom that makes them feel safe and engaged. International students need to improve their cultural competence in order to avoid any cultural challenges which make them feel isolated, and consequently have a negative impact on their social and academic life. A combination of cultural competence elements, authentic material, and the use of technology which makes smooth the learning process for international students to perform better in academic and social settings is necessary. The material developed in this field project aims to accomplish this goal.

CHAPTER III
THE PROJECT AND ITS DESCRIPTION

Description of the Project

Development of the Project

The Project

CHAPTER III

THE PROJECT AND ITS DESCRIPTION

Description of the Project

The purpose of this field project is to provide an informative handbook for international students who want to come to the United States. Most of international students study English in their home countries before they resettle in the US. However, they don't focus on the communicative competence aspect of language learning, and in most cases cultural competence is being ignored. When international students move to the US, they need to be aware of the cultural differences between their home country and the host country. This knowledge will enable international students to fit into the new environment more smoothly. This field project is focused on integrating the teaching culture into the four basic skills of language learning: listening, speaking, reading, and writing as well as teaching cultural elements of the US.

This field project consists of three chapters. The purpose of this curriculum is to provide a tool for ESL/EFL students which will enhance their communicative and cultural competence in English. This field project will assist international students to be more prepared when they enter US. For most of these international students, academic settings are among the first situations that they meet their peers and their potential friends. These students should be prepared both culturally and linguistically to communicate with other people around them.

The introductory chapter of this field project "Everything is new" begins with how to introduce oneself in a new situations. This unit provides students with instructions on how to be confident and how to initiate a conversation in a new situations with new people. This chapter includes cultural elements along with linguistic features that international students need to know

in order to communicate better. This chapter will familiarize international students with new vocabulary that they need in order to improve their communicative and cultural competence.

The second chapter of this field project is called “on Campus” which will provide information about how to use some of on campus resources in the US. This chapter will assist students to feel more comfortable in using the facilities that schools have provided for them. The goal of this chapter is to push international students to blend into the new environment.

The third chapter of this field project “what about a job?” is dedicated to how to find a job on campus. Many international students work on campus. It will not only help them to pay their bills but also it will help them to improve their English. This chapter provides communicative and cultural elements to equip international students in this situation.

Development of the Project

I chose this field project because there is still so much to do to assist international students and to facilitate their acculturation and adaptation process. As an international student, when I moved to the United States, I encountered many difficulties from the beginning. Although I taught English in my home country, the process of adaptation for me took so long, and I suffered from physically and psychologically damages when I adapted. I didn't feel comfortable and confident to present my best because of my lack of social and cultural knowledge in some aspects. One of the reasons that triggered this feeling in me was the self-doubt in me. Many years of studying and teaching English did not provide me with a tool to overcome this lack of confidence.

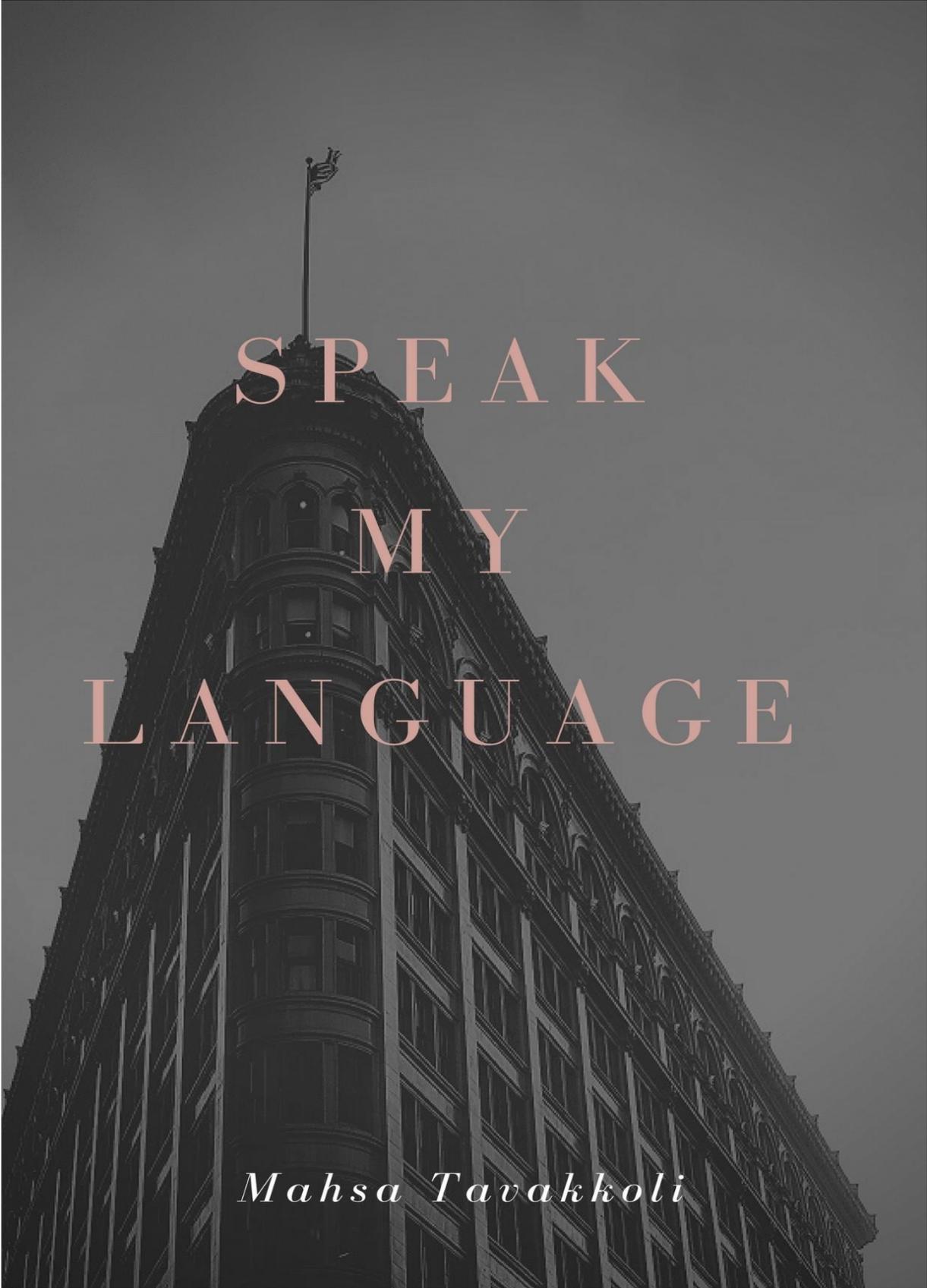
I remember that I was constantly using “sorry” to ask a question, to make a request, etc. After 6 months of staying in the US, one of my American classmates told me that American

don't use "I am sorry" as much as you do. That was the moment that I pondered about the lack of authentic material and cultural factors in the English textbooks. I started to self-educate myself and read about American etiquette and try to make a contrastive analysis between my culture and American culture.

As a former ESL student and ESL instructor, I believe that students need a balance between cultural and linguistic competence. As Frantz Fanon (1952) said impeccably "To speak a language is to take on a world, a culture". No one speaks a language properly if they have no clue about the culture of that country.

The Project

(Please see the pages below for the content of the project)



SPEAK
MY
LANGUAGE

Mahsa Tavakkoli

Title	Content	Reading and writing	Speaking and Listening
Unite one Everything is new	Introduction Body Language Networking	5 No-Fail Ways to Introduce Yourself at a Networking Event Self-reflective Essay	Introduction Greeting worldwide Self-confidence
Unite Two applying	Applying for Student ID Card Phone Etiquette Buying and Borrowing	Trying to Solve a Bigger Math Problem Reflective Essay	Calling Somebody Asking Question Going to Café and Library
Unite Three	Applying for a Job Interview Etiquette Writing Email After an Interview	Four Ways to Get Work Experience in College email	Asking Questions About the Norms of the Host Country Going to an Interview

Title	Grammar	Cultural elements	Projects
Unite one	Focus on Three Propositions of Time	American Handshake, Eye contact, Posture and Smiling	A Collaborative Project Using Lucid Chart
Unite Two	Yes and No Questions	American Phone Etiquette	A Collaborative Project Using Internet and Google
Unite Three	Email Rules	Etiquettes Toward Dress Code and Everything Related to an Interview	A Collaborative Work for Spotting on Campus Jobs and Sharing it on Google Docs

Sections	Page number
Chapter one : EVERYTHING IS NEW	
Section one :Greetings	35
Section two: Body Language and Greetings	53
Chapter two: CAMPUS LIFE	
Section one: Applying for ID Card	66
Section two: Services	81
Chapter three : ON-CAMPUS JOB	
Section one: Jobs	92
Section two: Interview	106

Chapter One
EVERYTHING IS NEW

Section One
Greeting

Teacher's lesson Plan

Content Objective

The content of this lesson is divided into two sections:

- The first section's goal is to familiarize international students with words, phrases, and sentences that Americans use to introduce themselves. In addition, it will make students ready to ask follow-up questions to provide platform for them in a normal communication.
- The second section of this lesson provides information about Americans' body language. The students will be familiar with Do's and Don'ts of American body language.

Language Outcome

International students by studying this lesson will be able to:

- Introduce themselves in a new situation
- Have self-confidence to initiate a conversation with a stranger
- Use in/on/at as propositions of time
- Hold a conversation
- Perform a proper body language in US

Description of activities

Activity	Page No.	Info.	Description
	Chapter one Section one		
Warm up		A	<ul style="list-style-type: none"> Students will introduce themselves, and will ask questions about their classmates
Reading		B D	<ul style="list-style-type: none"> This reading will help students to navigate the mistakes that they should avoid to make. Try to give them enough time to fix the mistakes in the reading. Students will read a long reading, followed by questions about the reading. Guide the students to have a critical thinking point of view and make a connection between what they have read and their experiences.
Vocabulary		C/E H	<ul style="list-style-type: none"> Say each word in the class and ask them to repeat it after you. Use a ball, and through it to the students and ask them to repeat it. This activity is presented by power point along with a classical music. Play the music while you are teaching this section. These questions and role play activities are related to the words they have learned. ask the students to stand up and role play
Grammar		F G	<ul style="list-style-type: none"> This section starts with an audio. Try to play the audio at least 2 times, and ask them to sing with along The activities of this section want to facilitate this learning section by the visual aid. Ask students to teach each other so they could learn it better.

● Chapter one		Section two	
Warm up		A	<ul style="list-style-type: none"> Students will be familiar with different cultures. The comedy TED talk will help them to laugh and be less stressed.
Listening		B G H J	<ul style="list-style-type: none"> It is comedy video. Play it two to four times. Let the students to comprehend what the performer is saying, and let them to make the connection with their culture This activity focuses on the concept of the video This activity focuses on the main points of the video, let the students to figure them out This part provides various types of activities to check students' understanding of the video and vocabularies.
Reading		C F	<ul style="list-style-type: none"> This activity is a combination of vocabulary and reading activity together. Students not only they will be familiar with the cultural norms of American, but also they will guess the meaning of the difficult vocabularies. This activity will provide profound information for international students about body language
Vocabulary		D I	<ul style="list-style-type: none"> This activity tries to internalize all the vocabularies that they have learned in the reading. Ask the students to introduce each activity to their classmate without using words. The goal of this activity is to familiarize the students with the words that they have heard in the listening activity.
Group activities		E	<ul style="list-style-type: none"> It is collaborative, students need to work with each other. Act as a supervisor, do not give them the answer unless they are lost.
Writing activity		K	<ul style="list-style-type: none"> This activity's goal is to integrate students' writing skills and their cultural knowledge. They will make a connection between their culture and US. The teacher should emphasize on the cultural differences and the valuable factor of acceptance. The teacher should focus on teaching the students to be respectful to other cultures.
On line activity		L	<ul style="list-style-type: none"> This activity focuses on the use of internet. The teacher should ask students to find some tutorial videos online with English subtitle.

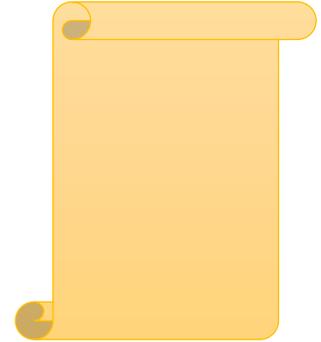
Multiple intelligence		All of the activities	<ul style="list-style-type: none"> • Musical : classical music , song, videos • Visual: videos, pictures, charts, doodling • Interpersonal: collaborative and group activities • Intrapersonal: projects, critical thinking activities. Fill in the blanks • Verbal: note taking, discussions, role play • Kinesthetic: teacher uses a ball to ask students to answer some questions • Logical : critical thinking and logical engagement questions
speaking		all the activities	<ul style="list-style-type: none"> • The purpose of all of these activities is to make students able to communicate; therefore, students will

A

Warm up

1. Choose four of the following questions and answer them in a piece of paper:

1. What is your name?
2. How many sisters and brothers do you have?
3. What is your favorite food?
4. Who is your favorite writer?
5. What is your favorite hobby?
6. Do you have a nickname?
7. What do you like to receive as a gift?
8. Where do you see yourself in 5 years?



2. Write a description about yourself and introduce yourself to the other students.

3. Now choose two of these questions and ask one of your classmates.



B

Read the following conversation and answer the following questions:

1. Do you think the way that Patrick introduced himself was right?
2. What mistakes do you see in his introduction?



Patrick: Hello, what is your name, dude?

Karim: Hi my name is Karim, nice to meet you

Patrick: Nice to meet you too sir

Karim: Where are you from?

Patrick: I have come here from Argentina, the name of the city that I come from is La pampa.

Karim: Are you here to work?

Patrick: No, just visiting.

Karim: Nice.

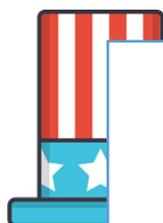


Do you have any suggestions on how to make this conversation more interesting?

B

1. In the box below, there are some items that should be avoid in a conversation.

Read the tips, and answer the questions.



- Most Americans don't call the other person "sir" Sir is used for calling their male professors of teachers.
- Most Americans don't introduce the cities and towns that that have lived before if there is a chance that the other person doesn't know them.
- Most Americans don't introduce themselves with their last name in a friendly situation.
- Most Americans avoid one-way dialogues. People should ask follow-up questions to make a conversation more interesting.
- Most Americans don't get friendly soon and call somebody that they haven't seen before "dude".

-
2. Read the conversation between Patrick and Karim, do you see any of the "don't" that mentioned above, in their conversation?
3. Take some time and introduce yourself based on what you have read. Try to avoid the mistakes that Patrick made.

C

1. The following boxes present the list of new vocabulary, their definitions, and a picture that best describe them.

Read the new words and their definition to be prepared for the reading section.



Creep in= to penetrate



Pitch= The set of activities to persuade someone to do something or take a specific course of action.



Accomplishments=something that one has been achieved successfully.



Pique= stimulate



Affiliation=being associated with of affiliated with someone or something

D

Take some time and read the following text about five ways to introduce yourself.

Take notes of on “ANYTHING NEW?” section.

YOU WILL FIND 5 NO-FAIL WAYS TO INTRODUCE YOURSELF AT A NETWORKING EVENT

CAROLINE GENIZA-LEVINE
FEB 09, 2015

If you're looking for a new job, starting or growing your business, or even just looking to expand your network within your current company, you will need to meet new people.

The challenge is in finding a comfortable way to introduce yourself to the people who matter when you're at a professional conference, association mixer, or a social event where other professionals will be. The key? To be brief, but also leave enough information that you pique the listener's interest.

Here are 5 ways to introduce or “pitch” yourself:

Bond Over a Shared Experience

If you're at a wedding, open with how you know the couple. If you're at a conference, open with your affiliation to the organizer or your interest in the topic



ANYTHING NEW?

Tell a Client Story

Instead of just listing your title and company, talk about who you serve: I'm an accountant with We Love Taxes. I prepare taxes for retail companies, mom and pop businesses, circus performers....

Give a Before and After

That anecdote of going from a laundry bag full of papers to a streamlined system is not just a client story, but also a before/after story.

A before/after structure is accessible because it's visual, and the conversational structure prevents too much business jargon from creeping in.

Focus on your Expertise

This is the most traditional pitch in that you summarize the arc of your career —industry specialty, years' experience, and/or role:

I've been in marketing most of my career —consumer products, luxury, and now retail—specializing in social media...

Get Personal

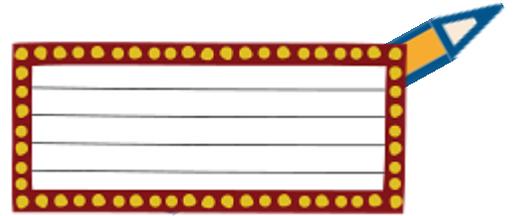
Most pitches rightly include professional history or accomplishments because people expect this.

But an introduction is really about the start of a relationship. The professional sharing could come after.



ANYTHING NEW?

D

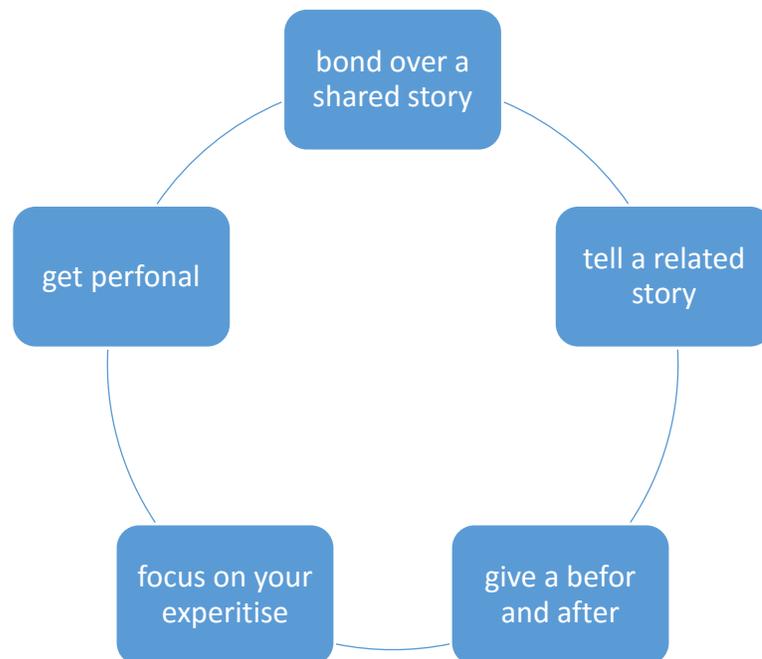


1. After reading the article in the previous page, answer the following question.

1. How many tips did the author give?
 2. Could you name each of those items?
 3. What did the author mean by “bond”?
 4. Could you explain what did the writer wanted to say by “give before and after”?
-

2. Imagine you are going to a new social event that have never been.

- A. Give a quick description of each part
- B. Give an example of what you would say to for each part





1. The words in the box have been used in the article. Find the best synonym or definition for the following words.

<p>A. Expertise B. bond C. Share D. Creep in E. Accomplishment</p>	<p>1. Achievements 2. Penetrate 3. Knowledgeable in something particular 4. Give or have a proportion 5. Join</p>
--	---

2. Read the following sentences and fill in the blanks with the words in the box:

	Bond share accomplishments expertise network affiliations	
--	---	--

1. You failed to with your kids when they were young.
2. We definitely need yourin this subject.
3. I want to expand my.....by hosting some events.
4. You neveryour personal matters with me.
5. He is so successful with great
6. He has close ties with different

F

Grammar



1. The following recording is a song about all the prepositions in English.

Listen to this recording.

Try to listen to it one more time and sing along.

<https://www.youtube.com/watch?v=GLmjfJyZ-iM>

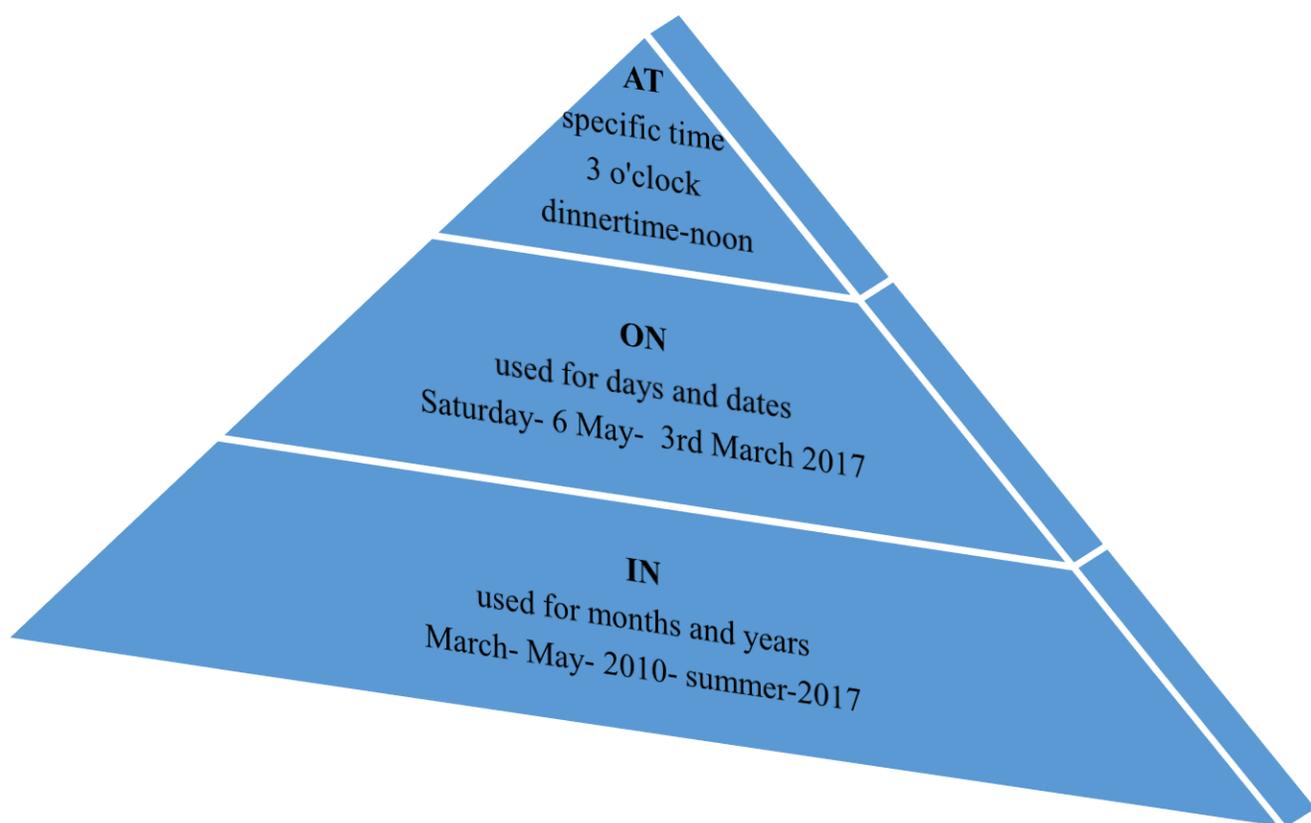
2. Listen to the recording one more time and underline the prepositions in this short text.

When Shima told me that she is sick, I was so sad. I remember that day. It was in May. It was chili, but it was nice. She was in a hospital. I bought her flowers from the shop next to the hospital. I arrived there at 11 o'clock. The hospital was so crowded. I put the flowers under her table because the table was full of flowers that the other people brought her.

Next day, on 8 May, when the hospital called me I was so nervous. My phone was above the red chair in front of the mirror. I could see my tears when they told me Shima passed away. At noon, I went there again and I said goodbye to a good friend of mine

F

3. In this section we want to focus on the propositions of time, and how we can use propositions for different times of a day or month.



-
4. Form groups of two and answer the following question.
1. Do you see a pattern among these three propositions and their usage?
 2. Could you write two more examples for each section?
 3. How many proposition of time do you have in your language?

G

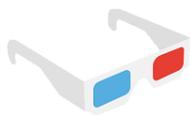
1. Fill in the blanks with the proposition of time that you have learned.

1. My birthday is 20 March.
 2. Do you go to school Fridays?
 3. She has a meeting9 am.
 4. Women could not vote in many countries the past century.
 5. The shops are closed Sundays.
 6. It gets cold....nights.
 7.the evening, I like to drink tea and sweat.
-

2. Based on what you have read, write 10 sentences that contain at least one of the propositions of time. These sentences can be about past, present and future.



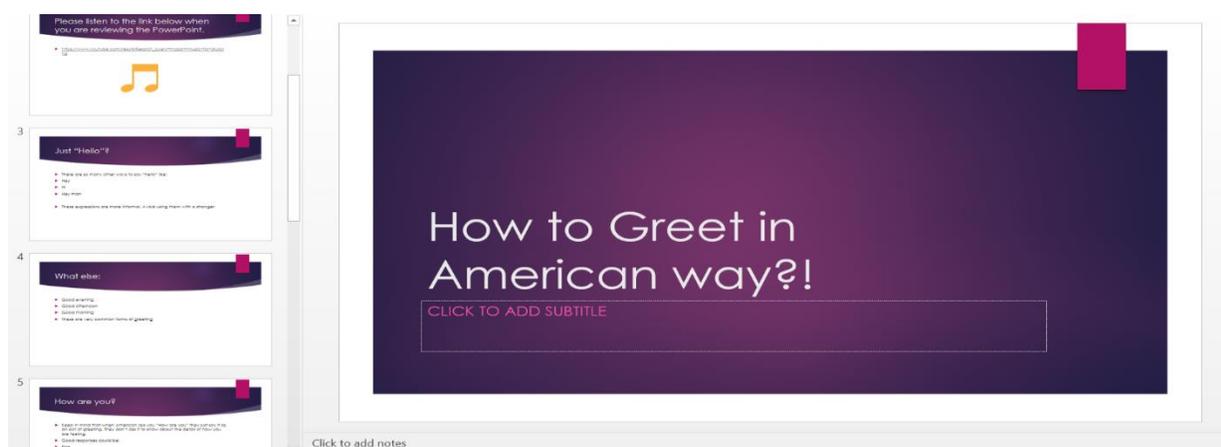
H



Power Point:

1. The following PowerPoint contains words, phrases, and sentences that American use for greeting. It also includes some other cultural elements such as follow up questions and how to plan to meet somebody again.

The PowerPoint includes music by Mozart that will help the learners to concentrate better.



What about you

In this piece of paper, write down any new word, phrase, or sentence that you have learned from this PowerPoint

H

1. Read the following phrases and sentences in these two columns. Match the ones that can be used in similar contexts. There is one extra option that doesn't match any of the items. Find that one and underline it.

1. Long time no see
2. What's up?
3. Hey
4. Great to see you again
5. Everything is fine

- A. Hello
- B. Nice to see you
- C. What's new?
- D. Pleased to see you
- E. I am doing well.
- F. It has been awhile

-
2. Role Play:

Form groups of two and write a dialogue between two of you. The dialogue should contain:

1. Prepositions of time that you have learned in the grammar section.
2. Words, phrases, and sentences that you have learned in PowerPoint.
3. At least two vocabularies that you have learned in the reading section.

Chapter One
EVERYTHING IS NEW

Section Two
Body Language and
Greeting

A

Warm up

1. Group work: form a group of two to three persons and answer the following questions.

1. How do you greet people?
 2. Do you bow, kiss, hug, or shake hands?
 3. How do you think people in the US greet each other?
-

2. People greet each other differently world wide. Here are some examples of greetings around the world. Look at the pictures and try to greet your friend in these various ways.



Nose touching



Fist bumping



Shaking hand



Bowing



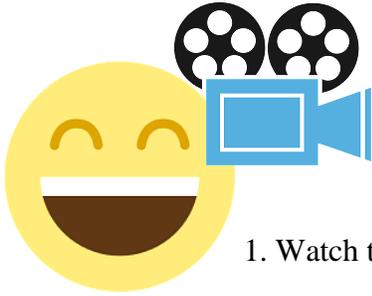
Kissing



Hugging

Google Images

B



1. Watch this comedy TED talk and answer the following questions.



<https://www.youtube.com/watch?v=foW2xopqKis>

-
1. Did you find this video funny?

2. How many different was of greeting did the speaker introduce?

3. How many different ways of greeting do you know?

C

Read the following sentences about how people greet each.

Some of the words have been bolded. Guess the meaning of the bolded words and choose the correct answer among the multiple options.

1. When people **communicate** with each other, they use words, tone of voice, and **body language**.

2.

Communicate: 1) Write 2) Fight 3) Interact 4) Transfer

Body language: 1) Gesture 2) Body movement 3) Linguistic features 4) 1 & 2

3. Because of cultural differences people could be **misunderstood** regarding to their body language.

4.

Misunderstood 1) Error 2) Fail 3) Misinterpret 4) Untrue

5. People could be misunderstood in different situations. We should never **assume** that speakers of other languages have the same **comprehension** of our body language. For example, **nodding** head means “yes” and shaking head means “no” in many Asian countries. We should not assume that we can use these movements in US, and assume that they know what these movements mean.

Assume 1) Suppose 2) Seize 3) Guess 4) Count

Comprehension 1) Courage 2) Understanding 3) Feeling 4) Gasp

Nod 1) Move one’s head up and down 2) Move one’s head side to side

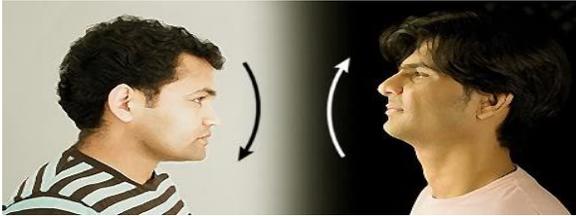
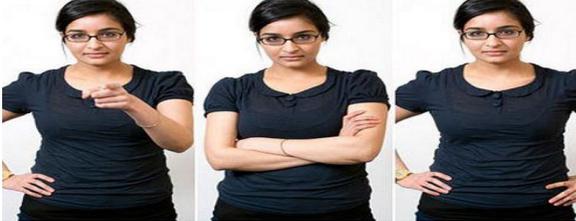
6. In the US when you meet somebody, you should shake their hand **firmly**. While you are shaking her/his hand you should have **eye contact** with that person to show him/her that you are paying attention. You can hug somebody that you know very well.

Firmly 1) Energetically 2) Faintly 3) Lazily 4) Lamely

Eye Contact 1) Eye meeting 2) Glasses 3) Visual communication
4) Verbal communication

D

1. Match the new words with the picture that best describe them. Write the letter for the picture on the line next to the correct word

<p>Nodding your head -----</p>	 <p>A</p>
<p>Body language -----</p>	 <p>B</p>
<p>Greet-----</p>	 <p>C</p>
<p>Communication-----</p>	 <p>D</p>
<p>Assume-----</p>	 <p>E</p>

Google images

E

Group Activity:

2.4. Form groups of two or three and answer the following questions:

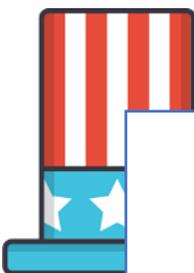
- a) How do you greet in your country?
- b) What type of body language do you use to say “Hi” to someone?
- c) Do you “nod” your head to say “yes”?
- d) What facial expression do you make to show you are sad?
- e) What facial expression do you make when you are happy?
- f) Do you hug or kiss when you see somebody for the first time?



F

1. Here are some body movement tips.

By reading these tips, you will be able to identify some American norms regarding the body language.



- Most Americans like a firm handshake when they meet somebody for the first time.
- Most Americans like to have eye contact when they are talking to somebody.
- Most Americans like to smile 😊
- Most Americans don't like to stand close to each other when they talk. They tend to take one step back and keep their distance.
- Most Americans pay attention to one's body and posture. They won't get a good impression from you if you are slouched down in a chair.

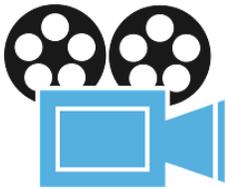
2. What about you

- a) Do you know any body language in your culture which is different from American body language?
- b) Does posture play an important role in your culture?
- c) Do you make eye contact when you talk to someone in your culture?
- d) Do you think "being confident" is important?

G

1. WATCH FOR MAIN IDEAS

- a) What do you think was the purpose of this video?
- b) Do you think body language is important?
- c) What does Amy Cuddy think about importance of body language?



TED talk by AMY CUDDY



<https://www.youtube.com/watch?v=TdU2l0i2Wh0>

Write your thoughts and the answer of the questions above and share them with your classmates.

<hr/> <hr/> <hr/> <hr/>

H

Listen for main idea

Watch the video one more time and answer the following questions.

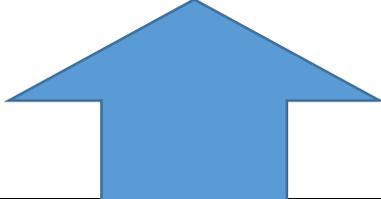
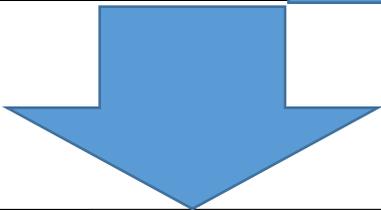
1. You can boost your confidence by your body language
 - a) True
 - b) False
 2. Our body movement is different when we feel powerless
 - a) True
 - b) False
 3. We operate based on our feelings, moves, and thoughts
 - a) True
 - b) False
-

2. Which of these photos represent high power pose, and which one of them represent low power pose?



I

1. These are some vocabulary that Amy Cuddy used in her speech. To answer the questions on the next page you need to know these words.

<p>Cortisol</p> <p>A hormone that causes stress</p>	
<p>Testosterone</p> <p>Hormone that makes male characteristics</p>	
<p>Compliment</p> <p>To enhance or improve it</p>	
<p>High</p> <p>Elevated</p>	
<p>Low</p> <p>Minimum, little</p>	
<p>Fake</p> <p>Not genuine</p>	

Google images

J

Listen for Detail

1. Watch the video one more time and take notes about the following topics. You can use words, drawing, or doodling to take notes.
2. Then answer the questions.

Power posing

Non verbal

Fake it to make it

Result of the study

WHAT DO YOU THINK

- So you think power posing is useful?
- Have you ever have experience that you suffered from lack of confidence?

K

Writing

How do people greet in your country?

Do you think that you have just one way to greet people in your country?

Think of several ways that American greet.

Write a five paragraph essay, and compare these two countries.

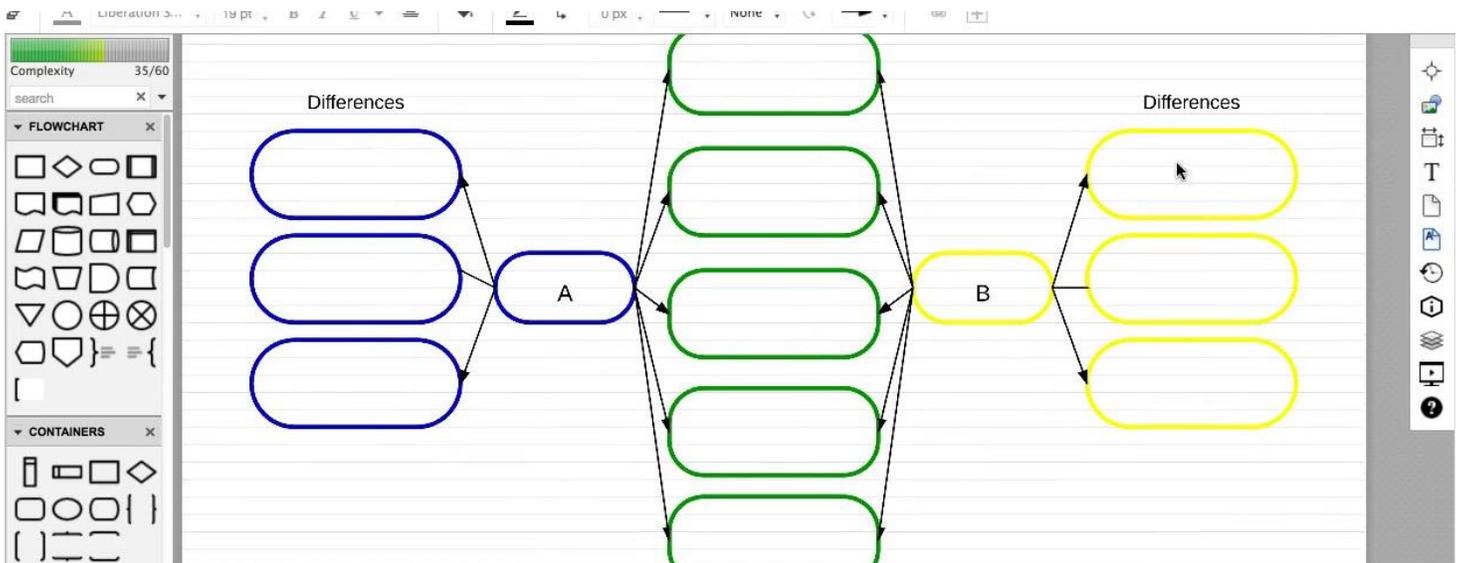
Note: you should mention the similarities and differences that you see between these two cultures.

L

Project

2. Team up with one of your classmates.
3. Share your compare and contrast essay with your classmate.
4. Make a list of the similarities and differences.
5. Now, go online, and make a compare and contrast chart in Lucid chart.
6. You can find the information for making a Lucid chart on line.

Image from Lucid chart



Chapter Two
CAMPUS LIFE

Section one
Applying for ID

Teacher's lesson Plan

Content Objective

The content of this lesson is divided into two sections:

- The first section's goal is to familiarize international students with words, phrases, and sentences that American use to pose a question, ask for feedback, etc. In addition, it will make students ready to ask follow-up questions to provide platform for them in a normal communication. It also provides information about American phone etiquette.
- The second section of this lesson provides information about collages in the US and some cultural factors.

Language Outcome

International students by studying this lesson will be able to:

- Ask yes/no questions
- Be a good listener
- Ask questions in different situations
- Hold a conversation
- Know about some American norms and etiquettes

Activity	Info	Page No.	Description
Chapter two, Section one			
Warm up	A		<ul style="list-style-type: none"> • Students will talk about their first day of collage, their expectations and reality. • It will make them more cautious to move forward
Listening	B E		<ul style="list-style-type: none"> • Students will listen to a conversation about how to apply for a student ID card which is among the first steps they should take. • The students will be familiar with different types of question. • After listening one more time to the audio, student should be able to answer the questions. • The students will watch a video that is not only effective for the students to listen to authentic material but also helpful to know the cultural elements of the US •
Reading	D G		<ul style="list-style-type: none"> • Students will be familiar with the cultural factors of phone etiquette in the US • This section includes one reading about courses that students have most difficulty with. • The reading is followed by questions that help students to go back and read again and answer the questions. • The teacher should emphasize on the sentence structure and content of the reading.
Vocabulary	F H		<ul style="list-style-type: none"> • These are vocabulary that students need to know before they go to reading section. • The teacher should make sure that students internalize the words and answer the questions. • Students will do some exercise that help them to use the new words that they have read in the reading and comprehend their meanings.
Group work	C		<ul style="list-style-type: none"> • There are different types of practices in this part for students to do them in their groups and enjoy learning English. • The communication for answering the puzzle or role play is really helpful for students.
Chapter two Section two			

Listening	A C G		<ul style="list-style-type: none"> • There are two conversations. • The teacher should focus on the questions that are being posed in this part and vocabulary being used. • Students will answer the questions that are related to the listening. • The purpose of this listening is to improve students' listening skills, and to foster their communication skills. • This section is followed by many questions to help the students to grasp the main points.
Vocabulary	B		<ul style="list-style-type: none"> • These words are being used in the first listening activity. Students should be able to recognize the words and use them.
Group activity	D		<ul style="list-style-type: none"> • Students will role play and fill out the chart that is related to the listening. The teacher should focus to push students on standing up and role play.
Grammar	E F		<ul style="list-style-type: none"> • The student listened to YES/NO questions in the listening section. But in this part they will read about it and they will be able to make this type of questions. • Students will answer many questions and will pose many question to internalize this grammar.
Writing	H		<ul style="list-style-type: none"> • Students reflect on what they have read in this chapter • They will compare and contrast the two cultures.
Online project	I		<ul style="list-style-type: none"> • Students will use internet to check different coffee stores in the US and they will be familiar with the prices and online shopping.
Multiple intelligence		All of the activities	<ul style="list-style-type: none"> • Musical : classical music , song, videos • Visual: videos, pictures, charts, doodling • Interpersonal: collaborative and group activities • Intrapersonal: projects, critical thinking activities. Fill in the blanks • Verbal: note taking, discussions, role play • Kinesthetic: teacher uses a ball to ask students to answer some questions • Logical : critical thinking and logical engagement questions
speaking		all the activities	<ul style="list-style-type: none"> • The purpose of all of these activities is to make students able to communicate; therefore, students will

A

Think about the following questions, take some notes and share your thoughts with your classmates.

1. Do you remember the first day of school?
2. What kind of feeling did you have?

2. Take some minutes and think about this topic.

And share any tips that you can think of. (The tips could be from your experience or something that you have heard or read)

How to prepare for the first day of collage?



Google images

B Listen to the following conversation between Allison and the receptionist about how to apply for a student ID card.



The receptionist: Hi, this is May, how can I help you?

Allison: hi, my name is Allison and I have some questions regarding Student Cards.

The receptionist: ok

Allison: Should I pay for my student ID?

The receptionist: In some schools you should pay for it but here it is automatically applied to your enrollment fees.

Allison: Where can I use this card?

The receptionist: At the library or gym, and also you can put money in your card and use the money for printing and buying stuff on campus.

Allison: What should I do to apply for the card?

The receptionist: you should come to our Card Center.



Then you will fill out some forms. We need some information such as: your student ID number, date of birth, date of acceptance at school and etc.

In addition, we need a photo of you. You can bring a photo and we will scan it, or we can easily take a picture of you at the center.

Allison: is there anything else that I should know?

The receptionist: It is prohibited to use the card by anyone other than the student that the card was issued for.

Allison: Ohhh by the way, what if I lose my card?

The receptionist: You will pay a 15\$ fee to the card center and we will give you another one.

B

Listen for main Idea

1. Based on what you have listened to in the previous recording, answer these questions:

1. What does Allison need to bring to apply for student ID card?
 2. What if somebody loses her/his card?
 3. Where can Allison use her ID card?
-

Listen for detail

2. Listen one more time and

If the statement is true, put T in the box

If the statement is false, put F in the box

- 1. She should pay 15\$ if you lose your ID card
- 2. She has to bring your picture to the card center
- 3. She doesn't need your date of birth for your ID card
- 4. She doesn't need to pay for her card when she applies for it

3. Which of the following options indicates a correct definition for the underlined vocabulary?

“It is prohibited to use the card by anyone other than the student that the card was issued for.”

Prohibit

1. Allow
2. Ban
3. Impossible
4. Hard

Issued

1. Mattered
2. Provided
3. Ruled
4. Distributed

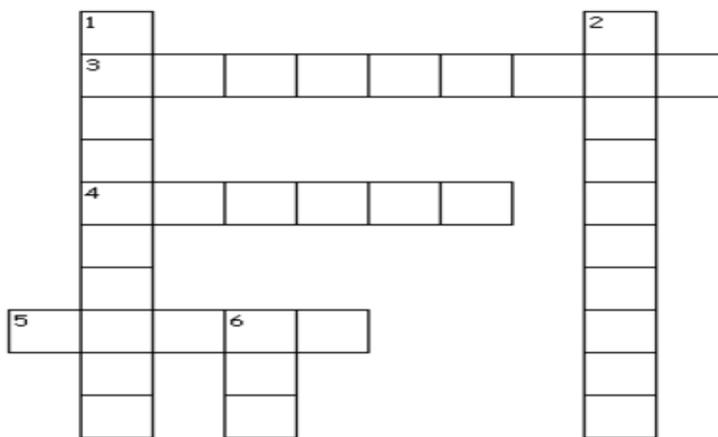
C

1. Choose a partner and role play the conversation about applying for student ID card. One of you should be the receptionist and the other one should play the role of the new student.

Role play until all of the students have the chance to play both roles.



2. Pair up with one of your classmates. Read the conversation one more time and do this puzzle.



Across
 3. concerning
 4. provided
 5. things
 Down
 1. banned
 2. to register and enroll
 6. payment that should be paid

6 of 6 words were placed into the puzzle.

Puzzle by Puzzlemakker

D

1. Here is a list of American Phone Etiquette. Read them carefully.



1. Speak clearly, not too loud
2. Always introduce yourself at the beginning of the conversation
3. Don't use slang words
4. Avoid interruptions. However if you have to interrupt, you should say "Excuse me, can I..."
5. Listen to the other person
6. In case of leaving message, speak slowly and clearly
7. Don't eat or drink while you are talking on the phone
8. Be patient
9. Make a list of what you want to ask before you call somebody

2. Based on what you have read above, answer the following questions:

1. Do you see any similarities between American phone etiquette and phone etiquette in your country?
2. Do you see any differences between American phone etiquette and phone etiquette in your country?
3. Can you add some more items to this list?

E Watch this video carefully and answer the following questions.



<https://www.youtube.com/watch?v=OeWx9a6SkHU>

1. Did you enjoy watching this video?
 2. What was the point of this video?
 3. Do you like American comedy shows?
 4. What president of United States did the speaker address?
-

What about you

1. What are the courses that you took prior to the collage that you were good at them?
2. Are there any courses that you feel you need more support?

F Vocabulary mastery

1. In the chart below, you can see the definition of the new words. After you read the definitions, match each word with the picture that describe it best.

These vocabulary will assist you to better comprehend the next article.

Vocabulary	Definition	Photo letter
Skip	To pass over or omit an interval, item, or step	
Brush up	To improve or polish as if by brushing	
Amid	With the accompaniment of	
Rusty	Slow through lack of practice or old age	
Build up	To develop gradually by increments	



A



C



D



B



E

Images from Google Images, definitions from Merriam Webster

G Take some time and read this article about students' more difficult courses at college.

Take notes of new words or information of the reading on "ANYTHING NEW?" section.

Trying to Solve a Bigger Math Problem

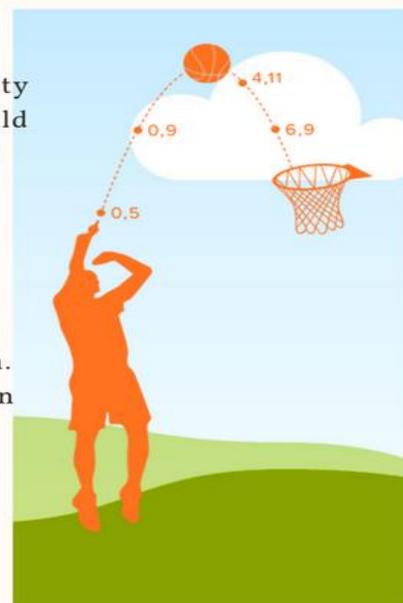
BY EMILY HANFORD FEB. 3, 2017
THE NEW YORK TIMES

In a dry Algebra is clearly a block for many incoming college students. Nearly 60 percent of community college students end up in remedial math — classes to build up their math before they take college courses. Four-year public colleges are not far behind. According to government studies,

40 percent of their incoming students take at least one remedial class; 33 percent are in math. One explanation is obvious: limited academic preparation. Another is that much of the community college population is older, and rusty at factoring quadratics and finding inverse functions. Less obvious is that students end up in remediation who don't need to be there.

There's evidence for this, most recently in an analysis published in September by the National Center for Education Statistics. To determine if students are ready for college-level work, colleges often rely on one thing: the score on a test, be it the ACT, SAT or Accuplacer, the most common of the placement tools.

But when the N.C.E.S. took a deeper look and considered two additional factors — grade-point average and level of math taken in high school — it found that 40 percent of "strongly prepared" students at public two-year colleges and 13 percent at four-year institutions had taken remedial math.



ANYTHING NEW?

Trying to Solve a Bigger Math Problem

BY EMILY HANFORD FEB. 3, 2017
THE NEW YORK TIMES

Further, moderately or strongly prepared students were more likely to get a bachelor's degree if they skipped remediation altogether and went straight to college-level classes.

Why? Researchers aren't sure, but they suspect that many students assigned to remedial education, which costs money but doesn't count for credit, get frustrated and give up on college.

Amid much hand-wringing, colleges have begun to wake up to the problem. Some are offering short brushups rather than semester-long classes, others have introduced "corequisite" remediation, allowing students to enroll in a college-level and remedial class at the same time, for extra academic support.



ANYTHING NEW?

G

Read for main idea

1. Based on the article written by Emily Handford, answer the following questions?

1. What is the main idea of this article?
2. What is the problem that the writer address?
3. Did the writer provide any solution?

Read for detail

2. Read one more time and

If the statement is true, put T in the box

If the statement if false, put F in the box

1. 73 percent of students take remedial classes.
2. One of the reasons that students need to take remedial classes is the lack of academic preparation.
3. Students rely on their GPA for collage level.
4. The writer concluded that remedial math classes are useful.

H

1. Find a synonym for the underlined words from the box.

Surface Arriving Tired Fairly Extensive

- Algebra is clearly a block for many incoming college students.
 - The N.C.E.S. took a deeper look and considered two additional factors
 - Moderately or strongly prepared students were more likely to get a bachelor's degree
 - They get frustrated and give up on college.
-

2. Fill in the blanks with the vocabulary in the box.

Block Deeper Incoming Rusty Brush-up Skip

- The news channel announced thestorm yesterday.
- I wanted tothe class, but I didn't.
- He has amemory.
- I willmy French before I meet him.
- You are looking for ameaning of life, I cannot help you with that.
- He doesn't like you, he willyour way.

Chapter Two
CAMPUS LIFE

Section Two
Services

A

1. Listen to two different conversations that Allison had in order to buy a cup of coffee and borrow a book from a library.

Allison: Hello, I would like a cup of coffee please.

Nick: Which size?

Allison: What are the sizes?

Nick: Small, medium, and large

Allison: Large please

Nick: Any particular flavor

Allison: regular please

Nick: Is that all?

Allison: Yes, do you accept cards?

Nick: Yep

Allison: I am sorry, but I don't have any cash. How can I pay tip?

Nick: You can sign the receipt and specify the tip amount. Anything else?

Allison: Perfect, Would you please tell me where the library is?

Nick: Of course, it is right next to the main building.



Allison at the library

Reza: How can I help you?

Allison: I want to check out an item?

Reza: Do you have your student ID?

Allison: Yes

Reza: What is the name of the book?

Allison: Gone with the wind

Reza: Is that all?

Allison: Yes, that's all

Reza: The due date for this book is April 3rd, you can extend it online if you want.

Allison: Thank you, have great evening.

B

1. After listening to the recording one more time.

Find the antonym for each of these words.

- | | |
|-------------|--------------|
| 1. Check in | a. Deny |
| 2. Accept | b. Large |
| 3. Extend | c. Reduce |
| 4. Small | d. Check out |

2. Write a synonym of these items or write a description for them.

Then match them with the photo that best represent that word.

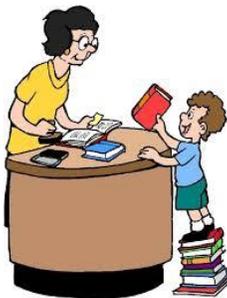
And explain why did you choose that picture?

Check out: _____

Extend: _____

Due date: _____

Tip: _____



C

Listen for detail

1. Listen to the recording between Allison with the guy in coffee shop and the librarian. Then answer the following questions?
 1. Did Allison wanted hazelnut coffee?
 2. Did Allison go the café inside to the library?
 3. Where was the café?
 4. Did Allison return Gond with the wind?
-

Listen for detail

2. Listen to the conversations one more time then read these statements.

If the statement is true, put T in the box

If the statement if false, put F in the box

1. Allison ordered a medium coffee.
2. Allison borrowed two books from library.
3. Alison doesn't have to return the book.
4. Allison wanted a particular flavored coffee.

E

There are many types of questions in English. In this section Yes/No questions will be discussed.



Yes/No Questions

For this type of questions, the person who asked the question expects to hear yes or no.

To make a yes/no question, these steps should be taken.

1. If the main verb is “to be”, you should just put the verb at the beginning of the sentence.

She **is** beautiful > **Is** she beautiful?

2. If your sentence has one main verb and one auxiliary (to be, have), you should just put the auxiliary at the beginning of the sentence.

She **is working** at the library > **Is** she **working** at the library?

3. If the sentence neither has an auxiliary nor a “to be” verb you should use do, does, and did.

She loves cars > Does she love cars?

They love cars > Do they love cars?

She loved cars > Did she love cars?

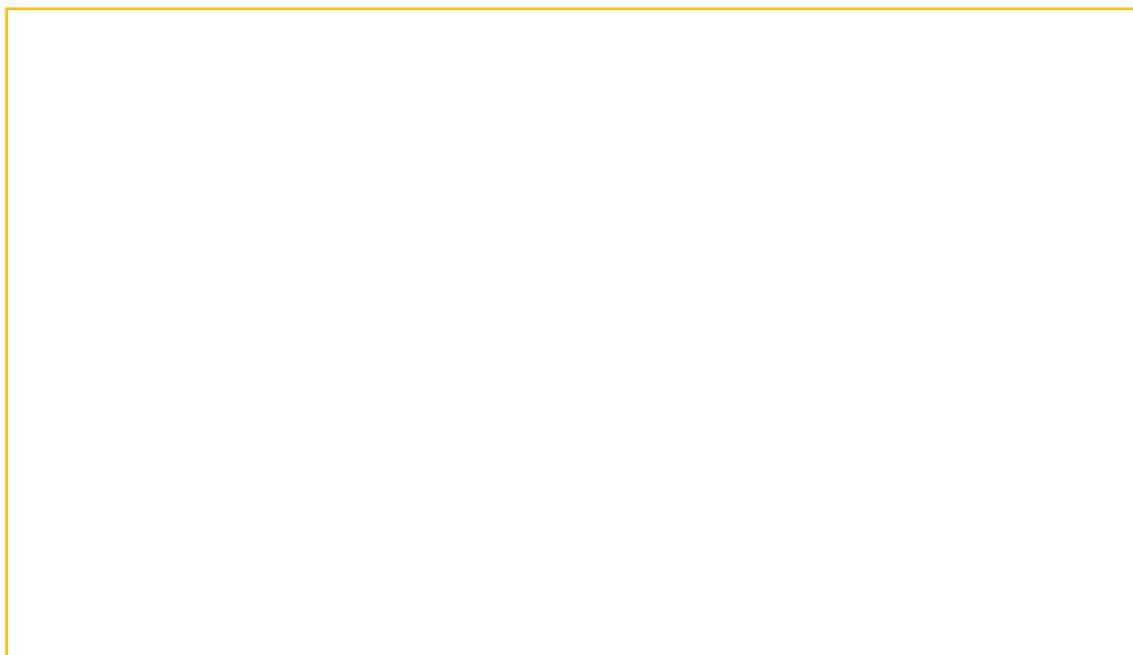
F

1. Based on what you have learned in the previous section, write down five yes/no questions.

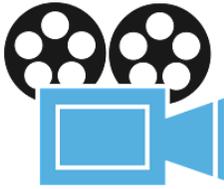
- Answer those questions.
 - Now, ask three yes/no questions to one of the students in the class.
 - Then answer three yes/no questions that they ask you.
-

2. Listen to the recording one more time.

Write the Yes/No question that you hear in the conversation.



G



1. Listening is one of the main skills that human beings can improve it.

This video's goal is to not only improve your listening skills, but also make you a better listener. Watch the following video.



<https://www.youtube.com/watch?v=R1vskiVDwI4>

What about you

Did you find it useful?

2. Watch the video one more time.

These items are ten main points that the speaker mentioned.

Take notes, draw, or doodle for each of these items.

1. Don't multitask
2. Don't pontificate
3. Use open ended questions
4. Go with the flow
5. If you don't know, say that you don't know
6. Don't equate your experience with theirs
7. Don't repeat yourself
8. Don't go into the details (names, number, dates...)
9. Listen
10. Be brief

H

Writing

What are the etiquette regarding phoning in your country?

Think about the definition of politeness and rudeness in your culture.

Give some examples of the politeness in your culture and compare it to American culture.

Note: you can use internet to find information about American culture

I

Online Project

Pair up with one of your classmates.

Find the list of different café in the US.

Download some of photos of that particular café.

Try to find their menu. And find out what can you buy there with 12 \$.

Chapter Three
ON CAMPUS JOBS

Section One
Jobs

Teacher's lesson Plan

Content Objective

The content of this lesson is divided into two sections:

- The first section goal is to familiarize international students with steps that they need to take to start working on campus. Students will be familiar with different words and phrases related to the on-campus environment.
- The second section of this lesson provides information about Americans' etiquette regarding going to an interview, dressing appropriately for an interview and writing a thank you email after the interview.

Language Outcome

International students by studying this lesson will be able to:

- Identify different opportunities on-campus
- Have self-confidence to apply for some jobs on-campus
- Write a thank you email
- Hold a conversation
- Know about the American norms regarding interview

Activity	Info	Page No.	Description
Chapter three			
Section one			
Warm up	A		<ul style="list-style-type: none"> • Students will look at the pictures and answer the questions regarding the photos. • They will be more familiar with the different types of on campus jobs after this warm up activity.
Listening	B D		<ul style="list-style-type: none"> • This is a conversation between two friends that will help the students to get some information about on-campus jobs. • These are some questions related to the listening sections to make sure students understood the conversation.
Vocabulary	C E H		<ul style="list-style-type: none"> • There is a list of words in this section which is related to the activity above and below that section. • The teacher should make sure the students understand the relationships. • Students will match the words that they have learned before with a picture. • Students will encounter to two different types of vocabulary exercises that will test their reading comprehension. • This section will also help them to
Reading	F G		<ul style="list-style-type: none"> • Students will read a two pages long article about their options for gaining experience while studying. • The teacher should focus on the comprehension of the students. • The material is authentic so students should pay attention to the sentence structure • These are some exercises to test students' comprehension. • The teacher should push students to simplify the difficult words themselves or with collaboration with a groupmate.

Warm up	A		<ul style="list-style-type: none"> This activity's goal is to concentrate students on the aspect of going to an interview and being prepared for it
Reading	B F		<ul style="list-style-type: none"> This section consists of a conversation between two students about being selected for an interview This part consists of some cultural tips for the students.
Group work	C		<ul style="list-style-type: none"> This is an activity for the students to talk to each other and share their knowledge and what they have learned from the previous section
Listening	D E		<ul style="list-style-type: none"> It is a TED talk about job interview and norms about it. The focus is on authenticity and exposing students to the American English. There are many exercises in this part to check the comprehension of the students
Grammar	G		<ul style="list-style-type: none"> This part covers the information that students need in order to write a thank you email after an interview It covers all the titles, the format of an email, and the different closing that they can use.
Writing	H		<ul style="list-style-type: none"> Students are asked to write a thank you email
Project	I		<ul style="list-style-type: none"> Students will go on line and check the website of a collage in a collaborative exercise. Then they will share what they have found out about on-campus jobs with other students through google docs
Multiple intelligence		All of the activities	<ul style="list-style-type: none"> Musical : classical music , song, videos Visual: videos, pictures, charts, doodling Interpersonal: collaborative and group activities Intrapersonal: projects, critical thinking activities. Fill in the blanks Verbal: note taking, discussions, role play Kinesthetic: teacher uses a ball to ask students to answer some questions Logical : critical thinking and logical engagement questions
speaking		all the activities	<ul style="list-style-type: none"> The purpose of all of these activities is to make students able to communicate; therefore, students will

A

Warm up

Look at the following pictures that represent students who work on campus.

1. Can you name some of these jobs?
2. What do they do?
3. What are the differences between on campus jobs and off campus jobs?
4. Can you name more examples of on campus jobs?



Google Images

B

1. Listen to the following conversation between Hang and Fatima. Fatima is trying to help Hang to get an on campus job.

Hang: I get bored most of the days. I need to do something.

Fatima: Why don't you get an on-campus job? It is really good for you to gain some money and improve your English every day.

Hang: I am just worried that I might not be ready to start a job.

Fatima: One positive factor about working on-campus is that you are working with people who care about you and know that you are a student. It is perfect experience before you graduate and start to work in different companies.

Hang: What are the jobs that I can apply?

Fatima: You can work in a café, library, or gym. You can also do tutoring if you want something related to your field of education.

Hang: That is good. So when should I start?

Fatima: When I was a freshman I knew I wanted to work. Therefore I applied for 10 jobs and I send my CV. I went to three interviews and one of them worked for me.

Hang: Will you help me with the interview?

Fatima: Yes, don't worry about that now.

STUDENT ON CAMPUS

JOBS

C

1. Here are the list of words that you need to know for better understanding the recording.

Take some time and read these vocabulary and their definitions.

Vocabulary	Definition
On-campus	The grounds and buildings of a university, collage, or school
Off-campus	Housing and jobs that are not provided by a school
Freshman	First year student
Sophomore	A student in the second year of collage
Junior	A student in the next-to-the-last year before graduating from an educational institution
Senior	A student in the year preceding graduation from a school of secondary or higher level
Curriculum vitae (CV)	A short account of one's career and qualifications prepared typically by an applicant for a position.
Interview	A formal consultation usually to evaluate qualifications (as of a prospective student or employee)

Definition form Merriam Webster

D

Listen to the conversation one more time and answer the following questions.

These questions are divided to two sections; listen for the main idea and listen for the detail.

Listen for the main idea

1. Does Fatima work?
 2. Does hang want to work?
 3. What type of job are they talking about?
-

Listen for detail

Listen to the conversation one more time if necessary to answer these questions.

1. Based on Fatemeh, what are the benefits of working on-campus?
2. Why Hang should start working from campus jobs?
3. How many interviews did Fatemeh get?
4. Do you think the information was useful for you? Do you have any additional information to add?

F

In this article, you will find four different ways for gaining experience while you are at college. Take notes of new words or information of the reading on “ANYTHING NEW?” section.

4 ways to get work experience in college

BY BRIAN WITTE OCT 23, 2015
THE TIME

A college education is a valuable experience in its own right, but academics alone will not secure your future once your last class is completed. One way to move in the direction of a bright future is to build a solid resume. Here are four ways that you can gain meaningful work experience while still in college:

On-campus student employment

One of the easiest ways to gain work experience is to pursue on-campus student employment. While a portion of these positions are reserved for work-study financial aid, not all are. But how do you both find and secure them?

Job boards may seem like the logical answer, but they are often inefficient. Instead, try to make a personal connection with the department that hosts the position. This strategy works best for office work, as you will be able to introduce yourself to the secretary of the relevant department. Even for non-departmental positions, such as food service and grounds keeping, meeting your potential supervisors can help distinguish your application.

There are two benefits to on-campus student employment: one, your supervisors will be accustomed to the challenges of scheduling your shifts around your academic commitments. Two, you will be able to demonstrate your ability to balance work and school. However, it is worth noting that you may not work in an area that is directly related to your career goals.



ANYTHING NEW?

4 ways to get work experience in college

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THE TIME

Internships

Your most useful source of work experience may not be one that pays. Begin looking for internship opportunities early in your college career – the summer after freshman or sophomore year, for example.

Undergraduate research

For students majoring in the physical or social sciences, a great way to gain work experience is to assist a professor with his or her research. Start by contacting the secretary for each relevant department. It is often the secretary's responsibility to coordinate the funding and paperwork for such a position, so the easiest approach may be to send a brief email that requests information on any research groups that might need an undergraduate assistant.

Volunteer opportunities or independent study

If you cannot find an appropriately paid position, a targeted volunteer opportunity or independent study can count toward your work experience.



ANYTHING NEW?

G

Read for main idea

1. After reading the article in the previous page, write the four suggestions that the author introduced to college students in order to gain experience.
2. Draw, doodle, or take notes to make sure you grasped the main idea.
3. Share your summary of each of those items with your classmate.

1.	2.
3.	4.

G

Read for detail

1. Read the article one more time then read these statements.

If the statement is true, put T in the box

If the statement is false, put F in the box

- 1. Only paid jobs are valuable experience for college students
 - 2. You can make a great resume if you work while you study.
 - 3. For every student, a great way to gain work experience is to assist a professor with his or her research.
 - 4. Job boards may seem very efficient to find a job.
-

2. Answer the following questions based on what you have read in the article.

1. What are the benefits that the author mentioned about finding a job on campus?
2. When is a good time to start an internship?
3. Can you trust board jobs for finding a job?
4. Who should a student contact for research assistant position? And why?

H

1. These are the pictures that present some of the words that you have encountered in the reading.

Match the words in the box with the pictures.

Supervisor distinguish job board



2. These are some sentences from the reading. Read the sentences.

Then paraphrase, write a synonym, or explain the bold words.

1. One way to move in the direction of a bright future is to build a **solid** resume.
2. One of the easiest ways to gain work experience is to **pursue** on-campus student employment.
3. A college education is a valuable experience in its own right, but academics alone will not **secure** your future once your last class is completed.
4. This strategy works best for office work, as you will be able to introduce yourself to the secretary of the **relevant** department.
5. Even for non-departmental positions, such as food service and grounds keeping, meeting your potential supervisors can help **distinguish** your application.
6. It is often the secretary's responsibility to **coordinate** the funding and paperwork for such a position.

Google Images

Chapter Three
ON CAMPUS JOBS

Section Two
Interview

A

1. Do you think that there is a difference between how we dress up daily, and when we want to go to an interview?
2. Look at the following photos.

Which one of these dress codes are appropriate for going to an interview?



A



B



C



D



E

B

Here is a conversation between Nissa and Martin. They are talking about her interview.

Read the conversation carefully.

Nissa: Hey, what's up?

Martin: Not much

Nissa: I have heard back from the job that I applied. And they want to interview me this Thursday.

Martin: That is amazing news. Are you excited?

Nissa: Yes I am, but I am worried at the same time.

Martin: What type of job is that?

Nissa: It is an on-campus job. If I get the job, I will be Professor Rostami's research assistant.

Martin: That is so cool. She is so knowledgeable.

Nissa: Yes she is. What is I couldn't answer her questions?

Martin: What are you talking about! She knows that you are an undergrad student, and she won't ask you something that you don't know.

Nissa: That is true.

Martin: Can you help me out to find something professional to wear for the interview?

Nissa: Of course.



C

1. Form groups of two.

Read the reading from the previous page. One of the students take the role of Nissa, and the other one Martin.

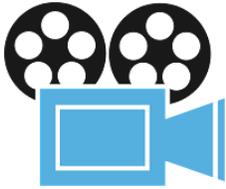
Role play the same scenario.



2. After you read the conversation between Nissa and Martin, answer these questions.

1. Did Nissa get the job?
2. Who is Nissa's interviewer?
3. Why Nissa is worried?

D



1. This TED talk provide information about how to be better in an interview.

Watch this video and take notes.



Put those smartphones away: Great tips for making your job interview count - Anna Post

<https://www.youtube.com/watch?v=NKBIWanXzGE>

Listen for main idea

1. What have you learned from this video?
2. How many tips did the speaker introduce?
3. What can you add to the tips?

E

Listen for detail

1. Answer the following questions based on the video.

1. Why one should practice the interview out loud?
 2. How one can find out the normal attire of a company?
 3. How one can avoid being late in an interview session?
 4. Why one should avoid bringing their phones to an interview session?
-

2. In this section, there are some sentences that the speaker said in the lecture.

There are underlined phrases that you should guess their meanings.

1. It will set you apart. Set you apart means.....
2. Dress up a notch. Dress up means
3. You may need to the interview, maybe a little follow-up. Follow-up means.....

F

1. Do's and don'ts of American culture:

In this box, there are some necessary tips for students about American's etiquette in an interview.



- Be sure to dress appropriately
- Don't wear too much makeup, loud colors, too much cologne, or big jewelry.
- Don't forget to make eye contact.
- Give strong handshakes. Stand up and greet the interviewer.
- Bring a copy of your resume, and ask for your interviewers' business card.
- Don't talk too much in the interview. Don't tell them your life story.
- Be focused on the fact that you should show your passion, your interests to the interviews.
- When you are talking about your weaknesses in an interview, avoid talking about character flaws. Talk about something that can be fixed by time.
- Send a thank you email for the interview to the interviewees

What about you

1. Do you think these tips are helpful?
2. How do you prepare yourself to go to an interview in your country?
3. Is there any differences between the norms of your country and America regarding interview?

G

Grammar

This section consists of the grammatical information that students should know to write a thank you letter.

Here are two examples of thank you email after an interview.

Dear Ms. (name of the person),

I appreciate your taking the time yesterday to speak with me about the Position at (name of the company).

After the interview, I have a better understanding of what the responsibilities and opportunities are in the position. I am now even more interested in working with (name of the company) I believe that my knowledge and goals are very compatible with your needs.

It was a pleasure to talk with you. Please contact me if you have any additional questions for me.

Sincerely,

Your Name

Dear Mr. (name of that person)

Thank you for making my interview so pleasant today.

I enjoyed learning more about the role and the company. After our conversation, I am confident that my skills and experiences are a great match for this opportunity.

If you have any further questions or if I can provide any other information, please let me know.

Best regards,

Your Name

G

Writing a thank you letter is an important move to smooth the way for landing a job. To write a correct thank you email you should be careful about the format of the email. Here are the four major parts of a thank you email.

1. Salutation/Greetings

There are different titles to use in this section based on marital status of the receiver. The titles are : **Mr.** (addressing a man), **Ms.** (addressing a woman), **Mrs.** (addressing a married woman), and **Miss** (addressing an unmarried woman)

2. Body

This section has no fix rules. But the writer should start with thanking about the interview, give information or ask a follow up questions, and be brief.

3. Closing

There are several closings that can be used in a thank you email. Here are some examples: Best, Best regards, Regards, Sincerely.

4. Signature

Sign your full name in this part.

Some tips for writing a “Thank you” business email

- Write the whole phrase of Thank you. Avoid saying Thanks.
- Don’t paraphrase your resume in that email.
- Write the thank you letter or email for everyone who was involved in the interview.
- Send the email within 24 hours from the interview.
- Avoid grammatical mistakes and misspellings.
- Don’t forget to add a short subject for your email.
- Keep it brief
- If the interview was a phone interview, reference the date and the time of the call.

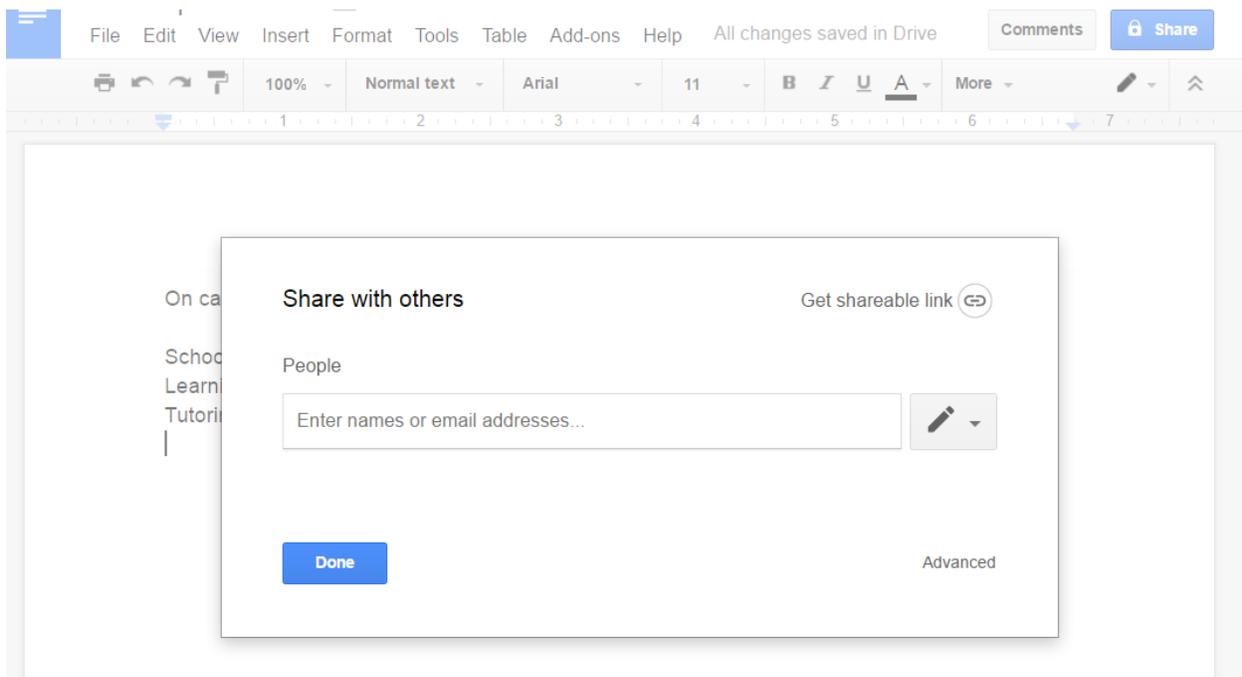
H

Imagine you went to an interview for working at the school of education at your collage.

Robert Anderson interviewed you. Now you should write an email to thank him.

I

1. Form groups of four.
2. Choose one collage in the US that all of the members agree upon.
3. Each of you go on line separately and explore its website. Find different on campus jobs.
4. Then, open your google Doc and share the information that you have found with your groupmates.
5. You can add photos and descriptions from the website to the Google Doc.



CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Over one million international students enrolled in colleges and universities in the US during 2016. The number of these students increased by 7% compared to the previous year (Open Doors Data, 2017). The majority of these students are coming from non-English speaking countries. Compared to domestic students, international students will encounter different difficulties while they are adjusting to the American society and language. Language proficiency, cultural knowledge, socio-cultural and psychological adjustments are important factors that influence international students' academic and social life. One will presume that with this large number of international students coming to the US; they would be familiar with the cultural factors of the host country and they would have advance proficiency level to achieve their academic goals. However, many of these students show lack of cultural knowledge of the host country that will cause them to be isolated from the society; this will affect their academic life directly.

The purpose of this field project was to familiarize international students with the academic life in post-secondary education in the US. The handbook was created for teachers to assist international students to be exposed to the authentic English language that is being spoken in the US. The handbook includes cultural elements that enables international students to be prepared for different academic situations. They would be familiar with the first steps that they need to take once they move to the US. This familiarity will ease their adaptation and acculturation in the US.

The significance of this project lies in the usage of cultural elements, authentic material, and technology. Each chapter of this handbook consists of cultural elements that gives a vivid instruction to the international students. Each lesson will ask students to make a comparative analysis between their own culture and American culture. The international students will be exposed to articles that have been published in the “The Times” and “The New York Times”. These authentic material will enforce the usage of proper English and avoid the influence of the mother tongue. Moreover, this handbook focused on using technology in every chapter. Technology is an inevitable element in our life. By incorporating technology in the learning environment, we can increase students’ engagement and achievement in the classrooms.

This handbook was created in order to be significant for both teachers and students. Students will study the words and grammar that they need before they move to the US. In addition, the lessons are designed in an order that the students will follow a story line. These story lines are similar to what they will experience in the US. The teachers also can benefit from this handbook. They will have a handbook that offers several different tasks for their students with real life story lines. The teachers can use this handbook for the future lesson planning.

Recommendations

For better implementation of the handbook, the author would like to make some recommendations. The first recommendation is that the teacher should be aware of the cultural factors and have basic knowledge of cross cultural issues. The second recommendation is that the students obtain basic knowledge regarding using technology such as computer, Google docs, google, and etc. Finally, the amount of the time spent in each section relates to the educator and the teacher. However teachers could expand the “Project” sections with more authentic and on-line activities.

The teachers should be aware of the content of each sections and should be able to apply all the instructions. The teachers should follow the instruction on applying the visual and audio material. The familiarity of the teacher to the content will facilitate learning for the second language learners. The students also should be able to use technology devices in order to save time in the class. The handbook explain limited sections of English grammar; therefore, students may need to take an English grammar course while they are studying *Speak my Language* or before taking this course. The author of this handbook aimed to combine cultural factors, authentic material, and students learning preferences in order to assist international students in learning English as it is spoken in the US. The teachers should be aware of the importance of these factors while teaching *Speak my Language* or any other books.

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