2014-15 LIEP Annual Report

The Loyola Intensive English Program (LIEP) provides high quality English language training and prepares students from around the world to use English in academic, professional, and social settings. Because LIEP is small and personal, students receive individual attention both in and outside of class. LIEP is constantly re-assessing its strategies and goals to ensure the best possible experience for its students. LIEP also seeks to fully participate as a member of the Loyola community and encourages English students to consider enrollment at the university. LIEP incorporates Jesuit values into both curriculum and methodology. New Orleans culture also factors into LIEP’s language teaching approach. These foci reflect the larger goals of LIEP, the CIE, and Loyola University New Orleans.

• Provide a high-quality intensive English Program
• Integrate LIEP into the university and the local community
• Contribute to the internationalization of Loyola University New Orleans

LIEP Goals 2014-15

LIEP’s goals for 2014-15 were primarily to maintain a high-quality program and attempt to boost enrollment despite limited staff and resources.

• Continue providing a high-quality, academically-focused curriculum, instructed by a highly-qualified, skilled faculty composed of at least 75% full-time appointments
• Maintain an anthropological focus and incorporate Jesuit values into both course preparation and instruction
• Attract more special programs to LIEP and to the university
• Increase enrollment
• Research and follow-up with multiple recruitment groups, agents, and other possible marketing options
• Assess the effectiveness of current marketing strategies and create goals for 2015-16

LIEP Changes 2014-15

LIEP Marketing Changes 2014-15

The marketing focus in 2014-15 was primarily to assess current strategies and explore future options. LIEP has primarily remained in stasis this academic year due to limited staff and resources. However, some small changes were made.

• New brochures were designed and mailed to 18 English USA offices around the globe.
• Within LIEP’s existing partnerships with Study in the USA and Chegg, Inc. Some modifications were made to the existing agreements. The focus of Study in the USA print outreach was shifted to the Brazilian market, and Chinese social media coverage was streamlined to facilitate easier and faster interaction with potential students through lead-generation.

LIEP Program Changes 2014-15
LIEP has been in a holding pattern in 2014-15. LIEP must offer 2 levels of courses (8 classes, 2 classrooms, 3-5 teachers) to maintain the integrity and quality of our program. But, with the current reach of marketing efforts, LIEP frequently does not fill those classes to capacity. LIEP could easily absorb an additional 8 students in each level. In 2014-15 attempts were made to attract more special programs and scholarship groups to LIEP while maintaining the relationship with the Saudi Arabian Cultural Mission and the Brazilian Scientific Mobility Program.

- In Summer 2015, LIEP welcomed 3 students from Proyecta100K, an initiative in Mexico to send students and teachers to the US to study English. These students represent the beginning of a potentially larger relationship with new government scholarship programs around the world.

LIEP Faculty Changes 2014-15

In keeping with LIEP’s goal of a highly-qualified team, all LIEP faculty are experienced professionals with advanced degrees in language teaching and learning. In response to program goals and a need to re-structure office responsibilities, the following changes were made in 2014-15.

- Jessica Haley continues to serve as the program’s Academic Director, handling all administrative duties specific to LIEP, all LIEP student advising, curriculum development, faculty/staff training, tutor hiring/training, correspondence, marketing, budgeting, as well as teaching 5 hours per week in fall, spring, and summer and creating/instructing a 2-week special intersession in Fall 2014.
- Elizabeth Magnotta was promoted to a full-time contract in Spring 2015. Ms Magnotta has served as a dedicated faculty member since 2013 and was already instructing a full-time course load. In 2014-15, she taught 3-3-2 courses; each LIEP course meets 5 hours per week. As full-time faculty, in Spring 2015, Ms Magnotta also began coordinating LIEP social events and assisting with office tasks, as well as taking on a third of LIEP orientation prep and presentation.
- Karen Greenstone, full-time instructor, taught 3-3-2 courses as well as organizing entrance and exit testing for LIEP students, coordinating LIEP social events, and organizing important LIEP student projects, including Classroom Observations and Intercultural Conversations.
- Ashton Frilot, a part-time instructor who taught at LIEP in summer 2014, co-taught during a 2-week special intersession in Fall 2014 with the academic director.
- Jennifer Ridley, a part-time instructor, taught one course in summer 2015 and also worked as a LIEP tutor
- Matthew Peel, a part-time instructor, taught two courses in summer 2015

In addition to the professional teaching staff, LIEP employed one work-study student and 7 part-time tutors during Fall 2014, 6 during Spring 2015, and 5 during Summer 2015.

LIEP Orientation Changes 2014-15

Changes made in 2013-14 to LIEP orientation were largely kept in place in 2014-15. Orientation continues to be held on a longer, more comprehensive schedule than in
previous years and this leads to better student preparation and satisfaction. Also, a few additions were made to the content of orientation.

- Students continue to receive ample orientation information before they arrive in the United States, and frequent communication between all incoming students and the academic director is encouraged up until they arrive at Loyola.
- Issues of tracking and evaluating attendance have been a recurring concern for LIEP faculty. In Summer 2015, a new orientation presentation, entitled “The Importance of the Learning Community” which educates students on the reasoning behind attendance policies, and the importance of professional discussion strategies in American academic culture. This presentation was created and conducted by Karen Greenstone.
- Another frequent concern of LIEP teachers is the prevalence of plagiarism in student work. In Summer 2015, a new orientation presentation on Academic Conduct in American Culture was created and conducted by Elizabeth Magnotta. This presentation expanded upon the previous orientation session on Academic Honesty and gave the subject further weight.

LIEP Academic Changes 2014-15

LIEP students reported high satisfaction levels with the academic offerings of LIEP in 2013-14, so little was changed about the courses and curriculum was updated as needed at the faculty’s discretion.

LIEP Tutoring Changes 2014-15

The LIEP tutoring program pairs LIEP students with Loyola University students to assist them with their language homework as well as their transition to American culture.

LIEP Tutoring is a unique and successful program that is always well received by students and offers a special type of experience for Loyola University students. Previously, the academic director has always attempted to match LIEP students with American tutors based on shared interests, however, frequently scheduling becomes a problem and tutors and students alike end up missing valuable tutoring time. So, in the Spring of 2015, a new tutor-matching technique was enacted.
- Tutors now provide the academic director with their available time slots. The academic director provides LIEP students with a list of times and they choose based on their personal schedules and obligations.
- Already in spring 2015 and summer 2015 there is improved attendance at tutoring sessions with this new, schedule-based approach.

LIEP EVALUATIONS 2014-15

LIEP Administrative Evaluations 2014-15

LIEP’s goals for 2014-15 primarily targeted program maintenance and research on marketing solutions. Working with extremely limited resources and staff, LIEP
accomplished these goals, but is still only able to respond to inquiries when what we need is a much stronger outreach effort. LIEP needs a more robust marketing budget in order to take advantage of emerging markets, continue healthy recruiting relationships with partner organizations, and further the internationalization of Loyola University.

- Success of current marketing partnerships
  - ApplyESL, LIEP’s online “agent,” was contracted in fall of 2013 and that relationship is proving to be a fruitful one, with 2 students enrolled through their efforts in 2014-15 and 3 more committed to enroll in the fall of 2015.
  - LIEP’s relationship with Study in the USA continues to languor due to limited visibility in their network of websites and publications. Approximately 200 information requests for both LIEP and the university were responded to in 2014-15. No LIEP students indicated they had found LIEP through a Study in the USA.

- Academic director Agent training.
  - At NAFSA 2015, the academic director attended many sessions and a workshop on agents and recruitment strategies. Ideas are being processed for the future based on that experience and research/media kits from many potential partner organizations were sent to the Admissions office for review, since LIEP does not have the budget for the type of over-arching marketing package necessary.

- Administrative Responsibilities
  - LIEP functions like a full university, handling all stages and aspects of student interaction. Inquiry, application, admission, immigration, advising, scheduling, curriculum, tutoring, assessment, and social programming are all handled by LIEP and the CIE. Administration, budget, marketing, and management are also under the purview of the academic director. The academic director also instructs 5 hours per week in fall, spring, and summer.
  - LIEP needs either more administrative staff to effectively fulfill its role as a successful program as well as become a powerful pathway for international students to Loyola. At least, a part-time program coordinator is needed for the program to continue growing.

LIEP Program Evaluations 2014-15

LIEP faculty work together as a team to frequently address and re-address concerns and goals for the program. In addition, we use evaluation forms to anonymously poll students on their perceptions of the program.

LIEP as a program and all LIEP courses—Reading, Writing & Grammar, Listening & Speaking and the elective courses (Test Skills in both 14F and 15S) — were assessed using a primarily qualitative method.

Students were given a feedback form with a mix of multiple choice and reflective questions.

All suggestions from evaluations, faculty meetings, and student conferences are considered by the entire LIEP team between all semesters and at midterm in fall and spring and changes to the program and curriculum are made upon consensus.
Fall 2014 program evaluations by students were overwhelmingly positive, with 98% of students stating that they were very satisfied with the program and their overall language experience. Students stated they felt their language had improved, and that they were satisfied with the cultural excursion schedule, which included trips to the zoo, French Quarter museums, and intercultural conversation meetings.

The number one strength listed by students was the teachers.

Once again, in Spring 2015, students demonstrated improved skills in classes and on tests and expressed their satisfaction in the program evaluations.

**LIEP Course Evaluations 2014-15**

2014-15 course evaluations showed students were very satisfied with the quality and content of LIEP courses. They were enthusiastic about class activities, and particularly about their teachers.

**High Approval Ratings:**
- Teachers
- Class Observation Project
- Speaking Projects
- Cultural Excursions
- Test Preparation
- Grammar classes

**Recommendations for Improvement:**
- More speaking and pronunciation activities
- Less Homework

**LIEP Enrollment and Budget 2014-15**

LIEP’s enrollment remained largely the same as in 2013-14 due to an inability to increase and diversify recruitment strategies. LIEP could be a much stronger pathway to Loyola if the university had a unified international recruitment plan, but we currently have very limited marketing funds and rely heavily on Admissions. Evidence of the potential for success as a pathway program is with the LLM program. LIEP’s close collaboration with the LLM has increased the number of applicants. In 2013-14 2 additional LLM candidates came through LIEP, and 3 more in 2014-15. These students, and others who matriculated into the university, could not have done so without LIEP.

Even with limitations of funding and staff, LIEP has been instrumental in attracting students to Loyola who are sponsored by the Saudi Arabian Cultural Mission (SACM) and the Brazil Scientific Mobility Program (BSMP) as well as Proyecta100K, in Mexico, as of Summer 2015.

Enrollment continues to be both a focus and a concern for LIEP. In 2014-15, LIEP hosted 65 students, 5 of whom are continuing on to Loyola in the fall of 2015. These students represent a diverse population of individuals with many educational goals and student statuses. The total FTE equivalent for 2014-15 is 37, demonstrating an end to the previous upward growth LIEP experienced in both the number and type of students. (i.e. less full-
time, university-directed students); this is a clear indication of the inability to market to our program’s potential as a pathway to Loyola.

LIEP Enrollment

<table>
<thead>
<tr>
<th>Head Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>65</td>
</tr>
<tr>
<td>2013/14</td>
<td>71</td>
</tr>
<tr>
<td>2012/13</td>
<td>64</td>
</tr>
<tr>
<td>2011/12</td>
<td>55</td>
</tr>
</tbody>
</table>

LIEP has covered its operations and salaries through LIEP tuition of 4 of the 5 years since it reopened. But the real benefits of LIEP are in the additional tuition revenue of LIEP alumni enrolled in academic programs, which generated $2,102,824 between Fall 2009 and Summer 2015. In 2014-15, former LIEP students paid $567,045 in Loyola tuition.

<table>
<thead>
<tr>
<th>LIEP Revenue</th>
<th>14/15</th>
<th>13/14</th>
<th>12/13</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIEP Expenses</td>
<td>163,105</td>
<td>166,164</td>
<td>174,226</td>
<td>168,863</td>
</tr>
<tr>
<td>Net Revenue</td>
<td>154,587</td>
<td>152,000</td>
<td>180,941</td>
<td>106,051</td>
</tr>
<tr>
<td>Loyola Net Tuition Revenue from LIEP Alumni</td>
<td>$567,045</td>
<td>$306,958</td>
<td>$485,020</td>
<td>$343,030</td>
</tr>
</tbody>
</table>

LIEP Summary of Accomplishment 2014-15

Academic Achievements:

• Maintained 2 full levels of high-quality courses for the academic year 2014-15
• Cultivated a relationship with Proyecta100K, a scholarship program in Mexico
• Continued successful special programming for BSMP students
• Continued partnerships with Latin American Jesuit universities through the AUSJAL exchange program. Five faculty and staff members in fields of English, computer science, education, engineering, and administration attended courses at LIEP in the summer of 2015. Their presence at LIEP is a great benefit to Loyola University, and to their fellow LIEP students.
• Continued developing Loyola’s relationship with the Saudi Arabian cultural mission to bring in more scholarship students to LIEP and Loyola.

Professional Development:

• Offered 2 presentations at LaTESOL 2014
  o Karen Greenstone, "Establishing Intercultural Conversation Events for English Language Students"
  o Elizabeth Magnotta and Jess Haley, "English for the Arts and Sciences: Creating a Course for Managing Student Expectations"
• Jessica Haley attended NAFSA 2015; Attended a 2015 NAFSA agent partnership workshop, as well as several administrative sessions. She also met with over a dozen potential marketing partners.
Marketing Achievements:

- Marketing: Despite a limiting budget and time, LIEP distributed brochures to 21 EducationUSA offices, 10 New Orleans consulates, local international businesses, (restaurants and markets), Tulane University, and the University of New Orleans.
- Enrolled 2 students through its contract with recruiting agent Apply ESL, with 3 more planning to enroll in Fall 2015.
- Collaborated with existing partners at Study in the USA and Chegg International to fine-tune LIEP’s branding for their markets.
- Established a relationship with Proyecta100K in Mexico.
- Met with representatives from scholarship groups BSMP and SACM at the 2015 NAFSA conference, as well as current partner institutions, several potential future marketing groups, and US Department of Commerce representatives from China and Brazil.

Program Achievements

- Loyola and New Orleans Community: In keeping with the goal of contributing to and participating in our community, LIEP students participated in the following activities:
  - Intercultural Conversations: LIEP students participated in monthly round-table discussions of social issues. They were joined by Loyola faculty and students, and members of the New Orleans Lyceum to create truly global discussions.
  - Class Observation Project: LIEP instructor, Karen Greenstone, coordinates each semester with faculty from all Loyola departments to arrange 2 days of authentic university “study” for the LIEP students. In this project, students attend four Loyola classes in many subjects and write reports on their linguistic and academic experiences.
  - Program excursions were arranged to familiarize students with local ecology, history and culture: Audubon Zoo, the Aquarium of the Americas and Insectarium, City History Tours, Mardi Gras Parades, Prospect 3 Art Exhibits, St Joseph Altars Tour, and the Presbytere Museum.
  - Loyola University Theater productions of Alice in Wonderland and Crimes of the Heart. Activities were coordinated to coincide with that reading including the plays themselves and related guest speakers.
  - Tulane University Theater productions of Cymbeline and The Importance of Being Earnest. Class activities were coordinated to coincide with the plays themselves and related guest speakers visited LIEP classes.
- Student Evaluations show a 97% satisfaction rate for instruction, perceived improvement, and curriculum and have improved their skills, with an average of 20 points (30%) improved on Institutional TOEFL Scores in 2014-15.

LIEP Goals for 2015-16

- Increase Enrollment
  - Create a digital newsletter to be sent to LIEP alumni in hopes of generating interest for their friends and relatives, as 58% of 2014-15 LIEP students indicated they heard about LIEP through a friend or alum.
- Establish an international recruitment committee between Admissions, LIEP, and representatives from relevant departments

- **Part-time Program Coordinator**
  - As tight as finances are, it is still important to consider the hiring of a part-time coordinator to alleviate the strain of a backlog of important work, which has been growing since the previous LIEP program coordinator left in 2013.

- **More teacher observations**
  - In 2015-16 all teachers will observe all other teachers at least once per academic year. This will multiply the perspectives from which we reflect on our teaching methods and curriculum.

- **More cultural excursions/community outreach**
  - One of the most unique aspects of LIEP is its dedication to being an active part of the Loyola and New Orleans community. Students respond very well to the excursions and outreach LIEP has provided so far.

- **Newsletter**
  - LIEP plans to generate a digital newsletter, which can be sent quarterly to LIEP and Loyola alumni, partner organizations, and other Intensive English Programs. As 58% of students stated they found LIEP through a friend or former LIEP student, our alumni are an important resource for generating interest among future students.

- **Video Testimonials**
  - As social media and online marketing become more and more key to the success of language programs, LIEP will develop a video-testimonial project, encouraging students to collaborate with faculty to create original videos highlighting the benefits of LIEP and Loyola University New Orleans. These videos will be created in both English and students’ native languages and be distributed on the internet through both social media and LIEP’s marketing partners.

- **Expand relationships with Scholarship Programs and Sponsoring Agencies**
  - LIEP can attribute much of their growth to the development of strong relationships with the Brazilian Science Mobility Project, the Saudi Arabian Cultural Mission, and now Proyecta 100K.
  - In 2015-16, LIEP will continue working with those organizations to bring in groups of students.
  - LIEP will expand outreach to sponsorship programs in other countries, including Kuwait, Oman, and Qatar, and pursue relationships with groups of students who can benefit from LIEP and Loyola University.
APPENDIX 1: LIEP EVALUATION SUMMARIES

Summary of LIEP Program Evaluations 2014-15

FALL 2014 LIEP PROGRAM EVALUATION

What is your First Language?
- Chinese 3
- Japanese 3
- Vietnamese 1
- Korean 1
- Russian 1
- French 1
- Spanish 2
- Portuguese 2
- Arabic 1
- German 1

How did you find out about LIEP?
- Friend/relative 5
- Previous student 1
- ApplyESL
- Study in the USA 0
- Other site 6

I study English...
- To go to US American University 5
- To study at university elsewhere 1
- For my job 6
- For fun 2
- For another reason. Please explain: 5
  - Improve my lifestyle and maybe start to work
  - I want to speak correctly and be understood and be able to understand people quickly
  - To improve my English
  - Because it is essential to know
  - English is the most important language to know how to speak

I found it easy to apply for LIEP online through studio abroad
- Strongly agree 4
- Agree 13
- Disagree
- Strongly disagree

The LIEP website is easy to use and understand
- Strongly agree 3
I received adequate and prompt support from LIEP staff during the application process

Strongly agree 10
Agree 7
Disagree
Strongly disagree

Would you recommend LIEP to a friend? Why or why not?

- Yes because it has good instructors and program
- Yes if they want to study abroad
- Depending on the English level of the friend, yes
- Yes if my friend’s English is bad, this is definitely a good program for him/her
- Yes, but I don’t have any friends here.
- Yes, I think this is in excellent program
- Yes because the staff are very friendly and helpful and the course content is very rich
- Yes because it is a good session
- Yes I would because my writing skills have progressed greatly.
- No, compared to the University’s English program, LIEP is small and there are not a lot of students
- Yes the courses and the teachers are nice and the homework is appropriate and the tuition is reasonable
- Yes of course, the staff care for all students and the desire to teach
- Yes because it is a good program and the environment and the teachers are excellent
- Yes if my friend wants to study English

Which LIEP activities did you enjoy the most? Why?

- Intercultural activities
- The essays in writing class and the discussions in speaking class. Also the intercultural meetings
- There weren’t a lot of LIEP activities
- Classes in general. I feel motivated to come everyday
- Speaking and writing because I can use them everyday
- DatDog it was something new, different and informal
- Observation project, I liked that we went to another class and saw something new
- I never went to any
- Writing for academic purposes
- Reading because we need to think more
- Intercultural conversations and the author’s visit
- French Quarter tour
- Tutor because I don’t have enough time to learn
- Intercultural conversation I know the various cultures in the event
- Intercultural conversations
- Class observation because I had the chance to be in a real American university class
- I don’t think we had many activities to choose from
What were the strengths of LIEP?

- Professors are helpful
- To be in a great university
- Teachers are very good
- It's easy to apply
- Informal discussion with the professors via the Internet
- Grammar
- The classes and teachers
- Good instructors
- Teachers and their techniques to teach the class
- Teachers take care of students
- It had many tutors
- Tutoring
- Tutor
- Staff/professors
- Mix of traditional teaching and some out of the box activities

What were the weaknesses of LIEP?

- Too many student levels in the same class
- Very small
- Few teachers
- The first class is too early. Start at 9.
- I think there needs to be more interaction between students and work at the class with students' interests.
- The time elaboration
- In the classroom there are no native speakers

If you had a tutor, was the time you spent with your tutor helpful? Please explain.

- 2 hours a week is good and enough time
- Yes I love the time I had with my tutor she was very good.
- Had only a few hours with mine, but I think that it could be a good experience
- Helpful
- Yes I met people thanks to him and he helped me with my homework
- Yes, my tutor corrected my pronunciation
- I spent two hours a week with my tutor. It was interesting and helpful
- Helpful. They answer what I didn’t know.
- Very helpful I mainly practice conversation and my tutor always gives me good reviews
- Helpful, I learned a lot about American culture and I got academic help
- Yes, it was helpful to have some help writing essays
- 2 hours a week. I met my tutor at the library and we did homework and tests online
- Really good time with my tutor. I talk with her a lot.
- Yeah, but not too much because sometimes we just talked about life and forgot about courses

Overall, has the program met your expectations? Are you satisfied with your
progress? Please explain.

- Yes, everything has been good.
- Yes I am.
- Yes I am very happy and satisfied with my English progress.
- I am satisfied with my progress in particular, my writing skills have improved.
- Yes my English is better than it was 4 months ago.
- Yes the organization is the strength point and I was eager to come back.
- I got almost all that I needed and I want to continue this program.
- I'm really satisfied with LIEP.
- Yes!
- Yes I am! I am so happy with the program.
- Very satisfied.
- Before I enrolled in this program I wanted to improve my writing skills and it really worked. I am happy!
- My expectations were to be more challenged and have my pronunciation and accent being connected more often.

SPRING 2015 LIEP PROGRAM EVALUATION

What is your First Language:
- Portuguese – 1
- Arabic – 5
- Chinese – 3
- Spanish – 4
- Polish – 1
- Russian – 1
- Thai – 1
- French – 2
- Vietnamese – 2

How did you find out about LIEP?
- Friend/relative 4
- Previous student 6
- ApplyESL 2
- Study in the USA 0
- Other site 9

I study English...

- To go to US American University 11
- To study at university elsewhere 0
- For my job 7
- For fun 1
- For another reason. Please explain: 3
  - Improve my English (2)
  - For myself
I found it easy to apply for LIEP online through studio abroad
  Strongly agree 7
  Agree 12
  Disagree 2
  Strongly disagree 0

The LIEP website is easy to use and understand
  Strongly agree 10
  Agree 11
  Disagree 0
  Strongly disagree 0

I received adequate and prompt support from LIEP staff during the application process
  Strongly agree 16
  Agree 5
  Disagree
  Strongly disagree

Would you recommend LIEP to a friend? Why or why not?

YES - 21/21
No - 0/21

Which LIEP activities did you enjoy the most? Why?
  • It is a good program
  • The teachers are good
  • The parties are fun and a good chance to meet people
  • The activities were good, make more!
  • Classes, tutoring, and free activities! (zoo and art exhibit)
  • Writing classes where I learned editing
  • The parties and outings
  • Zoo trip
  • Presentations, school trips (zoo and Prosepect3), intercultural conversations
  • Writing essays
  • Everything!
  • Reading and writing classes because I made progress in them
  • It's a perfect program
  • Writing class and reading
  • Zoo trip and speaking lessons
  • Reading activities

What were the strengths of LIEP?
  • The Teachers
  • Good rules
  • The teachers are good
  • Professors, books, program
  • Professional teachers
• Good environment and materials to study
• Small classes
• Professors are polite, energetic, and memorable people
• Class observations
• Listening class activities were helpful interesting and memorable
• Helpful teachers
• It is the right place to learn English in NOLA
• Intercultural Conversations
• Good instructors
• Party gives student opportunities to make friends
• Teachers are so great
• The essays
• Professors are very helpful!
• Everything goes very well
• The teacher is good
• Teachers
• no answer (2)

What were the weaknesses of LIET?

• The materials
• No weaknesses
• Not enough pronunciation classes
• Everything was great!
• I want to spend more time with American students
• N/A
• No
• More about America culture
• TOEFL test
• No answer (6)

If you had a tutor, was the time you spent with your tutor helpful? Please explain.

Yes - 12/
No - 1/
No Answer - 7/

• She was good. I could ask her questions and practice speaking a lot
• The time I spent with her was great and productive
• It’s very helpful because I can practice more about English. I can say anything to my tutor and he helped me improve a lot. Now I communicate much better.
• yes, it was a really helpful time for me. I improved my speaking skills with him.
• She was good and helpful
• He explained what I did right/wrong on my essays and gave me instructions
• Yes, I had someone to practice my English with and to show me around the campus and the city
• My tutor is very nice and help me well with my study
• My tutor helped on my essays
Overall, has the program met your expectations? Are you satisfied with your progress? Please explain.

Yes - 20/
No – /
No Answer - 1/

SUMMER 2015 LIEP PROGRAM EVALUATION

What is your First Language:
- Portuguese – 3
- Arabic – 3
- Chinese – 1
- Spanish – 9

How did you find out about LIEP?
- Friend/relative 5
- Previous student 4
- ApplyESL 1
- Study in the USA 0
- Other site 7

I study English...
- To go to US American University 9
- To study at university elsewhere 0
- For my job 4
- For fun 3
- For another reason. Please explain: 3
  - Improve my English
  - To travel the world
  - to live in US

I found it easy to apply for LIEP online through studio abroad
- Strongly agree 6
- Agree 7
- Disagree 2
- Strongly disagree 1

The LIEP website is easy to use and understand
- Strongly agree 9
- Agree 8
- Disagree 0
- Strongly disagree 0

I received adequate and prompt support from LIEP staff during the application process
- Strongly agree 17
- Agree 1
Would you recommend LIEP to a friend? Why or why not?

YES - 18/18
No - 0/18

Which LIEP activities did you enjoy the most? Why?
- The teachers are good
- Free activities
- Classes
- Lunch at restaurant
- Aquarium (3)
- Museums and French Quarter
- My tutor

What were the strengths of LIEP?
- Teachers (5)
- Reading
- Listening class with Jennifer!
- Good classes
- Videos
- no answer (1)

What were the weaknesses of LIEP?
- No computer TOEFL
- Too early
- No answer (4)

If you had a tutor, was the time you spent with your tutor helpful? Please explain.

Yes - 8
No - 0
No Answer - 9

- I had a good time with my tutor
- My tutor taught me about New Orleans
- Yes, she helped me a lot with my homework

Overall, has the program met your expectations? Are you satisfied with your progress? Please explain.

Yes - 17/17
No - 0
No Answer - 0
FALL 2014 Course Evaluations

Course name: Adv. Listening & Speaking
Teacher's name: Jessica Haley

1. What has helped you the most with your language learning in this course? Please explain.
   - Speaking activities.
   - The discussions and presentations.
   - I have the opportunity to discuss using English.
   - Listening and speaking's environment is good in the class. The class has different activities which is creative.
   - I learned how to share my opinions and correct my English pronunciation. I also learned how to make a video presentation and hear how bad my English is.
   - The discussions.

2. What has helped you the least with your language learning in this course? Please explain.
   - The course should stimulate us to talk more, and not only listening. And I wish there were more corrections with the misspelling of the words.
   - On some Youtube videos, the speaker speaks too fast and I don’t get everything.
   - My accent and grammar are still not as improved as I’d like and I’d like to have a bigger vocabulary.

3. What can we do to make this course better?
   - More speaking activities and more presentations.
   - Have better selections of the level of the students.
   - It continues on a variety of activities.
   - More speaking projects so that I can practice more speaking skills. I might need more listening projects so that I can improve my vocabulary.
   - More conversations and presentations.

4. Do you feel that the level of this course has been right for you? Please explain.
   - Yes, the course was easy to follow and understand.
   - I was expecting something more challenging.
   - Yes, I understand the course material.
   - Yes, I understand and enjoy the class.
   - Yes. The lessons were easy to follow.

Course name: Intermediate Reading
Teacher's name: Elizabeth Magnotta

1. What has helped you the most with your language learning in this course? Please explain.
   - Everything.
   - I know more vocab and I know how to read an essay.
   - Listening to the teacher.
I learned how to correctly write a formal essay and how to make good sentence structures in complex and compound sentences.

2. What has helped you the least with your language learning in this course? Please explain.
   - No Responses

3. What can we do to make this course better?
   - More everyday words and application of the words.
   - Give more time.

4. Do you feel that the level of this course has been right for you? Please explain.
   - Yes.
   - Yes.
   - Yes because I learned a lot of new things.
   - Yes because I understood.

Course name: Test Skills
Teacher's name: Elizabeth Magnotta

1. What has helped you the most with your language learning in this course? Please explain.
   - Essay structure.
   - Nothing, it is for the TOEFL.
   - The course helps me think more logically.
   - Reading and writing.
   - It helped me understand how to read quickly and the method to do the test is very helpful.
   - Templates were clear. Ms. Elizabeth helps students step-by-step and repeat the main points many times. That helped students remember the main point.
   - The skills for answering the questions are helpful.

2. What has helped you the least with your language learning in this course? Please explain.
   - The fact that I won't be able to take the TOEFL.
   - It was hard to connect listening and reading lectures on the writing.
   - None.
   - What can we do to make this course better?
   - Nothing.
   - Keep this course.
   - Nothing, except practice more in class. We could also learn more models in class.

3. Do you feel that the level of this course has been right for you? Please explain.
   - Yes. It is easy to follow and sometimes there are difficult topics.
   - Yes.
   - I can't follow the whole knowledge.
   - Yes. I understand the TOEFL lectures more.
   - Yes. I can understand the test.
Course name: Int. Listening/Speaking
Teacher's name: Karen Greenstone

1. What has helped you the most with your language learning in this course? Please explain.
   - Having conversation with other students and instructor
   - The vocabulary and the presentation in class.
   - The presentation and learning vocabulary
   - Listening

2. What has helped you the least with your language learning in this course? Please explain.
   - Reading poems, listening to definitions of words, humming songs when I have to talk to my classmates
   - Talking about boring topics
   - Discussions in the class because we use small phrases and don’t ever think about grammar, but discussions help break the wall of a shy student.

3. What can we do to make this course better?
   - The teacher is not as interesting as the others
   - Talk about topics that students find interesting
   - Adequate atmosphere for discussion or debate on an interesting topic
   - Maybe invite students from Loyola for some conversation. That way we have more opportunities to speak with people who speak English.

4. Do you fell that the level of this course has been right for you? Please explain.
   - Yes
   - Yes, because at first it was really difficult for me to speak English, but this course has helped a lot.
   - Yes, I learned more vocabulary
   - Yes, but I would have liked another month to learn how to speak better.

Course name: Int. Writing/Grammar
Teacher's name: Karen Greenstone

1. What has helped you the most with your language learning in this course? Please explain.
   - Writing paragraphs and essays helped my English improve. I started to see my mistakes and learned new vocab
   - Written skill assignments
   - Article writing and organizing information
   - Talking with people who speak English
2. What has helped you the least with you language learning in this course? Please explain.
   - No Responses

3. What can we do to make this course better?
   - More about verb tenses

4. Do you fell that the level of this course has been right for you? Please explain.
   - Yes, I learned new things and applied old things too
   - Yes because I learned a lot in the class, not just how to write essays. I can take more time writing at home and the teacher answers my questions.

Course name: Adv. Reading
Teacher's name: Karen Greenstone

1. What has helped you the most with your language learning in this course? Please explain.
   - Reading interesting novels
   - I read many articles and one novel that has helped.
   - Analyze the author's message and learning vocab
   - writing response
   - Different readings and the responses and intercultural conversation
   - novel and article reading, reading responses, and intercultural conversation
   - The teacher

2. What has helped you the least with you language learning in this course? Please explain.
   - Too many responses so I didn’t have enough time to read or study new vocab
   - Some topics of the articles are not interesting so I didn’t fully understand
   - academic articles
   - materials were boring
   - Listening because we didn’t focus much on it

3. What can we do to make this course better?
   - reduce responses, combine 2-3 articles to write a response keeping the same amount of readings, but lessening reading response
   - Give more academic articles and a variety of topics
   - The reading course is very good the way it is
   - I think you can add more films and reading materials
4. Do you feel that the level of this course has been right for you? Please explain.

- Yes, I like to read but I didn’t want to spend so much time writing responses
- Yes, but some articles were hard to understand
- Yes, the length of articles was moderate, but I wanted to read more difficult and academic articles
- Yes
- It was perfect for my reading level
- Yes
- It is good because it can be understood easily and the content is not so hard

Course name: Int. Writing/Grammar
Teacher’s name: Elizabeth Magnotta

1. What has helped you the most with your language learning in this course? Please explain.

- Written skill and assignments. The teacher helps me know how to start writing articles and organize the information.
- How to write in the correct format
- In class, I improved my organizational ability and I understand how to write an essay
- I arrived in the LIEP course with bad English, now I write and understand the language more
- Writing paragraphs and essays helps my English. I start to see my mistakes and learn new vocab
- In this course, I learned how to make a good sentence structure and my vocabulary increased. The most important part is that I have learned how to write formally.
- Elizabeth’s happiness and perfect punctuation

2. What has helped you the least with your language learning in this course? Please explain.

- I want to learn more about grammar and study more grammar
- Writing
- Too much homework sometimes; I don’t always have time and it can be overwhelming
- Conversation with people who speak English everyday

3. What can we do to make this course better?

- More about verb tenses
- More time
- I think that you may add more time for this class in order for students to complete it
- More grammar practice in class
- Don’t change the professor
- More about verb tenses and their usages
• I think one more hour per class and work that interests students.

4. Do you feel that the level of this course has been right for you? Please explain.
   • Yes because I learned a lot in the class; not just how to write an essay.
   • I can take more time to write at home.
   • Yes, this is a perfect level because I learned something new everyday that is going to help me in this process.
   • Yes
   • I think this was a good level because I have learned a lot of new concepts in this course
   • Yes, it was my level because I checked and fixed what I know prior to arriving and added new things
   • Yes, the difficulties in this course increase with the grade of the students
   • Yes, in two months I learned a lot of new

SPRING 2015 Course Evaluations

Course name: Adv Writing/Grammar
Teacher's name: Karen Greenstone

1. What helped you the most with your language learning in this course?
   • I learned how to write essays in American educational style. This kind of essay is different from the ways that I learned in my first language.
   • Essays
   • Reviewing grammar. Quizzes. Directions and comments on essays.
   • I know about the use of relative clauses, noun clauses, gerunds and infinitives
   • Good grammar lessons, clear and useful. Good writing practice.
   • Writing essays. Timed writings.
   • The biggest progress I made was in essays because of excellent comments and activities.
   • My English improvement helped me in this class.
   • Grammar
   • Essay because I could see where I was missing.
   • Writing essays has helped me the most with my language. It was hard work to write essays, but my grammar and vocabulary improved.

2. What has helped you the least with your language learning in this course?
   • Grammar, because I am confused when I use grammar structures.
   • Everything was positive.
   • Essay
   • The teaching, I didn’t understand almost anything she was talking about
   • Everything has helped me. Everything was helpful for me.

3. What can we do to make this course better?
   • Keep going!
   • More essays
   • Lower the time (hours) of attending the class. I think that the hours are too much.
   • Probably we could have a student advisor.
   • Writing stories or fantasies or plays or poems.
   • Do it more intensively, with more challenges.
• I think Ms. Greenstone is doing great and doing her best to help us and make us learn.
• Change the way the lesson is taught
• Everything was great

4. Do you feel that the level of this course has been right for you?

Yes – 8 / 11
• I have learned a lot, but I need more time to absorb.
• It was good for me, but I think that I need to reinforce more things in the Intermediate level, for example, subject-verb agreement, nouns, verbs.
• I understand about knowledge in class.
• I got everything that I want, and even more.

No - 2 / 11
• Maybe because I am usually bad at grammar it wasn’t a good level for me.

One person did not answer YES or NO, but commented: “Not enough new things.”

Course name: Int Listening/Speaking
Teacher’s name: Karen Greenstone

1. What helped you the most with your language learning in this course?
• I feel better when I listen to some audio or conversation.
• Real Talk, I mean informal sentences and how they are commonly used.
• Listening to videos and conversation have helped me improve a lot. Also, I learned many new words.
• This course helped me a lot for listening. I can speak and listen efficiently. I am not shy to do both things at the same time. Pronunciation and accent are very important, and I improved a lot.
• Oral presentations
• Study language and daily life speaking

2. What has helped you the least with your language learning in this course?
• Maybe I’d like more time to improve my pronunciation.
• The oral presentations, I already did these a lot in the past.
• No comment.
• I don’t feel interested in class, and I can’t speak quickly.

3. What can we do to make this course better?
• More hours per week.
• I think it is a good course. You can keep it up by encouraging students to converse more and to watch more videos to improve their listening skill
• Show some films
• It’s very good. No need to improve.
• More interesting. More speaking practice or listening practice in class.

4. Do you feel that the level of this course has been right for you?

Yes – 4 / 6
• I feel very comfortable.
• I can understand this material.
• I could change my speaking accent. Foreign people can understand me more than before.

No - Possibly 1 / 6 (See second comment below.)
One student did not answer YES or NO, but commented: “Hmm, I’m not sure.”

Another student also did not answer YES or NO, but commented: “I want to join the next class.” This should probably be considered a NO.

**Course name: Int Reading**  
**Teacher’s name: Elizabeth Magnotta**

1. What helped you the most with your language learning in this course?
   - The story books. Oscar Wilde the most.
   - The small class made it easier to communicate and use English on a daily basis.
   - Good vocabulary and questions
   - The reading ability, and more vocabulary
   - Reading different kinds of stories, which helped a lot to build my vocabulary and comprehension
   - Extra materials, Penguin readers, hard and challenging for me. Vocabulary, part of speech, meaning, how to use in context. Opinion and discussion questions. This is a new way for me. It doesn’t happen in my country too much. It’s great to give our opinion and discuss with another person.
   - I improved my reading comprehension.
   - To read books and learn vocabulary. It’s easier to remember the words after we read the story. The questions are useful for learning English. The Vocabulary Bee is also a useful and interesting game for learning.
   - The books helped me with my listening and improved my vocabulary.

2. What has helped you the least with your language learning in this course?
   - Nothing. All material was good and rich with vocabulary
   - Nothing. All materials were perfect.
   - How to quickly read an essay, not the whole essay, just the general idea. It’s good for tests.
   - The Internet and Translator were useful methods for me.
   - All kinds of things helped me a lot. My level of English was very low on the first day of class. Now it’s better.
   - I’m not sure. Maybe vocabulary.
   - None
   - Quiz and schedule, because I don’t have enough free time.

3. What can we do to make this course better?
   - I think this course is perfect, but I don’t like the quizzes related to the stories too much because we have to remember all the details about the stories.
   - Nothing
   - If you focus on vocabulary, it will be much better
   - Learn more about the American essay and practice the reading ability
   - I think this course is good enough.
   - I think this course is better. No need to change.
   - I think more hours per week.
   - None
   - Use a better schedule, like the Writing/Grammar or Listening/Speaking classes.

4. Do you feel that the level of this course has been right for you?

**Yes – 9 / 9**
I learned a lot of new things, fixed my grammar problems, and learned a lot of new vocabulary.

Yes, but I want to continue to the next level.

It was good for me because I can manage and control myself with the reading that I learned.

I improved a lot, both in reading and in answering questions. I can read more with correct pronunciation and correct accent of American style.

I always feel good in this class.

The classmates are almost at the same level.

All the time I understand the stories between Level 4 and Level 4.5 (except 1).

Course name: Int Writing/Grammar
Teacher's name: Elizabeth Magnotta

1. What helped you the most with your language learning in this course?
   - I had forgotten the basics of writing an essay, as it was a long time since the last time I wrote one, and this course refreshed my skill.
   - I learned grammar and how to organize an essay.
   - I improved a lot in this class. The teacher started from the basics of the writing process until we created a good structure of an essay. I can write my essay efficiently and with correct grammatical ways. In my country, I didn't write too much about anything. I started from zero. Now I have the most confidence to write a piece of work.
   - The teacher’s comments helped me a lot to improve my writing.
   - Prewriter and the timed writing
   - I improved a lot my ability to write essays.
   - My writing developed because I corrected my mistakes, so now I know what I need to improve.
   - Grammar and essay structure
   - All the examples that you can find in the book and the homework

2. What has helped you the least with your language learning in this course?
   - The grammar. I want to learn more grammar to help me, not in writing, but in speaking.
   - Basic grammar
   - No comment
   - I think my old experience.
   - I think write more quickly
   - Grammar, there weren’t enough materials
   - None
   - All helped me

3. What can we do to make this course better?
   - The course in general is good.
   - Do more about grammar, practice.
   - This course is very good. Keep going on. Focus on the structure of writing and teach more about the basic grammar that a writer needs to know first before creating an essay.
   - Giving more grammar.
   - Focus on the grammar.
   - More hours per week.
• Focus on grammar a little bit more
• None
• In my opinion, everything about the course is good. Don’t change it.
4. Do you feel that the level of this course has been right for you?

Yes – 8 / 9
• To be honest, I’m not a good writer, even in my native language.
• My writing was awful on the first day of studying. I studied for 16 weeks, and I improved a lot in writing and grammar.
• I felt very comfortable in this level.
• It wasn’t over my head, and I learned a lot.
• I learned and used what I knew
No - 1 / 9
• I went on high school level, but when I came here I started from the beginning.

Course name: Test Skills
Teacher’s name: Elizabeth Magnotta

1. What helped you the most with your language learning in this course?
   • Understanding the TOEFL test skills and logical training
   • I have improved a lot with my writing as well as reading class
   • Recording our voices and trying to evaluate ourselves. Also, learning how to do an outline.
   • Listening and good hearing mean good vocabulary and structure.
   • Organize in a short period of time.
   • Participate
   • I studied the structures of academic lectures and reading, writing, speaking.
   • Reading, because I understand academic structure of reading. It helps me to answer questions on the TOEFL
   • Organization of a language. Step by step how to approach all of the questions and how to answer in specific terms.

2. What has helped you the least with your language learning in this course?
   • Listening part, and iBT practice
   • Teacher’s comments
   • I think everything we did during class was helpful.
   • Nothing.
   • None.
   • TOEFL is difficult. Sometimes I couldn’t do the requirements in class.
   • Written structure. Test Skills focuses on skills to do the test, not on grammar.
   • This class has many different skills of language proficiency, so I cannot understand some parts of what the teacher taught.

3. What can we do to make this course better?
   • Practice iBT, more listening, TOEFL vocabulary quiz
   • The course is good enough.
   • I don’t really know about that.
   • Nothing.
   • More assignments.
   • If you change the time, maybe it will be better.
• Let students know about the purpose of this class. They have to follow lessons that sometimes are not easy.
• Make this class more interesting. Too many students.
4. Do you feel that the level of this course has been right for you?

Yes - 7/9
• I can focus and understand the material.
• I can understand the material.
• I got more experience and learned more vocabulary.
• I can understand most classes.
• I understand the concepts, and the class helped me to improve my English.

No - 0/9

One student didn’t answer YES or NO but commented: “I will try my best to follow this course, but I have a lot of insufficient things.”

Another student didn’t answer YES or NO but commented: “It’s right for me but it was too difficult for me. I never took TOEFL before. It's challenging for me to catch up with all of that information. This class can improve all of my English skills.”

**SUMMER 2015 Course Evaluations**

**Course name: Adv. Grammar**

**Teacher’s name: Karen Greenstone**

1. What helped you the most with your language learning in this course?
   • Different sentence structure. It helps in my reading.
   • Speaking English all the time.
   • Writing essays—This makes effort on using the language correctly. Use of punctuation—It is a very good practice.
   • Future tenses and wishes & conditions were the most confusing topics for me. Now I understand this. It is a little bit clearer.
   • It has helped me increase my knowledge of English grammar.
   • The assignments were very helpful, as well as the material the teacher gave us during the whole course. The book contains very useful information.
   • Practice every day. Ms. Greenstone is extremely careful about the explanations. She also stops the class until she knows for sure that everybody understood the topic.

2. What has helped you the least with your language learning in this course?
   • None.
   • I have no comments. I think everything helped me.
   • Nothing. Everything was good.
   • It has given me security to speak English in front of other people.
   • The work during class was useful. However, it could be more useful if this applied to daily life by reading.
   • Too many hours for homework.

3. What can we do to make this course better?
   • None.
   • I think you just need to keep doing like this.
   • No comments.
• The grammar aspect was fully covered.
• Adding more subjects to be discussed in class.
• Make the topics shorter so that we are able to know more about everything.
• Say in advance that this course will take more than 20 hours per week.
4. Do you feel that the level of this course has been right for you?

Yes – 7 / 7
• At the beginning it was a little difficult, but after a while it was nice. Ms. Greenstone is always available to help us. She always takes the best of us.
• This level was right for me because I just needed a little push to get better.
• I could learn so much, and I was able to understand my teacher.
• The classes were easy to take. I understood most of this course in an easy way.
• It is just what I needed.

Course name: Int. Grammar
Teacher's name: Matt Peel

1. What helped you the most with your language learning in this course?
   • paragraphs/essay - paragraphs/essay - how to write an essay - paragraph structure
   • teachers explanations - learning about fragments/run-ons
2. What has helped you the least with your language learning in this course?
   • process paragraph - too much grammar - sentence structure/punctuation - paragraph structure - nothing
3. What can we do to make this course better?
   • more fun - more writing, more essays, more writing homework - more time - more homework/essays - nothing
4. Do you feel that the level of this course has been right for you?

Yes – 6/7

Course name: Adv Reading
Teacher's name: Jessica Haley

1. What helped you the most with your language learning in this course?
   • vocabulary & how to read
   • topics/materials
   • vocabulary
   • materials -
   • materials -
   • amount & speed of readings &vocabulary -
2. What has helped you the least with your language learning in this course?
   • nothing (4)
   • questions posed to everybody (non-specific)
   • lack of reading out loud
3. What can we do to make this course better?
   • nothing(4)
   • more scientific readings
   • ask specific students questions
   • academic articles
   • pre-explanations for vocab & quiz after readings & slower pace
4. Do you feel that the level of this course has been right for you?

Yes – 6/7  
No - 1/7

Course name: Adv Listening/Speaking  
Teacher’s name: Jennifer Ridley

1. What helped you the most with your language learning in this course?
   • it was fun  
   • talkative teacher  
   • project  
   • confidence  
   • new vocabulary  
   • new vocabulary & explicit correction  
   • TV shows & presentations  
   • the teacher

2. What has helped you the least with your language learning in this course?
   • not asking questions to specific students  
   • role plays  
   • nothing (3)

3. What can we do to make this course better?
   • mix of games, academic materials & movies –  
   • more concern with level  
   • more time (2)  
   • more grammar/pronunciation  
   • nothing class is perfect  
   • group speaking activities  
   • keep the teacher

4. Do you feel that the level of this course has been right for you?

Yes – 8/10  
No - 0/10

Course name: Adv Writing  
Teacher’s name: Karen Greenstone

1. What helped you the most with your language learning in this course?
   • Homework was a lot and sometimes it took me a lot of time to do it, but truthfully, my writing and grammar improved more and more.  
   • Writing a lot of essays.  
   • It has helped me to improve my English grammar and to work with assignments and essays.  
   • The writing work was helpful because I learned new vocabulary and I practiced my spelling.  
   • The extremely detailed explanations given by the teacher and the time spent for each student. Ms. Greenstone also helped us when she allowed us to send as many drafts as we wanted until everything was correct.
• Write essays because you can practice all the things you learned and try to do this the best you can. When you practice something you can learn more.
• Writing effectively, coming up with more detailed ideas, punctuation, even grammar.

2. What has helped you the least with your language learning in this course?
• None.
• This course has helped me so much.
• The time we had to spend on an essay was a little too much.
• The long essays
• N/A

3. What can we do to make this course better?
• Everything is good.
• Everything is good.
• It would be better if we had more subjects.
• It is okay to have enough time to write one essay because I could realize my errors and fix them.
• Say in advance that this class will take at least 10 hours per week
• I think it is excellent the way the course is.
• Maybe using charts to write about or analyze, because it's helpful either in IELTS or TOEFL.

4. Do you feel that the level of this course has been right for you?

Yes – 7 / 7
No – 0 / 7

• At the beginning it was a little difficult, but then it was good. Ms. Greenstone helped me.
• I was able to learn so much and I could follow the classes very easily.
• It was hard for me in the beginning, but the help Ms. Greenstone gave us was useful.
• Everything is correct—the content, the topics, the examples, etc.
• The level was right for me because I just need a little push to write better.
• It was perfect. It helped improve my writing skills generally.

Course name: Int Listening/Speaking
Teacher's name: Elizabeth Magnotta

1. What helped you the most with your language learning in this course?
• Pronunciation. I think now my pronunciation is better, because the book has a lot of examples.
• I learned the sound of some words because I do not understand. I learned to speak.
• I learned the correct way to pronounce some sounds. I spoke and practiced English.
• The most important thing for me is to understand the different sounds of English.

2. What has helped you the least with your language learning in this course?
• I think I am able to be an advanced listening and speaking student, so I don’t think I improved that much.
• I learned. The learning is new.
• Asking questions is a good way to practice.
• N/A

3. What can we do to make this course better?
• For listening and comprehension, see more TV shows.
• For speaking, do more role plays and games.
• The course is excellent. The work is very organized.
• Only more time because there was only one month.
• I think this course is excellent the way it is.
4. Do you feel that the level of this course has been right for you?

**Yes – 3 / 4**
- I learned, but I would have learned more, if the time had been longer.
- When I came here, I didn’t understand what people said to me. Now I understand.
- The intermediate level was right for me because I am shy and I needed an environment less aggressive than maybe the advanced class would be for me.

**No - 1 / 4**
- I felt that I was the only one who comprehended and spoke well, among people who don’t comprehend or speak well.

**Course name:** Int Reading  
**Teacher’s name:** Elizabeth Magnotta

1. What helped you the most with your language learning in this course?
   - The reading of stories and then explanation
   - My pronunciation is better because we did a lot of lecture.
   - I learned to read, and I explained with my words some words, and I learned noun, verb, adjective.
   - It is a very interesting class. I learned to read and understand. This is the most important.
   - My reading skills got better.

2. What has helped you the least with your language learning in this course?
   - Nothing.
   - I learned many things.
   - Some parts of the story were difficult to understand, but finally I could do it.
   - Everything was good, but I think we spent too much time on one short story.

3. What can we do to make this course better?
   - Make more fun in class.
   - Some stories are so complicated and have a lot of British words. More understandable stories.
   - The course is good. And time.
   - Only more time.
   - Make everybody read out loud. More papers to read.

4. Do you feel that the level of this course has been right for you?

**Yes – 4 / 5**
- Before, I needed more vocabulary.
- Before the course, I did not read in English, and my pronunciation was bad.
- I learned a lot of things.
- Before the class, my reading skills were the worst.

**No - 0 / 5**

One student did not answer YES or NO but commented: “Kind of because I can understand a lot of things, but sometimes I can’t because of the British words.”