The Center for Teaching Excellence supports instructional excellence at Texas A&M University by offering resources, programming, and consultations to instructors of all ranks. To promote effective communication in instructional settings, the CTE supports English language proficiency for instructors whose primary language is not North American English.

**ELP Programs**

**Conversation Partnerships**
Through authentic dialogue with a native speaker of English once a week for ten weeks, participants develop fluency and an awareness & appreciation for cultural difference.

**Practice Groups**
Participants rehearse functional language for instruction; learn to anticipate and repair common communication breakdowns; develop peer support, pronunciation, and fluency; and cultivate an awareness and appreciation for diversity and cultural differences.

**Language Lab with Pronunciation Software**
Participants develop listening discrimination of English pronunciation, knowledge of the features and manipulation of the vocal tract, and automaticity by using American Speech Sounds for Academics and other programs.

**Microteaching Videotaping and Feedback**
Participants practice and assess their own teaching, focusing on clear pronunciation, appropriate body language, effective visual aid, engagement with the audience, and confidence.

**Private Consultations**
Participants communicate their goals for language acquisition and, with the diagnosis and recommendations of English Language Proficiency consultants, create an individual improvement plan. They practice and receive feedback one-on-one.

Instructional Consultant Dr. Brandon Cooper leads a practice group on American English intonation for international instructors.

Instructional Consultant Ginessa Payne holds a private consultation with a TA to answer questions about language and pedagogy.
Domestic undergraduate students gained empathy from the dialogues with international teaching assistants.

TAs with borderline English proficiency must meet with the CTE-ELP at the beginning of the semester to craft an Individual Improvement Plan, follow it, and take a recognized language test by the end of the semester.

3743 CTE-ELP Program-wide Total Touchpoints 2019 – 2020

"I learned that TAs can be just as nervous as I am at times. It is important to communicate well if I have a question and they will be more than happy to help me out."

Domestic English-dominant undergraduate students participated in conversation partnerships, formal dialogues with international graduate students, and socials designed to develop cross-cultural communication skills. This provided 1350 hours of high-impact language development for international students in Academic Year 2021. It also enriched the college experience of domestic undergraduate students and fostered their cross-cultural communication skills.

100% of TA’s with borderline English proficiency who fully participate in the CTE-ELP program achieve full TA certification within 1 semester.

346 undergraduate participants

1350 hours of high-impact language development for international students

Center for Teaching Excellence
DEAN OF FACULTIES