

ESL 3006
ENGLISH FOR BUSINESS INTERACTIONS

"THROUGH DISCUSSION AND LEARNING HOW TO MAKE MY SPEECH CLEARLY, I COULD BE BETTER IN THE INTERVIEW AND TEAMWORK PROJECT."

ESL 3006 is a two-credit course offered to non-native speakers of English in business-related majors.



ARTICULATE KEY SKILLS, AND EXPERIENCES CLEARLY AND CONFIDENTLY

Students develop and refine a 60-second elevator pitch for use in networking and interviewing.

What students say: *Before taking this class, I was not sure what to talk about with recruiters and how to write follow-up emails, but now I learned and I am confident.*

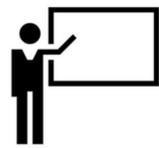
Created by Felix Westphal from Noun Project

APPLY EFFECTIVE COMMUNICATION STRATEGIES FOR INTERVIEWING

Through participation in mock interviews and receiving detailed feedback, students learn standard language, organization patterns, and nonverbal norms to use when responding to interview questions.

What students say: *I can talk with people with more confidence; for example, in this interview I think I did good job to talk with interviewers.... I created my resume and cover letter. That helps me a lot in my career field.*

Created by Hilar from Noun Project



DEVELOP SKILLS FOR PRESENTING TO AUDIENCES IN THE U.S.

By collecting data through informational interviews with U of M alumni, students develop a presentation on a business-related topic to contribute to the class learning.

What students say: *I gained a lot of practice opportunities to speak in front of public and received feedback from my listeners, which helped me a lot. Now I'm more confident and comfortable to do presentation.*

Created by Hiep Puh Lin from Noun Project

PRACTICE TEAMWORK SKILLS TO PREPARE FOR INTERACTION IN A U.S. BUSINESS ENVIRONMENT.

Students complete a final team project and through guided practice with the instructor and TA, demonstrate their abilities to adapt to new roles, problem-solve, and overcome miscommunications.

What students say: *I have learned how to improve teamwork because of group discussions.*

Created by pauldelaney from Noun Project

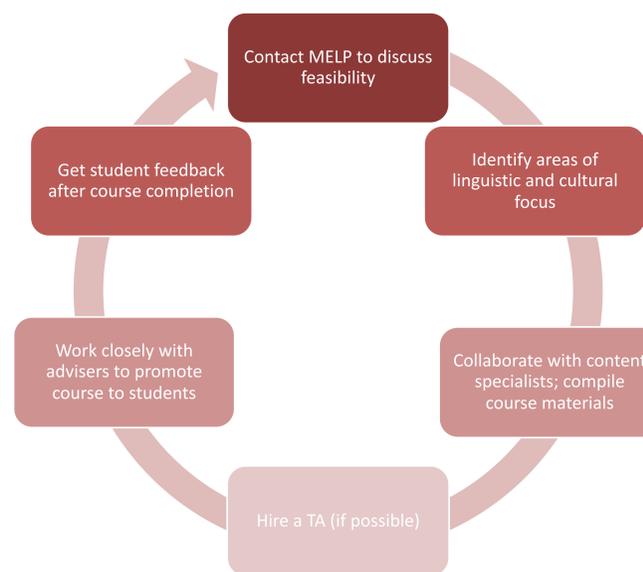
Facilitating English Improvement through Strategic Course Design and Peer Support

What is MELP?

The Minnesota English Language Program (MELP) provides courses in English as a Second Language (ESL) at the University of Minnesota. ESL course work helps non-native English speakers develop cultural understanding and the communication, critical thinking, and academic skills needed to be successful in a university classroom or in the workplace. It also helps to internationalize the University of Minnesota by serving as a resource to University programs and faculty who work with multilingual students and fostering greater understanding of linguistic and cultural diversity.

How do these courses support students in their majors?

MELP offers discipline specific courses to support non-native English speakers in coursework related to their majors. These courses are designed to specifically support students' interactions with peers and faculty in their other coursework. The course development process is an exciting opportunity to form a strategic campus partnership that will benefit students. Contact esl@umn.edu for more information.



ESL 3007
ENGLISH FOR PHYSICS

"IT HELPS VERY MUCH IN TRANSITIONING TO A CULTURALLY DIFFERENT ACADEMIC ENVIRONMENT."

ESL 3007 is a one-credit, seven-week course offered to non-native speakers of English taking entry-level Physics courses.



GAIN CONFIDENCE WRITING PHYSICS LAB REPORTS.

Students analyze the rhetorical conventions of lab report, complete written drafts, and receive feedback from both an ESL instructor and an undergraduate TA.

What students say: *Skills related to writing lab reports were majorly improved. Having classes about how to write is much better than only reading the manual.*

Created by Julia Marcelo Ribeiro from Noun Project

PARTICIPATE AND CONTRIBUTE IN LAB AND DISCUSSION SETTINGS

Conversation conventions such as interrupting, turn-taking, and holding the floor are demystified so students can practice and fully participate in their lab groups and class discussions.

What students say: *I've seen improvement in my participating in lab and group discussions, at least I am now confident to ask for clarification and speak up in the group.*

Created by Sarah JOY from Noun Project



APPLY STRATEGIES TO IMPROVE LISTENING COMPREHENSION

Students practice a variety of note-taking methods for use during lectures.

What students say: *By learning the Cornell method now I make clearer notes.*

Created by Alan St from Noun Project



MAKE EFFECTIVE USE OF ACADEMIC AND SOCIAL SUPPORT

Students learn culturally and linguistically appropriate ways to interact via email or office hours so they can get the help they need.

What students say: *I think writing effective emails [was useful] because I write a lot of them.*

Created by Lorena Salazar from Noun Project