

Broad Profiles of ELLs at MCC

International students

- Have (at least) a high school diploma.
- In the U.S. temporarily; plan to complete a program and then return to their home countries.
- Must present a minimum score on the Test of English as a Foreign Language (TOEFL) to be admitted to MCC unless transferring from another US institution; will take ACCUPLACER assessments upon arrival.
- Have usually learned English by studying grammar; strengths are frequently reading and academic discourse, but may struggle with speaking and understanding spoken English and adjusting to US culture.
- 11% of students enrolled in ESLX courses in 2016-17; most place directly into developmental or college-level courses.

Resident students

- Diverse educational and language learning backgrounds make even broad generalizations about this group impossible. May be newcomers or long-term residents. Strengths and challenges in learning English and succeeding in college-level courses varies depending on previous educational and language learning experiences and length of time in the U.S., among other factors.
- Unless they began their education in the U.S. before the 9th grade, they will begin the assessment process with ACCUPLACER ESL. Initial placement may be in ESL courses or in developmental or college-level courses.
- Two subgroups within this population which are often overlooked:

U.S.-educated students from language minority backgrounds

- Migrated to U.S. as children or adolescents; received some or all of their formal schooling the U.S. (Some students in this group were born in the U.S. and then may have migrated several times between the U.S and another country.)
- May consider English to be their primary or dominant language
- May have advanced proficiency in speaking and understanding spoken English. Because these students were learning English while they were learning other content areas in school, they may need more time to develop their reading and writing skills to succeed in college-level courses.
- Standardized ESL placement tests like ACCUPLACER ESL may not accurately assess the language proficiency of these students making correct placement challenging.
- More than 20% of students in ESLX courses in 2016-17 have high school diplomas from the U.S.

Students with interrupted / limited previous formal education

- Previous formal primary and / or secondary schooling may have been interrupted by forced migration due to war or other circumstances.
- May be learning to read and write for the first time in English rather than their first language(s).

Also of note: *Speakers of “World Englishes”*

Some students are native speakers of other varieties of English or have received all of their previous schooling in English (e.g. some students from India, Zimbabwe, Nigeria, or Hong Kong). Variations in linguistic norms may be noted in speaking and writing.