Getting Ready

An Orientation to Adult Education for ESL Instructors

(Insert program name here.)

Preface

This handbook has been developed to provide new English as a Second Language (ESL) instructors with an overview of adult education and an introduction to strategies, processes, and methods for providing effective instruction. This handbook is not designed to be comprehensive – rather, it is designed to be an initial orientation and a basis for further discussion and exploration.

Completion of the investigative activities within this handbook will give new instructors the opportunity to learn and reflect about relevant instructional issues that they may be facing in the classroom. Additional support, training, and technical assistance will be provided through the local adult education program.

No one can be the best at everything

But when all of us combine our talent

We can be the best at virtually anything!

--Don Ward

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Table of Contents

Introduction

Welcome! This informative handbook is designed to introduce you to the field of adult education and your role as a valued ESL instructor. As you read through this handbook, you will play the role of an investigative reporter, completing important assignments that will allow you to better understand the policies and procedures in your local program.

The investigative assignments, indicated by this graphic, are located throughout the handbook. In addition, an activity sheet containing a complete listing of the assignments is located in Appendix A. You will want to write your responses on this activity sheet.

While this handbook will provide an overview of critical information to help you get started as an ESL instructor, it is not intended to give you all of the skills and knowledge you will need in your new role. Your local program will provide follow-up support and training to get you fully acquainted with local policies and procedures specific to your community.

Adult education has changed drastically since the first Moonlight School was established in 1911.

Men who were going off to war wanted to learn to read and write so they could send letters back home. It was called a "moonlight school" because classes were held on nights when the moon cast enough light for students to see the footpaths and wagon trails that they often followed for miles to reach the school.

With the passage of the Manpower Act of the 1960's, funding was provided to train unemployed adults and make them marketable. This is what opened the door for the adult education programs we know today. So let's begin our investigation to find out more about the field of adult education and the adult learners whom we serve.

The Adult Learner

There are several aspects of adult learning that set it apart from traditional K-12 education that warrant discussion. Malcolm Knowles, considered a pioneer in the field of adult education, popularized the term "androgogical" (learner centered) as it made sense to have a term that would enable discussion of the growing body of knowledge about adult learners parallel with the "pedagogical" (instructor centered) methods of childhood learning.

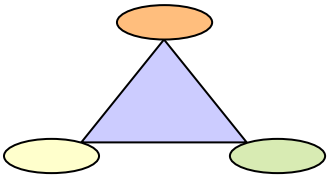
According to the American Council on Education (2003), each year more than 860,000 adults take the General Educational Development (GED) Test worldwide, and adult education has become an established field of practice and study. Defining the adult learner provides some challenges because a "one-size fits all" definition is not only unavailable but also impractical as the term is culturally and historically relevant (Wlodowski, 1999). Ambiguity exists in our society as to when an individual is officially an adult. According to Malcolm Knowles (1989), one criterion to determine adulthood is the extent to which an individual perceives himself or herself to be essentially responsible for his or her own behavior. At that point, individuals develop a deep psychological need for others to perceive them as being capable for taking responsibility for themselves. They resent and resist situations in which they feel others are imposing their will on them (Knowles, 1999).

> *Adults are highly pragmatic learners and need to see the practicality of what they learn and be able to apply that learning to their own lives.*
>
> *Wonacott, 2001*

Adults are highly pragmatic learners and need to see the practicality of what they learn and be able to apply that learning to their own lives (Wonacott, 2001). More specifically, adult education students often need to understand the reason for acquiring knowledge and skills they see as academic as they attempt to assess themselves and their own skills realistically. Steven Lieb (1991) lends further support to these findings as he states four principles of adult learning:

- Adults are autonomous and self-directed.
- Adults have a foundation of life experiences.
- Adults are relevancy-oriented.
- Adults are practical.

The National Center for Research in Vocational Education at Ohio State University offers further descriptors. Their findings indicate that not only are adults more often intrinsically motivated, their readiness to learn is linked to needs related to their roles as workers, parents, and community members. Additionally, they found that adults learn best when they see the outcome of the learning process as valuable (Cave & LaMaster, 1998).



There is consensus among researchers about the role of intrinsic motivation in adult learning. One study found that while adults are responsive to some extrinsic motivators (such as better jobs or salary increases), the more potent motivators are intrinsic motivators (increased self-confidence, self-efficacy, job satisfaction) (Knowles, 1989). Adult learners' intrinsic goals for success motivate them to engage in certain activities and move them in particular directions toward the attainment of those goals. In yet another study, researchers identified a similar set of concerns and concluded that among the most important factors that motivate adult literacy learners are the quest for self-esteem, competency, and the enhancement of general knowledge (Demetrion, 1997).

There exists some incompatibility between theories of adult learning and expectations of students who return to the classroom as adults. Adult education researchers have noted that attitudes toward learning in formal institutions may be formed early in development, and there may very well be some direct connection between these early years and non-participation (in formal education) in adult years (Quigley, 1992).

It should come as no surprise that adult students, as products of an educational system that has traditionally placed responsibility for the learning process on the instructor, who do venture back into the classroom are initially likely to expect to be passive recipients of knowledge. Since research has shown that this is not the most effective environment for adult learning, students will need to adopt different methods (Wlodkowski, 1999). Moving from a dependent student role towards a role as an independent and engaged learner is the adult student's first step in taking responsibility for his or her education (Howell, 2001). It follows, then, that the teaching of adults should be approached as different from teaching children and adolescents (Imel, 1989). Most of the literature on adult education seems to agree.

There are several important aspects of learner-oriented education that merit note. First of all, effective approaches to helping adults learn include contributions from the student and their involvement in what is being taught and how it is being taught (Howell, 2001). Knowles suggests establishing a classroom climate to help adult students to feel accepted, respected, and supported so that "a spirit of mutuality between the instructor and student as joint enquirers can take place."

There are several approaches through which instructors can facilitate learner-centered classrooms:

- Create a physical and social climate of respect.
- Encourage collaborative modes of learning.
- Include and build on the student's experiences in the learning process.
- Foster critically reflective thinking.
- Include learning, which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions.
- Value learning for action.
- Generate a participative environment.
- Empower the student through learning.
- Encourage self-directed learning. (Lawler, 1991)

(This information was researched and compiled by Peg Bouterse, South Bend Community Schools Adult Education)

Diversity of Adult Learners

There is no typical adult ESL student. Generally every class will have a wide range of backgrounds, skills and interests. Some of the more important student differences are identified below along with some suggestions as to how these factors may affect how you group your students and teach your classes.

LITERACY -- One of the most important differences among adult students is whether or not they read in their native language.

FORMAL EDUCATION

AGE -- Adult education classes generally attract students of widely ranging ages.

1. Often students in their late teens will be taking the classes in order to get into GED or vocational classes.
2. Young adults may be taking classes because they need to speak and write English to get a good job.
3. Middle aged adults frequently take classes to improve English skills for promotion in their jobs or to change careers.
4. Older retired individuals may be taking the classes now that they finally have time.

Take a look at this profile of three ESL students.

Figure I-1. **Diverse Adult Learner Profiles**

Rosa is a young mother in an ESL class in a family literacy program. She has three small children, whom she brings to the child care program. Rosa has been in the country for one year. Her ESL class has been running for a month, and the students are progressing slowly. Rosa wants to learn, but she attends class infrequently. She does not drive and so depends on family members for a ride, and she often is not able to bring one or more of the children because of illness. She understands no English, and another student translates for her. She has mentioned several times that she has no time to do any of the exercises outside of class.

Mohammed is 17 years old and has been in the country for six months. He is not enrolled in high school, because he needs to help his mother support their family of five, and he has two jobs. He finished elementary school in Iraq and can read and write in his native Arabic. He is learning to understand and speak a little English on the job, but he can read next to nothing in English.

Ibrahim is 60 years old and has come to the United States from Somalia, where he was a businessman and a tribal leader. He can read and write in his native language and in Italian. His refugee benefits have run out, and he has to work to help support his family. He is embarrassed about being in a beginning-level class, and he does not like to work in groups with women. When he speaks, he wants the teacher to correct everything he says.

The wide range of ages suggests that you may need to use a wide variety of activities in the classroom in order to reach all of your students. It also suggests that you can often be most effective by grouping students and doing many activities in the small groups. Age is one natural way to group people.

Motivation -- The motivation of your students may fall into a broad spectrum distribution.

1. You will have students who are very eager to learn English so they can move on to other classes or so they can advance in their employment
2. You may also have students who are required (by their employer, by some social assistance program, etc.) to attend your classes but who do not really care about English at all. Some may be motivated to learn every possible detail about every aspect of English. Others may only want as much language as is necessary to do a particular job.

As an instructor, you need to explore what your students really want. Regardless of the motivation adult students have, genuine concern for the student, an enjoyable class, and a sense of progress will increase motivation once the students are there.

Native Language Background -- Because immigration laws and refugee patterns shift frequently, the native language backgrounds of your students may be as varied as their ages or as homogeneous as a regular English class. **The native language backgrounds of the students can affect your teaching about as much as any other single factor**. Some languages are more similar to English than others. These similarities can be in vocabulary, grammatical structure, or sound. The languages might also share our alphabet. Teaching people with these language backgrounds is easier than teaching those with language backgrounds less similar to English. Even though it may be more difficult to teach people English when their native language is extremely different form English, it is not impossible. Many of these students become very fluent in English.

Native Culture -- One of the most surprising things for many instructors is the influence that the native culture has in the classroom. Students come with their native cultural view of

1. what a instructor should say and do

2. what should happen in any kind of classroom
3. how a language should be taught; For example, in many oriental cultures, the instructor is a highly respected individual and there is a great social difference between pupils and instructor. In other cultures there is less distance between students and instructors, and students expect to have more interpersonal relationships with the instructors. Dealing with culture may mean that you have to modify some of your behavior so as not to offend your students and gain their respect as their instructor. It may also mean that you will have to explain to some of them the differences in cultural expectations and encourage them to move towards the norms of the society in which they are currently living.

Investigative Assignment #1:

Who is being served in your adult education program? Ask your director/coordinator for the demographics of the adult learners who were served in the program last year. What were their ages, gender, ethnicities, and functioning levels? Write your responses on the activity sheet in Appendix A.

The Role of the ESL instructor

As an ESL instructor, you will find that you serve a variety of roles. As we've mentioned, adult learners are often facing a number of challenges in their lives. Therefore, in addition to being an instructor, you will sometimes be a counselor, a motivator, a learner, a mentor, a problem-solver, and a referral manager.

Your initial contact with new learners can be decisive in determining individuals' attitudes toward the program and whether they will remain in the program long enough to complete their goals. When new students enter the program, it is important to ask questions that will identify barriers to program participation and special needs, as well as identify the students' learning strengths.

New learners should be assured at the outset that perceived barriers or learning problems need not prohibit them from setting and reaching learning goals. A process needs to be in place to address these barriers and revisit these issues periodically. We'll examine strategies for doing this in later lessons.

Many of your students will also need a great deal of your attention before they feel comfortable in their new learning environment. Establishing rapport with the student can be accomplished at the outset by spending private time with each new student to discuss educational problems and solutions as well as how to use strengths to compensate for weak areas.

Needs of Adult Learners

All human beings have the same basic needs, and these needs have a hierarchy. Psychologist A.H. Maslow's Hierarchy of Needs can be visualized as a pyramid.

At the top is the need for "self-actualization" or achieving one's full potential given individual strengths and weaknesses. At the base are "physiological" or survival needs such as food and shelter. One level of need must be satisfied before full attention can be given to the next. In other words, a person cannot satisfy any of the higher levels unless the needs below are reasonably satisfied. Adults entering the classroom may have unmet basic needs. They may, therefore, be unable to focus on their studies. Before they can effectively learn, they may need assistance from community service agencies. In addition, educators can foster success by incorporating the suggestions outlined in the table below.

Level	Category of Need	Meeting the Need in the Classroom
Level V	Self-Actualization	Give student opportunities for achievement. Encourage creativity. Make the work challenging. Give students some autonomy.
Level IV	Esteem	Recognize good work. Make students responsible for tasks.
Level III	Social	Encourage student interaction. Use group activities.
Level II	Safety	Keep room free of physical hazards. Be aware of aggressive students.
Level I	Physiological	Work with school and family to ensure proper nutrition. Provide opportunities for students to get drinks, use rest rooms, and stretch their bodies.

What strengths do adult English language learners bring to educational programs?

Whatever their educational background, all adult learners bring to the classroom a great deal of life experience and background knowledge. They are generally highly motivated to learn, and they usually enroll voluntarily in programs. They often have attended school in their country of origin and have learned to read and write a language before learning English.
Many have positive memories of school and are eager to continue their education (Burt, Peyton, & Adams, 2003; Fitzgerald, 1995; Skilton-Sylvester & Carlo, 1998). If they have had formal schooling in their native languages, they may have knowledge in subject matter areas like math, science, and social studies. Many adult learners also have strong and supportive families, who often help with child care. They may also have support networks within their language and culture groups that help them adjust to life in the United States and gain access to services.

What challenges do adults learning English face?

ESL learners are not only trying to acquire a new language and a new culture; they also are working, managing their households, and raising their children. These challenges often present significant obstacles to learning. The National Center for Education Statistics (1995) listed the following barriers to program participation: limited time, money, child care, and transportation, and lack of knowledge about appropriate programs in the local area. The National Center for Family Literacy (NCFL, 2004) surveyed community leaders and educators in communities with recent rapid growth in numbers of immigrant families, and respondents identified similar challenges.

Literacy Today

According to the Workforce Investment Act (WIA) of 1998, literacy is defined as:

> "An individual's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society."

At one time, people were considered literate if they could simply write their name. Later, literacy meant the skill of reading, and it was measured by grade-level equivalents. Now, in this age of technology, the skills needed to function successfully have gone beyond reading to reflect WIA's 1998 definition of literacy.

Program Components

Many adult education programs include a variety of components, such as:

Adult Basic Education (ABE)
is a program of instruction designed for adults who lack competence in reading, writing, speaking, problem-solving, or computation at a level necessary to function in society, on a job or in the family. The program is designed for adults functioning below a 9.0 grade level.

The **GED Test Preparation Program**
assists adults who did not graduate from high school and are interested in earning a high school equivalency diploma. The General Educational Development (GED) test consists of five tests (Language Arts Writing, Social Studies, Science, Language Arts Reading, and Mathematics).

Adult High School
consists of core courses required by the public school system for receipt of a high school diploma.

English as a Second Language (ESL)
is a program of instruction designed to help adults, who are limited English proficient, to achieve competence in writing, reading, and speaking the English language.

In addition to these components, other specialized instructional areas include:

- **Family Literacy which** integrates all of the following activities:
  - Interactive literacy activities between parents and their children,
  - Training for parents regarding how to be the primary instructor for their children and full partners in the education of their children,
  - Parent literacy training that leads to economic self-sufficiency, and
  - An age-appropriate education to prepare children for success in school and life experiences.

- **Workplace Literacy** which is offered at business/industry sites to help employees improve the basic skills specific to their job performance and to work on a GED or Adult High School Diploma.

- **Correctional Education which** assists incarcerated individuals in improving their basic skills and obtaining a GED diploma.

The Adult Education Classroom

Instruction is provided in a variety of settings. Some students meet in regular classrooms or computer labs, while others meet at their worksite through workplace literacy programs. Family literacy programs often take place at elementary schools, churches, and community centers.

Some classes are structured to serve one particular level or topic, such as a GED class that serves only students functioning at a secondary level. Other classes include students functioning at a variety of educational levels and may include students with differing goals, such as GED preparation and English as a Second Language.

Investigative Assignment #2:

You need to know as much as possible about the class you will be teaching. Here are some questions that can help.

- What type of class will you be teaching (e.g., ESL only, ABE and ESL)?
- Will all of the students be functioning at a similar level, or will you have a multi-level class?
- How is your class organized (e.g., scheduled classes, open computer lab, online)?
- How do students transition to other instructional areas after they leave your class?

If you don't know the answers to these questions, ask your local director/coordinator. Write your responses on the activity sheet.

Federal and State Funding

Funding for most adult education programs is provided by both the state and federal governments in accordance with a multi-year State Plan approved by the Governor.

Federal funding is provided through **Title II of the Workforce Investment Act (WIA) of 1998**, entitled the **Adult Education and Family Literacy Act (AEFLA**). Multi-year competitive grants are awarded to eligible providers.

National Reporting System

National Reporting System for Adult Education (NRS)

The AEFLA gave states more flexibility in determining needed services. In return, Congress held states accountable for getting better every year at serving adult learners. The U.S. Department of Education, the federal agency that oversees adult education and literacy, established the **National Reporting System (NRS)** to track each state's performance.

The NRS is an outcome-based reporting system for the state-administered, federally and/or state funded adult education programs. The U.S. Department of Education uses information from the NRS to meet accountability requirements and to justify federal investment in adult education programs.

The goals of the NRS are to establish a national accountability system for adult education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures.

The NRS will improve the public accountability of the adult education program by documenting its ability to meet federal policy and programmatic goals. The collection of state outcome data will enable states to correlate effective practices and programs with successful outcomes and will also assist states in assessing progress in meeting their adult education goals. For local providers, the NRS will help instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes.

The information collected through the NRS assists in assessing program effectiveness to help improve adult education programs. Using a common set of outcome measures and a uniform data collection system, the states measure and document learner outcomes resulting from adult education instruction through the NRS.

How is Performance Measured?

Quality instruction is the responsibility of every ESL instructor. Naturally, you want your students to achieve success and meet their goals. The passion to help adult learners realize their dreams is what drives most instructors.

Your ability to help students learn and achieve outcomes also plays an important part in your program's accountability and funding -- funding that is partially determined by your students' achievements. It is important for you to know exactly how your program is measured and to recognize the importance of continuous improvement.

These benchmarks are referred to as the **core performance measures**. Your state adult education agency negotiates the state's performance benchmarks with the U.S. Department of Education each year.

- All students who attend 12 hours or more are held accountable for making educational gains as demonstrated through standardized pre- and post-testing and the completion of educational functioning levels.

- The other core measures (entry into employment, job retention, enrollment in postsecondary education, and a high school credential) apply to **only** those students who select that measure as a goal.

Intake and Orientation

Practitioner Toolkit: Working with Adult English Language Learners
http://www.cal.org/caela/elltoolkit/
Center for Adult English Language Acquisition

Adults come to adult ESL and family literacy programs for many different reasons. They may want to learn English to communicate in their daily lives, develop skills to find a new or better job, become a U.S. permanent resident or citizen, get a high school diploma or GED certificate, advance to higher education programs (e.g., vocational training, college, university), help their children succeed in school or they may simply love to learn (Houle, 1963; NCLE, 1995; Skilton-Sylvester & Carlo, 1998; TESOL, 2003, p. 6).

When program staff conduct a thorough orientation process, adult learners new to a program feel at ease and welcome in the program. An orientation process also can minimize barriers to effective participation. Administrators and staff may begin by discussing what the new adult learner wants to know about the program. The interview may have to be conducted in the learner's native language. Staff should consider the questions that new students may have (see Figure II–1) and discuss how to answer them.

Figure II–1: **Anticipating Student Questions**

1. What will I learn in this program?
2. How will learning in this program differ from my previous experiences?
3. Will my records be kept confidential? (I don't want my spouse or employer to know.)
4. How long will it take me to learn English? (how to speak, how to read, etc.)
5. How much will I need to pay? What supplies and materials must I buy?
6. When are the classes? What time do they begin and end?
7. Will there be other students who speak my language?
8. What are the rules? (turn off cell phone, no smoking, etc.)
9. If there is an emergency while I am in class, how can my family reach me?
10. Where is the closest bus stop? What is the bus schedule?
11. If I drive my own car, where do I park? Do I need a parking permit?

To assist in addressing some of these questions, a sample ESL Background Interview form is included in Appendix C.

The first day of class is a critical one for adult learners new to a program. From the moment they enter the classroom, learners begin to decide whether or not they will return (Lieshoff, 1995). Therefore, it is important to anticipate questions or needs they may have. The checklist in Figure II–2 provides matters for program administrators and staff to consider.

Figure II-2: **Orientation Checklist**

1. *What do we know about the culture of this new student? How can we learn more?*

___ Check the Center for Adult English Language Acquisition (CAELA) Web site at http://www.cal.org/caela to learn more about issues in adult ESL education.
___ Check the Cultural Orientation Resource Center for profiles of different immigrant and refugee populations. http://www.culturalorientation.net/fact.html
___ Think of ways to honor and build on students' cultures in the classroom environment.

2. *How are we promoting a sense of community and friendship among students and staff?*

___ Assign a peer mentor to each new student on his/her first day in class.

___ Create a welcome committee of experienced students.
___ Present the new student with a welcome basket of supplies from local businesses.
___ Assign a staff member to call the new student at home the first evening to welcome the student, discuss events of the first day, and clear up any misunderstandings.
___ Set up a student contact system so that students may call each other outside of class.

3. *How do we orient the new student to our class, building, and campus?*
___ Familiarize new students with the classroom setup such as the coffee area, lounge/reading area, and the computer stations. Explain classroom rules.
___ Take the new student on a tour of the program facilities.
___ Teach the new students how to use the library, cafeteria, and bookstore.

4. *How do we make the first day of class a successful one for new students?*
___ Assess new students to determine the levels of instruction they require.
___ Break tasks into manageable bits to help reduce their frustration (and throughout the year).
___ Be sure that students leave the first day of class knowing that they have learned something.

5. *How do we strive to meet new students' needs and goals (the first day and throughout the program)?*
___ Conduct a needs assessment. (See *Needs Assessment example in Appendix E)*
___ Offer a curriculum that is based on learners' strengths and needs.
___ Offer a challenging curriculum.
___ Begin with the students' goals in mind and the expectation that they will advance to further education and lifelong learning.

During the initial interview and needs assessment, it may become evident that new students need services outside the ESL or family literacy program. Therefore, it is beneficial to consult a community services guide to determine which agencies might be the most appropriate for student referrals. Various agencies in communities across the country (e.g., Head Start programs, United Way, local libraries) create these guides, which list contact persons, location and phone numbers, program descriptions, services offered, and the target population. These are usually updated annually. The community services guides are available in various formats and contain different information, as dictated by the resources of the community. The following services may be included:

- Free or reduced-cost health services, social services, crisis services, housing assistance, or legal assistance
- Public transportation
- Head Start, Even Start, or other early childhood programs
- Adult education or community education services
- Elementary school services, such as after-school and parent involvement programs
- Women's centers and women's shelters
- Cultural centers
- Library services
- High school and college programs for adults
- Advocacy organizations offering job preparation and training

(King & McMaster, 2000)

The objective of the student orientation is not so much to present program information as to answer questions, allay fears, and make adult learners comfortable so that they will want to return. Through careful planning, administrators and staff can make the first days of a new adult learner's participation a pleasant experience.

Investigative Assignment #3:

Check with your local director/coordinator to see how intake and orientation is conducted for new students in your class. What responsibilities do you have? What forms or student data are you responsible for completing? Write your responses on the activity sheet in Appendix A.

Assessment

Standardized Skills Assessment

Skill assessment of ESL students is distinct from that of regular ABE students. For ESL learners, grade levels have no bearing. ESL students are not usually assessed for math skills, but rather for reading/writing and listening/speaking skills.

BEST Literacy ESL programs often use CASAS or BEST as the standardized assessment instrument. For more information on these instruments and their use, ask your local director about the next available training session.

These instruments give the instructor information that serves several purposes:

- The student is "leveled" using the initial test results and the guidelines issued by the state adult education agency.
- The student's strengths and weaknesses are identified from the resulting diagnostic information.
- The instructor uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).
- Initial test results serve as a baseline for determining the student's progress in the program.

The student is post-tested, using another form of the initial testing instrument after a designated number of classroom hours, and then periodically when the instructor feels that testing would be beneficial, in order to determine outcomes.

Note: Standardized testing materials must be kept in a secure location!

To ensure valid and reliable results, be sure to follow precisely the publisher's instructions for administering these tests each time the assessment is given. Training in administering standardized assessment is offered throughout the year.

Investigative Assignment #4:

Check with your local director/coordinator to see which assessment instrument is being used in your program. Is it your responsibility to administer standardized assessments, or does someone else handle this responsibility? If it is your responsibility, find out if training is available on test administration. Write your responses on the activity sheet.

Pre-testing

In most programs, pre-testing is part of the intake process and is used to determine the student's current skill level and appropriate student placement in classes. If pre-testing is conducted prior to the student coming to your class, you should become familiar with your program's procedure for transferring the assessment results to you. The results of the pre- test will be critical in designing a program of study for each student.

The pre-test results provide valuable information.

- ► The student's strengths and weaknesses are identified from the resulting diagnostic information.
- ► You will use the test profiles along with other information provided by the student to develop an **Adult Learning Plan (ALP) –** discussed later in this handbook.
- ► Initial test results serve as a baseline for determining the student's progress in the program.

Educational Functioning Levels

Based on the results of the pre-testing, each student is assigned an entry Educational Functioning Level (EFL). Developed by the U.S. Department of Education, Division of Adult Education and Literacy (DAEL), EFL's describe skill levels in reading and writing, numeracy (math), and workplace. For ESL, the numeracy descriptors are replaced with listening and speaking skills. There are six levels for ABE/GED/AHS students and six levels for ESL students. Each level is aligned to the scale scores of standardized assessment instruments.

A chart of the educational functioning levels is contained in Appendix B.

A student's entry EFL is based on the lowest score of the sub-tests on the pre-test.

Let's look at an example.

On the CASAS pre-test, Martina's scale scores are:
225 in reading (equivalent to High Intermediate)
215 in math (equivalent to Low Intermediate).

Martina's entry EFL would be Low Intermediate since math was her lowest score.

The completion of EFL's is one of the federal core measures for which all programs are held accountable. Accurate pre- and post-testing using a state-approved standardized assessment instrument is the only way to verify the completion of an EFL or movement from one EFL to the next.

The pre- and post-assessment scores provide documentation to verify a student's completion of an EFL and movement to a higher level. Therefore, assessment is an important responsibility of the ESL instructor. Don't forget: Scores must be entered into your program's data system. If you test, don't forget that you must submit test scores to your director/coordinator.

Informal Assessment

As a complement to required standardized testing, informal assessment can provide valuable information for customizing a student's program of study.

- ► You can help them assess any potential barriers to participation, including special learning needs, which can help to increase student retention.
- ► You can learn about their preferred learning styles so you can adjust your teaching accordingly.

► You can assess skills not covered on standardized tests, such as computer literacy and writing.

► You can learn about their interests, their talents, and their goals which can help you better contextualize your teaching to real-life issues that are important to them.

The following are approaches that can be used to gain pertinent information:

- Have student complete a writing sample on a specified topic.
  (This can offer information on the student's understanding of sentence structure, grammar, usage, and essay organization.)
- Have student complete a simple computer assignment. (Knowledge of the student's level of comfort with the computer can be valuable.)
- Have student share previous school experiences. (Use a format similar to Building Blocks to Success found on the following page.)
- Have student complete a learning styles inventory.
- Have student identify which of the eight Multiple Intelligences best describes his/her uniqueness.

Goal Setting

Students who are motivated by specific goals and have the opportunity to experience progress toward those goals attend more regularly (NCSALL, 1998). The process of helping students set goals and plan steps to achieve them is ongoing throughout each student's experience in the adult education program The way you begin this process with new students is important.

Many adult learners who enter your program have a history of failure in school, but most enter with the motivation to change their lives. Early goal-setting activities are an opportunity to build on this motivation and help students begin to think about themselves as learners and to rethink what learning is all about.

Goal setting is a step-by-step process that is really an exercise in problem solving. Adult learners have to learn to ask and answer a series of questions that enable them to define their choices and decide how to get where they want to go.

To make goal setting more manageable, it is important to break down larger goals into smaller ones that can be achieved in shorter periods of time. Some students may enroll in your class with goals that will take a considerable amount of time to achieve. It is important, therefore, to help them set interim benchmarks so they can experience success along the way. Students need to see they are making progress and moving forward.

The sample **self-assessment** contained in Appendix C will provide you with preliminary goal setting information.

Identifying Personal Versus Program-Tracking Goals

As an instructor, it is important to distinguish between students' personal goals and what we call "program-tracking goals."

Personal goals include the short and long term plans or hopes of the student. Your task is to link those goals to instruction so the students can see the relevancy of what they're learning to what is important to them (their goals). Students may need assistance in clarifying realistic goals and the steps it will take in reaching them. You can begin by simply asking, "What is it that you want to do that you can't do now?"

> You can begin by simply asking, "What is it that you want to do that you can't do now?"

Program-tracking goals are those related to the core performance measures established through the NRS that you learned about previously. Do you remember what those measures are?

Here's a reminder.

- Completing educational functioning levels
- Enrolling in postsecondary education or job training
- Obtaining or retaining a job
- Earning a high school credential

Let's look at an example.

Scenario: Donald enrolled in April and was functioning on a low intermediate level in reading. Donald wanted to enroll in college in the summer. Based on the time frame remaining in the school year and Donald's low functioning level, it would not be realistic to expect that he will achieve his goal by June 30 (within the program year). Therefore, "enroll in postsecondary education" should not be input into the data system as Donald's goal.

It is important to remember the difference between personal goals and program- tracking goals. In Donald's case, the instructor would want to help him set some short-term and immediate goals to work toward his longer-term personal goal of enrolling in college. However, college enrollment would not be designated as a program-tracking goal in the program's data system for that program year.

Remember: Designating program-tracking goals for students with unrealistic chances of meeting that goal within the program year can **negatively impact** your program's performance and ultimately its funding. Program tracking goals should not be designated in your program's data system until **after** pre-testing results have been examined to determine the likelihood of achieving the goal within the program year.

Considerations for Setting NRS Goals, a guide to help you think about various issues related to NRS goals, is contained in **Appendix J.**

Investigative Assignment #5:

Realistic goal setting is an important aspect of your job. Talk with your director/coordinator or other instructors about the procedures that are recommended in your program. Write your responses on the activity sheet.

Learning Styles and Adult Learners

Learning Styles Assessment

Learning styles inventories used for ABE students may not be appropriate for English language learners because the difficulty of the vocabulary interferes with getting accurate results.

Cheryl Rowan, an ESL instructor in Charleston, West Virginia, has designed a learning styles inventory for use at intake. The challenge was to create an instrument that could be successfully used with the most basic learners while at the same time communicating the various learning styles clearly.

Learning Styles Questionnaire
In constructing the instrument, every attempt was made to depict clearly and distinctly each of the commonly identified preferred styles of learning. The silhouettes are meant to represent generic people (without reference to age, race, nationality, gender, or ethnic background) with expressions that all cultures have in common.

Below each silhouette is a caption describing the activity associated with the learning preference. English language directionality has been incorporated in the questionnaire by having the student begin with the silhouette at the top, left-hand section of the page, and work to the right and down the page. The degree to which the student likes using the method depicted, ranges:

- from not liking it at all 
- to liking it very much 

A copy of the ESL Learning Styles Questionnaire is contained in Appendix D.

Adult English Language Learners and Learning Disabilities

Practitioner Toolkit: Working with Adult English Language Learners
http://www.cal.org/caela/elltoolkit/
Center for Adult English Language Acquisition

Learning Styles versus Learning Disabilities

Our preferred modalities are our learning styles. Some adults have impairments in one or more of their learning modalities caused by learning disabilities (LD). Adults with LD can ONLY receive information from their intact learning modalities. Thus, for an adult with LD, his or her learning style is not simply a preference; it is mandatory.

All of us learn through our senses. We obtain information from a variety of modalities (visual-print, visual-non-print, auditory receptive, auditory expressive, tactile, etc.). Adults with LD MUST receive information in particular ways or they cannot process the information and therefore cannot learn it.

Some adult English language learners experience difficulty in making expected progress in ESL classes, in showing progress on assessment measures, and in sustaining employment. In some cases, this difficulty may be due, in part, to learning disabilities.

Learning Disabilities (LD) can impact academic performance in listening, speaking, reading, writing, mathematics, etc. Specific LD (such as Dyslexia, Dysgraphia, Dyscalculia), is a permanent lifelong condition which interferes with learning and academic performance. **Although individuals with LD have average or even above average intelligence, without reasonable accommodations (extra time, spell-checking devices, calculators, readers or scribes, etc.) to level the playing field, these individuals are presented with innumerable barriers.**

Attention Deficit Disorder and Attention Deficit Hyperactivity Disorders (ADD/ADHD) are also lifelong conditions that can cause problems in academic performance due to the individual's inattentiveness, restlessness, lack of organization and inability to concentrate and complete assignments. Adults with ADD/ADHD may require frequent breaks and private settings.

Physical Disabilities may also hinder some adult learners in reaching their fullest potential. While some individuals were born with impaired vision, hearing, or mobility, many other adults have acquired physical disabilities as a result of accidents, injuries, or the effects of aging. These disabilities may include systemic conditions such as AIDS, asthma, cancer, diabetes, epilepsy, etc; brain impairments due to head injuries, drug abuse, strokes, etc.; or orthopedic problems affecting the bones and joints. Adults with physical disabilities may be dealing with mobility problems, pain, discomfort, fatigue, and effects of medication such as drowsiness, nausea, and memory loss. They may require special attention or equipment in order to succeed.

Psychological or Emotional Disabilities are DSM-IV defined conditions such as schizophrenia, bipolar disorder, major depression, etc. The condition itself or the medication used to treat the condition may create learning problems for the individual involving concentration, restlessness, anxiety, memory loss, frustration, etc.

Mental Impairments or Developmental Disabilities, such as mental retardation, may limit the ability of other individuals to achieve higher academic levels. While these individuals may be unable to attain high school equivalency, many are able to achieve a sufficient level of basic skills to enable them to enter the workforce or go on for specific vocational training. These learners may not qualify for testing accommodations but require classroom and learning modifications such as constant reinforcement and concrete application of their learning in order to progress.

Questions about the Education of Adult English Language Learners with Learning Disabilities

Little is known about how learning disabilities affect adult English language learners. However, with the limited instructional time and resources available in most programs, instructors need to know methods and materials that may help learners who are not making expected progress in class, regardless of whether they have been identified as having learning disabilities.

No single assessment technique is sufficient to diagnose a learning disability; multiple assessment measures are necessary. Even before an interview or other assessments are administered, instructors should answer the following questions about a learner:

1. Has the problem persisted over time?
2. Has the problem resisted normal instruction?
3. Does the learner show a clear pattern of strengths and weaknesses in class?
4. Does the learner show a clear pattern of strengths and weaknesses outside of class?
5. Does the problem interfere with learning or another life activity to a significant degree?

If the responses to these questions are affirmative, the situation should be looked into more closely. Following are suggestions on how to do this.

- *Interview the learner*. An interview may provide a variety of useful information, such as educational and language history and social background, the learner's strengths, and the learner's perception of the nature of the suspected problem.
- *Collect information about the learner's work*. Portfolios that include measurements of learner progress in reading and writing, attendance data, writing samples, autobiographical information, and work on class assignments may provide documentation of persistent problems and of teaching strategies that have or have not worked.
- *Use vision screening and routine hearing tests*. What appears to be a learning disability may be due in part to correctable vision or hearing problems.
- *Consult a licensed psychologist to obtain a learning disability diagnosis.* The program could provide some referrals for psychologists in the community, but the learner would have to cover the cost.

What instructional methods and materials are effective?

Educators of children and adults with learning disabilities give the following suggestions for providing instruction for this population.

- Be highly structured and predictable.
- Teach small amounts of material in sequential steps.
- Include opportunities for learners to use several senses and learning strategies.
- Recognize and build on learners' strengths and prior knowledge.
- Simplify language but not content.
- Emphasize content words and make concepts accessible through the use of pictures, charts, and maps.
- Reinforce main ideas and concepts by rephrasing rather than repeating.

- Be aware that learners often can take in information but may have difficulty retrieving and using it.
- Provide a clean, uncluttered, quiet, and well- lit learning environment.
- Use technology if possible. Learners often feel more comfortable and productive working alone and in front of a computer, where they receive positive feedback, than in a crowded classroom.

(Almanza, Singleton, & Terrill, 1995/96; Ganschow & Sparks, 1993; Riviere, 1996)

Regardless of whether learners have learning disabilities or other needs, they can provide insight into their own learning. Instructors need to have this information so to assist the adults they work with.

Investigative Assignment #6:

Find out if there is a particular procedure in your program for serving adults with special learning needs. There may be a referral form to complete, a screening instrument you can use, or various accommodations and assistive devices that you can access for your class. Write your responses on the activity sheet.

Planning and Delivering Instruction

The most important role of an ESL instructor is planning and delivering instruction that keeps adult learners engaged, motivated, and working toward their educational goals. You may be teaching in classrooms with learners functioning at many different levels, or you may be helping non-English proficient learners improve their speaking and language skills. Whatever your teaching assignment involves, there are strategies and techniques that will help you create a learner-centered classroom.

Teaching Styles

Reflect on some of your favorite instructors. What did they do that made learning so effective? How did you feel when you attended those classes?

Did your favorite instructors display any of these characteristics?

Learners fully understand what is expected of them.
Objectives are clearly stated.
Instruction is based on learner needs and wants.
Learners are given the opportunity to practice.
Learners are given immediate feedback.
Learners are treated with respect.
Learners are the most important people in the classroom.
Learners are valued.

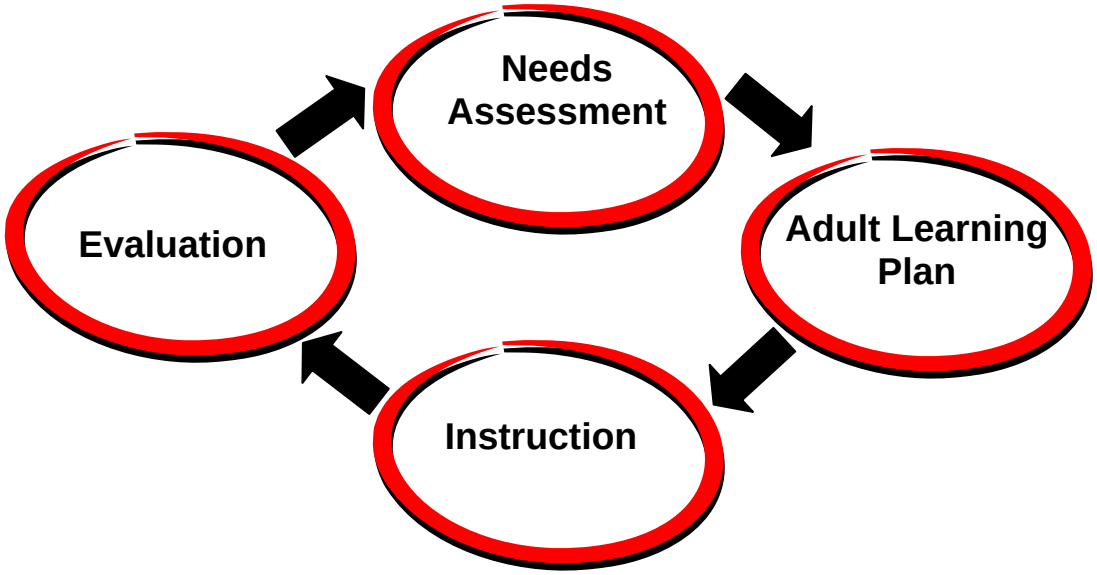
Effective Communication

In addition to these characteristics, learning how to communicate effectively with your students is a critical skill for all ESL instructors.

- **Listen carefully.**
- **Establish eye contact.**
- **Use open-ended questions.**
- **Use non-verbal behavior.**
- **Limit other distractions.**

The Teaching/Learning Cycle

Now that you've learned about effective teaching characteristics and communication skills, let's take a look at the instructional process within your classroom. The graphic below represents the major components within the teaching and learning cycle. In this lesson, we'll examine each of these.



Needs Assessment

Assessing the abilities, needs, interest, goals, and past experiences of learners is an integral part of the ESL program. To gather this information and help learners define and reach their educational goals, your program will need to use a variety of assessment instruments. Try to make the process for collecting this information as non-threatening as possible.

Needs Assessment at Intake
You need to understand learner's backgrounds, reasons for wanting to study and expectations, if you hope to meet their needs or expect to retain them in a program. English Language Learners (ELLs) have widely varying backgrounds, abilities, and aspirations. In order to adapt course work to the needs and expectations of learners in your program, you should find out as much as possible about each individual.

The length of time it takes to become proficient in English depends on such factors as age, language and educational background, native language literacy, opportunities to practice, etc. For most adults, it takes up to two years to progress beyond basic survival English and five to seven years to understand and speak English well.

The *Registration/Background Interview* (Appendix C) will go a long way in helping you to gather some important information about the following factors.

Factors That may Affect Language Learning

- **Age**-Younger learners may take more risks and learn more rapidly than older ones but they also tend to have a greater number of distractions. Older learners are often more consistent in their attendance but are more comfortable in slower-paced nonthreatening learning situations.

- **Native Language or Language of Education**-Learners who are proficient in "romance" languages that are closely related to English (Spanish, Italian, French, etc.) can often make

use of language cognates to speed their second language acquisition. Those who use languages written in a Non-Roman alphabet (Russian, Arabic, Chinese, etc.) may need extra practice in English reading and writing skills.

- **Years of Education**-Learners with more formal education are likely to prefer traditional classroom routines and learning strategies. Their formal study of their own language structure will assist them in understanding the grammar of the new language. Learners with more formal education will not have to learn reading and study strategies; these basic academic skills will transfer to the new language. Those with less formal education often have fewer basic literacy skills and thus may need explanations that are more concrete or extra practice in reading and writing. Some adults have had almost no schooling and very minimal exposure to print of any kind. They will need to understand the relationship between print and spoken language before textbooks can be useful to them.

- **Previous Second Language Learning Experience**-Learners who have previously studied and/or acquired more than one language already have some understanding of language structure which may transfer to learning English. They may also have developed language-learning strategies that they may be able to share with other students.

- **Length of time in an English-speaking Country**-Learners entering an ESL class for the first time who have been in the country a short time are likely to progress rapidly in the beginning, but they will need much assistance in getting around the community. Those who have already lived in the country for quite some time without learning much English may have a good deal of experience with the local community to share with classmates, but they may also have "fossilized" pronunciation or grammar habits which are hard to break.

- **Employment**-Often individuals who are working outside the home have regular contact with English speakers (unless their co-workers speak their language) and thus more opportunities to practice and use their developing English skills. They also may have more knowledge of the local community and more awareness of cross-cultural issues. If they use English on the job, they will likely progress more rapidly than those who are unemployed or are isolated from English-speakers.

- **Learning Differences**-Learners who seem to rely heavily on only one mode of learning may make slower progress. Like the general population, a certain percentage of ELLs have specific learning disabilities that affect the way they take in and process language. Using materials that move at a slower pace and include a great deal of multi-sensory input is advisable for these learners.

For further reading, see *Needs Assessment for Adult ESL Learners,* http://www.cal.org/ncle/digests/Needas.htm.

A Sample Needs Assessment Instrument

Needs Assessment instruments can take a wide variety of forms, from survey questionnaires, to learner-compiled inventories, to discussions, to dialogue journals. ESL instructors, especially those who have very limited experience with ELLs, are often at a loss as to how and where to begin. **In Appendix E, you will find a needs assessment instrument that can be used with any level ESL student.**

Classroom Needs Assessment

A classroom needs assessment is a survey of students that is undertaken by the instructor in order to determine the groups' educational needs and goals as well as something about what skills they have already mastered.

Classroom needs assessment may be used at various points in the course and for a variety of purposes. Needs assessment can be done early or midway in the course (**initial, mid-course**) or

prior to each unit (**pre-topic**) in order to determine what students already know, to help clarify their goals, and to assist the instructor in selecting, prioritizing, and adapting materials and curricula. Classroom needs assessment can also be done routinely as part of the course (**on-going**) in order to insure that learner needs and goals are being met. And, it can occur at the completion of a unit or course (**final**) to take account of accomplishments and to help learners make decisions about educational goals for the future.

Each group of learners is different and the range of skills, interests, and goals within a class may vary widely from individual to individual and from group to group. The instructor, the individual learners, and the class as a whole need to be aware of these differences. The instructor needs to adapt the course to the particular group of individuals.

Effective programs also include ways for learners to assess their own progress. Often learners have a good sense of the progress they are making. Thus, it makes sense to ask them to stop and reflect on their progress from time to time. **One tool for getting this type of information from the student is the *ESL Student Self- Assessment* found in Appendix F.**

Adult Learning Plan

Once you have completed the needs assessment process, you are ready to meet with the learner to develop an individual adult learning plan (ALP). The ALP is a road map to help the learner reach his/her educational goals during the learning process. It reflects the immediate strategies, steps, and activities the learner will use to reach his/her goals.


Adult Learning Plan

Name: Date:
Reason for Participation:
Assessment Methods:
Strength/Interest:

Goal Areas (check all that apply)

- ❑ Improve Basic Skills
  - ❑ Reading
  - ❑ Math
  - ❑ Language
- ❑ High School Course/Diploma
- ❑ GED Preparation
- ❑ Preparation for Post Secondary Education or Training
- ❑ ESL Conversation, Survival
- ❑ ESL Reading, Writing
- ❑ U.S. Citizenship Skills
- ❑ Gain Unsubsidized Employment
- ❑ Retain Employment or Advance in Job
- ❑ Removal from Public Assistance
- ❑ Work-based Project Goal
- ❑ Increased Involvement in Community Activities
- ❑ Civics Information
- ❑ Increased Involvement in Children's Education
  - ❑ Help more frequently with school
  - ❑ Increased contact with children's teachers
  - ❑ More involvement in children's activities
- ❑ Increased Involvement in Children's Literacy Activities
  - ❑ Reading to children
  - ❑ Visiting library
  - ❑ Purchasing books or magazines
- ❑ Other

Additional Factors Affecting Learner's Progress:

LEARNER AGREEMENT

I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor ____ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.

Learner Signature: Date:

INSTRUCTOR AGREEMENT

As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.

Instructor Signature: Date:

Page 1 of 2

In creating an ALP, you and the learner:

- Discuss the importance of the ALP process (i.e., planning, implementation, and monitoring progress/level advancement),
- Discuss the roles of the instructor and learner in the ALP process,
- Designate the time frame in which to review goal progress and achievement, and
- Record other information, using assessment results.

The ALP should be maintained in the learner folder. Because the design of the ALP is a local program decision, the information on the form may vary from program to program. Be sure to check with your program director to see if a specific form is used.

A sample ALP is contained in Appendix G.

Lesson Planning

When preparing lessons in the adult education class, a good model comes from D. Hemphill, "Making Sense to Teachers about Teaching," *Adult Learning*, May, 1990. The lesson planning worksheet that follows can help you to think through your lesson planning process.

Warm-up/ Review	• Opener • Focus learners • Connect to past learning • Connect to past experience
Presentation	• New knowledge presented • Many options in strategy or method
Guided Practice	• Structured activities • "Basic skills" or "pieces" of more complex skills, may be practiced • Skills are clustered into increasingly larger "chunks"
Application/ Assessment	• Application task approximates real-life performance demands • Maximize possibility of life transfer of skills learned

Lesson Planning Worksheet

Life Skill Competency:

Basic Skills Needed:

Materials Needed:

Specialized Vocabulary:

	LESSON PLAN
Introduction/ Warm-up/Review • Identify competency/ IGO. • Tie in to prior and future learning. • Connect to current interests of the learner.	
Presentation • Select method of presentation. • Select materials, equipment, and technology.	
Guided Practice • Select method for guided practice. • Select materials, equipment, and technology.	
Application/Evaluation • Select method for evaluation. • Select materials, equipment, and technology.	

Methods of Instruction

A balanced mix of instructional methods is important in managing the adult education classroom. Each learner has preferences regarding how he or she learns best (working with a large group, small group, alone, with a tutor, etc.). Learning style inventories and questionnaires may help to determine these preferences that should be taken into consideration when organizing activities in your classroom.

The physical environment of the classroom may be better suited to some instructional methods than to others. For example, a small room with individual desks may lend itself better to large group or individualized instruction (although sometimes desks may be arranged to accommodate small group work). On the other hand, a large room with tables and chairs may offer the

opportunity for large group, small group, or individual instruction all to happen at one time or another.

In addition, the intake structure of a program may establish what instructional methods are used. For example, in a short term, special topic class, it is probably not appropriate to have everyone doing individualized instruction. Also, in classes where only one instructor is available, one-to-one/tutorial instruction may not be an option unless a volunteer helps out.

Regardless of which methods of delivery or classroom management are chosen, instruction should always be centered on specific objectives and competencies selected by the individual or group. Assessment of learners' progress is also vital. At the completion of any type of learning activity, individual learners must demonstrate and document their skills and accomplishments.

Some of the methods of instruction commonly used in adult education include the following:
• Large Group Instruction
• Small Group Instruction
• Cooperative Learning
• Project-based Instruction
• Computer-assisted Instruction
• One-on-One Tutorial Instruction
• Individualized Instruction
• Field Trips
• Guest Speakers
• Experiments

These methods are explained on the following pages.

Large Group Instruction

The instructor plans and directs activities to meet the needs of a large group or sometimes the whole class. A majority of learners participate but some may choose individualized study instead.

Appropriate when:	**Key steps:**
☐ They foster a sense of community in the classroom by starting everyone off together. ☐ They provide instruction or assistance in a particular subject area required by the majority of learners. ☐ The physical environment is conducive to participation by the entire group. ☐ Lesson content is at an appropriate level for all the learners included in the group. ☐ The instructor varies the delivery of content and the assignments to include visual, auditory, tactile, and kinesthetic input and output alternatives. ☐ Small group and personalized instruction are available alternatives for some learners.	☐ Establish group rapport. ☐ Provide a multi-sensory presentation of information. ☐ Provide guided practice. ☐ Provide independent practice. ☐ Offer a variety of multi-sensory assignments. ☐ Set evaluation criteria. ☐ Assess learner progress and demonstrate learner gains that are a result of large group activities. ☐ Provide follow-up activities as needed.
Content areas that are addressed well:	**How technology is used:**
☐ Anything appropriate to all levels ☐ Job Readiness ☐ Health Topics ☐ Parenting Skills ☐ Topics in affective and cognitive domains ☐ Life Skills ☐ Work Process Skills	☐ Technology can be worked into any lesson or can be the basis for any lesson. ☐ Video or audiotapes can be used to deliver information. ☐ In a computer lab situation, all learners in the group may be using the same software program and the instructor may use an LCD panel to demonstrate how to use the program. ☐ Educational software programs on computers may be used to drill and practice new skills in the large group setting.

Small Group Instruction

Material is presented to a small number of learners (probably no more than 10) that are either on a similar learning level or are participating with a specific purpose in mind.

Appropriate when:	**Key steps:**
□ The instructor needs to teach specific skills to part of the larger group. □ Several learners are interested in the same subject but others are not. □ Certain learners need more opportunities to participate in a group but are intimidated by a large group setting. □ Certain learners prefer to work in a group versus individually. □ The instructor wants to build peer relationships among the learners. □ Successful learners are given opportunities to model strong skills or good study habits to learners who have weaker skills/habits. The classroom has a limited number of instructional materials on a particular subject.	□ Set purposes and expectations in establishing the group. □ Limit the amount of time the group will work together (4, 6, 8 weeks). □ Provide a multi-sensory presentation of information. □ Provide guided practice. □ Provide independent practice. □ Offer a variety of multi-sensory assignments. □ Set evaluation criteria. □ Assess learner progress and demonstrate learner gains that are a result of small group learning activities.
Content areas that are addressed: □ Science □ Reasoning □ Team-building □ Study Skills and Test-taking Skills □ Social Studies □ Chart, Graph, and Map-reading Skills □ Math Facts □ Essay-writing □ Low-level Reading/Phonics □ Pre-vocational preparation	**How technology is used:** □ The Internet can be used as a resource □ Videos can be shown

Cooperative Learning

Learners of all abilities and backgrounds work together towards a common goal. Each group or team member is responsible for a part of the learning process and offers feedback, support, and reinforcement to others. Often group members are assigned specific roles (i.e. worrier, encourager, time keeper, recorder, reporter, facilitator, etc.). A variety of grouping strategies and techniques are employed (i.e. round table, corners, color-coded co-op cards, simulation, jigsaw, co-op/co-op, pairs check, cubing, numbered heads together, etc.).

Appropriate when:	**Key steps:**
Group work/teamwork skills are perceived as important job skills for the work place. Cooperative behavior is promoted in the classroom. Classroom activities and lesson content are structured so learners see each other as resources; students are willing to learn from peers as well as from the instructor. Group members are active in sharing ideas and practicing skills. Learners feel comfortable with one another. Independent learners are allowed to work alone at times. Learners are functioning at different academic levels	Teach skills for group/team learning. Describe a clear and specific learning task. Choose a grouping strategy and group size. Select group members so that learner abilities are mixed, which will allow them to help each other. Discuss and practice roles. Engineer groups; assign team roles. Set time limits and goals. Facilitate the teams by providing materials and assistance as needed. Monitor the teams. Have teams report back and analyze their process. Transfer these cooperative skills into life-skills/problem solving. Establish evaluation criteria. Assess learner progress and demonstrate learner gains that are a result of cooperative learning activities.
Content areas: Current events Writing Research Skills Life Skills Work Process Skills	

Project-based Instruction

Learners explore a chosen theme as part of a mini-class, longer unit or year-long class emphasis. Researching the theme and preparing to present the information involves a range of skills across the curriculum.

Appropriate when:	**Key steps:**
□ The entire group focuses on a theme that is later developed at various levels with varying tasks depending on the learners' abilities. □ Everyone is included in the completion of a finished product but each learner is allowed to select a task based on his or her ability and interest. □ Learners are allowed to contribute to projects using their strengths and improving on their weaker areas. □ Learners actively initiate, facilitate, evaluate, and produce a project that has meaning to them. □ A context for new learning and cross-curricular integration is provided. □ The instructor facilitates and coaches rather than creating and directing the activities. □ The classroom environment is comfortable, risk-free, and promotes learner discussion without fear of criticism.	□ Select a theme as a group. □ Narrow the theme to a manageable length. □ Design a project as a group. □ Clarify objectives and desired outcomes of the project. □ Research the theme as a group. □ Decide within the group who will do what to gather information and present the results. □ Create a product or program to share □ Reflect on the process and evaluate the project. □ Set evaluation criteria. □ Assess learner progress and demonstrate learner gains that are a result of project-based instruction.
Content areas: □ Everything–cross-curricular.	**How technology is used:** □ Educational videos, computerized encyclopedia, and Internet are constant resources. □ Technology can offer a method of collecting information (video or audiotape live interviews and speakers or broadcast radio or television programs. □ Technology can offer a method of presentation (PowerPoint, video production, etc.) □ Technology can assist in creation of a final product (word processing).

Computer-assisted Instruction

The learner receives instruction and practice by means of the computer that is used as a tool in teaching basic skills or knowledge. Educational software programs are either the major source of instruction or are used to reinforce materials presented using a more traditional method.

Appropriate when:	**Key steps:**
• The learner sees computer literacy as necessary to function in today's world. • The learner likes privacy and prefers to control the content and pace of learning. • The learner needs feedback that demonstrates success and boosts self-esteem. • A significant amount of drill and practice on a particular skill is needed to reinforce what has been taught. • Flexibility in the length and scheduling of study time is necessary • Learners require multi-media input and practice in order to learn. • Computers are not utilized as the sole means of instruction. • An instructor is readily available when things go wrong.	• Introduce basics about the computer (turning on/off, going to programs, putting in/taking out disks and CDs, etc.). • Introduce the specific software program(s) a learner will use (getting in/exiting the program, saving material/place, moving around within the program, etc.). • Introduce basic computer keyboarding (enter, backspace, delete, arrow keys, mouse, etc.). • Present new skills in a non-threatening manner: explain, show, have the learner do it, have the instructor keep hands off. • Establish the objectives of educational activities using the computer. • Assess learner progress and demonstrate learner gains that are a result of computer-assisted Instruction.
Content areas:	**How technology is used:**
• All academic areas – if you have the appropriate software, you can do anything. • The Internet as an information source, research tool, and teaching tool (many sites allow interactive learning). • Writing Skills – process writing.	• Educational videos and software programs can introduce basics of computers/Internet. • In a lab situation, computer/Internet basics or a software program can be demonstrated using an LCD panel to project onto a large screen. • Multi-medial presentations can be created by learners to demonstrate their knowledge • Headphones should be utilized for software programs with sound (to avoid distractions). • Spell checker, grammar checker, and encyclopedia as resource tools for other programs.

One-on-One/Tutorial Instruction

The instructor or a tutor works with one learner at a time, usually in a subject area in which a particular learner needs intensive individual instruction.

Appropriate when:	**Key steps:**
Individual's skill levels are too low for the learner to work without assistance Individual's strong personal preference for this type of instruction is shown in the learning style inventory Only one individual needs to study a particular subject and requires substantial assistance It does not impede the progress of the rest of the class or interfere with the overall function of a learning center There is a least one instructor available to the rest of the group (a volunteer or speaker may work with the rest of the group or a tutor may do the one-on-one instruction) An individual learner is not singled out in a negative way. Math and Language Arts skills are at higher levels.	Evaluate the learner's skill level and learning style. Schedule appropriate times. Limit the amount of one-on-one time so that it does not dominate total time available for instruction. Plan for instruction. Identify the specific subject matter/ objectives to be covered in that session. Set evaluation criteria. Assess learner progress and demonstrate learner gains that are a result of learning activities.
Content area:	**How technology is used:**
Literacy, Math, ESL, and Grammar Almost all academic areas at a low level.	Reinforce concepts when more drill and practice is necessary for mastery.

Selection of Materials

Perhaps one of the most difficult and confusing tasks for ESL instructors is the task of applying assessment results to the instructional needs of the student. Once the assessment results are used to identify the competencies the learner needs to master for goal attainment, the process of planning instruction begins. Choosing appropriate instructional strategies that are relevant, challenging and student-centered is an important step to student success. The instructional possibilities available to ensure mastery of competencies are numerous. In some instances, written materials, audiovisuals, and computer software are a necessary part of the instructional approach that is chosen.

Upon entry into a program level, the appropriate assessment is used to measure a learner's initial level of functioning and knowledge of specified skill areas. Choosing materials to aid in the instructional process for skill mastery should be based upon the assessment results and the skills the student needs to reach his/her goals.

Regardless of the instructional approach taken to assist the learner in mastering skills, it is important to keep in mind the student's learning style. If a learning activity requires the selection of materials, the format is important to consider. Sometimes the format of the materials or the manner in which information is presented is more appropriate for one type of learning style versus another. For example, one individual may be quite successful in reading and answering questions independently. Another individual may require interaction with a group or instructor, an audiovisual presentation of the material or computer-assisted instruction in order to have optimum

success in learning. As much as possible, an instructor should offer alternatives whenever they are available.

We are fortunate that there are now so many excellent materials: printed texts, audio cassettes, video, and computer programs for the varied ability levels and interests of adults, but choosing from this wide array can be confusing for new instructors.

The CASAS *Curriculum Materials Guide (*available for purchase from the CASAS catalog) offers a list of competency-based materials which are available for adult programs. The materials listed in *The Curriculum Materials Guide* are reviewed and evaluated by a committee of evaluators (ABE practitioners) before inclusion. The computer version, *The Instructional Materials Quick Search,* provides the instructor with easy access to materials.

In addition, Appendix H contains a list of excellent ESL materials and resources.

Investigative Assignment #7:

What type of teaching materials do you have available? Visit your class site and spend some time reviewing the books, software, and other teaching resources that you will be using. Ask fellow instructors for recommendations on teaching materials that they like best. Make a list of some of the teaching materials that seemed particularly relevant to you. Write your responses on the activity sheet.

Congratulations! You are almost finished with the ESL Orientation Handbook. There is just one last reading that we think you will find very helpful. It is located in Appendix I.

Practical Tips

Beginning ESOL Learner's Advice to Their Teachers

by MaryAnn Cunningham Florez

This article provides a wonderful window into what teachers need to know and do to support beginning-level English language learners.

Best of luck with your ESL teaching !

ADULT EDUCATION ABBREVIATIONS

ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AEFLA	Adult Education and Family Literacy Act (federal)
ALRC	Adult Learning Resource Center
BEST	Basic English Skills Test
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer or Chief Elected Official
CFDA	Catalog of Federal Domestic Assistance
CFO	Chief Financial Officer
DOE	Department of Education
EDGAR	Education Department General Administrative Regulations
EFL	Educational Functioning Level
EL	English Literacy
ESL	English as a Second Language
ESOL	English Speakers of Other Languages
ETS	Educational Testing Service
GED	General Educational Development
K-12	Kindergarten through twelfth grade
LEA	Local Educational Agency
LWIB	Local Workforce Investment Board
NRS	National Reporting System
OERI	Office of Educational Research and Improvement (federal)
OMB	Office of Management and Budget (federal)
OVAE	Office of Vocational and Adult Education (federal)
WIA	Workforce Investment Act

A Comparison of Assumptions and Processes
of
Pedagogy and Andragogy

by
Malcolm S. Knowles Boston University

Assumptions		
	Pedagogy	**Andragogy**
Self-Concept	Dependency	Increasing Self-Directedness
Experience	Of little worth	Learners are a Rich Resource for Learning
Readiness	Biological Development Social Pressure	Developmental Tasks of Social Roles
Time Perspective	Postponed Application	Immediacy of Application
Orientation to Learning	Subject Centered	Problem Centered

Process Elements		
	Pedagogy	**Andragogy**
Climate	Authority-oriented Formal Competitive	Mutuality Respectful Collaborative Informal
Planning	By Instructor	Mechanisms for Mutual Planning
Diagnosis of Needs	By Instructor	Mutual Self-Diagnosis
Formulation of Objectives	By Instructor	Mutual Negotiation
Design	Logic of the Subject Matter Content Units	Sequenced in Terms of Readiness Problem Units
Activities	Transmittal Techniques	Experiential Techniques (Inquiry)
Evaluation	By Instructor	Mutual Re-diagnosis of Needs Mutual measurement of Program

Appendix A

Investigative Assignment Activity Sheet

Instructor's Name: _____

Investigative Assignment #1:

Who is being served in your adult education program? Ask your director/coordinator for the demographics of the adult learners who were served in the program last year. What were their ages, gender, ethnicities, and functioning levels? Write your responses below.

Investigative Assignment #2:

You need to know as much as possible about the class you will be teaching. Here are some questions that can help.

- What type of class will you be teaching (e.g., ESL only, ABE and ESL)?
- Will all of the students be functioning at a similar level, or will you have a multi-level class?
- How is your class organized (e.g., scheduled classes, open computer lab, online)?
- How do students transition to other instructional areas after they leave your class?

If you don't know the answers to these questions, ask your local director/coordinator. Write your responses below.

Investigative Assignment #3:

Check with your local director/coordinator to see how intake and orientation is conducted for new students in your class. What responsibilities do you have? What forms or student data are you responsible for completing? Write your responses below.

Investigative Assignment #4:

Check with your local director/coordinator to see which assessment instrument is being used in your program. Is it your responsibility to administer standardized assessments, or does someone else handle this responsibility? If it is your responsibility, find out if training is available on test administration. Write your responses below.

Investigative Assignment #5:

Realistic goal setting is an important aspect of your job. Talk with your director/coordinator or other instructors about the procedures that are recommended in your program. Write your responses on the activity sheet.

Investigative Assignment #6:

Find out if there is a particular procedure in your program for serving adults with special learning needs. There may be a referral form to complete, a screening instrument you can use, or various accommodations and assistive devices that you can access for your class. Write your responses below.

Investigative Assignment #7:

What type of teaching materials do you have available? Visit your class site and spend some time reviewing the books, software, and other teaching resources that you will be using. Ask fellow instructors for recommendations on teaching materials that they like best. Make a list of some of the teaching materials that seemed particularly relevant to you. Write your responses below.

Appendix B

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 0–1.9)*: Reading: 367 and below Total Math: 313 and below Language: 389 and below *CASAS scale scores:* Reading: 200 and below Math: 200 and below Writing: 200 and below *ABLE scale scores (grade level 0–1.9):* Reading: 523 and below Math: 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 2–3.9):* Reading: 368–460 Total Math: 314–441 Language: 390–490 *CASAS scale scores:* Reading: 201–210 Math: 201–210 Writing: 201–225 *ABLE scale scores (grade level 2–3.9):* Reading: 525–612 Math: 530–591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 4–5.9):* Reading: 461–517 Total Math: 442–505 Language: 491–523 *CASAS scale scores:* Reading: 211–220 Math: 211–220 Writing: 226–242 *ABLE scale scores (grade level 4–5.9):* Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
High Intermediate Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores (grade level 6–8.9):* Reading: 518–566 Total Math: 506–565 Language: 524–559 *CASAS scale scores:* Reading: 221–235 Math: 221–235 Writing: 243–260 *ABLE scale score (grade level 6–8.9):* Reading: 646–680 Math: 643–693 *WorkKeys scale scores:* Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education *Test Benchmark:* *TABE (7–8 and 9–10): scale scores (grade level 9–10.9):* Reading: 567–595 Total Math: 566–594 Language: 560–585 *CASAS scale scores:* Reading: 236–245 Math: 236–245 Writing: 261–270 *ABLE scale scores (grade level 9–10.9):* Reading: 682–697 Math: 694–716 *WorkKeys scale scores:* Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.

High Adult Secondary Education *Test Benchmark:* *TABE (7–8 and 9–10): scale scores (grade level 11–12):* Reading: 596 and above Total Math: 595 and above Language: 586 and above *CASAS scale scores:* Reading: 246 and above Math: 246 and above Writing: 271 and above *ABLE scale scores (grade level 11–12):* Reading: 699 and above Math: 717 and above *WorkKeys scale scores:* Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy *Test Benchmark:* *CASAS scale scores:* Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
High Beginning ESL Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL *Test Benchmark:* *CASAS scale scores:* Reading: 201–210 Listening: 201–210 Writing: 201–225 Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate ESL *Test Benchmark:* *CASAS scale scores:* Reading: 211–220 Listening: 211–220 Writing: 226–242 Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL *Test Benchmark:* *CASAS scale scores:* Reading: 221–235 Listening: 221–235 Writing: 243–260 Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7) Exit Criteria: CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Appendix C

ESL/Registration/Background Interview

WV ABE Instructor Handbook, Section 14, 2004-05

Name: _____
Last First Middle Initial

Social Security Number: _____
(Do not use TIN)

Gender (Circle one): Male Female Birthdate: _____ Age:_____
Month/Day/Year

Ethnic Group (Circle one):
White (not Hispanic) Black or African American
American Indian or Alaskan Native Asian
Native Hawaiian or other Pacific Islander Hispanic or Latino

Address: _____
Number Street Apartment #

_____
City or Town State Zip Code

County: _____

Telephone: _____ For Emergency Call:_____
Home Work Name Phone Number

Marital Status (Circle one): Single Married Divorced Widowed

Do you have young children? _____ How many children live with you now? _____

What schools do your children attend?

Name of Child	Age	Name of School	Grade Level

Do you receive any money or other help from the US government? _____
What type(s) of help? (Circle all that apply)
TANF (Temporary Assistance for Needy Families) Medicaid
SSI (Supplemental Security Income) SSD (Social Security Disability)

Native Country/Place of Birth: _____ Native Language: _____

What other language(s) do you understand or speak? _____

What language(s) do you read or write? _____

In your language, is reading and writing easy or difficult for you? _____

How many years of school have you completed?
(Circle last year completed): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

What other training have you completed? _____

In your country, was school difficult for you? _____

In the US, is it difficult for you to learn new information or new skills? _____

What is difficult to learn? _____

Do you have some problems with your vision (eyes)? ____With your hearing (ears)? ____

Do you have other problems that cause difficulty in studying or working?

How long have you lived in the USA or Canada? _____
Years/Months

Have you studied English before? _____ Where? _____

Do you study at a college, university, or private school now? __ Do you have an F-1 Visa? ___

Describe your ability in English: (Circle the best description)

Understanding English is…	always difficult	sometimes difficult	never difficult
Speaking English is…	always difficult	sometimes difficult	never difficult
Reading English is…	always difficult	sometimes difficult	never difficult
Writing English is…	always difficult	sometimes difficult	never difficult

Did you work in your country? ____ What type of work? _____

Do you have a job now?

Yes. I have a job. I work at _____

No. I do not have a job. I want to work, but I have a problem. My problem is _____

No. I do not want a job because _____

Do you want to change jobs? ____ Why?_____

Do you need to understand and speak English?

Where?

At work	Yes	No
With friends	Yes	No
With neighbors	Yes	No
At the doctor's office	Yes	No
On the telephone	Yes	No
In stores	Yes	No
At my children's school	Yes	No
At the INS office	Yes	No
At the Post Office	Yes	No

Other Needs: _____
_____

Do you need to read and write English?

What for?

To complete forms	Yes	No
To read and pay bills	Yes	No
To write checks	Yes	No
To use catalogs	Yes	No
To read the newspaper	Yes	No
To read my children's report cards	Yes	No
To read or write notes to my children's instructors	Yes	No
To complete job applications	Yes	No
To read or write at work	Yes	No
To take the TOEFL test	Yes	No
To take the U.S. Citizenship Test	Yes	No
To prepare for college or university	Yes	No

Why do you want to study English?

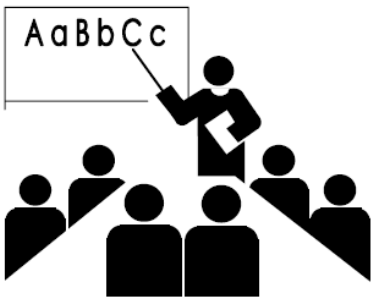
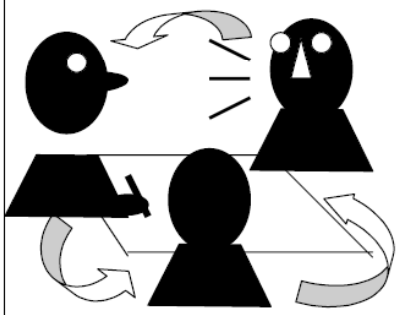
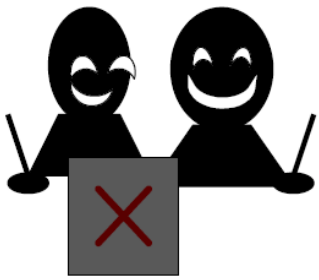
How did you learn about this program?

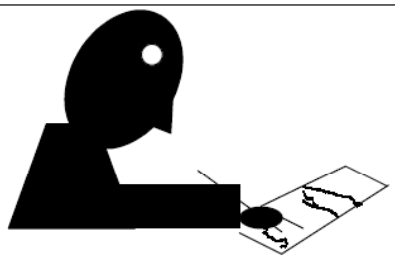
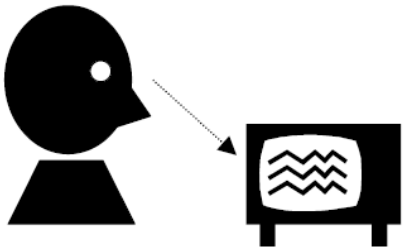
Appendix D

English as a Second Language Learning Styles Questionnaire

Name _____ Date _____

Circle the face that **best** describes **how much you like learning using each activity**.

 Work with a teacher.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Work in a small group.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Work with a partner.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot

 Work by myself.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Read books.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Write my assignments.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Watch an English language video.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot
 Use a computer program.	Always Do Not Like	Sometimes Do Not Like	OK	Sometimes Like	Always Like A Lot

Appendix E

English as a Second Language Needs Assessment

Name _____ *Date* _____

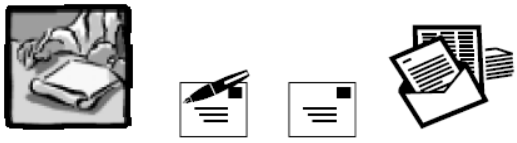
Please ☑ check all situations in which you need to use English.

☐ I want to get a job.

☐ I want to read menus in restaurants.

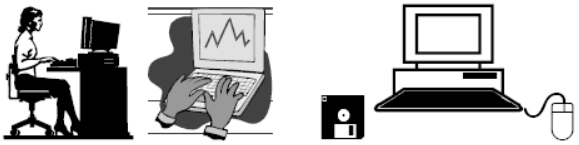
☐ I want to read English.

☐ I want to write letters in English.



☐ I want to talk with a doctor or nurse.

☐ I want to learn to use computers.



☐ I want to get a driver's license.

☐ I want to travel in the USA.

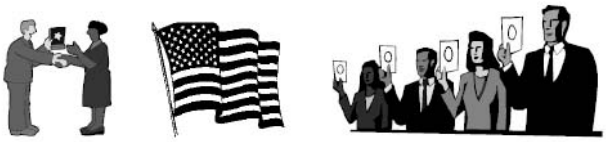
☐ I want to talk with Americans.

☐ I want to read and understand signs.

☐ I want to understand weather reports.

☐ I want more education.

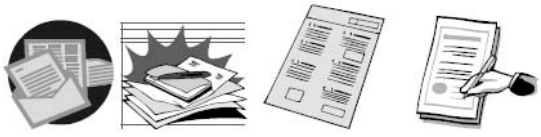
☐ I want to become a U.S. citizen.



☐ I want to speak and understand on the telephone.

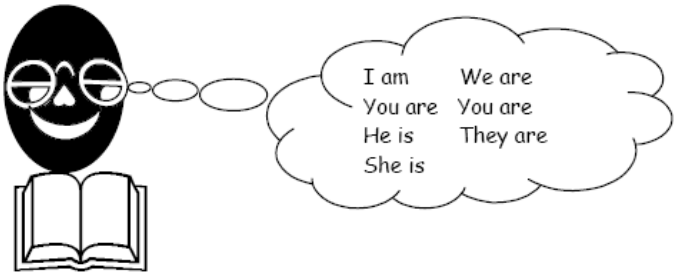
☐ I want to understand and talk with my children's teachers.

☐ I want to understand bills and notices.

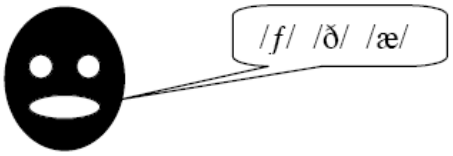


☐ I want to understand emergency information.

☐ I want to learn English grammar.



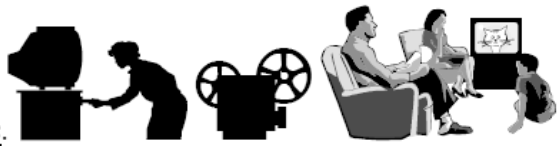
☐ I want to learn pronunciation.



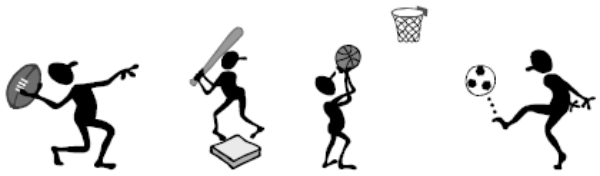
☐ I want to understand and use English words for my religion.

☐ I want to understand songs in English.

☐ I want to understand television and movies.



☐ I want to understand American sports.



Created by: Cheryl Rowan, Garnet Adult Learning Center, 2001.
Revised by: Cathy Shank, 2003

Appendix F

ESL Student Self-Assessment

Student Name: _____ Date: _____

Teacher Name: _____

MY EFFORT:	**Circle One:**			
I come to class ...	always	often	sometimes	never
I use English at home ...	always	often	sometimes	never
I use English at school ...	always	often	sometimes	never
I use English at _____	always	often	sometimes	never

MY PROGRESS	**Circle One:**			
My listening improved...	a lot	some	a little	not at all
My speaking improved...	a lot	some	a little	not at all
My reading improved...	a lot	some	a little	not at all
My writing improved...	a lot	some	a little	not at all
My grammar improved...	a lot	some	a little	not at all
My pronunciation improved..	a lot	some	a little	not at all

I still need more work in _____

MY CLASS:

In class, I like working ...	Alone	With a Partner	With a Small Group
	With the Whole Class		With the Teacher
	Other: _____		

I learn best by using ...	Textbooks	Teacher Hand-outs	Cassette Tapes
	Videos	Computers	Dictionary
	Other: _____		

I learn most by practicing...	Conversation	Pronunciation	Listening
	Reading	Writing	Grammar
	Other: _____		

Appendix G

Quarter Ending (*Check one*)
9/30___ 12/31___ 3/31___ 6/30___

ALP #_____

Adult Learning Plan

Name:_____ **Date:**_____
Reason for Participation: _____
Assessment Methods: _____
Strength/Interest: _____

Goal Areas *(check all that apply)*

- ❑ Improve Basic Skills
  - ❑ Reading
  - ❑ Math
  - ❑ Language
- ❑ High School Course/Diploma
- ❑ GED Preparation
- ❑ Preparation for Post Secondary Education or Training
- ❑ ESL Conversation, Survival
- ❑ ESL Reading, Writing
- ❑ U.S. Citizenship Skills
- ❑ Gain Unsubsidized Employment
- ❑ Retain Employment or Advance in Job
- ❑ Removal from Public Assistance
- ❑ Work-based Project Goal
- ❑ Increased Involvement in Community Activities
- ❑ Civics Information
- ❑ Increased Involvement in Children's Education
  - ❑ Help more frequently with school
  - ❑ Increased contact with children's teachers
  - ❑ More involvement in children's activities
- ❑ Increased Involvement in Children's Literacy Activities
  - ❑ Reading to children
  - ❑ Visiting library
  - ❑ Purchasing books or magazines
- ❑ Other

Additional Factors Affecting Learner's Progress: _____

LEARNER AGREEMENT

I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor ____ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.

Learner Signature: _____ Date: _____

INSTRUCTOR AGREEMENT

As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.

Instructor Signature: _____ Date: _____

Follow-up: Additional Factors Affecting Learner's Progress:

Date: _____ _____

Date: _____ _____

Name: _____

Document Progress toward each goal
Circle: R (Reached goal), **P** (Progress made), **N** (No progress), **M** (Modified goal)
Enter date progress is being reviewed

Goal Area:

Date Set: _____ Date reached: _____ Date modified: _____

Short Term Goals:	**Circle One**	**Date Reviewed**
1. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
2. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
3. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
4. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____

Comments/Documentation: _____
_____
_____

Goal Area:

Date Set: _____ Date reached: _____ Date modified: _____

Short Term Goals:	**Circle One**	**Date Reviewed**
1. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
2. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
3. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____
4. _____	**R P N M**	_____
Materials/Methods: _____	**R P N M**	_____

Comments/Documentation: _____
_____
_____

Appendix H

ESL Beginning Literacy Level Texts

• Picture Stories: Language and literacy activities for beginners • More Picture Stories • ESL Literacy	Addison-Wesley/Longman http://www.longman-elt.com
• A New Start Student Book and Workbook 1-2	Dominie Press http://www.dominie.com
• Collaborations Literacy Worktext, Activity Masters, Teacher's Edition, and Assessment Program	Heinle & Heinle http://www.heinle.com/
• First Words • Personal Stories Book 1 • Pre-reading Resource Book	Linmore Publishers http://www.linmore.com/
• New Oxford Basic Picture Dictionary of American English • Crossroads Multi-level Teacher's Guide	Oxford University Press http://www.oup.co.uk/
• Before Book One • Survival English: English through conversation	Prentice Hall Regents http://www.phregents.com/
• Entry to English Literacy • Real Life English: Pre-Literacy Workbook	Steck-Vaughn http://www.steck-vaughn.com

ESL Beginning Basic Level Texts

• True Stories in the News: A beginning reader • More True Stories in the News: A beginning reader • From the Start: Beginning Listening • Moving On • Taking Off	Addison-Wesley/Longman http://www.longman-elt.com
• Fast Track: English for adult learners Book 1A-1B	Heinle & Heinle http://www.heinle.com/
• Personal Stories Books 2-3	Linmore Publishers http://www.linmore.com/
• Language Competencies for Beginners • Listen and Say it Right in English	National Textbook www.contemporarybooks.com
• New Oxford Picture Dictionary of American English • Basic Oxford Picture Dictionary Workbook	Oxford University Press http://www.oup.co.uk/
• A Conversation Book: English in everyday life Bk 1 • English Step by Step with Pictures • Grammarwork Book 1 • Side by Side: English grammar through guided conversation Book 1-2 • Survival English: English through conversation	Prentice Hall Regents http://www.phregents.com/
• Real Life English Book 1-2	Steck-Vaughn http://www.steck-vaughn.com

ESL Low and High Intermediate Levels Texts

• Celebrate With Us • Writing Workout: A Program for New Students of English	Contemporary Books http://www.contemporarybooks.com/
• Listen to Me: Beginning Listening Comprehension • Let's Start Talking • Can't Stop Talking	Heinle & Heinle http://www.heinle.com/
• Our Lives: Authentic Student Stories for Developing Reading and Writing Skills • Stories from the Heart	Linmore Publishers http://www.linmore.com/
• Oxford Picture Dictionary of American English	Oxford University Press http://www.oup.co.uk/
• Basic English Grammar • A Conversation Book: English in Everyday Life Bk 2 • Grammarwork Books 2 and 3 • Side by Side: English Grammar through Guided Conversation Book 3-4	Prentice Hall Regents http://www.phregents.com/
• America's Story Book 1-2 • Real Life English Book 3 • Steps to U.S. Citizenship	Steck-Vaughn http://www.steck-vaughn.com

ESL Low and High Advanced Levels Texts

• Focus on Grammar • Longman Dictionary of Contemporary English and Workbook	Addison-Wesley/Longman http://www.longman-elt.com
• Exploring Through Writing: A Process Approach to ESL Composition	Cambridge http://www.cup.org/esl/
• Non-Stop Discussion Workbook	Heinle & Heinle http://www.heinle.com/
• Fundamentals of English Grammar • Understanding and Using English Grammar	Prentice Hall Regents http://www.phregents.com/
• America's Story Book 1-2 • Real Life English Book 4 • Speaking of Pictures Book 1-3 • Steps to U.S. Citizenship	Steck-Vaughn www.steck-vaughn.com
• Listening Dictation	University of Michigan Press http://www.press.umich.edu/esl

Video Series

• Connect With English	Annenberg/CPB http://www.learner.org/catalog/
• English for All	Cyberstep http://www.myefa.org/login.cfm?fuseaction=aboutvideos
• Crossroads Café • On Common Ground • Madison Heights • Lifelines	Intelecom http://intelecom.org/
• Easy English • English for New Americans	Random House http://www.randomhouse.com/livinglanguage/

Software

• Road to Citizenship • Smart Start English	New Readers Press http://www.newreaderspress.com/store/frameset.cfm
• How to Read for Everyday Living • How to Write for Everyday Living • Sound Sentences: A Multisensory Approach to Communicative Language: Occupations, Going to the Doctor, Police Officer, Trip to the Beach, The Office, Emergency, Supermarket, Where I Live, Classroom Activities	Alta Books http://altaesl.com/index.cfm
• New Oxford Picture Dictionary • Oxford Picture Dictionary Interactive	Oxford University Press http://www.oup.co.uk/
• Focus on Grammar	Longman http://www.longman-elt.com
• Rosetta Stone	Fairfield Language Technologies http://www.rosettastone.com/home

INTERNET RESOURCES

ABOUT.com's Guide to ESL
http://esl.about.com/
The site includes quizzes, vocabulary study pages, interactive polls, chat rooms, pen pal information, and a newsletter.

The Adult Learning Resource Center (ALRC) Citizenship Homepage
http://www.thecenterweb.org/adult/citizenship.htm
The section for Citizenship materials contains sample questions, interviews, dictation sentences and sample classroom materials citizenship preparation.

Citizenship News
http://users.crocker.com/~lynnew/index.htm
This site provides links to resources and organizations concerned with Citizenship and the latest in Citizenship education.

Clip-Art for Foreign Language Instruction
http://www.sla.purdue.edu/fll/JapanProj/FLClipart/default.html

Pics4Learning
http://www.pics4learning.com/pics/
These sites offer images that can be used free for educational purposes. You can browse the images by topic and download or copy them for instructional use.

Colorful Clothesline
http://easternlincs.worlded.org/docs/clothing/index.html
This is a level 1 lesson that introduces ESL students to clothing, colors, and color patterns.

Community Corner
www.communitycorner.org [English version]
www.communitycorner.org/index_Sp.htm [Spanish version]
This bilingual site highlights online content for low-income, ethnically diverse populations. It has links to community, education and employment-related resources.

Computers and English for Speakers of Other Languages
http://hub1.worlded.org/docs/cesol/software.htm
This site covers ideas on how to select software, ESL software publishers, and software reviews.

Daryl Cagle's Professional Cartoonists Index
http://cagle.slate.msn.com
Also, look at the Teachers' Guide at http://cagle.slate.msn.com/teacher/ .
You can find lesson plans for using editorial cartoons as a teaching tool at all levels. New cartoons are featured weekly, often with comments by the cartoonists. Cartoons may be printed for use in the classroom.

Dave's ESL Café
www.pacificnet.net/~sperling/eslcafe.html
This site offers a chat room for students and teachers, a graffiti wall and message exchange board. The Café also includes pages on phrasal verbs, current slang, idioms, and quizzes on a variety of topics. For teachers there are idea pages, job boards, a bookstore, and links to other ESL Web sites.

E-Mail Projects Homepage
http://www.otan.dni.us/webfarm/emailproject/email.htm
This site highlights a number of project-based learning activities that have been carried out by teachers and learners.

EnglishCLUB
http://www.englishclub.com/index.html
This site is designed for students and teachers of English, who want to study, play games, interact with others around the world, get information on study abroad, and get resources.

Frizzy University Network
http://thecity.sfsu.edu/~funweb/
This is a collection of links for ESL learners interested in using World Wide Web resources to improve writing skills and grammar, find online reference materials, create web pages, and connect with others via e-mail.

Grammar for English Language Learners
www.tcom.ohiou.edu/OU_Language/english/grammar.html
Here you can find on-line grammar exercises and activities.

Harnessing Technology Web Page--Grammar
www.alri.org/harness/harnessgrammar.html
This site offers links to grammar instruction web sites that are: free; not heavily commercial; fairly easy to use; do not require a lot of personal information; and do not require downloading.

Internet for ESL Teachers
http://edvista.com/claire/internet-esl.html
This site has links related to the Internet with ESL teachers in mind.

Internet Picture Dictionary
http://www.pdictionary.com
This is a free, online multilingual picture dictionary and interactive learning tool. Students can work online with: Flashcards, Fill-in-the-blanks, Word Scramble, Stinky Spelling, and Straight Recall.

Key Newspaper Online
http://www.keynews.org/
This online newspaper, produced by Milwaukee Area Technical College, provides articles for adults with low level reading skills or who are learning English.

The Learning Centre
http://www.edufind.com/learning/index.cfm
This is a British site that includes several sections: Online English Grammar, The Test Centre, English Grammar Clinic, TEFL Teachers Introductory Course, and a Test Your English section.

Lessons in Language and Culture: Visiting the Doctor
http://literacynet.org/vtd/index.html
This is web site for ESL students that have recently come to the United States from another country where they can practice the language needed for getting medical care.

LINCS Adult ESL Special Collection
http://www.literacynet.org/esl/
This special project of the NIFL-funded Western Pacific Literacy Network and NCLE is a collection of materials and web resources about teaching English to adults.

Linguistic Funland TESL
http://www.linguistic-funland.com/tesl.html
This website for students and teachers of EFL and ESL provides teaching tips, sample activities, job listings, general advice, and links to other sites.
Multi-Cultural Educational Services

Multi-Cultural Educational Services ESL Materials for Pre-literate Students
http://www.mcedservices.com/ESL/ESL.html
This site includes a reading skills test for pre-literate students as well as exercises involving alphabet and number flash cards, word and number bingo, calendars, and phonics.

NCLE
www.cal.org/ncle
The National Clearinghouse for ESL Literacy Education features ERIC Digests on-line. These materials cover a wide range of topics on ESL literacy education.

One Language ESL Center
http://www.1-language.com/
This site provides a job center, chat room, E-learning, and ESL links directory.

Online Directory of ESL Resources
http://www.cal.org/ericcll/ncbe/esldirectory
This directory collects online ESL resources and information into a searchable database for teachers, learners, and others interested in or working with English language learners and learning.

Oregon Family Literacy ESL Curriculum Guide
http://www.nwlincs.org/fmlt/Explain.htm
This site provides a set of examples of outcomes-based lesson plans for family literacy.

Puzzlemaker
http://puzzlemaker.school.discovery.com/
This online puzzle-making tool allows teachers create word searches, crossword puzzles, and mazes.

Pronunciation Skills and Activities
http://www.ohiou.edu/esl/english/speaking.html#PronunciationSkills
Compiled for English language learners at the University of Ohio, these pages offer a variety of activities and links to activities targeting basic pronunciation issues.

Randall's ESL Cyber Listening Lab
http://www.esl-lab.com/
This site includes pronunciation exercises using downloadable audio.

Rebecca's EZ Page
http://www2.wgbh.org/mbcweis/ltc/ezpage/
This site is a collection of projects created by beginning level ESL learners for beginning level ESL learners.

Resources for Teachers
http://weber.u.washington.edu/~eslinfo/Lists/teachers.html
An-on-line writing lab for students is maintained at this site. There is also a list of organizations for ESL teachers and a page of teaching resources.

Sara and John's TEFL Pitstop
http://lingolex.com/jstefl.htm
This site includes games, feedback forum, book samples, and a virtual staff room.

Splendid ESOL Web
This site contains Pima College Adult Education Resources for Teaching ESOL.
http://cc.pima.edu/pcae/inst/splendidweb/

Spring Institute ELT Website
http://www.spring-institute.org/pages/elt.html
This site offers information, materials, and technical assistance to those providing English language training to refugees (and other immigrants).

StudyCom's EFI—English for the Internet
http://study.com
They have a newsletter, English, listening, and speaking, grammar and writing, plus a resource page.

Study Place
http://www.thestudyplace.org/welcome.taf
The Study Place offers adult education teachers free access to a Web-based tool that can be used to create and deliver online instruction.

TESOL
www.tesol.edu
This is the site for the professional organization Teachers of English to Speakers of Other Languages (TESOL). It has convention lists, a calendar of training seminars, and access to information about state and federal laws that affect ESL teachers and students.

Appendix I

Practical Tips

Beginning ESOL Learners' Advice to Their Teachers

by MaryAnn Cunningham Florez

Focus on Basics, Vol 5, Issue A • August 2001

"They [the teachers] have a lot of 'esfuerzo'."

It seemed like an innocuous comment from a learner about a two-teacher team, and it was only one of many that I furiously noted as I talked with a focus group of adult learners from a beginning-level class in English for speakers of other languages (ESOL). When I opened my notebook a day or two later, however, I realized exactly how much this learner and others were telling me. The word "esfuerzo" made me stop and think. The English translation from a dictionary — effort, spirit — might not seem that informative, but we were holding these discussions in the learners' native Spanish, and the implications of that word in Spanish and the comments it sparked provided a wealth of insights into the instructional process in that classroom. The learners were telling me what they valued in their teachers' practices: not only their heart and dedication, but also the focus, pace, activity, and sense of purpose in the lessons they conducted. It provided me with a wonderful window into what teachers need to know and do to support beginning-level English language learners, and also gave me valuable information for planning and implementing the training of their teachers.

In ESOL, we often talk about learner-centered instruction and the value of including learners' perspectives and realities in our program and classroom planning and implementation. Teachers and administrators everywhere work to gather learners' input on issues from content topics to teaching methods. I began conducting learner focus groups as a way of including learners' voices in our small program's end-of-semester evaluation. In what specific areas did I think learners' comments might be applied? I was probably expecting them to be helpful in identifying barriers to participation or providing comments that might help me as I talked with individual teachers about their practices.

I was missing the potential impact that direct comments and ideas from learners could have on staff development, especially for teachers working with beginning-level learners. Until, that is, I began to see the quality, thoughtfulness, and depth of the comments they were providing. These comments added enriching dimensions to the approaches, techniques, and information that are usually a part of training for teachers working with beginning-level learners.

Ours is a community-based volunteer program at St. Anthony of Padua Catholic Church, Falls Church, VA. We began this year with approximately 140 predominantly Central American learners assigned to five different classes. Sixty percent of the learners enrolled were placed in the three beginning-level classes. They attend classes two evenings a week for two hours, working primarily on basic language development within a life skills context. The learners exhibit a range of literacy skills (from nonliterate to highly literate) and educational backgrounds in their native language, as is typical in beginning-level classes (Brod, 1999; Shank & Terrill, 1997). There are 12 volunteer teachers for the program's five classes: three two-person teams and six individual teachers. All of the teachers teach one night a week; one teacher teaches both nights of her class. Only one of the teachers has experience teaching English to non-English speakers.

Self Assessment

I ask learners to self-assess what they have learned at the end of each unit in our textbook. I give each learner a three-column chart and I draw a similar one on the board. The first column will be filled in with items we studied in the unit. Learners put a check in one of the other two columns to indicate if they have mastered the item or not. I use symbols (a simple drawing of a person smiling and another of a person frowning) or words ("I know;" "I don't know") to head these columns, depending on the proficiencies of my learners and their comfort with the process.

I ask learners to look back through the unit and think about what we have studied. We then brainstorm together and I record the items on the chart on the board while the learners record them on their individual charts. (I may write one or two items in the first column as examples, to get them started.)

Depending on the learners' language levels, I might use words, symbolic drawings, or a combination of both to list the items that we brainstorm. As I list items, I make sure that I point to the page or pages in the book where they were covered, to remind learners of the context and to make sure everyone is clear about what we are naming. Learners then indicate individually what they have learned and what they need to practice more. Afterward, we debrief, either as a whole group or in pair or small groups that then report back to the large group, to determine the items that people had in common. On that basis, we decide what we may need to review as a class or as individuals.

The advice that follows — representing a collection of the most frequently heard statements — is drawn from the comments of 28 students in the beginning-level classes who participated in three different focus groups with me. All of the learners are native Spanish speakers; I conducted the focus groups in Spanish to ensure that all could participate as fully as they wanted.

The Learners' Advice

Repeat, but differently. One of the most consistent suggestions was that teachers need to create opportunities for learners to practice material repeatedly but in different ways and in different contexts. For some learners, this meant a better balance of opportunities to engage in speaking, listening, reading, and writing. For others, it meant different practice structures: pair work, individual work, round-robin, choral response, etc. For still others, it meant changing the context in which the content or material is used: saying, copying, and printing lists of numbers as a first step for pre- or nonliterate learners and later practicing them again as times, dates, and prices.

Spend more time on topics and go more deeply into them. Learners were generally very happy with the topics and themes typically covered in beginning-level classes: health, personal information, jobs, or shopping. They appreciated the fact that these topics involved language they needed to know and use in their daily lives. However, they suggested that teachers spend more time on each topic, offering more and different ways to practice the material and exploring issues and situations associated with it. They wanted teachers to move more deliberately through the language and materials being presented and to be open to studying related language and issues identified by the learners.

Don't fall into a vocabulary rut. Many learners felt that teachers spent more time on practicing vocabulary than on actually using it. Flash cards, matching games, labeling of pictures, copying of words, and similar vocabulary development exercises are useful, but they shouldn't constitute the whole lesson. The learners want to use the words in sentences, in dialogues, and completing other tasks.

Do more reading and writing. The majority of learners felt that reading and writing are the skills most often neglected in their beginning-level ESOL classes. While most acknowledged that speaking and listening (or "understanding," as many learners called it) were the immediate needs in their lives, reading and writing were the areas in which they felt they needed the most practice. They wanted teachers to make concerted efforts to incorporate level-appropriate reading and writing as regular parts of the class, as they did with speaking and listening.

Let us know how we are doing. A number of learners expressed a desire for more tests and quizzes in their classes. With further probing, however, I found that what they really wanted were more opportunities of any type that would help them to check on their progress. Paper-and-pencil tests were mentioned, perhaps because learners are familiar with this means of assessment. More consistent, concrete feedback from the teacher was also mentioned. Teachers may feel that, at the beginning levels, learners will find tests or direct feedback too intimidating or even discouraging. The challenge may be for teachers to introduce learners to the variety of forms that assessments can take and to the concept of self-assessment. The latter, in particular, is a valuable concept to introduce, although it may be difficult because learners may not have experience with it; or if they do it, they may not know it as self-assessment.

Give us more than the "simple present." As one learner put it, how can teachers expect learners to talk or write about important experiences, their homelands, or even their families when so many of these things are in the past and all students have to work with is the present tense? If teachers are going to involve learners in activities that ask them to use life experiences as their basis, the learners want at least a start on the language tools required to do so. This may mean introducing and using some past tense verbs or a sentence using a modal. It does not mean, however, that beginning learners should be expected to learn everything about that past tense verb or modal and be able to reproduce it out of the context in which it was presented.

Ideas for Eliciting Learner Feedback

What if you want to get feedback from your learners about the learning process in your classroom, but you do not share a native language with them?

- Use picture or word prompts to stimulate role plays or brainstorming sessions to preface a new topic. As you and the learners do this, you will gather clues about what they already know or have experienced and any special needs or interests they may have in relation to the topic.

- Create a Language Experience Approach (LEA) story about studying English. Find or draw pictures in which people are writing, listening, speaking, looking in a dictionary, talking collaboratively, etc. After the story has been completed, ask learners to circle the ways they like to study English, compare with each other, and even create a consensus list of advice that you can use to inform your lesson planning.

- Take a picture of your classroom on a typical day. Ask learners to create (draw, assemble a collage, for example) pictures of classes they have attended in the past. Ask

them to compare the pictures they create with the picture of your current classroom. Write or discuss what your students like and dislike about each.

- At the end of a class period, ask learners to comment on the various activities in which they participated. They can do this by voting yes or no on whether a specific activity was helpful, or by rating it. Use pictures, symbols, recognizable words or phrases, and refer back to concrete handouts or products of the activities to support the learners as they tackle the task.

Know when to say "That's all you need to know right now." These beginning-level learners respect when a teacher tells them that they do not need to know all the intricate explanations behind a grammar point or a common, but structurally more advanced, phrase, such as "May I help you?" In fact, they are sometimes relieved simply to memorize what they need to know and proceed to the practice that is more appropriate and necessary for their level. The learners discussed this issue primarily in terms of grammar and a few simple, practical idioms. However, I think it is worth considering when planning other aspects, such as vocabulary or even content to be covered. (For example, do beginning-level learners really need to know "veins" and "arteries" and the differences between them, or can that wait for the next level?) Teachers need to make clear for themselves the knowledge they absolutely need to frame their lessons and the extent of information they actually need to impart to their students.

Watch your "teacher talk." Many of the learners reported that teachers used very complicated language that distracted or confused them in the course of presenting materials and lessons. Teachers often devote a great deal of time to determining what content and material are appropriate for the beginning-level learner. In an ideal situation, they then spend additional time figuring out how to present them in an understandable way. Teachers need to be doubly aware of the vocabulary and language structures that they use to present, explain, and even "fill" the time in and around lessons.

Talk to us about learning and the learning process. Learners wanted their teachers to talk to them about what learners need and what helps them most in the classroom. They were willing to share their strategies for learning, their goals, and their difficulties in order to help the teacher adjust instruction. They were very sophisticated and thoughtful in their analysis of the learning process in their classroom. Teachers may want to look at ways in which pictures, role playing, and similar techniques could be used to gather feedback on the ways that learners learn best, topics or themes they want to explore, or even the sequence in which learners want to cover chapters or units in a textbook.

Conclusion

These comments are not necessarily innovative ideas for working with beginning-level learners. In fact, most are a part of good teaching practices for students of any level (see Holt, 1995; Wrigley & Guth, 1990). They helped me focus, however, not only on what the learners need but also on what inexperienced teachers often overlook, forget, or do not completely understand about working with beginning-level ESOL learners. In a "church basement" program like ours, the amount of time that you can ask volunteers to contribute beyond their weekly teaching commitment is limited both by their schedules and by the desire not to over-tap their generosity. However, you also want to make sure that volunteers are sufficiently prepared and supported in their teaching efforts. I think these learner comments will help me to focus better the training for teachers in beginning-level classes. Such classes constitute more than 50 percent of our program and tend to attract new, less-experienced volunteers. They remind me to include aspects and strategies that are second nature to me as an experienced beginning-level teacher.

These learner voices were practical and thoughtful. They revealed the cognitive, intellectual, psychological, and social savvy and capability that inexperienced teachers can sometimes overlook in learners with beginning-level English language or literacy proficiencies and skills (Brod, 1999; Shank & Terrill, 1997). They will resonate strongly when used in teachers' preparation and training in our program. I had a distinct advantage in gathering these comments, since I spoke the students' native language. It would be interesting to see if program planners or teachers using role plays, responses to pictures, Language Experience Approach (LEA), or similar techniques might get the same types of responses from mixed native-language groups. These beginning learners have a great deal of useful advice to offer to their teachers as well as to staff developers and trainers like me. It would be worth the effort to find ways to tap that resource.

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About the Author

MaryAnn Cunningham Florez is the volunteer coordinator of St. Anthony of Padua Catholic Church's Adult English as a Second Language (ESL) Program in Falls Church, VA. She is also assistant director and web coordinator at the National Center for ESL Literacy Education in Washington, DC. She has more than 10 years experience working with adult English language learners.

Appendix J

Setting Realistic NRS Goals--Considerations

Setting realistic goals is key to reporting program performance. Realistic goals are those that can be accomplished within the program year.

Students may have many long range goals. The performance system requires an **ANNUAL REPORT**. Therefore, for the performance system, use only those goals that are attainable within the program year.

Here are some considerations for determining realistic goals.

Goal	***Considerations***	***For instance***
Post Secondary	• Entry level at or near adult secondary • Month of entry • Hours of week of attendance • Special learning needs	1. Mildred enrolled in April with math and reading scores at 9.0 on TABE. She works during the day and attends class on Tuesday and Thursday evenings. She does not seem to have hindrances to learning except missing class occasionally to go to PTA with her kids. 2. Jacob enrolled in November with reading and math scores around 10.0. He attends the center from 8:30 til noon, Monday through Thursday.
Obtain employment	• Do you have a pre-employment curriculum to integrate with basic? • Is he/she connected with One-Stop or other job placement organization? • Does he/she have prior work history? • Does he/she know what kind of	1. Raleigh really wants a job. Other than doing odd jobs for his uncle, he has no job skills. His reading and math skills are at 5.1 and 6.2 respectively. He may have a learning disability. You do not have a pre-employment curriculum nor do you have a strong link with job placement services. Raleigh wants to attend evening classes. Raleigh says that his reason for enrolling is to get a really good paying job so he can become independent.

Goal	*Considerations*	*For instance*
	job he/she wants? Are those jobs available? What skills do they require? What is the gap between his/her skills and the job skill requirements? • Entry level • Month of entry • Hours of week of attendance • Special learning needs	2. Jesus just arrived in the country last month, January, and has been staying with his sister. His verbal English is passable but needs work. His reading is 2.0 but his math is 8.5 without word problems. He can attend class full time—8:30 til noon Monday through Friday. Jesus worked as a laborer in El Salvador. You have a pre-employment curriculum and a good connection with the One-Stop job placement service.
Retain a job	• What skills does the job require? • What is the gap between his/her skills and the required job skills? • Can you customize your basic skills program to job specific tasks? • How much time do you have? • Entry level • Month of entry • Hours of week of attendance • Special learning needs	1. Wilma works in a textile plant that is replacing the "gears, pulleys, and levers" with jet air looms. All of the old jobs (doffer, weaver, fixer) are going away. Management has told her if she can demonstrate reading and math skills at the 10th grade level necessary to be trained on the new looms, they would love to consider her for one of the new jobs. She has been a good employee and they want to hang on to her. She enrolled in May and has until November to reach the skill level. Her reading and math are about 8th grade level. The plant will give her release time to come to class Monday and Thursday mornings and she wants to come Tuesday and Thursday evening on her own. 2. Palos is a fork lift driver. As a part of his job, he has to count and document the number of cases of peanuts that are on each pallet. He cannot do multiplication but has devised his own system using "sets" to determine the number of cases per pallet. Because his supervisor assumed Palos was using multiplication, he has give Palos additional responsibilities in inventory with an accompanying significant pay raise. However, now Palos must use multiplication.

Goal	*Considerations*	*For instance*
		His math skills are basic addition and subtraction. He enrolls in October in a panic wanting to learn the skill before his boss finds out.
GED	• Entry level at or near adult secondary • Month of entry • Hours of week of attendance • Special learning needs	1. Evelyn enrolls in March. Her work schedule and family responsibilities allows her to attend only two nights or two mornings per week. Her reading and math scores are 6.5 and 8.9 respectively. She does not seem to have any special learning needs. 2. Bob brags that he will accomplish his life goal of a GED this year. At enrollment in September his reading and math scores are 3.4 and 4.7 respectively. On initial interview he reports a diagnosed learning disability--disgraphia. He works a swing shift as a security person so his schedule will be mornings two weeks and evenings two weeks.