TENNESSEE
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Program and Curriculum Guide

TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT, DIVISION OF ADULT EDUCATION
THE UNIVERSITY OF TENNESSEE CENTER FOR LITERACY STUDIES
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Introduction

The *Tennessee ESOL Program and Curriculum Guide* is a product of the collaboration between the Tennessee Department of Labor and Workforce Development, Division of Adult Education, and the University of Tennessee Center for Literacy Studies (UT CLS). It was initiated as a revision to the *Tennessee ESOL Curriculum Resource Book*. Work was begun in 2005 with a survey of practitioners across the state. After the varied needs among ESOL practitioners became apparent, Revision Task Force (RTF) members decided that revision was only one aspect of what was needed to provide an overall framework to meet ESOL instructional and programmatic needs in Tennessee.

Due to the ongoing changes that occur in the way ESOL is administered and reported across the United States, this publication is a living document designed to allow for the addition or replacement of materials as necessary. Therefore, following the publication of this *Guide*, users may submit updated information as needed in order to sustain a viable resource for ESOL instructional and programmatic purposes.

Purpose

The *Tennessee Adult Education Administrators Handbook* is the primary resource for adult educators. This ESOL *Guide* should be used in conjunction with the *Administrators Handbook*. The purpose of the *Guide* is two-fold. First, it offers readily accessible information on how to organize, implement, and sustain an ESOL program in Tennessee based on State policy, research and data collected from professional language acquisition sources, and ESOL practices among states across the country.

Recommendations for improving the former *Tennessee ESOL Curriculum Resource Book* collected in the practitioners’ survey were carefully reviewed by the curriculum team. Concerns which teachers and supervisors stated were addressed in the *Guide*. Changes include:

- Division into 2 books, one for lesson plans and activities and the other as a reference on ESOL
- Updated information and correlated lesson plans with competencies
- Explanation of National Reporting System (NRS) and state policies
- Addressing Consolidated Management and Activity Tracking System (CMATS) issues
- An index
- Better, more user-friendly organization

Second, the *Tennessee ESOL Program and Curriculum Guide* provides methodologies and resources for supervisors and teachers in the areas of assessing language skills and needs, analyzing assessment results, developing and implementing instruction, and evaluating learning using a research-based approach.
Acknowledgements

This Tennessee ESOL Program and Curriculum Guide was compiled over a period of three years, and an extraordinary commitment on the part of several people brought this effort to fruition. A special thanks goes to those who served tirelessly on the Revision Task Force (RTF) throughout the development of the Guide: Phyllis Bradley (Supervisor, Dickson County); Diane Cohn (Instructor, Williamson County); Suzanne Elston (Supervisor, Chattanooga State Technical Community College); Sandra Fugate (ESOL Program Coordinator, University of Tennessee Center for Literacy Studies); and Joan Newman (Supervisor, Pellissippi State Technical Community College). Each of these members donated time and energy beyond the call of duty to help move ESOL in Tennessee forward in meeting the needs of the State, local programs, teachers, and, most importantly, the students.

A debt of gratitude is owed to Elaine Weaver (Supervisor, Bedford County). She served as an original RTF member and made a significant contribution during her tenure.

During the final year of development, Heather Nicely (Instructor, Kingsport City) joined the RTF to assist with the writing of the Grammar section of the book. With her combined expertise in second language acquisition and ESL instruction, Heather also acted as a reader/evaluator and developed the Index for the Guide. Likewise, Debbie Cohen (Refugee Program Manager, Nashville) served during the final year of production on the publication and brought a wealth of experience teaching ESL in a variety of settings as well as her attention to detail.

Dr. Emily Thrush, University of Memphis ESL Graduate faculty, served as advisor to the RTF. Her professional recommendations and ongoing support of ESOL in Tennessee have provided the undergirding for this publication. Dr. Thrush functioned not only as contributor to the Grammar section of the book but also as advisor and evaluator to ensure that information was aligned with field research and practices so that users may be confident in receiving quality training.

Duren Thompson, Technology Coordinator, UT Center for Literacy Studies (CLS), served as technology advisor for the online publication of the Guide. The Task Force greatly appreciates the editorial assistance on the part of Duren and other UT CLS staff: Geri Mulligan, Director, Beth Ponder, AE Team Leader, and Jonathan Kelly, Database Administrator and Margy Ragsdale, Proofreader.

Many instructors across the state piloted pieces of the Guide in their classrooms and provided feedback, which helped the RTF make necessary adjustments to the content. Much deserved appreciation goes to these dedicated instructors who so willingly gave their time and effort to enhance their field of instruction.
Numerous outside resources were used to compile the content herein. Without the work of so many committed to the field of second language acquisition, this publication could not offer both practical and research-based information. These excellent resources have been referenced throughout. Heartfelt appreciation is extended to all whose work contributed to this effort.

How to Use This Book

A systematic approach is used to present content intended to assist ESOL program supervisors and instructors in the planning and implementation of effective strategies for overall success in both program administration and instruction.

The Guide is divided into two volumes. Volume I provides information on how to organize and sustain an ESOL program in Tennessee. It is written as an overview of ESOL for supervisors and teachers and includes specific processes and procedures for ESOL assessment and instruction. The instructional process follows the Assessment, Analysis, Development, Implementation, and Evaluation (AADIE) approach and is a competency-based instructional design model for teaching. Explanation of this approach is found in Unit 2.

Volume II is comprised of support materials, which include assessment-aligned content competencies, sample lesson plans, and teaching resources.

Every effort has been made to make the Guide user-friendly. Content is organized according to the order in which a new program might develop. Some content has been repeated under separate headings to address practitioner need and facilitate the ease of using the book. Sample forms and information sheets created by different programs are included in the Appendices. They can be copied and used or adapted as program needs warrant. In the online version of this Guide bolded pink items are defined or explained in the Glossary. In the hard copy version, Glossary items will appear bolded in black.

The Guide is divided into Units, Topics, and Subtopics and numbered for ease of locating information. For example,

UNIT 1: Starting and Sustaining an ESOL Program
Topic 3: Reporting Requirements
Subtopic: 1.3.2 Testing – Pre-Tests

The first number (1) pertains to the Unit, the second number (3) to the Topic and the third number (2) to the Subtopic. Additional subcategories (A, A-1, A-2, B, C, etc.) may be found under the subtopics.

Since both program administrators and instructors need a comprehensive understanding of ESOL in Tennessee, they are encouraged to read all parts of the Guide, Administrative Focus and Instructional Focus. The Table of Contents has been color-coded to indicate the target audience. This coding system is intended to facilitate rather than restrict the use of the Guide.
Color codes are provided for three divisions in the online version; however, the hard copy version (black and white) has alpha indicators beside each heading to indicate the focus: purple (A) indicates that the content is beneficial for all readers, both supervisors and instructors; green (S) indicates that the content targets supervisors but may be useful to instructors; and red (I) indicates that the content targets instructors but may be useful to supervisors also. See text box below.

- Suggested Reading for All (A)
- Administrative Focus (S)
- Instructional Focus (I)

Please remember that, as a living document, the Guide will be updated periodically in accordance with changes in the professional field and within the state. Volumes I and II will be available online for users to download at the CLS web site, http://www.cls.utk.edu/. Users may contact the ESOL Program Coordinator at the UT Center for Literacy Studies with questions or comments. Suggestions from practitioners are always appreciated.
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State Policy Governing ESOL Programs (A)

(See printed edition of the ESOL Program and Curriculum Guide.)
Part I: Administrative Focus (S)

Please be sure to read all categories color coded purple in both Administrative Focus and Instructional Focus.

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Unit 1: Starting and Sustaining an ESOL Program

**TOPIC 1: HOW TO START A NEW ESOL PROGRAM**
What are the steps for starting a new ESOL program? The first is identifying who can be served under the Division of Adult Education (DAE) policy. Next is determining if there is a need for an ESOL program. Then it's a matter of finding a teaching facility, hiring a qualified ESOL teacher, gathering resources, and marketing the program (recruiting students), all while building partnerships with other community agencies and programs.

1.1.1 Identifying Who Can Be Served
To be considered an ESOL student, ESOL adults must complete State-approved standard assessments and score within the ESOL range (see 2.1.1, Formal Assessment).

1.1.2 Determining Need for an ESOL Program
One of the major factors determining the need for establishing an ESOL program is the number of ESOL adults living in the area. ESOL supervisors and teachers can find the potential number of ESOL customers to serve according to the latest census in the Tennessee Adult Education Administrators Handbook written by the DAE. In addition to this information, more data can be found at [www.census.gov](http://www.census.gov). This data shows specific areas in each county where ESOL services may need to be provided.

To navigate the census website:
- Type [www.census.gov](http://www.census.gov) into an internet browser.
- Click on “American FactFinder” in the menu on the left.
- Locate “Fast Access to Information” in the top middle of the page.
- To get a Fact Sheet for your community, fill in the “City” and “State” fields and click the “Go” button.
- Click on the “2000” tab near the top under the Statue of Liberty.
- The information is divided several ways (“Foreign born” under “Social Characteristics” for example).
- For more information on a particular characteristic, click on “map” or “brief” next to that characteristic. “Map” will show population concentration, and “brief” will give more information.
Census numbers only tell part of the story since they are somewhat out-of-date. Other ways to identify if an ESOL program is needed include:

- **Contacting the K-12 English Language Learners (ELL) program for the county school system.** Although this may depend on the local school board, it may help identify parents and family members of students currently receiving ELL services from the school system.

- **Partnering with local community colleges, churches, and social service organizations.** Admissions counselors and ESOL teachers at these colleges may know non-native students who want additional opportunities to improve their English language skills. Churches, refugee programs, and other social service organizations are also good resources for identifying the need for ESOL classes.

- **Conducting a survey (formal or informal) with local industries.** A number of ESOL adults may live outside of your county but work within it. This can also help in identifying migratory ESOL adults who work seasonal jobs.

### 1.1.3 Finding a Teaching Facility

Classrooms can be found in a variety of locations. They come in all shapes and sizes and with different amenities. Learning can and does take place in some of the most unlikely environments. However, it’s always good to look for the optimal setting: with desks or tables for comfortable seating and writing, adequate lighting and temperatures, no distractions, a large white board, overhead projector, VCR/DVD player.

The first step in finding a facility is to determine a central location for the majority of students, then look for facilities in a three mile radius. If needed, this can be expanded to a five mile radius or more. Depending on the best time for students to attend, the following locations might be considered:

- Churches that have adequate space (Sunday school rooms, meeting hall, etc.)
- Local public schools that could be used after hours
- Community centers or recreational buildings
- Career centers that may allocate space or know of a location
- Local businesses or industry where several students are employed
- Libraries
- Apartment buildings or housing facilities that have a recreation room or meeting area

ESOL programs have held classes at the YWCA, at Mexican restaurants, at college student/family housing apartments, and many church basements. After identifying what is available in the area, call and ask for a meeting with the manager or director of the facility. During the meeting, bring marketing materials to share that explain the services your program provides. Most are open to helping non-profit educational programs.
When requesting free space, it is important to establish terms of use with the management. Two sure ways to lose a location are not ending class on time and not following through with the terms of use. Always thank the management for providing the space. A suggested class exercise is to have the students write letters of thanks. Inviting the facility managers to meet the students and take part in any celebrations is also a good way to show appreciation.

1.1.4 Hiring an ESOL Teacher (A)

Finding a dedicated, qualified ESOL teacher is often a challenge for supervisors. ESOL teachers should have an interest in and be sensitive to cultural diversity. They need to look at English differently than traditionally trained English teachers, i.e., they must approach it as a skill for communication and getting needs met; they need to strive for fluency in their students’ speech.

Where can potential ESOL teachers be found? The search might begin with the area school system, including private schools. Libraries are a good place to look. Local universities usually have graduate students in education or ESOL programs. Churches are another good place to look since many church members have volunteered as tutors or have worked in third world countries.

Look for a prospective ESOL teacher with a teaching license, college degree, or background in one of the following areas:

- **Elementary education** – Elementary teachers have the skills to teach low-level ESOL students to read and write. They are usually creative in developing learning activities that engage students.

- **Special education** – Teachers with this background can often identify a student’s strengths and weaknesses and can employ a variety of teaching methods.

- **Social studies** – These teachers have a knowledge of and interest in other cultures and usually acclimate to an ESOL classroom easily.

- **Adult Education and ESL** – Teachers with these certifications are trained to work with adults and/or second language learners.

A good working knowledge of the English language and clear, distinct pronunciation are necessary. Knowing how to speak another language

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

—William A. Ward
(Spanish, Chinese, French, etc.) is not necessary and can become a problem in a multi-cultural classroom. It is helpful for ESOL students to be immersed in the English language and learn to speak English from the beginning. Most classes consist of students who come from many different countries and speak a variety of languages. Teachers who speak other languages are cautioned not to appear to favor one group. Having a teacher on staff who speaks a language in addition to English, however, can be an asset if a quick translation is needed. (See printed edition of the ESOL Program and Curriculum Guide for more info.)

All ESOL programs want to hire the best teachers possible. The teacher is often what determines the success of the program or class. The teacher must not only have knowledge of the subject matter to be taught, but also be effective in imparting that knowledge, motivating students, and fulfilling the needs of the ESOL program. They are often the champions of the program, helping to both recruit new students and retain students until they reach their educational and NRS goals. The reputation of the teacher in the community as being caring, interesting, knowledgeable, fun and fair precedes them and makes the ESOL program a success.

So what do supervisors look for when hiring an ESOL teacher? What does being an “effective” teacher mean? Can effectiveness be measured objectively? Would administrators measure it the same way teachers would? How about students? These questions give rise to other questions: “Can we really define an effective teacher, or do so many factors impact ‘effectiveness’ that we can only target qualities that are typically found in effective teachers?” The following guidelines might be helpful to supervisors when searching for an ESOL teacher. Not every teacher you interview or hire may have all the desired qualities listed below, but many will develop them with teaching experience and exposure to professional development activities. For more information, visit this site for “Good Teaching: The Top Ten Requirements”: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/topten.htm.

Effective ESOL teachers:

• Perceive English as a skill that ESOL students must have to function in society.

• Reach across cultures to connect with individual ESOL students and are sensitive to their lives and needs.

• Adapt the ESOL class to the student's needs and use established curriculum as a resource.

• Show respect and warmth and use laughter to create a safe, fun haven to promote student learning.

• Realize popularity is not necessarily synonymous with effective teaching.

• Admit lack of knowledge about something, promise to find out more, and carry that promise out.
• Prepare appropriately to teach each class, a crucial requirement of professionalism. Have all the required materials and the lesson plan ready upon entering the classroom.

• Demonstrate professional standards of behavior: politeness, firmness and fairness when interacting with students.

• Observe punctuality, appropriate dress, and good personal hygiene. Follow the standards they set for their students.

• Guide student learning while also learning and growing as a teacher. Pursue professional development opportunities to stay current on research and practice.

• Create a sense of community within the classroom.

• Genuinely care about the students and make them aware of it.

• Motivate and challenge students to perform at their maximum level.

• Reflect on and evaluate the effectiveness of their practices by assessing what works and what doesn’t work and adjusting instruction accordingly.

• Pursue the path to continuous improvement.

1.1.5 Marketing (Recruiting Students) (S)

Recruiting students or marketing the adult ESOL program is critical to the success of any program by ensuring enough students are enrolled for the program to continue and thrive. Ample enrollment numbers can allow adult ESOL programs to offer different levels of instruction. While multi-level classrooms are fairly normal, and many programs teach beginning to advanced levels in one class, instruction may be easier if it can be targeted to specific levels. For example, ESOL levels 1 and 2 students may be learning to identify the current U.S. President and Vice President while levels 5 and 6 students may be learning the requirements to become President and Vice President and how these positions and other government figures are elected. Such educational level diversity in the classroom presents the teacher with additional challenges as well as opportunities. Suggestions for multi-level instruction are listed in 2.4.2-C, Multi-level Classes, and in the competencies in Volume II.
Ideas for recruiting are:

- Have a contest for recruiting other students. Rewards can include certificates, candy, notebooks, or gas cards. (AE funds may not be used for rewards.)
- Have a “bring a friend or relative to class” day and make the day a fun, learning day for all.
- Leave flyers or brochures that advertise the program at places frequented by English language learners, such as restaurants, churches, community centers, check cashing services, day care centers, laundromats, temporary employment offices, grocery stores, and stores that sell money orders or phone cards. Always have the owner or manager’s permission to distribute the flyers.
- Cultivate and expand partnerships with churches that have services in Spanish or other languages besides English. Ministers and church personnel are great advocates of adult ESOL programs.
- Work with social service agencies, including senior centers, to develop a referral network for students needing English language skills.
- Identify radio stations and newspapers that will run ads for low or no cost. Local Spanish radio stations or newspapers are usually willing to advertise ESOL programs.
- Attend job fairs or cultural festivals (Hispanic, Indian, Greek, etc.), which are excellent forums in which to recruit students. Check with the fair/festival chair or host agency about putting up a display and handing out information.
- Schedule a presentation at a Chamber of Commerce board meeting to discuss how ESOL classes can help businesses. Some counties also have a Hispanic Chamber of Commerce.
- Contact the local K-12 school system, utility board, phone company, and/or insurance provider to ask if they will include information about the ESOL program in their bulletins or letters to customers.
- Ask students where they work, where they shop, where they live, where they go to church, etc. These are good areas to target for recruitment.

Teachers and program supervisors may recognize that ESOL students often make the best recruiters. When students receive quality instruction that not only engages them, but also meets their educational needs and goals, they are more likely to tell others of their successes and bring them to class.

1.1.6 Gathering Resources (A)

Most adult education programs operate on limited funds. Funds must be spent on teachers and tests, which may not leave enough for other instructional materials. DAE does not recommend specific vendors and resources. However, the following list provides sample activities for teaching ESOL without
purchasing a lot of expensive materials.

• Use the World Wide Web to find free or low cost teaching lessons.
  
  – www.escort.org/products/yahelpkit.html
    HELP! They Don’t Speak English Starter Kit Survival English lessons with pictures

  – www.pics4learning.com/
    Lots of pictures to use for developing vocabulary

  – www.eslcafe.com
    Idea Cookbook contains lesson plans for lots of topics

  – www.manythings.org/signs/
    Reading Signs in English contains photographs of actual signs

  – www.crayola.com
    Register and search for bingo-type games; great source for holiday bingo

    Various lesson plans on different subjects

  – www.floridaadultesol.org
    Lesson plans correlating with competencies; ice breakers

  – www.english-4u.com/
    Different level lesson plans

  – www.esl-lounge.com
    Printables, songs, etc.; links to other sites

  – www.sites4teachers.com

  – www.englishclub.com

  – www.everythingesl.net/lessons/

  – www.esl-images.com/
    Flashcards; fee to join; some downloads are free

  – http://iteslj.org/questions/
    Conversation questions for ESOL classes

  – englishlanguage@nifl.gov.
    Discussion list for ESOL instructors and program managers

    Some of these are available in both English and Spanish.
    Examples include Helping Your Child Become a Reader, Questions Parents
    Ask About Schools, etc.

  – www.uscis.gov
    The U.S. Citizenship and Immigration Services publishes Welcome to the
    United States – A Guide for New Immigrants which is free for download.
    They also have free civics flash cards, lessons and other materials.
• Teach rooms in the house and furniture names using a child’s dollhouse.
• Use county maps and pictures of places students would need to visit. Use yarn to connect the pictures with their actual locations on the map. Locations could include electric, water, and gas departments; the driver testing center; the career center; the police station; discount stores; the grocery store; and the hospital.
• Create a vocabulary bingo activity. Make Thanksgiving and Christmas activities that can be downloaded from the crayola.com website. Activities can be printed, cut into squares, and pasted into rows to make different game boards. Some good choices are Classroom Nouns, Animals, and House Nouns, all produced by Teacher’s Discovery.
• Practice writing sentences using small dry-erase boards. Each student would have a board, marker, and eraser. After writing their own sentence on the board, students pass the board to the next student. The sentence can either be corrected or added to. Students keep passing the boards around until they get their board back.
• Make teaching kits to coincide with some of the lessons found in the picture dictionaries. For example, a first aid kit would include tweezers, an adhesive bandage, a sterile pad, tape, gauze, etc. Students can learn to identify the items.
• Use free teaching kits with sample products. These are available from Euro RSCG Impact and are called the Life and Language ESL Program. Sample sizes of Crest, Tide, Downy, etc. are provided for each student, as well as a student workbook, teacher’s guide, posters, etc. for an entire teaching unit. The toll-free number for this program is 1-800-281-0924.
• Practice phone skills with old telephones.
• Collect menus from different restaurants and let students practice ordering in English.
• Create an activity box that can be used regularly for teaching activities. Activities can be printed on index cards and kept in a plastic box. Examples of some of the activities are:
  – Have the students respond to the question, “What was it like coming to the United States for the first time?”
  – Have the students write their first name on an index card. Collect the cards, shuffle, and redistribute them. The students would then introduce the person whose name is on the card they were dealt.
  – Teach students how to greet people and introduce themselves and others, and then practice making introductions.
  – Write and practice giving mini-presentations on how to make a telephone call, start a car, change a baby’s diaper, make a cup of tea, etc.
• Use realia (real items) to teach vocabulary and language skills. Some examples: food items, calendars, plastic fruits and vegetables, maps,
household objects, money, food containers/measurement devices, medical documents, medicine bottles, and signs.

- Place a world map on the wall and let the students put their name or picture on the country/city where they once lived.

- Teach vocabulary using **environmental print**, such as billboards, calendars, catalogs, comics, product containers, coupons, flyers, cards, stores, journals, labels, magazines, menus, office supplies, posters, recipes, road signs, snack bags, and telephone books.

- Use newspapers. The *Nashville Tennessean* is provided free of charge to classes through the Newspaper in Education program.

- Develop activities from television. *The Price is Right*, *Wheel of Fortune*, and *Jeopardy* are examples of TV game shows that could be played in the classroom to teach a range of content, vocabulary, spelling, etc.

- Use ESL textbooks for teaching. ESL textbooks are abundant and publisher catalogs are free. Often publishers will provide a sample copy of a textbook free for review. Many offer multi-level lessons, and some correlate with BEST tests.

Additional ideas for classroom activities can be found in the section on Teaching Resources.

### 1.1.7 Building Partnerships (S)

What does it mean to build a partnership? This concept refers to developing mutually beneficial working relationships with other programs, organizations and/or business/industry within the community. Partners should have a good understanding of what an ESOL program does and how it functions. Partnerships can be mutually beneficial, each helping the other to provide services and reach program goals. Partners could be churches, career centers, community colleges, social service agencies (mental health, Urban League), and local businesses.

One way to identify a partner is by getting to know the local community. Who in the local service area could help deliver ESOL services and recruit and retain students? Once possible partnerships are identified, the supervisor can arrange a meeting to exchange information: identify those served, how they are served, and possible ways to benefit one another. Think of the following program benefits:

- **Referrals** – Partners can distribute marketing materials to their clients and make direct referrals to ESOL services.

- **Space** – Partners can allocate space for a class or for a promotional display.

- **Advertising/marketing** – Partners can help design promotional materials or give space for advertising in their newsletters.
PART I: ADMINISTRATIVE FOCUS

• **Funding** – Partners may be able to help fund a particular activity that you have each year (adult spelling bee, recipe book sales, bake sales, etc.) or pay the cost for a class for their employees.

• **Knowledge/advice** – Partners can serve on an ESOL advisory board and help critique the program and its activities, or brainstorm for new ideas.

• **Personnel** – Partners can volunteer services to help with program activities (tutoring, presentations, design of materials, etc.).

An ESOL program can help a partner in some of the following ways:

• **Referrals** – The program can make direct referrals to the partners’ services.

• **Acknowledgements/advertising** – The program can acknowledge the partner in program announcements if they help give you space for classes or fund an activity.

• **Personnel** – The program can provide volunteers (students and teachers) to help with the partners’ activities.

• **Free classes** – The program can provide free AE/ESOL classes for the partners’ employees.

• **Knowledge/advice** – Program members can participate on the partners’ advisory boards.

Cultivating an ongoing relationship helps sustain partnerships. Successful ESOL program leaders continue to share information, such as end-of-year results, goal attainments, numbers served, and new class locations with their partners. They also show appreciation for their partners’ time and effort. Thank you cards, certificates of appreciation, an annual dinner, or simple verbal praise all go a long way in maintaining partnerships.

It can also be useful for programs to survey their partners. Through surveys programs can find out if:

• They’re meeting the expectations of their partners.

• There are any strengths or weaknesses the partners have noticed.

• Improvements can be made in the interactions with their partners.
TOPIC 2: STUDENT REGISTRATION AND ORIENTATION (A)

Student registration (some programs use the term intake instead of registration) and orientation may be organized in different ways depending on the program. Many programs in Tennessee have classes for which they set aside designated weekly or monthly times for initial intake and orientation, only after which students may begin attending these classes (a type of managed enrollment). Some programs have classes for which there is a set intake day/time, and then offer orientation after the student is assigned to a class. Some have classes that are open entry/open exit and allow new students to enroll at any time throughout the program year. However, managing the enrollment, at least to some degree, is recommended. The intake and orientation time counts as part of the first 12 hours of attendance, and usually includes assessment.

It is important that the initial contact with the student during registration and orientation is well-planned. Potential students may decide if they want to continue with the ESOL program based on this first impression. Registration and orientation can provide students with an understanding of classroom expectations and procedures, which is critical to their smooth transition into ESOL classes. They can also be designed to attract students, assist them with the paperwork and assessment process, and encourage them to attain their goals.

Part of the registration process is the completion of an application or intake form, which includes:

- Personal or identifying information (complete name, address, phone number, gender, date of birth, and social security number if available)
- Veteran status
- Rural classification of residence
- Ethnic origin
- Highest grade completed
- Number of dependents
- Employment status
- Public assistance received
- Social indicator information (dislocated worker, immigrant, etc.)
- Goal information

This form collects all the information needed by the program (and the State) to enter into the Consolidated Management and Activity Tracking System (CMATS). CMATS is a state database program which enables programs to collect and report data to funders. The form must be signed by the student and program teacher/facilitator, and remain on file in the student’s hard copy file.

“They may forget what you said but they will never forget how you made them feel.”
—Anonymous
At times it may be necessary to have a translator available to assist with orientation and the completion of the registration/intake form. Often a more advanced student in the ESOL class can assist. However, volunteer translators may be located through refugee programs, foreign language departments at colleges or universities, churches, or cultural organizations, etc.

If a social security number is not provided for any reason on the application/intake form, an identification number will be assigned by CMATS during data entry. Record this “pseudo ID #” in the student’s hard copy file in place of a social security number. Make a concerted effort to ensure that students requiring pseudo ID#s are not duplicated in CMATS (via a thorough name search in the database).

Student orientation provides the forum to supply students with needed information on program procedures and expectations, to answer their questions and concerns, allay their fears, and welcome them into a friendly, accepting, and safe learning environment. During orientation, programs may conduct a needs assessment to identify what students need or want to learn, which encourages students to persist (see 2.1.2, Informal Assessments). Having an orientation packet to give students can be very helpful. This packet might include:

- Welcome letter
- Class location listing along with teacher names and contact information
- Class schedule that lists holidays and the policy for closings due to inclement weather
- Instructions on attendance, absenteeism, and assessment
- Information on typical American classroom customs
- List of community services
- The required disability access statement (see 2.4.1-F, Students with Disabilities)

If necessary, this information packet should be read to students. For a sample packet and more details on student orientation see Appendix 2.

A tour of the facility can help familiarize students with their surroundings and with the location of restrooms, vending machines, drinking fountains, emergency exits, etc.

If your students’ skill levels permit, plan a “getting-to-know-you” activity as part of the orientation process. Research has shown that students who feel “connected” are more likely to persist. Activities that allow students to learn about the others in class help them identify with their peers and feel that connection. Perhaps pairing a new student with a little more advanced student during the first couple of weeks can help the student meet a classmate, make a friend, and stay motivated to attend.
TOPIC 3: REPORTING REQUIREMENTS (A)

Local adult education programs are responsible for entering all required information in the Consolidated Management and Activity Tracking System (CMATS). Procedures for data collection and entry vary by program and are part of each program’s established processes and procedures.

The National Reporting System (NRS) is the accountability system for the State-administered, federally funded adult education program. The goals of NRS include:

• Identifying measures for national reporting and their definitions.
• Establishing methodologies for data collection.
• Developing standards for reporting to the U.S. Department of Education.
• Developing training materials and activities on NRS requirements procedures.

The NRS provides adult education programs with an organized process for collecting and reporting data pertaining to the students they serve. The NRS Standards have identified six education functioning levels for ESOL students (see 2.1.1-A, BEST Plus, BEST Literacy, TABE E). More information on NRS may be obtained at http://www.nrsweb.org/about/.

There are specific reporting requirements for attendance, testing, content of student folders, goals, and goal closings.

1.3.1 Attendance (A)

Teachers are required to report class attendance. Teachers and/or supervisors must make sure that attendance is accurately reported to the CMATS entry personnel. A sample sign-in sheet and alternate attendance form is available in Appendix 2.

It is important for programs (teachers and supervisors) to identify and implement as many student retention strategies as possible (see 2.6, Strategies for Student Retention and Persistence).
1.3.2 Testing – Pre-Tests (A)

Tennessee has approved use of the BEST Plus (for listening and speaking), BEST Literacy (for reading and writing) and TABE E Reading and Language (for exit testing in reading and writing) as the standardized exams for ESOL students.

BEST Plus must be given by test administrators who have completed a required 6-hour BEST Plus training workshop. Some programs hire paraprofessionals to administer tests. Anyone who administers tests (BEST or TABE) must have the DAE Adult Education Assessment Administrator Documentation of Training Form completed and signed by the program supervisor. This form must be updated annually. Retain the original copy of the completed forms.

1.3.3 Testing – Post-Tests (A)

Programs should have a post-test on every student who enters the program.

Programs can use the CMATS database to identify students who may be ready to post-test. Programs should then review those students’ files to determine if they are appropriate for post-testing.

Always enter the first post-test in CMATS, whether it shows educational gains or not. Entering this post-test will NOT negatively affect your program’s statistics, even if a gain is not yet indicated.

Programs should make every effort to contact those students who leave early without post-testing. If students have not provided a reason for leaving class, then the teacher should work with the student to help resolve issues and discover how to better meet the student’s needs. Students should be encouraged to return to class for further study and assessment. Several motivational strategies for student retention are discussed throughout the Guide.
1.3.4 Student Folders (A)

The DAE has asked adult education programs to maintain a folder on each student that is kept for a minimum of three years after the student’s last day of attendance. The following are some items that should be included in student folders:

- Application or Intake form
- BEST Plus, Literacy and/or TABE pre- and post-test score reports (as applicable)*
- Attendance (may be kept in a separate class file)

Optional content, such as sample work, lesson plan, competency Date Taught form (see Volume II), needs assessment or informal assessments may be included as well.

Confidentiality: As personal identifying information and assessment information is contained in these folders, all efforts should be made to keep this information secure from unauthorized access. (See 1.3.7 later in this document)

Teachers need to have access to student folders, which will allow them to monitor attendance, contact students, and review test data and work samples to identify student educational needs. If a student moves from one class to another due to educational gains, class location preferences, etc., the folder will assist the teacher in identifying the new student's strengths and weaknesses. If a teacher takes over a class or substitute teaches for a short time, the folders will present that teacher with a wealth of information, including the level of the class, concepts/information that have been taught, how to contact certain students, etc.

*Assessment Documentation for Monitoring Purposes:

BEST Plus: ESOL programs using the BEST Plus Print-based versions of the test need only to have the Score Report on file (in locked files) for monitoring purposes (similar to BEST-Plus Computer-Adaptive version). The original BEST Plus Print-Based version test booklet may be kept in the teacher’s locked files for reference in designing instruction. (Copying of the test booklet is prohibited by the publisher, CAL).

BEST Literacy: ESOL programs need only to have the BEST Literacy Score Report on file (in locked files) for monitoring purposes. The original BEST Literacy test booklet may be kept in the teacher’s locked files for reference in designing instruction. (Copying of the test booklet is prohibited by the publisher, CAL).

TABE E: ESOL programs should have the scored TABE E student answer sheet or score report on file (in locked files) for monitoring purposes. Programs should utilize the ABE/GED assessment profile system to convey items missed on the TABE E to ESOL instructors.

Providing teachers with the original BEST test booklets or assessment profile information on each student tested will allow instructors to plan instruction that aligns with test results.
1.3.5 Goal Selection (A)

Adult education programs are evaluated on the number of students who attain one of the four NRS Primary Goals as compared to the number who have selected that as a goal. The goal attainment rate shows on NRS Outcomes Table 5 and is used for funding purposes.

Each ESOL student should have a Primary Goal indicated on the student’s Application/Intake form and noted in the student’s hard copy file. Primary Goals must be entered in CMATS. Primary Goals may be revised during the student’s enrollment. Primary Goals include:

- **Enter Employment** – for students who are not currently employed but are actively seeking employment and would be likely to attain a job no later than a few months after the current program reporting period. Students without social security numbers on file are generally not assigned this goal in CMATS.

- **Retain Employment** – for students who are currently employed and would be likely to remain employed. These are students who seek ESOL education to help them retain their job, get a better job, or advance in their current job. Students without social security numbers on file are not assigned this goal in CMATS.

- **Enter Post-secondary Education/Training** – for students who would like to enter a training program (e.g., truck driving school, CNA or LPN training), college, or other post-secondary education program within the current program reporting period.

- **Get a GED** – for high intermediate to advanced students who possess the reading, writing and math skills necessary to pass the GED test in Spanish, French, or in English (as demonstrated on the Official GED Practice Test) during the current program reporting period.

- **No NRS Table 5 Goal Appropriate** – for low educational level 1 or 2 students who would be unlikely to reach one of the above four goals during the current program year, for students who for other reasons may not be likely to achieve their intended goal during the year, or for students who genuinely do not have one of the other four as a goal.

If students have more than one of these primary goals selected on their application, and they are all appropriate, all may be entered into CMATS. Note, however, that you should not enter in CMATS “No Table 5 Goal Appropriate” and another Primary Goal.
Goal selection is tied to the employment status marked on the student’s Application/Intake form. To have “Enter Employment” as a goal, the student MUST have “Unemployed” marked on the Application. If “Unemployed” was marked on the Application, student MUST have “Enter Employment” as a goal. To have “Retain Employment” as a goal, “Employed” must be marked on the Application. “Retain Employment” is not, however, a required goal for all applications marked “Employed”.

Most programs ask teachers or program counselors to discuss goal selection with students, so that the appropriate goals are chosen. However, programs are encouraged to review goals with students at least quarterly as goals may need to be revised (see 1.3.6, Goal Changes).

Goal attainment is only reported to the NRS on students who are no longer receiving program services. Thus for goal attainment to count appropriately for each program reporting period, students no longer being served by a program should have their applications closed promptly. Student applications reflecting an entered Closure Date that is on or before June 30 of the fiscal year in CMATS will be used to report goal attainment for that fiscal year. Students may attain a goal and continue to be served by a program. However that goal will not be reported until the fiscal year in which a student’s application is closed in CMATS (assuming they have 12 reported hours in that year).

Since Employment Services uses an official social security number to conduct an automatic match for Enter and Retain Employment goals, those students with pseudo IDs must have their goal attainment entered manually by CMATS data entry personnel. If a teacher or supervisor knows that a student has reached a goal (became employed, got a better job or stayed employed, entered a training/postsecondary program or got a GED), then document this attainment in the student’s folder and send the documentation to or notify CMATS data entry personnel will enter the goal attainment in CMATS, modifying existing goals as necessary. This could improve the program’s goal outcome rates.

Recording one of the Secondary Goals is optional, but if a program chooses to enter secondary goals, these goals will be included on the NRS Secondary Outcome Measures Table (Table 11) and will not count towards the program’s goal attainment rate. Students must have a Primary goal listed in order to also list a Secondary goal. Students may have multiple Primary and/or Secondary Goals and Secondary Goals can be marked attained before Primary Goals.
1.3.6 Goal Changes (A)

Any goal changes must be documented and reported to CMATS data entry personnel before students are closed in CMATS. Once a student is closed, goals cannot be changed — they can only be marked as attained. Since programs are evaluated on student goal attainment (outcomes), this data should be reported accurately and immediately for data-entry purposes. Teachers or program counselors may want to review student goals periodically (or immediately if the student may be leaving the program) with each student to determine if there is a change in goals or if a goal has been attained. The documentation of goal changes or attainment must be filed in the student’s folder. Examples of when goal changes would be appropriate:

• A teacher finds that a student whose goal in CMATS is “No Table 5 Goal Appropriate” has recently become employed. The teacher needs to document the employment, verify the student’s employment status was “Unemployed,” change the goal to “Enter Employment,” and submit the documentation to CMATS data entry personnel. Data entry can also mark the goal as attained.

• A student with a goal of either “No Table 5 Goal Appropriate” or “Enter Employment” has made progress through the educational functioning levels and has been accepted to a one-year LPN training program. The teacher needs to document the enrollment into the training program and the change of goal in the student’s file, and submit the information to the CMATS data entry personnel. Data entry personnel should change the goal to “Enter Postsecondary Education or Training”, verify labor force status is “Not in the Labor Force”, and record the goal as attained in CMATS.

Program supervisors and/or CMATS data entry personnel can assist teachers in determining when goal changes need to be made.

1.3.7 Confidentiality Issues (A)

Student data is confidential and guarded in accordance with the Family Educational Rights and Privacy Act (FERPA). Adult education programs should not release a student’s data such as personal data found on an application form, information about who is enrolled in the program, test results, GED attainment, etc. to any outside party without the student’s written consent. In addition, a student’s personal information (name, GED attainment, etc.) or photograph may not be used or released for promotional purposes (flyers, brochures, posters, videos, etc.) without the student’s understanding of how and where it is to be used and written permission. A volunteer translator can be used to discuss the release form with the student to ensure the student understands the document. Keep the signed Release of Information (Appendix 2) in the student’s file or other easily accessible location determined by program supervisor.
Students may be fearful that the program will share or release personal information to government agencies. It is best to assure students that your program does not give out their private information to the government without their informed written permission.

Some programs ask a student to sign a release to use the student’s information or picture for promotional purposes as part of the regular registration/intake process. (See Appendix 2 for a sample Release of Information.) Again, please be sure that students have an understanding of what they are signing.

To make sure student personal information is secure, all hard copy records containing confidential information such as social security numbers must be kept in locked storage and when disposed of, shredded. Test records stored on computer laptops, flash drives, or media storage must be secured and password protected.

**TOPIC 4: PROGRAM EVALUATION AND CMATS REPORTS (S)**

Programs are evaluated on the:

- Number of students enrolled and served.
- Percentage of students making educational gains and moving from one educational functioning level to the next.
- Percentage of students achieving one of the main goals of becoming employed, retaining employment, entering post-secondary school or earning a GED.

The CMATS database provides a program management system that assists supervisors and the DAE in monitoring program success. It is strongly recommended that supervisors develop a monthly evaluation process to review and analyze data to determine what program management and instructional procedures are working and which need to be improved.

New programs may start out slowly, but all programs should set realistic, measurable goals that indicate constant improvement and that may or may not be one of the NRS goals (e.g., development of new partnerships, increases in the number served from one year to next, increases in student retention rate, and increases in educational gains and goal attainment rates).

Below are a few CMATS reports that can be used to monitor program success. There are several other reports that programs may use and supervisors are encouraged to look at what is available and what would fit their program needs. More information can be obtained from the CMATS Manual.
<table>
<thead>
<tr>
<th>CMATS Report</th>
<th>When to Run</th>
<th>What It Does and Where to Go for Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Report Table 4 &amp; 4L</td>
<td>Monthly or Quarterly</td>
<td>Indicates number/percent of educational gains and can be used to figure program retention rate. Can be run by name to view hours attended for each student, and identify students who may need post-testing. Unit 1, Topic 3, 1.3.2 and 1.3.3; Unit 2, Topic 1</td>
</tr>
<tr>
<td>NRS Report Table 4B</td>
<td>Monthly or Quarterly</td>
<td>Indicates number/percent of educational gains ONLY for students who have a post-test. Compare to NRS Table 4 to figure post-test rate. Can be run by name to view hours attended for each student, and identify students who may need post-testing or additional support to achieve level gains. Unit 1, Topic 3, 1.3.3; Unit 2, Topic 1</td>
</tr>
<tr>
<td>NRS Report Table 5</td>
<td>Quarterly</td>
<td>Depicts number of students with one of the four NRS goals who have exited your program in the fiscal year and the number/percentage who have attained goals by the end of the reporting period. Can be run by name. Unit 1, Topic 3, 1.3.5, 1.3.6</td>
</tr>
<tr>
<td>Management Report 2</td>
<td>Monthly</td>
<td>Lists hours for students by location, class or individual student (less than 12 hours, 12 hours or more, all hours). Unit 1, Topic 3, 1.3.1</td>
</tr>
<tr>
<td>Management Report 4</td>
<td>Quarterly</td>
<td>Shows all class schedules by location.</td>
</tr>
<tr>
<td>Management Report 8</td>
<td>Monthly</td>
<td>Identifies students who do not have attendance hours in CMATS for the last 45 days or more, and are inactive. Can be used to determine which student applications are due for closure. Unit 1, Topic 3, 1.3.1</td>
</tr>
<tr>
<td>Management Reports 9 &amp; 16</td>
<td>Quarterly</td>
<td>Shows simple goal attainment of students by alpha order (9) or by level (16). NOTE: numbers WILL NOT match NRS Table 5 – the two reports measure attainment very differently. Unit 1, Topic 3, 1.3.5, 1.3.6</td>
</tr>
<tr>
<td>Management Reports 10, 12, &amp; 17</td>
<td>Monthly</td>
<td>Depicts a history of test results (pre-and post-) and NRS functioning level by class, by student, summary (10), with scores (12) and summary grouped by class (17). Unit 1, Topic 3, 1.3.2, 1.3.3</td>
</tr>
</tbody>
</table>
Supervisors are encouraged to discuss class progress with teachers and other invested personnel on a regular schedule. If data indicates that improvements need to be made to meet program and/or NRS goals, then supervisors can use the Plan, Do, Study, Act (PDSA) Process Management System. This is a simple, effective problem-solving tool. In this depiction of the PDSA, the planning process begins with an analysis or review of data to identify areas of strength and weakness.

**PDSA Steps:**

**Plan**
- research and analyze data and/or perform a needs assessment (use CMAT data, survey information, etc.) to identify areas to be improved. Put together a team of key players to:
  1. choose one or two of the more significant or vital areas to address first,
  2. develop a plan to address those areas, and
  3. communicate the plan to everyone involved — instructors, CMAT data entry, students, partners, etc.

**Do**
- implement the plan

**Study**
- gather data to determine if the plan is working

**Act**
- standardize the plan if it is effectively getting the desired results or go back to the planning stage

To ensure effectiveness of the “Plan,” gather input and commitment from all involved with making the improvement. Those involved in the planning process will be more willing and motivated to implement it and work on it. It is important to choose only a few vital areas to improve first, and then add others as identified.

ESOL programs may benefit from an advisory committee or board that meets at least quarterly to review program successes and areas of need. Members of the advisory committee could be partners, teachers, data entry personnel, business or industry representatives and students. The committee can also assist in the program evaluation process, identify possible resources, and make recommendations for improvements.
# Part II: Instructional Focus (I)

Please be sure to read all categories color coded purple in both Administrative Focus and Instructional Focus.

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Unit 2: The AADIE Approach to Instruction (A)

AADIE is a flexible, instructional design model that consists of five phases: Assessment, Analysis, Development, Implementation and Evaluation. In the AADIE approach, each phase has an outcome that leads into the subsequent phase.

• **Assess** – Collect information on what the students know or want to know using formal and informal assessment instruments.

• **Analyze** – Use the assessment data to progressively determine 1) the students’ strengths and weaknesses, 2) the skills and competencies that need to be taught, 3) the learner objectives for instruction and 4) the appropriate sequence for teaching those objectives.

• **Develop** – Plan the content of the lessons to meet the objectives, addressing class structure, instructional methods and teaching materials.

• **Implement** – Deliver the content to the class, including a presentation of the new skill, practice, and evaluation method (production).

• **Evaluate** – Determine if the objectives were met and how the students felt about the instructional experience. This phase naturally leads back into the analysis phase.

AADIE is very helpful in outlining a sequential process for effective ESOL instruction:

![Diagram showing the AADIE approach](image-url)
TOPIC 1: ASSESSMENT (A)

Assessment is the first phase in the AADIE approach. Assessment of language skills and needs lays the foundation for the other phases — Analyzing students’ needs, Developing and Implementing instruction, and Evaluating learning. Assessment is an ongoing process necessary to any successful instructional program.

Assessment involves both formal or standardized testing and informal or teacher-generated exams. Both are a critical part of evaluating student learning. Initial formal assessments provide information necessary to:

- Determine what students know and can do as well as what they need to learn.
- Plan instruction.
- Place students in appropriate classes.
- Set a benchmark to gauge if learning takes place.

Programs should formally re-assess students after 60 hours of instruction to:

- Track student progress.
- Give students an opportunity to make an NRS educational level gain.
- Provide information on the quality of teaching.
- Provide accountability to funders.
- Plan instruction.

Informal assessments are used by teachers to:

- Help determine what students actually want and need to know.
- Plan instruction.
- Provide information about the success of teaching.
- Track student progress.

2.1.1 Formal Assessment (A)

Formal assessment in this section is used to refer to standardized tests. Assessment data is an important source of information for monitoring student progress, tracking student achievement, improving program practices, and meeting program accountability requirements. The NRS requires an initial academic skills test for placing students in the appropriate educational functioning level. Individuals eligible for enrollment in adult education programs must complete a standardized assessment approved by the DAE.
Post-testing is a critical step in data collection to document students’ movements through the educational functioning levels. The educational gains of a student can only be documented if both a formal pre-test and post-test are administered. Documentation of a program’s performance goals is dependent on having accurate post-test results to determine the number of students who achieved an educational gain.

A. BEST Plus, BEST Literacy, TABE E (A)

ESOL students are tested in all four language skills: listening, speaking, reading and writing. The DAE has approved the following assessment instruments to test these skills:
• BEST Plus for testing listening and speaking skills
• BEST Literacy for testing reading and writing skills
• TABE E (Survey) Reading and Language in order to exit ESOL (complete level 6) in literacy

NOTE: Students can test into NRS Level 6 using BEST Literacy, but may not exit using the BEST Literacy test. The only way for a student to exit ESOL is by scoring high enough on the BEST Plus exam (541 or higher) and on the TABE E (Survey) Reading (461) and Language (491) tests.

BEST Plus assesses students’ oral skills in three categories:
• **Listening Comprehension** – Did the student understand the question? Did the question have to be repeated?
• **Language Complexity** – Was the response well organized and elaborated upon? Was the response a short phrase, sentence, or a string of sentences? Were sufficient details provided? How complex was the grammar?
• **Communication** – Was the response easily understood? Did the pronunciation, intonation and word choice make it clearly comprehensible?

The content of the BEST Plus test questions is drawn from three language use domains (Personal, Occupational, and Public) as outlined in Figure 3 below. The content competencies found in Volume II of the *Tennessee ESOL Program and Curriculum Guide* are correlated with the 13 content areas within these domains and suggested strategies for teaching as well as sample resources are included.
BEST Literacy tests how well adults use printed and written information to function in society. Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads. Writing tasks include addressing an envelope, writing a rent check, filling out a personal background information form, and writing personal notes.

TABE E assesses basic reading (reading comprehension, reading vocabulary, and spelling) and language skills (language mechanics and language expression). Assessment items focus on adult life skills. Reading comprehension is assessed as it relates to reading diagrams, maps, charts, tables, forms and documents. Students answer questions about content and meaning and draw conclusions based upon what they just read. The Language test addresses correct word usage, sentence formation, capitalization, punctuation and paragraph development. The scores are a good indicator of whether students have mastered topics or whether they will need more instruction and practice.

Since BEST Literacy only allows students to test into ESL Level 6, the Test of Adult Basic Education (TABE) Level E is used to assess students’ readiness to exit ESOL in reading and writing. Only the Reading and Language sections of TABE E are administered within 1-4 weeks after the student has tested into ESL Level 6 on BEST Literacy. A scale score of 461 on Reading and 491 on Language (along with a BEST Plus score of 541 or more) is required to exit Advanced Level ESOL 6. Students who exit ESOL are typically transitioned into adult education instruction.

The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks. (See Appendix 1 for Tennessee ESOL Level Descriptors.) Students are placed and can progress through six educational levels based on their test results. These NRS Levels are:

- Level 1: Beginning ESL Literacy
- Level 2: Low Beginning ESL
- Level 3: High Beginning ESL
- Level 4: Low Intermediate ESL
- Level 5: High Intermediate ESL
- Level 6: Advanced ESL

A student’s level is determined by the lowest educational level achieved. For example, if a student tests at Level 3 in listening and speaking skills (BEST Plus), but only tests at Level 1 in reading and writing skills (BEST Literacy), the student is a Level 1 student.

Upon entering ESOL, students’ oral skills should be assessed with BEST Plus. BEST Literacy may be administered upon initial enrollment or later, as long as it is administered as soon as the student tests into NRS/ESL Level 3 on the BEST Plus. If programs choose not to administer BEST Literacy initially, instructors are encouraged to teach literacy skills from the first day forward.
Otherwise, students may not progress in literacy skills at the same rate they progress in oral skills. This could result in the loss of a level gain. For example, a student takes only BEST Plus initially and tests into Level 1. After much hard work, the student re-takes the BEST Plus test (alternate form), and now tests into Level 3. At this time the student is required to take the BEST Literacy test. If the score on BEST Literacy is a Level 1, then the student will still be a Level 1 student and the gain will be lost. For detailed testing procedures, see Appendix 1 for *Tennessee ESOL Level Descriptors, Benchmarks, and Exit Procedures Chart*.

Different but equivalent versions or forms must be used to pre- and post-test students. BEST Plus, print-based version, has three forms — A, B, and C; BEST Literacy also has three forms: B, C, and D. Likewise, TABE E has two forms: Forms 9 and 10. Programs must follow the test publisher’s guidelines in selecting the correct test form for each student.

**IMPORTANT:** Go to Appendix 1 for the detailed description on the BEST and TABE tests, administration qualifications and procedures, and tips for supervisors and teachers.

### B. Testing Environment and Guidelines **(A)**

Ideally, a testing area is quiet with good lighting, comfortable seating and adequate workspace. It is important to create an atmosphere that is positive and supportive since many students may be unfamiliar with testing or have had a negative experience. ESOL students often need an extra measure of reassurance due to language barriers and cultural differences. It is important for test administrators to feel comfortable with students from all cultures and have good English language skills. The administrator should be familiar with the testing schedule, directions for administering the test, and sample items on the test.

Consistency in assessment procedure is vital for accuracy. Tests must be administered in accordance with the established written guidelines found in the test administration manuals. Adhering to standard oral directions and strict timing ensures that students are fairly tested and that the test results are valid and reliable measures of their knowledge and abilities.

#### 2.1.2 Informal Assessment **(I)**

Teachers may use alternative forms of assessment to supplement standardized test information. These alternate assessments should be timely, not time consuming, truly representative of the curriculum, and meaningful to the teacher and student.

Informal self-assessment tools are used to identify learner needs and goals. Another term for informal assessment is **formative assessment**. These assessment strategies allow teachers to gauge how well students are learning so
that instruction is more effective and deficiencies or problems in the students’ understanding can be corrected. Many of these assessments are constructed by teachers.

Informal assessments may follow the K-W-L format, which allows students to demonstrate what they **Know** and indicate what they **Want** to learn, which is followed by some indication of what they have **Learned**. (See Appendix 1 for the K-W-L chart.)

There are several types of informal assessment tools, including learner needs assessments and authentic assessments. However, teacher discussions with students are the most basic and essential element of informal assessment. By listening to students’ responses, a teacher can determine whether to re-teach material or move on to the next topic.

### A. Learner Needs Assessment

Needs assessments can be used as the basis for developing instruction that aligns with learners’ interests and instructional needs. It includes what learners know and can do as well as what they want to learn and be able to do. Learners also need opportunities to track their progress toward meeting goals they have set for themselves in learning English. Assessing student needs is a continual process to be utilized throughout the instructional program. It helps to:

- **Provide opportunity for goal-setting and self-evaluation.**
- **Determine instructional content that will meet learners’ needs.**
- **Assure learner goals are being met.**
- **Reassess and plan for future instruction.**

A group of Tennessee ESOL teachers piloted the use of several needs assessment tools (Appendix 1) and reported that they were beneficial in helping students negotiate instruction. The teachers found that in order to ensure a proper focus on the students’ identified needs and goals, these tools must be adjusted to the level of the students and must not be too broad. The assessment tools and the number of students participating in the project were limited. However, according to one teacher, “Students value having an input in what they learn and the teachers depend on this.”

The use of questionnaires, surveys, interviews, simple questions and answers are examples of needs assessment instruments that can be used to determine what students want. Other types of **needs assessments** include:

- Learner-compiled inventories of their language and literacy needs
- Class discussions
- Personal or dialogue journals
• Timelines that chart progress or achievement
• **Four Corners** activity for assessing students’ interests

**B. Authentic Assessment (I)**

Authentic assessment involves assessing students using the same types of activities used for teaching, and evaluating student learning while students are performing normal classroom activities.

**Authentic assessment** tools can be easily incorporated into classroom routines and learning activities. They can be used at any time without interfering with instructional time. Their results are indicative of the student’s performance on the skill or subject of interest.

An outline for creating authentic, informal assessments is excerpted below and can be read in more detail at the Honolulu Community College Intranet site: [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/quizzes.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/quizzes.htm)

• Spend adequate amounts of time developing tests. When preparing a test, think carefully about the:
  – Learning outcomes to be measured
  – Type of items best suited to those outcomes
  – Range of difficulty of items
  – Length and time limits for the test
  – Format and layout of the test
  – Scoring procedures

• Match tests to the content being taught. Test items should be based on the content and skills that are most important for students to learn.

• Write questions that test skills other than recall. A suggestion for this type of assessment is to use a simple hierarchy of learning:
  – Knowledge (recall or recognition of specific information)
  – Comprehension and application (understanding of facts and principles and applying them to new situations)
  – Problem solving and critical thinking (transferring existing knowledge and skills to new situations)

• Use a variety of testing methods. Types of tests (teacher-made and textbook exercises or quizzes) include:
  – Cloze
  – True-false tests
  – Essay tests
  – Short-answer tests
  – Performance tests
  – Take-home tests
– Open-book tests
– Portfolios
– Game tests
– Paired testing
– Matching

More detail on how to use authentic assessment as an evaluation tool is provided in 2.5.2, Using Authentic Assessment.

TOPIC 2: ANALYSIS OF STUDENT EDUCATIONAL PROGRESS

Student progress may be analyzed or evaluated in a variety of ways from a subjective observation to a more objective item analysis or scoring rubric. Analyzing the progress of students helps teachers plan appropriate instruction. What teaching methods worked well? What methods could be modified or improved?

Teachers and supervisors are responsible for meeting the DAE educational gain target percentages each year (see Appendix 1 for Adult Education Performance Measures, Tennessee Targets table), which means they must be able to track student movement through the NRS educational functioning levels. They also need to be aware of the skills that students need to work on in order to make that gain from one level to the next. CMATS reports can be used to track student progression through the levels. However, an item analysis of test results can be completed to determine the skills that need to be addressed to facilitate that movement. Teachers are encouraged to analyze the pre- and post-test results of their students on each of the State-approved formal assessments (BEST Plus, BEST Literacy and TABE E). Item analysis is one way to pinpoint deficiencies in performance.

2.2.1 Item Analysis

By means of an item analysis, the teacher reviews the students’ test results item by item to determine the types of items and questions missed (question formats and content) and the areas of strength and weakness (competency). As a result of the analyses, instruction can be planned that addresses the areas of need.

Instructional resources have been identified for test items and are listed in the content competencies in Volume II. Additionally, a list of multiple instructional resources has been provided in the Teacher Resources section of this Guide. The item analysis forms provide space to list instructional resources for each test item so that teachers may develop a “master” list for ongoing reference.

To complete an item analysis of a formal assessment, review each student’s missed test questions (if available) and note the deficiencies for the class. If

“The item analysis sheet was invaluable not only to help identify the areas of weakness but also to plan instruction.” —Teacher
several students perform low in a particular area on a pre-test, then target that area for instruction. If they perform low on a post-test, then the teacher may first want to reflect on the instruction the students received and its alignment with the test items (i.e., were students exposed to the content areas on the test or to the types of questions asked). If instruction is aligned to the test, then the teacher may need to re-teach using different instructional methods and check for understanding (informal assessment) before post-testing again. Of course there are always other factors to consider, especially when teaching multi-level/multi-cultural students in an open entry classroom. Item analysis, however, can be of great benefit when planning instruction that addresses both individual and collective needs of the students.

Item analysis forms have been developed to help teachers with this process. Since item analysis can be time-consuming (especially for part-time teachers), some programs have their test administrators complete the forms for the teachers. Included below is what a few teachers said about the benefits of an item analysis:

"The item analysis helped with planning by telling me what to focus on in class. Additionally it was helpful in deciding which areas not to spend much time on in class."

"The item analysis helped me decide what materials to use in class. I discovered what my students needed to concentrate on. As a result I do not waste any time on material they already understand."

Item analysis forms for BEST Literacy and TABE may be found in Appendix 1.

If time prohibits using the forms, a quick review of the students’ score sheets from BEST Literacy and the print-based test booklets from BEST Plus can be used to identify a few areas in which to target instruction.

2.2.2 Tracking Level Gains (I)

Knowing the actual test scores on the BEST tests also allows the teacher to know how many additional points are needed for a student to move up a level. For example, a quick lesson on an identified skill area may be all that a student with a score of 33 needs to make the jump from level 2 on BEST Literacy to level 3 (score range of 36-46).

To move up an educational level, a level gain must be made in the lower of the two test levels — oral or literacy. For example, if a student has a pre-test BEST Plus level of 3 and a Literacy level of 4, then the student’s NRS educational level is 3. The only way to make an educational gain is to post-test on BEST Plus to move from a level 3 to 4 or higher. Once that is done, the student will have a gain for the year. However, if the student has a pre-test BEST Plus level of 3 and a Literacy level of 3, then the student must take both the BEST Plus
and Literacy tests and make level gains on both tests to advance an educational level.

The following guidelines outline steps to help ESOL teachers and supervisors plan for level gains and help ensure program success:

• Meet regularly as a team to discuss class progress and evaluate planning and instructional activities.

• Review program data (local program data or CMATS data showing who has post-tested, number of attendance hours and educational gains).

• Identify common class and individual instructional needs (item analysis or needs assessment).

• Develop a plan of action to address those needs.

2.2.3 Student Self-Assessment and Perception (I)

ESOL programs also include ways for students to assess their own learning progress and classroom experience. Most students have a good sense of their own progress and can recognize when they are learning the material at a level that will allow them to reach their goals. Self-assessments help students take responsibility for their learning. It is helpful for teachers to periodically review the progress achieved with each student. This helps students to reflect on the processes they are using to learn the material, identify what they have learned, and motivate them to continue in the learning process.

It is important for teachers to be aware of how their students perceive the classroom experience and how satisfied their students are with progressing towards their goals. Do the students think the class is too hard or too easy? Are they learning what they want to learn? Can they understand their teacher? A simple survey can be used to capture this information, and the results may be used to implement program improvements as indicated.

2.2.4 Sharing With Students (I)

Teachers need to summarize formal pre- and post-test results with each student in private and discuss what the student needs to learn to progress to the next level. It is important to share strengths in addition to learning needs. Students like to know what they do well in, not just what they need to improve. Recognize students for making gains in score range (e.g., went from Level 2 score of 10 on Literacy to Level 2 score of 25) as well as gains in NRS educational levels. Keep discussion of progress very positive and encouraging. Continue to ask students what they would like to learn to help them function and prosper in their community. Giving students input into their own learning needs and interests is also a very important retention tool.
Do not show or give students a copy of the BEST or TABE test answer sheets or booklets. Furthermore, do not show or give them a copy of the item analysis. This is against standardized testing guidelines. It is okay to share scores with students, but sharing the actual test items is prohibited.

TOPIC 3: DEVELOPMENT OF INSTRUCTION

Teaching English to adult internationals is an exciting adventure. It is an ongoing journey for both student and teacher that can be slow and demanding, but ultimately life-changing. Students come from a variety of educational and economic backgrounds. Some are wealthy and professionals in their own countries, while others are illiterate. Some have horrific stories of survival. All want to learn English. The most important task for the teacher is to create an atmosphere where English learning can occur. English learning happens when students feel comfortable with the teacher and other students, and when students work with each other and share their learning experiences.

2.3.1 Establishing the Learning Environment

Establishing an appropriate learning environment is essential to teaching. The classroom should be welcoming and comfortable for students. Teachers may provide this in the following ways:

• Arrange the room so there is adequate space to walk around to observe and assist students.

• Learn students’ names and strive to pronounce them correctly.

• Greet students with pleasure and respect. As students enter the classroom, it is important to stop and greet each student by name.

• Encourage students to come to class regularly, to be on time, and to inform the teacher when they will be absent. The teacher will then know what instruction the student has missed and can provide make-up activities.

• Arrange textbooks, sign-in sheets, pencils, and other supplies in the back of the room. This lets students follow a routine easily, even if they are late.

• Use printing instead of cursive writing.

• Include as much humor, commendation, surprise and fun in class as possible.

• Allow students to speak as they become comfortable. Some will be ready to volunteer almost immediately. Others will take a while. Speaking in unison can be practiced from the beginning.

• End each class by reminding/asking the students what they have learned during that class, and letting them know you will be looking forward to seeing them at the next class meeting.

For some ESOL students, English class is the safest, most comfortable, and friendliest place they go.

“Every student can learn, just not on the same day, or the same way.” —Anonymous
2.3.2 Determining Instructional Content (I)

The assessment and analysis part of the AADIE approach lead to development of instruction. The question teachers must always keep in mind is, “What do the majority of my students need and want to learn?” By using the information gathered from formal and informal assessments and the item analysis, teachers can develop instruction for teaching the skills that their students need in order to proceed to the next educational functioning level and to meet their goals.

Instruction can be enhanced by using the content/grammar competencies listed in Volume II. These are divided into four main divisions:

- General Life Skills
- EL/Civics
- Workplace
- Grammar

The content competencies are theme-based, allowing teachers to pick topics (rights and responsibilities, health care, consumer education, etc.) that students want to learn. Teachers can choose a competency thread, such as “Weather/Emergencies” and be given the sequence needed to teach this subject step-by-step. Grammar competencies are not organized with strands and threads. Integrated grammar is suggested at each level of achievement; however, a timeline for mastery is difficult to determine and, therefore, is not defined for the levels.

A. Negotiating Instruction (I)

When students are allowed to have input into or negotiate their own instruction based on their immediate and long-term goals, they gain a sense of ownership, making them more likely to persist. Adult ESOL students come to class with specific goals, such as finding a job, communicating with school and community personnel, conversing on the telephone with employers or health professionals, etc. They need to speak English in order to accomplish these goals. Allowing students to negotiate the content that will facilitate the attainment of their goals will not only benefit the students, but also the teacher. Not only does student-negotiated instruction enhance second language learning, but teachers can be confident that students are learning the skills that are meaningful to them, thus keeping them coming back to class. One activity for student-negotiated instruction is described below.

Four Corners, as mentioned previously (2.1.2 A, Learner Needs Assessment), is an example of a negotiating activity. In this activity, the names or pictures of the four language skills (listening, reading, writing and speaking) or topics of interest (health care, finding a job, shopping, etc.) are posted around the classroom. Students are asked to stand near the skill or topic they feel is most important to focus on in the class. The teacher identifies the most commonly chosen skill/topic. The activity can be repeated to see what students’ second
choices are and so on. The activity is performed until a consensus is clearly reached. If a consensus cannot be reached, the majority decides.

Another tool that offers student-negotiated instruction is a pictorial which allows them to select a content area of study such as “work” and/or topics within that content area such as “talking to the boss”. See Appendix 1 for a sample pictorial needs assessment.

B. Aligning Instruction with Assessment (I)

There’s a misconception that instructional alignment involves teaching actual test items so that students will score higher on their next test. Naturally, giving away the questions would invalidate the test. Additionally, the scope of instruction would be so narrow that students might not learn what they need to reach their goals.

Aligning instruction with assessment means teaching content and test-taking skills that will have a broad benefit to the students beyond the actual test. To align instruction, teachers:

• Analyze the content and focus of the assessment.
• Incorporate the content/focus into their regular instructional program.
• Teach test-taking strategies.

B-1. Aligning Instruction with BEST Plus (I)

To align classroom instruction to performance on the BEST Plus test, teachers should concentrate on building language complexity. Listening comprehension and communication skills are inherent in building language complexity, so the development of those skills should increase as well.

As they instruct, it is helpful for teachers to remember the 13 content areas on the BEST Plus test referred to under 2.1.1 A, BEST Plus, BEST Literacy, TABE E. These content areas along with lesson plans and activities are found in Volume II of this Guide. During the test, students may be shown pictures that they need to be familiar with in order to answer the questions appropriately. Photo content areas include:

• Parties
• Traffic scenes
• Insides of public and school libraries
• Grocery stores
• Health clubs
• Houses
• House cleaning
• Recreational activities
Teachers can find similar pictures in magazines, clip art, or on the Internet (i.e., Google Images) to show students while asking the basic questions starting with who, what, when, where, why and how.

To perform well on the BEST Plus test, students also need to be familiar with certain question formats that frequently appear on the test. Teachers can incorporate these question formats and questioning strategies into their classroom instruction. Some common question formats:

• A picture prompt followed by: “Tell me about this picture.”
• General content area prompt such as, “I like to...” or “I often do…” followed by: “What about you?”
• Interviewer giving a personal example such as, “My favorite (food, activity, etc.) is...” followed by: “What’s your favorite…?”
• Introduction to a new content area with:
  “Let’s talk about…”
  “Now I’m going to ask you about…”
  “Now we’re going to talk about…”
  “Let’s discuss…”

These types of questions are generally lower level questions that are expected to elicit lower level language complexity scores (1 or 2) due to the nature of the question. However, as students begin to build their language skills, they can move from one-word or phrasal responses to more complex sentences. Teachers might encourage low level students to respond to questions in complete sentences and to add more detail. With practice, they will learn to elaborate on their responses to achieve a higher complexity score.

Teachers may elicit increasing language complexity by integrating underlying grammatical structures (subject-verb agreement, verb tenses, etc.) in class instruction and then using appropriate prompts to encourage the repeated use of those structures. Students should always be encouraged to practice speaking and experimenting with increasingly complex structures. Adult students have complex thought processes — what they lack is the language to express those thoughts. As they acquire new vocabulary, gain an understanding of alternative verb tenses, and learn to use coordinating and subordinating conjunctions to combine thoughts, they will be able to voice ideas they had previously been struggling to express.

B-2. Aligning Instruction with BEST Literacy (1)

To align classroom instruction to performance on the BEST Literacy test, it is important to remember that the test is a competency-based assessment, which uses a variety of functional literacy tasks to measure reading and writing skills in English. Topic areas on the test include:

• Greetings
• Personal information
• Interpersonal communication  
• Time/numbers  
• Money/shopping for food, clothing  
• Health  
• Emergencies/safety  
• Housing  
• Employment/training

Teachers should be familiar with all content in the most current BEST Literacy Test Manual. The Test Manual gives explicit information on administering, scoring, and interpreting the BEST Literacy test. Items on most parts of the test (Parts 1, 2, 3, 4, 5, 7, 8, 9 and 10) are awarded 1 point each when answered correctly. However, a student may earn 2 points on each of the items in Part 6 regarding envelope writing and up to 5 points on writing a simple note. Key topics on which to provide instruction are accurately completing application forms, writing a check, addressing an envelope (review “return address”), using a telephone directory (teach the word “physician”), and reading informational material (bus schedules, store hours of operation, appointment cards, prescriptions, etc.).

Students with appropriate literacy skills on the BEST Literacy can practice writing notes for different occasions. Expertise in note writing will develop through lots of practice.

When teachers examine the BEST Literacy Scoring Sheet, they can see where students can earn the points they need to make level gains. The content on the test is specific to the basic needs of most ESOL students and therefore typical of instruction in an ESOL classroom. By instructing in the areas listed above, teachers should see sufficient progress in their students when post-tested with BEST Literacy.

B-3. Aligning Instruction with TABE E (I)

Both TABE 9 and 10 Level E Surveys have an Item Analysis form (see Appendix I for a copy of the Item Analysis). An item analysis can be completed after administering and scoring the TABE E exam. Instruction should address the items missed on the Item Analysis form and, therefore, needed by the student to successfully master the skills measured by the TABE exam. Again, programs cannot teach the actual test items to the student, nor should the student be shown or given a copy of the test items. Teachers, using published instructional resources or classroom designed materials, can incorporate the needed language and reading skills into their class lesson plans and instruction. See Appendix 1 for more detail on aligning instruction with TABE E.
2.3.3. Lesson Planning (I)

A good lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). Sharing the plan with students (e.g., writing the objective and a brief description of activities on the board) keeps both the teacher and the student focused on where they are going and how they are going to get there.

Building an effective competency-based lesson plan depends on determining why students need to use English, and then identifying the appropriate competency division (General Life Skills, EL/Civics, Workplace, or Grammar) needed to gain the confidence and the proficiency to fulfill these needs. Other linguistic competencies such as punctuation, pronunciation, and vocabulary are necessary for language proficiency. Typically, competency-based lessons

- Have well-developed lesson objectives that align with anticipated outcomes (planning with the end in mind).
- Include a variety of speaking, listening, reading, and writing practice activities that use language in real-life, meaningful ways.
- Focus on a competency or competencies.
- Allow students ample time to practice what has been taught. Encourage students to apply what they learned outside the classroom and report back.

A. Components of a Good Lesson Plan (I)

The Tennessee ESOL Task Force developed a basic lesson plan format (Figure 4) for ESOL teachers. Using this plan is an excellent way to keep lessons organized and focused. A printable version is included in Appendix 3.
There are several basic areas or components that make up a comprehensive lesson plan:

- **Content Competencies** – This is suggested content (included in Volume II) which students may learn in order to acclimate to American culture. Many competencies are aligned with the BEST/TABE test items. Teachers may also choose content not included in the competency listings.

- **Linguistic Competencies** – These include the appropriate grammar, punctuation, pronunciation and vocabulary needed for language acquisition. Not all lessons will use all these competencies. For example, a low literacy level lesson may not need a grammar or punctuation component. **NOTE**: Grammar is included among linguistic competencies on the lesson plan template. (Appendix 3)

- **Learner Objectives** – Well-developed learner objectives specifically state in measurable terms what the learner will know or be able to do as a result of the lesson. “TLW…” stands for “the learner will…” (See 2.3.3 B, Writing Learner Objectives.)

- **Teaching Resources** – This is the list of instructional materials needed to teach the lesson and may include textbook references, page numbers, and anything else that would be needed to replicate the lesson.

- **Classroom Procedure** – This is an outline of how the actual class will be structured from start to finish. It’s divided into four sections:
  - **Warm-up/Review** – The teacher conducts a brief warm-up activity to help students transition to instruction. Warm-up activities are used when a new unit of study is introduced. Review of previous learning on which the lesson will be built takes place during a unit of study or when an individual lesson is extended to more than one class period.
  - **Presentation** – The teacher introduces the new level-appropriate information, focuses the learners’ attention on the lesson objectives, relates the objectives to the students’ lives, and kindles interest for the lesson. They make sure learners understand the new material and they model the tasks that the learners will do in the practice stage.
  - **Practice** – The *bulk* of the lesson consists of opportunities to practice and apply the new language or information. Teachers usually begin with guided practice, in which students practice the new language under the supervision of the teacher (the teacher walks around room, listening and providing remediation as needed while determining level of mastery). Teachers can check learner comprehension of the new material while students are participating in practice activities.
  - **Production** – Students engage in activities and applications to demonstrate that they have grasped the lesson and mastered the objectives (informal evaluation of learning).

When developing lesson plans, keep in mind the educational level(s) of the students and the time allotted for the lesson. Also keep in mind that there are
several learning styles (see 2.4.1 D, Learning Styles), and lessons can be developed to cover most of the styles. For example, students may be given the opportunity to see the word, hear the word, say the word, touch the word or perform the word (if applicable), and write the word several times in order to learn the word.

The ESOL lesson plan model features a modified Presentation, Practice and Production (PPP) approach to teaching. It allows the teacher some control of the content and pace of the lesson, which is particularly helpful to new teachers in coping with the unpredictability of a new classroom. The modified PPP model used in this Guide acknowledges that language acquisition is complex and non-linear, and that the role of the teacher is more than standing and presenting. This model does not assume that accuracy precedes fluency (Thornbury, 1999).

The modified PPP approach suggested in this Guide is only one of many that may lead to successful language acquisition. PPP is described in the list above. Additional information on the teacher’s role in implementing PPP is provided in Volume II.

A resource on PPP and other approaches is Scott Thornbury’s book titled *How to Teach Grammar*, published by Pearson-Longman.

### B. Writing Learner Objectives

Learner objectives put the focus on the student and learning rather than the teacher and teaching methods. When developing learner objectives:

- **Start each objective with a verb that describes an observable and measurable performance or behavior** *(the learner will...identify, demonstrate, describe, name, etc.).*

- **Focus on the outcome** and not the process. Write statements about what the student will be able to do as a result of the lesson.

- **Identify objectives that are appropriate to the levels of learning**, beginning with a few simple skills and progressing to more advanced skills such as: knowledge, comprehension, application, analysis, synthesis, and evaluation. (See Appendix 3 and multi-level competency grid in Volume II.)

- **Create objectives that are attainable** for students. For example, a level 1 student should not be expected to write a report or give an oral presentation.

### C. Selecting Competencies and Materials

The ESOL curriculum outlined in this Guide is divided into four divisions of competencies (General Life Skills, EL/Civics, Workplace and Grammar). The three content divisions (General Life Skills, EL/Civics, and Workplace) are organized into strands and threads. Grammar competencies are not organized with strands and threads. Integrated grammar is suggested at each level of achievement; however, a timeline for mastery is difficult to determine and, therefore, is not defined for the levels. This is explained in more detail in Volume II.
Competency-based instruction focuses on outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn. It can be adapted to the changing needs of students and teachers. As a functional approach to teaching and learning, competency-based instruction emphasizes life skills and evaluates the mastery of those skills.

C-1. Content Competencies

After identifying the learning needs of the class, the teacher may select one or more content competencies to teach that meet those needs. Then s/he should develop and implement instruction and evaluate if learning has taken place. This approach parallels the AADIE instructional model.

Figure 5 below outlines a competency-based approach to instruction.

C-2. Linguistic Competencies

Linguistic competencies are simply those components of speech which help students acquire the appropriate form and usage of the target language. For the purpose of the ESOL Lesson Plan Template, the title Linguistic Competencies is used to include grammar, punctuation, pronunciation, and vocabulary. Of these, grammar is the only one that is distinguished as a division for which competencies have been developed. Teachers are encouraged to plan for the linguistic competencies they want to target in their lessons. In most cases, linguistic competencies are embedded within the content competencies. Teachers should be careful not to introduce new grammar and new vocabulary in the same lesson so that students can process, practice, and apply what they learn comfortably. More is said about linguistic competencies in Volume II.
C-3. Collecting Teaching Materials (I)

How often do teachers start planning a lesson and find a point for which they lack a particular resource? It happens all the time — that is, if they don’t maintain a current list of teaching resources. The ESOL Lesson Plan Template in Appendix 3 includes a space for listing teaching resources/materials.

Each ESOL program may want to gather and maintain a master list of teaching resources from its teachers and categorize them according to its needs. A resource list may include annotated bibliographies, online links, materials (including realia), etc. and a brief description of the resource. The list will need to be updated as new resources are identified. Also, Internet resource links should be checked periodically to verify they still exist.

Keeping a master resource or material list will certainly facilitate teaching. Some programs keep the list in a central location so all teachers have access or e-mail the list to their teachers at the beginning of each quarter or as updates are made. Teachers can add their personal favorites to the list as they prove effective. Of course, teachers are cautioned not to add to the list unless they have tried using the resource and can provide a brief commentary on its worth.

A variety of methods for creating and maintaining a master list of teaching resources and materials can be used depending on what best meets the programs’ needs. The important thing to remember is that this simple process can save time and frustration in the long run, as it allows teachers to collect the materials they need easily and quickly before class.

D. Practice Activities (I)

Practice activities are critical to helping learners comprehend and retain lessons. Ideally, these activities align with the lesson content and support the achievement of lesson objectives. They should also be level-appropriate. Teachers usually begin with a highly structured, guided activity for which they provide modeling and assistance as needed.

Following a guided activity, the students may be asked to engage in a less structured or independent activity in the classroom, using their newly acquired skill in pair or small group exercises. Observing students participating in independent activities provides the teacher a means for informally evaluating learning. Once students feel comfortable using the new skill, a more independent activity might involve asking them to actually apply what they have learned outside the classroom. Applying what has been taught is an excellent mode of learning.

When providing students with in-class practice opportunities, the teacher may vary activities and group sizes (e.g. whole group, small group, paired, and
individual). Numerous classroom activities are provided throughout the text and in the Teaching Resource section of this book.

**E. Back-Up Lesson Plans**

There are days in every teacher’s life when their lesson plans are not sufficient. Whether their plans are too hard or too easy for their class that day, or the lesson was finished much earlier than anticipated, or students seem just plain bored, all teachers need back-up plans to pull out and at least try to save the day. Following is a list of suggested activities for different class levels. Each can be adapted to meet the needs and abilities of the class. Most require only a few supplies and imagination. Many can be modified to ‘fit’ the topic of the current lesson or adjusted to arouse anticipation for an upcoming lesson.

For all levels of students:

- **“Top Ten List”** – Have students create ten words that begin with “a”, “b”, etc., and write the list on the board. These could be ten food words, ten things in the classroom, ten of anything at all. After brainstorming and writing, have the students read the words, or if the students are on a beginning level, the teacher can read the words and have students repeat the words.

- **“I Spy”** – I spy something red, etc.

- **Clothes descriptions** – Students take turns standing and describing what they are wearing, what the teacher is wearing, or what other students are wearing. This activity teaches sizes, colors, patterns, etc. The teacher can write the descriptions on the board. This can be followed by a question and answer session (e.g., “Who is wearing a red plaid shirt?”) for review.

- **“Simon Says”** – This activity helps to teach body parts or simple commands, such as jump, sit, hop, etc. (e.g., “Simon says touch your nose.”)

- **Go for a walk outside** – Students carry paper and a pencil and write things that they see or hear. Upon returning to class, they create a word list on the board. Then they are asked to use the words in contextual conversation or writing. This is great for teaching prepositions. (i.e., bird in tree, walk on sidewalk, etc.)

- **“Job Interview” or “Nice to meet you” practice** – This role play activity can range from simple to complex.

- **Make lists** – I can _____. I can’t _____. I like _____. I don’t like _____. Teachers can use this structure to teach vocabulary.

- **What time do you _____?** – List several activities, such as “get up in the morning”, “go to work”, “eat dinner”, etc. and practice both questions and answers. This is a great way to teach how to tell time.

- **When is your birthday?** – Students walk around the room and ask each other this question. Those that can write can write their classmate’s names and birthdays. This is a good exercise to teach the month/day/year format.
• **Counting games** – Count by 1s, 5s, 10s, etc.

• **TPR commands** – Have students stand, sit, walk, run, open, close, point, go slow, go fast, cry, sleep, eat, read, write, etc.

• **Create a virtual store** – Practice asking and answering how much something costs or where it is located.

• **What's your favorite____?** – Practice asking and answering this question.

• **Read a story aloud** – Show students the illustrations and have them repeat phrases. Higher levels can take dictation from a paragraph. Students may also be able to act out the story.

• **Jazz chants and songs** – Write the repeated words.

• **Color with crayons or magic markers** – Teach shapes, sizes, colors, patterns, etc.

• **Choose 10 verbs** – Teach present, past, or future tenses. Have students write them in sentences.

For more advanced levels:

• Distribute **small index cards** and ask students to write their names on one. Collect the cards and redistribute them. Ask students to **write a paragraph that describes the student** whose name is on the card without using their name. Ask each student to read their paragraph and have the rest of the class guess who.

• Distribute index cards and ask students to write their names on one and collect the cards and redistribute them. This time, ask students to **write an advertisement for the newspaper** “selling” that student whose name is on the card. Again, read aloud and guess who.

• Create a **BINGO type game**. Brainstorm a list of words using the same theme such as holiday words, irregular past tense verbs, or adjectives. Have students create their own bingo card and play.

• Create a **MEMORY game** using index cards. Have students brainstorm, for example, an irregular verb game. On the board write simple present verbs and their irregular tenses. Write these verbs on index cards. Mix them, place them face down, and play MEMORY.

• Distribute index cards again to each student. Ask students to write an **“open ended” question**. For example, “What is your goal for the next five years?” Collect the cards, redistribute them, and have students read the question and answer it.

• **Arrange partner interviews**, allowing 15 minutes for students to learn two NEW things about their partners. Then have each pair introduce one another to the class.

• **Write a round-robin story**. Have each student write a first sentence for a story, for example, “Once upon a time…” or “There was a lovely lady from Lima…” Pass each paper to the student on the right. That student must write a second sentence for the story and so on. Continue passing the papers until
each student receives their story back. Students read stories aloud.

- Ask students to discuss what living in America is like for them. Perhaps start the discussion with the question, “How is your life in the USA different from your life in your country?”

### 2.3.4 Selecting Teaching Approaches and Methods (I)

There is a broad spectrum of approaches and methods for teaching language. Theodore Rogers (2001) says that “within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.”

No single approach or teaching method fits all learners, so using multiple approaches and methods to teaching seems to work best. More on teaching approaches and methods can be found in *Teaching Adult ESL* by Betsy Parrish, published by McGraw Hill ESL/ELT.

<table>
<thead>
<tr>
<th>Teaching Approaches</th>
<th>Teaching Methodologies</th>
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<tbody>
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<td>Natural Approach</td>
<td>Teaching Proficiency through Reading and Storytelling (TPRS)</td>
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<tr>
<td>Competency-based Education</td>
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<td>Communicative Language Teaching</td>
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<td>Participatory Approach</td>
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<td>Project-based Learning</td>
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Figure 6

A brief description of each approach and methodology can be found in the Glossary, and more detail on each is found in Teaching Resources. The Natural Approach and the Communicative Language Teaching (CLT) approach and the Teaching Proficiency through Reading and Storytelling (TPRS) methodology are reviewed below.

### A. Natural Approach (I)

The Natural Approach is used with learners who have minimal language skills. It is based on Dr. Stephen Krashen’s input hypothesis, which advocates that language acquisition occurs where there is a lot of comprehensible input. Dr. Krashen theorizes that learners acquire language without conscious focus on rules or forms and that learners experience a silent period, allowing them to demonstrate understanding of a particular language point before they are expected to produce it. He goes further to say that learned language serves
as a monitor to check and correct language output. The teacher’s goal is to lower the affective filter which represents barriers to learning the language such as stress and embarrassment. Most any book on linguistics or language acquisition will review Krashen’s theory. See the Glossary and Teaching Resources for more information.

B. Communicative Language Teaching (CLT)

Most ESOL teachers use CLT whether they are familiar with the title or not. The goal of this approach is to communicate effectively. Fluency over accuracy is emphasized and instruction is contextualized. Teacher-talk is minimized and the teacher acts more as a facilitator while students interact with classmates. Instructional materials usually consist of real-world items such as newspapers, telephone books, magazines, etc. See Appendix 3 for activities to use with CLT.

C. Teaching Proficiency through Reading and Storytelling (TPRS) Method

Teaching Proficiency through Reading and Storytelling (TPRS) is a teaching methodology developed by a Spanish teacher, Blaine Ray. It incorporates the principles of James Asher’s Total Physical Response (TPR) and storytelling. This method can be used with the Natural Approach and CLT. The following description was excerpted from Susan Gross’s website http://www.susangrosstprs.com/.

“TPRS is a method for teaching all languages to all ages from novice to advanced. TPRS has a record of proven success. It is based on sound research from the fields of second language acquisition (SLA), brain research, and educational research. Because both theory and classroom experience are instructive, the method continually adapts to new discoveries based on field research conducted by interested teachers around the world. TPRS employs tools that are familiar to language teachers everywhere, but the change in emphasis from output to comprehensible input is what makes a TPR Storytelling® classroom look different from a non-TPRS classroom. Additionally, the focus on students and their interests gives a TPRS classroom a different atmosphere.

Teaching with TPR Storytelling means teaching every lesson in three important steps. The first step requires that the focus terms be clearly and perfectly understood. The second step requires that the focus terms be used in a narration that is perfectly understood and that interests the learners. The third step involves reading passages that contain the focus terms. There are many activities that can enhance each step. Teachers find that the freedom to vary procedures and activities while providing an abundance of comprehensible input is an exciting way to teach! For a fuller understanding of the method and the many activities that support the method, read Fluency through TPR

“I want to continue using TPR with my students. I know I retain more information if I am actively involved instead of just sitting and listening.” —Teacher
Storytelling by Blaine Ray which explains the method and the theory behind it. Available at www.blaineraytprs.com. You will also benefit by joining the TPRSEnglish@yahoogroups.com bulletin board.”

A sample lesson plan is available in Appendix 3.

**TOPIC 4: IMPLEMENTATION OF INSTRUCTION**

Before implementing instruction, it is important to have a general understanding of ESOL learners, including their cultural differences, their literacy type, and their learning styles. Teachers also need to be aware of the possibility that students may have learning or physical disabilities that impede the ability to learn. Teachers need to arm themselves with several strategies to accommodate the different abilities and needs of their students. They can do several things to ‘safeguard’ their instruction:

- Analyze students’ test scores.
- Select resources that address deficiencies identified in test results.
- Conduct a needs assessment to determine students’ goals and interests.
- Identify competencies and learner objectives around which lessons are developed.
- Gather resources for teaching and practicing the language.
- Determine methods for evaluating learning.

### 2.4.1 Understanding Adult ESOL Learners

Effective teachers understand the adult ESOL student, their motives for attending ESOL classes, and the differences in teaching adults versus children. Teaching adults is much different from teaching elementary or secondary students. Some major differences include:

- **Experience** – Adults bring with them a lifetime of experience that gives them a context for learning in the classroom. It is important that students be allowed to share their experiences. When experiences are shared the content of the class becomes more vibrant, practical and relevant to daily living. When the content of instruction includes life-coping skills, students are inspired to persist in learning.

- **Self Motivation** – Adult students tend to be highly motivated. They choose to spend the time and money (gas, school supplies, sitter, etc.) to attend classes. Absences are usually due more to family obligations rather than a lack of motivation. Teachers should show appreciation for the efforts and achievements of their students, and call students who miss class to let them know they value them as students. They may also be able to make referrals or assist students who may have unexpected barriers arise to attending class (e.g., help a student find transportation to class).

“Knowing and understanding the learner’s traits and characteristics are vital first steps to establish the right relationship with that learner.” —Teacher
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• Specific Goals – Adult students usually have very specific and immediate goals. Most are not looking forward to some long range academic achievement; rather, they need English today to get a job tomorrow. It is important for teachers to identify the goals of their students and plan instruction to achieve those goals. They may periodically review goals with students and emphasize the progress they are making towards their goals.

• Fears and Anxieties – Adult learners are often afraid to return to school for a variety of reasons. They lack the uninhibited enthusiasm of young children. Undereducated adults, in particular, may be convinced that they cannot learn or are too old to learn. These students need a risk-free environment in which to learn and practice English with lots of encouragement. Classrooms should be safe, fun, friendly, learning environments. It is important to acknowledge students’ accomplishments, including finishing an assignment, making an increase in test scores (not just an NRS educational gain), having perfect attendance, learning the alphabet, etc.

A. Cultural Differences (I)

Among the many adjustments that ESOL students face, classroom and cultural presuppositions rank high. People, including supervisors and teachers, often neglect to examine their own assumptions. Each tends to expect that the other person’s cultural assumptions are the same or very similar to their own, but they are not. It is difficult for people to observe themselves within their own native culture, and when they do, they seem only to be able to do so for a short period of time.

A well-balanced ESOL curriculum will help both students and teachers overcome preconceived notions about different cultures, and therefore, create a learning environment where all students are valued for their unique qualities. Students new to our culture gradually develop an awareness of “self” and “other” as their attention is turned back onto themselves and their way of life, which they often take for granted and rarely question. It is wise for ESOL teachers to consider and address some cultural issues which may impact the classroom experience by:

• Determining whether their students have ever experienced mixed educational level groupings. (Suggested solution: Explain classroom configuration and have learners identify and negotiate shared goals.)

• Knowing whether their students expect male and female teachers to behave differently. (Suggested solution: Teachers can participate with learners in identifying culturally appropriate instructional processes, topics, and materials that promote language progress.)

• Recognizing how various classroom activities, such as group configurations (pairs or small groups) or activity types (e.g., role plays or dialogue practice), might affect learners differently based on their native cultural norms. (Suggested solution: Engage in cross-cultural conversation and training that...
requires ongoing mutual discovery and adaptation by both learners and teachers.)

To read an article by Mary McGroaty on Cross Cultural Issues in the Adult ESL Classroom in its entirety, click on the following link: http://www.cal.org/Cal/Caela/esl_resources/digests/cross_cultural.html

Additional information for teachers on multicultural awareness and culture shock can be found in Teaching Resources and Appendix 4. An excellent resource for helping teachers identify issues that arise in 22 other languages which may interfere with students’ ability to learn English is Learner English: Cambridge Handbook for Language Teachers, published by Cambridge University Press.

B. The Four Types of Literacy (I)

Most of the information from this section was excerpted from Colleen Shaughnessy’s Working with Preliterate and Non-Literate Learners. More information on this topic may be accessed at this web site http://www.springinstitute.org/Files/springinstituteprel7663bf.pdf

B-1. Defining the Four Types of Literacy (I)

There are four types of students who may require literacy instruction: preliterate, non-literate, semi-literate, and literate in non-Roman alphabet language. These distinctions are particularly significant when determining the instructional techniques to use with a particular group of learners. (Savage 1993).

• Preliterate students speak a language whose written form is rare or does not exist.

• Non-literate students (formerly “illiterate”) speak a language that has a written form, but they have not learned to read or write it themselves.

• Semi-literate students have some formal education and are able to read and write at an elementary level (usually up to grade 4 reading level).

• Students who are literate in a non-Roman alphabet are functionally literate in their native language, which uses characters or a non-Roman alphabet; they therefore need to learn the formation of the Roman alphabet and the sound/symbol relationship in English.
B-2. Teaching Considerations (I)

Teachers of preliterate and non-literate adult students need to honor and utilize the strong oral skills of their learners and remember that:

- **Backgrounds** of students and what they went through to sit in your classroom need to be considered.
- **Progress** will usually be much slower with this population than with other groups of learners; celebrate the seemingly small achievements (e.g., of holding a pencil or knowing which side of the paper is up).
- **Repetition** is key and necessary for retention of new information.
- **Everything is new:** writing on lines, page numbers, titles, writing your name on the top of the page, which side of the paper is up, etc.

Shaughnessy has suggested the following strategies for teaching preliterate students:

- **Use authentic, relevant material.** This becomes especially important with preliterate learners because they lack previous educational contexts with which to connect non-authentic/relevant materials. For this reason, it is best to use color photos of objects (e.g., photos of the local school, library, or health facility) instead of drawings to facilitate the learning of vocabulary and grammatical structures. Additionally, take pictures of students and their families in order to work on familial terms, personal pronouns, etc.

- **Use culturally specific names, especially from your students’ families.** Pre-literacy students will eventually need to learn names outside of their cultural context. However, in the beginning use names with which they are familiar. Learn their family members’ names and use them regularly during class. After they are no longer in a beginning level class, they can work more with a variety of names from a variety of cultures. Using names from their own culture not only provides a familiarity for students, it also validates their home culture. Additionally, using words from students’ languages facilitates the understanding of the fundamental concept of literacy: what we say is what is then written down. Teachers can now teach that letters are correlated to sounds within a context of more comfortable/familiar sounds than those of English.

- **Sequence vocabulary words from concrete to abstract.** Pre-literate students usually do not have the same understanding of abstract figures such as doodles and stick figures that literate individuals easily recognize. A doodle of a sun does not differ that much from the letter O, P, or Q to a non/preliterate individual. This does not mean that you can not use stick figures. On the contrary, use them, but teach them first. Explain the concrete: that you are a person — a woman or a man. Move to a photograph of yourself. This is a less concrete representation of you. From there, draw a picture of yourself on the board. Use more detail than you would in a stick figure. Make sure they are following that all of these things represent the same thing — a person. Then draw the stick figure and call it the same word that you have been using for yourself, the photo, and the more detailed drawing. Do the
same thing for any other drawings that you plan to use in teaching. Show students the real item along with a real photo of the item. For example, if your book has a section on food with pictures of vegetables, bring a real potato and a photograph of a potato, and then make it clear to them that the drawing in their book is a representation of the same object.

• **Teach students how to be students.** Preliterate learners have no educational background, so they do not know how to be students in the formal sense. This is not said to discount their ability to learn and the extensive knowledge about the real world each brings into the classroom. However, they do not have the skills to learn in a formal, structured environment. Teach students how to care for their homework, raise their hands, etc. Allow students to play an active role in the classroom (e.g., handing back papers or cleaning the white board). You may have to give students pencils and paper, but tell them to bring them each day. Everything is an opportunity for learning when the classroom is unfamiliar to students.

• **Check in with students constantly.** Doing this will save students from a great deal of confusion. Before changing or starting new activities, make sure all students are on the same page. Have students repeat directions if you think they do not understand. If you think a few students understand something, ask them to tell you the word/concept in their native language. If they all say the same thing, there is a good chance that they do understand. If they say different things, they will often take it upon themselves to work it out or if they do not, you know that you need to re-teach the word/concept. After they have figured it out, let them explain it to the rest of the class in English, if possible. Some concepts like writing on top of a line, and not under it or through it, are difficult to convey when students do not understand the English language. Repeat the concept the same way about three times; and if that does not work, think of a different way to explain the concept and try again. This obviously takes a great deal of patience, but once you see the look of understanding/learning in your students face and eyes, it will all be worth it.

• **Use classroom activities to reinforce concepts from your lessons.** Everything that happens in the classroom is an opportunity for learning. When you take attendance for example, have students say, then spell their names. Students can also count how many students have arrived to class as they come into the room. Start each class with the day of the week and the date. Talk about what time it is and what day yesterday was and what day tomorrow will be. Use the same language and start each class the same way. The repetition will be beneficial in the long run.

• **Go from big to small in terms of writing.** Have students write letters of the alphabet with their arms in the air, in sand, or in Jell-O powder. After they feel comfortable with this, transition them to big pieces of paper or the board. If they want, give them markers, then thicker pencils, and then finally thin pencils. These activities will help in the development of the fine motor skills necessary for writing.

• **Be consistent with your writing and handouts.** Start by using all capital letters. They are easier to write and they convey the same thing. Once
students master this, they can move on to small letters. Use only one font on handouts. The letters a and g in Comic Sans (a and g) are more like how we write than other fonts which use these forms of the letters: a, g.

Additional resources for teachers of preliterate students include:

Washington State Refugee Project Pre-Literate Curriculum
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1c/00/04.pdf

Flash Card Exercises for Preliterate Students
http://www.mcedservices.com/ESL/Flashcd.html

Adult Education Center Texas A&I University
http://humanities.byu.edu/elc/Teacher/sectionfour/sectionIV.html

C. Senior Student Issues

Many older immigrants come to the country as parents of American citizens. Despite reunification with their families, however, they may experience a sense of isolation due to limited opportunities to interact with others. They may feel marginalized and vulnerable. English classes offer older immigrants the opportunity to break out of their isolation and to access community services and activities.

A significant obstacle to language-learning for older adults is the doubt — in the minds of both the learner and teacher — that older adults can learn a new language. According to Beisgen and Kraitchman (2003),

“Research shows that older adults can successfully learn foreign languages. There is no decline in the ability to learn as people get older, and except for minor considerations such as hearing and vision loss, the age of the adult learner is not a major factor in language acquisition. The context in which adults learn is the major influence on their ability to acquire the new language. The difficulties older adults often experience in the language classroom can be overcome through adjustments in the learning environment, attention to affective factors, and use of effective teaching methods. Factors such as motivation and self-confidence are very important in language learning. Many older learners fear failure more than their younger counterparts, maybe because they accept the stereotype of the older person as a poor language-learner or because of previous unsuccessful attempts to learn a foreign language.”

In their book Senior Centers: Opportunities For Successful Aging, Beisgen and Kraitchman list suggestions for teachers of older language learners.

• Highly contextualized language relevant to the learners’ experiences,
• Concrete tasks,
• Multi-sensorial methods,
• Recycling of content at increasingly difficult levels,
• Optimal physical conditions,
• Supportive relationships within the class to reduce learner anxiety,
• A slower pace of instruction - putting the emphasis on receptive rather than productive skills,
• Less formality of assessments, and
• A comfortable learning environment.

Recruiting older adults could produce multiple benefits for programs, teachers and students. Older or senior students may be found through the school system. ESL students in elementary, middle, or secondary schools may have older parents or grandparents who would benefit from ESOL classes. Churches, health offices, or senior centers might also be places to recruit older students.


D. Learning Styles

People learn in different ways and at different paces. A person’s preferred way of learning may be determined by their cultural educational background as well as their personality. Some teachers incorrectly assume that what worked for them will work equally well for their students.

One common learning styles inventory identifies students as auditory, visual, or kinesthetic/tactile learners.

• **Auditory learners** listen to the words the teacher says and reads. They learn best through conversation, discussion, repeating aloud and reading aloud.

• **Visual learners** learn best through seeing the printed word; reading, graphics, diagrams, pictures, or charts; and watching videos or demonstrations.

• **Kinesthetic/tactile learners** learn best by being actively involved in the learning process whether by underlining written words or passages, taking notes, handling physical objects, physically demonstrating a task, or acting out what they read.

Successful teachers plan class lessons that address each of the above three identified learning styles. For an example, in introducing vocabulary such as sit, walk, look, and run, the teacher would:

• Write the word on the board (visual).
PART II: INSTRUCTIONAL FOCUS

• Say the word several times to the students (auditory).

• Have the students repeat the words several times (auditory and kinesthetic).

• Have the students write the words in their notebooks or on the board (visual and kinesthetic).

• Act out the words (visual and kinesthetic).

• Have the students act out the words (kinesthetic).

Unfortunately, research on the learning styles of ESOL students seems to be inconclusive. Nevertheless, the lack of substantiated research does not excuse teachers from identifying their own learning styles and attempting to identify ways in which their students learn best. A number of resources are available to teachers wanting to learn more about learning styles — a few of which are listed below:

• The Learning Style Preferences of ESL Students


E. Multiple Intelligences (i)

It is expedient for all educators to familiarize themselves with Howard Gardner’s Theory of Multiple Intelligences. His theory has challenged long-held assumptions about intelligence by asserting that there exists a multitude of intelligences that are independent of one another; that each type of intelligence has its own strengths and constraints; and that the mind is far from unencumbered at birth. Gardner questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. Gardner’s list of eight intelligences is given below:

• **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically and as a means to remember information. Writers, poets, lawyers and speakers are among those that Gardner sees as having high linguistic intelligence.

• **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. Gardner says it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

• **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Gardner musical intelligence is often linked to logical-mathematical intelligence.
• **Bodily-kinesthetic intelligence** entails the potential of using one’s whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Gardner sees mental and physical activity as related.

• **Spatial intelligence** involves the ability to accurately perceive the visual-spatial world and to perform transformations on those perceptions. This intelligence involves the ability to create and manipulate images and pictures — artists, architects, designers, etc.

• **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need well-developed interpersonal intelligence.

• **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one’s feelings, fears and motivations. In Gardner’s view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

• **Naturalist intelligence** enables human beings to recognize, categorize and draw upon certain features of the environment. It involves a sensitivity to the living (plants, animals) and/or inanimate (cloud patterns, rock configurations). Examples include meteorologists, geologists, and botanists, veterinarians, chefs, etc. as well as others with strong pattern recognition skills such as marketers.

Planning lessons with consideration for the strengths and weaknesses in how students learn will help build success in teaching. More on Gardner’s work can be found at

- [http://www.infed.org/thinkers/gardner.htm](http://www.infed.org/thinkers/gardner.htm)
- Multiple Intelligences for English Language Teaching [http://www.eslflow.com/MultipleIntelligencesforELT.html](http://www.eslflow.com/MultipleIntelligencesforELT.html)
- [http://www.thomasarmstrong.com/multiple_intelligences.htm](http://www.thomasarmstrong.com/multiple_intelligences.htm)

**F. Students with Disabilities**

Students who have a disability may enroll in ESOL classes. Federal law prohibits discrimination against individuals with a disability. The DAE requests that all Adult Education programs make reasonable efforts to communicate the following to all ESOL students at intake:

“If you suspect or know you have a physical/chronic health, learning or other disability, ADD/ADHD, and/or an emotional/mental health disorder that may require accommodations, please let someone on the Adult Education staff know.”

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Learning disabilities as well as visual and hearing impairments are discussed in this section.

**F-1. Students with Learning Disabilities (I)**

Recognizing learning disabilities in second language learners is especially problematic. Difficulties in learning may be due to differences in cultural and educational experiences, lack of literacy in the first language, or a number of other factors.

In her article in *Focus on Basics* (FOB) titled, “Taking a Closer Look at Struggling ESOL Learners,” Robin Schwarz says, “Many factors may impede learning. Some may be related to the learner’s cultural and linguistic background; sometimes there are physiological or psychological factors involved.” Differentiating whether a student actually has learning disabilities, is hearing or vision impaired, suffers from depression, or may just lack the skills to perform is a huge challenge for teachers. For more information on Schwarz’s findings, visit [http://www.ncsall.net/?id=994](http://www.ncsall.net/?id=994).

The research on adult English language learners with learning disabilities is limited. According to a brief published by the Center for Adult English Language Acquisition (CAELA), “Some of the most promising materials on learning disabilities and adult ESL are those being developed by individual programs for their own learner populations.” Information helpful to individuals working with adults with learning disabilities in an ESOL setting can be found at the CAELA site: [http://www.cal.org/caela/esl_resources/collections/ld.html](http://www.cal.org/caela/esl_resources/collections/ld.html).

Many adults have learned to cope with a learning disability by strengthening another learning method (visual, auditory, kinesthetic/tactile). For example, if they have a reading disability, they may have developed strong auditory learning skills. Therefore, teachers are encouraged to use teaching methods that touch upon all learning styles (see 2.4.1-D, Learning Styles).

**F-2. Students with Hearing or Visual Impairment (I)**

It is important to give consideration to ESOL students who have special needs such as the hearing and visually impaired. The restraints to learning a second language for these students present challenges not only to the student but also to teachers in mainstream ESOL classes. Teachers who are encouraging and resourceful when a hearing or visually impaired student comes to class may enhance the student’s learning process. They may want to solicit the help of a volunteer tutor and look for support from organizations which serve the hearing and visually impaired.
Needless to say, mastering written English is challenging for the hearing impaired or deaf students. According to Holcomb and Peyton (1992), “Deaf adults develop literacy differently than do their hearing peers.” The list below suggests some instructional approaches for making the educational process more meaningful, positive, and successful for deaf learners.

a. Be student-centered.
b. Incorporate and build on the language and cultural backgrounds and actual home and workplace issues facing deaf adults.
c. Use creative visual means to teach reading and writing.”

To read the article by these authors, visit http://www.ericdigests.org/1993/deaf.htm.

Real English, http://www.real-english.com/, has been touted by Sandie Linn, Associate Professor at the Centre City Continuing Education campus of the San Diego Community College District. She stated that, “Because approximately half of my students are Deaf, I only use videos that have closed captions. When I visited the Real English website this summer, I got very excited.”

Working with a visually impaired student requires teachers to modify the way they teach that student. Specifically, the teacher needs to remember that the student has only the ability to use two of the three learning modalities—auditory and kinesthetic. The use of realia would be a primary means of instruction for visually impaired students. A study conducted in Seattle (Kaizen 1998) a few years ago found that ESOL students who are blind or visually impaired benefit from participating in games that combine words with activities because they enable them to learn by associating language with body movement experience. Other resources on visually impaired ESOL students are listed below.


• Amharic (Ethiopic) tables – The Amharic (Ethiopic) tables support print-to-Braille translation of literary text written in Ethiopic script for Amharic and other Ethiopic languages with similar Braille. http://www.duxburysystems.com/lan_Amharic.asp

2.4.2 Preparing for Class (I)

Winning basketball coach Bobby Knight said, “The will to succeed is important, but what's even more important is the will to prepare.” Success hinges on effective preparation. As they are planning, teachers might ask these questions:

• Who are the learners?
• What are the learners’ needs?
• What is the context for learning?
• What is my own teaching philosophy?

Proper planning promotes success for both teacher and learner. Since there are a variety of ways to teach a lesson, preparations will likewise vary.

A. Pre-Class Preparation (I)

Pre-class preparation can differ according to the experience of the teacher. Some teachers script their entire lessons, while others list only their key components as they choose activities and materials. New teachers usually benefit from detailed lesson planning with clear objectives, a list of materials, descriptions of activities, and components to be used during the class period to solicit class participation. (See 2.3.3, Lesson Planning, Appendixes 3 and 4, and Volume II.) Learners value the sense of purpose and direction that comes from a well-prepared lesson. When teachers are well-prepared to teach, they will find that their own confidence increases, and they will inspire the confidence of their students.

Some pre-class preparation tips include:

• **Write a simple list of what you plan to do** and allocate a time frame for each activity.

• **Plan a level-appropriate icebreaker.** You can find a list of suggested activities in 1.1.6, Gathering Resources, or in the Teaching Resources section of the Guide.

• **Review test scores and needs assessments if available.** This will help you determine what to teach.

• **Develop your lesson plan** and gather your instructional materials.

• **Gather copies of all handouts that you want students to take with them and remember to bring extras.** This could include a student handbook, orientation packet, syllabus, contact information, etc.

• **Create a classroom supply kit** and keep these supplies in a quickly accessible, designated container, bag, etc. Supplies may include student workbooks, attendance sheets, dry erase markers, dry erasers, extra pens, pencils and erasers, notebook paper, your glasses, tissue, scissors, couple of magazines, a flashlight, colored note cards, etc. — you never know what will come in handy, so be prepared.
• **Make name tags for yourself and your students.** Put your contact information on the back of their nametag. This can be very helpful to you and the students for the first couple of weeks.

• **Become familiar with students’ names.**

• **Prepare a folder for each student.** The folder might contain student completed exercises, writing samples, student evaluations, etc. as well as copies of the registration form and test results.

### B. First Day of Class (1)

The first day of class can be a nerve-wracking experience for new ESOL teachers. This is natural, but prior planning and preparation can alleviate some of the fear and help teachers provide a friendly and positive learning experience for students. Some things to remember include:

• Arrive early.

• Set up the classroom as needed.

• Wear a name tag.

• Welcome individual students as they arrive.

• Have students sign in.

• Give students name tags.

• Start class on time.

• Introduce self and tell students how to contact the teacher.

• Begin with an icebreaker or a “get acquainted” warm-up activity.

• Review student handbook (if available) or orientation packet. (See Appendix 2 for a sample Orientation Packet.)

• Explain classroom policies and point out bathrooms, snack machines, etc.

• Ask for questions.

• Use **Four Corner** activity to determine students’ instructional interests. (See 2.1.2-A, Learner Needs Assessment; 2.3.2-A Negotiating Instruction.)

• Teach a basic lesson on something that is of general interest to all, such as shopping or getting medical care in the United States. Ask students to talk about the differences in their own countries.

• Assign workbooks (if applicable) and explain policy for use.

• Direct students to an activity in their workbooks or on a handout related to the lesson just taught and ask them to complete it in class or as homework.

• Review homework assignments to make sure students understand.

• Ask them to state one thing they learned during class.
PART II: INSTRUCTIONAL FOCUS

- Tell students that they look forward to seeing them at the next class session.
- Encourage students to call if cannot attend class or if they have questions.
- Remind them to sign out (if applicable)
- End on time!

C. Multi-level Classes

The question that inevitably arises among ESOL teachers is, “How can I teach multi-level/multi-cultural students more effectively?” This issue becomes even more critical when the classes are open-entry/open-exit. Often students drop out because of the difficulties associated with managing a multi-level classroom. Actually, teachers may leave because of the challenges of teaching in this environment.

Teachers of multi-level ESOL classes have a challenge that requires both skills and sensitivity. Multi-level classes are defined as those containing more than one NRS educational functioning level in them. Student educational abilities may range from Beginning Literacy (Level 1) to Advanced ESL (Level 6). While teachers plan lessons that accommodate the different language abilities, they also need to be sensitive to other diversity factors including culture, educational background, age, learning styles, classroom expectations and student goals. These along with other factors constitute a multi-level classroom.

Although some of the items listed below have been discussed elsewhere in the text, they deserve more consideration in the context of a multi-level setting.

- **Experience using Roman alphabet** – Students from China, Korea, Egypt or Iran must learn new alphabet characters when learning English. It is easy to see the additional obstacles they face.

- **Access to English outside the classroom** – Learners who hear and use English more in their everyday lives will naturally become proficient more quickly.

- **Age** – Although research has shown that older students can learn a new language successfully, a class with a large age range can present problems for the teacher. Sometimes younger students don’t have the patience to work with older students, whereas older students often feel intimidated and may drop out.

- **Learning Styles** – Students have different learning styles (visual, auditory, or kinesthetic/tactile) that may be addressed by varied teaching methods.

- **Teacher’s role** – Students from varying cultures come to the classroom with varying expectations of the teacher. In many countries, classes are teacher-directed; therefore, students accustomed to this type of learning environment may feel uncomfortable in a communicative classroom.

- **Student goals** – Student goals will vary. Allowing students to negotiate instruction that meets their goals will give them ‘buy-in’ and encourage them

“There is nothing more unequal than the equal treatment of unequal people.”
—Thomas Jefferson

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to keep coming to class. Students with specific goals for learning English are more motivated to attend class.

One method to help manage a multi-level classroom is through the use of grouping strategies. Teachers may consider differences in age, social background, country of origin and English abilities when pairing learners and mixing and matching students. Some learners may not be comfortable being in a group with certain nationalities, with others they feel are not of equal social status, or with individuals of the opposite sex. Teachers can try to set the stage for group work by initiating class discussions about cultural and personal differences and the need for tolerance (American culture). Teachers can use:

- **Whole Group** activities when beginning a new class, for the warm-up phase of the lesson plan, and for introducing and initially practicing a new concept or skill.

- **Small Groups** for activities such as games, solving problems, or working on a project. Small groups can be set up according to interest or ability, and do not have to be equal in size. Cross-ability pairing in small groups allows students with higher language levels to assist others. It is best to mix and match students so they become familiar with others in class and have the opportunity to work with a variety of abilities.

- **Pair Work** to provide the greatest opportunity to use communicative skills. Activities can include role-play, dialogues, and pair interviews. Students with similar abilities work best with pair work. However, if abilities differ, give the more advanced learner a more challenging task, such as writing down what is said during an interview or taking a harder role-playing part.

Teachers can often work with one small group while the rest of the class is engaged in small group or individual work. Teachers can also use advanced students or volunteer teaching assistants to help lead or facilitate small group exercises.

Approaches and activities for teaching multilevel students include, but are not limited to, **Information Gap activities, Language Experience Approach, Project Based Approach, role play, jigsaw activities and Cloze**. These approaches and activities are explained in the Glossary.

As mentioned, there are many factors that impact a multi-level classroom. Most classrooms are multi-level to at least some degree. It is important for teachers to recognize and address students’ individual needs in diverse surroundings. Some excellent resources on managing multi-level classes include:


2.4.3 New Teachers

As previously mentioned in the above sections on Pre-Class Preparation and the First Day of Class, being a new teacher can be frightening, and the most important suggestion that can be given to a new teacher is, “Be prepared!” It is important for new teachers to:

• Learn about their adult education program.
• Know their students.
• Have a general idea of curriculum.

Another important suggestion is, “Be flexible!” Plans may need to be changed once a teacher is in the classroom, and this can happen frequently. It is important to always have back-up teaching activities (and supplies) that can be implemented at a moment’s notice. Good things to keep available would be BINGO, Concentration, index cards, magic markers and plain paper. (See 2.3.3-E, Back-up Lessons Plans.)

In order to learn about their adult education program, teachers may want to consider the following suggestions.

• Introduce themselves to personnel where they are teaching. This includes support staff, maintenance workers, CMATS data entry staff, and teachers of other levels.
• Learn who the contact is for class supplies, teaching resources, etc.
• Learn where and when to turn in class attendance and other required paperwork.
• Get familiar with the classroom. If teaching at more than one site, teachers might visit each to determine the set-up, storage space, available equipment and materials, the floor plan, and the policy of the agency where the classroom is located.
• Know when post-testing is scheduled.
• Know what their program supervisor expects regarding the use of competencies to teach, the development of lesson plans, and the evaluation...
of their performance (educational gains, student goals attainment, student retention, etc.).

Teachers might also try to learn as much about their students as possible before the first class. Teachers who have knowledge about their students can better prepare to meet their language needs. For example,

- **What are their nationalities?** Will they share the same cultural background or will they all be different?

- **What are their NRS educational levels?** Will they have a wide range of levels from pre-literate to advanced or only a small range (i.e., beginners, intermediate or advanced)?

- **What ages will the students be?** Will some students be seniors? Youth, 16 and older?

- **What NRS goals have they indicated?** Do most of them want to become employed or do they want to retain or advance in their current jobs?

Teachers should ask for a copy of the curriculum that their ESOL program uses. If this is a new program, then contact the state’s ESOL Coordinator for guidance and resources. Tennessee does not have a mandated ESOL curriculum, but it does have both content and grammar competencies. Teachers may read through these competencies to identify the content domains as well as how they are structured. The competencies and strategies for their use are found in Volume II of this Guide.

New teachers (and supervisors) are encouraged to read through this Guide as it contains a wealth of information. For additional information, here are a few other resources on teacher development and classroom activities:

- *Teaching Adult ESL: A Practical Introduction* by Betsy Parrish, published by McGraw Hill ESL/ELT.

- *How to Teach Grammar* by Scott Thornbury, published by Pearson Longman.


- *How Languages are Learned* by Patsy Lightbown and Nina Spada, published by Oxford University Press.

- Adult Education ESL Teacher’s Guide
  [http://humanities.byu.edu/lec/Teacher/teacherguidemain.html](http://humanities.byu.edu/lec/Teacher/teacherguidemain.html)

- Florida Literacy Coalition
  [http://www.floridaliteracy.org/tutor_help_center_esol.html#LessonPlan](http://www.floridaliteracy.org/tutor_help_center_esol.html#LessonPlan)

Teachers new to ESOL in Tennessee are strongly encouraged to enroll in the ESOL Basics online course. (Check with the Center for Literacy Studies for a schedule of classes.) The six-week course is designed for new instructors, as well as experienced instructors who may want to refresh their knowledge and/or update their training. Course schedules are made available at the beginning.
of each program year. Another valuable resource for new teachers is the English Language discussion list. Teachers can sign up at the National Institute for Literacy site http://www.nifl.gov/mailman/listinfo/englishlanguage.

All teachers are expected to complete the New Teacher Orientation, which is a general overview of adult education, including ESOL, in Tennessee. The New Teacher Orientation CD may be obtained from the program supervisor.

**TOPIC 5: EVALUATION OF LEARNING**

When a lesson is completed, teachers might ask themselves four questions:

- What went well? Why?
- What did not go as planned?
- If I had it to do over again, what would I change?
- What have I learned about my students that I can use in future lessons?

It is important for a teacher to constantly evaluate and re-evaluate what students have learned. This can be accomplished with various informal assessment tools, several of which have been discussed previously. After each lesson, knowing what went well and what didn’t will give the teacher the information as to how to proceed.

**2.5.1 Evaluation Tools and Techniques**

How does the teacher know what students learned? Here are some common tools for evaluating learning and teaching that can be developed ahead of time:

- **Question and answer periods** based on the lesson topic can serve to evaluate learning. (It is better to develop the Q&A around learner objectives and prior to class.) For lower level students, yes/no cards can be held up in response to a question.

- **Discussions** are excellent for determining the student’s depth of comprehension. Discussions also allow the students some freedom to express themselves on an issue.

- **Pre-/post-tests** are one of the most concrete methods used to gauge learning. To assure that learning of the content taught has taken place, the pre-test and post test questions should be the same. Pre-test questions help determine what students already know. Post-test questions determine what students learned as a result of the lesson. This tool is also useful to guide the teacher to cover the questions on the pre-/post-test. If the majority of students score high on the pre-test, the teacher might consider adjusting the lesson.

- **Observation** is a straightforward and popular technique for evaluating student learning. Teachers might want to develop an observation rubric of their own for later reference and observe students as they are working in pairs or groups or giving reports. While observing, teachers need
to ask, “How quiet is the classroom?” Sometimes ‘quiet’ means lack of understanding. Additional examples of an observation rubric may be found in Appendix 3.

- **Journals** can be a useful tool. Examples of journal questions are:
  
  “What have you learned so far?”
  “What would you like to learn?”
  “What was confusing to you?”

Students can be honest in the privacy of a journal. Giving students a list of items also provides helpful information.

- **Teacher reflection** can be a helpful tool. The teacher can “reflect” on the lesson just taught and perhaps think of better ways to teach it or of a new activity that could be used. The teacher may recall verbal or non-verbal cues that indicate students understood or lacked understanding. They may document their experience or make note of their perceptions to implement the next time they teach the lesson. It may also be helpful to teachers to have other teachers observe them in the classroom. This type of honest feedback is important to grow or develop as a teacher. Good teachers are always thinking about ways to improve the classroom experience of their students and look forward to the next lesson.

- **Recitation** can be useful for evaluating oral skills. In a literacy class, it may take time for a student to feel comfortable speaking. In this case echoing, choral reading, and chants are good activities to encourage speaking and building oral skills.

- **In-class written assignments/exercises** created by the teacher or found in a workbook provide excellent information on student learning. Examples include matching colors to names, fill in the blanks, drawing a picture of vocabulary words (house, man, church, etc.), writing a note to another classmate, etc.

See Appendix 3, Evaluation Tools Chart for additional evaluation strategies.

### 2.5.2 Using Authentic Assessment

Since a clear understanding of authentic assessment is very important for teachers as they evaluate what students know and can do, more detail is given in this section contributed by Dr. Emily Thrush, Professor, University of Memphis ESL Graduate Program.

**Definition:** Authentic assessment means assessing students while they are doing the same kinds of activities that are used to teach language in the classroom.

Think of it this way: When you got your driver’s license for the first time, you took two kinds of tests. You took a written test, probably multiple-choice, on the rules of the road. This is the “metalanguage” of driving — knowing about
driving. But it’s obviously possible to pass the written test without actually knowing how to drive. In fact, in most states, you take the written part to get a permit before you learn to drive. To get the real license, you took a driving test, where the examiner observed you actually driving, turning, parking, etc. and scored your ability. That is authentic assessment. Authentic assessment may be used in combination with more traditional forms of testing to test both the students’ metaknowledge and the students’ ability to apply that knowledge in using the language. The information which follows shows how authentic assessment may be informal or formal.

A. Informal Authentic Assessment

Informal assessment may include keeping a running tally of a student’s performance in class. You can use 3x5 cards for this, with a student’s name on each one. You can call on students randomly by pulling out a card from the stack, then make a mark on the card to indicate how well the student did — a check mark for adequate, a plus sign for excellence, a minus sign if the student was not able to respond in the way you expected. Or if you have pairs or groups perform a dialog, for example, you can mark the card to indicate how well they did. Or you can observe a student during a group or pair task, and mark the card. At the end of a month, you can look to see what the pattern of marks for each student is. This will help you know which students may need some individual help, and which are progressing well. The cards can also help you avoid calling on the same students all the time, or doing things in a predictable pattern. Pull a few cards, call on the students, and put those cards aside. The next time, you will draw other cards and record marks for other students, until you have heard from everyone in the class.

B. Formal Authentic Assessment

Formal authentic assessment means using a more structured scoring method for classroom activities. Rubrics are one means of scoring authentic performances. A rubric for a speaking task might include categories for fluency, accuracy, use of vocabulary, pronunciation, etc., as appropriate to the level and proficiency of the student. A rubric for writing might include organization, development of ideas, use of specifics, use of appropriate vocabulary, generally accurate use of grammar structures that the student is acquiring, etc. Rubrics can result in a numeric score or letter grade, which is what makes them “formal”. What makes this authentic assessment is the nature of the writing task — is it something the student might actually write at work or at home, rather than an academic writing task?

You can assess authentic listening and reading activities, as well. If you read a text or play a tape that gives students information they need to fill in a chart of, for example, bus schedules and stops, you can score how well the student performed that task. You can have students draw a grid on a piece of paper, number the boxes in the grid, then give some vocabulary words you have
been working on in class, and have them draw a picture or write the word in a designated square. It is very easy to see if they understood the word or sentence they heard.

Reading tasks can be similar. If they read a passage about how to fold a piece of paper into a particular shape, you can judge how well they followed the instructions. If they read a passage and summarize it orally to their group in order to complete a task such as tracing someone’s travels on a map, you can score how accurate the path on the map is.

It is also possible to do authentic assessment as part of a mid-term or final exam. An authentic speaking assessment might be having students work in groups of three, asking and answering questions to share information they have to complete a chart, while you observe and score all three. Written tests can consist of authentic tasks such as leaving a telephone message, or writing a memo or email.

Authentic assessment will give you an accurate picture of what students can do rather than what they know.

2.5.3 Re-Teaching (0)

If students did not demonstrate an understanding of the lesson yesterday, what can the teacher do today? How can you teach the same thing differently to enhance understanding? This is when having a variety of textbooks is useful. Here are some teaching techniques that can be used as re-teaching tools:

- **Information Grids** or **Interview Questionnaires** provide practice in all the skill areas (listening, speaking, reading, and writing). Students interview each other to gather personal or other information and then share with the whole group.

- **Information Gap** uses pair work to have students share and compile information to put together a complete set.

- **Jigsaw** is good to use when a large amount of reading material has been presented. Each group is assigned one portion of the material to read, discuss, and summarize for the whole class.

- **Role play** gives students opportunities to try out the language they may need in situations where they will have to speak English.

- **Cloze** exercise and dictations improve the students’ listening and writing skills and may be used to reinforce material from a recent lesson.

- **Games** make good learning tools. Use **Concentration, Twenty Questions** (one student has a card with a word or phrase from the lesson, and other students ask questions requiring yes/no answers to guess the phrase), or **Bingo** (vocabulary words or phrases are written on a Bingo card and the teacher calls them out). Index cards that have vocabulary, phrases, or questions and answers written on the cards can also make a fun game.

An assortment of teaching activities can be found in Appendix 3.
TOPIC 6: STRATEGIES FOR STUDENT RETENTION AND PERSISTENCE (A)

There is a difference between student retention and student persistence. Student retention refers to only the time the student is enrolled in class. For example, a student may attend classes for 60 days, drop out for 90 days and be closed in CMATS. According to CMATS, this student is not retained. Student persistence refers to when a student stays enrolled or drops in and out of classes long enough to reach his/her goals. Persistence includes all the stop outs, when students take time off due to some circumstance then return after six months or a year or longer to start their studies again and reach their goals. For adult education programs, both terms are extremely important.

As previously stated, adult education programs are evaluated on how many students they serve during the program year. The DAE has identified the numbers (a percentage of the available population) to be served in each county and this number increases as the ESOL population increases. Programs are also evaluated at the end of each program year on whether they attained the established educational gain rates for each educational functioning level and on whether they met the student goal attainment percentages for GED and post-secondary education. Employment and retaining employment are reviewed after the third quarter in which the student exits the program.

The keys to attaining these rates and goals are student retention and persistence. How can programs keep students enrolled long enough during any program year to make the numbers they need to serve and to make the educational gains and goal rates? There are a few processes and activities that can assist with student retention and overall persistence.

2.6.1 New Student Orientation (A)

As previously mentioned in 1.2, Student Registration and Orientation, some ESOL programs have a formal orientation session with specific content for new students, and others have an informal session or none at all. The first few days set the tone of the classroom experience for the students. It is important to include a tour of the facilities and a quick overview of procedures and expectations. Students may be more likely to be retained if:

• They are comfortable in their setting, which includes being familiar with their learning environment, being familiar with the policies and procedures established for that environment (no smoking policies, computer usage policies, dress codes, check-in procedures, etc.), and developing a connection with classmates and the teachers.

• They know what is expected from them regarding attendance, class work, class participation, and learning the material. Knowing how they can progress through the ESOL educational levels is also important.

• They know what they can expect from the program — competent, caring
teachers; realistic educational objectives and goals that address what they want and need to know; fairness; and periodic updates on their progress towards their goals.

2.6.2 Student Attendance (A)

Attendance documentation and reporting is required by the DAE, but using that data to improve retention is part of a program’s initiative. Teachers should try contacting ESOL students who miss two consecutive classes. Contacting non-attending students lets them know that they matter, that they are missed and that they are expected to return to class. The teacher or program may also be able to help non-attending students overcome barriers (transportation, child care, etc.) that often get in the way of attendance. Attending class becomes a “habit.” Once students get out of the habit, it becomes harder for them to get back to it. That is why it is important to contact students immediately before they develop new habits or patterns. The following steps may help with retention:

• Identify students who have missed two consecutive classes.
• Contact students and determine reason for non-attendance.
• Encourage students to return to class.
• Make referrals to community resources if appropriate.
• Document this contact and outcome in the student’s folder.

2.6.3 Acknowledging Student Achievements and Progress (I)

Most people are motivated when they are recognized for their work or achievements. Students are the same. It means a lot to students when their teachers recognize them for their achievements, even if they are small (e.g., gain in points from pre- to post-test, but no gain in level). Verbal recognition in front of the class is often effective if it is not arbitrarily given or overused. Praise given for a significant reason can be very gratifying — and keep them coming back. Certificates of achievement are also very effective. Certificates can be given out for many reasons, including:

• Making educational gains (moving from one level to another)
• Having perfect attendance
• Completing all out-of-class assignments
• Reaching a goal (e.g., getting a job, advancing on a job)

Teachers may select one day a month to have a certificate award ceremony and make it a special occasion. They can take pictures and develop a display of that month’s certificate recipients with the recipients’ approval.

“Every job is a self-portrait of the person who did it. Autograph your work with excellence.” —Anonymous
2.6.4 Employing Knowledgeable, Caring Teachers (A)

Teachers are a key factor in determining student retention and overall persistence. Teachers are champions for students, encouraging and motivating them to succeed and making them feel good about their experience. What can supervisors and teachers do to keep students coming? They can:

- **Pair new teachers with seasoned ESOL teachers** who have demonstrated success (meeting state educational gain rates, student goal attainment rates, and retention rates) in their own classrooms. This pairing can be beneficial to both the new and seasoned teachers. It allows new teachers to learn different procedures and techniques for teaching, and it also allows seasoned teachers to review and analyze their teaching practices and methodologies.

- **Stay knowledgeable about teaching strategies and methods.** State-approved professional development activities provide a wealth of information on how to teach language acquisition. Supervisors can survey their teachers to determine what teachers feel they need or want to learn in order to improve their job performance. Survey results will provide a list of requests that supervisors can match with the State-provided training activities or develop into local training. For example, professional development training may include multi-level instruction, classroom management, student persistence, or cooperative instruction.

- **Treat students with respect and caring.** Teachers who learn the names of their students and something special about each one that can be a topic of discussion will probably see them attending class more often.

- **Create a safe, clean learning environment** that is free from distractions.

- **Make learning risk-free.** Don’t call on students who are not comfortable with speaking in front of the class or embarrass students who come in late or have not completed their homework. Encourage everyone to share and try not to let one or two students dominate the class.

- **Teach students what they have indicated they want to learn.** Once teachers have conducted a needs assessment, they can identify what their students want to learn and teach the most common requested needs first. It is important to let students know that they are addressing the most often identified needs first, and that the other students will have their needs addressed as well.

- **Pair new students with others** who are about the same educational level and share some commonalities: age, country of origin, children, etc. This can give students an opportunity to connect with one another and to practice English together. Exercises that include making introductions, sharing likes and dislikes, and describing family members are good for getting to know others.
• **Build a strong, cohesive classroom community.** Provide weekly opportunities for students to develop connections with other students. Pair work, small group work, and whole class activities help students meet others and develop new friendships.

• **Meet regularly one-on-one with students to discuss their progress.** Discuss what they plan to teach with the students, as well as the students’ goals and goal attainment. Encourage them to continue their education. Students like to learn if they are making progress and how they can improve. They also like the connection with the teacher.

• **Mix it up by using lots of different fun teaching methods** to stimulate students and keep them interested. Use role playing, TPR/TPRS, ‘educational’ game formats, etc. to teach concepts.

• **Give students copies of assignments and homework** that reinforce a lesson recently taught. The ultimate teaching goal is to have students take responsibility for learning and to become lifelong learners. Ask students to bring the lesson back to the next class and go over it. This review helps ensure students retain what is being taught. Keep track of who completes the homework assignments and offer incentives for completing them.

• **Give students the opportunity to purchase their own books** or instructional materials. This promotes a sense of investment into their education and teaches the value of the printed word as a tool for learning. Textbooks can provide consistency in learning and often give the student a feeling of dignity or worth since many have never had a textbook of their own.

> What can better inspire us to serve our international students than these words from one of our learners:

> “I feel pleased because I’m learning a second language, and I have the opportunity to make better my communication with the people in this country.” —Student Learner

**References**


Glossary (A)

Additional information on Glossary terms can be found in Teaching Resources (TR) as indicated after the definition.

Affective filter – an imaginary wall that is placed between a learner and language input. If the filter is on, the learner is blocking out input. The filter turns on when anxiety is high, self-esteem is low. (TR-bogglesworld)

Alternative Assessment – an assessment that differs from traditional achievement tests. An alternative assessment may require a student to generate or produce responses or products rather than answer only selected-response items. It may include constructed-response activities, essays, portfolios, interviews, teacher observations, work samples, and/or group projects. (TR-TABE)

Audio-lingual Method – developed for military personnel and based on the theory that language learning is a question of habit formation. All instruction in the class is in English, and the teacher provides students with a native-speaker-like model. In this manner, the lessons are built on static drills. (TR-Larson-Freeman)

Authentic Assessment – an assessment that measures a student’s performance on tasks and situations that occur in real life. This type of assessment is closely aligned with, and models, what students do in the classroom. (TR-TABE)

Blaine Ray – developer of Teaching Proficiency through Reading and Storytelling. (TR-TPRS)

Center for Adult English Language Acquisition – center created to help states build their capacity to promote English language learning and academic achievement of adults learning English. The center also provides easily accessible materials for ESL practitioners. (TR-CAELA)

Center for Applied Linguistics – a national, private, nonprofit organization working to improve communication through better understanding of language and culture. BEST tests were developed by CAL and may be purchased from CAL. (TR-CAL)

Cloze – an exercise or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Words may be deleted from the text in question either mechanically (every nth word) or selectively, depending on exactly what skill it intends to test.
**Communicative Language Teaching** – emphasizes interaction as both the means and the ultimate goal of learning a language. Learners actively engage in role-play, interviews, debates, etc. and use authentic materials (realia).

**Competency Division** – major content areas into which competencies are divided.

**Competency Strand** – identify the content focus within a division and contain specific topics (threads) pertaining to the content focus.

**Competency Thread** – numbered topic areas within the competency strands specific to content focus.

**Competency-based Education** – pertains to what is taught rather than how it is taught. It is defined in terms of competencies that learners need to perform. (TR-Parrish)

**Comprehensible Input** – an explanation of language learning, proposed by Krashen, that maintains that language acquisition is a result of learners being exposed to language constructs and vocabulary that are slightly beyond their current level. This “input” is made comprehensible to students by creating a context that supports its meaning. (TR-NCELA)

**Consolidated Management and Activity Tracking System** – an Internet-based data-entry and reporting system used by the Tennessee Department of Labor and Workforce Development to satisfy accountability and reporting requirements of the 1998 Federal Workforce Investment Act (WIA). CMATS is used by Adult Education, the Career Centers and Employment Security.

**Content-based Instruction** – approach which makes subject matter such as citizenship the basis of the curriculum. Students take part in language activities that are typical of any communicative classroom. (TR-Parrish)

**Conversion Table** – table used to convert raw scores to scale scores and then to grade equivalents, percentile ranks, and stanines. (TR-TABE)

**Direct Teaching Method** – systematic instructional method that requires the teacher to have a command of the subject matter. Material is presented orally with actions or pictures. It follows a syllabus of grammar structures and rejects explicit grammar teaching. The ‘mother’ tongue is not used and there is no translation. Students are more or less expected to pick up grammar by immersion in the language. (TR-Thornbury)

**Family Educational Rights and Privacy Act (FERPA)** – a Federal law that protects the privacy of student education records.
Formative Assessment – type of informal assessment where the information is used to adapt teaching and learning to meet student needs.

Grammar Translation Method – an approach which strives to teach language through reading and translation as well as to promote writing and speaking skills; little attention is placed on pronunciation or any communicative aspects of the language.

Guided Practice – guidance provided by the teacher to assist the student’s first attempts (practice) with new learning so they are accurate and successful. Teachers need to closely monitor what the student is doing to see that the instruction was understood. Errors need to be corrected when observed by the teacher.

Information Gap – an oral language activity in which a student is rated on his or her success in describing information that is kept from a partner, such as a picture, map, or object. (TR-NCELA)

James Asher – originator of the Total Physical Response. (TR-TPRS)

Journal – a learning log where ESL students have the opportunity to record material learned in the classroom and write about feelings concerning their new language experiences. Teachers have a chance to review the journal for academic progress and second language acquisition. (TR-Weber)

Language Experience Approach (LEA) – an approach to reading instruction based on activities and stories developed from personal experiences of the learners. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken.

Learning Objective – what the learner will be able to do as a result of the lesson. Learner objectives are observable and/or measurable and are built around very discrete tasks and the learner knows exactly what is expected.

Learning Styles – the manner in which individual students learn and process information. Teachers need to be aware of the fact that some teaching strategies and approaches may not reach every student. Educators need to take into consideration a student’s personality, cultural background, and mode of learning. Lessons should be planned according to the learning styles of students. (TR-Weber)

Modeling – demonstration of the learning activity by the teacher as the students watch. After showing the students what to do, the educator repeats the demonstration as learners follow along. Soon the students are
capable of performing the task without hesitation. This type of modeling by the teacher helps the student to be comfortable with the classroom activities and to know what is expected on assignments. (TR-Weber)

**Monitor Hypothesis** – theory of Stephen Krashen which proposes that when students learn something it won’t help them produce fluent communication, but it will help them to monitor or edit their communication and correct minor errors. (TR-Krashen)

**National Reporting System (NRS)** – national accountability system used to measure effectiveness of federally-funded Adult Education programs and provides educational functioning levels to help track student progress.

**Natural Approach** – developed by linguist Stephen Krashen and teacher Tracy Terrell (1983). The Natural Approach is a methodology for fostering second language acquisition which focuses on teaching communicative skills, both oral and written, and is based on Krashen’s theory of language acquisition which assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences), and (4) intermediate fluency (conversation). (TR-NCELA)

**Needs Assessment** – any informal tool or measure that is used to identify what students want or are interested in learning.

**NRS Educational Functioning Level Table** – set of proficiency level descriptors developed to assist in assessing the skills of students in areas of 1) speaking and listening, 2) basic reading and writing, and 3) functional and workplace.

**NRS Primary Goal** – one of the four NRS identified student goals (gain employment, retain employment, enter post-secondary school or training, or obtain a GED). Students must pick one of these goals or “No Table 5 Goal Appropriate” upon entry into the AE program.

**Participatory Approach** – approach to teaching that draws on students’ lives and personal issues within their social context so they can actively improve their lives.

**Portfolio Assessment** – systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives. (TR-NCELA)

**Pre-Test** – initial test given the student at registration (for the purpose of this publication).
**Post-Test** – for the purpose of this publication, post-tests are the tests that are administered after the initial pre-test, usually at intervals of 60 hours of instruction.

**Project-based learning** – an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. For example, learners may research adult education resources in their community and create a handbook to share with other language learners in their program. (TR – Moss, Van Duzer)

**Quarterly minimum average** – the average number of students who attend classes during a 3-month period. The DAE has set specific guidelines for the allowable class sizes.

**Realia** – actual objects, items, or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. (TR-Using English)

**Rubrics** – measuring scales that reveal to students what is expected of them on particular assessments. The rubrics list the work or skill involved and states the criteria expected for an exemplary score and the criteria for lower scores on assignments or when being observed. Students may create their own rubrics and become actively involved in their own assessment process. (TR-Weber)

**Scale Scores** – scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of examinees.

**Self-Assessment** – method that allows students to assess their own work and observe their progress. If portfolio assessment is used, allow students to observe and comment on their collection of assignments. A self-assessment form or journal allows students to track their own progress and comment on assignments and classroom experiences. Students are given the responsibility to assess themselves and actively be a part of their success. (TR-Weber)

**Silent Period** – the time frame in which learners engage in activities that allow them to demonstrate understanding of a particular language point before they are expected to produce it. (TR-Parrish)

**Stephen Krashen** – professor emeritus at the University of Southern California. He is a linguist and educational researcher. He introduced various influential concepts and terms in the study of second language acquisition, including the Input Hypothesis, Monitor Theory, the Affective Filter, and the Natural Order Hypothesis. (TR-Krashen)
**Stop Out** – a period of time when the student continues to manage his/her language learning while away from class. Students who stop out plan to return to the classroom as soon as possible.

**Student Performance Level (SPL)** – set of proficiency level descriptors developed for BEST tests. These are not the same as the NRS-identified educational functioning levels.

**Target Language** – the language that a person is learning as a second language. For English language learners in the US, the target language is English. For native English speakers in dual language programs, the target language might be Chinese or Spanish. (TR-NCELA)

**Teacher Observation** – useful evaluative tool whereby a teacher has the opportunity to observe first hand if the learning/language acquisition process is happening in the classroom. Notes might be taken during observations to discuss what was seen and heard during classroom activities. (TR-Weber)

**Teaching Proficiency through Reading and Storytelling (TPRS)** – developed by Blaine Ray as a method for teaching foreign language using stories but is also used to teach English language learners. Lessons are taught using three basic steps: 1) focus terms are clearly and perfectly understood, 2) focus terms are used in a narration that is perfectly understood and that interests the learners, 3) reading passages are provided that contain the focus terms. (TR-Blaine Ray)

**Test Indicators** – small superscript letters before a competency description that indicates test alignment such as ‘L’ indicates that the competency aligns with BEST Literacy.

**Total Physical Response (TPR)** – a language-learning approach based on the relationship between language and its physical representation or execution. James Asher is considered the “father” of TPR. (Asher, 1981). (TR-NCELA)

**Whole Language** – an approach which views language as something that should be taught in its entirety rather than in pieces. Classrooms integrate all language skills and consider the learner the focus of learning. (TR-Parrish)

**Workforce Investment Act** – act enacted in 1998 to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States.
Teaching Resources

Teachers are urged to take some time to explore the wealth of resources listed in this section. Most have been organized by topic or language skill. Some appear more than once because they offer suggestions and activities in more than one area.

1. Adult ESL Instruction: Some Suggested Materials
   http://www.thecenterweb.org/alrc/pdfs/adult-esl-bib.pdf

2. Blaine Ray – TPRS site
   http://www.blaineraytprs.com/

3. Boggle’s World ESL: Adult ESL worksheets and Activities
   http://bogglesworldesl.com/adultesl1.htm

4. Center for Adult English Language Acquisition – recommended resources
   http://www.cal.org/caela/esl_resources/collections/beginning.html

5. Culture Crossing: A community built guide to cross-cultural etiquette and understanding
   http://www.culturecrossing.net/index.php

6. ESL Glossary
   http://bogglesworldesl.com/glossary.htm

7. ESL Materials Listed by Levels

8. Instructional Systems Design (ISD) Model – A.A.D.I.E. is modeled on ISD.
   http://www.nwlink.com/~donclark/hrd/sat1.html

9. Kaizen Program for New English Learners with Visual Limitations

    http://www.tcnj.edu/~eslsla/Methodologies/Audiolingual.html

11. Multicultural Awareness
    http://faculty.deanza.fhda.edu/alvesdelimadiana/stories/storyReader$137
12. National Clearinghouse for English Language Acquisition: glossary of terms related to the education of linguistically and culturally diverse students
http://www.ncela.gwu.edu/expert/glossary.html

http://www.ERICDigests.org/1999-4/project.htm

14. Purdue University Online Writing Lab at the “OWL” Center
http://owlenglish.purdue.edu/handouts/grammar/

15. Real English (authentic and natural lessons and videos)
http://www.real-english.com/

16. SIL – program (site) which focuses on unwritten languages and researches and develops computer software.
http://www.sil.org/

17. Stephen Krashen – site for information, articles, books, materials.
http://www.sdkrashen.com/

18. TABE Glossary of Assessment Terms
http://www.ctb.com/


20. TPR World – James Asher’s site on Total Physical Response procedures and activities.
http://www.tpr-world.com/


22. Virginia Adult Learning Resource Center

23. Weber State University ESL Glossary
http://departments.weber.edu/teachall/eslCases/ESL.htm#ETGlossary
Websites for Teaching/Studying English

BEGINNING
Beginning level students can go to these Web sites for extra English practice:

Listening
• Starfall
  http://www.starfall.com/
• Language Guide
  http://www.languageguide.org/

Speaking
• ESL Gold
  http://www.eslgold.com/speaking/phrases.html
• American English Pronunciation
  http://www.manythings.org/pp/index.html

Reading
• EFL Net
• OM Audio (Spanish/English)

Writing
• Writing Den
  http://www2.actden.com/writ_den/tips/contents.htm
• English Grammar 4U Online
  http://www.ego4u.com/en/cram-up/grammar/exercises

Grammar
• Long Beach City College
  http://esl.lbcc.cc.ca.us/mmcportal.htm
• ESL Gold
  http://www.eslgold.com/grammar/explanations.html

Citizenship
• US Citizenship Podcast
  http://uscitizenpod.wikispaces.com/

EL Civics
• SDCCD EL Civics
  http://www.sdccd-elicivics.net/

More Sites
• ESL with Jim
  http://www.eslwithjim.com/
• Linguistic Terminology
  http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/contents.htm
INTERMEDIATE/ADVANCED
Students whose English language skills are intermediate/advanced can use the following Web sites for extra English practice:

Listening
• Randall’s ESL Cyber Listening Lab
  http://www.esl-lab.com/
• English for All
  http://www.myefa.org/login.cfm

Speaking
• American English Pronunciation
  http://www.manythings.org/pp/index.html

Reading
• CA Distance Learning Project
  http://www.cdlponline.org/
• English Language Listening Lab Online
  http://www.elllo.org/

Writing
• Writing Den
  http://www2.actden.com/writ_den/tips/contents.htm
• Long Beach City College
  http://esl.lbcc.cc.ca.us/Big%20List/readingandwriting.htm

Grammar
• Long Beach City College
  http://esl.lbcc.cc.ca.us/Big%20List/readingandwriting.htm
• English Grammar Book
  http://www.englishpage.com/grammar/

Citizenship
• US Citizenship Podcast
  http://www.englishpage.com/grammar/

EL Civics
• SDCCD El Civics
  http://www.sdccd-elcivics.net/

More Sites
• ESL with Jim
  http://www.eslwithjim.com/
## Acronyms (A)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>AE</td>
<td>Adult Education</td>
</tr>
<tr>
<td>BE</td>
<td>Bilingual Education</td>
</tr>
<tr>
<td>BEST Tests</td>
<td>Basic English Skills Test for ESOL Students</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer-Assisted Language Learning</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
</tr>
<tr>
<td>CELT</td>
<td>Comprehensive English Language Test</td>
</tr>
<tr>
<td>CELTA</td>
<td>Certificate in English Language Teaching to Adults</td>
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<tr>
<td>CLS</td>
<td>Center for Literacy Studies</td>
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<tr>
<td>COABE</td>
<td>Commission on Adult Basic Education</td>
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<tr>
<td>CMATS</td>
<td>Consolidated Management and Activity Tracking System</td>
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<tr>
<td>DAE</td>
<td>Division of Adult Education</td>
</tr>
<tr>
<td>EFF</td>
<td>Equipped for the Future</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language — usually refers to K-12 students.</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages — refers to adult learners.</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Special Purposes</td>
</tr>
<tr>
<td>GED</td>
<td>General Educational Development Test</td>
</tr>
<tr>
<td>L1</td>
<td>Language 1 (the native language)</td>
</tr>
<tr>
<td>L2</td>
<td>Language 2 (the target language)</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>LINCS</td>
<td>Literacy Information and Communication System</td>
</tr>
<tr>
<td>MEP</td>
<td>Migrant Education Program</td>
</tr>
<tr>
<td>NIFL</td>
<td>National Institute for Literacy</td>
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<tr>
<td>NRS</td>
<td>National Reporting System</td>
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<tr>
<td>OVAE</td>
<td>Office of Vocational and Adult Education</td>
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<tr>
<td>TAACE</td>
<td>Tennessee Association of Adult and Community Education</td>
</tr>
<tr>
<td>TABE</td>
<td>Test of Adult Basic Education</td>
</tr>
<tr>
<td>TDLWD</td>
<td>Tennessee Department of Labor and Workforce Development</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>TDOE</td>
<td>Tennessee Department of Education</td>
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<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages (professional organization)</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>TPR</td>
<td>Total Physical Response</td>
</tr>
<tr>
<td>TPRS</td>
<td>Teaching Proficiency Through Reading and Storytelling (Blaine Ray, approach developer)</td>
</tr>
<tr>
<td>VESL</td>
<td>Vocational English as a Second Language</td>
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Assessment and Analysis
### AE Performance Measures and Targets Table

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<th>Initial NRS Functional Level</th>
<th>2009-10 Target</th>
<th>Actual 2009-10 performance as of 7/22/08</th>
<th>% points 2009-10 Actual Over Target</th>
<th>NEW 2010-11 Target</th>
<th>Change in Target % 2009-10 to 2010-11</th>
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</thead>
<tbody>
<tr>
<td>ESL Beginning Literacy</td>
<td>39%</td>
<td>46%</td>
<td>+7%</td>
<td>46%</td>
<td>Increase +5</td>
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<tr>
<td>ESL Low Beginning</td>
<td>47%</td>
<td>54%</td>
<td>+7%</td>
<td>55%</td>
<td>Increase +8</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>45%</td>
<td>55%</td>
<td>+10%</td>
<td>54%</td>
<td>Increase +8</td>
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<tr>
<td>ESL Low Intermediate</td>
<td>47%</td>
<td>60%</td>
<td>+13%</td>
<td>57%</td>
<td>Increase +10</td>
</tr>
<tr>
<td>ESL High Intermediate</td>
<td>42%</td>
<td>48%</td>
<td>+6%</td>
<td>47%</td>
<td>Increase +5</td>
</tr>
<tr>
<td>ESL Low Advanced</td>
<td>47%</td>
<td>60%</td>
<td>+13%</td>
<td>40%</td>
<td>Decrease -7</td>
</tr>
</tbody>
</table>
Detailed Description of BEST and TABE Tests

BEST Plus

BEST Plus, developed by the Center for Applied Linguistics (CAL), is a face-to-face oral interview which measures performance over the full range of proficiency levels represented in adult education programs. The examinee’s ability to communicate in English is assessed through questions tied to authentic situations that arise in daily life in the United States. (Some of the content in this Topic area is excerpted from the BEST Plus Administrator’s Guide, available at www.cal.org.)

BEST Plus is designed to be given by trained test administrators, who can choose either the computer-adaptive or print-based version based on their program’s needs. Test administration time generally ranges from 5 to 20 minutes depending upon the proficiency level of the student. In general, the higher the proficiency level of the examinee, the longer it takes to administer the test.

The test administrator scores each student response for Listening Comprehension on a scale of 0-2, Language Complexity on a scale of 0-4, and Communication on a scale of 0-3 using the Scoring Rubric. (See BEST Plus Test Administrator Guide)

A score report is generated for each student tested. Although the score report is saved to a password-protected database stored in the BEST Plus folder on the test administrator’s computer hard drive, it is advisable to back up score reports on an external disk or drive. Records stored on computer laptop, flash drives, or media storage must be secured and password protected. It is advisable to print student scores immediately and file in the student’s folder so they are always accessible when needed. These precautions may prevent loss of information in case of computer malfunction. For more information, visit http://www.cal.org/topics/ta/best-plus.html.

Administration Qualifications

BEST Plus (BP) Test Administrators must attend an approved, 6-hour BEST Plus Training Workshop and be certified as a BEST Plus Test Administrator. BEST Plus trainings are facilitated by a certified trainer and are offered to ESOL programs each year in regional locations throughout the state. Certification as an administrator only authorizes the purchase and administration of the test. The Test Administrator Registration form is used to document that the certification process for BEST Plus administration has been completed, and a copy of this certification form should be kept in the employee’s file. Those who are certified as BEST Plus Test Administrators are NOT qualified to train others to administer the test.

CAL recommends that programs calibrate the scoring skills of test administrators each 6-12 months using the BEST Plus Refresher Toolkit, which can be purchased from CAL.

Test Information and Procedures

The BEST Plus Test Administrator adheres to the following testing guidelines:

- The BEST Plus should be administered as a pre-test to incoming students in their first 12 hours of instruction and as a post-test until students exit ESOL.
- BEST Plus Locator must ALWAYS be administered as part of the test in both the computer-adaptive and print-based versions since it determines which level test to administer to the student. The Locator may not be used as a pre-test.
- Always use an alternate form (A, B, or C) of BEST Plus print-based when administering a post-test.
- Always back-up test administrations on an external drive such as a thumb drive. If there is a computer malfunction and there are no back-ups, all testing data could be lost. Records stored on computer...
laptop, flash drives, or media storage must be secured and password protected.

- Always print the score report immediately (yet another precaution against computer malfunction) and maintain it in the student folder for three years.

- Never pre-test with BEST Plus and post-test with BEST Literacy or vice versa.

- Both tests must be administered in their entirety. If a test is not administered in its entirety, then the resulting score cannot be entered into CMATS.

Tips for Supervisors and Teachers
The following tips are designed to help ensure that supervisors and teachers comply with State policies regarding testing, required documentation, and confidentiality of test results; safeguard the integrity of the test; and ascertain meaning from the test results.

- Supervisors should maintain score reports for three years for monitoring purposes.

- Teachers need to have students’ scores on file to evaluate student progress.

- Teachers need access to students’ BEST Plus print-based tests (if applicable) to identify student strengths and weaknesses.

- Teachers may use test results to plan appropriate instruction for students.

- Teachers should be familiar with the scores for each Educational Level on the Tennessee ESOL Level Descriptors, Benchmarks, and Exit Procedures Chart (Appendix 1) to determine how close the student is to making a level gain.

- Teachers may check for test indicators listed beside appropriate competencies (in Volume II) to align test items with instruction.

- Teachers should never show or give students a copy of the BEST test answer sheets or booklets or item analysis. This is against standardized testing guidelines. It is okay to share scores with students, but sharing the actual test items is prohibited.

- Test results must be kept confidential. All hard copy records that contain confidential information such as social security numbers must be in locked storage and when disposed of, must be shredded.

D. BEST Literacy
BEST Literacy, also developed by CAL, tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States. BEST Literacy can be administered individually or to groups of examinees in one hour or less.

BEST Literacy tests how well adults use printed and written information to function in society. Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads. Writing tasks include addressing an envelope, writing a rent check, filling out a personal background information form, and writing personal notes. For more information on BEST Literacy, visit www.cal.org.

BEST Literacy scorers must use the conversion tables, writing samples, and writing rubric found in the BEST Literacy Test Manual. The Manual needs to match the version of the BEST Literacy test currently used in the program to ensure accuracy of scoring and test score interpretation. The Manual also has a wealth of information on administering the test and includes a calibration activity for scoring the writing portion.

D-1. Administration Qualifications
BEST Literacy test administrators do not have to be certified as do BEST Plus test administrators. However, they need to be trained on and familiar with the test administration guidelines, scoring criteria and procedures, and conversion tables as found in the most current testing manual. Test Administrators may be trained in-house and must have their training documented on the Adult Education Assessment Administrator Documentation of Training form, which is kept in their employment file. Training should be conducted annually.

Test Information and Procedures
Testing should be administered as follows:

- BEST Literacy may be administered along with BEST Plus when students enter the program or no later than when students obtain an NRS Level 3 on BEST Plus.

- Testing may be administered individually or in group settings.
• The timing guidelines for testing must be followed.
• An alternate form of BEST Literacy (B, C, or D) needs to be used when administering a post-test.
• Post-test after 60 hours of instruction.

Tips for Supervisors and Teachers
The following tips are designed to help ensure that supervisors and teachers comply with State policies regarding testing, required documentation, and confidentiality of test results; safeguard the integrity of the test; and ascertain meaning from the test results.
• Teachers should instruct in literacy skills (reading and writing) along with oral skills (listening and speaking) from the first day the student enters class.
• Teachers should be familiar with the content on the test and have access to students’ test results — scores and items missed — so they can plan appropriate instruction for their students.
• Students’ test booklets and score sheets must be maintained in student folders for monitoring purposes for three years.
• Teachers should be familiar with the scores for each Educational Level on the Tennessee ESOL Level Descriptors, Benchmarks, and Exit Procedures Chart (Appendix 1) to determine how close the student is to making a level gain.
• Teachers may check for test indicators listed beside appropriate competencies (in Volume II) to align test items with instruction.
• Teachers should never show or give students a copy of the BEST test answer sheets or booklets or item analysis. This is against standardized testing guidelines. It is okay to share scores with students, but sharing the actual test items is prohibited.
• Test results should be kept confidential.

TABE E Reading and Language (Survey)
Since BEST Literacy only allows students to test into ESL Level 6, the Test of Adult Basic Education (TABE) Level E is used to assess students’ readiness to exit ESOL in reading and writing. Only the Reading and Language sections of TABE E are administered within 1-4 weeks after the student has tested into ESL Level 6 on BEST Literacy. A scale score of 461 on Reading and 491 on Language (along with a BEST Plus score of 541 or more) is required to exit Advanced Level ESOL 6. Students who exit ESOL are typically transitioned into adult education instruction.

TABE E, Forms 9 &10 assess basic reading (reading comprehension, reading vocabulary, and spelling) and language skills (language mechanics and language expression), yielding objective mastery information for these skills and providing percentile, scale scores, and grade equivalent scores. The scores are a good indicator of whether students have mastered topics or whether they will need more instruction and practice.

Assessment items focus on adult life skills. Reading comprehension is assessed as it relates to reading diagrams, maps, charts, tables, forms and documents. Students answer questions about content and meaning and draw conclusions based upon what they just read. Students have 25 minutes to complete 25 questions. The Language test addresses correct word usage, sentence formation, capitalization, punctuation and paragraph development. Once again, students have 25 minutes to complete 25 questions.

Administration Qualifications
TABE assessment administrators may be trained in-house. They must be familiar with the TABE assessment procedures as listed in the current Survey Test Directions (manual) and should be familiar with the actual test items for TABE E. Administrators should be trained to carefully read the test directions to the students and to go over the sample problems presented in the test book. They should also ensure that the students know how to properly mark their answers on the answer sheets. TABE test administrators must be trained annually and have their training documented on the Adult Education Assessment Administrator Documentation of Training Form, which is kept in their employment files.

Test Information and Procedures
The following guidelines outline TABE E Reading and Language Survey administration:
• TABE E, Reading and Language subtests, should be administered within 1-4 weeks after the student has tested into ESL Level 6 on BOTH the BEST Plus and BEST Literacy tests.
• TABE E Testing may be administered in individual or group settings.

• TABE assessment administrators must be familiar with the TABE assessment procedures as listed in the current Survey Test Directions (manual) and should be familiar with the actual test items for TABE E.

• Tests must be administered in accordance with the timing guidelines.

• Post-test after 60 hours of instruction.

• An alternate form of TABE E (9 or 10) should always be used when administering a post-test.

• Students may not be pre-tested with BEST Plus and post-tested with TABE E, or vice versa.

• Care should be taken in entering assessment scores for Advanced Level ESOL 6 students in CMATS to ensure appropriate level gains. Contact the CMATS Technical Support Staff for assistance if needed.

• Classroom placement upon student’s exit from ESOL is determined locally by program administration.

NOTE: If on the pre-test, a student receives a score of 541 or higher on the BEST Plus and a 6 on the BEST Literacy, then the TABE Locator test should be administered first. If the Locator indicates TABE E is required for Reading and Language and the student scores below cut off levels on the TABE E test (<461 on Reading and/or <491 on Language), then the student is still an ESOL student. Otherwise, the student is an AE student.

Tips for Supervisors and Teachers

The following tips are designed to help ensure that supervisors and teachers comply with state policies regarding testing, required documentation, and confidentiality of test results; safeguard the integrity of the test; and ascertain meaning from the test results. The following guidelines outline the testing procedures for supervisors and teachers:

• Maintain score reports for three years for monitoring purposes.

• Be familiar with the content on the TABE E test.

• Have access to students’ detailed test results - items missed as well as scores to review student strengths and weaknesses.

• Use TABE E test results to plan appropriate instruction for students.

• Be familiar with the Tennessee ESOL Level Descriptors, Benchmarks, and Exit Procedures Chart.

• Never show or give students a copy of the BEST or TABE test answer sheets or booklets or item analysis. This is against standardized testing guidelines. It is okay to share scores with students, but sharing the actual test items is prohibited.

• Only **directly instruct** in ABE/GED skills (reading, writing, math) once a student has progressed from an ESOL student to an AE student. Oral skills instruction (listening and speaking) is not funded beyond ESOL exit.

• Keep test results confidential.

For more information on TABE, visit [http://www.ctb.com/](http://www.ctb.com/) and click on Adult Education.
Tennessee ESOL Level Descriptors, Benchmarks, and Exit Procedures Chart

Note: To determine a student’s Functional Level, follow this procedure:
Functional level is calculated for both Oral and Literacy scores. The lower of the 2 calculated Functional Levels is considered the student’s overall “Functional Level.” To determine level gain, determine overall Functional level for the student’s first and last assessment for the year, and compare.

<table>
<thead>
<tr>
<th>NEW ESL Educational Levels</th>
<th>NEW (2008 +) NRS Entry Benchmark*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TN ESL Exit procedures</td>
</tr>
<tr>
<td></td>
<td>Scores listed are SCALE SCORES not RAW scores</td>
</tr>
<tr>
<td>ESL Literacy Level 1</td>
<td>*BEST Plus 400 &amp; below</td>
</tr>
<tr>
<td>Low Beginning ESL Level 2</td>
<td>*BEST Literacy 0-20</td>
</tr>
<tr>
<td>High Beginning ESL Level 3</td>
<td>BEST Plus 401-417</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy 21-52</td>
</tr>
<tr>
<td>Low Intermediate ESL Level 4</td>
<td>BEST Plus 418-438</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy 53-63</td>
</tr>
<tr>
<td>High Intermediate ESL Level 5</td>
<td>BEST Plus 439-472</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy 64-67</td>
</tr>
<tr>
<td>Advanced ESL Literacy Level 6</td>
<td>BEST Plus 473-506</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy 68-75</td>
</tr>
<tr>
<td>Level 6 Procedures:</td>
<td>BEST Plus 507-540</td>
</tr>
<tr>
<td></td>
<td>BEST Literacy 76-78</td>
</tr>
</tbody>
</table>

**Level 6 Procedures:**
Test with TABE E Reading and Language within 1-4 weeks of reaching level 6 [both oral and language scores must be level 6]. If exit scores are not attained, continue to instruct in Reading and Language and re-test on alternate versions of TABE E until student reaches a scale score of 461 in Reading and 491 in Language.

**EXIT**
BEST Plus 541+
TABE E Reading 461+
TABE E Language 491+

**Exit Procedures:**
When a student reaches 541+ on the BEST Plus, AND has TABE E scores of Reading 461+, and Language Arts 491+, then they have exited out of ESOL levels and ESOL Oral instruction.

**Oral instruction is not offered to ESOL students after ESOL Level 6.**
Students completing ESOL level 6 may continue instruction in Reading, Language, and/or Math using ABE/AE levels and the TABE to measure progress.

*From Educational Functioning Level Table at www.nrsweb.org*
**BEST Literacy Item Analysis Chart**

Skills Checklist for Basic English Skills Test (BEST)

Reading Skills Section Forms B and C

<table>
<thead>
<tr>
<th>Please study this skill!</th>
<th>Item(s) Missed</th>
<th>Teaching Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 2 Calendar Words – locating dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 4 Calendar Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 2 Food Labels: Total Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Food Labels: Unit Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 3 Clothing Labels: Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 4 Clothing Labels: Price (writing price using a decimal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Telephone Directory – Home Telephone Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Telephone Directory – Business Telephone Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Train Schedule: Departure (reading the schedule)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 3 Train Schedule: Arrival (reading the schedule)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART 9</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 6, 9, 11, 14, 15 Reading Passage – Nouns in Context (B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 6, 9, 13, 14 Reading Passage – Nouns in Context (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 7, 8, 10, 12 Reading Passage – Verbs in Context (B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, 7, 8, 12, 15 Reading Passage – Verbs in Context (C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## BEST Literacy Item Analysis Chart, continued

**Skills Checklist for Basic English Skills Test (BEST)**

**Reading Skills Section Forms B and C**

<table>
<thead>
<tr>
<th>Item(s) Missed</th>
<th>Teaching Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5, 13 Reading Passage – Prepositions in Context (B)</td>
<td></td>
</tr>
<tr>
<td>5, 11 Reading Passage – Prepositions in Context (C)</td>
<td></td>
</tr>
</tbody>
</table>

### Please study this skill!

<table>
<thead>
<tr>
<th>Please study this skill!</th>
<th>Item(s) Missed</th>
<th>Teaching Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Store Sign on a Window: Opening Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Store Sign on a Window: Closing Time/Total Daily Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Store Sign on a Window: Total Daily Hours/Closing Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Appointment Card: Patient’s Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Appointment Card: Appointment Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Appointment Card: Cancellation Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Prescription Label: Person’s Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Prescription Label: Dosage (How many pills?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Prescription Label: Medicine Schedule</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BEST Literacy Item Analysis Chart, continued

#### Skills Checklist for Basic English Skills Test (BEST)
**Reading Skills Section Forms B and C**

<table>
<thead>
<tr>
<th>Item(s) Missed</th>
<th>Teaching Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Telephone Emergency/Bus Notice: Finding Information</td>
<td></td>
</tr>
<tr>
<td>13 Telephone Emergency/Bus Notice: Unstated Facts</td>
<td></td>
</tr>
<tr>
<td>14, 15 Newspaper Ad: Unstated Facts</td>
<td></td>
</tr>
<tr>
<td>16, 18 Help Wanted Ads: Finding Information (B)</td>
<td></td>
</tr>
<tr>
<td>16, 17 Help Wanted Ads: Finding Information (C)</td>
<td></td>
</tr>
<tr>
<td>17 Help Wanted Ads: Unstated Facts (B)</td>
<td></td>
</tr>
<tr>
<td>18 Help Wanted Ads: Unstated Facts (C)</td>
<td></td>
</tr>
</tbody>
</table>

#### Please study this skill!  | Item(s) Missed  | Teaching Resources |
|-------------------------------|-----------------|--------------------|

#### PART 1 Personal Background Form

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Name (last, first)</td>
</tr>
<tr>
<td>2 Sex</td>
</tr>
<tr>
<td>3 Street Number</td>
</tr>
<tr>
<td>4 Street Name</td>
</tr>
<tr>
<td>5 City</td>
</tr>
<tr>
<td>6 State</td>
</tr>
<tr>
<td>7 Zip Code</td>
</tr>
<tr>
<td>8 Place of Birth (B) / Date of Birth (month – day – year) (C)</td>
</tr>
<tr>
<td>9 Signature (full name)</td>
</tr>
<tr>
<td>10 Date (month – day – year)</td>
</tr>
</tbody>
</table>

---

**APPENDICES**

**ESOL PROGRAM AND CURRICULUM GUIDE** 103
### BEST Literacy Item Analysis Chart, continued

**Skills Checklist for Basic English Skills Test (BEST)**
**Reading Skills Section Forms B and C**

<table>
<thead>
<tr>
<th>PART 5 – Rent Check</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Date (month – day – year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Recipient’s Name (in the directions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Dollar Amount in Numbers (in the directions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Dollar Amount in Words (in the directions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Signature of Name (first, last) (in the directions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART 6 – Envelope</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Return Address (Complete and Correctly Placed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Sending Address (Complete and Correctly Placed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART 11 – Writing Notes Skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote an Appropriate Note (Followed the Directions/Prompt)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please study this skill! Item(s) Missed Teaching Resources

- Correct Number of Sentences
- Included Greeting
- Included Closing and Signature
- Correct Verb Tenses
- Correct Subject and Verb Agreement (Singular and Plural)
- Punctuation
- Necessary Capital Letters
- Neat Handwriting
## TABE E Reading and Language Item Analysis

**TABE E Reading assesses the following abilities to:**

- **Recall Information** – Remember information to use later.
- **Construct Meaning** – Figure out the main point, compare facts or draw conclusions about the information read. In other words, demonstrate an understanding of what is read.
- **Use Words in Context** – Identify the meaning of words through the context in which they appear, i.e. pitcher means two different things based upon context.
- **Evaluate/Extend Meaning** – Evaluate or form an opinion about a story or article read.
- **Interpret Graphic Information** – Interpret information displayed in drawings, photographs, maps, graphs or charts.

The reading test consists of 25 multiple choice questions and has a time limit of 25 minutes.

### Reading Skills and Subskills

<table>
<thead>
<tr>
<th>Percentage of Questions</th>
<th>Reading Skills and Subskills</th>
<th>Number of Questions</th>
<th>TABE 9</th>
<th>TABE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>28% - 32%</td>
<td>Recall Information</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Details</td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Sequence</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>20%</td>
<td>Construct Meaning</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Character Aspects/Evaluation</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Main Idea</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cause/Effect</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare/Contrast</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conclusion</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16%</td>
<td>Words in Context</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Same Meaning</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Appropriate Word</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Opposite Meaning</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16% - 20%</td>
<td>Evaluate/Extend Meaning/Draw Inferences</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Fact/Opinion</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Predict Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td>Interpret Graphic Information</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maps</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Signs</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graphs</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forms</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consumer Materials</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dictionary Usage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Ap pendices**

**TABE E Language** assesses the following skills:
- **Usage** – Refers to the way words are used in speaking and writing.
- **Sentence Formation** – Formation of sentences requires a complete idea with a subject and verb.
- **Paragraph Development** – A paragraph is a group of sentences that are written about a single thought or idea. It usually contains a main or thesis statement followed by other sentences that support the main idea.
- **Capitalization** – This section covers the rules for capitalization.
- **Punctuation** – The proper use of periods, question marks, exclamation points, commas and quotation marks is covered.
- **Writing Conventions** – Covers the rules and customs used in writing, such as proper use of apostrophe, quotation marks and format of addresses and letters.

The language test consists of 25 multiple choice questions and has a time limit of 25 minutes.

<table>
<thead>
<tr>
<th>Percentage of Questions</th>
<th>Language Skills and Subskills</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>TABE 9</strong></td>
</tr>
<tr>
<td>20%</td>
<td>Usage</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Pronouns</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Verb Tenses (past)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Subject/Verb Agreement</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Adjectives</td>
<td>1</td>
</tr>
<tr>
<td>16%</td>
<td>Sentence Formation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Sentence Recognition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Sentence Combining</td>
<td>3</td>
</tr>
<tr>
<td>16%</td>
<td>Paragraph Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Topic Sentences</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Supporting Sentences</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Sequence</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Unrelated Sentences</td>
<td>1</td>
</tr>
<tr>
<td>16%</td>
<td>Capitalization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• First Words of Sentence</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Proper Nouns (names, addresses, months)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Titles of Works</td>
<td>3</td>
</tr>
<tr>
<td>16%</td>
<td>Punctuation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• End Marks</td>
<td>2</td>
</tr>
<tr>
<td>16%</td>
<td>Writing Conventions</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Quotation Marks</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• Apostrophes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• City, State</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Letter Parts</td>
<td>3</td>
</tr>
<tr>
<td>Reading</td>
<td>Teaching Resources</td>
<td>Language Arts Test 4</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1. Comprehension/match the sentence to a picture</td>
<td>1.</td>
<td>1. Question Mark</td>
</tr>
<tr>
<td>2. Comprehension/match a question to a picture</td>
<td>2.</td>
<td>2. Comma</td>
</tr>
<tr>
<td>3. <strong>Vocabulary in context</strong>/fill in the blank</td>
<td>3.</td>
<td>3. Pronoun, antecedent, she</td>
</tr>
<tr>
<td>5. <strong>Map skill</strong>/determine connecting roads/literal</td>
<td>5.</td>
<td>5. Sentence fragments</td>
</tr>
<tr>
<td>7. Comprehension/literal recall or reread</td>
<td>7.</td>
<td>7. Capitalize months</td>
</tr>
<tr>
<td>8. <strong>Vocabulary</strong>/determine word meaning using <strong>context clues</strong></td>
<td>8.</td>
<td>8. Possessive forms (‘s)</td>
</tr>
<tr>
<td>11. <strong>Fact or opinion</strong></td>
<td>11.</td>
<td>11. Combining sentences</td>
</tr>
<tr>
<td>12. <strong>Graph/vocabulary/job</strong>/use <strong>context</strong> to determine word meaning</td>
<td>12.</td>
<td>12. Combining sentences</td>
</tr>
<tr>
<td>Reading</td>
<td>Teaching Resources</td>
<td>Language Arts Test 4</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>15. <strong>Main idea</strong>/letter</td>
<td>15.</td>
<td>15. <strong>Match sentence to topic sentence</strong></td>
</tr>
<tr>
<td>16. <strong>Evaluate characteristics</strong> of character based on description of actions</td>
<td>16.</td>
<td>16. <strong>Remove unrelated sentence</strong>/does not match the topic sentence</td>
</tr>
<tr>
<td>17. Comprehension/literal recall or reread</td>
<td>17.</td>
<td>17. <strong>Letter/Punctuation and Capitalization of date</strong></td>
</tr>
<tr>
<td>18. <strong>Prediction</strong>/based on content of letter/What should happen?</td>
<td>18.</td>
<td>18. <strong>Letter/Punctuation and Capitalization of address</strong></td>
</tr>
<tr>
<td>22. <strong>Sequence</strong> of events/literal/recall or reread</td>
<td>22.</td>
<td>22. <strong>Capitalization</strong> of month</td>
</tr>
<tr>
<td>23. <strong>Sequence</strong> of events/literal/recall or reread</td>
<td>23.</td>
<td>23. <strong>Personal pronoun</strong> (him)</td>
</tr>
<tr>
<td>25. <strong>Prediction</strong> based on events</td>
<td>25.</td>
<td>25. <strong>Period at the end of a statement</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>Teaching Resources</td>
<td>Language Arts Test 4</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1. Comprehension/match the sentence to a picture</td>
<td>1.</td>
<td>1. Question Mark</td>
</tr>
<tr>
<td>2. Comprehension/match a sign to written meaning</td>
<td>2.</td>
<td>2. Comma</td>
</tr>
<tr>
<td>5. Comprehension/cause and effect to drawing conclusions</td>
<td>5.</td>
<td>5. Verb tense</td>
</tr>
<tr>
<td>7. Comprehension/literal recall or reread</td>
<td>7.</td>
<td>7. Capitalize first word in a sentence</td>
</tr>
<tr>
<td>11. Comprehension/literal reread or recall</td>
<td>11.</td>
<td>11. Capitalization of date-related words</td>
</tr>
<tr>
<td>Reading</td>
<td>Teaching Resources</td>
<td>Language Arts Test 4</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>15. Comprehension/literal reread or recall/sequence</td>
<td>15.</td>
<td>15.</td>
</tr>
<tr>
<td>16. Comprehension/literal recall or reread</td>
<td>16.</td>
<td>16.</td>
</tr>
<tr>
<td>17. Comprehension/literal recall or reread/all of information</td>
<td>17.</td>
<td>17.</td>
</tr>
<tr>
<td>20. Fact or Opinion</td>
<td>20.</td>
<td>20.</td>
</tr>
<tr>
<td>22. Vocabulary/determine word meaning using context clues</td>
<td>22.</td>
<td>22.</td>
</tr>
<tr>
<td>23. Drawing Conclusions</td>
<td>23.</td>
<td>23.</td>
</tr>
<tr>
<td>25. Sequence</td>
<td>25.</td>
<td>25.</td>
</tr>
</tbody>
</table>
K-W-L Chart

Name ______________________________ Date ______________________________

KWL Chart
Fill in first two columns before the lesson. Fill in the last column after the lesson.

<table>
<thead>
<tr>
<th>Lesson Topic ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I <strong>Know?</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
</tbody>
</table>
## NEEDS ASSESSMENT TOOLS

### Pictorial Student Needs Assessment I

#### Setting Learning Priorities

Select ✅ three content areas you wish to study.

<table>
<thead>
<tr>
<th>WORK</th>
<th>HEALTH AND SAFETY</th>
<th>MONEY AND SHOPPING</th>
<th>TRANSPORTATION</th>
<th>HOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Search</td>
<td>Illness</td>
<td>Cash, Check, Credit</td>
<td>Car</td>
<td>Finding Housing</td>
</tr>
<tr>
<td>Applications</td>
<td>Doctor</td>
<td>Food</td>
<td>Bus</td>
<td>Apartments</td>
</tr>
<tr>
<td>Interview</td>
<td>Medicines</td>
<td>Clothing</td>
<td>Airplane</td>
<td>House</td>
</tr>
<tr>
<td>Work Schedule</td>
<td>911 and Emergency Services</td>
<td>Returns</td>
<td>Directions</td>
<td>Buy</td>
</tr>
<tr>
<td>Paycheck</td>
<td></td>
<td>Banking and Budgeting</td>
<td>Traffic Laws</td>
<td>Lease</td>
</tr>
<tr>
<td>Talking to Boss</td>
<td></td>
<td></td>
<td>Driver License</td>
<td>Utilities</td>
</tr>
</tbody>
</table>

---

112 ESOL PROGRAM AND CURRICULUM GUIDE
### Setting Learning Priorities, continued

<table>
<thead>
<tr>
<th>Community</th>
<th>Living in the United States</th>
<th>Becoming a Citizen</th>
<th>Using English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>Police</td>
<td>Laws and Government</td>
<td>Telephone</td>
</tr>
<tr>
<td>Public Library</td>
<td>Education System</td>
<td>Education System</td>
<td>Conversation</td>
</tr>
<tr>
<td>Post Office</td>
<td>Holidays and Traditions</td>
<td>Holidays and Traditions</td>
<td>Reading</td>
</tr>
<tr>
<td>Parks and Recreation</td>
<td>Washington History</td>
<td>Green Card</td>
<td>Writing</td>
</tr>
<tr>
<td>Court House</td>
<td></td>
<td>Citizenship</td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grammar</td>
</tr>
</tbody>
</table>
NEEDS ASSESSMENT TOOLS
Pictorial Student Needs Assessment II
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 U.S.A.

☐ 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 teacher.

☐ 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**.

Sample Student Self-Assessment Form I

<table>
<thead>
<tr>
<th>What I can do.</th>
<th>YES! I can do this.</th>
<th>I can do this sometimes.</th>
<th>This is difficult for me.</th>
<th>NO! I need help!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell my name, birth date, address, phone number</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for information in a store or on the phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions with child’s teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain medical problem to doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a medicine prescription</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand prices and make change when shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain my work history</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and pay my bills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read traffic signs (Stop, Yield, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand safety signs (Do not enter, Danger, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name __________________________________________________    Date _______________________________
Sample ESL Student Self-Assessment II

Name __________________________________________________    Date _______________________________
Teacher Name __________________________________________

<table>
<thead>
<tr>
<th>My effort</th>
<th>Circle one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I come to class</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>I use English at home</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>I use English at school</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>I use English at . . .</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Never</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My progress:</th>
<th>Circle one:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My listening improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>My speaking improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>My reading improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>My writing improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>My grammar improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>My pronunciation improved</td>
<td>A lot</td>
</tr>
<tr>
<td></td>
<td>Some</td>
</tr>
<tr>
<td></td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
</tr>
</tbody>
</table>

I still need more work in ________________________________.

MY CLASS: Check the ones that apply to you.

**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 ____________________

Excerpted from Leadership Excellence Materials, pg 62
# Sample Student Journal

Name ____________________________________________ Date __________________________

**Purpose:**
To help students think about

<table>
<thead>
<tr>
<th>What did I learn today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did I read in English today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who did I speak English to today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did I use English most today? (work, class, shopping, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What helped me most to learn English today?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I want to learn more about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I plan to do tomorrow to improve my English?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# NRS ESL Functioning Level Descriptors

## Functioning Level Table
(New BEST Literacy Score Range Added)

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Listening and Speaking</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning ESL Literacy</strong></td>
<td>Individual cannot speak or understand English, or understands only isolated words or phrases.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Test benchmark:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS scale scores: Reading:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>180 and below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening: 180 and below</td>
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</tr>
<tr>
<td>BEST Plus: 400 and below (SPL 0-1)</td>
<td></td>
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<tr>
<td>BEST Literacy: 0-20</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **Low Beginning ESL**         | 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. |
| Test benchmark:                |                        |                           |                                 |
| CASAS scale scores            |                        |                           |                                 |
| Reading: 181-190               |                        |                           |                                 |
| Listening: 181-190             |                        |                           |                                 |
| Writing: 136-145               |                        |                           |                                 |
| BEST Plus: 401-417 (SPL 2)     |                        |                           |                                 |
| BEST Literacy: 21-52          |                        |                           |                                 |
### Functioning Level Table
(New BEST Literacy Score Range Added)

#### Outcome Measures Definitions

**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS**

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Listening and Speaking</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Beginning ESL</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Test benchmark:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CASAS scale scores</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 191-200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening: 191-200</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Writing: 146-200</td>
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<tr>
<td>BEST Plus: 418-438</td>
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<tr>
<td>(SPL 3)</td>
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<tr>
<td>BEST Literacy: 53-63</td>
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<tr>
<td><strong>Low Intermediate ESL</strong></td>
<td>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.</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Test benchmark:</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>CASAS scale scores</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 201-210</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening: 201-210</td>
<td></td>
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<tr>
<td>Writing: 201-225</td>
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<tr>
<td>BEST Plus: 439-472</td>
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<tr>
<td>(SPL 4)</td>
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<tr>
<td>BEST Literacy: 64-67</td>
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</tbody>
</table>
# Functioning Level Table  
(New BEST Literacy Score Range Added)

## Outcome Measures Definitions

### Educational Functioning Level Descriptors—English as a Second Language Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Listening and Speaking</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
</table>
| **High Intermediate ESL**  
*Test benchmark:*  
CASAS scale scores:  
Reading: 211-220  
Listening: 211-220  
Writing: 226-242  
BEST Plus: 473-506  
(SPL 5)  
BEST Literacy: 68-75  
| 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  
BEST Plus: 507-540  
(SPL 6)  
BEST Literacy: 76-78  
| 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 2: Program-Related Forms
Sample Orientation Packet

ESOL Orientation
Procedure Packet
(Contributed by Williamson County AE)

- Welcome students, tour facilities (restrooms, coffee, snack machine, etc.)
- Sign-In Sheet
- Distribute Orientation package and discuss each item.
  - Welcome Letter
  - ESOL Class Schedules
  - Attendance Policy
  - Weather Information
  - American Classroom Customs
  - Registration Form
- Complete registration forms as a group using overhead
- Begin BEST Literacy (BL) testing. Test must be timed...maximum 60 minutes. As students are testing begin preparing files and checking registration forms.
- Administer BEST Plus (BP) as BL tests are completed. Check the BL tests as other teacher is giving the BP.
- Review test scores, assign class OR schedule TABE E Reading and Language.
- If testing is complete fill out ticket to class. Copy ticket to class for file.
- Give student ticket to class.
Sample Adult Education Sign-in Sheet

Class ___________________________  Teacher ___________________________
Class Code ____________

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME</th>
<th>TIME IN</th>
<th>TIME OUT</th>
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<tbody>
<tr>
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</tbody>
</table>

126 ESOL PROGRAM AND CURRICULUM GUIDE
Welcome to _______________ Schools

Adult Education English Classes!

We want to help you learn English. Classes are available for all levels. Classes are free and open to speakers of all languages.

You can learn best by:
• Coming to all of your classes
• Being on time
• Speaking English in class

Bring a pencil or pen and paper to your class. You may also bring a dictionary or electronic translator.

Be sure to sign in and sign out EVERY class using your full legal name.

If you are absent, you must call or email your teacher or the Adult Education office. The office phone number is______________________________.

Because of insurance policies, no children are allowed to be in an Adult Education classroom.

All students should be respectful of other cultures and religions.
### Sample ESOL Class Schedule

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>LOCATION</th>
<th>DAY(S)</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

For information about United States citizenship go to [http://uscis.gov](http://uscis.gov).

Adult Education offers free English for Speakers of Other Languages (ESOL) classes to anyone 18 years or older. To make an appointment for orientation, please call _____________ at _____________ during the day. Evenings call _____________ at _____________. For Spanish-speaking assistance, call _____________ at _____________. All students must attend orientation before entering class.
Sample Weather Information

Sometimes classes are closed because of snow, heavy rainstorms, or tornadoes.

The ESOL class follows the _______________________ County Schools schedule.
If _______________________ County Schools are closed, our classes are closed.
If _______________________ County Schools open 1 or 2 hours late, ESOL class opens at ____________.

You can find information on school closings on the local television channels, the local radio stations, or on the internet. If your children are in _______________________ County Schools, you will receive a phone call about the closing of _______________________ County Schools.

Local Television Channels:

Local Radio Stations:

Internet Sites (for the latest school closings “click” on school closings or weather):
American Classroom Customs

1. Be on time! It is considered rude to be late. It interrupts the class. If you must come in late, be sure to do it quietly.

2. Speak English in class! The classroom is the place for you to practice your English.

3. Turn off your cell phone or place it on vibrate only. If you must take a call during class, please step outside so that you don’t bother the other students or your teacher.

4. If you are absent, you should call or email your teacher or the Adult Education Office. Also, tell your teacher if you need to leave class early.

5. If the teacher asks a question, you are expected to give an answer. If you do not understand the question, you should raise your hand and ask the teacher to repeat the question. If you do not know the answer, it is all right to tell the teacher that you do not know. Then he or she knows what you need to learn.

6. Be courteous to other students and your teacher. If another student or your teacher is answering a question, giving a report or an explanation, you should listen quietly and give them your attention. Everyone must be treated with the same respect you would like them to give you.

7. Copying another student’s test is NEVER acceptable.

8. Books, backpacks, lunches—anything that belongs to other people—is considered private and should not be moved or touched.

9. Please do not wear tight, short, or revealing clothing. This type of clothing is not acceptable at school.
Sample Ticket to Class

You must give this paper to your teacher to begin classes!

Teacher _______________________________ Level _______

Class _______________________________________

Name of Student _______________________________

Student Track (circle one): ESOL  EL/Civics  GED

Date of Entry _________________

Type of Testing/Scores:

<table>
<thead>
<tr>
<th>TEST</th>
<th>SCALE SCORE</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEST Plus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABE 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABE 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student has identified the following content areas as learning priorities:
1. __________________________ 2. __________________________ 3. __________________________

The student has identified the following specific language needs (topics within content areas):
1. __________________________ 2. __________________________ 3. __________________________
4. __________________________ 5. __________________________ 6. __________________________

Original to student to give to teacher. Copy in student file.
Sample ___________________________ Adult Education
Release of Information Form

Please check one:

_____ Yes  My name and/or photograph may be used for the purpose of advertising and promoting the ___________________________ Adult Education Program.

_____ No  My name and/or photograph may NOT be used for the purpose of advertising and promoting the ___________________________ Adult Education Program.

Student Signature ___________________________________________ Date Signed _______________________________
APPENDIX 3:
Lesson Planning and Evaluation Tools
CLT Activities

Excerpted from CLT Today/Jack C. Richards
http://www.cambridge.com.mx/site/EXTRAS/jack-CD.pdf

Information gap activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw upon available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information gap principle:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

Students practice a role-play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices etc. The other needs to obtain information on departure times, prices etc. They role play the interaction without looking at each other’s cue cards.

Jig-saw activities

These are also based on the information gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

The following are examples of jigsaw activities.

• The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker’s points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker’s opinions. Students are then rearranged into groups containing a student from groups A, B and C. They now role-play the discussion using the information they obtained.

• The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Other activity types in CLT

Many other activity types have been used in CLT, among which are the following:

task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus is on using one’s language resources to complete a task.

information gathering activities: student conducted surveys, interviews and searches in which
students are required to use their linguistic resources to collect information.

opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

reasoning gap activities: these involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher’s timetable on the basis of given class timetables.

role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

**Emphasis on pair work and group work**

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- they can learn from hearing the language used by other members of the group
- they will produce a greater amount of language than they would use in teacher-fronted activities
- their motivational level is likely to increase
- they will have the chance to develop fluency
## Competency Grid, Multi-Level

### Tennessee ESOL Workplace Competencies: Multi-level Grid

**Strand: Workplace Retention (WR)**

<table>
<thead>
<tr>
<th>TEST ITEM INDICATORS:</th>
<th>SAMPLE RESOURCES are usually listed for content and may need to be adapted for level appropriateness. They are listed in alphabetical order with publisher in Teacher Resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L = BEST Literacy</td>
<td></td>
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<tr>
<td>P = BEST Plus</td>
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<tr>
<td>TR = TABE E Reading</td>
<td></td>
</tr>
<tr>
<td>TL = TABE E Language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
<th>LEVEL 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 WR 1.1 L</strong></td>
<td><strong>2 WR 1.1 L</strong></td>
<td><strong>3 WR 1.1</strong></td>
<td><strong>4 WR 1.1</strong></td>
<td><strong>5 WR 1.1</strong></td>
<td><strong>6 WR 1.1</strong></td>
</tr>
<tr>
<td>Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point).</td>
<td>Identify and count most U.S. currency (physically and verbally).</td>
<td>Demonstrate ability to request and make change using varying U.S. currency (e.g. four quarters for a dollar).</td>
<td>Demonstrate understanding of “chipping in” for an office gift and contributing to a charity through work (e.g. donating to flower fund or withdrawal from paycheck for American Heart Assoc.)</td>
<td>Request/keep record of charitable contributions for tax purposes.</td>
<td>Estimate living wage and basic expenditures (e.g. costs of food, housing, medical, etc.) per month as compared to earnings.</td>
</tr>
</tbody>
</table>

**Threads:**
1. Wages and Benefits
2. Work Values
3. Work Math
4. Safety at Work
5. Communication at Work
6. Handling Problems at Work
7. Forms at Work

**Sample Resources:**
- All Star 1-Unit 3
- Taking Off-Unit 6
- Workplace Plus 1 – Unit 9
- Refer to Internet resources for payroll deductions for charities.
- Living Wage Calculator http://www.livingwage.geog.psu.edu/states/47/locations
ESOL Lesson Plan Template

<table>
<thead>
<tr>
<th>Content Competencies:</th>
<th>Learner Objectives:</th>
<th>Linguistic Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>TLW...</td>
<td>Grammar</td>
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<tr>
<td>#</td>
<td>TLW...</td>
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<td>#</td>
<td>TLW...</td>
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<td>#</td>
<td>TLW...</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Procedure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up/Review</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Presentation (sequenced)</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Practice (sequenced)</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Production (application/evaluation)</td>
<td>Teaching Resources</td>
</tr>
</tbody>
</table>
Level 3 and 4  Title: Deductions from a Paycheck

**Content Competencies:**
# 1 WR 7.2
- Recognize social security, income tax deductions and W2 forms.

**Linguistic Competencies:**
- Grammar/Punctuation
- Pronunciation
- Vocabulary
- Deductions
- Pay stub
- Gross pay
- Net pay
- Voluntary Rates

**Teacher:** Diane Cohn
**Program:** Williamson County

**Teaching Time:** 2 hours

**Classroom Procedure**

**Warm-Up/Review:** Learners are introduced to new material or practice previously studied material.
1. Ask students to list the kinds of information on a pay stub. List these on the board.
2. Ask students to list the kinds of things that are often deducted from a paycheck. List these on the board.

**Presentation (sequenced):** The teacher will...
1. TTW have students turn to “All-Star Student Book 4” pages 140 and 141.
2. TTW have students read and discuss the pay stub example on page 140.
3. TTW ask students the questions listed on page 140.
4. TTW generate and answer any questions students have about pay stubs and deductions.
5. TTW assist students in completing answers on page 141 emphasizing the importance of checking one’s own pay stub.
6. TTW assist students in completing the “Understanding Rates” section.
7. TTW discuss ‘voluntary deductions.’
8. TTW discuss the difference between gross pay and net pay.

**Practice (sequenced):** The learners will...
1. TLW read and discuss the pay stub on page 140 of “All-Star Student Book.”
2. TLW answer and discuss questions on page 140.
3. TLW complete the answers in the pay stub on page 141 and compare with pay stub on page 140.
4. TLW complete the “Window on Math: Understanding Rates” section on page 141.
5. TLW discuss voluntary deductions.
6. TLW discuss the difference between gross pay and net pay.

**Production (application/evaluation):** The learners will produce evidence of learning by...
1. Discussing what information is given on a pay stub.
2. Discussing what are the different deductions listed on a pay stub.
3. Completing pay stub missing information on page 141 of “All-Star Student Book 4”
4. Discussing the meaning of voluntary deductions.
5. Discussing the difference between gross and net pay.

**Teaching Resources**
- “All Star Student Book”
Observation/Scoring Rubric (Student)

Sample ESOL Student Observation/Scoring Rubric

Rubrics help to set reasonable and appropriate expectations for learners and consistently judge how well they have met them. The basic rubric below is only one example. For creating rubrics, teachers may want to refer to the descriptors on the NRS Educational Functioning Level Table or the BEST tests’ Student Performance Level (SPL) listed in the administrators’ manuals. Teachers should also feel comfortable generating their own rubric using applicable skill criteria and level of performance scales. Some resources are listed below.

<table>
<thead>
<tr>
<th>Skill Criteria</th>
<th>Needs Improvement 1</th>
<th>Making Progress 2</th>
<th>Level Appropriate 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
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<td>Speaking</td>
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<td>Other</td>
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</tbody>
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Resources for creating rubrics

Sample communicative rubric
## Evaluation Tools Chart

This tools chart presents sample activities that teachers can use to evaluate individual learner achievement of oral performance objectives. All of the activities are teaching activities as well as evaluation tools and should not be used for evaluation until learners are familiar with the technique. Most of the activities can be adapted for use at any level and with multi-level classes. These techniques are particularly effective in large classes where evaluation of individual achievement is challenging. (Chart on next page is excerpted from REEP: [http://www.reepworld.org/staff/content/](http://www.reepworld.org/staff/content/))

### LIFESKILLS ASSESSMENT TOOLS AND TECHNIQUES CHART

<table>
<thead>
<tr>
<th>Tools</th>
<th>Technique</th>
<th>Logistics</th>
<th>Examples</th>
</tr>
</thead>
</table>
| ROLE PLAY        | In an unrehearsed situation, learners take roles and perform them using practiced language. | Several learners may be given roles in the situation if all roles have been practiced. Students not involved in the role play can complete a checklist analyzing their classmates’ performances. Students can generate the checklist themselves.  
Several pairs can perform simultaneously. Teacher circulates, observes, and evaluates individual learners. | telephone conversations 
ask/answer questions about a housing ad 
job interview 
small talk |
| SIMULATION       | A role play in which the classroom set-up replicates a specific location. | See role play.                                                                                                                                                                                               | grocery store aisles 
lost and found 
post office |
| INFORMATION GAP  | Each learner is given different information and must communicate with others to get all necessary information in order to complete a task. | Teacher observes individual pairs while the whole group moves through the activity. Students may be seated back to back or with a manila folder placed between them so that they can not see each others information. | maps 
schedules 
floor plans (house, store) |
| LINE DIALOGUE    | Two lines face each other. In one line, each person stays stationary with a cue card and asks an appropriate question. In the other line, each person responds and then moves on. | Teacher stands at one end of the lineup and observes individual pairs while the whole group moves through the activity. One line could also be seated while second line rotates, e.g., telephones, prices. | health/housing problems 
returning merchandise 
personal ID |
<table>
<thead>
<tr>
<th>Tools</th>
<th>Technique</th>
<th>Logistics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER TO LEARNER INTERVIEWS</td>
<td>Learners ask each other questions necessary to fill out a form, information grid, or questionnaire. Appropriate when students have practiced both asking and answering questions.</td>
<td>Many interviews can happen simultaneously while the teacher observes different pairs. Teacher may take one of the roles and circulate along with the students.</td>
<td>personal identification</td>
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<td>occupations</td>
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<td>likes/dislikes</td>
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<td>opinions</td>
</tr>
<tr>
<td>CONTACT ASSIGNMENT</td>
<td>Learners are given an assignment to accomplish outside of classroom/school environment. Learners must show proof of accomplishment.</td>
<td>Activity needs to be carefully structured so that it is clear who has/has not accomplished the task.</td>
<td>leave a message</td>
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<td></td>
<td>buy a fare card/token</td>
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<td></td>
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<td></td>
<td>call a recorded message to get information</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>obtain a library card</td>
</tr>
<tr>
<td>DEMONSTRATED PERFORMANCE</td>
<td>Learners perform tasks according to directions. Tasks are not context-dependent. Total Physical Response (TPR) tests receptive skills.</td>
<td>Learners may be organized into small groups or teams with one person performing at a time. In practice rounds, team members act as coaches. In final rounds, no assistance is allowed.</td>
<td>follow instructions from doctor/supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>produce correct change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>take a telephone message</td>
</tr>
<tr>
<td>APPROPRIATE RESPONSE</td>
<td>Given short situations or social formulae, learners produce appropriate responses.</td>
<td>The same situations may be given to several learners and each must produce plausible response. All learners may be asked to stand and once they have given an appropriate response, they may sit down.</td>
<td>You are leaving class early. What do you say?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Your co-worker looks sick. What do you say?</td>
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</tbody>
</table>
Teaching Activities

Activities for Listening and Speaking: Aligning with BEST Plus

The following activities were excerpted from those developed by Jane C. Miller, ESL Specialist and Professional Development Coordinator, Colorado Department of Education, Adult Education and Family Literacy, miller_j@cde.state.co.us. The complete list of these activities may be found in the online version of the Guide.

### LC2 Picture Descriptions

**Real-world purpose:** To understand English question words and respond appropriately. To relate aural cues to visual information.

**Listen for:** Question words

**Communication task:** Ask and answer questions

Find a large magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in one or a variety of activities. Show the picture to the entire class (or provide each student with a photocopy) and ask a series of Wh-, yes/no, and “or” (choice) questions related to the picture. Elicit responses from learners. Some responses will be based on direct evidence in the picture; other responses will be imagined or inferred. For additional practice, put learners in pairs. Members of the pair each have a turn being the “teacher” who asks questions about a picture and the “learner” who answers the questions.

### LC3 Class Story Using Language Experience Approach

**Real-world purpose:** To engage in social conversation. To distinguish English question words and respond appropriately

**Listen for:** Question words

**Communication task:** Answer questions

As a class, or from one learner, elicit an account of a real experience from work, community, family or friends. Using simple sentences, write the account on the board as the learner speaks. When finished, orally ask comprehension questions about the account written on the board. Utilize a variety of WH-information questions, yes/no questions, and “or” (choice) questions.

### Activities that develop listening for details:

### LC8 Minimal Pairs

**Real-world purpose:** To hear accurately in order to avoid misunderstanding

**Listen for:** Different sounds at the beginning, middle, and ends of words

Help learners distinguish between similar sounds at the beginning of words (pat, bat), in the middle of words (lift, list), and/or at the end of words (have, has). Make lists of minimal pair sets (search for “minimal pairs” on the Internet).

**Same or Different?** Have each learner make two 3” x 3” cards, one labeled SAME, one labeled DIFFERENT. Read a list of word pairs aloud, where some pairs are two different words (minimal pairs) and some are the same word read twice. As you read, each learner holds up their SAME or DIFFERENT card. Read aloud again until all learners correctly identify whether the words are different (minimal pairs) or the same word read twice.

### Listening Comprehension

How well does the learner understand the typical daily language of a fluent English speaker?

### BEST Plus Teaching Points

- Distinguishing wh-question words and question types
- Listening for details
- Listening to extended speech
- Clarification strategies

### Activities to distinguish question words and types:
Same or Different Numbers? Follow the same procedure above, using number pairs (14/40, 90/19, 15/15)

Odd Word Out. Have each learner make three 3” x 3” cards, labeled 1, 2, and 3. Read a list of word trios aloud, where two words are the same and one is different (pat, bat, pat; lift, lift, list; has, have, have). As you read, each learner holds up the number card representing which word in the trio was different from the other two. Repeat each trio until all learners correctly identify which of the three words is different.

LC9 Dictation
Real-world purpose: To hear accurately in order to avoid misunderstanding
Listen for: Sounds, words, phrases
Dictate level-appropriate words, phrases, or sentences to learners. Prepare answer sheets so learners can check their own work. If it is level-appropriate, use dictation as a means to convey announcements about upcoming class activities, program schedules, community activities, etc. The dictation content may be recorded on cassette tape in order to give learners practice in understanding non-face-to-face speech.

Language Complexity
How well does the learner organize and elaborate a spoken response?

BEST Plus Teaching Points
• vocabulary development
• sentence complexity (connectors, subordination, clauses, prepositional phrases)
• elaboration (variety and number of ideas conveyed, amount of detail) organization and cohesion

Activities that develop vocabulary:

LX1 Flashcards and Vocabulary Journal
Real-world purpose: To expand vocabulary.

Flashcards. Learners create vocabulary flashcards while learning key words pertinent to the life skill unit being studied. The word is on the front of the card; the reverse contains the translation into the first language, an illustration, or a definition. Learners study the cards individually or in pairs. (Although flashcards may seem unfashionable, there is much research indicating that flashcards are efficient and effective.)

Vocabulary Journal. Using a spiral notebook or 3-ring binder, learners prepare a page for key words they are learning pertinent to the life skill unit being studied. Entries in the journal include: word, definition in English, translation into first language, a sentence using the word in context, multiple forms of the word (noun plurals or verb tense forms), idiomatic phrases using the word, related words in the word family (verb, noun, adjective, adverb), an illustration depicting the word, synonyms/antonyms etc.

LC5 Flyswatter Vocabulary
See LC20 online.

LX6 Retelling
Real-world purpose: To increase vocabulary. To share information. To improve fluency.
Communication task: Share facts and tell a story.

After working on a reading passage (up to 200 words) that incorporates new vocabulary, learners retell the passage to a partner, using the new vocabulary.
3/2/1 Technique: Learners who are retelling the story do so with three partners to improve fluency. They are given three minutes to retell with the first partner, two minutes with the second partner, and one minute with the third partner. If needed, allotted times can be 4, 3, and 2 minutes.

Activities that develop sentence complexity:

LX7 Sentence Word Order
Real-world purpose: To improve word order in order to avoid misunderstanding. To complete a task.
Communication task: Use newly learned sentence structures.

Using a large font (14-16), type level-appropriate questions and statements that are pertinent to the life skill topic or subject matter currently being studied. Make enough copies for one copy per 1-2 learners. Cut each sentence apart – into individual words or logical
word chunks. (Small envelopes or plastic baggies for containing each sentence are helpful.) Give cut up sentences to pairs of learners who practice putting the words in order. Low level learners work to master simple SVO (Subject-Verb-Object) sentences. Higher level learners work on subordinate clauses, adverbial phrases, etc. Learners then practice asking and answering the questions and/or altering the sentences through substitution (I work in a hotel. He works in a hotel. He works in a factory.) Practice word order of affirmative and negative sentences (I like swimming. I don’t like swimming.)

LX9 Stating a Preference and Giving Reasons
Real-world purpose: To exchange information. To talk about oneself and learn about others. To engage in social interactions.

Listen for: Question words, words and phrases.

Communication task: Talk about things you like and give reasons.

Create decks of 15-25 cards, one set per 3 learners, on which are written level-appropriate words and phrases of things people like/don’t like and/or like/don’t like to do. (Examples: swimming, snow, to drive, my neighbors, my job, fish, teenagers, my child’s school, fast food, my mother-in-law, reading, etc.) Below the word or phrase, include the words “Why?” and “Why not?” Demonstrate to learners how to take turns drawing a card, reading it and responding. The learner who draws the card makes a statement about themselves and then asks the other partners for their responses. “I like snow in winter. What about you, Jose? Do you like snow?” “No, I don’t” “Why not?” “I don’t like snow because it is too cold. Also, the streets are dangerous in the snow.” Encourage learners to state 2-3 reasons for each preference.

LX11 Expanding Sentences
Listen for: Phrases and sentences.

Communication task: Increase the complexity of a sentence.

Make a list of 5-10 very simple sentences. As a whole class, or in groups of 4-5, ask each learner in turn to add a word, phrase, or clause to the sentence so it gradually expands and becomes more complex. After a certain period of time, or when groups are unable to expand the sentence further, ask each group to write their final sentence on the board. Model this activity with the whole class before asking groups to expand sentences on their own. Possible starters: Jose is happy. In the morning. I live downtown.

Example:
Vera is a teacher.
My sister Vera is a teacher.
My older sister Vera is a teacher in Denver.
My older sister Vera is a high school math teacher in Denver.
My older sister Vera, who lives in Arvada, is a high school math teacher in Denver.
My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years.
My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years but she is quitting.
My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years but she is quitting because she doesn’t like the new principal.

Activities that develop elaboration:

LX13 A Day in the Life of my Paper Friend
Real-world purpose: To give information.

Communication task: Describe one’s daily routine.

Find large magazine photos of people at work (housekeeper, nurse, homemaker, farmer, mechanic, cashier, teacher, waitress, etc.) — more than enough for one per learner. Model for the class by selecting a photo and describing the routine daily activities of that “paper friend”. Let each learner select one photo they would like to be their “paper friend”. Give learners a simple daily timeline — 6:30 a.m., 7:00 a.m., 8:30 a.m., 10:00 a.m., 12:00 p.m., 3:30 p.m., 5:00 p.m., 6:00 p.m., 9:00 p.m., 10:30 p.m. Give learners time to prepare to describe what their paper friend does daily at those times. Put learners in pairs. Have each partner orally describe the daily life of their paper friend. For additional practice, create new pairs or select certain learners to describe their paper friends to the entire class.
LX16 Which Would You Rather Do?
Real-world purpose: To share personal information. To engage in social interactions.

Listen for: Questions, activity words

Communication task: Describe things you like to do.

Create decks of 10-15 cards, one set per 3 learners, (or create a 11’ x 14” paper board game) on which are written level-appropriate pairs of phrases of contrasting things people do (Examples: swim – play tennis, watch TV – read a magazine, get up early – sleep late, go to a party – stay home alone, own a dog – own a cat, plant a vegetable garden – plant a flower garden, vacation at the beach – vacation in the mountains, etc.) Demonstrate to learners how to take turns drawing a card (or rolling a single die and moving a marker around a board), asking a question and responding. The learner who draws the card asks the other partner(s) which they would rather do and why. “Would you rather go to a party or stay home alone?” “I’d rather stay home alone.” “Why?” “Because a party is too noisy and too crowded. I am tired at night and a party is late. When I go to a party, I am nervous with new people. I like being in my quiet home with my family.” Encourage learners to state 3-4 reasons in their response.

Activities that develop organization and cohesion:

LX20 Tell Me a Story
Real-world purpose: To share information.

Listen for: Events, “time” words

Communication task: Describe an event in your life using time phrases.

Model this activity by telling a level-appropriate story about a recent event in your life. Use connecting phrases such as “to start out, first, after that, the next thing, in the middle of, before, finally, in the end”. Write the connecting phrases on the board. Ask learners to retell your story to a partner using the connecting words. Give learners time to prepare to tell a story about a recent event in their lives. They may write brief notes, if needed. Put learners in pairs. Ask each partner to tell their story. Encourage partners to ask follow-up questions. For additional fluency practice, create new pairs and have learners repeat their stories, or debrief the class as a whole, asking members to retell their partner’s story.

LX22 Describing a Process
Real-world purpose: To describe a process. To give instructions.

Listen for: Sentences, phrases of time.

Communication task: Describe the steps in a process. Connect the steps with time phrases.

Bring to class a small, portable appliance whose operation can be demonstrated in approximately 5-6 simple steps. Identify the parts of the appliance. Ask for a volunteer to operate the appliance based on your oral instructions. While describing the process, use connecting phrases such as “to start out, first, after that, the next thing to do is, the next step is, don’t . . . yet, before, finally, the last step to do is”. Occasionally, leave out a critical step or reverse two steps to demonstrate the importance of clarity and organization. Encourage the volunteer to repeat your instructions while following them. Have learners select a process to describe (individually or in pairs). They could choose to describe a procedure at their worksite, the operation of a small appliance or hand tool, or the preparation of a favorite recipe. Allow time (possibly as homework) for learners to prepare, using the connecting phrases. Have learners describe their process to other learners in pairs or small groups.

Possible small appliances to describe: coffeemaker, hairdryer, lawnmower, microwave oven, coin-operated washing machine, vending machine, DVD player, overhead projector, cassette tape player, cell phone, mixer.

Communication
How clearly does a learner communicate meaning? (How well does a typical native English speaker understand the responses spoken by the learner?)

BEST Plus Teaching Points
• appropriateness of vocabulary
• pronunciation and intonation
• grammatical accuracy
• fluency
Activities that improve appropriateness of vocabulary:

CM1 The Wrong Word
Real-world purpose: To use appropriate words in order to prevent misunderstandings.
Listen for: Words that are wrong for the sentence.

Prepare a series of level-appropriate statements that are pertinent to the life skill topic and vocabulary currently being studied. In each statement, include one word or phrase that is not right for the context. Read one or two statements aloud to the class. Ask learners to identify the word that is wrong and to provide the correct word. Sometimes the sentence can be altered in several ways. Put learners in groups of three. One partner reads the sentences aloud. The others listen, identify the errors and correct them.

Examples:
- I’m going to see the dentist yesterday. (I went to see the dentist yesterday. OR I’m going to see the dentist tomorrow.)
- My sister looks at my children when I come to English class.
- I’ll ask my employee if there are any job openings.
- I eat lunch at 6:30 in the morning.
- My son lost his first teeth yesterday.
- His bedroom is upstairs in the basement.
- She didn’t see the thief come up in front of her.

Activities to practice pronunciation, stress and intonation:

CM5 Movie Lines
Real-world purpose: To speak accurately in order to avoid misunderstanding.
Listen for: Differences in sounds, pitch, stress and rhythm.
Communication task: Repeat actors’ lines in the same manner the actors speak them.

Select a brief, high-interest, level-appropriate scene from a feature film, TV show, or TV advertisement. Transcribe a few key (model) lines in the order they occur in the scene. Choose lines that demonstrate typical intonation patterns, contractions, reduced speech, stress patterns, or any pattern with which learners have difficulty. You don’t need to transcribe the entire scene — just a selection of key lines. Ask students to say the selected lines and assist them with intonation, stress and meaning, as necessary. Play the tape segment once to set the scene and for learners to listen and identify where the model lines occur. Play the tape a second time, stopping after each model line to discuss the pronunciation, stress and intonation. Play the tape again, stopping before each model line. Ask learners to say the line in a manner as similar to what they heard on the tape as possible (not just to repeat the line for language practice.) For higher level learners, select lines that demonstrate how intonation expresses a speaker’s mood, attitude or urgency.

Activities that improve the use of grammar:

CM8 Who and Whose?
Real-world purpose: To use appropriate words in order to prevent misunderstandings.
Listen for: Pronouns and possessive adjectives
Communication task: Describe the steps in a process. Connect the steps with time phrases.

Write the possessive adjectives on the board (my, his, her, your, our, their). Using textbooks and other activities, have learners learn and practice pronouns and their possessive adjectives. “She lost her purse.” “They own their house.” “The boy likes his school.” Tell the class a few things you did the past weekend, each of which includes a possessive adjective. Examples: “We visited my mother. I washed our car. My daughter Sophia played tennis with her friend.” Call on learners to retell what you did, converting the pronoun and possessive adjectives as necessary, “They visited her mother. She washed their car. Her daughter played tennis with her friend.” Give learners a minute to prepare a statement about their weekend. In round robin fashion the first person retells one of your weekend activities and then makes a statement about her/his weekend activities. Each subsequent person retells a statement of each preceding person and adds a new statement.
Activities that improve fluency:

CM11  *Three, Two, One*

**Real-world purpose:** To share personal experiences.

**Listen for:** Names, activities, places, times

**Communication task:** Talk about a personal experience.

Give learners time to prepare to speak from a personal perspective about the life skill topic and vocabulary currently being studied. Examples of things to describe: family members, current housing situation, current job duties, neighborhood, a recent trip, weekend plans, etc. Learners may make brief notes of vocabulary. Put learners in pairs to tell their stories/descriptions. While one partner speaks, the other listens; no questions or responses are required. Learners are given three minutes with the first partner, two minutes with the second partner, and one minute with the third partner. If needed, allotted times can be increased to 4, 3, and 2 minutes.

**Note:**
The CDE/AEFL *Professional Development Resource Bank* has many resources on teaching ESL pronunciation and grammar.

Access the Resource Bank at: [http://www.cde.state.co.us/cdeadult/PDResourceBankIndex.htm](http://www.cde.state.co.us/cdeadult/PDResourceBankIndex.htm)

Navigate to Section 7e: *Facilitating Adult Learning in the Subject/Content Areas – ESL*, descriptors 7e.5.6 Grammar and 7e.5.7 Pronunciation.

Additional resources, including student texts and teacher guides are available for loan from the *Colorado State Literacy Resource Centers*.

To search the catalog, go to [https://athena.cde.state.co.us/screens/opacmenu_s2.html](https://athena.cde.state.co.us/screens/opacmenu_s2.html)

To check out a resource, contact:

- [fawcett_d@cde.state.co.us](mailto:fawcett_d@cde.state.co.us) (Debra Fawcett – State Literacy Resource Center in Denver)
- [ncpcd@stvrain.k12.co.us](mailto:ncpcd@stvrain.k12.co.us) (Connie Davis – Northern Colorado Professional Development Resource Center in Longmont)
- [susan.harris@trinidadstate.edu](mailto:susan.harris@trinidadstate.edu) (Susan Harris – Southern Colorado Professional Development Resource Center in Trinidad)
APPENDIX 4: Information and Procedures
Culture Shock

The following information was excerpted from Culture Shock http://edweb.sdsu.edu/people/CGuanipa/cultshok.htm.

Culture shock is described as the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place.

The shock (of moving to a foreign country) often consists of distinct phases, though not everyone passes through these phases and not everyone is in the new culture long enough to pass through all three.

- **Honeymoon Phase** – During this period the differences between the old and new culture are seen in a romantic light, wonderful and new. For example, in moving to a new country, an individual might love the new foods, the pace of the life, the people’s habits, the buildings and so on.
- **Negotiation Phase** – After some time (usually weeks), differences between the old and new culture become apparent and may create anxiety. One may long for food the way it is prepared in one’s native country, may find the pace of life too fast or slow, may find the people’s habits annoying, etc. This phase is often marked by mood swings caused by minor issues or without apparent reason. Depression is not uncommon.
- **Adjustment Phase** – Again, after some time (usually 6-12 months), one grows accustomed to the new culture and develops routines. One knows what to expect in most situations and the host country no longer feels all that new. One becomes concerned with basic living again, and things become more “normal”.
- **Reverse Culture Shock** (a.k.a. Re-entry Shock) – Returning to one’s home culture after growing accustomed to a new one can produce the same effects as described above, which an affected person often finds more surprising and difficult to deal with than the original culture shock.

Symptoms of Culture Shock

Teachers should recognize possible symptoms of culture shock and try to help students deal with them effectively. The symptoms are typical of various other conditions but teachers should take note when they observe the following behaviors in their students as they may indicate culture shock.

- Sadness, loneliness, melancholy
- Preoccupation with health
- Aches, pains, and allergies
- Insomnia, desire to sleep too much or too little
- Changes in temperament, depression, feeling vulnerable, feeling powerless
- Anger, irritability, resentment, unwillingness to interact with others
- Identifying with the old culture or idealizing the old country
- Loss of identity
- Trying too hard to absorb everything in the new culture or country
- Unable to solve simple problems
- Lack of confidence
- Feelings of inadequacy or insecurity
- Developing stereotypes about the new culture
- Developing obsessions such as over-cleanliness
- Longing for family
- Feelings of being lost, overlooked, exploited or abused

How to Deal with Culture Shock

The majority of individuals and families that emigrate from other countries have the ability to positively confront the obstacles of a new environment. Teachers may help students who seem to be experiencing culture shock by suggesting the following ways to combat stress produced by culture shock:

- Develop a hobby.
- Don’t forget the good things you already have.
- Remember, there are always community resources that you can use.
- Be patient, the act of immigrating is a process of adaptation to new situations. It is going to take time.
- Learn to be constructive. If you encounter an unfavorable environment, don’t put yourself in that
position again. Be easy on yourself.
• Don’t try too hard.
• Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take an aerobics class, etc.
• Relaxation and meditation are proven to be very positive for people who are passing through periods of stress.
• Maintain contact with your ethnic group. This will give you a feeling of belonging and will reduce your feelings of loneliness and alienation.
• Maintain contact with the new culture. Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about language and feel useful at the same time.
• Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc.
• Recognize the sorrow of leaving your old country. Accept the new country. Focus your power on getting through the transition.
• Pay attention to relationships with your family and at work. They will serve as support for you in difficult times.
• Establish simple goals and evaluate your progress.
• Find ways to live with the things that don’t satisfy you 100%.
• Maintain confidence in yourself. Follow your ambitions and continue your plans for the future.

If you feel stressed, look for help. There is always someone or some service available to help you.
TPRS Step-by-Step Process (Developed by Kathryn Atkins-Roberson)

I. Preliminary Preparation
Assess students’ instructional needs to determine topic of story
• Teacher may want to develop a pre-/post-test on the lesson, such as a picture or word match, etc.
Find a level-appropriate reading that is engaging and…
  • has a problem,
  • has an unexpected element, and
  • has a solution.
Simplify reading text (if necessary)
• Create/rewrite approximately 10 sentences.
• Write modified version either in present or past tense
• Select 5-8 vocabulary words that students do not know.
Prepare to teach
• Decide gestures
• Gather appropriate pictures
• Collect props
• Personalize questions asking students about themselves and matters of interest
• Develop hierarchy of circling questions in order of reading
• Create 4-5 questions per sentence
  – Yes/no questions; students may respond with complete sentences.
  – Who/what questions
  – How/why questions
• Vary types of questions among 12 recommended possibilities.

II. Teaching using stories
Alternate use of verb tense
Establish meaning – pre-teach vocabulary using
• Personalized questions and answers
• Gestures
• Props
• Pictures
• Translation (if possible)
(separate illiterate students from others toward end of class; use pictures with words for instruction; teach alphabet.)
Set (3) locations for TPRS
Choose student actors to role-play story
Tell story asking circling questions throughout…
• 1st storytelling – with student actors
• 2nd storytelling – teacher retells with a few new details to make it interesting using only vocabulary you taught
• 3rd storytelling – teacher retells original story without student actors
• 4th storytelling – students retell the story; this may be accomplished in several ways:
  – Students sit in circle and each tells a sentence
  – Students tell story in pairs – to partner
  – Students are organized into groups and draw pictures for each part of the story.
  – Teacher (or students) draws a story board where story is told in sequence
  – Teacher solicits a student who excelled in class for the superstar retell.

III. Reading
Make copies of reading you simplified
• Give copy of original story OR add details student contributed and hand out next day
• Teacher reads orally while students follow
• Students translate into their own language and have someone who speaks English and their language to check (if possible)
• Teach Pop-Up Grammar points (15 seconds) such as subject pronouns embedded in phrase, etc.
• Student may write story using same vocabulary; teacher may give as homework or group work

IV. Extended Reading – This will be the final phase of the lesson or unit and may not be presented by teacher until next day or several days later.
• Spirals and recycles vocabulary
• Longer text
• Story is similar but has new twist.
• All same vocabulary words plus previous vocabulary; do not add new vocabulary