

Course Outline

REVISED: January/2009



Course Description:

This competency-based course is designed to develop language proficiency in the four skills of listening, speaking, reading and writing for limited-English-speaking adults at a multi-level ESL instructional level. Language skills are developed in the context of everyday life situations, with the goal of communicative competence. Instructional areas of instruction include Personal Information, School Information, School Environment, Curriculum, Program Transitions, Learner Goal-Setting and Learner Persistence, Study Skills and Classroom Environment, and Time Management. The content and instructional strategies of this course reflect the English-as-a-Second-Language Model Standards for Adult Education Programs.

Program:

English as a Second Language (ESL & Citizenship)

Course of Study:

English as a Second Language (ESL)

Course:

2:1050 ESL Multi-Level

50-01-50

(Formerly: 50-01-49)

ESL Multi-Level/Education and Career Planning

Credits: 0*

Hours: 6

Prerequisites:

None

Note:

The number **50-06-50** is used for reporting hours students generate through GED preparation.

*This is a non-credit course and may be repeated to learn specific competencies.

TABLE OF CONTENTS

	Page
Acknowledgments	2
Course Outline Competency-Based Components	3-4
Using the ESL Multi-Level/Education and Career Planning Course	5
ESL Multi-Level/Education and Career Planning: Content	
Competency-Based Components for ESL Multi-Level/Education and Career Planning	6-9
ESL Multi-Level/Education and Career Planning: Implementation	
Instructional Strategies	10
Suggested Evaluation Activities	11
Suggested Instructional Resources	12-13
Definitions of SCANS Competencies and Foundation Skills	14-16
Glossary of Common ESL Terms	17-22
Teacher Feedback Form	23-24

ACKNOWLEDGMENTS

Thanks for KELLY BAILEY, DIANNE BURKE, LEIGH JACOBY, and MIMI YANG for their expertise in the writing of this course outline.

Appreciation is expressed to the following members of the ESL Multi-Level/Education and Career Planning Course Committee for their participation in the development of this course outline: ALEX ALEXANDER, RESURRECCION ANGELES, JANICE BRITTAIN, DOMINICK CISTONE, CLIF DE CORDOBA, JEROME, FELDMAN, BERNADINE GONZALEZ, GEORGE HILDEBRAND, KATHY JAVAHERI, MATTHEW KOGAN, SUSAN MASTERS, DALE MCINTIRE, ED MORRIS, and ANDRE SUTTON.

Thanks to CANDACE LEE for coordinating this project.

Appreciation is also expressed to RONNA MAGY for her revision of the Learner Goal Setting and Learner Persistence competency area of instruction.

Thanks to TOM CALDERON for editing, revising, and preparing this course outline as competency based.

KIT BELL
Supervisor
Adult ESL and Citizenship

APPROVED:

ED MORRIS
Assistant Superintendent
Division of Adult and Career Education

ESL Multi-Level/Education and Career Planning (50-01-50) December/2008, LAUSD Division of Adult and Career Education

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components

INSTRUCTIONAL STRATEGIES

p. 10

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 6-9

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 11

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

USING the ESL MULTI-LEVEL/EDUCATION and CAREER PLANNING COURSE

Research shows that programs that provide students with an orientation have higher levels of student persistence and retention.

This course is intended to provide an orientation for ESL students who are entering the adult-school system. Optimally, it should be taught before students are placed in an ESL class. Orientations can be provided at the time of registration, at orientation sessions offered on a weekly or bi-monthly, or in the ESL classroom.

By participating in this course, students will learn what level of ESL class is most appropriate to their needs and what they will learn in that class. They will understand the school system they are entering, will know the schedule of classes and layout of their school site and be familiar with the various programs offered through adult and career technical education. Students will also be able to articulate their long and short-term educational goals and be prepared to study in a classroom environment.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Multi-Level/Education and Career Planning Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Recommended Materials and Activities
<p>I. Personal Information</p> <p>(.5 hours)</p>	<ol style="list-style-type: none"> Follow instructions to complete variety of forms with personal information. <ol style="list-style-type: none"> Print information clearly. Give information about gender, race, ethnicity. Sign name. Identify and write first, middle and last name. Identify and write country of origin. Identify and write current date and birth date (month, day, year). Give and write information about children. <ol style="list-style-type: none"> names (first and last) ages school name grade level in school date of birth 	<p>Registration Form</p> <p>TOPS Intake Form</p> <p>CBET Pledge Card</p> <p>CBET Tutoring Log</p>
<p>II. School Information</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> Follow instructions to complete a variety of forms with school information. State and write name of instructor. Identify strategic school personnel (principal, assistant principal, etc.). State and write name of school, address, and phone number. State and write student identification number if applicable. Identify the procedures for changing classes during the term. 	<p>Student-created calendar</p> <p>School's schedule of classes</p>

<p>III. School Environment</p> <p>(.5 hour)</p>	<ol style="list-style-type: none"> 12. Identify days, times, and locations of class offerings using the school schedule. 13. Identify school rules regarding attendance, parking, smoking, dress, etc. 14. Recognize student rights and responsibilities related to the educational program. 15. Identify responsibilities related to appropriate behavior and actions in public facilities. 16. Recognize the role of student government in adult education. 17. Recognize the function of and respond appropriately to emergency drills. 18. Locate campus sites used during emergency drills. 19. Identify important rooms, buildings, and services such as office, bookstore, restrooms, pay phone, lunch truck, etc. 20. Identify available child care. 21. Identify and visit classroom with adult basic education, adult secondary education, and career technical (CTE) courses. 22. Identify different students attending adult school (i.e, minors, concurrently enrolled high school students, etc. 	<p>List of school rules</p> <p>School's schedule of classes</p> <p>Presentation by student government representative</p> <p>School map</p> <p>School tour</p>
<p>IV. Curriculum</p>	<ol style="list-style-type: none"> 23. Identify the different school programs and modes of instruction: <ol style="list-style-type: none"> a. Adult English-as-a-Second Language and Citizenship <ol style="list-style-type: none"> i. Identify the ESL course sequence. ii. Distance Learning iii. Community-Based English Tutoring (CBET) 	<p>TOPS form</p> <p>CBET pledge cards</p> <p>CBET tutoring logs</p> <p>Educational area brochures</p>

(2 hours)	<p>31. Recognize necessity of updating plans.</p> <p>32. Identify personal support system necessary to maintain regular attendance and progress (e.g., child care, transportation, etc.).</p> <p>33. Create a calendar that correlates personal events (e.g., work, family, etc.) with school events.</p>	
<p>VII. Study Skills and Classroom Environment</p> <p>(.5 hour)</p>	<p>34. Identify appropriate classroom behavior such as:</p> <ul style="list-style-type: none"> a. participating in group or pair work b. working on classroom activities in pairs and small groups c. organizing study materials (e.g., notebook, pencil/pen, dictionary, etc.) d. keeping class work and tests in a notebook 	
<p>VIII. Time Management</p> <p>(.5 hour)</p>	<p>35. Discuss the benefits of time management skills for the adult student.</p> <p>36. Identify the effects of absenteeism on the learning process.</p> <p>37. Identify time management strategies to facilitate school attendance for the following situations:</p> <ul style="list-style-type: none"> a. doctor's appointments b. illness c. childcare d. family emergencies e. personal vacations <p>40. Identify ways to create a home environment conducive to studying.</p>	<p>Student-created calendar</p>

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the ESL Multi-Level/Education and Career Planning course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SUGGESTED EVALUATION ACTIVITIES

Teachers should use a variety of test measurements in more than one language skill to gain information about the students. Assessments should be based on tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

Placement Tests

The Division-developed ESL Placement System is used to determine the appropriate course for new students entering the school.

In-Class Evaluation Methods

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
- c. Observation (e.g., while working or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
- f. Textbook publishers' tests

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level. Completion of the ESL Program is based on passage of the Division-developed test for the ESL Advanced Low level.

SUGGESTED INSTRUCTIONAL RESOURCES

The following materials are available through the ESL/CBET and Citizenship Programs Office. (213) 241-3166.

TEXTBOOKS

Recommended Adult ESL/CBET Core Textbook List. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

INSTRUCTIONAL RESOURCE MATERIALS

Tools for ESL Lesson Planning. A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL. Second Edition. ESL and Citizenship Programs, DACE, 2000.

ESL/CBET and Citizenship Technology Guide. Adult ESL/CBET and Citizenship Programs, DACE, June, 2002.

Integrating SCANS Competencies into ESL Instruction Resource Packet. Brigitte Marshall, Consultant. Spring Institute for International Studies, 1999.

The ESL/CBET Teachers' Resource Handbook. Adult ESL/CBET and Citizenship Programs, DACE, 2002.

OTHER RESOURCES

CASAS Competency List, CASAS, 1996.

English-as-a-Second-Language Handbook for Adult Education Instructors, California Department of Education, 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs. California Department of Education, 1992.

Teacher's Guide, ESL Beginning High (a) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

Teacher's Guide, ESL Beginning High (b) Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

What Work Requires of Schools. A SCANS Report for America 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

SUGGESTED INSTRUCTIONAL RESOURCES (continued)

WEBSITES

CATESOL: California Association of Teachers of English to Speakers of Other Languages, www.catesol.org.

OTAN: Outreach and Technical Assistance Network, California Department of Education, 1(800) 894-3113 www.OTAN.dni.us.

RESOURCE PERSONS

Subject area coordinator and advisers

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- | | |
|----------------------|--|
| Resources | <ul style="list-style-type: none">• Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.• Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.• Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.• Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback. |
| Information | <ul style="list-style-type: none">• Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.• Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.• Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.• Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data. |
| Interpersonal | <ul style="list-style-type: none">• Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.• Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.• Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.• Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.• Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.• Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes. |

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

**Personal
Qualities**

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

GLOSSARY of COMMON ESL TERMS

**** Definitions for all words in *bold* can be found in this glossary.**

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CBET – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

CCAE – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the **context** of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

GLOSSARY of COMMON ESL TERMS (continued)

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the language **form** rather than expressing meaning. See **dialog substitution**.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ELL – English Language Learner.

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play, problem solving** or **peer revision** as example activities for this stage.

GLOSSARY of COMMON ESL TERMS (continued)

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

Form (see **Grammar**).

Grammar – See **Language Form**

Grammar: Form, Meaning, Use – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See **“Find Someone Who...”** as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structure or grammar of the language.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

ESL Multi-Level/Education and Career Planning (50-01-50) December/2008, LAUSD Division of Adult and Career Education

GLOSSARY of COMMON ESL TERMS (continued)

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

Learning Modalities – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self-evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

Life Skills – Language and non-language skills necessary to function within society.

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

GLOSSARY of COMMON ESL TERMS (continued)

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See **Language Form**.

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

ESL Multi-Level/Education and Career Planning (50-01-50) December/2008, LAUSD Division of Adult and Career Education

GLOSSARY of COMMON ESL TERMS (continued)

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 198.

ESL Multi-Level/Education and Career Planning (50-01-50) January/2009, LAUSD Division of Adult and Career Education

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

ESL Multi-Level/Education and Career Planning (50-01-50) December/2008, LAUSD Division of Adult and Career Education