HANDBOOK FOR TEACHING
ENGLISH AS A SECOND LANGUAGE
(ESL)
IN WEST VIRGINIA

West Virginia
Department of Education
2002-2003
# TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) IN WEST VIRGINIA

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>INTAKE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Do You Need to Ask if the ESL Applicant is Legal?</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Are There Any Foreigners That You Cannot Serve in ABE Programs?</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Do ESL Students Need to Complete the ABE 400A and 400B Forms?</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Do ESL Students Need a Social Security Number (SSN)?</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Do ESL Students Need to Sign a Release of Information Form?</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ESL/Registration/Background Interview</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Needs Assessment at Intake</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Factors that may affect language learning:</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>A Sample Needs Assessment Instrument</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>English as a Second Language Needs Assessment</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Classroom Needs Assessment</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ESL Student Self-Assessment</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Learning Styles Assessment</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>English as a Second Language Learning Styles Questionnaire</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Standardized Skills Assessment</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Standardized Assessment Instruments Correlated to the FFLs:</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Comparison of Standardized Assessment Instruments</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Reading/Writing Assessments Comparison</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Listening/Speaking Assessments Comparison</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Initial Skills Assessment/Placement</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>ESL National Reporting System (NRS) /Federal Functioning Levels (FFLs), Student</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Performance Levels (SPLs) and Test Benchmarks-Revised Nov. 2002</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Reading/Writing Correlations</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Listening/Speaking Correlations</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Ongoing/Progress Assessment</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Final Skills Assessment</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Recording Standardized Assessment Results on the 400 form</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>CURRICULUM</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>ESL Curriculum Guides</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>RECOMMENDED MATERIALS</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>ESL Beginning Literacy Level ESL Texts</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>ESL Beginning Basic Level ESL Texts</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>ESL Low and High Intermediate Levels ESL Texts</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>ESL Low and High Advanced Levels ESL Texts</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Video Series</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Software</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>INTERNET RESOURCES</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>SELECTED PUBLISHERS OF ADULT ESL RESOURCES</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>STARTING UP AN ESL PROGRAM / RECRUITMENT</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Do You Need To Study English?</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>JOB DESCRIPTION: ADULT BASIC EDUCATION INSTRUCTOR</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>CULTURAL CONSIDERATIONS</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>The Student / Teacher Relationship</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Culture Shock</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Further Reading on Cross-cultural Issues:</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Published by Kraus Organization with permission from issuing agency.
TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)
Prepared by: Cathy C. Shank, Adult Education Special Populations Coordinator
and Cheryl Rowan, ABE/ESL Peer Trainer

INTRODUCTION

The English as a Second Language (ESL) program is the specialized part of Adult Basic Education (ABE) that addresses the needs of Limited English Proficient (LEP) adults—including adult immigrants, residents, and citizens of the U.S. whose native language is not English. The ESL program offers instruction in English for Speakers of Other Languages (ESOL) that encompasses instruction in pre-literacy skills, reading, writing, listening, speaking, grammar, U.S. citizenship, cultural literacy, and test preparation for the TOEFL (Test Of English as Foreign Language) and other college entrance examinations.

The main concern of the ESL program is to help LEP adults to communicate in American English in order to enter the American mainstream. Some adults want to study English to get a job or get promoted; to help their children with schoolwork; to communicate with acquaintances and coworkers; or to enter vocational and higher education programs. Some students have post-graduate degrees in their own languages while others are illiterate. Some want only survival competence, while others want to have advanced linguistic competence. Some speak and understand English quite well but do not read or write it. Others have the reverse abilities.

The ESL program must take into account all of these factors. The ESL program should also address difficulty caused by the difference between the sound systems and alphabetic systems of English, the first language. And, last but not least, a good ESL program considers the cultural adjustment difficulties that can be a major barrier to success.

The ESL program in West Virginia is offered in various formats:

- **Individualized or small group instruction** – for individuals or very small groups of LEP adults enrolled in general ABE classes or literacy programs seeking ESOL instruction; and

- **ESOL classes** – groups of LEP adults enrolled in classes specifically focused on ESL and organized according to the participants’ language proficiency level, topics of interest, or workplace or family literacy needs.

This part of the *ABE Teacher Handbook* is aimed at providing help for those ABE teachers who have had little or no experience with the ESL population. It cannot anticipate all variables. If, after reading through this section, you need additional information, please contact Cathy Shank, the WV Special Populations Coordinator at cshank@access.k12.wv.us.
INTAKE

Personal contact at the outset is vital to establishing rapport with ESL learners. Therefore, it is a good idea to welcome program applicants and explain the intake and placement process.

Do You Need to Ask if the ESL Applicant is Legal?
In the K-12 system, it is illegal to ask students to show proof of their immigration status as a condition of offering educational services. National adult education legislation does not specify the need to prove legal status nor forbid a legal status requirement. Most states, including West Virginia, have adopted a “don’t ask/don’t tell” policy. Thus, it is not necessary for adult students to present passports; visas work permits, or social security cards to prove legal status.

Are There Any Foreigners That You Cannot Serve in ABE Programs?
Federal rules prohibit ABE programs from serving individuals who have come to the United States for the purpose of studying full-time in a university or a private language school. A particular type of visa is issued to full-time foreign students studying in the U.S. Students with this F-1 Visa status may not be served by ABE programs. You may serve the spouses and family members of these foreign students because they are assigned a different visa classification. So, be sure to always ask enrollees if they are currently attending a college, university, or private school language school. If so, then ask them if they have an F-1 visa.

In summary, your program MAY NOT:

- Assist a foreigner in obtaining an F-1 visa by issuing an I-20;
- Allow a foreign student with an F-1 visa to transfer to the ABE program from a university or private language school; or
- Serve a foreign university student with an F-1 visa who wants to supplement his or her education by attending your program.

Most ABE programs have never issued an I-20 or served ESL learners with F-1 visas. So for most of you this is not a concern. If you have questions, feel free to contact Cathy Shank, Special Populations Coordinator at cshank@access.k12.wv.us
Do ESL Students Need to Complete the ABE 400A and 400B Forms?
The ABE 400 forms are complicated documents even for native English speakers. The ABE Student Profile used by many programs also contains a lot of language that an ESL student will not understand. You will need to obtain the information for the ABE 400 forms yourself by gathering information from the student.

You may want to use the Registration/Background Interview (on the following pages) to obtain basic information from the learner at intake. Some ESL students may be able to fill in part of the form without assistance. However, it is recommended that you conduct an interview versus handing the form to the student in order to get the most accurate information. Often a new applicant is accompanied by a friend, family member, or counselor who may speak English better than the individual and may be able to act as a translator in helping to get complete information. Former students may also be enlisted as translators. After completing the Registration/Background Interview, you can transfer information to the 400A form.

Do ESL Students Need a Social Security Number (SSN)?
Legally, the ABE program may not require any student to provide a Social Security Number (SSN). The reason for having the SSN on the ABE 400A and 400B forms are for tracking purposes and matching data relating to job placement, entry into other educational institutions, etc. If an ESL student does not have a SSN, leave that section blank on the forms.

Some of your ESL students may want a SSN for a variety of identification purposes. Prior to July 1995, almost anyone who applied for a SSN could obtain one. Since then, only legal immigrants (permanent residents) have been able to get a SSN. Other legal aliens (temporary residents on visas) may apply for a Taxpayer Identification Number (TIN) from the IRS regardless of whether the legal alien will pay taxes in the U.S. or not. The individual can complete a W-7 form (available from the IRS) and receive a TIN configured in the same way as the SSN, which can be used in most places in lieu of the SSN. However, for the ABE 400A form, please do not use the TIN number.

Do ESL Students Need to Sign a Release of Information Form?
Data on the ABE 400A and 400B forms may be transmitted to RESAs and to the WV Department of Education without a formal release of information. However, in order for our state to do 'data-matching' to verify progress of our students toward employment and post-secondary education goals, a release of information must be obtained. Regular ABE students are asked to sign a Statement of Understanding Regarding Release of Information Contained in Program Records (see the Section 4 of the WV ABE Teacher Handbook). That form may be too difficult for ESL students to read and understand. Also, ESL students may fear giving personal information to government agencies. For ESL students, you can use the release of information at the bottom of the Registration/Background Interview (on the following pages). The language of this form is a little simpler than the standard release form.
ESL/Registration/Background Interview

Date of Enrollment: __________________ month/day/year

Name:

Last ______________________________________ First ______________________________________ Middle Initial ____________________________

Address:

Number ______________________________________ Street ______________________________________ Apartment # ____________________________

City or Town ______________________________________ State ______________________________________ Zip Code ____________________________

Telephone: __________________ For Emergency Call: __________________

(home) ______________________________________ (work) ______________________________________ (name) ____________________________ (phone number) ____________________________

Birthdate: __________________ Age: ________ Social Security Number: ____________________________

Native Country/Place of Birth: __________________ Native Language: ____________________________

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

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

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

How many years of school have you completed?

(Circle last year completed): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

What other training have you completed? ____________________________

Marital Status (Circle One): Single Married Divorced Widowed

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

What schools do your children attend?

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Age</th>
<th>Name of School</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Published by Kraus Organization with permission from issuing agency.
How long have you lived in the USA or Canada? ____________________________
years/months

Have you studied English before? ________ Where? ____________________________

Do you study at a college, university, or private school now? ________ Where? ___________

Describe your ability in English: (Circle the best description)
Understanding English is... always difficult sometimes difficult never difficult
Speaking English is... always difficult sometimes difficult never difficult
Reading English is... always difficult sometimes difficult never difficult
Writing English is... always difficult sometimes difficult never difficult

Did you work in your country? ________ What type of work? ____________________________

Do you have a job now? ______________ If not, do you need to get a job? ____________________________

If you have a job now, what is it? ______________ Do you need more English for your job now? ______

Do you want to change jobs? ________ Why? ____________________________

<table>
<thead>
<tr>
<th>Do you need to understand and speak English?</th>
<th>Do you need to read and write English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where? (Circle One)</td>
<td>What for? (Circle One)</td>
</tr>
<tr>
<td>At work Yes No</td>
<td>To complete forms Yes No</td>
</tr>
<tr>
<td>With friends Yes No</td>
<td>To read and pay bills Yes No</td>
</tr>
<tr>
<td>With neighbors Yes No</td>
<td>To write checks Yes No</td>
</tr>
<tr>
<td>At the doctor's office Yes No</td>
<td>To use catalogs Yes No</td>
</tr>
<tr>
<td>On the telephone Yes No</td>
<td>To read the newspaper Yes No</td>
</tr>
<tr>
<td>In stores Yes No</td>
<td>To read my children's report cards Yes No</td>
</tr>
<tr>
<td>At my children's school Yes No</td>
<td>To read or write notes to my children's teachers Yes No</td>
</tr>
</tbody>
</table>

Other Needs: ____________________________
________________________________________________________________________
________________________________________________________________________

Why do you want to study English?

How did you learn about this program?

I, ____________________________, understand that a person that represents the WV Department of Education may call or write to me about my goals after I finish my class. I give permission to use information on this form to contact me.

I give permission for other information (such as my social security number) to be used by the WV Department of Education to make a program report. No information about me will be published.

I understand that giving my social security number is voluntary. The social security number may be used to match information between private and state agencies. It will not be used to make decisions about me or any other person. If I do not give my social security number, I will not lose any rights or services as a student.

Signature ____________________________ Signature of Parent or Guardian (if necessary) ____________________________ Date ____________________________
ASSESSMENT

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

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

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

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

Factors that may affect language learning:

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

- **Native Language or Language of Education**—Learners who are proficient in “romance” languages that are closely related to English (Spanish, Italian, French, etc.) can often make use of language cognates to speed their second language acquisition. Those who use languages written in a Non-Roman alphabet (Russian, Arabic, Chinese, etc.) may need extra practice in English reading and writing skills.

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

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

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

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

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


**A Sample Needs Assessment Instrument**

Needs Assessments instruments can take a wide variety of forms, from survey questionnaires, to learner-compiled inventories, to discussions, to dialogue journals. Adult education instructors, especially those who have very limited experience with ESL learners, are often at a loss as to how and where to begin. On the following page is one example of a needs assessment instrument that can be used with any level ESL student.
English as a Second Language Needs Assessment

Name ___________________  Date ________________

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

☐ I want to get a job.

☐ I want to read menus in restaurants.

☐ I want to read English.

☐ I want to write letters in English.

☐ I want to talk with a doctor or nurse.

☐ I want to learn to use computers.

☐ I want to get a driver's license.
☐ I want to travel in the USA.

☐ I want to talk with Americans.

☐ I want to read and understand signs.

☐ I want to understand weather reports.

☐ I want more education.

☐ I want to become a U.S. citizen.

☐ I want to speak and understand on the telephone.

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

☐ I want to understand bills and notices.
☐ I want to understand emergency information.

☐ I want to learn English grammar.

☐ I want to learn pronunciation.

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

☐ I want to understand songs in English.

☐ I want to understand television and movies.

☐ I want to understand American sports.

Created by: Cheryl Rowan, Garnet Adult Learning Center, 2001.
Revised by: Cathy Shank, 2002.
**Classroom Needs Assessment**

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

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

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

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

Student Name: ______________________________ Date: _______________________
Teacher Name: ______________________________

### MY EFFORT:

**Circle One:**
- I come to class ...
- I use English at home ...
- I use English at school ...
- I use English _____________

### MY PROGRESS

**Circle One:**
- My listening improved...
- My speaking improved...
- My reading improved...
- My writing improved...
- My grammar improved...
- My pronunciation improved..
- I still need more work in ______________________________

### MY CLASS:

In class, I liked working ...
- Alone
- With a Partner
- With a Small Group
- With the Teacher
- With the Whole

Class
- 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: ______________________________
Learning Styles Assessment
Learning styles inventories found in Section 3 of the ABE Teacher Handbook may not be appropriate for English language learners because the difficulty of the vocabulary interferes with getting accurate results.

The “MY CLASS” section of the ESL Student Self-Assessment on the previous page may be used to assess learning styles of ESL learners. However, this instrument is designed for use mid-course or end-of-unit, not for initial assessment.

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

Learning Styles Questionnaire
In constructing the instrument below, every attempt was made to depict clearly and distinctly each of the commonly identified preferred styles of learning. The silhouettes are meant to represent generic people (without reference to age, race, nationality, gender, or ethnic background) with expressions that all cultures have in common. Below each silhouette is a caption describing the activity associated with the learning preference. English language directionality has been incorporated in the questionnaire by having the student begin with the silhouette at the top, left-hand section of the page, and work to the right and down the page. The degree to which the student likes learning using the method depicted, ranges from not liking it at all, 😞 to liking it very much. 😊
English as a Second Language Learning Styles Questionnaire

Name __________________________ Date __________________________

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always Do Not Like</th>
<th>Sometimes Do Not Like</th>
<th>OK</th>
<th>Sometimes Like</th>
<th>Always Like A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with a teacher.</td>
<td>![Face 1]</td>
<td>![Face 2]</td>
<td>![Face 3]</td>
<td>![Face 4]</td>
<td>![Face 5]</td>
</tr>
<tr>
<td>Work in a small group.</td>
<td>![Face 1]</td>
<td>![Face 2]</td>
<td>![Face 3]</td>
<td>![Face 4]</td>
<td>![Face 5]</td>
</tr>
<tr>
<td>Work with a partner.</td>
<td>![Face 1]</td>
<td>![Face 2]</td>
<td>![Face 3]</td>
<td>![Face 4]</td>
<td>![Face 5]</td>
</tr>
<tr>
<td>Activity</td>
<td>Always Do Not Like</td>
<td>Sometimes Do Not Like</td>
<td>OK</td>
<td>Sometimes Like</td>
<td>Always Like A Lot</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Work by myself.</td>
<td>🙁</td>
<td>🙁</td>
<td>🙁</td>
<td>🙁</td>
<td>😊</td>
</tr>
<tr>
<td>Read books.</td>
<td>🙁</td>
<td>🙁</td>
<td>😊</td>
<td>🙁</td>
<td>😊</td>
</tr>
<tr>
<td>Write my assignments.</td>
<td>🙁</td>
<td>🙁</td>
<td>😊</td>
<td>🙁</td>
<td>😊</td>
</tr>
<tr>
<td>Watch an English language video.</td>
<td>🙁</td>
<td>🙁</td>
<td>😊</td>
<td>🙁</td>
<td>😊</td>
</tr>
<tr>
<td>Use a computer program.</td>
<td>🙁</td>
<td>🙁</td>
<td>😊</td>
<td>🙁</td>
<td>😊</td>
</tr>
<tr>
<td>Activity</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Listen to audiocassette tapes.</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td></td>
</tr>
<tr>
<td>Practice conversations.</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td></td>
</tr>
<tr>
<td>Practice English pronunciation.</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td></td>
</tr>
<tr>
<td>Play word games in English.</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td>☹</td>
<td></td>
</tr>
</tbody>
</table>
Standardized Skills Assessment
Skill assessment of ESL students is distinct from that of regular ABE students. For ESL learners, grade levels have no bearing. Instead, it is important to measure a learner’s abilities in listening, speaking, reading, and writing English. Some of these skills cannot be measured by using paper and pencils tests. In addition, it is important to measure an ESL learner’s ability to function successfully in the US. Therefore, standardized assessment instruments designed and normed for native English Speakers (such as the TABE) are not appropriate for use with ESL students.

In West Virginia, we can select from a variety of standardized assessment instruments that are all correlated to Student Performance Levels (SPLs) and can place our students into the National Reporting System’s federal levels.

The SPLs were established by the Mainstream English Language Training (MELT) Project in 1986 to describe ESL levels as distinct from grade levels used in regular ABE. The Basic English Skills Test (BEST) was designed to determine a student’s SPL.

In 1992, the California Department of Education issued their own California ESL Model Standards for Adult Education Programs. The Comprehensive Adult Student Assessment System (CASAS) was designed to correlate with these California levels and descriptions. ESL textbook companies were also quick to pick up on these developments and now most ESL texts have labeled the level of their materials according to these standards.

More recently, the National Reporting System (NRS) defined six educational functioning levels specifically for ESL students. In West Virginia, we refer to these as Federal Functioning Levels (FFLs). The FFLs are modeled after the CA Standards, and describe entry functional skills and specific skills in reading, writing, speaking, and listening in English. You can read these descriptors at the NRS Online website, http://www.oei-tech.com/nrs. The FFLs have established benchmarks that help define each of the six ESL levels. Examples of these benchmarks are given using SPLs and scaled scores from the BEST and CASAS.

In West Virginia, the ABE/ESL program uses the FFLs to classify and place ESL learners. For each of the six FFLs, a list of essential Instructional Goals and Objectives (IGOs) to be accomplished at that level has been established. These can be downloaded from the ABE website at http://wvabe.org.

The standardized testing instruments listed on the following pages have been correlated to the SPLs and the FFLs.
Standardized Assessment Instruments Correlated to the FFLs:

**Basic English Skills Test (BEST) Oral Interview and BEST Literacy Skills**
Center for Applied Linguistics (CAL)
4646 40th Street, NW
Washington, DC 20016-1859.
(202) 362-0700.

The **BEST**, originally developed to test newly arrived refugees, includes an **Oral Interview** and a **Literacy Skills** section. It requires some training on the part of the tester. The scaled scores may be converted to SPL levels that are used as benchmarks in the FFLs. The **Oral Interview** is administered individually and measures speaking and listening comprehension from the lowest levels on up. The short version takes only five to seven minutes to administer and may be used for initial placement. The full-length version takes 20 minutes and is recommended for final assessment/progress testing. The **Literacy Skills** section measures reading and writing ability in a life skills context.

**CASAS ESL Appraisal Form 20,**
**CASAS Life Skills or ECS Survey Achievement/Pre-Post Tests**
Comprehensive Adult Student Assessment System (CASAS)
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036

The **CASAS ESL Appraisal** gives an initial assessment of an individual’s basic listening and reading skills and is used as a locator for the **Survey Achievement/Pre and Post Tests**. It is made up of four parts: Listening-23 multiple choice questions on cassette tape; Reading-20 multiple-choice questions; Writing-two dictated sentences from an audiotape; and Speaking/Listening-six oral interview questions. The listening and reading sections can be administered to a whole group. The **CASAS Life Skills or ECS Survey Achievement/Pre-Post Tests measure** reading/writing and listening basic skills in a functional lifeskills context.
**Combined English Language Skills Assessment (CELSA) in a Reading Context**

Association of Classroom Teacher Testers (ACTT)
1187 Coast Village Rd. Suite 1 #378
Montecito, CA  93108-2794
Phone (805) 569-0734
FAX (805) 569-0004

CELSA consists of two different forms with passages from beginning, intermediate, and advanced levels. The forms are equivalent and designed to measure understanding of meaning in a context, as well as grammatical ability. The forms utilize a four-choice multiple-choice cloze format. CELSA was developed for the main purpose of placing adult students of ESL into different language ability levels in ESL courses.

**English as a Second Language Oral Assessment (ESLOA)**

Literacy Volunteers of America, Inc.
635 James St.
Syracuse, NY  13203
(800) 582-8812
[http://www.newreaderspress.com/store](http://www.newreaderspress.com/store)

The ESLOA is divided into four progressively communicative levels that are indicative of auditory comprehension and oral proficiency in English. There is only one form of the test. The ESLOA was designed for literacy tutors as a brief efficient measure of the learner’s ability to speak and understand English. It may be used as a placement tool but it cannot be used as a measure of progress.

**Comparison of Standardized Assessment Instruments**

A program may choose one instrument to assess reading/writing skills and another to assess listening/speaking skills. The chosen test instrument in a given skill area must be used for both pre- and post-testing. A different form of that test instrument must be used each time the student is retested.

The charts on the following pages compare the instruments in terms of administration time and method; test focus and format; range; strengths and weaknesses of the instrument; and what type of program might find the assessment useful.
### Reading/Writing Assessments Comparison

<table>
<thead>
<tr>
<th></th>
<th>CASAS Life Skills Reading</th>
<th>BEST Literacy</th>
<th>CELSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time to Administer</strong></td>
<td>Appraisal: ½ hr. Pre/post: 1 hour</td>
<td>1 hour</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Method of Administration</strong></td>
<td>• Appraisal: group • Pre/post: individual • Separate answer sheet</td>
<td>• Group or individual • Write in booklet</td>
<td>• Group or individual • Separate answer sheet</td>
</tr>
<tr>
<td><strong>Question format</strong></td>
<td>• Read life skills texts • Answer written questions • Multiple choice response</td>
<td>• Read life skills and narrative texts • Identify correct answer in booklet (multiple choice and short answer) • Respond to writing prompts</td>
<td>• Read narrative passage with missing words (cloze) • Multiple choice response</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>• Life skills reading</td>
<td>• Survival skills reading and writing</td>
<td>• Narrative reading • Grammar and vocabulary in context</td>
</tr>
<tr>
<td><strong>Test Range</strong></td>
<td>• Beginning to Low Advanced</td>
<td>• Literacy to Low Intermediate</td>
<td>• Low Intermediate to Advanced</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td>• Can be administered to a whole group of learners at the same time.</td>
<td>• Measures even very low levels. • Measures Writing Skills. • Low level students can write in the test booklet.</td>
<td>• Quick and easy to administer, score and learn to use.</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>• Appraisal must be administered first. • Lengthy. • No measure of grammatical competency. • Does not measure writing skills. • Answer sheet is difficult for low literacy. • Formal training required to administer/purchase.</td>
<td>• Writing rubrics do not go high enough. • No measure of grammatical competency. • Test booklet is consumable (costs more). • Scoring is time-consuming and confusing.</td>
<td>• Does not measure writing skills. • Is not accurate at lower levels. • No accompanying Listening /Speaking test.</td>
</tr>
<tr>
<td><strong>Characteristics of Programs That Could Use this Test</strong></td>
<td>• CASAS is already in use for regular ABE; • Mostly literate students</td>
<td>• Students of lower educational background and newer arrivals</td>
<td>• Literate students of higher educational background and high beginning to advanced level</td>
</tr>
<tr>
<td></td>
<td>CASAS Listening</td>
<td>BEST Oral Interview</td>
<td>ESLOA</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Time to Administer</strong></td>
<td>▪ Appraisal: ½ hr.</td>
<td>▪ 2-15 min./each for short interview</td>
<td>▪ 10-20 min. each</td>
</tr>
<tr>
<td></td>
<td>▪ Pre/post: 1 hour</td>
<td>▪ Up to 30 min./each for long interview</td>
<td></td>
</tr>
<tr>
<td><strong>Method of Administration</strong></td>
<td>▪ Appraisal: group</td>
<td>▪ One-on-one oral interview</td>
<td>▪ One-on-one oral interview</td>
</tr>
<tr>
<td></td>
<td>▪ Pre/post: individual</td>
<td>▪ Cue book and score sheet</td>
<td>▪ Cue book and score sheet</td>
</tr>
<tr>
<td></td>
<td>▪ Audio tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Separate answer sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question format</strong></td>
<td>▪ Listen to tape and select from pictures or written responses</td>
<td>▪ Conversation with picture cues;</td>
<td>▪ Conversation with picture cues;</td>
</tr>
<tr>
<td></td>
<td>▪ Multiple choice response</td>
<td>▪ Rate responses for accuracy, fluency, listening, pronunciation</td>
<td>▪ Rate responses for accuracy, fluency, pronunciation</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>▪ Life Skills listening and reading</td>
<td>▪ Situational problems</td>
<td>▪ Listening and speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Listening and speaking</td>
<td>▪ Grammar and fluency</td>
</tr>
<tr>
<td><strong>Test Range</strong></td>
<td>▪ High Beginning to Advanced</td>
<td>▪ Literacy to Low Intermediate</td>
<td>▪ Literacy to Low Intermediate</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td>▪ Is accurate to a higher level</td>
<td>▪ Measures very low levels</td>
<td>▪ Measures speaking ability as well as listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Measures speaking ability as well as listening</td>
<td>▪ Establishes rapport between teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Establishes rapport between teacher and student</td>
<td></td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>▪ Appraisal must be administered first</td>
<td>▪ Is not accurate at higher levels</td>
<td>▪ Can only be used for placement not to measure progress</td>
</tr>
<tr>
<td></td>
<td>▪ Lengthy</td>
<td>▪ Lengthy to administer for large groups</td>
<td>▪ No post-test so scores cannot be compared</td>
</tr>
<tr>
<td></td>
<td>▪ Each individual needs headphones to listen to different tape</td>
<td>▪ Complicated to learn to score accurately and consistently</td>
<td>▪ Scores are not precisely tied to FFLs</td>
</tr>
<tr>
<td></td>
<td>▪ Does not measure speaking skills</td>
<td></td>
<td>▪ Placement is not precise.</td>
</tr>
<tr>
<td></td>
<td>▪ Not appropriate for low literacy</td>
<td></td>
<td>▪ No accompanying written instrument</td>
</tr>
<tr>
<td></td>
<td>▪ Requires training to administer and purchase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics of Programs That Could Use this Test</strong></td>
<td>▪ Mostly literate students; low intermediate to advanced level</td>
<td>▪ One-to-one intake;</td>
<td>▪ Has few ESL students;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Has low literate or well educated students</td>
<td>▪ Teachers with little or no training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Students from beginning to low intermediate level</td>
<td></td>
</tr>
</tbody>
</table>
Initial Skills Assessment/Placement
An initial formal standardized assessment is used to determine the student’s listening, speaking, reading, and writing proficiency and to determine the FFL for placement in the program. It is not appropriate to use simply a paper and pencil test to determine the listening/speaking FFL or an oral interview alone to determine the reading and writing FFL. A formal assessment process should measure ALL of the skill areas. However, in some cases students may only want to study one area and thus will only require one type of test. For example, a student who only wants to improve conversation skills only needs to be tested for listening and speaking proficiency. In that case, a reading/writing assessment is not appropriate or necessary.

ESL National Reporting System (NRS)/Federal Functioning Levels (FFLs), Student Performance Levels (SPLs) and Test Benchmarks-Revised Nov. 2002
The following charts can be used to translate test scale scores into Student Performance Levels (SPLs) in order to decide placement into the correct Federal functioning Level (FFL). For ESL students, the SPL is what is recorded on the ABE 400 form and in AEMIS (not the scaled score itself, as for ABE students).

Reading/Writing Correlations

<table>
<thead>
<tr>
<th>Federal Functioning Level (FFL)</th>
<th>Reading/ Writing SPL</th>
<th>BEST Literacy Form B / Scale Score</th>
<th>CASAS Life Skills Survey Achievement Reading Scale Score</th>
<th>CELSA Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ESL Literacy</td>
<td>0</td>
<td>0-2</td>
<td>151-170</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3-7</td>
<td>171-180</td>
<td></td>
</tr>
<tr>
<td>Beginning ESL</td>
<td>2</td>
<td>8-21</td>
<td>181-190</td>
<td>0-12 (not very accurate at this level)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>22-35</td>
<td>191-200</td>
<td>13-19</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>36-46</td>
<td></td>
<td>20-23</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>5</td>
<td>47-53</td>
<td>201-210</td>
<td>24-29</td>
</tr>
<tr>
<td>High Intermediate ESL</td>
<td>6</td>
<td>54-65</td>
<td>211-220</td>
<td>30-41</td>
</tr>
<tr>
<td>Low Advanced ESL</td>
<td>7</td>
<td>66+ (not very accurate at this level)</td>
<td>221-235</td>
<td>42-53</td>
</tr>
<tr>
<td>High Advanced ESL</td>
<td>8</td>
<td>----</td>
<td>236+</td>
<td>54-64</td>
</tr>
<tr>
<td>Program Exit</td>
<td>9</td>
<td></td>
<td></td>
<td>65+</td>
</tr>
</tbody>
</table>
### Listening/Speaking Correlations

<table>
<thead>
<tr>
<th>Federal Functioning Level (FFL)</th>
<th>Listening/Speaking SPL</th>
<th>BEST Short Form B</th>
<th>BEST Oral Form B / Scale Score</th>
<th>CASAS Life Skills Survey Achievement Listening Scale Score</th>
<th>ESLOA (approximate levels: ONLY for placement; NOT for progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ESL Literacy</td>
<td>0</td>
<td>0-4</td>
<td>0-8</td>
<td>----</td>
<td>Level 0, 0-7 pts.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5-7</td>
<td>9-15</td>
<td>171-180</td>
<td></td>
</tr>
<tr>
<td>Beginning ESL</td>
<td>2</td>
<td>8-15</td>
<td>16-28</td>
<td>181-190</td>
<td>Level 1, 8-10 pts.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>16-22</td>
<td>29-41</td>
<td>191-200</td>
<td>Level 2, 1-9 pts.</td>
</tr>
<tr>
<td>Low Intermediate ESL</td>
<td>4</td>
<td>23-26</td>
<td>42-50</td>
<td>201-210</td>
<td>Level 2, 10-20 pts.</td>
</tr>
<tr>
<td>Low Advanced ESL</td>
<td>6</td>
<td>30-33 (not very accurate at this level)</td>
<td>58-64 (not very accurate at this level)</td>
<td>221-235</td>
<td>Level 3, 12-15 pts.</td>
</tr>
<tr>
<td>High Advanced ESL</td>
<td>7</td>
<td>34-40 (not accurate at this level)</td>
<td>65+ (not accurate at this level)</td>
<td>236-245 (not very accurate at this level)</td>
<td>Level 4, 1-12 pts. (not very accurate at this level)</td>
</tr>
<tr>
<td>Program Exit</td>
<td>8</td>
<td>----</td>
<td>----</td>
<td>246+ (not accurate at this level)</td>
<td>----</td>
</tr>
</tbody>
</table>

### Ongoing/Progress Assessment

Essential reading/writing and oral communication objectives for each FFL have been developed. See the ABE website, [http://wvabe.org/essential_igos.htm](http://wvabe.org/essential_igos.htm). After placing a learner into the correct FFL, the teacher should measure the student’s accomplishment of each of the essential objectives and maintain a portfolio that provides documentation of the student’s accomplishments. This may be done using a variety of informal assessments. This documentation is important in proving educational gains and meeting program standards for ABE funding.

### Final Skills Assessment

Final assessment should occur at the end of the class, before the student exits the program, or after a specific period of time. If more than 50 hours of instruction have been completed, a formal standardized post-test should be considered. The final assessment process should document the student’s progress toward completing his or her FFL.
A parallel form of the standardized assessment should always be used for post-testing. In other words, if you pre-test reading/writing using the CASAS Reading Level C Form 35, you should post-test with Reading Level C Form 36. You could not use the CELSA and you could not use a CASAS Level B form.

Potentially you might use one instrument to measure listening/speaking and a different instrument to measure reading/writing, but the post-test in each case would need to be parallel to the pre-test. For example: when pre-testing, you might use the BEST Oral short form to measure listening/speaking skills and the CELSA Form 1 to measure reading/writing skills. If you use the BEST for the listening/speaking skills pre-test, then you should use a different form of the same test (BEST Oral Form B) for the post-test -- you could NOT CHANGE to the ESLOA for a listening/speaking post-test. To use a parallel post-test of the reading/writing skills, you would have to use the CELSA Form 2.

**Recording Standardized Assessment Results on the 400 form**

When recording assessment results on the ABE 400 form, it is **only necessary to record the information from the lowest skill area** (either reading/writing or listening/speaking). Choose the lower of the two skill areas. Indicate the test instrument used for that skill area. Use the correlations chart to go from the scaled score to the ESL Federal Functioning Level (FFL) and determine the SPL (1 through 8). **Be sure to record only the SPL--Do not record the scaled score. AEMIS will only accept SPL levels for ESL students.**
CURRICULUM

West Virginia does not yet have an established ESL curriculum. We do have a list of Essential Instructional Goals and Objectives (IGOs). You can download these ESL IGOs at any time from the ABE website at http://wvabe.org/essential_igos.htm. For each Federal Functioning Level (FFL), there are two sets of IGOs: Reading/Writing (R/W) and Oral Communication (OC).

Reading/Writing includes:

- phonemic awareness
- vocabulary, comprehension
- accuracy/legibility
- organization/composition
- spelling/dictation
- capitalization/punctuation
- grammatical concepts/sentence structure/verb tenses

Oral Communication Includes:

- listening
- speaking
- grammar
- pronunciation/fluency
- telephone

On the checklists, you are not required to annotate how each IGO was achieved. However, you must maintain a portfolio that contains assessment activities that correlate to the completed IGOs.

To complete an FFL, a student must master 85% of the IGOs on the level checklist in the student’s weakest area. To progress to the next level, the student must master 85% plus 1 more IGO on the next level checklist.

The IGOs are numbered in this fashion:

Subject | Area | FFL | Item
---|---|---|---
R/W Reading/Writing | .2 | .2 | .6
Vocabulary | | | Sixth Task
Beginning Basic | | | 
OC Oral Communication | .2 | .5 | .3
Speaking | | | Third Task
Low Advanced | | | 

Section 9 / Part A / Page 26
At the two lowest levels of reading/writing, the IGOs are broken into parts according to the SPL (Student Performance Level). For example, if a person tests into SPL 3 in reading, you would place him/her in Beginning Basic Part 2 (SPL 3). He/she would NOT have to do the IGOs from Part 1 but WOULD need to complete 85% of Part 2 plus one in Part 3 to move to SPL 4. He/she would also need to master 85% of Part 3 in order to complete the FFL.

ESL Curriculum Guides:
- The Arlington Adult Learning System (AALS) Curriculum: A transitional ESL curriculum for adults, published by the Arlington Education and Employment Program (REEP), Arlington Public Schools, 2801 Clarendon Blvd., Arlington, VA 22201. Copies may be obtained from the Virginia Adult Education and Literacy Resource Center, Virginia Commonwealth University, Room 4080 Oliver Hall, 1015 W. Main St., Richmond, VA 23284-2020, (804) 828-6521.


- English as a Second Language: Model Standards for Adult Education Programs, 1992. $7.50. Item No. 1046. These publications are printed and sold by the California Department of Education, Publications Division, (916) 445-7608. For examples of how agencies have devised course outlines and lesson plans to address the standards, see the OTAN Web site, www.otan.dni.us.

- Massachusetts Curriculum Frameworks. For more information, visit their web site http://www.doe.mass.edu/frameworks/ or contact Robert Foreman, (781) 388-3300, extension 315. E-mail rforeman@doe.mass.edu
# RECOMMENDED MATERIALS

## ESL Beginning Literacy Level ESL Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Stories: Language and literacy activities for beginners</td>
<td>Addison-Wesley/Longman</td>
<td><a href="http://www.longman-elt.com">http://www.longman-elt.com</a></td>
</tr>
<tr>
<td>More Picture Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A New Start Student Book and Workbook 1-2</td>
<td>Dominie Press</td>
<td><a href="http://www.dominie.com">http://www.dominie.com</a></td>
</tr>
<tr>
<td>First Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-reading Resource Book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossroads Multi-level Teacher's Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival English: English through conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry to English Literacy</td>
<td>Steck-Vaughn</td>
<td><a href="http://www.steck-vaughn.com">http://www.steck-vaughn.com</a></td>
</tr>
<tr>
<td>Real Life English: Pre-Literacy Workbook</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## ESL Beginning Basic Level ESL Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>More True Stories in the News: A beginning reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From the Start: Beginning Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving On</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Competencies for Beginners</td>
<td>National Textbook</td>
<td><a href="http://www.contemporarybooks.com">www.contemporarybooks.com</a></td>
</tr>
<tr>
<td>Listen and Say it Right in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Oxford Picture Dictionary Workbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Step by Step with Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammarwork Book 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side by Side: English grammar through guided conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book 1-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival English: English through conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ESL Low and High Intermediate Levels ESL Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate With Us</td>
<td>Contemporary Books</td>
<td><a href="http://www.contemporarybooks.com">http://www.contemporarybooks.com</a></td>
</tr>
<tr>
<td>Writing Workout: A Program for New Students of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to Me: Beginning Listening Comprehension</td>
<td>Heinele &amp; Heinle</td>
<td><a href="http://www.heinle.com">http://www.heinle.com</a></td>
</tr>
<tr>
<td>Let's Start Talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can't Stop Talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories from the Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic English Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammarwork Books 2 and 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side by Side: English Grammar through Guided Conversation Book 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>America's Story Book 1-2</td>
<td>Steck-Vaughn</td>
<td><a href="http://www.steck-vaughn.com">http://www.steck-vaughn.com</a></td>
</tr>
<tr>
<td>Real Life English Book 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps to U.S. Citizenship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ESL Low and High Advanced Levels ESL Texts

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Grammar</td>
<td>Addison-Wesley/Longman</td>
<td><a href="http://www.longman-elt.com">http://www.longman-elt.com</a></td>
</tr>
<tr>
<td>Longman Dictionary of Contemporary English and Workbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Stop Discussion Workbook</td>
<td>Heinele &amp; Heinle</td>
<td><a href="http://www.heinle.com">http://www.heinle.com</a></td>
</tr>
<tr>
<td>America's Story Book 1-2</td>
<td>Steck-Vaughn</td>
<td><a href="http://www.steck-vaughn.com">www.steck-vaughn.com</a></td>
</tr>
<tr>
<td>Real Life English Book 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking of Pictures Book 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps to U.S. Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Dictation</td>
<td>University of Michigan Press</td>
<td><a href="http://www.press.umich.edu/esl">http://www.press.umich.edu/esl</a></td>
</tr>
</tbody>
</table>

### Video Series

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect With English</td>
<td>Annenberg/CPB</td>
<td><a href="http://www.learner.org/catalog">http://www.learner.org/catalog</a></td>
</tr>
<tr>
<td>English for All</td>
<td>Cyberstep</td>
<td><a href="http://www.myefa.org/login.cfm?fuseaction=aboutvideos">http://www.myefa.org/login.cfm?fuseaction=aboutvideos</a></td>
</tr>
<tr>
<td>Crossroads Café</td>
<td>Intelecom</td>
<td><a href="http://intelecom.org">http://intelecom.org</a></td>
</tr>
<tr>
<td>On Common Ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English for New Americans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Software

<table>
<thead>
<tr>
<th></th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road to Citizenship</td>
<td>New Readers Press</td>
</tr>
<tr>
<td>Smart Start English</td>
<td></td>
</tr>
<tr>
<td>How to Read for Everyday Living</td>
<td>Alta Books</td>
</tr>
<tr>
<td>How to Write for Everyday Living</td>
<td></td>
</tr>
<tr>
<td>Sound Sentences: A Multisensory Approach to Communicative Language: Occupations, Going to the Doctor, Police Officer, Trip to the Beach, The Office, Emergency, Supermarket, Where I Live, Classroom Activities</td>
<td>Alta Books</td>
</tr>
<tr>
<td>New Oxford Picture Dictionary</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>Oxford Picture Dictionary Interactive</td>
<td></td>
</tr>
<tr>
<td>Focus on Grammar</td>
<td>Longman</td>
</tr>
</tbody>
</table>

[http://altaesl.com/index.cfm](http://altaesl.com/index.cfm)
[http://www.oup.co.uk/](http://www.oup.co.uk/)
[http://www.longman-elt.com](http://www.longman-elt.com)
INTERNET RESOURCES

About.com’s Guide to English as a Second Language
http://esl.about.com/
The site includes quizzes, vocabulary study pages, interactive polls, chat rooms, pen pal information, and a weekly e-mail newsletter.

Citizenship News
http://users.crocker.com/~lynnew/index.htm
At this site are links to the best resources and organizations concerned with Citizenship and the latest on what is happening in Citizenship education.

Clip-Art for Foreign Language Instruction
http://www.sla.purdue.edu/fll/JapanProj/FLClipart/default.html
These sites offer images that can be used for educational purposes. Teachers (or learners) can browse the images by topic and download or copy them for instructional use.

CNN Newsroom for ESL
http://lc.byuh.edu/CNN_N/CNN-N.html
Real reports aired on CNN are formatted as cloze exercises on this Web page. Students may fill in answers and obtain immediate results. Most of these exercises are suitable for students who are working at an intermediate to advanced level.

Colorful Clothesline
http://easternlincs.worlded.org/docs/clothing/index.html
This a lesson created to introduce level 1 ESL students to clothing, colors, and color patterns. Students can test their knowledge of colors and clothing. Select a category below to practice vocabulary. Then take a quiz to test what was learned.

Community Corner
www.communitycorner.org
[English version]
www.communitycorner.org/index_Sp.htm
[Spanish version]
Community Corner is a bilingual site that highlights online content relevant to low-income, ethnically diverse populations of youth and families. The site has links and information that connect people to community, education and employment-related resources. Each section of the site has a related featured interview. The site is fully accessible in both English and Spanish.

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

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

E.L. Easton Materials for Teaching English
http://eleaston.com/english.html
This site offers links to numerous resources on the web that ESL teachers can use to support their instruction such as song lyrics, maps, calendars and clocks, newspapers, and country profiles.
E-Mail Projects Homepage
http://www.otan.dni.us/webfarm/emailproject/email.htm
This site is home to a number of project-based learning activities that have been carried out by teachers and learners.

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

English Grammar Links for ESL Students
www.gl.umbc.edu/~kpokoy1/grammar1.htm
This site provides links to other grammar reference sites, exercises and quizzes. It also offers a teacher’s section.

English Listening Lounge
http://www.englishListening.com
Thirty recordings of ordinary English speakers, accompanied by questions, are available at no charge.

English Net
www.acl.edu.au/englishnet
This is a page of resources and links specifically designed for English learners worldwide.

English Online
http://eleaston.com
This site shows links to many other useful sites for teaching and learning.

English Page
http://www.englishpage.com
Englishpage.com contains free online English lessons & ESL / EFL resources including an on-line newsletter, grammar review, and 15 English-foreign language dictionaries (including Spanish, Japanese, Chinese and Arabic).

ESL, Bilingual, and Foreign Language Teachers-Lesson Plans and Resources
http://www.scun.edu/~hcedy013/esiplans.html
This site has links to many other Web pages of interest to teachers. Some include helpful lesson plans and other materials for use in the ESL/EFL classroom.

The ESL Loop
www.linguistic-funland.com/esloop
The ESL Loop is a list of sites relevant to English language teaching and learning on the World Wide Web

ESL Site
http://www.rong-chang.com
This site is a starting point for ESL learners who want to learn English through the Web with links to good free learning materials.

ESL Startup Kit
http://cls.coe.utk.edu/lpm/esltoolkit/default.html
This kit has been compiled to help teachers new to ESL instruction or new to ESL instruction in the ABE setting.

Everything ESL
www.everythings1.net
This site features lesson plans, teaching tips, downloadable classroom activities, discussion topics, and resource picks.

First Find Info
http://www.firstfind.info
This is a collection of websites reviewed by librarians that provide basic information about a wide range of topics. All the websites are accurate, up-to-date and easy to use, including topics on Government, Health, History and immigration for ESL learners.
Frizzy University Network  
http://thecity.sfsu.edu/~funweb/  
A collection of links for ESL learners interested in using World Wide Web resources to improve their writing skills. Improving grammar, finding online reference materials, creating web pages, and connecting with others via e-mail are a few of the link categories.

Grammar Self Study Quizzes for ESL Students  
http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html  
Learners can choose from a variety of grammar points to practice (articles, prepositions, sentence structures, etc.) and question formats (cloze, dialogues, fill-in-the-blank sentences) at three degrees of difficulty (easy, medium, difficult).

Grammar for English Language Learners  
www.tcom.ohiou.edu/OU_Language/english/grammar.html  
On-line grammar exercises and activities are the main attraction at this site. There is also a section on “Special Problems in Grammar” which is also very helpful. Other information on grammar references and grammar help services are included.

Harnessing Technology Web Page-Grammar  
www.alri.org/harness/harnessgrammar.html  
This site offers a range of grammar instruction Web sites from fairly basic ESOL or ABE which are: free; not too heavily commercial; fairly easy to use; do not require the visitor to give a lot of personal information; do not require downloading anything; and which could be directly useful either to a teacher or a student.

Internet for ESL Teachers  
This site has links related to the Internet with ESL teachers in mind.

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

Language Teaching Software from Creative Education Resources  
http://www.cict.co.uk.software/  
This site includes a “clozemaker” program, which allows the teacher to design on-screen cloze exercises for students.

Learn English-Have Fun  
http://www.englishday.com  
This website has word games like crosswords, hangman, ESL wordsoup, and English tests.

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

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

LINCS Adult ESL Special Collection  
http://www.literacynet.org/esl/  
This special project of the NIFL-funded Western Pacific Literacy Network and NCLE is a collection of materials and web resources about teaching English to adults.
Linguistic Funland TESL
http://www.linguistic-funland.com/tesl.html
This website for students and teachers of EFL and ESL provides teaching tips, sample activities, job listings, general advice, and links to other sites.

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

NIFL ESL Special Collection
www.literacynet.org/esl
The ESL Special Collection is a one-stop gateway to the best curricula, organizations, and resources available to ESL instructors, students, and administrators. Each item is annotated. Whether you’re looking for lesson ideas or information about ESL-related policy and research, the ESL Special Collection should be your first online visit.

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

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

Oxford Picture Dictionary Online
http://www.picturedictionary.org/opd/
Created as a companion to the print version of the Oxford Picture Dictionary, this site offers a changing online lesson that correlates to material in the textbook.

Puzzlemaker
http://puzzlemaker.school.discovery.com/
DiscoverySchool.com offers this puzzle generation tool that helps teachers create or customize word searches, crossword puzzles, math puzzles, and mazes for their classes.

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

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

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

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

Sara and John’s TEFL Pitstop
http://lingolex.com/jstefl.htm
Games, feedback forum, book samples, and a virtual staff room are some of the helpful stops at this site. There are also request and contributions sections.
Spring Institute ELT Website  
http://www.springinstitute.com/elt  
This site offers information, materials, and technical assistance to those providing English language training to refugees (and other immigrants).

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

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

TESOL  
www.tesol.edu  
The “Teachers of English to Speakers of Other Languages” Web site serves as the membership page for this ESL professional organization. Also included on site are convention lists, a calendar of upcoming professional training seminars, and access to information about state and federal laws that affect ESL teachers and students.

TOEFL  
www.toefl.org/  
The Test of English as a Foreign Language is used worldwide in order to evaluate the English proficiency of non-native speakers. The written test will soon be replaced by an on-line exam. This site provides information about ordering the test, who should take it, and how these students can prepare for it.

U.S. Citizenship Study Pages  
http://www.uscitizenship.org  
This site offers a web-based course to help immigrants prepare themselves to take the U.S. citizenship test. The course is free for residents of Minnesota and available for a small charge to all others.

Virtual English Language Center  
www.comenius.com  
This page features weekly idioms for students, a section entitled “Fluency through Fables,” and language links designed to improve listening and writing skills.

Web-Based Lesson Plans for Adult ESOL  
http://www.palmbeach.k12.fl.us/adultesol/high.html  
These lesson plans for Adult ESOL were written by classroom teachers in Palm Beach County Florida. Activity sheets have been developed for most lessons so that teachers can use the lessons even if they cannot access the textbooks listed. None of the activity sheets are copyrighted and can be legally photocopied without the need to obtain permission.
SELECTED PUBLISHERS OF ADULT ESL RESOURCES

The National Center for Adult ESL Education (NCLE) has compiled and annotated list of publishers of books and other materials related to English as a Second Language (ESL) literacy and instruction for adults and out-of-school youth. This list is provided as a reference and does not imply specific NCLE endorsement of the publishers or products listed. The full list may be found at this web address: www.cal.org/ncle/publishers.htm. The list below is condensed from the original version. In the descriptions of popular titles for each publisher, the ESL Series category refers to those texts that usually are used as core textbooks. The often provide a framework for instruction, integrating the development and use of the four language skills. Many may also include life skills components.

Cambridge University Press
40 West 20th Street, New York, NY 10011
800-972-7423 (telephone); 914-937-4712 (fax for orders); www.cup.org

Notes: Cambridge University Press publishes a large variety of books and resource materials for teachers and English language learning and applied linguistics, grammar, listening/speaking, academic reading and writing, TOEFL preparation, and business English. Texts appropriate for higher proficiency levels and learners with academic goals are in the majority. (Most titles listed here use standard north American English.)

ESL Series: Interchange Intro (beginning), Interchange (Levels 1-3), New Interchange (Levels 1-3), Passages (Levels 102)
Listening & Speaking: Let's talk, Active Listening (Levels 1-3), Speaking
Pronunciation: Naturally Pronunciation Pairs, Clear Speech
Grammar & Vocabulary: Basic Grammar in Use (high beginning to low intermediate), Grammar in Use (intermediate), and Vocabulary in Use (intermediate)
Reading: Cambridge English Readers series (graded readers), Genuine Articles: Authentic Reading Texts for Intermediate Students of American English
Workforce Preparation: Skills for Success: Working and Studying in English
Teacher Resources: Cambridge Copy Collection (photocopyable resource books for grammar, pronunciation, speaking, vocabulary, and general language activities)
Professional Development: Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages, Handbooks for Language Teachers series, Language Education series, Teacher Training and Development series, Language Teaching Library series, and Applied Linguistics series
Notes: Known for its GED preparation materials, Contemporary Books also produces texts for the adult English language learner, including books with workforce development and citizenship preparation focuses.

Grammar:  *Contemporary English* series (Levels literacy to 4)
Citizenship:  *Citizenship Now, Look at the U.S.*
Workforce Preparation:  *Put English to Work* series (levels literacy to 6), and *Make Your Mark* job-specific ESL series (food service, hotel, retail, and health)

Notes: Dominie Press publishes both basic ESL series and materials with other focuses (Reading, idioms, grammar, speaking and listening, citizenship preparation) for adult ESL Learners. They also produce a number of professional development texts for teachers

ESL:  *Entry to English Literacy: A Real-Life Approach* (preliterate and beginning), *English Zone* (beginning/intermediate and high beginning/intermediate), *English for Success* (literacy and low-beginning)
Grammar:  *Grammar Points, English I Missed*
Workplace ESL:  *English for Technology* (high beginning/intermediate), English in the Workplace: The Job Interview
Professional Development: *Teaching Multilevel Classes in ESL, A Guide for the Teaching of Second Language Listening*, *Bringing Literacy to Life: Issues and Options in Adult ESL Literacy*, *Think, Write, Share: Process Writing for Adult ESL and Basic Education Students*
Heinle and Heinle
20 Park Plaza, Boston, MA 02116
877-633-3375 (telephone); 617-368-3971 (fax);
www.heinle.com

Notes: Heinle and Heinle publishes texts, software, and multimedia for a variety of Audiences and contexts in ESL, EFL, and foreign language instruction, including grammar, listening, speaking, reading, writing, and TOEFL/TOEIC tests preparation.

ESL Series: Collaborations series (literacy to high intermediate), Atlas series (beginning to high intermediate)
Grammar: Grammar Dimensions series (Levels 1-4), New Grammar in Action (Levels 1-3)
Speaking: Speak Up series (books 1-2), Can't Stop Talking
Listening: Speak Out series (Levels 1-3), Listen In series (Levels 1-3), Listen to Me!, Now Here This!
Reading: Voices in Literature series
Workplace: Working It Out (high beginning to intermediate)
Citizenship: U.S. Citizenship, Yes (high beginning to low intermediate)
Resources: Crossroads Café videos and supplementary materials (workbooks, teacher’s guides, photo stories)
Professional Development: The Tapestry of Language Learning, Second Language Teaching and Learning

Linmore Publishing
Box 1545, Palatine, IL 60078
800-336-3656 (telephone); 847-382-0409 (fax)
www.linmore.com

Notes: Linmore specializes in ESL, adult basic education, literacy, and content area ESL for secondary and adult learners. They publish a number of books appropriate for pre-literate and beginning level ESL learners.

ESL Series: Linmore’s Basic ESL Series (literacy to intermediate)
Reading: Pre-Reading Resource Book, Starting to Read, Leer y Escribir Hoy (for Spanish literacy development), Personal Stories series (books 1-3), Beginning Stories from the Heart, Stories from the Heart, Our Lives
ESL and Content: Basic Study Skills for Academic Success, Content Area ESL: Social Studies
Workforce Preparation: Let’s Work Safely!
Notes: New Readers Press is the U.S. publishing division of Laubach Literacy. It publishes instructional and professional development materials focusing on adult ESL, Family literacy, adult basic education, life skills, GED preparation and general literacy development. New Readers Press’s audience is both teachers working in classrooms and tutors working with individuals on a one-to-one basis. Be sure to keep this in mind when examining materials.

ESL Series: *Lifeprints* (Levels 1-3), *Laubach Way to English* (Levels 1-4)
Reading: *Writers’ Voices* and *New Writers’ Voices* readers
Citizenship: *Citizenship: Passing the Test, the INS Interview: Will They Pass?* video
Professional Development: *Teaching Adults: An ESL Resource Book, Training by Design* print and video tutor/teacher training materials for literacy and ESL
Resources: *News for You* newspaper

Notes: Oxford University Press publishes a large variety of books and resource materials for teachers and English language learners at various ages and proficiency levels, including those focusing on grammar, listening/speaking reading, writing, and English for specific purposes (ESP). (Most titles listed here use standard North American English.)

ESL Series: *Crossroads* (literacy to intermediate), *New American Streamline* (beginning to advanced), *Springboard* (high beginning to intermediate), *New Person to Person* (high-beginning to intermediate), *East West* (beginning to intermediate), *Gallery* (high-beginning to advanced)
Speaking & Listening: *Jazz Chants* series, *Tactics for Listening* series, *Speaking Up At Work*
Teacher Resources: *New Oxford Picture Dictionary* series
Journals: *ELT Journal, Applied Linguistics*
Pearson Education ESL
10 Bank Street, 9th Floor; White Plains, NY 10606-1951
800-375-2375 (telephone for information); 800-922-0579 (telephone for orders); 800-445-6991 (fax for orders);
www.pearsoned-elt.com

Notes: Pearson Education now handles books and materials (including video and software) formerly available from Longman, Prentice Hall Regents, Scott Foresman ESL, and Addison Wesley. In addition to various series for the classroom, there are titles targeting pronunciation, idioms, grammar, TOEFL/TOEIC preparation, reading (including graded readers and multicultural readers), literacy level instruction, citizenship, and workplace/ESL

Grammar: Azar Grammar series (beginning to advanced), Focus on Grammar series (introductory to advanced)

ESL Series: English for Adult Competency 1 & 2 (beginning to intermediate), Expressways (Levels 1-4), Navigator 1 & 2 (basic to intermediate), Going Places 1 & 2 (beginning and high beginning), Communicator I & II (intermediate and advanced), New Vistas, (Levels getting started, 1-4), Side by Side, (Levels 1-4), Spectrum, (Levels 1-6), Lifelines (Levels 1-4), Topics and Language

Reading: True Stories in the new series, The USA series, Penguin Readers, and Longman Classics

Professional Development: How to series, Teacher Training through video: ESL Techniques videos and materials

Resources: Longman dictionaries, Word by Word picture dictionaries.

Pro Lingua Associates
20 Elm Street, Brattleboro, VT 05301
800-366-4775 (telephone); 802-257-5117 (fax);
http://www.prolinguaassociates.com/

Notes: pro Lingua Associates publishes a variety of books and classroom materials for ESL/EFL and foreign language instruction at a variety of age and proficiency.


Teacher Resources: The Interactive Tutorial: An Activity Parade (photocopyable activities for the adult ESL/EFL student), The ESL Miscellany, Shenanigames: Grammar-Focused ESL-EFL Activities and Games, Index Card Games for ESL, Discovery Trail learning game, People at Work print and cassette series, Living In cultural orientation series.
Steck-Vaughn
P O Box 26015, Austin, TX  78755
800-531-5015 (telephone); 512-343-6854 (fax for orders);
www.steck-vaughn.com

Notes:  Steck-Vaughn produces, in addition too elementary and high school texts, a variety of materials for adult learners, including those that focus on ESL, GED preparation, and workforce preparation.

ESL Series:  *Entry to English Literacy:  A Real-Life Approach* (preliterate and beginning), *Real-Life English* (literacy to intermediate)
Teacher Resources:  *The Magnetic Way* manipulative and visuals for adult ESL instruction
Citizenship:  *Preparation for Citizenship* (low-beginning), *Good Citizenship series* (intermediate and above)

University of Michigan Press
839 Greene Street, P O Box 1104; Ann Arbor, MI  48106
734-764-4388 (telephone-inquiries); 734-764-4392 (telephone-orders);
734-936-0456 (fax for ESL inquiries); 800-876-1922 (fax for orders);
www.press.umich.edu/esl/

Notes:  University of Michigan Press was one of the first publishers to publish ESL materials in the United States.  Books and resources focusing on language learning and applied linguistics; grammar, listening and pronunciation; speaking and conversation; reading and vocabulary; writing and composition; test preparation; and EAP/ESP are available.

Basic Courses:  *Alliance* (Beginning to advanced), *Intensive English for Communication* (Levels 1-2), *Pyramids* (high-beginning to intermediate)
Speaking/Conversation:  *Clear Grammar:  Activities for Spoken and Written Communication* (Levels 1-3)
STARTING UP AN ESL PROGRAM / RECRUITMENT

Getting a new ESOL class started may be a very difficult task because most established programs get new students by word of mouth. In starting up a class, try to determine which community programs, agencies, or businesses in your community offer services or employment to immigrants. Entities that may work with immigrants include: churches, public schools, lawyers, immigration offices, health clinics, migrant services, etc. Certain businesses may employ newly arrived immigrants: restaurants, hotels, construction companies, farms, factories, etc. Ask a representative to get you a list of potential participants or ask them to post a sign up sheet or pass out a survey for you.

Also, you may try some flyers advertising ESL services, and a number to call. It is best if you can do the flyers in the native language of the participants (of course, you may need a person who speaks the language to answer the phone).

On the following pages are some samples that may help you.

The first item is a survey that can be modified to be given to parents of children in schools that serve ESL students, or to businesses that have a large number of non-native English speaking employees. This will help you to plan where to have a class, what time, and what the needs of the population are. After doing a survey, you can send a follow-up letter saying the actual time and location of the class.

The second item is a poster used by a program in Raleigh County to recruit students to an existing class. Foreign language speakers helped to translate the heading into languages of potential students in the community.

Finally, once you have established a program, you may need to employ more teachers. A job description for ESOL instructor is included.
English for Speakers of Other Languages
Do You Need To Study English?

Please complete this form.

Name: ____________________________________________________________

Address: __________________________________________________________

Telephone: _______________ Native Language: ________________________

1. Do you want to study in a free Adult English class?
   □ yes □ no

2. Where is a good place for you to study English? {List here the possible sites in your community}
   □ □ □

3. What time can you come to class? Check [✓] every day you can come to class. {List here only the possible times available}

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning: 9:00 a.m.-Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon: 1:00 - 3:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening: 6:00 - 9:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you need to study? (Check [✓] one or more.)
   □ Listening/Understanding □ Speaking/Conversation □ Grammar
   □ Pronunciation □ Reading □ Writing
   □ Other:

What do you need to help you attend? (Check [✓] one or more.)
{List here only the assistance available in your community}
   □ Transportation to Class □ Child Care
Free English Class
for
Speakers of Other Languages

Libere las clases inglesas para los altvoces de otros lenguajes. Toda la informacion privada.

Aulas gratuitas de ingles para pessoas que falam outras lenguas. Todas as informacoes no privado.
Para mais informacoes ligue.

For more information
Call: Gail Bowman
683-3244
8:00 a.m. - 2:30 p.m.
Monday - Friday

Sponsored by:
Raleigh County Adult Education
JOB DESCRIPTION: ADULT BASIC EDUCATION INSTRUCTOR
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

QUALIFICATIONS:
• Bachelors or higher degree (TESOL, Linguistics, or English preferred).
• WV Teacher Certification (preferred) or and Adult License.
• Knowledge of the characteristics of adult learners and prior experience in working with adult learners is preferred.
• Knowledge of the process of second language acquisition and prior experience in working with non-native English speakers is preferred.
• Experience in living outside the U.S., learning a foreign language, and/or adapting to a different culture is preferred.
• Experience in working with computers and using educational software is preferred.
• ABE Pre-service training with an approved peer trainer completed prior to the start of any instructional activity.

REPORTS TO:

TERMS OF EMPLOYMENT: As needed for the length of the class. Student enrollment and funding may affect the length of employment.

SALARY:

PROFESSIONAL AND INSTRUCTIONAL RESPONSIBILITIES:
• Structure a learning environment that follows the Indicators of Program Quality that are given in the ABE Teacher Handbook.
• Provide information regarding entry into classes and orientation to the ABE program to potential students upon request.
• Administer appropriate instruments for registration, oral/written placement and needs assessment to determine skill levels and learner goals.
• Conduct personal interviews with new students to set reasonable goals and plan and implement and appropriate course of instruction.
• Manage multilevel classroom activities and provide instruction in a variety of ways (individual, pair-work, whole group, small group, computer-aided, tutorial, guest speakers, field trips, etc.) According to the learners’ needs.
• Structure appropriate activities that develop basic skills in English (listening, speaking, reading, writing, pronunciation, and grammar) and in other academic areas (American history, citizenship, math, science, test-taking, etc.) According to the learner's identified needs.
• Assist learners in developing and refining appropriate vocabulary and idioms for use in a variety of settings (academic, workplace, children's school, shopping, the telephone, filling out forms, etc.) According to learners' needs.
• Assist learners in becoming oriented to the local community (school system, public events, available services, etc.); in dealing with culture shock; and in adapting to local customs and cultures.
• Monitor and document learners' progress in relation to identified goals using a variety of evaluation techniques (oral/written tests, formal/informal evaluations, portfolios, etc.).
• Maintain and submit records and reports in a timely manner as required by county/state policy.
• Work with the county Abe coordinator to promote the ABE program as a whole and collaborate with various agencies including the community-based organizations, business and industry, and educational and governmental institutions.
• Provide information to learners about community services and educational/job opportunities.
• Maintain a professional relationship with students, administrators, and all others who are encountered through professional duties.
• Select and recommend the purchase of proper educational materials, supplies, and/or equipment for the class site(s).
• Participate in at least the minimum required Core and Elective professional development sessions per year depending on the number of hours per week of employment:
  Up to 12 hours/week:
  Each year, 6 hours of Core In-service Selections (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections
  13 hours/week or more; hourly/not full-time:
  Each year, 6 hours of Core In-service Selection (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections
  Full-time:
  Each year, 6 hours of Core In-service Selections (until Core requirements are completed) and 6 hours of Approved Elective In-Service Selections
  Substitutes:
  Each year, 3 hours of core In-service Selections (until Core requirements are completed)
  A teacher hired after March 1 of a given year will not have to comply with this In-service requirement until the following year.
• Plan for assigned class(es) and show evidence of preparation upon request.
• Be punctual and regular in attendance at assigned locations(s).
• Insure (through appropriate supervision) the safety and well-being of learners.
• Perform other duties related to the ABE program as needed.
CULTURAL CONSIDERATIONS
Prepared by: Cheryl Rowan, ESL Peer Trainer

The Student / Teacher Relationship
Adult Education as practiced in West Virginia espouses tenets unlike any other educational offering in the state. The law does not hold our students in our classrooms until a certain age; we give no grades; we award no credit hours. We believe that the ideal teaching/learning situation is the adult/adult relationship. This is such a unique concept that adult students are often surprised with the freedom as well as responsibilities of such an idea. It takes some time to adjust one’s viewpoint. On top of that, adult ESL students are faced with a myriad of other adjustments—among them, classroom and cultural presuppositions.

Sometimes, because we neglect to examine our own assumptions, we take for granted that others share ours. This leads down the road of culture bumps. The culture bump is one of the least recognized, yet widely experienced phenomena that humans experience. It is a misunderstanding in which each party fails to recognize that there is a misunderstanding, being certain that each has understood the other perfectly. We experience culture bumps with other Americans in an environment where we generally share the same language, the same fundamental education, and the same cultural icons. Imagine the possibilities with someone with whom we do not!

When two people from different cultures think that they have the same understanding of a value or an event, culture bumps can happen. Each person expects that the other person’s cultural assumptions are the same or very similar to his or her own, but they are not. Each person is expecting what is normal for his or her own culture, but gets what is normal in the other’s culture.

Culture bumps occur almost continuously when a person is with another person from a different culture. This is because each person assumes that the other knows how to behave correctly in any given situation, but the assumption is not accurate.

Very few of us can be of a culture and observe ourselves within that culture simultaneously, and when we do, we seem only to be able to sustain the act for a short period of time. We don’t even know that we know basic assumptions of our culture. It takes uncommon scrutiny to uncover what is so basic as to have been imbedded in our value system. ESL students in general do not recognize the basic assumptions of their cultures, either.

Reasonable people in one culture know what qualifies as rudeness, the difference between a “white lie”, and a “bold-faced lie”, and where the invisible line between public and private space is. In American culture, for example, picking one’s teeth in public is rude, “No, that dress does not make you look fat” is a white lie, and hand-shaking distance is just about right. But that may not necessarily be the case with reasonable people everywhere.
Most people initially meet others with a certain spirit of goodwill. Only after bad experiences with another do we learn that the spirit has been damaged. If the spirit of goodwill is to be restored, both parties must exert enormous effort to overcome any real or imagined injury. If the bump is not addressed, it can become a roadblock, or worse, a culture clash.

Culture bumps are almost always a surprise. Sometimes they are good surprise, and sometimes they are not. Most people react to and remember the bad surprises more clearly than the good ones. You will not be able to avoid culture bumps. But you can learn from them. And what you learn will be valuable to you for the rest of your life no matter where you live.

As adult educators, we recognize characteristics of adult programs: the need for larger print and more light in the classroom; the student passing judgment on our programs by voting with his feet; etc. But we must also recognize that learning the English language is not the only thing going on in our classrooms. Finding and maintaining the delicate balance between how we perceive ourselves and how our students perceive us is an ongoing task.

Friendliness can be mistaken for friendship, the assumption of what constitutes friendship being one of culture. Professionalism can be mistaken for rigidity, because behavior is culture driven. ESL students may exhibit physical gestures that confuse us. They are not “cute” because they exhibit gestures as adults that our culture sees as childlike. Our gestures can confuse them, too.

In professional circles ESL teachers often say, “Our students are not stupid; they just don’t know English.” And this is true as far as it goes, but it is not merely English language. They may not know what the American “cultural norm” is. They may have different cultural assumptions. Or perhaps, even knowing intellectually what the American system expects, they may choose differently. This is what adults sometimes do. It behooves us to respect that, while at the same time, helping the student to be aware of the possible consequences of his choices. Participating in an ESL classroom can be a very intense experience, both for the teachers and the learners. The concepts of the instructor considering the student’s preferred learning style, the use of a need’s assessment and student participation in the curricula and materials choices of their education are unique to American adult education. They can make students feel disoriented since “this is not the way school is” in their experience.

Teaching ESL students can be very pleasant and rewarding. Good teaching practice posits that students learn better in a relaxed atmosphere. But we teachers are not there to “have fun”. It can be fun secondarily, but not primarily. We are there to enrich the educational experience, and to prepare and empower our students to become functioning and contributing members of American society.
Culture Shock
People enter the United States from hundreds of different places every year; each person with his or her own ideas and expectations of what the experience will be like. Some come to spend a few weeks, some come to study for four to six years and then go back home, and some come with the intention of staying and making this their home. No matter what the reason, it is an exciting experience.

Research had found that many people react to entering a new place and culture in much the same way. Generally speaking, newcomers are excited about the new place (in this case the U.S.) and are very interested in everything.

After a period of time, newcomers get lonely for some familiar surroundings and may become sad. There is too much new for them to be comfortable; they seek people who are like themselves. If they have embraced America completely and whole-heartedly in their first excitement, they may have tried to become “more American than Americans” by denying their foreignness. When they come to the time when they try to seek familiar surrounding, they may find that they do not feel welcome. They may feel confused and guilty.

After another period of time, if the newcomer can adjust, they begin to understand the expectations and to adjust them to the reality of what they actually find in the U.S. But it is quite common for many people to have not one, but two, sad times before they begin to feel satisfied that they are doing the right thing in their lives. Some people do not feel that this adjustment is worth its eventual rewards, and they decide to go to another place or back to their original homes. But since they have not been participating in that culture’s small but continuing changes, they must readjust to what was at one time familiar. There is excitement of entering or reentering a culture and a predictable sad time afterward. But eventually, if successful adjustment is made, a feeling that things are normal arrives.

What is interesting about all of this is that almost everyone experiences these feelings to some degree, and that the duration of these feelings depends on the length of time that person expects to stay in the foreign place. The intensity of these feelings depends a lot on the individual. It is also very true that it is a rare person, indeed, who can recognize that he is going through culture shock at the time. Most often it is much later that a person can see that he or she did experience culture shock.
Some Symptoms of Culture Shock (from Survival Kit for Overseas Living by L. Robert Kohls):

- Deeply felt homesickness
- Boredom
- Withdrawal (for example: spending large amounts of time reading, only seeing people from your own culture, avoiding Americans)
- Need for excessive amounts of sleep
- Compulsive eating or drinking
- Irritability
- Exaggerated cleanliness
- Marital stress
- Family tension and conflict
- Chauvinistic excesses
- Stereotyping of host nationals
- Hostility toward host nationals
- Loss of ability to work or study effectively
- Unexplainable fits of weeping
- Physical ailments (psychosomatic illnesses)

Further Reading on Cross-cultural Issues:


From Nyet to DA: Understanding the Russians. Yale Richmond, ISBN 1-877864-08-0.


All of these resources are available from:

Intercultural Press, Inc., P O Box 700, Yarmouth, Maine 04096, USA.
(207) 846-5168, Fax (207) 846-5181