Course Outline

Program:
English as a Second Language (ESL) & Citizenship

Course of Study:
English as a Second Language (ESL)

Course:
2:1060 ESL Vocational/Workplace

50-01-61

VESL/Beginning Low-Beginning High

Course Description:
This competency-based course is designed to develop communicative competence in listening, speaking, reading and writing in the context of occupational settings. It is a dual-level course and includes language skill proficiencies and grammatical structures for the ESL Beginning Low and ESL Beginning High levels. The content and instructional strategies of this course reflect the English-as-a-Second-Language Model Standards for Adult Education Programs. VESL competency areas include on-the-job language common to many workplace settings, career planning and educational goals, SCANS skills and competencies, and language skills for getting, keeping and succeeding on a job.

Credits: 5   **Hours:** 200

Prerequisites: None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

ACKNOWLEDGMENTS

Thanks to JEAN OWENSBY for the development of this course outline.

The contributions of JAYME ADELSON-GOLDSTEIN on lesson planning and teaching techniques for previous publications are gratefully acknowledged.

Thanks also to members of previous committees for their work on VESL.

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

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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

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

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

Course Outline Components   Location

GOALS AND PURPOSES   Cover

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

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

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 10-19

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

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

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

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

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

INSTRUCTIONAL STRATEGIES   p. 35-36

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

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

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.   pp. 10-19

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

EVALUATION PROCEDURES   p. 49

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

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

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

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

The focus of Vocational ESL (VESL) instruction is different from general or lifeskills-oriented ESL classes. VESL is English language training that provides instruction in the linguistic and cultural competencies students need to benefit from job training and/or succeed on the job. The language skills taught in VESL are the same as in a general ESL class, but the focus is different:

VESL	ESL
VOCATIONAL needs determine the content of the lesson.	LIFESKILLS needs determine the content of the lesson.
Literacy skills are WORK-RELATED (reading work schedules or paychecks).	Literacy skills are GENERAL (reading bills or road signs).
Grammar is presented according to FREQUENCY OF USE in the workplace.	Grammar is presented in ORDER OF DIFFICULTY.

The instructor's task in teaching this VESL course is to combine work-related competencies, language skill development in listening, speaking, reading, and writing, and useful grammatical structures into a relevant, contextualized course of study. In addition, the skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) are essential workplace skills and can be addressed at the beginning levels by incorporating classroom routines and activities that build interpersonal skills, teamwork, lifelong learning strategies, and the ability to use information, resources, organizational systems, and technology. For more information on SCANS, see page 26. More detailed definitions of the SCANS Competencies and Foundation Skills appear on pages 27-29.

The VESL/Beginning Low-Beginning High course is a dual-level course. It is designed to be used with Beginning Low or Beginning High students, or in a mixed class of students at both levels. The Language Skill Proficiencies, Competency-Based Components and Structure Checklist for this course are all divided to show the appropriate competencies for each level. In addition, the Implementation section of this course outline contains several items on lesson planning for a dual-level class.

The foundation of the course is the list of work-related language skills in the Competency-Based Components section on pages 10-19. The competency areas selected are tailored to the needs of beginning-level ESL students who are currently employed or would like to be employed in an English-speaking workplace. In addition to employability skills and workplace knowledge, the minimal competencies for the VESL Beginning Low and VESL Beginning High levels identify specific listening, speaking, reading and writing skills needed for basic comprehension and use of English in a work setting. These competencies correlate with the Language Skill Proficiencies listed on pages 7-9 and reflect the proficiency levels for ESL Beginning Low and ESL Beginning High as described in the California Model Standards for Adult ESL Programs.

TEACHING
<u>VESL/Beginning Low-Beginning High</u> (continued)

In teaching this VESL course, the Structure Checklist on pages 20-25 should be used as a guide in selecting materials for Beginning Low and Beginning High students, rather than as an organizing factor in the course. In VESL instruction, grammatical structures are presented in contexts related to the language functions and workplace situations in which they naturally occur. According to Allene Guss Grognet in her piece on *Planning, implementing, and evaluating workplace ESL programs*,* it is beneficial to treat grammar as "a discovery process, with a focus on understanding the rules for language only after learners have already used and internalized the language. In this way, grammar is not a separate part of the curriculum, but rather is infused throughout." In keeping with this approach, a lesson topic or objective would be selected from the Competency-Based Components section and the grammar focus would be derived from the language used in the lesson material itself.

VESL class materials may be derived from ESL or VESL textbooks, or may be adapted from workplace or career training materials. Many lessons may be based on simple, teacher-created materials. Authentic written materials, realia (real objects) and visuals of all kinds will be helpful in the VESL classroom. Teaching techniques and student activities that are particularly helpful in VESL instruction are described on pages 35-36, Instructional Strategies. For more resources on VESL instruction and recommended classroom materials, see Suggested Instructional Resources, pages 63-64.

* This article may be accessed at the Center for Adult English Language Acquisition web site at www.cal. org/caela in the OTAN Resources section at www.otan.us, the web site of the Outreach and Technical Assistance Network (OTAN), sponsored by the Adult Education Unit, California Department of Education.

LANGUAGE SKILL PROFICIENCIES
for <u>VESL/Beginning Low-Beginning High</u>

Students will demonstrate the following language skill proficiencies as they achieve exit-level competency for each ESL level in this dual-level VESL course.

Listening: ESL Beginning Low

1. Demonstrate understanding of simple words in context of common workplace situations.
2. Respond appropriately to short emergency warnings and simple, brief instructions.
3. Respond to some routine social phrases.
4. Use simple contextual clues, such as time reference words, to get information from short announcements or conversations.
5. Demonstrate understanding of simple, face-to-face workplace conversations that use previously learned material.
6. Demonstrate comprehension of simple *wh-* vs. *yes/no* questions through appropriate responses.
7. Respond to simple requests for repetition or clarification.
8. Listen and identify specific work-related information in context of familiar, previously learned language.

Listening: ESL Beginning High

1. Demonstrate understanding of words and phrases in context of common workplace situations.
2. Respond appropriately to emergency warnings, simple instructions and other requests.
3. Demonstrate understanding of non-face-to-face speech such as telephone conversations and announcements containing previously learned vocabulary in work-related contexts.
3. Demonstrate strategies to check for understanding (e.g., by asking for repetition).
4. Differentiate between statements and questions based on grammatical structures and intonation patterns.
5. Recognize words that signal differences between present, past, and future events.
6. Recognize reduced forms in high frequency expressions (e.g., *gonna*).
7. Listen and identify specific work-related information in context of previously learned language.

Speaking: ESL Beginning Low

1. Make statements related to basic needs using previously learned words and phrases.
2. Make simple statements about everyday subjects in the workplace.
3. Ask simple *yes/no* and *wh-* questions to request basic factual or personal information.
4. Answer simple questions with one word or short-phrase responses.
5. Give simple commands and express caution using short phrases.
6. Make and respond to simple requests for simple clarification (e.g., ask for repetition).
7. Participate in brief, simple face-to-face conversations with co-workers, supervisors, and customers.

Statement for Civil Rights

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

Speaking: ESL Beginning High

1. Ask questions using previously learned utterances.
2. Answer simple questions using previously learned phrases or simple sentences.
3. Communicate basic information on the telephone.
4. Give simple commands, warnings and directions.
5. Participate in simple face-to-face conversations with co-workers, supervisors, and customers.
6. Ask for clarification (e.g., *Did you say the top shelf?*)
7. Ask for and give meanings of words and expressions.

Reading: ESL Beginning Low

1. Identify the letters of the English alphabet and numbers.
2. Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).
3. Find a familiar word in an alphabetized list.
4. Recognize basic abbreviations.
5. Use familiar visual clues (such as pictures and charts) to predict meaning.
6. Recognize personal information words in print.
7. Recognize common forms of environmental print found in the home, community and workplace.
8. Recognize basic sight words in different handwriting styles (e.g., cursive) in short notes and messages.
9. Scan for numerical information in simple signs and flyers.
10. Read and understand simple sentences using vocabulary and sentence patterns previously learned orally.
11. Follow simple one- to three-step written instructions.

Reading: ESL Beginning High

1. Apply sound/symbol relationships to decode (sound out) a new word that occurs frequently in familiar situations.
2. Recognize common roots, prefixes (e.g., *pre-, un-*), suffixes (e.g., *-ing, -ed*), and compound words in context.
3. Locate a word, number or time in alphabetical or numeric order.
4. Use visual clues to predict meaning and interpret new words in familiar contexts.
5. Interpret isolated words and phrases in familiar contexts.
6. Recognize workplace-related sight words.
7. Interpret terms and directions on simple forms found in the workplace.
8. Recognize abbreviations in simple authentic material such as ads, forms and signs.
9. Recognize familiar vocabulary and phrases in a variety of printed fonts and handwriting styles.
10. Scan simple authentic documents found in the workplace (e.g., signs, charts, schedules, forms) to find specific information.
11. Identify the sequence of events in written instructions or a simple narrative passage.

Reading: ESL Beginning High (continued)

12. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.

Writing: ESL Beginning Low

1.   Print the letters of the alphabet legibly.
2.   Write numerals.
3.   Write a list – of job duties or supplies, for example - from material read, heard or inventoried.
4.   Copy familiar words, phrases, and high-frequency expressions from learned materials.
5.   Take dictation of previously learned words and sentences.
6.   Fill out simple work forms which require biographical/personal information.
7.   Write simple sentences using previously learned vocabulary and structures.
8.   Edit writing for basic capitalization and end punctuation.

Writing: ESL Beginning High

1.   Write simple sentences based on personal experiences or familiar material (e.g., recipes, directions, e-mail messages).
2.   Write a short note or message.
3.   Write a series of related sentences based on personal experience or familiar, work-related material.
4.   Edit and revise writing for capitalization, sentence punctuation, and correct spelling.
5.   Complete basic forms and simple applications.
6.   Write down key information from a recorded message (e.g., the time and day of a meeting from a telephone answering machine).

CBE
Competency-Based Education
COMPETENCY-BASED COMPONENTS
for <u>VESL/Beginning Low-Beginning High</u>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	Beginning		CASAS Correlation
		Low	High	
I. Personal Information	1. Identify first, middle, and last names and state name of self and others.	X		0.2.1
	2. Identify simple addresses, including abbreviations, compass directions, city, state and country.	X		2.4.1
	3. Distinguish among various personal information numbers, including telephone, zip code, social security and alien registration number.	X		0.2.2, 4.1.1
	4. Identify country of origin.	X		0.2.1
	5. Engage in small talk about country of origin *(e.g., Where are you from? How long have you been here?)*	X		0.2.4
(B/Low: 20 hours) (B/High: 0 hours)	6. Interpret and fill out forms with basic personal information.	X		0.2.2
II. Careers and Goals	7. Identify common occupations.	X		4.1.8
	8. Identify basic duties of common occupations.	X	X	4.1.8, 4.4.4
	9. Identify sources of vocational counseling and job training within LAUSD's Division of Adult and Career Education	X	X	4.1.4
	10. Identify previous jobs/occupations and length of time employed in each.		X	4.1.2
	11. Identify short- and long-term job goals.	X		7.1.1

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COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	12. Identify available opportunities in the Division of Adult and Career Education that relate to job goals.	X	X	2.5.5, 4.9.3
	13. Identify levels of educational achievement (GED, high school diploma, AA/AS degree, BA/BS degree, graduate/professional degrees) and job titles associated with each.		X	4.1.8
	14. Identify jobs that require particular skills (e.g., customer service jobs: waiter, bank teller, phone sales representative, auto parts counterperson, social service case manager, etc.)		X	4.1.8
	15. Identify career ladders in fields with a wide range of positions (e.g., manufacturing: production worker, production supervisor, technician, quality control worker, assistant manager, manager).	X		4.1.3, 4.1.8
	16. Identify skills and qualities to stress in asking for a raise or promotion.		X	4.4.2
(B/Low: 20 hours) (B/High: 20 hours)				
III. Social/Cultural Interaction	17. Use language appropriately to begin or end a conversation. a. Greet and say goodbye. b. Introduce self and others. c. Identify and address people by appropriate titles (Mr., Mrs., Miss, Ms.) d. Interrupt politely or get someone's attention *(e.g., Excuse me.)*	X		0.1.4
	18. Ask permission at work *(e.g., Can I take my break at 2:00? Could I possibly leave early today? I have a doctor's appointment.)*	X	X	0.1.2
	19. Use strategies to verify comprehension. a. Ask for repetition. b. Ask for additional information *(e.g., How do you spell that?)* c. Express lack of comprehension.	X		0.1.6

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS

	20. Use clarification strategies.
	    a. Ask for clarification by repeating with rising intonation *(e.g., $13.50?)*
	    b. Ask for clarification by inserting question words *(e.g., November what? Tony who?)*
	    c. Ask for clarification by restating *(e.g., Did you say apartment B?)*
	    d. Request a definition *(e.g., What does this word mean?)*
			X	0.1.6

	21. Give information about simple personal facts.
	    a. Express likes and dislikes.
	    b. Express ability and inability.
		X	X	0.2.4

	22. Engage in culturally appropriate small talk regarding the weather, family, etc. *(e.g., It's hot today. Do you have a family? How many children do you have?)*	X		0.1.4
	23. Engage in culturally appropriate small talk regarding weekend activities, personal interests, etc.		X	0.2.4

(B/Low: 25 hours)
(B/High: 20 hours)
	24. Use social language appropriately.
	    a. Apologize *(e.g., I'm sorry.)*
	    b. Express sympathy *(e.g., I'm sorry to hear that.)*
	    c. Give and receive compliments *(e.g., That's a nice sweater./Thank you.)*
	    d. Make offers *(e.g., Do you need help? Would you like to sit here?)*
	    e. Respond to good and bad news *(e.g., Wow, that's great! Oh, that's terrible.)*
			X	0.1.4

IV. Common Job Tasks	25. Identify work items, supplies, tools or equipment found in a familiar workplace.	X	X	4.5.1
	26. Identify work items by name, size, shape, function, defect or other description.		X	0.1.2

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	27. Identify personnel and departments in a workplace.	X	X	4.9.1
	28. Describe functions of personnel and departments in a workplace.			4.9.1

	29. Identify locations of places and items.
	   a. Ask and answer questions about places on a map of a building or floor.
	   b. Ask and answer questions about locations of supplies and materials.
	   c. Give and follow directions for placing and retrieving items *(e.g., Put the paper on the bottom shelf. Go get a shovel from the shed.)*
	   d. Sort items and describe where they are located *(e.g., The 1" bolts are in bin G5.)*
		X	X	2.5.4, 4.7.2, 4.6.1

	30. Identify common activities at work.	X	X	4.4.4
	31. Identify steps in a procedure.		X	4.4.3
	32. Count and record supplies or merchandise.	X	X	4.7.2
	33. Identify self and ask to speak with someone on the telephone.	X		2.1.8
	34. Respond appropriately to a telephone call from a customer, co-worker or supervisor *(e.g., Hold on please. He isn't here now.)*	X	X	2.1.8
	35. Give and take simple telephone messages at work.		X	2.1.7
	36. Identify common foods and other items for sale.	X		1.3.8
	37. Ask for and give prices of items for sale.	X		1.1.6

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
(B/Low: 50 hours) (B/High: 55 hours)	38. Greet customers/clients and offer assistance.	X	X	4.8.3
	39. Perform money-handling tasks such as telling the customer the total and counting change out loud.		X	1.1.6
V. On-the-Job Communication: Following Directions/ Making Requests	40. Respond to and give one-step instructions *(e.g., Get me a screw driver.)*	X		4.6.1
	41. Respond to directions to perform common job tasks (e.g., put something away, assemble packets or folders, take apart and put together an object such as a ball point pen.)	X	X	4.6.1
	42. Give and follow simple, multi-step instructions to operate equipment or complete a task.		X	4.6.1
	43. Acknowledge instructions and work assignments (e.g., OK./Sure./I'll do that next.)	X	X	4.6.1
	44. Indicate understanding or lack of understanding of instructions using appropriate body language and/or short phrases.	X	X	0.1.6
	45. Make and respond to requests (*e.g., Please help me. Could you hold the door, please?)*	X	X	0.1.3
	46. Report on time needed to complete a task.	X		4.6.4
	47. Report on completion of work.		X	4.6.4
(B/Low: 10 hours) (B/High: 15 hours)	48. Ask for feedback on completed work (*e.g., How does this look? Is this correct/all right? Is that the way you wanted it?)*		X	4.6.1
VI. Employee Responsibilities	49. Interpret a basic work schedule.	X		4.4.3
	50. Request a schedule change (*e.g., Can I have next Tuesday off?)*		X	0.1.3

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	51. Demonstrate the ability to be on time for work, meetings and other scheduled events.	X	X	4.4.1
	52. Call in sick or late.	X		0.1.2
	53. Recognize appropriate and inappropriate reasons for being late or absent.	X	X	4.4.1
	54. Explain reason for being late or absent.		X	0.1.2
	55. Demonstrate appropriate dress for work.	X		4.4.1
	56. Ask questions about work schedules and work policies.	X	X	0.1.2, 4.2.1
	57. Interpret a simple paycheck stub.		X	4.2.1
(B/Low: 15 hours) (B/High: 15 hours)				
VII. Health and Safety				
A. Medical Care	58. Identify major parts of the body.	X		3.1.1
	59. Ask about and describe common ailments/symptoms.	X		3.1.1
	60. Ask for appropriate health insurance forms at work.	X		0.1.2, 3.2.3
	61. Request time off to go to the doctor or dentist.	X	X	0.1.3, 3.1.2
B. Safety	62. Respond to simple warnings (e.g., Watch out!)	X		0.1.3
	63. Give and respond to short safety commands and warnings.		X	0.1.2, 0.1.3
	64. Follow fire and earthquake procedures at work.	X	X	3.4.2

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	65. Call 911 for emergency assistance and give basic facts.	X		2.1.2
	66. Identify and follow safety signs and symbols at work.	X	X	4.3.1
	67. Interpret simple warning labels on products and equipment (cleaning products, electrical equipment, etc.)	X	X	3.4.1
	68. Identify items in a first aid kit.		X	3.4.3
(B/Low: 20 hours) (B/High: 15 hours)				
VIII. Job Search: Seeking and Inquiring about a Job	69. Read a simple "help wanted" sign or advertisement.	X		4.1.3
	70. Read a basic job announcement or listing that includes some requirements and preferred qualifications.		X	4.1.3
	71. Identify personal career preferences and job interests.		X	4.1.9
	72. Identify ways to find better opportunities with current employer.		X	4.1.3
	73. Identify personal qualities and job skills to stress in applying for a job.		X	4.1.7
	74. Identify job duties performed on previous jobs.		X	4.1.2
	75. Respond to questions about job search *(e.g., Are you looking for work? What kind of work are you looking for?)*	X		0.1.2
	76. Respond to a simple "help wanted" ad or sign in person.	X	X	4.1.2

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	77. Ask for information about job openings and application procedures in person or over the telephone.		X	4.1.2
	78. Interpret and use a simple map to locate streets and addresses.	X	X	2.2.5
	79. Ask for simple oral directions to a particular place.		X	2.2.1
(B/Low: 8 hours) (B/High: 15 hours)	80. Locate names in alphabetical order on telephone and building directories.		X	2.1.1, 2.5.4
IX. Job Search: Applying and Interviewing for a Job	81. Fill out a personal information portion of an application form.	X		0.2.2
	82. Fill out personal information, education and work history portions of a job application form.		X	4.1.2
	83. Demonstrate good grooming and appropriate dress for a job interview.	X	X	4.1.5
	84. Demonstrate a firm handshake, good eye contact, and appropriate body language for a job interview.	X	X	0.1.1
	85. Use appropriate greetings, introductions and farewells for a formal situation such as an interview.		X	4.1.5, 4.1.7
	86. Respond to simple personal information questions in a basic job interview.	X	X	0.1.2
	87. Respond to simple questions about skills/abilities and availability, both orally and on job application forms *(e.g., Can you type? Can you work evenings? How many pounds are you able to lift? ___ 25 ___ 50 ___ 75).*	X	X	0.1.2, 4.1.8

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS
	88. Respond to questions about transportation to work *(e.g., Do you have transportation? Yes, I have a reliable car. / Yes, I can use public transportation without any problem.)*	X	X	0.1.2, 4.1.7
	89. Respond positively to interview questions about job application data, previous jobs, personal qualities and skills, desire to work and desire to learn new skills.		X	4.1.5, 4.1.7
(B/Low: 15 hours) (B/High: 15 hours)				
X. Skill Development: Basic Computation	90. Ask for and tell time on a digital clock and a clock with hands (analog).	X		2.3.1
	91. Identify and state day, date and month on a calendar.	X		2.3.2
	92. Count items for an inventory.	X		6.0.2
	93. Identify U.S. coins and bills.	X		1.1.6
	94. Add, subtract and multiply whole numbers.		X	6.1.1, 6.1.2, 6.1.3
	95. Compute daily, weekly and monthly pay.		X	4.2.1
	96. Interpret, write, say and use fractions in addresses and measurement.		X	1.1.4, 2.4.1
	97. Interpret, write, say and use percents.		X	6.4.1, 6.4.2
	98. Identify and use abbreviations for common measurements of weight, length, distance, capacity and temperature (e.g., oz., ft., mi.)	X	X	1.1.4
(B/Low: 12 hours) (B/High: 10 hours)	99. Measure and weigh objects.	X	X	1.1.4

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High	CASAS

XI. Learning Skills	100. Use the alphabet.
	    a. Name the letters in order.
	    b. Spell a word out loud.
	    c. Alphabetize a short list of work-related words.
		X		7.4.5

	101. Find an item in an alphabetized list.		X	7.4.5

	102. Order information.
	    a. Put events in chronological order.
	    b. Describe the steps in a process (e.g., how to use an office machine or telephone, how to assemble a product, etc.)
			X	7.2.2

	103. Identify the major components of a computer.		X	4.5.1
	104. Follow instructions for basic computer operations *(e.g., Press ENTER. Click on SEND.)*		X	4.5.2

	105. Use various objective test formats.
	    a. Identify various test formats (multiple-choice, matching, sentence completion, etc.) and answer appropriately.
	    b. Use a Scantron answer sheet.
		X		7.4.7

	106. Scan for specific information in simple reading material found at a work site.		X	4.4.3
(B/Low: 5 hours) (B/High: 20 hours)	107. Teach and learn tasks by giving and responding to simple instructions.		X	4.6.1, 4.8.2

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for VESL/Beginning Low-Beginning High

COMPETENCY AREA AND STATEMENT	MINIMAL COMPETENCIES	Beginning	
		Low	High
A. VERB TENSES Understand and use verb tenses in meaningful communication.	1. Use **simple present tense** with		
	a. the verb **be** in communication about personal information, occupations, feelings, location, names, descriptions of objects and people, time, and the weather	X	
	b. the first, second, and third person verb forms of the verbs **want, need, like,** and **have** in communication about personal wants, needs, likes, dislikes, and possession	X	
	c. common verbs used for regularly occurring events *(e.g., I usually take a break at 10:00.)*	X	
	2. Use **present continuous/progressive tense** with events that are		
	a. taking place at the moment *(e.g., She's helping a customer right now.)*	X	
	b. in the immediate future *(e.g., She's going to the doctor this afternoon. He's going to the bank later today.)*		X
	3. Use **be + going to** to express an intended or planned action *(e.g., I'm going to finish this after lunch.)*		X
	4. Use **will + verb** to express a future action, promise *(e.g., I'll be right back)* or prediction *(e.g., Don't worry. She'll show you how to do it.)*	X	
	5. Use the **simple past tense** with	X	
	a. the verb **be** in communication about past locations, feelings, occupations, time, weather, and personal information.		

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High
	b. common regular verbs to express completed events or actions *(e.g., worked, played, visited.)*		X
	c. common irregular verbs to express completed events or actions *(e.g., ate lunch, went home, did the filing.)*		X
	6. Use the **past continuous/progressive tense** for communication about events which were in progress at a definite time in the past *(e.g., I was stocking shelves at 10:00 last night.)*		X
	7. Use the **present perfect tense** for communication about an action which began in the past and continues to the present *(e.g., How long have you worked here? How long have you lived in L.A.?)*		X
B. IMPERATIVE MODE Understand and use imperative forms in meaningful communication.	8. Express and respond appropriately to affirmative and negative commands *(e.g., Press firmly. Look out! Don't smoke.)*	X	
	9. Use inclusive commands *(e.g., Let's move the desk)* and a series of negative or affirmative commands *(e.g., Sit down and roll up your sleeve.)*		X
C. MODALS Understand and use modals in meaningful communication.	10. Use **can** to express ability and inability *(e.g., I can lift it. I can't lift it.)*	X	
	11. Use **can** and **may** to request and offer help *(e.g., Can you help me? May I help you?)* and to ask for permission.	X	
	12. Use **would like** as a polite form of **want** *(e.g., Would you like some water?)*	X	
	13. Use the contracted form of **would like** in polite requests *(e.g., I'd like an application, please.)*		X
	14. Use **could** (as past of can) to communicate ability *(e.g., I couldn't come to the meeting yesterday because I was out ill.)*		X

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High
	15. Use expressions of necessity with		
	a. **have to** *(e.g., I have to learn English to get a good job.)*	X	
	b. **must** *(e.g., You must have a driver license to apply for this job.)*	X	
	16. Use **may**, **would**, **can** and **could** to make formal and informal requests and offers. *(e.g., Would you open the door, please?)*		X
	17. Use **can** and **may** to give or ask permission *(e.g., May I talk with you?)*	X	
	18. Use **should** to communicate advisability *(e.g., You shouldn't lift that without a back brace.)*		X
D. OTHER SENTENCE ELEMENTS Understand and use various sentence elements in meaningful communication.	19. Use nouns appropriately.		
	a. proper and common nouns	X	
	b. singular and plural forms	X	
	c. possessive forms *(e.g., John's computer)*	X	
	d. countable nouns and uncountable nouns (e.g., book/books, tool/tools, cement, wood)	X	X
	e. partitives (*e.g., a gallon of paint, a bottle of window cleaner*)	X	
	20. Use determiners appropriately.		
	a. articles: **a, an, the**	X	
	b. demonstratives: **this, that, these, those**	X	
	c. possessive adjectives: **my, your, his, her, its, our, your** (plural)**, their**	X	
	d. cardinal and ordinal numbers	X	

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COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High
	e. quantifiers: **any, some, many, much, a lot of, a little, a few, none, another, other, each, every**		X
	21. Use **one, each, some, another, other(s)** for noun substitution *(e.g., Who has a flashlight? I have one.)*		X
	22. Use pronouns properly.		
	a. subject pronouns: **I, you, he, she, it, we, they**	X	
	b. object pronouns (direct and indirect usage): **me, you, her, him, it, us, them**		X
	c. possessive pronouns: **mine, yours, his, hers, its, ours, theirs**		X
	d. indefinite pronouns: **someone, anyone, everyone, nothing**		X
	e. reflexive pronouns: **myself, yourself, herself, himself, itself, ourselves, yourselves, themselves**		X
	23. Use adjectives properly.		
	a. **be + adjective** *(e.g., She's happy.)*	X	
	b. **adjective + noun** *(e.g., He's wearing a green uniform.)*	X	
	c. comparative forms with **than** (e.g., smaller than, more comfortable than, better than, worse than)		X
	24. Use non-referential subjects in statements and questions.		
	a. **It (It's/It was)** for time and weather *(e.g., It was cold this morning.)*	X	
	b. **There (There's/was/were)** for items or people *(e.g., There were 30 employees at the meeting.)*		

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High
	25. Use simple prepositions.		
	a. of place: **in, on, at, next to, across from, across, beside, under, over, on top of**	X	X
	b. of direction: **to, from, through, toward, into, out of**	X	X
	d. of time: **in, on, at, from…to**	X	
	d. of origin**: from**	X	
	26. Use adverbs.		
	a. of place: **here, there, near, far**	X	
	b. of time: **today, now, later, soon**	X	X
	c. of point in time : **ago, last Friday**		X
	d. of addition: **too**		X
	e. of duration: **since, for**		X
	f. of degree: **a lot, a little, very, really, pretty**		X
	g. of manner *(e.g.,* **carefully, hard, fast***)*		X
	h. of frequency *(e.g.,* **usually, often, never, once, twice, three times***)*.		X
	27. Use adverbial clauses and purpose infinitives to express reason *(e.g., I can't come to class tomorrow because I have to work. I'm going to the store to get some safety goggles.)*		X
	28. Use **make** and **do** in common expressions *(e.g., make the labels, do the inventory).*		X
	29. Use **go + verb + ing** for communication about leisure activities *(e.g., What did you do this weekend? I went hiking.)*		X

COMPETENCY AREA	MINIMAL COMPETENCIES	B/Low	B/High
E. SENTENCE PATTERNS Understand and use various sentence types in meaningful communication.	30. Use affirmative and negative statements.	X	X
	31. Use the following question types:		
	a. Yes/No questions and answers	X	X
	b. Alternative questions and answers *(e.g., Do your parents live here or in Guatemala?)*	X	X
	c. Wh- questions and answers with **Who**, **What**, **Where**, **When**, **Which**, **Whose, Why,** and **How**.	X	X
	32. Use **do/does** in questions in the simple present.	X	X
	33. Use **did** in questions in the simple past.		X
	34. Use compound sentences with		
	a. **and/but** *(e.g., Maria and Julio speak Spanish, but Mr. Kim speaks Korean.)*	X	
	b. **and...too** *(e.g., Maria speaks Spanish and I do too.)*	X	
	c. **and...either** *(e.g., She doesn't type, and I don't either.)*		X
	d. **or** *(e.g., She doesn't know PowerPoint or Excel.)*		X

SCANS COMPETENCIES and FOUNDATION SKILLS in the VESL CLASSROOM

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in work-related contexts.

SCANS competencies and foundation skills can be integrated into this VESL course by incorporating classroom activities that promote group interaction and group products or tasks. Students can work in teams to master English skills. As they work, they teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns, all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned; for example, "Today I worked with a team," "Today I organized my work," "Today I used a computer," allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

Integrating SCANS competencies into VESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facilitates lifelong learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

FIVE COMPETENCIES

Resources: Allocates Time, Allocates Money, Allocates Materials and Facilities, Allocates Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.

- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.

- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.

- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.

- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.

- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.

- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.

- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.

- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.

- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.

- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.

- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.

- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.

- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.

Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.

- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.

- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.

- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.

- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.

- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.

- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.

- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills

- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.

- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.

- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.

- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.

- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.

- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.

- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."

- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

LONG-RANGE LESSON PLANNING
for <u>VESL/Beginning Low-Beginning High</u>

Long-range planning is an essential part of the teaching process. A well thought-out plan contains all the elements you will teach, laid out in a logical order. When done well, a long-range lesson plan will save you hours of work throughout the semester. It will give you a road map for your term, a tool for planning ahead for special projects, and a guide for creating your daily or weekly lesson plans.

Planning a VESL course involves reviewing the content of the course outline and developing ways of integrating the components of the course in an ongoing plan. The core content includes the three components of: work-related competency areas and topics, language skill proficiencies (listening, speaking, reading and writing skills) and, to a lesser degree, grammatical structures. Students work on these three areas continually throughout the course. The elements are integrated together and sequenced in an order that is developed by the teacher, with consideration of student input, needs assessment and testing results, and ongoing observation/evaluation of student progress.

The following is a sample method for planning the VESL/Beginning Low-Beginning High course which lays out specific steps and tips for the planning process.

Phase I - Creating a Draft of the Long-Range Lesson Plan

Long-range planning can be done in phases. The first phase happens before you begin teaching your class. Here are the steps for that process:

- Review the language skill proficiencies, competency-based components and grammatical structures contained in your course outline. (See Table of Contents.)
- Select VESL materials that correspond to the language skills and competencies in the course outline. Possible sources are multi-skills, beginning-level VESL textbooks, supplementary VESL materials, other supplementary ESL materials, and authentic materials collected from workplaces or other sources.
- Review the materials you have collected and compare the competencies and structures that appear in your selected materials with those in your course outline. Make a list of competencies and structures for which you need additional materials.
- Determine how well your selected materials address the language skill proficiencies in the course outline. Make a list of those language skills that need additional instructional time.
- Find, modify, or plan to create supplementary materials that will help you cover the competencies, structures, and language skill proficiencies that are missing from your collected materials.
- Determine whether you are teaching a trimester or semester course and how many weeks there will be in the term.
- Use the course outline, your selected VESL materials and your notes to draft a long-range lesson plan of what you expect to cover throughout the term on a weekly basis. Set aside days for testing and any special events. Creating a table or chart for this draft may be helpful. As part of your draft plan, list textbook chapters and/or other materials you expect to use.
- If you will need to gather materials, plan a field trip, or invite a guest speaker, make notes about that on your draft as well.
- You may want to review in advance the test that will be given for your class at the end of the term.
- Finally, in order to determine your students' learning priorities, create or select a needs assessment you can administer during the first week of class. You may choose to use the needs assessment form from this course outline, the ESL Beginning Low or ESL Beginning High course outline or another source, modify an existing

one, or create your own. Keep in mind that the needs assessment should be aligned with the content of the course as described by this course outline.

Phase II - Honing the Plan

The second phase of long-range planning happens during the first week or two of class. During that time you may do the following:

- Describe the general content of the class to your students and elicit their feedback through survey questions or informal discussions (e.g., *Do you speak English at work? Do you like to read in English? Do you need to write telephone messages?*)
- Conduct the needs assessment contained in this course outline and review the results with your students. Note: Reviewing the results can be turned into a great classroom lesson. Involving the students in your planning will create buy-in and help students understand the purpose and continuity of your subsequent lessons.
- Review the SCANS information found in this course outline. Consider which SCANS skills and competencies to incorporate in your class and what student activities will be beneficial fo that purpose.
- Observe/assess students' reading, writing, listening and speaking skills.
- If available, review your students' ESL placement test or CASAS pre-test results.
- Compare the results of the needs assessment, SCANS review, observations and tests with your draft long-range plan.
- Revise your draft long-range plan based upon the results of your observations and the various assessments. Let student priorities and skills guide the order and time given to the various competencies, structures and language skill proficiencies. For example, if many students express an interest in the job search competency areas, you may select listening, speaking, reading or writing lessons that focus on seeking and applying for work. Conversely, if a competency area is already well known to your class or to one level group in your class, the time devoted to that topic may be reduced.
- Share the main points and priorities of your long-range plan with your students. Point out the connection between their learning needs and your plan to meet those needs.
- At this point you may also want to talk to the students about their longer-term educational/ training plans and career interests and discuss with them how the Beginning VESL class can help them reach their goals.

Phase III - Revisiting and Revising the Plan

Over the course of the term you will often revisit and revise your long-range plan in response to new interests of your students, results of ongoing testing and the needs of new incoming students. However, because you are already familiar with your course outline and materials you are planning to use, this should not be a monumental task. As you teach the course, keep notes of changes you make on a weekly basis. These will be helpful as you plan your next term.

Always keep in mind that, although the course outline is the foundation of the course, your students' needs should be the driving force behind instruction. This does not mean that students should be taught additional items that are too difficult for their level, but it may mean that you will want to emphasize one competency area and downplay another.

Phase IV - Reflecting on the Long-Range Lesson Plan

Once you have taught the course, review the plan from its inception in Phase I through its final form in Phase III. Make notes on what worked and what didn't – including suggestions for future classes. Keep those notes, along with the long-range lesson plan and any supplementary materials you may have developed, to help you make subsequent long-range plans.

NEEDS ASSESSMENT
for <u>VESL/Beginning Low-Beginning High</u>

Needs assessment in a VESL class depends upon several factors. As with any ESL class, the listening, speaking, reading and writing proficiency levels of the students as individuals and for the class overall are important factors. Students' interests and own assessment of what they need to learn in their English class are important as well. And for a VESL class, workplace culture and communication, student employment goals, and characteristics of particular workplace settings should be taken into consideration.

Assessment of listening, speaking, reading and writing skills can be done by reviewing results from placement or other tests, observing students in class, giving pre-tests early in the term, or providing activities for self-assessment by the students. An example of a simple self-assessment activity could be listing the four language skills on the board, after explaining them through pantomime or pictures, and then asking students to copy the items, prioritize and mark them 1, 2, 3, 4. The Needs Assessment form on the following page can also be used for self-assessment of language skill needs.

Surveying students' employment experience, goals and interests can help determine what employment settings will be of interest to the class. Teaching VESL topics in those contexts will heighten students' interest because they will imagine themselves using English in a future workplace. When identifying the language needs for a particular occupation, it is helpful to consider the situations that might be experienced and the language functions (asking for help, requesting clarification, etc.) and register shifts (changes in levels of formality) that might be needed for communication in the work setting; as well as the written materials, tasks and procedures, names of equipment and other items associated with the job. In materials for general VESL classes, there are usually a variety of workplaces represented. Specific textbook lessons and teacher-created materials can be selected to suit the interests of the students.

VESL students' employment status can vary, with some working, some looking for work, and some studying English in preparation for working in the future. Their language needs may be different as a result. Where one class may be very interested in everyday language for on-the-job interactions, another class may want to learn about career paths in skilled trades and professions. The time spent on lessons related to the various competency areas of the course outline should be adjusted according to student preferences and needs.

The Needs Assessment form that follows can be used with all of the students at the beginning of a class and again with any new students who may arrive later in the term. After reviewing the results, it is a good idea to share your plans for the course with the students. Let them know what kinds of workplace language and topics they will be learning about during their English studies. Posting an agenda each day relates the activities of the class to their expressed interests and needs. Revisiting your plan for the class and reassessing needs periodically along with the students lets them know that their needs determine the course.

NAME _____ **DATE** _____

PLEASE CIRCLE YES OR NO.

I have a job.	yes	no
I'm looking for a job.	yes	no
I want a different job in the future.	yes	no
I like to work outside.	yes	no
I like office work.	yes	no
I like to work with people.	yes	no
I like to work with machines.	yes	no
I like to work with my hands.	yes	no

PLEASE WRITE YOUR ANSWERS.

My job now: _____

My job in my country: _____

PLEASE CHECK ✔ *ONLY 2 PICTURES.*

I want to practice _____ in English.

Listening	Speaking	Reading	Writing

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INSTRUCTIONAL STRATEGIES for VESL

Instructional strategies for the VESL/Beginning Low-Beginning High course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.

2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.

3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.

4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).

5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.

6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.

7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.

8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).

9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

Suggested Instructional Techniques for the VESL Classroom

VESL instructors can incorporate many teaching techniques and classroom management strategies that provide opportunities to build useful skills for the workplace. These can include listening, speaking, reading and writing skills in the context of work, knowledge of workplace expectations such as punctuality and teamwork, and cooperative interaction skills such as active listening and turn taking in addition to the terminology, situations and procedures of various work settings.

INSTRUCTIONAL STRATEGIES for VESL (continued)

Teaching techniques that allow students to perform hands-on activities that would be performed in the workplace are highly recommended for VESL classes, even at beginning ESL levels. These activities act as rehearsals, providing realistic contexts through which students can practice workplace language. The ESL technique employed can very nearly match the real-life language skills needed, as in these examples: a role play about talking with a supervisor; a TPR command sequence of instructions to follow; an information gap or "match mine" activity that requires clarification skills; a work simulation activity in which students follow a written procedure to accomplish a task.

VESL lessons related to cultural expectations in the workplace give students valuable experience in using language appropriately. Dialogs, reading selections, visuals and demonstrations - of body language, for example – can be used to portray situations and interactions on the job. Students can compare attitudes, behaviors and communication skills that are expected in various situations. In this way, they will learn the "soft skills" that employers expect. They will be able to express themselves appropriately and demonstrate their understanding of importance of personal skills and qualities such as teamwork, accountability, dependability and getting along with others.

It is also important to permit students to make choices, resolve problems and find their own best way to do things. Cooperative activities that foster leadership, initiative, individual accountability and group responsibility are valuable for building these skills. An example would be a team task in which students work together to solve a problem such as how to build a two-foot tower out of drinking straws. To accomplish this, they need to use many skills. They need to offer ideas, encourage others to share ideas, find resources, try out solutions, make suggestions, express reservations, use critical thinking skills and explain their reasoning as they are working with the group. Specific language functions and cooperative skills are required for the interactive exchanges that occur during this kind of activity. Giving students the opportunity to use English during a creative team task helps them develop important communication skills for the workplace.

Finally, classroom routines can be managed in a way that replicates a work site. For example, teams of students might have the responsibilities of taking attendance, managing handouts and supplies, posting items on a bulletin board, or operating classroom equipment and technology. Students may be referred to as employees and asked to sign in and out of class on real time cards. There may be a "welcoming committee" to orient new students to the class or a buddy system pairing newer students with someone who's been with the "company" longer. There may be materials that students are responsible for such as a new student packet containing a needs assessment form, a map of the school, procedures to follow in case of absence and other information about the VESL class. Designated student teams would have the jobs of creating and packaging the materials and keeping enough packets on hand. They would take the initiative to meet with new students and guide them through their first few days of class.

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MODIFYING MATERIALS for VESL INSTRUCTION

Since few commercially-prepared VESL materials are available, the VESL instructor must in many cases rely on authentic materials. These may be materials that are used in vocational classes, or they may be collected from actual work sites. These materials often must be modified for use in VESL classes.

Suggestions for modifying materials for VESL instruction:

1. Isolate key vocabulary words and explain their meanings on the side of the page, on a separate handout, or on the board.

2. Develop a practice sheet (matching, identification, etc.) based on the identified vocabulary and expressions.

3. Simplify authentic materials.

4. Provide basic comprehension questions for vocational training textbooks and workplace materials.

5. Utilize illustrations in the materials to create practice activities and exercises.

6. Help students understand the materials by accentuating key points, headings, and important terms.

7. Isolate multiple examples of frequently used grammatical structures and develop special lessons using them.

8. Supplement the materials with visual aids (e.g., posters, objects).

9. Emphasize all safety information.

LESSON PLANNING

Planning is essential for implementing the VESL/Beginning Low-Beginning High course in the classroom and successfully meeting student needs. Implementation involves identifying learning objectives, planning lessons to address those objectives, and monitoring student progress in the course. Strategies for planning lessons for Beginning Low and Beginning High students learning together are addressed on pages 38-41 below.

A well-planned lesson incorporates lesson stages in the order given below. A single learning objective may be addressed in one or more activities during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review
An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

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

Presentation
An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check
An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice
A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice
A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation
A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application
A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

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Lesson Planning for the VESL/Beginning Low-Beginning High Course

The VESL/Beginning Low-Beginning High course may be taught for Beginning Low students only, Beginning High students only, or with a combination of students at both levels. If the class is mainly composed of students at the same ESL level, a lesson need only contain one activity for each stage of the lesson plan. For combined classes with students at two different levels, there are several possible ways to plan a lesson. One example is to plan a lesson in which only the warm-up/review and closing activities involve all of the students, while the rest of the class time is spent on separate activities for the two levels. Another strategy for a class with two different levels might be to plan a culminating activity in which students at the two levels have different roles, such as a pair activity in which higher-level students teach a procedure they have just learned to lower-level students, explaining and clarifying the steps as their partners act out the task. A third alternative is to create a dual-level lesson in which all stages are planned with the two levels in mind.

When planning dual-level VESL lessons for a combined class of Beginning Low and Beginning High students, the following tips may be helpful. (This section is adapted from "How to Teach Multi-Level Lessons" in the ESL/CBET Teachers' Resource Handbook, available from ESL/CBET & Citizenship Programs, Division of Adult and Career Education.)

Dual-Level Lesson Planning

A dual-level lesson will have different learning objectives for the two levels. Current pedagogy suggests that students in a multi-level class should first identify themselves as a class community, then learn or review information in a whole class presentation that addresses level-specific objectives in the same competency area and on the same general topic. For example, in the competency area of Common Job Tasks there are competencies for both levels related to workplace personnel and departments. For a dual-level lesson on the topic of Workplace Personnel, level-appropriate objectives might be:

> Beginning Low – Students will be able to identify job titles of workplace personnel and which departments they work in.
> Beginning High – Students will be able to identify personnel with a particular function and direct someone to the department they need.

In this way, the whole class will be learning about the same topic, but there can be a variety of activities that address the different learning objectives of each level. Some activities will be for the whole class and some will be for groups. All the activities will develop skills related to the identified learning objectives for the lower- and higher-level groups. The Sample Lesson Plan on pages 42-48 provides one example of a dual-level lesson plan for VESL/Beginning Low-Beginning High.

Initial Lesson Stages

The initial stages of Warm-up, Introduction and Presentation should be planned for the whole class. For the lesson above on Workplace Personnel, the presentation could focus on vocabulary related to job titles and departments in a workplace, which will be relevant for both groups' learning objectives. The Warm-up should be a class-building activity that both groups can participate in. The Introduction can be a simple statement of what the topic of the lesson will be for both levels.

LESSON PLANNING *(continued)*

Guided and Communicative Practice Stages

In the Guided Practice and Communicative Practice stages of the lesson, a variety of grouping strategies may be employed. There are two kinds of groupings used in multi-level instruction: like-ability and cross-ability groups. A like-ability group consists of previously assessed students who are at the same general level, in this case either Beginning Low or Beginning High. A cross-ability group consists of two or more levels working together, usually in pairs or teams of three or four students.

Once the grouping strategies for the practice activities have been selected, a mini-presentation can be made to each group in order to identify and clarify their practice task or tasks. It is wise to begin with the group who needs the least explanation and teacher assistance. The amount of explanation is much more dependent on the type of task, e.g., a workbook task vs. a role play, than on the level of the group. After students have begun their tasks, the teacher is free to give additional presentation time to whichever group may need it, or can monitor and facilitate the practice activities. In the Workplace Personnel lesson above, Beginning Low students would need more presentation time, because the general presentation would have established their global understanding of the new vocabulary, but would not have given them time to work with each new vocabulary word.

It is a good idea to familiarize students with a variety of practice activities so they are able to work well in groups. Guided practice activities can include dialog pair practice, workbook exercises, picture sequencing, or matching activities, and are often done in pairs or groups. Communicative activities such as peer dictation, role play, information gap and team tasks provide more open-ended and challenging practice with the language.

Evaluation/Application Activities

At times, the mid-lesson practice stages will flow directly into activities for Evaluation or Application of the language skills learned. For example, when students perform a role play without memorizing or reading a script, they are using all the skills they have learned in a lesson and applying them in their performance. To create an individual evaluation, the teacher and/or students can mark a checklist or other tool for sharing their assessment of the role play. In other types of lessons an evaluation activity might consist of a paper-and-pencil test such as a vocabulary quiz or an applied performance test such as a demonstration of following directions in a new situation.

Application activities might include extending the language skills learned to a new situation at the end of the same day's lesson, using the language learned in subsequent lessons, or keeping a learning log that includes a space for indicating later use of the language learned in class at work or in another situation outside the classroom.

While the evaluation/application stage of a lesson may occur in like-ability, cross-ability or whole-group activities, it is important in a dual-level class to have a short closing activity that brings the class back together. This may be a survey of how students felt about the day's activities, a time devoted to marking down the topics covered that day, a reflection on the SCANS skills practiced, or other activity to sum up the day's learning activities in a whole-group setting. In this closing activity, as in the initial stages of the lesson, the purpose is to maintain class community and cohesiveness in a dual-level class.

LESSON PLANNING *(continued)*

Strategies for the Dual-Level Classroom

There are several key strategies for teaching successfully in a class with more than one ESL level.

1. Create class community with class-building warm-up and closing activities such as mixers, interviews, games and surveys.
2. Plan lessons that have level-specific objectives within one topic area for each group.
3. Have students work in like-ability pairs or teams so that they get to practice the language appropriate to their level.
4. Have students work in cross-ability pairs or teams so that they get the opportunity to stretch their communicative "muscles" and teach each other.
5. Use the same material in as many ways as possible. If a set of pictures is used in the presentation, let the lower level students use them in their practice activity. If one group is using a handout as a prompt for speaking and listening, have the other group use it as a prompt for a writing activity.
6. Encourage students to take over the administrative tasks of the classroom: taking roll, writing the agenda on the board, distributing and collecting materials, etc. In this way, classroom community is further developed and more time can be spent on the meaningful task of instruction.

A Model for Real-Life Communication

Despite the challenges, a multi-level classroom can be the ideal environment in which to study communication and interactive skills. The students in these classrooms create a microcosm of the diverse, multi-faceted world in which they live and work, making it possible for their successes inside the classroom to translate into successes outside the classroom as well.

SAMPLE DUAL-LEVEL LESSON PLAN
for <u>VESL /ESL Beginning Low-Beginning High</u>

"HE'S OUT ILL TODAY"

OBJECTIVES: VESL Beginning Low students will be able to call in sick. VESL Beginning High students will be able to leave a voice message notifying a supervisor of an illness-related absence.

Topics: Calling In Sick and Leaving a Message   CASAS: 2.1.7

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)   Organize Information (Information)
Responsibility (Personal Qualities)   Understand Voice Mail System (Systems)
Work Cooperatively (Interpersonal)   Use Voice Mail (Technology)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present of *be* and *have: I have a doctor's appointment. I'm sick today.*
Contracted form of *will: I'll be back on Tuesday. I'll call you.*
Modal *can: I can't come in today.*

VOCABULARY: Common ailments and illnesses, *stuck in traffic, have a problem with my car, had an accident*

PREREQUISITE: Familiarity with calendar, phone numbers, spelling of names

BEFORE CLASS

a.) Duplicate the Excuses-Beginning Low picture sheet, p. 46, for every pair in the Beginning Low group. Cut apart the pictures and excuses, scramble each set of 14 pieces, and keep them together in a paper clip or envelope.

b.) Duplicate the Excuses Worksheet-Beginning High, p. 47, and the message form, p. 48, for every student in the Beginning High group. Cut apart the message forms. If desired, make more forms to extend the Peer Dictation activity.

c.) Duplicate the illustrations on p. 46 in a large format for hand-held picture cards, or make a transparency of the page and cut apart the pictures to use on the overhead projector.

d.) Copy the dialog below on the board, an overhead transparency or butcher paper for the Communicative Practice activity for the Beginning Low group. Cover or reserve dialog until needed.

Supervisor: National Systems. How may I help you?   Supervisor: OK, _____. Can you come
Employee: May I speak to Mr. Lopez, please?   in tomorrow?
Supervisor: Speaking.   Employee: I think so. I'll call you.
Employee: Hello, Mr. Lopez. This is _____.   Supervisor: OK. Please call tomorrow.
          I can't come to work today. I _____   Employee: I will. Goodbye.
          _____.   Supervisor: Bye.

e.) Copy the message format on p. 48 on the board or butcher paper for the Communicative Practice activity for the Beginning High group.

f.) For optional application activity: Bring in a tape recorder with a microphone and a blank 60-minute tape. Set up the tape recorder in a quiet corner of the room or on a small table just outside the classroom.

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STAGE OF LESSON	Lesson Plan For "HE'S OUT ILL TODAY"
REVIEW (Whole class) (10 minutes)	1. Have Beginning Low students take turns dictating their names to the class. 2. Have Beginning High students take turns dictating their names and made-up phone numbers to the class. The emphasis should be on natural intonation and stress.
INTRODUCTION (Whole class) (10 minutes)	1. Set the scene: *You're sick with the flu. You can't come in to work. You have to call your boss.* Discuss voice mail and how it is possible to call when the office is closed. Pantomime all the actions for the Beginning Low students. 2. Tell the students: *Today we will learn to leave a message that tells your boss why you can't come to work.*
PRESENTATION (Whole class) (30 minutes)	1. Brainstorm and list common illnesses/ailments and situations that would necessitate missing work on the board. Ask students not to copy them. When one of the reasons on the large visuals/transparencies is mentioned, show the illustration. 2. Ask which illnesses/situations are good reasons for missing work. Discuss students' answers and put a check by culturally appropriate reasons. 3. Brainstorm and list important things that would go in a voice mail message such as the date, caller's name, caller's phone number, etc., and the order in which the information would be given. 4. Elicit a sample voice mail message for calling in sick (input may be mostly from Beginning High students) and practice chorally (all students). E.g., *Hello. This is John Smith. I can't come in today, August 12. I have the flu. You can reach me at 555-1212.* 5. Have students copy the sample message.
COMPREHENSION CHECK (Whole class) (5 minutes)	1. For Beginning Low: Ask yes/no questions about the sample message; e.g., *Is his name John? Is George sick? Is his area code 714?* 2. For Beginning High: Ask yes/no questions and make leading statements about leaving a message; e.g., *Do I give the date first? When I call the first thing I say is my…*

GUIDED PRACTICE (Like-ability groups) Beginning Low: Oral Pair Work Beginning High: Oral Pair Work, Independent Work (30 minutes)	1. Model practice and give instructions to Beginning High students: Pair students and have Partner 1 "leave a message" orally using the sample message as a model, but substituting his/her own name and a different reason for missing work from the board. Have Partner 2 listen and repeat the message. Have pairs switch roles and practice two or three times. 2. Continue Presentation with Beginning Low students: Go over vocabulary for pictures from p. 46 orally, building to sentences for reasons for absence; e.g., *Fever. I have a fever. Stuck. Traffic. I'm stuck in traffic.* 3. Model practice activity for Beginning Low students: Have two volunteers demonstrate matching activity. Give them one set of pictures and excuses and have them match the pictures with the correct sentences. 4. Distribute pictures and excuses and have Beginning Low pairs begin matching activity. Pairs who finish quickly can continue practicing the sentences, using the pictures as flash cards and quizzing each other about what reason goes with each picture. 5. Monitor Beginning High practice. 6. Give instructions to Beginning High students for independent work: Distribute the Excuses worksheet from page 47, one per student. Have students work independently, reading the worksheet and writing the answers.
COMMUNICATIVE PRACTICE (Like-ability groups) Beginning Low: Dialog Beginning High: Peer Dictation (35 minutes)	1. Model peer dictation activity for Beginning High students: Have two volunteers take the role of employee and receptionist. Have them stand back to back with the receptionist facing the blank message on the board. Ask the "employee" to make up a message to give to the receptionist while the receptionist writes it down on the form. Both parties check the message. If it is incorrect, they do the activity again. 2. Pair Beginning High students, assign roles and have them sit back to back. Distribute message forms to the receptionists. Set a 10-minute time limit for pairs to practice. 3. Have pairs switch roles, then distribute message forms to the other partner and have pairs practice again for 10 minutes. 4. Present new material to Beginning Low students: Model the dialog for calling in sick from page 42 d. orally. Have students repeat all lines chorally; then repeat the parts of employee and supervisor chorally. 5. Reveal the dialog and go over the lines. 6. Model dialog practice by having two volunteers perform the dialog. Have Beginning Low pairs practice several times, trying to say the dialog without looking at the board after a few repetitions. 7. Have Beginning Low students copy the dialog into their notebooks.

EVALUATION	For Beginning Low: Monitor the guided and communicative practice, noting errors and areas of difficulty for future lessons. For Beginning High: Have partners check each other's message forms for accuracy.
APPLICATION	For Beginning Low: Have students use these "excuses" when explaining their absence from future classes. Note: When they do, the past tense will be required, presenting a good opportunity to teach *I was…/I had…in greater detail.* For Beginning High: 1. During the practice activities above, have individual students go to the tape recorder and record a message following the model. 2. Play the tape for the class. Have students try to identify the name, the reason for absence and the phone number. Note successful messages. Silently evaluate where students are having difficulty in order to incorporate this information.
CLOSING	Briefly draw the whole class together. Jokingly ask if students will be able to come to class tomorrow (or to the next class session), expecting to hear some excuses for missing class in reply.

EXCUSES – Beginning Low
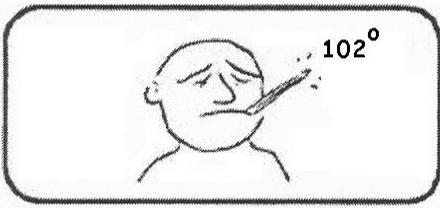
I have a fever.
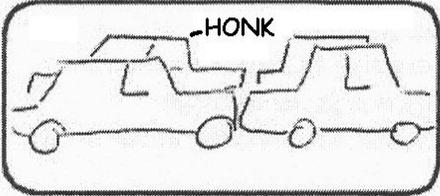
I'm stuck in traffic.
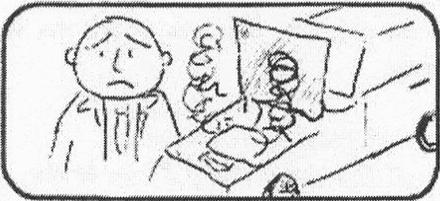
I have a car problem.
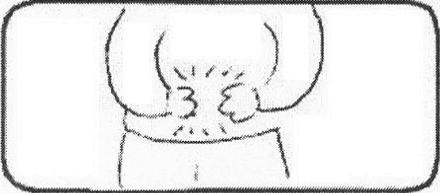
I have a stomachache.
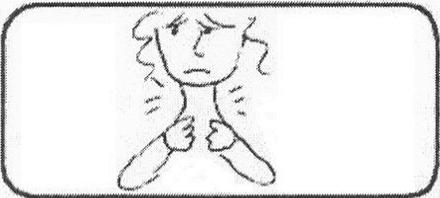
I have a sore throat.
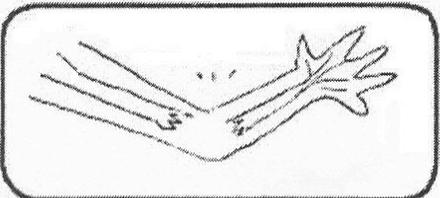
I have a broken arm.

I had an accident.

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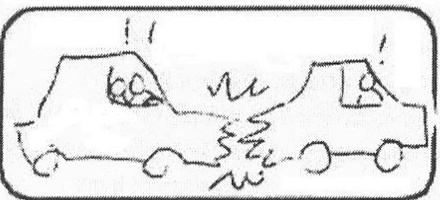
"HE'S OUT ILL TODAY"
EXCUSES WORKSHEET-Beginning High

Directions: Look at the pictures and the questions. Write the answers.
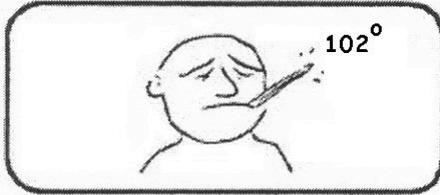
1. Why can't Jorge come in to work?

He can't come in to work because he has a fever.

_____
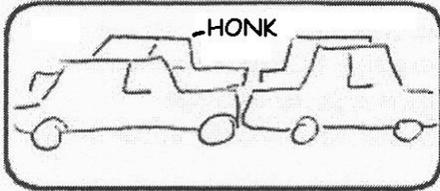
2. Why can't Sandra pick up her kids?

_____

_____

3. Why can't Feng Li make his appointment?

_____

_____
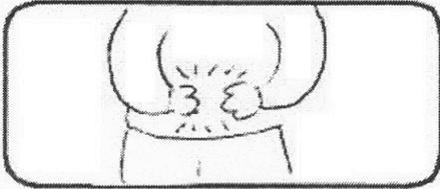
4. Why can't Francisco teach his class?

_____

_____

5. Why can't Marilynn sing tonight?

_____

_____

6. Why can't Susie work at the computer today?

_____

_____
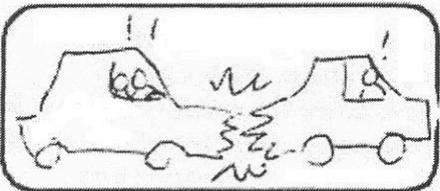
7. Why can't Jenny and Craig go to the meeting?

_____

_____

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MESSAGE FORMS

WHILE YOU WERE OUT…

DATE: _____ *TIME:* _____

_____ *CALLED.*

PHONE: _____

_____ *CAN'T COME IN*

_____ *WILL BE LATE*

BECAUSE _____

- -

WHILE YOU WERE OUT…

DATE: _____ *TIME:* _____

_____ *CALLED.*

PHONE: _____

_____ *CAN'T COME IN*

_____ *WILL BE LATE*

BECAUSE _____

ASSESSMENT and PROGRESS EVALUATION
for <u>VESL/Beginning Low-Beginning High</u>

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

Placement Tests

The Division-developed ESL Placement System is used to determine the appropriate level for new students entering the school. For this VESL class, students may be at the ESL Beginning Low or ESL Beginning High level.

Ongoing Evaluation

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

Ongoing evaluations used to monitor student progress may include:

a. Paper-and-pencil tests (e.g., fill-in-the-blank, matching, cloze, sentence completion, short answer)
b. Applied performance tests (e.g., following oral or written directions, completing a form or chart, carrying out a procedure)
c. Observation (while students are working individually or in groups)
d. Simulation (e.g., role playing)
e. Portfolios of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress).

In addition, pre- and post-tests (e.g., CASAS Listening or Reading for Employability) may be used to assess progress in the course.

Promotional Tests

The Division-developed ESL Promotional Tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level within this dual-level VESL class or to the next level of the ESL program, ESL Intermediate Low.

Students may enroll in one of the Cluster VESL courses, VESL/Customer Service and Office Occupations (50-01-63), VESL/Health Careers (50-01-54) or VESL/Industrial and Technology/Automotive Service Careers (50-01-62), after passing the ESL Promotional Test for ESL Beginning High or attaining a score of 195 or higher on the CASAS test.

TECHNOLOGY in the VESL CLASSROOM

Over the years, technology has become more and more a part of the ESL classroom. Students need technology skills to be successful in their daily lives and their work lives. Technology can be used to teach a number of ESL competencies and English language skills, provide opportunities for practice of SCANS skills and competencies, and enhance students' employability.

Computer-based English instruction is one way to provide practice and instruction in English. Computers allow for a multi-sensory approach to language acquisition, incorporating visuals, sound, reading skills, writing skills and interactivity. Using computers for ESL instruction is an ideal way to meet the varying needs of ESL students, especially in a multi-level class. Students can concentrate on the skills they are weakest in without direct teacher supervision and can work at their own pace. As with all technology, however, it is extremely important for the teacher to connect classroom instruction with the technology being used. If students fail to see the connection with language and skills they can use in the workplace, they quickly lose interest after the novelty of using computers wears off.

Technology encompasses more than just using computers. Still photo cameras, whether digital or film, can be used to enhance projects and written work by introducing the ability to insert images into documents. Overhead projectors can be used not only by teachers, but also by students as they provide instruction for each other and present information to the class. Language Masters/card readers provide students with opportunities for individualized practice in their pursuit of pronunciation and vocabulary mastery. The cassette/CD player with or without listening stations can be used in whole and small group work to enhance students' listening skills. TVs and VCRs can bring the outside world into the classroom - providing contexts for myriad activities. Video cameras can turn dialog practice and role-play activities into meaningful productions.

Every ESL student should have the opportunity to explore and work with today's technology - whether it is an overhead projector or a computer. The following activities are only a sample of what can be done at this level to enhance the VESL classroom experience through technology, while emphasizing the topics and language skills of the course outline.

SAMPLE TECHNOLOGY ACTIVITIES
for *VESL Beginning-Low Beginning High*

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
Careers and Goals, Common Tasks, Health and Safety, or Job Search	7. Identify common occupations. 14. Identify basic duties of common occupations. 25. Identify work items, supplies, tools or equipment found in a familiar workplace. 30. Identify common activities at work. 36. Identify common foods and other items for sale. 58. Identify major parts of the body. 73. Identify personal qualities and job skills to stress in applying for a job.

SAMPLE TECHNOLOGY ACTIVITY USING AN OVERHEAD PROJECTOR

Stages of Lesson: ✓ **Warm Up**   ❑ Introduction   ❑ Presentation   ❑ Practice   ❑ Application

Steps for Sample Activity: Approximate Time of Activity: 15-20 minutes	SCANS FOCUS
Purpose: This is a brainstorm activity in which groups of students collaborate to generate a list of vocabulary words and write them on an overhead transparency. It can also be used to generate sentences, questions, or lines of a story. In lieu of an overhead projector, the activity could be done with tear sheets and markers. 1. Bring to class one blank overhead transparency and one transparency pen for each group of four to five students. 2. Form teams of four and tell students they will be brainstorming a list of words associated with a topic or phrase. 3. Model the process by putting up a topic (not the one you will use during the activity) on the board. Have the class brainstorm a list as you record the items they come up with on a blank transparency. Then show it to the class, explaining that all the ideas generated should be recorded on the list.	Basic Skills: Listening/ Speaking/ Writing Thinking Skills: Creative Thinking/ Knowing How to Learn Personal Qualities: Responsibility/ Sociability/ Self-Management Resources: Allocates Time/ Allocates Human Resources

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4. Assign the roles of facilitator (encourages participation), recorder (writes the list on the transparency), reporter (presents the list to the class) and timekeeper (keeps the team on task).	Information: Acquires and Evaluates Information
5. Give each team a blank transparency and a transparency pen.	Interpersonal: Participates as a member of a Team
6. Check students' comprehension of the task and set a time limit.	Technology: Applies Technology to Task
7. Have students begin the activity.	
8. Have representatives from each team come up to the overhead projector and present their teams' lists to the class.** Comment on the similarities and differences between the lists. Follow-up: Use the lists generated to introduce the upcoming lesson, provide substitution vocabulary in a dialog, or do a categorizing, sorting or other vocabulary practice activity. ** This step serves as an evaluation of the activity.	

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
Social/Cultural Interaction, Common Job Tasks, Employee Responsibilities, Health and Safety, or Job Search	22. Engage in culturally appropriate small talk regarding the weather, family, etc. 35. Give and take simple telephone messages at work. 38. Greet customers/clients and offer assistance. 50. Request a schedule change. 52. Call in sick or late. 61. Request time off to go to the doctor or dentist. 89. Respond positively to interview questions about job application data, previous jobs, personal qualities and skills, desire to work and desire to learn new skills.

SAMPLE TECHNOLOGY ACTIVITY USING A WORD PROCESSOR

Stages of Lesson: ❐ Warm Up   ❐ Introduction   ❐ Presentation   ✓ **Practice**   ✓ **Application**

Steps for Sample Activity: Approximate Time of Activity: 40 minutes	SCANS FOCUS
Purpose: This is a small-group dialog writing activity in which students take turns adding onto each other's written work. The dialog is composed at the computer and, when completed, is printed out for the class. This activity should only be used at the culmination of a unit of class content, when students have learned a lot of language they can draw upon in order to compose the dialog. One computer for every group of four students will be needed for this activity. 1. Prepare a sample dialog (not on the subject you will use for the activity) as a guide for students on the format of the dialog they will write, with *A:* and *B:* before the speakers' lines, for example. Print or make one copy for each group of four students. Make one transparency of the sample dialog. Prepare also one slip of paper for each group with a situation, topic or title for their dialog. (For large classes, use the same topic for more than one group.) 2. Before class, open a blank word processing document on each computer students will be using. Place the sample dialog copy at each computer.	Basic Skills: Listening/ Speaking/ Reading/ Writing Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem Resources: Allocates Time/ Allocates Human Resources

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3. Tell students the goal for the activity: to write a dialog for a certain situation. Show the sample dialog on the overhead projector, pointing out the formatting for speaker A and speaker B, etc. Survey the class to make sure that a number of students know the keyboard well enough to use colons, capital letters, etc.	Information: Interprets and Communicates Information/ Uses Computers to Process Information
4. Form groups. Pass out the dialog topics to each group. Explain that team members must take turns at the computer, each person writing one line of the dialog in rotation. Other members of the team may help with capitals, punctuation, etc. but they must help verbally, not by keyboarding themselves. You may want each group to choose a "runner" or "troubleshooter" to report any technical problems to you, the "supervisor."	Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership
5. Have each group gather around one computer and begin the activity. Set a time limit.	Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance
6. When most groups are nearing completion, give a three-minute warning. Call time, and have each group complete their writing and print it out.	Technology: Selects Technology/ Applies Technology to Task
7. Collect dialogs and evaluate them, and/or have teams select readers to perform their dialogs for the class. **	
Follow up: Have students in teams of four read and give feedback on the printed work. (Provide guidelines for the feedback.)	
** This step serves as an evaluation of the activity.	

COMPETENCY AREAS AND TOPIC	POSSIBLE MINIMAL COMPETENCIES
Common Job Tasks, Following Directions, Health and Safety, Job Search or Learning Skills	31. Identify steps in a procedure. 39. Perform money-handling tasks such as telling the customer the total and counting change out loud. 42. Give and follow simple, multi-step instructions to operate or complete equipment. 64. Follow fire and earthquake procedures at work. 84. Demonstrate a firm handshake, good eye contact, and appropriate body language for a job interview. 104. Follow instruction for basic computer operations. 107. Teach and learn tasks by giving and responding to simple instructions.

SAMPLE TECHNOLOGY ACTIVITY USING A DIGITAL CAMERA

Stages of Lesson: ❑ Warm Up   ❑ Introduction   ❑ Presentation   ✓ **Practice**   ✓ **Application**

Steps for Sample Activity: Approximate Time of Activity: 2-3 hours total	SCANS FOCUS
Purpose: This is a group task in which students brainstorm and write a sequence of steps, and then illustrate their sequence in a "storyboard" format using photos and captions. It can be done with a digital camera and word processing program, or with an instant or traditional camera and hand-lettered pages. 1. Prepare a list of activities related to the competency area and topic, e.g., for the Health and Safety competency area: buy and take some medicine, follow the doctor'/dentist's instructions, participate in an earthquake drill, follow safety warnings at work, etc. The topics should all be related to language the students have studied, and they should lend themselves to students' creating a short series of commands on the topic. Write each activity on a separate card or sheet of paper. 2. Form groups of 4-6 students. Give each group a card and explain that the group should come up with a short title, "At the Dentist" for example, and a series of numbered steps or actions needed to carry out their activity. Assign roles (recorder, timekeeper, etc.) if desired, give a time limit of 20-30 minutes, and circulate to assist groups in phrasing their steps in command form, as a series of instructions.	Basic Skills: Listening/ Speaking/ Reading/ Writing Thinking Skills: Creative Thinking/ Problem Solving/ / Decision Making/ Seeing Things in the Mind's Eye Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem Resources: Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources

3. Call time and have groups review their sequences for correctness. If desired, have one member of each group serve as an "editor" and prepare the final copy.	Information: Organizes and Maintains Information/ Uses Computers to Process Information
4. Have groups meet again to decide on the best way to illustrate the steps of their sequence and select actors to pose for the camera. They may choose to pantomime the actions without props or to bring in realia to use in the pictures. They should decide and make notes on all the details of their planned photos as a group. Note: for this and all creative tasks done in a group, it will be necessary to remind students regularly to use their English!	Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Cultural Diversity
5. Provide time for groups to shoot their illustrations.	
6. Assist students in inserting their digital photos and writing the captions on a computer, or provide materials for them to hand copy and paste up their illustrated pages.	Systems: Understands Social and Technological Systems/ Monitors and Corrects Performance/ Improves and Designs Systems
7. Display the illustrated sequences in the classroom. **	
Follow-up: Use the resulting stories for TPR activities, in which students practice giving and following the commands in the sequences. ** This step serves as an evaluation of the activity.	Technology: Selects Technology/ Applies Technology to Task/ Maintains and Troubleshoots Technology

GLOSSARY of COMMON ESL TERMS

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

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

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

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

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

CASAS – Comprehensive Adult Student Assessment System.

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

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

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

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

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

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

Cluster VESL – Vocational ESL classes organized around the language needs of students working or preparing to work in a cluster of related occupations, such as health care occupations, or fields that require similar language skills, such as customer service occupations. See also **General VESL** and **Occupation-Specific VESL.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ELL – English Language Learner.

Employability Skills – Personal skills valued in the workplace such as teamwork, flexibility, and responding appropriately to feedback. Often called "soft skills" by employers.

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

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

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

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

Form – See **Language Form**

General VESL – Vocational ESL classes that address the language needs of students working or preparing to work in any occupation. See also **Cluster VESL** and **Occupation-Specific VESL.**

Grammar – See **Language Form**

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

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

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

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

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

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

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

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

Language Form – The structural or grammatical items of the language, as opposed to the meaning or use of those items.

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

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

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

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

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

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

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

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

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

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

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

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

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

Occupation-Specific VESL – Vocational ESL classes that address the language needs of students working or preparing to work in a particular occupation. See also **Cluster VESL** and **General VESL**.

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

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

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

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

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

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

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

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

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

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

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

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

Scan – Quickly searching a text for specific information.

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

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

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

Structure – See **Language Form**.

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

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

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

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

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

Workforce Literacy – Classes in ESL and/or basic skills designed to improve the skills of the work force. They may be offered in a school or workplace setting.

Workplace ESL – ESL classes offered at a company facility or work site.

Workplace Literacy – Classes in ESL and/or basic skills offered at a company facility or work site.

SUGGESTED INSTRUCTIONAL RESOURCES

TEXTBOOKS (in print as of March, 2006)

Beginning VESL Texts

At Work in the US: Readings and Language for Job Success. New Readers Press.
Day by Day: English for Employment Communication. Prentice Hall Regents/Longman.
English for Everyday Activities: A Picture Process Dictionary. New Readers Press.
English for Work Activities: A Picture Process Dictionary. New Readers Press.
English in the Workplace: The Job Interview (video and workbook). Dominie Press/ Pearson Steck-Vaughn. (Also available from Delta Systems)
Hotel English. Delta Systems.
Let's Work Safely. Linmore Publishing.
Speaking Up at Work. Oxford University Press.
Workplace English. Workplace ESL Solutions, 2004. (Also available from Delta Systems)

Intermediate VESL Texts (recommended as resource materials)

Apply Yourself: English for Job Search Success. Longman.
Business Correspondence: A Guide to Everyday Writing. Longman.
Key Vocabulary for a Safe Workplace. New Readers Press.
Skills for Success. Cambridge University Press.
Success in the US: Immigrants' True Stories. Oxford University Press.
Working It Out. Heinle & Heinle.

VESL Textbook Series (beginning through intermediate books)

English ASAP: Connecting English to the Workplace. Steck-Vaughn/Harcourt Achieve.
Put English to Work: Interaction and Competencies for Job Success. Contemporary Books.
Workplace Plus: Living and Working in English. Addison Wesley/Pearson Longman.

INSTRUCTIONAL RESOURCE MATERIALS

The following materials are available through the Division of Adult and Career Education (DACE), ESL/CBET and Citizenship Programs, (213) 241-3166.

ESL/CBET and Citizenship Technology Review. Adult ESL and Citizenship Programs, DACE, Fall 1999.

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

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

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2000.
(This item also available for download at esl.adultinstruction.org)

OTHER RESOURCES

CASAS Competencies. CASAS, 2003.

CASAS Employability Competency System: Listening and Reading Tests, CASAS.

CASAS Workforce Learning System: Listening and Reading Tests, CASAS.

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

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

Preparing for Success: A Guide for Teaching Adult English Language Learners, Brigitte Marshall. Center for Applied Linguistics and Delta Systems, 2002.

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

WEB SITES

Division of Adult and Career Education, LAUSD: www.adultinstruction.org

ESL/CBET and Citizenship, DACE, LAUSD: esl.adultinstruction.org

Center for Adult English Language Acquisition (CAELA): www.cal.org/caela (Also contains publications of NCLE, The National Center for ESL Education.)

Center for Applied Linguistics (CAL): www.cal.org

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

National Center for ESL Literacy Education (NCLE): See CAELA.

Outreach and Technical Assistance Network, California Department of Education (OTAN): www.OTAN.us or www.adultteachers.org

RESOURCE PERSONS

Subject area coordinator and ESL/VESL advisers

TEACHER FEEDBACK FORM

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

Personal Information (Optional)

Name _____   Date _____

School _____   Contact Number _____

Feedback

Course Number and/or Title of Course _____

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

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

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

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

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 185.

VESL/Beginning Low-Beginning High (50-01-61) March/2006, LAUSD Division of Adult and Career Education

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