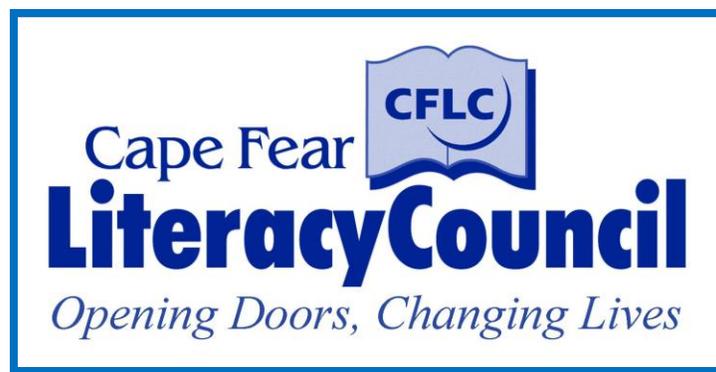# CFLC ESL
2016 Curriculum:

Level 2
Low/High Beginning

Session 1 (January 18-March 11)

English in the community, workplace, and education

Table of Contents

1. Curriculum Development

The following information illustrates the methodology behind the development of the learning outcomes and the syllabus construction.

<u>Communicative Language Teaching</u>

- Based on the communicative language teaching theory which emphasizes a learner's ability to *use language* both *accurately* and *appropriately*
- Based on the idea that language is *meaning-based* and used for *specific purposes*
- Focuses on interaction through the idea that the language is based on the *real world* and is demonstrated in *tasks* such as sharing information, clarifying meaning, and retelling events.

<u>Community, work, and education tasks</u>

- Community tasks which focus on learners' ability to successfully communicate in *authentic neighborhood and home situations (35%)*
- Work tasks which focus on learners' ability to successfully communicate in *authentic work situations (30%)*
- Education tasks which focus on learners' ability to successfully communicate in *authentic adult school, community college, and job training situations (25%)*

<u>Backward Design</u>

- "One starts with the end - the desired results (goals or standards) - and then derives the curriculum from the *evidence of learning* (performances) called for by the standard and the teaching needed to equip students to perform" (Wiggins and McTighe, 2000, page 8).
- Following this process, the curricula are developed based on the competencies and student learning outcomes created for the TABE CLAS-E and CASAS assessments.

<u>Curriculum Organization</u>

- Separated into the 4 skills: reading, writing, listening, and speaking
- Separated into 3 levels: beginning, intermediate, and advanced

2. **Curriculum Guidelines and Syllabus Design**

Schedule
- Includes 16 days of instruction for an 8-week session
- Incorporates a primary text with consistent use of two other supplementary texts which emphasize education and workplace related content

Materials
- Primary text: English in Action 1
- Supplementary texts: Conversations for Work, From Home to School 1
- Additional materials as needed (other supplemental texts, online resources, authentic materials)

Curriculum Guidelines

The number of days allotted to each subject and text unit demonstrates a suggestion for pacing of the course. That being said, the pacing is a suggested timeframe and encourages instructor modification based on a needs assessment within the class that incorporates any supplemental review and/or additional practice. The end of each unit is an appropriate time to check learners' understanding with informal assessments. Further suggestions on the development of informal assessments can be obtained on pages 13.

Syllabus Design
The syllabus was designed to provide the instructor with a possible pacing and a learning focus. Each learning focus correlates to a community, workplace, or education emphasis. The reading, writing, listening, and speaking learning outcomes which correspond to the entire lists on pages 7-11 are also listed on the far right side of the syllabus. The syllabus is intended to follow a 16-day schedule with each lesson taking 3 days. There is 1 final day of assessment and review.

3. Syllabus

Schedule And Content area	Materials And Learning Focus	Listening and Speaking Learning Outcomes	Reading and Writing Learning Outcomes
Day 1-3	**Unit 1-** **English in Action**		
Community	• Introducing yourself	LB2Ai; LD4A SC5A	RF2A WB1Ai; WB1C
Community	• Becoming part of the community	LB2A SB1A	RB1; RC2B WD2A
Education	• Using cardinal numbers in daily life	LA1 SA1	RA1 WA1
Day 1-3	**Unit 1 Lesson 1-** **Conversations for Work**		
Workplace	• Introducing yourself in the workplace	LF2; LF3 SC5A; SE2	
Workplace	• Completing personal identification forms		RD1; RD4 WE1; WD1A
Day 4-6	**Unit 2-** **English in Action**		
Education	• Understanding the classroom	LE1; LE2 SD2	RE2; RC2B WB1B
Community	• Identifying common public signs	LD2A SD2	RF1C; RB1 WD2A
Day 4-6	**Unit 3 Lesson 10-** **Conversations for Work**		
Workplace	• Following safety rules	LF2; LF4 SE2; SE3	RD1; RD4 WE1
Day 7-9	**Unit 3-** **English in Action**		
Community	• Talking about your family	LB2A; LD3A SC4A	RC2B; RF4A WB1B; WB1C
Community	• Describing people	LB1C; LB2A SB1A	RC1A; RC2A WB1A; WD2
Education	• Talking about days and dates	LD1B; LB1C SC3B	RF3A WF1
Day 7-9	**Unit 2 Lesson 6-** **Conversations for Work**		

Workplace	• Maintaining a work schedule	LF1 SE1; SE3	RD3 WE1
Day 10-12	**Unit 5- English in Action**		
Community	• Talking on the phone	LB1B; LC1A LD1A; SC2A	RC1A; RC2A WC1A; WC1B
Day 10-12	**Unit 2 Lesson 6- Conversations for Work**		
Workplace	• Staying home from work	LF1; LF2; SE2; SE3	RD1; RD4 WE1
Day 10-12	**Book 1 Lesson 15- From Home to School 1**		
Education	• Calling in a child's absence	LE3 SD1	RE1 WG1
Day 13-15	**Unit 7- English in Action**		
Community	• Asking for and giving directions	LB1C; LD2A SB1A; SC1A	RF1A; RC1B WB1C
Community	• Interpreting a map	LD2A SC1A	RF1C WD2A; WD3A
Education	• Talking about school and the library	LD2A SC1A	RC1B; RE3 WD2A
Day 13-15	**Unit 1 Lesson 2- Conversations for Work**		
Workplace	• Finding places at work	LF2; LF3 SE2	RD1 WE1
Day 16	**Review & complete informal final assessment (created by CFLC)**		
Community, work, and education	• Reviewing and checking students' ability to complete all tasks listed above	All mentioned above	All mentioned above

4. Introduction to Learning Outcomes –Level 2 Session 1

Student Learning Outcomes

The student learning outcomes are separated into the following categories: reading and writing, and listening and speaking. The list of learning outcomes reported on the syllabus demonstrates the emphasis of the lesson and does not include every learning outcome that is involved in the lesson. The entire list of student learning outcomes can be found on pages 7-11. The abbreviations listed in the course syllabus are created as follows:

R = Reading Outcome	W = Writing Outcome
L = Listening Outcome	S = Speaking Outcome

To locate the specified learning outcome on the syllabus, you must refer to the specific learning outcome page in correspondence to the appropriate skills listed. For example, RE2 would correspond to R=Reading Outcome. If you then turn to the *Reading Outcomes* page, *E.* is *Education*, and *3.* refers to the outcome as *Name basic components of a classroom*.

"Student learning outcomes should be phrased in terms of observable or measurable behaviors that a student should be expected to demonstrate as a result of taking the course." (Tulane Liberal Arts)

In order to satisfy this statement, the learning outcomes were written in the format of the following statement:

> *Students will be able to…(complete a specific task).*

This common method of learning outcome is utilized in this curriculum that the instructor can accurately measure students' ability to complete the task described.

5. Reading Learning Outcomes- Level 2 (R)

A. *Quantitative Literacy*
  1. Identify and classify numeric symbols

B. *Vocabulary Development*
  1. Comprehend context in order to supply missing information
  2. Recognize words used synonymously in text

C. *Reading Comprehension*
  1. Identify information
      a. Understand stated details in a text
      b. Recognize sequence of events
  2. Construct meaning
      a. Derive meaning from related pieces of information
      b. Identify main idea of an academic, social, and workplace text

D. *Workplace*
  1. Interpret job-related signs, charts, diagrams, forms, and procedures
  2. Identify and use sources of information about job opportunities such as job descriptions, job ads, announcements, and about the workforce and job market
  3. Interpret wages, wage deductions, benefits, and timekeeping forms
  4. Interpret general work-related vocabulary

E. *Education*
  1. Interpret school-related communications for child
  2. Name basic components of a classroom
  3. Locate and use educational services

F. *Community*
  1. Transportation and location
      a. Identify types of transportation in the community
      b. Interpret traffic information
      c. Interpret maps and graphs related to finding locations
  2. Greetings and introductions
      a. Recognize common introduction phrases and basic greetings/salutations
  3. Scheduling
      a. Identify calendar terms
      b. Interpret scheduling process
  4. Personal experiences
      a. Talk about family
      b. Discuss personal interests

6. **Writing Learning Outcomes-level 2 (W)**

A. Quantitative literacy
1. Recognize cardinal and ordinal written numbers.

B. Usage and conventions
1. Parts of Speech
   a. Noun phrases
      i. Build grammatical sentences using the elements of a noun phrase (adjective + noun)
   b. Distinguish between nouns, verbs, adjectives, and pronouns.
   c. Use the simple present tense (regular and irregular verbs) accurately

C. Sentence formation and coherence
1. Sentence Formation
   a. Recognize the proper sequence of words in forming interrogative sentences
   b. Edit simple sentences for completeness, capitalization, and punctuation

D. Expository writing
1. Write to accomplish tasks
   a. Correctly place information in documents
2. Write to describe
   a. Describe people, scenes, and situations
3. Extended writing
   a. Write a brief narrative of 1-2 complete sentences based on a picture sequence

E. Workplace
1. Record information on job-related signs, charts, diagrams, forms, and procedures

F. Community
1. Complete a personal information form

G. Education
1. Write a short note to demonstrate basic communication with child's school

7. Listening Learning Outcomes- Level 2 (L)

A. *Quantitative Literacy*
   1. Identify cardinal numbers

B. *Listening Comprehension*
   1. Listen for Information
      a. Discern sounds[1]
         i. Recognize beginning sounds
      b. Identify word boundaries in short simple sentences
      c. Stated concepts
         i. Recognize sequence of events
         ii. Recall specific information communicated through an oral presentation
   2. Interpret Meaning
      a. Main idea
         i. Comprehend the relevance of a conversation
      b. Predict
         i. Predict the event most likely to occur next based on the information presented orally

C. *Interpersonal skills*
   2. Determine roles
      a. Identify the role of a speaker through nonidentifying speech

D. *Community*
   1. Scheduling
      a. Interpret information in a phone message
      b. Recognize calendar terms (days of week, months of year, etc.)
   2. Transportation and location
      a. Interpret directions and locations of community places
   3. Personal experiences
      a. Identify vocabulary and phrases related to family
      b. Interpret information regarding personal interests
   4. Greetings and introductions
      a. Recognize common introduction phrases and basic greetings/salutations

[1] This learning outcome should be included in sound/letter review and at any other point designated by the instructor

E.   Education
 1.   Identify basic components of a classroom
 2.   Recognize basic classroom directions
 3.   Understand basic information concerning a child's school

F.   Workplace
 1.   Recognize information related to wages, wage deductions, benefits, and timekeeping forms
 2.   Interpret general work-related vocabulary
 3.   Comprehend basic conversations about workplace related needs
 4.   Follow safety regulations

8. Speaking Learning Outcomes- level 2 (S)

A. *Quantitative Literacy*
   1. Say cardinal numbers

B. *Accomplish goals*
   1. Negotiate meaning
      a. Ask for clarification and explanation

C. *Community*
   1. Transportation and location
      a. Ask for, give, follow, or clarify directions
   2. Telephone
      a. Use appropriate language to leave a phone message
   3. Scheduling
      a. Discuss scheduling issues
      b. Talk about days and dates
   4. Personal experiences
      a. Talk about family
      b. Discuss personal interests
   5. Greetings and introductions
      a. Use appropriate language skills when greeting, asking about, or leaving others

D. *Education*
   1. Effectively complete tasks related a child's school
   2. Participate in an adult ESL classroom setting

E. *Workplace*
   1. Discuss wages, wage deductions, benefits, and timekeeping forms
   2. Converse about workplace needs
   3. Use general work related vocabulary

9. <u>Feedback and Skills Assessment Guidelines</u>

<u>Feedback</u>-You should give students explicit feedback about errors. Research demonstrates that adult learners need specific evidence of the error and how to correct it. Tell the student that he or she is incorrect in a way that acknowledges the student's effort. For example, you could say, "that's not quite right." After a statement such as this, suggest future action for the student. For example, you could say, "next time, remember the –s at the end of the singular 3rd person for the verb *work* in a sentence like *he works*."

<u>Skills Assessments</u>-A skills assessment reveals a student's current English language listening, speaking, reading, and writing abilities. Skills assessments are done at three different points in the learning process at CFLC:

1. *To find out what a student's skills are upon entering a program*	Janice and Alexis lead a student through reading and listening comprehension tests and an oral interview at initial appointment.
2. *To measure a student's progress periodically during learning*	**The classroom instructor** creates short informal assessments to measure learning of specific skills during class.
3. *To measure progress and to determine appropriate referrals for additional assistance when a student leaves the program*	Janice and Alexis will create an ending (summative) assessment for the last day of the 8-week session. This assessment will be provided to you within the first 2 weeks of the class to revise and modify. *Janice and Alexis* test students after 40 hours of classroom learning. 40 hours is the earliest point at which students demonstrate an improvement in overall language proficiency.

(Adapted from Teaching Adults: A Resource Book: Chapter 4: Page 35)

As the classroom instructor, it is your responsibility to create informal assessments at the end of each unit to check students' understanding and demonstrate development of specific accomplishments. Please see the *Teaching Adults: A Resource Book* pgs. 35-39 for examples and ways to assess students.

10. <u>Additional Recommended Resources</u>

Please incorporate the resources below as needed to encourage review and additional practice. All resources mentioned below are located in B-207 and must stay at CFLC.

Skill	Book name
Pronunciation	Pronunciation Pairs Second Edition
Phonics	What's Next Flash cards in B-205
Grammar	Grammar in Context 1
Multi-skill	Stand Out 1
Listening comprehension	Listening Power 1 + cd
Reading comprehension	Very Easy True Stories: A Picture-Based First Reader
Writing	Action English Pictures (to encourage writing)
Teacher resources	Longman Student Grammar of Spoken and Written English Teaching Adults: An ESL Resource Book

<u>ESL Instructor online resources</u>

All 4 skills
- Interactive website for students to practice reading, writing, and listening skills:
  www.duolingo.com

Listening

- Short educational videos and transcripts on many academic topics
  www.ted.com
- Listening activities on a variety of topics for beginner, intermediate, and advanced students
  http://www.esl-lab.com/

Pronunciation

- Pronunciation practice (vowels & consonants):
  http://www.shiporsheep.com/
  http://soundsofspeech.uiowa.edu/english/english.html

Dictionaries & Translation

- English-English Dictionaries:
  - Longman's American English Dictionary
    http://www.ldoceonline.com/
  - Merriam-Webster for English Language Learners
    http://www.learnersdictionary.com/
  - Dictionary with beginner, intermediate, and advanced definitions available
    http://www.wordsmyth.net/
- Accurate Translation website:
  http://www.wordreference.com/

Current events

- Current events content (leveled newspapers)
  - Audio & text
    http://www.newsinlevels.com/
  - Audio, text, and lesson plans
    http://www.breakingnewsenglish.com/
  - Text in various levels
    https://newsela.com/

Lesson Planning/All 4 skills

- General lesson planning websites:
  - Dave's ESL Café
    http://www.eslcafe.com/
  - Stickyball Resources for the Adult ESL Teacher
    http://www.stickyball.net/adult.html
  - Minnesota Literacy ESL Curriculum & Lesson Plans
    http://mnliteracy.org/mnliteracy.org/tools/curriculum-lesson-plans

Workplace & Civics content

- Civics and workplace content: ELCivics for ESL Students
  http://www.elcivics.com/

11. __Best Practices: teaching ESL in the communicative classroom__

1. Maximize student interaction with the language.

2. Use clear and simple language for all instructions.

3. Develop a consistent structure for your lesson plans.

4. Include listening, speaking, reading, and writing skills.

5. Focus the level of difficulty toward the middle proficiency level of the class.

6. Encourage group and pair work often.

7. Utilize technology to diversify the type of input the students receive.

8. Use visual support (the white boards) to explain new skills and display correct answers.

9. Give concrete feedback at the end of each activity.

10. Keep 50% of the talking time for students.