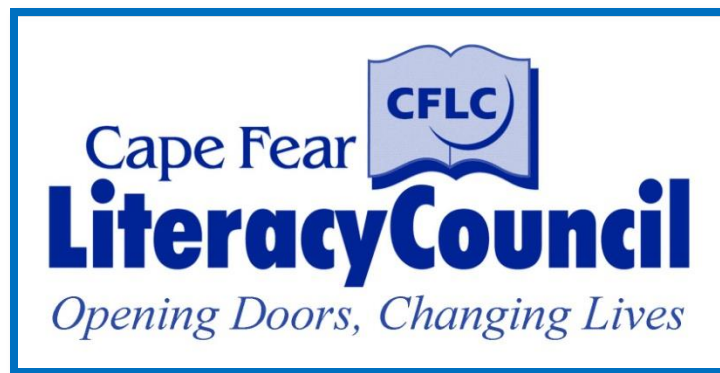


CFLC ESL
2016 Curriculum:
Level 4
Advanced



Session 1 (January 18-March 11)

*English in the community,
workplace, and education*

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1. Curriculum Development

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

Communicative Language Teaching

- 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.

Community, work, and education tasks

- 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%)*

Backward Design

- "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.

Curriculum Organization

- 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
- Emphasizes employment skills with 2 guest lecturers from the community within the 8-week session that will speak about postsecondary and employment related trainings and skills

Materials

- Primary text: English in Action 4, Academic Word Chart
- Supplementary text: Materials for CFLC Employment Speaker Series (more information on pg. 5)
- 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 page 16.

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 9-13 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. Employment Speaker Series

Throughout the course of the Winter-Spring 2016, CFLC will host guest speakers for the evening advanced ESL class to raise awareness of community resources and demonstrate specific skills needed to enter postsecondary education or enter into employment. Curriculum has been created to prepare students for each speaker and practice reading, writing, listening, and speaking skills.

On each Thursday, the advanced ESL class will spend 30-45 minutes preparing for the guest speaker. The speaker will come to class on the 4th and 8th week of the 8-week session. Materials are located in the *Employment Speaker Series Guide*.

The schedule appears as follows:

Thursday, January 21 st (7:45-8:30)	Reading Comprehension preparation
Thursday, January 28 th (7:45-8:30)	Digital Literacy and Speaking preparation
Thursday, February 4 th (7:45-8:30)	Writing preparation
Thursday, February 11 th (6:45-7:30)	Guest speaker from CFCC arrives for a 30-minute speech and 15 minute Q &A about academic programs available
Thursday, February 18 th (7:45-8:30)	Reading Comprehension preparation
Thursday, February 25 th (7:45-8:30)	Digital Literacy and Speaking preparation
Thursday, March 3 th (7:45-8:30)	Writing preparation
Thursday, March 10 th (6:45-7:30)	Guest speaker from Phoenix Employment Services arrives for a 30-minute speech and 15 minute Q &A about resume writing

4. Academic Word List

These words were developed as a list created by Averil Coxhead (2000). The list is developed through corpus linguistics and contains the most frequently used words in English Academic spoken and written word.

Students are given a chart with 7 weeks of words for the 8-week session. The charts are organized into weekly sections with 5 words per week. The sections are as follows:

Week 1			
Word	Part of Speech	Definition	Collocations
achieve achievement	v. n.	Something important that you succeed in doing by your own effort.	X be achieved by Y achieve an objective achieve a goal achieve independence major achievement

- **Week 1** describes the week of the session.
- **Word** contains the academic word and any other frequently used forms of that word.
- **Part of Speech** contains the part of the speech of the academic word and any other frequently used forms of the word.
- **Definition** contains the definition of the word in the Longman American English Dictionary.
- **Collocations** are words or phrases that are often used with another word or phrase. In this case, *achieve a goal* is a commonly used phrase that contains the word *achieve*. Collocations are beneficial in teaching students the way that the words are used. They can also be useful in students' developing their own sentences and understanding examples of the words in context.

For more on the Academic Word List, please see the following journal article:
Coxhead, Averil (2000) A New Academic Word List. TESOL Quarterly, 34(2): 213-238.

5. Syllabus

Schedule And Content area	Materials And Learning Focus	Listening and Speaking Learning Outcomes	Reading and Writing Learning Outcomes
Day 1-4	Unit 3- English in Action 4		
<i>Community</i>	<ul style="list-style-type: none"> Talk about future plans 	LA2A; LC1A SD1A	RB2A; RB2D WA1C; WD1A
<i>Community</i>	<ul style="list-style-type: none"> Make a promise or offer 	LE3 SB1A; SC1	RC1A; RB2B; RA2 WA1E; WB3A
<i>Education</i>	<ul style="list-style-type: none"> Set learning goals 	LA2C; LE2 SF3	RE2 WF2; WB1A
Day 1-4	Academic Vocabulary Chart- Weeks 1 - 2		
<i>Education</i>	<ul style="list-style-type: none"> Use academic vocabulary 	LE4 SF3	RA3; RA4 WF3
Day 5-8	Unit 4- English in Action 4		
<i>Community</i>	<ul style="list-style-type: none"> Discuss basic traffic laws 	LA1A SB1A; SC2A	RC2A; RC2B; RB1B; WD2A
<i>Education</i>	<ul style="list-style-type: none"> Give directions 	LA2B; LC2A; LC2B SD2A; SD2B	RC2C; RC2D WA1A; WA1D
Day 5-8	Academic Vocabulary Chart- Weeks 3 - 4		
<i>Education</i>	<ul style="list-style-type: none"> Use academic vocabulary 	LE4 SF3	RA3; RA4 WF3
Day 1-8	Cape Fear Community College: Academic Programs		
<i>Education</i>	<ul style="list-style-type: none"> Identify academic programs at CFCC 	LA2D; LE1; LB1 SA1A; SC2A; SF1	RD2; RD3; RE1 WB2B; WF1; WE2
Day 9-12	Unit 5- English in Action 3		
<i>Community</i>	<ul style="list-style-type: none"> Talk about leisure activities 	LA1B; LC1B SC2A; SD1B	RC1B; RB1B WB2A; WD1B

Day 9-12	News For You		
<i>Community</i>	<ul style="list-style-type: none"> Discuss current events 	LC4A; LC4B SD4A	RC4A; RC4B WD4A; WD4B
Day 9-12	Academic Vocabulary Chart- Weeks 5 - 6		
<i>Education</i>	<ul style="list-style-type: none"> Use academic vocabulary 	LE4 SF3	RA3; RA4 WF3
Day 13-16	Unit 6- English in Action 3		
<i>Community</i>	<ul style="list-style-type: none"> Express preferences 	LA1B; LA2A SC4; SC5	RB2A; RB2C WA1D; WC2A; WC3A
<i>Community</i>	<ul style="list-style-type: none"> Discuss travel plans 	LC3A SD3A	RC3A; RA1 WD3A; WC1A; WC3B
Day 13-16	Academic Vocabulary Chart- Weeks 7 & Review		
<i>Education</i>	<ul style="list-style-type: none"> Use academic vocabulary 	LE4 SF3	RA3; RA4 WF3
Day 9-16	<i>Writing a resume by Phoenix Employment Services</i>		
<i>Workplace</i>	<ul style="list-style-type: none"> Write and/or edit a resume 	LD1; LD2; LA1B SA1A; SE1; SE2	RD1; RD2 WE1; WB2A
Day 16	Review & complete informal final assessment (created by CFLC)		
<i>Community, work, and education</i>	<ul style="list-style-type: none"> Reviewing and checking students' ability to complete all tasks listed above 	All mentioned above	All mentioned above

6. Introduction to Learning Outcomes –Level 4 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 8-15. 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, RA3 would correspond to R=Reading Outcome. If you then turn to the *Reading Outcomes* page 8, A. is *Vocabulary Development*, and 3. refers to the outcome of *recognize different word forms*.

“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.

7. Reading and Vocabulary Learning Outcomes (R)

A. Vocabulary Development

1. Comprehend common affixes and comparative forms
2. Comprehend context in order to supply missing information
3. Recognize different word forms
4. Identify academic vocabulary

B. Reading Comprehension

1. Identify information
 - a. Recognize a sequence of events
 - b. Recall details and supporting evidence
2. Construct meaning
 - a. Identify main idea
 - b. Understand cause and effect
 - c. Distinguish fact and opinion
 - d. Make a prediction

C. Community

1. Lifestyle
 - a. Recognize information related to creating goals and identifying a lifestyle
 - b. Identify leisure activities
2. Driving
 - a. Interpret maps related to driving
 - b. Understand public signs related to driving
 - c. Recognize the process of getting a driver's license
 - d. Interpret information related to basic car maintenance
3. Travel
 - a. Interpret information related to travel
4. News
 - a. Interpret information about neighborhood or community problems and solutions
 - b. Interpret information about social issues

D. Workplace

1. Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
2. Identify common occupations and skills and education required for them
3. Identify job training needs

E. Education

1. Locate educational services in the community
2. Understand information need to set learning goals

8. Listening Learning Outcomes- (L)

A. Listening Comprehension

1. Listen for Information
 - a. Recall details
 - b. Take notes on the main idea and important details
2. Interpret Meaning
 - a. Understand cause and effect relationships
 - b. Distinguish fact and opinion
 - c. Predict events
 - d. Identify speaker's purpose

B. Interpersonal skills

1. Identify idioms and expressions

C. Community

1. Lifestyle
 - a. Interpret information related to creating goals and identifying a lifestyle
 - b. Identify leisure activities
2. Driving
 - a. Understand directions
 - b. Interpret information related to basic car maintenance
3. Travel
 - a. Identify information related to travel
4. News
 - a. Interpret information about neighborhood or community problems and solutions
 - b. Recognize vocabulary and information about social issues

D. Workplace

1. Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
2. Identify common occupations and skills and education required for them
3. Identify job training needs

E. Education

1. Locate educational services in the community
2. Understand information need to set learning goals
3. Interpret academic vocabulary in classroom discussion and presentations

9. Writing and Grammar Learning Outcomes (W)

A. Usage and conventions

1. Verb phrases
 - a. Use simple present and simple past tense accurately
 - b. Use present continuous accurately
 - c. Use the future tense (*will* and *going to*) accurately
 - d. Use modals (may, might, must, should, etc.)
 - e. Recognize errors in verb conjugations A-E above

B. Sentence formation and coherence

1. Sentence Formation
 - a. Recognize fragment errors
2. Question Formation
 - a. Use simple present and simple past tense in question form
 - b. Create tag questions
 - c. Make and respond to *how* questions
3. Sentence Coherence
 - a. Use transition words to show sequence

C. Expository writing

1. Write to accomplish tasks
 - a. Write a short letter in appropriate format based on a workplace or community scenario
2. Write to describe
 - a. Describe people, scenes, and situations

3. Extended writing
 - a. Use a graphic organizer to plan a composition
 - b. Write a composition based on a prompt

D. Community

1. Lifestyle
 - a. Explain lifestyle and goals
 - b. Describe leisure activities
2. Driving
 - a. Answer questions about driving experience (driver's license exam)
3. Travel
 - a. Plan a trip
4. News
 - a. Describe current events
 - b. Demonstrate an opinion about social issues

E. Workplace

1. Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
2. Describe common occupations and skills and education required for them

F. Education

1. Demonstrate correspondence of interests and skills to occupation
2. Set learning goals
3. Use academic vocabulary in written word

10. Speaking Learning Outcomes (S)

A. Speech Acts/social interaction

1. Using greetings and inquiries
 - a. Use appropriate language skills when greeting, asking about, or leaving others

B. Provide information

1. Narrate events
 - a. Narrate events shown in a series of pictures

C. Accomplish goals

1. Offer to help someone
2. Negotiate meaning
 - a. Ask for clarification and explanation
3. Request permission
 - a. Use appropriate language when requesting permission
4. Make a suggestion
5. Talk about preferences

D. Community

1. Lifestyle
 - a. Talk about lifestyle and goals
 - b. Discuss opinions about leisure activities
2. Driving
 - a. Ask for and give directions
 - b. Talk about basic car maintenance
3. Travel
 - a. Ask questions to plan a trip
4. News
 - a. Discuss social issues using supporting evidence and demonstrating opinions

E. Workplace

1. Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
2. Talk about common occupations and skills and education required for them

F. Education

1. Use educational services in the community
2. Explain learning goals
3. Use academic vocabulary in classroom discussion and presentations

11. Feedback and Skills Assessment Guidelines

Feedback-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*."

Skills Assessments-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. <i>To find out what a student's skills are upon entering a program</i>	Janice and Alexis lead a student through reading and listening comprehension tests and an oral interview at initial appointment.
2. <i>To measure a student's progress periodically during learning</i>	The classroom instructor creates short informal assessments to measure learning of specific skills during class.
3. <i>To measure progress and to determine appropriate referrals for additional assistance when a student leaves the program</i>	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. <i>Janice and Alexis</i> 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.

12. Additional Recommended Resources

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
Current Events	News for You
Pronunciation	Accurate English: A Complete Course in Pronunciation
Grammar	Grammar in Context 2 or Grammar in Context 3
Multi-skill	Stand Out 5
Listening comprehension	Listening Power 3 + cd
Reading comprehension	Issues for Today 4
Writing	Weaving it Together 4: Connecting Reading and Writing
Teacher resources	Longman Student Grammar of Spoken and Written English Teaching Adults: An ESL Resource Book

ESL Instructor online resources

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/>

13. 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.