

Course Outline

REVISED: January/2008

**Program:**

English as a Second Language (ESL) & Citizenship

Course of Study:

English as a Second Language (ESL)

Course:

2:1060 ESL Vocational/Workplace

50-01-64

VESL/Health Careers

Course Description:

This competency-based course combines language skill development with language and learning skills for career preparation in the health care field. It is a multi-level Vocational ESL course and may be taken prior to or concurrently with enrollment in health careers classes. VESL content includes health career pathways, occupation-specific terminology and communication skills, SCANS skills, language structures, and listening, speaking and reading language skill proficiencies. Course content is selected to support health career training for ESL students and entry-level employment in the health care field.

Credits: 5

Hours: 200

Prerequisites:

ESL Beginning High (a) (50-01-52 or 50-01-92) or a score of 195 or higher on the CASAS test

Note:

Concurrent enrollment is allowed with Personal Care Home Attendant (27-03-57/67-80-80), Nursing Assistant: Long-Term Care (27-03-65/67-50-75), Nursing Assistant: Long-Term Care and Home Health Aide (27-03-69/67-50-80) and Home Health Aide (Supplemental) (27-03-59/67-80-70); however, students must meet all prerequisites of that specific course as well.

After a student has achieved a score of 235 on the CASAS test, he/she may not be allowed to re-enroll in the course.

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

ACKNOWLEDGMENTS

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VESL/Health Careers (50-01-64) January/2008, LAUSD Division of Adult and Career Education

TABLE of CONTENTS

Course Outline Competency-Based Components	3-4
VESL/Health Careers: Content	
Language Skill Proficiencies for VESL/Health Careers	5-8
Competency-Based Components for VESL/ Health Careers	9-14
SCANS Competencies and Foundation Skills in the VESL Classroom	15
VESL/Health Careers: Implementation	
VESL Course Models	16-17
Modifying Materials for VESL Instruction	18
Instructional Strategies	19
Lesson Planning	20
Assessment and Progress Evaluation for VESL/Health Careers	21-23
Definitions of SCANS Competencies and Foundation Skills	24-26
Glossary of Common ESL Terms	27-32
Suggested Instructional Resources	33-34
Teacher Feedback Form	35-36

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. 9-14

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 pre-stated 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. 19

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. 9-14

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. 21-23

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.

LANGUAGE SKILL PROFICIENCIES
for the VESL/Health Careers Course

Students will demonstrate the following listening, speaking, reading and writing skill proficiencies as they achieve exit-level competency for each ESL level in this multi-level VESL course:

Listening: ESL Beginning High (b)

1. Demonstrate understanding of words and phrases drawn from learned topics.
2. Demonstrate understanding of non-face-to-face speech such as telephone conversations and announcements containing previously learned vocabulary in familiar contexts.
3. Respond appropriately to short emergency warnings.
4. Respond appropriately to commands and short instructions.
5. Demonstrate strategies to check for understanding (e.g., by asking for repetition).
6. Listen and identify specific information in the context of previously learned language.

Listening: ESL Intermediate Low

1. Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations containing some unfamiliar vocabulary.
2. Demonstrate understanding of non-face-to-face speech such as telephone conversations, announcements and recordings containing familiar vocabulary.
3. Respond appropriately to directions, commands and warnings.
4. Demonstrate strategies to check for understanding (e.g., by asking a question).
5. Listen and identify specific information in contexts containing some unfamiliar language.

Listening: ESL Intermediate High

1. Identify main ideas and most detail in factual material on familiar topics.
2. Demonstrate understanding of everyday conversation with some repetition or slower speech.
3. Listen for and identify specific information in recorded messages and oral accounts.
4. Demonstrate strategies to check for understanding (e.g., by rewording or rephrasing).
5. Follow spoken directions to complete a task, reach a destination, or take a message.

Listening: ESL Advanced Low

1. Demonstrate understanding of most face-to-face conversation with minimal repetition.
2. Demonstrate understanding of abstract or hypothetical topics in familiar contexts.
3. Demonstrate understanding of new vocabulary in context through guessing strategies.
4. Infer meaning from non-verbal clues such as gestures, intonation, body language and facial expressions.
5. Respond appropriately to detailed spoken instructions.

LANGUAGE SKILL PROFICIENCIES
for the VESL/Health Careers Course (continued)

Speaking: ESL Beginning High (b)

1. Answer basic questions using previously learned phrases or simple sentences.
2. Ask questions using previously learned utterances.
3. Communicate basic information on the telephone.
4. Give simple commands, warnings and directions.
5. Ask for clarification (e.g., *Did you say the blue one?*).

Speaking: ESL Intermediate Low

1. Participate in simple face-to-face conversations, demonstrating basic social skills and courtesy requirements (e.g., thanking, greeting, apologizing).
2. Participate in basic telephone conversations.
3. Give a series of directions, commands or warnings.
4. Participate in conversations in which some unfamiliar vocabulary is used in context of familiar topics.
5. Ask for and give clarification.

Speaking: ESL Intermediate High

1. Participate in face-to-face conversation on familiar topics beyond immediate needs.
2. Adjust language forms to level of formality required for conversations with different speakers and in different situations.
3. Clarify utterances by rewording or repeating in order to be understood.
4. Participate in telephone conversations related to factual information on familiar topics with minimal errors.
5. Participate in conversations in training and workplace situations with some errors.
6. Pronounce technical vocabulary accurately.

Speaking: ESL Advanced Low

1. Participate in conversations about familiar, technical topics with minimal errors.
2. Clarify meaning through strategies such as paraphrasing when misunderstanding occurs.
3. Adjust language used according to the level of formality required by the situation.
4. Participate in group discussion in order to solve a problem or reach consensus on a plan of action.
5. Pronounce technical vocabulary accurately.
6. Use native-like rhythm, stress and intonation.

LANGUAGE SKILL PROFICIENCIES
for the VESL/Health Careers Course (continued)

Reading: ESL Beginning High (b)

1. Interpret isolated words, phrases and abbreviations in familiar contexts.
2. Interpret terms on simple, authentic forms.
3. Scan for specific information in simple life-skills materials (charts, schedules and forms).
4. Interpret short passages on familiar topics containing previously learned vocabulary.
5. Interpret and follow simple written directions.

Reading: ESL Intermediate Low

1. Interpret short passages on familiar topics.
2. Interpret short passages on unfamiliar topics if material includes visuals or other aids to comprehension.
3. Scan for specific information in life-skills materials (charts, schedules and forms).
4. Predict meanings of unfamiliar vocabulary in material rich in contextual clues.
5. Skim classroom and authentic materials to get the gist of the contents.
6. Make simple inferences from charts, tables, and short written passages.
7. Interpret and follow written directions containing familiar vocabulary.

Reading: ESL Intermediate High

1. Interpret simple authentic written materials on familiar technical or non-technical topics.
2. Guess the meaning of unfamiliar vocabulary and phrases from context.
3. Use organizational clues (e.g., columns, titles, headings) to scan for information in written material.
4. Make inferences from charts, graphs, tables and written passages.
5. Interpret and follow written directions containing some unfamiliar vocabulary.

Reading: ESL Advanced Low

1. Interpret authentic materials on familiar technical or non-technical topics.
2. Guess meaning from context by analyzing word parts and roots.
3. Summarize written information.
4. Demonstrate ability to predict outcomes and draw conclusions.
5. Interpret complex graphs, charts and tables.
6. Interpret and follow complex written directions.

LANGUAGE SKILL PROFICIENCIES
for the VESL/Health Careers Course (continued)

Writing: ESL Beginning High (b)

1. Write lists.
2. Write simple telephone messages or notes.
3. Write a series of related sentences or steps in a task based on personal experience or familiar material.
4. Use appropriate capitalization and punctuation.
5. Complete basic forms and simple applications.

Writing: ESL Intermediate Low

1. Take notes on familiar material transmitted orally.
2. Write telephone messages.
3. Write a series of related sentences or steps in a task based on a personal experience or familiar material.
4. Write short notes to others.
5. Use appropriate capitalization, end punctuation, and commas in simple sentences.
6. Fill out simple authentic forms (e.g., simple job applications, I-9 forms).

Writing: ESL Intermediate High

1. Write short notes recording activities or describing past events, using chronological order.
2. Use capital letters, end punctuation and commas correctly in simple and compound sentences.
3. Fill out authentic forms (e.g., job applications, benefit selection forms).
4. Organize, write and edit a short letter, using standard business format.

Writing: Advanced Low

1. Expand and combine simple sentences by adding modifying words, clauses and phrases.
2. Write and punctuate complex sentences.
3. Use transition words within and between paragraphs.
4. Write reports summarizing activities or describing past events.
5. Fill out detailed authentic forms such as incident reports.
6. Organize, write and edit business letters, using standard format and usage.

CBE
Competency-Based Education
COMPETENCY-BASED COMPONENTS
for the VESL/Health Careers Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
<p>I. Career Paths in Health Care</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Identify Health Careers classes available at school site and in Division of Adult and Career Education. 2. List benefits and vocational training assistance available from Vocational ESL class. 3. Identify health care settings, basic duties and qualifications/licensing requirements for entry-level jobs in health care: Personal Care Attendant (PCT), Certified Nurse Assistant (CNA), Home Health Aide (HHA). 4. Identify career pathways in the health care field, including those that require higher education [e.g., licensed vocational nurse (LVN), registered nurse (RN), medical doctor (MD)]. 5. Identify professional responsibilities in the health care field such as punctuality and attendance, integrity/loyalty, using English only in the workplace, keeping skills current, and certification/licensure renewal
<p>II. Interpersonal Communication</p>	<ol style="list-style-type: none"> 6. Give and follow oral instructions. 7. Recognize and use short forms and acronyms for common medical terms and locations (e.g., “ER” for emergency room, “meds” for medications). 8. Use clarification skills. <ol style="list-style-type: none"> a. Ask for repetition when needed. b. Ask for confirmation of information or instructions. c. Ask for clarification of terminology, information or instructions. d. Contrast new information to previous information to clarify.

9. Confirm information or instructions.
 - a. Repeat key information.
 - b. Repeat details such as spelling and numbers.
 - c. Repeat back short instructions.
 - d. Repeat back key portions of instructions.
 - e. Ask questions to confirm information.

10. Use language appropriately for interacting with clients/patients.
 - a. Inform patients of purpose of interactions.
 - b. Explain actions and procedures as they are performed.
 - c. Adjust interactions to accommodate hearing problems, poor vision, etc.
 - d. Repeat or restate as appropriate when lack of understanding occurs.
 - e. Use language to express compassion and care.

11. Report patient status and needs clearly to health care team members, including reporting abnormal findings promptly.

12. Use language appropriately to interact with work team members.
 - a. Report completion or lack of completion of tasks.
 - b. Request assistance and respond to requests for assistance.
 - c. Offer assistance and respond to offers of assistance.
 - d. Acknowledge assistance.

13. Use language appropriately for social interaction in the workplace.
 - a. Engage in small talk, when appropriate.
 - b. Express greetings, apologies, and thanks.
 - c. Give and acknowledge compliments.
 - d. Express sympathy.

14. Adjust formality of language according to situation, relationship of speakers, and purpose of communication.

(30 hours)

III. Workplace
Communication

A. Office Skills

15. Use proper telephone etiquette, and take messages accurately.

16. Use fax machines, copiers and other office equipment.

17. Demonstrate familiarity with medical office computer systems.

18. File paperwork and documents correctly and accurately.

B. Schedules and Locations	<p>19. State professional expectations related to health care workplaces (e.g., not reporting to work when ill, waiting for a relief nurse before leaving work).</p> <p>20. Interpret work schedules, task charts and medication schedules with 100% accuracy.</p> <p>21. Interpret and follow medical instructions.</p> <p>22. Interpret maps, directories and location diagrams.</p>
C. Written Communications	<p>23. Interpret and respond correctly to signs and written warnings.</p> <p>24. Scan for specific information on posters, signs, bulletins and memos.</p> <p>25. Interpret and follow written procedures and instructions.</p> <p>26. Interpret and respond appropriately to written information on labels and packaging.</p>
(30 hours)	
<hr/>	
IV. Safety	
A. Safety in the Working Environment	<p>27. State emergency codes used for fire, disaster, patient emergency and intruder/stranger or security alert.</p> <p>28. Interpret signs and written procedures related to safety.</p> <p>29. Identify fire hazards and methods used to prevent a fire.</p> <p>30. Identify and report safety hazards in the workplace.</p> <p>31. Investigate the role of the health care worker during a fire, disaster or earthquake.</p> <p>32. Discuss methods to prevent accidents during emergencies.</p> <p>33. Identify protective apparel worn by health care workers in various situations: observing standard precautions, entering the isolation unit, etc.</p> <p>34. Identify basic procedures for infection control, including hand washing, use of gloves, disposal of medical waste and soiled linen, and clean-up of blood and body fluids.</p>
B. Personal and Home Safety	<p>35. Identify safety measures that prevent falls.</p> <p>a. List safety measures for each room in a house.</p> <p>b. List precautions used in a health care facility to prevent falls.</p>

<p>(35 hours)</p>	<p>36. List environmental factors for maintaining patient safety (e.g., lighting, temperature, cleanliness).</p> <p>37. Interpret written explanations and instructions for safe food preparation and storage.</p> <p>38. Identify methods of preventing burns from food and water.</p> <p>39. Identify signs, symptoms and first aid used for emergency situations such as bleeding, choking, fainting, heart attack, brain attack (stroke), seizure and electric shock.</p> <p>40. Describe the Heimlich maneuver and its use in emergencies when feeding a patient.</p> <p>41. Describe the three basic elements of cardiopulmonary resuscitation (CPR).</p>
<p>V. Life Stages and Health Care Needs</p> <p>(20 hours)</p>	<p>42. Identify physical and psychological needs of all human beings and actions the health care worker can take to meet those needs.</p> <p>43. List basic techniques for infant care, including safe methods of carrying an infant.</p> <p>44. Discuss basic physical and emotional needs of children.</p> <p>45. List common problems confronting the aged person.</p> <p>46. Identify signs of mental change in the elderly.</p> <p>47. Identify vital signs and vital sign changes in the dying patient.</p> <p>48. Identify nursing measures that may be useful when meeting the physical and emotional needs of dying patients.</p>
<p>VII. Health Care Procedures</p>	<p>49. Identify courtesies the health care worker should extend to staff, patients, families and visitors.</p> <p>50. Identify rights of patients such as respect, dignity, safety, confidentiality and refusal of treatment.</p> <p>51. Recognize and use essential vocabulary and phrases related to personal care: feeding techniques, positioning techniques, transfer techniques, dressing and undressing techniques, skin care techniques, oral hygiene, bathing and grooming techniques.</p>

<p>(35 hours)</p>	<p>52. Recognize and use essential vocabulary and phrases related to equipment and furniture in a patient unit, parts of a hospital bed, comfort devices and procedures for making an occupied or unoccupied bed.</p> <p>53. Recognize and use essential vocabulary and phrases related to patient care: vital sign measurement, medication administration, oxygen administration, use of intravenous tubes, etc.</p>
<p>IX. Health Care Documentation</p> <p>(20 hours)</p>	<p>54. Identify three methods used by health care providers to exchange information.</p> <p>55. Record information on client/patient record, incorporating legal requirements concerning legibility, ink color, date, time, signature and error correction.</p> <p>56. Interpret patient medical bracelet information (e.g., allergy, medic alert, etc.).</p> <p>57. Convert conventional time to military time.</p> <p>58. Identify commonly used medical symbols and abbreviations.</p> <p>59. Identify basic metric and household units of measurement for weight, length, and volume.</p> <p>60. Identify commonly used metric and household abbreviations.</p> <p>61. Convert common household measurements to metric measurements.</p> <p>62. Identify recording methods for solid and fluid intake and output (I & O).</p>
<p>XVI. Learning and Academic Skills for Health Careers Preparation</p>	<p>63. Develop own study methods, time frames and goals.</p> <p>64. Identify Latin and other roots, prefixes and suffixes commonly used in medical terminology.</p> <p>65. Use mnemonic devices to remember troublesome terms or concepts.</p> <p>66. Use mnemonic devices to learn lists of items (e.g., basic principles of body mechanics, organs of the digestive system, five complications of inactivity, etc.).</p>

67. Use vocabulary development techniques (flash cards, clustering, categorizing, example sentences, etc.) to learn medical terminology.
68. Apply test-taking strategies for test formats used in vocational training classrooms, standardized reading tests and certification/licensing examination processes.
69. Investigate ways to gain experience and knowledge of health care workplaces (e.g., volunteering in a hospital or other health care setting).

(25 hours)

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 context.

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 learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

Many SCANS competencies and foundation skills can be incorporated in the VESL classroom by using activities that are cooperative in nature. As they work in teams, students have opportunities to teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings. All of these are skills that will enhance VESL students' employability and contribute to their future success in the workplace.

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.

FIVE COMPETENCIES

Resources: Time, Money, Materials and Facilities, 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

VESL COURSE MODELS

There are three models of VESL programs: General VESL, Cluster VESL and Occupation-Specific VESL. VESL/Health Careers is a Cluster VESL course that serves as a preliminary or companion and support class for vocational training in health careers.

General VESL

General VESL instruction is geared toward providing instruction in language for the workplace. Listening, speaking, reading, and writing skills, together with the cultural knowledge essential for securing and maintaining employment, are offered in these classes.

Some suggestions for teaching General VESL classes include:

1. Limit course content to areas that are directly related to work (safety, carrying out a procedure) and areas that are indirectly related to work (reading a bus schedule, introducing oneself). Non-work related content (supermarket shopping, renting an apartment) is not a priority in VESL classes.
2. Employ teaching techniques that permit students to perform hands-on activities that would be performed in the work place.
3. Utilize simulation activities as “rehearsals,” providing meaningful contexts through which students can practice talking with a supervisor, following instructions, etc.
4. Help students develop positive work attitudes, such as following company rules regarding absences and tardiness, getting along with others, working as a team, and being dependable and honest.
5. Permit students to have a chance to make choices, resolve problems, and find their own best way to do things.
6. Review basic skills, including test-taking and math.

Cluster VESL

Cluster VESL organizes classes so that the English language needs of more than one occupational group can be met at the same time. Occupations may be grouped by communication needs or by industry or trade.

Cluster classes can be formed by identifying the commonalities in the career goals of the students, communication tasks required for training and employment, and specific technical or basic skills required in the occupations.

VESL COURSE MODELS (continued)

For example, students who are training to work in jobs requiring a high degree of public contact, like retail salesclerks and hotel desk clerks, can be placed in the same class and taught language for dealing with the public. On the other hand, students going into metal trades would be grouped together because of their related employment objectives. Grouping by commonalities specifies the content for instruction. Classes can then focus on the common language skills needed by each cluster group.

Once the clusters are established, the VESL instructor needs to identify the communication tasks required for each of the occupations. For example, for a group of students preparing for jobs involving extensive contact with the public (salesclerk, gas station attendant, field service repair person) lessons will focus on development of oral skills and cultural connotations of customer relations.

All VESL classes require coordination among language and vocational teachers and administrators. Implementation of Cluster VESL classes, however, requires special consideration in terms of scheduling, counseling and placement, and instructional strategies. The instructor needs to consider classroom management strategies to cope with students of varying levels of English proficiency and with specific, yet diverse, employment goals.

Occupation-Specific VESL

Collaboration between the VESL instructor and the vocational education instructor is essential for effective and successful instruction in an Occupation-Specific VESL class.

It is the role of the VESL instructor to identify the communication needs and the corresponding language that the students must have in order to be able to communicate and succeed on the job. The VESL instructor develops lessons based on the sequence in which these communicative messages are needed in the vocational educational classroom. Some suggestions on collaboration with vocational instructors:

1. Set up an initial collaboration conference with the vocational instructor to identify the students' vocational objectives and to plan the VESL class schedule
2. Observe the vocational class to determine language needs; take note of the signs and posters on the walls.
3. Review the text and any supplemental materials used in the vocational education class.
4. Visit the work site to observe language used on the job.
5. Meet with the vocational instructor regularly to review and discuss lessons and to identify problem areas.
6. Discuss the VESL instructional materials with the vocational instructor; ask the instructor to indicate priority information.
7. Obtain written resource materials such as inventories, manuals, safety regulations, lists of tasks and/or instructions, audiovisual aids, actual objects, and equipment manufacturers' literature.

MODIFYING MATERIALS for VESL INSTRUCTION

Since few commercially-prepared VESL materials are available, particularly for Occupation-Specific and Cluster VESL classes, 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 worksites. The VESL instructor must learn how to modify these materials.

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 chalkboard.
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.

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the VESL/Health Careers 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.

LESSON PLANNING

Planning is essential for implementation of the VESL Health Careers course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

A single learning objective may be addressed in an activity 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.

ASSESSMENT and PROGRESS EVALUATION for VESL/Health Careers Course

The VESL/Health Careers course serves ESL students at levels ESL Beginning High (b) through ESL Advanced Low (CASAS 195-235). 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

Students are placed in VESL/Health Careers based on completion of ESL Beginning High (a) or attainment of a score of 195 or higher on the CASAS test. Placement in VESL/Health Careers may also be based on the Division-developed ESL Placement System for students who test at the entrance level for ESL Beginning High (b) or a higher ESL 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 (e.g., 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 Vocational ESL competencies and language skill development.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They may be used in conjunction with ongoing in-class evaluation and/or CASAS testing to determine a student's readiness to be promoted to the next ESL level within this multi-level VESL class. Students may attend VESL/Health Careers until they attain a CASAS score of 235 in both listening and reading, but it is expected that they may leave the class when their competency in English allows them to begin full time vocational education or employment. They may be enrolled in VESL/Health Careers either prior to or concurrently with enrollment in the Health Careers program.

***ASSESSMENT and PROGRESS EVALUATION
for VESL/Health Careers Course (continued)***

Entry level for the VESL/Health Careers Course is ESL Beginning High (b) or a CASAS scale score of 195. The CASAS Employability Competency System may be used for placement, progress and promotional testing for VESL/Health Careers. The score ranges, ESL levels and skill level descriptors for CASAS Scale Scores 190-235 are given in the following table:

CASAS Score	ESL Level	CASAS Skill Level Descriptors
190-200	ESL Beginning High	Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
200-210	ESL Intermediate Low	Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
210-220	ESL Intermediate High	Listening/Speaking: can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.

**ASSESSMENT and PROGRESS EVALUATION
for VESL/Health Careers Course (continued)**

CASAS Score	ESL Level	CASAS Skill Level Descriptors
220-235	ESL Advanced Low	<p>Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.</p>
235	VESL/Health Careers Completion	<p>Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.</p>

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.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

- **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.

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

- 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.

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.

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

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

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

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

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

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

GLOSSARY of COMMON ESL TERMS (continued)

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

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

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

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

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

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

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

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

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

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

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

ELL – English Language Learner.

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

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

“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.

GLOSSARY of COMMON ESL TERMS (continued)

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

Form – See **Language Form**

Grammar – See **Language Form**

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

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

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

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

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

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

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

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

Language Form – The 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.

GLOSSARY of COMMON ESL TERMS (continued)

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

GLOSSARY of COMMON ESL TERMS (continued)

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.

GLOSSARY of COMMON ESL TERMS (continued)

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.

SUGGESTED INSTRUCTIONAL RESOURCES

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

INSTRUCTIONAL RESOURCE MATERIALS

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

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

DACE/LAUSD ESL Course Outlines:

ESL Beginning High (50-01-52)

ESL Intermediate Low (50-01-53)

ESL Intermediate High/A (50-01-54)

ESL Intermediate High/B (50-01-55)

ESL Advanced Low (50-01-56)

VESL/Business/A, B, and C (50-01-65, 50-01-66, 50-01-67)

DACE/LAUSD Health Careers Course Outlines:

Home Attendant/Personal Care Attendant (27-03-57)

Nurse Assistant/Long-Term Care (27-03-65)

Nurse Assistant/Long-Term Care and Home Health Aide (27-03-69)

Home Health Aide/Supplemental (27-03-59)

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

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.

VESL/Health Careers (50-01-64) January/2008, LAUSD Division of Adult and Career Education

SUGGESTED INSTRUCTIONAL RESOURCES (continued)

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, Bridgette Marshall. Center for Applied Linguistics and Delta Systems, 2002.

Teacher's Guides, ESL Promotional Test Battery, Levels Beginning High (b) through ESL Advanced Low. Adult ESL and Citizenship Programs, DACE, 2001.

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

WEBSITES

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.

Statement for Civil Rights

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