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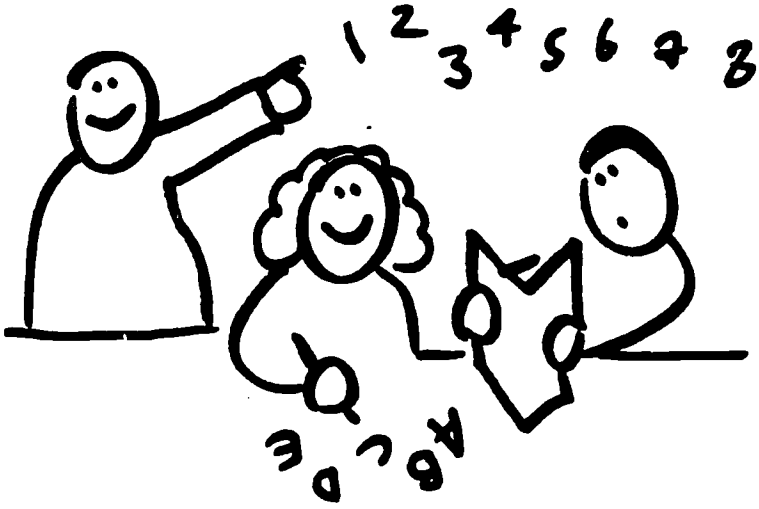
ABSTRACT

This guide is intended for adult educators who work with limited English-speaking students in need of special literacy instruction. It was developed as an outgrowth of classes with adult English as a Second Language (ESL) students from diverse cultural backgrounds. Many of the students had little formal schooling in their native languages. The guide contains four general sections. Section 1, "Recruiting Adults for ESL Literacy" describes some techniques that the program has used to recruit students; Section 2, the "ESL Literacy Assessment," describes tests of students' listening, speaking, reading, and writing skills at intake, providing numerous texts and examples; Section 3, the "Literacy Learner's Profile," contains two tests measuring students' progress in reading and writing; and Section 4, the "Literacy Techniques Manual," describes teaching techniques and curricula for ESL literacy classes. Lesson plans and materials are included in this section; they can be used for teaching phonics and sight words, ESL literacy, grammar, reading short passages, using language experience and problem-posing approaches, and teaching real-life situations. (KC)

A GUIDE TO ESL LITERACY



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A GUIDE TO ESL LITERACY

CONTENTS

INTRODUCTION

This Guide to ESL Literacy is intended for adult educators who work with limited English-speaking students in need of special literacy instruction. We began developing an ESL Literacy Program at the Community Learning Center several years ago as we noticed a growing number of non-literate adults entering our ESL program. In 1985, we received a grant from the Massachusetts Department of Education, Bureau of Student, Community, and Adult Services, to further develop the ESL Literacy Program and to share our experience with other adult educators throughout the state.

Our literacy classes include adult students of all ages from diverse cultural backgrounds. Some are non-literate; others have minimal skills because of limited formal schooling or learning problems. Still others come from countries where the language is written in a non-Roman script. The materials in this Guide were designed with these students in mind. They reflect our experience with teaching basic reading and writing in beginning level ESL classes. We would like the materials to be used as widely as possible and hope that programs will be able to use some of our ideas and adapt others.

There are four general sections in the Guide:

- Recruiting Adults for ESL Literacy describes some techniques which we have used to recruit students;
- The ESL Literacy Assessment tests students' listening, speaking, reading, and writing skills at intake;
- The Literacy Learner's Profile measures students' progress in their classes; and
- The Literacy Techniques Manual describes teaching techniques and curricula for ESL literacy classes.

We would especially like to thank the members of the ESL Literacy Advisory Board and our Regional Supervisor, Christy Newman, for their time, support, and guidance in helping to put together this Guide. We would also like to thank all of the students who have participated in our ESL literacy classes over the past few years for their commitment to learning, diligence in coming to school, and patience with all of us.

RECRUITING ADULTS FOR ESL LITERACY

ACKNOWLEDGEMENTS

For help in editing this guide, I'd like to thank the ESL Literacy Advisory Board, Jo Anne Hartel, Sally Waldron, and Christy Newman who worked hard to keep this text accurate and readable. I'd also like to thank the staff of the Massachusetts Office of Refugee Resettlement, Lucy Price of the United Way of Pioneer Valley, Joan Seeler of Jewish Vocational Services, Claire Ruthenberg and Kathy Kuy of the International Institute of Boston, the staff of the Sampan (a bilingual biweekly published by the Chinese-American Civic Association), Ethel Torres of Casa del Sol, staff of the Cambridge Haitian-American Association, Kathy Ryan of Fall River, Richard Levy of the Quincy Community School, and Jose Moura of the Somerville Portuguese-American League for taking the time to consult with me.

The interpretation of the literacy needs in each of the immigrant communities mentioned and any errors of fact are mine.

Stuart Gedal

Recruiting Adults for ESL Literacy

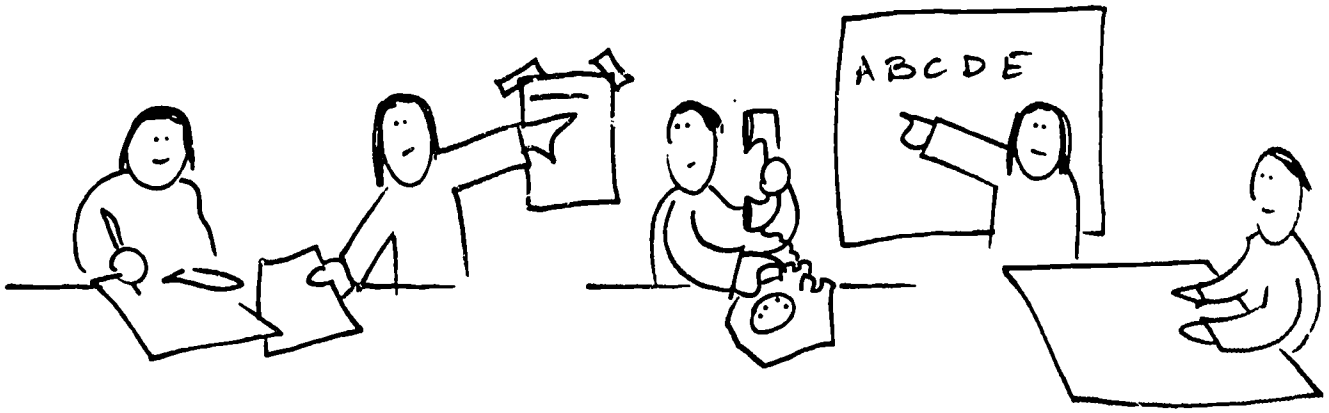
I. Introduction: Why Is Recruiting for Literacy Special?

II. Who Are Low Literacy ESL Adults?

III. Initiate A Network for Recruiting

IV. Tools of the Trade

V. Techniques: The Joy of Recruiting



I. Introduction: Why Is Recruiting for Literacy Special?

Adult Basic Education (ABE) and English as a Second Language (ESL) instruction have been undergoing an explosive period of growth in the last decade. ABE and ESL programs have expanded in most of the fifty states. As programs have grown, they have become more specialized. Survival English, Prevocational ESL, and ESL Literacy are perhaps the best known areas of specialization in adult ESL.

The demand for adult ESL classes is very often greater than the capacity of agencies to provide them. Students are brought in by relatives and friends, often as soon as they arrive in the area. Long waiting lists are a common experience for regular ESL students. However, although ESL literacy programs serve the most intensely needy ESL learners, such programs often have the most difficulty recruiting students. Literacy, or the lack of it, is a deeply felt personal experience. Adult immigrants coming from traditional societies, who haven't learned to read or write in their native countries, may have experienced some loss of self-esteem before arriving in our country, but they may also have been shielded from some of the severe negative repercussions that low literacy will have on the quality of life here. In other cultures, the support provided by extended families, the prevalence of manual labor, and rural residents' low expectations about access to educational opportunities often reduce the stigma of illiteracy. In fact, in the native country, an illiterate person may have been a respected member of the community and family with special skills that did not require literacy. S/he may have been successful in agricultural work or a trade, or may have been the person that other family members

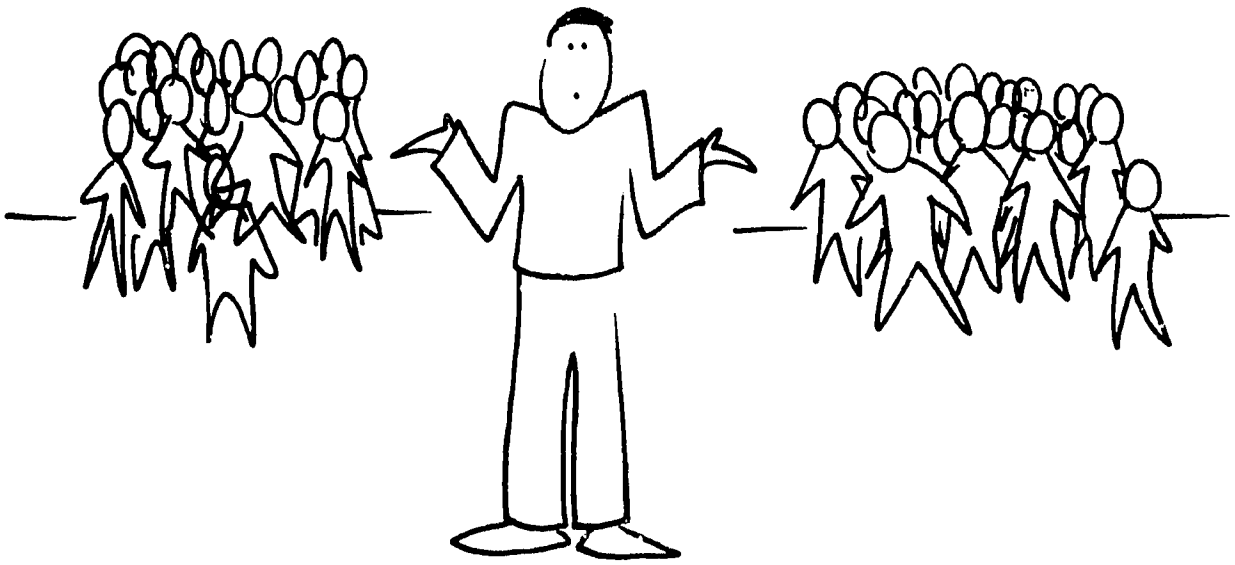
turned to for advice.

In the United States, low literacy ESL adults are likely to be people in distress. Their skills have been devalued. They are hampered in their efforts to cope with the tasks of earning a living, finding and maintaining decent housing, and learning a language. The inability to read signs and labels or fill out forms is a serious handicap here. Within the family, traditional roles are undermined as adults find they can offer little help to children in coping with a new culture. The nonreader becomes dependent on friends and family members, in many cases children or grandchildren, just to survive. Younger low literacy adults find few opportunities for promotion at work and are unable to get training for new jobs.

Having been in school only as a young child, or never at all, the low literacy adult is likely to be more resistant than a better-educated immigrant to the idea of adult education. A more individualized, personalized, and active approach to recruitment is necessary to reach potential students and to lessen the fear of failure or embarrassment in class.

To recruit effectively for adult literacy programs, we need a sensitivity to what illiteracy means to adults. We need an understanding of the groups of low literacy adults now coming into ESL programs and a knowledge of the diverse network of social service providers who are likely to be in contact with other low literacy adults. An ESL literacy program can be a catalyst for creating working relationshops among agencies who share a commitment to meet the emotional as well as educational needs of these adults. Indeed, initiating a network of such providers may be the most crucial single step an ESL literacy program can take toward the successful recruitment of low literacy ESL adults.

This guide will attempt to provide a working knowledge of the human service and educational providers who already have daily contact with low literacy ESL adults not served by any ESL program. It will help you to identify community organizations and agencies within the immigrant communities that our programs try to serve, and suggest some ways to systematically approach the staff people in these organizations and agencies to build your own network. Finally, it will provide some models for materials that have already been used successfully to recruit low literacy students for ESL programs.



II. Who Are Low Literacy ESL Adults?

It is crucial in ESL literacy work to consider the strengths, weaknesses, and needs of individual students. However, in designing a successful recruitment program, it is equally important to be aware of the groups of ESL adults who are most likely to need special literacy instruction. The educational needs of immigrant groups will depend on a variety of factors. Prospective literacy students have lived in the United States for varying amounts of time, some for more than ten years. They are both men and women. They come from both urban and rural areas and often have had little or no education in their native countries. Their needs may be further complicated by the fact that they must learn not only a new language but a new alphabet as well. In this section, we will briefly describe some of the groups of low literacy adults for whom special literacy training is a necessity in order to adapt to a new life in the United States.

Among the groups most in need of literacy training are those who speak a language that is written in a non-Roman script. They may have had some education in their native countries but must learn an entirely new system for reading and writing in English:

REFUGEES FROM INDOCHINA, INCLUDING VIETNAMESE, CAMBODIANS, AND LAOTIANS

VIETNAMESE: Vietnamese refugees who first arrived after the end of the Vietnam War were often people of some means, urban, and relatively well educated. By contrast, the low literacy

adults among the Vietnamese refugees in the ESL population of today are largely older women with few years of schooling for whom education was not a priority in their native country. In Vietnam, the higher rate of illiteracy among women was hidden at home. There is also a strong sense among the Vietnamese and those who work with them that Vietnamese children growing up in the United States will master English and that adult illiteracy will not hinder the next generation. With welfare benefits available to many refugee families, the pattern of women working primarily in the home has been sustained to a great degree.

CAMBODIANS: Cambodians have one of the highest rates of illiteracy of all immigrant groups to the United States. Some providers estimate that as many as 75 per cent of all Cambodian immigrants are true illiterates. Cambodian immigration began in 1975, and Cambodian refugees have continued to migrate here in a steady trickle over the last five years, mostly by way of refugee camps in Thailand, where they have received some instruction in ESL. This group includes youths, young and middle-aged adults, and some elderly. Most of those coming here are farmers from rural areas who were actually small landholders. Illiteracy is also characteristic of urban youths who received little or no schooling during the Pol Pot era. The women refugees from Cambodia are even more likely to be illiterate than are the men. Women often have not been to school for more than two or three years, and many men have not had more than four years of schooling.

LAOTIANS AND HMONG: Laotians of all ages have immigrated from rural and urban areas of Laos since the late 1970's. Those from rural areas were generally farmers, and those from smaller settlements may have never been to school at all. Refugees from more urban areas of Laos have more literacy skills than their countrymen and women from rural areas. But again, women generally are less educated than men. Laotian refugees have received instruction in ESL and orientation to American culture in the refugee camps in Thailand. For many, these classes represent their first experience with school.

The Hmong were nomadic farmers from the mountains of Laos. Originally from China, they emigrated to Laos about 200 years ago. Most have never attended school at all. The Hmong come from an oral culture, where information is communicated without the use of print. It was not until recently that a system for writing the Hmong language in the Roman alphabet was developed by Western linguists.

IMMIGRANTS FROM CHINA, HONG KONG, AND TAIWAN

Chinese-speaking immigrants have been arriving in increasing numbers since the late 1970's. Most are from rural areas of mainland China; in the Boston area, for example, 60% of the Chinese-speaking population is from the Guangdong Province in southern China. Chinese immigrants who are 35 and older tend to be less educated than younger immigrants. On the average, older immigrants have attended school for three to five years. The Chinese under the age of 35 have had up to ten years of schooling and often have been exposed to ESL in China.

Other Chinese-speaking immigrants include those from Hong

Kong, Taiwan, and Vietnam. Low literacy adults from Hong Kong and Taiwan range in age, but also tend to be older. They are usually literate in Chinese and have had about six years of education in their countries. The educational backgrounds of the Chinese-Vietnamese vary greatly: some have been to school for only three years; others have had up to 12 years of education.

REFUGEES FROM ETHIOPIA

The number of Ethiopians in Massachusetts is small, and those come mainly from Tigre and Eritrea. Lack of literacy skills is a major factor in this community. A survey of Ethiopians enrolled in ESL classes at the International Institute in Boston showed that there were more male than female refugees in class and that more than two-thirds of both groups had had only four years of school or less in Ethiopia. Of those who have arrived in the Boston area with low literacy skills, 80 per cent are from rural areas. The official Ethiopian language, Amharic, and the dominant languages of the refugees, Tigrinya and Geez, do not use the Roman alphabet, so some literacy instruction, including letter recognition and basic phonics and sight words, is essential for all ESL programs serving this population.

ESL literacy instruction is also a necessity for some immigrants from countries where the Roman alphabet is used. These people have limited reading and writing skills in their native languages as well as in English:

IMMIGRANTS FROM PUERTO RICO AND THE DOMINICAN REPUBLIC

Many of the low literacy adults in this group have lived in the United States for seven years or more but have never "cracked the code" of literacy in English or Spanish. There are people of all ages in this group. They've come from small town or rural areas of their countries. There are as many men as women in this group, and on average, they attended school for five to seven years in their countries, often with interruptions for work or illness. While many of these people have basic literacy skills in Spanish, they lack the reading and writing skills in English which are necessary for success in regular ESL classes.

REFUGEES FROM CENTRAL AMERICA, INCLUDING EL SALVADOR, GUATEMALA, AND HONDURAS

Only a handful of these low literacy adults have lived here for more than ten years. Most are newcomers; they have been arriving in increasing numbers each year since 1981. They are largely people from small towns and rural areas, mostly men, and range in age from 16 to 40 years. The women in this group often have not worked outside the home. On average, the people have had three to five years of schooling, and that, as in other parts of the world, is with frequent interrruptions for harvest times.

IMMIGRANTS AND REFUGEES FROM HAITI

Haitians have come from an impoverished country which was

ruled as a personal dictatorship for two generations. In addition to the problems created by political repression and a weak system of primary schooling, Haitians with language development problems have been handicapped by the dual language system in their country. Haitian Creole is the spoken language, but French is the official language used for formal communication and all schooling. The mismatch between the language of home and family and the language of school has compounded the literacy problems created by lack of funding for education and a government committed to maintaining a low level of literacy among the poor. While the largest number of low literacy Haitians are from rural areas, a few are from cities or larger towns.

Low literacy Haitians span a wide age range, from 20 to 60 years, and are as likely to be men as women. Some have gone to school for five or six years in Haiti. Others have not had any education before coming to the United States.

IMMIGRANTS FROM THE AZORES AND CAPE VERDE

Immigration from Portugal, especially from the Azores, was heavy in the 1960's and into the 1970's but has slowed over the last ten years. Low literacy adults in this group are likely to be 30 years old or older and to have been here for at least seven or more years. Most people come from fishing and farming communities. Literacy is as much a problem among men as among women in this group, but women are more likely to attend ESL programs. In fact, women account for 75-90% of the low literacy Portuguese-speaking students. Most low literacy Portuguese-speaking adults are from the Azores or Cape Verde. Until recently in the Azores, few people, particularly women, were encouraged to attend school for more than four years.

III. Initiate a Network for Recruiting

Our approach to recruiting for ESL literacy classes is to tap the resources of the many agencies that are already providing social services to immigrants who have low literacy skills. As you work with these social service agencies, as well as with local schools and government agencies, you can identify immigrants who need to improve their English. You can have agency staff talk to potential students about your program and have these potential students make direct contact with you. Because mastering language can be a crucial part of a family's ability to deal with landlords, stores, schools, and employers, the service your literacy program provides will be eagerly sought by social workers and counselors working with ESL adults.

WHO IS IN THE NETWORK YOU ARE CREATING?

1. START CLOSE TO HOME: YOUR STUDENTS!

The students who already come to an adult ESL class or other agency program are most likely to be the very best source for recruitment. In fact, you may already be aware that some of them need special literacy training as well as ESL. Your ESL students can provide valuable information about the immigrant populations in your community and the media that serve them. Their endorsement of your program will be passed on to friends and family. Their participation in the recruiting process - designing and distributing flyers or setting up an "Open House" - can make potential students feel more comfortable in your learning center

and more confident about your program.

2. MULTISERVICE ORGANIZATIONS IN THE COMMUNITY

Traditionally, groups of immigrants have created self-help organizations to provide services to newcomers in their communities. Founded by earlier arrivals, these organizations are often staffed by people who were immigrants themselves or the children of immigrants. Some provide advocacy services to help people find housing, deal with poor housing conditions, look for jobs, and get welfare benefits. They also help people gain access to education, health, and legal services. Increasingly, agencies serving Central American and Haitian immigrants have had to deal with emergency food and shelter since many of the immigrants from these places don't receive any kind of public assistance.

Some agencies provide their own ESL programs, though few offer literacy classes. Agencies offering literacy classes, such as the Cambridge Organization of Portuguese-Americans (COPA), CHAMA, Centro Presente, and Oficina Hispana in Boston, usually offer literacy in the native language and not in English. Educational service coordinators, intake workers, and caseworkers need to know about your ESL literacy program as part of the system of services available to their clients.

3. MUTUAL ASSISTANCE ASSOCIATIONS

The Mutual Assistance Associations are smaller than the multiservice agencies. They are usually staffed by immigrants themselves and use the help of volunteers from the immigrant community. The New National Hmong-Lao Foundation (NNHLF) in Fitchburg is a good example of this kind of agency. The Foundation provides an orientation-focused ESL class and works to locate apartments, find jobs, make medical appointments, set up bank accounts, and deposit paychecks. While the NNHLF will advocate for services from the broader social service system, it focuses on developing independent economic means for each family it serves. The Khmu Family Association in Allston (serving Laotians), the Cambodian Mutual Assistance Association of Lowell, the Cambridge Haitian-American Association, the Vietnamese-American Civic Association in Dorchester, and the Ethiopian Family Center are other examples of this type of agency.

The importance of these associations to ESL literacy programs can't be underestimated. It's likely, for example, that low literacy immigrants who need some kind of help will approach these smaller agencies first. It is likely that these associations will be immediately aware of new families arriving in their community and will be seeking them out.

4. REFUGEE RESETTLEMENT AGENCIES

Traditionally, refugee resettlement agencies have been supported by established charities, such as the United Way. The International Institute, with programs in Boston, Lowell, and Lawrence, is perhaps the best known of these agencies. Refugee resettlement organizations are often funded with private monies and special government grants. Some agencies have religious

affiliations: Catholic Charities works in Boston, Worcester, and Springfield; the Lutheran Service Association in Framingham; Jewish Vocational Services in Boston and Brookline; and Catholic Social Services in Fall River. The resettlement groups provide for immediate needs - emergency food, housing, and clothing - and then try to connect their clients with the social service system. The International Institute and Jewish Vocational Services provide their own ESL programs, and they have been very helpful in identifying characteristics of the low literacy learners among the adults they serve.

5. BILINGUAL EDUCATION PROGRAM OF YOUR LOCAL SCHOOL SYSTEM

Much of the adult basic education in the state is funded through local school departments, and it is important to examine the impact of adult basic education programs on children's performance in school. Through the federally funded Title VII Bilingual Program, bilingual education departments in public schools may provide ESL classes to parents of bilingual children. Adult learning centers can help set up community-based classes and coordinate curriculum development to meet the needs of parents who must communicate with teachers, teacher aides, and public school administrators. This kind of collaboration has already taken place in Cambridge and has helped provide ESL classes on-site at community schools throughout the city.

Bilingual programs are required to develop Parent Advisory Councils (PACs) to provide parent input into curriculum and staffing decisions affecting each language group. PAC members may be a resource for recruitment of ESL students. PAC meetings are often conducted in the native language of the parents, and they often attract successful graduates of ABE/ESL programs. These former students and other active school parents may be eager partners in your recruiting efforts. Since an active PAC can play an important role in successful evaluation and funding of bilingual programs, contact with the bilingual department's administration through the PAC may help win support for ESL literacy from school administrators.

Bilingual classroom teachers may also have direct contact with potential adult ESL students. Because of the testing and intake systems used for bilingual children, classroom teachers may become aware of literacy and language problems some parents have. Bilingual programs for children include an ESL component, so you can also make contact with the ESL providers working within the bilingual department.

Finally, there may be an outreach worker for each language group served by a bilingual program in your local schools. The outreach worker may be part-time and overworked, but his or her role is to act as an advocate for children and parents in the system. The outreach worker may know almost every parent with a child in the bilingual program. He or she can be of great help both in identifying school parents who need literacy and in steering newcomers to your ESL program.

6. THE REMEDIAL READING AND SPECIAL NEEDS PROGRAMS OF YOUR LOCAL SCHOOL SYSTEM

Two important remedial programs, Chapter 1 and Chapter 766, provide special instruction to students having difficulties learning in school. An increasing number of the children referred to these programs come from immigrant families.

Chapter 1 is a remedial program which provides individualized and small group instruction in reading and math skills to students who are functioning below grade level. Chapter 766 is the statewide special needs program which provides instruction to students with learning disabilities or emotional difficulties that prevent them from doing well in school. The teachers and aides in these two programs have contact with parents and an awareness of language problems in the home. They may be helpful in making contact with ESL adults who need literacy instruction.

7. COMMUNITY-BASED GUIDANCE AND COUNSELING PROGRAMS

In almost every community, there are community-based counseling centers that deal with family problems and individual counseling issues. As the ESL population has grown, bilingual counseling components have been added to the array of services offered by self-help and multi-service agencies serving immigrant communities. Sometimes, the inability to speak and understand English exacerbates family, work, and emotional tensions. Trapped without the use of English even for conversation, and sometimes lacking the traditional support provided by extended families, some low literacy adults lose the options of changing jobs or of getting help to resolve issues connected with economic and emotional survival.

Bilingual counseling staff at guidance centers, counselors at hospital and community-based clinics, and the staff at family support programs (such as maternal health programs, home-visiting programs for stressed parents, shelters for battered women, and visiting nurses) are all people who may have direct contact with low literacy ESL adults. As links to low literacy adults, these counselors and home visitors need to participate in the recruiting network you are trying to create.

8. TENANTS' SERVICES STAFF OF THE LOCAL PUBLIC HOUSING AUTHORITY

Across the country, an initiative is taking place to bring basic education and job services directly to residents of state and federally funded public housing. In Massachusetts, programs like these have brought ABE, GED, and ESL classes to recreation rooms and classrooms in many housing projects and community schools located near public housing. Housing Authorities themselves often have a tenants' services staff which includes social workers, outreach workers, and counselors. Funding for public housing adult education is being provided in Massachusetts through the Executive Office of Communities and Development. Existing ESL literacy programs have already received referrals from public housing outreach staff in Cambridge. In

Boston, the Housing Authority has worked with a community agency, Oficina Hispana, to create space for an ESL and GED program. Working with tenants' services workers to reach ESL adults living in public housing may be an important way to recruit for your ESL literacy program.

9. BILINGUAL STAFF OF JOB TRAINING PROGRAMS

The Job Training and Partnership Act (JTPA) programs serve every city and town in Massachusetts. The staff of the agency in your area does intakes on hundreds of potential clients each year. Many of those they assess are ESL adults. In some places, JTPA staff may not have the training or support they need to do effective assessments of ESL adults. Non-native English speakers may be given the same tests as native English speakers, or all ESL people may be tested in the same way regardless of their level of literacy in their own languages. Your local JTPA organization should be part of the network in recruiting for literacy classes. These organizations often turn away clients whose skills are weak, and JTPA staff will probably welcome the chance to take part in creating a good system for making referrals. Some local JTPA-supported agencies such as Employment Connections in Chelsea provide their own ESL classes, aimed at preparing new students to enter job training when they increase their proficiency in English. Making specific contact with the ESL or ABE pre-vocational component of JTPA programs may be the most effective way to network with these organizations.

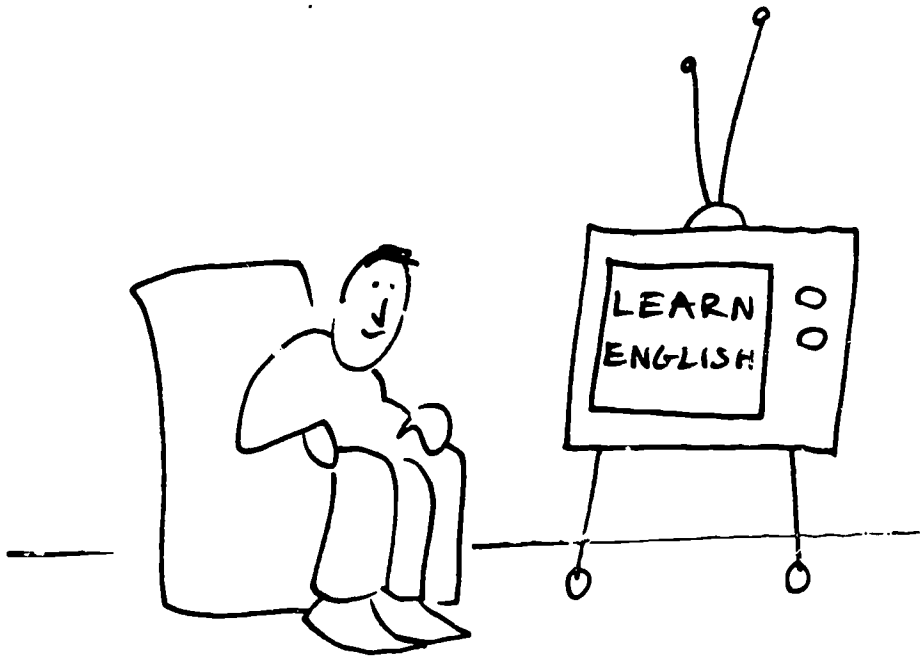
10. SOCIAL WORKERS AT YOUR LOCAL WELFARE OFFICE

With the development of the statewide Employment and Training (ET) Choices Program in the Department of Public Welfare (DPW), the social workers at local welfare offices have become increasingly aware of adult basic education programs. Welfare currently contracts with a number of ABE centers and others to provide services to clients preparing for job training or employment.

Awareness of ESL and ESL literacy is growing as well, and outreach to Financial Assistance Workers and ET Workers will help the ET system to better understand the educational needs of the ESL population. Since many ESL adults are not currently eligible for welfare, the referrals you are most likely to receive from ET workers will be from only a few of the groups discussed in Section II. Hispanic women from Puerto Rico or the Dominican Republic, refugees from Indochinese countries, or Haitians with entrant or legal status are among the ESL learners with welfare eligibility.

MAKE IT A NETWORK!

set of agencies has grown up side by side to serve the same population. The agencies are not usually linked up, but an adult ESL literacy program can do many things to initiate needed ties. At the same time, the ESL program will be reaching out to immigrants in need of literacy and other educational services.



IV. Tools of the Trade

A. LISTS/DIRECTORIES

One of the things you'll need to work effectively with other agencies is a good list of the organizations providing personal and family counseling, job training, referrals for housing, legal assistance, and immigration counseling to people in your area. If you work in an ABE program, your own counseling staff can provide you with their own lists of agencies who already refer ESL students to your center and a list of agencies in the community who are likely to be serving ESL adults. If their list doesn't seem extensive enough, or if you're setting up a program on your own, your city or town department of human or community services, the United Way office in your area, the anti-poverty agency that serves your community, Catholic Charities, and a legal services agency are good sources for initial lists. These agencies either provide funding, have "hot-lines", or simply need referrals for their own staff.

In preparing this guide, for example, we contacted the Massachusetts Office of Refugee-Resettlement (MORR) and United Way of Pioneer Valley. Each of these organizations provided us with a recently updated list of agencies, including addresses, phone numbers, and the names of contact people. Since a relatively large share of the low literacy ESL adults in the state are refugees, we strongly recommend that you begin by contacting MORR at 600 Washington Street, Boston, MA. 02111 and obtaining a copy of the excellent Refugee Resource Directory prepared for them by United Community Planning Corporation.

B. CARD FILES

After scanning directories and talking to ABE counselors, spend a little time talking to service providers your agency already works with. You'll want to use these conversations as a basis for setting up a card file of agencies. Social service agencies operate on thin budgets and with underpaid staff. Address changes and staff turnover can be frequent. A card file is more readily updated than a list and can be used for preparing mailings and setting up phone chains. Be sure to put the exact name, address, and phone number, as well as the name and title of a specific contact person on each card. Good communication can easily be short-circuited on a busy day by being put through to the wrong person or, in larger agencies, the wrong department. It may seem picky to be so precise in setting up a contact file, but the pay-off in letters that get delivered on time, phone messages that get left for the right person, and the flow of information or referrals is important. As the ESL population grows more diverse, even some small agencies are developing services at more than one location. Be sure you have the addresses and phone numbers for each site.

C. PHONE LIST

As your literacy program gets off the ground, you will increase your contacts with other agencies. You've reduced a large directory of social services to a smaller card file of agencies you're likely to work with. Now you'll want a typed out phone list that you can easily xerox for other ESL staff to use for both recruiting and counseling. While your focus is on identifying and recruiting low literacy ESL students, the agencies you'll include on your list serve any ESL adults needing their services. Your phone list will also be valuable to counselors and regular intake staff if you work in an ABE program. If you have the time, when you type your phone list, include contact people's names and complete addresses. This will speed up your ability to get mailings out by having addresses on a list you can easily copy.

D. FLYER

Your literacy program may be too small or too poor to produce a glossy brochure. A good one-sided flyer may do the trick. The direct recruitment of low literacy, non-English speakers through print media has its limits. A carefully chosen, well-displayed flyer, with few words and good graphics, can still play an important role in ESL literacy recruitment. Wives, husbands, children, friends, relatives, and co-workers may provide the support low literacy adults need to get into class.

Specifically mention learning to read and write as the goal of your program. Make your flyer memorable by xeroxing or printing it on attractively colored paper. Start now clipping (or creating) a few clear line drawings showing people, books, study, or work. File the graphics, and use a photocopier that reduces and enlarges to get them to fit your flyer. If you've been working in a neighborhood with active community and political

organizations, you may be able to picture in your mind a few colorful or striking flyers that were used to publicize community events, demonstrations, or benefit concerts over the last few years. Create a flyer that will become someone else's memory and, in a sense, your logo in the community.

E. MEDIA LIST

A final tool is a clear, updated list of radio, television, and print media. For each of these kinds of media, you'll have two categories: one for media in the native languages of the immigrant groups you're trying to reach, and another for English language media. Your media lists will be used as both a mailing list and a phone list. Set them up carefully with contact people's names, addresses, and phone numbers so they can be easily reproduced.

Start your lists by talking to current ESL students to get the names of radio and television stations and print media actually relied on in the community. Break out the phone book or Yellow Pages and get on the phone to the stations and newspapers to pinpoint the names and mailing addresses of the people responsible for native language broadcasts. While there may be full-time stations in major languages where large immigrant communities exist (Portuguese in Fall River/New Bedford, Spanish in Springfield/Holyoke and in Boston) there may only be part-time daily or weekly broadcasts in other languages (Greek, Portuguese, Haitian Creole, Armenian, Cantonese, and Yiddish programs can be heard weekly in Greater Boston). Native language resources may be so scarce, especially where native language literacy is an issue, that a high percentage of a particular language group is listening when "their show" comes on.

Cable has added a new aspect to the possibilities of using media. Cable stations which carry broadcasts in foreign languages are often heavily subscribed to and intensively watched by ESL adults. Cable companies are being required to provide community access facilities. Again, your own students and any supportive staff of bilingual agencies are your best sources of information on which stations people are actually watching. Track down the stations, call to get the name of a contact person who deals with programming in the languages of the groups you're trying to reach, and put the information in your file and on your lists.

Where there are large concentrations of immigrants, such as in Boston, an all-Spanish language station with full-time programming is offered. This is a national station, however, that may be difficult (but not impossible) to use to communicate with potential students. In Worcester, Springfield, and Lawrence, cable provides programming in Spanish. In New Bedford, Fall River, Taunton, and most of southeastern Massachusetts, there is a full-time Portuguese channel available on cable. Somerville continues to include Portuguese programming in its cable offerings, as do channels in Peabody and Hudson. In Greater Boston, Channel 56 has a Spanish-language news broadcast, and Channels 2, 4, 5, and 7 have weekend talk shows in Spanish.

A good way to take advantage of this special medium is with video. If you've identified a clear set of language groups

in your area who have literacy needs, work with regular ESL students or a community agency to develop a promotional videotape in the native languages of the group. High schools and community colleges with media classes may have the equipment and energy to help you plan and make a tape at your own agency or school.

Print media, too, can give you access to the non-English speaking community. The numbers don't exist to support foreign-language dailies, but weeklies in Portuguese (The Portuguese Times from New Bedford, The Portuguese-American Journal from Fall River and Providence) and in Spanish (El Mundo from Cambridge) are published here in Massachusetts and widely circulated throughout the state. Haitian weeklies from New York (Haiti Progres and Haiti Observateur) have run Boston area news and even carried locally oriented flyers in their Massachusetts distribution run. Sampan, published in Boston, is a bilingual Chinese bi-weekly. S'ing Tao News and World Journal are two Chinese language papers published in New York City that also circulate widely in Massachusetts. Both of these papers occasionally feature a local section. Think of these papers as serving all of the people with a common language rather than just a geographical area. A special literacy program serving Cape Verdeans in Scituate, for example, might be of interest to the Portuguese Times.

When you put an article in English-language media, you will be able to reach social service agency staff people who can make referrals. You also reach city councilors, school committee members, other policymakers, and funding providers. Recognition in established media is a way for these "opinion leaders" to understand more fully the importance of ESL literacy.

You may feel your program is too small or too new to warrant the attention of major media such as the Springfield Union or Boston Globe. While you may be underestimating the value or effectiveness of your own program in turning away from larger media, you may also be looking in the right direction. A local weekly newspaper may be more important in getting your message to the people you need to reach. Get on the phone, find the person who selects press releases or writes features, and make sure that the mail you send out or phone calls you make go directly to him or her. Free public service air-time is available for public events. Pick a few local stations, call them, and find out who handles public service announcements (PSA's). Find out the amount of lead time they need. Put this information and an updated address and phone number on your media list. Detailed information and examples of successful PSA's are in Chapter V, Section I below.

V. Techniques: The Joy of Recruiting

Now that you've created some tools, you'll want to use them. Your chief initial source of students may be ESL adults who've come to your program for regular ESL instruction and whom you identify as having special literacy needs. For broader recruiting, you should send mailings to other ESL programs and social service agencies serving ESL people; post flyers in the immigrant communities you're trying to serve; make follow-up phone calls using the list of programs and agencies who've received your mailings; and create publicity in the native language media of your current and potential students.

A. SEND YOUR FLYER

You've got an address list on cards and a phone list on paper. You've created a flyer, either to announce a specific set of intake or class dates or to use as a brochure or poster. With these tools, a mailing should be relatively easy. The lists made from your card file should make the work of addressing envelopes easier. You can share the work with clerical staff, teachers, and even students without risking the loss of valuable cards from your file.

Use a cover letter with your first mailing. Be sure to limit it to one side of a page (with wide margins at that!). Be friendly ("Dear Friend" or "Dear Colleague") but direct about what you want people to do ("We'd really appreciate it if you could post this flyer where it can easily be seen by clients.").

B. POST YOUR FLYER

An activity that can involve other students and staff is posting your flyer in the community. The key to getting people involved and getting the flyers up is creating a specific set of individual tasks - a short list of schools that need flyers posted outside the main doors for someone who's very busy and a longer list of stores spread out over three blocks for someone with more time. Better yet, call a quick meeting of people who are going to post the flyers and create the lists as a group, divide them up, provide directions, and give everyone the flyers they need right on the spot. It's better to pick 10 or 12 important places where your flyer will be seen than to spend weeks making an extensive list that will be difficult to coordinate. Equip your distributors with masking tape (storeowners prefer it to clear tape), or staple guns and thumbtacks. When you post your flyers, try to think about visibility: where do people look when they enter a lobby or store? It's good to get flyers up; it's better to get them read!

C. DISTRIBUTE YOUR FLYER

An effective way to reach a large number of ESL families in the community is to ask the bilingual department staff in your local schools to send your flyer home with schoolchildren. You may find teachers and teacher aides eager to help with this kind of program. The time you'll need to spend with bilingual department administrators to get a distribution going is a lot less than the time you'd need to organize a door-to-door leafleting in the community.

You may need to go directly to the community, leafleting door-to-door. Approach this as you did the posting of flyers. Meet with the people who'll be doing the work, and come up with a list of routes or areas. If there are apartment or public housing complexes nearby, you may reach more people by systematically posting your flyer in every entryway than by trying to knock on every door or leave a flyer in every apartment. Have ESL teachers really gone out and done this kind of outreach? Yes. Immediate results may be limited, but this kind of visibility, especially if it's reinforced by your message appearing in other places, will begin to yield results as the year goes on. Again, be sure there's a specific time, place, and activity for people to respond to when they read your flyer: a registration, an open house, or a new class cycle.

D. PHONE CALLS

Phone calls as outreach are best used in conjunction with other methods. Call to follow up a mailing, for example, to create a more personalized contact between your program and the agencies you're trying to reach. Becoming a known voice (and face) to other service providers, along with providing a concrete service some of their clients need, will enhance your chances of becoming a priority listing in an agency's referral system. Be sure, by the way, before you follow-up, to give your mailing a chance to arrive and be read.

Be as direct in your conversations as you were in your letter. If your program is already underway, use your time on the phone to be specific about your intake process. Who should a new student or agency staff person call? What information do new students have to have with them when they sign up for classes? When are classes scheduled? How long does it take from the time people sign up or are referred until they start class? In short, make it easy for people to refer appropriate students to your program. Stick to basics, including a double-check that they've got your name, address, and phone number.

Follow-up phone calling will also help you meet some development needs in your own organization. It can give you a chance to update your phone list and card file. It can be an opportunity to involve your program staff in an activity that emphasizes the importance and difficulty of outreach. Use your lists to share work. Take advantage of the "occasion" of a follow-up phone activity to reiterate important dates and other program information among the staff.

E. SITE VISITS

Another way to personalize your contact with other agencies and to follow up a mailing is to make a visit. This is a worthwhile but time-consuming activity. You may be selective and visit two or three important agencies (important, probably, because they already provide a service to a specific population you want to reach). You can be extensive and systematic, and during the first half year of your program, make a visit every two weeks to get out the word about ESL literacy. Take the time to create a strategy for visits that fits your needs and resources.

One of the best ways to develop a plan for visiting is to approach the largest agency already serving a population you want to reach. It might be an established multiservice agency or a mutual assistance association. The agency has probably been doing networking and will have a good idea of who on your list is most likely to be responsive to the development of an ESL literacy program. If you make follow-up phone calls and receive some encouragment, ask if a site visit would be worthwhile. Many social service agencies use a team approach to case management. The person you speak to may want you to speak with the whole team, or a supervisor may want as many staff as possible to be aware of your new resource, ESL literacy. In a recent site visit in Boston, an occupational literacy outreach worker called a Director of Assessment and Evaluation. The resulting site visit included a meeting with a counseling team from a prevocational assessment and referral component, intake counselors who evaluate academic placement, and a counselor involved in extra-agency referrals.

What do you do on a site visit? Think of the most useful visit you as a teacher or program manager ever had from another agency. Do for someone else what that visit did for you! While it's a mistake to overwhelm with detail, have with you concrete information about intake dates, class start dates, and the entry levels of your program. Give the name of a contact person and good days and hours to call. Do you want students to call directly or come by? Do you prefer the provider to make the call or come in with people?

It's also important to be reassuring. Think of the things that go through your mind when an ESL student finishes his or her language work and goes into a GED or Diploma program, or enters training. ESL teachers worry if their students will be understood by non-ESL teachers or will be properly taught in a new environment. If you are talking to social service providers, they've met your potential ESL literacy student in a moment of great need. These service providers need to know that your program will be supportive of the individual and that you are able to do what you promise to do: improve this person's ability to read, write, and speak English. You may offer to visit a potential student at home to explain your program in person. Other household members or agency staff could help out as translators if necessary.

F. OPEN HOUSE FOR YOUR "NETWORK"

An alternative to your going out is to invite everyone over to see you. An open house is a lot of work to organize, but it can help create the feeling that your program is important and that it's part of a network of agencies with common interests. It can achieve the goals of personalizing contact otherwise achieved by phone calls. It can also provide the reassurance that referring service providers may seek. A chance to visit your site, judge the atmosphere for themselves, meet you and other staff, and meet some students you've served, are all provided in one morning, afternoon, or evening.

You'll want to plan an invitation list, a mailing and follow-up phone calling to those invited, a snow day (on the original invitation) if the event is during the winter, and a guest speaker. A guest speaker might be your own ABE program director, a city official known to all for his or her support of human service and educational programs, or a social service provider you've worked closely with in designing your program. Food appropriate to the time of day is important, and can often be donated by local stores.

Have a sign-up list ready for those who come. Get addresses and phone numbers (to update your lists), and don't be shy about getting everyone who comes to sign. This really helps in evaluating your outreach and in identifying people who have both an interest in working with you and something to offer.

Logistics aside, think hard about people to invite and what they want or need to hear. For example, adult education providers, social workers, DPW workers, and school teachers may all need different kinds of information. Plan simple activities. People may need to hear only from one or two brief speakers, and then break into interest groups for more specific information.

Finally, prepare an evaluation form for your open house. Keep it simple (one side of a page), easy to fill out (use rating scales), and finish with two open-ended questions:

"The most helpful thing about this open house was _____. "

"The least helpful thing about this open house was _____. "

The open house can also be a chance to rally support and

participation from regular ESL students and from non-ESL literacy staff in your adult learning program or agency. Be sure to ask an ESL student from an advanced ESL class to speak to the gathering about the quality of your program and the need for ESL literacy in the immigrant communities you're proposing to serve.

G. OPEN HOUSE FOR NEW STUDENTS

An open house can also be directed toward new students. An open house was used successfully to start a Spanish language literacy program by Centro Presente, a community-based organization serving Central American immigrants. Refugees, who were volunteers in other agency programs, and students from regular ESL classes worked with agency staff to plan a flyer, distribute it effectively in the Spanish-speaking community, and plan a program for the event. Held on a weekend night with some live and recorded music, the event was more social than "academic" in its focus. The low key, native language outreach and the non-threatening nature of the event encouraged many beginning ESL students to come. This kind of event, too, is easy for social service providers to use as a way to point potential ESL literacy students toward your agency.

If you plan this kind of event, allow plenty of time in advance to get the word out. Extra time also lets current ESL students be part of the process. Live entertainment can be as simple as a single guitar player, and the food can be pot luck. Time the event itself so that it happens within a week or two of the beginning of a new class cycle. You can then offer those who come <u>specific</u> information about your program.

H. PRESS RELEASE

Follow up or publicize a big event by taking advantage of the need local newspapers have for real local news. A well-written press release need not be long and will often be used in its entirety. Be sure the press release goes to the right person and is sent in very early. Weekly newspapers abound in Massachusetts cities and towns and still exist in neighborhoods of larger cities. Early in your program year, call up your weekly paper. Find out deadline dates for filing press releases (usually by 5 PM, three days before the paper appears), the best format (usually double-spaced and typed), and the person who gets the release. File the information away, and buy the next issue of the paper. Look at the articles on public school programs or classes, social and religious club activities, and organizations such as the YMCA, YWCA, or Little League. Chances are that most of these stories were press releases or verbal reports created by people in those organizations.

Learn to "interview yourself." The most useful format for a press release includes an interview with a staff person. Put your activity in an exciting context, stressing the innovative or unique nature of what you're trying to do in a headline. Open with a summary of what the article will say. After a sentence or two, quote someone on your program staff. Here's a sample opening of a press release from the Community Learning Center:

150 TO GRADUATE FROM ESL PROGRAM

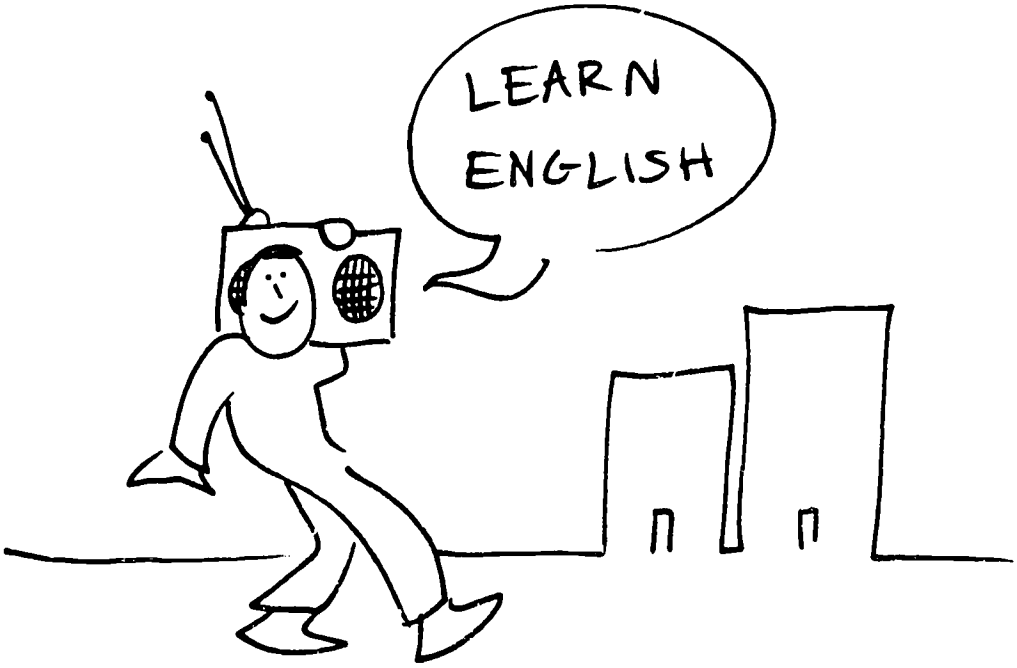
The efforts and sacrifices of 150 adult English as a Second Language (ESL) students will be remembered tonight in a citywide tribute to the students in the Community-based ESL Program. The ceremony will be held at the Longfellow School, starting at 7 pm.

"Last year was the first year we were able to restore a Community-based ESL Program," noted Stuart Gedal of the Community Learning Center. "Our response was to create a collaboration of agencies concerned about ESL. The Learning Center, Community Schools, the Cambridge Organization of Portuguese-Americans (COPA), and the Title VII Bilingual Program of the Public Schools cooperate to make the program work."

The broad-based efforts of community and governmental agencies will be reflected in the "Student Appreciation Night" program...

This format can be used successfully to advertise an open house or the start-up of your new program, to create publicity for student activities during the year (holiday celebrations, graduation or end of the year ceremonies), or to report on any of these events after they've happened. There is a good chance that your efforts to fit your news into a journalistic format will be welcomed by your local paper. A small, creative effort such as ESL literacy is very attractive to editors, reporters, and the community.

Your press release can focus on your program itself rather than an event, and it may be possible to get it printed in a newspaper that reaches the immigrant community you're trying to serve. A press release in Spanish, Portuguese, Haitian Creole, Chinese, Vietnamese, or any other language, can be submitted to feature the next recruitment date for your program.



I. PUBLIC SERVICE ANNOUNCEMENTS (PSA'S)

While print media add visibility and legitimacy to your program, direct recruitment can get its biggest boost from TV and radio. All TV and radio stations, as a matter of licensure, must provide air time for public service announcements (PSA's). In the "Tools" section, we talked about creating two media lists: one for native language media of the groups you want to reach, the other for English language media. You will use these lists when you get your PSA's out.

RADIO PSA'S: Radio air-time is just that - time. Write and translate a short message about your program that can be read in 45 to 60 seconds.

> "The Community Learning Center in Cambridge has free English classes for you, even if you don't write or read in Spanish. Call Kim at 547-1589, or come to 614 Mass Avenue in Central Square. That's the Community Learning Center, 547-1589."

Remember, this will go out to people in their native language, and it will be heard while they're at home cooking, driving to work, or talking to friends. The strength of the medium is generalities, not details: What is it? Where is it? Whom do I call?

By limiting your message to 60 seconds, you encourage your announcement to be read more than once and during more prime air time. If there are no speakers of the languages you want to communicate in on your staff, ask your students to help word your message as naturally as possible.

Type a cover letter to go out with your PSA to put it in context. Stress the urgency of what you're doing ("Our next cycle begins in two weeks..." or "We have worked for two years to

develop this special ESL literacy program..."), and type out the text of your PSA in capital letters on a separate sheet attached to your letter. This saves work (and eye strain) for the program directors and DJ's at the station. Be timely. PSA's are usually scheduled a week or two in advance of broadcast. Each station has its own deadline, but try to develop and mail your PSA so that the station has it in hand three weeks before the event or start-up date you are announcing.

TV PSA'S: Condensing your message to fit a radio spot was a challenge. Condensing it to three (short) lines of type for TV is a challenge of a different kind. The most effective TV PSA's are usually billed as "Community Calendar" or something similar. Often, they are flashed on the screen for less than 30 seconds during news broadcasts when the anchorperson breaks for a commercial. Be brief and salient. This requires knowing what you want. Do you want people to call? Emphasize your phone number:

LEARN TO READ AND WRITE IN ENGLISH
FREE CLASSES
CENTRO PRESENTE 497-9080

Do you want people to come by? Develop a fixed intake schedule and emphasize the time and place:

LEARN TO READ AND WRITE ENGLISH
SIGN UP FRIDAYS: 9-11 AM / 6-8 PM
CENTRO PRESENTE, 10 ESSEX, CAMBRIDGE

The potential for PSA's on non-English language electronic media is especially strong, given the high proportion of the population in each community that utilizes the available media in their native language.

J. GET LISTED IN A CALENDAR OF EVENTS

If you hold a major event or enroll students on a fixed date, you may want to take advantage of a calendar listing in your local weekly and in the native language. Most weeklies run a "Community Calendar" or "What's Happening?" section that lists community events day by day. There's no charge for being listed. Call to find out deadlines (usually a full week in advance of publication), and look at the listings to get some ideas for wording your announcement. Be simple but complete. Be sure the name of your program, the exact address, day, and time are included. Work with your current ESL students to write an appropriate announcement for the calendar of a native language newspaper or newsletter. It may take some time to get this done, but once it's put together, you can use the announcement during the year with new dates and times. Remember to allow lots of lead time for getting things printed in native language weeklies. Chances are you'll be trying to reach a weekly that's published outside of your area, so allow extra time for mailing information out.

K. SEND A THANK YOU LETTER

Follow up an event or a series of visits with a thank you letter. If you expected staff from half a dozen agencies at your Open House and they all came, it's worth a public thank you in a local newspaper. Your letter to the editor, naming the agencies that participated, serves both to communicate your appreciation and to give everyone visibility. It presents the venture of serving ESL adults as a joint effort. It alerts potential funding sources for your program to the presence of low literacy ESL adults in the community.

A personal thank you letter goes a long way in building relations with other agencies. If you have never worked with a particular agency before, a short, personal note is a great way to begin a long friendship.

L. GET YOURSELF INCLUDED IN THE DIRECTORIES YOU'RE USING!

Your efforts to recruit, to create the beginning of a network, and to be a visible service in the community come full circle when you are counted among those who provide services to low literacy adults by all the agencies you've contacted. Some of us who have worked for a number of years in ABE and ESL may overlook the value of this kind of listing. It's easy to feel that "everyone who needs to know about us knows we're here," especially if you've been using some of the very active outreach techniques proposed in this guide. You want your name to be listed precisely for those agencies who haven't been as strong as you in developing good resource lists and contacts for their staff. You also want to be recognized and remembered by planners and funders who use directories to gauge the level of services and to get an overview of community needs. Listed in Appendix A are some of the directories currently available in Massachusetts.

APPENDIX A

MASSACHUSETTS' DIRECTORIES FOR ESL LITERACY RECRUITMENT

1. The Massachusetts Department of Education (DOE), Bureau of Student, Community, and Adult Services, publishes a directory of the adult basic education programs it funds in every area of the state, including many which provide ESL literacy. If you work in a DOE-funded program, your directory listing is prepared by your program director and submitted as part of your funding proposal. Make sure your directory listing highlights your ESL literacy component. The DOE works out of six regional centers across the state. To get the listing of your regional office contact:

Massachusetts Department of Education, Adult Basic Education Program, 1385 Hancock Street, Quincy, MA. 02169, 617-770-7573. In Western Massacusetts, contact the Greater Springfield Regional Center of the DOE, 88 Massasoit Avenue, West Springfield, MA. 01089, 413-739-7271.

2. If you serve refugees, be sure to contact the Massachusetts Office of Refugee Resettlement at 600 Washington Street, Boston, MA. 02111, 617-727-8190. Get listed in their well-organized and cross-referenced resource system.

3. Contact the United Way office that serves your city or town, and make sure you are listed as an ESL literacy resource with them. The United Way has a referral "hotline" system for each regional office. The hotline is used by individuals and by hundreds of agency staff members in United Way-funded agencies, among others. The numbers for Massachusetts include:

a. "Information and Referral" for Boston and Greater Boston, United Way of Mass Bay, 2 Liberty Square, Boston, MA. 02109-3966, 617-482-1454.

b. "Help Line" for the Brockton area, 837 North Main Street, Brockton, MA. 02401, 617-584-4357.

c. "Information Line" of Fall River, 101 Rock Street, Fall River, MA. 02722, 617-674-1100.

d. "Minority Information and Referral Agency" (MIRA) of Greater Lawrence, 51 Lawrence Street, Lawrence, MA. 01841, 617-686-0242.

e. "Information and Referral" for the United Way of Mass Bay, 170 Union Street, Lynn, MA. 01901, 617-598-1950.

f. "Together, Inc." of Marlborough, 464 Lincoln Street, Marlborough, MA. 01752, 617-485-9300.

g. "Help Line" of North Adams, 111 Main Street, North Adams, MA. 01247, 413-663-5244 (business number) or 664-6391 (call in number).

h. United Way of Berkshire County, serving Pittsfield and surrounding areas, 54 Wendell Avenue, Pittsfield, MA. 01201, 1-800-251-5300.

i. "First Call" in Springfield, serving the Pioneer Valley Area, 184 Mill Street, Springfield, MA. 01102-3040, 413-737-2691.

j. "First Call" of Worcester, 484 Main Street, Suite 300, Federal Station, Worcester, MA. 01608, 617-755-1233.

4. The Education and Training Program ("ET CHOICES") of the Massachussetts Department of Public Welfare, publishes a directory of the programs it funds. If you receive ET-funding, look at your program's current listing. Be sure ESL literacy is clearly mentioned and that referral information is up to date. Contact the ET CHOICES program office in Boston at 600 Washington Street, Boston, MA. 02111, 617-348-5200.

5. The Greater Boston Network for Adult and Alternative Education is a very active group of ABE, ESL, GED, and youth-oriented programs. Meetings which focus on current issues of importance to adult program providers are held almost every month during the school year at a different site in the Greater Boston area. The Network publishes a directory of programs with a breakdown of their components. To be listed in the Network directory, contact the Network, % Jobs for Youth, 312 Stuart Street, Boston, MA. 02116, 617-338-0815.

6. The Massachusetts Board of Library Commissioners publishes a comprehensive directory of ABE, GED, and ESL programs every two years. This Massachusetts Literacy Resources Directory is widely used by non-educational agencies. Contact the Board of Library Commissioners at 648 Beacon Street, Boston, MA. 02215, 617-267-9400 or 1-800-952-7403.

7. The Adult Literacy Resource Institute, designed as a resource center for the City of Boston's Adult Literacy Initiative, serves as a clearinghouse for a great deal of new information on program design, resources, and teaching techniques. The Institute publishes a bimonthly newsletter (All Write News), an annual journal (Connections), and holds resource meetings on new materials and issues in adult education. You may want to subscribe to the newsletter and to become known to the Institute staff as an ESL literacy provider. Contact the Adult Literacy Resource Institute, % Roxbury Community College, 625 Huntington Avenue, Boston, MA. 02115, 617-232-4695.

8. Literacy Volunteers of America (LVA) provides training and resource support to programs using volunteer tutors to provide literacy instruction. LVA receives many inquiries about services to low literacy ESL adults and should know about your program. Contact LVA, % Roxbury Community College, 625 Huntington Avenue, Boston, MA. 02115, 617-277-6161.

ESL LITERACY ASSESSMENT

ESL LITERACY ASSESSMENT

INTRODUCTION

The Community Learning Center ESL Literacy Assessment tests listening, speaking, reading and writing for adult English as a Second Language learners. It is intended to identify ESL students in need of basic literacy training and to assess English language skills at the time of entry into the program. It should be administered individually to students before they begin their classes. The test assesses two kinds of students who need literacy work: beginning level English speakers with very low or no literacy skills and intermediate level English speakers with low literacy skills.

The ESL Literacy Assessment has three sections:

I. Oral Interview and Student Personal Data Form

The Oral Interview is an informal diagnosis of listening and speaking skills in English. The tester records answers directly on the interview sheet. The Form, which the student is asked to complete, is used as one indicator of the need for literacy instruction; if the need for literacy instruction is indicated, follow the Interview and the Form with the Reading and Writing Diagnostics.

II. The Literacy Reading Diagnostic

This section tests recognition of numbers, letters, phonetic words and sight words. It also tests comprehension, using two readings, one very easy and one more difficult.

III. The Literacy Writing Diagnostic

This section tests the person's ability to form letters, to copy words and sentences, and to write simple sentences about a picture.

In addition to the three major sections listed above, the ESL Literacy Assessment also includes an ESL Literacy Assessment Checklist and Native Language Supplements.

ESL Literacy Assessment Checklist

The tester records his/her observations of the Literacy Reading and Writing Diagnostics on this Checklist. If the student knows the item, mark the item ✓ ; if s/he doesn't know the item, mark the item 0. There is also space for Comments.

Native Language Supplements

These are personal data forms and readings in Chinese, French, Portuguese, and Spanish, which can be used to get additional information about the literacy skills of a student in

his or her native language.

ADMINISTERING THE ASSESSMENT

The ESL Literacy Assessment may be a student's first experience with English in a school setting. Therefore, we have tried to construct a test which will make the student feel as comfortable as possible. The tester should explain in the student's native language, if possible, that the test is only to help decide the correct class level. Testing should be done in a small room with the tester sitting next to the student. If at any point in the administration of Section II or III the student shows signs of frustration, the tester should omit the remaining items in that section. The entire diagnostic takes 30-45 minutes depending on how much the student being tested can do. The more the student can read and write, the further s/he will go on the test.

If a student speaks little or no English, the test should be given by someone who speaks the person's native language or with the help of a translator. Since this is often not possible, the tester should explain and demonstrate as clearly as possible the tasks required for each part. If necessary, the tester and the student can do the first item in each section together in order to make sure that test directions are clear. Observations about a student's problems in understanding what to do are an important part of the diagnosis and should be noted under Comments on the ESL Literacy Assessment Checklist.

I.A. Oral Interview

Ask all questions orally and record answers directly on the interview sheet. These questions provide the basis for determining the person's level of oral proficiency in English. They require the person to understand and respond to different verb tenses and to be familiar with the vocabulary necessary for giving basic personal history. As the interview progresses, note in the comments section the questions which need translation or simpler wording to be understood. Can the person understand the "wh" questions? Can s/he understand and use different verb tenses? Does s/he use correct grammar?

When evaluating the interview, the tester must make subjective judgments about the student's skills in English. Observations in the comments section might include: "good comprehension, but poor grammar" or "needed translation for all questions".

I.B. Student Personal Data Form

Ask the person to fill in his or her name, address and telephone number. Do not help the student read the form. As the person writes, watch to see if the form is understood and if the information is written on the appropriate lines. What parts of the form can the person fill in? Does s/he write very slowly or seem tense? Is the writing cramped or much too big for the space?

Literacy problems may include the inability to write name,

address and/or phone number, very slow and hestitant writing, or letter reversals or omissions. If such problems surface, stop the writing and then go on to the Reading and Writing Diagnostics.

II. Literacy Reading Diagnostic

To administer this part of the Assessment, the tester needs both the Literacy Reading Diagnostic and the ESL Literacy Assessment Checklist. Mark the Checklist ✓ for correct responses and 0 for incorrect responses as you go along. Write relevant comments as you complete each subsection.

Subsection A. Recognition of Numbers (items 1-3)
Subsection B. Recognition of Letters (items 4-7)
Subsection C. Recognition of Phonetic Words (items 8-13)

Follow the same procedures for Subsections A, B and C. Read one of the four items in each line and ask the student to point to it. Level 1 students may have trouble keeping track of the line to look at for each item asked. If so, this should be noted under Comments. Level 2 students will have little or no difficulty recognizing numbers and letters. Pay particular attention to mistakes made on Subsection C, Phonetic Words. Note specific errors (e.g., "in item 9 pointed to mean for main") in Comments.

Subsection D. Visual Perception (items 14-18)

Subsection D.1. should be cut into five flash cards. Each flash card has a letter or word that matches a letter or word on the corresponding line of Subsection D.2. To administer this subsection, hold up the first card and tell the person, "This is a b. Can you find it on the paper?" Have him or her point to the letter on the paper. For the remaining items in this part, hold up the flash card for three or four seconds, take it away, and have the person point to the matching item on the page. Does the person confuse or reverse letters, such as b's and d's, o's and a's, or h's and n's? A person who has difficulty with this part of the test may have trouble learning sight words and copying correctly off the blackboard.

Subsection E. Sentence Comprehension (items 19-21)

Ask the student to read each sentence and match it to the corresponding picture on the page. This will test some vocabulary items usually taught in beginning conversation classes and sentence comprehension. If the person cannot read a sentence, mark 0 for reading on the checklist. Then read the sentence to the person and have him or her find the corresponding picture. This will test aural comprehension of the vocabulary. Under Comments note the words that the student did not understand.

At this point a score of fewer than ten correct answers will indicate that the person needs a beginning level literacy class. If this is the case, skip the remaining parts of the Literacy Reading Diagnostic and move on to the Literacy Writing

Diagnostic. A person who has more that ten items correct should continue with sight words.

Subsection F. Sight Words (items 22-36)

Ask the person to read down the list. Note pronunciation and decoding problems. It the student's pronunciation of a word is clear enough to be understood, then mark the item correct.

Subsection G. Oral Reading and Comprehension (items 37-44)

G.1. Have the student read the first passage aloud. Check for phonics problems and fluency. If there are particular letters or words that are difficult, note them under Comments on the Checklist. The comprehension questions which follow can be done orally, or if time permits, the student should write answers.

G.2. The second reading selection would be given if the person has been able to read the first passage and answer at least two of the three comprehension questions correctly. Explain that the next reading is a conversation between two people, Peter and Mary. This passage need not be read aloud. Again the questions can be done orally or written.

III. The Literacy Writing Diagnostic

Use the Writing Diagnostic to verify your judgment for placing the person in an ESL literacy class and to diagnose writing problems more thoroughly. This section consists of five questions which require the person to copy, to write the alphabet, and to write independently.

A person with severe writing problems (indicated by difficulty in filling out the Student Personal Data Form) would be asked to complete items A-C.

A. Ask the student to copy a word such as "English" or "Tuesday" which you have written on the line.

B. Ask the student to copy a short sentence such as "My name is _____", or "I am from _____", or "I am studying English".

C. Ask the student to write the letters of the alphabet.

The criteria for A and B are accuracy in copying and proper spacing between letters and words. For C, the student must be able to form all of the letters although the alphabet does not need to be written in order. Afte· the student finishes, dictate any letters which have been omitted.

In the Comments section of the Checklist note any problems the person has in completing these three tasks. Does s/he seem unsure of the formation of any letters? Are the letters formed shakily? Does the person press down hard on the pencil and copy letter by letter? Are words copied on the lines? Is space left between words? Is the writing cramped, or are letters and words too spread out? Does it take the person a long time to write?

Are letters left out when copying or writing the alphabet? Does the person mix capital and small letters?

Items D and E require the person to write independently.

D. Ask, "What day is today?" Have the person write the day of the week. Correct spelling of the word is required for credit on this item. However, note any attempt to spell the word phonetically.

E. This item requires the person to write a sentence or sentences about the picture. Discuss the picture, "Can you tell me about the picture? What is he doing?" Then have the student write. Can s/he write a complete sentence? Does s/he use phonics when spelling? Is the sentence grammatical? Does the person use better grammar when speaking than when writing?

Native Language Supplements

This section is especially intended for ESL Literacy 1 level students who demonstrate severe problems with reading in English. The Native Language Written Form can be given to students who are unable to complete the information in Section I.B., the Student Personal Data Form. The Native Language Literacy Reading can be administered to students who cannot do more than Section II.B. of the Reading Diagnostic, Recognition of Letters. As in other sections of the Assesment, testing should stop when the student gets stuck or seems frustrated.

Native Language Written Forms

Observe and note any writing or reading difficulties in the native language. Also check the ease with which the student handles the form.

Native Language Literacy Readings

Place the selection written in the person's native language on the table. Ask her/him to read it aloud. The relative ease or difficulty with which the person reads is important here. This check will give you some information about decoding skills in the student's native language. This information together with information gained in the oral interview about the number of years of schooling will help in determining which skills the person has to learn for the first time and which skills may be transferred to learning to read in English.

INTERPRETING THE RESULTS OF THE ASSESSMENT

The information on the ESL Literacy Assessment Checklist together with your comments on the ESL Oral Interview provide the basis for determining which class or classes the student needs. Depending on the resources available in a particular ESL program, the student may be placed in a special literacy class, taught in a regular ESL class with extra help from the teacher or a tutor, or

receive individualized instruction.

This assessment focuses on two groups of ESL literacy students: ESL Literacy 1 and ESL Literacy 2 students. ESL Literacy 1 students are beginning speakers of English who need work in very basic reading and writing skills. ESL Literacy 2 students can speak English with some fluency but need remedial work in decoding skills, phonics, reading comprehension, and spelling.

Here are some general guidelines for determining conversation and literacy levels at intake:

ESL Literacy 1

A student who can respond in English to fewer than seven questions out of 18 on the ESL Oral Interview is a beginner in conversation. On the Reading Diagnostic, a score of fewer than ten correct answers on subsections A-E places the student in ESL Literacy 1. A score of fewer than 18 correct responses on subsections A-F and fewer than two correct responses on subsection G, indicate that the person will need some work at the beginning literacy level as well, but may move to regular ESL classes fairly fast. Reading and writing skills usually correspond. A beginning literacy student generally cannot do more than fill in his or her name on the form, write the letters of the alphabet, and copy words on the Writing Diagnostic.

ESL Literacy 2

A student who understands and speaks enough English to answer seven or more items with little or no translation on the ESL Oral Interview needs an ESL 2 class for conversation. A score of 18 or better on subsections A-F of the Reading Diagnostic and three to eight correct responses to the comprehension questions in subsection G indicate that the person needs ESL Literacy 2. A Literacy 2 level student will usually struggle to fill out the form, sometimes mispelling the name of the city or state or putting information on the wrong lines. Very often a Literacy 2 level student can give clear oral responses to items D and E on the Writing Diagnostic but cannot spell words correctly or write with fluidity. A large discrepancy between speaking or oral reading fluency and writing ability is another indication that the person needs work at the Literacy 2 level.

The Checklist also provides the teacher with important information about the specific skill areas in which the student needs the most work. For example, a beginning literacy person may need to learn some of the letters of the alphabet but knows numbers from one to ten. An intermediate level student may need more work in spelling than in reading. An overview of the strengths and weaknesses of each student will help the teacher decide what to teach when the student begins classes or tutoring.

Portions of this test were copied and/or adapted, with permission, from the Literacy Assessment Test developed at the International Institute of Boston (Kuy and Thomas, 1985).

ESL Literacy Assessment

I.A. ORAL INTERVIEW

1. NAME _____

2. ADDRESS _____

_____

3. TELEPHONE _____

4. HOW OLD ARE YOU? _____

5. WHAT IS YOUR DATE OF BIRTH? _____

6. WHAT COUNTRY DID YOU COME FROM? _____

7. HOW LONG HAVE YOU BEEN IN THE UNITED STATES? _____

8. HOW MANY YEARS DID YOU GO TO SCHOOL IN YOUR COUNTRY? ___

9. DID YOU HAVE ANY PROBLEMS IN SCHOOL? _____

_____

10. HAVE YOU STUDIED ENGLISH BEFORE? _____

WHERE? _____

11. HOW LONG DID YOU STUDY? _____

12. WHEN DO YOU WANT TO COME TO CLASS? MORNINGS? _____

EVENINGS? _____

13. DID YOU WORK IN YOUR COUNTRY? _____

14. WHAT KIND OF WORK DID YOU DO? _____

15. WHEN YOU LEARN MORE ENGLISH, DO YOU WANT TO CHANGE YOUR JOB? _____

16. WHEN YOU LEARN MORE ENGLISH, DO YOU WANT TO GO TO ANOTHER SCHOOL? _____

17. WHO TOLD YOU ABOUT THIS SCHOOL? _____

18. DO YOU HAVE CHILDREN? _____ HOW OLD? _____

****

COMMENTS _____

_____

_____

_____

CONVERSATION LEVEL _____

I.B. STUDENT PERSONAL DATA FORM

NAME _____

ADDRESS _____

number street apartment

_____

city state zip code

TELEPHONE _____

II. LITERACY READING DIAGNOSTIC

A. RECOGNITION OF NUMBERS

1.	3	5	7	10
2.	13	16	50	80
3.	26	45	64	55

II. LITERACY READING DIAGNOSTIC

B. RECOGNITION OF LETTERS

4. a i e o

5. p l g b

6. U E O A

7. Q B G D

II. LITERACY READING DIAGNOSTIC

C. RECOGNITION OF PHONETIC WORDS

8.	am	at	it	is
9.	bat	cat	hat	mat
10.	man	mat	mad	map
11.	tap	tip	top	
12.	mean	main	mine	
13.	spill	skill	still	

II. LITERACY READING DIAGNOSTIC

D.1. VISUAL PERCEPTION: FLASH CARDS

14.

b

15.

e

16.

not

17.

dog

18.

bed

II. LITERACY READING DIAGNOSTIC

D.2. VISUAL PERCEPTION

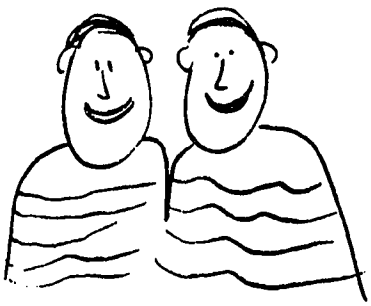
14.	d	b	g	p	h
15.	o	u	e	a	c
16.	hot	hat	pot	but	
17.	dog	god	pad	bug	
18.	bad	pad	pig	bed	

II. LITERACY READING DIAGNOSTIC

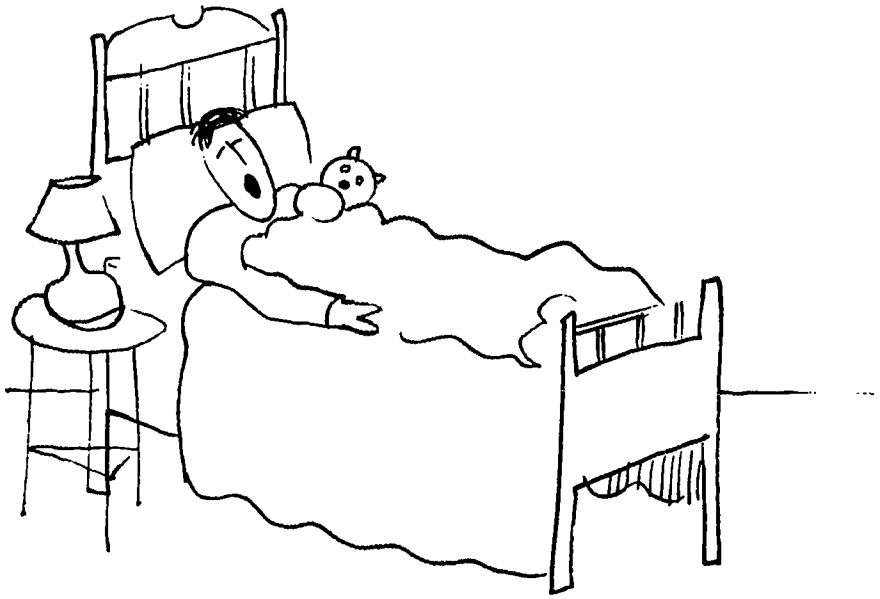
E. SENTENCE COMPREHENSION

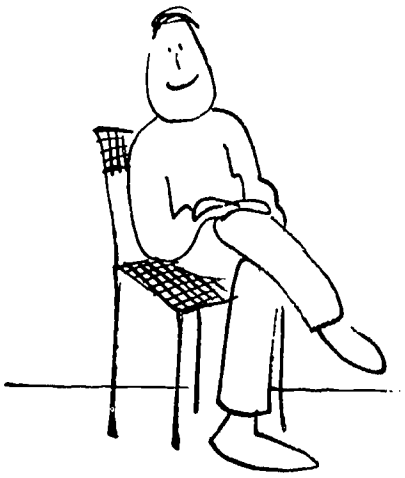
19.

They are happy.



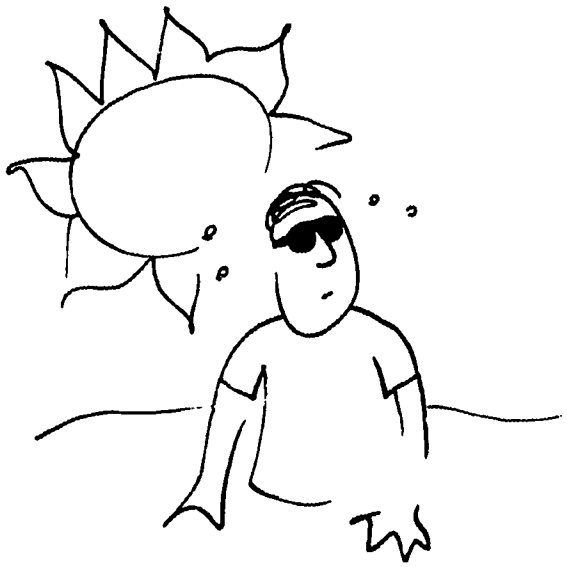
20.





He is sleeping.

21.



It is raining.

II. LITERACY READING DIAGNOSTIC

F. SIGHT WORDS

22. bus

23. stop

24. closed

25. open

26. $5.75

27. 3 lbs.

28. DON'T WALK

29. UP

30. DOWN

31. PHONE

32. date

33. EXIT

34. post office

35. 1 dozen eggs

36. women

II. LITERACY READING DIAGNOSTIC

G.1. ORAL READING AND COMPREHENSION

Carmen works in a hospital. Every day she goes to work at 7:30. She goes home at 4:00. Two nights a week she goes to school to study English.

37. What time does Carmen go to work?

_____

38. Where does she work?

_____

39. Does Carmen work at night?

_____

II. LITERACY READING DIAGNOSTIC

G.2. READING COMPREHENSION

Peter: Hello, Mary. Where are you going?

Mary: I'm going to buy stamps at the post office. And I have to go to the supermarket. Do you need anything?

Peter: Yes, I need milk, bread, eggs, and baby food.

Mary: Why don't you come with me?

Peter: O.K. We have to go now. I have an English class at 10:30.

40. What does Mary need at the post office?

41. When is Peter's class?

42. Does Peter need meat at the supermarket?

43. What does Peter need to buy?

44. Do you think Peter has any children?

III. LITERACY WRITING DIAGNOSTIC

A. COPY: _____

_____

B. COPY: _____

_____

_____

_____

C. WRITE THE ALPHABET: _____

_____

_____

_____

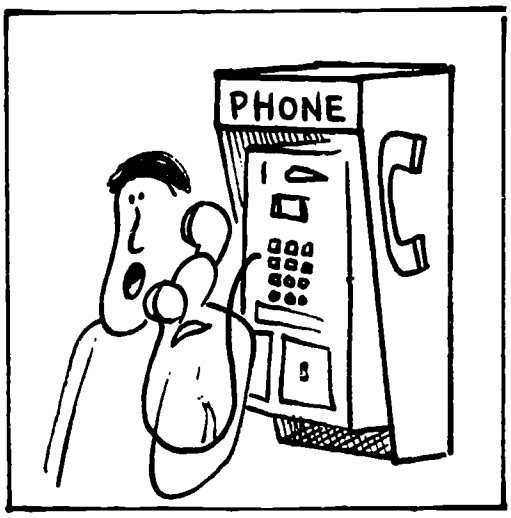
_____

III. LITERACY WRITING DIAGNOSTIC

D. What day is today?

III. LITERACY WRITING DIAGNOSTIC

E. What is he doing?



NATIVE LANGUAGE SUPPLEMENTS

Written Forms and Literacy Readings:

Chinese
French
Portuguese
Spanish

NATIVE LANGUAGE SUPPLEMENT: CHINESE
WRITTEN FORM

姓名：_____

地址：_____

門牌號碼 街名 房號

_____

市 州 區域號碼

NATIVE LANGUAGE SUPPLEMENT: CHINESE
LITERACY READING

瑪琍住在劍橋,她每天從早上七點鐘,工作到下午三點三十分。她每週學習英文兩个晚上。

瑪琍來自中國,她非常想念她的祖國。

NATIVE LANGUAGE SUPPLEMENT: FRENCH
WRITTEN FORM

NOM _____

ADRESSE _____

numéro rue appartement

_____

ville état code postal

TELEPHONE _____

NATIVE LANGUAGE SUPPLEMENT: FRENCH
LITERACY READING

Marie habite Cambridge. Elle travaille tous les jours dans un hôpital. Elle commence son travail à sept heures le matin, et elle finit à trois heures et demi l'aprés-midi. Deux soirs par semaine elle étudie l'anglais à l'école. Marie vient d'Haiti, et elle pense souvent à son pays.

NATIVE LANGUAGE SUPPLEMENT: PORTUGUESE
WRITTEN FORM

NOME _____

ENDEREÇO _____
número rua apartamento

_____
cidade estado c.e.p.

TELEFONE _____

NATIVE LANGUAGE SUPPLEMENT: PORTUGUESE
LITERACY READING

Maria vive em Cambridge. Ela trabalha em uma fábrica todos os·dias das 7:00 da manhã às 3:30 da tarde. Ela estuda inglês duas vezês por semana. Maria vem de Portugal, e ela pensa muito em uma seus pais.

NATIVE LANGUAGE SUPPLEMENT: SPANISH
WRITTEN FORM

NOMBRE _____

DIRECCIÓN _____
número calle apartamento

_____
ciudad estado zona postal

TELÉFONO _____

NATIVE LANGUAGE SUPPLEMENT: SPANISH
LITERACY READING

Carmen vive en Cambridge. Ella trabaja en una fábrica todos los días de 7:00 a 3:30. Ella estudia inglés dos noches cada semana. Elle viene de Puerto Rico, y piensa mucho en su país.

NAME _____ DATE _____

ESL LITERACY ASSESSMENT CHECKLIST

II. LITERACY READING DIAGNOSTIC COMMENTS

A. NUMBERS

1. _____
2. _____
3. _____

B. LETTERS

4. _____
5. _____
6. _____
7. _____

C. PHONETIC WORDS

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

D. VISUAL PERCEPTION

14. _____
15. _____

D. VISUAL PERCEPTION CONT. COMMENTS

16. _____

17. _____

18. _____

E. SENTENCE COMPREHENSION

19. _____

20. _____

21. _____

F. SIGHT WORDS

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

G. READING COMPREHENSION COMMENTS

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

III. LITERACY WRITING DIAGNOSTIC

A. COPYING ONE WORD _____

B. COPYING ONE SENTENCE _____

C. ALPHABET _____

D. WRITING THE DATE _____

E. WRITING ABOUT A PICTURE _____

COMMENTS

ESL LITERACY LEARNER'S PROFILE

THE ESL LITERACY LEARNER'S PROFILE

INTRODUCTION

The ESL LITERACY LEARNER'S PROFILE (LLP) is a test designed to measure ESL literacy students' progress after they have received approximately fifty hours of instruction in an ESL Literacy 1 or an ESL Literacy 2 class. It is a follow-up to the ESL LITERACY ASSESSMENT, which is administered to students at the time of entrance into the program. The LLP is designed to be administered to a group of up to twelve students. It can also be given to students individually. The LLP should be administered in two class sessions of an hour and a half in length. The first section of the test, the Reading Profile, should be given during one class session and the second section, the Writing Profile, during another.

The LLP has two forms: Form 1 is for ESL Literacy 1 students, and Form 2 is for ESL Literacy 2 students. Both forms require some English listening and speaking skills, but the main emphasis is on reading and writing skills. Both forms of the LLP have two test sections, the Reading Profile and the Writing Profile, and a sheet for recording final scores and comments, the Composite Profile.

LLP FORM 1

The Reading Profile has five subsections:

Subsection I: Numbers
Subsection II: Letters
Subsection III: Phonetic Words
Subsection IV: Sight Words
Subsection V: Reading Comprehension

The Reading Profile tests students' ability to read numbers between one and one hundred, vowels and consonants in upper and lower case, phonetically regular words, and some common sight words. It also includes a short reading passage with comprehension questions.

The Writing Profile has three subsections:

Subsection VI: Copy Words from the Board
Subsection VII: Fill in the Form
Subsection VIII: Write About the Picture

The Writing Profile checks students' ability to copy words from the blackboard, to fill in a form, and to write words independently that name things and actions in a picture.

LLP FORM 2

The Reading Profile has four subsections:

Subsection I: Phonetic Words
Subsection II: Sight Words
Subsection III: Reading Comprehension A
Subsection IV: Reading Comprehension B

The Reading Profile, Form 2 checks students' ability to read more difficult phonetic words and common sight words and to answer questions on two reading passages, one in the present tense and one in the past tense.

The Writing Profile has two subsections:

Subsection V: Dictation
Subsection VI: Free Writing

The short dictation requires students to connect the sounds they hear with the letters they write. Students also have to write about a picture in complete sentences.

SCORING THE LLP AND THE COMPOSITE PROFILE

The teacher marks individual test items and records scores on the score sheet or the test paper for each subsection. (The scoring of the subsections is discussed in more detail under the directions for administering each subsection.) There is a blank next to the word "Score" on the lower right side of each score sheet and test paper where the overall score for that subsection is written. Comments should be written in the Comments section on the score sheets or in places next to problem areas on the test papers. After all the subsections of the LLP have been administered and scored, scores and comments for all the students in the group tested are transferred to the Composite Profile so that the teacher can look at the score patterns of the group as a whole.

As the word "profile" suggests, the LLP gives an outline of the reading and writing skills of the group and of individual students. For this purpose, a general scoring system with only three indicators (*, Δ, and 0) rather than a numerical system is used. Write the symbol * in the "Score" blank for each subsection that the student can read or write with few or no mistakes. To receive the score *, the student may miss no more than 25% of the items. Write Δ for each subsection in which the student still has some difficulty. S/he must have done 40% to 75% of the items correctly to receive a Δ score. If fewer than 40% of the items in a subsection are correct, the score on that subsection should be 0.

The scoring is intentionally general and subjective; basically, it should show whether a student has learned a skill, is on the way to learning it, or has not learned it yet. The

comments that the teacher writes are an important part of the profile because they give specific information about particular problems which the student may have in mastering each skill. The teacher's observations of the way students approach and carry out the tasks form the basis of the comments. The specifics of what to observe are discussed in the directions for administering each subsection.

One final word about scoring to avoid confusion: the symbols given (*, Δ, and 0) represent the over-all scores of the subsections. Use marks of your choice to show whether each item within a subsection is correct or incorrect. We use the mark "✓" for correct items within subsections and the mark "X" for incorrect items.

THE ESL LITERACY LEARNER'S PROFILE, FORM 1

The Reading Profile

Most ESL Literacy students have little or no experience with taking tests. Before beginning the Reading Profile, explain that you want to find out what the class has learned so far. Students may try to help each other answer questions, as they have probably done in earlier classes. To avoid this problem, explain that you want each person to read as much as s/he can without help. The LLP is an informal test; we have tried to make the directions simple and to order the test items so that the easiest ones come first. The testing should be as relaxed and informal as possible so that students do not feel anxious or frustrated.

The Reading Profile has five subsections. Subsections I - IV have the same components - large cards with items to be read aloud by the students and corresponding score sheets to be marked by the teacher. For Subsection V both the students' work and the scoring are done on the test paper.

Administer Subsections I - IV as follows:

1. Assemble the five cards for the subsection. The Roman numeral in the upper right hand corner of each card tells you which subsection it belongs to (for example, "I" is for Subsection I, Numbers).

2. Assemble the corresponding score sheets for the subsection. (Look for the name and number of the subsection at top of the score sheet.) Write a student's name and the date on each score sheet so that you have a score sheet prepared in advance for every student you are going to test.

3. Tell students that each person will be given a card to read aloud. Before you give a student a card to read, have the score sheet with his or her name on it in front of you; you will be making notations on the score sheet as s/he reads.

4. When you give a card to a student, take note of the number in the upper right hand corner of the card (for example, I - 3). On the score sheet, look at the corresponding section, I - 3, which is a small replica of the card the student will be reading. You make your notations on this part of the score sheet as the person reads or just after s/he has finished.

5. As you give each student a card to read, make sure it is not the same card that has just been read by the previous person. Vary the cards as much as possible to prevent the students' memorizing them. As the student reads, make notations on the score sheet which indicate whether

or not the item was read correctly. If an item was misread, note the type of mistake that was made.

More specific directions for each subsection follow:

I. Numbers - This subsection checks the student's ability to read numbers between one and one hundred. Hand a student one of the Subsection I cards, and ask him or her to read the numbers on it aloud. Make notations on the score sheet as the student is reading. A score sheet for Subsection I might be marked as follows:

I - 3

3✓	9✓	5✓	6✓
17X	15X	(3) 30X	(NL) 50X
(NL) 23X	(NL) 49X	(NL) 76X	(3) 31X

Numbers marked "✓" were read correctly by the student. Numbers marked "X" were not. The teacher's notation of a number with a circle around it indicates what was actually said by the student. "NL" means the student said the number in his/her native language.

A student's mistakes provide important information. In this case, the fact that the student read "3" for "30" demonstrates the ability to read part of the number. The fact that s/he said some of the numbers in his/her native language shows that the student has the literacy skill which is being tested but does not yet have the English vocabulary for the correct answer. This student would receive partial credit, about one-fourth, for knowing the numbers even though s/he hasn't mastered the vocabulary in English.

II. Letters - This subsection checks the student's ability to read vowels and consonants in both upper and lower case. Mark Subsection II in the same way as Subsection I. Write down and circle any letters the student says in place of the correct ones, and note with "NL" the letters a student reads in his or her native language.

III. Phonetic Words - This subsection checks the student's ability to distinguish and pronounce initial consonants, consonant blends, and short vowels. Again, write down and circle any misread words or letters. Comments in this subsection might be: "doesn't know final consonants", "d/b confusion", "doesn't know 'h' sound", or "does not use phonics skills at all".

It is important to note if the student is using phonics even if it is the phonics of his or her native language. For example, a Spanish speaker may say "mop" for "map". However, a person who is not using phonics skills at all may take a wild guess at a word, giving an answer that is completely unrelated to the correct one. The student may, on the other hand, say nothing or spell out the word instead of reading it.

IV. Sight Words - This subsection contains words often seen on signs as well as those frequently used in speaking. Write down and circle the students' incorrect responses. The correct reading of words in this subsection indicates the ability to learn words by memorizing them visually. It is interesting to compare a student's performance on Subsection IV with his or her performance on Subsection III: Is the student better at reading phonetically regular words or sight words? Does the student rely more heavily on phonics or on visual memory of whole words when decoding? A comparison of the results of Subsections III and IV will enable you to teach to a student's stronger skill and to work on improving his or her weaker skill.

V. Reading Comprehension - This subsection requires students to read a short passage silently and to write answers to questions about the passage. Each student has his or her own paper to work on. There are no separate score sheets to be marked by the teacher; marks and comments are written on the students' test papers after they finish.

Hand out the papers and ask students to first read the passage silently and then write answers to the questions which follow. As they are working, walk around the classroom to see how each student is handling the task. Allow about 20 minutes for this part of the test.

You may have a student who cannot read the passage at all. To prevent his/her becoming uncomfortable, take the student aside, point to some words in the passage that you think s/he might know, and ask the student to read the words to you. Then underline several words in the passage, and ask him/her to copy them. This is to give the student a task s/he can do while the other students are reading and answering the questions. Copying the words does not count toward the score. This student would receive a 0 on the subsection.

Collect students' test papers as they finish. On each paper, mark answers right or wrong. If a response makes sense but is written badly (i.e. with incorrect spelling or grammar), take off only about 10%. This subsection is testing comprehension, not writing. Make a note of any question words which the student has misunderstood. Did the student work slowly? Could the student answer question #4, which requires inference? Did the student answer the questions with words, phrases, or sentences? Was there confusion about the directions?

End the first test session after all five subsections of the Reading Profile have been completed.

The Writing Profile

The second part of the ESL LITERACY LEARNER'S PROFILE, FORM 1, is the Writing Profile. It should be administered during a class session after the Reading Profile has been given. All three subsections (VI-VIII) of the Writing Profile, Form 1, are administered and scored right on the test sheets.

VI. Copy Words From the Board - This subsection tests the ability to read words and copy them from the board to the test paper. Choose five words and print them clearly on the board, one under the other. You can choose your own five words. Ask students to copy the words on the lines on their test sheets. Collect the sheets as the students finish.

As you mark each test paper, include the observations you made while the student was writing. Did s/he take a long time to write the words, or struggle to form the letters? Were letters left out, reversed or confused (i.e., "b" for "d", or "gril" for "girl")? Is the handwriting clear and well-controlled? Are the words written in order on the lines?

VII. Fill in the Form - This subsection checks the ability to complete a personal data form. Hand out the test sheets, and simply ask the students to write. Do not say, "Fill in your name and address" because you want to know if students can understand the form. Again, observe how each student handles the task. Try to limit the students' asking questions of each other in their native languages; keep them working on their own. Collect the papers as they finish. When marking the papers, note any problems in understanding and filling out the form. Is the information written on the appropriate lines? And again, is the writing clear?

VIII. Write About the Picture - This subsection requires students to write words independently. To make the directions clear, first do an example with the students. Draw some lines on the board like the ones on the test paper. Ask the class to look at the picture and name something in it. When a student names something in the picture, write that word on the board on the first line. Ask students to copy the word on the first line on their papers. Elicit one or two more words, write them on the board and ask students to copy them. Then tell the students to continue on their own.

Walk around the classroom and look at individual's work. A student may say a word questioningly to see if s/he is correct. This is fine. Affirm if a student is saying a correct word, and say "no" if he or she is not. Do not give additional help.

In this subsection you are trying to find out if students know English words and can write them correctly from memory. As you mark this subsection, note whether the student has vocabulary

recall problems, spelling problems, or both. For example, a person who wrote "tabe" for "table" would need work on spelling but not on vocabulary.

End the second test session after the three subsections of the Writing Profile have been completed.

The Composite Profile

The Composite Profile is designed to summarize the scores and comments from all the subsections of the LLP, Form 1. To fill out the Composite Profile, assemble all the score sheets and test papers for the group. Fill in the students' names alphabetically. For each student write the scores (*, Δ, or 0) from all his/her score sheets and test papers in the appropriate boxes next to the name. Copy comments from score sheets and test papers into the Comments section.

The Composite Profile, together with day-to-day classroom observations, helps determine whether a student is ready to move to another class. For this purpose, use the LLP, Form 1, scores as follows: A score of * on I - VII, and a score of * or Δ on Subsection VIII, shows that a student has mastered enough skills to move to a regular ESL class where beginning literacy is not the focus. Students with lower scores need more work at the ESL Literacy 1 level.

In addition to providing information about the skills which students have learned, the LLP heightens the teacher's awareness of the learning difficulties of individual students and of the whole group. Overall strengths and weaknesses summarized on the Composite Profile will help the teacher to design relevant materials and lesson plans for future classes. If a level 1 group is not using phonics skills for decoding, for example, the teacher may choose to emphasize phonics. A teacher may find out that students do not know the numbers in English, or that they have trouble with certain question words or types of questions. These can be practiced. Some students may confuse or reverse letters when reading or writing. Others may have trouble finding words on a page. Awareness of problem areas like these will enable the teacher to give individual students the extra help they need.

THE ESL LITERACY LEARNER'S PROFILE, FORM 2

Form 2 of the ESL LITERACY LEARNER'S PROFILE should be given to students in ESL Literacy 2 class. It consists of two test sections, the Reading Profile and the Writing Profile, and a final score sheet, the Composite Profile. The test should be administered in two class sessions, the Reading Profile in one session and the Writing Profile in another. The test is designed to be given to a group of up to twelve students. It can also be given to students individually.

As was stated in reference to the LLP, Form 1, most ESL Literacy students have little or no experience with taking tests. Before beginning the test, explain that you want to find out what the class has learned so far. Ask students to work as independently as possible. Form 2 of the LLP is also designed to be an informal test so that students will not become anxious or frustrated.

The Reading Profile

The first part of the ESL LITERACY LEARNER'S PROFILE, Form 2, is the Reading Profile. It has four subsections: Phonetic Words, Sight Words, Reading Comprehension A, and Reading Comprehension B. Subsections I and II each have the same components, large cards with items to be read aloud by the students and corresponding score sheets to be marked by the teacher. For Subsections III and IV, both the students' work and the scoring are done on the test papers.

Administer each of the Subsections I and II as follows:

1. Assemble the five cards for the subsection. The Roman numeral in the upper right hand corner of each card tells you which subsection it belongs to (for example, "I" is for Subsection I, Phonetic Words).

2. Assemble the corresponding score sheets for the subsection. (Look for the name and number of the subsection at the top of the score sheet.) Write a student's name and the date on each score sheet so that you have a score sheet prepared in advance for every student you are going to test.

3. Tell students that each person will be given a card to read aloud. Before you give a student a card, have the score sheet with his or her name on it in front of you; you will be making notations on the score sheet as the person reads.

4. When you give a card to a student, take note of the number in the upper right hand corner of the card, for example, I - 3. On the score sheet look at the corresponding section, I - 3, which is a small replica of the card the student will be reading. You make your

notations on the score sheet as the student reads or just after s/he finishes.

5. As you give each student a card to read, make sure it is not the same card that has just been read. Vary the cards as much as possible to prevent the students' memorizing them. As the student reads, mark the score sheet to indicate if the item was read correctly. If an item was misread, note the type of mistake that was made. (An example of a marked score sheet is shown below for Subsection I, Phonetic Words.)

Specific directions for each subsection follow:

I. Phonetic Words - This subsection checks the students' ability to decode one-syllable words with one or more of the following phonetic elements: short vowels, long vowels with silent e, vowel digraphs, initial consonants, final consonants, and initial consonant blends. A score sheet for Subsection I might be marked as follows:

I - 5

---

pet ✓ met ✓

pen ✓ peg ✗ (i)

ride ✓ hope ✓

leap ✗ foam ✗ wait ✗

slap ✓ trip ✓ plot ✓

Words marked "✓" were read correctly by the student. Words marked "X" were not. The specific mistake is shown for each incorrect word; e.g., the short e in "peg" was pronounced as a short "i", and the vowel digraphs were not pronounced correctly.

II. Sight Words - This subsection contains words often seen on public signs as well as words often used in speaking or in printed material. Mark each item as it is read. Again note and circle mistakes.

A comparison of a student's performance on Subsection II with his/her performance on Subsection I provides some important

information: Subsection I requires some knowledge of the English phonetic system and an ability to apply that knowledge. To read the words in Subsection II, the student must rely mainly on his/her visual memory of whole words. By comparing the results on the two subsections, you will be able to teach to the stronger skill and to work on the weaker one. A marked difference in the two skills should be noted in the Comments section of the Composite Profile.

III. Reading Comprehension A - This subsection requires students to read a short passage silently and to write answers to questions about the passage. Each student has his/her own paper to work on. There are no separate score sheets to be marked by the teacher; marks and comments are written on the students' test papers after they finish.

Allow about fifteen minutes for this part of the test. Collect the students' test papers as they finish. Mark each answer correct or incorrect on each test paper. If a response makes sense but is written with incorrect spelling or grammar, take off only about 10%. This subsection is testing comprehension, not writing. Make a note of question words which were misunderstood. Write comments for each student: Did s/he work extremely slowly or quickly? Did s/he understand the directions? Write the overall score for the subsection (*, Δ, or O) in the blank next to the word "Score" on the lower right side of the paper.

IV. Reading Comprehension B - This subsection is only for those students who were able to read and understand Subsection I. When you collect the test papers for Subsection III, determine by a quick check whether any students will not be able to handle Subsection IV, which is a bit more difficult. If a student has missed nearly all the questions in Subsection III, give him/her some work to do while the other students work on Subsection IV. Subsection IV is administered and marked in the same way as Subsection III.

End the first test session after the four subsections of the Reading Profile have been completed.

The Writing Profile

The second part of the ESL LITERACY LEARNER'S PROFILE, FORM 2, is the Writing Profile. It has two subsections: Dictation and Free Writing, and it should be administered in a class session after the Reading Profile has been given. The Writing Profile will take between thirty-five to forty-five minutes. The students' work and the scoring are done right on the test sheets.

V. Dictation - This tests the students' ability to translate words they hear into written words. The following dictation may be used:

People from many countries live in (name of town or city). They like the city, but there are some problems. English is a new language. Finding jobs and apartments is difficult.

Use the name of your town or city, or, if you wish, choose another short dictation. To administer this subsection, first ask students to fill in their names and the date on their test sheets. Tell students you are going to read each sentence twice, the first time at normal speed and the second time more slowly. Proceed with the dictation.

When marking a test paper, note whether the student has understood the sentences. Is s/he using phonics (e.g., correct initial consonants) and spelling rules (e.g., country -- countries)? Are sight words such as "people" and "many" spelled correctly? Note whether the student capitalized and punctuated correctly, but don't take off more than 10% overall for these types of mistakes.

VI. Free Writing - This subsection requires students to write sentences about a picture. Allow fifteen to twenty minutes for this subsection. Distribute the test papers and give the class some time to look at the picture. Ask the students to tell you what they see. Write one of their statements on the board as an example. Then ask the students to copy it on the first line of their papers. Elicit another sentence, write it on the board, and again ask students to copy it. Tell students to write more sentences on their own.

When marking Subsection VI, check for correct sentence structure, spelling and verb usage. Do not take off more than 5% for errors in capitalization and punctuation. Look at the content as well as the style: Has the student interpreted the picture well? Has s/he expressed information and ideas clearly?

End the second test session after the two subsections of the Writing Profile have been completed.

The Composite Profile

The Composite Profile, Form 2, is used to summarize the scores and comments from all the subsections of the LLP, Form 2. To fill out the Composite Profile, assemble the group's score sheets and test papers. Fill in the students' names alphabetically. For each student write the scores (*, Δ, or 0) from all of his/her score sheets and test papers in the appropriate boxes next to the name. Copy comments from score sheets and test papers into the Comments section.

The Composite Profile helps to determine whether a student is ready to move to another class. For this purpose use the LLP, Form 2 scores as follows: Scores of * on Subsections I-IV and * or Δ on Subsections V and VI show that a student has mastered enough literacy skills to move to a regular ESL class where

literacy is not the focus. Students with lower scores need more work at the ESL Literacy 2 level.

In addition to providing information about skill levels, the LLP heightens the teacher's awareness of the learning difficulties of individual students and of the whole group. The weaknesses which show up on the LLP will help the teacher to decide on relevant materials and lessons for future classes. If a group does not recognize the vowel digraphs in Subsection 1, for example, the teacher can emphasize these elements in future lessons. Verb tenses or reading comprehension questions requiring inference skills may be problems for some students. Others may confuse or reverse letters when reading or writing. Understanding directions or finding the place on the page are other problems students may have. Awareness of difficulties like these enables teachers to give students the extra help they need.

ESL Literacy Learner's Profile

LLP

FORM 1

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

I. NUMBERS SCORE SHEET

I - 1				I - 2				I - 3			
3	5	7	10	2	8	7	1	3	9	5	6
13	16	50	80	16	12	40	70	17	15	30	50
26	45	64	55	86	23	35	52	23	49	76	31

I - 4				I - 5				Comments
4	7	8	5	6	8	7	9	
14	19	60	90	15	11	70	20	
57	28	36	89	37	51	83	75	

Score _____

3	5	7	10
13	16	50	80
26	45	64	55

2	8	7	1
16	12	40	70
86	23	35	52

3	9	5	6
17	15	30	50
23	49	76	31

4	7	8	5
14	19	60	50
57	28	36	89

3	8	7	9
15	11	70	20
37	51	83	75

ESL LITERACY LEARNER'S PROFILE
FO'

NAME _____ DATE _____

II. LETTERS SCORE SHEET

II - 1				II - 2				II - 3			
u	a	e	i	ɔ	i	u	a	a	e	u	o
b	s	d	t	n	f	p	b	s	p	d	h
O	E	A	I	U	I	E	O	E	I	A	O
M	F	H	G	H	L	D	K	M	B	S	V

II - 4				II - 5				Comments
e	u	a	i	i	e	a	u	
c	l	n	d	d	n	f	b	
A	I	U	E	U	O	E	A	
M	D	P	W	R	Q	T	M	

Score _____

u a e i

b s d t

O E A I

M F H G

o i u a

n f p b

U I E O

H L D K

a e u o

s p d h

E I A O

M B S V

e u a i

c l n d

A I U E

M D P W

i e a u

d n f b

U O E A

R Q T M

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

III. PHONETIC WORDS SCORE SHEET

III - 1	III - 2	III - 3
fat bat mat	sit fit bit	men hen pen
man mat map	sin sit sis	pet pen peg
shop drop stop	stop shop drop	stop shop drop

III - 4	III - 5	Comments
hat cat mat	lip dip tip	
ham hat had	did dip dim	
shop stop drop	shop drop stop	

Score ____

fat	bat	mat
man	mat	map
shop	drop	stop

sit	fit	bit
sin	sit	sis
stop	shop	drop

men hen pen

pet pen peg

stop shop drop

hat	cat	mat
ham	hat	had
shop	stop	drop

lip	dip	tip
did	dip	dim
shop	drop	stop

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

IV. SIGHT WORDS SCORE SHEET

IV - 1	IV - 2	IV - 3
open	exit	closed
women	telephone	bus
restaurant	door	post office
push	enter	men

IV - 4	IV - 5	Comments
walk	address	
taxi	DON'T WALK	
pull	stop	
dress	name	

Score ___

open

women

restaurant

push

exit

telephone

door

enter

closed

bus

post office

men

walk

taxi

pull

dress

address

DON'T WALK

stop

name

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

V. READING COMPREHENSION

Jean comes from Haiti. He lives in Boston. He works in a shoe factory.

Jean gets up at 6:30 every morning. He takes the bus to Charlestown. Then he walks 4 blocks to the factory. He starts work at 8 o'clock and he finishes at 4 o'clock.

QUESTIONS:

1. Is Jean from El Salvador?

2. Where does he work?

3. How does he get to work?

4. Does the bus stop in front of the factory?

5. What time does he finish work?

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

VI. COPY WORDS FROM THE BOARD

_____

_____

_____

_____

_____

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 1

VII. FILL IN THE FORM

Name _____
(last) (first)

Address _____
(number) (street)

_____
(city) (state) (zip code)

Telephone _____

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 1

NAME _____ DATE _____

VIII. WRITE ABOUT THE PICTURE

_____

_____

_____

_____

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 1

COMPOSITE PROFILE

* - 75% right

Δ - 40%-75% right

0 - less than 40% right

NAMES	I. Numbers	II. Letters	III. Phonetic Words	IV. Sight Words	V. Reading	VI. Copying	VII. Form	VIII. Write About Picture	COMMENTS
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

LLP

FORM 2

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

I. PHONETIC WORDS SCORE SHEET

I - 1	I - 2	I - 3
bag tag	lip hip	pen ten
tan tap	his hit	pet peg
made pine	rode hide	note gate
beach loaf pain	peach road paid	leaf loan maid
glad slip drop	skin drum glad	skip drop glad

I - 4	I - 5	Comments
hot cot	pet met	
hop hod	pen peg	
bite tape	ride hope	
mean soak chain	leap foam wait	
slot drip grass	slap trip plot	

Score ____

bag tag

tan tap

made pine

beach loaf pain

glad slip drop

lip hip

his hit

rode hide

peach road paid

skin drum glad

pen ten

pet peg

note gate

leaf loan maid

skip drop glad

hot cot

hop hod

bite tape

mean soak chain

slot drip grass

pet met

pen peg

ride hope

leap foam wait

slap trip plot

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

II. SIGHT WORDS SCORE SHEET

II - 1	II - 2	II - 3
interview	know	could
income	together	throat
exit	single	turn
people	station	salary
bought	through	first

II - 4	II - 5	Comments
employer	entrance	
picture	birth	
none	middle	
pound	where	
cough	each	Score ___

interview

income

exit

people

bought

know

together

single

station

through

could

throat

turn

salary

first

employer

picture

none

pound

cough

entrance

birth

middle

where

each

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

III. READING COMPREHENSION A

Rosa Montero is twenty-nine years old. She lives in Boston now, but she comes from Puerto Rico. She's married. Her husband's name is Victor. They have two children, a two year old boy and a four year old girl.

Victor and Rosa both work. Rosa works at the Polaroid Company, and Victor works at Mass. General Hospital. Rosa's sister takes care of the children.

Rosa and Victor are learning English. They study in class on Monday and Wednesday nights, and they speak English at work, too.

QUESTIONS:

1. Where is Rosa from?

2. What is her husband's name?

3. How many children do they have?

4. Is the boy older than the girl?

5. Who works at Mass. General Hospital?

6. Why does Rosa's sister take care of the children?

7. When do Rosa and Victor study English?

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

IV. READING COMPREHENSION B

Jean was walking home from work one cold winter day. The sidewalks were covered with ice. A lady was walking in front of him with a bag of groceries. Suddenly she slipped on the ice and fell. She was lying on the sidewalk.

Jean ran to help her. The lady's eyes were closed. "Maybe she hit her head," Jean thought. He didn't move her. He put his coat over her.

Some people stopped to see what happened. One of the people said, "I'll call an ambulance."

"Good," said Jean. "I'll stay with the lady."

When the ambulance came, the lady had opened her eyes. One of the ambulance attendants examined her. He told her, "You're going to be all right. We are taking you to the hospital."

The attendants put the lady in the ambulance. "Thanks for your help," they said to Jean.

QUESTIONS:

1. How was the weather?

2. What happened to the lady?

3. Did Jean pick her up?

4. Who called the ambulance?

5. Where did the ambulance attendants take the lady?

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

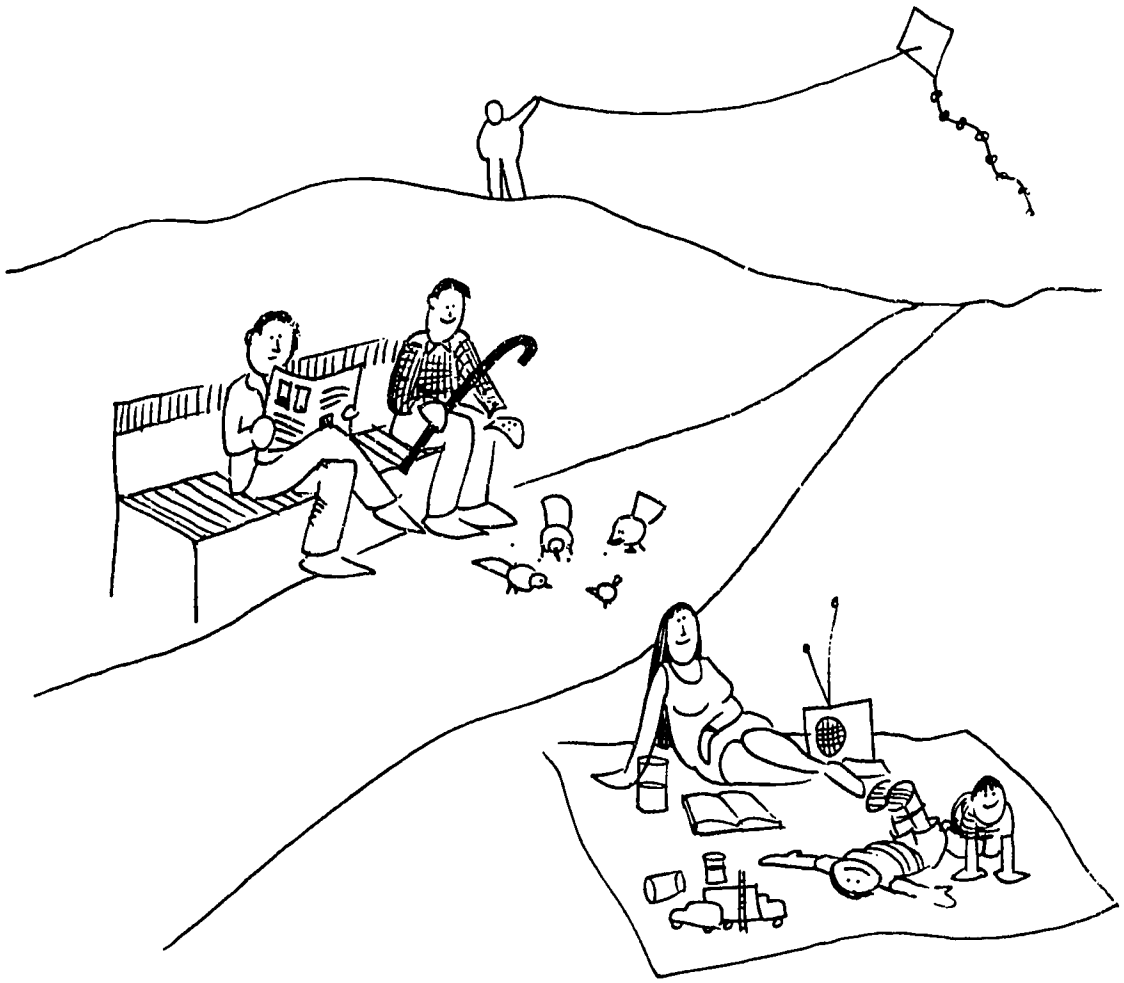
V. DICTATION

Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 2

NAME _____ DATE _____

VI. FREE WRITING



Score _____

ESL LITERACY LEARNER'S PROFILE
FORM 2

COMPOSITE PROFILE

* - Almost all right

Δ - About half right

0 - Almost none right

NAMES	I. Phonetic Words	II. Sight Words	III. Reading A	IV. Reading B	V. Dictation	VI. Free Writing	COMMENTS
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

LITERACY TECHNIQUES MANUAL

LITERACY TECHNIQUES MANUAL

TABLE OF CONTENTS

I. INTRODUCTION

This is a manual of techniques for teachers working with adult ESL students who do not read or write, have limited literacy skills in their native language, or are unfamiliar with the Roman alphabet. The techniques we describe have been used with adults from a wide range of backgrounds. They include Haitians and Latin Americans, who have little or no formal education, and Chinese and Indians, who may be literate in their first languages but have little experience with Roman script. At the most basic level, which we call ESL Literacy 1, some students are not yet comfortable holding a pencil and do not understand the concept of sound/symbol correspondence. More often at this level, students are familiar with the alphabet but have trouble combining sounds to spell or read whole words. At the higher level of literacy, ESL Literacy 2, students have some oral proficiency but are still struggling to read and write. Some have been in ESL classes for months or even years and have basic decoding skills; however, they read haltingly and their reading comprehension is limited.

The techniques outlined in this manual do not focus solely on literacy skills; we integrate listening, speaking, reading, and writing skills and always try to base the classwork on students' practical needs, which include meaningful communication. We want to create a classroom environment not only where students can learn to decode, but also where they can "decode" and discuss this new and often alien culture, a culture that is very dependent on literacy.

This manual does not provide a critique of different pedagogical approaches to literacy, nor is it a guide for developing an ESL literacy program. It is a collection of techniques that we have found useful in our classes; some of them are our own creations and others are borrowed. Some techniques focus on discrete literacy skills, while most of the techniques combine several skill areas. We have not included "pre-literacy" activities in this manual; sources for such activities are mentioned in the bibliography. The techniques reflect the premise that students should be able to speak and comprehend language before they work with its written form. The techniques can be used by ESL literacy teachers, teachers who have classes of both literate and nonliterate students, ESL literacy tutors, and "regular" ESL teachers, particularly at the lower levels.

The manual is divided into nine sections. In the following section, Section II, there will be some general comments about the teaching of literacy in an ESL classroom. Sections III through VII describe specific activities and variations. All of these activities can be adapted to different levels of ESL literacy; an attempt has been made to distribute the sample applications of the activities between lower and higher levels of ESL literacy. Section VIII is an outline for a curriculum that was helpful in planning the sequence of our literacy work. Finally, there is a bibliography of books for both students and teachers that we have found useful.

We hope that you adapt these ideas to the needs of your students and your own teaching methods, and that you are stimulated to create new techniques.

II. TEACHING ESL LITERACY

Teaching literacy in the ESL classroom and teaching "regular" ESL to students who are literate have many common elements, particularly in terms of the speaking, listening and "survival" skills that students need. In a literacy class, as in a regular ESL class, it is important to integrate the major skill areas of speaking, listening, reading and writing. In a regular class, you may see reading and writing activities as ways to reinforce oral work, to introduce new material, to learn new vocabulary or to learn the English spelling system. In a literacy class, however, the order in which you present these skill areas is more important; it is more effective to present material orally before working with its written form. Students need a grasp of the language's sound system before they can start learning the corresponding writing system. Also, as for any beginning ESL students, literacy students' everyday needs for oral English are usually quite pressing.

There are many aspects in teaching ESL literacy to keep in mind when planning a lesson: letter discrimination and recognition, the mechanics of handwriting, phonics, sight words, and reading sentences and longer passages. Break up a literacy lesson into smaller steps than you normally do in a regular class and present new material piece by piece. For example, begin with pictures and oral work, then look at single words and their phonetic elements, then put words together into sentences orally, and finally read and write them. Also, present only a few new items at a time and work on mastering them before moving on to new items.

Since it isn't possible to rely on written language in a literacy class, always provide extensive visual cues for the language being used through pictures you draw, photographs, real objects, gestures and acting things out. A teacher need not be artistic to draw simple symbols and figures; for example, an "X" could mean "no", a checkmark "yes" and a smiling face "thank you." Students will learn your symbol system if you develop a consistent repertoire. The same is true for gestures. A useful technique is to put the words of a sentence on your fingers; students can use your fingers as cues to the sentence's structure and you can nonverbally point out where they are having a problem. All these visual cues provide support while students are learning to read. Combine visual cues with the written language so that higher level students can work on the written language and lower level students can use the visual cues.

The importance of visual supports and clarity also apply to materials that you make for the class. Since very few published ESL materials are oriented toward literacy, you will have to make most of your own materials or adapt and simplify published materials. On worksheets, your lettering should be clear and consistent. At the ESL literacy 1 level, print rather then write. Words that students need should be printed on the paper for students to copy, and there should be plenty of space for them to write. You may find that some students have more difficulty copying something from the board than from the worksheet. Use fairly large letters and don't crowd the worksheet. Make it very

clear what you want students to do, usually doing the first item together, and numbering items for easy reference. Again, pictures are always helpful.

Present material as concretely as possible; students generally can't make use of abstract descriptions of grammar or vocabulary. Finally, don't be discouraged if the students' progress seems slow; learning to read and write is a lengthy process for many adults, particularly when it is being done in a new language.

III. TEACHING PHONICS AND SIGHT WORDS

ACTIVITY: Numbering or lettering technique
(Adapted from the format used in Before Book One, Listening Activities for Prebeginning Students of English, J. Boyd and M.A. Boyd, Regents, 1982)

OBJECTIVE: To associate the aural form of new material with a picture and/or its written form.

PROCEDURES:

1. Introduction: Present a series of no more than 8 items that you have been working on in oral ESL work. For a lower level, introduce these items in two groups. These can be vocabulary items in the form of pictures, sight words on flashcards, or even short sentences. Number each item, or label each item with a letter if you want students to practice names of letters. Pictures or words can be drawn, written or taped on the board. The following is an example with sight words related to transportation; you would first practice the words orally in a visual context that illustrates the words' meanings.

1. exit	4. walk	7. entrance
2. left	5. inbound	8. right
3. subway	6. outbound	

2. Identify vocabulary: See which words students know. Say the other words and give necessary vocabulary explanations. Have students repeat the words.

3. Say items' names and labels: Say the name of one of the items and the number (or letter) that goes with it. Then say the name of another item and see if the students can tell you its number (or letter).

4. Students practice labels: Continue until the students can tell you the numbers for all the items. Do them in order first and then skip around.

5. Students name items: Reverse the process. Say a number (or letter) and have the students tell you the name of the item that goes with it. Again, do in order and then skip around.

6. Students quiz teacher: Students call out a word, or its number, and have the teacher respond.

7. Pairs: Students quiz each other in pairs or small groups,

either calling out the name of the item or its number or letter, as the teacher was doing.

8. Listening comprehension worksheet: Follow up with an exercise sheet for listening comprehension in which the students circle the items they hear. In this exercise, use just the words presented or mix in some other words. Say the number of the line you are doing, and have them circle the word they hear. Do the first one together, illustrating what they have to do on the board:

1.	exit	left	walk
2.	outbound	subway	inbound
3.	walk	talk	women
4.	right	left	red
5.	subway	sad	sale

VARIATIONS:

- Expand the exercise by brainstorming new vocabulary items that are associated with the pictures or words, and use the same steps as outlined above.

- Give students a worksheet with pictures on the left and words on the right. Students draw lines between corresponding pictures and words.

- Divide the class into two teams. Pronounce a word and a designated student from each team races to the blackboard to point out the word. Teams win points for correct identifications.

ACTIVITY: Practicing single words

OBJECTIVES: To read and write vocabulary that is known aurally.

PROCEDURES:

1. Spelling or reading words: Have a pack of large file cards on which you've printed the words that you want students to learn. Students choose a card, say the word if they know it, and spell it out loud. Write the word on the board. If students don't recognize the word, they can just spell it and then say it with the teacher.

2. Reading and pronunciation: After everyone's words are on the board, the class pronounces each one along with the teacher.

3. Word recognition, group and individual:
   a. Number the words and after you say the word, ask the class to tell you which number it is.
   b. Point to the words and ask the class to say the words.
   c. Ask individual students or a pair of students to come to the board and point to words for the whole class to say.
   d. Point to words and ask individual students to tell you the word.

4. Worksheet: Give students a worksheet where they copy the words and read them to each other. Write the words a second time on the worksheet with some of their letters missing, and students fill the letters in.

VARIATION:

- Use this technique with new vocabulary. Use pictures to introduce the words orally, have students listen and repeat the words. Do extensive oral practice before starting reading and writing activities.

ACTIVITY: Phonics practice

OBJECTIVES: To increase awareness of and practice phonetic elements.

PROCEDURES:

1. Make flashcards: On file cards, write words with the phonetic elements that you want students to learn; focus on initial sounds, final sounds or troublesome consonant blends.

2. Presentation of words: Show the students the flashcards. See if some students can say the words; if so, have the other students repeat after them. If not, say the words yourself and have students repeat. Discuss the words' meanings.

3. Distribute the word cards: Mix up the cards and give them to students. Ask "Who has words that begin with the letter 'b'?" (for example). Ask the students who respond to come up and write their 'b' words on the board. Choose another initial letter, ask for the words that begin with that letter and do the same. Ask for words that begin with the same sounds but maybe different letters; i.e., photo, fun, phone, fast.

4. Reading: Have students practice reading the words on the board.

VARIATIONS:

- Instead of making the flashcards beforehand, write the words on the board and ask students to copy them with magic markers on large cards. This is a good opportunity for handwriting practice. Then erase the words on the board and use the student-made flashcards.

- Ask students to put the words in alphabetical order.

- For level 2 literacy students, make cards focusing on a few sounds, especially vowel and consonant digraphs: for example, the "sh" sound in "nation", "wish", "ocean", etc. or the long "e" sound in "keep" and "read". Students work in small groups to make piles of words with the same sound.

COMMENTS:

This technique is useful in working with more difficult phonetic elements, such as the "ch" and "sh" sounds, "t" at the end of words, or any phonetic element that you want to emphasize.

ACTIVITY: Reading sight words

OBJECTIVES: To recognize and read sight words.

PROCEDURES:

1. Distribute flashcards: Give each student a large index card with one sight word written on it; use whatever vocabulary you are currently working on. Go around the class and see if students can read their words; encourage students to help each other.

2. Reading: Students read their word aloud and then put the card in a hat when they are able to read their word. Mix the cards together in the hat and have students pull out a card and read it.

Then put five cards on the chalk trough so that everyone can see them; ask a volunteer to come up and read them. Take away each card as it is read correctly. The object is to clear the trough; continue with another group of five words until all the students get a chance to practice.

VARIATIONS:

- Have the students make the flashcards; you can tell them the words or they can choose a word for the rest of the class to read.

- Use file cards to practice sight words that may be phonetically irregular, difficult to pronounce or words that are important but often omitted, such as "the", "in", "and", or "with". Use the above technique for practicing reading and pronouncing these words, and get students to generate sentences using these words. Write their sentences on the board and have students read the sentences and then copy them.

IV. TEACHING GRAMMAR

ACTIVITY: Grammar transformations

OBJECTIVES: To read words and practice grammatical patterns by manipulating elements on file cards.

PROCEDURES:

1. Put each word of a sentence on a card: Set up the sentence on the chalk trough, or lay it out on the table if it is visible for all the students.

2. Read words and sentence: Check to see if students can read each of the words in the sentence; practice reading and pronouncing individual words if necessary. Then have students read the whole sentence aloud, again checking to see if they understand.

3. Insertion of new element: On another card, write a new grammatical element that you are going to insert to change the sentence's meaning. Show the card to the students and have them say it or identify it. Sometimes the new card will be a "?", and just the order of the words will change. Put the new card into the sentence. For example:

I like to work. (add "don't")

Erick is a baker. (take out subject and add "Who" and "?")

She is sad. (add "?" and change order)

You work in a factory. (add "?" and "Do")

Jean lives in Boston. (add "?", "Does" and take off the "s")

VARIATION:

- A similar activity used by many ESL teachers is "scrambled sentences" in which the students receive all the words for a sentence in random order and they have to arrange them to form a logical sentence.

COMMENTS:

Grammar transformations provide excellent reinforcement for words already learned. This kind of activity also lends itself well to small group work; students help each other. They can be at various levels and still benefit from the activity.

ACTIVITY: Teaching verb tenses

OBJECTIVES: To practice a particular verb tense with five verbs that students know.
To read and write those verbs in the correct tense.

PROCEDURES: (using present continuous as an example)

1. Practice simple verbs: Use pictures and actions to review the verbs in their simple forms. Students practice orally, using pictures and/or the teacher's actions as cues. Then present the verbs on written flash cards, and practice them together with the corresponding pictures or teacher actions. Practice until students can read the five verbs on the flashcards without seeing the picture or action.

2. Demonstrate meaning of continuous verbs: Act out the verbs and verbalize your actions, or verbalize students' actions. For example, "I am talking.", "I am walking.", "I am reading.", or "She is looking."

3. Demonstrate adding "-ing" ending on the board: Write the simple verb and pronounce it, then add the "-ing" ending and pronounce it this way. When pointing to the "-ing" verb, tap your finger on the board to emphasize the extra syllable. Go through all the verbs in this manner, constantly returning to step 2 to emphasize the continuous nature of this verb form.

4. Worksheet 1: Students do a worksheet on which they copy the simple verbs, using the flashcards if necessary. They then add "-ing" to each one. At first, use verbs whose ending lettters don't double when "-ing" is added. (See worksheet 1.)

5. Practice "to be" verb: Assuming that students have already learned this verb, ask them to conjugate the "to be" verb, making a simple sentence for each person. For example, "I am happy.", "You are a teacher.", "She is Chinese.", etc. Write these on the board.

6. Forming present continuous sentences: Erase the complements of the sentences from the previous step so you just have the subjects and the conjugated forms of the "to be" verb:

WORKSHEET 1

COPY: talk read

eat wait walk

_____

_____

_____

_____

_____

ADD: -ing

talk talking

walk _____

wait _____

eat _____

read _____

I am _____

You are _____

He is _____

She is _____

We are _____

They are _____

Using the verb pictures, or acting out the verb, ask students to name each action and write the simple verb on the board after the conjugated "to be" verb. Add "-ing" to each verb and pronounce. Then erase the board.

Hold up the verb pictures and ask, "Is it a man or a woman? He or she?" On the board, write the pronoun, then ask the students for the proper form of the "to be" verb and fill it in. Then cue the verb with a picture or an action, ask the class for the verb, and fill it in. Finally add the "-ing" ending. If you do the first one for the students, they can usually do the rest, dictating to you as you write on the board. Include some pictures with more than one person depicted to practice with "they".

When all the sentences are filled in, erase some of their elements, such as a few of the "to be" verbs, stems of the verbs and "ing" endings. Ask students to come up and fill in the missing parts.

7. Worksheet 2: Students practice writing these forms on the worksheet. (See worksheet 2.) They can refer back to the first worksheet for help.

VARIATIONS:

- Have students whose writing is clear make the flashcards.

- In step 5, ask the students to come up to the board and write complements for the "to be " sentences.

WORKSHEET 2

am is are

1. I ____ read____.
2. Ana ____ talk____.
3. José ____ wait____.
4. We ____ eat____.
5. They ____ walk____.
6. Marie and Joseph ____ talk____.
7. You ____ read____.
8. I ____ eat____.

← ing

ACTIVITY: Teaching question words

OBJECTIVES: To learn (or review) "wh-" question words.
To ask and answer "wh-" questions orally.
To read questions and answers.

PROCEDURES:

When first presenting question words such as where, when, who, why, whose or what, teach them separately both in the oral and written work. Their similarities in sound and spelling make them especially confusing for literacy students. Teach the question words as a follow-up to related work; teach "where" with prepositions of place, "when" with time expressions, "whose" with possessives, etc. The following procedures teach "where" as an example of what you can do with question words:

1. Oral practice: Act out the following situations with classroom objects to get students to generate the following sentences:

The book is on the table.
The pen is in the bag.
Her bag is under the chair.
The clock is on the wall.
The waste basket is in the corner.

Keep asking "Where?" to get them to repeat the sentences. Then expand the question to "Where is the book?" and ask them to respond orally. Go through all the sentences in this manner.

2. Reading from the board: Write the sentences on the board, one at a time, acting out the situation, and ask students to read each sentence. Have a card with the word "Where?" clearly written on it and keep showing the card to get them to read the sentence. Now write the full question, "Where is the book?", next to the first sentence; read the question and students read the answer. Do the same with the second sentence.

3. Students dictate to teacher: See if students can now dictate the next question to you. Write it on the board next to its answer; read the question back to them and ask them to read the answer. Have them give you the questions for the next two sentences.

VARIATIONS:

- For lower level groups, work with individual words on flashcards before writing whole sentences on the board. Have students dictate the spelling of their words to each other on the board.

- As a reading and writing follow-up, put some of the sentences and questions on cards, mix them up and ask small groups of students to put them in order. Then they can copy the questions and answers in their notebooks.

- Use the same procedures as described above with the following

sentences and questions:

Where does Victor live? Victor lives in Cambridge.
_____? Libia lives in Boston.

When do you go shopping? I go shopping on Saturday.
_____? I go to church on Sunday.

Who is from Haiti? Sanard is from Haiti.
_____? Maria is from Cape Verde.

What's her name? Her name is Myrtha.
_____? His name is Lucas.

- With "whose", get one small object, such as a pen, key, earring or notebook, from each person and put them on the table. Go over the names of the objects and practice them orally. Then ask:

Whose earring is this? It's Julie's.
_____? It's Juan's.

The students then use the same pattern, repeating and finally forming the questions themselves. Work on pronunciation of the final "'s" sound.

- "Why" questions may be trickier since there is often more than one question students could ask for a given answer. For the answer "Because I need money.", students might ask "Why do you work?" or "Why are you in the U.S.?" Before getting into these questions, give many illustrations of the meaning of "Why" and "because". You can supply the questions and ask them to answer. Use their answers in subsequent reading and writing work, as in the language experience approach (see Part VI). Sample questions:

Why are you studying English?
Why did you come to Boston?
Why do you live in Cambridge?

V. READING SHORT PASSAGES

ACTIVITY: Preparation for reading a passage

OBJECTIVES: To recognize, read and manipulate key words from a reading passage in preparation for reading the whole passage.

PROCEDURES:

1. Make a reading passage: Write a simple reading passage based on material being worked on orally in the class. For example:

> Julie is sick. She isn't going to work today. She has a sore throat and a fever. She really feels bad. She's in bed.

Do not hand out copies of the reading yet. You may have preceded the reading with a discussion of this topic, a dialogue, or a story that students generated from a picture or a situation they are familiar with.

2. Practice vocabulary: Show flashcards with some of the key words written on them: i.e., sick, work, sore throat, fever, and bed. Students choose a card, spell out their word, say it if they can, and then come up and write it on the board.

3. Numbering technique: When all the words are up on the board, number them. Say a word and ask the students to tell you which number it is. Go through all the words this way. Then say the numbers and ask students to tell you the corresponding words. Ask students to call out words, and the other students say the number.

4. Discussion before reading: Ask students to tell the story in their own words based on the vocabulary they have seen. In a higher level group, have them summarize the story they tell in writing.

5. Substitution drills: On the board, practice substitution drills using sentence patterns found in the reading. Use names of class members:

Julie François Ana Xiao He She	is feels	tired. sick.

He She	isn't going	to work to school	today. tonight.

He She	has	a sore throat. a fever. a cold. a headache.

She's He's	in bed. at home.

Point to the beginning, middle and ending parts of sentences, and have students form and read sentences as a group. Then students can come up to the board and tap out some sentences for the rest of the class to say.

6. Scrambled sentences: Put the words of the sentences on cards and mix them up on the chalk trough. Ask students to come up in pairs or individually and rearrange the cards in the correct order. Then have the whole group read the sentence.

7. Read entire passage: Hand out the reading, with comprehension questions written afterward:

(general questions)

1. What's the story about?
2. Is Julie a student?

(detail questions)

3. What's the matter with Julie?
4. Is she going to work?
5. Does she have a stomach ache?
6. How does she feel?

Before reading the passage, go over the questions so that students think about them while they are reading. Have students read the passage silently. Discuss the questions orally. Ask them to write answers to the questions, either in the class with you helping, or as homework.

VARIATIONS:

- Before giving students the reading, read the story aloud to them and ask them comprehension questions orally.

- As a writing follow-up, do a short dictation of part of the reading, or make a cloze passage of the reading with some of the words omitted and have students dictate the missing words for other students to fill in.

- Students may want to read the passage orally; have them do this in pairs while you circulate and listen.

ACTIVITY: Using "Jazz Chants"
(From Jazz Chants, by Carolyn Graham. Copyright © 1978 by Oxford University Press, Inc. Reprinted by permission.)

OBJECTIVES: To practice rhythm and intonation in oral English.
To read and to practice new grammar structures and idioms.

PROCEDURES:

Jazz Chants are designed to help students learn the rhythm, stress and intonation of spoken English. Students also see new vocabulary, grammar structures and idioms. They are written for students who are literate, and therefore would be most effective in a higher level ESL literacy class. You can invent simpler Jazz Chants for low level ESL literacy classes.

In the introduction to Jazz Chants, there is an excellent step-by-step plan for presenting a Jazz Chant (p.xiii). The following procedures are a variation on those steps to adapt for ESL literacy classes.

1. Choose a Jazz Chant: Select a Jazz Chant that goes along with a topic you are teaching. It could present a particular structure, certain vocabulary words or idioms. For example, if you are working on health care and how to talk about a health problem, use the Chant "My Feet Hurt" (p. 67, Jazz Chants). Most of the Chants have a lot of repetition; choose simpler Chants that repeat a great deal. Teach only part of a Chant if it seems too long.

2. Present Jazz Chant orally: Before giving students the written version, say the Chant and act it out several times while students listen. Explain new vocabulary. (A copy of "My Feet Hurt" is attached.)

3. Teach Chant orally: Teach the Chant one section at a time; i.e., a stimulus and a response together. First, have students repeat each line after you. Then say the first line ("My feet hurt!") and ask students to respond with the second line ("Take off your shoes!"). Go through the whole Chant this way. Then have one side of the class say the first line, repeating after you, and the other side of the class respond with the second line, also repeating after you. Again, go through the whole Chant like this. Continue working on the Chant orally, pointing out rhythm, stress and intonation patterns, until the class is fairly comfortable with it orally.

4. Read Chant: Give students the written version of the Chant, and follow the same procedure as above. This time, however, students should follow along with their written version while they are repeating and responding. Ask students to follow along with their fingers to make sure they are in the right place in the Chant. Again, you can break up the Chant into smaller sections.

5. Writing: Present all or part of the Chant as a cloze passage

and have students fill in the missing words. Have them refer back to the original copy or not, depending on the level of the group. For example:

My _____ hurt!

Take off your shoes!

or:

My hands are cold!

Put on your _____!

VARIATIONS:

- Other Chants that repeat a lot and work in the simple present are "Wake Up! Wake Up!" (p. 75), "Banker's Wife's Blues" (p. 43) and "Do You Know Mary?" (p. 25).

- Draw a series of simple pictures to illustrate "Banker's Wife's Blues".

- "Do You Know Mary?" is useful for practicing questions, short answers and names of family members. Simplify it for a low level literacy class by turning it into four lines; number each line for easier reference and substitute names of students:

1. Do you know Marie?
2. Marie who?
1. Marie Joseph.
2. Of course I do.

- Invent your own chants, especially for lower level literacy classes. Here are two examples:

I like coffee.
I like tea.
I like _____ (name of person in class)
And s/he likes me!

1. Where are you going?
2. I'm going to the store.
1. O.K. See you later.
2. All right. Bye-bye.

In this last one, substitute names of diferent places such as the bank, the post office, work or home. A lot of stress and intonation work can be done with this one, also.

My Feet Hurt

My feet hurt!
Take off your shoes!
My feet hurt!
Take off your shoes!
My feet hurt!
Take off your shoes!
My feet hurt!
Take off your shoes!
It's hot in here!
Take off your sweater!
It's hot in here!
Take off your sweater!
It's hot in here!
Take off your sweater!
My feet hurt!
Take off your shoes!
It's cold in here!
Put on your sweater!
It's cold in here!
Put on your sweater!
It's cold in here!
Put on your sweater!
My feet hurt!
Take off your shoes.
My hands are cold!
Put on your gloves!
My hands are cold!
Put on your gloves!
My hands are cold!
Put on your gloves!
My feet hurt!
Take off your shoes!

VI. LANGUAGE EXPERIENCE AND PROBLEM POSING APPROACHES

ACTIVITY: Language experience stories and dialogues

OBJECTIVE: To read and write, using students' own words and experiences.

The Language Experience Approach has been used to teach reading to children and adults in both their native and second languages. It is based on the premise that it is easier to learn to read language that you can speak than to learn it first by reading. Also, language generated by students is more likely to reflect their experiences and perceptions, unlike some published materials. There are many ways that this approach can used in the ESL literacy class. Two examples will be described here.

1. Group stories generated by a picture

a. Presentation of picture: Present a picture to the class that you think may stimulate the students' imagination - an interesting face, some people talking, or a scene where something has happened. You might also juxtapose two pictures that have a relationship to one another, or present a few pictures for students to arrange in a sequence. Look for pictures that reflect the students' cultural reality. Pass the picture or pictures around for everyone to see, and then tape them up on the board.

b. Discussion of picture: Ask students to make statements about the picture or to name things they know in the picture. You can identify new vocabulary that students ask for, but keep in mind that this activity should focus on known language, not on learning new vocabulary. The students' statements may simply be descriptions of what they see. There are often interesting discussions trying to decide where the people in the picture are from, what their jobs and ages are, and how they feel. The class may get into telling a story about what is happening in the picture. Listen for words or phrases that you want to use in subsequent activities. If necessary, ask questions that elicit words you will use later. At this stage, do not correct errors in students' statements unless they are unintelligible; use students' words and wording, and work on corrections later.

c. Record words and sentences on board: Write down words and sentences that students have said, being selective about the language you want them to work with. For a lower level, record single words and possibly simple sentences. If you are recording sentences, you may try to sequence them logically if students are telling a story.

d. Review and read single words: Review the words on the board, pointing to the corresponding part in the picture. Point to individual words to see if students can read them. Ask individual students to come up and point to words they want the

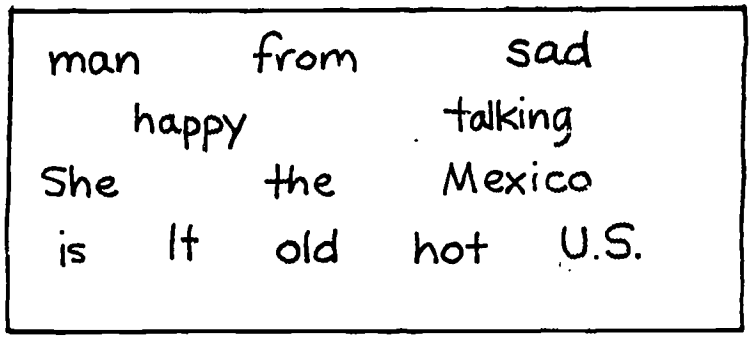
rest of the class to read. Point out some of the words' phonetic elements, such as similar initial and final sounds, vowel sounds and spelling patterns. Point to words that students often leave out or don't recognize in their written form, such as "the", "and", "in" or "to".

e. Read sentences :

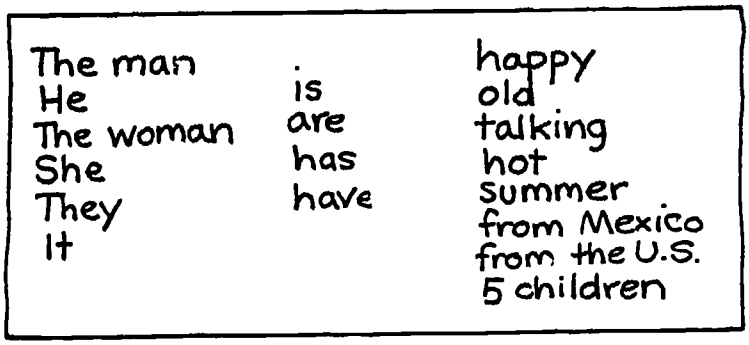
- Ask students to read whole sentences, if you've recorded whole sentences. Have individual students read them several times, pointing to the words in the sentences as they are read. The other students follow along.

- Scatter the different words that students have used on the board, making sure that all the words necessary to form sentences are there; point to words, asking students to read aloud, and form whole sentences.

- For a higher level group, the words could be scattered arbitrarily:



- For a lower level group, put subjects on the left of the board, verbs in the middle and complements on the right, to help students see the order of the sentences:



- Ask students to come up and "tap out" sentences, pointing very clearly to the words with a pen or pencil, and have the rest of the class say the sentence.

f. Writing: In a lower level class, point to certain words and have students copy them in their notebooks. Ask students to write sentences as you tap out the words on the board, as in a dictation. Again, ask other students to come up and tap out sentences for the other students to write. More advanced students can compose their own sentences alone or in pairs, using the words on the board. Make sure to copy the words and sentences that students have generated for making materials for future lessons.

VARIATIONS:

- Stop here, and return to their words or story in another way in the next class.

- Record the story or words on newsprint to be read in the next class. Then make a cloze passage on a worksheet in which certain words have been omitted. The following are examples of cloze exercises in order of increasing difficulty:

1. The man is _____.
   old / happy / sad
2. He has _____ children.
   two / five / seven
3. The woman _____ tired.
   is / isn't
4. She is from _____.
   Mexico / the U.S.
5. It is _____.
   hot / summer / cold

The woman is _____. She _____ 3 children. The man has 5 _____. He is _____. The _____ and woman are talking. They _____ hot. It _____ summer. They are _____ Mexico.

man | children | has | old

1. The _____ and woman are talking.
2. She _____ three children.
3. The man has 5 _____.
4. He is _____.

While students are working on the worksheet, either leave the passage on newsprint up, or take the newsprint down and see if they can do it from memory. When they finish, students read their worksheets to one another, comparing them, while you go around the classroom and help.

- Make substitution, transformation and scrambled sentences exercises from the passages.

2. Student-generated dialogues

a. Picture stimulus: Use a picture as a stimulus or choose a theme that reflects a real-life situation for students, such as calling a clinic for an emergency or for an appointment, describing an illness to a doctor, calling the landlord with a complaint, or calling the school to report an absence.

b. Students create dialogue: Ask students to tell you what they think the speakers in the dialogue would say. Discuss each line as a group to get language that is both natural and fairly simple. Write the dialogue on newsprint.

c. Follow-up activities: Do the same activities used with the language experience stories, such as looking at single words, practicing the sight words, noticing phonetic elements and reading whole sentences.

VARIATIONS:

- Use the written form of the dialogue together with the picture dialogues (see Part VII) as a follow-up or at the same time. Students having difficulties reading all the words can depend more on the pictures to say the dialogue.

- Bring back the whole dialogue or parts of the dialogue in a subsequent class and practice them in a cloze passage. Have students fill in the missing parts of the dialogue.

- Have students read the dialogues to one another and then act them out.

- In a higher level literacy class, ask students to create their own dialogues in pairs and then present them to the class. The class can choose one of the dialogues to write down and work with, using the steps outlined above.

- Tape record students reading their dialogues and listen to the recordings.

- Students dictate their dialogues to the class as a writing activity.

ACTIVITY: Problem posing activities

OBJECTIVES: To stimulate critical thinking.
To practice reading and writing.

PROCEDURES:

"Problem posing" in adult education and literacy has been taking hold over the last twenty years largely due to the work of Paulo Freire, a Brazilian educator who wrote Pedagogy of the Oppressed (Seabury Press, 1970). He developed a national literacy program in which adults learned not only to read words, but to "read the world" as well - to understand their social reality more critically and see themselves as actors, not passive victims, in social processes. Nina Wallerstein, along with many other adult educators and ESL teachers, has tried to adapt this method to our work in the U.S. in her book Language and Culture in Conflict, Problem-Posing in the ESL Classroom (Addison-Wesley, 1983).

1. Development of a "code": A code is a kind of representation of reality; it could be a picture, photographs taken by students of their neighborhoods, a dialogue, a reading passage or a roleplay. A good code shows a problem that is easily recognizable to students. Ideally, it should contain many sides of a problem and be open-ended (i.e., there is no implicit "right answer"). It should also allow students to get beyond just the personal context to a broader social context.

Nina Wallerstein's book offers several excellent codes in the form of dialogues and pictures; you and your students may search out your own pictures and write your own dialogues and stories that more accurately reflect their lives. Here is a sample code that addresses issues of stress in the workplace.

A. Hi, Tran. How are you doing?

B. Terrible!

A. Why? What's the matter?

B. I have a headache. I always have a headache after work.

A. Yeah, I do too sometimes. Sometimes I get a stomach-ache, too.

B. The boss makes me nervous! He gets mad if I make mistakes.

A. My boss gets mad, too. He tells me to work faster.

You can simplify a dialogue like this by turning it into a picture dialogue, maybe writing some of the key words.

2. Literal description: Ask students what the picture or story dialogue is about. "What do you see?" "What's happening?" Ask questions about the people, places and things in the code. This

work can be done orally and then in writing, using some of the techniques described earlier with the language experience approach. In a literacy class, this may be as far as you want to go during the first presentation of the code so that students become familiar with the vocabulary, both orally and in writing, and are able to speak some about the code. At any point in the process, stop to do phonics work or practice a grammar structure, such as short answers ("Yes, I do., No, I don't.").

3. Identification of the problem: Ask questions such as "Is there a problem?", "What is it?", or "What's wrong?" In a low level literacy class, answers may be very simple one or two-word responses. You may choose to record some of their answers on the board.

4. Personalization of the problem: Possible questions include "Do you have this problem?", "Do you ever feel this way?", "How do you feel when this happens to you?", or "Do you know someone who has this problem?" Again, just do this orally or write some of the responses on the board.

5. Discussion of the problem in a larger social context: Ask questions such as: "Is this a problem in your country? Why? Why not?" or "Why is this a problem here?" Low level students may only give simple responses; asking the questions in and of themselves, however, may be important in affirming students' experiences and in stimulating their thinking. In response to the question, "Is this a problem in your country?", make a chart on the board with their names, record their yes/no responses and practice reading the chart. Do the same with the responses to the "Why?" questions.

6. Discussion of possible action: Questions could include "Can you do anything about this problem?", "What could you do?", "What would you do about this in your country?", or "What do you think an American would do?" This entire approach is called "problem posing", not "problem solving", because there are no simple solutions to social problems. Students may come up with short-term solutions or ideas for improving a situation, but they are not necessarily being asked to "solve" the problem.

7. Roleplay action: Ask students to choose one of the courses of action they suggested and act it out in a roleplay.

8. Learning key words: Ask students to give you words from the code and the discussion, and write them on the board. Number each word, and practice reading the list, using the techniques described in Section III of this manual.

9. Reading words and sentences: Ask the students to make up sentences using some of the words, and as the students dictate, write their sentences on the board. Practice reading the sentences, and have students copy them.

10. Writing words and sentences: In the following class, do a writing exercise based on the class discussion of the code. For

example, write on the board:

1. I have a headache after work.
   stomachache

2. The boss makes me nervous.
   teacher
   supervisor

After the students have practiced reading their sentences from the board, they can choose the words they want and copy sentences on to their papers.

VARIATIONS:

- The roleplay can form the content for another "code", a story or dialogue written by the teacher or together with the students, as in the language experience approach.

- Sometimes there may be a concrete action that students want to carry out, instead of just doing a roleplay. It could include a field trip, writing a letter as a group or talking with other students in the school.

- Using the dialogue with Tran as an example, in an ESL Literacy 2 class, you would first look at the dialogue and work on reading difficult words and then whole lines. Then write each line of the dialogue on separate pieces of paper, possibly dividing the class into two groups and making two sets of the dialogue, depending on class size. Scramble the order of the dialogue, give each student a piece of paper and ask them to put themselves in order. Then proceed with the problem posing steps.

- Fruitful discussions can take place in the native language and then be translated into English with the help of a higher level student or an aide.

COMMENTS:

The steps are not a rigid formula; you may use only some of them. It may be enough for your class just to describe the code, identify the problem or problems, and put forth a few reasons why they think the problem occcurs. The issues may be emotional and controversial for students; problem posing is open-ended and the results can be both exciting and unnerving. The teacher doesn't have the answers; often there simply aren't answers. Students seem to respond positively to the chance to discuss and analyze problems they face.

Some particularly effective photograph codes we've used include: a postman handing a letter to an Indochinese person, city kids hanging out on a stoop with a Cadillac parked in front, two Hispanic women baking bread in a clay oven juxtaposed with a picture of Hispanic women working in a factory, people in church, and a young black man on a beach looking at some white tourists sunning themselves. Students identified such problems as:

homesickness, unemployment in their countries, the need to support family back home, problems of young people in the U.S., drugs, racism and the contrasts of rich and poor both here and in their own countries.

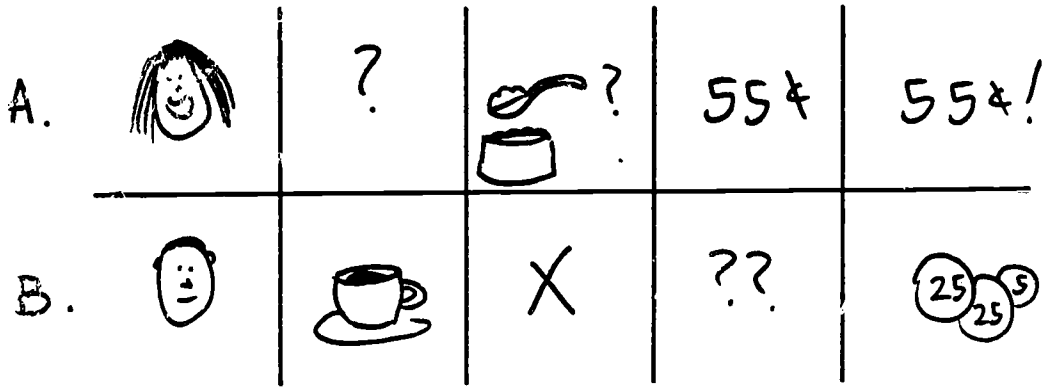
VII. TEACHING REAL-LIFE SITUATIONS

ACTIVITY: Picture dialogues

OBJECTIVES: To practice functional dialogues orally.
To recognize key sight words from dialogues.
To write some of these words in a cloze passage.
To read the entire dialogue and write it (for higher level students only).

PROCEDURES:

1. Draw the dialogue: Draw symbols for a dialogue on the board, or bring it in on already prepared index cards and tape them on the board. For example:



2. Say the dialogue: Model the dialogue or ask the students to discuss what they think is being said. If the students generate the dialogue, the teacher helps to make the conversation grammatical and idiomatic. Here is a sample dialogue for the above pictures:

	VARIATIONS
A. Can I help you?	
B. I'd like a cup of coffee.	(tea)
A. With sugar?	
B. No, thanks.	(1 sugar, 2 sugars)
A. That's 55 cents.	
B. How much?	(What? Excuse me? Could you repeat that?)
A. 55 cents! (louder)	
B. Here.	(Here you are.)

Make this as complex as desired and use more advanced idioms. Students can vary their responses when they play the role of customer.

3. Oral practice: Practice the dialogue orally as a group, learning the new vocabulary and expressions and using the picture cards as cues. The group repeats after the teacher, and then does the parts of the dialogue going around the class a few times. Then the teacher practices it with individual students. A few stronger students then model it for the class. Students then practice in pairs; some of the pairs can present their dialogue to the whole group.

4. Sight words: Write the words that you want students to learn as sight words on flashcards (maybe "coffee", "sugar", "how much?", "55 cents") and have individuals practice reading these cards. Hand the cards out to students, and have them play teacher, asking other students to read their cards. Practice the dialogue as a group again, and ask students to raise their card when the word is said in the dialogue.

5. Writing and reading: Have students copy the sight words on a worksheet and then write them into a cloze passage made from the dialogue. Then have them practice the dialogue in pairs again, reading from their worksheets or using the picture dialogue on the board as a cue if they can't read from the worksheet.

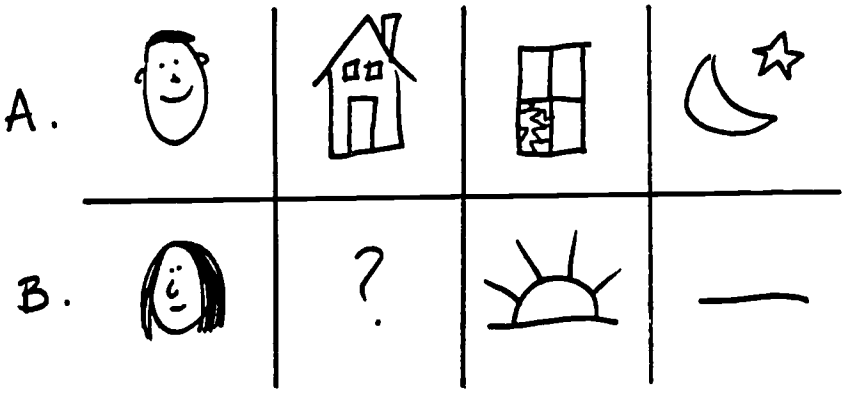
VARIATIONS:

- Do the first four steps in one class and continue with step 5 in the next class.

- These picture dialogues are very versatile, especially as you develop a repertoire of clear and easy to draw symbols. Other possible themes include: a tenant complaining to a landlord, buying a bus ticket, applying for a job, calling for a doctor's appointment, or calling the school to tell the teacher you're sick.

- Inject an element of conflict to make the dialogue more realistic, i.e. the coffee shop counterperson who speaks louder instead of more slowly when the customer asked for repetition. You can then get into a problem posing type of discussion, discussed in Part VI.

- Another example follows on the next page:



A. This is your tenant at _____. (address)

B. What's the problem?

A. A window is broken. (There's no heat. The ceiling is leaking.)
B. I'll fix it tomorrow.

A. Please come tonight.

B. _____
(You can leave it open-ended and generate different landlord responses: "OK, I'll come tonight." or "Sorry, I can't.")

ACTIVITY: Teaching about the post office

OBJECTIVES: To speak, read and write language related to using the post office.

PROCEDURES:

1. Identify vocabulary: Bring in real objects such as a letter, envelopes and stamps. Have students name the items if they know them; otherwise, tell them the names. Write the words on the board and practice saying them, first with the objects as cues and then just reading the words.

2. Operation: Act out the following actions while you say these sentences:

Write the letter.
Fold it and put it in the envelope.
Close the envelope.
Write the address on the envelope.
Go to the post office. (Walk as if you're going there)
Put stamps on the letter.
Put it in the mailbox.

Repeat the operation at least twice while students listen.

3. Students do operation: Ask individual students to carry out the same actions as you narrate. Again, the rest of the class is listening.

4. Students repeat sentences: Have students repeat sentences after you.

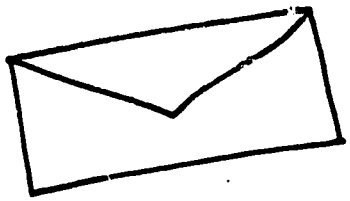
5. Students narrate operation: Ask students to narrate the operation while you do the actions. Do this several times, going around the class and with individual students.

6. Write on board: With students narrating, write the actions on the board.

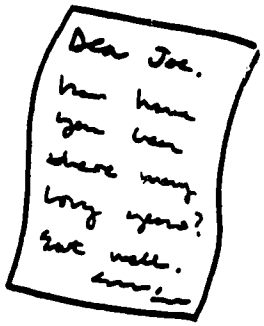
7. Reading and writing: Ask students to follow along while you read them the sentences, pointing to each word as you read it. Then have the class read orally with you. Ask for volunteers to come up and read the sentences, with another student doing the actions.

Make a picture spelling sheet that has pictures of the objects and the words from the operation. Write the words on the board. Students write the correct word for each item next to each picture. (See worksheet 3.)

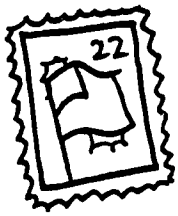
WORKSHEET 3



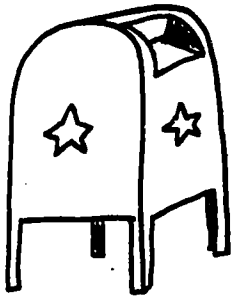
1. _____



2. _____



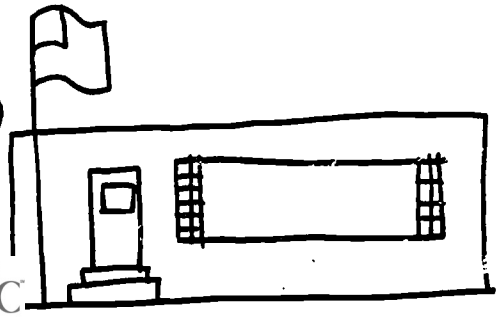
3. _____



4. _____

Mr. Joseph Smith
26 Stadium St.
Combridge, MA
02121

5. _____



6. _____

Make a simple reading:

> Today I am going to the post office. I have to mail a letter to my country. I buy the stamps. I put the stamps on the letter. I put the letter in the mailbox.

Read it, acting it out, and ask students to follow again. Have different students read aloud to the class, and then to each other in pairs. Then hand out the same reading as a cloze passage, omitting the vocabulary that you want filled in. Students fill in the missing words.

8. Writing letters: Ask students to write their names and addresses on pieces of paper and put them in a hat or bag. Each person draws another's name and address. On the board, write a form letter for them to copy:

> Dear _____,
>
> How are you? I hope you are fine. I am working hard. I am going to school, too.
> Write to me soon.
>
> Sincerely,
>
> _____

Read the letter aloud and make sure that students understand it. Ask them to copy it on a piece of paper, fill in the name of the person they are writing and sign their name at the end. Then, have students write the name and address of the person they chose on an envelope. Ask the students to actually mail their letters.

VARIATIONS:

- If students know the present continuous, narrate the actions using the present continuous in steps 2 and 3, and use the imperative when you are telling them what to do.

- In the short reading, you can omit different parts of speech in the cloze passage, depending on the elements you choose to emphasize, such as the verbs, subjects or articles.

- A similar procedure can be used to present other functional situations, such as the hospital or clinic, the bank or the landlord.

ACTIVITY: Teaching about transportation

OBJECTIVES: To speak, read and write language related to transportation.

PROCEDURES:

1. Present vocabulary: Teach new vocabulary related to transportation, using photographs or pictures you have drawn, either on cards or on the board. Words can include: taxi, bus, subway ("T" in Boston), walking, car. Students practice vocabulary orally.

2. Practice actions orally: Teach the sequence:

Stand up.
Walk to the door. (or "Go to the door.")
Go out.

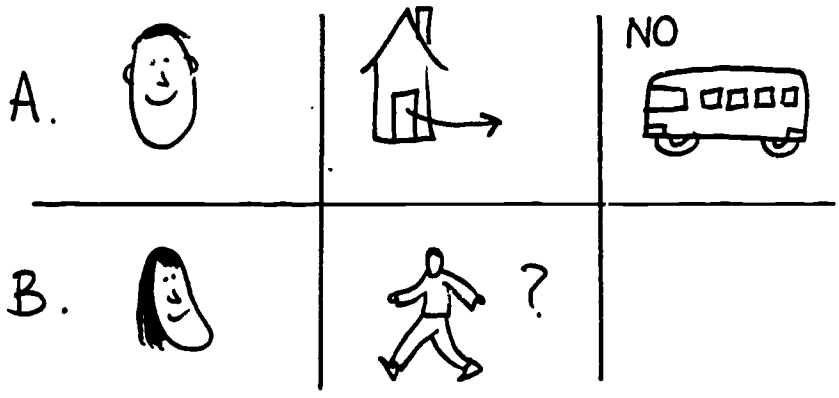
Demonstrate the actions while students listen. Then give the commands to different students to perform. Have students then practice repeating the commands after you several times. Students now give commands to each other.

3. Practice verbs in present continuous: Demonstrate the actions again, this time saying the verbs in the present continuous form:

I am standing up.
I am walking to the door.
I am going out.

Isolate the last sentence "I am going out."; have students repeat and demonstrate it.

4. Picture dialogue: Draw a simple picture dialogue on the board and practice it orally; do not write the dialogue yet.



A. I am going out.

B. Walking?

A. No, the bus.

5. Expand dialogue orally: Expand #2 to "Are you walking?" and have students practice. Then expand the last line to "No, I'm taking the bus."

6. Substitutions: In the last line of the dialogue, substitute different transportation pictures in place of the bus and have students practice:

No, I'm taking the T. (subway)

No, I'm taking my car.

No, I'm taking a taxi.

7. Matching words and pictures: Have the following words - taxi, car, bus, subway (or "T") - written on word cards and drawn on picture cards. Put them all out on the table and ask students to match them. Then give them a worksheeet where they match the words and pictures again by drawing a line between corresponding words and pictures. (See worksheet 4.)

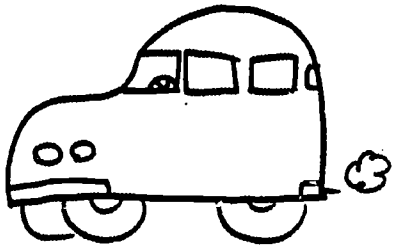
8. Reading sentences: Write out the sentences from the dialogue next to the pictures on the board and practice reading the sentences. Then erase or take away the pictures, and ask students to read the sentences aloud without the pictures.

9. Worksheet: Have students match pictures and sentences on a worksheet, and then have them copy the sentences. Make a worksheet similar to worksheet 4 on which students match sentences (instead of single words) and the pictures.

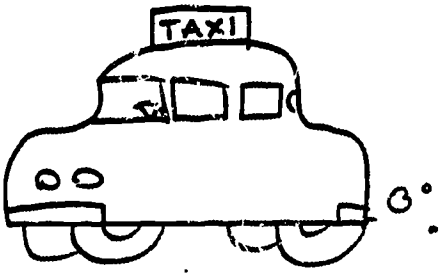
WORKSHEET 4

T

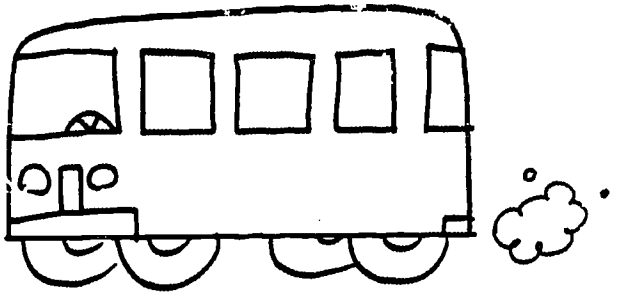
car



taxi



bus



subway

VIII. CURRICULUM

We used the following curriculum more as a checklist than as a rigid guide for sequencing lessons. The best guideline is to find out what kinds of situations students confront in everyday interactions in English, both spoken and written, and to recreate similar situations in the class. Ask students to copy words they see in their surroundings and bring them to class.

As mentioned earlier, teaching abstract grammar or phonics concepts discretely is not effective for literacy students; try to integrate grammar and phonics into a lesson based on a topic that is useful and familiar to students. The curriculum is therefore divided into "Topics", areas in which students need to function in everyday life, with conversation/grammar skills and literacy skills listed under each topic area. You will certainly teach different literacy and grammar skills as the need arises in any given situation. The order of topics will also change according to students' needs and interests. At the end of the ESL Literacy 2 Curriculum is an example of how a teacher sequenced lessons according to the needs of her class.

A. ESL LITERACY 1 CURRICULUM

1. PERSONAL INFORMATION: name, address, age, date of birth, nationality, telephone, married, single.

   a. Conversation:
      - Personal pronouns.
      - Present tense of "to be".
      - Possessives (my, your, his, her, etc.).
      - Question words: when, what, who.

   b. Literacy skills:
      - Phonics: shape and letter discrimination; names of letters; cardinal numbers 1-90.
      - Sight words: name, age, address, etc.
      - Writing (tracing and copying): student's name, address, phone number, filling out simple forms.

2. DESCRIPTIVE ADJECTIVES AND NOUNS: tall, short, sad, happy, woman, man, girl, boy, fat, thin, child, etc.; colors.

   a. Conversation:
      - Present tense of "to be", with "not".
      - Questions - Who is it? What is it? Are you ____? Is she ____?

   b. Literacy skills:
      - Phonics: names and sounds of initial consonants; cardinal numbers 100-1000.

- Sight words: for describing people.
- Reading: questions and answers (yes/no with "to be").
- Writing: short sentences (e.g. She is tall; I am happy.)

3. LOCATION: prepositions of place; classroom objects; stores and services.

   a. Conversation:
      - "To be" continued.
      - Asking and giving directions: Where's the ____? It's on _____.

   b. Literacy skills:
      - Phonics: review letter names, tracing and copying, initial consonants.
      - Sight words: in, out, bank, post office, hospital, school, etc.
      - Reading: questions and answers about places.
      - Writing: copying nouns for places and names of streets.

4. TIME, FOOD: telling time, days of the week; food names, food shopping, prices, $ and cents.

   a. Conversation:
      - Imperatives - new verbs: eat, drink, buy, walk, go, don't walk, open, close, sit, stand, etc.

   b. Literacy skills:
      - Phonics: initial consonant sounds.
      - Sight words: foods, days of week.
      - Reading: digital time, prices.
      - Writing: time.

5. STORES, CLOTHING: names of stores - clothing, discount, department, food, grocery, etc.; names of clothing.

   a. Conversation:
      - Plurals.
      - Can, can't.
      - You can buy a ____ in the _____ store.
        You can buy ___s in the _____ store.
      - What is it? What are they? They are ____s.

   b. Literacy skills:
      - Phonics: more initial consonants, final consonant - "s".
      - Sight words: socks, pants, shirt, shoes, dress, etc.
      - Reading: picture stories and dialogues to go with shopping topics.
      - Writing: prices, names of items.

6. BODY, ILLNESSES: parts of the body, illnesses, describing symptoms.

   a. Conversation:
      - Describing symptoms: have/has, What's the matter?
        I have a _____. Do you have a _____?
        She has a _____. My/his/her _____ hurts.

   b. Literacy skills:
      - Phonics: short vowels (a - back, e - neck, i - sick, o - hot, u - cut).
      - Sight words: arm, leg, back, hands, have, has, sick, hurt, doctor, etc.
      - Reading: patient/doctor dialogues.
      - Writing: forming plurals.

7. HOUSING: rooms and furniture; more prepositions of place.

   a. Conversation:
      - There is, there are, this, that, these, those.
      - Where questions.

   b. Literacy skills:
      - Phonics: vowel/consonant combinations (at, on, in).
      - Sight words: kitchen, living room, door, window, sink, stove, apartment.
      - Readings: rooms and furniture (There's a window in the kitchen. The ____ is next to the ____.); description of a room.
      - Writing: Cloze passage with above reading.

8. DAILY ACTIVITIES: daily routines - Every day I _____; family members.

   a. Conversation:
      - Simple present tense.
      - Like/want - "I like to _____."
        "I want to _____."
      - "How many children do you have?" "I have _____."

   b. Literacy skills:
      - Phonics: consonant/vowel/consonant combinations (man, hot, pen, red).
      - Sight words: family members.
      - Reading: daily routines.
      - Writing: copying above words, dictations of words, filling in cloze passages using verbs to describe one's own routine.

B. ESL LITERACY CURRICULUM

Review Level 1 as needed, especially personal information: street, city, state, zip code, area, code, male/female, Mr./Mrs./Ms., filling out simple forms.

1. FOOD, MONEY: more food names, categorizing into food groups - meat, fruit, vegetables, dairy, etc.; money, making change.

   a. Conversation:
      - Present tense.
      - Do/does questions: How much does it cost? Do you have change for _____?
      - Don't, doesn't.

   b. Literacy skills:
      - Phonics: consonant digraphs, initial and final: th, sh, ch, wh; vowel digraphs: ea (meat), ui (fruit), ee (cheese), etc.
      - Sight words: foods; measures (cup, pint, quart, etc.); quantifiers (a cup of, a box of, a bottle of, etc.).
      - Reading: money amounts, shopping dialogues.
      - Writing: copying sentences, using upper and lower case letters, shopping lists.

2. JOBS: names of occupations, occupations of students in class.

   a. Conversation:
      - More present tense.
      - Questions - Where do you work? What time do you _____? When do you ____? I work on _____ (review days of week).

   b. Literacy skills:
      - Sight words: names of jobs.
      - Writing: copying vocabulary, labeling pictures of jobs.
      - Reading: cloze exercises, passage about student's job.
      - Reading/writing: My name is _____.
        I am a _____.
        I work at _____.
        I _____ every day.

3. HOUSING PROBLEMS, SERVICES: leaking, broken, overflowing, heat, not working; plumber, landlord, carpenter, electrician, gas man, etc.

   a. Conversation:
      - Present continuous: The roof is leaking. The toilet is overflowing. The stove isn't working.
      - Telephone conversation with landlord.

   b. Literacy skills:
      - Phonics: more vowel digraphs: oo (room, roof); ow (flow); ea (heat); oi (toilet); ei (ceiling).
      - Sight words: rooms, things in house (ceiling, floor, roof); days, months.
      - Writing: writing a complaint to the landlord; using a letter form; using capital letters.
      - Reading: names of workers who perform services (plumber, electrician, gas man, etc.) used in sentences that describe what they do.

4. REVIEW: occupations, services and related verbs; calendar.

   a. Conversation:
      - Students discuss what they do in their jobs or at home; ask each other: What's the date?, When's your birthday?, When is Christmas?, When is Independence Day in your country?, and practice dates.

   b. Literacy skills:
      - Phonics: vowel digraphs (leak, heat, room, roof, mail, teacher, house, housekeeper, day, ay, etc.).
      - Sight words: names of jobs, rooms, and things in the house; days, months.
      - Writing: dates, copying sentences, filling in cloze passage.
      - Reading: short passages related to housing problems.

5. PHARMACY, MEDICINE: learning names of items and understanding labels and prescriptions.

   a. Conversation:
      - Imperatives in situations: I have the flu. Take some aspirin. Drink lots of water. Sleep a lot.
      - Future: I'm going to see a doctor.

   b. Literacy skills:
      - Phonics: silent "e" (date, fine, close).
      - Sight words: names of common medicines, measures (tsp., tbs.), before, after, every.
      - Reading: warnings and labels for medicines,

prescriptions.
- Writing: notes to children's teachers.

6. FIRST AID, EMERGENCIES: understanding warnings on labels for food, household products, care of clothing; emergency procedures.

   a. Conversation:
      - Calling police, fire, ambulance, practice dialogues.
      - Must, have to.
      - Simple past tense.

   b. Literacy skills:
      - Phonics: two syllable words, syllabication (dan-ger, cau-tion, poi-son, etc.).
      - Sight words: danger, caution, poison, keep away, etc.
      - Reading: labels, dialogues based on conversation.
      - Writing: short narratives; filling out police reports.

7. DISCUSSING THE PAST: review adjectives describing people, occupations, family members.

   a. Conversation:
      - What was your job in your country? I was a _____. My father was a _____. How did you feel?
      - "To be" in past tense.
      - Some other verbs in past tense.

   b. Literacy skills:
      - Phonics: review short vowels (happy, sad, fat, sick, well, big).
      - Sight Words: common irregular verbs (was, were, went, came, bought); names of family members.
      - Writing: short narratives about past, filling in blanks.
      - Reading: short passages written by students.

8. MORE DISCUSSION OF PAST: review calendar; more adjectives describing feelings; describing daily routines and activities past and present.

   a. Conversation:
      - I came to the United States in _____. My first day was bad/good. I saw my family. etc.
      - Past tense, questions in the past tense (When did you come to the U.S.? How did you travel? Who met you? Did you come alone? etc.).

   b. Literacy skills:
      - Phonics: -ed past tense ending and irregular past verbs grouped phonetically (spoke, wrote, broke; flew, knew; slept, kept, etc.).

- Sight words: angry, sad, lonely, happy, excited, surprised, nervous, etc.).
- Reading: student and teacher-written stories.
- Writing: short stories about experiences.

C. SAMPLE COURSE

The following is a listing of the topics which were the focus of an ESL Literacy 2 course over a period of four months. Under each topic is a list of conversation and literacy activities, as well as published sources that were used, usually with some teacher adaptations. These sources are listed in full in the bibliography. Since this class was a relatively high level literacy class, there was less focus on phonics and more on reading passages and writing.

1. FOOD/SHOPPING

a. Conversation:
- Shopping diaglogues.
- Picture stories (student and teacher-made).
- Commands (simple verbs).
- Operations (recipes).
- Present tense.
- Money and making change.

b. Literacy Activities:
- Sight words: food names, measures, and abbreviations.
- Phonics: hard/soft c - celery, cake, coffee, cucumber, cigarettes.
- Reading: recipes, items, and prices.
- Writing: shopping lists, money amounts.

c. Books:
- The New Arrival, Book 2
- Action English Pictures
- Everyday English, Book 2A

2. HOUSING

a. Conversation:
- Renting vocabulary (rent, month, heat, included, landlord, etc.).
- Describing apartments.
- Ordinal numbers (first floor, second floor, etc.).
- Neighborhoods (Where do you live? Do you like it? Is it expensive?).
- Present tense.

b. Literacy Activities:
- Sight words: abbreviations used in apartment ads.
- Phonics: final consonant blends (first, second, third, landlord, rent).
- Reading: student written language experience stories, apartment ads.
- Writing: language experience stories about apartments, neighborhoods; cloze exercises.

c. Books:
- Impact, Book 1
- The New Arrival, Book 2

3. HOUSING

a. Conversation:
- Work around the house.
- Household appliances.
- "ed" past tense verbs describing housework (washed, cooked, cleaned, etc.).

b. Literacy Activities:
- Sight words: appliances (washing machine, refrigerator, electric mixer, sewing machine, etc.).
- Phonics: "ed" ending.
- Reading: passage in past tense about housecleaning.
- Writing: above passage, which students as a group dictate to teacher; spelling changes when -ed is added (doubling rule, final e rule, y rule); labeling pictures of household items.

c. Books:
- Everyday English, Book 2B
- English for Adult Competency, Book 1

4. HOUSING

a. Conversation:
- Complaints to the landlord and housing problems vocabulary.
- Dialogues with landlord (student and teacher - made).
- Dialogues with service people.
- Present and past tenses.

b. Literacy Activities:
- Sight words: names of service people (plumber, electrician, gas man, carpenter, etc.).
- Phonics: syllabication - open syllables (bro-ken, ta-ble) and closed syllables (win-dow, coun-ter, kit-chen).
- Reading: complaint letters to landlord; leases and rental agreements.
- Writing: letters to landlord; dates.

c. Books:
- Everyday English, Book 2B

5. JOBS

a. Conversation:
- Names of occupations (review); related verbs in present tense (A mechanic fixes cars.).
- "wh" questions (Where do you work? What do you do?).
- Problem posing about work.
- Past tense (What did you do in your country? Did you like it?)

b. Literacy Activities:
- Sight words: occupation names.
- Phonics: ph as f (photographer, telephone operator); ch sometimes pronounced as k (mechanic, headache, etc.).
- Reading: teacher-made story describing a job.
- Writing: using teacher-made story as model, students write about their jobs.

c. Books:
- The New Arrival, Book 2
- Everyday English, Book 2B

6. HEALTH

a. Conversation:
- picture stories about going to the doctor.
- dialogues: making an appointment, calling about an emergency, describing symptoms to a doctor.

b. Literacy Activities:
- Sight Words: common drugstore medicines (aspirin, cold tablets, cough medicine, allerest, etc.).
- Phonics: review ch as k (headache, stomach ache) and compare to regular pronunciation of ch (cheek, chin); gh as f in cough, enough, laugh.
- Reading: labels and prescriptions.
- Writing: school messages for children; list to keep by phone with names and numbers of doctor, clinic, hospital, etc.

c. Books:
- Action English Pictures
- Look Again Pictures
- English for Adult Competency, Book 1

7. PERSONAL HISTORIES

a. Conversation:
- Experiences in students' countries and in US.
- Past tense, regular and irregular.

b. Literacy Activities:
- Sight Words: names of places - countries, cities, streets, companies, schools.
- Phonics: irregular past verbs grouped phonetically (wrote, stole, broke, spoke; bought, thought, brought, etc.).
- Reading: student-written stories.
- Writing: short narratives about life experiences.

c. Books:
- The New Arrival, Books 1 and 2

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