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ABSTRACT

This issue of a newsletter designed to promote human resources development among adolescents and adults in Florida is devoted to a description and assessment of "Crossroads Cafe," a series of multimedia materials for English-as-a-Second-Language (ESL) instruction. Trends in language teaching methodology since the 1960s are first reviewed, and principles underlying current trends are examined. Insights gained from research in adult education are also discussed briefly. Ways in which the "Crossroads Cafe" program reflects this newer knowledge, and ways in which the "Crossroads Cafe" approach addresses workforce readiness skills, are summarized. Workshops for teachers on the use of the materials are described. (Contains 15 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

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**CROSSROADS CAFÉ ENGLISH  
LEARNING PROGRAM:  
REFLECTING A NEW APPROACH  
TO TEACHING ENGLISH**

ED 435 206

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TO THE EDUCATIONAL RESOURCES  
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*Some English as a Second Language (ESL) Practitioners have seen the Crossroads Café English Learning Program and wonder why it is receiving so much press, and why it has been so successful in the state of Florida. The Florida Department of Education and Florida Human Resources Development, Inc. recognize that Crossroads Café reflects evolutionary progress in English teaching methodology, and that the innovative product requires active inservice training to reach its potential as a teaching tool. In an effort to help ESL practitioners understand the changes that have taken place in language teaching, and consequently the need for inservice training, this publication addresses the following topics:*

*How does Crossroads Café English Learning Program: reflect a new approach to teaching English?*

*How does Crossroads Café go beyond language learning to meet the many needs of adult ESL learners?*

*How does Crossroads Café correlate to workforce readiness skills (SCANS)?*

*What are the implications from the Crossroads Café Florida Implementation Evaluation?*

*What workshops are currently offered by Florida Human Resources Development, Inc.?*



## **CROSSROADS CAFÉ ENGLISH LEARNING PROGRAM: REFLECTING A NEW APPROACH TO TEACHING ENGLISH**

### **HOW HAS TEACHING METHODOLOGY CHANGED?**

In the late 60's and 70's Audio-Lingual Methodology was the rage. ALM was revolutionary in that it brought a much-needed shift from teaching with an emphasis on written language, to teaching with a focus on oral language. It seems obvious now that one studies a language in order to SPEAK it, but before ALM emerged, most language instruction was based on written grammar exercises and text translation. This method of teaching was called Grammar-Translation (Brown, 1994). In many other countries, English is still being taught as a foreign language in this way. Think of students who can read and write in English far better than they can converse. They are products of Grammar-Translation teaching methodology. Grammar-Translation and ALM were similar in that they both kept grammar at the center of instruction.

ALM comes from the behaviorist's theory which emphasizes forming habits and practicing grammar structures in isolation (Lightbrown & Spada, 1993). Instruction relies heavily on drills and memorizing dialogues. One of the ideas behind drills and memorization is that students can transfer the information in parroted phrases from one context to another; for example, a teacher drills the sentence "A wig is very practical on the beach." The students reproduce this sentence with native-like fluency. In theory, the students are now able to use to-be verbs in the present tense when they attempt to create new language. Unfortunately, this is not the case. When sentences are not relevant to real life experience, students are not able to transfer the information into sentences of their own creation. Although ALM had some strong points, such as native-like pronunciation and lower speaking anxiety, it did not serve the initial purpose of oral communication as well as originally hoped. In other words, students could not exchange thoughts and ideas in the new language. Herein lie the roots of current trends in English teaching methodology.

In contrast to ALM, the Communicative Approach is firmly embedded in innatist and interactionist theories of language learning (Lightbrown, Spada, 1993). The Communicative Approach is

based on more natural or authentic interaction in the target language. Think of it as the way in which students order in a restaurant when they do not know the language. They use limited vocabulary in combination with body gestures to communicate. The waiter does much the same until the two come to some agreement. The success or failure of the interaction is determined by what comes out of the kitchen. Either way, students come away from the restaurant with new vocabulary (learned in context) and perhaps new language structures, "I want..." or "May I have?" This interaction is called negotiating meaning. The ability to use language and convey messages in spite of grammatical accuracy is called Communicative Competence (Lightbrown & Spada). The Communicative Approach presupposes that because the interaction is meaningful, language structures and vocabulary are acquired rather than consciously learned. It is also believed that developmentally appropriate grammar concepts are assimilated innately by an internal language mechanism. Examine the example of a conversation between mother and child. A 14-month-old child points at a bottle and says "ba-ba" The mother says: "Yes, this is your bottle. Do you want your bottle?" The baby smiles or nods and repeats "Ba-ba." The child happily receives the bottle.

Baby and mother have just negotiated meaning in a natural acquisition setting. She did not have to drill the baby on the word "bottle" during the child's infancy for the interaction to be meaningful. The mother simply expanded the child's language and modeled correct sentence structure. This modeling is sometimes called mother-ese, caretaker-ese, or teacher-ese.

The aforementioned illustration introduces another fundamental concept underlying innatist second language learning philosophy—the notion of natural stages in language acquisition. In other words, educators realize that ESL learners pass through general developmental stages common across all second language learners (Krashen, 1977.) Therefore adults acquire second language structures in a similar order as do children learning their first language structures. Consider a 2 year-old child named Scott who says, "Scott go-ed to school today." His father replies, "Oh, you went to school today." Even though the father models the structure correctly and negotiates meaning in context, Scott will probably NOT learn the irregular form of the verb to-go for two more years. However, he may substitute the pronoun I for Scott in the next few months. Scott is passing through natural stages of first language acquisition. A second language learner will pass through

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**At WORK** is produced by Florida Human Resources Development, Inc.

*The Executive Director, Ron Froman, founded this non-profit organization to promote the development of human resources among youth and adults relative to economic development in Florida, and to collaboratively deliver programs and activities appropriate to the enhancement of the state's workforce development system.*

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the same stages in more or less the same order. Research has also determined that the rate and sequence of second language acquisition, like first language acquisition, varies from learner to learner. Researchers also relate that the process is not linear. Mastery is an up and down process and practitioners should develop patience and respect for the process. Practitioners must realize that formal teaching does not speed up the process. These stages are marked by certain grammar structures; for instance, regular verbs are acquired before irregular verbs and subject pronouns before possessive pronouns, etc. (Krashen, 1977.) So, what does it all mean? It means that if instructors present grammar structures that are too complex for their students, those students will have difficulty applying the new language structures. In other words, they may learn the structure on paper or in an oral drill, but they will not be able to use the information in another context.

In summary, ALM was important because it placed a new emphasis on oral language. In the classroom, teaching techniques included repetitive oral drills and memorization; lesson planning was primarily grammar based. In contrast, the goal of the Communicative Approach is learning English through interaction and conversation, or social language. Social language differs from academic language because social language provides non-verbal communication and context clues to meaning (Collier, 1995). Social language and academic language seem to develop on a continuum where academic language can be seen as an extension of social language. The Communicative Approach attempts to recreate natural acquisition settings in an instructional atmosphere by using relevant vocabulary presented in context and planning lessons around communication tasks. The instructor encourages communicative competence by placing importance on meaning over grammar, and grammar is seen as a developmental process; thus, only the structures appropriate to the individual's stage of

development are significant. In addition, implicit instruction such as "teacher-ese" is preferred to explicit grammar instruction, unless patterned errors are observed by the instructor or the student requests formalized grammar instruction.

### PRINCIPALS UNDERLYING THE CURRENT TRENDS IN LANGUAGE TEACHING

- Second Language Acquisition is a complex process with many parallels to first Language Acquisition (Berko Gleason, 1993; Collier, 1992; Harley, Allen, Cummins & Swain, 1990; McLaughlin, 1985).

- Error patterns reflect natural developmental processes in second language acquisition. Patterned errors are predictable regardless of native language and/or formal instruction. (Brown, 1994; Ellis, 1985; Hakuta, 1987; Larson-Freeman & Long, 1991).

- ESL learners pass through general developmental stages and their progress is not linear (Brown, 1994; Ellis, 1985; Hakuta, 1987; Larson-Freeman & Long, 1991).

- Acquisition of a language structure does not occur simply by formally teaching grammatical structure, but rather acquisition occurs through repetitive exposure to correct language structure over time and in a context that is meaningful to the learner (Collier, 1995).

- Second language acquisition is best developed through meaningful activities in context that focus on language use (Collier, 1995; Brown, 1994).

- The language practitioner is most effective when she facilitates communicative, learner-centered activities and focuses on language form when it is developmentally appropriate to the student (Collier, 1995; Brown, 1994).

- Language in context provides an advantage to learners by providing non-verbal clues to meaning (Collier, 1995).

- Social language and academic language exist

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*The goal of the Communicative Approach is learning English through interaction and conversation.*

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in a continuum with social language developing in 2-3 yr. and academic language development developing in 7-10 years (Collier, 1995).

### GENERAL ADULT EDUCATIONAL INSIGHTS FROM CURRENT RESEARCH

- Affective Factors-affective factors such as motivation, enthusiasm, self-praise and lower anxiety strongly influence learning (Edge, 1993; Santopietro-Weddel & Peyton, 1991).

- Sense of Community-research concurs that providing a social context for literacy and ESL training has a positive impact on language learning (Wrigley, 1993).

- Use of Technology - video applications show great promise in literacy education. By providing a visual context for ideas, video communicates ideas independent of print (Wrigley, 1993).

- Learning through hands-on Experience -Hands-on, activity based approach to learning offer a strong advantage for developing literacy as well as workplace readiness skills (Wrigley, 1993).

- Non-traditional settings – Learners over the age of 25 continue to express interest in literacy and language education, but are far less likely to attend or fit-into traditional educational settings (NHES, 1995).

- Relevance to need – literacy and language learning is most effective when instruction is

learner-centered, functional, and relevant to everyday life (Santopietro- Weddel, 1991; Wrigley, 1991).

### HOW DOES THE CROSSROADS CAFÉ ENGLISH LEARNING PROGRAM

#### REFLECT CURRENT TRENDS IN TEACHING ENGLISH?

It stands to reason, if teaching methodology changes, teaching curriculum must evolve to be consistent with the current methodology; and therefore, teachers must acquire new skills in order to utilize curriculum effectively. Teaching in a way that is inconsistent with the theory behind the curriculum is a frustrating experience for both the teacher and the student. More importantly, if teaching techniques differs from the curriculum methodology, learners may not progress as quickly as they could, or the practitioners may not accurately perceive the progress their learners are making. Instructors end up doing one of two things; either, they disregard the curriculum, or they modify the curriculum to accommodate the teaching techniques with which they are most comfortable. Both of

these options cheat the learners out of a valuable learning opportunities. The following chart correlates the Crossroads Cafe English Learning Program to current trends in teaching English.

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*“Theory is very important. Teachers have to experience a paradigm shift —from seeing language in parts (Grammar-Translation and Audio-Lingual methods) to seeing language as a whole and focusing on communicating meaning (Communicative Approach). If teachers don’t make this shift, they lose adult students because adult learners have immediate needs for language. They don’t have time to learn grammar rules for two years before they can mail a package at the post office!”*

Maria Koonce, Ph.D.

Broward County

FHRD Trainer

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## HOW DOES THE CROSSROADS CAFÉ ENGLISH LEARNING PROGRAM REFLECT THE CURRENT SHIFT IN LANGUAGE TEACHING METHODOLOGY?

<p style="text-align: center;"><b>METHODOLOGY</b></p> <p><b>IMPLICATIONS FOR TEACHING FROM RESEARCH</b></p>	<p style="text-align: center;"><b>CURRENT TRENDS</b></p>	<p style="text-align: center;"><b>TRADITIONAL</b></p>
	<p style="text-align: center;"><b>CROSSROADS CAFÉ</b></p>	<p style="text-align: center;"><b>TRADITIONAL MATERIALS AND TEACHING STYLE</b></p>
<p>Instruction should parallel first language acquisition (i.e. allow for silent period, foster meaningful exchange)</p>	<p>Yes, Worktext and Photo Stories are organized in a multi-level format so that beginning learners may respond non-verbally or with short answer until they are comfortable producing more language. Communicative peer activities are designed to encourage language interaction at the learner's level.</p>	<p>No, learners are required to respond on command. There is usually no opportunity for a silent period. Communication is valued on grammatical accuracy. Teacher is in charge of correcting the student's language immediately.</p>
<p>Facilitators believe error patterns reflect the natural developmental process</p>	<p>Yes, predictable errors are considered part of the developmental learning process. Therefore it is considered progress when learners stop making certain errors and begin making new types of errors. Worktext includes self checks and answer keys so that students can correct themselves.</p>	<p>No, grammar exercises or drills are expected to yield mastery of the concepts covered by the teacher. Therefore errors reflect the learner's lack of proficiency.</p>
<p>Instructional activities focus on meaning over grammatical accuracy.</p>	<p>Yes, suggestions for interactive and collaborative learning activities are provided with the goal of meaningful oral communication. Worktext and Photo Stories contain answer keys so that learners can correct their own work and bring questions to a partner or facilitator.</p>	<p>No, drills and exercises are grammar based and teacher is responsible for immediate correction. Therefore, grammatical accuracy takes precedence over meaningful communication.</p>
<p>Facilitators help develop language learning through communicative activities that focus on negotiating meaning.</p>	<p>Yes, reproducible black-line masters of communicative activities focus on information gathering and exchange. The partner guide contains prompts for natural discussions.</p>	<p>No, drills and memorized dialogues rarely if ever allow time for negotiation of meaning or creative language expression.</p>
<p>Facilitators and materials provide repetitive exposure to correct English.</p>	<p>Yes, repetitive viewing of videos and discussion with a partner or facilitator provides ample exposure to correct English.</p>	<p>Yes, repetitive exposure to correct English was at the heart of ALM, but the language was not always authentic, nor functional.</p>
<p>Facilitators focus on language forms that are developmentally appropriate and context embedded.</p>	<p>Yes, The star system allows learners to have some control of the structures they learn.</p>	<p>No, traditional language classes design instructional time around a language syllabus that may be neither developmentally appropriate, nor context embedded.</p>

**CURRENT SHIFT IN LANGUAGE TEACHING METHODOLOGY, CONTINUED**

<b>METHODOLOGY</b> <b>IMPLICATIONS FOR</b> <b>TEACHING FROM RESEARCH</b>	<b>CURRENT TRENDS</b>	<b>TRADITIONAL TEACHING</b>
	<b>CROSSROADS CAFÉ</b>	<b>MATERIALS AND STYLE</b>
<p>There are opportunities for both social language and academic language with social language having primary emphasis</p>	<p>Yes, the video story is the basis of language exposure. Situations and language used in the videos are common in the daily lives of most second language learners. The characters speak naturally - their speech is not artificially slow. Likewise, some characters have accents. Word Play and Worktext exercises offer academic uses of language. Facilitators may choose to expand this portion of the curriculum if their students request it.</p>	<p>No, traditional Language teaching focused primarily on academic English which the learner may or may not find outside of the instructional setting, depending on the learner's use of the language.</p>
<p>Affective factors are considered.</p>	<p>Yes, photo Stories provide low stress, high success activities for the beginning learners. The star system serves the same purpose when intermediate and advanced learners answer one or two star questions to gain confidence. An engaging story line keeps the learners enthusiastic about learning. Learners can get so caught up in the topic that they forget they are speaking English! The video is independent of the facilitator. Some quality control.</p>	<p>(?), whether affective factors are considered in the classroom in largely teacher dependent - not built into most traditional curricula.</p>
<p>A sense of community is fostered within the instructional setting</p>	<p>Yes, learners identify with the Crossroads Café "family", and Crossroads Café becomes part of their community. The In Your Community section expands on this concept.</p>	<p>(?), rarely is the curriculum specific to the learner's community, nor is it inevitable that a class will create a sense of community within the classroom.</p>
<p>Use of Technology</p>	<p>Yes, video provides the content independent of print. Print is then used to reinforce the video.</p>	<p>(?), depends on the program, not a constant.</p>
<p>Learning through hands-on experience.</p>	<p>The Teacher Resource Book provides reproducible masters that provide interactive activities for learners.</p>	<p>(?), traditional language learning is typically book centered, not activity-centered.</p>
<p>Non-traditional setting and schedules available for non-traditional learners</p>	<p>The three implementation models available for use with Crossroads Cafe make is accessible to a variety of programs using both non-traditional and traditional settings. The very nature of distance learning implies that learners can be in charge of when they learn.</p>	<p>No, traditional classroom setting that is class schedule driven and teacher dependent.</p>
<p>Language learned is relevant to need</p>	<p>Yes, language that is important to learners is determined by the situations in which they will use the language. In producing this series, the developers first identified situations in which adult learners might need English, and from these they produced the video story lines.</p>	<p>(?), language taught is usually determined by a language syllabus- grammar based.</p>

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**CORRELATION TO SCANS FOUNDATION OF SKILLS AND PERSONAL QUALITIES INHERENT**

CROSSROADS CAFE PRODUCT		WORKTEXT	PHOTO STORIES	PARTNER GUIDE*
SCANS FOUNDATION				
READING		<b>READ AND WRITE</b> Develops reading skills and encourages determining meaning from context. Develops writing skills. <b>YOUR NEW LANGUAGE</b> Focuses on language structure and function - related to Word Play on the video.	<b>PICTURE STORIES</b> Comic book style pictures and text from the story; Develops reading skills and encourages determining meaning from context.	<b>JOURNAL</b> <b>DICTATE SENTENCES</b> <b>WRITE LANGUAGE EXPERIENCE</b> Stories <b>READ AND DISCUSS CURRENT EVENT</b> IN MAGAZINES/NEWSPAPERS
QUANTITATIVE OPERATIONS		<b>IN YOUR COMMUNITY</b> Develops reading skills using reading materials from the community e.g., loan applications, utility bills, etc.		<b>COMMUNITY RESEARCH</b>
ACTIVE LISTENING		<b>WHAT DO YOU THINK?</b> Encourages discussion <b>DISCOURSE EXERCISE</b> enables learners to see flow of language	<b>ROLE-PLAY ACTIVITIES</b>	<b>DISCUSSION</b> <b>QUESTIONS ON ALL SECTIONS OF WORKTEXT</b>
ORAL COMMUNICATION		<b>DISCOURSE EXERCISES</b> <b>WHAT DO YOU THINK?</b> <b>YOUR NEW LANGUAGE</b> based on language function and structure <b>CULTURE CLIP</b> Discussion Questions	<b>ROLE- PLAY</b> <b>DISCOURSE EXERCISES</b>	<b>DISCUSSION QUESTIONS ON ALL SECTIONS OF WORKTEXT</b> <b>WHAT DO YOU THINK</b> <b>YOUR NEW LANGUAGE</b>
INTERPRETING		<b>BEFORE YOU WATCH</b> preview/predict <b>FOCUS FOR WATCHING</b> provides focus <b>AFTER YOU WATCH</b> checks comprehension / prediction	<b>TITLE PAGE WITH QUESTIONS ON THE FIRST PAGE OF EACH CHAPTER.</b> <b>PICTURE STORIES</b> <b>SEARCH</b> comprehension questions	<b>BEFORE YOU WATCH</b> preview/predict <b>FOCUS FOR WATCHING</b> provides focus <b>AFTER YOU WATCH</b> check comprehension / prediction Review Worktext
ORGANIZING INFORMATION AND IDEAS		<b>BEFORE YOU WATCH</b> preview/predict <b>FOCUS FOR WATCHING</b> provides focus <b>AFTER YOU WATCH</b> checks comprehension / prediction <b>CULTURE CLIP</b> - discussion	<b>TELL THE STORY</b> After the learners watch they sequence pictures to tell the story and then are encouraged to tell the story. <b>SEARCH</b> <b>PICTURE DICTIONARY</b>	See Worktext
ABILITY TO LEARN AND REASON		<b>WAYS TO LEARN</b> Focuses on metacognitive skills <b>CHECK YOUR ENGLISH</b> Demonstrates new material mastery <b>CULTURE CLIP</b> recalls information for Culture Clip	<b>TITLE PAGE WITH QUESTIONS ON THE FIRST PAGE OF EACH CHAPTER.</b> <b>CHECK YOURSELF</b> questions comprehension throughout story.	See Worktext  <b>CULTURE CLIP</b>
THINK CREATIVELY		<b>WHAT DO YOU THINK?</b> Express and support opinions	<b>SEARCH</b>	<b>WHAT DO YOU THINK?</b> Express and support opinions
MAKE DECISIONS		<b>WHAT DO YOU THINK?</b>	<b>SEARCH</b> <b>STORY PICTURE</b> Comprehension questions	<b>WHAT DO YOU THINK?</b>
PROBLEM SOLVING		<b>WHAT DO YOU THINK?</b>	<b>PROBLEM POSING - TITLE PAGE</b>	<b>WHAT DO YOU THINK?</b>
PERSONAL QUALITIES RESPONSIBILITY SOCIALITY SELF-MANAGEMENT INTEGRITY HONESTY SELF-ESTEEM		video discussion	video discussion	video discussion

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\* PARTNER GUIDE IS A SUPPLEMENT TO THE WORKTEXT AND/OR PHOTO STORIES MATERIALS.

† TEACHER RESOURCE BOOK IS A SUPPLEMENT TO THE WORKTEXT, PHOTO STORIES AND/ OR PARTNER GUIDE MATERIALS.

\*\* VIDEOS ARE THE BASIS FOR ALL PRINT MATERIALS.

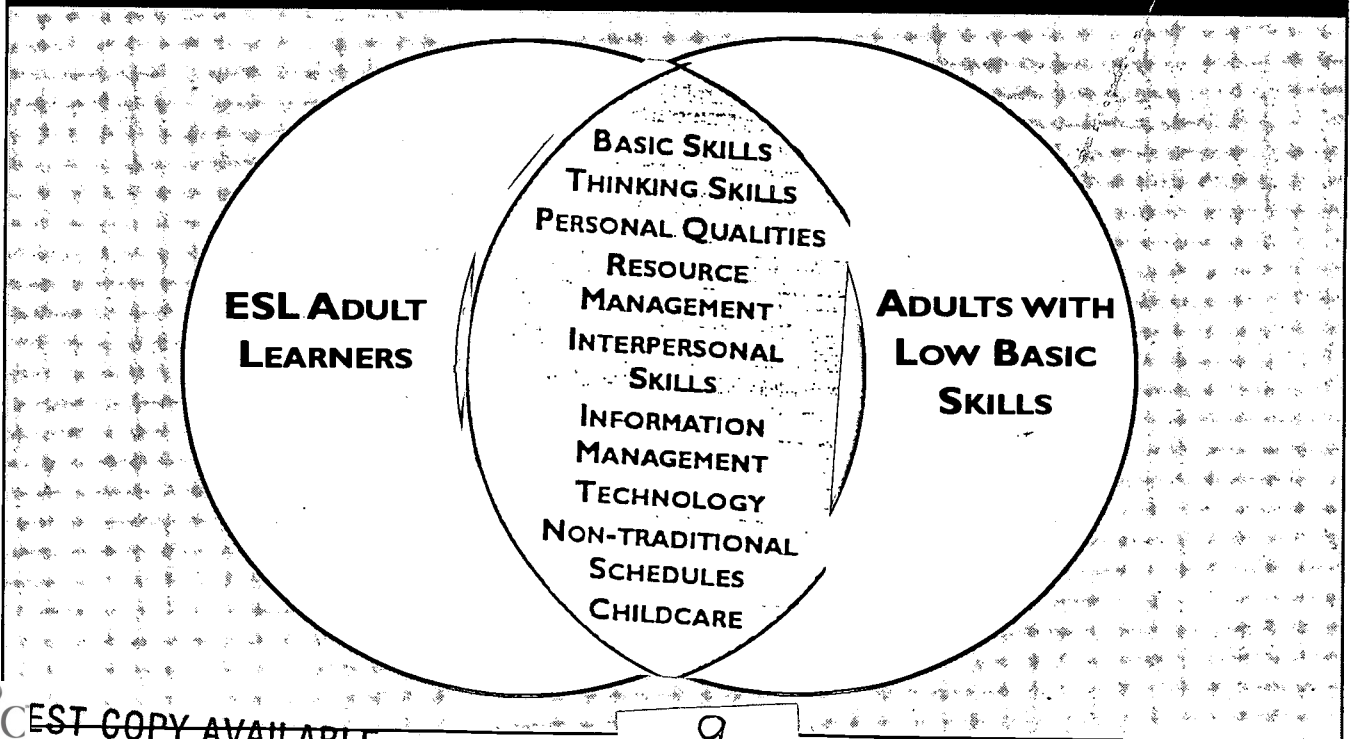
## BEYOND LANGUAGE LEARNING

The training philosophy behind Florida Human Resources Development, Inc. Training goes beyond the scope of traditional ESL instruction. Florida Human Resources Development, Inc. recognizes that adult ESL learners often require service beyond English instruction; their needs may also include workplace readiness, functional literacy, interpersonal communication and alternative educational models that reach non-traditional students. The executive director of Florida Human Resources Development, Inc. seeks to prepare ESL practitioners to recognize as many different needs of adult learners as possible and to encourage the use of the content-rich Crossroads Café program to address as many of those needs as possible. In addition, Florida Human Resources Development, Inc. sees the potential to interface the Crossroads Café curriculum with other populations of adult learners who share similar needs. The following Venn diagram illustrates the overlap of educational needs between Adult ESL learners and low-skill level adult clients.

### CROSSROADS CAFÉ CORRELATION TO WORKFORCE READINESS SKILLS

Recent legislation encourages programs to ascertain accountability as measured in terms of employment preparation. The Secretary's Commission on Achieving Necessary Skills report (SCANS, 1991) determined a framework that identified important employment-related skills that are widely accepted by both business and education. Practitioners are encouraged to incorporate the SCANS foundation skills and competencies into their content areas. Florida Human Resources Development, Inc. believes the design of the Crossroads Café curricular components and the themes underlying the videos and print materials lend themselves quite naturally to lessons that support the SCANS recommendations. The non-profit corporation has developed an easy five-step process practitioners can use to develop lessons in the ESL and Adult Basic Education (ABE) setting that incorporate employability skills. The following chart correlates the components of the Crossroads Café English Learning Program to the SCANS report.

#### SHARED EDUCATIONAL NEEDS



**IN CROSSROADS CAFE DESIGN**

**CORRELATION TO SCANS COMPETENCIES ADDRESSED BY EPISODE\***

TEACHER RESOURCE BOOK**		VIDEOS***	SCANS COMPETENCIES	RESOURCE MANAGEMENT	INTERPERSONAL SKILLS	INFORMATION MANAGEMENT	SYSTEMS MANAGEMENT		
ONE-PAGE-SUMMARIES	N/A	N/A	Opening Day, Episode 1	✓	✓				
JOURNAL			Growing Pains, Episode 2	✓	✓	✓			
DICTATE SENTENCES			Worlds Apart, Episode 3	✓	✓	✓			
WRITE LANGUAGE			Who's the Boss, Episode 4	✓	✓	✓			
EXPERIENCE STORIES			Lost and Found, Episode 5	✓	✓	✓			
READ AND DISCUSS CURRENT EVENT IN MAGAZINES / NEWSPAPERS	N/A	N/A	Time is Money, Episode 6	✓	✓	✓			
COMMUNITY RESEARCH			Fish Out of Water Episode 7	✓	✓				
STORY CLIPS			Family Matters, Episode 8	✓	✓		✓		
video scenes selected to be replayed that highlight the language focus	FOCUSED LISTENING FOR MEANING	N/A	Rush to Judgment Episode 9		✓		✓		
HANDOUTS- interaction activities			Let the Buyer Beware Episode 10		✓		✓		
HANDOUTS - interaction activities	N/A	N/A	No Vacancy, Episode 11		✓	✓			
EXTENSION ACTIVITIES			Turning Points Episode 12		✓	✓	✓		
EPISODE WRAP-UP			Trading Places Episode 13		✓		✓		
See Worktext			Learners interpret meaning of new language in context	N/A	Life Goes On Episode 14		✓		
EPISODE WRAP-UP					Henry and Sara Episode 15		✓		
EXTENSION ACTIVITIES	N/A	N/A	The Bottom Line Episode 16		✓	✓			
See Worktext			United We Stand Episode 17		✓	✓	✓		
EPISODE WRAP-UP			Opportunity Knocks Episode 18		✓	✓			
EXTENSION ACTIVITIES	N/A	N/A	The Peoples' Choice Episode 19		✓	✓			
PROGRESS Teacher specific -Assessment Package			Outside Looking In Episode 20		✓				
STUDENT CHECKLIST	N/A	N/A	Walls and Bridges Episode 21		✓				
WAYS TO LEARN CHECKLIST			Helping Hands, Episode 22		✓				
encourages learners to keep track of and add to their learning strategies.	N/A	N/A	The Gift, Episode 23		✓		✓		
WHAT DO YOU THINK? Express and support opinions			All's Well that Ends Well Episode 24		✓				
EXTENSION ACTIVITIES	N/A	N/A	Comings and Goings Episode 25		✓				
WHAT DO YOU THINK? COOPERATIVE LEARNING STRUCTURES			Winds of Change, Episode 26		✓				
COOPERATIVE LEARNING STRUCTURES	Modeled in Crossroads Cafe Characters and the situations they experience								

**\* DESCRIPTION OF SCANS COMPETENCIES GROUPINGS**

**Resource Management** – organizing, planning, allocating time money materials and staff

**Interpersonal Skills** – working on teams, teaching others, serving customers, leading, negotiating, working effectively within a culturally diverse setting

**Information Management** – acquiring and evaluating facts and data, organizing and maintaining information, interpreting and communicating information, using computers

**Systems Management** – understanding social organization and technological systems, monitoring and correcting performance, improving existing systems, designing new systems

**Technology** – Not Applicable

**Note:** Many of the 26 episodes could be listed in multiple categories.

# IMPLICATIONS FROM THE CROSSROADS CAFÉ FLORIDA IMPLEMENTATION EVALUATION

The Crossroads Café Implementation Florida Evaluation revealed the Crossroads Café English Learning Program to be an innovative and effective approach to ESL instruction, and there is strong evidence that this instructional program can be used to meet the diverse needs of adult learners when offered by trained practitioners through a variety of settings including classroom, distance learning and hybrid learning models. The evaluators found through extensive interviewing and program observation that when practitioners used Crossroads Café in a way which was consistent with training, they exert a direct and positive impact on the educational setting, and hence on the way adults learn.

*When practitioners used Crossroads Café in a way which was consistent with training, they exert a direct and positive impact on the educational setting, and hence on the way adults learn.*

### WHAT CONDITIONS ARE NECESSARY FOR PRACTITIONERS TO DEVELOP NEW SKILLS?

Inservice training on Crossroads Café Curriculum seems to be key for successful implementation. In most cases, if practitioners are not familiar with the communicative approach, train-

ing is not just fine-tuning teaching techniques that ESL practitioners currently use, but rather training involves redirection of teaching style. Mastering new teaching strategies and learning to put alternative curriculums in place is a complex goal and requires more intensive training. To master a new approach to teaching, practitioners must understand the rationale behind the new methodology and spend time exploring and practicing new strategies and content. According to *Improving Inservice Training: The message of Research* (Joyce and Showers, 1980) in order for practitioners to gain new skills, inservice training must contain five major components: (1) presentation of theory; (2) modeling or demonstration of skills; (3) practice in a simulated setting; (4) structured and unstructured feedback about performance; and (5) coaching for application. "If theory of a new approach is well presented, the approach is demonstrated, practice is provided, feedback is consistent and that practice is followed by practical application with additional coaching for further application, it is likely that the vast majority of teachers can increase their repertoire to the point where they can utilize new approaches to teaching and curriculum" (Joyce and Showers, 1980). Florida Human Resource Development, Inc. has successfully used these five inservice training components to train over 2500 practitioners with outstanding results. The non-profit corporation currently offers six workshops related to Crossroads Café.

*Inservice training on Crossroads Café Curriculum seems to be key for successful implementation because training is not just fine-tuning teaching techniques that ESL practitioners currently use, but rather training involves redirection of teaching style.*



# Crossroads Café Pilot Project

## 1997-1998 Crossroads Café Project

The 1997-98 Crossroads Café Florida Implementation Evaluation of pilot programs in the five counties of Florida with the highest populations of English as a Second Language (ESL) adult learners demonstrated the positive impact Crossroads Café could have on adult education in the State of Florida. The evaluation revealed that approximately 2,500 ESL practitioners and 27,000 adult ESL learners are effectively using Crossroads Café throughout Florida. However, the potential to reach traditional and non-traditional ESL and ABE learners is much greater. Classroom, hybrid, and distance learning implementation models make the curriculum adaptable for traditional classroom, workplace, home, and community-based organizational settings.

## 1998-1999 Crossroads Café Project

The 1998-99 Crossroads Café project will expand existing program services through distance, individual, and hybrid learning implementation models in organizations interested in building new program capacity and reaching unserved adult ESL populations through non-traditional programming. This goal will be accomplished through six pilot sites.

### What will the program look like?

1. Learners will work with videos and Worktexts at home
2. option a: Learners will attend class for practice  
option b: Learners will attend drop-in tutoring sessions for assistance  
option c: Learners will meet with an ESL tutor or conversation partner

### What do we want to document?

We want to see that you used Crossroads Café to:

- effectively teach English,
- expand the capacity of your ESL program, and
- reach new populations, LEP adults who would not have otherwise received instruction.

### How will we document this?

- |  |  |
|--|--|
| <p>(1) Quantifiable data</p> <ul style="list-style-type: none"><li>• Pre and post testing</li><li>• Writing samples (optional)</li><li>• Attendance records</li><li>• Time on task</li></ul> | <p>(2) Case study information</p> <ul style="list-style-type: none"><li>• Site journal</li><li>• Recruitment efforts and results</li><li>• Phone logs (if applicable)</li><li>• Support structure</li><li>• Learner accountability forms</li></ul> |
|--|--|



## WORKSHOPS OFFERED BY FLORIDA HUMAN RESOURCE DEVELOPMENT, INC.

### ✓ STANDARD TRAINING —

This is a three hour training designed to meet the needs of practitioners. Participants explore the Crossroads Café materials, view a full 30 minute episode and discuss application possibilities. Participants will gain complete understanding of the Crossroads Café concept essential for effective implementation. Follow-up site visit and/or workshops are strongly encouraged.

### ✓ AWARENESS TRAINING —

This is a two hour orientation to the Crossroads Café materials designed for program directors and others who may want to learn more about the Crossroads Café English Learning Program, but do not plan to teach with the materials.

### ✓ INTRODUCTION TO BASIC ESL —

This two hour workshop explores the basics in ESL instruction and effective practices which can be used with the beginning, intermediate and advanced learner. Florida Human Resources Development, Inc. developed this workshop in response to a need voiced from programs who wanted to use Crossroads Café, but did not currently have an ESL program in place. This quick ESL overview is designed to be used in combination with the standard training.

### ✓ TRAIN THE TRAINER —

In the 3 hour Train the Trainer workshop, participants learn how to provide the Standard Training workshop. Here participants investigate more deeply implementation models, program tips, effective practices using materials and the basics in presenting, thus ensuring continuous quality implementation. Participants receive black line masters for hand outs and transparencies. This workshop is designed to be used with practitioners who have attended a standard Crossroads Café Training session and plan to train other practitioners.

### ✓ IMPLEMENTATION MODELS —

This 3 hour workshop focuses on implementation models and explores the specifics of using the classroom, distance learning and hybrid models of implementations. Groups may also specify a particular model and study only one model. Ready to use hand outs and promotional materials will be provided to participants.

### ✓ LINKING CROSSROADS CAFÉ TO WORKFORCE READINESS SKILLS —

In this three hour workshop participants practice a five step process intended to guide the ESL/ABE practitioners through the process of integrating workforce readiness skills (SCANS foundation skills and competencies) into their lesson planning. This workshop is intended for practitioners who have already participated in a standard Crossroads Café training.

*Crossroads Café is always open on the Net!*

### Stop in and see WHAT'S ON THE MENU!

- VISIT THE FLORIDA CROSSROADS CAFÉ HOMEPAGE ON THE WORLD WIDE WEB AT THE FOLLOWING ADDRESS:  
<http://www.fau.edu/divdept/coe/ideal/crossrds.htm>.
- THE CAFÉ IS ALWAYS OPEN AND UPDATED REGULARLY WITH TEACHING TIPS, WORKSHOP SCHEDULES AND LOCATIONS.

Welcome to the Florida Site for Crossroads Café!



Changing the way the world learns English!




click here for our menu

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## INTRODUCING THE CROSSROADS CAFÉ PRODUCERS:

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intelecm@cerf net.com

For Text Information:  
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