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ABSTRACT

This guide assists English-as-a-Second-Language educators in helping students fill out simple application forms. The guide discusses performance outcomes, communications teaching points, SCANS (Secretary's Committee on Achieving Necessary Skills) competencies, classroom configurations, materials, and procedures. Blank forms, suitable for reproduction, designed to record contact information for students, are also provided. (KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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ELT

Technical Assistance for
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SCANS PLANS PORTFOLIO



Applications

by Barbara Sample, Spring Institute for International Studies

Level: Low level to Multi-level

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Performance Outcomes:

1. Students will recognize application vocabulary by matching pictures or examples and words.
2. Students will fill out simple application forms completely and correctly.
3. Students will work with others in pairs or small groups to negotiate and come to agreement in matching application language with meanings.

Communication teaching points: Reading words, linking pictures (or examples) and words

SCANS Competencies:

Interpersonal skills: teaching others, working well with people from culturally diverse backgrounds

Systems: monitoring and correcting performance

Basic Skills: reading, speaking, listening

Thinking Skills: knowing how to learn

Personal Qualities: individual responsibility, sociability

Classroom configurations: Class, pairs or small groups

Materials: picture and word cards, simple personal information and application forms

Procedure:

1. Show large pictures of items that relate to personal information, transparencies on an overhead projector, or realia to the class. Have students verbalize the meaning of each item orally. For example, a picture of a phone with a blank space on the front should elicit *phone number*. If your students can read numbers, 977-3245 should also elicit *phone number*. (Sources of ideas for pictures or examples: WorkStyles manual, Chalk Talks in the "Basic Facts-Vital Statistics" section of the book and English for Adult Competency Book 1 do a nice job of illustrating personal information concepts. See attached examples.) The initial list of words might include *SS#, address, name, country, zip code, telephone number, city, state, area code*.

2. Write the word for each item or concept on a flip chart or chalk board. Read the words aloud and hold up the pictures (or examples) that correspond. Pass out the pictures. Have students come up to the board to match the large picture with the appropriate word. Gradually add to this list each day so that key application words such as *first name, last name, residence, social security number, date available, felony conviction*, etc. are very familiar to the students.

3. Divide the class into small groups of three or four students. Provide each group with six to ten pairs of picture and word cards. Put the pictures on cards of one color and the words on cards of another color. Have students work together to match the cards. Increase the number of cards or difficulty of vocabulary for more advanced students or as students learn more words.

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You can give small groups a set of application language picture and word cards to match, even on the first day of class. It gives people a chance to work together and can be used as a diagnostic activity to show what they do and don't know.

Recycle these pictures and words in a variety of ways:

- Write the words on flip chart pages and draw pictures as reminders or write the students' definitions in their own words (a la Language Experience). Post these sheets around the room so they become a wall of dictionary pages which reinforce the students' knowledge and surround them with the written word. Students can review the words whenever they have a little time to spare.
- Play fish and concentration with the cards.
- Practice the same words and meanings with word search sheets, matching exercises, or crossword puzzles. (See attached examples.)
- Use computer games such as wheel of fortune, hangman, and crossword puzzles with the same words and definitions or examples.

4. If your students are illiterate, work on the formation of numbers and letters to write the words and numbers they will need for application forms. Have all students practice writing personal information. Start with their own names, add the city and state, then their address and phone number.

5. Give students simplified forms which ask for information in a different order, which utilize different formats such as boxes, and which are written in capital letters, italics, or in other scripts. Have them write their own personal information in the appropriate blanks (See attached examples).

Gradually move to more complex forms. Add words they may not know but can begin to guess because of their position or placement on a form (such as *residence* for *address*, *family name* for *last name*, etc.). The principal is to move from the known to the unknown, from the simple to the complex.

NAME

ADDRESS

ZIP CODE

PHONE
NUMBER

SOCIAL
SECURITY
NUMBER

COUNTRY

DATE OF
BIRTH

MARITAL
STATUS

OCCUPATION

First Name _____

Middle Name _____

Last Name _____

Address _____

City _____

Zip Code _____

Phone _____

Address _____

Last Name _____

Zip Code _____

First Name _____

City _____

Middle Name _____

Full Name _____

Zip Code _____

State _____

First Name _____

Last Name _____

City _____

Phone _____

Address _____

First Name	Middle Name	Last Name
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ADDRESS

CITY

**Social Security
Number**

[illegible]

FULL NAME:

First Name

Middle Name

LAST NAME

Address :

Address

City

State

Zip Code

**Emergency
Phone No.:**

--	--	--	--	--	--	--

AGE:

TELEPHONE NO.:

--	--	--	--	--	--	--

Social Security No.:

--	--	--	--	--	--	--	--

NAME:

Last

First

Middle

Address:

ADDRESS

City

State

Zip

Social Security No.:

TELEPHONE NO.:



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