

Info Rap

ESL, CBET and
Citizenship Programs

VOLUME 5, ISSUE 1

OCTOBER 21, 2002

Fall Brings Out the Finest!

This fall is an exciting time for our ESL/CBET Program. We have already had a successful Fall Focus Conference, with 40 ESL/CBET teachers presenting and over 900 participants in attendance. In addition, nineteen schools are beginning English Literacy Civics Projects funded by grants they are receiving from the state of California.

New publications you will be interested in seeing are the ESL/CBET Teachers' Resource Handbook, which premiered at the Fall Conference, the ESL/CBET and Citizenship Technology Guide, now available on our website or through OTAN, and the new Recommended Adult ESL/CBET Core Textbook List, also available on line. We also have a new training video available at schools for Beginning Low teachers who want to get assistance and training on the administration and scoring of the Speaking Test from the ESL Promotional Test Battery.

Our program is also embarking on a new project - the strengthening of our Advanced Low course. Working with a teacher focus group and with administrators, teachers and students in the field, we plan to design a course that will guarantee the preparation of our students for the challenges of their future educational goals - whether they want to attend vocational training, graduate from high school, assist their children, or attain a college degree.

In November, we will continue our traditional Staff Development Series with some workshops back by popular demand and some new workshops offered to entice those of you who have already enjoyed our previous inservices. Mark your calendars for the first ESL/CBET & Citizenship Program-sponsored STAR Speaker Series, starting February 28, 2003 with H. Douglas Brown, Ph. D., Professor in the M.A. TESOL Program at San Francisco State University and author of many articles and books including *Principles of Language Learning and Teaching* (4th ed., 2000).

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ESSENTIAL RESOURCES FOR EFFECTIVE LESSONS

Seeking lesson planning tools and ideas? Central Office has the following teacher-generated and field-tested resources:

ESL/CBET Course Outlines

- Beginning Literacy
- Beginning Low*
- Beginning High (New for 2002-2003)
- Intermediate Low*
- Intermediate High A*
- Intermediate High B*
- Advanced Low*
- The ESL/CBET Teacher's Resource Handbook
- The Recommended Textbook List*
- The ESL/CBET & Citizenship Technology Guide*
- Tools for ESL Lesson Planning

(*available for download as a .pdf file at the Division Website at <http://daceweb1.lausd.k12.ca.us/>)

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Fall Focus Conference Co-Chair, Candace Lee; Executive Director of ACTE, Janet Bray; Assistant Superintendent, Dr. Santiago Jackson; Administrator Career Education, Nancy Woodrum; and Conference Co-Chair, Donna Brashear at the General Session.
(For more photos see back page.)

The New ESL/CBET Teachers' Resource Handbook is Here!!

The new *ESL/CBET Teachers' Resource Handbook* is complete and will be distributed during the school year at Division staff development workshops and at school-site inservices throughout the district! The *Handbook* features 250 pages of reproducible instructional and resource materials that support the integration of the CBET competencies into our ESL/CBET class curriculum.

The *Handbook's* teacher resource materials include instructional guides and lesson plans that provide

suggestions for planning and teaching CBET components in an ESL/CBET class. All reproducible materials are identified by level and organized by competency area, making it easy for you to help your students develop their understanding of school-related topics, improve their literacy skills and apply their tutoring skills. Now that CBET instruction is integrated into all regular ESL classes, this *Handbook* will be a vital, practical resource for teachers of all levels.

On Track & Online with EL Civics

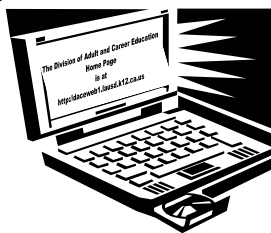
Kudos to 19 Division adult schools that have completed the planning stage and are ready to implement their state-funded English Literacy and Civics Education (EL Civics) projects.¹ Teachers involved in EL Civics are developing learner-centered instructional programs based upon the results of student assessments. The assessments are designed to identify what students want and need to learn to become active participants in their communities. Program projects include field trips and speakers from institutions such as hospitals, libraries, local government agencies and job resource centers.

Students will be researching information on the Internet, conducting interviews, learning about citizenship and local resources and sharing information with other students using a variety of student-generated materials. Teachers participating in these projects are developing and using rubrics to assess student performance based on specific learning objectives. Teachers are sharing ideas and projects with colleagues within the Division and throughout the state. EL Civics Resources will be available to teachers on line through OTAN (Outreach and Technical Assistance Network).

¹ The following schools have EL Civics Programs: Belmont CAS, Central Adult HS, Crenshaw-Dorsey CAS, East LA SC, East LA OC, El Camino CAS, Evans CAS, Franklin CAS, Gardena CAS, Garfield CAS, Harbor CAS, Harbor OC, Jefferson CAS, Los Angeles CAS, Manual Arts CAS, Maxine Waters EPC, Metropolitan SC, Pacoima SC, and West Valley OC.

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If you haven't visited the Division of Adult and Career Education Homepage on LAUSDnet recently, you'll be excited when you see the stunning new format and features that have been added in the last few months. Besides the new appearance, several new sections have been added, including a Technology area, an Instructional Materials area and a Handbook download area. In addition to being able to download the latest version of a course outline, you can download the complete *ESL/CBET & Citizenship Technology Guide*, the *Recommended Core Textbook List* and several "How-to" guides featuring step-by-step instructions for using technology. Included among the list of "How-to" guides is "Using PowerPoint in ESL Instruction," detailing



exactly how you can have your students practice and demonstrate their knowledge of grammar. In the Instructional Materials area, you and your students can make use of the "ESL Action Photos" section. This section was created by ESL Teacher Adviser Barry Bakin as his grant winning entry in the 2001

National Institute for Literacy mini-grant competition. There are approximately 40 photographs illustrating common actions available for viewing or download, with instructions for using the photos in ESL instruction. Congratulations to Teacher Adviser/Webmaster Pierre Giammattei from the Division's Technology Support Office for his groundbreaking work in designing, creating and maintaining this new resource.

From the Computer Lab to the Classroom: Integrating ESL Software with Classroom Activities

[This article is abridged from the ESL/CBET TECHNOLOGY GUIDE.
For the complete article see pages 75-78 of the GUIDE.]

Using commercially produced ESL computer software is a good way to reinforce the presentation of new material, add an interactive element to a lesson, or provide varied activities which meet the learning styles of different students. Before students enter the computer lab, teachers need to introduce necessary language functions and prepare students to use the computers and software correctly. Then, when students come back to class, post-lab review activities reinforce students' understanding, enhance the practice portion of the lesson, and can serve as an evaluation of students' achievement.

PRE-LAB PREPARATION

Preparation is the key to a successful lab experience. Scurrying around a lab trying to answer numerous questions from frustrated students is definitely not fun. Questions are inevitable, but teachers should try to minimize confusion by introducing students to the computer and the software *before* going to the lab. The following are ways in which to review the computer program in class before going to the computer lab:

- **An LCD projector** allows you to project a large image from a computer onto a wall or portable screen. The class will see whatever you see on your monitor. This type of projector is simple to use with either a desktop computer or a laptop. Load the software that you intend to use in the lab onto the computer that you will use in the classroom.
- **Overhead transparencies** of computer screens are the next best option. The advantage of transparencies is that the only equipment needed is an overhead projector. Make transparencies from printouts of all or some of the computer screens that students are expected to use. [To do this, use the "Print Screen" command; then, paste the screen onto a new Word document.]
- **Handouts and posters:** Make printouts of all or some of the computer screens that students are going to use, and prepare handouts and enlarged posters of the visual images. Hold up the enlarged posters while students are looking at the same "screen" on their handouts.



POST-LAB REVIEW ACTIVITIES

The classroom activities below help reinforce and review material that has been taught in the computer lab.

Peer dictation

This is good for grammar, listening, or story-based programs. Have students dictate to each other a dialog or other material introduced during the lab session.

Group writing

To review material from a grammar-based or story-based program, ask students to write an essay, letter, or dialog related to the material.

Mixer

The mixer is a great way of reviewing structures practiced through grammar-based software. The teacher writes questions using the targeted grammatical structures onto cards, then gives each student a card and asks the class to stand. Students circulate around the room and take turns asking and answering the questions on the cards. After talking with one student, they trade cards and speak to another student, exchanging question cards each time and talking with many students around the room.

Many have said that there's a magical component to teaching a successful ESL/CBET class. In the first activity below, Francisco Narciso shows how a magic trick can be used to generate interest and introduce a lesson. Popular nursery rhymes can help all students build their cultural literacy skills and give them the opportunity to work with language structures or vocabulary introduced in other lessons. In addition, this type of activity allows students who are parents to take the rhymes home to their preschool children. In the second activity, Simone Wallace takes one popular rhyme and demonstrates a way to present it in class.

WATER TO ICE!

Francisco Narciso,
Los Angeles Technology Center

Purpose: To focus students attention on temperature vocabulary: *hot, cool, cold, warm, etc.*

Level: Beginning Low

Lesson Stage: Introduction

Time: 5 minutes

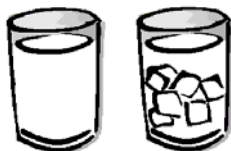
Materials:

- 2 cups that you can't see through
- a sponge (same color as cup's interior)
- glue -water -ice cubes -thermometer

Note: Prior to class, cut a sponge in a circular shape to fit the bottom of the cup #2. Glue the sponge to the bottom of the cup. Then put ice cubes in cup #2. Now you're ready.

Procedure:

1. Pour water into cup #1. (Not too much!)
2. Walk over to a student and have the student take the water's temperature using the thermometer.
3. Have the student announce the temperature and have the class decide if the water is hot, warm, cool, or cold.
4. Write the class' decision on the board.
5. Pour the water from cup #1 into cup #2 (be sure your students don't see the ice inside cup #2) and wait for the sponge to absorb the water while you talk about your power to change temperatures.
6. Turn cup #2 over and pour the ice out into cup #1. (The water stays behind in the sponge.)
7. Elicit students' descriptions of what happened.



UP THE WATERSPOUT!

Simone Wallace,
Fremont Community Adult School

Purpose: To use a nursery rhyme to elicit prior knowledge, practice language structures, and develop cultural literacy.

Level: Beginning High and up

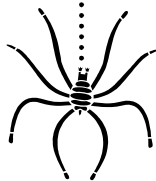
Lesson Stage: Practice or transition activity

Time: 15 minutes

Materials: Write the rhyme on the board or a handout

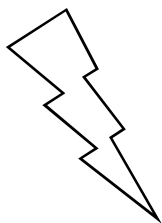
Procedure:

1. Sing and act out the rhyme "The Itsy Bitsy Spider" for the class.
2. Encourage students to sing along and do the actions with you.
3. Ask students any combinations of the following questions as a follow up activity.*
 - a. How many past tense verbs are in the rhyme?
 - b. Do you know any synonyms for "itsy bitsy"?
 - c. How many pairs of rhyming words are there? Name them.
 - d. Do you like spiders? Why or why not?
 - e. Can you tell the story of the spider in your own words?
 - f. What is the message of this rhyme?

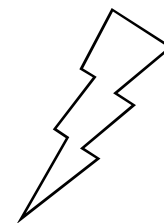


*Substitute different language depending on the rhyme. Other rhymes you might consider using include *Jack and Jill, Mary Had a Little Lamb, Little Miss Muffet, Three Little Kittens, and This Little Pig.*

Note: Popular nursery rhymes are often used in primary reading programs because reading theory says that new readers can more easily learn to read something they've already learned to say. (The catch is that many ELL children have never heard these rhymes.) Nursery rhymes affect our adult ESL students' lives as well. The media and our daily conversations are filled with references to the images and phrases that originate in nursery rhymes.



Inspiring Ideas! Practical Plans! And All For Free! Register Right Away for the Fall ESL/CBET Staff Development Workshops



INTERMEDIATE—ADVANCED LEVEL WORKSHOPS

- Hunting and Gathering English: Looking for English Outside the Classroom (11/15, Los Angeles Technical Center)
- The Din In The Head: Mother Goose And Intonation (11/22, North Hollywood Adult Learning Center)
- Let’s Give Them Something to Talk About: Strategies for Intermediate- and Advanced-Level Classrooms (11/22, Los Angeles Technical Center)
- Reading for the Classroom (11/15, Eastside Learning Center)
- Problem Solving in the Multi-Cultural Setting (11/22, North Hollywood Adult Learning Center)

BEGINNING LEVEL WORKSHOPS

- Enhance and Enliven Your Beginning Level Class: Strategies for Beginning-Level Classrooms (11/15, Los Angeles Technical Center OR 11/22, North Hollywood Adult Learning Center)
- Real Life Reading: The Lifeskills Reading-CASAS connection (11/22, Eastside Learning Center)

MULTI LEVEL INSTRUCTION

- Multi-Level Instruction Parts I and II (11/15 and 11/22, North Hollywood Adult Learning Center)

SOMETHING FOR ALL LEVELS

- Pronunciation: The Key to Being Understood (11/15, Eastside Learning Center)
- Winning Ways with Writing (11/22, North Hollywood Adult Learning Center)
- ESL/CBET Teachers’ Resource Handbook: New Spice for Adult ESL Instruction (11/15, Los Angeles Technical Center OR 11/22, North Hollywood Adult Learning Center)
- Speaking Up and Writing It Down: Preparing Students For The Promotional Test (11/15, Eastside Learning Center.)
- Focus On Listening: Preparing Students For The Promotional Test (11/22, Eastside Learning Center)

TECHNOLOGY WORKSHOPS

- Using PowerPoint in ESL/CBET Instruction (11/14, Los Angeles Technical Center)
- Using Microsoft Word in ESL/CBET Instruction (11/21, Los Angeles Technical Center)

Workshops begin at 1:00 and run until 3:45 p.m.
Pre-registered participants can sign in at 12:45 p.m.

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Complete the form below and fax to Kathy Guerra, (213) 202-5584 or call in your registration (213) 202-5680. Pre-registration closes on October 31st. Workshop confirmations will be mailed to your home address.

Name: _____ School: _____

Email: _____ Phone: _____

Home Address: _____

(Check the workshops you want to attend and indicate the titles and locations for the Techniques workshops)

- ___ Technology Workshop for 11/14/02: LA Technology Center Using PowerPoint in ESL/CBET Instruction
- ___ Technology Workshop for 11/22/02: LA Technology Center Using Microsoft Word in ESL/CBET Instruction
- ___ Techniques Workshop for 11/15/02: Location: _____
Title: _____
- ___ Techniques Workshop for 11/22/02: Location: _____
Title: _____

ESL PROMOTIONAL TESTING

Now that the start-of-school rush is beginning to fade, it's time to begin thinking about and planning for the end of the term! One of the items on the checklist for ending an ESL term of study is testing, and in the Division of Adult and Career Education that includes administering and scoring the ESL Promotional Test Battery.

Old hands at administering the three components of the test battery know that in order for students to feel comfortable taking the speaking, listening and reading, and writing tests, they need to be familiar with the test formats. Teachers can help students gain this familiarity by having the students practice similar tasks in similar formats throughout the term. (For an example of an Intermediate Low Speaking Test practice item, look at the promotional test practice on page 6 of this Info Rap.)

To assist in long-term lesson planning and in preparing practice test items, teachers should have a copy of the test overview for the level they are teaching. Overviews are available from a school's ESL Coordinator or Teacher Adviser. Training videos at each school provide teachers with assistance in giving and scoring the Speaking Tests. The videos give detailed information regarding administering and scoring the Beginning Low (a) and Beginning Low (b) speaking tests. While the videos were prepared for the Beginning Low levels, teachers at other levels will find helpful suggestions and ideas for administering and scoring their speaking tests also.

If you have any questions regarding administering or scoring the ESL Promotional Tests, call Chan Bostwick at (213) 202-5575.

Announcing the CATESOL Adult-Level Writing Contest!

Looking for ways to inspire your students to write and write and write? Wondering what students really think about your activities or lessons? Look no further! CATESOL's adult-level writing contest offers a prize of \$500.00 for the best 500 word essay on the subject of successful learning activities. (See below for the complete writing prompt.) Students compete with other adult school and non-credit community college students across the state. All entries will be judged according to the CASAS writing rubric. The winner, accompanied by his/her teacher, will be invited to read the winning essay at the 2003 CATESOL State Conference in Pasadena on Saturday, April 12th.

All essays need to be typed and double spaced. Entries should be mailed to Sylvia Ramirez, Adult Level Co-Chair, 1460 Pine Avenue, Carlsbad, CA 92008. Entries must be postmarked no later than January 31, 2003. Questions may be directed to sramirez@miracosta.edu or barbaralehman@fresno.k12.ca.us.

CATESOL ADULT LEVEL WRITING CONTEST PROMPT

Write an essay of no more than 500 words to answer the following prompt:

DESCRIBE A SUCCESSFUL LEARNING OPPORTUNITY ACTIVITY OR LESSON.

- What did you learn?
- How did you learn this activity or lesson?
- What made this activity or lesson important to you?
- How have you used what you learned in this activity or lesson outside the classroom?
- How do you plan to use what you have learned in the future?

Practice Speaking Prompts for the Intermediate Low (b) Speaking Test

At the end of the term, Intermediate Low (b) students are asked to demonstrate their speaking proficiency by role playing the return of an item to a store. In order to prepare students for this type of evaluation, it's a good idea to provide a number of role playing opportunities throughout the term. The competency focus will determine the situation on which a roleplay is based. For example, the Intermediate Low ESL/CBET competency: *Initiate a problem-solving process between a child and his/her teacher when the child is having a problem with the teacher or with another student or students* lends itself to a roleplay about a parent/teacher conference. The picture below can serve as an effective prompt for this role play.

The Intermediate Low Course Outline contains numerous competencies that lend themselves to role play activities, e.g., 15. Ask for and give oral directions to places; 17. Ask and give simple information about a vehicle; 22. Inquire about rental units regarding rent, deposits, regulations to compare advantages and disadvantages; 31. Cancel or change an appointment; 36. Communicate with co-workers to respond appropriately to correction, etc.

1. Have students look at the picture and identify what is going on (i.e., a parent-teacher conference).
2. Ask students to call out problems a child might have in class (e.g., talking, not doing homework, hitting classmates, etc.).
3. List the key functions that the teacher and parents have to accomplish:
 - a. Greet each other.
 - b. State the problem.
 - c. Suggest solutions.
 - d. Reach agreement.
 - e. Thank each other.
 - f. Say goodbye.
4. Elicit the different language the parents and teacher could use to accomplish the functions above. Write students' ideas on the board.
5. Have students in small groups role play the situation using the functions, the elicited language, and their own ideas.

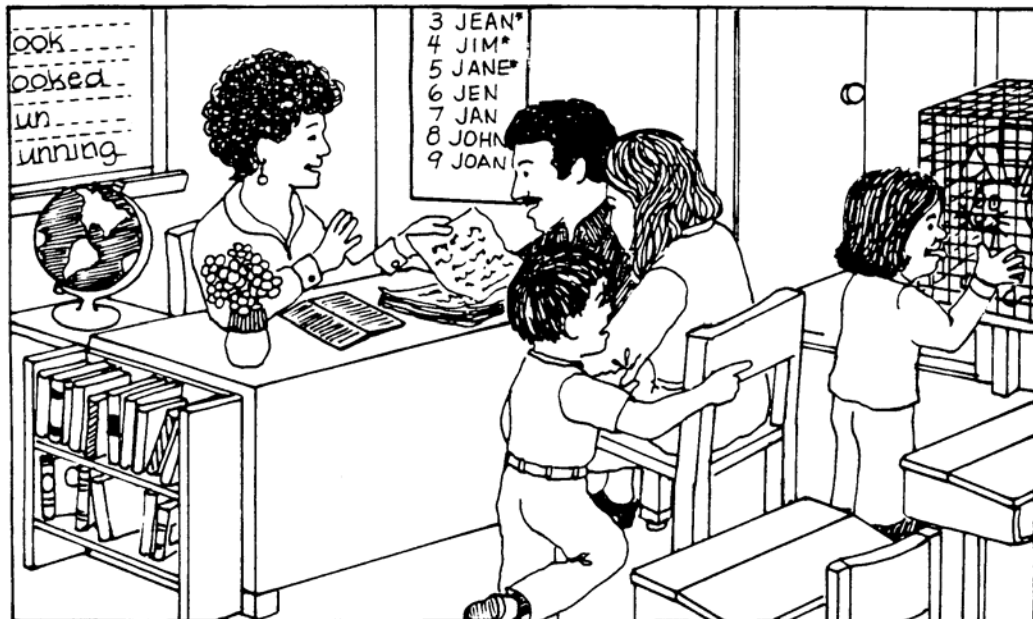


Illustration from *Look Again Pictures* by Judy Winn-Bell Olsen. (Alta ESL)

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Info Rap

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Upcoming Events and Important Dates

- October 26** Los Angeles Regional CATESOL Conference, Cal. State Fullerton
October 30 ESL/CBET Coordinators' Meeting, Gene Autry Museum, 1:30-4:00 p.m.
November 8 New Teacher Orientation, East LA Occupational Center, 1:00-4:30 p.m.
November 14 ESL/CBET Staff Development Workshops: Technology, Los Angeles Technology Center, 1:00-3:45 p.m.
November 15 ESL/CBET Staff Development Workshop Series: Los Angeles Technology Center, North Hollywood Adult Learning Center, Eastside Learning Center, 1:00-3:45 p.m.
November 21 ESL/CBET Staff Development Workshops: Technology, Los Angeles Technology Center, 1:00-3:45 p.m.
November 22 ESL/CBET Staff Development Workshop Series: Los Angeles Technology Center, North Hollywood Adult Learning Center, Eastside Learning Center, 1:00-3:45 p.m.
January 10 Written ESL Tenure Exam
January 17 New Teacher Orientation, East LA Occupational. Center, 1:00-4:30 p.m.
February 13 ESL/CBET Coordinators' Meeting, Gene Autry Museum, 1:30-4:00 p.m.
February 28 ESL/CBET STAR Speaker Series with H. Douglas Brown, Gene Autry Museum, 1:30-3:30 p.m.
March 25-29 TESOL Conference, Baltimore
April 10-13 CATESOL Conference, Pasadena
April 11 Written ESL Tenure Exam
May 2-3 CCAE State Conference, Universal City



Marilyn Schalit leads the discussion *Survivor: How to Thrive on a Branch Island*.



Sheila Schmidt and Ronna Magy present *Get Your Students Ready to Write*.



Veronique Colas and Bruce Sahud presenting *Conversation Games for Beginners*.

Fall Focus Photos
L.A. Convention Center
9/28/02