

PD Connection

LINKING PRACTITIONERS AND RESOURCES

www.kyvae.org

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The Next Issue...

Leadership

The next editor will be Connie Spencer-Ackerman, Adult Education Academy for Professional Development. You are asked to send articles and/or suggestions for articles on the topic of program management and leadership to c.spencerack@morehead-st.edu.



Welcome

Maurice White
English as a Second Language Professional Development Specialist
ma.white@moreheadstate.edu

I have had the pleasure of working with almost 300 instructors representing 50 Kentucky counties this past year and instructing them on how to teach English to adult speakers of other languages.

KYAE serves about 5,400 adult non-native speakers of English. Its professional development (PD) training in ESL prepares adult educators to better meet the linguistic, social and cultural needs of adult ESL learners.

Next year’s trainings will include more workshops for novice and experienced ESL instructors. In addition, we are launching Orientation to ESL, which is a blended online course. Be sure to check out the PD calendar to find an ESL training near your county.

We will also be producing an online ESL handbook and a special collection of readings in ESL. Through these new resources, we seek to follow the PD direction set

by Dr. Cheryl King, Vice President Kentucky Adult Education, Council on Postsecondary Education.

Dr. Cheryl King is very committed to serving our adult ESL students and expanding PD opportunities for ESL practitioners. She firmly believes that effective PD programs are based on research in the process of teaching and learning, effective program management, and effective professional development strategies.

Driven by results and data, PD programs must be continually evaluated and linked to both practitioner standards/competencies and enhanced student performance.

I know you will find the articles in this issue both informative and useful. Don’t miss what Joyce Bullock, the KYAE ESL Associate, has to say regarding assessments. Read the interview with Celeste Goodwin from Jefferson County and learn the difference between ESL and ESOL. Ron Eckard, from Western Kentucky University, has some excellent ideas on teaching and the World Wide Web.



JCPS Adult Education Develops EL/Civics and History Curriculum



by **Celeste Goodwin**
ESOL Educator
Adult Education
Jefferson County Public Schools
cgoodwi3@jefferson.k12.ky.us

In 2002, the Jefferson County Public Schools Adult and Continuing Education Program received a two-year English Literacy (EL)/Civics grant. Since the fall of 2002, we have developed a 12-week curriculum and served over 300 students. The entire curriculum was made available statewide in January 2004.

The civics classes focus on content instead of language skills. The content includes an overview that incorporates their existing programs of American history, highlights from Kentucky and Louisville history, information about public and academic style classroom approach- similar to a college course, and outside reading and writing assignments.

Students use three textbooks: *America's Story: Book One to 1865*; *America's Story: Book Two Since 1865*, *The Way to U.S. Citizenship with supplements from The Encyclopedia of Louisville*; and *The Kentucky Encyclopedia*. Detailed lesson plans designed to ensure consistency in content include: an interesting fact, a brief biography of an influential person, and three to four questions from the citizenship test.

Locations with computer access can use the curriculum to provide students with basic computer and Internet literacy skills. Participants also may attend Saturday field trips to local attractions such as Churchill Downs and the Speed Art Museum or historical sites like My Old Kentucky Home, Abraham Lincoln's Birthplace, and Frankfort.

Our students respond well to the curriculum and textbooks. I would like to encourage all ESL teachers to view the curriculum and consider incorporating it into their existing programs.

EL/Civics Education Curriculum

available online at:

http://adulthood.state.ky.us/Announcements/ELCivicsCurriculum_1_7_04.pdf

Hot Web sites for English Language Learners

Many Web sites contain exercises and quizzes in grammar, vocabulary, writing or reading:

- **Hangman--** www.englishlearner.com/hangman/index.html,
- **Partyland --** www.eslpartyland.com/

Other Web sites provide practice in listening:

- **Randall's ESL Cyber Listening Lab --** www.esl-lab.com
- **Dave's ESL Café -** www.eslcafe.com



Implications for Workplace ESL Programs

by **Sugar Willey**, Program Director
Woodford County Adult Education
swilley@woodford.k12.state.ky

As industry continually explores means to recruit employees, the non-native speaker population becomes an attractive workforce to fill entry-level job vacancies. Businesses adapt to this ESL workforce by using translators and offering workforce English classes.

Kentucky Adult Education (KYAE) programs can provide the expertise needed to offer ESL Workforce English instruction. KYAE can develop plans to produce measurable gains in meeting business and industry's strategic goals and competitive challenges. Such successful ESL workplace programs are sponsored by the Workforce Alliance (WFA) grants or local adult education grants. A Woodford County Adult Education WFA grant provided instruction to ESL employees at Quebecor World, a printing and book-binding company in Versailles. Even though 60 hours of instruction is required to demonstrate measurable gains when learning a foreign language, "*English Works*", the 50-hour project, clearly documents that progress is attainable when using a focused curriculum.

Employees completed two pre- and post-assessments; one instructor-made and the other the Oral BEST. Significant gains were achieved on both. Test results support the notion that teaching a contextualized curriculum can improve overall language proficiency. Even though the curriculum

was not designed to show progress in basic oral communication, the instruction that addressed the performance indicators tended to develop overall language skills. Other significant factors that may contribute to the basic communication progress are:

- Application of the skills learned in the unit on "*learning how to learn*";
- Increased confidence due to learning outside the safe environment of the classroom; and
- Motivation to attain a better quality of life.

As the ESL population increases in our communities, we can use "*English Works*" and many other successful examples to model as we collaborate with industry to address Kentucky's workplace needs.

Helpful Hints on how to teach others from a mixture of cultures.

"A variety of instructional approaches is key to meeting the needs of very diverse learners."

(Peyton & Crandall, 1995; Wrigley & Ewen, 1995)

"Few practitioners have been trained in these essential three areas: adult learning theory, the complexities of second language acquisition, and in how to teach individuals from another culture."

(U.S. Congress, 1993, p. 171) NCLE Digests

Lighten Up!

"Be sure that humor has a place in your classroom. Especially for adults, there are potential humiliating moments in the ESL class. Aside from trying to avoid a set up for one of those moments, keep the atmosphere light enough so that students aren't afraid to take risks. If laughter is part of the curriculum, no one will ever feel laughed 'at'."

(Maria Spelleri, The Literacy Council of Sarasota, Florida)



ESL Assessments Update

by Joyce Bullock
Kentucky Adult Education Associate
joyce.bullock@ky.gov

ESLOA

We anticipate that the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) will no longer recognize ESLOA in the near future. KYAE recommends using one of our other approved ESL assessments. They are discussed in this article.

BEST Plus and BEST

KYAE has added the Basic English Skills Test Plus (BEST Plus) to the list of approved ESL assessments. The BEST Plus is an adaptation of the Basic English Skills Test (BEST) Oral Interview. Like the BEST, the BEST Plus assesses interpersonal communication using everyday language in an oral interview setting.

The BEST Plus comes in two versions--a computer-adaptive assessment on CD or a semi-adaptive print-based version. In the computer-adaptive version, a CD-ROM program provides the test items. The tester asks the

examinee questions provided by the computer program, listens to the responses, and uses rubrics to score each item. After inputting the item score, the computer selects the next test item and continues to adapt the difficulty level of the questions according to the scores entered for each question. Each time the interview is administered to the same examinee (e.g. for pre- and post-testing), the computer generates a different set of test questions. In the print-based version, a brief locator test determines the level of test items. Parallel forms A, B, or C may be used for pre-, interim, and post-assessment.

For both versions of the BEST Plus, you must purchase a fixed number of administrations (20, 50, 100, 300, 500). Thus, each time someone is tested (either in print or via computer), an administration is consumed. See more information at:

www.cal.org/ncl/Accountability/.

Adult Language Achievement Scale (Adult LAS)

Adult LAS was developed by CTB/McGraw-Hill, publishers of

the TABE assessment. In May, Connie Valentine of CTB/McGraw-Hill, developed a handbook for the Adult LAS.
http://adulthood.state.ky.us/Announcements/KYAE_LAS_Handbook_5_17_04.doc

Call Connie for technical assistance on the Adult LAS. Her number is 502-839-9189. More information on Adult LAS is available at www.ctb.com/products.

Comprehensive Adult Student Assessment System (CASAS)

The Quality Assessment and Accountability System (CASAS) is another approved ESL assessment. They recommend retraining every third year. For more information, go to www.casas.org.

Assessment Training
in November
The Adult LAS, BEST Plus, and CASAS publishers are planning sessions on their ESL assessment for the AAACE conference in Louisville in November.



ESL Online for Adult Educators

by **Rosie Maum**, Jefferson County Public Schools
Adult and Continuing Education
rosiefiume@aol.com

“Computers will not replace teachers, but teachers who use computers will – inevitably – replace teachers who do not.”

(Hanson-Smith, 2000).

If today’s educators want to catch up with a whole new generation of computer-literate students, they will need to figure out ways to integrate technology into their pedagogical practices. Instructors in adult education may find the thought of using computers in their classrooms very intimidating, especially if they have never received any kind of professional development that included technology.

Project CONNECT, a Web-based program, was created under a grant that was funded originally by the U.S. Department of Education, Fund for Improvement of Post Secondary Education. The content in *Project CONNECT* focuses on integrating the Internet into English language and literacy education to give adult English learners a way to practice English while strengthening their computer skills.

The program recommends adult educators keep in mind the following important factors:

1. Online materials should not be used as a replacement but rather as a supplement to instruction. One of the worst things that adult instructors can do is to put a student in front of a computer and expect him or her to learn English without their guidance. Teachers will need to navigate the Internet for information conducive to instruction.

2. Decide how much time to spend teaching basic computer and Internet skills. Many teachers in *Project CONNECT* used a favorite keyboarding program or software to help their students gain some basic keyboarding skills. This step helped students gain confidence with using



computers and gave them the practice they needed to develop the skills necessary to navigate the Internet.

3. ESL teachers must understand how adults learn and acquire a second language. Students learn best when what they learn is

meaningful to them. Educators who want to integrate technology into the ESL curriculum must teach in such a way that students will have the

opportunity to apply what they learn outside the classroom.

4. Educators should also use such online features as authentic language and stories that are relevant to their students. This plays a major role in how students interacted with technology.

A final note: Adult educators who are willing to integrate technology into their instruction must be aware that their role as teachers will change and that the classroom dynamics will also be different. Students must become more autonomous, active learners, and teachers must relinquish some of their power and authority – not to the computer, but to the students themselves.

The information in this article referenced from:

Project CONNECT through a partnership among PBS Adult Learning Service, Alexandria, VA; Jefferson County Public Schools Adult and Continuing Education, Louisville, KY; the National Center for Adult Literacy at the University of Pennsylvania, Philadelphia, PA; and KET: The Kentucky Network, Lexington, KY.

For more information about *Project CONNECT*, go to www.pbs.org/esl. Some of the teachers also used a free online keyboarding tutorial. To access it, go to www.ivygreen.ctc.edu/Avery/activities/mouse/MouseSkills.htm



Are You Interested in Furthering Your Career in ESL? Check out the Following!

Eastern Kentucky University

<http://www.english.eku.edu>

Dr. Salome Nnoromele, Graduate Coordinator
859-622-3083



Murray State University

tesol@murraystate.edu

Dr. Sue Sroda, TESOL Program Director
270-762-4715



University of Kentucky

<http://www.uly.edu/Education/NCATE>

Dr. Christel Broady-Ortmann, ESL Endorsement Program Chair
859-257-3562



University of Louisville

<http://www.Louisville.edu/a-s/iesl/Endorsement>

Dr. Karen Mullen, ESL Endorsement Advisor
502-852-7158



Western Kentucky University

Ronald.eckars@wku.edu

Dr. Ronald D. Eckard, TESL Director
502-745-2533



The American Association for Adult and Continuing Education

<http://www.aaace.org/>

2004 AAACE Conference-Weaving Tradition and Innovation
November 3rd thru 6th – The Galt House, Louisville, KY

Kentucky Teachers of English to Speakers of Other Languages

<http://www.kytesol.cjb.net>

2004 Fall Conference – October 8th and 9th
Four Points Sheraton Hotel, Lexington, KY

Kentucky ESL Teacher Listserv

<http://www.uky.edu/Education/kylists.html>

Check out what the state of Virginia's Arlington Education and Employment Program (KEEP) has to offer in the way of adult ESL educator professional development.

<http://www.arlington.k12.va.us/instruct>

About KYVL and the Adult Education Resource Database



The Kentucky Virtual Library is recruiting subject matter experts and collecting presentations and other content for the Adult Education Resource Database (AERD) from the 2003 KAACE conference, as well as, the upcoming 2004 AAACE/KAACE conference.

AERD is an ideal place for adult education colleagues to share materials they have created or found useful in their centers and one-stops. Contributing to the AERD brings everything to one location rather than getting an occasional e-mail with some attachments or only a few people being informed of some very creative, useful tools created by our in-state experts.

How do you contribute?

If you know of a Web site or other resource that has really helped your work with adult learners or have a tried-and-true lesson plan, share that resource with your colleagues!

You can suggest items by going to <http://www.kyvl.org> or <http://www.kyvae.org> and following the instructions for sharing with your colleagues.



Toll free 877.588.5288
or <http://www.kyvl.org>



Total Physical Response (TPR)

by *Lisa Ladanyi*
eladanyi0001@stu.kctcs.edu

Total Physical Response (TPR) is an approach in second language acquisition that is based on enhancing memory by combining learning with physical movement. Dr. James Asher, a professor of psychology in the 1960s, developed TPR, a right-brain tool that pairs listening skills with physical actions. Learners can act to hundreds of directions, instructions or commands that are given in the new language.

Supporters claim TPR can be used on all levels of second language instruction. It helps students internalize new vocabulary and even grammatical features through the use of their body. Only after that exercise, does the instructor switch to the other side of the brain for verbal exercises of speaking, reading and writing.

Critics of TPR claim that it is not suited to teach lessons without the use of imperatives, which restricts language input. Furthermore, activities can quickly become repetitive and the vocabulary used in these activities might not be relevant in real life situations.

TPR seems best suited for the beginner level. Nonetheless, the use of situational role-play can be adapted to all levels. TPR is highly motivational, and can create a relaxed atmosphere. Through kinesthetic activities, the needs of tactile learners that are often neglected in the classroom can be addressed. In conjunction with other instructional techniques, TPR should be part of every well-designed adult second language program.

Examples of TPR:

PURPOSE

- To introduce new vocabulary and grammatical structures within the context of a task/process.
- Reinforce listening skills as students observe the task being performed.

STEPS

- Select a task/process that can be easily demonstrated with gestures, visuals and/or props.
- First, the teacher goes through the process, stating the steps as they are performed.
- Once the students understand the process, the entire class performs the task as the teacher directs.
- Finally, the students can give the directions to partners.

EXAMPLE Community Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. For self-adhesive stamps: peel the stamp and put it in the upper right corner.
9. Go to the mailbox and drop your letter inside.

VARIATIONS

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

APPLICATIONS

- **Health** — Taking medicine,
- **Housing** — Performing a household chore/repair,
- **Finding a Job** — Completing an application,
- **Food** — Preparing food with a recipe, or
- **Telephone** — Using a public phone.



ESL Interview with Celeste Goodwin

Celeste Goodwin has been an ESL educator for over 14 years. Her experiences



include being the ESL director at Campbellsville University in Campbellsville, KY and teaching at Woosong University in Taejon, South Korea.

PDC: *How have the non-native immigrant and non-immigrant population impacted the state of Kentucky?*

Goodwin: I think that it has just been phenomenal that so many people have come here to live in Kentucky. In Jefferson County, we have had students from 88 different countries. It is just unbelievable, and the impact of the immigrants is becoming more noticeable. The Louisville metro government even has an office for international affairs. Everyone is beginning to realize the contribution they make. It diversifies and enhances the culture of the city and the state. That makes it really exciting to live in Louisville. I am proud to be a Kentuckian and a part of

adult education because we're able to significantly impact the lives of students who have not quite gotten their English "up to par."

PDC: *Explain the confusing difference between ESL/EFL and ESOL.*

Goodwin: ESL is English as a Second Language, and this is used when English is being taught in a country where English is the first language or the official language of that country. On the other hand, EFL is used when you are teaching in a country where English is **not** the official language. So, when I teach English in the United States, we call it ESL, and when I taught English in South Korea, it was called EFL, English as a Foreign Language. The newer acronym ESOL (English Speakers of Other Languages) is more inclusive.

PDC: *Speak about common misconceptions many service providers have about teaching adult ESL.*

Goodwin: Two myths or misconceptions are that you have to speak the language(s) of your students and that you have to know English perfectly in order to be an ESL teacher. However, I do think that it is really important to have studied another language. The fact that you made an effort to learn a language puts you in a better position to empathize and understand what the students are experiencing. I also think that teaching ESL can be very intimidating. Some service providers feel that since no one on their staff speaks Spanish, it's impossible to interact with people "who are so different."

To provide ESL services, staff must be very patient, very caring, and willing to listen. It's not a separate curriculum; it's just a different approach. Also a lot of counties don't have enough ESL students for an ESL program. Managers must make hard decisions about how to allocate funds; and, student distribution impacts those.

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PDC: Who do you recommend should take KYAE ESL training?

Goodwin: I think anyone who is involved in ESL should take that training. That means that program managers or administrators who have ESL programs should at least have some understanding of what they are, even if they're not in the classroom. If I don't know anything about ESL, and I'm trying to hire people to teach ESL, how am I going to do that effectively? There also should be something for both novice teachers and seasoned professionals. I've been an ESL teacher for almost 14 years, and I still want to develop. One session cannot meet the needs of everyone, unless it's something completely new to the field of ESL.

Celeste recommends these ESL Web sites:

As far as practical Web sites, there are three that I like; they're kind of brokerage houses for a lot of other ESL-based Web sites. If a teacher asks me for information or ideas for ESL activities, I would send them to:

- Tower of English <http://www.towerofenglish.com/>,
- Internet for Classrooms <http://www.internet4classrooms.com/>, and
- Interesting Things for ESL Students <http://www.manythings.com/>.

The World Wide Web and Adult ESL Learners

*by Ron Eckard, English Professor
Western Kentucky University
ronald.eckard@wku.edu*



Computers are everywhere. And now that more than half the homes in the U. S.—and most schools—have computers, it is time for adult educators to make wise use of them. Much has been written about the use of the Internet and its related features, such as e-mail, listservs, bulletin boards and newsgroups in English as a Second Language (ESL) and foreign language classrooms. Nevertheless, another feature, the World Wide Web, is also an excellent source for authentic language learning experiences instead of investing in expensive software educational programs, and it's free!

Skills Development and the World Wide Web — Thousands (probably millions!) of Web sites are out there in cyberspace waiting to be discovered. Web sites cover a variety of topics and interests, including health, entertainment, news and sports. These sites provide information with which learners can interact in order to build basic language and employability skills.

Language Skills: Reading, Writing, and Listening — The use of the Web can lead to better reading performance. Students must use skimming and scanning techniques to find the information they need.

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Hyperlinked menus—where readers click on highlighted words, phrases, or images and move to another section of the page or site — facilitate the use of these skills.

Web reading includes both prose literacy (narrative) and document literacy (charts and graphs). Instructors can introduce learners to sites that may be relevant to course content and personal interest to provide additional reading practice.

Writing is a natural response to Web reading as learners respond to articles, request further information on topics or register complaints. Web sites prompt users to complete forms, send e-mail messages to political representatives, request information on travel destinations and write comments on bulletin boards and guest books. Engaging in these authentic tasks makes writing meaningful.

Employability Skills — Employability skills are the skills needed to find, get and keep a job. The SCANS Commission (Secretary of Labor’s Commission on Achieving Necessary Skills) names the following skills required for effective workplace performance:

1. **Foundational Skills** (reading, writing, speaking, listening, and mathematics)
2. **Thinking Skills** (creative thinking, reasoning, decision making, problem solving, representing information, and learning how to learn)

3. **Personal Qualities** (individual responsibility, self-esteem, sociability, self-management)
4. **Workplace Competencies** (use of resources, interpersonal skills, information systems, and technology)

Many of these skills are addressed in well-designed Web-based lessons. For instance, effective use of the Web requires skills in problem solving, as learners need strategies to sort through the flood of information. Projects which require learners to use the Web to gather information about specific topics provide practice in many SCANS workplace competencies.

Steps in Designing Web-Based Lessons —

There are three essential steps for Web-based activities:

1. Prepare learners for the activity. Ask learners to define a problem and then identify possible sites or sources that may contain information that will help them to explore that problem.
2. Perform the activity online. Locate the sources and gather the relevant data from each source.
3. Process the information. Ask learners to organize and evaluate the information collected.

Conclusion The World Wide Web is an immense library of authentic materials for the language-learning classroom. With careful planning, adult ESL instructors can use the Web in the adult classroom to help prepare learners for the workforce, to introduce them to American culture and to help them improve their English language skills.



Meet the Staff



Leah Disponett first came to Adult Education in September 1, 2002, as a receptionist for DAEL. By September 2003, Leah became Administrative Secretary I for the

Instruction and Program Support Unit of Kentucky Adult Education.

She coordinates all of the KYAE professional development training logistics and registration process. THANKS, Leah!



Evlynn Fugate is the tireless and creative secretary of the Adult Education Academy at MSU.

Evlynn meets every challenge with a “can-do” attitude and a great dose of humor. She is involved with every facet of MSU’s ESL training from creating training resources to helping with logistics – Maurice White couldn’t do it without her. In addition, she has larger responsibilities with Connie Spencer-Ackerman who directs the considerable activities of the Academy’s Leadership Institute for program managers. Our sincere thanks for all you do, Evlynn!”

CALENDAR OF EVENTS

July 12-14 **KAELI**
Eastern Kentucky University

July 19-21 **KAELI**
Western Kentucky University

July 19-21 **Family Literacy
Summer Institute**
Seelbach Hilton Hotel, Louisville

Nov. 3-7, 2004 **AAACE/KAACE/KYAE
Annual Conference**
Galt House, Louisville

Our PD Mission: To provide professional development opportunities that respond to proven need, reflect current research, and improve teaching and learning.

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