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ESOL CURRICULUM GUIDE

2010-2011



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PREFACE

The Lone Star College-CyFair (ESOL) Program is pleased to present this ESOL Curriculum Guide. The purpose of this Guide is to provide resources that can enhance the learning experience of participants in the ESOL program. The content is compatible with generally accepted principles of language acquisition for adult learners of English. It includes a history of curriculum development at Lone Star College, discusses our curriculum philosophy and methodology, and identifies a variety of instructional resources available to you. Other contents of the guide include sections on learning styles, descriptions and outcomes for our ESOL courses, student progress, and student assessment measures. The section on professional development provides the various activities and opportunities available at the college to enhance the performance and development of our ESOL faculty and instructors. Finally, you will find an annotated list of ESOL Web resources.

As you use the Guide, please make a conscious attempt to critique it and make suggestions for its improvement. Please send all suggestions to the Business, Education, and Transitional Studies Division.

Our challenge to each of you involved in the ESOL program is to do our best in making this a successful and rewarding year.

CURRICULUM HISTORY

The present English for Speakers of Other Languages (ESOL) Program has grown out of the varying efforts of the Lone Star College System to provide English instruction to the increasing number of non-native English speakers in its service area. Since the late 1970s, LSC-North Harris has provided ESOL instruction through Continuing Education focusing on grant-supported adult education literacy programs. The curriculum was designed to address basic English and literacy needs through instructor-directed lessons of conversation and written work, with the primary focus on conversation. Students were encouraged to practice aural/oral lessons with the class as a whole and in small groups. Class work built language skills and personal confidence levels.

The Adult Education Program based its curriculum on the **Competency-Based Mainstream English Language Training (MELT)** Program, which was aligned with the Office of Refugee Resettlement (ORR) goals. The MELT materials, including the **Student Performance Levels**, the **MELT Core Curriculum**, and the **Basic English Skills Test (BEST)**, reflect the competency-based ESOL approach to language training and the specific social and economic needs of refugees to learn the English necessary to obtain and maintain a job in the U.S. It is a performance-based process leading to the demonstrated mastery of basic and life skills necessary for an individual to function proficiently in society. In adapting this process to adult ESOL instruction, language concepts and skills are not considered to be ends in themselves but become integrated steps leading to the effective use of language in the performance of a specific life skill competency.

ESOL classes, therefore, were conversation based, and focused on life skills. Grammar was taught in combination with job, community and environment, and home units of study. Interaction with daily living was a primary goal. Level appropriate language skills were presented for practice. Written communication focused on applications and forms.

In 1996, the Adult Education program developed and piloted an English as a Second Language program through Continuing Education. The focus was on professionals, participants preparing to enter careers requiring English proficiency, and those seeking general broad-based English skill development without college entrance as a focus. The program was designed to teach participants how to communicate and function effectively in the world of work. It taught learners the language skills needed to get and keep a job, while also exploring safety issues relevant to the workplace.

The credit ESOL program developed along a similar chronological line emphasizing academic English for the College's non-native English speakers whose goal was to enroll in one of the College's associate degree, technical or certificate programs. In the late 1970s one level of writing was being offered by adjunct faculty. In the mid 1980s three reading courses and two additional levels of writing were added. Two listening and speaking courses were developed in the early 1990s. The first full-time ESOL faculty was hired in 1985.

In the fall of 1997, the LSCS-North Harris Continuing Education Language Center and the academic credit ESOL department designed and implemented a concurrent credit/CE English as a Second Language program. The CE courses consisted of six listening/speaking courses and six grammar/writing ones. The credit courses consisted of two listening/speaking, four grammar/writing, and three reading/vocabulary courses. CE developed three reading/vocabulary courses to parallel the credit ones. However, if credit students scored at a Level 1 on the CELT test, they were placed in the first credit level, which was level 3 of the CE track. Nevertheless, in order to be eligible for financial aid, the students had to register in the credit course although they more than likely would not be successful at this level, and would need to retake the course one or more times. This was one of the main issues influencing the need for changes in the credit curriculum. Another reason was evidenced by the fact that the CE and credit learning outcomes for all of the courses were different.

During FY 97-98, the director of the Language Center participated on a system-wide *Developmental Studies Task Force*. One of the charges of this task force was to define the relationship of ESOL course outcomes to developmental and/or college-level work. As a result of this task force, in the fall of 1998 the Language Center director was asked to chair a committee composed of ESOL faculty from North Harris, Kingwood, Tomball and Montgomery

Colleges. This was seen as an excellent opportunity to revisit the existing learning outcomes, course descriptions, and the addition of new courses to the credit ESOL inventory in light of the concurrent offerings between credit and CE.

Between September 1998 and January 1999, the ESOL Curriculum Team met eight times over four months to develop the course descriptions and outcomes reflected in the proposal: *"Alignment of ESOL Curriculum."* The committee's work was based on TESOL's *ESOL Standards*, which highlight the importance ESOL has acquired in the nation, examine the broader context of education for ESOL students, describe the general principles of second language acquisition, and establish the goals and standards for ESOL learners. It was deemed that an understanding of these national standards would help the System design, develop, and implement optimal programs for its ever-increasing ESOL population.

In addition, the committee examined the ***ESOL Proficiency Levels*** for the State of California. This document provides a description of ESOL student performance for six levels including the language skill objectives for listening, speaking, reading, and writing; the language forms targeted; and the language functions and competencies. The Committee adopted this document as a basis for a sequential design of the System's ESOL levels.

The proposed revisions specified the English language competencies students needed to acquire to have unrestricted access to appropriate instruction in challenging academic subjects, and ultimately to lead rich and productive lives. They articulated the developmental English language needs of ESOL learners and highlighted special instructional and assessment considerations that must be given them if they are to benefit from and achieve the high standards proposed for other subjects.

As a result of the curriculum revisions, two lower-level Listening/Speaking and two lower level Grammar/Writing courses were added to the offering as well as an advanced ESOL Language Skills Workshop to refine the use of listening, speaking and reading skills. The recommended curriculum revisions were sent to each college's **Educational Program Council (EPC)** for approval, and ultimately to the System's **Council for Education and Student Development (CESD)**, where they were approved in February 1999.

Since 1997 all credit and CE ESOL courses have been linked. Credit courses were in compliance with the Academic Course Guide Manual (ACGM) and CE with the Workforce Education Course Manual (WECM). Most of the classes offered were collecting state funding as though they were workforce courses. However, in 2005 the Higher Educating Coordinating Board ruled that the linked CE ESOL classes no longer qualified as workforce classes. In addition, the number of courses in the ACGM was determined to be three for each of the three strands, plus three for ESOL Composition.

During 2006-2007, the ESOL curriculum team developed a new curriculum to maximize state funding and meet all THECB compliance issues. The proposal changed the six-level, 18-course program to a four-level, 12-course one. The curriculum revision included three strands: ESOL Reading, ESOL Writing, and ESOL Oral Communication. Contact hours for the Oral Communication and Writing courses were changed from 80 to 96 and the Reading courses went from 48 to 80, with the exception of the fourth level of Reading. ESOL Reading II (Advanced) students register in special ESOL sections of ENGL 0305, which is a 64-hour developmental reading course. In addition, the acronym ESOL (English as a Second Language) was replaced by ESOL (English for Speakers of Other Languages) to reflect the preferred term in the field today. The recommended curriculum revisions were sent to each college's **Educational Program Council (EPC)** for approval, and ultimately to the System's **Council for Education and Student Development (CESD)**, where they were approved in September 2007 with an implementation date of spring 2008.

However, after two years of implementation several issues arose that necessitated a restructuring of the program. First of all, beginning ESOL students could not succeed in the High Beginning level, but were required to take it if they were F-1 students. Although there were lower ESOL levels on the Continuing Education side, F-1 international students were not allowed to take CE courses. This concern was also expressed by the recent accreditation site visit made to one of the ESOL programs by the Commission on English Language Program Accreditation (CEA) and could jeopardize the accreditation status of two of the programs. Second, it was difficult for evening students to take all three strands because the courses were too long, and it was unlikely to have students in classes that started before 6 p.m. since most evening ESOL students work till at least 5 p.m. Finally, embedded grammar instruction in

Writing and Oral Communication, though well intended, presented challenges in terms of textbook selection and assessment. The new curriculum has separate Grammar courses offered through the Language Skills Workshop course, ENGL 0308, which was preserved and can be repeated as a separate strand for the Grammar components. The new curriculum allows for a five-level 20-course restructuring that maximizes state funding and meets THECB compliance. The allowable ESOL courses include four levels of ESOL Oral Communication, four levels of ESOL Writing, three levels of ESOL Reading, and a Language Skills Workshop. There are ESOL sections of ENGL 0304, Reading I, and ENGL 0305, Reading II, to round out Reading levels four and five. In addition, there are ESOL sections of ENGL 0307, Writing II as the fifth writing level. All courses are 64 contact hours. The recommended curriculum revisions were sent to each college's **Educational Program Council (EPC)** for approval, and ultimately to the System's **Council for Education and Student Development (CESD)**, where they were approved in January 2010 with an implementation date of fall 2010.

CURRICULUM AND MISSION

The mission of the LSC-CyFair English for Speakers of Other Languages Program is to provide a dynamic learning community, wherein excellence is distinguished by responsiveness and innovation, allowing non-native English speakers to acquire language and cultural adaptation skills necessary to function and succeed in a global society.

To carry out the mission, the goals of the ESOL program are to:

- Prepare learners for academic success in American college settings
- Develop communication skills in global workplace environments
- Enhance intercultural understanding

The curriculum meets the varying needs of non-native English speakers as it addresses the needs of both working professionals and students preparing for college study or vocational programs. Students can enroll in either ESOL for Academic Preparation (CREDIT) or ESOL for Work Skills and Professional Development (CE).

The **Academic track** focuses on academically bound students. It emphasizes preparation for college study while at the same time teaching students about American culture and English for everyday living and communication with Americans. Instruction includes:

- Academic English and practical vocabulary development
- Pronunciation skill development
- Speaking activities: discussions, debates, role plays, oral reports and formal speeches
- Writing skills for academic purposes and practical needs: forms, letters, compositions, summaries, essay exams, and short research papers
- Listening skills for academic purposes and everyday needs: lectures, video and audio tapes
- Reading for academic purposes and everyday needs
- Grammar and usage for college and everyday needs
- TOEFL preparation, test-taking, and academic study skills
- Computer-assisted instruction

The **Professional track** focuses on professionals, participants preparing to enter careers requiring English proficiency, and those seeking general broad-based English skill development without college entrance as a focus. It emphasizes English for everyday living, carrying out informal business transactions, and reading and listening to news sources for information and entertainment.

Instruction includes:

- Practical vocabulary and idioms
- Pronunciation skill development
- Speaking activities: discussions, negotiations, role play, conversation practice and oral presentations
- Reading for everyday needs, entertainment and information
- Writing skills for business and practical purposes: notes, memos, letters, report writing, and editing for grammatical correctness
- Listening skills for professional and everyday needs: video and audio tapes
- Grammar and usage for business and everyday needs
- Activities emphasizing the cultural aspects of business and everyday communication
- Computer-assisted instruction

Instruction is highly individualized to meet learner goals, and group work is planned for maximum relevance to the audience. Skill building activities reinforce basic skills acquired in earlier instruction, and instructors plan programs to assist learners in meeting their goals. Discrete language points are presented by the instructor, followed by student practice and production of material presented. Students are encouraged to work in large and small group situations to foster problem-solving skills and self-confidence. Instruction includes reviews of earlier materials to determine student readiness to progress to additional skills. Some classes are designed as learning labs, using computer-assisted-instruction and other interactive instructional materials. These classes allow the instructor to work with students individually and in small groups to maximize the rate of student progress.

For Advanced ESOL students, academic subject areas serve as the content for English language practice in reading, writing, listening, and speaking activities. Educational skills necessary for passing college-entrance exams are presented, with primary focus on reading and writing skills. Reading skills (literal and inferential comprehension, application of ideas, and analytical skills) and test taking skills are explored. Writing is taught as a combination of grammar skills and writing process.

In addition, although the curriculum is designed to provide a clear and understandable entry into North American culture, it values all the cultures found in the ESOL classroom. Students have constant opportunities to become “culturally fluent” in US culture while they are learning English, but they also have the chance to think about the cultures of their classmates and even understand their home culture from different perspectives.

Finally, the Lone Star College Value Statements are reflected in much of the work and focus of the ESOL faculty and staff participating in designing the curriculum:

- **Learning Communities** - We believe that the LSC-CyFair ESOL Program is a dynamic learning community, distinguished by excellence in teaching, allowing non-native English speakers to develop to the full extent of their ability, to succeed in a competitive work environment, and to be effective life-long learners.
- **Access with Quality** - We believe that the LSC-CyFair ESOL Program provides an enriching learning environment which meets the needs of its non-native English speakers through outreach, access, student support systems and a diverse faculty and staff.
- **Building Communities and Partnerships** - We believe that the LSC-CyFair ESOL Program is a catalyst for promoting a seamless educational journey and for nurturing the intellectual and cultural life of its non-native English speakers.
- **Economic and Workforce Development** - We believe that the LSC-CyFair ESOL Program serves as a critical link for economic and workforce development to improve the prosperity of our region through partnerships with business, government, and community organizations.
- **Human Resources** - We believe that the most important resources of the LSC-CyFair ESOL Program are the individual faculty and staff members, who are entitled to a supportive collegial work environment which rewards excellence, provides opportunities for professional development, encourages meaningful involvement in the decision-making process, and provides excellent compensation.
- **Technology** - We believe that students achieve their learning goals best as the LSC-CyFair ESOL Program provides responsive and effective support services, learning resources, current technologies and information systems.
- **Information** - We believe that the achievement of the mission and purpose of the LSC-CyFair ESOL Program requires an effective system of communication to both internal and external constituencies.
- **Leadership** - We believe that the LSC-CyFair ESOL Program, building on a solid foundation of growth and service, is a recognized leader in English to Speakers of Other Languages instruction, making important contributions to the profession through partnerships, innovation, scholarship, creative services and integrated technologies.
- **Stewardship** - The LSC-CyFair ESOL Program is committed to rigorous stewardship of the resources entrusted to its care to assure maximum benefit for non-native English speakers.
- **Evaluation** - We believe that it is essential that the LSC-CyFair ESOL Program regularly assess the impact and outcomes of its efforts for continuous improvement.

CURRICULUM PHILOSOPHY

The philosophy underlying the ESOL curriculum is that language, oral and written, is primarily a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet their individual and collective needs. Successful language learning and language teaching emphasize the goal of functional proficiency. It does not view language learning and teaching primarily as mastery of the elements of language, such as grammar and vocabulary, without reference to their functional usefulness. Therefore, what is most important for ESOL learners is to function effectively in English and through English while learning challenging academic, workplace, and social content.

In addition, language acquisition takes place as learners engage in activities of a social nature with opportunities to practice language forms for a variety of communicative purposes. It occurs during activities that are of a cognitive or intellectual nature where learners have opportunities to become skilled in using language for reasoning and mastery of challenging new information. This means that ESOL learners must have multiple opportunities to use English, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use.

The following principles, therefore, underline the ESOL general curricular design:

- Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.
- Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.
- Curricular content and instructional practices are based on functional contexts within a holistic framework.
- Curricula and instructional processes contribute to the development of independent problem solvers and thinkers.
- Curriculum and instruction are adapted according to evaluation information.

The CyFair ESOL Program provides an introduction to the language and culture of the English-speaking world. By the time the students complete the program, they have acquired a command to the key vocabulary, structures, and functions necessary for personal and business communication as well as an insight into American customs and values. The program features the best of what has come to be known as "communicative language teaching," including creating interactive, learner-centered classrooms. It provides students with natural, meaningful contexts in which to practice the communicative functions of the language.

We have adopted an eclectic approach and have purposely avoided relying on any single theory of language learning. Our guiding principle has been to present the material in a way that will elicit a high level of student participation in the learning process. To this end, we have evaluated a variety of pedagogical techniques and have selected those which have given the best results both inside and outside the formal classroom. This interweaving and integration of techniques is at the heart of the ESOL Program. Teachers can adapt the program to their own teaching styles and to the needs of their students.

The course of study is based on an integrated approach with four levels of oral communication, five levels of reading, five levels of writing, and five levels of grammar. Fluency and accuracy in both spoken and written English are emphasized. Students can also enroll in additional Pronunciation, TOEFL Preparation, and Service Learning courses. Furthermore, depending on their needs and interests, students can choose from a wide variety of materials from our Language Labs for additional language study using computers, videos, and audio-cassettes.

The general curriculum is based on the view that authentic language often entails the simultaneous use of different language modalities, and acquisition of functional language abilities occurs simultaneously and interdependently, rather than sequentially. Thus reading activities may activate the development of speaking abilities, or vice versa. Additionally, listening, speaking, reading, and writing develop as learners engage with and through different modes and technologies, such as computers, music, film, and video. The curriculum, therefore, affords ESOL learners with learning environments that provide demonstrations of the interdependence of listening, speaking, reading, and writing as well as the opportunity to develop all of their language abilities through the use of varied modes and technologies.

Although the ESOL program is divided into classes labeled according to individual skills as dictated by the Texas Higher Education Coordinating Board, multi-skill learning is actively encouraged as related activities in several skills provide reinforcement and refresh the student's memory. A given class may highlight listening and speaking, for example, but all other skills are also included to support and strengthen overall language development. In addition, the curricular design enables students to develop strong grammatical competence, as well as becoming socio-culturally sensitive and knowing what to do when they encounter a "language barrier."

METHODOLOGY

There is a dominant factor that has influenced our ESOL methodologies over the years. Many principles, theories, and approaches have come and gone, but this factor has remained constant: the **Balanced Activities Approach** as described by Jeremy Harmer in the *Practice of English Language Teaching*, Longman, 1987.

“A Balanced Activities Approach sees the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and learning. The program is planned on the basis of achieving a balance between language input, practice, and communication output. In other words, our program stresses the need for language input and practice while seeing the necessity for an emphasis on communicative activities. The whole teaching process can be seen in the following diagram:

PRESENTATION	PRACTICE	PRODUCTION
<ul style="list-style-type: none"> ▪ Teacher Control ▪ Error Correction ▪ Teacher Talking Time (TTT) 	<ul style="list-style-type: none"> ▪ Teacher/Student Control ▪ Teacher/Self-Mutual Error Correction ▪ Student Talking Time (STT) 	<ul style="list-style-type: none"> ▪ Teacher Is Consultant ▪ No Error Correction ▪ Language Used for a Purpose

In the **presentation stage**, finely-tuned input, that is language that has been selected for conscious learning such as the simple present, the past continuous, the language of invitation, etc., is introduced to the students. During a presentation stage, the teacher acts as controller, selecting the language the students are to repeat and insisting on accurate reproduction of the new item. This means that students' errors and mistakes will be dealt with when they occur. The teacher will start a presentation stage by trying to elicit the new language from the students. Where this is unsuccessful, she will then introduce the meaning and use of the new language and get students to work with their new knowledge. As soon as possible she will encourage immediate creativity where the students use the grammar they have just learned to create their own original sentences.

The teacher who has engaged students in conscious learning - that is the controlled repetition and practice of language items - will want to ensure that students can use this language and will do this by organizing activities that prompt its use. The aim of such activities will be to get students to use the language they have recently learned in a context that is different from that used for presentation. As far as possible the use of the language will approximate real life and will be as much like genuine communication as the limitations of the activity will permit. The **practice stage** marks a halfway stage between the presentation and the production stages. It will often be communicative in many ways, but the attempt to ensure that certain specific language is used will give it less communicative potential. In a teaching program, however, there need be no linear relationship between practice and communication output. The latter is not necessarily an end product of input and practice. Indeed, it may often be a starting point for an accurate reproduction stage. Practice output, then, is a way of encouraging students to use specific language they have recently learned in a realistic way, and often in combination with other less recently learned items.

The **production stage** refers to activities in which students use language as a vehicle of communication, and where the students' main purpose is to complete some kind of communication task. Because this task is of paramount importance, the language used to complete it takes, as it were, second place. It becomes an instrument of communication rather than being an end in itself. In most communicative activities, the students will be using any and/or all the language that they know. They will be forced to retrieve the English that they have in their language store, and they will gradually develop strategies for communication that an over-concentration on presentation and practice would almost certainly inhibit.

Certain features of communication output will be exactly opposite to those we have mentioned for the presentation of finely-tuned input. Instead of a concentration on **accuracy**, the focus will be on **fluency** - that is on the success of communication. The teacher's attitude to error and mistake will therefore be completely different. If, for example, she stops students every time they make a mistake and points this out, then she will be destroying the fluency that she is supposed to be encouraging. Students will find it frustrating and demotivating if the teacher's reaction to their ability to communicate ideas is focused solely on their ability to get the grammar right. This does not mean, of course, that teachers should not be interested in accuracy, but it does imply that there are stages when communicative efficiency (which can occur despite inaccuracy) must be the focus in the classroom. This focus on communication implies, too, that the role of the teacher should change. If she continues to act as a controller, then it is unlikely that any real communication can take place. Students must be allowed to take charge of their learning and their strategies for communication, and an over-dominant teacher will inhibit this. In our methodological approach, then, emphasis is placed on activities in which students use language for communicative purposes since it is felt that this is an integral part of successful language learning.

A balanced activities approach has a more human aspect, however, which is bound up with concerns of intrinsic motivation. By presenting students with a variety of activities we can ensure their continuing interest in the language program. Classes which continually have the same activities are not likely to sustain interest. A program, however, that presents a variety of activities is far more likely continually to engage the students' interest.

A final, but important, component of the balanced activities approach is the teacher's ability to be both **adaptable** and **flexible**. Adaptability refers to the teacher's ability to choose and adapt the program on the basis of the different groups she finds herself teaching. Motivational differences should have a powerful influence on the teacher's use and choice of the activities and materials. Flexibility refers to the behavior of the teacher in the class and her ability to be sensitive to the changing needs of the group as the lesson progresses. In simple terms it means that her decisions, before the lesson, about what she is doing are not in some way sacred. She must be prepared to adapt and alter her plan if this proves to be necessary.

The concepts of adaptability and flexibility make the real difference between teaching and learning. The teacher who is flexible and is prepared to adapt is the teacher who carefully assesses her beliefs and plans in the light of the particular situation she is faced with, and whose main concern is that acquisition and learning should take place. The balanced activities approach, then, sees the students' continuing interest and involvement in the learning process as being the dominant factor in language teaching."

ESOL STRANDS

The program has integrated the skills in four strands: oral communication, reading, writing, and grammar. Each strand integrates the study of a grammatical point with related vocabulary and cultural information. Due to this integration of skills, language use inside the classroom more closely mimics language use outside the classroom, thereby motivating students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. The link between the three strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Furthermore, the syllabus is carefully graded, with a gradual progression of teaching items and frequent reviews. However, the program has been designed to incorporate the simultaneous use of different language modalities so that the acquisition of functional language abilities also occurs simultaneously and interdependently, rather than sequentially. Listening, speaking, reading, and writing develop throughout the program as learners engage with and through different modes and technologies, such as computers, music, film, video, and the Internet.

Materials are carefully chosen to move students from the basic level to an advanced one. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which students can easily identify. The program challenges students by capitalizing on what they know or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills. Grammatical structures are not presented as isolated patterns for analysis and rule memorization but within a functional and communicative context. As students progress through units that are grammatically sequenced, they also actually practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions. As students move from one level to another, they are presented with a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively in the language. Students are increasingly motivated to grasp the language acquisition process through their own involvement in a meaningful and communicative process, one which necessarily involves risk taking and trial and error.

Each level is guided by a comprehensive scope and sequence. However, underpinning the scope and sequence of the program as a whole is the belief that students need to use target structures many times in many contexts at increasing levels of difficulty. For this reason new language is constantly recycled so that students will feel thoroughly comfortable with it.

Tests, teacher observations, and portfolios throughout the course allow for continual assessment of progress. In addition, diagnostic and final departmental exams provide an ongoing evaluation for each student.

INTEGRATED MULTI-SKILLS CURRICULUM

The courses within the general curriculum have integrated, multi-skills syllabi that link grammar, communicative functions, and topics. The syllabi at each level also contain the four skills of listening, speaking, reading, and writing, as well as pronunciation and vocabulary. Each course is carefully graded, with a gradual progression of teaching items and frequent reviews. Each involves students in real-life communication tasks that cause them to want and need to read, write, speak, and listen to English. The tasks, therefore, are usually arranged around themes relevant to learners such as family relationships, survival in a new country, educational systems, friendships, politics, love and marriage. Grammar is seen as an important component of language competence and is presented communicatively with a focus on both accuracy and fluency, thereby linking grammatical form and communicative function. Fluency is achieved through information-gap tasks, pair work, group work, and role plays. Throughout the program, students have the opportunity to personalize their own world knowledge and to express their ideas and opinions. Information-sharing activities allow for a maximum amount of student-generated communication.

The **ESOL Reading** courses treat reading as an important way of developing receptive language and vocabulary. At the same time, the reading passages provide stimulating adult content that both students and teachers enjoy. In Level 1, beginning English-language students develop basic reading and vocabulary skills. Materials are vocabulary-controlled and based on concrete topics. Students practice reading and comprehending simple short stories and articles, writing related sentences, and developing basic library skills. Level 2 includes practice in reading and comprehending multi-paragraph descriptive and narrative articles, stories, reports, and dictionary entries. Focus is on literal comprehension, word analysis, vocabulary expansion, dictionary skills, and the use of library resources. Level 3 includes extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages. Level 4 is designed to improve reading efficiency through word analysis skills, vocabulary, comprehension and rate. Sentence/paragraph writing is required to complement extensive and varied reading activities. In Level 5, students learn how to improve their reading by developing global cognitive and metacognitive strategies rather than discrete reading skills. Learning shifts from comprehension of textual language to comprehension of textual ideas. Students move towards becoming independent readers as they engage in instruction that emphasizes critical thinking, promotes task-centered reading, and demands self-monitoring and responsibility.

The **ESOL Writing** courses focus on different forms of writing from simple lists, recipes, letters, and messages in level 1 to academic-type essays in level 5. The curriculum leads students from the early stages of mechanical writing to the expression of their own ideas on paper. Writing activities in levels 1 and 2 include copying, filling in blanks, dictations, sentence transformations, answering questions, and controlled-to-free paragraph writing. By level 5, students are paraphrasing, quoting, attributing sources and summarizing. They focus on the stages of the writing process: generating ideas, planning, writing, revising, and editing drafts, and peer and self review. In addition, writing is often used as a basis for other activities, such as information sharing, group work and discussion.

Listening and speaking skills are a central focus in the program. Grammar, functions, topics, listening, pronunciation, and vocabulary provide support for oral communication. The **ESOL Oral Communication** courses present students with real English such as those found in recordings of TV programs, telephone information hot lines, interviews and authentic conversations, and from short readings from newspapers, cartoons, nonfiction texts, and other realia like menus, charts, and ads. Even though listening and speaking, which often evolve out of informative readings, are the primary skills focused on, there are also writing tasks, thereby, integrating all four basic language skills. In addition, these courses give students the chance to work not only individually and with the whole class but also cooperatively in pairs and small groups to engage in communicative tasks that encourage realistic language exchanges. In Level 1 students refine listening and speaking skills and increase control of the English sound system to minimize miscommunication due to pronunciation. In Level 2, students communicate with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy. They master basic language functions and acquire and practice strategies for comprehending statements and short spoken passages. In Level 3, students increase their degree of fluency, accuracy, and comprehension and develop skills at using functional language in a variety of relevant contexts. In Level 4, students are presented with varied opportunities to communicate spontaneously while applying new language. Such communication involves reaction, response, and production. Activities include negotiation, stimulation, debate, role playing, brainstorming, response and feedback, values clarification, reporting and prioritizing among others. The listening tasks make extensive use of extended listening passages and also include materials taken from real-world sources. Both scripted and unscripted conversations with the natural pauses, hesitations, and interruptions that occur in real speech are presented.

The **Grammar** courses have a graded grammar syllabi. The grammar points are introduced in communicative contexts and through grammar summaries that illustrate the meaning and usage of each item. Level 1 is designed to help students with very little English proficiency understand and use basic English grammar correctly in both written and spoken communication. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences. Level 2 continues to develop English grammar skills by providing extensive and varied practice that encourages growth in all areas of language use. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs. Level 3 develops the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. In Level 4, students develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses. Level 5 is designed to increase students' knowledge and usage of advanced English grammar, to improve grammatical accuracy in writing and to develop strong editing skills. Theme-based grammatical presentation, inductive exercises and common errors related to target structures are presented using authentic academic contexts.

LEARNING STYLES

The ESOL program emphasizes the importance of individual differences in abilities, learning styles, and backgrounds of students. Materials are responsive to students of different English proficiency levels and are graded by the difficulty level of the instructional tasks, including content and genre. The easiest content for ESOL students to handle is related to their everyday activities and surroundings. Therefore, at the beginning level, topics such as family, friends, neighborhood, etc. are presented as a basis for language study as well as culturally familiar topics. Props such as photos, slides, handouts, and other realia help students successfully process information presented to them during tasks.

At more advanced levels, unfamiliar topics are introduced and the cognitive demands on the learner to accomplish the task are increased. The number of steps involved in completing the task, the amount of information the learner is expected to process, and the difficulty of the instructions are likewise augmented while the amount of time given to complete the task may be decreased.

Materials used in the program are responsive to differences in students' broad learning styles. Instructional materials and tasks generate interaction that provides communication opportunities for learners of all styles. We have taken care to utilize and promote both global and analytical styles and to provide opportunities for students to learn from auditory, visual, tactile/kinesthetic experiences. The instructional materials encourage students to develop flexibility in their style and also demonstrate the optimal use of different learning strategies and behaviors for different tasks. The program provides a wide range of classroom activities that cater to a variety of learning styles and that challenge students to try new things. The balanced activities approach underlying our program, therefore, provides variety and change in activities within a steady, consistent, learner-centered, communicative setting.

Learning style has been described as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. (Keefe, 1979)

Modes of Input

One dimension of language learning style is related to the preferred mode of taking in information, that is, the physical, perceptual learning channels with which students are the most comfortable.

Auditory learners, for example, understand and remember words or facts learned by hearing. For these learners, the program integrates the use of audio tapes, television, rote oral practice, lecture, class and group discussion, oral reports, questions and answers, interaction activities or games for groups of two or more.

- Use audio programs, television, oral reports, lectures, group discussions, and questions and answers to convey information.
- Provide for lots of small group and paired learner activities.
- Include credit for verbal classroom response and participation as part of their grade.

Visual learners, on the other hand, learn from seeing words in books, on the board, and on charts. Therefore, the program provides for the use of visual aids (graphs, charts, overhead transparencies, video, etc.)

- Reinforce your lectures with visual aids.
- Teach so students can see your mouth as you talk.
- Use gestures as visual cues.
- Write instructions and assignments on the board as well as giving them orally.
- Allow them to doodle as you present information.
- Encourage them to make notes of key points to remember information received orally.

Finally, **tactile/kinesthetic** learners learn best by experience and need a combination of stimuli. They seek to handle, touch, and work with what they are learning. Consequently, activities that involve them with at least one other student and are related to the assignment are provided, for example, accompanying an audio CD with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.

- Use touchable and moveable resources.
- Reinforce demonstrations and lectures with 'hands on' activities and concrete examples of concepts.
- Complete and clarify all instructions before distributing materials.
- Devise learning activities that involve sorting or classification.
- Be tolerant of the tactile learner's need to move around the classroom.

Modes of Information Processing

Another key aspect of learning style refers to the preferred mode of assimilating and processing information. **Innovative/idealistic** learners perceive information concretely and process it reflectively. They learn through experiencing, feeling and reflecting. They enjoy listening and sharing ideas. They value insight thinking, work for harmony and need to be personally involved. They are typically offended by programs that are restrictive, structured in nature, or tell them what must be done. On the other hand, they are receptive to self-paced learning that allows time for discovery and expansion of the learning content. They prefer talking about their experiences and feelings, asking questions, and working in groups. They like to have learning connected to real life problems, be nurtured by their teachers, and be given the answer to "**why.**" Therefore, the ESOL program ensures that there are opportunities for small groups and teams, discussions, cooperative learning, value clarification, talk time, storytelling, personalizing, goal setting, democratic involvement and self-paced study in the language labs.

Activate knowledge and get students interested by using the following activities:

- Brainstorming
- Hook Questions
- Visuals
- Demonstrations
- Mind Maps
- Imagery

Use the following evaluation techniques:

- Group Work
- Group Grading
- Pass/Fail Grading
- Self-Evaluation
- Unobtrusive Observation
- Participation Grading
- Time to Reflect

Analytic/realistic learners, on the other hand, perceive information abstractly and process it reflectively. They learn through conceptualizing, reflecting and thinking. They are knowledge-oriented, conceptual & organized. They prefer to learn through lectures, working independently, and discussing ideas. They do well in traditional education that stresses verbal skills. They tend to do well at tests and form theory and concepts by integrating their observations into what is known. They seek continuity and need to know what the experts think. They need details and like to critique information and collect data. This type of learner is very time-efficient and wants fast-paced programs that are void of "warm fuzzy" human-relations activities. They are knowledge-oriented, conceptual & organized. Their favorite question is **What?** For these learners, the program provides programmed instruction, video and computer-assisted instruction, in-class demonstration and practice, ample reading and writing activities, and a wide assortment of visual aids: video, film, pictures, posters, slides, etc.

Help them gain knowledge by teaching factual information through:

- Lecture
- Charts
- Graphs
- Pictures
- Overheads
- Timelines
- Examples

Use the following evaluation techniques:

- Comments on Papers/Tests
- Written Tests/Essays
- Multiple Choice Tests
- Concepts and Ideas
- Collecting Data

Pragmatic/common sense learners perceive information abstractly and process it actively. They learn through applying, thinking and doing. They prefer active problem solving, learning through discovery, touching, manipulating, constructing, and spatial tasks. They like to try things themselves and physically test whatever they are learning about. They are down-to-earth problem solvers who resent being given answers and have limited tolerance for "fuzzy ideas." They value strategic thinking and are skills-oriented. They like to experiment and tinker with things and need to know **how** things work. Activities that foster team playing and competition, audience participation, student demonstration, and open discussion are provided for these learners. In addition, problem-solving and decision-making tasks, and improvisation activities such as simulation and role-play are included.

Need to use knowledge and learn by practice through

- Hands-on Activities
- Worksheets
- Puzzles
- Fact Games
- Reading Given Materials
- Testing Theories
- Drills

Use the following evaluation techniques

- Field Trips/Labs
- Hands-on Activities
- Mobility and Concrete Materials
- Skills Oriented Evaluation
- Practical Applications

Finally, **dynamic/existentialistic** learners perceive information concretely and process it actively. They learn through creating and acting. They integrate experience and application and learn by trial and error. They are believers in self-discovery and enthusiastic about new things. These learners are highly adaptable and relish change. They learn best from teaching experiences that rely on inductive reasoning. They rely heavily on their own intuition, and seek to teach both themselves and others. They are risk-takers who are at ease with people. They appreciate programs that show understanding, sensitivity and respect for others' ways of doing things. They want to test **What if?**

For these students, the program provides opportunities for independent work, problem-solving and exploration, intellectual debate and discussion, the use of diagrams and charts and mental games (puzzles, futuristic projections, intellectual dilemmas, games of logic.)

Help them apply knowledge and do something personal with the new knowledge by using the following activities:

- Drawings
- Skits
- Cartoons
- Writing Stories or Poems
- Keeping Journals
- Thinking of How to Use in Real Life

Use the following evaluation techniques:

- Interdisciplinary Approaches
- Open-Ended Questions/Activities
- Flexible Demands
- Looking for Patterns
- Self-Discovery Projects

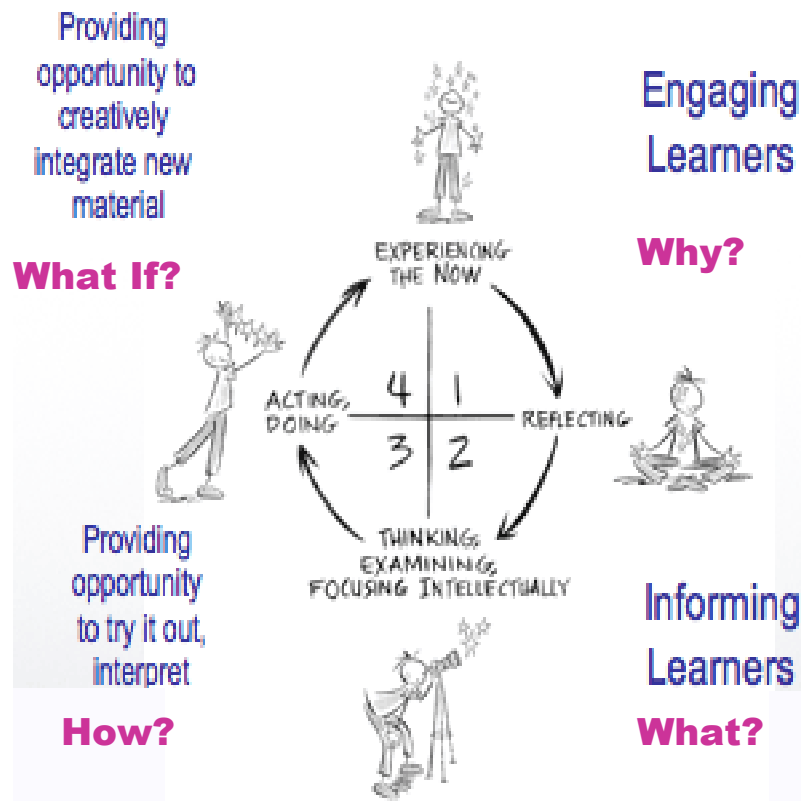
Implications for Teaching

1. Use instructional activities that help students develop every learning style.
2. In developing instruction, consider answering these four questions:
 - **Why** does this need to be known? (Innovative)
 - **What** is the content? (Analytic)
 - **How** will this be used in real life? (Common Sense)
 - **What possibilities** will this create? (Dynamic)

Suggested Planning Process

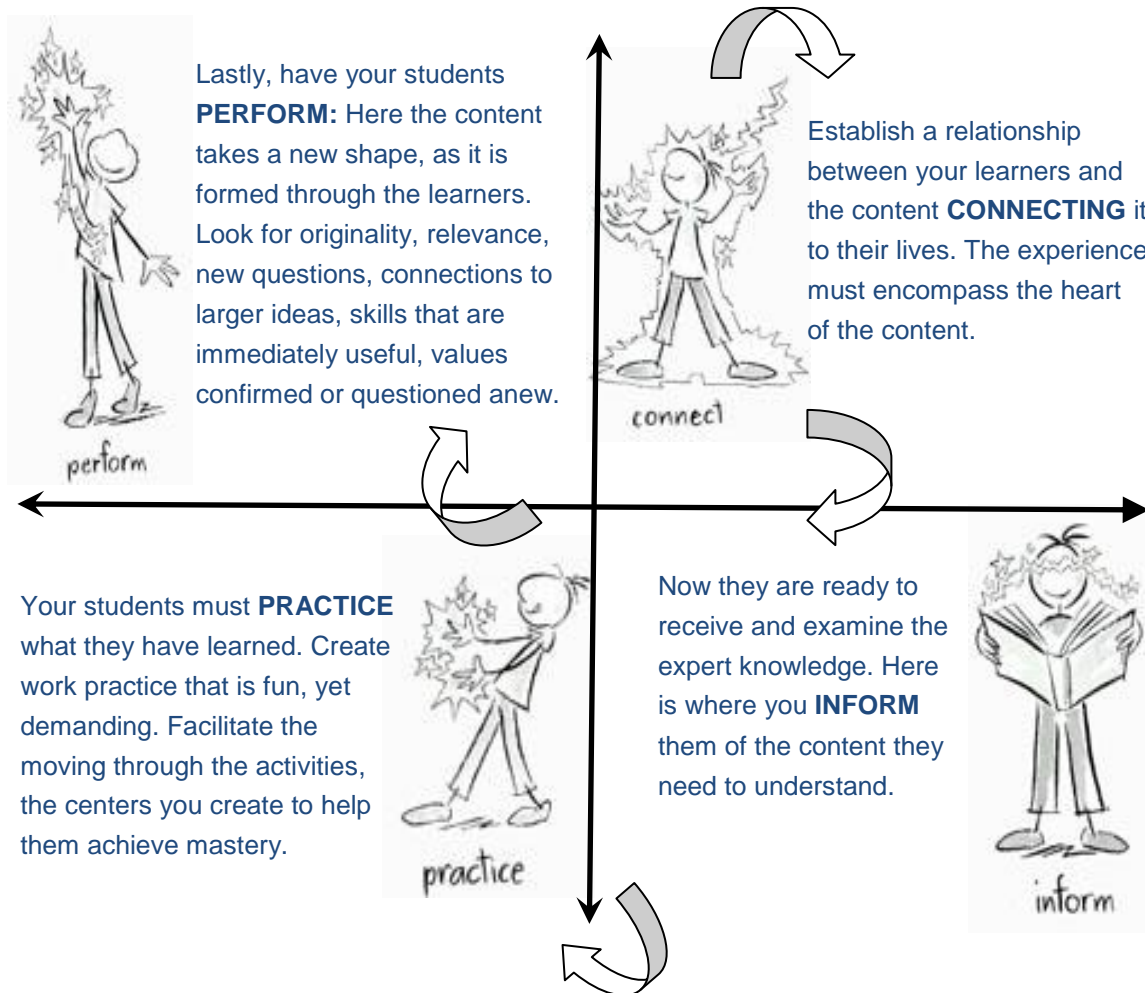
Following is a process for delivering instruction in a way that appeals to all types of learners and engages, informs, and allows for practice and creative use of material learned within each lesson. A very important component of this approach is the need for instructors to understand and present their material conceptually, presenting the big picture, and the meaning and relevance of material to be learned. On a continuum that represents how we perceive – how we take in new experience, we all have a preference between sensing-feeling at 12 o'clock and abstracting or "thinking" experience at 6 o'clock. Some of us tend to stay in feeling and experience more; others prefer to move to the naming and thinking about experience. The second dimension is how we process experience, what we do with it once it is received. Again, we all have a preference that goes between reflective processing and active. This dimension gives the cycle momentum. The overlay of these two dimensions is based on decades of learning theory research and results in both a cycle for delivering instruction and a method for appealing to different "learner types". The cycle asks instructors to first engage learners (to not begin conversations in the middle), then inform, offer a chance to try out new learning and use it in some creative way.¹

THE CYCLE OF LEARNING



¹ <http://www.aboutlearning.com/all-about-4mat.htm>

PROGRESSION THROUGH THE CYCLE



<http://www.aboutlearning.com/all-about-4mat.htm>

LEVELS OF STUDY

Level 1 provides students with coping skills and cultural information to help them understand the contexts of language use. Students are taught how to function in a limited way in English to meet their immediate needs. They perform basic language functions, such as naming and asking for things, using polite expressions, expressing personal information, and giving directions. They acquire the most common vocabulary for everyday life, understand short conversations containing common words and phrases, picking out and responding to elements important to the meaning. They read and understand simplified versions of common material, such as signs, application forms, instructions on mailboxes and telephones, and medicine labels. Students are able to comprehend and use the basic structures of English including the simple tenses, nouns, adjectives, and the like. They perform simple writing functions, such as filling out a form, and learn paragraph structure and organization.

In **Level 2** students move beyond a limited number of learned phrases, and begin to function with some independence and creativity. They increase passive knowledge of vocabulary and understand fluent (though greatly simplified) speech with some tolerance for ambiguity. Students speak with less hesitation, attempting to use newly acquired vocabulary and sentence structures, and perform some basic language functions, such as making requests politely, describing problems, and asking for directions. They improve pronunciation - especially the clarity of vowel and consonant sounds. Students read simplified practical materials, with common vocabulary, scanning for useful information. Students master the use of the fundamental structures of the language, such as the verb **be**, the simple present, **there is/there are**, and nouns and pronouns, and begin to comprehend and use some of the other basic ones, such as the past tense, future and continuous forms, and modal verbs. They also perform simple writing tasks, with some guidance, such as filling out forms, writing invitations, and communicating with short notes, and can write a well organized paragraph.

Level 3 students master the use of the basic structures of the language, such as the present, past, and future tenses, infinitives after verbs, and comparative forms; and gain familiarity with some of the more sophisticated ones, such as simple clauses and the present perfect. They increase their knowledge of passive vocabulary and understand fluent (though clear and simple) speech with some tolerance for ambiguity. Students speak with growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions, such as making appointments, accepting or refusing invitations, and giving excuses. They improve their pronunciation -especially sounds, intonation, and blending. It further provides exercises that teach reading skills through the use of "realia" -forms, newspaper ads, signs, and other examples of the reading materials that everyone encounters daily, and offers practice in the kinds of writing tasks that students encounter in everyday life such as forms, invitations, and short notes. At this level students can also write well organized, short essays.

At the end of **Level 4**, students can get along well in everyday life, are comfortable in most social situations in English, are employed if they want to be, and may be trying to "move up" in the world of work. They master the use of the major structures of the language, such as the simple, continuous, and present perfect tenses (including tense contrasts); the modal verb system; articles; and gerunds and infinitives; and gain familiarity with some of the more sophisticated ones, such as the conditional, indirect questions, and the passive voice. They increase their knowledge of passive vocabulary and understand fluent (though clear) speech with a tolerance for ambiguity. Students can understand everyday speech and carry on conversations at a normal rate of speed with fluency. At this level, students understand the "culture" of language use, learning how to "use" language effectively in various situations. Students can read practical materials, including many that are not simplified without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines. They incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques and write short essays in such rhetorical modes as narration, description, and opinion.

In **Level 5**, students attempt using sophisticated grammar structures and rules of the language- such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses-concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fairly fluently and make appropriate use of language notions and functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving and speech making, and express themselves accurately and effectively in different forms of writing, including letters and academic essays.

SCOPE AND SEQUENCE OF COURSES

ESOL Oral Communication Level 1 Level 1 oral communication focuses on students' valuing both formal and informal classroom discourse as an important means of learning. Through group presentations and spoken interactions with teachers and classmates, students develop fluency and accuracy in speaking and apply strategies for comprehending and processing short spoken passages on familiar topics. <ul style="list-style-type: none"> • Participate in small and large group verbal interactions • Plan and deliver short formal presentations • Study effective listening and speaking 				
Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Participate in small and large group verbal interactions	Raise questions, participate in large and small group discussions, and offer feedback.	<ul style="list-style-type: none"> • Understand and use common reductions and contractions. • Ask and answer questions based on simple oral passages. • Demonstrate understanding of basic spoken commands and instructions, routine questions and answers, statements, and face-to-face conversations containing familiar vocabulary. 	Assignments Rubrics Teacher observation Group discussion	<i>World English Intro Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424063353&discipline_number=301&from_series_id=1000002002&subject_code= <i>Open Forum</i> http://www.oup.com/elt/global/products/openforum/
Plan and deliver short formal presentations	Give short presentations based on personal topics, and research.	<ul style="list-style-type: none"> • Speak about familiar topics. 	Assignments Writing logs Rubrics	<i>American English Pronunciation</i> http://eleaston.com/pronunciation/ Pronunciation Pair Pronunciation Power Rosetta Stone Tell Me More
Study effective listening and speaking	<ul style="list-style-type: none"> • Respond clearly and informatively to audience questions about oral presentations. • Take notes for both formal and informal presentations and discussions. 	<ul style="list-style-type: none"> • Ask and answer questions based on simple oral passages. • Demonstrate understanding of basic spoken commands and instructions, routine questions and answers, statements, and face-to-face conversations containing familiar vocabulary. 	Assignments Rubrics Feedback forms	(This cell content is shared with the previous row)

ESOL Reading Level 1

Level 1 Reading students develop basic reading skills. Materials are based on concrete topics.

- Apply literal comprehension reading skills
- Read a variety of informational texts
- Connect reading across contents and experiences

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Apply literal comprehension reading skills	Interpret ideas from articles, simple short stories and articles to enhance meaning and understanding.	<ul style="list-style-type: none"> • Demonstrate literal comprehension of short texts based on concrete topics. 	Discussion Quizzes Tests	<i>Reading Explorer Intro</i> CD, DVD, video
Read a variety of informational texts	Read information texts, focusing on key vocabulary, purpose, format, main idea, and detail.	<ul style="list-style-type: none"> • Identify the stated main idea of a short passage on a familiar topic. • Extract basic information from simple illustrations such as graphs and charts. 	Writing assignments Discussions Quizzes Tests	<i>[The] Key:</i> http://www.keynews.org/
Connect reading across contents and experiences	Relate ideas from experience, other classes, personal knowledge, and media to texts read in class.	<ul style="list-style-type: none"> • Write a response to a reading by conveying an idea, opinion, feeling or experience. 	Reading Journals Writing assignments	

ESOL Vocabulary Level 1

Level 1 vocabulary focuses on students' reviewing the basic structures of words and learning language associated with their texts.

- Use vocabulary structures to increase knowledge (synonyms, antonyms, derivatives)
- Expand use of vocabulary through readings
- Build basic vocabulary and dictionary skills

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use vocabulary structures to increase knowledge	Study the structure of words, i.e., root words, prefixes, and suffixes, especially in relation to texts	<ul style="list-style-type: none"> • Guess the meaning of unfamiliar vocabulary by using simple word clues. 	Quizzes Tests Teacher Observation Oral presentations Writing assignments	<i>Oxford Picture Dictionary</i> , transparencies, CD-Rom <i>[The] Key:</i> http://www.keynews.org/
Expand use of vocabulary through readings	Recognize and comprehend idioms, analogies, synonyms and antonyms, and context clues.	<ul style="list-style-type: none"> • Guess the meaning of unfamiliar vocabulary by using simple word clues. • Use a monolingual ESOL learner's or picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words. 	Vocabulary logs Quizzes Tests	http://www.pdictionary.com/ <i>[The] Internet Picture Dictionary</i> http://www.pdictionary.com/
Build basic vocabulary and dictionary skills	Use a dictionary to find the correct spelling, pronunciation, part of speech, and definition of a word.	<ul style="list-style-type: none"> • Use a monolingual ESOL learner's or picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words. 	Quizzes Tests Teacher Observation Oral presentations Writing assignments	

ESOL Writing Level 1				
Level 1 writing focuses on students' developing, practicing and applying the basic structures of English to perform simple writing tasks. <ul style="list-style-type: none"> • Use rhetorical modes • Use a process for writing 				
Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use rhetorical modes	Select a topic and write a short paragraph using the descriptive and narrative rhetorical modes.	<ul style="list-style-type: none"> • Write simple descriptions and narrations about familiar topics. 	Writing assignments Discussions Quizzes Teacher observation Rubrics	<i>Great Writing 1 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=142404989X&discipline_number=301&from_series_id=1000002023&subject_code=
Use a process for writing	Keep a writing journal to record ideas and write summaries. Edit own and peer work.	<ul style="list-style-type: none"> • Write simple (Subject/Verb/Object) sentences using the simple tenses of common verbs and the verb "to be". 	Writing assignments Writing journals Discussions Quizzes Teacher observation Rubrics	<i>Tell Me More Rosetta Stone</i> <i>English Zone</i> http://www.english-zone.com/
Use conventions of language	Use a variety of sentences for rhetorical effect.	<ul style="list-style-type: none"> • Follow basic punctuation conventions indicating understanding of sentence boundaries. • Follow basic spelling conventions. 	Writing assignments Discussions Quizzes Tests	

ESOL Grammar Level 1

In Level 1 grammar students focus on understanding and using basic English grammar correctly in both written and spoken communication. They develop control of fundamental structures including basic tenses, parts of speech and simple sentences.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none">• Present, past and future of the verb TO BE• Verbs in present, past and future• YES/NO and WH-questions• Imperatives• Count and non-count nouns• Articles• Expressions of quantity• Subject pronouns• Object pronouns• Demonstrative pronouns• Possessive adjectives• Possessive nouns.	<ul style="list-style-type: none">• Form and use the present, past and future of the verb TO BE.• Use common verbs in present, past and future.• Form YES/NO and WH-questions.• Use imperatives.• Identify and use common count and non-count nouns.• Use articles and basic expressions of quantity with nouns correctly.• Identify and use: subject pronouns, object pronouns, demonstrative pronouns, possessive adjectives and possessive nouns.	<p>Quizzes Tests Writing assignments Oral Presentations</p>	<p><i>Grammar in Context 1 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1413007368&discipline_number=301&from_series_id=1000000421&subject_code=</p> <p><i>English Grammar on the Web</i> http://www.gsu.edu/~wwwESOL/egw/index1.htm</p>

ESOL Research and Technology Level 1

Level 1 research and technology focuses on students' learning the concept of plagiarism and using search engines to access information.

- Understand the concept of plagiarism.
- Use search engines to access information.

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Understand the concept of plagiarism	Study the laws and ethics of plagiarism.	<ul style="list-style-type: none"> • Write simple descriptions and narrations about familiar topics. 	Writing assignments Teacher observation	<i>Research Basics</i> http://cyfair.lonestar.edu/134031.pdf
Use search engines to access information	Use search engines, CD-ROMS, and Web-based databases to access information.	<ul style="list-style-type: none"> • Write simple descriptions and narrations about familiar topics. 	Writing assignments Teacher observation	<i>Search for Articles Online</i> http://cyfair.lonestar.edu/134593.pdf <i>Plagiarism and Copyright Facts for Students</i> http://cyfair.lonestar.edu/29196/

ESOL Oral Communication Level 2

Level 2 oral communication focuses on students' valuing both formal and informal classroom discourse as an important means of learning. Through group presentations and spoken interactions with teachers and classmates, students develop fluency and accuracy in speaking and apply strategies for comprehending and processing short spoken passages on familiar topics.

- Participate in small and large group verbal interactions
- Plan and deliver short formal presentations
- Study effective listening and speaking

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Participate in small and large group verbal interactions	Raise questions, participate in large and small group discussions, and offer feedback.	<ul style="list-style-type: none"> • Demonstrate understanding of spoken conversations using familiar material in unpredictable contexts. • Recognize the main ideas in short listening tasks. • Respond to open-ended questions. • Ask and answer questions about short oral texts using basic question and statement intonation patterns. 	Teacher observation Group discussion	<i>Interactions 1 ecourse</i> http://elt.mcgraw-hill.com/interactions/ecourse/
Plan and deliver short formal presentations	Give short presentations based on personal topics, and research. Respond clearly and informatively to audience questions about oral presentations.	<ul style="list-style-type: none"> • Give a short presentation on a familiar topic. • Use correct pronunciation with specific words and word endings with increasing accuracy. • Use level-appropriate grammatical accuracy when speaking. • Understand and use reductions and contractions. 	Rubrics Teacher observation Group discussion	<i>Phonetics: The Sounds of English and Spanish</i> http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
Study effective listening and speaking	Take notes for both formal and informal presentations and discussions.	<ul style="list-style-type: none"> • Express basic functions such as giving instructions, making requests and asking for clarification in a clear, organized way. • Demonstrate ability through completed assignments or tasks to ask and answer simple questions specific to students' immediate environment, e.g. at the book store, or at the cafeteria. 	Assignments Teacher observation Group discussion	<i>Randall's ESOL Cyber Listening Lab</i> http://ESOL-lab.com/

ESOL Reading Level 2

Level 2 reading focuses on students' developing pre-reading strategies, identifying the main idea and using strategies to help them improve their literal comprehension.

- Plan before reading
- Develop vocabulary from the reading
- Monitor comprehension while reading

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Plan before reading	Discuss purpose for reading. Discuss characteristics of the selections for oral presentations.	<ul style="list-style-type: none"> • Apply a variety of pre-reading strategies such as previewing, skimming, scanning, and predicting to set a purpose for reading and to increase reading comprehension. 	Teacher observation Reading logs Quizzes Tests	<i>Reading Explorer 1 course access</i> <u>[The] Key:</u> http://www.keynews.org/
Monitor comprehension while reading	<p>Make predictions about purpose and content of reading, using the title, the opening paragraph, the type of genre, etc.</p> <p>Write summaries, graphics, and charts to monitor comprehension, focusing on characters, plot structures, themes, etc.</p> <p>Determine main ideas and supporting details related to the genre, supporting all inferences with textual evidence.</p>	<ul style="list-style-type: none"> • Identify the stated main idea of a paragraph or simple passage. • Locate major and supporting ideas in multi-paragraph texts. • Extract literal information from charts, graphs, photographs, and other illustrations. 	Reading logs Discussion Quizzes Tests Writing assignments	

ESOL Vocabulary Level 2

Level 2 vocabulary focuses on students' reviewing the basic structures of words, learning language associated with their texts, and developing a useful and personally relevant vocabulary base,

- Develop vocabulary from the reading
- Build basic vocabulary and dictionary skills

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Develop vocabulary from the reading	Use context clues and word parts to determine the meaning of unfamiliar words in a textbook selection	<ul style="list-style-type: none"> • Guess the meaning of unfamiliar vocabulary and phrases from context. 	Quizzes Tests Teacher Observation Oral presentations Writing assignments	Vocabulary Review http://www.vocabulary.com/index.asp
Build basic vocabulary and dictionary skills	Use a dictionary to find the correct spelling, pronunciation, part of speech, and definition of a word.	<ul style="list-style-type: none"> • Use a monolingual ESOL learner's dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items. 	Quizzes Tests Teacher Observation Oral presentations Writing assignments	Vocabulary.com http://www.vocabulary.com/ [The] Internet Picture Dictionary http://www.pdictionary.com/

ESOL Writing Level 2

Level 2 writing focuses on students' developing, practicing, and applying the basic structures of English to perform simple writing tasks.

- Use rhetorical modes.
- Use a process for writing.
- Use English grammatical constructions, punctuation and spelling conventions.

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use rhetorical modes	Select a topic and write a short paragraph using various rhetorical modes.	<ul style="list-style-type: none"> • Write short, well-organized paragraphs with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process, using simple and compound sentences. 	Writing assignments Writing logs	<i>Great Writing 2 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424051002&discipline_number=301&from_series_id=1000002023&subject_code=WRG01
Use a process for writing	Keep a writing journal to record ideas and write summaries.	<ul style="list-style-type: none"> • Use pre-writing devices (e.g., brainstorming, outlining, drafting) to compose paragraphs with topic sentences and sufficient support. 	Quizzes Discussions Writing log	<i>Pizzaz!</i> http://darkwing.uoregon.edu/~IESOLieob/pizzaz.html
Use English grammatical constructions, punctuation, and spelling conventions.	Capitalize words at the beginning of sentences. Use periods or question marks at the end of sentences or questions. Edit own and peer work.	<ul style="list-style-type: none"> • Write sentences using conjunctions and the progressive tenses. • Check paragraphs for beginning, middle, and end; relevant topic sentences; and no irrelevant sentences. • Check for and correct subject-verb agreement, basic punctuation, and sentence fragments. 	Teacher observation Writing assignments	<i>Pizzaz!</i> http://darkwing.uoregon.edu/~IESOLieob/pizzaz.html

ESOL Grammar Level 2

Level 2 grammar develop English grammar skills by providing extensive and varied practice that encourages growth in all areas of language use. Focus is on the use of verb tenses, modal verbs, nouns, adjectives and adverbs.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none">• Simple present• Present progressive• Simple past• Past progressive.• Present perfect.• Modal verbs.• Comparative adjectives.• Superlative adjectives.• Adverbs and expressions of frequency• Adverbs and expressions and time.• Articles• Quantifiers with nouns and pronouns• Simple and compound sentences	<ul style="list-style-type: none">• Use verbs in simple present, present progressive, simple past and past progressive.• Form and use present perfect.• Use simple modal verbs.• Form and use comparative and superlative adjectives.• Use adverbs and expressions of frequency and time.• Use articles and quantifiers with nouns and pronouns correctly.• Differentiate between simple and compound sentences.	<p>Quizzes Tests Writing assignments Oral presentations Teacher observation</p>	<p><i>Grammar in Context 2 Student</i> http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1413007422&discipline_number=301&subject_code=GMM01</p> <p><i>ESOLgold</i> http://www.ESOLgold.com</p> <p><i>Grammar Bites</i> www.chompchomp.com/menu.htm</p>

ESOL Research and Technology Level 2

Level 2 research and technology focuses on students' learning the concept of plagiarism and using search engines to access information.

- Understand the concept of plagiarism.
- Use search engines to access information.

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Understand the concept of plagiarism	Study the laws and ethics of plagiarism.		Writing assignments Teacher observation	<i>Research Basics</i> http://cyfair.lonestar.edu/134031.pdf
Use search engines to access information	Use search engines, CD-ROMS, and Web-based databases to access information.	Write short, well-organized paragraphs with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process, using simple and compound sentences.	Writing assignments Teacher observation	<i>Search for Articles Online</i> http://cyfair.lonestar.edu/134593.pdf <i>Plagiarism and Copyright Facts for Students</i> http://cyfair.lonestar.edu/29196/

ESOL Oral Communication Level 3

Level 3 oral communication focuses on students' increasing proficiency in the spoken language and acquiring and practicing strategies for comprehending statements and short spoken passages. They develop a more critical stance toward their own oral interactions and those of their classmates, and apply evaluative criteria to individual and group presentations.

- Participate in group presentations and discussions
- Use feedback to revise presentations and discussions

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Participate in group presentations and discussions	Serve as group members to research, prepare, and present information as part of a group presentation or discussion.	<ul style="list-style-type: none"> • Give a short presentation on an assigned topic. • Recognize and summarize the main ideas and details in short audio listening segments. • Use correct intonation and pronunciation with specific words, word endings, phrases, and sentences with increasing accuracy. • Demonstrate level-appropriate grammatical accuracy when communicating orally. • Demonstrate discourse that is connected [and, but, first, next, then, because] and reasonably fluent, with few hesitations and pauses. • Develop and use vocabulary related to listening and speaking tasks. 	Teacher observation Participation in group discussions	<p><i>North Star 3</i> http://www.pearsonlongman.com/ae/northstar3e/index.html</p> <p><i>Activities for ESOL Students</i> http://a4ESOL.org/</p> <p><i>ESOL Activities Online</i> http://www.cita.on.ca/EAOnline/http://www.cita.on.ca/EAOnline/AmericanStories/index.html</p>
Use feedback to revise presentations and discussions	Revise presentations and plan future presentations based on formal and informal evaluations from teacher and students.	<ul style="list-style-type: none"> • Provide evidence of oral fluency competence through assignments requiring feedback from person(s) outside the classroom, such as short interviews with campus personnel. • Express functions of the language such as describing, narrating, making requests, giving advice, agreeing and disagreeing, expressing ability and possibility, and making predictions. 	Rubrics Peer Feedback Teacher observation	<p><i>ESOL Activities Online</i> http://www.cita.on.ca/EAOnline/http://www.cita.on.ca/EAOnline/AmericanStories/index.html</p>

ESOL Oral Communication Level 3

Level 3 oral communication focuses on students' increasing proficiency in the spoken language and acquiring and practicing strategies for comprehending statements and short spoken passages. They develop a more critical stance toward their own oral interactions and those of their classmates, and apply evaluative criteria to individual and group presentations.

- Critique oral presentations and discussions

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Critique oral presentations and discussions	Provide formal and informal evaluations of class presentations and discussions.	<ul style="list-style-type: none"> • Develop and use vocabulary related to listening and speaking tasks. • Respond to questions and comments and elaborate on the topic by summarizing ideas, giving examples, or defining. • Participate in and demonstrate understanding in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary. 	Teacher observation Rubrics	<p><i>North Star 3</i> http://www.pearsonlongman.com/ae/northstar3e/index.html</p> <p><i>Activities for ESOL Students</i> http://a4ESOL.org/</p> <p><i>ESOL Activities Online</i> http://www.clta.on.ca/EAOnline/http://www.clta.on.ca/EAOnline/AmericanStories/index.html</p>

ESOL Reading Level 3

Level 3 reading focuses on extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages.

- Interpret and analyze readings
- Apply strategies to aid reading

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Interpret and analyze readings	Respond to readings by conveying an idea, opinion, feeling or experience.	<ul style="list-style-type: none"> • Identify stated or implied main ideas and supporting details in moderately demanding texts. • Differentiate between fact and opinion. • Write a response to a reading by conveying an idea, opinion, feeling or experience. 	Reading logs Writing logs	<i>Reading Explorer 2</i> Audio CD, DVD, CD-ROM <i>ESOL Independent Study Lab</i> http://www.lclark.edu/~krauss/toppicks/toppicks.html
Apply strategies to aid reading comprehension	<p>Use before-reading strategies, such as discussions, brainstorming predictions, mapping, and prior knowledge.</p> <p>Use during-reading strategies, such as re-reading, tracking main ideas and supporting details, using text structures and formats, writing to learn, interpreting images and ideas.</p> <p>Use after-reading strategies, such as summary, connecting ideas with experience, comparing other texts and art forms.</p>	<ul style="list-style-type: none"> • Use paraphrasing, and summarizing skills to respond to readings. • Extract literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations. 	Teacher observation Reading logs Teacher observation Teacher observation Discussions	<i>Reading Comprehension Lessons</i> http://www.readingcomprehensionconnection.com <i>The Key:</i> http://www.keynews.org/

ESOL Vocabulary Level 3

Level 3 vocabulary focuses on students' learning to use a monolingual English dictionary and appropriate use of unfamiliar vocabulary.

- Use a monolingual dictionary
- Use meaning clues and language structure to learn new vocabulary

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use a monolingual dictionary	Study vocabulary unique to each discipline, e.g., reading, writing, oral communication	<ul style="list-style-type: none"> • Use a monolingual English dictionary to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary. 	Writing assignments Rubrics Oral presentations	<i>Reading Explorer 2</i> Audio CD, DVD, CD-ROM
Use meaning clues and language structure to learn new vocabulary	Use pictures, knowledge of the story and topic, and knowledge of structure to expand vocabulary when reading.	<ul style="list-style-type: none"> • Apply vocabulary learning strategies such as identifying word families, common prefixes and suffixes, and synonyms and antonyms. 	Teacher observation Assignments Quizzes Tests	<i>Vocabula Review</i> http://www.vocabulary.com/index.asp <i>Vocabulary.com</i> http://www.vocabulary.com/

ESOL Writing Level 3

Intermediate writing focuses on students' using process writing techniques to write simple paragraphs and gain mastery in the use of the basic structures of the language.

- Use a process for writing
- Use writing to learn strategies

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use a process for writing	<p>Pre-write, draft, revise, and edit writing in relation to purpose, audience, form, and degree of formality required.</p> <p>Conference with peers and teacher throughout the writing process.</p>	<ul style="list-style-type: none"> • Use pre-writing techniques including brainstorming and outlining. • Revise writing for content and organization. • Edit writing for mistakes in paragraph formation plus mistakes in subject-verb agreement, verb tenses, fragments, run-ons, comma splices, spelling and punctuation. 	<p>Teacher observation</p> <p>Writing assignments</p> <p>Rubrics</p> <p>Writing Journals</p>	<p><i>Guide to Grammar and Writing</i> http://webster.commnet.edu/grammar/index.htm</p>
Use writing to learn strategies	<p>Study and apply conventional organizational patterns, such as description, narration, and example.</p> <p>Analyze the writing of self and peers.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of dependent and independent clauses by writing sentences with appropriate connectors and correct punctuation. • Write paragraphs that are well organized and developed with adequate support in a variety of rhetorical modes such as classification, comparison/contrast, cause/effect, and opinion. 	<p>Writing assignments</p> <p>Rubrics</p> <p>Portfolios</p> <p>Writing Journals</p> <p>Teacher observation</p> <p>Discussion</p>	

ESOL Grammar Level 3

Level 3 grammar continues to develop the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. Students apply grammatical accuracy to their writing and speaking.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none">• Simple present• Present progressive• Present perfect progressive• Present perfect• Simple past.• Infinitives• Gerunds.• Present participles.• Past participles.• Passive voice.• Conditional clauses.• Compound sentences• Simple complex sentences.• Phrasal verbs.• Tag questions	<ul style="list-style-type: none">• Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect and simple past.• Use basic infinitives and gerunds.• Use present and past participles.• Identify and use verbs in the passive voice.• Form sentences with simple time and conditional clauses.• Identify and write compound and simple complex sentences.• Identify and use selected phrasal verbs.• Form tag questions.	<p>Quizzes Tests Writing assignments Oral presentations Teacher observation</p>	<p><i>Fundamentals of English Grammar</i> PowerPoint CD-ROM</p> <p><i>Grammar Speaks</i> http://www.azargrammar.com/grammarSpeaks/FEGi_TOC.html</p> <p><i>Grammar Bites</i> www.chompchomp.com/menu.htm</p> <p><i>HyperGrammar:</i> http://www.uottawa.ca/academic/arts/writing/hypergrammar/grammar.html</p>

ESOL Research and Technology Level 3

Intermediate research and technology focuses on students' applying the conventions of documenting primary and secondary sources.

- Access, organize, and present information as part of a class presentation
- Apply standards for documenting sources

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Access, organize, and present information as part of a class presentation	<p>Research a topic, organize information, and prepare a presentation for the class using available technology.</p> <p>Select and organize information from a variety of sources.</p>	<ul style="list-style-type: none"> • Write paragraphs that are well organized and developed with adequate support in a variety of rhetorical modes such as classification, comparison/contrast, cause/effect, and opinion. 	<p>Oral presentations</p> <p>Writing assignments</p> <p>Rubrics</p>	<p><i>Research Basics</i></p> <p>http://cyfair.lonestar.edu/134031.pdf</p> <p><i>Summarize, Paraphrase, and Quote</i></p>
Apply standards for documenting sources	Use appropriate documentation to cite sources.	<ul style="list-style-type: none"> • Revise writing for content and organization. • Edit writing for mistakes in paragraph formation plus mistakes in subject-verb agreement, verb tenses, fragments, run-ons, comma splices, spelling and punctuation. 	<p>Oral presentations</p> <p>Writing assignments</p> <p>Rubrics</p>	<p>http://cyfair.lonestar.edu/37128.pdf</p>

ESOL Oral Communication Level 4

Level 4 oral communication focuses on students' using sophisticated grammar structures and precise vocabulary in speaking and comprehending short lectures or presentations on a variety of academic, business, or social topics.

- Deliver persuasive speech
- Incorporate research and documentation into formal speech
- Analyze and evaluate oral presentations

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Deliver persuasive speech	Deliver an individual persuasive speech on a teacher-approved topic, using elements of effective oral presentations, such as clarity, documentation, nonverbal cues, and audience awareness.	<ul style="list-style-type: none"> • Give a clear oral presentation on an assigned topic. • Use clear pronunciation and intonation in extended speech. • Understand and use reductions, elisions, and blends in the spoken language. • Demonstrate grammatical accuracy as well as fluency when speaking. 	Assignments Rubrics	<i>Phonetics: The Sounds of English and Spanish</i> http://www.uiowa.edu/~ac/adtech/phonetics/english/frameset.html <i>ESOL Independent Study Lab</i> http://www.lclark.edu/~krauss/toppicks/toppicks.html
Incorporate research and documentation into formal speech	Research information for a persuasive speech and organize a presentation, using appropriate structures and technology.	<ul style="list-style-type: none"> • Create an outline of and summarize a short lecture. 	Assignments Writing logs Rubrics	http://www.lclark.edu/~krauss/toppicks/toppicks.html <i>Englishpage.com</i> http://www.englishpage.com/
Analyze and evaluate oral presentations	Critique oral presentations using a rubric developed in class, including focus on the speaker's control of language, volume, poise, enunciation, organization, and emotional appeal.	<ul style="list-style-type: none"> • Understand and answer questions based on short lectures that contain increasingly sophisticated vocabulary and structures. • Understand formal and informal language situations including emotional overtones 	Assignments Rubrics Feedback forms	

ESOL Reading Level 4

Level 4 reading focuses on students' reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses.

- Apply interpretive reading skills
- Read a variety of informational and technical texts
- Connect reading across contents and experiences

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Apply interpretive reading skills	Interpret ideas from articles, narratives, reports, editorials, opinion essays, and reference materials, to enhance meaning and understanding.	<ul style="list-style-type: none"> • Identify the stated main ideas in a variety of course-appropriate written texts. • Identify implied main ideas in a variety of course-appropriate written texts. • Recognize patterns of organization used in a variety of course-appropriate written texts. • Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, maps, and outlines. 	Discussion Quizzes Tests	<i>Reading Comprehension Lessons</i> http://www.readingconnection.com <i>BBC's learning English area</i> http://www.bbc.co.uk/worldservice/learningenglish/index.shtml
Read a variety of informational and technical texts	Read information and technical texts, focusing on key vocabulary, purpose, format, main idea, and detail.	<ul style="list-style-type: none"> • Read a variety of course-appropriate texts for comprehension. • Identify major and minor details in a variety of course-appropriate written texts. 	Writing assignments Discussions Quizzes Tests	
Connect reading across contents and experiences	Relate ideas from experience, other classes, personal knowledge, and media to texts read in class.	<ul style="list-style-type: none"> • Make connections between the content of reading materials and prior knowledge. • Use active reading, self-monitoring, and self-correcting strategies. 	Reading Journals Writing assignments	

ESOL Vocabulary Level 4

Level 4 vocabulary focuses on students' improving reading efficiency through word analysis skills, vocabulary, comprehension and rate.

- Expand use of vocabulary through readings
- Use precise and vivid word choice

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Expand use of vocabulary through readings	Use specific terminology to discuss, critique, and evaluate texts.	<ul style="list-style-type: none"> • Determine the meaning of unfamiliar words and phrases by using vocabulary strategies such as context clues and word parts. 	Writing assignments Discussions Quizzes Tests	<i>World English 3 Instructor Site</i> http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20IH&product_isbn_issn=1424063388&discipline_number=301&from_series_id=1000002002&subject_code=
Use precise and vivid word choice	Use precise language for rhetorical and stylistic effect.	<ul style="list-style-type: none"> • Use authoritative dictionaries to determine the appropriate meaning, parts of speech, pronunciation, and usage of unfamiliar words. 	Writing assignments Discussions Quizzes Tests	<i>Vocabula Review</i> http://www.vocabula.com/index.asp <i>Vocabulary.com</i> http://www.vocabulary.com/

ESOL Writing Level 4				
Level 4 writing focuses on students' using sophisticated grammar structures in writing short essays using process writing techniques and various rhetorical modes. <ul style="list-style-type: none"> • Use rhetorical modes • Use a process for writing 				
Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use rhetorical modes	Select a topic and write a short essay using various rhetorical modes.	<ul style="list-style-type: none"> • Write a well-organized short essay in such rhetorical modes as cause and effect, comparison and contrast, definition, and opinion with a thesis statement and sufficient support. 	Writing assignments Discussions Quizzes Teacher observation Rubrics	Great Writing 4 Student Site http://elt.heinle.com/cgi-tel/course_products_w_p.pl?fid=M20H&product_isbn_issn=1424051010&discipline_number=301&from_series_id=1000002023&subject_code=
Use a process for writing	Keep logs and notebooks to record ideas and write summaries. Pre-write, draft, revise, and edit writing in relation to purpose, audience, form, and degree of formality required.	<ul style="list-style-type: none"> • Use prewriting devices (e.g. brainstorming, outlining, drafting) to compose short essays. 	Writing assignments Writing logs Discussions Quizzes Teacher observation Rubrics	<i>How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing</i> http://www.criticalreading.com/

ESOL Writing Level 4

Level 4 writing focuses on students' using sophisticated grammar structures in writing short essays using process writing techniques and various rhetorical modes.

- Use a process for writing
- Use conventions of language

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Online Technical Writing http://www.io.com/~hce/xres/textbook/
Use a process for writing (continued)	Focus on the domains of composing, written expression, and usage/mechanics while revising writing. Edit writing for correct use of language, spelling, punctuation, and capitalization. Choose form and organization patterns to match audience, purpose, and desired effect.	<ul style="list-style-type: none"> • Revise and edit their own work for such errors as subject-verb agreement, fragments, run-ons, comma splices, spelling, capitalization, and punctuation • Employ structures such as the past perfect, modals, conditionals, the passive voice, and different types of clauses. • . • Use conjunctions and transition words. 	Quizzes Teacher observation Rubrics Tests Writing assignments Discussions	Paradigm: Online Writing Assistant http://www.powa.org/ <i>[The] Purdue University Online Writing Lab [OWL]</i> http://owl.english.purdue.edu/ <i>Writer's Web</i> http://writing2.richmond.edu/writing/wweb.html
Use conventions of language	Use a variety of sentences for rhetorical effect. Use parallel structure for rhetorical effect. Vary word order and syntax for stylistic effect. Use voice, tone, diction, and modification for effect.	<ul style="list-style-type: none"> • Write a well-organized short essay in such rhetorical modes as cause and effect, comparison and contrast, definition, and opinion with a thesis statement and sufficient support. • Use conjunctions and transition words. • Revise and edit their own work for such errors as subject-verb agreement, fragments, run-ons, comma splices, spelling, capitalization, and punctuation. 	Writing assignments Discussions Quizzes Tests	

ESOL Grammar Level 4

In Level 4 grammar, students continue the study of grammatical structures required for quality oral and written academic communication. They develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none"> • Past perfect • Past progressive • Past perfect progressive. • Modal auxiliaries in present • Modal auxiliaries in past. • Modal auxiliaries in progressive • Modal auxiliaries in passive. • Participles • Gerunds • Infinitives • Causative verbs. • Adjective clauses. • Noun clauses. • Adverb clauses. • Conditionals and the subjunctive. • Direct and indirect speech. 	<ul style="list-style-type: none"> • Discriminate between the use of the past perfect, past progressive, and past perfect progressive. • Use modal auxiliaries in present, past, progressive and passive. • Identify and use verbals: participles, gerunds and infinitives. • Identify and use causative verbs. • Express complex relationship through the appropriate use of adjective, noun and adverb clauses. • Use conditionals and the subjunctive. • Use direct and indirect speech. • Construct sentences using coordination, subordination and transitions (conjunctive adverbs) 	<p>Quizzes</p> <p>Tests</p> <p>Writing assignments</p> <p>Oral Presentations</p>	<p><i>Electronic English as A Second Language</i> http://ESOL.lbcc.cc.ca.us/mmcpportal.htm</p> <p><i>English Grammar on the Web</i> http://www.gsu.edu/~wwwESOL/egw/index1.htm</p> <p><i>ESOL Flow</i> http://www.ESOLflow.com/ http://www.ESOLflow.com/readinglessonplans.html</p> <p><i>ESOLgold</i> http://www.ESOLgold.com</p> <p><i>Grammar Bites</i> www.chompchomp.com/menu.htm</p>

ESOL Grammar Level 4

In Level 4 grammar, students continue the study of grammatical structures required for quality oral and written academic communication. They develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none">• Coordination• Subordination• Transitions• Reduction of adjective, adverb clauses to adjective, adverb phrases.• Restrictive and nonrestrictive clauses and phrases• Phrasal verbs.	<ul style="list-style-type: none">• Discriminate between the use of the past perfect, past progressive, and past perfect progressive.• Use modal auxiliaries in present, past, progressive and passive.• Identify and use verbals: participles, gerunds and infinitives.• Identify and use causative verbs.• Express complex relationship through the appropriate use of adjective, noun and adverb clauses.• Use conditionals and the subjunctive.• Use direct and indirect speech.• Construct sentences using coordination, subordination and transitions (conjunctive adverbs)	<p>Quizzes Tests Writing assignments Oral Presentations</p>	<p><i>Electronic English as A Second Language</i> http://ESOL.lbcc.cc.ca.us/mmcpportal.htm</p> <p><i>English Grammar on the Web</i> http://www.gsu.edu/~wwwESOL/egw/index1.htm</p> <p><i>ESOL Flow</i> http://www.ESOLflow.com/ http://www.ESOLflow.com/readinglessonplans.html</p> <p><i>ESOLgold</i> http://www.ESOLgold.com</p> <p><i>Grammar Bites</i> www.chompchomp.com/menu.htm</p>

ESOL Research and Technology Level 4

Level 4 research and technology focuses on students' using the conventions of documenting primary and secondary sources to support a research paper.

- Use technology to access, organize, and present information in a research paper.

Organizing Topic	Essential Knowledge, Skills, or Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Use technology to access, organize, and present information in a research paper	Use technology to access, organize, and present information in a research paper, incorporating appropriate documentation. Use a writing process and teacher and peer conferencing to gain feedback for revision of research paper.	<ul style="list-style-type: none">• Use annotating, paraphrasing, and summarizing skills to respond to readings.• Revise and edit their own work for such errors as subject-verb agreement, fragments, run-ons, comma splices, spelling, capitalization, and punctuation• Write a well-organized short essay in such rhetorical modes as cause and effect, comparison and contrast, definition, and opinion with a thesis statement and sufficient support.	Writing assignments Discussions Rubrics	Research Basics http://cyfair.lonestar.edu/134031.pdf Search for Articles Online http://cyfair.lonestar.edu/134593.pdf Summarize, Paraphrase, and Quote http://cyfair.lonestar.edu/37128.pdf

ESOL Language Skills Workshop Integrated Skills Level 5

Level 5 integrated skills focuses on students' refining the use of communication skills necessary for personal, academic, and business communication. It incorporates negotiated student/instructor-generated content and accommodates individual goals in a workshop format.

- Make extended oral presentations
- Evaluate oral presentations

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Make extended oral presentations	<p>Develop a presentation of extended length (5-10 minutes) that uses appropriate technology to access, organize, and package an oral presentation.</p> <p>Use appropriate presentational techniques, such as establishing a purpose for the presentation, developing a relationship with the audience, and using appropriate rhetorical devices.</p>	<ul style="list-style-type: none"> • Create an outline from a spoken text. • Understand authentic spoken text such as radio or news broadcasts. • Give a well-supported presentation on a specific topic. • Use correct structures in extended speech about the past, present, or hypothetical situations. • Use increasingly specific vocabulary to describe or explain ideas. • Self-correct errors or adjust speech to be more comprehensible to the listener, including pitch, rhythm, and intonation. • Rephrase in speaking the main ideas of a spoken text. 	<p>Writing assignments Discussions Quizzes Teacher observation</p>	<p><i>American Ways: An Introduction to American Culture</i></p> <p>Tell Me More Pronunciation Power</p>
Evaluate oral presentations	<p>Critique formal presentations using an established rubric, focusing on delivery, verbal and nonverbal cues, effective content and organization, and appropriate technology.</p>	<ul style="list-style-type: none"> • Be understood in most situations and take part in spontaneous conversations. • Respond appropriately and at length to questions and comments including those that require synthesis of statements made in immediate conversational contexts. • Understand exchanges that occur at a normal conversational rate. 	<p>Feedback form Rubric</p>	

ESOL Reading Level 5

Level 5 reading focuses on refining students' academic reading and vocabulary skills. Emphasis is on learning higher level reading skills required for college reading assignments. Short paragraph writing is required to complement some reading activities.

- Perform comparative analyses of texts
- Apply interpretive reading skills

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Perform comparative analyses of texts	<p>Determine purpose for reading any text and employ appropriate before-, during-, and after-reading strategies to monitor and enhance comprehension.</p> <p>Connect a variety of texts through personal experience and knowledge of genres and literary elements.</p>	<ul style="list-style-type: none"> • Use study aids available in college texts such as the preface, table of contents, objectives, glossaries, appendices, and indices to preview and study texts.. • Demonstrate comprehension by connecting new information across texts with students' prior knowledge. • Identify stated main ideas in texts from various academic disciplines. • Identify major and minor details. • Apply active reading, self-monitoring, and self-correcting strategies. 	<p>Reading logs Discussion System Common Final</p>	<p><i>Ten Steps to Advancing College Reading Companion Website</i> http://www.townsendpress.net/apps/tpexercises/home.php</p> <p><i>Englishpage.com</i> http://www.englishpage.com/</p>
Apply interpretive reading skills	<p>Interpret ideas from articles, narratives, reports, editorials, opinion essays, and reference materials, to enhance meaning and understanding.</p>	<ul style="list-style-type: none"> • State implied main ideas in texts from various academic disciplines. • Make inferences about author's purpose, tone, bias, figurative language, and intended meaning. 	<p>Discussion Quizzes System Common Final</p>	

ESOL Reading Level 5

Level 5 reading focuses on refining students' academic reading and vocabulary skills. It includes work on reading speed development, pre-reading techniques, fact finding, word form, vocabulary in context, and extracting literal and inferential information from text as well as from charts, graphs, illustrations, and photographs.

- Read a variety of informational and technical texts.

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Read a variety of informational and technical texts	Analyze and evaluate information based on a careful analysis of text, organization, and graphics.	<ul style="list-style-type: none"> • Identify patterns of organization to improve comprehension and retention. • Apply critical reading skills to respond, to summarize, and to paraphrase reading material. • Evaluate the credibility of the author and the information. • Use appropriate strategies such as outlining, annotating, note-taking, and mapping to organize and retain material. • Apply test-taking strategies. 	Writing assignments Discussions Quizzes Teacher observation Tests System Common Final	<i>How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing</i> http://www.criticalreading.com/ <i>Reading Comprehension Lessons</i> http://www.readingconnection.com <i>Selected Links for Students of English as a Second Language</i> http://itESOLj.org/ESOL.html

ESOL Vocabulary Level 5

Advanced vocabulary focuses on students' learning specialized language associated with college texts and developing their personal and reading vocabularies.

- Use academic vocabulary to write about texts
- Use precise and vivid word choice

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use academic vocabulary to write about texts	Use standard academic terminology to discuss, critique, and evaluate texts. Study language of technical and business texts to analyze purpose and effect.	<ul style="list-style-type: none"> • Determine the meaning of unfamiliar words and phrases by using vocabulary strategies such as context clues and word parts. • Use vocabulary strategies to understand the denotative and connotative language in college reading materials. 	Writing assignments Discussions Quizzes/tests Teacher observation System Common Final	<u><i>Vocabula Review</i></u> http://www.vocabula.com/index.asp <i>Vocabulary.com</i> http://www.vocabulary.com/
Use precise and vivid word choice	Use precise language for rhetorical and stylistic effect.	<ul style="list-style-type: none"> • Use a variety of tools to recognize and edit for the correct spelling of common words and commonly confused words. 	Writing assignments Discussions Quizzes/tests Teacher observation System Common Final	

ESOL Writing Level 5

Level 5 writing focuses on students' writing academic essays such as comparison and contrast, classification, cause and effect, and argument. Students use a writing process to draft and revise writing and review basic grammar conventions related to formal documentation.

- Write academic essays and informational texts
- Use precise and vivid word choice and academic vocabulary to write about texts.

Organizing Topic	Essential Knowledge and Skills	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Write academic essays and informational texts	<p>Write analytically in response to texts, supporting interpretations with knowledge both within and beyond the text.</p> <p>Chose appropriate organizational and rhetorical elements to create a desired effect.</p> <p>Write informational texts, using appropriate formats and style.</p>	<ul style="list-style-type: none"> • Focus on a topic appropriate to the audience, purpose, situation, and length of assignment. • Write thesis statements which advance the writer's purpose. • Begin an essay with a paragraph that functions to introduce the main idea and end the essay with a paragraph that creates a sense of closure. • Acknowledge borrowed ideas if external sources are used. • Provide adequate support for statements. 	<p>Writing assignments</p> <p>Discussions</p> <p>Quizzes</p> <p>Teacher observation</p> <p>Rubrics</p> <p>System Common Final</p>	<p><i>Great Writing 5 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_w.p.pl?fid=M20H&product_isbn_issn=142406211X&discipline_number=301&from_series_id=1000002023&subject_code=WRG01</p> <p><i>[The] Purdue University Online Writing Lab [OWL]</i> http://owl.english.purdue.edu/</p> <p><i>Writer's Web</i> http://writing2.richmond.edu/writing/wwweb.html</p>
Use precise and vivid word choice and academic vocabulary to write about texts	<p>Use precise language for rhetorical and stylistic effect.</p> <p>Use standard academic terminology to discuss, critique, and evaluate texts.</p>	<ul style="list-style-type: none"> • Use a variety of tools to recognize and edit for the correct spelling of common words and commonly confused words. 	<p>Writing assignments</p> <p>Discussions</p> <p>Quizzes</p> <p>Teacher observation</p> <p>Rubrics</p> <p>System Common Final</p>	<p><i>[The] Purdue University Online Writing Lab [OWL]</i> http://owl.english.purdue.edu/</p> <p><i>Writer's Web</i> http://writing2.richmond.edu/writing/wwweb.html</p>

ESOL Writing Level 5

Level 5 writing focuses on students' writing academic essays such as comparison and contrast, classification, cause and effect, and argument. Students use a writing process to draft and revise writing and review basic grammar conventions related to formal documentation.

- Use a process for writing

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use a process for writing	<p>Keep logs and notebooks to record ideas, write summaries, free-write, draft ideas, etc.</p> <p>Pre-write, draft, revise, and edit writing in relation to purpose, audience, form, and degree of formality required.</p> <p>Focus on the domains of composing, written expression, and usage/mechanics while revising writing.</p> <p>Edit writing for correct use of language, spelling, punctuation, and capitalization.</p> <p>Conference with peers and teacher throughout the writing process.</p>	<ul style="list-style-type: none"> • Use appropriate organizing principles to govern the structure of the essay and of individual paragraphs, such as logical chronological, spatial, and emphatic. • Recognize and edit for mechanical errors such as subject-verb agreement; pronoun reference; illogical shifts in person, point of view, and tense; and punctuation errors such as commas and apostrophes. • Edit irrelevant material from sentences, paragraphs, and essays. • Edit to avoid major errors in sentence structure: fragment, comma splice, run-on. 	<p>Writing assignments</p> <p>Discussions</p> <p>Quizzes</p> <p>Teacher observation</p> <p>Rubrics</p> <p>System Common Final</p>	<p><i>A Guide for Writing Research Papers</i> http://webster.comnet.edu/mla/index.shtml</p> <p><i>Guide to Grammar and Style</i> http://andromeda.rutgers.edu/~jlynch/Writing/</p> <p><i>Guide to Grammar and Writing</i> http://webster.comnet.edu/grammar/index.htm</p> <p><i>[The] Elements of Style</i> http://www.bartleby.com/141/</p>

ESOL Writing Level 5

Advanced writing focuses on students' writing academic essays such as comparison and contrast, classification, cause and effect, and argument. Students use a writing process to draft and revise writing and review basic grammar conventions related to formal documentation.

- Use conventions of language
- Use technology to access, organize, and present information in a research paper

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use conventions of language	Use a variety of sentences for rhetorical effect. Vary word order and syntax for stylistic effect. Use voice, tone, diction, and modification for effect. Use parallel structure for rhetorical effect.	<ul style="list-style-type: none">• Use appropriate devices to achieve coherence throughout the essay, such as transitions or repetition of key words.• Write sentences using varied sentence structures.	Writing assignments Discussions Quizzes Teacher observation System Common Final	<i>Guide to Writing a Basic Essay</i> http://members.tripod.com/%7Elkivingston/essay/index.html <i>How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing</i> http://www.criticalreading.com/ <i>Paradigm: Online Writing Assistant</i> http://www.powa.org/ <i>[The] Nuts and Bolts of College Writing</i> http://nutsandbolts.wascoll.edu/nb-home.html

ESOL Grammar Level 5

In Level 5 grammar, students increase their knowledge and usage of advanced English grammar, to improve grammatical accuracy in writing and to develop strong editing skills. Theme-based grammatical presentation, inductive exercises and common errors related to target structures are presented using authentic academic contexts.

Grammar Conventions	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
<p>Students are expected to know and use:</p> <ul style="list-style-type: none"> • Proofreading and editing techniques • Verb system in contrast • Gerunds • Infinitives • Verb complements • The passive voice • Articles • Adjective clauses. • Noun clauses. • Adverb clauses • Subject-verb agreement • Pronoun reference • Tense shifts. • Spelling • Capitalization • Punctuation, including the uses of colons, semicolons, quotations and hyphens. 	<ul style="list-style-type: none"> • Use proofreading and editing techniques and apply their understanding of grammar to improve their own writing. • Use sophisticated grammar structures and rules of the language such as the verb system in contrast; gerunds, infinitives and verb complements; the passive voice; articles; noun, adjective and adverb clauses. • Recognize and edit for syntactical errors such as subject-verb agreement, pronoun reference, and tense shifts. • Recognize and edit for mechanical errors such as spelling, capitalization and punctuation, including the uses of colons, semicolons, quotations and hyphens. 	<p>Quizzes Tests Writing assignments Oral Presentations</p>	<p><i>Electronic English as A Second Language</i> http://ESOL.lbcc.cc.ca.us/mmportal.htm</p> <p><i>English Grammar on the Web</i> http://www.gsu.edu/~wwwESOL/egw/index1.htm</p> <p><i>ESOL Flow</i> http://www.ESOLflow.com/ http://www.ESOLflow.com/readinglessonplans.html</p> <p><i>ESOLgold</i> http://www.ESOLgold.com</p> <p><i>Grammar Bites</i> www.chompchomp.com/menu.htm</p>

ESOL Research and Technology Level 5

Level 5 research and technology focuses on students' using the conventions of documenting primary and secondary sources to support a research paper.

- Use technology to access, organize, and present information in a research paper

Organizing Topic	Essential Knowledge, Skills, or Processes	Related Learning Outcomes	Sample Classroom Assessment Methods	Sample Resources
Use technology to access, organize, and present information in a research paper	<p>Use technology to access, organize, and present information in a research paper, incorporating appropriate documentation.</p> <p>Use a writing process and teacher and peer conferencing to gain feedback for revision of the research paper.</p>	<ul style="list-style-type: none"> • Conduct a whole-topic electronic or library search using effective search strategies and tools. • Acknowledge borrowed ideas accurately to avoid plagiarism. • Edit their own work for errors such as subject-verb agreement, pronoun reference, illogical shifts in person or tense, parallelism, fragments, run-ons, and comma splices. 	<p>Writing assignments</p> <p>Discussions</p> <p>Quizzes</p> <p>Tests</p> <p>Teacher observation</p> <p>System Common Final</p>	<p><i>Research Basics</i> http://cyfair.lonestar.edu/134031.pdf</p> <p><i>Summarize, Paraphrase, and Quote</i> http://cyfair.lonestar.edu/37128.pdf</p> <p><i>Plagiarism and Copyright Facts for Students</i> http://cyfair.lonestar.edu/29196/</p>

LINKED ESOL COURSE DESCRIPTIONS AND OUTCOMES

Reading

ENGL 0361 ESOL Reading 1

Course Description: In this course beginning English-language students develop basic reading and vocabulary skills. Materials are vocabulary-controlled and based on concrete topics. Students practice reading and comprehending simple short stories and articles, writing related sentences, and developing basic library skills. Focus is on literal comprehension and developing a personally relevant vocabulary base. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate literal comprehension of short texts based on concrete topics.
2. Identify the stated main idea of a short passage on a familiar topic.
3. Distinguish between general ideas and specific information
4. Extract basic information from simple illustrations such as graphs and charts.
5. Guess the meaning of unfamiliar vocabulary by using simple word clues.
6. Use a monolingual ESOL learner's or picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words.

ENGL 0362 ESOL Reading 2

Course Description: In this course English-language students continue to develop the reading and vocabulary skills necessary for personal, academic, and professional purposes using materials based on high interest topics. The course includes practice in reading and comprehending multi-paragraph descriptive and narrative articles, stories, reports, and dictionary entries. Focus is on literal comprehension, word analysis, vocabulary expansion, dictionary skills, and the use of library resources. Writing is required to complement varied reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Apply a variety of pre-reading strategies such as previewing, skimming, scanning, and predicting to set a purpose for reading and to increase reading comprehension.
2. Identify the stated main idea of a paragraph or simple passage.
3. Locate major and supporting ideas in multi-paragraph texts.
4. Extract literal information from charts, graphs, photographs, and other illustrations.
5. Guess the meaning of unfamiliar vocabulary and phrases from context.
6. Use a monolingual ESOL learner's dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items.

ENGL 0363 ESOL Reading 3

Course Description: This course continues to develop English-language students' reading and vocabulary skills for personal, academic and professional purposes using a wide variety of text types and topics. The course includes extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages. Writing is required to complement reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Identify stated or implied main ideas and supporting details in moderately demanding texts.
2. Differentiate between fact and opinion.
3. Use paraphrasing, and summarizing skills to respond to readings.
4. Write a response to a reading by conveying an idea, opinion, feeling or experience.
5. Extract literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations.
6. Apply vocabulary learning strategies such as identifying word families, common prefixes and suffixes, and synonyms and antonyms.
7. Use a monolingual English dictionary to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.

ENGL 0304 Reading I

Course Description: A basic reading course designed to improve reading efficiency through word analysis skills, vocabulary, comprehension and rate. Sentence/paragraph writing is required to complement extensive and varied reading activities. This course carries institutional credit but will not transfer and will not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Read a variety of course-appropriate texts for comprehension.
2. Determine the meaning of unfamiliar words and phrases by using vocabulary strategies such as context clues and word parts.
3. Use authoritative dictionaries to determine the appropriate meaning, parts of speech, pronunciation, and usage of unfamiliar words.
4. Make connections between the content of reading materials and prior knowledge.
5. Identify the stated main ideas in a variety of course-appropriate written texts.
6. Identify implied main ideas in a variety of course-appropriate written texts.
7. Identify major and minor details in a variety of course-appropriate written texts.
8. Recognize patterns of organization used in a variety of course-appropriate written texts.
9. Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, maps, and outlines.
10. Use active reading, self-monitoring, and self-correcting strategies.

ENGL 0305 Reading II

Course Description: A developmental reading course continuing the instruction and reinforcement of those skills taught in ENGL 0304. Emphasis is on learning higher level reading skills required for college reading assignments. Short paragraph writing is required to complement some reading activities. This course carries institutional credit but will not transfer and will not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Use study aids available in college texts such as the preface, table of contents, objectives, glossaries, appendices, and indices to preview and study texts.
2. Determine the meaning of unfamiliar words and phrases by using vocabulary strategies such as context clues and word parts.
3. Use vocabulary strategies to understand the denotative and connotative language in college reading materials.
4. Demonstrate comprehension by connecting new information across texts with students' prior knowledge.
5. Identify stated main ideas in texts from various academic disciplines.
6. State implied main ideas in texts from various academic disciplines.
7. Identify major and minor details.
8. Identify patterns of organization to improve comprehension and retention.
9. Make inferences about author's purpose, tone, bias, figurative language, and intended meaning.
10. Apply critical reading skills to respond, to summarize, and to paraphrase reading material.
11. Evaluate the credibility of the author and the information.
12. Use appropriate strategies such as outlining, annotating, note-taking, and mapping to organize and retain material.
13. Apply test-taking strategies.
14. Apply active reading, self-monitoring, and self-correcting strategies.

Writing

ENGL 0371 ESOL Writing 1

Course Description: In this course beginning English-language students develop, practice and apply the basic structures of English to perform simple writing tasks. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Write simple (Subject/Verb/Object) sentences using the simple tenses of common verbs and the verb "to be".
2. Follow basic punctuation conventions indicating understanding of sentence boundaries.
3. Follow basic spelling conventions.
4. Write simple descriptions and narrations about familiar topics.

ENGL 0372 ESOL Writing 2

Course Description: In this course English-language students increase proficiency in the writing skills necessary for basic personal, academic, and professional communication. Students use process writing techniques to write simple paragraphs and gain mastery in the use of the basic structures of the language. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Write sentences using conjunctions and the progressive tenses.
2. Use pre-writing devices (e.g., brainstorming, outlining, drafting) to compose paragraphs with topic sentences and sufficient support.
3. Write short, well-organized paragraphs with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process, using simple and compound sentences.
4. Check paragraphs for beginning, middle, and end; relevant topic sentences; and no irrelevant sentences.
5. Check for and correct subject-verb agreement, basic punctuation, and sentence fragments.

ENGL 0373 ESOL Writing 3

Course Description: This course continues to develop nonnative English student's writing skills for personal, academic and professional purposes. Students use more sophisticated grammar structures in writing well-developed paragraphs using process writing techniques. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of dependent and independent clauses by writing sentences with appropriate connectors and correct punctuation.
2. Use pre-writing techniques including brainstorming and outlining.
3. Write paragraphs that are well organized and developed with adequate support in a variety of rhetorical modes such as classification, comparison/contrast, cause/effect, and opinion.
4. Revise writing for content and organization.
5. Edit writing for mistakes in paragraph formation plus mistakes in subject-verb agreement, verb tenses, fragments, run-ons, comma splices, spelling and punctuation.

ENGL 0374 ESOL Writing 4

Course Description: In this course students incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques appropriate for personal, academic, professional written communication. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Use prewriting devices (e.g. brainstorming, outlining, drafting) to compose short essays.
2. Write a well-organized short essay containing thesis statement and sufficient support.
3. Write short essays in such rhetorical modes as narration, description, and opinion.
4. Use conjunctions and transitions correctly.
5. Revise writing for content and organization.
6. Edit for errors in subject-verb agreement, fragments, run-ons, comma splices, spelling, capitalization and punctuation.

ENGL 0307 Writing II

Course Description: The second course in the developmental writing course sequence designed for those students with a stronger background in grammar skills who need further help developing paragraphs and short themes. Lab work will be assigned to reinforce class activities. This course carries institutional credit but will not transfer and will not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Focus on a topic appropriate to the audience, purpose, situation, and length of assignment.
2. Write thesis statements which advance the writer's purpose.
3. Edit irrelevant material from sentences, paragraphs, and essays.
4. Begin an essay with a paragraph that functions to introduce the main idea and end the essay with a paragraph that creates a sense of closure.
5. Use appropriate organizing principles to govern the structure of the essay and of individual paragraphs, such as logical chronological, spatial, and emphatic.
6. Acknowledge borrowed ideas if external sources are used.
7. Edit to avoid major errors in sentence structure: fragment, comma splice, run-on.
8. Write sentences using varied sentence structures.
9. Recognize and edit for mechanical errors such as subject-verb agreement; pronoun reference; illogical shifts in person, point of view, and tense; and punctuation errors such as commas and apostrophes.
10. Use a variety of tools to recognize and edit for the correct spelling of common words and commonly confused words.
11. Provide adequate support for statements.
12. Use appropriate devices to achieve coherence throughout the essay, such as transitions or repetition of key words.

Oral Communication

ENGL 0381 ESOL Oral Communication 1

Course Description: In this course beginning English-language students learn the key vocabulary and structures necessary for adequate basic oral communication. Students refine listening and speaking skills and increase control of the English sound system to minimize miscommunication due to pronunciation. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. . This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of basic spoken commands and instructions, routine questions and answers, statements, and face-to-face conversations containing familiar vocabulary.
2. Speak about familiar topics and express immediate needs.
3. Ask and answer questions based on simple oral passages.
4. Follow classroom instructions and be able to explain them to peers.
5. Ask and answer questions to clarify classroom instructions.
6. Understand and use common reductions and contractions.

ENGL 0382 ESOL Oral Communication 2

Course Description: In this course English-language students increase proficiency in the spoken language necessary for basic personal, academic, and professional communication. Students communicate with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions. Students acquire and practice strategies for comprehending statements and short spoken passages. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of spoken conversations using familiar material in unpredictable contexts.
2. Recognize the main ideas in short listening tasks.
3. Respond to open-ended questions.
4. Ask and answer questions about short oral texts using basic question and statement intonation patterns.
5. Express basic functions such as giving instructions, making requests and asking for clarification in a clear, organized way.
6. Demonstrate ability through completed assignments or tasks to ask and answer simple questions specific to students' immediate environment, e.g. at the book store, or at the cafeteria.
7. Use correct pronunciation with specific words and word endings with increasing accuracy.
8. Use level-appropriate grammatical accuracy when speaking.
9. Understand and use reductions and contractions.
10. Give a short presentation on a familiar topic.

ENGL 0383 ESOL Oral Communication 3

Course Description: This course continues to provide dynamic communicative practice for students whose primary language is other than English. Students increase their degree of fluency, accuracy, and comprehension in listening and speaking skills necessary for personal, academic, and professional communication. They develop skills at using functional language in a variety of relevant contexts. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Recognize and summarize the main ideas and details in short audio listening segments.
2. Respond to questions and comments and elaborate on a topic by summarizing ideas, giving examples, or defining.
3. Participate in and demonstrate understanding in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary.
4. Express functions of the language such as describing, narrating, making requests, giving advice, agreeing and disagreeing, expressing ability and possibility, and making predictions.
5. Demonstrate discourse that is connected [and, but, first, next, then, because] and reasonably fluent, with few hesitations and pauses.
6. Provide evidence of oral fluency competence through assignments requiring feedback from person(s) outside the classroom, such as short interviews with campus personnel.
7. Use correct intonation and pronunciation with specific words, word endings, phrases, and sentences with increasing accuracy.
8. Demonstrate level-appropriate grammatical accuracy when communicating orally.
9. Develop and use vocabulary related to listening and speaking tasks.
10. Give a short presentation on an assigned topic.

ENGL 0384 ESOL Oral Communication 4

Course Description: In this course students use sophisticated grammar structures and precise vocabulary in speaking and are able to comprehend short lectures or presentations on a variety of academic, business, or social topics. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Understand and answer questions based on short lectures that contain increasingly sophisticated vocabulary and structures.
2. Create an outline of and summarize a short lecture.
3. Give a clear oral presentation on an assigned topic.
4. Use clear pronunciation and intonation in extended speech.
5. Understand and use reductions, elisions, and blends in the spoken language.
6. Demonstrate grammatical accuracy as well as fluency when speaking.
7. Understand formal and informal language situations including emotional overtones

ESOL Grammar

ENGL 0308 ESOL Grammar Workshop 1

Course Description: This course is designed to help students with very little English proficiency to understand and use basic English grammar correctly in both written and spoken communication. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Form and use the present, past and future of the verb TO BE.
2. Use common verbs in present, past and future.
3. Form YES/NO and WH-questions.
4. Use imperatives.
5. Identify and use common count and non-count nouns.
6. Use articles and basic expressions of quantity with nouns correctly.
7. Identify and use: subject pronouns, object pronouns, demonstrative pronouns, possessive adjectives and possessive nouns.

ENGL 0308 ESOL Grammar Workshop 2

Course Description: This course continues to develop English grammar skills by providing extensive and varied practice that encourages growth in all areas of language use. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Use verbs in simple present, present progressive, simple past and past progressive.
2. Form and use present perfect.
3. Use simple modal verbs.
4. Form and use comparative and superlative adjectives.
5. Use adverbs and expressions of frequency and time.
6. Use articles and quantifiers with nouns and pronouns correctly.
7. Differentiate between simple and compound sentences.

ENGL 0308 ESOL Grammar Workshop 3

Course Description: This course continues to develop the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. This course will help students apply grammatical accuracy to their writing and speaking.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect and simple past.
2. Use basic infinitives and gerunds.
3. Use present and past participles.
4. Identify and use verbs in the passive voice.
5. Form sentences with simple time and conditional clauses.
6. Identify and write compound and simple complex sentences.
7. Identify and use selected phrasal verbs.
8. Form tag questions.

ENGL 0308 ESOL Grammar Workshop 4

Course Description: Students continue the study of grammatical structures required for quality oral and written academic communication. They develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Discriminate between the use of the past perfect, past progressive, and past perfect progressive.
2. Use modal auxiliaries in present, past, progressive and passive.
3. Identify and use verbals: participles, gerunds and infinitives.
4. Identify and use causative verbs.
5. Express complex relationship through the appropriate use of adjective, noun and adverb clauses.
6. Use conditionals and the subjunctive.
7. Use direct and indirect speech.
8. Construct sentences using coordination, subordination and transitions (conjunctive adverbs)

ENGL 0308 ESOL Grammar Workshop 5 – Advanced Workshop for Writing

Course Description: This course is designed to increase students' knowledge and usage of advanced English grammar, to improve grammatical accuracy in writing and to develop strong editing skills. Theme-based grammatical presentation, inductive exercises and common errors related to target structures are presented using authentic academic contexts.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Use proofreading and editing techniques and apply their understanding of grammar to improve their own writing.
2. Use sophisticated grammar structures and rules of the language such as the verb system in contrast; gerunds, infinitives and verb complements; the passive voice; articles; noun, adjective and adverb clauses.
3. Recognize and edit for syntactical errors such as subject-verb agreement, pronoun reference, and tense shifts.
4. Recognize and edit for mechanical errors such as spelling, capitalization and punctuation, including the uses of colons, semicolons, quotations and hyphens.

Language Skills Workshop (Special Topics)

ENGL 0308 ESOL Language Skills Workshop

Course Description: This course refines the use of communication skills necessary for personal, academic, and business communication. It incorporates negotiated student/instructor-generated content and accommodates individual goals in a workshop format. Open lab available. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

Learning Outcomes: Upon successful completion of this course, students will be able to:

1. Students will comprehend and produce oral and written language.
2. Students will respond to written and spoken language in various formats.
3. Students will improve specific language skills or a set of skills for use in various social, academic, and workplace settings.

TEACHING AIDS

Instructional materials include texts, audio and video cassettes, flash cards, learning cards, wall charts, overhead transparencies, and computer-assisted instruction such as E-mail, Netscape, Bibilocite, Choice 95, Typing Tutor, Word Perfect, and subject specific programs. Attention is given to selecting texts that combine a variety of teaching resources. Most of the instructional materials used in the classroom are texts, CDs, videos, and the Internet. Instructors are encouraged to use other instructional materials at least 20% of the time.

Level 1

TEXTS	AUDIO/VISUAL AIDS	*CALL/INTERNET
ORAL COMMUNICATION	<i>World English Intro</i> CD, DVD	<i>World English Intro</i> Teacher Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20IH&product_isbn_issn=1424063353&discipline_number=301&from_series_id=1000002002&subject_code=
<i>World English Intro</i> Student Book and Workbook		
READING	<i>Reading Explorer Intro</i> CD, DVD, video	<i>World English Intro</i> Student Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1424063353&discipline_number=301&from_series_id=1000002002&subject_code=
<i>Reading Explorer Intro</i> <i>Oxford Picture Dictionary</i>		
WRITING	<i>Oxford Picture Dictionary</i> , transparencies, CD-Rom	<i>Great Writing 1</i> Student Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=142404989X&discipline_number=301&from_series_id=1000002023&subject_code=
<i>Great Writing I</i>		
Grammar	<i>Focus on Grammar</i> , CD-ROM	<i>Great Writing 1</i> Instructor Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20IH&product_isbn_issn=142404989X&discipline_number=301&from_series_id=1000002023&subject_code=
<i>Grammar in Context 1</i>		
	<i>Grammar in Context 1</i> Interactive (online)	<i>Grammar in Context 1</i> Student Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1413007368&discipline_number=301&from_series_id=1000000421&subject_code=
		<i>Grammar in Context 1</i> Instructor Site http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20IH&product_isbn_issn=1413007368&discipline_number=301&subject_code=
		Oxford Picture Dictionary Pronunciation Pair Pronunciation Power Rosetta Stone Tell Me More

Level 2

TEXTS	AUDIO/VISUAL AIDS	*CALL/INTERNET
ORAL COMMUNICATION	<i>Interactions 1</i>	Interactions 1 ecourse
<i>Interactions 1</i> <i>Listening/Speaking ecourse</i>	<i>Listening/Speaking ecourse</i>	http://elt.mcgraw-hill.com/interactions/ecourse/
READING	<i>Reading Explorer 1</i> Audio CD, DVD, CD-ROM	<i>Reading Explorer 1 ecourse access</i>
<i>Reading Explorer 1</i>		
WRITING	Great Writing 2 - Assessment CD-ROM with ExamView®	Great Writing 2 Student Site http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424051002&discipline_number=301&from_series_id=1000002023&subject_code=WRG01
<i>Great Writing 2</i>		
Grammar	Great Writing 2 - Classroom Presentation Tool	Great Writing 2 Instructor Site http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424051002&discipline_number=301&from_series_id=1000002023&subject_code=WRG01
<i>Grammar in Context 2</i>	<i>Grammar in Context 2</i>	Grammar in Context 2 Student http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1413007422&discipline_number=301&subject_code=GMM01 Grammar in Context 2 Instructor http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1413007422&discipline_number=301&subject_code=GMM01
		Pronunciation Pair Pronunciation Power Rosetta Stone Oxford Picture Dictionary Tell Me More

Level 3

TEXTS	AUDIO/VISUAL AIDS	*CALL/INTERNET
ORAL COMMUNICATION	<i>North Star 3</i> CD, DVD	<i>North Star 3</i>
<i>North Star 3</i>	<i>Reading Explorer 2</i> Audio CD, DVD, CD-ROM	http://www.pearsonlongman.com/ae/northstar3e/index.html
READING	<i>Great Writing 3</i>	Great Writing 3 Student Site
<i>Reading Explorer 2</i>	Great Writing 3 - Assessment CD-ROM with ExamView®	http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1424062101&discipline_number=301&from_series_id=1000002023&subject_code=WRG01
WRITING	Great Writing 3 - Classroom Presentation Tool	Great Writing 3 Instructor Site
<i>Great Writing 3</i>	<i>Fundamentals of English Grammar</i> PowerPoint CD-ROM	http://elt.heinle.com/cgi-telt/course_products_wp.pl?fid=M20H&product_isbn_issn=1424062101&discipline_number=301&from_series_id=1000002023&subject_code=WRG01
Grammar		1
<i>Fundamentals of English Grammar</i>		Grammar Speaks http://www.azargrammar.com/grammarSpeaks/grammarSpeaksFEGi_TOC.html Pronunciation Pair Pronunciation Power Rosetta Stone Tell Me More

Level 4

TEXTS	AUDIO/VISUAL AIDS	*CALL/INTERNET
<p>ORAL COMMUNICATION</p> <p><i>World English 3</i></p>	<p><i>World English 3</i> CD, DVD</p> <p>Great Writing 4 - Assessment CD-ROM with ExamView®</p>	<p><i>World English 3 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424063388&discipline_number=301&from_series_id=100002002&subject_code=</p>
<p>READING</p> <p><i>World of Reading 2</i> <i>Breaking Through</i></p>	<p>Great Writing 4 - Classroom Presentation Tool</p>	<p><i>World English 3 Instructor Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20IH&product_isbn_issn=1424063388&discipline_number=301&from_series_id=100002002&subject_code=</p>
<p>WRITING</p> <p><i>Great Writing 4</i></p>		<p><i>Great Writing 4 Student Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=1424051010&discipline_number=301&from_series_id=100002023&subject_code=</p>
<p>Grammar</p> <p><i>Grammar Form and Function 3</i></p>		<p><i>Great Writing 4 Instructor Site</i> http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20IH&product_isbn_issn=1424051010&discipline_number=301&from_series_id=100002023&subject_code=</p> <p><i>Grammar Form and Function 3 Student Site</i> http://highered.mcgraw-hill.com/sites/0070082286/student_vie_w0/index.html</p> <p><i>Grammar Form and Function 3 Instructor Site</i> http://highered.mcgraw-hill.com/sites/0070082286/student_vie_w0/index.html</p>

Level 5

TEXTS	AUDIO/VISUAL AIDS	*CALL/INTERNET
<p>ORAL COMMUNICATION</p> <p><i>American Ways: An Introduction to American Culture</i></p>	<p>Great Writing 5 - Assessment CD-ROM with ExamView®</p>	<p>Great Writing 5 Student Site http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=142406211X&discipline_number=301&from_series_id=1000002023&subject_code=WRG01</p>
<p>READING</p> <p><i>Ten Steps to Advancing College Reading</i> <i>Travel as a Political Act</i></p>	<p>Great Writing 5 - Classroom Presentation Tool</p> <p><i>Clear Speech, CD</i></p>	<p>Great Writing 5 Instructor Site http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M20H&product_isbn_issn=142406211X&discipline_number=301&from_series_id=1000002023&subject_code=WRG01</p>
<p>WRITING</p> <p><i>Great Writing 5 Grammar Express Intermediate</i></p>		
<p>LANGUAGE SKILLS WKSH</p>		
<p><i>Clear Speech</i></p>		<p><i>Travel as a Political Act</i> http://www.ricksteves.com/tvr/tvr_menu.htm</p> <p>Pronunciation Pair Pronunciation Power Rosetta Stone Tell Me More</p>

ACHIEVEMENT OF PROGRAM GOALS

The different types of instructional materials used in our program have one element in common— they are all highly communicative in nature creating opportunities for the students to use the language in the classroom, as a sort of halfway house before using it in real life. The selected textbooks emphasize the communicative functions of language – the jobs people do using the language – not just the forms. They try to reflect the students' needs and interests. They emphasize skills in using the language, not just the forms of language, and they are, therefore, activity-based. They usually have a good balance among the four language skills, although one or more may be emphasized. They tend to be very specific in their definition of aims so that students always know what is expected of them at every stage of study. Both content and methods reflect the authentic language of everyday life. They encourage work in groups and pairs, thereby teaching students team work and how to get along with people. Finally, they emphasize both fluency and accuracy.

However, in an attempt to provide both fluency and accuracy activities, not all of the language-learning activities in the program are real-life. Some obviously non-communicative class activities have been found to be very useful for language learners. For example, many students find exercises which require them to imitate sounds and structure of the language very helpful. Drills, therefore, are often used at a presentation stage. Consequently, we have attempted to balance our program between communicative activities such as listening to a recording of an airport announcement, finding information from a newspaper article, or writing a postcard to a pen pal together with more traditional exercises – dictation, grammatical explanations, and accuracy exercises such as blank-filling and sentence-completion. By combining both types of activities, the program is able to address different students' learning styles— and also teachers' teaching styles. Also many of the non-communicative activities are necessary because of examination styles: many examinations test both the students' ability to carry out various functions in the language, and their knowledge of the language as a system.

The use of visual aids is a vital part of our language program. Much of our learning outside the classroom is through visual media (TV, movies, billboards, magazines, etc.); therefore, we can capitalize on our students' ability to learn with the help of visual aids. A well-chosen visual cue demonstrates how and why a student should use a particular type of language, and because the cue is visual, it stays in the students' minds longer than a lengthy explanation. In addition, showing visuals focuses attention on meaning, and helps to make the language used in class more real and alive. Besides, having something to look at keeps the students' attention and makes the class more interesting. Finally, visuals can be used at any stage of the lesson – to help in presenting new language or introducing a topic, as part of language practice, and when reviewing language that has been presented earlier.

Audio programs have also proven to be invaluable aids to the language learner and teacher. They allow students to listen to a variety of different accents and varieties of English as well as conversations and dialogues involving more than two speakers. Students can do pronunciation work by imitating a model. Audio programs introduce an element of variety and liven up non-communicative activities such as drilling. Finally, they permit students to listen to “authentic” material.

Video develops comprehension skills by modeling new language. It affords students the chance to see as well as hear language in context, thereby bringing slices of living language into the classroom. Students can analyze body language, gestures, and emotions and see the impact they have on the communication process. By hearing a variety of authentic speakers, students are given more exposure to the English language and culture and the many different ways it is used to communicate meaning. Video is also a powerful tool for introducing idiomatic phrases and expressions. Furthermore, video is used to give students the opportunity to put their own language into practice in a genuine effort to communicate. It provides situations where our learners really have something they want to say to each other. The vivid presentation of settings and characters can be used to set the scene for role play. Since we all make our own interpretations of what we see, video stimulates genuine communication in the classroom by bringing out different opinions within the group. Finally, video helps us provide a richer and more varied language environment within which learning can take place. The combination of variety, interest, and entertainment students derive from video makes it an aid which helps develop motivation in learners.

REAL-LIFE ACTIVITIES

Through the use of videos, CDs, computer software, the internet and live classes students are presented with slices of American life in which they can observe a more realistic view of social and work interaction and learn cultural concepts which facilitate their adjustment and satisfaction in their new cultural environment. Subsequently, by gaining more cultural language competence and confidence, students are more willing to extend themselves in their regular ESOL classes and community.

INSTRUCTIONAL TECHNOLOGIES AND LANGUAGE LABS

The evidence for the existence of psychological, personality, and motivational differences between students is overwhelming and it is this, perhaps, more than anything which provides one of the strongest reasons for introducing some measures of individualized instruction in order to cater for, and indeed exploit, these differences. Students, therefore, are motivated to work in our Learning Commons and Language Labs, where they can choose from a wide variety of materials for additional language study using computers, videos, and audiocassettes.

The primary aim of a self-access study facility is to enable learning to take place independently of teaching. Students are able to choose and use self-access material on their own and the material gives them the ability to correct or assess their own performance. By using such a self-access facility, students are able to direct their own learning.

The **LSC-CyFair Language Laboratories** promote the benefits of learning other languages and facilitates the teaching, acquisition, and maintenance of foreign language skills through the exploitation of technology. The labs also:

- allow students to practice auditory, oral, visual, gesticular, and written language skills,
- supplement classroom instruction,
- allow instructor guided language classes requiring technology, and
- serve as an open lab for independent practice.

The Language Labs (LRNC-210 and LRNC 212) provide to students and teachers of CyFair College the hardware, software, and other relevant technology tools (webcams, training, Angel support, A/V in many forms, etc.) to enhance and supplement acquisition and teaching of various languages. The lab is not designed to be the sole source of learning a foreign language, but a special supplement for regular in-class work. During open lab hours, the lab should be regarded as an independent study facility which consists of individual multimedia computer work stations frequented by students between classes. All students currently enrolled in an ESOL class are encouraged to visit the lab during open lab hours to hone skills presented in the classroom, and they are always welcome during Open Lab hours. All reservations and inquiries can be directed to <http://www.lonestar.edu/13668.htm> or 281.290.5975.

Instructed & Open Lab

The Language Labs offer **Instructed Lab** and **Open Lab** formats. **Instructed Labs** are designed for instructors to supplement and expand upon the student's classroom experience through scheduled, reserved class time in the lab or supplemental instruction. Instructed Labs, during which the instructor must be present in the lab with students from a particular course section, are a normal (and often required) part of language courses at LSC-CyFair. **Open Lab** consists of the remainder of the regular

work hours of the lab coordinator or other lab workers during which time all language students are encouraged to visit, practicing language skills independently via the unique technology available in the lab. During Open Lab a tutor will provide guidance about the level and subject(s) to practice, maintaining a record of the student's progress.

Hours of Operation

While lab hours will vary from semester to semester, they also follow, as closely as possible, the operational hours of the library. Check the hours at <http://cyfair.lonestar.edu/36448/> or contact the Lab Coordinator at 281.290.5975 for the most recent hours. A typical semester may see **Open Lab Hours** of 8am – 8pm on Monday through Thursday and 8am – 4:30pm on Friday. **Instructed Labs** will meet at various one-hour blocks within these open hours.

The following services and features are available to language instructors:

50 flat-screen Dell student PCs with DVD-Rom drive, 3.5" floppy drive, & USB ports

25 Speco Technologies bullet cameras

HP LaserJet printers

NEC 'smart classroom' projectors

Sony Virtuoso Major (LRNC-212) & Minor (LRNC-210) networked language lab software with multi-function teacher terminals & Sony Soloist digital student audio & video comparative recorders

DVD, audiocassette, & videocassette projection, sharing, & digitization

DVD Writers with Roxio Easy Media Creator Suite 8 and Nero Burning Rom‡

Audacity

Hot Potatoes

Macromedia Studio 8‡

Phonetik

Tell Me More Tutor Tools

Auralog's Tell Me More, American English (beginner, intermediate, advanced & business English)

Grammar Sense Interactive

Idioms

Introductory Grammar & Vocabulary

Oxford Picture Dictionary Interactive‡

Pronunciation Power (levels 1 & 2)‡

Rosetta Stone for American English (levels 1 & 2)

Video & Audio for all ESOL Textbooks

*Language Lab Multimedia Library Collection item (available for in-lab check out & use only by presenting your CyFair College Student or Faculty ID card)

‡Available at certain stations only

LANGUAGE LABS INSTRUCTOR RESPONSIBILITIES

- During scheduled Instructed Lab, instructors should be present at all times to answer questions from students.
- Instructed Lab may only be reserved for ASL, ESOL & world language classes.
- Instructors seeking space for class meetings not requiring the specific language technology found in the lab (for example, basic computer classrooms or standard-load 'smart' classrooms) are asked to reserve classrooms through their divisional office coordinator, Technology Services, or the campus room scheduler, as several such computer labs exist on campus and our space is often tight, especially at popular class times.
- Please provide at least 24 hours notice for any cancellations in order to free up times to that would otherwise be considered unavailable to your colleagues.
- Instructors are to provide students with technology instructions to complete any Open Lab assignments given.
- Instructors are asked to encourage students to visit the labs as often as possible, informing them of our location, open lab hours, software, and policies.
- To communicate lab reservations, please use the online form. Shortly after communicating your request(s), you will be sent a confirmation notifying you of all reserved dates and times, including any conflicts with current lab scheduling. Please note that confirmations for reservations are sent to LONE STAR COLLEGE e-mail addresses ONLY. No exceptions. We use the features of Outlook (including the 'accept' or 'decline' buttons, and outside e-mail services don't always recognize these special portions of your message).
- Individual training on laboratory equipment (including the Sony systems) is available by reservation with the lab coordinator, georges.j.detiveaux@LoneStar.edu . A variety of training sessions are offered through MyWorkshops.
- Please notify the lab coordinator of any additional hardware or software needs you may have, and these needs will be communicated to the appropriate purchasing authority.
- Please send the lab coordinator any language-learning related web links you want bookmarked or included on the lab web page, as it is a touchstone resource for all language learning at CyFair College.
- Instructors who do not attend the faculty lab introduction and the training session on the Sony equipment will not be allowed to use the labs. No exceptions. Consult MyWorkshops or the 'CALL Training' section of this page for upcoming training opportunities.

For a complete list of Language Labs resources, consult the ESOL Language Labs Guide at .
<http://www.lonestar.edu/13668.htm>.

ESOL PLACEMENT MEASURES

The computer-adaptive **COMPASS/ESOL Placement Testing Program** is based on the concept of linking specifically developed ESOL test scores and measurements to specific skill proficiency statements describing what the individual can currently do in each of these areas. Armed with this information, the college can then efficiently and effectively guide the placement of the student into the appropriate ESOL courses related to student's needs, as indicated by the proficiencies demonstrated by the individual student.

The Testing program includes the following services:

- Measures in **Reading, Grammar Usage, and Listening** (the college can add local Speaking and Writing scores).
- Computer-delivered assessment system with instant, computerized scoring.
- Immediate printing of the individualized **ESOL Student Advising Report**.
- Report includes campus-based and controlled course placement advice, program information, and academic support services messages prepared by the college and printed on the individual student report.
- System also includes a **data base management system** which allows us to generate additional instant, local reports, such as lists of students scoring low on the Listening test, mailing labels for students requesting math help or career planning assistance, summaries of the placement recommendations given to various groups of students, and other information for use by the faculty.
- Test information can also be instantly and automatically uploaded to the campus Student Information Systems records
- Easy to use, follow-up research services provide campus and national summaries of the educational background and demographic characteristics, needs, plans, and skills of ESOL students entering two and four year colleges, universities, and ESOL programs across the country.

The following proficiency descriptors illustrate the skills a typical student can do at different proficiency levels. The levels are cumulative for each test. These descriptors will enable us to more accurately determine student capabilities and make informed placement decisions.

ESOL PROFICIENCY DESCRIPTORS

COMPASS/ESOL Grammar/Usage Proficiency Descriptors	
Pre– Level 1	Although students scoring at Pre-Level 1 may have some limited knowledge of English grammar and usage, they have provided insufficient evidence that they possess the skills typical of Level 1 students.
Level 1	Students at Level 1 typically recognize simple present tense, plurals, correct word order in simple sentences and simple pronomial references.
Level 2	Students at Level 2 typically recognize correct structuring of simple sentences using a variety of tenses including simple past and present, future, past and present continuous, and high-frequency irregular verbs. They also typically recognize correct word order in statements, imperatives, simple yes-no questions, some Wh-questions, and sentences with simple relative clauses. Level 2 students know many of the conventions of capitalization and punctuation. They recognize correct uses of the basic auxiliary system, time markers, and appropriate end-of-sentence punctuation.
Level 3	Students at Level 3 typically recognize high-frequency uses of the present perfect and past perfect tenses and correct uses of most regular and irregular verbs, simple modal verbs, passive verbs, and participial adjectives. They can select both correctly structured compound sentences and complex sentences that use subordinating conjunctions. They can correct the punctuation in many run-on sentences or sentence fragments within a context. They often recognize correct uses of gerunds, infinitives, and conditional clauses. Level 3 students can select appropriate transition words to join clauses and sentences, and they can recognize unnecessary shifts in construction and lack of parallelism at the word and phrase level. They can select correct uses of subordinate clauses, and they can recognize and correct some errors in more abstract kinds of writing, including prose intended for academic or occupational needs.
Level 4	Students at level 4 typically can select correct uses of nearly all the verb forms of English. They can recognize unnecessary shifts in construction at the clause level. They can recognize accurate relationships among clauses and correctly formed interactions among verb tenses in related clauses. They can recognize correct word order, agreement, and the complex relationships between and among clauses at a near-native speaker level, including correct uses of coordinating, subordinating, and correlative conjunctions, appropriate transition words, and various other cohesive devices at the level of discourse, not just at the clause or sentence level. They can select correct punctuation related to meaning. Level 4 students recognize formal and informal registers, know when language is appropriate for a given context or situation, and understand how meaning can change with context. Low-frequency uses of language may still cause problems even for these advanced students.

COMPASS/ESOL Reading Proficiency Descriptors

Pre– Level 1	Although students scoring at Pre-Level 1 may have some limited reading skills in English, they have provided insufficient evidence that they possess the skills typical of Level 1 students.
Level 1	Students at Level 1 typically recognize most letters of the English alphabet and a few sight words, especially those from the environment, such as common signs and words, phrases, or short sentences supported by pictures.
Level 2	Students at Level 2 typically can read brief prose comprised of short, simple sentences related to everyday needs (e.g. numbers, street signs, short informational signs, simple instructions). They can understand high-frequency structures, such as present, simple past, and simple future tenses. They usually understand some of the more common idioms and colloquial expressions. Level 2 students can compare facts to make choices (e.g. making a purchase), and they can draw simple conclusions from their reading.
Level 3	Students at Level 3 typically can comprehend prose of several paragraphs on subjects within a familiar framework and with a clear underlying structure, and they can understand some main ideas in limited occupational or academic materials. Level 3 students can read news items, basic business letters, simple technical materials, classified ads, school bulletins, and academic text excerpts, and they can comprehend multi-step directions. They can use the reading strategies of skimming, scanning, and predicting to locate information and to help structure their reading for a variety of purposes. They can also use a variety of textual clues such as sentence connectors, transitions, and pronoun references to comprehend the meaning and structure of a text. At times Level 3 students can comprehend the meanings of new words from context, distinguish between main and supporting ideas, and understand some common cultural references. They can make some inferences and generalizations from what they read, though complex inferences may still be difficult for them to make. They can often read texts equal in difficulty to those at a more advanced level, but with less consistent comprehension. They possess some awareness of style and register.
Level 4	Students at level 4 typically can read for many purposes at a relatively normal rate with greater comprehension, and they can read increasingly abstract and grammatically complex materials. They understand some use of hypotheses, arguments, and opinions in a piece of writing and can differentiate between fact and opinion in academic as well as general materials; they can interpret, make inferences and generalizations, relate ideas, and identify an author’s biases, tone, or mood. They can paraphrase an author’s implicit meaning or main points. Level 4 students have an emerging awareness of literacy style. Materials they can accurately read may include more complex newspaper articles as well as some periodicals, academic texts, technical documents, and library reference materials. Their reading exhibits a near-native speaker proficiency, but with less flexibility and at a slower rate of comprehension. Even these advanced students will experience some difficulty with unusually complex structures, low-frequency idioms or colloquial language, and obscure cultural references.

COMPASS/ESOL Listening Proficiency Descriptors

Pre-Level 1	Although students scoring at Pre-Level 1 may have some limited listening skills in English, they have provided insufficient evidence that they possess the skills typical of Level 1 students.
Level 1	The understanding of students at Level 1 typically is limited to simple common words and learned phrases related to immediate needs (e.g. greetings). The students have little ability to comprehend even short utterances.
Level 2	Students at Level 2 typically understand brief questions and answers relating to personal information, the immediate setting, or predictable aspects of everyday need. They understand short conversations supported by context but usually require careful or slowed speech, repetition, or rephrasing. Their comprehension of main ideas and details is still incomplete. They can distinguish common time forms, some question forms (Wh-, yes-no, tag questions), most common word-order patterns, and most simple contractions, but the students may have difficulty with tense shifts and more complex sentence structures.
Level 3	Students at Level 3 typically understand most discourse about personal situations and other everyday experiences, including conversations with basic academic and/or occupational subject matter. Students at Level 3 typically can understand most exchanges that occur at a near-normal to normal conversational rate; main ideas and details are generally grasped, although comprehension is sometimes affected by length, topic familiarity, or cultural knowledge. Students understand different time frames, and usually understand utterances that use the perfect tenses, conditionals, modals, passives; students are aware of cohesive devices but may be unable to use them to enhance comprehension. Colloquial speech may cause difficulty. The student is able to detect emotional overtones, but cannot interpret mood, tone , or intent reliably.
Level 4	Students at level 4 typically understand linguistically complex discussions, including academic lectures and factual reports. Though the students may have occasional problems with colloquialisms, idiomatic language, or rapid native speech, they are able to use context clues to aid comprehension and also can understand most discourse markers. They have acquired the ability to comprehend implications, inferences, emotional overtones, differences in style, and shifts in register. Students understand almost all reductions, elisions, and blends in the spoken language.

STUDENT PROGRESS

The academic standards of Lone Star College are based on a philosophy of maximizing student progress toward successful course and program completion. The academic standards criteria are designed to monitor student progress and to allow college staff to intervene and provide assistance to students who have difficulty meeting minimum requirements for successful course or program completion.

Course goals are observed and measured in various ways. **Credit** students are assessed by tests, classroom observation, assignments, presentations, projects, and/or portfolios. Course outcomes are provided in the faculty member's course syllabus to students at the beginning of each course. The evaluation of student course progress and the final grade is based on the degree of mastery of course outcomes. A final examination or evaluation activity is given in each course at the end of each session during the scheduled examination period. The grading system for credit students is determined by the following designations:

GRADE	INTERPRETATION
A	Excellent Performance
B	Good performance
C	Acceptable Performance
D	Passing
F	Failing
I	Incomplete
W	Withdrawal
IP	Course in Progress

Please note that students in the ESOL program are not given D's.

For the CE student, at the beginning of each course, instructors are provided with a State Reporting Roster, which contains a **Learning Outcomes Worksheet**. The numbers across the top of the Worksheet correspond to the numbers of the learning outcomes on the Course Syllabus. As each student satisfies one of the learning outcomes, the teacher checks the box for completion. At the end of the course, in the last column, the teacher records a grade for each student of **S** (Satisfactory Completion) or **N** (Not Complete). A student must successfully complete all outcomes to qualify for Satisfactory Completion. A teacher can measure satisfaction of the learning outcome through classroom observations, formal tests, assignments, oral quizzes, or portfolios. Successful completion of the Oral Communication and Writing courses awards 9.6 Continuing Education Units (CEUs) and 8.0 for the Reading track. Since the outcomes for each level are sequenced, it is assured that students who successfully complete one level are prepared for the next one.

Academic readiness is measured by students' success on the **System Common Finals**, which permits them to register for English 1301: Composition and Rhetoric, by passing the **THEA** (Texas Academic Skills Program) test, which measures students' readiness to enter college-level English and math courses. International students must score 530 or higher on the paper version of **TOEFL** or 197 or higher on the computerized version or 71 on the internet-based version to enter college-transfer courses.

FINAL ASSESSMENT

Final exams are given the last week of class or as designated by the ESOL department. Exams for the credit classes are departmental to test language and skills set forth in the Curriculum Guide, and to cover material that the teacher has taught during the semester. Final exams are usually scheduled the week before classes end. It is imperative that the exams be graded before Friday of that week. The results of the final exam should be one of the factors used in determining the teacher evaluation score. The teacher has the responsibility of letting the students know how much of the final exam will figure into the teacher's final recommendation concerning the students' next level. Graded final exams should be returned to students at the last class meeting. Teachers must turn in a copy of the final exam to the Division in HSC 204 for our files.

If a teacher recommends that a student repeat a level, there should be sufficient documentation to support the decision, and the student's grades should indicate that the work is unsatisfactory. The student's lack of progress should be noted early on and the teacher should inform him or her that there is a danger of having to repeat the level. The teacher should likewise advise the student concerning what should be done in order to improve, complete the level successfully, and progress to the next level.

SYSTEM COMMON FINAL WRITING EXAM

In addition to the final exam, college-bound students must take and pass the System Common Final exam to predict their success in English 1301. The test is for students exiting ENGL 0356 and ENGL 0305. The examinees should produce an essay which shows competency in the structure and conventions of standard English.

The writing test is a 55-minute test administered at a common testing site under controlled conditions. One topic is offered at each administration. Essays are holistically scored on a 1-4 point scale by a minimum of 2 graders with a third rater to resolve discrepancies. Calibration sessions are scheduled each semester for scoring consistency. With instructor recommendation, a student may retake the test one time only within one week of the original administration.

Readers assign scores based on the following scoring guide. Though examinees are asked to write on a specific topic, parts of the topic may be treated by implication. Readers focus on what the examinee does well.

WRITING EXIT EXAM SCORING RUBRICS

An Essay That Exceeds Expectations (4 points)

- Addresses topic, audience and purpose; consistently develops the controlling idea; has a clear thesis or controlling idea; includes relevant and well-developed supporting details
- Is well-organized and logically sequenced throughout; contains well-organized paragraphs; effectively connects ideas between and within paragraphs
- Contains excellent sentence structure and sentence variety, with few mistakes; clear and consistent control over sentence-boundary rules (fragments, comma splices, and fused sentences)
- Contains few or no errors in agreement, word forms or shifts; the writer has clear command of these elements of usage
- Demonstrates correct capitalization and punctuation; contains few or no spelling errors

An Essay That Meets Passing Standards (3 points)

- Addresses topic, audience and purpose but may occasionally stray from topic; might have a few inconsistent facts or concepts; has a focused thesis or controlling idea; includes major supporting details that are adequately developed
- Is adequately organized and sequenced; contains fairly well-organized paragraphs; makes appropriate connections of ideas between and within paragraphs
- Demonstrates good control over sentence-boundary rules (fragments, comma splices, and fused sentences), but may contain several errors in sentence structure. The writer shows some difficulty in varying sentence structure
- Demonstrates good control over agreement, word forms or shifts; the essay may, however, contain several errors in these elements of usage
- Demonstrates generally correct capitalization and punctuation; may contain several spelling errors, but few or no errors involving common words

An Essay That Approaches Passing Standards (2 points)

- Does not consistently demonstrate understanding of audience and purpose; displays factual, interpretive or conceptual inconsistencies; veers from the topic; leaves some ideas underdeveloped or unsupported; contains an unfocused or vague thesis
- Is inadequately organized and sequenced; has disorganized paragraphs; makes inadequate connection of ideas between and within paragraphs
- Contains many errors in sentence structure so that the writer's command of sentence-boundary rules cannot be determined; there may be many fragments, comma splices or fused sentences; shows inadequate sentence variety
- Shows inadequate control of the rules regarding agreement, word forms and shifts
- Demonstrates incorrect and inconsistent use of capitalization and punctuation rules; may contain many spelling errors, even of common words

An Essay That Does Not Meet Passing Standards (1 point)

- Shows no understanding of audience and purpose; does not respond to the demands of the assignment or is off-topic; has significantly confusing or inconsistent concepts or interpretations; has a vague or missing thesis; has inadequate support
- Lacks organization and sequence; contains incoherent paragraphs, undeveloped paragraphs, or no paragraphs; makes little or no connection of ideas between and within paragraphs
- Demonstrates carelessness or a lack of awareness regarding sentence boundary rules; sentence construction is haphazard, so that many fragments, comma splices or fused sentences may be present; contains little or no sentence variety
- Demonstrates little or no command over rules regarding agreement, word forms or shifts
- Does not demonstrate knowledge of the rules regarding capitalization and punctuation ; may contain many spelling errors, even of common words

Grade Conversion Chart

Raw Score	Converted Score	Equivalent Letter Grade
8	95	A
7	85	B
6	78	C+
5	68	D+
4	60	D-
3	55	F
2	50	F

Exceeds Expectations: 7 and 8

Meets Expectations: 6

Approaches Expectations: 4 and 5

Does Not Meet Expectations: 2 and 3

SYSTEM COMMON FINAL READING EXAM

The System Common Final Reading Exam has been designed to align with the weighted course objectives of ENGL 0305/CENGL 3000501 ESOL Reading Advanced. The Reading final is composed of 22 questions that are administered on paper (except for DL classes). Instructors provide students with the SCF, including the answer sheet. No other materials are needed.

Reading Assessment Study Guide

The chart below is a study guide that was created to align the ENGL 0305/CENGL 3000501 objectives with the assessment. In addition, the text chapters from [Bridging the Gap](#) (used at CyFair) are linked to the rubric.

READING EXIT EXAM SCORING RUBRICS

Reading Process	Reading Comprehension	Critical Thinking
20% Emphasis	50% Emphasis	30% Emphasis
Objectives Use Pre-Reading Strategies Activate Schema Use Graphic Organizers Use Recall Techniques	Objectives Draw Inferences Determine Main Ideas (implicit/explicit) Use Vocabulary Strategies Summarize Distinguish Major/Minor Details Recognize Author's Purpose Recognize Organizational Structure	Objectives Apply Knowledge from Text Analyze Text Synthesize Knowledge Evaluate/ Assess the Credibility or Objectivity of the Author/Source/Evidence or Argument
<u>Bridging the Gap</u> Chapters to Focus On: Chapter 3: Reading & Study Strategies Chapter 6: Organizing Textbook Information Chapter 1: Active Learning Chapter 5: Patterns of Organization	<u>Bridging the Gap</u> Chapters to Focus On: Chapter 7: Inferences Chapter 4: Main Idea Chapter 2: Vocabulary Chapter 8: Point of View Chapter 5: Patterns of Organization	<u>Bridging the Gap</u> Chapters to Focus On: Chapter 1: Active Learning Chapter 3: Reading & Study Strategies Chapter 9: Critical Thinking
<i>Test Format Notes:</i> 2 questions	<i>Test Format Notes:</i> 10 multiple choice questions 4 essay/ short answer questions	<i>Test Format Notes:</i> 10 multiple choice questions 4 essay/ short answer questions

III. Scoring Guide for Essay/Short Answer Questions

- *Score 5: The student response is correct and written clearly in a complete sentence.*
- *Score 3: The student response deserves partial credit but it is lacking a complete answer or the response is not entirely clear.*
- *Score 1: The student attempted to answer the question correctly but the response is incomplete.*
- *Score 0: The student responded with an incorrect answer (regardless of how well written or detailed) or the question was left blank.*

NOTE: The only time that a student will get credit for copying the text directly is for a main idea question or providing the text quote as an indicated reference. Students are encouraged to number the paragraphs and to use the paragraph numbers as references in order to avoid this. Direct quotes should only support the students' response written in their own words.

PROFESSIONAL DEVELOPMENT

Lone Star College System provides a variety of professional development offerings to its faculty and staff. Professional Development strives to provide employee training for excellence in current positions and development opportunities for professional and personal growth. The College encourages those activities and opportunities which enhance the performance and development of employees and provides support for professional development programs. All personnel are encouraged to participate in these programs and to be members of and take an active role in professional organizations.

Since the Lone Star College System encourages employees to further their educational, professional and vocational development, it reimburses eligible employees for allowable courses taken in the System pursuant to this policy. All full-time employees are eligible. Part-time employees who have completed a full twelve-month employment with the System are also eligible.

All Lone Star College for-credit courses are reimbursable under this policy. Continuing Education classes that have been approved by the employee's supervisor may also be reimbursed. The System will reimburse 100% of the tuition and up to \$35 for required related fees for eligible courses taken at Lone Star Colleges, up to a maximum reimbursement of six (6) credit hours per term, not to exceed 18 hours in any year.

The ongoing professional development of all ESOL faculty and staff receives the highest priority. The overall goal of staff development is to encourage the personal and professional growth of all staff members. The purpose of this growth for faculty is to improve teaching effectiveness and student learning through the delivery of student-centered instruction by professionals who know how to integrate the indicators of program quality and set realistic goals for themselves and their students in order to meet the objectives of this program.

Funding for professional development opportunities are written into the budget for all full-time administrators, faculty, and staff.

Professional Development provides a host of resources, including: information on upcoming workshops, quick reference guides, as well as access to get involved and share your expertise, The goal is to provide exceptional professional development opportunities for success in your job and your career-related goals with Lone Star College System. Its offers programs such as The Leadership Academy and the Adjunct Certification Program.

THE ACADEMY <http://intranet.lonestar.edu/hr/ProDev/Academy/Pages/default.aspx>

The Academy is committed to growing, supporting and celebrating Lone Star College System's current and emerging leaders, The Academy prepares individuals for future service to the college system, its students, and the communities. The Academy provides:

- a relevant and engaging curriculum
- strategic mentoring and coaching
- meaningful opportunities for self discovery, reflection and application; and
- enriching networking experiences aimed at developing the talent found within the Lone Star College System.

Fellows of The Academy will

- broaden their view of the college district and the communities we serve
- make connections across disciplines, departments, colleges, and communities
- enhance critical thinking and systems thinking skills
- strengthen appreciation for the rich diversity within our community
- collaborate with colleagues to address real challenges and opportunities facing Lone Star College System
- develop a framework for ethical leadership
- expand their knowledge of leadership, higher education administration, and organizational development
- understand and cultivate personal leadership strengths and talents
- lead from where they are

The Academy requires that Fellows devote exclusive attention, free of institutional and job commitments, to ten day-long Growth Experiences, a three-day residential retreat and a two-day trip to Austin. In addition, individuals chosen will participate in mentoring and coaching experiences and a group project or activity which can be scheduled at mutually convenient times. Applicants should pay particular attention to the dates indicated on the Schedule Outline when considering their ability to participate fully. Participation in The Academy will require preparation prior to the retreat, the trip to Austin and most Growth Experiences (case studies, readings, individual leadership development plans, readings, etc.); however, Fellows will also find The Academy an opportunity to join in some fun with their Lone Star College System colleagues as we *grow, support and celebrate* the System's leaders together.

Eligibility

For selection as a *Faculty Fellow*, applicants should have been teaching full time with Lone Star College System for at least two years as of December 31, 2009. Applicants should have also demonstrated a commitment to professional development and lifelong learning. Prospective Faculty Fellows should discuss their interest in participating with their immediate supervisor who should complete a Supervisor Recommendation Form for the candidate as part of the application packet.

Expectations

Success as an Academy Fellow will require full participation in the year-long program beginning in January 2011. The program involves a significant investment of both time and energy; therefore applicants must have supervisory support for the commitments required throughout the program. The program will consist of a three day retreat in January, a two day trip to Austin in late April/early May, and day-long *Growth Experiences* throughout the year. Applicants should review The Academy calendar to plan their availability. In support of their participation, classroom substitutes will be provided for Faculty Fellows according to normal policies and protocol. Finally, Fellows will also be involved in reading, mentoring/coaching, and project activities which can be scheduled at the Fellow's convenience.

ADJUNCT CERTIFICATION PROGRAM

<http://intranet.lonestar.edu/hr/ProDev/ACP/Pages/default.aspx>

In fall 2007, Lone Star College System initiated an Adjunct Certification Program, which provides professional development opportunities to adjuncts. This certification is designed to provide adjuncts with the skills and knowledge necessary to enhance their classroom instruction.

The purpose of the Adjunct Certification Program is to recognize and reward adjunct faculty who make a commitment to the System and to improve their teaching skills by providing opportunities for adjunct faculty to develop and enhance their teaching effectiveness.

Lone Star College System commits to providing adjunct professional development as a foundation for improving student and adjunct success in the classroom and in the college community.

The goals of the Adjunct Certification Program are:

- To provide support and encouragement for adjuncts.
- To provide an atmosphere of free expression and mutual respect.
- To build on what adjuncts know, understand, and are able to do.
- To encourage the practice and adaptation of new teaching and learning techniques and ideas.

Participants in the program will benefit in the following ways:

- Develop institutional practices which foster a commitment to student learning
- Impact student learning outcomes through improved teaching.
- Improve teaching techniques and classroom interactions
- Develop collaborative and collegial relationships across disciplines.
- Learn Lone Star College philosophy and resources

Applicants must have completed the following core requirements which are also professional development opportunities for them:

- Civil Rights workshop or on-line training
- In-Service
- Department/Division meetings
- College Orientation

The Adjunct Certification Program is structured around four essential concepts of successful instruction

- Planning for Learning
- Creating a Positive Environment for Learning
- Instructing for Learning - Assessment and Evaluation
- Instructing for Learning - Teaching Strategies

The program is designed to be completed within an eight (8) week period which includes

- Cohort group
- 24 hours (approximately) of instruction
- 3 face-to-face sessions with the remainder on-line and self study
- Structured discussion boards
- Outcomes showcase
- Reflective journal

Each cohort group is facilitated by a faculty member. Upon successful completion, each participant receives a one time payment in the amount of \$500.00

CIVIL RIGHTS TRAINING

http://training.newmedialearning.com/top_level/nharrismontgcc_choice.htm

To fulfill your civil rights training requirement, Lone Star College has contracted with New Media Learning to provide us with two e-learning training classes. The advantages of e-learning training include the flexibility to complete the training any time, from any computer with internet access, with a minimum of disruption. Each class will take approximately 30-45 minutes to complete and will be password protected. Both programs are self-paced, and as you go through the material, you must complete the mastery test at the end of each section in order to receive a certificate of completion.

PREVENTING EMPLOYMENT DISCRIMINATION

<http://training.newmedialearning.com/ped/nharrismontgcc/index.htm>

The *Preventing Employment Discrimination* course focuses on clarifying the laws governing workplace conduct and relationships – commonly called Equal Employment Opportunity (EEO) laws. This course will educate LSCS employees on how to recognize and avoid discriminatory practices in hiring, firing and other interactions with, and among, employees. When accessing this program, you should choose the Non-Supervisory option.

PREVENTING SEXUAL HARASSMENT

<http://training.newmedialearning.com/psh/nharrismontgcc/choice.htm>

Preventing Sexual Harassment is a training tool for educating employees in understanding, responding to, and preventing sexual harassment in the workplace. You have a choice of 4 program options. You should choose the Faculty option

Please review the following guidelines:

After completing the mastery test, please complete the section at the end of the assessment so that you can receive proper credit for completing the training. The system will communicate this information directly to LSCS.

Adjuncts needing a copy of the certificate documenting their training should click on the bar at the end of the assessment. **Please note that this is only time that you will be able to print out a certificate for your records.**

Please be aware that a passing grade of 85% on the mastery assessment for both programs is required.

THE VIRTUAL TRAINING CENTER <http://intranet.lonestar.edu/hr/ProDev/vtc/default.aspx>

The Virtual Training Center allows faculty and staff to register through MyWorkshops for On-Demand, Instructor-Led, LSC-Online and Webinar offerings throughout the System. It provides a host of resources, including: information on upcoming workshops, quick reference guides, as well as access to get involved and share your expertise. The goal is to provide exceptional professional development opportunities for success in your job and your career-related goals with Lone Star College System. It offers programs such as The Leadership Academy and the Adjunct Certification Program.

THE NETWORK <http://txpod.org/>

The Network is an innovative way to connect to free, online professional development resources for career and technical education faculty, counselors and administrators. Search easily through hundreds of topics and teaching modules. It's all in one free, easy to use site created by a partnership of community college professionals from across the state.

MYWORKSHOPS <http://intranet.lonestar.edu/hr/ProDev/ACP/Pages/default.aspx>

The System has designed an online professional development site for all employees called **MyWorkshops**. It allows employees and faculty of the Lone Star College System to register for workshops conducted throughout the System and maintains a history of those workshops for their reference. Faculty and Staff can view current offerings with available seats by searching for Available Workshops broken down by date, category, subject, or campus location.

Workshops have been divided into the following main categories:

- Career Development
- Human Resources
- Instructional Strategies
- Instructional Technology
- iStar
- Personal Interest
- Professional development
- Technical Training

All full-time faculty at LSC-CyFair is required to complete online teaching certification during the first year of employment. To facilitate this, both the System and college provide multiple opportunities for training. Adjunct faculty is likewise encouraged to take the online teaching certification program. Both full-time and adjuncts must become certified if they are planning on teaching a distance learning or hybrid course.

ONLINE TEACHING CERTIFICATION COURSE

<http://intranet.lonestar.edu/facresource/Lists/LSCOnline%20Master%20Calendar/calendar.aspx>

Teaching online can offer additional challenges because of the mode of delivery. Teaching principles may be in place, but transitioning to teaching online is more than moving notes online. The Online Teaching Certification Program not only covers how to use the Course Management System, but also how to use the tools for effective online instruction.

Online classes have the same learning outcomes as the traditional counterparts and therefore should offer the same opportunities for learning. They are not independent study or self-paced, but conducted on a schedule similar to the traditional delivery following a schedule of activities, participation, and regular attendance or presence in the online classroom. The ultimate goal is for student learning to take place which requires quality teaching and attentiveness to student needs.

FACULTY DEVELOPMENT MODULES FOR ONLINE TEACHING

The Faculty Development Modules for Online Teaching Project is the result of a two-year grant awarded to the Lone Star College System from the Texas Higher Education Coordinating Board. Its purpose is to provide current strategies and techniques to enhance teaching and learning. To access the Modules go to <http://lonestar.edu/blogs/theccbgrant/modules/>. They were developed as stand-alone modules to enhance to assist faculty in developing engaging, successful online classrooms.

Module 1 – Introduction to Online Learning Preview

- Identify the differences between online, face-to-face and hybrid instruction.
- Identify issues related to transitioning from the face-to-face to the online learning classroom.
- Provide an overview of what online instructors need to know about their Course Management System.
- Identify items that help prepare students for your online course.
- Recognize strategies for building community in the online classroom.
- Name strategies that help hybrid instructors get started.
- Identify issues related to managing content in the online classroom.

Module 2 Flexibility and Time Management: Preview

- Identify time management strategies for communicating with online students.
- Identify time management strategies for managing grades.
- Identify time management strategies for students.
- Discuss why it is important for online instructors to be flexible.
- Identify the characteristics of an adult learner.

Module 3 Learning Styles: Preview

- Identify the principals associated with various theoretical perspectives relating to learning styles.
- Recognize Howard Gardner's eight multiple intelligences.
- Identify teaching strategies that address individual learning styles and multiple intelligences.
- Indicate the importance of differentiated instruction in the classroom.

Module 4 Classroom Management and Communication: Preview

- Identify best practice strategies for managing student expectations in an online or hybrid course.
- Recognize the importance of creating a course syllabus.
- Identify ways to engage students at the beginning of a course.
- Outline the importance of netiquette.

Module 5 Cultural and Global Considerations: Preview

- Identify ways to establish clear lines of communication with global audiences.
- Recall reasons why our students need to be able to learn and communicate with anyone, anywhere, anytime.
- Identify theoretical components of Professor Hofstede's 5D Model of Cultural Dimensions and why they are relevant to the online classroom.

Module 6 Legal Issues: Preview

- Match terms associated with the concepts of Fair Use, Creative Commons and Copyright to their correct definitions.
- Identify what student information teachers must protect according to the Family Educational Rights and Privacy Act (FERPA).
- Identify strategies related to teaching students with disabilities.

Module 7 Collaboration and Community Building: Preview

- Recognize the value of collaboration to student learning.
- Identify instructional strategies to help foster collaboration and build community in the online classroom.
- List various community building technological tools currently available to educators.

Module 8 Trends in Online Learning: Preview

- Identify the concept of the Read/Write Web.
- Recognize examples of 'open access' to educational content.
- Identify various differences between a teacher-centered and student-centered approach to teaching.

Module 9 Assessment: Preview

- Identify the five Quality Matters™ standards associated with effective assessment in the online classroom.
- Discuss strategies that help mitigate the incidence of plagiarism in the online classroom.
- Identify practical assessment strategies in the online classroom.

Module 10 Web Literacy: Preview

- Identify domain name extensions
- Recognize best practice strategies involved in finding and validating information on the Web
- Define the Invisible Web

Module 11 Vertical and Horizontal Alignment: Preview

- Identify the definitions of vertical and horizontal alignment
- Identify various Texas state vertical alignment initiatives
- Explore ways to create horizontal alignments in the classroom

Module 12 Student Retention and Faculty Development: Preview

- Identify reasons why students drop out of online courses.
- Provide practical strategies on how to keep student retention rates high.
- Identify signs that a student is struggling in your online class.
- Name professional development communities for online educators.

TEACHING AND LEARNING CENTER www.tinyurl.com/cyfairtlc

The full resources of the Teaching and Learning Center (TLC) are available to all full-time and part-time faculty members. The TLC serves as a resource center for instructional support, professional development programs, personal development training, academic training, technology training, leadership training, technology assistance and consulting, software checkout program, and on-line resources. The Center has expanded hours to better serve evening instructors and has developed resources specifically designed to support adjuncts. Online resources and a calendar of training are available at the TLC website.

Seminars designed to support personal and professional employee development are offered each year at the Lone Star College Annual Conference Day. On this day, classes are cancelled throughout the System to enable all employees to participate. System-wide Conference Days are scheduled every two years, with each campus conducting its own Conference Day on alternate years. A wide range of instructional topics is offered.

TEACHING TIPS FROM HONOLULU COMMUNITY COLLEGE

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

Teaching Tips has a wealth of information on topics such as assessment, critical thinking, lesson planning, classroom management, teaching techniques, learning styles, and motivation, to name just a few.

GETTING RESULTS: A PROFESSIONAL DEVELOPMENT COURSE FOR COMMUNITY COLLEGE EDUCATORS

<http://www.league.org/gettingresults/web/index.html>

This multimedia resource for community college faculty will challenge your previous thinking about teaching and learning and give you the basic tools for effective classroom practice. The course covers the following six topics:

- Module 1: Creating a Community of Learners
- Module 2: Planning for Outcomes
- Module 3: Active Teaching and Learning
- Module 4: Moving Beyond the Classroom
- Module 5: Teaching with Technology
- Module 6: Assessing Teaching and Learning

GETTING RESULTS EDUCATING ADULTS IN TEXAS (GREAT) CENTER

<http://www-tcall.tamu.edu/projectGreat/coastal/index.htm>

The ESOL program collaborates with the GREAT Center to expand the opportunities for the professional development of the adjunct faculty and staff. In this collaboration, faculty and administrators from the ESOL program provide training and workshops for ESOL Adult Education instructors in the Coastal Region and faculty and staff are invited to attend the training sessions provided by the GREAT Center. Instructors can consult the calendar of events and register online at <http://www-tcall.tamu.edu/projectGreat/coastal/index.htm>

PASSPORT

The ESOL program has designed an online resource site, *Passport*, to provide further support for faculty. The intent of these resources is to build a learning repository of handouts, multimedia presentations and active learning strategies online for interested instructors. The resource site contains sample syllabi, tests, and handouts as well as classroom tips, ideas, and links contributed by full-time and part-time instructors. Besides sharing the files, the website also features a discussion board wherein faculty post questions and responses to each other, providing another level of peer support. In addition, the ESOL department chair posts weekly announcements to faculty communicating department news and updates.

ESOL WEB RESOURCES

A Guide for Writing Research Papers <http://webster.commnet.edu/mla/index.shtml>

Prepared by the Humanities Department at Capital Community College. Suggestions on research techniques and patterns of documentation based on the style recommended by the Modern Language Association. There is also an online research guide based on documentation patterns approved by the American Psychological Association.

Activities for ESOL Students <http://a4ESOL.org/>

There are over 1,000 activities on the **a4ESOL.org** website to help students study **English as a Second Language**. This project of *The Internet TESOL Journal* has contributions by many teachers.

American English Pronunciation <http://eleaston.com/pronunciation/>

Contains the Alphabet, Vowel and Consonant Sounds, Teaching pronunciation, quizzes, readings, songs, spelling, and tongue twisters.

Ask an Expert: ESOL http://www.cln.org/int_expert.html

CLN's "Ask an Expert" page has about 100 links to specialists in the field who can serve as a valuable source of curricular expertise for both students and teachers. Questions/answers on ESOL may be found in the "All Subjects" section at the top of the page, the "English/Language Arts" section, the "English Grammar" section, the "ESOL Section", as well as the general "Reference" section.

BBC's learning English area <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

This site aims to combine language skill practice with current events. It enables users to read simplified texts or listen to broadcast stories, providing vocabulary support along the way. Interactive quizzes are also available.

Bradley's English School

<http://search.freefind.com/find.html?id=37468711&pageid=r&mode=ALL&n=0&query=&s=&sitemap=Site+Map>

Very interactive online activities to help students with their grammar and vocabulary.

Business English Exercises <http://www.better-english.com/exerciselist.html>

Multiple exercises in grammar, vocabulary, collocations, writing, speed reading, and presentation skills.

Colorful ClothESOLine <http://hub1.worlded.org/docs/clothing/index.html>

Colorful ClothESOLine is a lesson created to introduce level 1 ESOL students to clothing, colors, and color patterns. Students can test their knowledge of colors and clothing. Select a category below to practice vocabulary. Then take a quiz to test what was learned.

Dave's ESOL Cafe <http://www.ESOLcafe.com/>

Dave Sperling provides a variety of learning resources for ESOL students, including: a series of discussion forums; the ESOL Idiom Page; the ESOL Quiz Center; the ESOL Help Center; the ESOL Phrasal Verb Page; and much more.

Discovery Channel's Quiz Center <http://school.discovery.com/quizcenter/quizcenter.html>

The Quiz Center allows instructors to create, edit, and manage quizzes, without any necessary web publishing experience.

E.L Easton <http://eleaston.com/>

This site provides materials for teaching and learning Business English, grammar, pronunciation, reading, writing, spelling, listening, and speaking.

Electronic English as A Second Language <http://ESOL.lbcc.cc.ca.us/mmportal.htm>

This site contains links to ESOL grammar lessons and quizzes from Long Beach City College and many other sources.

English Grammar on the Web <http://www.gsu.edu/~wwwESOL/egw/index1.htm>

This site was planned to give ESOL/EFL teachers background information on teaching grammar in ESOL/EFL classes as well as material to use in their classes. The site includes grammatical information, course syllabi and lesson plans, and links to other sites. Links are also given to the Journal of English Grammar on the Web and Heinle & Heinle's Inventory of Published Grammar Activities.

Englishpage.com <http://www.englishpage.com/>

This site contains free online English lessons and ESOL resources. The site includes an online newsletter, grammar review, bookstore and 15 English-foreign language dictionaries (including Spanish, Japanese, Chinese and Arabic).

English Zone <http://www.english-zone.com/>

Excellent material! Some modules are free, and others require a fee. The free modules are definitely worth a look. Material is organized by easy, intermediate, and advanced skill levels.

ESOL Activities Online

<http://www.clta.on.ca/EAOnline/http://www.clta.on.ca/EAOnline/AmericanStories/index.html>

There are several useful sections for helping learners to improve their grammar and other language skills. This site is especially useful in that the sections offer interactive, online quizzes for learners to do. Instructors are encouraged to work through the site with learners, as the site is not intuitive enough for learners to use independently.

ESOL Flow <http://www.ESOLflow.com/> <http://www.ESOLflow.com/readinglessonplans.html>

ESOLflow is a site using a flowchart metaphor. Grammar concepts are organized into functional patterns for which an impressive variety of linked resources from the Web are employed. Resources are organized both for students and teachers and include grammar, speaking, dialogues, reading handouts and lesson plans.

ESOL Games http://itESOLj.org/links/ESOL/Games/Games_Requiring_Flash_or_Shockwave/

This is a sub-page of The Internet TESOL Journal's. Games require Flash or Shockwave.

ESOLhome <http://home.earthlink.net/~ESOLhome/sitemap.html>

ESOLhome is a welcoming place for students and teachers to explore the Internet world of learning English as a Second Language.

ESOL Independent Study Lab <http://www.lclark.edu/~krauss/toppicks/toppicks.html>

Contains over 225 of the best Internet resources for ESOL/EFL students!

All Web sites are clearly annotated. Organization is by skill area and language level.

ESOLgold <http://www.ESOLgold.com>

ESOLgold provides hundreds of pages of free English teaching and learning materials for both students and teachers. All resources are organized by skill and level for quick and easy access.

Grammar Bites www.chompchomp.com/menu.htm

Find detailed definitions of common grammar terms, exercises, handouts, tips and rules.

Guide to Grammar and Style <http://andromeda.rutgers.edu/~jlynch/Writing/>

Put together by Professor Jack Lynch of Rutgers University. Lots of good advice, easy to use (alphabetical listing, hyperlinked), extremely useful.

Guide to Grammar and Writing <http://webster.commnet.edu/grammar/index.htm>

Contains definitions, suggestions, over 170 computer-graded quizzes, and a way to submit queries regarding grammar and usage. An award-winning Website from Capital Community College in Hartford

Guide to Writing a Basic Essay <http://members.tripod.com/%7EElklivingston/essay/index.html>

This site takes students through a few simple steps for writing an essay.

Handouts Online Index <http://www.handoutsonline.com/navigation/contents.htm>

Handouts Online has great TEFL materials for use with your lessons. You need Adobe Acrobat Reader v. 5 or 6 to view and print the handouts. It's free.

How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing

<http://www.criticalreading.com/>

No quizzes here - but the info on how to read critically is good (for advanced learners, since it uses advanced vocabulary).

HyperGrammar: <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.html>

HyperGrammar is an electronic grammar course at the University of Ottawa's Writing Centre.

Interesting Things for ESOL Students <http://www.manythings.org/>

A fun study site for students of English as a Second Language. Word games, puzzles, quizzes, slang, proverbs and much more.

Karin's ESOL Partyland: Learning English www.ESOLpartyland.com

Karin Cintron's advice for students wishing to learn English is to "practice, practice, practice." With this in mind, she has developed a wide range of ways for students to use her web site for practice. Activities available on her web site (and/or through external links) include: interactive quizzes, real time chats, discussion groups, opportunities to talk about popular themes (e.g., music, movies), and e-pals.

Listening Theme Page <http://www.cln.org/themes/listening.html>

This "CLN Theme Page" has links to Internet audio resources that may be used by ESOL students and teachers. Most of these use the RealAudio format and generally they will also have a link to a download site for the player. Some of the sites on this page are general in nature (e.g., news) while others are intended for an ESOL audience.

Modern English Grammar http://papyr.com/hypertextbooks/engl_126/book126.htm

Daniel Kies, Department of English, College of DuPage, maintains this complete and easy-to-navigate textbook.

Online English Language (ESOL) Quizzes <http://www.usingenglish.com/quizzes/index.php>

Students test themselves with free online quizzes.

Online Technical Writing <http://www.io.com/~hcexres/textbook/>

A completely online textbook prepared by David A. McMurrey, at Austin Community College (ACC) in Austin, Texas

Paradigm: Online Writing Assistant <http://www.powa.org/>

A superb, nicely organized, and extremely helpful guide for Composition. By Chuck Guilford, an English Professor at Boise State University.

Phonetics: The Sounds of English and Spanish

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>

The English and Spanish Phonetics libraries are web resources that have the following features for each of the consonants and vowels of Spanish and American English. A real-time Flash animated articulatory diagram of each consonant and vowel; An annotated step-by-step description of how the sound is produced; Video and audio of the sound spoken in context; The navigation reflects the classification of consonants by manner, place or voicing and vowels; and Interactive diagram of the articulatory anatomy.

Pizzaz! <http://darkwing.uoregon.edu/~IESOLieob/pizzaz.html>

Creator LESOLie Opp-Beckman, an ESOL instructor, explains this site's purpose: "PIZZAZ! is dedicated to providing creative writing activities and copyable (yes, copyable!) handouts for use in the classroom."

Randall's ESOL Cyber Listening Lab <http://ESOL-lab.com/>

Provides interactive listening activities at the reach of students worldwide

Reading Comprehension Lessons

<http://www.readingcomprehensionconnection.com>

These interactive online lessons help to improve students' reading comprehension and build their vocabulary skills.

Selected Links for Students of English as a Second Language <http://itESOLj.org/ESOL.html>

This meta-list of links to other ESOL Web sites is hosted by the Internet TESOL Journal and is Intended for ESOL students. Links are organized under such categories as "Some of the Best Sites", "Games", "Grammar", "Communicating with Others", "Listening", "Writing" and "Reading."

Sounds of English <http://www.soundsofenglish.org/index.html>

Sounds of English is a website designed for learners of English and their teachers. It contains links; handouts from presentations; English pronunciation pages - pictures, sounds, and videos to help students with English pronunciation; Activities and exercises for English pronunciation and listening; Tips for teachers; and listening exercises with printable worksheets and teacher guides.

Sentence Sense <http://webster.commnet.edu/sensen/index.html>

Prepared by Charles Darling, Capital Community College, Hartford, Connecticut

This online textbook in basic writing offers students three approaches to becoming more confident writers. Part One examines how sentences work, giving students a structural understanding of the language they use every day. Part Two focuses on errors that commonly appear in written English. Part Three suggests techniques and topics for developing ideas in writing. Students may move back and forth among parts, using the resources collected in Part Four as support.

[The] Elements of Style <http://www.bartleby.com/141/>

A hyperlinked version of the venerable style guide written by William Strunk (not the E.B. White-edited version). Maintained by the Bartleby Project at Columbia University.

[The] Internet Picture Dictionary <http://www.pdictionary.com/>

The Internet Picture Dictionary lets students learn simple vocabulary by matching pictures with words and offers exercises to practice them

[The] Key: <http://www.keynews.org/>

The Key is a newspaper written for new readers and adults with limited reading skills. All material in The Key and on-line is free of copyright for nonprofit, education purposes only. The Key New Readers Newspaper has been published monthly since 1988.

[The] Nuts and Bolts of College Writing <http://nutsandbolts.washcoll.edu/nb-home.html>

From Michael Harvey at Washington College, a thorough, readable, and engaging online textbook.

[The] Purdue University Online Writing Lab [OWL] <http://owl.english.purdue.edu/>

Contains on-line exercises and links to other resources for writing assistance. One of the best academic sites for writing help.

Vocabula Review <http://www.vocabula.com/index.asp>

Published on the third Tuesday of each month by Robert Hartwell Fiske, editor and author of The Dictionary of Concise Writing and The Dimwit's Dictionary.

Vocabulary.com <http://www.vocabulary.com/>

An almost intimidatingly comprehensive wealth of vocabulary info - includes lessons on identifying word roots, and lots of fun quizzes, games, and puzzles for practice. Intermediate skill level.

Writer's Web <http://writing2.richmond.edu/writing/wweb.html>

This site is maintained by the Writing Center at the University of Richmond. The material here on getting started with writing projects and on peer editing is especially helpful. Visit, also, the material in "Focusing & Connecting Ideas."