Study sponsored by De Anza College
English-As-A-Second Language and
Child Development and Education Departments

June 2008
Acknowledgements

This report has been made possible with the support of the De Anza College 2007-08 Vocational and Technical Education (VTEA) Title IC funds. Special thanks to the following individuals and organizations for their assistance and support.

De Anza College
- Lydia Hearn, Dean of Language Arts
- Marcy Betlach, ESL Department Chair
- Christine Chai, ESL Department Instructor
- Iris Thot-Johnson, ESL Department Instructor, Principal Writer
- Li-Wei Sun, Child Development and Education Department Instructor, Model Developer
- Nellie Vargas, Child Development and Education Department Instructor, Model Developer
- Mayra E. Cruz, Child Development and Education Department Chair, Model Developer

Mountain View/Los Altos Adult Education
- Laura Stefanski, Director
- Ronald Kirchem, ESL Coordinator

Community in Action Team (Comunidad en Acción)
- Marilu Delgado, President and Community Member
# Table of Contents

*Education and Access Program Model Research* 4

*Education and Access Program Model Research — Spanish* 19

*Education and Access Program Model Research — Mandarin* 20

*References* 21

## Appendixes

Mountain View/Los Altos Adult Education 23

- ESL Beginning-High Course Outline- Bridge course

ESL Course Sequence 27
Introduction

De Anza College, located in Northern California, in the greater San Francisco Bay area, is a community college made up of diverse populations. The racial composition of De Anza College students in Fall of 2005 was the following: African American (Non-Latino), 5.3%; Asian, 34.7%; Latino, 13.7%; Native American; 0.6%; Pacific Islander, 0.8%; White, Non-Latino, 25.7%; Other 2.2%; Unrecorded, 11.2%.

The Child Development Department and Education Department (in future referred to as CDE in this paper) at De Anza College has made a very conscious effort to reach out to this diverse population. The department is currently offering classes in Mandarin Chinese and Spanish for some of its core classes (for example, CD 50, CD12, and CD 10G). This enables students to begin acquiring the units needed to become Child Care Teacher Assistants, Teachers, etc. This remarkable program makes education for those with limited English Language skills available immediately, not just after they have acquired enough English to do so, which can take years. However, although this program begins for students in the native language, personnel at the CDE recognize the fact that students will eventually be required to improve and perfect their English in able to be eligible for the full spectrum of jobs in child care in the Bay Area.

Because of this reality, the CDE has in mind the goal to design and then eventually implement a program model from the native language to English. Due to the different needs of the students in the Spanish and Mandarin language groups, the models would be slightly different: for Spanish background students, the beginning Child Development classes would be taken in Spanish, as they already are now, transitional classes in
Spanish and English, and then the last and highest level classes in English. For the Mandarin background students, the model would begin with the transitional phase and then move into the only-English phase. These models are based on bilingual school principles, which go back to the 1960s. According to bilingual education, “subject-content material is taught in both languages, with an increasing emphasis on English at each grade level” (Curtain & Pesola, 1988, p. 18).

The belief is that, although subject content material is heavily taught in the native language at the beginning, this content is transferrable across languages. Thus, if a student learns fundamental child care theories in the L1, this material is able to be transferred into English as the student builds upon his or her knowledge base in this language. Studies “have shown that cognitive and academic development in L1 has a strong, positive effect on L2 development for academic purposes” (Ovando, Collier & Combs, 2003, p. 129).

Unfortunately, despite the positive way many researchers see bilingual education, it has suffered many setbacks over the years. “Until 1978 the balance favored a more benign outlook which led to increases in support. After 1978, and particularly after 1980, the balance shifted drastically toward the opposite side” (Padilla & Benavides, 1992, p. 324). In 1998 proposition 227 was voted into law in California. According to Ovando, Collier, and Combs (2003), this initiative mandated “English-only instruction for LEP students--the first since World War I” (p. 49). By pursuing a transitional, bilingual model for its native Mandarin and Spanish speakers, however, the CDD at De Anza College shows initiative and the fact that it puts students first. The next section of this paper discusses the research on the best practices in English language learning to date.
Research on the Best Practices in English Language Learning

Traditional Methods

Researchers have concluded that, while students need “a lot of input which is roughly-tuned, and while there must be an emphasis on communicative activities which improve the students’ ability to communicate, there is also a place for controlled presentation of finely-tuned input and semi-controlled language practice” (Harmer, 1991, p. 43). Educators of all disciplines have long debated exactly how much of any lesson should be teacher-centered, student-centered, etc. As language teaching has evolved, from the Grammar-Translation approach, the Audiolingual and Direct methods, to other methods such as Total Physical Response and the Natural Approach, the role of the teacher has changed from that of omni-present (for example, Grammar-Translation, Silent Way) to more of a teacher-facilitator approach (Natural Approach).

Of the above-mentioned approaches, many are no longer used in U.S. ESL programs. Two of them, Total Physical Response and The Natural Approach are still used in many ESL classrooms today, however. The former, often abbreviated to TPR, is “very useful for the early stages of second-language acquisition” (Ovando, Collier, & Combs, p. 150). This method implies the use of commands given by a teacher for students to carry out such as, “take out a piece of paper,” or, “go to the board.” The punch behind this method is that the kinesthetic element increases the potential for students to store the vocabulary into their long term memory which would not necessarily happen as quickly in a vacuum.
The Natural Approach, along with TPR, is also still used in many ESL as well as foreign language classrooms in the United States. Ovando, Collier, & Combs (2003) give this method high praise, saying that “Natural Approach classes are now generally taught through meaningful thematic academic content” (p. 152). This approach employs a combination of both acquisition and learning as a means of facilitating language development, much like when children learn language. In fact, this method comes the closest to the goals of current diversified approaches to teaching languages.

Another ESL method still used and touted as very important is the Interactive Approach. Central to this approach is that both teachers and students appreciate the “uniqueness of other individuals with their special needs – not manipulating or directing them or deciding how they will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing” (Rivers, 1988, p. 9). Like the Natural Approach, the Interactive Approach requires the teacher to step off of center stage. Students in this kind of classroom can expect to spend a lot of time listening to authentic materials, “with no prohibition or discouragement of spoken response or student-initiated contribution” (Rivers, p. 10). Students are encouraged to speak and respond regardless of errors, at least at the beginning. However, as it is very important for students to be able to communicate in English as they get more advanced in their ESL studies, “their pronunciation should be at least adequate for that purpose” (Harmer, 1991, p. 21).

The Bilingual Approach, already mentioned in the introduction, is primarily an approach which includes these characteristics:
• The continued development of the student’s primary language (L1).
• Acquisition of the second language (L2), which for many language minority students is English.
• Instruction in the content areas utilizing both L1 and L2 (California Department of Education, 1981, p. 215; In Ovando, Collier, & Combs, p. 6).

Ovando, Collier, and Combs caution, however, against assuming that the Bilingual Approach is “a single uniform program” or “a consistent ‘methodology’” for teaching language minority students (p. 5). Rather, it is “an approach that encompasses a variety of program models, each of which may promote a variety of distinct goals” (2003, p. 5). Indeed, the section Bilingual Programs at California Community Colleges, which appears later in the paper, demonstrates this. Regardless of the different approaches taken by different institutions, however, the Bilingual Approach is a methodology which empowers language minority students.

**Recommendations from the field**

The Center for Adult English Language Acquisition has some very important suggestions as to best practices for ESL programs, in this case, family literacy programs. One of the most important points is that programs “be of sufficient intensity and duration for visible progress to be made” (2002, para. 1). Another salient suggestion made by this organization is to follow a bilingual model of building on individual’s language and literacy. Since many immigrant students may have limited literacy skills in their own language, it is suggested to build on the skills they have in their native language, first, before proceeding to the second language – English.
At the literacy Training Network in Brainerd, Minnesota, held on February 16, 2006, presenters Jan Jarrell and Barbara Pongsrikul called the first three weeks a critical threshold for student retention. As a result, they suggested “intensive support teams, smaller classes, and one-on-one tutoring” (2006, p. 9). For students, safety and community are also very important, according to the presenters. Thus, second language programs should plan accordingly as to location and times of classes, if possible.

Texas LEARNS, an adult education and family literacy project in Texas, has several recommendations in terms of curriculum, content, and the merit of a bilingual approach. In terms of curriculum, the organization suggests providing “English language learners with opportunities for vocational and technical training while their English language skills are still developing” (2008, para. 3).

Texas LEARNS touts a modular approach to curriculum development. As a result, the people behind this program believe that “high intensity, short duration courses are needed” (para. 1). As far as content and bilingual education are concerned, it is suggested that the learners’ first language “be used to teach the difficult content that they need to know in order to do a task. Then the English vocabulary and structures they need to listen, read, write, and talk about the tasks should be taught” (para. 2). Texas LEARNS borrows an excellent bilingual model from Ana Huerta-Macías (2003). Specifically modeled to workplace instruction, it is as follows:

- The topic is introduced in the native language
- Key English vocabulary items are taught
• Hands-on activities (such as those involving workplace machines) are carried out in English and assessed in English

• Technology activities follow, with discussion in the native language

• Final discussion and question/answer activities are carried out in whichever language each individual student prefers

• If a class has speakers of several different languages, Huerta-Macías suggests dividing the group into same-language small groups for discussion of the workplace issues in the native language

• Each group then, in English, frames questions about the workplace issues for the teacher

Finally, two more suggestions from the Center for Adult English Language Acquisi-
tion (or CAELA) help round off this section. CAELA promotes project-based learning. This kind of learning “functions as a bridge between using English in class and using English in real life situations outside of class” (1998, para. 1). According to CAELA, project learning works by putting English language learners in “situations that require authentic use of language in order to communicate (e.g., being part of a team or interviewing others)” (para. 1). This kind of learning involves having students working in teams to develop the skills needed to plan, organize, negotiate, arrive at a consensus, etc., all skills which learners consider important for their daily lives in the U.S.

Problem-Based learning, also promoted by CAELA, has actually been around since the late 1960s. According to the organization, in this kind of learning, which is true to its name, the teacher provides students with some appropriate problems to work on and helps them identify and access the materials and required equipment needed to solve
these particular problems. The teacher also “gives necessary feedback and support during the problem solving process, and evaluates students’ participation and products, with the goal of helping them develop the problem-solving as well as their language and literacy skills” (Matthews-Aydinili, p.1). It is suggested that four steps be used to implement problem-based learning; these are:

- Preteach
- Introduce the problem and the language needed to work on it
- Group students and provide resources
- Observe and support

**Bilingual Programs in Child Development at California Community Colleges**

There are a number of community colleges in the state already engaged in the type of bilingual programs which the Child Development and Education Department at De Anza is aiming to launch. In Northern California there is Cabrillo College in Aptos. There are a total of three stages in Cabrillo’s Early Childhood Education program. In each stage, there are a number of core courses and support courses (ESL) taught. The first stage, detailing the beginning courses, includes a significant amount of material taught in Spanish, along with scaffolding of English terminology. Visual aids are used extensively throughout this phase. The next stage, the transitional phase, includes “a greater proportion of material taught in English with use of Spanish to ensure comprehension as needed” (2008, para. 2). Finally, in the last stage, material for the advanced CD courses is taught entirely in English with support and guidance in Spanish. Upon completion of the entire program, students earn a certificate in Spanish-English Bilingual Teaching.
Santa Rosa Junior College, also in Northern California, has a bilingual program in its Child Development Department as well. In this program students can take the first 12 units entirely in Spanish, although the taking of a concurrent ESL class is highly encouraged: “Without English you can take only the first 12 units of ECE (Early Childhood Education). We encourage you to enroll in ESL classes while you are taking the Spanish ECE classes” (2008, para. 3). The transitional classes involve a mixture of English and Spanish, including the ever-important ESL class, while the third phase involves classes taught solely in English. Students are enrolled in ESL classes throughout this phase. Once the students have completed the 12 semester units on the Spanish speaker’s career track they will have earned the Child Development Associate Teacher Certificate and Permit.

Southwestern College in Chula Vista, in Southern California, also has a bilingual program. The Child Development Department offers the Spanish-to-English Associate Teacher Certificate Program. Before starting the program, students are encouraged to have already completed Adult Education School ESL classes. “The program is designed for students to learn child development concepts while acquiring English language skills” (Southwestern College Child Development: Student Handbook, p. 10). As in the other afore-mentioned programs, students begin courses taught predominately in Spanish and then progress to more and more English (the transitional phase) until most of the course work is taught in English. A nice component of this program is that students form a cohort, beginning and ending the program together. Upon completing the program of 17 semester units, students will have their Spanish-to English Associate
Teacher Certificate in hand; they will also then have the option of completing the Child Development Teacher Certificate offered in English.

Another bilingual program is at Los Angeles Mission College. A professor in the department has had great success in teaching her classes bilingually. She reports: “In offering bilingual classes at Mission College, my method is to lecture in English with my lecture material written in large letters in English on overhead transparencies. Students may ask questions in Spanish if anything is unclear to them.” She also says: “Students can submit their written work in Spanish, but are encouraged to try submitting their work in English if they would like to. They have the option of taking exams in English or Spanish” (J. Ruelas, personal communication, March 12, 2008). When students finish the 12 semester units, they are eligible for the Child Development Skill Certificate. If students wish to earn more units, they must do so in English. They are then eligible to earn the following two credentials: Bilingual/Bicultural Preschool Certificate (37 units) and the Bilingual/Bicultural Assistant Certificate for Elementary School Teacher’s Assistants (33 units).

The Child Development Department at San Francisco City College touts numerous classes taught in Cantonese and Spanish, and at least one in Mandarin, in its spring schedule of classes (2008, pgs. 13-14). This offering shows a commitment on the part of the college to offer Child Development classes to students with limited English proficiency, especially to individuals in the Asian community. The Child Development program offers core classes bilingually in Cantonese, Mandarin, and Spanish on a rotating basis. “The coursework counts towards a certificate in the same way that any core class would” (K. White, personal communication, March 28, 2008). Among the certificates of-
ferred are the Pre Teacher Certificate (12 semester units), the General Certificate (18 units), and the Administration Certificate (18 units).

A program in transition is the Early Childhood Education Department at Cañada College, in San Mateo. In the Strategic Plan for the years 2004-08, a clear goal for the district was that there be more opportunities for Spanish speaking monolingual speakers. Although a few selective courses are offered in Spanish in Early Childhood Education, students taking only these classes are ineligible for the ECE Certificate because it requires 24 semester units that are not available in Spanish. The college/district demonstrates “strong support for encouraging Spanish speakers to pursue more ESL studies in order to be able to enroll in English language ECE/CD courses so that more job opportunities might be available to bilingual child care professionals” (Early Childhood Education/Child Development Department Strategic Plan, p. 25).

At East Los Angeles College, in Southern California, officials are dedicated to helping English-limited students attain an education. The course schedule for Winter/Spring, 2008, states: “Minimal English language skills do not keep students from participation in vocational programs” (2008, p. 2). This information in English is followed by the same information in Spanish, and then in Mandarin. Although there used to be an official bilingual Child Education and Family Studies program at the college, instructors in the program found there to be an issue of dependency in moving forward with advanced courses in English as well as the general education courses, so the program there now offers only introductory classes in Spanish and Mandarin with the materials and/or instruction in English/Spanish or English/Mandarin. “We are now requiring that they [students] take a paired ESL or Language Development Course so that work in the child
development can be discussed and supported in their grammar, vocabulary building, and written skill development” (J. Benavides, personal communication, March 12, 2008).

**Effective Teaching in the Bilingual Classroom**

As we have seen above, the idea of a bilingual model facilitates students to enroll and take classes without having to be proficient in English. It is a wonderful way to empower students and let them begin the training for the career of their choice without the English language being a hindrance. Bilingual education in higher education is still relatively uncommon. However, this hasn’t stopped researchers from asking the question “If there is bilingual and multilingual education in the K-12 system, why not in higher education?” (Friedenberg, 2002, p. 213). The recent surge of bilingual models in various disciplines across the community college spectrum has demonstrated the desire for these institutions to accommodate students whose command of English is not at the optimal level for instruction.

Effective teachers are vital to a successful bilingual model. According to Nelson-LeGall (1990), good bilingual teachers allow students to “experience the classroom as a hospitable social environment” (In U.S. Department of Education, 1995, para. 11). This kind of classroom atmosphere helps lower students’ affective filter and bolsters their confidence in the two perhaps most difficult language skills to acquire – listening comprehension and language production.

Listening comprehension is often best taught bilingually by using a smaller class/group setting since “the teacher or classmates modify or adapt the message to the
listener’s needs” (Haynes, 2005, para. 5). In this way, also, “speakers can more easily check on the understanding of the listener” (2005, para. 5). Moreover, when English language learners of several different language groups study together, “comprehension is promoted by multiple representations of content—pictures, demonstrations, experiences, and other methods that temporarily circumvent the differences in language” (U.S. Department of Education, 1995, para. 9). According to this research, when teachers employ methods that “reduce initial reliance on language to communicate content” (para. 9), this allows students to make more sense of a lesson than those which employ language alone. In fact, according to Krashen (1991), it is suggested that teachers “extend presentation modes to include more sensory experiences and different methods of communication [comprehensible inputs]” (In U.S. Department of Education, 1995, para. 9).

Other research on listening comprehension in bilingual programs points out that there are many types of strategies teachers can employ to boast students’ comprehension: “Pictures, demonstrations, field trips, and other experiential learning models promote concept development and skill mastery, which then also provide a foundation for language learning” (U.S. Department of Education, 1995, para. 2).

In regards to language production, bilingual education models provide for this as well. According to the U.S. Department of Education, successful teachers “promote active use of language, involving students extensively in language production and responding to the content of students’ communications rather than to the form” (1995, para. 8). Additionally, content-based language lessons “offer the grounds for conversation” (para. 20). These type of lessons work so well in bilingual programs because they com-
bine academics with language development. Chamot (1985) has found that the following aspects can stimulate and support students’ second language acquisition: “subject-related vocabulary; language functions such as describing, explaining, and classifying; special features of structure or discourse style associated with subjects; and forms of communication that are emphasized differently in different subjects” (In U.S. Department of Education, 1995, para. 20).

The research has shown that bilingual models adequately provide for effective teaching of both listening comprehension and language production. In fact, according to an article highlighting successful bilingual programs, students most often exit these programs fully proficient in English:

Students participating in bilingual education programs since kindergarten are fully proficient in speaking English and their native language (on level) by the eighth grade; secondary level students fully proficient in their native language in ESL programs are fully proficient in speaking English after three years in the program. (Montecel & Cortez, 2002, p. 9)

Although there is not much research on adult bilingual programs, the author believes that bilingual models with adults in mind would work in a similar fashion as those for K-12 programs. Furthermore, by taking advantage of the cognitive advantages adult language learners have over children, bilingual teaching in the community college classroom may be just that much more effective.
Final Suggestions Based on the Research

There is no doubt that there are many different philosophies and ideas as to the best way to teach English language learners. The writer of this paper has highlighted the most salient ones based on her research. Without a doubt, all of the methods listed here work. However, picking the one method that works the very best is not as black and white as we would like it to be. What seems to work well is not necessarily one single approach, but most likely a combination of practices. In the writer’s experience both as a foreign language instructor and as an instructor of English as a Second Language, combining the best practices to suit a particular class and level is the best approach.

De Anza College’s Child Development Department, in recognizing that it’s particular student population of Chinese and Latino students can benefit from special language needs, has hit upon the fact that a primarily Bilingual Approach, in practice most likely combined together with some of the other methods listed above, may benefit its students best. What the CDD program is proposing is all important, precisely because of the fact that the needs of a particular group of students are put first. This is what public education should be all about.
# The Education Access and Success Program

## Spanish

<table>
<thead>
<tr>
<th>Classes in the Primary Language (Spanish)</th>
<th>Transitional Classes</th>
<th>Classes in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A significant portion of the material is taught in the L1 with limited English content vocabulary integrated into the lesson. Visual aids are in the L1. Video presentations in the L1 and L2. Most materials/books are in the L1 with support materials in English.</td>
<td>A greater portion of the material is taught in English with the primary language used only as support as needed. Visual aids continue to be used on a regular basis. Video presentations in English. Most materials/books are in English with support materials in the L1.</td>
<td>The material is taught completely in English. Support in the L1 is minimal. Visual aids are still used regularly. Video presentations and all materials/books in English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child Development Classes</th>
<th>Child Development Classes</th>
<th>Child Development Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 10G</td>
<td>CD 12</td>
<td>CD 55 Literacy Development and Activities for the Young Child (3 units)</td>
</tr>
<tr>
<td>Child Development: The Early Years (4 units)</td>
<td>Child, Family, and Community Inter-relationships (4 units)</td>
<td>CD 57 Self-Assessment for Teachers of Young Children (3 units)</td>
</tr>
<tr>
<td>CD 50</td>
<td>CD 56</td>
<td>CD 68 Design and Development of Anti-Bias Curriculum (3 units)</td>
</tr>
<tr>
<td>Foundations of Early Childhood Education (3 units)</td>
<td>Understanding and Working with English Language Learners (3 units)</td>
<td></td>
</tr>
<tr>
<td>CD 54 Curriculum for Early Childhood Programs (3 units)</td>
<td>CD 64 Health, Safety, and Nutrition for the Young Child (3 units)</td>
<td></td>
</tr>
</tbody>
</table>

## Support Classes

<table>
<thead>
<tr>
<th>Support Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain View/Los Altos Adult Education ESL Bridge Class</td>
</tr>
<tr>
<td>ESL 250 A, B, C (3 units)</td>
</tr>
<tr>
<td>Depends upon result of ESL Placement Test</td>
</tr>
</tbody>
</table>

## Support Resources

<table>
<thead>
<tr>
<th>Support Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Center</td>
</tr>
<tr>
<td>Community Service Learning (CSL)</td>
</tr>
<tr>
<td>Special topics course (English Literature-ELIT)</td>
</tr>
<tr>
<td>ESL Placement Test</td>
</tr>
<tr>
<td>Listening/Speaking Lab Advising and formation of cohorts</td>
</tr>
<tr>
<td>Community Service Learning (CSL)</td>
</tr>
<tr>
<td>Special topic course (English Literature-ELIT)</td>
</tr>
<tr>
<td>Oral presentations in English</td>
</tr>
<tr>
<td>Writing and Reading Center</td>
</tr>
<tr>
<td>Community Service Learning (CSL)</td>
</tr>
<tr>
<td>Special topics course (English Literature-ELIT)</td>
</tr>
<tr>
<td>Tutoring</td>
</tr>
</tbody>
</table>
## The Education Access and Success Program

### Mandarin

<table>
<thead>
<tr>
<th><strong>Transitional Classes (Mandarin)</strong></th>
<th><strong>Classes in English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A greater portion of the material is taught in English with the primary language used only as support as needed. Visual aids are in English. Video presentations in English. Most materials/books are in English with support materials in the L1.</td>
<td>The material is taught completely in English. Support in the L1 is minimal. Visual aids are still used regularly. Video presentations and all materials/books in English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child Development Classes</strong></th>
<th><strong>Child Development Classes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 10G Child Development: The Early Years (4 units)</td>
<td>CD 12 Child, Family, and Community Interrelationships (4 units)</td>
</tr>
<tr>
<td>CD 10H Child Development: Middle Childhood and Adolescence (4 units)</td>
<td>CD 51 Student Teaching Practicum (5 units)</td>
</tr>
<tr>
<td>CD 50 Foundations of Early Childhood Education (3 units)</td>
<td>CD 54 Curriculum for Early Childhood Programs (3 units)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support Classes</strong></th>
<th><strong>Support Classes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 250 A, B, C (1 unit)</td>
<td>Depends upon result of ESL Placement Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support Resources</strong></th>
<th><strong>Support Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening/Speaking Lab</td>
<td>Writing and Reading Center</td>
</tr>
<tr>
<td>Community Service Learning (CSL)</td>
<td>Advising and formation of cohorts</td>
</tr>
<tr>
<td>Oral presentations in English</td>
<td>Tutoring</td>
</tr>
<tr>
<td>Special topics course (English Literature-ELIT)</td>
<td>Community Service Learning (CSL)</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Special topics course (English Literature-ELIT)</td>
</tr>
<tr>
<td>ESL Placement Test (highly recommended to be taken before CD 51)</td>
<td>ESL Placement Test (highly recommended to be taken before CD 51)</td>
</tr>
</tbody>
</table>
References


ESL Beginning High (Bridge Class)

I. MAJOR GOALS AND PURPOSES OF THE COURSE:

To assist students in developing the language facility to competently interact in an English-speaking environment. To provide opportunities for students to practice integrating English grammar, American cultural functions and adult life-skills through speaking, listening, reading and writing in English.

Incorporation of Expected School-wide Learning Results

Teachers will incorporate the following ESLR’s into this course.

- Students will be able to set goals and progress toward them.
- Students will achieve a measurable increase in knowledge, skills and proficiency in their subject area.
- Students will apply knowledge and skills to work, family and the community.
- Students will demonstrate the ability to interact effectively in a diverse community.

II. PERFORMANCE OBJECTIVES:

Students who attend 80% of the time will, with 80% accuracy, be able to:

1. Listening:
   a. Demonstrate understanding of simple words and phrases drawn from learned topics.
   b. Identify the main topic of conversation in familiar material.
   c. Demonstrate understanding of non-face-to-face speech in familiar contexts such as phone conversations and routine announcements.
   d. Recognize words that signal differences between present, past, and future events.

2. Speaking:
   a. Use previously learned phrases or simple sentences:
   b. Answer simple questions related to basic needs.
   c. Make statements in present, past, or future tenses related to basic needs and common activities.
   d. Ask questions related to basic needs.
   e. Communicate simple personal information on the telephone.
3. Reading:
   a. Interpret isolated words and phrases in familiar contexts. (traffic signs, store ads, fast food menus)
   b. Interpret terms on simplified forms. (personal identification, school registration, checks, change of address)
   c. Scan for numerical information, for example, the time a store opens, and other specific information in simple life-skill materials related to immediate needs. (ads, schedules, signs and forms)
   d. Use strategies such as prediction or phonics decoding to interpret new words in familiar contexts.
   e. Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.
   f. Identify the sequence of a simple narrative passage.

4. Writing:
   a. Copy materials that are personally meaningful (recipes, directions, stories generated during language experience activities)
   b. Write lists - grocery or laundry items, for example.
   c. Write simple sentences based on personal experiences or familiar material.
   d. Write a simple phone message or note - a note to a child's teacher, for example.
   e. Write a series of related sentences based on personal experience or familiar material.

5. Sentence Types:
   a. Compound sentences with "and . . . too", "and . . . either," and "or"
      i. I like this and Maria does, too. I don't speak Chinese and Maria doesn't either.
      ii. Do you want to study math or do you want to study English?

6. Verb Tenses:
   a. Present, past and future of verb "to be"
   b. Simple present, past and future. Present and past continuous.
   c. Future: I will call you tonight.
   d. Modals: "have to," "could" as past of can, "should," "must," "may," and "would."
      i. I have to study. I could not come to school yesterday. You should see a doctor.
      ii. I must get a driver's license. You may stay up late. Would you open the window?
   e. Verbs followed by infinitives: he wants to dance. He likes to read.

7. Language Functions:
   a. compare and contrast, express possibility and probability, offer to do something, express hope, express regret, express sympathy, instruct, recommend, solve problems

III. INSTRUCTIONAL STRATEGIES:

1. visual aids
2. flash cards
3. tapes
4. textbooks  
5. workbooks  
6. worksheets  
7. dialogue  
8. role play  
9. TPR  
10. small and large group work  
11. SCANS skills  
12. Dictation  
13. journals  
14. tutorial work  
15. interview  
16. lecture  

IV. COURSE CONTENT - UNITS OF STUDY:  

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Countries and Nationalities</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Personal information</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Time</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Greetings</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>Restaurant</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>Employment</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Post Office</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>Health</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>Shopping</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>Telephone</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>Housing</td>
<td>45</td>
</tr>
<tr>
<td>12</td>
<td>Entertainment</td>
<td>45</td>
</tr>
</tbody>
</table>

480 hours

V. EVALUATION PROCEDURES  

1. Teacher observation of student performance in dialogue, role-play and specific tasks  
2. Pencil/paper tests from textbooks and created by teacher  
3. Pass/fail on student performance objectives, assessed through oral, aural and/or written quizzes and class tests
4. CASAS pre and post tests in reading comprehension

VI. CONDITION FOR REPEATING THE COURSE

Students may repeat the course if they have not achieved 80% accuracy in the overall work or until they have the ability to attempt the course objectives of the next level class.