Principles and Standards for Adult Education ESL Programs

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TESOL International Association

A Little About Me

A Little About TESOL International Association

TESOL is an international association of professionals advancing the quality of English language teaching through professional development, research, standards, and advocacy.

A Little About You

• 13 TN colleges invited
  – Senior academic officers
  – ESL program coordinators
  – Admissions/student support representatives
  – Co-requisite reading/writing and math faculty

Form New Groups

• Make groups of 5
• Each group should have
  – Mix of schools
  – Try to have a rep from a school with an ESL program
• Bring your notes & pen/pencil
• Introductions
  – Name, College, Position, a skill you have or are learning

Agenda

• TODAY: PART A
  The 6 Principles® and Standards for Adult Education ESL Programs

• TOMORROW: PART B
  Learner Recruitment, Intake and Orientation

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TBR Themes for Development

1. Advising students of available support;
2. Faculty/staff understanding of what an ESL program is and how to better serve this population;
3. Teaching faculty/staff about the difference between accommodations and ESL support;
4. Academic planning that creates conditions for courses to “make” and how to structure co-requisite models;
5. Legal issues related to identifying students who need ESL.

Language Skills Support Content Learning

- Language Acquisition: Foundations
  - Characteristics of Academic Language
  - Levels of English Language Development
  - Timeframe for Reaching Proficiency
  - Standards for Developing English Language Proficiency

- Conditions for Learning L2
  - L2 Literacy Development
  - Oral Language Development
  - Vocabulary Development
  - Language Use in the Classroom
  - Identity

Second Language Acquisition & Proficiency

- Low Beginner
- High Beginner
- Low Intermediate
- High Intermediate
- Advanced
- Proficient

Program Types

- Non/Pre-Academic English
  - Workforce development
  - Community based courses
- Academic English
  - Taking ESL prior to content courses
  - Taking ESL & content courses simultaneously
  - ESL sheltered content courses
  - Intensive English Program (IEP)

ELs Strengths

- Strong & Unique
  - Social capital
- Motivated
  - Set own goals
  - Autonomous
- Bilingual / Multilingual
  - Linguistic capital
  - Resourceful
- Bicultural / Multicultural
  - Funds of Knowledge
- Emotional Intelligence

Idea Storm: Top 10 List

- Why is English proficiency important?
  - For education
  - For work
  - For safety
  - For quality of life
  - For other reasons?

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The 6 Principles® for Adult Education and Workforce Development & TESOL Standards for Adult Education ESL Programs

The 6 Principles® Vision

The 6 Principles bring to life the underlying linkage between TESOL’s core values, standards, professional learning, and publications.

They are:
- universal guidelines
- drawn from decades of research in language pedagogy and language acquisition theory
- a foundation for teachers and learners to be successful across any program type

Intro: 9 Standards

Program structure, administration, and planning
- Curriculum and instructional materials
- Instruction
- Learner recruitment, intake, and orientation
- Learner retention and transition
- Assessment and learner gains
- Employment conditions and staffing
- Professional development and staff evaluation
- Support services

Like P’s in a Pod

- Objective:
  - To engage with the 6 Principles and the 9 Standards for the first time to increase familiarity
  - To highlight ways they support and reinforce each other
- Handout:
  - Draw connections

Outline

- Principles 1 & 2
  - Program Structure, Admin, Planning
  - Employment Conditions & Staff Evaluation
- Principle 3, 4 & 5
  - Curriculum Materials & Instruction
  - Assessment, Learner Gains
  - Support Services
- Principle 6
  - Professional Development

Principle 1: Know Your Learners

- How do adults learn best?
  - Adults learn best when they experience a pressing “need to know”
  - Problem solving and critical thinking are at the core of all adult learning
  - For many adults, learning informally can be as productive as classroom instruction
Principle 1: Know Your Learners

- **Learner Profiles**
  - **THINK:** What are their EL needs? What challenges do they have to studying?
  - **PAIR:** Compare with your shoulder partner
  - **SHARE:** Share out with your group
  - **FEEDBACK:** What do you think about _____?

Principle 1: Know Your Learners

- **Omar**
  - **Age:** 20
  - **Home Country:** U.S. / Afghanistan
  - **Story:** born in the U.S.; parents took him back to Afghanistan when he was 2 years old; came back to the U.S. at age 17 and took one year of high school here
  - **English:** speaks 2 other languages; has conversations in English easily but with an accent, reads news often, can write short paragraphs
  - **Goal:** get an accounting degree and a good job

Reflection Point

- What prior knowledge helped you do the activity?
- What language skills did you use?
- What knowledge did you get from your peer feedback?

Principle 2: Creating Conditions for Language Learning

- **Promote supportive learning environment**
  - Demonstrate expectations of success for all learners
  - Plan instruction to enhance and sustain learners’ motivation for language learning

Language vs Content Course

- **Reduced teacher talk**
  - Use content as a vehicle for language
  - Model & scaffold expectations
  - Constant monitoring, feedback, encouragement
- **Mainly teacher talk**
  - The main goal is content, and language proficiency is an expectation.
  - Instructions with little modeling or scaffolding
  - Periodic feedback

Applying the Principles to the Standards

- **P1: Know Your Learners**
  - Program Structure, Administration, & Program Planning
  - Employment Conditions & Staffing
  - Staff Evaluation
- **Page 69 Handout**
Revisit Program Types

- **Non/Pre-Academic English**
  - Workforce development
  - Community based courses

- **Academic English**
  - Taking ESL prior to content courses
  - Taking ESL & content courses simultaneously
  - ESL sheltered content courses
  - Intensive English Program (IEP)

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Standard 1: Program Structure, Administration, & Program Planning

- **Self-Review Instrument**
  - Measures → Action Plan
  - Sample Evidence, Comments
  - Score, Priority

- **Established programs**
  - Share what you do with your group

- **Programs in progress**
  - Discuss possible structures that might help create conditions for learning for your ELs

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Pitfall #1: Prolonged Imbalance

- **Teaching Faculty**
- **Students**
- **Admin**
- **External Stakeholders**

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Pitfall #2: Lack of Communication

- **Administration** (Resources, Budget)
- **Academic** (Curriculum)

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Know Your ESL Professionals

- Advocate
- EFL Professionals
- Resource for Colleagues
- Manager / Coordinator / Advisor
- Participate in Committees
- Assessment Specialist
- Develop & Use Curriculum & Materials

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Principle 3: Design High-Quality Lessons for Language Development

- **Preparing**
  - Clear outcomes, conveyed to learners
  - Engage with relevant and meaningful content
  - Differentiated instruction

- **Implementing**
  - Provide input through various modalities
  - Engage learners in authentic language

- **Promoting**
  - Learning strategies, problem solving, critical thinking
  - Self-directed learning
Principle 3: Design High-Quality Lessons for Language Development

Activity: Carousel

- Ways to make Talk, Text, & Content Learning More Comprehensible
  - Give more context
  - Simplify
  - Make it easier to process
  - Elaborate or illustrate
  - Check comprehension

Scaffolding

<table>
<thead>
<tr>
<th>Scaffolds for comprehensibility</th>
<th>Explanatory devices for comprehensibility</th>
<th>Modeling and demonstrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gesturing and using facial expressions</td>
<td>Visual aids, such as: maps, charts, graphs, graphic organizers, drawings, illustrations, and photos; physical objects; video clips</td>
<td>Targeting and modeling the appropriate language register (academic vs. social language; word choice)</td>
</tr>
<tr>
<td>Illustrating and using visuals</td>
<td>Audio supports and other multimedia</td>
<td>Providing demonstrations of language in use (e.g., model student essays, sample completed projects)</td>
</tr>
<tr>
<td>Simplifying, elaborating</td>
<td>Highlighted or bold text</td>
<td>Explicitly teaching about different genres and text structures</td>
</tr>
<tr>
<td>Relying on high-frequency vocabulary</td>
<td>Bilingual glossaries</td>
<td>Conducting a think-aloud book or chapter walk</td>
</tr>
<tr>
<td>Embedding definitions and explanations</td>
<td>Picture dictionaries</td>
<td></td>
</tr>
<tr>
<td>Providing or asking for home language translation</td>
<td>Simplified English or home language summaries</td>
<td></td>
</tr>
<tr>
<td>Emphasizing key words and writing them down for students to see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating, acting</td>
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<td></td>
</tr>
</tbody>
</table>

Principle 4: Adapt Lesson Delivery As Needed

- Check comprehension frequently
- Adjust instruction according to learner responses
- Adjust talk, task, materials according to learner responses

Check-in

- Questions, comments concerns?

Principle 5: Monitor and Assess Student Language Development

- Teachers monitor student errors
- Teachers provide ongoing effective feedback strategically
- Teachers use effective formative assessment strategies
- Teachers involve learners in decisions and reflections about summative assessments
The 6 Principles® for Adult Education and Workforce Development & TESOL Standards for Adult Education ESL Programs

TN Approved Tests

- Placement & Cut Scores
  - CaMLA EPT
  - Michigan English Placement Test (EPT)

Formative vs Summative Assessments

- **Formative**
  - Monitoring students in their group work
  - Exit tickets
  - Discussing errors on assignments and allowing revisions
  - Reflection activities

- **Summative**
  - Benchmarks & End of semester finals
  - More than just written tests (p.68)

Pitfall #3: Picking the Wrong Assessments

- General Proficiency Assessments
- Placement Assessments
- Diagnostic Assessments
- Formative Assessments
- Summative Assessments

Pitfall #4: Not Assessing Language Production

- Content-Based
  - Multiple choice
  - Open ended
  - Fill in the blank
  - Complete the sentence
  - Discussion questions
  - Graphic organizer

Principle 6: Engage and collaborate within a community of practice

- ESL
  - Faculty
  - Staff
  - Students

- Department
  - Faculty
  - Staff
  - Students
  - Dean
  - Department Chairs
  - Content Faculty (Learning Support)
  - Staff
Principle 6: Engage and collaborate within a community of practice

- Extended College COP
  - Provost & Department Deans
  - Content Faculty
  - Counselors & Financial aid
  - Testing Center
  - Librarians
  - Student activities, governance & clubs

City
College
Department
ESL

Principle 6: Engage and collaborate within a community of practice

- ESL Professionals in the City
  - High schools
  - Libraries & other government offices
  - Community & faith-based groups

City
College
Department
ESL

Pitfall #5: Not Utilizing Professional Networks

- Professional Networks
  - Each other
  - TN TESOL
  - SETESOL
  - TESOL International Association

City
College
Department
ESL

Who is in my community?

- Handout

City
College
Department
ESL

Reflection Time: Regroup with Our School Teams

- What is something low-risk and easy we might implement now?
- What is something innovative & new we might implement now?
- What is a goal for the future that needs a bit more planning to implement?

Wrap Up Quiz
Feedback

• Explore the TESOL Standards for Adult Education ESL Programs. An Overview of the standards will help faculty and staff to:
  – Identify the quality components of adult education ESL programs using eight distinct indicators.
  – Develop capacity to utilize the standards to review an existing program or as a guide in setting up a new program.

• Identify The 6 Principles for the Exemplary Teaching of English Learners® for Adult Education and Workforce Development. An Overview of The 6 Principles will help educators to:
  – Develop English language instruction that directly serves learners’ needs and goals;
  – Respect, affirm, and promote learners’ home languages, cultural knowledge and experiences as resources and support learners in their acculturation to new contexts;
  – Implement engaging and relevant lessons that build 21st century skills;
  – Teach learners strategies that can sustain their language learning outside the classroom.

Great job! See you tomorrow for Recruiting, Intake, & Orientation

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Learner Recruitment, Intake and Orientation

Day 2

Principle 4: Adapt the Lesson Delivery as Needed

• English for Specific Purposes: Math
  – Math jargon problems
    – 8 divided by/into 2 equals 4
    – Before/four/for, sum/some, give/keep
    – “How many are left?” = items removed instead of remaining
  – Cultural reference problems
    – Meters vs yards
    – Word problems (ex: baseball, trains)
  – Strategy problems
    – Reading skills: identifying goal, given info, create and solve equation

• Error Correction Strategies
  – Cognitive overload
  – Focus on the errors that interfere the most with comprehensibility, like verbs & sentence structure

• Best Place to Start
  – Collaborate with ESL people in your COP (local or far)
  – Self-Study: read books/online
  – TESOL International Association Self-Study: Fundamentals of TESOL
  – Add a graduate certificate in TESL/TEFL
Learner Recruitment, Intake, and Orientation

- Effective procedures for identifying adult ESOL learners
- Variety of recruitment strategies
- Materials reach population in multiple languages as needed
- Evaluation of effectiveness of recruitment strategies
- Intake process, orientation to the program, and referral services as needed

ELL Recruitment

- Consider your (potential) program type(s) & The 6 Principles®
- Standard 4:
  - Identify Learners
  - Reach Local Communities
  - Ensure Culturally & Linguistically Appropriate
  - Evaluate Efforts

Identifying Learners

- Remember: Know Your Learner Cards

- How would you reach this person?
  - Where could you recruit them?
  - How would you communicate with them?
  - What program do they need?

Principle 1: Know Your Learners

- Determinants to Participation
  - Life circumstances
  - Individual dispositions
  - Institutional barriers
- Matching Activity – with a partner
- Other Determinants in Your Context?

Legal issues related to identifying students who need ESL

- Admissions Policy
  - Self-report
  - High school transcripts
- Learning Difference (LD) vs. English Language Learner (ELL)
  - Check with your institute
- Student Visas & I-20’s
  - Established by International Student Admission Policy
  - Language, Academic, & Bridge
- Undocumented & DACA
Recruitment Self-Review

- Check each measure and sample evidence
- Based on the number of checks assign a score
  - 0 Not in place
  - 1 Somewhat in place or partially developed
  - 2 In place
  - 3 Well developed
- Make comments about number
- Develop action plan

Standards Book Self-Review

- Standard 4 A. (p.94)
  - Measures 1-3 – Chris
  - Measure 4 – create process to keep this data
  - Measure 5-8 – community COP
- Standard 4 B. (p.95)
  - Measure 1, 5 – marketing
  - Measure 2, 4 – COP
  - Measure 3 – public events
  - Measure 6 – students’ word of mouth

EL Intake

- Remember: Ways to make Talk, Text, & Content Learning More Comprehensible
  - Give more context, Simplify, Make it easier to process, Elaborate or illustrate, Check comprehension
- Clear Point(s) of Contact with Face-to-face Guidance
  - Staff
  - Student workers
  - Volunteers

EL Intake

- Collect Relevant Learner Info
  - What is relevant to know about your learners’ background?
- Listing Game
  - Each person, list all the info you think you should collect (3 mins)
  - Then in your group, share out
  - If someone else says your idea, cross it off your list
  - What unique answers did you have left over? You get 1 point for each and bragging rights 😊

Important Characteristics to Know About English Learners

<table>
<thead>
<tr>
<th>Access to supportive resources</th>
<th>Educational background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home language</td>
<td>Socio-emotional background</td>
</tr>
<tr>
<td>Cultural background</td>
<td>Learning preferences</td>
</tr>
<tr>
<td>Level of proficiency</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>Life experiences</td>
<td>Interests</td>
</tr>
<tr>
<td>Home language literacy level</td>
<td>Gifts and talents</td>
</tr>
<tr>
<td>Home language oral proficiency</td>
<td>Life goals</td>
</tr>
<tr>
<td>Special needs</td>
<td>Sociopolitical context of home country</td>
</tr>
</tbody>
</table>

Standards Book Self-Review

- Work with your college team
- Standard 4 E. (p.98-99)
  - If you do it, add a check mark.
  - If you don’t have a program yet, circle the ones that you think will work for your program.
EL Intake Placement Test

- Self-Identify
  - How long have you lived continuously in the U.S.?
  - How old were you when you permanently moved to the U.S.?
  - Have you attended school in the U.S.? If yes, which grades?
  - If you finished high school in the U.S., what high school did you graduate from? When?
  - What were the names of the English classes you took in high school?
  - Which languages do you speak with your family at home? Which one do you use the most?
  - In what language do you read and write the best?

EL Placement Tests

- CaMLA / Michigan Test
- ACCUPLACER
- Policy for cut scores
  - Standard error of measurement
- ESL Professional to review tests

ELL Orientation Activity

- What information is in a typical orientation at your college?
- Which of those do you think EL's already know?
- What EL specific topics do you think should go into their orientation?

Pitfall #6: Assuming Telling ELs Means They Got the Information

- Cultural considerations
  - Deference to authority figures
  - Different definitions of support / help
- Literacy
  - Digital
  - Language
- Consistency across departments
  - Construct talking points
  - Clearly define who is responsible for what

Standard 5: Learner Retention and Transition

- Enrollment and attendance procedures that support demands on adult learners
- Encouragement to reach goals
- Accommodation of special needs of learners
- Contact with learners with irregular attendance patterns / acknowledgement of good attendance
- Appropriate support for transition to other programs

Principle 1: Know Your Learners

- Deterrents to Participation
  - Life circumstances, Individual dispositions, & Institutional barriers
- Cultural Adaptation
- Emerging Literacy Considerations
- Learning Difference & Exceptionality
- Mental Health Considerations
- Gifted / College Honors
- Special Populations
  - Women, Youth, & Undocumented
Teaching faculty/staff about the difference between accommodations and ESL support

- Principle 6: Community of Practice
- Difference versus Disability
- myTESOL Interest Section: Supporting Students with Disabilities

Review All Your Hard Work

- Principles 1 & 2
  - Program Structure, Admin, Planning
  - Employment Conditions & Staff Evaluation
- Principle 3, 4 & 5
  - Curriculum Materials & Instruction
  - Assessment, Learner Gains
  - Support Services
- Principle 6
  - Professional Development

Writing a Letter to Future You

- Hello Future Me,
  - What have I learned?
  - What changes would I like to make for my program?
  - What do I think I’ll forget but want to remind myself to do?
- Sign it
- Seal the envelope
- Address it to yourself
- Open it after ___ weeks

Final Q & A

Want to Know More?

TESOL International Association

- Virtual Seminars
- Online Courses
- Certificate Programs
- Face-to-face Events
- Discounts on TESOL Press
- Professional Journals & e-Newsletters

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Want to Know More?

Discount Codes

15% off through 10/31/19
TBR19BOOKS
for books on adult learning, standards 6Ps etc.
TBR19LEARN
for self-studies and select online courses
Thank you!

- ElisabethLChan@gmail.com

Feedback

- Please complete the survey forms and leave them in the folder
- Objectives: In this interactive workshop participants will:
  - Identify strategic procedures for developing community relationships, identifying and recruiting adult ESL learners from second generation, immigrant, refugee, and international student communities;
  - Explore a variety of ways to implement a culturally and linguistically appropriate and relevant process related to recruitment materials, intake assessment, orientation and response to learner needs, goals, and language proficiency levels.