

Low Beginning ESL

Summary of NRS Level	MCAEL Descriptors		Program Level Exercises: Where are the learners in your program?
<p>Listening and Speaking: Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p> <p>Basic Reading and Writing: Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p> <p>Functional and Workplace Skills: Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with</p>	<p>A person at this level likely can:</p> <p>satisfy limited oral and literacy survival needs; an individual at this level may have very limited English language proficiency—especially in speaking and listening—but he or she may have some or a great deal of education, may have experience learning a second or other language, and may have many learning strategies to help in learning English;</p> <p>a student at this level may be new to the country, lived in the United States for years and anywhere in between;</p> <p>a learner at this level would likely experience some difficulty in an English-speaking work environment, but could do well in a workplace where co-workers and/or supervisors spoke the same language (e.g., service industries, construction) or in a friendly, unthreatening work environment.</p>	<p>Instruction: At this level, initial and on-going needs assessment will be particularly important. Because the learners typically will have limited speaking skills, but possibly widely varying education (including English reading and writing skills), the teacher needs to learn as much as possible about learners’ language and school skills and needs and goals.</p> <p>Effective Material: Picture dictionaries, the first level of core textbooks or readers (not literacy-level) can be useful, but teacher- and learner-made materials can be at least as effective; language experience approach (LEA), conversation grids, real-life tasks and materials including project-based learning can work well even at this beginning level.</p> <p>Timeline: Depending on personal factors—such as linguistic and educational background, age, health, time in the United States—and program factors—such as hours of instruction per week, focus of instruction—it may take some learners at this level many months to be ready for the next level. However, some learners at this level can make quick progress to the next level.</p>	<p>1. Currently, our program places learners into levels using the following tests or procedures: _____.</p> <p>2. Our program serves learners at this level.</p> <p style="text-align: center;">yes no sometimes</p> <p>3. In our program students at this level are in the _____ class(es).</p> <p>4. The number of hours of instruction available for a learner at this level per session or semester is _____.</p> <p>5. In our program, learners at this level engage in the following learning activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6. Students use the following materials and resources (published or teacher- and learner-made):</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p>computers.</p> <p>CASAS Reading scale scores:</p> <p>Reading: 181–190</p> <p>Listening: 181–190</p> <p>Writing: 136–145</p> <p>BEST Plus: 401–417 (SPL 2) BEST Literacy: 21-52 (SPL 2)</p> <p>TABE CLAS-E scale scores:</p> <p>Total Reading and Writing: 395-441</p> <p>Total Listening and Speaking: 408-449</p>	<p>TIPS: 1. Because an individual does not initially appear to be able to communicate well in English, don't automatically expect that student to also lack reading, writing, and school skills.</p> <p>2. Speaking and listening are usually the paramount concerns for the learners at this level.</p> <p>3. Especially in smaller programs, low beginning learners may be in the same class as literacy-level and other beginning students. It's important for the teacher to identify who is at what levels and offer targeted instruction; because of this and because speaking and listening is such a priority, understanding and employing a variety of grouping strategies is important and necessary.</p> <p>4. Following through a single text at this (or other levels) does not typically serve the language learning needs of individuals in the class. If possible—even if using a class text—offer opportunities for learners to work with real-life materials (such as supermarket ads, school flyers, community health literature) and with supplementary published reading, writing, or listening books.</p>	<p>Exiting the level or program: To move to a high-beginner level (or possibly a low-intermediate level), the learner should be able to speak and respond to several simple structures (such as WH-questions, Yes/ No questions, simple directions); ask for clarification--such as to repeat--express preferences) and, be able to read and write some sentences on familiar topics. The learner should have should have some familiarity and control of simple present, simple past, and present continuous.</p> <p>Cultural/Demographic Notes: A common misconception of novice teachers and program staff (even if they are second language learners themselves) is to overestimate the importance of pronunciation. The goal of adult ESOL programs is not to make individuals sound like Americans, but for them to be able to speak and be understood in the community, at work, and in other aspects of their lives</p> <p>Background Resources: <i>Needs Assessment for Adult ESL Learners</i> www.cal.org/caela/esl_resources/digests/Needas.html</p> <p><i>Teaching Multilevel Adult ESL Classes</i> www.cal.org/caela/esl_resources/digests/SHANK.html</p>	<p>7. Currently our program decides a person at this level is ready for the next level or a different program when:</p> <hr/> <hr/> <hr/> <p>Notes: _____</p> <hr/> <hr/>
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