

Low Intermediate ESL

Summary of NRS Level	MCAEL Descriptors		Program Level Exercises: Where are the learners in your program?
<p>Listening and Speaking: Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p> <p>Basic Reading and Writing: Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p> <p>Functional and Workplace Skills: Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>	<p>A person at this level likely can:</p> <p>satisfy oral and literacy survival needs, especially in familiar contexts and is progressing beyond basic repeated and formulaic structures in reading, writing, speaking, and listening (can begin to elaborate with somewhat more vocabulary and control of basic grammar);</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 might experience difficulty in some English-speaking work environments— especially in reading and writing— but could thrive in a friendly, unthreatening English-speaking work environment.</p>	<p>Instruction: Learners at this level have acquired “survival” English and are ready to acquire more vocabulary, grammar structures, and more content. While learners benefit from whole group activities (such as warm-up and review, presentation and brainstorming new topics and information, reporting back to class), much of the class should be focused on a variety of pair and small group activities that give learners many chances to interact with each other. Jigsaw activities and assignments that take learners into the community can be particularly effective at this level.</p> <p>Effective Materials: Easy English dictionaries (not bilingual), (probably) level 3 of core textbooks or readers are useful, but teacher- and learner-made materials can also be effective. Activities such as conversation grids, pair dictations, line dialogues, project work, and jigsaw activities are effective tools that also help maintain and enhance the classroom community.</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 several months to be ready for the next level. However, some learners at this level can make quick progress to the next</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>CASAS Reading scale scores:</p> <p>Reading: 201–210</p> <p>Listening: 201–210</p> <p>Writing: 201–225</p> <p>BEST Plus: 439-472 (SPL 4)</p> <p>BEST Literacy: 64– 67 (SPL 4)</p> <p>TABE CLAS-E scale scores:</p> <p>Total Reading and Writing: 483-514</p> <p>Total Listening and Speaking: 486-525</p>	<p>TIPS: 1. In this level (and at all proficiency levels), individuals will progress at a different pace in each of the four skills. However, while varying by culture, educational background, and personality, writing an organized and coherent paragraph or essay is often the last skill mastered.</p> <p>2. Research suggests that adult second language learners may learn English more quickly and effectively if instruction is explicitly connected to real-life concerns and real-life activities (<i>Second Language Acquisition in Adults: From Research to Practice</i> www.cal.org/caela/esl_resources/digests/SLA.html); let textbooks assist in instruction, not direct it.</p> <p>3. Because learners are usually interested in their classmates, a multicultural, multilingual, and multilevel class--while sometimes challenging—can offer a real-life focus to the class.</p> <p>4. Solicit (and use) learners’ input on topics, vocabulary, grammar, and functions to address in class.</p>	<p>level.</p> <p>Exiting the level or program: To move to a high-intermediate level, a learner should be able to speak (and be understood) on a familiar topics, control (but not perfectly) several tenses (such as present progressive, simple tenses), appropriately use personal pronouns, prepositions, adjectives, and other common structures, be able to comprehend phone and other non-face-to-face interactions; read and understand more (including authentic text) on familiar and sometimes unfamiliar topics; write (and revise) for various purposes.</p> <p>Cultural/Demographic Notes: Although there is limited data on adult English language learners and agreement on what it means to “learn English, it usually takes several years to learn English (see CAELA FAQ#11: How long does it take an adult to learn English? www.cal.org/caela/esl_resources/faqs.html#Eleven).</p> <p>Background Resources: <i>Project-Based Learning for Adult English Language Learners</i> www.cal.org/caela/esl_resources/digests/ProjBase.html;</p> <p><i>Activities to Promote Reading Development</i> www.cal.org/caela/tools/program_development/elltoolkit/Part2-57ActivitiesToPromoteReadingDevelopment.pdf</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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