

Advanced ESL

Summary of NRS Level	MCAEL Descriptors		Program Level Exercises: Where are the learners in your program?
<p>Listening and Speaking: Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p> <p>Basic Reading and Writing: Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p> <p>Functional and Workplace Skills: Individual can function independently to meet most survival needs and to use</p>	<p>A person at this level likely can:</p> <p>understand and participate independently in conversations in social and work situations conducted at normal speed;</p> <p>read and comprehend non-simplified passages (including academic and fiction) on a variety of topics;</p> <p>write, peer edit, and revise an organized paragraph or short essay;</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>learners that this level are likely to be interested in topics and language practice that will help them prepare for transitioning to academic or other study;</p> <p>a learner at this level would not likely experience difficulty in an English-speaking work environment, except in certain situations (such as needing to understand and use specialized English or vocabulary or write detailed reports)</p>	<p>Instruction: Learners at this level have already acquired a significant amount of English and now need to prepare for other programs or experiences. Learners need to focus on acquiring more vocabulary (see Ask CAELA, March 2006 at http://www.cal.org/caela/ask_caela/archive.html#voc), practice test-taking skills (such as for the TOEFL exam), and work on longer and more complex reading and writing. In addition, learners can decide on, plan, work on, complete, and evaluate projects; plan, give and evaluate short presentations on topics of interest; write, peer edit, revise short essays; write and revise resumes; and practice job or college interviews.</p> <p>Effective Materials: Advanced learner dictionaries, many types of texts and authentic materials are useful. These can include information about local education programs, colleges, and universities, and loan programs or work, family, and community information of interest.</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 to move to exit the</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>English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p> <p>CASAS Reading scale scores:</p> <p>Reading: 221-235</p> <p>Listening: 221-235</p> <p>Writing: 243-260</p> <p>BEST Plus: 507-540 (SPL 6)</p> <p>BEST Literacy: 76-78 (SPL 6)</p> <p>TABE CLAS-E scale scores:</p> <p>Total Reading and Writing: 557-600</p> <p>Total Listening and Speaking: 557-600</p>	<p>TIPS: 1. Learners at this level may seem (to themselves or the teacher) to make progress more slowly than they did in earlier levels. This is typical and occurs as learners acquire more specific and complex skills. For example, it is more obvious and dramatic to go from a beginner speaking no English to saying, "My name is Rosa and I live in Silver Spring" than it is for a high intermediate learner understanding the differences between the present perfect and the present perfect progressive tenses.</p> <p>2. Don't assume that that a high-intermediate or advanced adult English language learner will need/want to transition to adult basic education (ABE) or GED. In many cases, these learners have already attended or completed high school or college.</p> <p>3. Include grammar, usage, and vocabulary components in the class needs assessment. While class activities should be focused on communication and lifeskills, learners should also be able to choose which structures need special attention.</p> <p>4. Expect and encourage learners—as individuals, pairs, and small groups— to often work independently, with the teacher's role as facilitator and resource person.</p>	<p>program.</p> <p>Exiting the level or program: To be ready to exit the program, an advanced learner should be able to understand normal speech, speak fluently and function independently in social and work situations. Also, a learner needs to have control (not perfect) over complex grammar, read non-simplified materials and write an organized coherent short essay.</p> <p>Cultural/Demographic Notes: Montgomery County, Maryland has a very large immigrant population (26.7% of residents according to the 2000 Census), but it also significant is that 90.3% of residents ages 25+ have a high school diploma and 54.6% of residents ages 25+ have a bachelor's or above degree (both from 2000 Census; see U.S. Census Bureau State and County Quick Facts at http://quickfacts.census.gov/qfd/states/24/24031.htm)</p> <p>Background Resources: <i>A Process for Working with Adult ESL Students on Short-Term Goals</i> www.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/goalsprocess.html;</p> <p><i>Supporting Adult English Language Learners' Transitions to Post-Secondary Education</i> http://www.cal.org/caela/esl_resources/briefs/transition.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> <p>_____</p> <p>_____</p> <p>_____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p>
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