



LINCS ESL Pro Resource Materials

LINCS ESL Pro has produced three thematic suites of material. These materials are, or will be, freely available on the LINCS website (<https://lincs.ed.gov/programs/eslpro>).

Meeting the Language Needs of Today's Adult English Language Learner

- ***Meeting the Language Needs of Today's Adult English Language Learner: Issue Brief***

The issue brief presents an overview of the need for increased rigor in *all* English language acquisition programs, whether in a literacy level class for newcomers or a contextualized career pathways program. The brief also

- provides a synthesis of the research that supports the need for increased rigor in Adult ELA programming;
- delineates the elements that should be integrated systematically into instruction, including academic language (e.g., complex texts, expressing cause and effect), language strategies (e.g., listening or reading for different purposes, inferring meaning from context, recognizing attitude), and critical thinking, all of which have been shown to be critical for full access to academic and work opportunities; and
- includes suggestions for how administrators can support these efforts.

- ***Meeting the Language Needs of Today's Adult English Language Learner: Companion Learning Resource***

This digital magazine is a practical, comprehensive instructional resource written specifically for teachers. It provides numerous examples of instructional models, strategies, tools, and tasks for increasing the rigor of English language instruction. The Companion Learning Resource complements the Issue Brief, synthesizes important concepts from other seminal works, and is intended to help practitioners integrate new knowledge and skills into their teaching.

Key concepts include

- recognizing the need for instruction and accompanying professional development that support the language demands of rigorous college- and career-focused content;
- engaging learners in increasingly complex texts, especially informational texts, while building students' content knowledge;

- 
- expanding problem-based and project-based learning into academic subjects; and
 - understanding reading instruction for adult English language learners, including the role of culture, background knowledge, and oral language.

- *Meeting the Language Needs of Today's Adult English Language Learner: Professional Development Module*

The online, self-access module contains four units that address the increasingly complex language and critical thinking skills adult ELLs need for success in today's world. Unit 1 introduces the rationale for increasing the rigor of instruction. In units 2-4, instructors explore how to integrate academic language, reading and listening strategies, and critical thinking at all levels of instruction with adult ELLs. All units include learner vignettes, videos, and sample lessons for all program types, from literacy-level through career pathways. Each unit contains readings and reflection activities for both instructors and administrators as well as supports for teacher development at the program level.

The goal of this module is to give practitioners tools for providing rigorous instruction that helps all ELLs transition to new opportunities. It helps instructors of adult ELLs create lessons and evaluate instruction and learning through a "transitions" lens. It provides program administrators with guidance for decision-making at the program level that reflects the goal of better meeting student language demands through increased instructional rigor for all adult ELLs. Curriculum developers will gain an understanding of expectations and share a common language with teachers.

Integrating Digital Literacy into English Language Instruction

- *Integrating Digital Literacy into English Language Instruction: Issue Brief*

The Issue Brief presents a broad overview of digital literacy as it relates to adult learners in English language acquisition programs. It is intended to serve as an introduction to the topic of digital literacy that teachers and administrators can use as a springboard to additional in-depth resources. It is drawn from current scholarship and highlights current issues for adult educators and other relevant audiences. The Issue Brief describes four components of digital literacy and ways to integrate digital activities from each into the classroom. It also describes how activities can be integrated into a wide range of topic-, project- or problem-based approaches to developing those skills needed for

- completing tasks that indicate basic digital literacy;
- creating and communicating information to extend English language acquisition;
- finding and evaluating information online; and



➤ solving problems in technology-rich environments.

- *Integrating Digital Literacy into English Language Instruction: Companion Learning Resource*

This digital magazine is a practical, comprehensive instructional resource written specifically for teachers. It provides numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into English language instruction. It builds on concepts introduced in the Issue Brief and in other seminal works. Key concepts include

- a variety of technology integration options in ESL instruction;
- the role of digital literacy instruction in reducing the digital divide;
- the role technology can play in problem-based learning; and
- benefits of using technology to support learner-centered instruction at all levels of ESL and in various learning environments.

- *Integrating Digital Literacy into English Language Instruction: Professional Development Module*

The goal of this online self-access module is to give ESL instructors, curriculum developers and program directors an understanding of how and why to incorporate digital literacy skill development in all types of programming for adult ELLs, how to use information and communication technologies to expand language learning opportunities and how to help students learn to find and evaluate digital information.

The module contains an introduction and four units that describe and demonstrate various aspects of digital literacy. The approach is experiential where possible because, as adult learners themselves, teachers, professional developers, administrators, and others need course content that is relevant to their own lives. In the integrated online activities, users try a variety of digital activities and reflect on their use as well as the functionality for English language learning and teaching.

Preparing English Learners for Work and Career Pathways

- *Preparing English Learners for Work and Career Pathways: Issue Brief*

This Issue Brief presents a broad overview of considerations for connecting English language acquisition to career pathways. It is intended to serve as an introduction to the topic of career-focused contextualized instruction that teachers and administrators can use as a springboard to additional in-depth resources. Included in the brief are descriptions of program models designed to strengthen the alignment of adult education, employment,



and skills training, such as bridge programs and programs offering concurrent enrollment, as well as models that integrate technical skills and related language and literacy skills through team teaching. The brief offers ideas for engaging employers and highlights a collaborative national effort between an employer and adult education providers. The section on instructional strategies outlines the skills that ELLs need to succeed at work and in postsecondary education and offers ideas for adapting language teaching strategies to foster the skills needed for success in career pathways.

- *Preparing English Learners for Work and Career Pathways:*

- ***Companion Learning Resource***

Here is a practical, comprehensive instructional resource written specifically for teachers that examines the language demands of the workforce and successful postsecondary transitions for adult ELLs. It illustrates current, effective models of integrating vocational training with academic instruction and demonstrates key concepts in integrating academic skill development across many ELL levels. The Companion Learning Resource synthesizes the main concepts put forth in the Issue Brief and other seminal works and connects these ideas to concrete classroom examples across a range of levels and teaching contexts.

Highlights of key concepts include

- preparing adult learners effectively for career training and postsecondary education, including related language demands;
- providing effective instructional models of integrating vocational training with academic instruction; and
- integrating academic skill development across many ELL levels to assist with learners' transition to postsecondary education, in preparation for work

- *Preparing English Learners for Work and Career Pathways: Professional Development Module*

This online self-access module provides an overview of models that link language and literacy instruction with workforce preparation and career pathways. It introduces models such as occupation-focused instruction (Bridge programs), co-enrollment in a technical course and an ELA support class (concurrent instruction), and team teaching by an ELA teacher and a technical instructor (integrated instruction). The module addresses programmatic issues such as building partnerships beyond adult education, as well as offering insights and examples that speak to curriculum development and classroom teaching. It includes evidence-based strategies that build students' background knowledge in the skills needed for an occupation or a career while at the same time increasing their English proficiency.



The module offers a set of steps to follow so that material developers can identify the language demands in technical classes and build curricula that prepare students for training. Frameworks for curriculum development and instruction allow teachers to build a coherent teaching-learning approach out of a wide variety of activities and strategies showcased in the units. The module also shows decision makers, administrators, and teachers how to build a contextualized ESL program that is part of a larger effort to move immigrants toward jobs that can sustain a family.

This publication was prepared with funding from the U.S. Department of Education, Office of Career, Technical and Adult Education, under contract No. ED-VAE-13-C-0058. The opinions expressed herein do not necessarily reflect the opinions or policies of the U.S. Department of Education. This document is in the public domain and may be reproduced without permission.



High-Intermediate Integrated Skills Jigsaw Lesson

This lesson uses the following techniques:

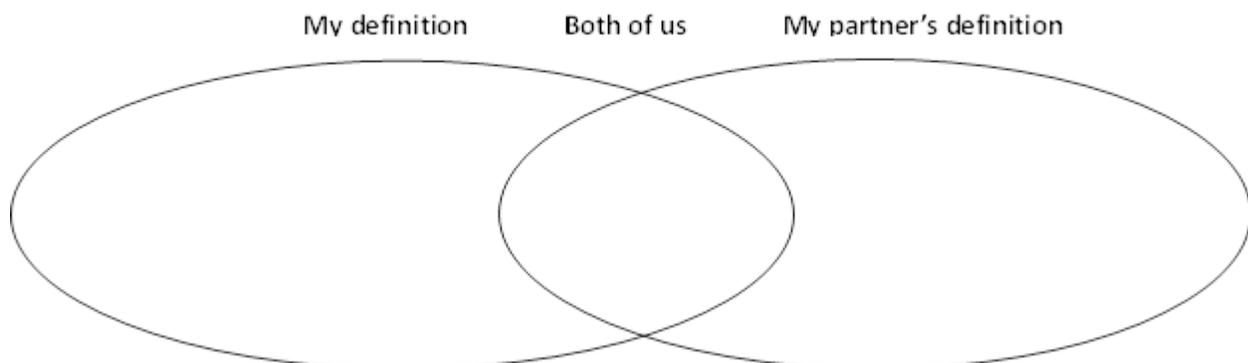
- Jigsaw reading
- Data collection and analysis
- Graphic organizers as a tool for reading (cause/effect chart)

How Do You Define Happiness?



Think about that question and write down at least three things that come to mind:

Talk to a partner, someone from a different culture, if possible, and compare your definitions of happiness. Write anything that is similar in the center of the following Venn diagram. Write what is unique for each of you on either side:





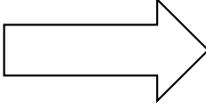
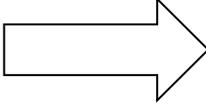
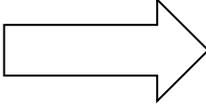
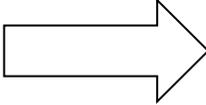
Discussion

Now consider what makes you genuinely happy. Is it the same everywhere, or are there cultural differences?

- Does the society we live in affect our measures of happiness?
- Are those living in a developed society with everything they need to meet their daily needs happier than people living with very little in a rural area of a developing country?
- In what ways do the following factors affect our sense of well-being or happiness: age, wealth, marital status, and climate?

Reading

What can we do to boost our happiness? Read your assigned happiness techniques and complete your row of the chart.

Technique	Results
Technique A: Gratitude Journal 	
Technique B: Acts of Kindness 	
Technique C: Gratitude Visit 	
Technique D: Three Blessings 	



Interview Your Classmates

Find out how likely your classmates are to try each technique. Also ask them why they would try (or not try) each one. Use the following rating scale and mark your results in the chart.

Very Likely to Try It	Likely to Try It	Somewhat Likely to Try It	Not at All Likely to Try It
4	3	2	1

Name	Gratitude Journal	Perform Acts of Altruism or Kindness	Gratitude Visits	Three Blessings

Summarizing the Results

Working in groups, compare your responses. Be ready to report at least two generalizations you can make about this group and their likelihood to try the different techniques.

1. _____
2. _____



Group A

University of California at Riverside, psychologist Sonja Lyubomirsky suggests different kinds of happiness enhancers. One is what she calls the gratitude journal—a diary in which people write down things for which they are thankful. In her study she found that taking the time to conscientiously count their blessings once a week significantly increased subjects' overall satisfaction with life over a period of six weeks, whereas a control group that did not keep journals had no such gain. (The Science of Lasting Happiness, Lyubomirsky April 2007)

Group B

Another way to boost happiness is to perform acts of altruism or kindness—playing music at a nursing home, helping a friend with childcare, doing yard work for an aging neighbor, writing a letter to an aging relative. As with the gratitude diary, doing five kind acts a week, especially when they were all in a single day, gave subjects in Lyubomirsky's study a measurable boost in satisfaction. (The Science of Lasting Happiness, Lyubomirsky April 2007 Scientific America)

Group C

Seligman has experimented with similar techniques in controlled trials at Penn State University and in large experiments conducted over the Internet. He found that the single most effective way to boost your feeling of joy is to make a “gratitude visit.” A gratitude visit means writing a testimonial thanking a relative, teacher, mentor, friend—anyone to whom you owe a debt of gratitude—and then visiting that person to read him or her the letter of appreciation. (The New Science of Happiness, Claudia Wallis, Time Magazine, Sunday, Jan. 09, 2005)

Group D

The last technique, which Seligman says is less powerful but more lasting than a gratitude visit is an exercise he calls ‘three blessings.’ For this technique, write down three things that went well that day and why. He found that people who do that each day are less depressed three months later and continued to be six months later. (The New Science of Happiness, Claudia Wallis, Time Magazine, Sunday, Jan. 09, 2005)

This lesson and materials are adapted from Parrish (2009).

Unit 1 Increasing the Rigor of Instruction

Sample Lesson Enhancement

Imagine that you are doing a unit on Language Learning Practices in a low-intermediate adult English language acquisition class. It is part of an integrated-skills curriculum that includes practice with competencies (reading a paycheck), language functions (making complaints and apologies), reading, writing, listening and speaking skills, as well as grammar. Within that unit, there is a short reading that serves to present and practice simple present tense to talk about routines along with adverbs and adverbial phrases of frequency. The reading is about Alina's reading and writing habits and the purpose for this topic to show English language learners different ways they may use reading and writing in their own lives.

As you look through the lesson, think about how you might challenge learners more. What enhancements might you make so that learners get more practice with academic language, reading strategies or critical thinking?

Pre-reading: Talk to a partner. Match the picture to the words for each reading or writing activity

	Picture	Activity
1.		a. read to a child
2.		b. help a child with homework
3.		c. read the mail
4.		d. write a grocery list

LINCS ESL Pro: Module 1: Meeting the Language Needs of Today's Adult English Language Learner; Unit 1 Increasing The Rigor Of Adult English Language Instruction

Available at LINCS Learning Portal, Adult English Language Learners: <https://lincs.ed.gov/learning-portal>



	Picture	Activity
5.		e. read email from friends or family
6.		f. write a letter to friends or family

Read the story about Alina's reading and writing activities:

Alina reads and writes many things every week. She opens and reads the mail each day after work. On weekdays, she reads her daughter's homework assignments. Sometimes she reads email from her family on the computer, but she doesn't write to them by email. She usually writes letters to her family and friends once a month. When she goes shopping on Saturdays, she likes to write a grocery list. She likes to read to her daughter every night before bed. Sometimes her daughter reads to her!

Find the circle the words in the story that tell you how often Alina does each activity.

Answer these questions:

What does Alina read every day? _____

What does Alina read every weekday? _____

What does she read on the computer? _____

How often does she read to her daughter? _____

When does she go grocery shopping? _____

What does she write on Saturdays? _____

Follow-up: Talk to at least 3 classmates about their reading and writing habits.



Ask: How often do you....

	Reading or writing activities	Partner 1	Partner 2	Partner 3
1.	 <p>read email from friends or family</p>			
2.	 <p>write a letter to friends or family</p>			
3.	 <p>write a grocery list</p>			
4.	 <p>read to your child</p>			
5.	 <p>help your child with homework</p>			
6.	 <p>read the mail</p>			



Digital Literacy - In your own life, what topic areas require you to fill out forms?

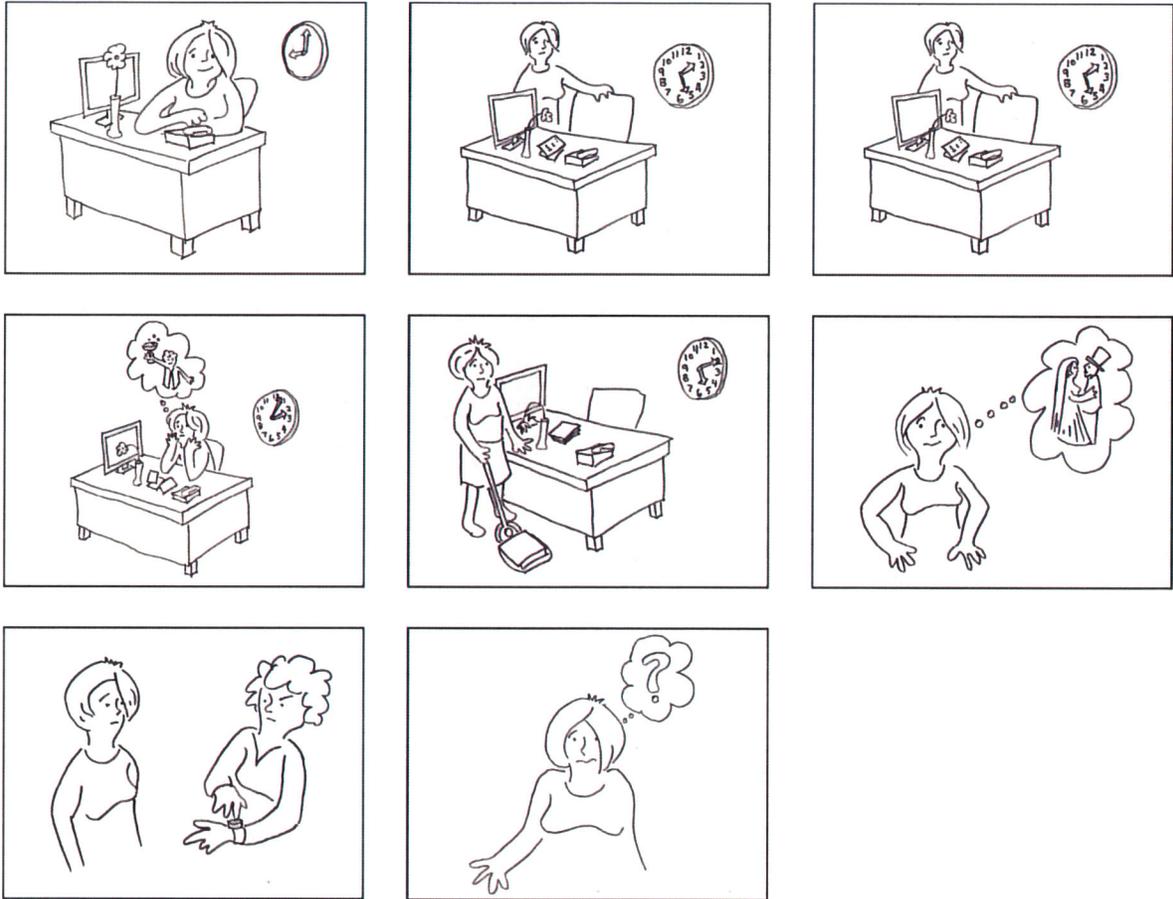
Talk with the two people sitting nearest to you:

In-person forms	Online forms
<i>For school – your children’s or other</i>	
<i>Having to do with your work</i>	
<i>Having to do with purchases or other consumer issues</i>	
<i>In medical contexts and for medical purposes</i>	
<i>Other</i>	



A Long Lunch

Preview: Look at the pictures, listen to the story your teacher tells, and take notes.



The People

- Sylvia, a receptionist in an insurance office
- Her supervisor

The Place

- An insurance office

The Problem

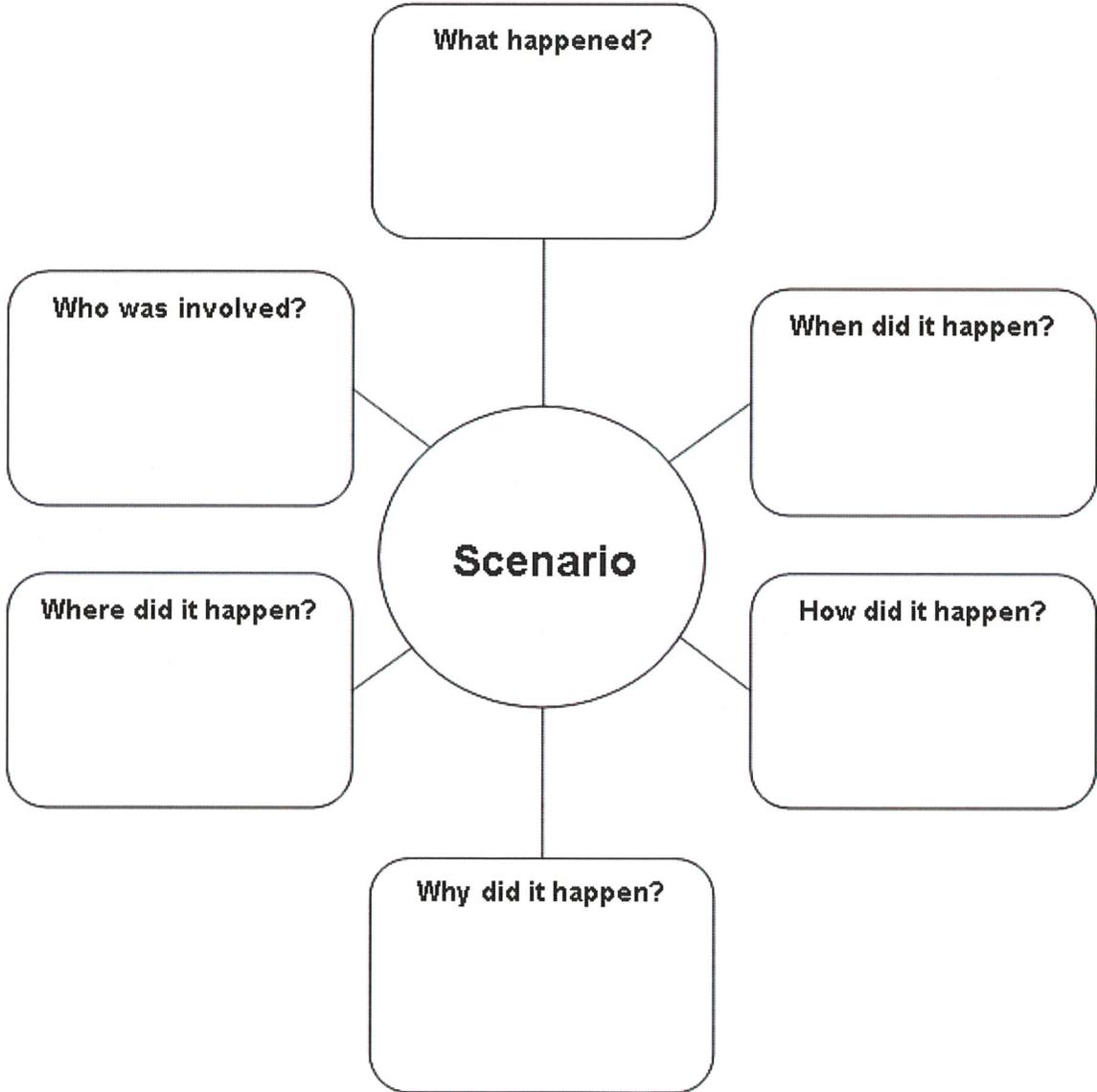
- Sylvia is getting married and takes a long lunch with her friends.



Activity 2: Discuss the Story

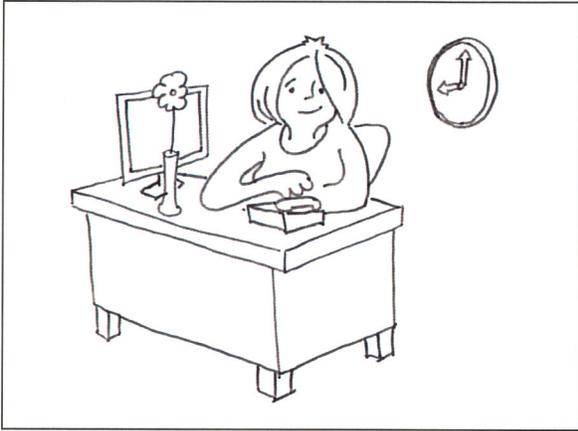
What happened? Who was involved? Where did it happen? Why does Sylvia not call her family? How can Sylvia solve the problem? What should Sylvia say to the security guard? Use the story map to guide you.

Story Map

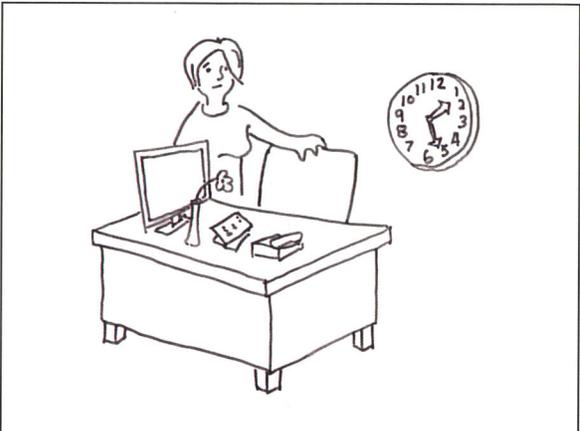




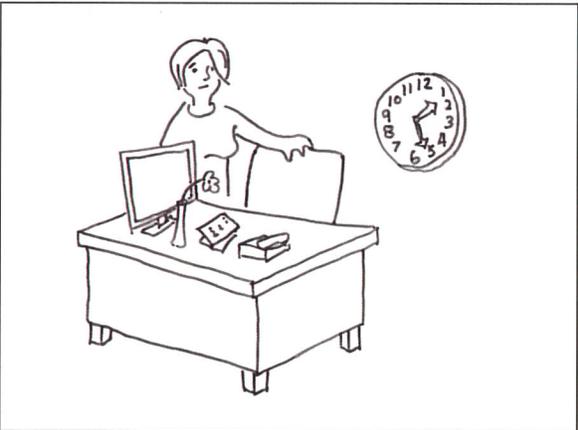
Activity 4: Read the Story With Pictures



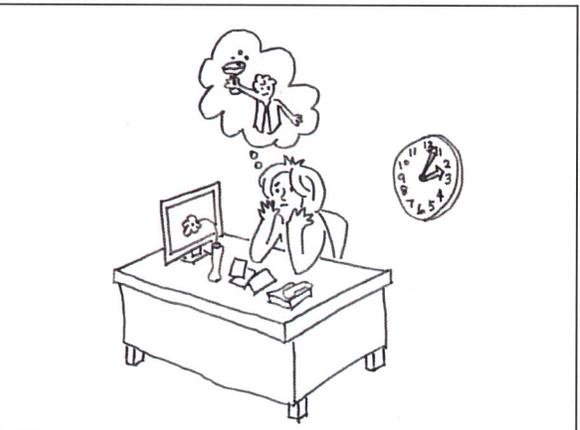
1. Sylvia works as a receptionist in an insurance company. She is getting married soon. Every day, Sylvia goes out to lunch.



2. She meets with her friends and they discuss the wedding plans. Sylvia needs advice on such things as the dresses for the bridesmaids, the flowers, and the party gifts. There is a lot to talk about.



3. Sylvia's official lunch break is from 12 p.m., noon, to 1 p.m. Sometimes the conversations are long and Sylvia gets back a few minutes late.



4. Sylvia thinks that's okay. The company is not very busy this time of year, and sometimes the big boss is gone for 2 hours or more for lunch. Some days, she doesn't come in at all.



Planning for Implementation: How ready are you?

Level of Implementation

	Key Elements	Not yet	In process	In place	Next Steps
1	Our program has ongoing relationship with employers who are hiring workers not yet fluent in English.				
2	We have conducted a needs assessment with potential students to gauge their interest in various pathways and in contextualized instruction toward those pathways.				
3	We have discussed barriers to participation in a contextualized course and ongoing training, and have plans on ways to support students with difficult lives.				
4	We have set up an advisory board that includes employers, faculty from a training institution, and members of the Workforce Board to help guide us.				
5	Our teachers are enthusiastic about providing new opportunities for students, and are prepared to teach contextualized courses focused on workforce preparation and transition to technical classes.				
6	We are providing professional development opportunities focused on instructional strategies for teaching ELA in the context of work and technical training.				
7	We have a curriculum in place that includes tasks and activities reflecting what students need to know and be able to do in a modern workplace.				



Key Elements	Not yet	In process	In place	Next Steps
8 Our program has identified institutions that offer technical training linked to career pathways that match our students' interests and proficiency levels.				
9 We have invited technical faculty to discuss how ELLs are typically faring in non-ELA courses and help us pinpoint areas for development.				
10 We have outlined the skills and strategies that students need in order to succeed at work and in training, and have developed a set of tasks and activities that help students develop these skills.				



How will you use LINCS ESL Pro resource materials?

LINCS ESL Pro provides three thematic suites of material. All are, or will be, freely available on the LINCS website (<https://lincs.ed.gov/programs/eslpro>). Consider how you might use any of these materials in your program.

	Research Brief For All	Companion Learning Resource For Teachers	Online Module For Teachers and Administrators
Meeting the Language Needs of Today's Adult English Language Learner (increasing rigor)	Presents an overview of the need for increased rigor	Provides examples of instructional models, strategies, tools, and tasks for increasing the rigor	Explores how to integrate academic language, reading and listening strategies, and critical thinking at all levels.
Integrating Digital Literacy into English Language Instruction	Overview of digital literacy for ELLs	Numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into ELA	How and why to incorporate digital literacy skills in all types of programming for adult ELLs
Preparing English Learners for Work and Career Pathways	Overview of how to connect English language acquisition to career pathways	Explains and demonstrates key concepts in integrating academic skill development across many ELL levels	Addresses programmatic issues as well as examples that speak to curriculum development and classroom teaching

