Section 14

Serving Adult English Language Learners (ELLs) in West Virginia
The West Virginia Adult Education (WVAdultEd) Program is funded by the Adult Education and Family Literacy Act, enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998.

WVAdultEd is administered through the West Virginia Department of Education Office of Adult Education and Workforce Development, Building 6, Room 230, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0330.

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For questions or concerns related to the content of the WVAdultEd Instructor Handbook, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@k12.wv.us.

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Serving Adult English Language Learners (ELLs) in West Virginia

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INTRODUCTION TO THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

The English for Speakers of Other Languages (ESOL) program is the specialized part of West Virginia Adult Education (WVA AdultEd) that addresses the needs of adult English Language Learners (ELLs).

According to Title II of the Workforce Innovation and Opportunity Act (WIOA), the term “English language learner” means an adult that has limited ability in reading, writing, speaking, or comprehending the English language, and—

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language.

This ESOL program was formerly referred to as English as a Second Language (ESL). It provides English Language Acquisition (ELA) instruction to immigrants, temporary residents, and citizens of the U.S. According to Title II of the Workforce Innovation and Opportunity Act (WIOA), the “English Language Acquisition program” is defined as:

“A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.”

The ESOL program in West Virginia offers English Language Acquisition (ELA) instruction in pre-literacy skills, reading, writing, listening, speaking, grammar, U.S. citizenship, civic participation, cultural literacy, career awareness, job readiness, career pathway identification, and test preparation for the TOEFL (Test of English as Foreign Language) and other college entrance examinations.

The main concern of the ESOL program is to help adult ELLs to communicate in American English in order to enter the American mainstream. Some adults want to study English to get a job or get promoted; to complete a high school equivalency (HSE) diploma; to enter vocational and higher education programs; to help their children with schoolwork; to communicate with acquaintances and coworkers; or to pass the Citizenship and Naturalization Test and become a U.S. citizen. Some students have post-graduate degrees in their own languages while others are not even literate in their native language. Some want only survival competence, while others want to have advanced linguistic competence. Some speak and understand English quite well but do not read or write it. Others have the reverse abilities.

The ESOL program must take into account all of the reasons that students have for attending. Instruction should also address the difficulty caused by the difference between
the sound systems and alphabetic systems of English and the first language. Finally, a good program considers cultural adjustment difficulties that can be a major barrier to integration.

The English for Speakers of Other Languages (ESOL) program in West Virginia is offered in various formats:

- **Individualized or small group instruction** — for individuals or very small groups enrolled in general adult education classes or literacy programs seeking ELA instruction

- **English for Speakers of Other Languages** — for groups of ELLs enrolled in classes specifically focused on ELA and organized according to the participants’ language proficiency level, on topics of interest, or on workplace or family literacy needs. These classes provide basic academic skills, preparation for high school equivalency, and career readiness and job preparation activities. They encourage civic participation, knowledge of U.S. history and government, and/or preparation for the U.S. citizenship and naturalization process.

- **Integrated English Language and Civics Education (IEL/CE)** — for groups of ELLS in classes that focus on improving English language skills and acquiring the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These classes provide integrated education and training (IET) to prepare students for post-secondary education and training or entry into the workforce. They include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

This section of the *Handbook* is aimed at providing help for those WVAdultEd instructors who have had little or no experience with ELLs. For further assistance, feel free to contact Cathy Shank, WVAdultEd Professional Development Coordinator, by phone at 1-800-257-3723 ext. 112 or by email at cshank@k12.wv.us.

**What is Integrated English Language and Civics Education (IEL/CE)?**

As stated in statutory language (WIOA, Sec. 243), *the goal of Integrated English Language and Civics Education (IEL/CE)* is to:

- **Prepare adults who are English language learners for, and place such adults in, unsubsidized employment with in-demand industries and occupations that lead to economic self-sufficiency**

- **Integrate with the local workforce development system and its functions to carry out the activities of the program.**

Starting in July 2015, funded EL/Civics programs began transitioning to IEL/CE by envisioning ways to provide **Integrated Education and Training (IET)** in addition to contextualized instruction in English language acquisition. That meant providing adult education and
literacy activities **concurrently and contextually with workforce preparation activities and workforce training.**

Beginning in July 2016, the focus of IEL/CE was **no longer** simply about U.S. history and government and civic participation in the local community. The focus of program design **shifted to preparing adults for employment in in-demand industries and in coordination with the local workforce system.**

Programs now deliver *Integrated Education and Training (IET)* in in-demand careers. Topics focus on:

- Exploring concepts that are employment and work-focused in nature
- Investigating career choices and in-demand job opportunities
- Becoming aware of governmental and educational resources for employment and employment training
- Seeking career pathway experiences

IEL/CE programs must seek out workplace partners in order to collaborate in delivering the workforce training component of IET.

**For further study on ELA, civics, and citizenship:**

Adult Education and Family Literacy Act: English Language Acquisition -- March 2015
[http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf](http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf)
This fact sheet highlights the impact of WIOA on English Language Learners (ELLs). It provides definitions of terms used in the WIOA legislation. It also outlines how WIOA funds may be used to provide opportunities to adult ELLs.

Citizenship Resource Center
[www.uscis.gov/citizenship](http://www.uscis.gov/citizenship)
This site provides learners, instructors, and organizations with a one-stop resource for locating citizenship preparation materials and activities.

Civics and Citizenship Toolkit
This site offers a collection of citizenship preparation materials, resources, and information.

EL/Civics Online
This site offers online professional development opportunities for instructors and volunteers who want to incorporate EL/Civics content into their adult ESOL classrooms.
English Language Acquisition
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf

IEL/CE under WIOA - Frequently Asked Questions: OCTAE program-memo-15-7
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf
This memo from the federal Office of Career, Technical and Adult Education (OCTAE) answers questions regarding the rules for IEL/CE programs.

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

Practitioner Toolkit: Working with Adult English Language Learners
http://www.cal.org/caela/tools/program_development/prac_toolkit.html
This toolkit provides a variety of materials including a first-day orientation guide, lesson plans, and research-to-practice papers on English language and literacy learning.

Preparing English Learners for Work and Career Pathways
This Brief describes program models for career pathways and outlines skills that ELLs need to be successful at work and in postsecondary education.

WIOA Topical Fact Sheet on English Language Acquisition
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf
INTAKE

Personal contact at the outset is vital to establishing rapport with English Language Learners (ELLs). Therefore, it is a good idea to welcome program applicants and explain the intake and placement process. ELA instructors should follow the standard intake procedures detailed in Section 4, Student Intake and Orientation Process and pay attention to a few specific differences referenced below.

Do you need to ask if English Language Learners (ELLs) are legal?
In the K-12 system, it is illegal to ask students to show proof of their immigration status as a condition of offering educational services. National adult education legislation does not specify the need to prove legal status nor forbid a legal status requirement. Currently, WVAdultEd does not require adult students to present passports, visas, work permits, or social security cards to prove legal status.

Are there any foreigners whom you cannot serve in WVAdultEd programs?
Federal rules prohibit WVAdultEd/ESOL programs from serving individuals who have come to the United States for the purpose of studying full-time in a university or a private language school. A particular type of visa is issued to full-time foreign students studying in the U.S. Students with this F-1 Visa status may not be served by WVAdultEd/ELA programs. You may serve the spouses and family members of these foreign students because they are assigned a different visa classification. Be sure to always ask enrollees if they are currently attending a college, university, or private language school. If so, then ask them if they have an F-1 Visa.

In summary, your program MAY NOT:

- Assist a foreigner in obtaining an F-1 Visa by issuing an I-20
- Allow a foreign student with an F-1 Visa to transfer to the WVAdultEd/ESOL program from a university or private language school
- Serve a foreign university student with an F-1 Visa who wants to supplement his or her education by attending your program

Most WVAdultEd/ESOL programs have never issued an I-20 or served ELLs with F-1 Visas. For most programs this is not a concern.

People in this country as nannies or au pairs on a J-1 Exchange Visitor Visa are required to participate in college level academic classes, NOT adult education or literacy classes.

English language learners (ELLs) who have completed post-secondary education in another country, but lack English language skills may enroll in WVAdultEd programs (as long as they do not have an F-1 Visa).
Federal programs are also forbidden from offering instruction in foreign languages. For example, while it would be fine to work with bilingual or English materials to improve basic skills for a student who might ultimately take the high school equivalency (HSE) assessment in Spanish, WVAdultEd programs would not be allowed to offer a course taught in Spanish preparing Spanish speakers to take the test.

If you have questions, feel free to contact Cathy Shank, WVAdultEd Professional Development Coordinator, by phone at 1-800-257-3723 ext. 112 or by email at cshank@k12.wv.us.

**Do English Language Learners (ELLs) need to complete the Student Profile Form?**
The complete the Student Profile Form (found at [http://www.wvadulted.org/aemis.html](http://www.wvadulted.org/aemis.html)) is a complicated document even for native English speakers. ELLs should never be asked to complete any part of the form without assistance. You will need to obtain the information for the Student Profile by gathering information from the student, transferring the information to the Profile Form, and making sure the data is entered into the management system (AEMIS).

You may want to use the Registration/Background Interview (Section 14 Appendix) to collect the basic information needed for the Student Profile at intake. It is recommended that you conduct an oral interview in order to get the most accurate information. Often a new applicant is accompanied by a friend or family member who speaks English better than the individual and may be able to act as a translator in helping to get complete information. Former students may also be enlisted as translators.

All the profile information must be entered in AEMIS. At a minimum, the first page of the official Student Profile must be completed. The release form on this page requires an original student signature. This must be kept in the permanent folder along with the Interview form used to collect information for AEMIS.

**Intake Tip:** For a non-native English speaker with a goal to Improve English Language Skills, please select ELL under Student Type on the Student Profile Form (Section 4 Appendix). If that student is also enrolled in a class that is funded through the federal IEL/CE program, please also select IEL/Civics Ed under Student Type.

**Do English Language Learners (ELLs) need a Social Security Number (SSN)?**
The WVAdultEd/ESOL program does not require any student to provide a Social Security Number (SSN). The reason for having the SSN on the Student Profile Form is for matching data relating to job placement, high school equivalency completion, or entry into other educational institutions, etc. If an ELL does not have a SSN, leave that section blank on the forms. Do not enter “made up” or partial numbers, or a Taxpayer Identification Number (TIN).

It is important to encourage students who have a SSN to provide that information. Otherwise, it is not possible to do ‘data-matching’ that verifies a student has obtained a job, passed the
high school equivalency test, or entered a post-secondary institution. **If no SSN is available, your program may not get credit for important achievements.**

**Please Note:** Even without a Social Security Number (SSN), your program CAN receive credit for educational achievements (i.e., completed FFL, moved to higher FFL). However, for students whose achievements involve employment, high school equivalency test, or post-secondary education, you MUST have the SSN for the program to show achievements using data-matching.

Some of your ELLs may want a SSN for a variety of identification purposes. Prior to July 1995, almost anyone who applied for a SSN could obtain one. Since then, only legal immigrants (permanent residents) have been able to get a SSN. Other legal aliens (temporary residents with visas) may apply for a Taxpayer Identification Number (TIN) from the IRS regardless of whether the legal alien will pay taxes in the U.S. or not. The individual can complete a **W-7 Form** (available from the IRS) and receive a TIN configured in the same way as the SSN, which can be used in most places in lieu of the SSN. However, please **do not use a TIN in place of the SSN** for the **Student Profile Form** and for recording in AEMIS.

**Do English Language Learners (ELLs) need to sign a Release of Information?**

In order for our state to do ‘data-matching’ to verify most of the federal indicators, a **Release of Information** must be obtained and kept on file.

Regular WVAdultEd students are asked to sign the **Student General Release of Information** as part of the **Student Profile Form**. That form may be difficult for ELLs to read and understand without assistance from you. Also, ELLs may fear giving personal information to government agencies. You can assure them your program does not give out their private information to the government. The SSN is only used to collect and count data. Even if they do not provide their SSN, have them sign the release of information form so that other data may be aggregated.

**If English Language Learners (ELLs) do not have permission to work in the USA, may they still attend classes?**

Under WIOA, programs must provide educational opportunities that lead to high school equivalency and on to post-secondary education and training or employment. However, not all individuals that enter the program must have that as their goal. The instructor must offer lessons that are contextualized to prepare students for higher education and employment. Students must understand that free classes focus on this content and they are welcome to participate.

Many ELLs will not have Social Security numbers. Some students may not have permission to work in the USA even though they have legal permission to live here. These students may **still participate and should sign release of information forms (even when they do not have social security numbers).**
ESOL NEEDS ASSESSMENT AND SCREENING

Assessing the abilities, needs, interests, goals, and past experiences of English Language Learners (ELLs) should be an integral part of your intake. To gather this information and help learners define and reach their education and employment goals, your program will need to use a variety of assessment instruments. Try to make the process for collecting this information as non-threatening as possible.

WVAdultEd instructors teaching ELLs must administer instruments for learning styles identification, barrier identification, and special learning needs screening (as described in Section 5). However, the assessment and screening instruments for ELLs may be quite different than those used by other WVAdultEd students. You may also need to gather additional information that is not required for other WVAdultEd students.

Needs Assessment and Goal-Setting at Intake

You need to understand learners’ backgrounds, reasons for wanting to study and expectations, if you hope to meet their needs or expect to retain them in a program. ELLs have widely varying backgrounds, abilities, and aspirations. In order to adapt course work to the needs and expectations of learners in your class, you should find out as much as possible about each individual.

Needs assessment instruments can take a wide variety of forms. Adult education instructors, especially those who have very limited experience with ELLs, are often at a loss as to how and where to begin. One example of a needs assessment instrument that can be used with any level ELL is the ESL Student Goals Assessment (Section 14 Appendix). This can be used as a goal-setting exercise with students.

Factors That May Affect Language Learning

The length of time it takes to become proficient in English depends on such factors as age, language and educational background, native language literacy, opportunities to practice, etc. For most adults, it takes up to two years to progress beyond basic survival English and five to seven years to understand and speak English well.

The Registration/Background Interview (Section 14 Appendix) will go a long way in helping you to gather some important information about the following factors in order to address these issues in the classroom.

- Age – Younger learners may take more risks and may learn more rapidly than older ones, but younger students also tend to have a greater number of distractions that dilute their attention to language learning. Older learners are often more consistent in their class attendance, and are often more comfortable in slower-paced, non-threatening learning situations.
• **Native Language or Language of Education** – Learners who are proficient in “romance” languages that are closely related to English (Spanish, Italian, French, etc.) can often make use of language cognates (words that are similar in both languages) to speed their second language acquisition. Those who use languages written in a Non-Roman alphabet (e.g., Russian, Arabic, Chinese, etc.) may need extra practice in literacy.

• **Years of Education** – Learners with more formal education are likely to prefer traditional classroom routines and learning strategies. Previous study of their own language structure will assist them in understanding the grammar of the new language. Learners with more formal education will not have to learn reading and study strategies; these basic academic skills will transfer to the new language. In contrast, those with less formal education often have fewer basic literacy skills and thus may need explanations that are more concrete or extra practice in reading and writing. Some adults have had almost no schooling and very minimal exposure to print of any kind. They will need to understand the relationship between print and spoken language before textbooks can be useful to them.

• **Previous Second Language Learning Experience** – Learners who have previously studied and/or acquired more than one language already have some understanding of language structure which may transfer to learning English. In addition, they may have developed language-learning strategies that could be shared with other students.

• **Length of Time in an English-speaking Country** – ELLs entering an class for the first time who have been in the country a short time are likely to progress rapidly in the beginning, but they will need much assistance in getting around the community. Those who have already lived in the country for quite some time without learning much English may have a good deal of experience with the local community to share with classmates, but they may also have “fossilized” pronunciation or grammar habits which are hard to break. They may progress much more slowly than the new arrivals.

• **Employment** – Often individuals who are working outside the home have regular contact with English speakers (unless their co-workers speak their language) and thus have more opportunities to practice and use their developing English skills. They also may have more knowledge of the local community and more awareness of cross-cultural issues which they may be able to share with their newly-arrived classmates. Students that use English on the job, will likely progress more rapidly than those who are unemployed or are isolated from English-speakers. Out-of-class assignments that require students to interview native English speakers may push them to practice their language skills in the workplace.

• **Learning Differences** – Learners who seem to rely heavily on only one mode of learning may make slower progress for no other apparent reason. Like the general population, a certain percentage of ELLs have specific learning disabilities that affect the way they take in and process language, and their ability to produce written or spoken language.
Using materials that move at a slower pace and include a great deal of multi-sensory input is advisable for these learners.

**Learning Styles Assessment**

Learning styles inventories (*Section 5 Appendix*) used by most WVAdultEd programs may not be appropriate for ELLs because the difficulty of the vocabulary interferes with getting results.

The *Student Learning Self-Assessment* (*Section 14 Appendix*) may be used to assess learning styles of ELLs. By examining the student responses, the instructor can make a decision about whether the student’s style is *Social-Group* versus *Social-Individual*. In addition, if the student shows a preference for specific types of learning tools, the teacher may determine if the student is *Read/Write* versus *Audio/Visual/Kinesthetic*.

In the 1990s, Cheryl Rowan, a former West Virginia ESOL instructor, designed the *ESL Learning Styles Questionnaire* (*Section 14 Appendix*) for use at intake. The challenge was to create an instrument that could be successfully used with the most basic English Language Learners while at the same time communicating the various learning styles clearly. The icons were updated in 2017 to reflect technology changes. You may want to adapt this questionnaire for use with low level students in your program.

Keep copies of whichever screening instruments you use in the permanent program file.

**Barrier Identification and Special Learning Needs Screening**

Special learning needs screening questions (including the required three questions) are included as part of the *Language/Education* section of the *Registration/Background Interview* (*Section 14 Appendix*). Barrier identification questions are found within the *Personal/Family Information* section.

If you use the *Registration/Background Interview*, it is NOT necessary to use any additional screening instruments (such as the Learning Needs Screening found in *Section 5 Appendix*) for special learning needs or barriers; you may indicate on the Profile Form and in AEMIS for *Disability Screening*, that you are asking the three required questions. Keep a copy of any screening instrument in the permanent program file.

If students indicate that they have had problems in learning even in their own country, then you will need to look for ways to utilize their stronger learning style preferences to compensate for weaknesses. You may also need to recommend assessment for vision or hearing issues and make referrals to local providers. You will not be able to assess learning disabilities or get formal accommodations approved since most LD assessments are in English only and do not account for language interference issues.
For further study on needs assessment and screening:

Beginning to Work with Adult English Language Learners: Some Considerations
http://www.cal.org/caela/esl_resources/digests/beginQA.html
This article deals with some of the things that teachers who work with ELLs need to know when working with adult learners. This Q&A format discusses recommendations in four areas: application of principles of adult learning in ESL contexts, second language acquisition, culture and working with multicultural groups, and instructional approaches that support language development in adults.

The Importance of Learning Styles in ESL/EFL
http://iteslj.org/Articles/Putintseva-LearningStyles.html
This article reminds the teachers of the need to be aware of individual learning styles and learner diversity.

Learner Goal Setting
http://www.pearsonlongman.com/ae/emac/newsletters/RMagy_Monograph.pdf
This document offers a clear and succinct set of recommendations for ESOL students regarding how to set and monitor goals.

Needs Assessment and Learner Self-Evaluation
This activity packet for teacher training includes several Needs Assessment Samples.

Practitioner Toolkit: Resources and Tools for Instructors Working with Adults and Families Learning English
http://www.cal.org/caela/tools/program_development/CombinedFiles1.pdf
This toolkit is designed to give guidance and information to ESL practitioners.

Teaching Multilevel Adult ESL Classes
http://www.cal.org/caela/esl_resources/digests/SHANK.html
In multilevel classes, teachers are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes; it explains grouping strategies; it discusses a self-access component, independent work for individual learners; and it offers suggestions for managing the classes.
Standardized Assessment and Placement for English Language Learners (ELLs)

Skill assessment of ELLs is distinct from that of regular WVAdultEd students. For ELLs, grade levels have no bearing, and they are usually assessed for reading/writing and listening/speaking skills and placed into English as a Second Language (ESL) Federal Functioning Levels (FFLs) rather than ABE FFLs.

ELA programs use the BEST Literacy, BEST Plus 2.0, or CASAS as standardized assessment instruments for pre- and post-testing. For more information on these instruments and their use, see the Assessment Procedures for the National Reporting System (Section 6).

Assessment scores are recorded on the Student Profile Form (Section 4 Appendix) for entry, interim, and final assessments. The following charts translate assessment scores into English as a Second Language (ESL) Federal Functioning Levels (FFLs).

During the transition from WIA federal legislation to WIOA, our programs are still accountable to the old FFLs and descriptors labeled with the ESL heading. Eventually, there will be new federal levels and assessment benchmarks.

### ESL Reading/Writing Correlations

<table>
<thead>
<tr>
<th>ESL Federal Functioning Level (FFL)</th>
<th>BEST Literacy Form B Raw Score or Scale Score for Form C or D</th>
<th>CASAS Life and Work Reading; or Citizenship Tests Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Beginning ESL Literacy</td>
<td>0-20</td>
<td>151-180</td>
</tr>
<tr>
<td>8. Low Beginning ESL</td>
<td>21-52</td>
<td>181-190</td>
</tr>
<tr>
<td>9. High Beginning ESL</td>
<td>53-63</td>
<td>191-200</td>
</tr>
<tr>
<td>10. Low Intermediate ESL</td>
<td>64-67</td>
<td>201-210</td>
</tr>
<tr>
<td>11. High Intermediate ESL</td>
<td>68-75</td>
<td>211-220</td>
</tr>
<tr>
<td>12. Advanced ESL</td>
<td>176-78+</td>
<td>221-235</td>
</tr>
<tr>
<td>Exit FFL 12- Place into ABE FFL</td>
<td>No Exit</td>
<td>236 and above</td>
</tr>
</tbody>
</table>

1 ELLs who pre-test at the Advanced ESL (FFL #12) on the should be placed in an ABE FFL using CASAS Reading scores or else retested using TABE.
### ESL Listening/Speaking Correlations

<table>
<thead>
<tr>
<th>ESL Federal Functioning Level (FFL)</th>
<th>BEST Plus 2.0</th>
<th>CASAS Life and Work Listening Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Beginning ESL Literacy</td>
<td>88-361</td>
<td>162-180</td>
</tr>
<tr>
<td>8. Low Beginning ESL</td>
<td>362-427</td>
<td>181-189</td>
</tr>
<tr>
<td>9. High Beginning ESL</td>
<td>428-452</td>
<td>190-199</td>
</tr>
<tr>
<td>10. Low Intermediate ESL</td>
<td>453-484</td>
<td>200-209</td>
</tr>
<tr>
<td>11. High Intermediate ESL</td>
<td>485-524</td>
<td>210-218</td>
</tr>
<tr>
<td>12. Advanced ESL</td>
<td>525-564</td>
<td>219-227</td>
</tr>
<tr>
<td>Exit FFL 12- Place into ABE FFL</td>
<td>565 and above</td>
<td>228 and above</td>
</tr>
</tbody>
</table>

### Assessing Students Preparing for U.S. Citizenship

Students whose goal is to prepare for the US Citizenship and Naturalization Service (USCIS) Naturalization and Citizenship test should be tested using CASAS citizenship assessment instruments (*Section 6*). They should be classified as “ELL” in AEMIS.

### Assessing Students Preparing for High School Equivalency and Beyond

ELLs are only assessed for math skills when the student plans to complete the high school equivalency diploma or enter a post-secondary training program that requires a specific level of competency in Mathematics. Usually, this is after the student has reached a High Intermediate or Advanced level of competency in English language skills. At that point, the student can be tested using TABE as the standardized assessment and placed into an ABE FFL.
Career Awareness Activities and a Plan of Study

Career Awareness
As part of the intake process, instructors are asked to administer career interest assessments (see Section 7). CFWV and Strategic Compass materials (used by most AdultEd and SPOKES classes in West Virginia) are written at a reading level that is too high for most ELLs—particularly those ELLs with limited literacy skills. There are a few other resources that may be useful for ESOL instructors.

CCSF Occupational Interest Survey
The City College of San Francisco (CCSF) Occupational Interest Survey is not as lengthy and is less wordy than CFWV or Strategic Compass surveys. In addition, the CCSF Occupational Interest Survey is an online assessment; and there is an option for the student to use the Google Translate feature, so that the survey can be read by the students in their native language. While the translation is never perfectly accurate, this feature allows for better comprehensibility and for more accurate results than taking the survey without any assistance.

The Occupational Interest Survey: ESL Curriculum that accompanies the survey was designed to introduce students to career decision-making resources specifically for limited English speakers. These lesson plans will allow you to introduce and use the survey with ELLs.

Holland Codes
The Holland Codes is a system to classify jobs into job categories, interest clusters, or work personality environments. In the Holland Model, these categories represent the following Work Environments/Personalities: Enterprising, Conventional, Realistic, Investigative, Artistic, and Social. ELLs who are not able to work in the USA or are not planning to get a job, may still find the personality types to be of interest.

- The Holland Code Quiz is a free site maintained by Rogue Community College that helps sort and rank interests into Holland Codes.
- The RIASEC Test is a similar free quiz based on the Holland Codes. It is found at the University of Hawaii Community College site, but has a Google Translate feature that may make it more accessible to ELLs.
- Finally, 123test® is a privately owned company that has a free online Career Test based on the Holland Code personality types. It uses 15 sets of pictures. You must choose a like and dislike for each set. The limited text and picture representations may make it more accessible for ELLs.

Students can use their survey results to find occupations suited to their personality. O*NET Online provides free access to extensive occupational descriptions and data. Once the instrument has identified the dominant codes, the following link provides career information
based on Holland Code interests:
http://www.onetonline.org/finddescriptor/browse/Interests/.

National College Transition Network (NCTN)

The National College Transition Network (NCTN) has produced the Integrating Career Awareness (ICA) Curriculum. This is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be adapted for a range of students and skill levels. The Lesson Planning Template lists the lesson titles and standards covered for each lesson in the curriculum. You can download the entire curriculum in a PDF format or download the modifiable handouts in Word format.

The College for Adults website is another project of NCTN. This website also leads students through career planning, college selection, and the application process. It takes them to worksheets similar to those found in the Integrating Career Awareness into the ABE and ESOL Classroom curriculum: Career and Educational Planning Worksheet and Occupational Exploration Worksheet

Plan of Study
Use the information you gather from Intake to help the student make a plan of study.

For further study on Career Awareness:
Career Awareness and Job Search Resources for Students
http://veslccsf.wikifoundry.com/page/Career+Awareness+and+Job+Search+Resources+for+Students

Preparing English Learners for Work and Career Pathways: Companion Learning Resource
http://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf
This product provides instructional tools, strategies, and resources that support career-focused, contextualized English language acquisition instruction.
CURRICULUM

WVAdultEd does not have an established curriculum for English Language Acquisition. We do, however, have ESL Skills Checklists (found at [http://wvde.state.wv.us/abe/file-cabinet/index.html#skillschecklists](http://wvde.state.wv.us/abe/file-cabinet/index.html#skillschecklists)) that outline which skills need to be addressed for each Federal Functioning Level (FFL). There are two sets of checklists for each FFL: Reading/Writing (R/W) and Oral Communication (OC).

**Reading/Writing** includes:

- Phonemic awareness
- Vocabulary, comprehension
- Accuracy/legibility
- Organization/composition
- Spelling/dictation
- Capitalization/punctuation
- Grammatical concepts/sentence structure/verb tenses

**Oral Communication** Includes:

- Listening
- Speaking
- Grammar
- Pronunciation/fluency
- Telephone

After students have been assessed to determine their FFL, you may use the ESL Skills Checklists for the subject area(s) and levels appropriate for the student. The checklists will help you to identify which skills the student may be having difficulty with and may need to review. Some students like to keep track of their progress by checking off skills they have mastered. Mastery of all items on a Skills Checklist level may also be used to show readiness to take a standardized post-test if an Assessment Waiver is required (see Section 6 Appendix).

**ESL Curricula from Other States**

- **The Arlington Adult Learning System (AALS) Curriculum: A Transitional ESL Curriculum for Adults**
  This report details the ESL curriculum of the Arlington (Virginia) Adult Learning System.

- **North Carolina ESL Curriculum Guide**
  These lessons provide instructors with a range of design elements, from simple to advanced. The lessons are not leveled.

- **Pima College Adult Education: The Splendid ESOL Web–Resources for Teaching English to Speakers of Other Languages**
  [http://cc.pima.edu/~slundquist/](http://cc.pima.edu/~slundquist/)
  This web site has everything needed to teach the functions of the Arizona Content Standards in the ESOL classroom with complementary computer activities.
• **REEP ESL Curriculum for Adults**
  

  The curriculum addresses nine proficiency levels ranging from Low Beginning to Advanced. Each level is designed for 120 to 180 hours of instruction, but the Needs Assessment component allows teachers to customize the curriculum.

**Distance Education (DE) Curricula for English Language Learners (ELLs)**

The following DE curricula may be used for distance learning opportunities for ELLs. DE curricula available for general WVAdultEd may also be appropriate for intermediate and advanced ELLs. For more information on distance education, see **Section 13** of this *Handbook*.

<table>
<thead>
<tr>
<th>Approved DE Curriculum</th>
<th>Type of Student</th>
<th>Type of Curriculum</th>
<th>Model for Proxy Hours</th>
<th>Method of Assigning Proxy Hours</th>
<th>Method to Document Proxy Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burlington English®</td>
<td>ELL or Other</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td>Crossroads Café®</td>
<td>ELL Only</td>
<td>Video Series with Workbooks</td>
<td>Learner Mastery</td>
<td>Pass unit mastery test with at least 70% accuracy = 10 Proxy Hours</td>
<td>unit mastery test showing a score of 70% or better</td>
</tr>
<tr>
<td>Rosetta Stone®</td>
<td>ELL Only</td>
<td>Online Software</td>
<td>Clock Time</td>
<td>1 hour of clock time = 1 Proxy Hour</td>
<td>management system print-out of hours</td>
</tr>
<tr>
<td>USA Learns™</td>
<td>ELL Only</td>
<td>Online Software</td>
<td>Learner Mastery</td>
<td>Pass unit mastery test with at least 80% accuracy for Courses 1 and 2 = 3 Proxy Hours; for Course 3 = 2 Proxy Hours</td>
<td>management system print-out of unit mastery test scores showing a score of 80% or better</td>
</tr>
</tbody>
</table>
MATERIALS FOR SERVING ENGLISH LANGUAGE LEARNERS (ELLs)

The Center for Adult English Language Acquisition (CAELA) has compiled an annotated list of publishers of books and other materials for adult ELLs (see www.cal.org/caela/esl%5Fresources/publishers.html).

WVAdultEd has composed a short list of text, video, and software resources favored by our seasoned instructors. These lists are provided as a reference and do not imply specific endorsement of the publishers or products listed.

### ESL Beginning Literacy (FFL 7) Level Texts

<table>
<thead>
<tr>
<th>Resource</th>
<th>Publisher/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action English Pictures: Activities for Total Physical Response</td>
<td>Alta Book Center <a href="http://www.altaesl.com">http://www.altaesl.com</a></td>
</tr>
<tr>
<td>The Card Book: Interactive Games and Activities for Language Learners</td>
<td></td>
</tr>
<tr>
<td>Look Again Pictures: For Language Development and Lifeskills</td>
<td></td>
</tr>
<tr>
<td>Sounds Easy! Phonics, Spelling, and Pronunciation Practice</td>
<td></td>
</tr>
<tr>
<td>Grab Bag Series</td>
<td>Canadian Resources for ESL <a href="http://www.eslresources.com">www.eslresources.com</a></td>
</tr>
<tr>
<td>Chalk Talks: Free Oral Expression Through Quick and Easy Symbols</td>
<td>Command Performance Language Institute <a href="http://www.cpli.net/">www.cpli.net/</a></td>
</tr>
<tr>
<td>First Words in English</td>
<td>Linmore Publishing Available at <a href="http://www.amazon.com">www.amazon.com</a></td>
</tr>
<tr>
<td>Personal Stories, Book 1</td>
<td></td>
</tr>
<tr>
<td>Pre-Reading Resource Book</td>
<td></td>
</tr>
<tr>
<td>Basic Vocabulary Builder</td>
<td>McGraw-Hill <a href="http://www.mheonline.com">www.mheonline.com</a></td>
</tr>
<tr>
<td>Practical Vocabulary Builder</td>
<td></td>
</tr>
<tr>
<td>Crossroads 1 Multi-Level Activity and Resource Package</td>
<td></td>
</tr>
<tr>
<td>All New Very Easy True Stories: A Picture-Based First Reader</td>
<td>Pearson/Longman <a href="http://www.longmanhomeusa.com/">www.longmanhomeusa.com/</a></td>
</tr>
<tr>
<td>Longman ESL Literacy</td>
<td></td>
</tr>
<tr>
<td>Picture Stories: Language and Literacy Activities for Beginners</td>
<td></td>
</tr>
<tr>
<td>More Picture Stories</td>
<td></td>
</tr>
<tr>
<td>Survival English: English Through Conversation</td>
<td></td>
</tr>
<tr>
<td>Very Easy True Stories: A Picture-Based First Reader</td>
<td></td>
</tr>
</tbody>
</table>
## ESL Low and High Beginning Levels (FFL 8-9) Texts

<table>
<thead>
<tr>
<th>Texts</th>
<th>Publisher/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Card Book: Interactive Games and Activities for Language Learners</td>
<td></td>
</tr>
<tr>
<td>- Look Again Pictures: For Language Development and Lifeskills</td>
<td></td>
</tr>
<tr>
<td>- Sounds Easy! Phonics, Spelling, and Pronunciation Practice</td>
<td></td>
</tr>
<tr>
<td>- Zero Prep for Beginners: Ready-To-Go Activities for the Language Classroom</td>
<td></td>
</tr>
<tr>
<td>- Grab Bag Series</td>
<td>Canadian Resources for ESL <a href="http://www.eslresources.com">www.eslresources.com</a></td>
</tr>
<tr>
<td>- Personal Stories, Books 1-2</td>
<td>Linmore Publishing Available at <a href="http://www.amazon.com">www.amazon.com</a></td>
</tr>
<tr>
<td>- Basic Oxford Picture Dictionary Workbook</td>
<td></td>
</tr>
<tr>
<td>- All New Easy True Stories: A Picture-Based Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>- Easy True Stories: A Picture-Based Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>- GrammarWork, Book 1</td>
<td></td>
</tr>
<tr>
<td>- Picture This: The Fast Way To Fluency</td>
<td></td>
</tr>
<tr>
<td>- Side By Side: English Grammar Through Guided Conversation, Book 1-2</td>
<td></td>
</tr>
<tr>
<td>- Survival English: English Through Conversation</td>
<td></td>
</tr>
<tr>
<td>- True Stories In The News: A Beginning Reader</td>
<td></td>
</tr>
<tr>
<td>- More True Stories In The News: A High Beginning Reader</td>
<td></td>
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</tbody>
</table>
### ESL Low and High Intermediate Levels (FFL 10-11) Texts

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<tr>
<th>Series/Book Title</th>
<th>Publisher/Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out &amp; About: An interactive course in beginning English</td>
<td>Alta Book Center <a href="http://www.altaesl.com">http://www.altaesl.com</a></td>
</tr>
<tr>
<td>Zero Prep: Ready-to-go activities for the language classroom</td>
<td></td>
</tr>
<tr>
<td>Grab Bag Series</td>
<td>Canadian Resources for ESL <a href="http://www.eslresources.com">www.eslresources.com</a></td>
</tr>
<tr>
<td>Callan’s Thematic Jigsaws 1 &amp; 2</td>
<td>ESL Jigsaws <a href="http://www.esljigsaws.com">www.esljigsaws.com</a></td>
</tr>
<tr>
<td>All Clear 2</td>
<td>Heinle ELT <a href="http://ngl.cengage.com">http://ngl.cengage.com</a></td>
</tr>
<tr>
<td>Amazing Stories 2</td>
<td></td>
</tr>
<tr>
<td>Can’t Stop Talking</td>
<td></td>
</tr>
<tr>
<td>Grammar in Context</td>
<td></td>
</tr>
<tr>
<td>Let’s Start Talking</td>
<td></td>
</tr>
<tr>
<td>Our Lives: Authentic student stories for developing reading and writing skills</td>
<td>Linmore Publishing Available at <a href="http://www.amazon.com">www.amazon.com</a></td>
</tr>
<tr>
<td>Stories from the Heart</td>
<td></td>
</tr>
<tr>
<td>New Land, New Language</td>
<td></td>
</tr>
<tr>
<td>Basic English Grammar</td>
<td></td>
</tr>
<tr>
<td>Beyond True Stories: A high intermediate reader</td>
<td></td>
</tr>
<tr>
<td>Even More True Stories: An intermediate reader</td>
<td></td>
</tr>
<tr>
<td>GrammarWork, Books 2 and 3</td>
<td></td>
</tr>
<tr>
<td>Side by Side: English grammar through guided conversation, Book 3-4</td>
<td></td>
</tr>
<tr>
<td>People at Work</td>
<td>Pro Lingua Associates <a href="http://www.prolinguaassociates.com/">www.prolinguaassociates.com/</a></td>
</tr>
<tr>
<td>America’s Story, Book 1-2</td>
<td>Steck-Vaughn <a href="http://steckvaughn.harcourtachieve.com">http://steckvaughn.harcourtachieve.com</a></td>
</tr>
<tr>
<td>Real Life English, Book 3</td>
<td></td>
</tr>
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</table>
### ESL Advanced Level Texts (FFL 12)

<table>
<thead>
<tr>
<th>Text</th>
<th>Publisher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Views and Voices</td>
<td>Alta Book Center</td>
<td><a href="http://www.altaesl.com">http://www.altaesl.com</a></td>
</tr>
<tr>
<td>On the Air – Listening to radio talk</td>
<td>Heinle ELT</td>
<td><a href="http://ngl.cengage.com">http://ngl.cengage.com</a></td>
</tr>
<tr>
<td>Amazing Stories 3</td>
<td>Heinle ELT</td>
<td><a href="http://ngl.cengage.com">http://ngl.cengage.com</a></td>
</tr>
<tr>
<td>Non-Stop Discussion Workbook</td>
<td>Heinle ELT</td>
<td><a href="http://ngl.cengage.com">http://ngl.cengage.com</a></td>
</tr>
<tr>
<td>Focus on Grammar</td>
<td>Pearson/Longman</td>
<td><a href="http://www.longmanhomeusa.com/">www.longmanhomeusa.com/</a></td>
</tr>
<tr>
<td>America’s Story, Book 1-2</td>
<td>Steck-Vaughn</td>
<td><a href="http://steckvaughn.harcourttachieve.com">http://steckvaughn.harcourttachieve.com</a></td>
</tr>
<tr>
<td>Real Life English, Book 4</td>
<td>Steck-Vaughn</td>
<td><a href="http://steckvaughn.harcourttachieve.com">http://steckvaughn.harcourttachieve.com</a></td>
</tr>
<tr>
<td>Listening Dictation</td>
<td>University of Michigan Press</td>
<td><a href="http://www.press.umich.edu/esl">www.press.umich.edu/esl</a></td>
</tr>
</tbody>
</table>

### INTERNET RESOURCES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

WVAdultEd personnel have compiled a collection of resources for serving ELLs that have been organized in an online binder known as LiveBinder. These resources have been divided into topics such as Citizenship/Civics, Grammar, Lesson Planning, Listening/Speaking, Vocabulary, etc. for ease in finding appropriate resources. This online resource binder is located at [http://www.livebinders.com/play/play?id=610922](http://www.livebinders.com/play/play?id=610922).
RECRUITING ENGLISH LANGUAGE LEARNERS (ELLs)

Getting a new class started to serve ELLs may be a very difficult task because most established programs get new students by word of mouth. In starting up a class, try to determine which organizations, agencies, or businesses in your community offer services or employment to immigrants. Entities that may work with immigrants include: churches, public schools, lawyers, immigration offices, health clinics, migrant services, etc. Certain businesses may employ newly arrived immigrants: restaurants, hotels, construction companies, farms, factories, etc. Ask a representative to get you a list of potential participants or ask them to post a sign-up sheet or pass out a survey for you.

Also, you may want to create flyers advertising ESL services that provide a contact number for your program. “ESL” may be the most recognizable term that students would understand. It is best to develop the flyers in the native language of the participants (of course, you may need a person who speaks the language to answer the phone).

In the Section 14 Appendix, you will find some samples that may help you. The Do You Need to Study English? survey can be modified to be given to parents of children in schools that serve ELLs, or to businesses that have a large number of non-native English-speaking employees. This will help you to plan where to have a class, what time, and to identify the needs of the population. After doing a survey, you can send a follow-up letter saying the actual time and location of the class.

For further study:

Talk Time Handbook http://tinyurl.com/4zofnox
Culture Shock

People enter the United States from hundreds of different places every year; each person with his or her own ideas and expectations of what the experience will be like. Some come to spend a few weeks, some come to study for four to six years and then go back home, and some come with the intention of staying and making this their home. No matter what the reason, it is an exciting experience.

Research has found that many people react to entering a new place and culture in much the same way. Generally speaking, newcomers are excited about the new place (in this case the U.S.) and are very interested in everything.

After a period of time, newcomers get lonely for some familiar surroundings and may become sad. There is too much new for them to be comfortable; they seek people who are like themselves. If they have embraced America completely and whole-heartedly in their first excitement, these newcomers may have tried to become “more American than Americans” by denying their foreignness. When they come to the time when they try to seek familiar surroundings, they may find that they do not feel welcome. They may feel confused and guilty.

After another period of time, if the newcomer can adjust, they begin to understand the expectations and to adjust them to the reality of what they actually find in the U.S. But it is quite common for many people to have not one, but two, sad times before they begin to feel satisfied that they are doing the right thing in their lives. Some people do not feel that this adjustment is worth its eventual rewards, and they decide to go to another place or back to their original homes. But since they have not been participating in that culture’s small but continuing changes, they must readjust to what was at one time familiar. There is excitement of entering or reentering a culture and a predictable sad time afterward. But eventually, if successful adjustment is made, a feeling that things are normal arrives.

What is interesting about all of this is that almost everyone experiences these feelings to some degree, and the duration of these feelings depends on the length of time that person expects to stay in the foreign place. The intensity of these feelings depends a lot on the individual. It is also very true that it is a rare person, indeed, who can recognize that he is going through culture shock at the time. Most often it is much later that a person can see that he or she did experience culture shock.
Some Symptoms of Culture Shock (from Survival Kit for Overseas Living by L. Robert Kohls)

- Deeply felt homesickness
- Boredom
- Withdrawal (for example: spending large amounts of time reading, only seeing people from your own culture, avoiding Americans)
- Need for excessive amounts of sleep
- Compulsive eating or drinking
- Irritability
- Exaggerated cleanliness
- Marital stress
- Family tension and conflict
- Chauvinistic excesses
- Stereotyping of host nationals
- Hostility toward host nationals
- Loss of ability to work or study effectively
- Unexplainable fits of weeping
- Physical ailments (psychosomatic illnesses)

Further Reading on Cross-cultural Issues

From Nyet to DA: Understanding the Russians. Yale Richmond, ISBN 1-877864-08-0.
APPENDIX

Section 14
Serving Adult English Language Learners (ELLs)
DRAFT WVAULTED ESOL REGISTRATION/ BACKGROUND INTERVIEW

Student Contact Information

Today’s Date: ________________

Name: ___________________________  _____________________________  ___________________________  ___________________________

Last   First   Middle   Maiden Name

Email: ______________________________________

Address: ______________________________________

Number   Street/PO Box   Apartment #

City or Town   State   Zip Code

County: ___________________________

Telephone: ______________________________________

Home Phone   Work Phone   Mobile Phone

Which Telephone number is best to use to contact you? (Place * for best)

For Emergency Call: ___________________________

Name   Phone Number

Key Information at Entry

Gender (Check one): □ Female   □ Male  Date of Birth: ___________________________  Age: ______

Month/Day/Year

Social Security Number:__________

F-1 or J-1 Visa? □ Yes   □ No  (Do not use TIN)

Referral Source: How did you hear about this class? ______________________________________

Instructor: Transfer the information above to the WVAultEd Student Profile.

Have the student sign the release of information (found on the actual Profile form) even if they do not have a social security number or do not provide the SSN. Also have student sign WVAultEd Technology Use Policy (separate document). Mark boxes to indicate forms are signed.

If you are using this entire interview, for Disability Screening, mark Screening Question (3 questions).

Does the student have an F-1 or J-1 Visa? Student does NOT need to show passport/visa, but is NOT allowed to attend WVAultEd with F-1 or J-1 visa.

School Status: If student is age 16 to 18, student must provide official withdrawal letter from WV school in order to attend. What is the date of withdrawal from school? ________________ (Month/Day/Year)

If student is age 16, student can only attend WVAultEd if one of the following is true.

□ *Youth emancipated from parents   □ *Court-ordered   □ Enrolled in Institutional Education   □ *Married

Student must provide documentation of any marked with *

For Learning Styles, record in AEMIS based on ESL Learning Styles Questions: □ Social-Group   □ Social-Individual
Ethnic Group

What is your race or ethnic group? (Check all that apply)
☐ White ☐ American Indian or Alaskan Native ☐ Asian
☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander
☐ Hispanic/Latino ☐ Student did not self-identify

Language/Education

1. How many years/months have you lived in the USA (or other English-speaking country)? __________
2. Have you studied English before? ☐ Yes ☐ No
   Did you study in this class before? ☐ Yes ☐ No  When? ______________________________
   Did you study in a different program? Where? ______________________________

School Status at Entry:

3. Are you in school now? ☐ Yes ☐ No  What is the name of your school? _________________
4. Do you study at a training program, college, or university (post-secondary school) now? ☐ Yes ☐ No
   Where? ____________________________ What do you study? ______________________________
5. Are you planning to enter a training program, college, university, or other school this year? ☐ Yes ☐ No
   What will you study? ______________________________

Education at Entry

6. How many years of school have you completed?
   (Circle last year completed): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
7. Did you attend school in the USA? ☐ Yes ☐ No
8. Did you complete high school (secondary) in the USA and receive a diploma? ☐ Yes ☐ No
9. If yes, did you have an IEP during high school and receive an Attendance Certificate instead of a diploma? ☐ Yes ☐ No
10. What other high school (secondary school) training or certification have you completed?
    ☐ TASC ☐ GED ☐ Other High School Equivalency  Other: _________________
11. Did you complete any technical or vocational training certification after completing high school?
    ☐ Yes ☐ No  What type of training? ______________________________
12. Did you attend a college or university? ☐ Yes ☐ No
13. Did you complete a college or university degree? ☐ Yes ☐ No
    What degree? ☐ Associate Degree ☐ Bachelor Degree ☐ Higher Level: _______________

Learning Needs

14. Native Country/Place of Birth: __________________________  Native Language: ______________
15. In your native language, are reading and writing easy or difficult for you? ☐ Easy ☐ Difficult
16. In your **native country**, was **mathematics** easy or difficult for you? ☐ Easy ☐ Difficult

17. What other languages do you **understand and speak**? ______________________________________________________

18. What languages do you **read and write**? _________________________________________________________________

19. Describe your **ability in English**: (Check the best description)

<table>
<thead>
<tr>
<th></th>
<th>Always difficult</th>
<th>Sometimes difficult</th>
<th>Never difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding English is...</td>
<td>☐</td>
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<td>Speaking English is...</td>
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<tr>
<td>Reading English is...</td>
<td>☐</td>
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</tr>
<tr>
<td>Writing English is...</td>
<td>☐</td>
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</tr>
<tr>
<td>Mathematics in English is</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

20. In the **USA**, do you have difficulty learning **new information or new skills**? ☐ Yes ☐ No
   What type of things do you have trouble learning? __________________________________________________________

21. In your **country**, was school difficult for you? ☐ Yes ☐ No
   What were some problems? __________________________________________________________

22. Did you have special help or special classes? ☐ Yes ☐ No

23. Do you have **problems with your vision (eyes)**? ☐ Yes ☐ No

24. Do you have **problems with your hearing (ears)**? ☐ Yes ☐ No

25. Do you have other **problems** that make it difficult to learn or to get a job? ☐ Yes ☐ No

26. Do you **think you have a disability**? ☐ Yes ☐ No ☐ Did not self-identify

27. Do you think you will have a **problem getting a job in the USA** because you are from a different country with a different language and culture? ☐ Yes ☐ No ☐ Did not self-identify

**Goals**

1. What are the three most important things you want to learn in this class?

2. Which of these goals is most important for your **program of study**:
   ☐ Get a High School Equivalency diploma ☐ Get a job
   ☐ Enroll in a training program or university to get a certification or license
Do you need to **understand and speak** English?

<table>
<thead>
<tr>
<th>Where?</th>
<th>To read and write English?</th>
<th>What for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At work</td>
<td>Yes</td>
<td>To complete forms</td>
</tr>
<tr>
<td>With friends</td>
<td>Yes</td>
<td>To read and pay bills</td>
</tr>
<tr>
<td>With neighbors</td>
<td>Yes</td>
<td>To write checks</td>
</tr>
<tr>
<td>On the telephone</td>
<td>Yes</td>
<td>To get a driver’s license</td>
</tr>
<tr>
<td>In stores</td>
<td>Yes</td>
<td>To read the news</td>
</tr>
<tr>
<td>At my children’s school</td>
<td>Yes</td>
<td>To read my children’s report cards</td>
</tr>
<tr>
<td>At the doctor’s office or hospital</td>
<td>Yes</td>
<td>To read or write notes to my children’s teachers</td>
</tr>
<tr>
<td>At the bank</td>
<td>Yes</td>
<td>To use the Internet</td>
</tr>
<tr>
<td>At the post office</td>
<td>Yes</td>
<td>To prepare a resume</td>
</tr>
<tr>
<td>At the library</td>
<td>Yes</td>
<td>To complete job applications</td>
</tr>
<tr>
<td>At the immigration office</td>
<td>Yes</td>
<td>To read or write at work</td>
</tr>
</tbody>
</table>

Do you need to study **other subjects**?

| Which ones?                                                                 |
|-----------------------------------------------------------------------------|-----------------------------|
| Mathematics                                                                 | Yes                      |
| Science                                                                     | Yes                      |
| Social Studies                                                              | Yes                      |
| Other?                                                                      | Yes                      |

Employment

1. Did you **work in your native country**? □ Yes □ No What type of work? ________________

2. Do you **have a job now**?

   □ Yes. I have a job (I am employed. I have an un-subsidized job or I am self-employed).
   
   I work □ Full-time □ Part-time □ I am self-employed
   
   I am a __________________________ I work at __________________________
   
   Occupation/Position Employer
   
   Do you plan to **leave your job soon**? □ Yes □ No Why? __________________________

   Are you or anyone in your family a **seasonal or migrant farmworker**? □ Yes □ No

   □ No. I do not have a job (I am unemployed).

   □ My last date of employment: __________________________
   (Input 01/01/1916 if in labor force but has no previous work experience.) Month/Day/Year

   □ I am available to work and I am looking for a job now (looked in the last 4 weeks).
   □ I have a subsidized job (CWEP, sheltered workshop, courtesy patrol, etc.).

   □ No. I do not have a job (I am not in the labor force).

   □ I have never had a job in the USA.

   □ I want to work, but I do not have a Social Security Card or a Work Permit right now.

   □ I am not looking for a job right now (and have not looked in the last 4 weeks)

   □ I want to work, but I have a problem. My problem is __________________________
I am a displaced homemaker.
I have a disability and can’t work.
I do not plan to get a job right now.
I am retired.
I am a volunteer.
Other: ____________________________

Corrections/Prison/Jail
Do you have a record of arrest or conviction in the USA?  □ Yes  □ No  □ Did not disclose
If yes, did you go to prison in WV and participate in school while in prison?  □ Yes  □ No

Personal/Family Information
1. Do you receive money or other help from the US government (public assistance)?
   □ Yes  □ No  What type(s) of assistance? ________________________________

2. Do you receive assistance from any of these agencies?
   (Check all that apply)  □ DHHR  □ DRS (Rehab)  □ WorkForce WV

3. What is the total family income?
   □ $11,880 or less  □ $16,020 or less  □ $18,819 or less  □ $20,169 or less  □ $20,300 or less
   □ $24,898 or less  □ $25,062 or less  □ $25,838 or less  □ $31,885 or less  □ more than this

4. Do you live in a Homeless Shelter or half-way house?  □ Yes  □ No

5. Are you in Foster Care Now?  □ Yes  □ No  In Foster Care in the past?  □ Yes  □ No

6. Have you been court-ordered to attend classes by a judge in a court of law?  □ Yes  □ No

d. Are you under age 18?  □ Yes  □ No
   If so, do you need to get or keep a driver’s license?  □ Yes  □ No
   Do you have an official letter from school saying that you are not enrolled?  □ Yes  □ No
   Do you attend YouthBuild (SALS)?  □ Yes  □ No

8. What is your marital status? (Check One)  □ Single  □ Married  □ Divorced  □ Widowed

9. Do you have dependent children?  □ Yes  □ No
   What schools do your children attend?

10. Are you a single parent?  □ Yes  □ No

11. How many people from your family live in your house with you now? ________________

12. How many dependent children live with you now? ________________

13. Will you need to find child care so that you can come to class?  □ Yes  □ No

14. Do you have other problems that make it difficult to come to class?  □ Yes  □ No
   (Check all that apply)  □ transportation  □ work schedule  □ medical  □ other

15. Do you have a computer with Internet access that you can use to study?  □ Yes  □ No
   If yes, would you like to use an online program to study English at home?  □ Yes  □ No
ESL STUDENT GOALS ASSESSMENT

Name ___________________  Date __________________

Please ☑ check all situations in which you need to use English.

☐ I want to get a job.

☐ I want more education.

☐ I want to become a U.S. citizen.

☐ I want to get a driver’s license.

☐ I want to learn to use computers.

☐ I want to talk with Americans.

☐ I want to speak and understand on the telephone.

☐ I want to talk with my children’s teachers.
☐ I want to talk with a doctor or nurse.

☐ I want to read English.

☐ I want to write letters in English.

☐ I want to read and understand signs.

☐ I want to understand bills and notices.

☐ I want to understand emergency information.

☐ I want to learn English grammar.

☐ I want to learn pronunciation.

☐ I want to understand television and movies.

Created by: Cheryl Rowan, Garnet Adult Learning Center, 2001
Revised by: Cathy Shank, 2016
STUDENT LEARNING SELF-ASSESSMENT

Student Name: ________________________________  Date: _________________
Teacher Name: ________________________________

MY EFFORT:  
Check One:
I will come to class ...  □ Always  □ Often  □ Sometimes  □ Never
I will use English at home... □ Always  □ Often  □ Sometimes  □ Never
I will use English in class ... □ Always  □ Often  □ Sometimes  □ Never
I will use English at work □ Always  □ Often  □ Sometimes  □ Never

MY CLASS:  
Check One:
In class, I like working ...  □ Alone  □ With a Partner  □ With a Small Group
□ With the Class  □ With the Teacher
□ Other: ______________________________________

In class, I like using a ...  □ Textbook  □ Workbook  □ Teacher Hand-out
□ Video  □ Audio CD  □ Software
□ Computer  □ Tablet/iPad  □ Smart Phone
□ Dictionary  □ Other: ______________________________________

In class, I like to practice... □ Conversation □ Listening  □ Pronunciation
□ Reading □ Writing □ Grammar
□ Other: ______________________________________

MY HOME:  
Check One:
At home, I practice...  □ Speaking English with people
□ Listening to audio books
□ Watching TV or movies in English
□ Using Online Software
□ Other: ______________________________________

At home, I like to use... □ Books  □ Workbooks  □ Notebooks
□ Computer □ Tablet/iPad  □ Smart Phone
□ TV  □ CD Player □ Dictionary
□ Other: ______________________________________
ESL LEARNING STYLES QUESTIONNAIRE

In constructing the ESL Learning Styles Questionnaire (see next page), every attempt was made to depict clearly and distinctly each of the commonly identified preferred styles of learning.

The silhouettes are meant to represent generic people (without reference to age, race, nationality, gender, or ethnic background) with expressions that all cultures have in common. Below each silhouette is a caption describing the activity associated with the learning preference.

English language directionality has been incorporated in the questionnaire by having the student begin with the silhouette at the top, left-hand section of the page, and work to the right and down the page.

The degree to which the student likes using the method depicted, ranges:

- from not liking it at all 😞
- to liking it very much 😊

By examining the students’ responses, the instructor can determine if the student is most comfortable alone or working with others. The instructor can also see preferences between auditory versus visual learners.
# ESL LEARNING STYLES QUESTIONNAIRE

<table>
<thead>
<tr>
<th></th>
<th>Always Do</th>
<th>Not Like</th>
<th>Sometimes</th>
<th>OK</th>
<th>Sometimes</th>
<th>Like</th>
<th>Always Like</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work with a teacher.</strong></td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
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<td>![Icon]</td>
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<tr>
<td><strong>Study in a small group.</strong></td>
<td>![Icon]</td>
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<tr>
<td><strong>Study with a partner.</strong></td>
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<tr>
<td><strong>Study alone.</strong></td>
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<tr>
<td><strong>Listen to audio CDs.</strong></td>
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<tr>
<td>Activity</td>
<td>Always Do Not Like</td>
<td>Sometimes Do Not Like</td>
<td>OK</td>
<td>Sometimes Like</td>
<td>Always Like A Lot</td>
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<td>Practice English pronunciation.</td>
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<td>Practice conversations.</td>
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<td>Use a computer program.</td>
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<td>Watch English videos.</td>
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<td>Write my assignments.</td>
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<td>Read books.</td>
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</tbody>
</table>
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
DO YOU NEED TO STUDY ENGLISH?

Please complete this form.

Name: ____________________________________________________________

Address: __________________________________________________________________________

Telephone: ___________________ Native Language: __________________________

1. Do you want to study in a free Adult English class?
   ☐ yes ☐ no

2. Where is a good place for you to study English?
   (You should insert names of appropriate potential places in the local community for the boxes)
   ☐ ☐ ☐

3. What time can you come to class? Check (✓) every day you can come to class.
   (You should change times if necessary to show only what may be available locally)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.-Noon</td>
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<tr>
<td>Afternoon:</td>
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<tr>
<td>1:00 - 3:00 p.m.</td>
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<tr>
<td>Evening:</td>
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<tr>
<td>6:00 - 9:00 p.m.</td>
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</tr>
</tbody>
</table>

What do you need to study? (Check (✓) one or more.)

☐ Listening/Understanding ☐ Speaking/Conversation ☐ Grammar
☐ Vocabulary for Work    ☐ Reading               ☐ Writing
☐ U.S. Citizenship       ☐ Work preparation      ☐ Pronunciation

Other: _________________________________

You should either have someone handing these out personally and recollecting them or you should put a return address and a phone # to call for more information.