



2012 - 2013

Master Plan of Instruction  
English for Speakers  
of Other Languages - ESOL

Patricia Bell & Marvina Hooper, Instructors



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2001 Kurt Street, Eustis, FL 32726 - (352) 589-2250

[www.laketech.org](http://www.laketech.org)

# LAKE TECHNICAL CENTER

## Master Plan of Instruction

### English for Speakers of other Languages (ESOL)

#### INTRODUCTION

The primary function of the English for Speakers of Other Languages (ESOL) program is to assist students in English acquisition skills that include: speaking, listening, comprehension, reading and writing. All ESOL students are tested using the Comprehensive Adult Student Assessment System (CASAS) instrument to determine initial functioning level at time of admission. Instructors work with students individually and in small groups. Computer programs are also utilized in the basic instruction plan. Follow-up testing using the CASAS at prescribed levels is used to determine student progress and capture LCPs (Literacy Completion Points.)

#### ESOL PHILOSOPHY

We believe that all foreign-born students need English communication skills. We believe in an active learning environment to develop communication skills, basic academic skills, technical skills, and cultural awareness.

We believe in an ongoing program and curriculum revision based on the needs of the students and state guidelines.

We believe in instructors being current on best ESOL practices, applying effective teaching methods, and maintaining high standard of performance. We, at Lake Technical Center, are dedicated to helping our students become productive members in today's American society in which they have chosen to live.

#### PURPOSE

The purpose of the ESOL program is to provide English language acquisition assistance to adult speakers of other languages.

The program is designed to build confidence and self-esteem as students work toward their individual language goals. Although oral language is emphasized, basic academic skills in reading and writing are incorporated into the program. In addition, cultural awareness as it relates to life in the United States is included in the instructional format.

#### ADMISSIONS REQUIREMENTS

Non-English speaking adult students have a unique opportunity to work toward English fluency. There are no academic prerequisites. Enrollment in the ESOL program complies with school policy and state law. Class hours are from 8:15 a.m. until 2:45 p.m. Monday through Friday. Scheduling is flexible to allow for working hours and family obligations of the students.

Evening and day classes are offered at satellite locations.

#### **Fees:**

As of July 1, 2011, the Florida Legislature is requiring students in adult education programs, including ESOL, to pay tuition for classes. The tuition and testing fees are as follows:

Florida resident (proof required)	\$30 / semester \$20 initial CASAS testing
Non-Florida resident	\$120 / semester \$20 initial CASAS testing

## PROGRAM GUIDELINES

In order to provide students with a positive and successful learning experience, certain rules and procedures must be followed:

1. At school or on the job, attendance and punctuality are extremely important. Students are expected to attend class every day, according to their set schedule. Six consecutive absences will lead to withdrawal. Students may re-enter the program as space allows.
2. The ESOL program is for adults. Children are not allowed to attend. Administrative approval is needed for anyone under the age of 18 to register for class.
3. Food and drinks, other than water, are not allowed in classroom and laboratory areas.
4. A 15-minute break is schedule in the morning. ESOL students may use the student center facilities.
5. Smoking is only allowed in the designated smoking area. Students must be 18 or older to be in the smoking area. Please dispose of smoking materials in the designated containers.
6. Electronic devices and cell phones should be turned off or put in silent mode.
7. Good personal appearance and hygiene are important. Please conform to the Lake Tech dress code policy which states: Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized. The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.
8. Lake Tech ID badges are to be worn at all times while on campus.
9. Main campus students are allowed to park only in the south parking lot. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

## ATTENDANCE POLICY

### Absences

To help develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence.

The expectation of the Lake Technical Center Charter Board is that all students will be in attendance each scheduled day. The student attendance policy for each postsecondary program is recommended by the program advisory committee and approved by the administration of Lake Tech.

All student attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records of actual number of hours and minutes attended. Six consecutive absences will lead to withdrawal. Re-entry is based on space availability.

A student who is absent for six (6) consecutive class sessions will be withdrawn from the program.

### Tardiness

Students are expected to be in their seats promptly for the start of class. As a courtesy, students must notify the instructor before the start of class of any anticipated tardiness and an expected arrival time. This allows the instructors to best utilize their time.

## CAMPUS SAFETY

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

## PLAN OF INSTRUCTION

### **Objectives**

The aim of the ESOL program is to assist students in acquiring English language proficiency and in meeting personal goals. The program is characterized by flexible scheduling and performance-based evaluations.

Another characteristic element of the ESOL program is the personalized approach and unique relationships established between students from multi-cultural backgrounds and languages and the instructors. Group activities that stress verbal communication skills are interspersed with individual plans of instruction for each student based on needs and goals.

Goals and objectives for ESOL are:

- To identify the student's initial level of language proficiency through CASAS evaluation.
- To diagnose basic language skill needs in reading, writing, speaking, and listening comprehension.
- To provide guided practice in speaking and listening activities.
- To provide opportunities to utilize ESOL computer programs designed for language acquisition.
- To provide educational and social experiences through field trips and in-class activities.
- To incorporate cultural awareness and citizenship in class interaction and activities.
- To help students develop a career plan.

Completion time is a variable dependent upon the student's academic and language proficiency at level of entry and personal goal requirements.

Learning materials may consist of print materials, computer assisted instruction, and video and audio series.

Progress is monitored and the CASAS is used for determining performance gains.

### **Instructional Materials**

The ESOL classroom is equipped with a variety of print materials designed to meet diverse academic needs in language, reading, and writing.

The CROSSROAD'S CAFÉ video series is used as a group activity with follow-up workbooks designed to meet the needs of the beginning level, the intermediate level, and the advanced level of learners. This series focuses on listening comprehension, cultural awareness, and grammatical structure.

The ELLIS computer program is available to all students. This program has a placement test that places the student at the appropriate level. There is also a pronunciation component that gives visual as well as oral practice. The ELLIS program teaches reading, writing, listening, speaking, vocabulary, grammar, culture, test practice and review, through multiple media instruction. The management system allows tracking of students.

The PRONUNCIATION WORKSHOP program, developed by a certified speech pathologist, guides students through pronunciation instruction and drill.

### **Provisions For Meeting Individual Needs For Students**

Although many group activities are emphasized to encourage oral language usage, an individualized plan of instruction is prescribed for all students that address individual needs in reading, writing and grammar.

### **Student Progress Data**

Students are given immediate feedback in group activities. Direct instruction is followed by guided practice.

The CASAS is used to measure growth. At intervals throughout the year, the student will again test on the reading and listening components of the CASAS. This test is designed to measure language gains and level movement.

## PLAN OF INSTRUCTIONAL PRACTICES

Instructors strive to provide students with the skills needed for language acquisition using the latest technology, relevant print and video materials, and face-to-face instruction and practice.

Instructional materials are regularly evaluated and supplemented to meet needs, interests, and student objectives. Every effort is made to provide materials that integrate language acquisition with basic skill instruction.

### **EMPLOYABILITY SKILLS**

Appropriate grooming and employability skills are incorporated in the ESOL program. Regular attendance, punctuality, and proper notification of absences are stressed.

### **ADVISORY COMMITTEE**

Community representatives, school staff, and a student representative serve on the Advisory Committee. Committee members represent many agencies and vocations which may interact with ESOL students. Educational trends at the local, state and federal levels are shared among committee members at regular meetings throughout the school year.

### **COMPONENTS OF STUDENT PERFORMANCE STANDARDS**

1. LANGUAGE ACQUISITION: This is the primary focus of the ESOL program.
2. BASIC ACADEMIC SKILLS RELATED TO LANGUAGE ACQUISITION: Grammar, sentence structure, reading and writing skills are taught at the appropriate levels.
3. WORKFORCE READINESS SKILLS: These skills are incorporated within the overall ESOL program.
4. CULTURAL AWARENESS AND CITIZENSHIP: American culture is incorporated within the overall ESOL program. A Citizenship Unit designed to give a basic understanding of American history and government is taught to all students.
5. SCANS: These are incorporated in the ESOL program.
6. BASIC COMPUTER LITERACY: Introductory lessons are provided for the computer competency necessary to navigate ESOL programs.
7. AAAE (Applied Adult Academic Education): When an ESOL student attains an advanced level (CASAS), the student is referred to the lab for additional academic skills, to a school guidance counselor, or to an appropriate career-technical class.
8. CAREER PATHWAYS: Students develop a career plan where contextualized curriculum is used. Florida CHOICES is available for upper-level ESOL students.