Planning Lessons with Multiple Language Functions

How to Design Activities to Engage Adult Ells in Conversation.

Adult ESOL teachers are encouraged to plan lessons which incorporate group work to facilitate opportunities for oral language practice. Students must use language for different purposes, for example: to communicate needs, wants, ideas, information and feelings. Students need opportunities to use language in the classroom for different purposes within meaningful contexts and real life experiences. Halliday (1985) explains that people use language for seven different functions:

**Interactional function:** communicating with others

**Instrumental function:** getting needs met

**Informational:** describing ideas, communicating information

**Heuristic:** seeking and testing knowledge

**Regulatory:** controlling behavior, feelings or attitudes of others

**Imaginative:** pretending, using creativity

**Personal:** expression of self

In planning lessons, teachers must think about the types of language functions that occur in everyday conversation and give students ample opportunities to speak English in class. For example, encourage English only when students interact with others, repeat instructions, express feelings, pose questions and give answers. In class, all students must use English. Teachers must model this behavior and encourage all students to speak English by providing diverse multi-level activities in class. Class should be an English only ZONE!

Sample Activities For Oral Language Practice

**Interactional:** Students work in pairs or groups (Role playing, discussing topics).

**Instrumental:** Students ask for clarifying instructions or information to complete task (Persuading, solving problems).

**Informational:** Students share ideas about people, places, and events (Reporting out to class).

**Heuristic:** Students ask the teacher or other students questions, explain ideas, or retell a story (Practicing question/answer).

**Regulatory:** The teacher puts students in charge of a task (Giving instructions).

**Imaginative:** Students use ideas to create (Telling stories, dramatization, and reciting poems).

**Personal:** Students share and tell others about their beliefs and experiences (Sharing out in pairs).

Article written by: Ileana Masud

Teaching Tip to Improve Pronunciation

**Distinguishing “sh” and “ch”:**

Some ESOL students have trouble with the sounds sh and ch. It’s especially a problem for Spanish speakers. Teachers should:

- Dramatize the sounds
- Explain the position of the tongue
- Practice, practice, practice.
- Use the software programs at school or online programs for practice: www.lingQ.com

Congratulations to MDCPS' Adult ESOL Students Inducted to the National Adult Education Honor Society

We would like to recognize and congratulate the following students for their hard work and dedication:

Ledvi E. Mata
Ana Egea Cosme
Maria Dominguez
Daniel Gallegos
It is with great pleasure that SMILE spotlights Ms. Constance Davis. Ms. Davis has worked as an ESOL teacher at D.A. Dorsey for the past two years. Ms. Davis studied at Miami Dade College and Hunter College in New York. She graduated from FIU with a Bachelor’s Degree in Tourism and Travel. She has completed post graduate courses in History and French. Ms. Davis worked in Miami Dade County Public Schools as an ESE teacher. Her first teaching experience with adults was at Metro West Detention Center teaching ESOL to adult males, which she describes as challenging yet very rewarding. In her spare time she enjoys traveling and practicing new languages. “I love teaching ESOL. At this point in my career, I am grateful for the in service trainings provided by the Adult ESOL Department for teachers like myself. I am even more grateful for the fine mentoring provided by Ms. Ileana Masud, an experienced mentor from the district. Thank you Adult ESOL for your support.”

**The Information Corner**

**New Listening Resources**
McGraw-Hill All Star Bonus Listening Program was distributed at the January meeting. All adult centers have received a set of CDs and Audioscripts. For more information on this great resource, see your ESOL chairperson.

**CASAS**
The Adult ESOL Department has started this year with a responsibility of supporting and overseeing the CASAS Assessment System. As of Dec. 2008, the assessment of adult ESOL students was assigned to Dr. Beatriz Diaz, District Supervisor for Adult ESOL. We are currently in the process of evaluating our district’s inventory. The adult centers are gathering data to determine if we have the necessary testing forms until August 2009 when all centers must have transitioned to the new listening series. We look forward to meeting and working with the testing staff who service the needs of adult ESOL students in our community.

-Veronica Pavon-Baker

**Upcoming Event**
**ELITE ’09 Conference**
Feb. 6 at DoubleTree Hotel
Keynote Speaker: Dr. Janet Zadina
Brain Research and the Adult Learner
Information: 305-995-1865

**Our New Team Member**

**Ms. Alina Plasencia**

**Project RYSE**

**Program Coordinator**
Ms. Alina Plasencia has been an educator at MDCP-S for 18 years. She has worked as a classroom teacher and curriculum support specialist in the field of reading and bilingual education. Ms. Plasencia has a Bachelor of Education in English and a Masters in Reading both from the University of Miami. She has also been published in the Reading Teacher for a study she collaborated in the field of Guided Reading for Secondary ESOL classrooms.

Project RYSE (Refugee Youth Succeeding in Education) provides refugee youth and their families appropriate supplemental education opportunities. Project Ryse is at several adult centers and twelve high schools.

For more information on Project RYSE
Please contact Ms. Alina Plasencia at:
aplasencia@dadeschools.net
305-995-7433

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