



**STRATEGIES & METHODS IN LEARNING ENGLISH**  
**For Adult ESOL Professionals**

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Miami-Dade County Public Schools

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“Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing.”  
 Thomas Edison

**Where Do We Need to Be and What Do We Need to Do to Improve Our EFLs ? (LCPs)**

The tables below were compiled using data from Data in Your Hands for fiscal year 2008-2009. Use the information to guide your work as we strive to increase student achievement and completion rate.

ENROLLMENT	ESOL LEVEL 2008-2009	TARGET ENROLLMENT 2009 -2010	DIFFERENCE
Foundations	6,287	6,350	-63
Low Beginning	7,851	6,938	+923
High Beginning	12,984	9,491	+3,493
Low Intermediate	10,531	7,696	+2,835
High Intermediate	6,042	3,872	+2,170
Advanced	2,758	0	

COMPLETION RATE by ESOL LEVEL	COMPLETION RATE 2008-2009	TARGET COMPLETION RATE 2009-2010	DIFFERENCE
Foundations	27.36%	39%	-11.64%
Low Beginning	30.13%	37%	-6.87%
High Beginning	19.28%	25%	-5.72%
Low Intermediate	14.74%	26%	-11.26%
High Intermediate	12.24	23%	-10.76
Advanced	9.13%		

**EL/Civics Grant-Funded Initiatives for 2009-2010**

On-site Adult ESOL Resource Centers	On-site Mentor Extension of MELT	On-site Community Liaison Specialist	Technology Update
<ul style="list-style-type: none"> <li>Supplemental resources to increase student achievement, especially in reading and listening and facilitate transition to ABE/GED/PSAV</li> <li>Funds will assist adult centers to build in-house resource center for Adult ESOL teachers and students</li> <li>Selection of resources based on-site needs</li> </ul>	<ul style="list-style-type: none"> <li>Part time Instructional staff recommended by principal; experienced adult ESOL teacher able to mentor on and off campus approx. 5 hrs. per week.</li> <li>Meet with District Lead Mentor once a month for training and support</li> <li>Gather and report data to substantiate services provided to teachers</li> </ul>	<ul style="list-style-type: none"> <li>Non-instructional staff member to facilitate community outreach opportunities · Part time hourly (10 per week)</li> <li>Assist with testing, orientation, retention and other services for targeted population</li> <li>Meet with District CLS Leader once a month</li> <li>Gather and report data to substantiate services provided and measures impact of services</li> </ul>	<ul style="list-style-type: none"> <li>Limited funds available for updating equipment needed for eCASAS and/or ESOL labs:</li> <li><b>Computers</b></li> <li><b>Computer memory</b></li> <li><b>Printers</b></li> <li><b>Scantrons</b></li> </ul>

## FACTORS THAT CONTRIBUTE TO HIGHER STUDENT ACHIEVEMENT AND COMPLETION RATES

According to John Comings, et al (2004) there are four areas to consider when looking at increasing your EFLs: (Educational Functional Level, previously referred to as LCPs)

- **Managing— positive and negative forces**
- **Building self efficacy**
- **Setting clear goals**
- **Monitoring student progress**

Remember that every student matters and every lesson counts!

### Managing— Positive and Negative Forces

Students need the following activities:

1. Assessments involving students in examining their supporting and hindering forces
2. Use of techniques to reflect on and discuss personal educational experiences
3. An orientation to the program
4. Clear establishment of class rules and policies
5. Project learning and group learning opportunities
6. Creative writing that allows students to express themselves
7. Learner contact information list so that students can reach out and provide help to each other if one has "stopped out"

### Building Self Efficacy

It is important that teachers provide the following to help students with their performance:

1. Opportunities to take a leadership role through peer orientations, peer teaching, etc.
2. Techniques to reflect on and discuss educational experiences
3. Varied assessment strategies to involve learners more e.g., portfolio assessment, conferencing, self-tests
4. Mechanisms for learners to be recognized for their achievements e.g. end of the month class celebrations, incentive store, etc.
5. Diverse learning opportunities based on multiple intelligences and different learning styles- use music, art & trips

### Student Progress

Here are some sample activities for students to experience progress:

1. Develop a system for contacting "stop out students" and for sending fun and challenging work to them
2. Use small group instruction to support learners to teach each other and not learn in isolation
3. Use curriculum that corresponds closely to the students lives, needs and goals
4. Develop a system whereby the teacher receives clear and constructive feedback from all involved in the learning

### Setting Clear Goals

The teacher should help students set clear to the point goals by:

1. Asking students to state their goals and thoughts at the beginning of each term and even before each unit
2. Use an activity to help learners articulate their fears and expectations related to learning
3. Establishing a process for the teacher and the learner to meet individually to discuss short and long term goals, realistic timelines and interim success benchmarks
4. Establishing student mentors/testimonials by having a process for more experienced learners to talk with new ones



## SPOTLIGHT ON YOU!

### An Inspirational Adult Ed. Story

**Rita Rena Horton** was born and raised in Homestead, Florida. She is currently married with two daughters and one son. She grew up in the Modello projects and lived a life of challenges. Her parents were divorced when she was very young; due to their economic situation she remembers shopping at Goodwill for her school clothes. As a child she went to different schools and finally dropped out of school before her 16th birthday. As a young woman Rita worked a variety of jobs including: nursery work and house cleaning. A parenting group came into the projects and she participated in a grant called Psychology of the Mind. This activity changed her life. She came away with a new philosophy, "Understand that at given moment in your life you are doing the best that you can do." As a result of this project, Rita decided to work on her education and get a GED diploma. She did it! Rita got a job in an elementary school assisting a kindergarten teacher. She assisted with reading groups and a variety of academic activities. During her time at this school she helped develop an after-school homework assistance class for kindergarteners and first graders. Ms. Santalla, who was the principal at South Dade Adult Center, hired Rita to work with the adult ESOL students' children while they were taking their classes. She has been working there ever since. Rita also worked with the preschoolers at the Redondo Elementary ESOL class. Her teaching abilities were apparent when she had two year olds recognizing the letters of the alphabet! Rita has received a scholarship to attend Miami Dade College and is working on her degree in education. So far she has a 4.0. **RITA, is an inspiration to all of us, keep up the great work!**



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