

## High Beginning ESL

Summary of NRS Level	MCAEL Descriptors		Program Level Exercises: Where are the learners in your program?
<p><b>Listening and Speaking:</b> Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p> <p><b>Basic Reading and Writing:</b> Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p> <p><b>Functional and Workplace Skills</b> Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>	<p>A person at this level often likely can:</p> <p>satisfy oral and literacy survival needs, especially in familiar contexts; an individual at this level may have limited English language proficiency—especially in speaking and listening—but <b>he or she may have some or a great deal of education, may have experience learning a second or other language, and may have many learning strategies</b> to help in learning English;</p> <p>a student at this level may be new to the country, lived in the United States for years and anywhere in between;</p> <p>a learner at this level would likely experience some difficulty in an English-speaking work environment, but could do well in a workplace where co-workers and/or supervisors spoke the same language (e.g., service industries, construction) or in a friendly, unthreatening English-speaking work environment.</p>	<p><b>Instruction:</b> Learners at this level probably have acquired basic “survival” English and are ready to acquire more vocabulary, grammar structures, and more content (such as learning about life in the United States). Using a variety of grouping strategies within a learner-centered class can help learners become more fluent and accurate in English.</p> <p><b>Effective Materials:</b> Picture dictionaries, the first or second level of core texts or readers can be useful, but teacher- and learner-made materials can be at least as effective. Activities such as conversation grids, pair dictations, line dialogues, project work, and jigsaw activities are effective tools that also help maintain and enhance the classroom community.</p> <p><b>Timeline:</b> Depending on personal factors—such as linguistic and educational background, age, health, time in the United States—and program factors—such as hours of instruction per week, focus of instruction—it may take some learners at this level several months to be ready for the next level. However, some learners at this level can make quick progress to the next level.</p>	<p>1. Currently, our program places learners into levels using the following tests or procedures: _____.</p> <p>2. Our program serves learners at this level.</p> <p style="text-align: center;">yes                      no                      sometimes</p> <p>3. In our program students at this level are in the _____ class(es).</p> <p>4. The number of hours of instruction available for a learner at this level per session or semester is _____.</p> <p>5. In our program, learners at this level engage in the following learning activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6. Students use the following materials and resources (published or teacher- and learner-made):</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p><b>CASAS Reading scale scores:</b></p> <p>Reading: 191–200</p> <p>Listening: 191–200</p> <p>Writing: 146–200</p> <p><b>BEST Plus:</b> 418–438 (SPL 3)</p> <p><b>BEST Literacy:</b> 53–63 (SPL 3)</p> <p><b>TABE CLAS-E scale scores:</b></p> <p>Total Reading and Writing: 442-482</p> <p>Total Listening and Speaking: 450-485</p>	<p>TIPS: <b>1.</b> Learners in a high beginning level class may have similar speaking skills (able to satisfy many basic communicative tasks), but, because of diverse educational backgrounds, they may vary widely in reading and writing skills.</p> <p><b>2.</b> Learn as much as possible about the cultural background of the learners. Not only is it respectful, but this knowledge can help make instruction more effective.</p> <p><b>3.</b> Especially in smaller programs, low beginning and high beginning learners may be in the same class. This is not a problem because these two levels can be similar, but it's important for the teacher to identify who has what educational background, skills, needs and goals.</p> <p><b>4.</b> Research suggests that acquiring a large working vocabulary is important. So, provide ongoing opportunities for vocabulary learning. For example, encourage learners to bring into class words and phrases they hear in the community and workplace; explain, and keep a running vocabulary list and refer/add to it often.</p>	<p><b>Exiting the level or program:</b> To move to a low-intermediate level, a learner should be able understand and use appropriate language in routine social situations, speak on the phone in simple situations (such as make a medical appointment); scan simple authentic materials for information (such as, supermarket ads), comprehend somewhat simplified text; organize and write short texts on familiar topics (such as self, family, work) and to express opinions (such as favorite sports) show some control of structures such as <i>because</i>, simple past, prepositions of place and directions.</p> <p><b>Cultural/Demographic Notes:</b> Cultural and personal factors can affect how willing learners are to make mistakes in class. Sometimes learners with only a few years of education jump into a new language pattern or activity when some university graduates may hold back.</p> <p><b>Background Resources:</b> <i>Activities to Promote Interaction and Communication</i>  <a href="http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-41Interaction&amp;Communication.pdf">www.cal.org/caela/tools/program_development/elltoolkit/Part2-41Interaction&amp;Communication.pdf</a>;</p> <p><i>Activities to Promote Reading Development</i>  <a href="http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-57ActivitiestoPromoteReadingDevelopment.pdf">www.cal.org/caela/tools/program_development/elltoolkit/Part2-57ActivitiestoPromoteReadingDevelopment.pdf</a></p>	<p>7. Currently our program decides a person at this level is ready for the next level or a different program when:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p>
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