

**ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) USER GUIDE**

**School District Course Code #0900040 • College Classification of Instructional Program #1532.010300**

<b><i>Who is the intended population?</i></b>	<ul style="list-style-type: none"> <li>• This course provides English language instruction to adults whose first language is not English.</li> <li>• The course is intended for students who are able to read and write in at least one language.</li> <li>• The course focuses on reading, writing, speaking, listening, vocabulary, and grammar, with the goal of preparing students to use English for every day life.</li> </ul>
<b><i>What is the course designed to do?</i></b>	<ul style="list-style-type: none"> <li>• The course is designed to teach students to listen, speak, read, and write English in seven life-skills topics: Communication, Civics, Family and Community Resources, Employment, Consumer Education, Health and Nutrition, Transportation and Travel, and Safety and Security.</li> </ul>
<b><i>How are students placed in the course levels?</i></b>	<ul style="list-style-type: none"> <li>• Students entering this course must take a pretest in listening (L) and reading (R) in the first twelve hours of enrollment for placement.</li> <li>• The lower score of the two skills, L or R, determines the placement level. Students entering the Foundations level who obtain a score that is below the valid score range in L or R must continue to take a pretest on a regular basis (monthly is recommended) until they obtain a pretest score in the valid range. The number of hours of instruction are to be counted from the date of the first valid pretest score.</li> <li>• The course has six Educational Functioning Levels (EFL), from Foundations to Advanced. The levels match the federal National Reporting System (NRS) levels.</li> <li>• Combining the students of two or three levels in the same classroom is allowed if an agency has few students. The recommended class size is no more than 20 students per class.</li> </ul>
<b><i>How are students tested?</i></b>	<ul style="list-style-type: none"> <li>• Students in this course must take a pretest and posttest in both L and R to be placed and to pass the levels of the course, Foundations through Advanced. Use the lower of the two scores to determine the student’s EFL for the NRS.</li> <li>• Students must be tested with a state-approved assessment. The approved tests are BEST Literacy, BEST Plus, CASAS (L and R), and TABE CLAS-E (L and R).</li> <li>• Students must take a posttest after completing a certain number of hours of instruction. BEST Literacy and BEST Plus recommend 80-100 hours of instruction before posttesting. CASAS recommends 70-100 hours of instruction. TABE CLAS-E recommends 60 hours of instruction.</li> </ul>
<b><i>What are students taught in this course?</i></b>	<ul style="list-style-type: none"> <li>• The standards for this course are approved by the FLDOE annually.</li> <li>• Teachers and their students should select which competencies to prioritize when planning the class schedule; it is not recommended to go through the competencies in sequence.</li> <li>• The standards are designed to give students practice listening, speaking, reading, and writing in the context of everyday work and home activities.</li> <li>• The standards introduce grammar and vocabulary at each level.</li> </ul>
<b><i>How are students taught?</i></b>	<ul style="list-style-type: none"> <li>• Teaching methods such as project-based learning, problem-based learning, reading, writing, speaking and listening tasks based on their life experiences and address their needs.</li> <li>• Florida TechNet (<a href="http://www.floridatechnet.org">http://www.floridatechnet.org</a>) has links to teaching strategies and lesson plans.</li> </ul>
<b><i>How do students progress?</i></b>	<ul style="list-style-type: none"> <li>• Students progress through EFLs by obtaining test scores that place them into the next level.</li> <li>• The lower of the two scores, L or R, is used to determine the level.</li> </ul>
<b><i>How can students be helped to transition to other programs?</i></b>	<ul style="list-style-type: none"> <li>• Ongoing counseling is recommended to ensure a smooth transition to the Academic Skills for ESOL course, or to ABE, GED, Career &amp; Technical programs and/or postsecondary programs.</li> <li>• Teachers should emphasize skills that help learners succeed in academic programs, such as reading to learn, developing conceptual and critical thinking, and focusing on accurate use of language.</li> <li>• The Florida Choices website (<a href="http://www.flchoices.org/">http://www.flchoices.org/</a>) provides career planning materials for students in Spanish and English. FLDOE also provides trainings to instructors on Florida Choices.</li> </ul>

**Florida Department of Education • Division of Career and Adult Education**  
<http://www.fldoe.org/workforce/AdultEd/>  
**Program Year 2011-2012**