

Connecting Career and Technical Education to



English as a Second Language (ESL)

English as a Second Language (ESL) programs assist language minority students whose dominant language is not English, and whose limitation in the use of English prevents them from functioning in mainstream programs.

There are over 17,000 English as a Second Language learners in Hawai'i Public Schools and the number continues to rise. In 2007 10% of the public school enrollment were ESL students.

Source: Hawai'i State Department of Education Official Enrollment Count, 2007 Superintendent's 18th Annual Report

The Career Pathways Promise

ESL Students Can...

- Overcome Stereotyped expectations based on community attitudes or media portrayal
- Benefit from exposure to employability skills built into curriculum, such as appropriate social behavior and work habits
- Build upon the language and knowledge of other cultures that they already possess



Quick Tips

- Be understanding because it is extremely difficult for a student to learn English and the content of the course at the same time.
- Say a kind word to the student. It could make a difference in the student's day. Try learning a few words or relevant phrase in the student's native language.
- Be aware that a student might seem to converse fluently, but fluency in spoken English is very different from competency in academic English. Literacy skills are more complex and difficult to master than conversational skills.
- Do not assume. Because a student comes from another culture, there is much that cannot be assumed. Prior knowledge and/or common sense may mean something very different to you than to the ESL student.
- Take an extra minute to explain a concept that may be unfamiliar to the ESL student. The other students will benefit from the extra clarification also.
- Allow a little more time for the student to complete tests or class assignments.
- Network with the ESL teachers at your school. They may have resources or ideas that you can use in the classroom to the benefit of all students. They may also be familiar with the student and can give insight into helping the student.

- Give students feedback so they know if they are completing assignments correctly. Silence does not indicate comprehension!
- Take a workshop, class or get special training in ESL, bilingual and/or multicultural education.
- Know that your student may have many more responsibilities at home than an American student because very often the parents of ESL students cannot speak, read or write English. Parents depend on their children to pay bills or take care of other household responsibilities. They may be under a lot of pressure.

More Curriculum Ideas

Visual Clues

Visuals such as pictures, photographs, maps, graphic organizers and charts add another dimension to sensory input. Hands-on activities do the same thing. Collaborative projects such as mobiles, murals, demonstrations, science experiments, and timelines, add depth to concepts as well as vocabulary development.

Teach the text backwards

It is very difficult for ESL students to understand a textbook if it is taught in the traditional sequence: read text, answer questions, discuss, and apply information. When teaching the text backwards you do an application such as a science experiment first. Then you discuss the material in class, and answer the questions at the end of the chapter. Reading the text is the last thing you have students do. (This method often benefits other students, too.)



Foster social interaction

Provide a variety of activities for newcomers. Set limits on the amount of time English language learners listen to tapes or work on a computer. They need to interact with real speakers of English. Social acceptance is a powerful motivator for learning a new language.

Cooperative learning fosters social interaction.

ESL students need opportunities to practice language at their level of English language competency. Cooperative learning groups are one way for new language learners to practice English. A small group setting allows for more comprehensible input because the teacher or classmates modify or adapt the message to the listener's needs.

Develop pride in cultures

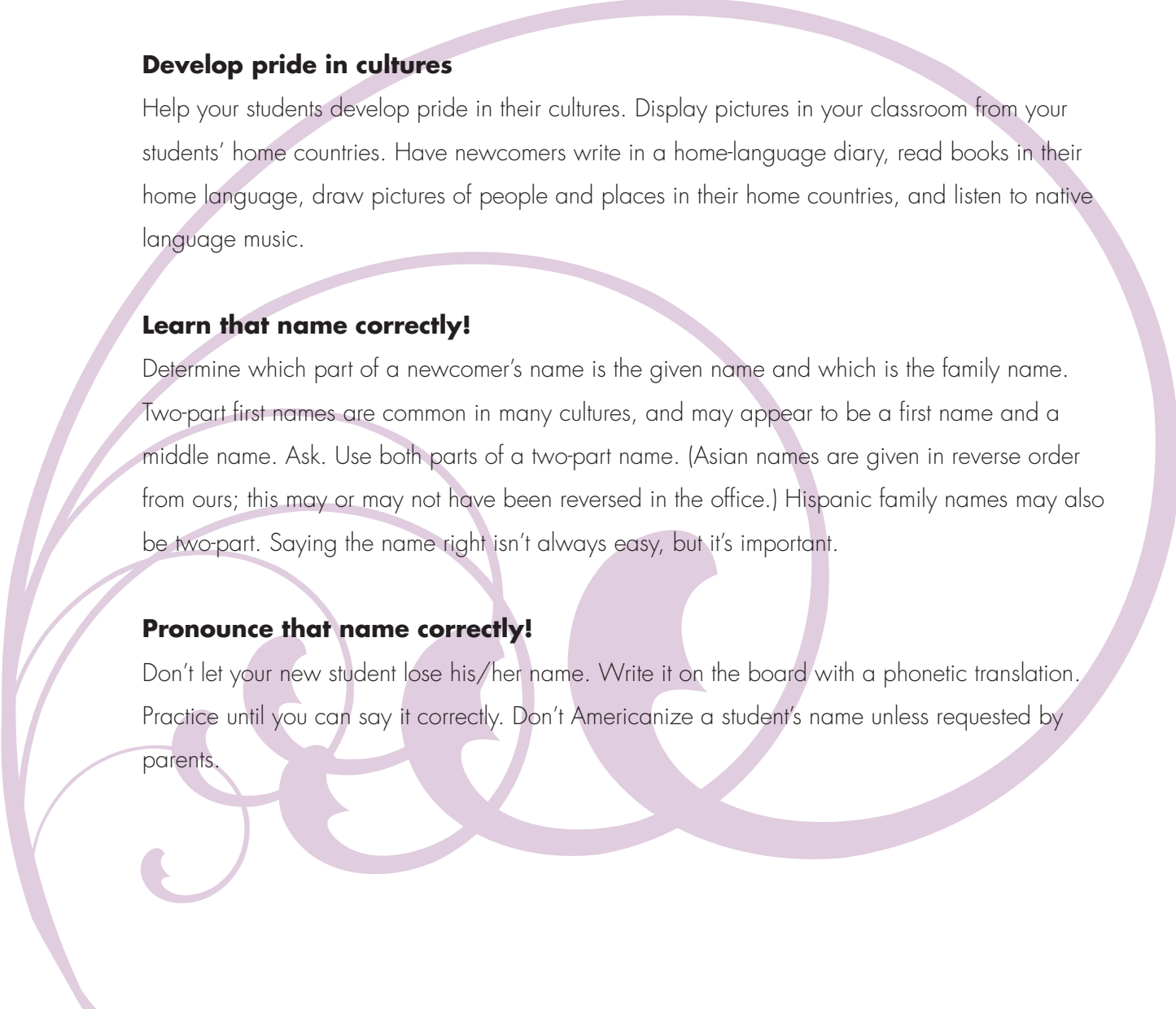
Help your students develop pride in their cultures. Display pictures in your classroom from your students' home countries. Have newcomers write in a home-language diary, read books in their home language, draw pictures of people and places in their home countries, and listen to native language music.

Learn that name correctly!

Determine which part of a newcomer's name is the given name and which is the family name. Two-part first names are common in many cultures, and may appear to be a first name and a middle name. Ask. Use both parts of a two-part name. (Asian names are given in reverse order from ours; this may or may not have been reversed in the office.) Hispanic family names may also be two-part. Saying the name right isn't always easy, but it's important.

Pronounce that name correctly!

Don't let your new student lose his/her name. Write it on the board with a phonetic translation. Practice until you can say it correctly. Don't Americanize a student's name unless requested by parents.



Authentic Assessments

Oral Interview	Informal and relaxed individual interviews between teacher and student about class content.
Text Retelling	Students retell the main ideas or supporting details of class content or reading assignment.
Writing Samples	1. Informal: Student journals on course subject matter or any assignment given by instructor. 2. Formal: Students write narrative, expository, persuasive, or reference paper.
Projects/Exhibitions	Students work individually, in pairs or in small groups to complete a project in the content area. It can be written and/or oral.
Demonstrations	Students make an oral presentation showing a specific procedure such as how to prepare the body of a car for painting or how to cook a specific recipe.
Constructed-Response Items	Students respond in writing to open-ended questions about content covered in class.
Teacher Observations	Teacher observes student interacting in class with other students, student ability to follow directions, and student response to instructional material.
Portfolios	Formative: Collection of student course work to demonstrate progress over the course of a semester or year(s). Self-Assessment: Includes student self-assessment component.



Resources

www.eslcafe.com

One of the best-known online resources for all ESL teachers and students, alike. This Web site includes lessons, quizzes, chat lines, podcasts, and more.

Other CTE Resources Available

Brochures and Promotional Products

Career Pathways Promise Brochure (1-page brochure)
Career Pathways Poster (6 pathways on one poster)
Career Pathways Handbook (8.5x11 – 18-page handbook)
Non-Traditional Occupations (1-page brochure)*
Men in Nursing Brochure (1-page brochure)*
Health Science Professions in Hawaii (1-page brochure)*
Special Populations Brochure (1-page brochure)
Building Career and Construction – brochure*
Digital Careers in the Computer Age – brochure*
Choose a Pathway—the 6 pathway hexagon of choices
10 Reasons to Choose a Nontraditional Career – bookmark
Career Pathways “Star”

Island Produced DVDs

Discover Nursing Careers – a 5 minute DVD*
Hawaii’s Career Pathway System
Building Careers in Construction – a 6 minute DVD*
Digital Careers in the Computer Age – a 6 minute DVD*

**Promotes nontraditional career exploration*

Resources are available by logging on to www.hawaii.edu/cte

Special Population Teaching Resources

Special Populations Brochure (1-page brochure)
Monographs for Education Professionals

- Connecting CTE to Single Parents and Displaced Homemakers
- Connecting CTE to Economically Disadvantaged
- Connecting CTE to English as a Second Language Learners
- Connecting CTE to Special Education/Students with Disabilities
- Connecting CTE to Nontraditional



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