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ESOL

# TAPAS

TEACHING AND PROFESSIONAL APPETIZERS

**Bodega** – email requests to [bodega@neable.org](mailto:bodega@neable.org)

**Citizenship Foundation Skills and Knowledge Clusters** – pdf version available at [www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-794.pdf](http://www.uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-794.pdf).

**USCIS Citizenship Advertising Poster** – hardcopies available in Chinese.

## Web Resources

**Citizenship Resources** – a collection of courses, lessons, podcasts, interactive activities for students  
[www.proliteracyednet.org/articles.asp?mcid=2&cid=36&rid=501](http://www.proliteracyednet.org/articles.asp?mcid=2&cid=36&rid=501)

**Constitution** [www.billofrightsinsitute.org/ConstitutionDay](http://www.billofrightsinsitute.org/ConstitutionDay)

**Family Literacy** - Language is Key activities to promote language and literacy in 4 languages  
[www.wlearning.com/products/language-is-the-key/](http://www.wlearning.com/products/language-is-the-key/)

**On the Go Activities in 7 languages** - designed to encourage parents to interact with their children while they are "On the Go" to facilitate language, early literacy, and positive parent-child interactions. The site requires a free membership.  
[www.wlearning.com/resources/on-the-go](http://www.wlearning.com/resources/on-the-go)

**Refugee Groups** - new section on CAL's Cultural Orientation Resource Center  
[www.cal.org/co/resource\\_packages/refugee\\_groups.html](http://www.cal.org/co/resource_packages/refugee_groups.html)

## Ohio ABLE Library

New to the Library:

*Evidenced-based Instruction in Reading: A Professional Development Guide to Phonemic Awareness*, Nancy Padak & Tim Rasinski, Pearson Education.

*What's Next: A Multilevel Phonics Approach for ESL Students*, Conklin, New Readers Press, 2011. This two level (introductory & low beginning) reading series follows a Somali immigrant through her daily life in the US as she is faced with learning English. Books 1 and 2 focus on short vowels and Books 3 and 4 focus on long vowels.

To borrow, visit: [www.ohioablelibrary.org](http://www.ohioablelibrary.org)

## USCIS Chinese Engagement

Thursday, February 16, 2012  
10:30 a.m. to 12:00 p.m. (PST)  
[www.uscis.gov/jiaoliu](http://www.uscis.gov/jiaoliu)

Provides overview of the naturalization process and how to become a U.S. citizen for Chinese-speaking students.

## PROFESSIONAL DEVELOPMENT

Register on the RCN Calendar of Events at [www.ohioable.org](http://www.ohioable.org)



### (NEW!) RCN Self-directed Activities:

- English Language Teaching in Action - DVDs
    - Games & Activities
    - Productive Skills: Writing & Speaking
    - Receptive Skills: Listening & Reading
    - Teaching Grammar & Vocabulary
    - Pronunciation & Teaching Techniques
  - Introducing Evidence-Based Writing Instruction – online course
  - Refugee Resettlement: Home Across Lands - DVD
  - Teacher Training: *Future* English for Results Classroom Demonstrations – DVD
  - Teaching ESL to Adults: Classroom Approaches in Action Volume THREE – DVD
- This series now has an introductory video available at [www.newamericanhorizons.org](http://www.newamericanhorizons.org). All three volumes are available through the RCN.

### COMMUNITY OF LEARNERS – Canton Staff PD Projects

*Submitted by Jane Meyer, Director.*

During the fall, Canton City Schools ABE teachers formed learning communities to research topics identified on their PDP. For example, Pat Dolezal did research on ESOL students transitioning into ABE classes. She came up with the recommendations that the advanced ESOL and ABE intermediate teachers visit each other's classrooms and that the ESOL students visit the ABE class prior to the transition and that they be assigned a buddy from the class when they transition. All of those are immediately doable so we are going to meet and implement those ideas in January. Meanwhile in the discussion that took place, other staff members suggested that the ESOL students could be included in other activities in the ABE building (which is right next door) such as transitions sessions, computer classes, etc. which is also doable. Pat also recommended an ESOL transitions class which is an idea I have been thinking about, but will have to go on a wish list due to resources.

Dodie Jerzyk did a study on the kinds of items ESOL students were missing on the CASAS test and came up with 4 general areas, one of which was reading charts and maps. She recommended that they incorporate charts and maps into all of their units and gave specific ideas how this could easily be done. She also found that they need to think about the vocabulary they present in these topics. She wondered if in their quest to help the students understand they always use the same terms and should vary the vocabulary a bit more. She also recommended that they consciously repeat vocabulary from one unit to another. Again, those are things they can work on in their joint planning and can be accomplished. In the discussion the ABE teachers pointed out that vocabulary is an issue for their students taking the TABE too so some good discussion developed around how to support students' vocabulary growth. It really has sparked a community of learners. When they summarize their research I see others writing down the source so they can read it too and several teachers have used the projector to present which is good role modeling for the others.