

LESSON PLANS

*Integrating the Importance
of Higher Education
into English as a Second Language
(ESL)*



Closing the Gaps
by 2015

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*Integrating the Importance of
Higher Education
into
English as a Second Language (ESL)*

A project supporting
CLOSING the GAPS by 2015
Participation * Success * Excellence * Research

Project Participants

Texas Higher Education Coordinating Board
Community and Technical Colleges Division
Statewide Higher Education Awareness and Motivational Campaign

in partnership
with

Houston Community College System - Lead Project
North Central Texas College
North Lake College - Dallas Community College District
Odessa College
South Texas Community College
Texas State Technical College Harlingen
Texas State Technical College West Texas
Tomball College - North Harris Montgomery Community College District

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Acknowledgment

Professionals from community and technical colleges throughout Texas worked on this project and are key partners in the implementation of these ESL lessons promoting higher education. The partners have disseminated the lessons to more than 350 ESL/ABE/GED programs throughout Texas. The Texas Higher Education Coordinating Board's (THECB) Awareness and Motivational Campaign staff also distributed the lessons through its many college, university and community/faith-based organization partners throughout the state.

The purpose of the project is to motivate non-traditional students to enter higher education by reaching out to educationally disadvantaged communities, thereby increasing college-going rates among these groups statewide.

Lynn Denton, M.Ed., Director
Statewide Higher Education Awareness
and Motivational Campaign

Foreword

This project focuses on Goal I of *Closing the Gaps by 2015* higher education participation rates. The lessons help students understand the benefits of higher education and the steps to prepare for it academically and financially. Adult students learn new English vocabulary and grammar, and at the same time learn in class discussions that in the USA, higher education is accessible to all parents and their children.

As a first-generation American who learned English after coming to this country, eventually earning a Doctor of Education degree, I can testify that it is worth our effort to make sure our newest residents understand and take advantage of the educational opportunities afforded by our great country. Closing the Gaps in higher education participation will not be easy, but if all P-16 partners work closely together, we will succeed.

Maria Perez Straus, Ed.D
Coordinator of Learning Initiatives
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Introduction

Background - Closing the Gaps by 2015

During the 77th session in 2001, the Texas Legislature enacted Senate Bill 573, legislation that authorized the Coordinating Board (THECB) to launch the Statewide Higher Education Awareness and Motivational Campaign, a strategy to meet the first goal in *Closing the Gaps by 2015*, the state's higher education plan. The goal of the campaign is to bring an additional 300,000 people into higher education in Texas by 2015.

Currently, Texas is on a path to a less educated, less prosperous state. Only five percent of the population is enrolled in higher education - lower than a decade ago. Based on current trends, Texas expects 1.2 million students to enroll in college by 2015 without a recruitment campaign. That figure represents only 4.6 percent of the state's projected 2015 population. If higher education rates continue to decline, family income also will decline and negatively impact the state's economy.

The challenge for us as educators is to reverse that trend by ensuring that more parents and their children understand the benefits of higher education, and the steps necessary to prepare for it academically and financially. Families need to hear the message in many venues that higher education is desirable, attainable, and affordable.

Using the Materials

Suggestions for Teaching Ready! Set! Go! Lessons

The three lessons in this booklet are designed to encourage students from all educational backgrounds, but mostly ESL/GED/ABE students, to believe that pursuing higher education is a realistic goal for them and for their children. We anticipate that classes will take place in a variety of settings, some informal and not necessarily in a traditional classroom. Some teachers may be volunteers donating their time and effort. For that reason, the lessons require no equipment such as computers or VCRs.

Each lesson contains a goal, a cultural focus, vocabulary suggestions, a grammatical focus, and a pronunciation focus, as well as suggested classroom

procedures. Also included are suggestions for community resources, materials and examples of textbooks that can be used. A short evaluation for each lesson is included as well. The lessons are structured as follows:

- Lesson One (beginning) introduces the idea that going to college is possible and will result in more job opportunities.
- Lesson Two (intermediate) focuses on what students can do to break down barriers to success.
- Lesson Three (advanced) prepares students to plan the steps necessary to achieve their goals for the future.

While the lessons do need to be presented in order, they have been designed to offer flexibility to give the teacher ample choice in the way the lessons are used. For instance:

- Each section can be used separately and part of the class time devoted to only that section.
- A certain amount of time, such as the last hour of the class, can be allocated to the material in the lessons.
- One day a week can be allocated for the lesson plans until each part has been covered.

The project partners believe the success of these lessons, and of the teacher using these lessons, rest in the success of the teacher to sincerely communicate to their adult students that the future will be brighter for the entire family for generations to come when the family embarks on the college-bound path. Happy motivating!

Jacqueline Stirling, ESL Coordinator
Tomball College
North Harris Montgomery Community
College District

This project is collaboration between two divisions of THECB. A Carl D. Perkins Discretionary grant from the Community and Technical Colleges Division coordinated and provided funding for the project. The Participation and Success Division's Statewide Higher Education Awareness and Motivational Campaign staff conceived the project and provided technical assistance.

LESSON ONE : BEGINNING : READY!!**4****Goal:**

Students will discover how going to college will increase their skills and give them more job opportunities.

Cultural Focus:

In the USA, at about 18 years of age, many students leave high school and enter either a two-year college or a four-year university to pursue higher education. Many four year college students live away from home. Also, many adults with children and jobs go to college.

Vocabulary:

Ask students for words they already know about "school" and "jobs."

Encourage students to keep a notebook to record new vocabulary in "chunks" (groups of related words) under general headings, such as home, school, car.

text book	bookstore	library	course	schedule	major	
quiz	test	exam	final	notebook	folder	file
semester	career	job	diploma	degree	graduate	
counselor	advisor	tutor	registration	financial aid		
classroom	computer lab	fee	tuition	student loan	certificate	
take a test	go to class	see the counselor	get a degree	study		

Grammatical Focus:

Subject pronouns: I, you, he/she/it, we, you, they.

Verb "to be" : I am, you are, he is, she is, it is, we are, you are, they are, (plus contractions e.g., I'm, he's). Present/present continuous tense : I go/I am going; we work/we are working.

Pronunciation:

Practice vocabulary list; long and short vowel sounds; consonant blends; consonant endings.

Community Resources:

Invite students who are taking courses to come and talk about their decisions to enter college and discuss their career plans. Invite a registration officer to come and explain the registration process. Invite a financial aid officer to explain available resources. Invite bilingual speakers. Arrange a visit/tour to a community college.

Materials/Additional Resources:

Pictures/posters of students in various college/classroom settings; pictures of people doing various jobs; comparison earnings chart. Bring in samples of forms, schedules, applications, course descriptions, catalogues, etc., index cards. Videos of college life/activities (some colleges have produced these).

Examples of Text Books:

Grammar in Context. (Book 1) Heinle and Heinle: pp. 1-5, 6-7, 8, 43-56, 153-172. Talk it Through. Houghton Mifflin: p. 98. Clear Speech. pp. 45-47. College catalogues also can be used.

Evaluation:

In small groups, students present 2/3/4/ thoughts on what college can offer to them, what impact it may have on their lives. Students try to name some of the career opportunities offered by local colleges. Finish these thoughts: Today, my job is In six months, a year, etc., I want to be working as/at The pay is \$\$xx. Write sentences: I work/I am working . . . He is a waiter/ He works/is working in the restaurant.

Classroom Procedure:

* Warm-up/General Discussion: Teacher asks students what they know about colleges and the kinds of people who go there. Examples: Do you have to be a citizen to go to college? What does "going to college" mean - what do people do there?)

*Guided Discussion: ask - do you know anyone who goes to college? Could you go there? Could your children go? Do you know the names of any colleges? Local colleges?

*Presentation: show pictures of students in college settings: classrooms, labs, sport facilities, library, graduation, for instance. Ask - What do you see in the pictures? What are the people doing? Could you do that? Why/why not? Would you like to? What would you like to do in the future?

*Give pictures to groups of two/three/four students. Students discuss pictures using their vocabulary words as much as possible. They visit and report to another group about their pictures. They each write three or four "shadow sentences," either individually as a group together. Examples:

The student is in the library. She is reading.

The student is in the classroom. He is writing.

The students are in the lab. They are sending emails.

*Some students read a few of the sentences to the rest of the class.

*Teacher and students summarize together. Example: "These are students in college who decided to study so they could get good jobs."

*Show chart demonstrating pay/salary rate for various jobs. Discuss.

*Discuss how long various courses take. What courses are available? Discuss the "hot jobs" people can get after some training at a two-year community college. Provide handouts/flyers from colleges to demonstrate

this: for example, security guard, dental technician, X-ray technician, computer science technician/programmer, nurse or nurse's aide, child care worker, diesel mechanic, police officer, fire fighter, teacher's aid, bilingual secretary, bank teller, teacher. What other jobs have you seen that you would like to know more about?

*Students choose "favorite" picture. Report to class or group what s/he likes about the picture. Example: (hold up picture). "He is a fireman. He puts out fires. It is I think"

*(Students then put up pictures around room to keep/remember.

*Thank you! Great work everyone! See you next time!

LESSON TWO : INTERMEDIATE : Set!!

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Goal:

Students will discover what can be done to break down barriers to success.

Cultural Focus:

Most successful people have attended college and as a result have more opportunities to make choices in their lives. For instance, they can choose what kind of work they do, where they live, and what kinds of items to buy. Continuing education leads to increased skills, more job opportunities and more freedom of choice.

Vocabulary:

Ask students for words they already know connected with "success."

Encourage students to keep lexical notebooks where they can record new vocabulary in "chunks" under broad headings such as home, school and work, for instance.

income	salary	overtime	bonus	scholarship
barrier	obstacle	lifestyle	behavior	work ethics
schedule	online registration		insurance	application (form)
graduate	choice	shift	customs	culture
benefits	insurance	goal	employment	financial aid
climbing the ladder of success			steps	grant
Texas grant		certificate	associates degree (2 year)	
bachelor's degree (4 year)		master's degree (2 years)		doctorate (3+ years)
breaking down barriers		achieving goals	making the most of opportunities	

Grammatical Focus:

Asking yes/no questions; information questions; tag endings: "It's a good job, isn't it?"

Pronunciation:

Go over vocabulary list; syllables; stress; up/down intonation at end of yes/no questions.

Community Resources:

Former students come to talk about the practical side of getting through college (goals, finances, time) and how to do it. Invite students who have overcome difficulties: adults returning to school while working and raising a family; someone who started college not knowing much English, but who learned and succeeded; students who have overcome many of the barriers the students now face.

Materials/Additional Resources:**8**

Red, green, and blue markers; large paper; brochures about local college courses; books from local libraries.

Examples of Text Books:

Grammar in Context. (Book 1) Heinle and Heinle: pp. 24, 27-32; Talk it Up. Houghton Mifflin: pp. 26-27; Talk it Over. Houghton Mifflin: pp. 47-48; Clear Speech. Houghton Mifflin: pp. 1-7; 103-107.

Evaluation:

Students should be able to name common obstacles to getting a better education/employment and the people/resources that can help to overcome obstacles.

Classroom Procedure:

*Teacher "mysteriously" draws a ladder on the board. What is it? What is it used for? (to go higher). Refer to phrase "climbing the ladder of success" from the vocabulary list. Each rung of the ladder represents a problem that has been overcome. The top of the ladder represents success.

*Discuss "success" - different things for different people - money, fame, good family life, good lifestyle, an education, able to help others, etc.

*Explain the expression "breaking down barriers."

*Each step (rung) of the ladder represents a barrier that stops some people from being successful, from achieving what they want.

*In groups of 3/4, students brainstorm about these barriers and students/teacher write them next to the steps of the ladder on the board (on one side of the ladder).

*When the students have discovered and named these problems, ask the question, "How can these problems be overcome?" Discuss.

*Write the solution(s) opposite the problem.

*How many of these problems can be overcome by going to school and getting more education? By learning more skills? Circle these on the board.

*Students then create their own "ladder/obstacle course" using red markers (stop) for what they see as obstacles to their own success (could be a ladder, or a path through a forest, or a mountain range).

*They work in 2s or 3s and suggest ways these barriers can be overcome. Solutions are written down in green (go).

*Teacher leads discussion to discover if some barriers are common to the whole group (need to learn English, to get better skills, to have more money, more time, afraid to be the only one in family/neighborhood going to school).

*Open group discussion. How do you get help in finding the solutions to these

problems? Do you have to do everything yourself? Who are the people that can help you overcome these problems? Where do you find them? What kind of help can you get from the community? Is it possible to have little money and still get an education? How can you find out about that? How much does it really cost to take some courses?

*Students write in blue on their "ladder" the place/person/organization they can visit to find the information they need.

*Students in pairs ask and answer questions concerning problems/solutions pertaining to the individual student. For instance, "I'd like to work as a dental hygienist, but I don't know what I have to do, how much it costs, or how long it takes." Other student thinks of advice to offer. "Ask at your local college, look for information in the local library, look for information on the web; visit a dentist's office." Teacher offers suggestions as needed.

*Teacher and class summarize what they have learned.

*Students make a good "clean" copy of the "ladder" on big paper and display.

*Any comments anyone?

*Students write sentences based on their "ladder" work. For instance, "I don't know how to become a I can find out by"

*Share with class.

*Well done everyone! Thank you! See you next time!

LESSON THREE : ADVANCED : GO!**10**

Goal: Students will discuss and plan the steps necessary to achieve their goals for the future.

Cultural Focus: Living/working in different cultures may sometimes mean having to adapt or adjust our usual way of doing things; for instance, being "on time" means different things to different people.

Vocabulary: First, ask students for words they already know connected to setting goals and planning for the future. Write these on the board. Encourage students to keep a notebook of words under broad headings: advertising terms, business, interview words, for example.
Interview/er/ee resume job search personnel officer/manager
Temporary/ permanent/full-time work place work force
Career goals promotion bonus part time full time flex time
Appropriate (dress/attitude/behavior) benefits insurance pension

Grammatical Focus: future tense: will; be going to; modals: can, could, will, would, might, may, must, ought to, should. Conditionals: if; because.
Abbreviations used in newspaper job advertisements.

Pronunciation: practice vocabulary list; focus on multi-syllabic words; break into syllables; note stressed and non-stressed syllables; the "schwa."

Community Resources: Get "outside" people to come to class and conduct mock job interviews; people to come and speak about their job - what training/qualifications are necessary and what they "do." Discuss pay, salary, benefits. Invite a career counselor to visit/talk to class. Visit job fairs.

Materials/Additional Resources: paper and felt tip markers; examples of resumes; examples of job application forms; examples of newspaper job ads; WEB page sources for employment.

Examples of Text Books: Grammar in Context. (Book 1) Heinle and Heinle: pp. 181-189, (Book 2) pp. 209-217, (Book 3) pp. 149-150. Understanding and Using English Grammar. Prentice Hall Regents: pp. 22-28, 35-36, 347-352; Talk it Up. Houghton Mifflin: p. 32.

Evaluation : With partner, students conduct a mock job interview; video record if possible so they can see themselves. Other students make notes and helpful comments for feedback to share with class. Students should also demonstrate they understand the sequence of steps necessary for preparation and enrollment in college. Make a list or put cards in order.

Classroom Procedure:

- Discuss the vocabulary list and give further explanations/examples as needed.

- In small groups, students discuss what they are doing now and what they would like to be doing in 1,2,3, years from now.
- Teacher creates a time line on board giving examples from the group discussions of how long the training may be, for instance, for a bilingual teacher, a nurse, a car mechanic.
- Students create their individual time lines broken into "chunks" of time for accomplishing goals (for example: one year taking ESL classes; six months training as a) and share these with the group.
- Open discussion raising points such as - what do you have to do to achieve your goals; what is the necessary order of events; how long will it take? Where/who do you go to for help/advice on this? How does "financial aid" work?
- What are the first, second, third, etc., steps that you, the student, need to take to accomplish your goals? Revise time lines if necessary.
- What is a resume? Why do you need one? Who has one? Where can you find examples of resumes?
- Has anyone been on a job interview recently? Would you like to tell us what happened during the interview?
- Class shares experiences about going on job interviews - what kinds of jobs. What sorts of questions were asked? Did you ask questions? Who interviewed you? What did you wear? Did you have an embarrassing/awkward moment? Why? Would you share that with us?
- With partners, prepare a role play - one student the interviewer and the other the interviewee. Take turns role playing in front of class. Focus on the kinds of questions that might be asked for a particular job relevant to the student.
- Other students write notes and helpful comments for the role players.
- Teacher summarizes, emphasizing points about culturally appropriate/inappropriate behavior at an interview - punctuality, dress, and smoking for instance.
- Discuss the notes and helpful comments.
- Congratulations group!!

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