



SHOP TALK # 33:

A CHECKLIST FOR PROMOTING ENGLISH LANGUAGE LEARNERS' SUCCESSFUL TRANSITION INTO ABE/ASE

How do we promote the transition of English language learners from ESL to Adult Basic and Adult Secondary Education so that they can attain a high school equivalency credential if needed and be prepared for postsecondary education and/or employment in the 21st century workforce? Which strategies, activities, and services do you provide to assist ESL students in making successful transitions?

Orientation and Intake Activities

- sessions that introduce the English language learner to the course of study undertaken in ABE/ASE classes
- clarification that ABE/ASE studies not necessarily be focused on GED preparation
- identification of language learners' transferrable skills, strengths, and areas requiring further development for successful transition
- motivational activities to encourage learners' belief in their own ability to face academic challenges and responsibilities
- formation of study groups for study skills, note taking, time management, and test-taking skills for GED and/or college entrance
- extended or small group tutoring sessions in language development, reading, writing, math applications
- opportunities to practice English language usage in a non-ESL classroom setting
- addressing barriers to successful transition (personal, learning difficulties, proficiency levels, time, conflicting priorities)
- counseling and advising services

Assessment activities for English language learners include measuring the following:

- learners' English language proficiency
- reading and writing skills
- math skills
- readiness for transition to ABE/ASE levels
- readiness for transition to postsecondary education/training
- GED and college entrance practice tests as appropriate
- learning disabilities / learning styles
- adaptation of college survival skills materials for those interested in pursuing postsecondary education or training
- college/career day activities (college survival skills, navigating the systems)

Professional Development for Instructional Teams working with English language learners includes:

- opportunities for ESL, ABE/ASE instructors to observe each other's classes, plan together, team teach, and/or cross train
 - a review of characteristics of the English language learner and the language acquisition process for ABE/ASE and postsecondary instructors
 - identifying gaps between ESL proficiencies and ABE/ASE/GED readiness, with special learning strategies to address needs
 - a review of Texas Adult Education Content Standards in addressing gaps between ESL proficiencies and ABE/ASE/GED readiness
- opportunities for students to visit/participate in ABE/ASE classes
 - sample study materials for ABE/ASE studies
 - opportunities to explore career options and postsecondary education and training