

3.12 ENGLISH AS A SECOND LANGUAGE (ESL)

PURPOSE

- P1. To provide English Language Learner (ELL) students with the opportunity to develop English language and acculturation skills so that they can successfully achieve their career goals.
- P2. To improve ELL students' opportunities for employment through improved English language communication skills.

REQUIREMENTS

R1. Center Requirements

Centers shall:

- a. Develop strategies to meet the unique needs of ELL students in all phases of the Career Development Services System (CDSS).
- b. Use vocational ESL (VESL) techniques to ensure the regular collaboration of ESL instructors and career technical training instructors to develop strategies for working with ELL students in career technical training shops and classrooms.
- c. Assign an ELL Coordinator to oversee and monitor programs and services for ELL students.

R2. English Language Skills

Each center shall develop the capability, and describe that capability in its Career Development Plan (see Section 3.1), to provide instruction and training to ELL students aimed at enabling the students to demonstrate the following skills in English:

- a. Ask and respond to questions on familiar and some unfamiliar topics
- b. Communicate effectively in routine social and work situations
- c. Pronounce words clearly and understandably
- d. Apply basic grammar
- e. Understand conversation at a reasonable speed
- f. Understand and accurately relay telephone messages
- g. Follow basic oral instructions
- h. Read and understand material on familiar topics
- i. Perform the reading competencies listed in Section 3.9, Reading
- j. Perform the communication competencies listed in Section 3.7, R1.f, Communication Skills

R3. Special Support for ELL Students

All Job Corps centers shall provide special emphasis on, and support for, ELL students in learning, practicing, and developing competencies in all eight Career Success Standards (Section 3.7 Career Success Standards). At a minimum, special support shall include:

- a. The tailoring of lessons and activities to meet the special needs of ELL students.
- b. The use of supplementary learning materials.
- c. Opportunities to role-play and otherwise practice speaking and writing skills related to CSS.
- d. The teaching of safety, tool, machine, and other work-place vocabulary to facilitate the full involvement of ELL students in career technical training as early in career development as possible.

R4. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded on the student's Personal Career Development Plan (PCDP) and other applicable modules of the automated Center Information System (CIS).

QUALITY INDICATORS

- Q1. ELL students participate fully in all career development services throughout enrollment.
- Q2. ELL students who are nearing graduation demonstrate the language, thinking, and interpersonal skills necessary to apply for jobs, access information, use work place systems and technologies, and interact successfully with supervisors, co-workers, and customers in work place settings.