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IDENTIFIERS   South Carolina (Greenville)

ABSTRACT
         Activities and results of the Greenville (South
Carolina) English-as-a-Second-Language (ESL) and literacy program for
limited-English-proficient community members are described briefly.
The cooperative program involves the local literacy association,
school district adult education program, and technical college, and
offers ESL placement and instruction at all levels of language
proficiency, both individualized and in small and large group
contexts, and instruction in American culture. Program
accomplishments described here include: centralized intake testing;
referral services; expanded language laboratory usage; expanded
instructional and supplementary materials at all instructional
levels; decreased duplication of effort; expanded class offerings and
reduction of the waiting list; student recruitment efforts; expanded
and improved teacher training; expanded and improved technical
assistance services; program evaluation; and dissemination of program
results. Supporting materials, appended to the report, include tutor,
class, and language laboratory log sheets; referral forms; student
interest inventory, outline and evaluation sheet for the teacher
orientation program; library procedures; library inventory; student
exit self-evaluation; teacher training followup checklist; and
student recruitment poster. (MSE) (Adjunct ERIC Clearinghouse on
Literacy Education)

National Institute for Literacy - Final Report
Project ESL Consortium
January 10, 1994

Priority: How to improve and expand delivery of program
assistance, training, and technical assistance to
individuals with limited English proficiency and to
coordinate with other relevant providers.

Testing to Improve Placement and Maximize Efficiency:

All ESL students in Greenville County are now being tested at the
central intake which is Greenville Literacy Association (GLA).
To date, 414 students have been interviewed by GLA's
two program managers. Of the people interviewed, the B.E.S.T.
test was most useful with the beginners and intermediates. For
the high intermediate and advanced students, however, the test is too easy.
We are in the process of looking for a test that would fit the skills of
the more advanced students. Also, we have noted that the test is very
long if both the oral and written sections are administered. As
a result, the oral section is given to each student and the
written section is given only if the program manager suspects a
reading or writing deficiency. The administration of the B.E.S.T. test and
the interview takes between forty-five minutes and one hour.

Originally, the test was to be administered by the ESL Program
Manager, but we found that the numbers were too large for one
person to interview all the students. The Senior Program Manager ESL and
ESL Facilities/Resource Manager have been been trained to do the testing
and have assisted with the interviews.

Post-testing occurs after students have had a minimum of
fifty hours of instruction. Students who took the B.E.S.T. Test
"B" are given the "C" test and vice-versa. Testing takes
place at GLA, Adult Ed, and Tech. Students who progress to the
next level of competency are referred to a higher level
class. The average number of levels increased when the post-test was
administered was three. The average number of points increased was twenty-
eight.

Referral:

Project ESL Consortium continues to meet and surpass many of its
original goals and objectives. The goal of centralizing services
and decreasing duplication has been achieved. The majority of
ESL students in Greenville County are being referred to
Greenville Literacy for testing and placement. Both Greenville
Tech and Adult Education refer all their students to GLA for

testing and placement. During the interview, all students are
entered on an ESL Consortium spreadsheet maintained in the computer by the
ESL Program Managers. When students have attended their language lab
orientatations and/or registered in a class, they are checked off
on the spreadsheet.

After one year the consortium has met and exceeded many of its original
goals and objectives. Major accomplishments of Project ESL Consortium
include the following:

a) Centralized intake facility
b) Testing and referral procedures
c) Accessibility of ESL instruction
d) ESL materials
e) Expanded and improved classes
f) Improved communication among the providers
g) Decreased duplication of services
h) Shortened student waiting list
i) Expanded and improved volunteer/staff training
j) Specialized instruction for each component

Information on individual students is kept on individual information sheets
and is keyed into the computer once the student becomes active in the
language lab or in a group. Student sheets are transferred to group files
when a student has met with a group. Students are divided into morning and
evening with each program manager responsible for either the morning or the
evening caseload. Adult Ed and Tech students are given the first page of
the information/referral sheet and their financial aid sheet to take to
their respective providers. A copy of the sheets are maintained for
Consortium files. As the status of a student changes, their information
sheets are moved in the filing system and changes are made in the computer.
According to preliminary student evaluations of the ESL Program, most of
them have favorable comments about the initial intake process at GLA.

Use of Language Lab:

The goal of expanding the number of hours for students has been
attained - the language lab is open Monday - Thursday from 8:30
a.m. to 9:00 pm and Friday from 8:30 a.m. to 4:30 pm.

Since the students are required to come to GLA for the interview,
they have the opportunity to tour the facility and to view the
language lab. GLA students, who are required to attend a one
hour orientation to the lab, are given a simple information sheet
which outlines the orientation procedure. The Lab
Manager (ESL Facilities/Resource Manager) writes the student's
orientation date and time on the sheet so that the student has a
way of remembering his/her appointment. Since 11/92 the language
lab has become a "hub" for ESL students in Greenville County.

A full time ESL Facilities/Resource Manager was hired to
help the students in the lab and help students and tutors with
materials. She is available to help both students and tutors

during day and evening hours. Ten volunteers have been trained
to work in the lab during the times when the ESL Lab Manager is
unable to be there. The lab is generally full in the mornings
from 8:30 a.m. to 1:00 p.m. and again in the evenings from 6:00
p.m. to 9:00 pm. Classes are offered in the lab for students level zero
through four.

Students who are tested and referred to GLA are required to
attend one orientation session with the language lab manager.
Many of these students decide to use the lab (in conjunction with
their small groups) after the orientation. Students who use the
lab are required to fill out a sign-in sheet each time they come
to the lab. The ESL Resource/Facilities Manager keeps a notebook
in the lab in which students sign in each time they use the lab.
At the end of each month, the lab manager figures the number of students
from each provider that have used the lab, the number of hours for each
provider, and the total numbers for the entire Consortium. Students must
fill in the name of the cassette or video they are using. These
information sheets are also used to determine which materials
are being used, and to monitor student progress.

A preliminary study of the information sheets revealed that the
distribution of materials is weighted towards the video series.
Many students prefer the Learning English Series and the Perfect
English Pronunciation Series. Popular cassettes include the
series From the Start, Moving On and Taking Off, and Speak Up.
We are finding that students prefer the videos over the tapes
because they can interact with them. The students like being able to speak
into the headphones and practice their pronunciation.

Statistics show that use of the lab is increasing each month. The
numbers are still weighted towards use by GLA students but this
is probably due to the fact that they are each given a one-hour
orientation to the lab and that the lab is located at GLA. The
lab is promoted at the monthly meeting of the three providers,
but there will need to be some more promotion of the lab with the
Tech and Adult Ed students. This will be done by visiting Tech
and Adult Ed classes and reminding the students about the lab.

In January 1993 the number of hours students used the lab totaled
126. In February the total number of hours was 248. Statistics for March
included 426 hours for students. In April the lab was used for a total of
481 hours. In May the number of hours was 312. In June the total was 448.
In July the number was 346. In August students used the lab for a total of
810 hours; in September it was 782; in October it was 747; and in November
it was 626 hours.

The language lab manager has trained a corps of ten volunteers.
Each volunteer has a specific role including helping to write a
manual for use of the lab, helping with the statistics, orienting
new students to the lab, assisting with maintenance of equipment,
developing answer keys, and acting as a liason to the Hispanic
students who use the lab.

A guide to language lab resources is being developed. This
summary will is being arranged according to student level and topic so
that it will be user-friendly for volunteers and staff.

Expanded Materials for all Levels:

The ESL Facilities/Resource Manager has ordered, reviewed,
catalogued, and shelved all of the materials purchased from the
NIL grant. Materials for the lab include a variety of cassettes
and videos at each level of instruction. The lab manager is in
the process of creating an ESL Resource Guide of all ESL
materials owned by GLA and the Consortium. She has also created a system
for loaning materials to students and tutors. Students and tutors may
borrow materials (books) for up to two weeks after which time they must
buy them. Packages of cassettes with books are also available on
loan. Videos are for in-house use only. Master copies of all
materials are kept in a storage cabinet in the language lab.

Decrease in Duplication:

Our goal of centralizing the intake procedure, thereby reducing
duplication, simplifying the process for the students (to prevent
confusion), and decreasing waste (of time and money) has already
been achieved. 414 adults have been interviewed since the
consortium began. 293 of these students have been placed at one
of the three providers.

A major decrease in duplication has resulted from the consortium.
Prior to the consortium, students were enrolled with all three
providers. Today, a comparison of class lists shows that there is
no duplication.

Expanded Classes:

Eleven new beginning level ESL group classes have begun at GLA
for a total of sixteen classes. Class size ranges from three to
eight students. Each class meets twice a week for approximately
two hours. Classes are offered in the morning, afternoon, and
evening to accomodate the varying schedules of the students. Most
classes meet at the GLA Resource Center. The majority of classes
use the natural approach to learning English. Additional teaching
techniques include the audio-lingual approach, TPR, and
role-play. Students are given an interest inventory to complete upon
entering a new class (the inventory is available in Spanish and
Vietnamese.) The teachers use information from the inventory to determine
the direction the class will take.

Greenville Tech has classes for the advanced level students. Two
grammar/discussion classes are offered (one in the morning and
one in the evening) and two advanced level conversation classes
are offered (one in the morning four days a week and one on
Saturday).

Adult Education has one teacher four days a week in the mornings for four hours and one teacher one evening a week for three hours. The morning class is taught in the Adult Education building and the evening class takes place at a local high school. Adult Ed teaches intermediate level. There are classes in conversation, grammar, American life, and citizenship. There is a need for another Adult Ed teacher in the morning and in the evening to accomodate the varied student schedules.

Decrease in Students on Waiting List:

Prior to Project ESL Consortium the waiting list consisted of an average of 30-40 students. Today the average number of students waiting at GLA is approximately 15, at Tech is 0, and at Adult Ed is 0. In addition, there is a much shorter time period to wait for ESL instruction at GLA - students who want to use the lab can do so as soon as they have attended a one hour orientation.

Recruitment:

The major recruitment effort occurred in January when a presentation was made in Spanish to approximately 200 Spanish speaking people at the main downtown Catholic church. Spanish/English brochures explaining the consortium were given to those in attendance.

Expanded and Improved Teacher Training:

Another aspect of the ESL Consortium is an expanded and improved teacher/trainer training process. GLA's ESL Program Manager, in collaboration with consortium teachers and staff, has developed a training model for ESL instruction. An initial overview of the training was given in February. Twenty-six people attended this in-house workshop and gave it an excellent evaluation. Feedback from the workshop included positive remarks about the Natural Approach, the language lab, and the new materials. Suggestions included more workshops, more hands on practice, being a part of an actual natural approach class, more training in the lab, more information about TPR, and more information on ESL materials. Almost everyone agreed that they would like more training.

GLA's new training model was presented on May 1. Segments of the training orientation included information on student backgrounds and cultural awareness, principles of language acquisition, philosophy of ESL instruction, instruction for communicative competence, ESL teaching materials, and evaluation. Much of the workshop will involve experiential activities. The workshop was conducted by the ESL Program Manager, the other members of the ESL staff, and apprenticing volunteer ESL trainers.

After the initial orientation workshop tutors were invited to
take part in a "prescription" training process. This
individualized process addresses the specific training needs
of each tutor. The ESL Program Manager designed a program for
each tutor which included training videos, one-on-one
sessions with the ESL Program Manager, and directed reading of
specific ESL materials. This stage of training will be ongoing -
the tutor will come for more training as different needs arise.
This is helpful considering many of our tutors end up with
different groups of students with different learning needs.

Another ESL workshop was presented in September which puts the
total number of new tutors trained this year at thirty. A training
manual is being developed for use with trainer training.

In addition, staff training was conducted by an outside ESL
consultant during an intensive three day training. The consultant
worked with the ESL staff in ESL materials and curriculum, grant
management, ESL training techniques, and program evaluation.

During the consultant's three day visit it was decided that the
consortium needed a more efficient communication system. The
decision was to have a monthly meeting including representatives
from all three providers. At this meeting information about
class hours and attendance, materials, training, and financial
aid would be discussed.

New forms were developed to process all this information. These
new forms include a new student information form, a referral
form, entrance and exit evaluation forms, financial aid forms,
hours reporting forms, program evaluation forms, teacher and
student evaluation forms, and tutoring/teaching log forms. All of
the forms are now in the computer for easy access.

Additional staff training has occurred. The ESL Program Manager
spent one day researching ESL teaching and training techniques at
the State Resource Center located at the State Department of
Education. On another occasion, the ESL Consortium staff attended a one
day seminar on ESL teaching techniques conducted by the State
Department of Education.

The ESL Facilities/Resource Manager attended the International
TESOL Conference in Atlanta. One seminar in particular, "From
Traditional Language Lab to Resource Center", was very useful.

Expand and Improve Technical Assistance:

GLA has developed a computer data base for the ESL consortium.
The structure of the data base contains fifty-seven fields which
define the way information is grouped for the ESL consortium. The
data base is designed to organize information within the ESL
consortium.

Components of the database include: students interviewed,
students to be edited, monthly report of hours for the Consortium,
and statistical reports. Students in the consortium are keyed
in after being interviewed. Student computer files contain the
students address, phone number, birthdate, sex, English speaking
contact, country of origin, place of employment, time and place
available for class, how they heard about the program, number of
years of school, B.E.S.T. test score, placement, self-evaluation
scores, and financial aid status. There is also a space for
comments. Student attendance hours are keyed in on a monthly
basis. Statistical information can be retrieved at any time (i.e.
how many students were referred to Tech in January 1993).

Information about ESL tutors is keyed into the database after a
tutor has been trained. Tutor information includes address,
phone number, birthdate, hobbies and interests, number of years
of school, tutoring experience, time and place available to
tutor, and how they heard about the program. Statistical
information about the tutors can be retrieved at any time.

Program Evaluation:

A final method of improving program delivery is through a
thorough evaluation process. The program is being evaluated on
an ongoing basis from the perspective of tutors, students, and
staff.

After students have a minimum of fifty hours of instruction, the
following evaluations are administered: teacher evaluation of
student progress, post-test of the B.E.S.T. test, and student self-
evaluation. If a student leaves or a class disbands before the fifty hours
are complete, ESL Program Managers use their judgement as to whether or not
the evaluations will be administered.

Initially, some people did not understand the evaluations (mostly
beginning level students). All the evaluations were revised
using simplified vocabulary, but some of the students still
cannot understand them. We are in the process of having the
evaluations translated in several languages. We will start with
Spanish and Vietnamese.

Dissemination:

A presentation was made at the Annual Winter Conference of the
South Carolina Literacy Association. The talk, entitled ESL
Programs, Initiatives, and Resources was made by the Project
Director of the ESL Consortium in collaboration with a Field
Program Manager from Laubach Literacy International.
Approximately twenty people from different parts of the state
were present. Many of these people had no ESL Program but needed
one and some people had programs but needed to learn more about
expansion and collaboration.

TUTORING SESSION LOG

DATE	CLIENTS	LESSON ITEMS	COMMENTS

Greenville Literacy Association
CLASS ATTENDANCE LOG

Month:_____ Year:_____

Type of Class:_____ Time of Class:_____

Book:_____ Location of Class:_____

STUDENT'S NAME DATE											Total

INSTRUCTORS: (Preparation and Travel Hours Only)											Total

Comments/Success Stories:

B.E.S.T. LEVEL	B.E.S.T. SCORE	PROVIDER
0 · No ability whatsoever.	0 - 8	
I · Functions minimally, if at all, in English. · Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	9 - 15	
II · Functions in a very limited way in situations related to immediate needs. · Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	16 - 28	GREENVILLE LITERACY ASSOCIATION
III · Functions with some difficulty in situations related to immediate needs. · Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	29 - 41	
IV · Can satisfy basic survival needs and a few very routine social demands. · Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	42 - 50	
V · Can satisfy basic survival needs and some limited social demands. · Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	51 - 57	ADULT EDUCATION
VI · Can satisfy most survival needs and limited social demands. · Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	58 - 64	
VII · Can satisfy survival needs and routine work and social demands. · Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	65+	GREENVILLE TECHNICAL COLLEGE
VIII · Can participate effectively in social and familiar work situations.		
IX · Can participate fluently and accurately in practical, social, and work situations.		
X · Ability equal to that of a native speaker of the same socioeconomic level.		

BEST COPY AVAILABLE

ESL CONSORTIUM REFERRAL FORM

INTAKE DATE: SOCIAL SECURITY NUMBER:

STUDENT NAME: (FIRST)   (LAST)

ADDRESS:

CITY: STATE: ZIP:

PHONE #: H: W:

SEX: D.O.B.   / /   AGE: COUNTRY:

ENGLISH CONTACT: CONTACT PHONE #:

B.E.S.T. TEST SCORES:

    PRETEST: / /   SCORE: LEVEL:

        REFER TO: GLA   ADULT ED   TECH

    MIDTEST: / /   SCORE: LEVEL:

        REFER TO: GLA   ADULT ED   TECH

```
+--------------------------------------------------------------+
|                        GLA INFO ONLY                         |
|                                                              |
|   ARRIVED IN U.S.:             STUDIED AT GLA?:   T    F      |
|                                                              |
|   INTERVIEWED BY:  K  B  L      RACE:                         |
|                                                              |
|   TIME OF DAY:                 TRANSPORTATION:               |
|                                                              |
|   MARITAL STATUS: MAR SIN DIV   EMPLOYER:  ...               |
|                                                              |
|   PLACE OF EDUCATION:          YEARS OF SCHOOL:             |
|                                                              |
|   STUDIED ENGLISH?: T  F        NATIVE LANGUAGE:            |
|      (YEARS _____)                                          |
+--------------------------------------------------------------+
```

LANGUAGE LAB ORIENTATION:

COMMENTS:

INTAKE SELF-EVALUATION

Name: _____ Date: /   /

1. My ability to speak English is . . .
   (put an "X" on the appropriate place on the line)

```
          1       2       3       4       5       6
   0_____|_____|_____|_____|_____|_____|
```

2. My ability to understand English is . . .
   (put an "X" on the appropriate place on the line)

```
          1       2   /   3       4       5       6
   0_____|_____|_____|_____|_____|_____|
```

PROGRESS EVALUATION

Date: /   /

1. My ability to speak English is . . .
   (put an "X" on the appropriate line)

```
          1       2       3       4       5       6
   0_____|_____|_____|_____|_____|_____|
```

2. My ability to understand English is . . .
   (put an "X" on the appropriate line)

```
          1       2       3       4       5       6
   0_____|_____|_____|_____|_____|_____|
```

ANY IMPROVEMENT IN MY ENGLISH IS A RESULT OF . . .

____ My ESL course (classes, lab, & activities)

____ My English speaking friends & other contacts

____ TV or radio

____ Other: _____

1

Interview

Beth Nachman   467-3560

Khris Coolidge   467-3457

2

Visit
Language Lab
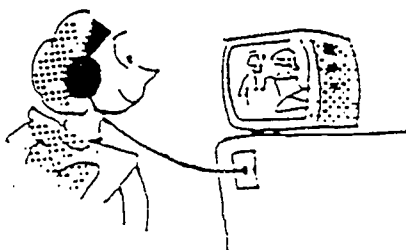
Lynn Highsmith   467-3458

Wednesday 6:30p.m.-8:00p.m.
Friday   10:00a.m.-12:00p.m.

_____

3

Join Group

_____

_____

_____

Comments:
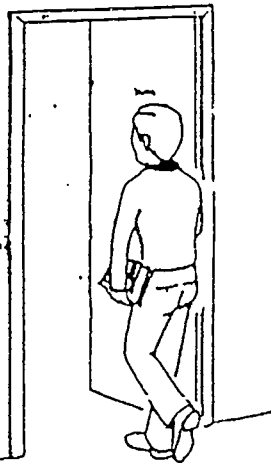
LANGUAGE LAB OPEN:

MONDAY, TUESDAY,
WEDNESDAY, THURSDAY

8:30am-8:00pm

FRIDAY

8:30am-4:30pm

HELP:

MONDAY, FRIDAY
10:00am-12:00noon

TUESDAY, WEDNESDAY, THURSDAY

12:00noon-2:00pm
6:00pm-8:00pm

LYNN HIGHSMITH   467-3458

LANGUAGE LAB USERS SHEET

Provider _____

Program Manager _____

Contact: Person/telephone number _____

DATE	VIDEO? BOOK? LEVEL? PAGES?	TIME IN	TIME OUT	TOTAL TIME	COMMENTS

LEVEL _____

STUDENT NAME _____

STUDENT TELEPHONE NUMBER _____

ESL PROGRAM
STUDENT INTEREST INVENTORY

Please mark (X) 5 items that you need to learn or to practice <u>immediately.</u>
In addition, please mark (O) 10 more items that you want to learn or to
practice sometime.

Xin qui vị chọn 5 mục và làm dấu (X) mấy cái qui vị cần học hoặc cần tập
liền. Xin qui vị chọn thêm 10 mục và làm dấu (O) mấy cái qui vị muốn học
hoặc đôi khi muốn thực tập.

___ give personal information orally (name, address, age, etc.)
___ cách làm sơ yếu lý lịch (tên, địa chỉ, tuổi, v.v.)

___ fill out a simple form including personal information
___ cách điền đơn nói sơ lược về bản thân

___ describe physical characteristics of myself and others
___ cách miêu tả đặc điểm của mình và người khác

___ give details about my family
___ nói chi tiếc về gia đình mình

___ understand and use numbers
___ học để hiểu và biết cách xử dụng số

___ identify colors and shapes
___ cách nhận biết màu và hình dạng

___ express my feelings (happy, sad, tired, etc.)
___ bày tỏ cảm xúc của mình (vui, buồn, mệt, v.v.)

___ state likes and dislikes
___ bày tỏ những điều thích và điều không thích

___ initiate and respond to a variety of greetings and farewells
___ cách xã giao trong sự chào hỏi

___ talk about my hobbies and interests
___ nói về sự giải-trí và sở thích

____ ask permission to use or to do something
____ xin phép cho dùng hoặc làm điều gì

____ ask for clarification (Please repeat that, please speak slowly)
____ cách hỏi cho dễ hiểu (Làm ơn hỏi cho rõ, làm ơn nói chậm)

____ use important emergency vocabulary
____ cách dùng mấy chữ từ vựng quan trọng

____ understand basic signs (stop, enter, exit, etc.)
____ học để hiểu những đều căn bản về ký hiệu (dừng lại, lối vào, lối ra, v.v.)

____ ask for and understand directions
____ hỏi và hiểu những đều chỉ dẫn

____ identify an object by location (It's on the table, etc.)
____ cách nhận ra một tức từ bằng vị trí (Nó trên bàn, vân vân)

____ identify U.S. coins and bills by name and value
____ cách nhận ra tiền cent va tiền đồng bằng tên và giá trị

____ use money correctly to pay the total amount requested
____ dùng tiền một cách chính xác để trả

____ use the post office (mail letters, buy stamps, etc.)
____ giao tiếp trong bưu điện (gởi thơ, mua tem, v.v.)

____ make deposits and withdrawals at a bank
____ cách bỏ tiền và rút tiền ở ngân hàng

____ use the telephone
____ cách xử dụng điện thoại

____ identify cities and states in the U.S.
____ cách nhận biết những thành và tiểu bang ở nước Mỹ
phố

____ understand important holidays in the U.S.
____ biết những ngày lễ quan trọng của nước Mỹ

____ tell time
____ nói về giờ

____ name the days of the week
____ nói những ngày trong tuần

____ name the mongths of the year
____ nói những tháng trong năm

____ describe the weather (rainy, windy, cold, etc.)
____ cách diễn ta thời tiết (mưa, gió, lạnh, v.v.)

____ identify geographical items (mountain, river, etc.)
____ cách nhận biết về địa lý (núi, sông, v.v.)

____ understand vocabulary for animals
____ biết những tử về loài vật

____ identify different kinds of stores
____ cách phân biệt các loại gian hàng

____ identify items of food
____ cách nhận biết về thức ăn

____ order food in restaurant
____ cách đặc thức ăn ở nhà hàng

____ shop for food
____ cách đi chợ mua thức ăn

____ identify items of clothing
____ học về quần áo

____ shop for clothing
____ cách đi chợ mua quần áo

____ identify common household furniture/rooms
____ cách học những đồ dùng trong nhà

____ understand utility bills
____ học để hiểu bưu phiếu trả điện

21

_____ identify body parts
_____ nhận biết bộ phận của cỏ thể

_____ provide a simple explanation of a medical problem
_____ cách tiếp xúc với bác sĩ khi bị bịnh

_____ understand basic vocabulary related to the health care system
_____ biết từ căn bản liên hệ đến sự chăm sóc sức khoẻ

_____ look for a job
_____ cách tìm một việc làm

_____ apply for a job
_____ cách điền đơn xin việc làm

_____ use public transportation (bus, taxi, etc.)
_____ phương tiện vận chuyển công cộng (xe buýt, taxi, v.v.)

_____ understand vocabulary related to cars
_____ biết từ vựng liên hệ đến xe

_____ say the letters of the alphabet
_____ nói về bảng chữ cái

_____ write a simple letter or note
_____ cách viết một lá thủ đơn giản

_____ improve my pronunciation
_____ cách dạy mình đọc cho đúng giọng

```
┌─────────────────────────────────────────────┐
│              ORIENTATION                     │
│                                              │
│         background on students               │
│    principles of language acquisition        │
│           the natural approach               │
│  instruction for communicative competence    │
│         ESL teaching materials               │
└─────────────────────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │    PRESCRIPTION TRAINING     │
        │                              │
        │       group assignment       │
        │      teaching strategies      │
        │          materials           │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │      CLASS VISITATION        │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │    SMALL GROUP TUTORING      │
        └─────────────────────────────┘
```

ESL PROGRAM
ORIENTATION OUTLINE

I. SEGMENT 1: INTRODUCTION

   1. Training Process
   2. Orientation Goals
   3. Experiential Activity: Communicating with drawings

II. SEGMENT 2: BACKGROUND ON STUDENTS

   1. Enrollment Process
   2. B.E.S.T. Description
        a. 3 types of questions, assessment criteria
   3. Experiential Activity: analyses of student profiles,
      B.E.S.T. level descriptions
   4. Challenges Facing Teachers Working With Diverse
      Groups

III. SEGMENT 3: PRINCIPLES OF LANGUAGE ACQUISITION

   1. L1 Acquisition Process, Comparison to L2
   2. Stages of Production (Krashen)
   3. Optimal Input
   4. Difficulties of the Job

IV. SEGMENT 4: THE NATURAL APPROACH

   1. Homework Reading Assignment (preparation for day 2)
   2. Typical Second Language Classroom
   3. Principles of Natural Approach
   4. Video (Early Production)

V. SEGMENT 5: COMMUNICATIVE COMPETENCE

   1. Definition of Communicative Competence
   2. Five Steps for Developing Instruction
   3. Experiential Activity: Developing Lesson Ideas

VI. SEGMENT 6: ESL RESOURCES

   1. Facility Tour, Description of Other GLA Programs
   2. Library System
        a. categories
        b. check-out process
   3. Experiential Activity: review of ESL materials

Expectations for Trainers

1) Participate in periodic trainer/staff meetings.
2) Contribute to the development/improvement of the
   training program.
3) Participate in three orientations per year.
4) Commit as a trainer for at least one year.
5) Work cooperatively with ESL staff and fellow trainers.

Selection Criteria for Potential Trainers

Teacher training is an incredibly important part of this
program; our success depends a great deal on it. Therefore,
potential trainers will be screened carefully. Accepted
candidates will be expected to perform at a high level as
trainers. Selection criteria is as follows:

1) Positive assessment of the following by staff members:

   a) teaching ability
   b) public speaking skills
   c) knowledge of ESL instructional strategies
   d) understanding of the GLA/ESL program
   e) compatability with fellow trainers
   f) commitment to program

2) Contribution of at least ___ hours as an ESL teacher
   within the GLA program.

Trainer Training Process

1) Expression of interest by candidate.
2) Review of candidate by staff.
3) Completion of training requirements.
   a) learn all segment plans and corresponding
      knowledge (accomplished in stages)
   b) observe B.E.S.T. (Basic English Skills Test)
   c) observe groups at different levels
   d) review prescription training guidelines,
      materials
5) Review of processes for student interview/testing and
   prescription training.
6) Participation in mock orientation.
7) Review of effective public-speaking strategies.

Trainer Evaluation

Trainers will evaluate themselves in some fashion (not
decided yet) and receive feedback from orientation
participants through a formal evaluation. We hope to
establish an environment in which trainers work
cooperatively in a non-threatening, constructive manner to
improve their collective performance.

NOTE: This is a **draft** version of a portion of the proposed trainer handbook. The content reflects the opinions of staff members, outside experts, potential trainers, volunteer teachers. However, on-going feedback will be solicited from the above individuals; therefore, the content is subject to revision.

Description of Teacher Training Program

The teacher training program consists of two stages. Trainees attend an orientation which includes an overview of the ESL program and its instructional approach. Staff members and volunteer trainers conduct the orientation. Trainees then participate in "prescription" training which addresses specific issues related to teacher/student needs. Program Managers facilitate this second stage of training in a conference with the trainee. The trainee completes several required training tasks as well as a few optional training tasks. For further information concerning prescription training see "Prescription Training Guidelines for Trainers."

Training Program Goals

<u>Organizational</u>
1) Raise awareness of the entire range of services provided by the Greenville Literacy Association and the ESL Consortium.

2) Integrate knowledgeable and experienced individuals into the orientation as trainers.

3) Ensure that the instructional needs of the ESL program are met by training volunteers in sufficient numbers.

<u>Instructional</u>
1) Engage volunteers in learning activities and decisions affecting their training.

2) Implement training which is enjoyable, effective, and efficient for all parties involved.

3) Facilitate understanding of ESL instructional principles and students within the context of the GLA/ESL program.

<u>Affective</u>
1) Establish a mutually-supportive working relationship between volunteers and ESL staff.

2) Engender an "I-can-do-this" attitude and a sense of purpose and commitment in volunteers.

ESL ORIENTATION EVALUATION

Indicate whether or not you've had any of the following:

Non-ESL Teaching Experience? Yes No
ESL Teaching Experience? Yes No
International Travel? Yes No
Language Study? Yes No

Indicate your level of agreement with the following statements:
1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

1 2 3 4   (1)   I understood the goals of the orientation.

1 2 3 4   (2)   I understood the objectives for each segment.

1 2 3 4   (3)   The ice-breaking activity was a good way to begin
the orientation.

1 2 3 4   (4)   The learning environment was comfortable
(temperature, lighting, seating).

1 2 3 4   (5)   I had ample opportunity to ask questions.

1 2 3 4   (6)   I felt comfortable with the variety of activities.

1 2 3 4   (7)   I felt comfortable with the pace of the
orientation.

1 2 3 4   (8)   I had enough time to complete the various
activities.

1 2 3 4   (9)   The overheads helped me understand the material.

1 2 3 4   (10) The video helped me understand the material.

1 2 3 4 . (11) The orientation was an enjoyable experience.

Rate the quality of instruction in the following segments:
1 = lowest rating, 4 = highest rating

1 2 3 4   (12) Segment 2: Background on Students

1 2 3 4   (13) Segment 3: Principles of Language Acquisition

1 2 3 4   (14) Segment 4: The Natural Approach

1 2 3 4   (15) Segment 5: Instruction for Communicative Competence

1 2 3 4   (16) Segment 6: ESL Teaching Materials

Which workshop do you think you would prefer?
(1) 1 Saturday workshop, 9:30 a.m. - 2:30 p.m.
(2) 2 weekday evening workshops, e.g., Monday and Wednesday, 6:30 p.m. - 9:30 p.m.

Why did you participate in this orientation?

COMMENTS/SUGGESTIONS
NOTE: If you rated any of the items from the preceeding page with a 1 or 2, please provide some specific comments/suggestions. Please indicate the number of the item.

LIBRARY PROCEDURES

There are 5 categories within the ESL library system:

1. Language Lab Materials - These materials are stamped
"REFERENCE" in red. They can not be checked out and are to
be kept in the language lab at all times. The cassettes and
videos are not stamped, but they are not to be checked out.
They are to remain in the language lab for student use.

REFERENCE

2. Reference - These materials are stamped "REFERENCE" in
black. These can not be checked out and are to be used by
tutors here at Greenville Literacy.

REFERENCE

3. Series - These materials have a pocket and card with a
red label. They can be checked out for a 4 week period.
Please see instructions.

```
-         SERIES                    -
          ONE MONTH LOAN
```

4. Supplemental - These materials have a pocket and card
with a blue label. They can be checked out for a 2 week
period. Please see instructions.

```
-         SUPPLEMENTAL              -
          TWO WEEK LOAN
```

5. Packets - These materials have a pocket and card with a
green label. They can be checked out for a 2 week period.
Please see instructions.

```
-         PACKET                    -
          TWO WEEK LOAN
```

---

*When checking out materials, please remember to return
books on time in the designated tray which is located on top
of the brown cabinet in the language lab.

*Should the book become overdue you will be notified by
letter or phone.

*Renewing books for one extra period of time is allowed as
long as the book is not listed on the waiting list. (**See me
or other staff person to renew a book.**)

*If a book is checked out and you wish to be placed on the
waiting list, please see me or leave a note on my desk.

Lynn Highsmith
ESL Facilities/Resource Manager

Instructions for checking out Series

Step 1

Check the due date on the red-labeled stamp for accuracy.
The due date should read **4 weeks** from the current date.

Example: If today is June 16,

```
JUNE 1993
S  M  T  W  T  F  S
         1  2  3  4  5
6  7  8  9 10 11 12
13 14 15 (16) 17 18 19
20 21 22 23 24 25 26
27 28 29 30
```

the stamp should read

JUL 1 4 1993

```
JULY 1993
S  M  T  W  T  F  S
            1  2  3
4  5  6  7  8  9 10
11 12 13 (14) 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
```

Step 2

Stamp the red-labeled card in the "DATE DUE" column.

```
        Series
   one month loan
|            |              |      |
| Jul 14 1993.|             |      |
|            |              |      |
|            |              |      |
```

Step 3

Print your name in the "BORROWER'S NAME" column.

```
        Series
    one month loan
|            |              |      |
| Jul 14 1993| Lynn Highsmith|     |
|            |              |      |
|            |              |      |
```

Step 4

Print your telephone number in the "ROOM NUMBER" column.

```
        Series
    one month loan
|            |              |        |
| Jul 14 1993| Lynn Highsmith| 467-3458|
|            |              |        |
|            |              |        |
```

Step 5

Place this card in the designated container which is located
on top of the brown cabinet in the language lab.

Step 6

Stamp the plain 3x5 card and place it inside the pocket as a
reminder to you when the book is due.

Instructions for checking out Supplemental/Packets

*Before checking out a packet, make sure that all of the contents listed on the label of the pocket are in the bag. See me or other staff person if something is missing.

Step 1

Check the due date on the blue and green-labeled stamp for accuracy. The due date should read **2 weeks** from the current date.

Example: If today is June 16,

JUNE 1993
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 (16) 17 18 19
20 21 22 23 24 25 26
27 28 29 (30)

the stamp should read

JULY 1993
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

JUN 3 0 1993

Step 2

Stamp the blue or green-labeled card in the "DATE DUE" column.

Step 3

Print your name in the "BORROWER'S NAME" column.

Step 4

Print your telephone number in the "ROOM NUMBER" column.

Step 5

Place this card in the designated container which is located on top of the brown cabinet in the language lab.

Step 6

Stamp the plain 3x5 card and place it inside the pocket as a reminder to you when the book is due.

3

TITLE	REF	LLAB	SUPL	SER	PCKT	TOTAL
A Conversation Book			1			1
Action Plans	1					1
American Holidays	1					1
Amnesty: S Book 1			4			4
Amnesty: S Book 2			4			4
Amnesty: T Book 1			1			1
Amnesty: T Book 2			1			1
As I Was Saying: S Book					4	4
As I Was Saying: T Book	1					1
As I Was Saying: Cass.(2)					2	2
Barron's TOEFL	1					1
Basic English Grammar	1					1
Before Book One: S Book			3		2	5
Before Book One: T Book	1				1	2
Before Book One: Cass.(5)					1	1
Begin In English			1			1
Breaking the Accent Barrier: Video		1				1
Breaking The Ice: Book			1		4	5
Breaking The Ice: Cass.(2)					2	2
Choices: T Book 1			2			2
Choices: T Book 2			1			1
Choices: Consumer Sense			2			2
Choices: Families and Schools			2			2
Choices: Good Health			2			2
Choices: Housing			1			1
Choices: It's Your Right			1			1
Choices: Disc. Your Comm.			1			1
Communicative Approach to Lang. Teach.	1					1
Communicative Competence: Theory	1					1
Conversation In English	1		2			3
Dear Arby	1					1
Eng. Sentence Structure: Book		2				2
Eng. Sentence Structure: Ans. Key		1				1
Eng. Sentence Structure: Cass.(6)		4/6				#####

BEST COPY AVAILABLE

TITLE	REF	LLAB	SUPL	SER	PCKT	Total
Essential Idioms in Eng.: Book	1	1	1			3
Essential Idioms in Eng.: Computer Disk		1				1
Essential Idioms in Eng.: Back Up Copy		1				1
Expressions: Stories/Poems			1			1
Families: 10 Card Games (40 cards)					1	1
From The Start: Book		3			2	5
From The Start: Cass.(2)		2			1	3
Focus On The Language Learner	1					1
Fundamentals Of English Grammar	1					1
Getting The Hang Of Idioms: Book					2	2
Getting The Hang Of Idioms: Cass.(2)					1	1
Idioms In American Life			1			1
In English: Vol. 1 Book		6				6
In English: Vol. 1 Video (12)		1				1
In English: Vol. 2 Book		3				3
In English: Vol. 2 Video (2)		1				1
In English: Vol. 3 Book		3				3
In English: Vol. 3 Video (2) -		1				1
In English: Vol. 4 Book		3				3
In English: Vol. 4 Video (2)		1				1
In English: Vol. 5 Book		3				3
In English: Vol. 5 Video (2)		1				1
In Print: S Book			1			1
In Print: T Book			1			1
INS Interview: Cass.(1)		1				1
Jazz Chants: Book		2			2	4
Jazz Chants: Cass.(1)		2			1	3
Laubach: Skill Book 1	1					1
Laubach: Skill Book 2	1					1
Laubach: Skill Book 3	1					1
Laubach: Illus. Book 1	1			5		6
Laubach: Illus. Book 2	1			5		6
Laubach: Illus. Book 3	0			5		5
Laubach: T Book 1	1			5		6
Laubach: T Book 2	1			5		6
Laubach: T Book 3	1			5		6

TITLE	REF	LLAB	SUPL	SER	PCKT	Total
Learning English: Book		3				3
Learning English: Video (20)		1				1
Learning To Listen In Eng.: Book		1				1
Learning To Listen In Eng.: Ans. Key		1				1
Learning To Listen In Eng.: Cass.(4)		1				1
Listening In Speaking Out-B: Book					1	1
Listening In Speaking Out-B: Cass.(1)					1	1
Listening In Speaking Out-I: Book					1	1
Listening In Speaking Out-I: Cass.(1)					1	1
Listening In Speaking Out-A: Book					1	1
Listening In Speaking Out-A: Cass.(1)					1	1
Listening To Comm. In Eng.: Book		1				1
Listening To Comm. In Eng.: Ans. Key		1				1
Listening To Comm. In Eng.: Cass.(4)		1				1
Live Action English	1		2			3
Live Action English Pictures	1					1
Longman Photo Dictionary	1	1	1		2	5
Longman Photo Dictionary: T Book	1		1		2	4
Longman Photo Dictionary: Spelling WBook	2				1	3
Longman Photo Dictionary: Cass.(2)	1				1	2
Look At U.S.:Lit. Level S Book		2				2
Look At U.S.:Lit. Level T Book		1				1
Look At U.S.: S Book 1		1				1
Look At U.S.: S Book 2		2				2
Look At U.S.: T Book 1-2		1				1
Making It Happen		3			2	5
Moving On: Book		2			1	3
Moving On: Cass.(2)	1					1
My 10 Favorite ESOL Games		1				1
New Beg. In Reading: Groundbreaker		1				1
New Beg. In Reading: 1		1				1
New Beg. In Reading: 2		1				1
New Beg. In Reading: 3		1				1
New Beg. In Reading: 4		1				1
New Beg. In Reading: 5		1				1
New Beg. In Reading: 6		1				1
New Beg. In Reading: 7		1				1
New Beg. In Reading: T Book	1					1

TITLE	REF	LLAB	SUPL	SER	PCKT	Total
NOPD: Monolingual	2	2	1		2	7
NOPD: T Book	1		2			3
NOPD: Using the Natural Approach	1					1
NOPD: Cass.(4)		1			1	2
No Hot Water Tonight			2			2
Perfect Eng. Pronunciation-Con: Video		1				1
Perfect Eng. Pronunciation-Vowels: Video		1				1
Potluck	1					1
Pronunciation Pairs: S Book		2			1	3
Pronunciation Pairs: T Book	1					1
Pronunciation Pairs: Ans. Key		1				1
Pronunciation Pairs: Cass.(4)		2			1	3
Pyramids: S Book					1	1
Pyramids: T Book					1	1
Pyramids: Cass.(2)					1	1
Reading Skills That Work			1			1
Real Life English Text 1	1			15		16
Real Life English Text 2	1			10		11
Real Life English Text 3	1			6		7
Real Life English WB 1	1					1
Real Life English WB 2	1					1
Real Life English WB 3	1					1
Real Life English T Book 1	1			5	–	6
Real Life English T Book 2	1			3		4
Real Life English T Book 3	1			1		2
Real Life English: Literacy Lev. 1	1					1
Real Life English: Literacy Lev. 2	1					1
Side by Side Text 1	1			9		10
Side by Side Text 2	1			13		14
Side by Side Text 3	1			9		10
Side by Side Text 4	1			6		7
Side by Side WBook 1	1	1	–	1	2	5
Side by Side WBook 2	1	1		5	2	9
Side by Side WBook 3	1	1		3	2	7
Side by Side WBook 4	1	1		3	2	7

TITLE	REF	LLAB	SUPL	SER	PCKT	Total
Side by Side T Book 1	1			3		4
Side by Side T Book 2	1			5		6
Side by Side T Book 3	1			3		4
Side by Side T Book 4	1			1		2
Side by Side 1 Cass.(2)		2			1	3
Side by Side 2 Cass.(2)		2			1	3
Side by Side 3 Cass.(2)		2			1	3
Side by Side 4 Cass.(2)		2			1	3
Small Talk: Book		2			2	4
Small Talk: Cass.(2)		2			1	3
Spaghetti Again: Book		2			2	4
Spaghetti Again: Cass.(1)		2			1	3
Speak Up: Book		4				4
Speak Up: Cass.(4)		2				2
Speaking Naturally: Book					0	0
Speaking Naturally: Cass.(1)					1	1
Speaking Of Survival: Book					1	1
Speaking Of Survival: Cass.(1)					1	1
Speaking Up At Work: S Book			2			2
Speaking Up At Work: T Book			1			1
Steps to U.S. Citizenship: S Book			1			1
Steps to U.S. Citizenship: T Book			1			1
Stories: Angry Feelings			1			1
Stories: Changes and Choices			1			1
Taking Off: Book	3				2	5
Taking Off: Cass.(2)	2				1	3
Teacher Training Videos:						0
Dialogue and Drill			1			1
Early Production			1			1
Focused Listening			1			1
Information Gap			1			1
Language Experience			1			1
Life Skills Reading			1			1
Role Play			1			1
Spot Drills				1		1

TITLE	REF	LLAB	SUPL	SER	PCKT	Total
T.P.R.		1				1
Teaching Eng. To Speakers	1					1
Teaching Lang. In Context	1					1
The 333 Most Commonly Used Verbs			1			1
The Write Stuff			1			1
Understanding and Using Grammar			1			1
Working In English: S Book 1			1			1
Working In English: S Book 2			1			1
Working In English: T Book 1			1			1
Working In English: T Book 2			1			1

EXIT SELF-EVALUATION

My name is _____.

NOW THAT I HAVE COMPLETED THIS ESL COURSE,

1. My ability to speak English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
        low   average   good   excellent

2. My ability to understand spoken English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
        low   average   good   excellent

3. My ability to read English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
        low   average   good   excellent

4. My ability to write English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
        low   average   good   excellent

ANY IMPROVEMENT IN MY ENGLISH WAS A RESULT OF ...

(Check one or more boxes:)   (Estimate % of improvement:)

☐ My ESL course (classes, lab, & other activities)   ____ %

☐ My English-speaking friends and other contacts   ____ %

☐ The media: TV, radio, newspapers, magazines   ____ %

☐ Other:_____   ____ %

TEACHER-TRAINING CHECKLIST

You can use the following list both for teacher-training ideas and as a checklist for teachers wherein they ask themselves "Do I...(use TPR...).

ESL TEACHING/ TUTORING TIPS AND TECHNIQUES

FOR ZERO-LEVEL STUDENTS:

- Use TPR and simple production (speaking/writing) tasks to teach letters of the alphabet and numbers. Use the student's name, address, & other aspects of his environment.

- Have the student design the curriculum--he/she decides what he/she needs to learn next.

- Consult a survival skills curriculum, book, list for what to teach--i.e., shopping, going to the doctor, 911, getting a driver license, housing, etc.

- Use as much realia, hands-on, games, and other fun activities as possible. For example, take different food items to class to teach food vocabulary. Have students bring photos of their families to use family vocabulary and structures.

FOR ALL LEVELS:

- Make the goal of your lesson the communicative and meaningful use of language and not a grammar point. For example, teach students how to use the post office rather than drill them on the use of "could vs. can."

- Check yourself periodically to see how much you are talking in class. Often teachers say the things their students should be saying. In a language class, the students should do most of the talking (except, of course, for some beginner and TPR situations).

- Use dictation to help student with listening and writing skills.

- Use cloze procedures to teach letters, syllables, words, and short phrases.

APRENDA A HABLAR INGLES

CON UN NUEVO PROGRAMA DE:
APRENDER, MEJORAR O ENSEÑAR EL IDIOMA INGLES.

SERVICIOS GRATUITOS DISPONIBLES

Lugar: ST. MARY'S CHURCH (cafetería)
338 West Washington St.
(al frente del edifico de Southern Bell).

Fecha: Domingo 31 de Enero de 1993.

Hora: 6:15 PM

Para mayor información llamar a:

Greenville Literacy Association 467-3456
Saint Mary's Church 271-8422

TRAIGA A SUS FAMILIARES Y AMIGOS

GREENVILLE TECHNICAL COLLEGE
Continuing Education Division

Greenville Literacy Association

40

FL800838

GREENVILLE LITERACY ASSOCIATION
301 University Ridge
Suite 5400
Greenville, S.C. 29601

41

Aprenda a hablar inglés.

英 語 會 話

學 講 英 語

Học Để Nói Tiếng Anh.

Learn to speak English

English as a Second Language

Greenville Literacy Association INC

GREENVILLE TECHNICAL COLLEGE

Continuing Education Division
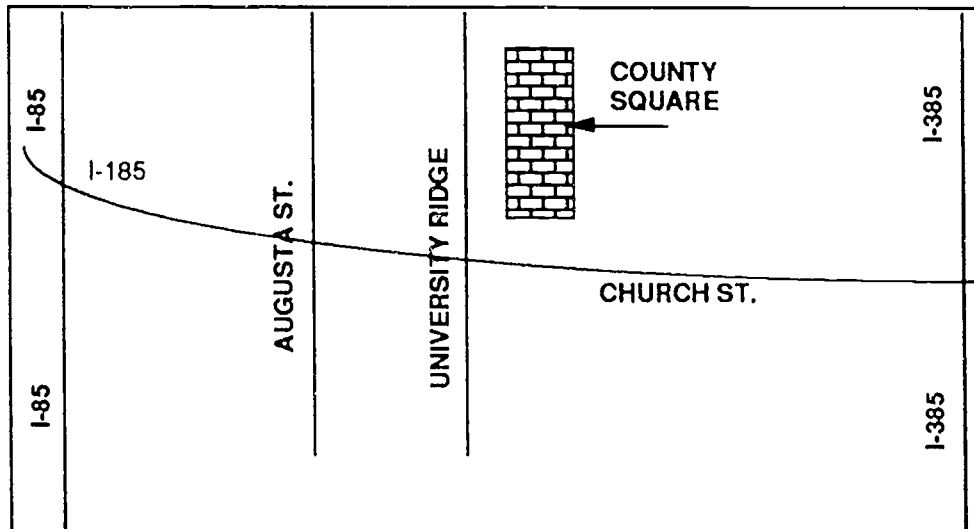
42

3 E-Z

1. **467-3456**
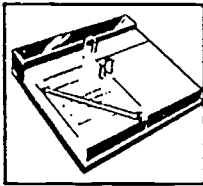
2. **Make an appointment**
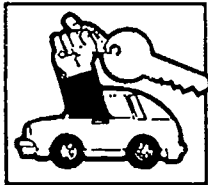
3. **Drive to County Square Suite 5400**

NOTE: All students entering classes must be at least 17 years of age.

43

The Greenville Literacy Association, The Greenville School District Office of Aduit Education and Greenville Technical College Continuing Education Division have joined together to form

PROJECT ESL CONSORTIUM

These agencies now offer

Community-Wide English Instruction

- High Tech Language Lab
- Resource Library
- Video/Computers

Each agency is responsible for the following courses:

GREENVILLE LITERACY ASSOCIATION

- All placement testing
- Beginning level instruction
- Small groups
- Survival English

GREENVILLE SCHOOL DISTRICT OFFICE OF ADULT EDUCATION

- Intermediate level instruction
- Large and small groups
- Individual instruction

GREENVILLE TECHNICAL COLLEGE CONTINUING EDUCATION DIVISION

- Advanced level instruction
- Conversational classes - day, night and Saturdays
- Grammar/American issues

Financial assistance for Greenville Tech classes may be available.
Call the Greenville Literacy Association at 467-3456 for information.