I. Course Description

The English as a Second Language is a developmental language program for English language learners (Ell’s). The purpose of ESL instruction is to provide for the developmental needs of ELL’s, to move them along the continuum of English language acquisition, and to meet the goals set by NJCCCS (New Jersey Core Curriculum Content Standards) and TESOL (Teachers of English to Speakers of Other Languages). Emphasis is placed on the development of English vocabulary and structures in the areas of listening, speaking, reading, writing, viewing and media literacy.

The Manchester Township ESL Program is combination push in and pull out program for grades K-5. Each student at the elementary level receives one class period of instruction per day. ESL is a regular subject for grades 6-12. Each student at the 6-12 level receives a minimum of one period (43 minutes) per day. At the high school level students receive an additional period of instruction after school. Class sizes are small and instruction is individualized.

II. Student/Course Proficiencies

Beginner - Level 1

At this level, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through non-print features (e.g., illustrations, graphs, maps, games, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of unconventional features, such as invented spelling, some grammatical inaccuracies, and pictorial representations of the native language (i.e., ways of structuring text from native culture and language).
Intermediate - Levels 2 & 3

At these levels, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at these levels speak in simple sentences, which are comprehensible and appropriate, but are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably depending upon the learner’s familiarity and prior experience with themes, concepts, genre, characters, and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to read short texts or trade books with support. Their ability to construct meaning from what they read is greater than at the beginner level.

Advanced – Levels 4 & 5

At these levels, students’ language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. ELL’s may have difficulty understanding and using idioms, figures of speech, words with multiple meanings, abstract concepts, and complex concepts.

ELL’s are able to read on level. The focus now is on developing independent readers who can think critically, synthesize information, and evaluate ideas. They are required to write and produce various texts across all content areas for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.
III. Statement of Goals

To use English to communicate in social settings:
- Students will use English to participate in social interactions.
- Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- Students will use learning strategies to extend their communicative competence.

To use English to achieve academically in all content areas:
- Students will use English to interact in the classroom.
- Students will use English to obtain, process, construct and provide subject matter information in spoken and written form.
- Students will use appropriate learning strategies to construct and apply academic knowledge.

To use English in socially and culturally appropriate ways:
- Students will use appropriate language variety, register, and genre according to audience, purpose and setting.
- Students will use nonverbal communication appropriate to audience, purpose, and setting.
- Students will use appropriate learning strategies to extend their communicative competence.
IV. Evaluation

Entrance Criteria

The Manchester Township School District’s Registration Form contains a language survey section that helps to identify potential candidates for the ESL program. This form is used throughout the year for all new registrants. In addition to the survey form, teacher recommendation may also identify ELL’s. These students are administered a test that has been approved by the NJ Department of Education (NJDOE). They receive a score normed by the state that determines their placement in the program. Parents must also approve entrance into the program.

Exit Criteria

The ESL teachers, as mandated by the NJDOE, will evaluate ELL’s annually. Multiple measures that include: standardized testing, ESL and general education teacher recommendations, and parental input will be used to determine progress within or exit from the program.