

Practitioner Toolkit: Working With Adult English Language Learners

This document was designed and written by
The National Center for Family Literacy
and
The National Center for ESL Literacy Education at the
Center for Applied Linguistics

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Needs Assessment and Learner Self-Evaluation

The assessment of literacy needs from the learner’s perspective is an important part of an instructional program. Learners come to adult English as a Second Language programs for diverse reasons. Although they may say they just want to “learn English,” they frequently have very specific learning goals and needs; for example, to be able to read to their children, speak with their children’s teachers, get a job, or become a U.S. citizen. If their needs are not met, they are more likely to drop out than to voice their dissatisfaction. Therefore, using informal, self-assessment tools to gauge learner needs and goals is important. Also important, of course, is using formal assessment tools to gauge learner progress. For information about and descriptions of formal assessment instruments, see *Assessing Adult English Language Learners*, Part IV–25.

The needs assessment process can be used as the basis for developing curricula and classroom practice that are responsive to learners’ needs. It encompasses both what learners know and can do and what they want to learn and be able to do. Learners also need opportunities to evaluate what they have learned—to track their progress toward meeting goals they have set for themselves in learning English.

What is Needs Assessment?

Needs assessments with adult English language learners examine the following aspects from the perspective of the learner:

- English language proficiency
- Native language literacy
- Literacy contexts in which the learner lives and works
- Learner need for native language translation or aid of an interpreter
- Learner wants and needs for functioning in specified contexts
- Learner expectations from the instructional program

The needs assessment process focuses and builds on learners’ accomplishments and abilities rather than deficits, allowing learners to articulate and display what they already know (Holt & Van Duzer, 2000). It is a continual process and takes place throughout the instructional program. The process can influence student placement, materials selection, curriculum design, and instructional practice (TESOL, 2003). At the beginning of the program, needs assessment might be used to determine course content, while during the program, it assures that learner goals and program goals are being met and allows for necessary program changes. At the end of the program, needs assessment can be used for planning future directions for the learners and the program (Marshall, 2002). These same tools also may be used as a way to measure progress at the end of the year. However, for reporting outcomes

to funders and external stakeholders, standardized assessments must be used. See page IV–31 for an annotated list of standardized assessments of English language and literacy.

What Do Assessment Tools Look Like?

Learner self-assessment tools may have a variety of formats, including survey questionnaires that require learners to check areas of interest or need, open-ended interviews, or informal performance observations. For assessment to be effective, tools and activities must be appropriate for the particular learner or group of learners. For example, materials written in English might be translated into the learners' native language, read aloud by the teacher or an aide (in English or the native language), or represented pictorially. Types of needs assessment tools and activities are described in Figure II-1, followed by samples of assessment tools that may be used or adapted to meet particular program needs.

Figure II-1: Types of Needs Assessment Tools and Activities

Type of Tool/Activity	Description	Samples
Survey questionnaires of learners' needs and goals	Many types of questionnaires have been designed to determine learners' literacy needs and goals. Frequently they consist of a list of topics, skills, or language and literacy uses. The learners indicate what they already know or want to know by checking in the appropriate column or box, or they may be asked to use a scale to rank the importance of each item. For beginning learners who do not read English, pictures depicting different literacy contexts can be shown, and learners can mark the contexts that apply to them. The list of questionnaire items may be prepared ahead of time by the teacher or generated by the students themselves through class discussion.	Samples 1-6 (pp. II-8 - II-13)
Inventories of language and literacy use	Checklists may be used here, as well as more open-ended questions requiring learners to keep lists of ways they use language and literacy and update them periodically.	Samples 7-9 (pp. II-14 - II-16)
Learner interviews to assess needs and interests	Interviews with learners may provide valuable information about what learners know, what their interests are, and the ways they use or hope to use literacy. Interviews may be done one-on-one or in small groups, in their native language, or in English.	Samples 10-11 (pp. II-17 - II-26)
Personal or dialogue journal	Learners' journals, in which they write freely about their activities, experiences, and plans, may be a rich source of information about their literacy needs.	Sample 12 (p. II-27)
Timelines to express learners' short-term and long-term goals	Learners may prepare their own personal timelines, in writing or pictorially, that indicate major events in their lives as well as future goals. Discussion can then focus on how progress towards those goals may be met through the class.	Sample 13 (p. II-27)

(Adapted from Weddel & Van Duzer, 1997)

The amount of explanation required for the following sample activities, and the writing required from the students for each form will vary according to their level of English proficiency. The activities may need to be explained in more detail for beginning level learners. Also at the beginning level, the teacher might need to simplify the language in the forms or translate them and explain them in the learners' native language.

These forms are designed to provide examples of learning activities with English language learners. Practitioners are asked to include the reference at the bottom of the forms if they are duplicated.

Needs assessment may take many forms and may be carried out at different times during the instructional process. Whatever the focus and format, the basic purpose is to determine what learners want and need to learn. When learners know that educators understand and want to address their needs and interests, they are motivated to continue in a program and to learn.

References

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Sample Needs Assessments

Sample II-1: Beginning-Level Questionnaire Guide

Even in literacy- and beginning-level classes, it is important to conduct some needs assessment in the first days of class. Needs assessment should then continue informally throughout the entire class cycle. Typically when literacy-level adult English language learners are asked which English skill is most important for them—reading, writing, speaking, or listening—they say “everything.” A teacher might agree with the students, but then explain that they cannot learn everything at once, so the teacher needs an idea of what is most important to particular learners. This will enable the teacher to set priorities for what is to be taught. The following steps may be useful in assessing needs and determining priorities.

1. Elicit from the students situations and places where they might need English, such as getting a job or going to the doctor. Discuss whether they need to read, speak, listen, or write (or often, all four) in these situations.
2. Label four cards, each card representing one of the skills—reading, writing, speaking, listening—and put a simple graphic on each card, e.g., an ear for listening, a mouth for speaking, a book for reading, and a pen for writing. Post one skill card in each corner of the room.
3. Ask the students (and demonstrate, if necessary) to stand by the card representing the English skill they most need to improve. If students are confused, repeat and demonstrate the directions and allow them to help each other in their native languages. While students are standing in their chosen corners, have them write their names on the appropriate skill card. Leave the card on the wall for the rest of the class cycle.

The above “four corners” activity helps prepare learners for the more complicated task of choosing which topics to study.

1. Create a simple form asking students to indicate which topics are the most important for them to learn. Draw or find illustrations of possible topics to be studied in class, such as health, housing, shopping, and transportation. (See sample on page II-9.)
2. For group instruction, make transparencies of the pictures on the form. The form can contain basic words such as *work*, *health*, *community*.
3. Discuss the pictures and words on the form.
4. Give each learner a handout of the form and ask them to circle the topics most important to them. Ask them to choose 3-5 topics, depending on the length and intensity of the instruction. Some learners may help each other in their native languages, or volunteers may assist in English or the native language. Individuals may circle words or pictures.
5. While the students are working, circulate to help with the process and confirm with each adult learner that he or she has chosen important topics.

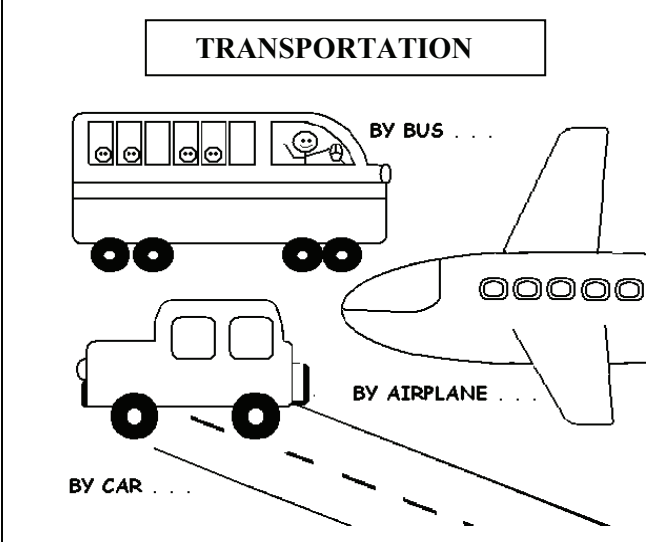
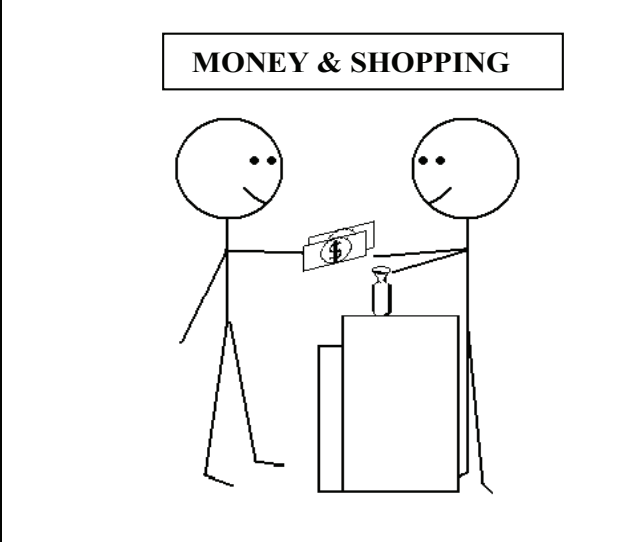
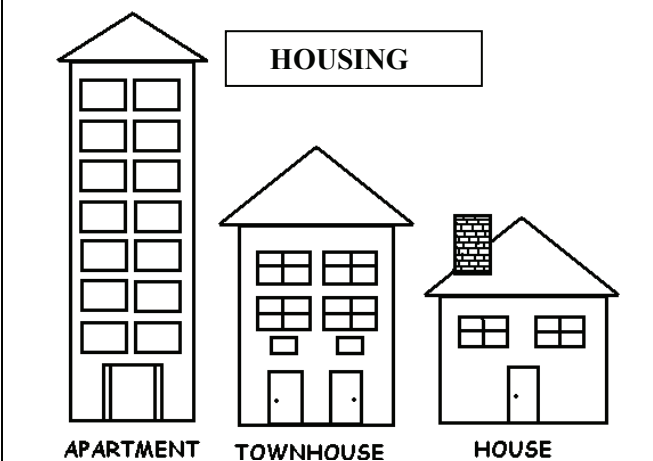
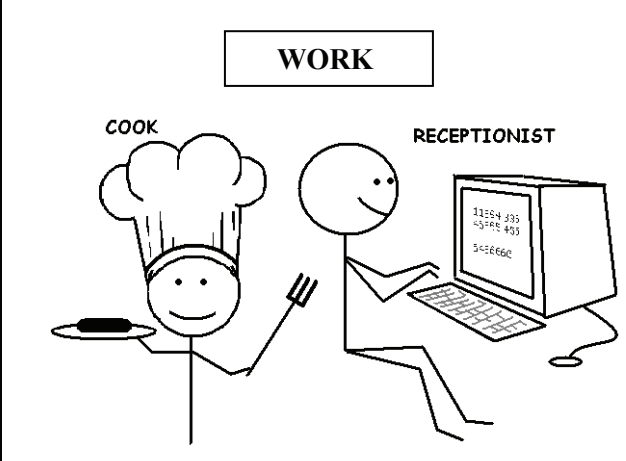
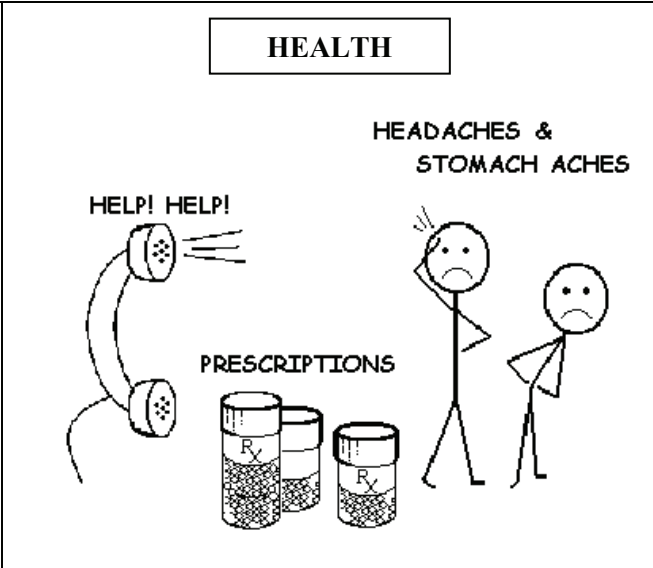
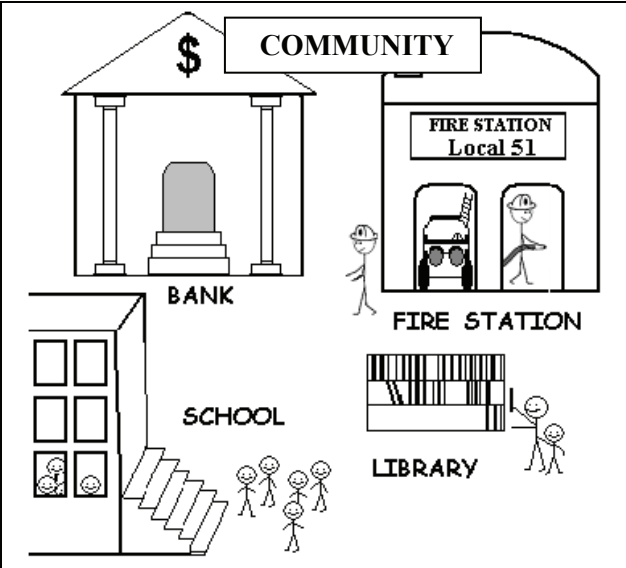
The next day, on the original transparency or on the board, present a tally of the topics that were marked, and decide with the class which topics are important to the most people. Some may find the entire task challenging because they are unfamiliar with the concept of needs assessment and because of difficulties in understanding and expressing themselves in English. But everyone ultimately understands the inherent fairness of this group process. The process itself serves to forge a strong class bond while showing adult English learners that their voices have been heard. These activities also allow the teacher to assess the skills, ideas, and feelings of each individual in the class.

(Adapted from Shank & Terrill, 1997.)

Sample II-1a: Beginning Level Questionnaire

What do you want to study?
Circle three topics.

Name _____
Date _____



Sample II-2: Intermediate/Advanced Level Questionnaire

Name _____ Date _____

1. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

2. What specific areas of English would you like to improve before you leave this class?

3. When people speak English to you, how much do you understand? Check the amount.

___ everything ___ most ___ some ___ a little ___ very little

4. When you watch TV, how much do you understand? Check the amount.

___ everything ___ most ___ some ___ a little ___ very little

5. When you speak English, how much do other people understand?

___ everything ___ most ___ some ___ a little ___ very little

6. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

___ Reading

___ Writing

___ Listening

___ Speaking

___ Vocabulary

___ Pronunciation

(Adapted from Marshall, 2002. Used with permission.)

Sample II-3: Intermediate Level Questionnaire: Family Activities

Purpose: To identify literacy practices in the home, record parent-child interactions, and provide a baseline for documenting changes over time.

Process: Either as part of a whole-group or small-group discussion, have learners discuss activities they currently do with their children. Give the learners the following prompts: “Parents and children can do many things together. They go to the park on Sunday, go fishing, cook food, clean the house, go hiking, watch TV, work in the garden, or look at magazines. In many families, parents help their children with homework or check their assignments. What do you do together with members of your family?” Record their responses on the lines below.

Luisa and her husband go to church together on Sundays.

Then they watch their son Marcos play soccer.

(Adapted from Holt & Van Duzer, 2000. Used with permission.)

Sample II-4: Intermediate Level Open-Ended Questionnaire: Home Literacy Activities

Purpose: To record home literacy events and activities that parents regard as essential and to gain insights into educational values and opinions about learning.

Process: As part of a whole-group or small-group discussion or through pair activities, have the learners discuss and then record their views of how children learn and how parents can help their children learn. Give the following prompt:

In my opinion, these activities help children learn.

Talking about (for example, field trips, birthday parties)

Teaching children to (for example, ride a bicycle, use the stove)

Helping children with (for example, math homework, spelling words)

Asking children questions about (for example, their friends, their favorite class, personal problems)

Telling children that (for example, everybody makes mistakes, you learn by doing)

(Adapted from Holt & Van Duzer, 2000. Used with permission.)

Sample II-5: Intermediate Level Can-Do List for Self Assessment

Directions: Put a check mark (✓) in the box that best describes you. Put only one check for each row.

Here's what I can do.	I can do this. No problem.	I do OK most of the time, except when things are complicated.	This is a little difficult for me, but I can do it with some help from others.	This is very difficult for me. I can only do it with a lot of help from others.	I can't do this. No way. It's much too difficult.
Talk about my country and my city with a friend or neighbor					
Ask for directions on the street or ask where something is in a store					
Ask someone to speak more slowly or to say things in a different way					
Fill out a form (name, birthdate, address, phone)					
Explain about myself and my work in a job interview					
Understand the notes that my child's teacher sends from school					
Figure out my phone bill or electricity bill					
Explain to the doctor in detail what's wrong					
Pick a story in the newspaper and read it					
Understand the news on TV					

(Adapted from Holt & Van Duzer, 2000. Used with permission.)

Sample II-6: Beginning Level Self-Assessment Instrument

Purpose: To set personal goals and develop an individualized plan for documenting progress.

Process: Give this form to the students. Explain the meaning of “once in a while” if they don’t know it. Then, give them the following prompt:

Based on home literacy activities identified in the Open-Ended Questionnaire on page II-11, list activities you plan to do with your children. Indicate how often you might do each.

Family Activity	Almost every day	Once or twice a week	Several times a month	Once or twice a month	Once in a while
My children and I plan to ... <i>go to the library</i>				X	

(Adapted from Holt & Van Duzer, 2000. Used with permission.)

Sample II-7: Beginning Level Language Log

Purpose: To track the amount of English used during the prior week and to consider that which was difficult and that which was easy.

Process: Give this form to the students. Explain that the more we think about our English language use, the more we are able to improve our ability to use English. This language log will help them track the amount of English they use weekly. Ask them to try to increase their English language use each week.

Name _____ Date _____
Where did you speak English this week? _____ _____ _____
To whom did you speak English? _____ _____ _____
What did you read in English this week? _____ _____ _____
What did you need to study this week? _____ _____
This week, _____ was difficult in class.
This week, _____ was easy in class.

(Adapted from Marshall, 2002. Used with permission.)

Sample II-8: Beginning Level Language Use Inventory

Purpose: To practice thinking, writing, and speaking English by answering simple questions.

Process: Give this form to the students. Display the handout on an overhead transparency. As a large group activity, walk through the handout, offering suggestions and asking for examples from the students. Have students work on their handout individually, then have them get into pairs and work on interviewing each other.

Answer for YOU

	To whom did you speak?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

Now ask your PARTNER

	To whom did you speak?	What did you say?	Was it easy? Difficult?
At home?			
At work?			
At the store?			
Another place?			

(Adapted from Marshall, 2002. Used with permission.)

Sample II-9: Beginning Level Family Events Questionnaire

Purpose: To record literacy events and learners' accomplishments related to literacy and to compare learners' plans with actual activities.

Process: Ask the learners to record the activities they do together with their children each week. Then have them discuss this with a partner. At key points in the class cycle, meet with learners to compare their list with their planned activities (Self-Assessment Instrument, page II-13). Then discuss the plan again and renegotiate, if appropriate.

Learner's name _____	Week of _____
This week I...	
<i>helped my son with his math.</i>	

(Adapted from Holt & Van Duzer, 2002. Used with permission.)

Samples II-10 and II-11 (Spanish version) that follow are examples of comprehensive enrollment interview forms used by some family literacy programs. Since they are rather lengthy, programs may select only the information that they wish to have upon enrollment of families. Other portions of the forms may be used at a later date.

Purpose: These multi-purpose interview guides help programs gain basic enrollment information, as well as information that can be used to guide services that meet the needs and interests of the families.

Process: The interviewer instructions are provided in the boxes. Interviewers should read over the entire form to become acquainted with the questions before interviewing new parents. As stated above, programs may pick and choose sections that they want to use. The interviewer should strive to make this interview a pleasant and stress-free activity. Since this is an oral interview process, it may be used with adults of all literacy levels.

Sample II-10: Family Literacy Program Needs Assessment Interview (All Levels)

City: _____ Site: _____

Date: _____ Interviewer: _____

Information about Parent or Guardian Enrolling

Interviewer Introduction: My name is (*Interviewer's Name*). With your permission I would like to ask you some questions about you, your background, why you are enrolling in a class, and are enrolling (*Child's Name*) with you.

Parent and Child Information: First I need to get some general information about you and (*Child's Name*), such as your address and telephone number. (Fill in information.)

Full Name of Adult: _____

First Name: _____ Date of Birth: _____

Address: _____

Telephone: _____ Cell Phone: _____ E-mail: _____

Date of Enrollment: _____ Gender: Male Female**1. Adult Learner Background**

Interviewer Instructions: What is your race or ethnicity? (Check all responses given.)

- American Indian or Alaskan Native Asian Native Hawaiian or Other Pacific Islander
 Black or Afro-American Hispanic or Latino White Other:

What is the usual (main) language spoken in your home? English Spanish Other
 (Specify):

Interviewer Instructions: What is the highest grade or year of schooling that you completed? (Check one.)

- No schooling (skip to question #2)
 Completed grades 1-8
 Completed grade 9
 Completed grade 10
 Completed grade 11
 Completed grade 12, but didn't receive a diploma
 Completed high school and received a diploma or GED

- Attended some college, no degree
- Completed 2-year Associate's degree
- Completed 4-year Bachelor's degree
- Completed Graduate degree (Master's, Professional, or Doctorate)

Where did you go to school and complete the education mentioned above?

- In the United States
- In another country (Specify): _____

What is the main reason for leaving school when you did? _____

2. How did you learn about the family literacy program? _____

3. Information about Child to be Enrolled

Full Name of Child: _____

Child's Date of Birth: _____ Gender: Male Female

Is (*Child's Name*) enrolled in grade school now? Yes No In what grade? _____

Child's education before attending grade school:

- Head Start Title I Preschool Other Preschool Infant/Toddler Program
- Kindergarten 1st grade 2nd grade

Information about Work and Family Activities

Interviewer Instructions: Please tell me about your work situation. (Read each category to the parent before asking for a response. Check one)

4. Work Situation

- You are currently employed.
- You are currently not employed, but would like to find work. (If yes, skip to question #5.)
- You are currently not employed, and do not plan to seek work. (If yes, skip to question #5.)

How many hours a week do you work? _____

When do you work (hours of the day)? Day (8-5) Evening Night

Rotating/Swing Shift Are the shift changes always the same? Yes No

How long does it take you to go to/from work (one way) each day? Hours _____ Minutes _____

How do you get to work? Your own car Ride with a friend Ride the Bus Walk

5. Personal Learning Goals

Interviewer Instructions: (Read the following explanation to the parent.) Listed below are some statements concerning goals that adults have given that describe what they hope to get out of attending a family literacy program. Listen to the items in the list and tell me which two goals are most important to you.

I want to accomplish the following two goals:

- Get a paying job or a better job.
- Earn a GED certificate or earn a high school diploma.
- Work toward enrolling in a job training or higher education program.
- Improve my English speaking, writing and reading skills.
- Work toward U.S. citizenship.
- Become a better parent.
- Be with adults with similar needs.
- I have other reasons for enrolling (describe): _____

6. Literacy Activities in the Home and in the Community

Interviewer Instructions: (Please read the following list to the parent and check the appropriate box.) I am going to mention a list of some things that people may read. When you hear them, please tell me if you read the materials **every week** and in what language.

- | | | | | | |
|--------------------------------------|------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------|
| Advertisements received in the mail | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Letters, bills..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Coupons..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Labels on food, cooking recipes..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Religious materials..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Instructions and papers at work..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Bus schedules..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Street signs, bus signs..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Newspapers..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Television listings or TV Guide..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Magazines..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |
| Books..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both |

Do you know where the public library is located? Yes No

Do you or does anyone else in your household have a library card? Yes No

Have you visited the library? Yes No (If no, skip to question #7)

How many times in a month do you visit a public library? _____

Do you have (*Child's Name*) along when you visit the library? Yes No

7. Your Child's Activities

Interviewer Instructions: (If the response to the first question is "zero" skip to question #8)

Please tell me how many hours (*Child's Name*) watches television each day. _____ hours

What television programs does (*Child's Name*) usually watch? _____

What are the languages used in the television programs that (*Child's Name*) watches? _____

English Spanish Both English and Spanish Other Language _____

8. In the past week, how many times did you or someone in your family read to (*Child's Name*)?

Not at all Once or twice Three or more times Every day

What language is used when reading to (*Child's Name*)?

English Spanish Both English and Spanish

Another Language (Specify): _____ Unable to read to my child

9. Last week, did anyone in your family do any of the following things with (*Child's Name*)?

Tell him/her a story

Teach him/her letters, words, numbers

Teach him/her songs or music

Talk with him/her about family history, family culture or ethnic heritage

10. In the past year, did anyone in your family do any of the following things with (*Child's Name*)?

Visit a zoo or aquarium

Visit a local park, playground, gym, or swimming pool

Go to an event sponsored by a community group, ethnic group or religious organization

Go to a live show, concert, or play

11. How far do you think (*Child's Name*) will go in school?

- Plans to finish high school
- Will earn high school diploma or GED
- Will earn high school diploma and then complete vocational, trade, or business school, or military service
- Will complete at least one year of college
- Will earn a college degree
- Will earn a professional degree (Law, Veterinarian, MD) or graduate degree (Master's, Doctorate)
- I don't know

12. Child's Elementary School Experience

Interviewer Instructions: (If the parent said in question #3 that the child did not attend elementary school, indicate "Does not Apply" for each item below and end the session. Read the following statements and check the responses.) If (*Child's Name*) attended elementary school last school year, did you go to (*Child's name*) elementary school for any of the following reasons?

- For a conference or informal talk with (*Child's Name*) teacher, director, or principal Yes No Does Not Apply
- To observe classroom activities Yes No Does Not Apply
- To attend a school event in which (*Child's Name*) participated, such as a play, art show, party Yes No Does Not Apply
- To attend after-school programs, such as crafts or music Yes No Does Not Apply
- To meet with a parent-teacher organization, such as PTA.... Yes No Does Not Apply
- To attend a parent advisory committee meeting Yes No Does Not Apply
- To volunteer in the school office, cafeteria, or library Yes No Does Not Apply
- To volunteer in (*Child's Name*) classroom Yes No Does Not Apply
- To volunteer for school project or a school trip Yes No Does Not Apply
- For other reasons (specify): _____

Interviewer Instructions: Thank you for your assistance in helping us plan the most appropriate educational program for you and (*Child's name*).

(Adapted from NCFL, 2004a; NCFL, 2004b; & NCFL, 2004c. Used with permission.)

**Sample II-11: Family Literacy Program Needs Assessment Interview
(Spanish Version – All Levels)**

Ciudad: _____ Sitio: _____

Fecha: _____ Entrevistador: _____

Información acerca del Padre/Madre o Guardián:

Introducción del Entrevistador: Mi nombre es (*nombre*). Con su permiso quisiera hacerle unas preguntas acerca de sus antecedentes, sus razones para inscribirse, y las razones para inscribir a (*nombre del niño/niña*).

Información del Padre/Madre e hijo: Primeramente necesito información general acerca de usted y su hijo/hija, por ejemplo su domicilio y números de teléfono.

Nombre completo: _____

Apodo: _____ Fecha de nacimiento: _____

Domicilio: _____

Teléfono: _____ Número de celular: _____ E-mail: _____

Fecha de inscripción: _____ Género: Masculino Femenino

1. Antecedentes del adulto

Entrevistador: ¿Cuál es su raza/origen étnico? (marque toda respuesta)

- Indígena norteamericano o nativo de Alaska Asiático
- Nativo de Hawaii o de otra isla del pacífico
- Negro o afro-estadounidense Hispano o Latino Blanco Otro (especifique)

¿Cuál es el idioma que más se habla en su hogar? Inglés Español Otro (especifique):

Entrevistador: ¿Cuál fue el último nivel (año) escolar que pudo terminar? (marque uno)

- No ha asistido a la escuela (siga con la pregunta #2)
- 1-6 Primaria
- 7-9 Secundaria
- 10-11 Preparatoria (Bachillerato)
- Completó la preparatoria (Bachillerato) sin recibir diploma
- Completó la preparatoria (Bachillerato) o el GED

- Asistió a la universidad sin recibir diploma
- Carrera técnica
- 4 años de universidad
- Licenciatura o Doctorado

¿Estudió aquí o en otro país?

Sí, aquí

No, fue en otro país (especifique): _____

¿Cuál fue la razón por la que usted dejó sus estudios? _____

2. ¿Cómo se enteró del programa de educación familiar? _____

3. Información del niño/niña

Nombre completo del niño/niña: _____

Fecha de nacimiento: _____ Género: Masculino Femenino

¿Está el niño inscrito en la escuela? Sí No ¿En qué grado? _____

Experiencia educacional del niño/niña:

- Head Start Title I Pre-escolar Escuela Pre-escolar Programa de guardería infantil
- Kindergarten Escuela primaria (grado 1) Escuela primaria (grado 2)

Información acerca de trabajo y actividades familiares

Entrevistador: ¿Cuál es su situación de empleo? (Lea todas las opciones antes de marcar una)

4. Situación de empleo

Tiene empleo

No tiene empleo, pero quiere encontrar uno (siga con la pregunta #5)

No tiene empleo, y no está buscando empleo (siga con la pregunta numero #5)

¿Cuántas horas trabaja por semana? _____

¿Cuáles son sus horas de trabajo? Día (8-5) Turno de tarde Turno de Noche

Turno rotante ¿Cambia de turno frecuentemente? Sí No

¿Cuánto tiempo dura para llegar a su trabajo? Horas _____ Minutos _____

¿Qué modo de transporte utiliza para llegar a su trabajo? Auto propio Con un amigo

Autobús Caminar

5. Metas Personales

Entrevistador: (Lea lo siguiente.) Lo siguiente son ejemplos de unas metas que otros adultos han dado acerca de sus razones por asistir a un programa de educación familiar. Por favor escuche la lista e indique las dos metas más importantes para usted.

Mis metas son:

- Obtener empleo o obtener mejor empleo
- Obtener un certificado de GED o diploma de la escuela preparatoria
- Obtener la educación necesaria para un entrenamiento vocacional o para continuar mis estudios.
- Mejorar mi inglés, escritura y lectura
- Obtener mi ciudadanía de los EE.UU.
- Para ser mejor padre o madre
- Para involucrarme con otros adultos con necesidades similares
- Otro (Especifique): _____

6. Actividades en casa y en la comunidad

Entrevistador: (Lea la siguiente lista y marque la respuesta adecuada.) Lo siguiente es una lista de artículos que la gente puede leer. Por favor indique si usted lee estas cosas durante la semana.

- | | | | | | |
|---------------------------------------|-----------------------------|-----------------------------|---------------------------------|----------------------------------|--|
| Anuncios en el correo..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Cartas, cuentas..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Cupones..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Etiquetas en los alimentos | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Recetas de cocina | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Libros religiosos..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Instrucciones..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Horario del autobús..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Letreros o señalamientos..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Periódicos..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Notas del profesor o de la escuela... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Revistas..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |
| Libros..... | <input type="checkbox"/> Sí | <input type="checkbox"/> No | <input type="checkbox"/> Inglés | <input type="checkbox"/> Español | <input type="checkbox"/> Ambos idiomas |

- ¿Sabe usted donde está su biblioteca local? Sí No
- ¿Tiene usted tarjeta de la biblioteca? Sí No
- ¿Ha visitado usted una biblioteca pública? Sí No (No, siga con la pregunta #7)
- ¿Cuántas veces visitó usted una biblioteca pública? _____
- ¿Cuando visita usted la biblioteca pública lleva a su hijo/hija? Sí No

7. Actividades de su hijo/hija

Entrevistador: (Si la respuesta es cero o nunca siga con la pregunta número #8)

- ¿Cuántas horas de televisión ve su niño/a al día? _____ Horas
- ¿Qué programas de televisión ve (Nombre de hijo/hija) regularmente? _____
- ¿En qué idioma se presentan estos programas? _____
- Inglés Español Ambos idiomas Otro (especifique) _____

8. Durante esta semana, ¿cuántas veces se le ha leído a (Nombre de hijo/hija)?

- Ninguna Una o dos veces Tres o más Todos los días
- ¿En qué idioma le lee a (Nombre de hijo/hija)? Inglés Español Ambos idiomas
- Otro idioma (especifique): _____ No puedo leer

9. ¿Durante la semana pasada, algún miembro de su familia ha hecho una de las siguientes actividades con (Nombre de hijo/hija)?

- Contarle un cuento
- Enseñarle las letras, números, o palabras
- Enseñarle canciones o música
- Contarle historias de sus antepasados o de las tradiciones

10. Durante el año pasado, ¿Ha hecho alguna de las siguientes actividades con (Nombre de hijo/hija)?

- Visitar un zoológico ó acuario
- Visitar un parque local, gimnasio, o piscina para nadar
- Asistir a un evento patrocinado por su comunidad, grupo étnico, o religioso
- Asistir a una obra de teatro o concierto

11. ¿Hasta qué nivel académico cree usted que (Nombre de hijo/hija) llegará en sus estudios?

- Planea terminar la preparatoria (Bachillerato)
- Obtendrá su diploma de la escuela preparatoria (Bachillerato)
- Completará algún tipo de entrenamiento vocacional, como comercio ó servicio militar
- Terminará por lo menos un año de universidad
- Se graduará de la universidad (Leyes, Veterinario, Medico) maestría o doctorado
- No sé

12. Experiencias con la escuela primaria de su hijo/hija

Entrevistador: (Si la respuesta a la pregunta es no, no siga con la pregunta, indique “no aplica” para cada una de las siguientes preguntas.) Si su hijo/hija asistió a la escuela primaria el año pasado, ¿participó usted en una de las siguientes actividades?

- Para una conferencia o charla informal con el profesor o director..... Sí No No aplica
- Para observar actividades en el salón de clase..... Sí No No aplica
- Para asistir a un acontecimiento de la escuela en el cual su niño participó, por ejemplo demostración de arte, obra de teatro, o fiesta..... Sí No No aplica
- Para asistir a las actividades escolares como artística o musical..... Sí No No aplica
- Para una reunión del comité consultivo para los padres..... Sí No No aplica
- Para ofrecerse voluntariamente en la oficina, la cafetería, o la biblioteca Sí No No aplica
- Para ofrecerse voluntariamente en el salón de clase..... Sí No No aplica
- Para ofrecerse voluntariamente para algún proyecto o excursión Sí No No aplica
- Otra razón (Describa): _____

Entrevistador: Gracias por su asistencia con esta encuesta. Sus respuestas nos permitirán crear un plan educacional apropiado para las necesidades de su hijo/hija y para sus propias necesidades también.

(Adapted from NCFL, 2004a; NCFL, 2004b; & NCFL, 2004c. Used with permission.)

Sample II–12: Beginning Level Diary/Journal

Purpose: To help students become aware of their daily use of English.

Process: Give this form to the students. Display the handout on an overhead transparency. As a large group activity, walk through the handout, offering suggestions and asking for examples from the students. Have students work on their handout individually, in pairs, or in small groups.

Complete the follow statements:

Today I learned _____.

Today I read _____ in English.

Today I spoke English to _____.

Today I wanted to speak English when _____.

Today I learned some new words. They are _____.

Tomorrow I am going to _____ to practice English.

(Adapted from Marshall, 2002. Used with permission.)

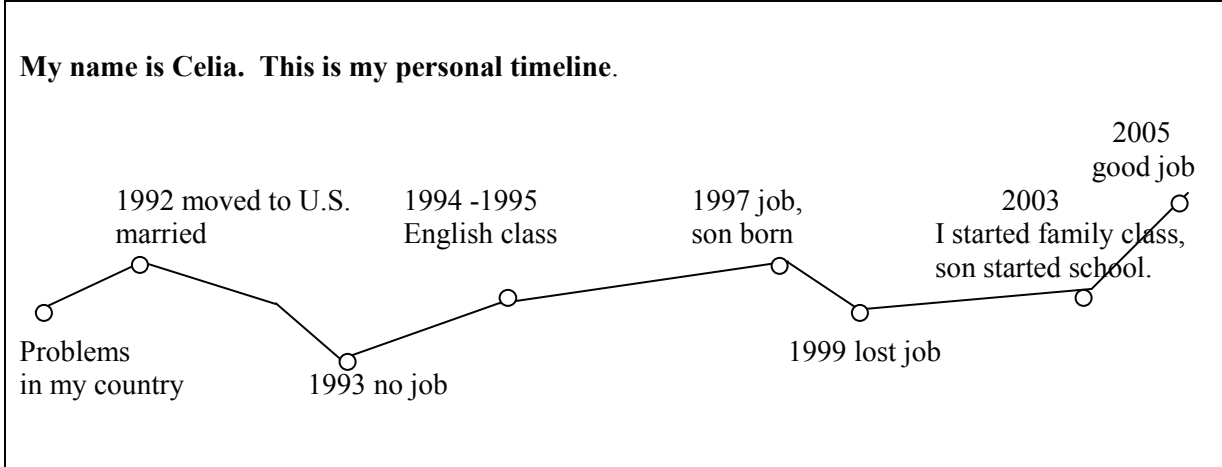
Sample II–13: Intermediate Level Timelines

Purpose: Students may use timelines to reflect on elements of their past and present lives and to express needs and goals for the present and future.

Process: High points on the timeline mark important points and goals met. The low points mark difficult times or unmet goals. To support students in creating timelines use the following process:

- Brainstorm words and phrases and write them on the board (e.g., *came here in 1992; married in 1993; started school in 2003; my son is an honor student*).
- Show a model of your own timeline.
- Provide magazines, scissors, markers or crayons, and glue sticks for students to use to design and illustrate their timelines.
- When students have finished their timelines, have them ask and answer questions about each other's timelines (e.g., *When did you come to the United States? What do you want to do in the future?*).

Share the sample on the next page as a model for learners.



(From the classroom of Lynda Terrill, 2004. Used with permission.)