

REEP ESL Curriculum for Adults

FINAL REFLECTIONS UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVELS: 100/150







UNIT GOAL

Students will demonstrate their ability to use level appropriate language skills to reflect on their learning and learning experience.

LIFESKILLS PERFORMANCE OBJECTIVES (Summary):

1. Reflect on learning and self-assess progress.
2. Identify strategies and goals for continued learning.
3. Evaluate class and program.

NOTE TO TEACHERS: This unit should be covered during the last 1-2 weeks of an instructional cycle. The unit provides objectives, resources, and activity ideas to help students reflect on what they have learned, plan for continued learning, and provide feedback on their learning experience.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>1. Reflect on learning and self-assess progress.</p>	<p>Identify skills: 100/150 Now I understand more. Now I understand my co-workers. Now I can read a little English. Now I can write/type my address. I learned how to... 150 I couldn't...before, but now I can. Listening is easier for me now. My English is better than before. I am not scared to speak English. I remember my first day of class...</p>	<p>Activities: Review class needs assessment and brainstorm what students have learned.</p> <p>See  Achievement Charts,  Compositions,  Picture Questionnaires,  Learner-Generated Questionnaires, and  Student Satisfaction Survey in ESL Techniques</p> <p>Compare pre and post assessment (e.g. writing samples);</p> <p> Technology Needs Assessment</p> <p>Edit earlier writing.</p>	<p>Structures: Past tense Modals Comparatives Brainstorm and review structures learned</p> <p>Extensions: Vocabulary review (<i>OPD, NOPD</i>, <i>Beginners Workbook</i>, brainstorming, bingo, word maps) A project bringing many skills together (e.g. write recipes, plan and go on a field trip, plan a party)</p>

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>2. Identify strategies and goals for continued learning.</p>	<p>Express ability: 100/150 I can... I can't... I need help with... I will... I can find English cassettes and videos at the library. I can read to my children. I can speak English at work. I will practice English on the Internet.</p>	<p><i>Stand Out 1</i>, Unit 8; <i>Teaching How to Learn</i></p> <p>Activities:</p> <p>📄 Final Reflections Activity with Calendar – ESL Study Plan for Break (idea can be adapted for lower levels) Explore ways to use the Internet to practice English Library field trip Review textbook and look at textbook(s) for next level(s). Discuss 📄 Goal Setting Process</p>	<p>Structures: Simple Present Future with will Modals</p> <p>Extensions: Field Trips;</p> <p>Additional reading not related to units(culture, folktales) Presentations about students' countries</p>
<p>3. Evaluate class and program.</p>	<p>Express opinion: 100/150 I liked... I didn't like... We need more... Conversation with a volunteer is good for me. I need more homework. The book is confusing.</p>	<p>See 📄 4 Corners, 📄 Student Satisfaction Survey, 📄 Learner-Generated Questionnaires, and in <i>ESL Techniques</i></p> <p>Final Reflections Activity 📄 Learner Generated Satisfaction Survey (English or Spanish)</p> <p>📄 Activity Assessment Form</p>	<p>Structures: Past tense Negative forms</p> <p>Extension: Write a letter to the school or director with feedback about the class and program.</p>