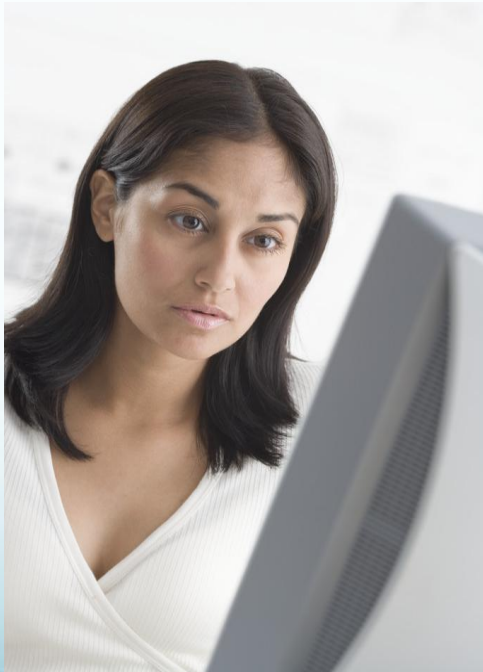


Integrating Workplace Skills in the ESL Classroom

Ronna Magy
CATESOL Los Padres 2011
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What skills and strategies do ESL students need to be successful in the workforce of the 21st Century?



Today's Job Market

- **9.1% Unemployment nationally**
- **15.8% Stopped looking for work**
- **12.1 % Unemployed in Los Angeles**

-EDD September 6, 2011

What are Employers Looking For?

Transferable Skills: 21st Century Skills

It's rarely a shortfall in technical expertise that will limit your chances to land a good job or to move up in the workplace. It is rather a shortcoming in social, communication, and self-management behaviors. You can have all the technical expertise in the world, but if you can't sell your ideas, get along with others, or turn your work in on time, you'll be going nowhere fast.

*Peggy Klaus
The Hard Truth about Soft Skills
Work-Based Learning Connections*

Integrating Academic and Workforce Readiness Skills

The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction, including ESL classes that are focused primarily on language instruction.

Betsy Parrish and Kimberly Johnson
*Promoting Learner Transitions to Postsecondary
Education and Work: Developing Academic*

Readiness

*from the Beginning
CAELA Network Brief, April 2010
www.cal.org/caelanetwork*

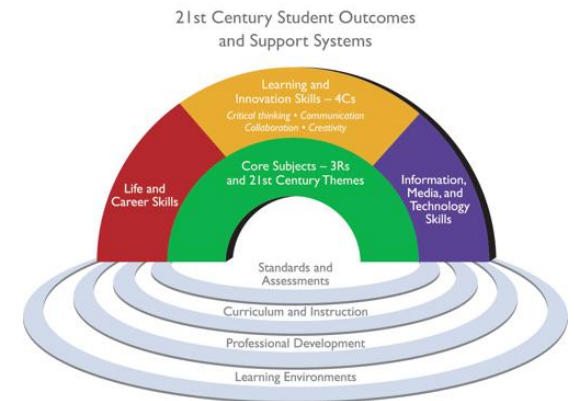
21st Century Skills: 3Rs and 7Cs

3Rs: Reading, Writing, Arithmetic

7Cs:

- Critical thinking and problem solving
- Communication & media literacy
- Collaboration, teamwork & leadership
- Creativity & innovation
- Computing & ICT literacy
- Career & learning self-reliance
- Cross-cultural understanding

Bernard Trilling and Charles Fadel
21st Century Skills



The Skills Gap

A profound gap exists between.....



**the skills students learn in school and.....
the skills students need for success**

SCANS

Secretary of Labor's Commission on Achieving Necessary Skills

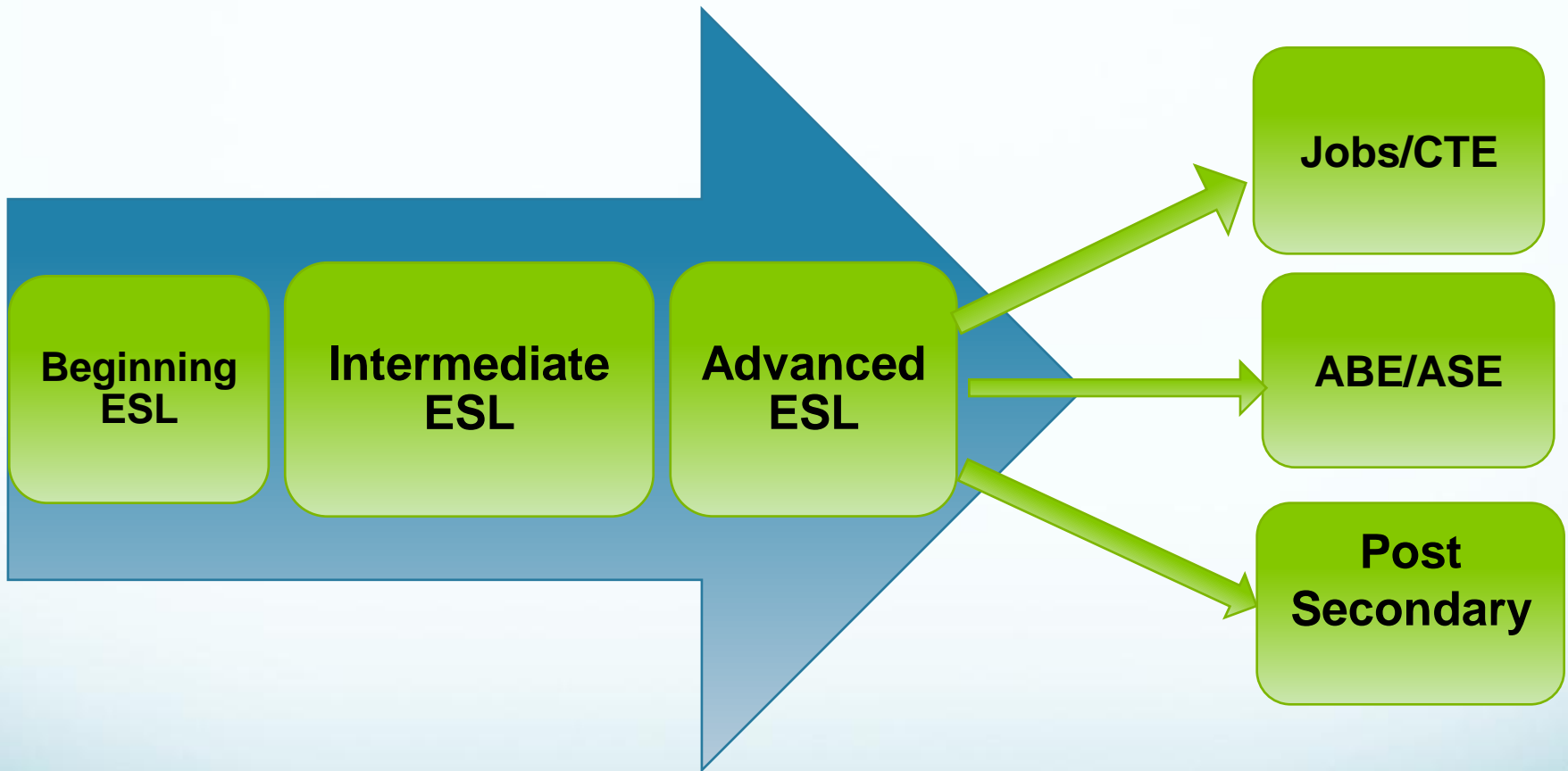
Competencies

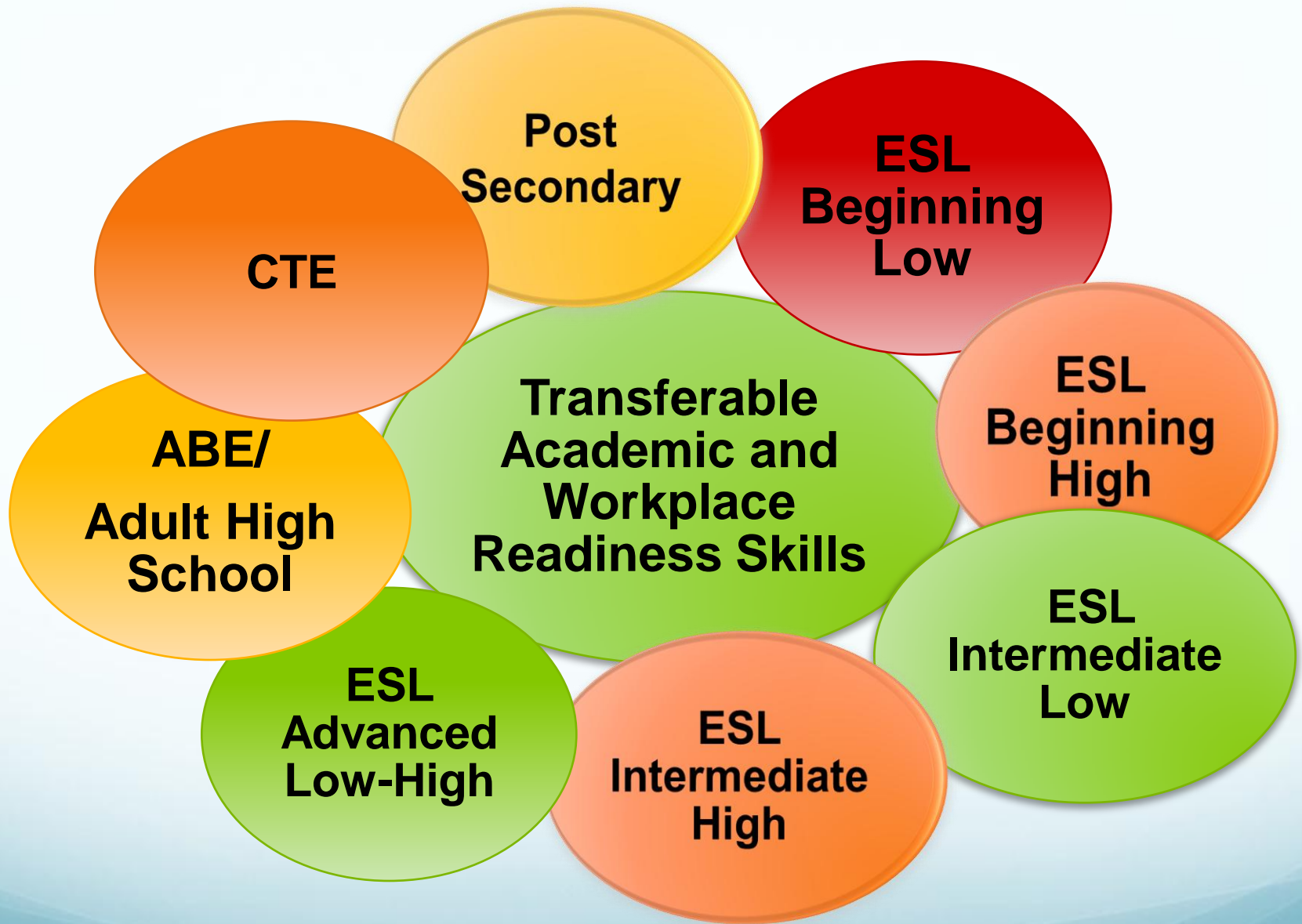
- **Resources**
- **Interpersonal skills**
- **Information**
- **Systems**
- **Technology**

Foundational Skills

- **Basic skills**
- **Thinking skills**
- **Personal qualities**

When should workplace readiness skills be integrated in ESL Classes?





Qualities of Employees

Lesson 1 Vocabulary

1 WHAT DO YOU KNOW?

- A CLASS.** Look at the vocabulary. These words describe qualities that employers look for in employees. Which words do you know?
- B** Complete the descriptions of the pictures. Use the words in the box. More than one answer is sometimes possible.

Qualities of employees


cooperative
dependable
efficient
hardworking
motivated
organized
pleasant
punctual

Learning Strategy

Make connections

Make cards for five new words. Write a quality on the front of the card. Write a job that needs that quality on the back.

- C PAIRS.** Compare answers.

- D**  Listen and repeat.



Carmella is _____ and takes good care of her patients.



Alisa keeps her desk neat and _____.



Bill always comes to work on time. He's very _____.



Mai is _____ and works well with her co-workers.



These men are strong and _____.

Future 3,
p. 66

Objectives

By the end of this session, participants will be able to..

- **Discuss what employers say are the essential skills**
- **Discover ways to integrate transferable work skills in ESL classes**
- **Learn collaborative activities that help students be valued employees**

WORKPLACE TRANSFERABLE SKILLS (SCANS SKILLS, 21ST CENTURY SKILLS)

- Work in a team
- Interact with others
- Communicate, Collaborate, Cooperate
- Cross-cultural understanding
- Lead/plan/delegate
- Create, Innovate
- Take initiative and responsibility
- Teach job duties to others
- Listen and understand instructions
- Read, comprehend and interpret documents
- Interpret information
- Understand organizational systems
- Fill out work documents
- Take notes
- Manage/monitor performance, goals and time
- Self-evaluate
- Problem solving/ Critical thinking
- Computing and ITC (Information and Communication) Literacy
- Communication and Media Literacy
- Career and Lifelong Learning
- Self-Reliance

Report Back

What is your job?



What transferable workplace skills will you need to use on that job?

Refer to handout p.1

Reading an Online Want Ad

What skills are employers looking for?



Refer to handout p.2


Occupations

Lesson 1 Vocabulary

1 WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which jobs do you know?

Number 3 is a doctor.

B  **CD1 T27** Listen and point to the pictures. Then listen and repeat.



2 PRACTICE

A PAIRS. Student A, look at the list of jobs on page 27. Name a job. Student B, point to the picture.

A cashier.

B WORD PLAY. GROUPS OF 3. Student A, act out a job. Students B and C, guess the job.

B: *You're a homemaker.*

A: *No.*

C: *You're a gardener.*

A: *Right!*

C Write your job. Use true or made-up information.



Future 1, p. 26

Tell Me About Yourself.....

A. Do you work in a restaurant?

B. Yes, I do.



What Kind of Worker Are You?

Do you prefer to do the same thing everyday or learn new skills?

Do you like to work alone or with others?

Would you rather work indoors or outdoors?

Do you prefer a quiet or noisy work environment?

Would you rather talk to people or work at a computer?

Refer to handout p.4

What Kind of Worker Are You?

A. *Hi. Can I ask you something?*

Do you like working alone or with other people?

B. *I like*

A. *It was nice talking to you. I've got to go now.*



Brainstorm

- **Which workplace skills did you use in this activity?**
- **Why is it important for students to evaluate their own skills and qualities ? (to do a self-assessment?)**

Performance Evaluation

Lobby and Hallways	Good (5)	Satisfactory (4)	Unsatisfactory (3)	Remarks
Doors and windows	X			
Drinking Fountain		X		<i>Floor wet near fountain</i>
Furniture in lobby	X			
Floors	X			
Lights		X		
Walls	X			

Refer to handout pages 5-6

Pair Discussion

- **How could you use a Performance Evaluation Activity with your students to teach transferable workplace readiness skills?**

Chart Reading Skills

Information questions with *What / Which / When / Where*

What time	does	my shift	begin?	this week? your break? to clock in?
Which days	do	I	have off	
When	did	you	start	
Where	do	we	go	

Answers

At 3:00 P.M.
Thursday and Friday.
Five minutes ago.
The break room.

2 PRACTICE

Complete the conversations. Write information questions. Use *What time*, *Which*, *When*, *Where* and the words in parentheses.

- A: (day / you / have off) Which day do you have off?
B: Tuesday.
- A: (my shift / start) _____
B: At 3:00 P.M.
- A: (I / get / a vacation) _____
B: After six months on the job.
- A: (I / clock in) _____
B: Outside the employee break room. The time clock is on the wall.
- A: (we / get / breaks) _____
B: At 10:15 A.M. and 2:30 P.M. Check with your supervisor.

Future 2,
page 237

Show what you know! Ask about work schedules

GROUPS OF 3. Look at the work schedule. Student A, choose one employee. Students B and C, guess the employee. Ask questions with *What*, *Which*, and *When*.

- A: OK, I'm ready.
B: What does the employee do?
A: He's a cashier.
C: What time does he start work?

	Mon.	Tues.	Wed.	Thu.	Fri.	Sat.	Sun.
Eduardo, stock clerk	OFF	OFF	6-2 Break: 11-11:30	6-2 Break: 11-11:30	6-2 Break: 11-11:30	6-2 Break: 11-11:30	6-2 Break: 11-11:30
Stan, stock clerk	OFF	OFF	6-1 Break: 11-11:30	6-1 Break: 11-11:30	6-1 Break: 11-11:30	6-2 Break: 11-11:30	6-2 Break: 11-11:30
Deng, stock clerk	6-2 Break: 12-12:30	6-2 Break: 12-12:30	6-1 Break: 12-12:30	6-1 Break: 12-12:30	OFF	OFF	6-2 Break: 12-12:30
Ivan, cashier	OFF	OFF	8-2 Break: 11-11:30	8-2 Break: 11-11:30	8-2 Break: 11-11:30	8-2 Break: 11-11:30	8-2 Break: 11-11:30
Marco, cashier	8-2 Break: 12-12:30	8-2 Break: 12-12:30	8-2 Break: 12-12:30	8-2 Break: 12-12:30	OFF	OFF	8-2 Break: 12-12:30
Will, cashier	OFF	9-2 Break: 12-12:30	9-2 Break: 12-12:30	9-2 Break: 12-12:30	9-2 Break: 12-12:30	OFF	9-2 Break: 12-12:30

Can you...ask about work schedules?

Performance Review

Future 5,
page 89

PERFORMANCE REVIEW RATINGS		
Name: <u>Eva Rivera</u>		Date: <u>May 6, 2010</u>
1—exceeded expectations 2—met expectations 3—improvement needed 4—failed to meet expectations	Employee Rating	Supervisor Rating
Knowledge of work: Understands key job duties; uses appropriate equipment, materials, and procedures.	1	2
Quality of work: Work is complete, accurate, and neat.	2	2
Time management: Prioritizes and plans work; meets deadlines; adjusts to unexpected changes to finish tasks on time; can handle multiple assignments.	2	2
Interpersonal relationships: Has a positive attitude; relates well to customers, co-workers, and supervisors; cooperates when working as part of a team.	2	1
Communication: Listens carefully to others and asks questions to understand; speech is clear, brief, appropriate; contributes ideas in team or group situations; understands telephone language and etiquette; can read, write, and type well enough to perform job duties.	2	3
Initiative and problem solving: Performs duties with minimal supervision; requests extra responsibilities when time allows; suggests improvements; continues to develop own skills and to take advantage of training opportunities; identifies problems and finds ways to solve them.	1	2
Attendance / Punctuality: Dependable; comes to work regularly and on time; returns promptly from breaks; absences are requested, in advance if possible; when sick, calls in to report absence at the beginning of shift.	1	2
Attention to safety: Follows safety procedures; uses safety equipment; reports accidents; attends safety training.	3	2
Employee comments: <i>Sometimes I have trouble taking telephone messages. And sometimes I can't follow everything or think of the right words fast enough to contribute when I'm talking with my whole team or group. But I do good work and I'm always on time. I take classes at night to improve my English, and I think my communication skills are improving.</i>		Supervisor comments: Eva is very good at what she does, and she does more work than anyone else on my staff. She has good attendance, is punctual, and follows safety procedures. She uses time well and often asks for additional responsibilities or offers to help co-workers. Everyone loves to work with her. However, Eva still needs to work on her English.
Goals / Objectives / Special Assignments 1. Eva will continue taking English classes at night this term. 2. Eva and a volunteer language tutor will meet once a week for eight weeks to work on Eva's English.		
<u>Eva Rivera</u> Employee signature		<u>5/06/10</u> Date
<u>Elena White</u> Supervisor signature		<u>5/06/10</u> Date

Transferable Workplace Skills

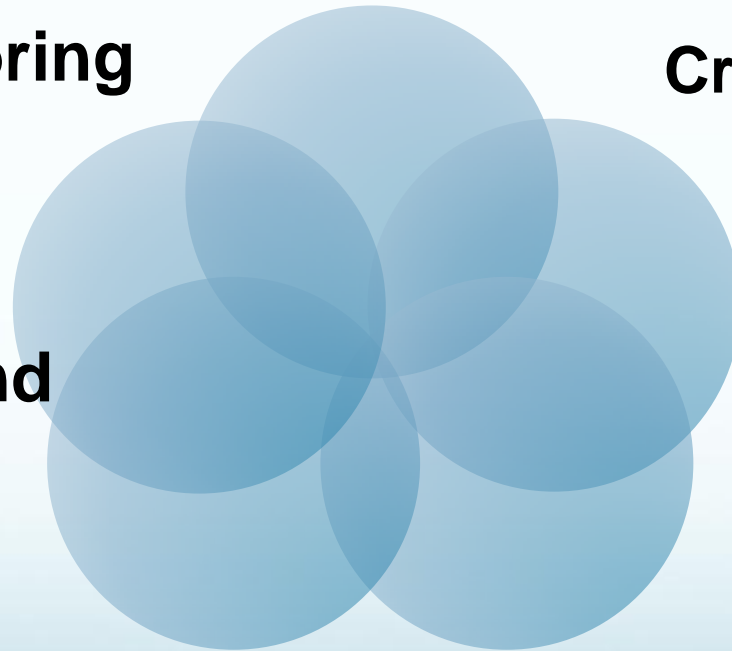
**Communication
Collaboration**

**Self-Evaluation
Self-Monitoring**

**Critical Thinking
Skills**

**Understand
Systems**

**Read and
Interpret
Information**



For Additional Information



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**Handout and PowerPoint presentation
for this workshop can be accessed at:
[www.quia.com/pages/donna/workshop
s](http://www.quia.com/pages/donna/workshops)**

**CALPRO Virtual Workroom on
Workforce Readiness
<http://calpro-online.org/>**