

Practical Ways to Include Workplace Readiness Skills in ESL Classes

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Objectives

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

- Recognize essential workplace skills identified by current research.
- Incorporate into own classes activities that help students achieve essential workplace skills.

Agenda

Part 1 What Research Says

- LinkedIn 2016
- Hart Research 2018

Part 2 Examples of Activities

- Communication
- Teamwork
- Critical Thinking

Workplace Soft Skills: Think-Pair-Share

With a partner, complete the quote.

“The relationship between market and employer requirements and graduate competencies falls into two broad categories: first, a shortage of ‘hard skills’ such as tech companies being unable to find people that can code and or news organizations struggling to find writers; second, a ‘soft skills’ deficit including attributes such as . . .”

From The Global Skills Gap

Courtesy: Simple Phrases for Leaving

- *It was nice talking to you.*
- *Thanks for your time.*
- *Thanks for your help.*
- *See you later.*

Refer to p. 3 in handout for more useful phrases



Soft Skills

- Interpersonal and Communication Skills
- Listen well/understand instructions
- Interact with others (oral communication)
- Manage time
- Monitor performance
- Read and comprehend work documents
- Write work documents
- Teach job duties to others
- Work in a team
- Solve problems
- Take initiative and responsibility
- Lead/plan/delegate
- Work ethic
- Professionalism

Sources:

SCANS report; 21st Century Skills; Skills USA

Part I: What Research Says

Three research projects

- 1) *The Global Skills Gap* (2017)
- 2) *The Most In-demand Soft Skills*
(LinkedIn, 2016)
- 3) *Fulfilling the American Dream*
(Hart Research Associates, 2018)

The Global Skills Gap

Skills in demand

Survey	No.	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
PayScale (2016)	63,924	Critical Thinking	Attention to detail	Communication	Leadership	Teamwork
NACE (2016)	260	Teamwork	Leadership/ Problem-Solving	Communication	Organisation	Information Processing
EvolveScientific (2016)	142	Critical Thinking	Independence	Adaptability		
LinkedIn (2016)	291	Communication	Organisation	Teamwork	Punctuality	Critical Thinking

The Global Skills Gap

LinkedIn

Top 10 Most In-Demand Soft Skills

(Based on % of members with skill who were hired into a new job)



Berger 2016

Hart Research Associates

The learning priorities that executives and hiring managers value most highly cut across majors.

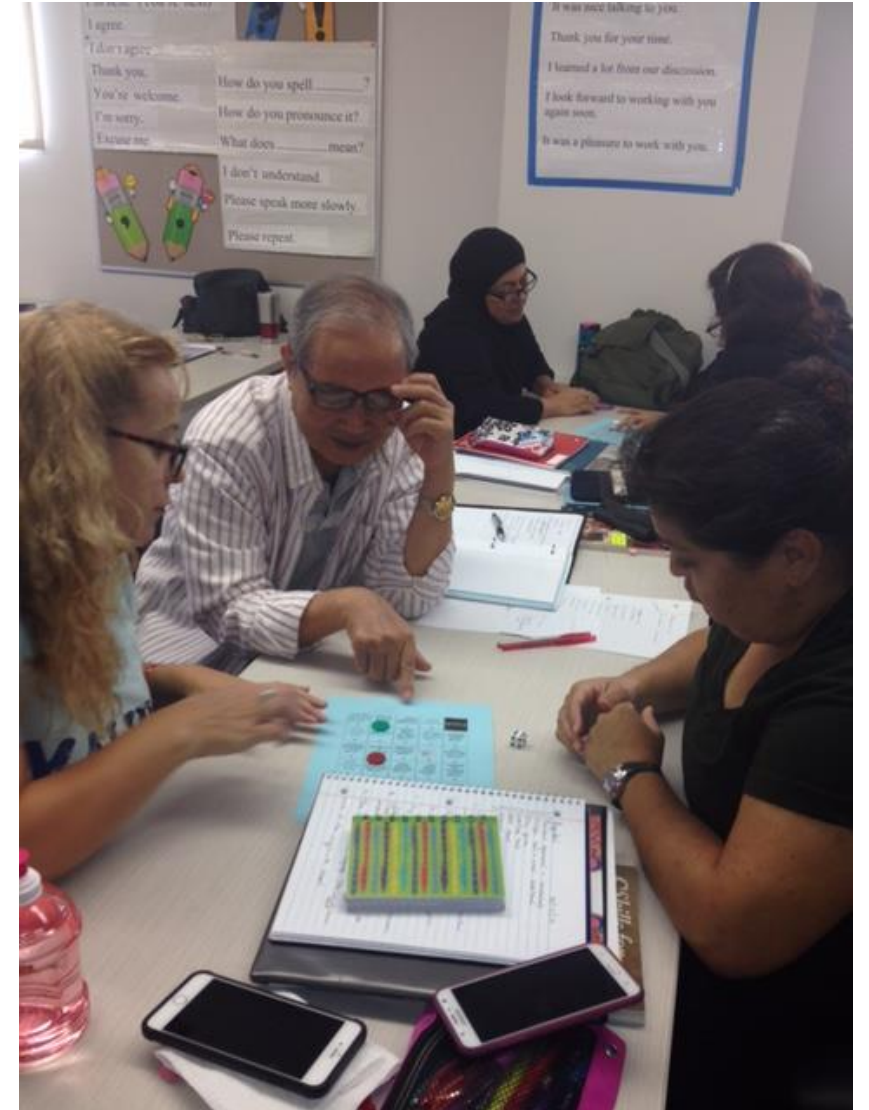
Very Important Skills for Recent College Graduates We Are Hiring*



Hart
Research
2018

Part 2: Examples of Activities

- 1) Communication
- 2) Teamwork
- 3) Critical Thinking



Part 2: Communication Activities

- 1) Oral Communication
- 2) Active Listening
- 3) Written Communication

Part 2: Oral Communication Activities

Collaborative Activities:

learners engage in learning from each other;
listen to each other to communicate information;
they need to understand and to be understood

Conversation
cards

Student
Interview

Categorize

Find the
differences

Picture This

Share
information

Unscramble

Match
Mine

Part 2: Oral Communication Activities

Collaborative Activities: Conversation Cards



Handout, p. 1

Lesson **F**

Collaborative Worksheets • UNIT 8

Another view

Conversation cards

A Everyone takes a card.
B Find a classmate. Read your card. Your classmate answers.
C Change cards. Read your new card to a different classmate.

What languages can you speak?	What can you drive?	What jobs can you do?	What was your job before?
What are your skills?	What's your occupation now?	Where do you work?	What can you fix?
What languages can you speak?	What can you cook?	What can you do on a computer?	What can you paint?
What can you build?	What languages can you write?	Do you work? Where do you work?	Do you work? What days do you work?

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Ventures 1
3rd Edition

Collaborative Worksheets • 68

Part 2: Oral Communication Activities

Collaborative Activity
Student Interview
AKA
Find someone who . . .

Handout, p. 2

Lesson B Where did you go last night?

Student interview

A Talk to your classmates about jobs they had before. Write their names in the chart.

- A** Elena, did you prepare food at work?
B Yes, I prepared food at work from 2015 to 2017.

Find a student who . . .	Names
1. prepared food at work	Elena
2. made things at work	
3. delivered things at work	
4. cleaned things at work	
5. met new friends at work	
6. went to meetings at work	
7. worked the night shift	
8. worked full time	
9. took care of patients or children	
10. never worked	

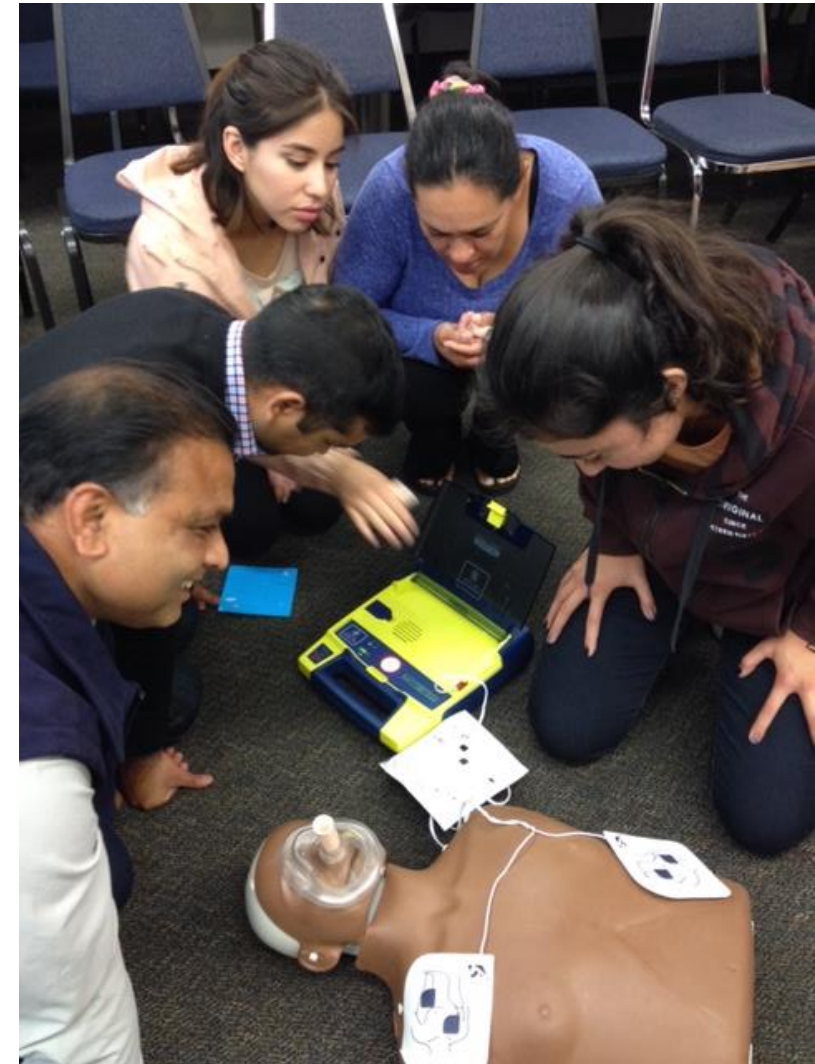
B Write sentences about your classmates.

1. Elena prepared food at work from 2015 to 2017.
2. _____
3. _____

Part 2 Active Listening Activities

Active Listening

“ . . . Listening attentively while someone else speaks, paraphrasing and reflecting back what is said; asking questions . . . ”



Part 2: Active Listening Activities

Active Listening: Useful Conversational Phrases

Notions = purpose

Example:
To ask for repetition

Functions = language

Example:
Would you mind saying that again?

Handout, p. 3

Part 2 Written Communication Activities

Written Communication

- Letters
- Reports
- Paragraphs



Part 2: Written Communication Activities



Written Communication: Scaffolding

incremental mastery



gradual shedding
of assistance



move toward
greater independence

English Language Proficiency Standards

Guiding Principle #7



“Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.”

Written Communication: Scaffolding: A Letter

- 1) Information provided
- 2) Information comes from the learner

UNIT 8

2 Write

A Talk with a partner. Complete the letter. Use the words from 1B.

Dear Grandma,

How are you? We are all well here. Janie and Walter have new jobs!

Janie is a salesperson. She _____ clothes. She also _____
the phone at work, and she _____ money. Walter is a _____. He
_____ cars.
Write soon.

Love,
Meg

B Write about your family and friends. Write about their jobs.

My _____ friend's name is Sandra _____.
She is a receptionist. She answers the phone.

1. My _____'s name is _____.
He is a _____. He _____.

2. My _____'s name is _____.
She is a _____. She _____.

3. My _____'s name is _____.
_____ is a _____.
_____.

Part 2: Written Communication Activities

Written Communication: A Report Form

ACCIDENT REPORT FORM

Employee name: Komiko Yanaka

Date of accident: September 13, 2018 Time: 9:00 p.m.

Type of injury: cut foot

How did the accident happen? Last night, I was in the kitchen. Every night, I cut vegetables. Last night, the knife fell and cut my foot. I had to go to the doctor.

Signature: Komiko Yanaka Date: 9/14/18

ACCIDENT REPORT FORM

Employee name: _____

Date of accident: _____ Time: _____

Type of injury: _____

How did the accident happen? _____

Signature: _____ Date: _____

How is this scaffolding?

- 1) Comprehension of a model is the first step in scaffolding.
- 2) The 1st report is recognition. The 2nd is production.

Part 2: Written Communication Activities


Written Communication: A Paragraph

How is this scaffolding?

- 1) Ss are given a model.
- 2) Ss fill in an outline of model.
- 3) Ss write new outline with own information.

Reasons You Shouldn't Shop Online

There are some good reasons you shouldn't shop online. First, it's hard to choose merchandise that you can't touch. For example, a piece of jewelry might look very good on the computer screen, but after you buy it and look at it closely, you may find that it's very ugly and poorly made. Furthermore, shopping online is slow. It may take several days to receive the merchandise. If you are not satisfied, it may take weeks to exchange the merchandise or get your money back. Finally, shopping online can be dangerous. People can steal your credit card number and use it to buy expensive items. An irresponsible seller can take your money and never send you the merchandise. I'm going to do my shopping in stores!



UNIT 7

C Complete the outline with information from the model paragraph.

Transition words	Reasons and supporting details
First	First reason: <u>hard to choose merchandise you can't touch</u>
	Supporting detail: _____
	Second reason: _____
	Supporting detail: _____
	Supporting detail: _____
	Third reason: _____
	Supporting detail: _____
	Supporting detail: _____

D Plan a paragraph about why you *should* shop online. Think of two or more reasons and one or more supporting details for each reason. Make notes about your ideas in an outline like the one in Exercise 1C. Use your own paper.

2 Write

Write a paragraph about why you should shop online. Give at least two reasons and one supporting detail for each reason. Use transition words to signal your list of reasons. Use the paragraph in Exercise 1B and the outlines in Exercises 1C and 1D to help you.

Part 2: Communication Activities



Your Take-away

Oral Communication

Active Listening

Written Communication

What is one idea about communication that you will take away?

Part 2 Teamwork Activities

Teamwork

“Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way.”



Part 2: Teamwork Activities

- 1) Unscramble
- 2) Pie Charts
- 3) Projects

Part 2: Teamwork Activities

Unscramble



Handout, p. 4

Lesson **D** Reading

Collaborative activities • UNIT 8

Unscramble

- A** Work with a partner. Cut out the strips. Mix them up. Put the letter in the correct order. The first strip is in bold.
- B** Copy the letter on a piece of paper.

Date: February 16, 2018
To: jeanette.bolivar@albertas.secret.com
From: jason.hand@umail.com

Subject: February 16 Interview

Dear Ms. Bolivar:

I would like to thank you for taking the time to interview me today.

I enjoyed talking to you about the position in shipping.

You gave me a lot of interesting information about the position.

Also, thank you for showing me around the factory.

I enjoyed meeting the employees and seeing the pleasant conditions they work in.

I know I would enjoy working with them.

Thank you again for talking to me today.

I am very interested in working for Alberta's Secret, and I hope to hear from you soon.

Sincerely,

Jason Hand

Part 2 Teamwork Activities

Pie Chart

Handout, p. 5

Lesson F *Another view*

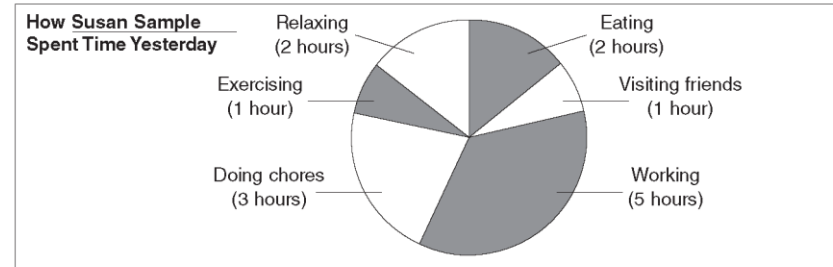
Collaborative activities • UNIT 6

Student interview

A Work with a partner. Look at the pie chart. Ask and answer questions about Susan Sample's day yesterday.

A How many hours did Susan spend eating yesterday?

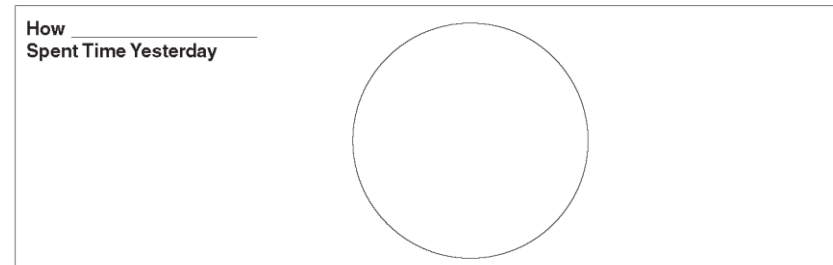
B Two hours.



B Ask your partner the questions. Write your partner's answers on the chart.

Yesterday, how many hours . . .	Your partner's answers
did you spend eating?	
did you spend visiting friends?	
did you spend working?	
did you spend doing chores?	
did you spend exercising?	
did you spend relaxing?	

C Make a pie chart with your partner's answers.



Part 2 Teamwork Activities

Projects



Handout, p. 6

UNIT 8

Projects

Name: _____
Date: _____

Job-description search

A Use the Internet.

Look for three jobs you want to learn about.

Keywords (name of job) job description job description (name of job)

B Find information about the jobs.

Look at the job descriptions.

Choose one job. Take notes.

Computer Technician
Works with computer hardware, software, and networks

C Answer these questions.

1. What skills do you need for the job?
2. Do you need special training?
3. Do you need a degree or a certificate?
4. Is this job good for you?

D Share your information.

Find a picture of the job.

Paste it on a piece of paper.

Write information about the job.

Make a class booklet.

Notes

Part 2: Teamwork Activities

Unscramble
Pie Charts
Projects



Your Take-away

What is one idea about teamwork that you will take away?

Part 2 Critical Thinking Activities

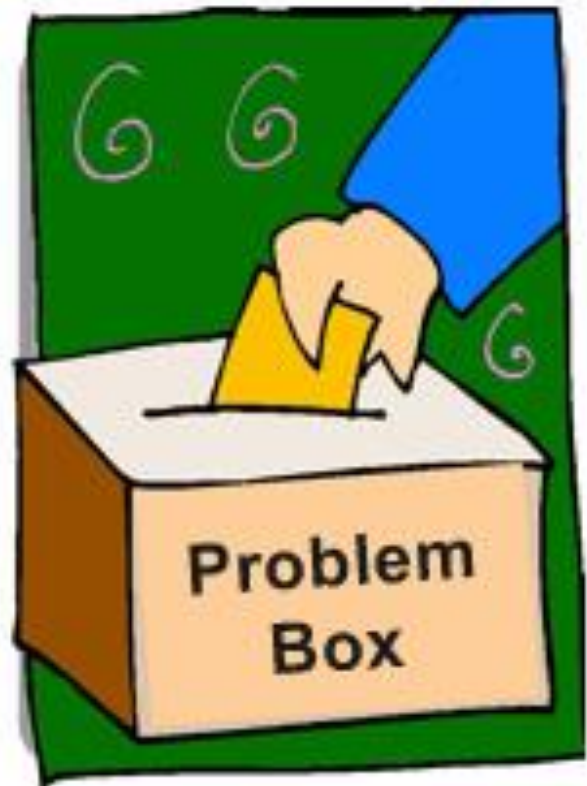
Critical Thinking

“ . . . An organized and rational manner in order to understand connections between ideas and/ or facts. . . ”

- Organizing
- Categorizing
- Predicting
- Interpreting
- Analyzing & evaluating
- Summarizing
- Decision making

From Parrish and Johnson: *Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning*

Part 2 Critical Thinking Activities



Problem Solving

“ . . . The ability to carefully examine something, whether it is a problem, a set of data, or a text . . . ”

Tomaszewski, Critical Thinking Skills:
Definition , Examples & How to Improve

Part 2 Critical Thinking Activities

Problem Solving Using pictures

to identify

- possible problem
- solutions and consequences
- best solution

Handout p. 7

UNIT 8 WORK

Lesson A Listening

1 Before you listen

- A What do you see?
- B What is happening?



Problem Solving: Template

Problem Solving Template

What is the problem?

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

What will he/she do?

Why?

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

Part 2 Critical Thinking Activities

Problem Solving: Providing situations

Level 1

B Solve the problem. Which solution is best? Circle your opinion.

Carla is filling out a job application. She had two jobs before, but she can't remember the dates. What should she do?

1. Leave it blank.
2. Take the application home.
3. Call her old employer.
4. Other: _____

Level 4

106 UNIT 8

B Solve the problem. Give your opinion.

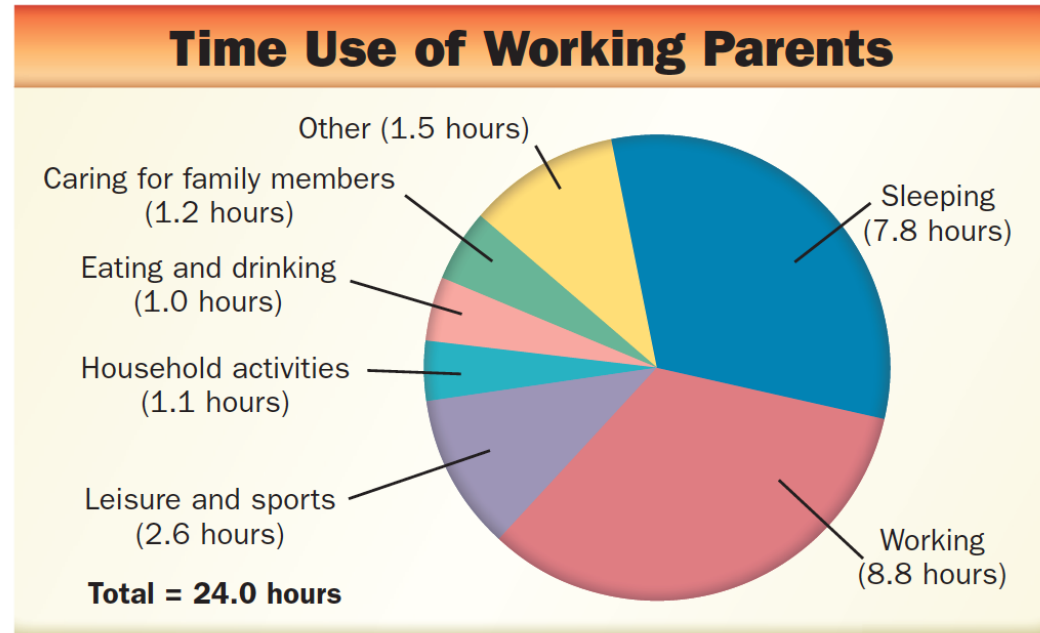
Kumio is a 40-year old man who was working as an electronic assembler at a large manufacturing company for 12 years. Last month Kumio and a large number of assemblers were laid off. He's thinking about getting a job in health care. He heard about a private training program that costs \$2,500. He also heard about a low-cost program at a community college, but it takes longer. What should he do?

106 UNIT 8

Handout p. 9

Part 2 Critical Thinking Activities

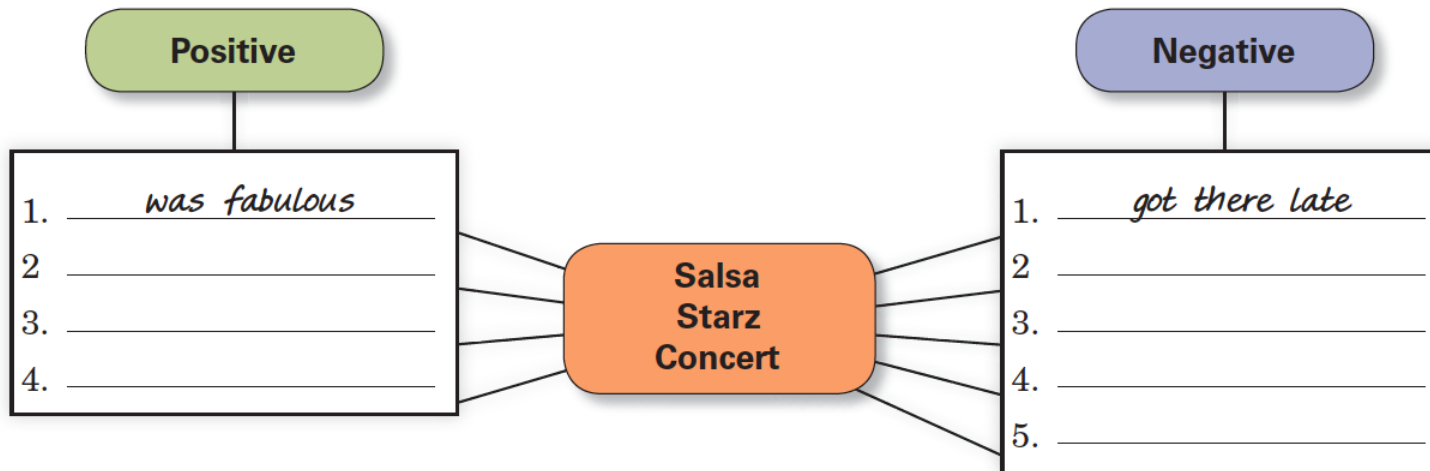
Organizing & categorizing with graphic organizers



Bureau of Labor
Statistics, American
Time Use Survey

Time use on an average work day for employed persons ages 25 to 54 with children.

Work with a partner. Complete the diagram with positive and negative information about the concert.



Part 2 Critical Thinking Activities

Organizing & categorizing with graphic organizers

Lesson **A** *Listening*

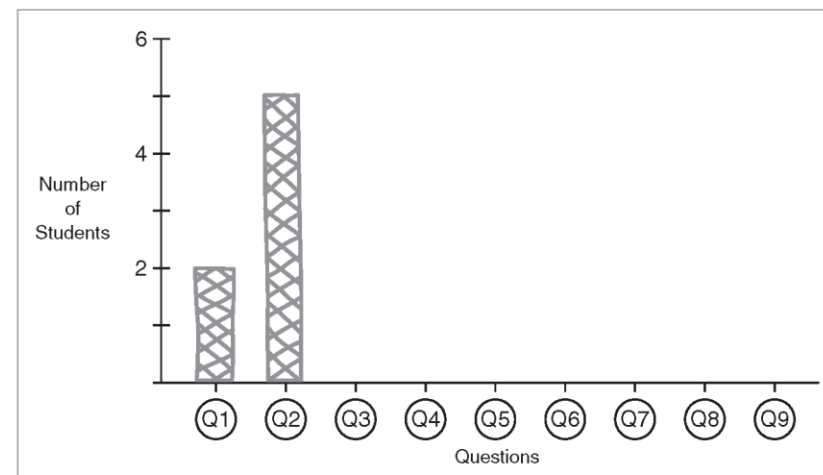
Collaborative activities • UNIT 9

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. carpool instead of driving alone?	2	4
2. cut down on energy use by turning lights off?	5	1
3. use environment-friendly cleaning products?		
4. save water by taking fast showers?		
5. recycle bottles and cans?		
6. use recycled paper towels and tissues?		
7. use energy-efficient appliances?		
8. use public transportation?		
9. think global warming is a problem?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of yes answers for each question.



C Talk to your group. Do you "live green"? What can you do to live more "green"?

Part 2: Critical thinking Activities

Analyzing & evaluating with graphic organizers

Handout p. 10

Lesson F

Another view

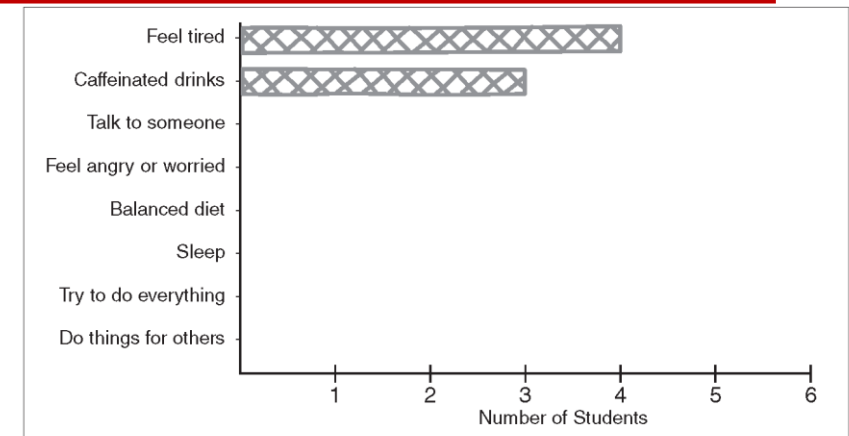
Collaborative activities • UNIT 4

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. feel tired often?	4	2
2. drink more than three caffeinated drinks a day?	3	3
3. talk to someone when you have a personal problem?		
4. feel angry or worried often?		
5. have a balanced diet?		
6. get less than seven hours of sleep a night?		
7. always try to do everything by yourself?		
8. do things for other people even though you don't want to?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of yes answers for each question.



C Compare your chart with the chart of another group. Answer the questions.

1. How are the charts similar? How are they different?
2. What can your classmates do to reduce the stress in their lives?

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Part 2 Critical Thinking Activities

Analyzing & evaluating by comparing texts

4 Analyze the texts

Objective: Compare two texts on the same topic.

Review the following texts to answer the questions below: (1) Student Book, p. 102, the recommendation letter and (2) Extended reading, *Help Wanted*.

1. What is the topic of the two readings?

a. work

Main Idea

b. volunteering

2. What is one way they are similar?

a. Both are about seniors.

Compare/contrast

b. Both are about nursing homes.

3. What is one way they are different?

a. One is about seniors. One is about children.

b. One is about a nursing home. One is about a daycare center.

Part 2 Critical Thinking Activities

What did you do in class today?

Did you . . .

- work in teams?
- teach other students?
- make decisions?
- find solutions to problems?
- organize your papers?
- volunteer to ask or answer questions?
- check your work and correct your errors?
- use every minute of your time in class?
- feel good about yourself?
- And of course, speak, write, and understand English.

Analyzing by
Reflection

Handout p. 11

Part 2: Critical Thinking Activities

Problem Solving

- Using pictures
- Providing situations

Graphic Organizers

Comparing Texts

Reflection



Your Take-away

What is one idea
about critical thinking
that you will take away?

Summary of this workshop:

Practical Ways to Include Workplace Readiness Skills into ESL Classes

What research says	Examples of Activities
Oral Communication	Conversation cards Student interview (Find someone who...)
Communication: Active Listening	Useful conversational phrases
Written Communication: Writing	Letters Accident report Paragraphs
Teamwork	Unscramble Pie charts Projects
Critical thinking	Problem solving: <ul style="list-style-type: none">• using pictures• providing situations Graphic organizers Comparing texts Reflecting

Handout p. 12

Did we meet the objectives? Can you....?

- recognize essential workplace skills identified by current research?
- incorporate into your classes activities that help students achieve essential workplace skills?

My Commitment

Two things I will implement in the next month are...

1. _____
2. _____



Thank you for coming.

Donna Price

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