

Strategies for Transitioning ESL Students to Workforce Programs TESOL 2012

Ronna Magy Los Angeles Unified School District ronnawrite@sbcglobal.net	Donna Price San Diego Community College Continuing Education Program dprice@sdccd.edu
---	--

Handout and PowerPoint presentation: www.quia.com/pages/donna/workshops

References

Bitterlin, G., Johnson, D., Price, D., Ramirez, S., Savage, L. (2008). *Ventures Student Book 4*. New York: Cambridge University Press.

California Adult Literacy Professional Development Project *Virtual Workroom on Workforce Readiness*. Retrieved March 1, 2012 from <http://calpro-online.org/VirtualWorkroom/default.asp>

California Employment Development Department. *California occupational guides*. Retrieved March 1, 2012 from <http://www.labormarketinfo.edd.ca.gov/OccGuides/FastGrowingOcc.aspx?Geography=0601000000>

Diaz, B., Magy, R., Salas-Isnardi, F. (2010). *Future: English for Results*. New York: Pearson Ed, Inc.

Klaus, P. (2008). *The Hard Truth about Soft Skills*. Retrieved March 1, 2012 from http://www.bettersoftskills.com/about_book.htm

Magy, R., Price, D. (2010). California Adult Literacy Professional Development Project American Institutes for Research. (2010). *Integrated and contextualized workforce skills in the ESL classroom*. <http://www.calpro-online.org>

Parrish, B., Johnson, K. (2010). *Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning*. Retrieved March 1, 2012, from <http://www.cal.org/caelanetwork/resources/transitions.html>

Partnership for 21st Skills (P21). Retrieved March 1, 2012, from <http://www.p21.org/>

Secretary's Commission on Achieving Necessary Skill (SCANS). Retrieved March 1, 2012, from <http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=6140>

WORKPLACE TRANSFERABLE SKILLS

SCANS SKILLS, 21ST CENTURY SKILLS

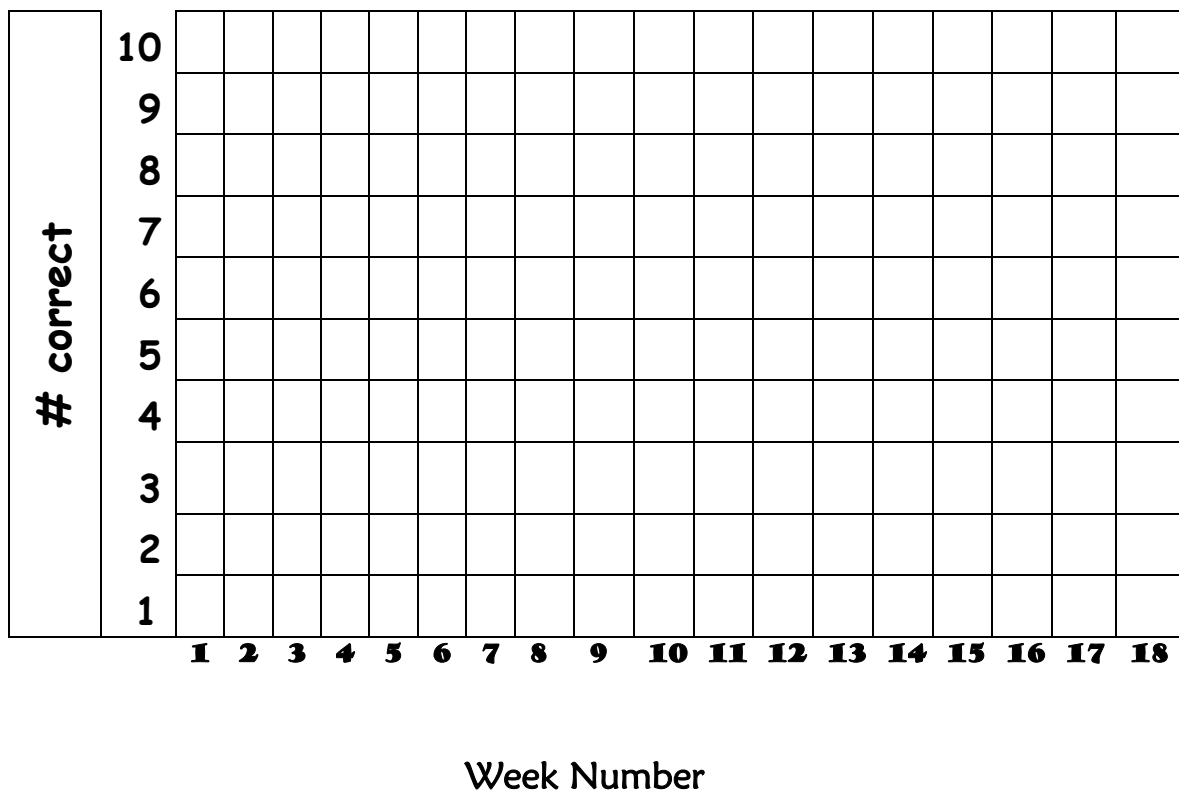
- Work in a team
- Interact with others
- Communicate, Collaborate, Cooperate
- Cross-cultural understanding
- Lead/plan/delegate
- Create, Innovate
- Take initiative and responsibility
- Teach job duties to others
- Listen and understand instructions
- Read, comprehend and interpret documents
- Interpret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

STUDENT PROGRESS GRAPH

Weekly Tests

Student Name: _____

Record your weekly test scores.



Name_____

Date_____

MY FUTURE JOB

1. Name of Job	
2. Job Description	
3. Hourly Wage	
4. Yearly Wage	
5. Education Required	
6. Training Required	
7. Local Job	
8. Why I want this job	

This entire lesson can be found at <http://calpro-online.org/VirtualWorkroom/default.asp>

What Kind of Worker Are You?

Use the chart below.

1. Take a self-inventory. Put a check mark next to your skills. Think of an example.
2. Talk with others. Ask them to tell you about one of their skills and give an example.
3. Ask the person to write their name next to their skill.

“I” Statement	“I” Statement	“I” Statement	“I” Statement
I can work in a team and get along with others.	I’m reliable and responsible.	I can find information on the Internet.	I can train others on new projects.
“I” Statement	“I” Statement	“I” Statement	“I” Statement
I can read and interpret documents, charts and graphs.	I can talk about my skills and strengths.	If I don’t understand something, I can ask my teacher or a classmate for help.	I can take leadership in a group and initiate new ideas.
“I” Statement	“I” Statement	“I” Statement	“I” Statement
I can multi-task. (For example: answer the phone and take notes at the same time.)	I can communicate my ideas to others and show that I’m listening to their feedback.	I can solve problems and understand the consequences of my actions.	I can fill out forms completely and accurately.
“I” Statement	“I” Statement	“I” Statement	“I” Statement
I can organize and complete my assigned tasks.	I can use social networking appropriately.	I can set personal, social, and educational goals for myself.	I can follow directions and take notes to help me remember.

A similar lesson can be found at <http://calpro-online.org/VirtualWorkroom/default.asp>

Making “I” Statements

Teaching Students to Identify and Articulate Transferable 21st Century Skills

Not only do instructors need to teach students to work in teams and communicate with each other, we need to help students understand the skills they are building and give them the language to explain it to others. As students develop an understanding of their own skills, they build the language to talk about themselves during job interviews and performance reviews.

Explicit Teaching: Tell students what they will be/are doing in class:

- *This week you will be/are practicing working in teams.*
- *This week you will be/are practicing how to take notes.*

Skills Brainstorm: After doing a cooperative activity, stop the class and ask, “What skills did you use in class today?” Ask leading questions such as, “Did you listen to your teammates?” From student comments and your own rephrasing, end up with statements on the board such as:

- *Work in a group/team.*
- *Listen to others.*
- *Take notes.*
- *Summarize information.*

Group Practice: Skills Statements Convene cooperative groups. Have group leaders repeat the question, “What skills did we use today?” Have students make statements such as:

- *We worked in a group/team.*
- *We discussed our opinions.*
- *We summarized information.*
- *We listened to each other.*

“I” Statements: Teach students phrases they can use during job interviews or performance reviews. Encourage them to give specific examples:

- *I work well in a team. In my ESL class I get along with people from many different countries.*
- *I follow instructions. I ask someone to repeat if I don't understand.*
- *I cooperate with others.*
- *I am a team leader.*

Group Practice “I” Statements: In groups, have students practice making “I” statements. Provide them with additional examples.

- *I can work in a team and get along with my teammates.*
- *I can listen to others and give feedback.*
- *I can train others on new projects.*
- *I can organize my work.*

Role-Play: Have students role-play job interviews and performance reviews, one student the employer, the other, an employee. The employer asks, “What can you tell me about yourself?” “What skills do you have?” The employee responds, “I work well in a team.... I can listen and take notes...I learned these skills in my ESL classes at school.”

Reflect: Repeat these reflective activities on a regular basis so students become comfortable identifying and naming their transferable 21st Century skills.