

Integrating Workplace Skills in ESL Classes

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Handouts

MATERIALS MANAGERS

Duties:

- Pass out papers for the teacher.
- Distribute and collect books.
- Be sure the cabinets are neat before you leave.
- Be sure all materials (dictionaries, tapes, etc.,) are put away before you leave.

LANGUAGE YOU NEED TO DO THIS JOB:

Here you go.

Here you are.

Did everyone get a handout?

Does anyone need a sheet?

Who needs one?

There is one book missing.

TRAINERS

Duties:

- Help new students. Show them where to sign in. Show them the agenda.
- Help the teacher.
- Help anyone who doesn't know how to use the equipment.

LANGUAGE YOU NEED TO DO THIS JOB:

Hi. Welcome to the class. My name is _____

You need to sign in and out on the sign-in sheet every day.

The agenda tells what we are doing in class.

We're on page _____ in the book.

Do you need some help?

CELL PHONE MONITOR

Duties:

- Politely remind students to turn their cell phones to vibrate or turn them off. Make this announcement about 10 minutes after class starts.
- If a cell phone rings during class, politely remind students that it is distracting to hear cell phones in class.

LANGUAGE YOU NEED TO DO THIS JOB:

- Excuse me, I have an announcement.
- Please turn your cell phone to vibrate.
- Please turn your cell phone off.
- It's distracting to hear your cell phone. Please remember to turn it to vibrate.

WHAT EMPLOYERS ARE LOOKING FOR...

Santiago Rodriguez, Apple Computers

- communicate orally & in writing
- get along with other people
- Be flexible!

Rick Grey, Operations Manager, Dynabil, Inc.

- leadership skills
- organizational skills
- trustworthy

Larry Sealy, GM

- basic skills
- interpersonal skills & ability to work in a group
- problem solving and critical thinking skills

Nancy Kane, QUALCOMM

- flexible
- not afraid to learn new things
- lifelong learning

Daniel Ballister, Southwestern Cable

“We received over 300 resumes for one job opening.”

- follow directions
- honest about your skills

Cindy Rademaker, Loews Coronado Bay Resort

- answer the telephone
- friendly & positive outlook
- smile and make eye contact
- listen & directly answer questions

Wayne Lavalier, Continental Maritime

- punctual
- attitude

Woody Breece, NASSCO

- attendance
- basic skills

Mike Finch, RCP Brick & Block

- express an eagerness to work
- loyal & honest
- self initiative

compiled by A. Damrau, SDCCD

HELP WANTED ADVERTISEMENTS

1. RESTAURANT

Front Desk/Host. Our front desk/host position ensures guests' initial impressions with Dave & Busters are positive and welcoming. Acts as ambassador to the building, greeting guests with a positive attitude and enthusiasm while coordinating game rentals, merchandise sales and telephones. Smiles and greets guest upon entering. Apply online.

2. TEACHER'S AIDE

Make a difference every day! 4 TA's needed w. excellent attitude and good communication skills. Instruct individual and small groups; assist teachers with variety of basic educational programs; understand & follow oral and written directions; establish & maintain cooperative working relationships with those contacted in the course of work. Apply online at....

3. RECEPTIONIST

Entry level for busy Oceanside dental office. Bilingual a plus. Must be energetic with a great attitude. Will train the right individual. Apply in person at: 3125 Vista Way or call John 438-5555.

4. PHARMACY TECH

Provide support to Pharmacist. High school graduation or equivalent & completion of pharmacy technician-training program. Under supervision of pharmacist, fill daily orders of patient medications. Computer skills needed to facilitate duties of pharmacist. Team player needed to interact with other health care professionals and provide culturally sensitive service to each other and patients. Click here to apply online.

5. RETAIL SALES

SATURN SALES CONSULTANT. FEMALE/MALE. Bilingual preferred. Sales experienced helpful but willing to train the right candidate. Team player. Great company. Full benefits. Call and ask for Kevin Kenney 310-555-5555

6. GENERAL LABORERS/WELDERS

General Laborers are needed for the off-shore and on-shore oil rigs. Also needed are Tank Truck Drivers and Welders. These positions for general labor, driver, tank truck driver and welder come with full benefits and fast advancement for the ones that are fast learners. Truck Drivers should bring great work ethics and positive work history. Welders should have good troubleshooting skills. Apply online at Rig Tech Global.

7. AUTOMOTIVE TECHNICIAN

LUBE TECHNICIAN. Full time position. Great entry level position for a quality oriented person with the right attitude. Apply Mon.-Fri. 8AM-5PM to Don Maupin at GUY HILL CADILLAC on 4275 Mission Bay Dr.

8. RECEPTIONIST/Front Office

Chatsworth Manufacturer seeks receptionist. Front office appearance, light typing, must be punctual, reliable, and able to handle multi-tasks. Please fax resume to: 818-349-5555.

From www.indeed.com and local newspaper

NUMBERED HEADS

INSTRUCTIONS:

- Sit with your team. (4-6 people)
- Number in your team 1-4.
- All team members must answer all the questions.
- Team members must discuss the questions and agree on questions 2-5.
- The teacher will roll the dice. The student who has that number must answer the question.

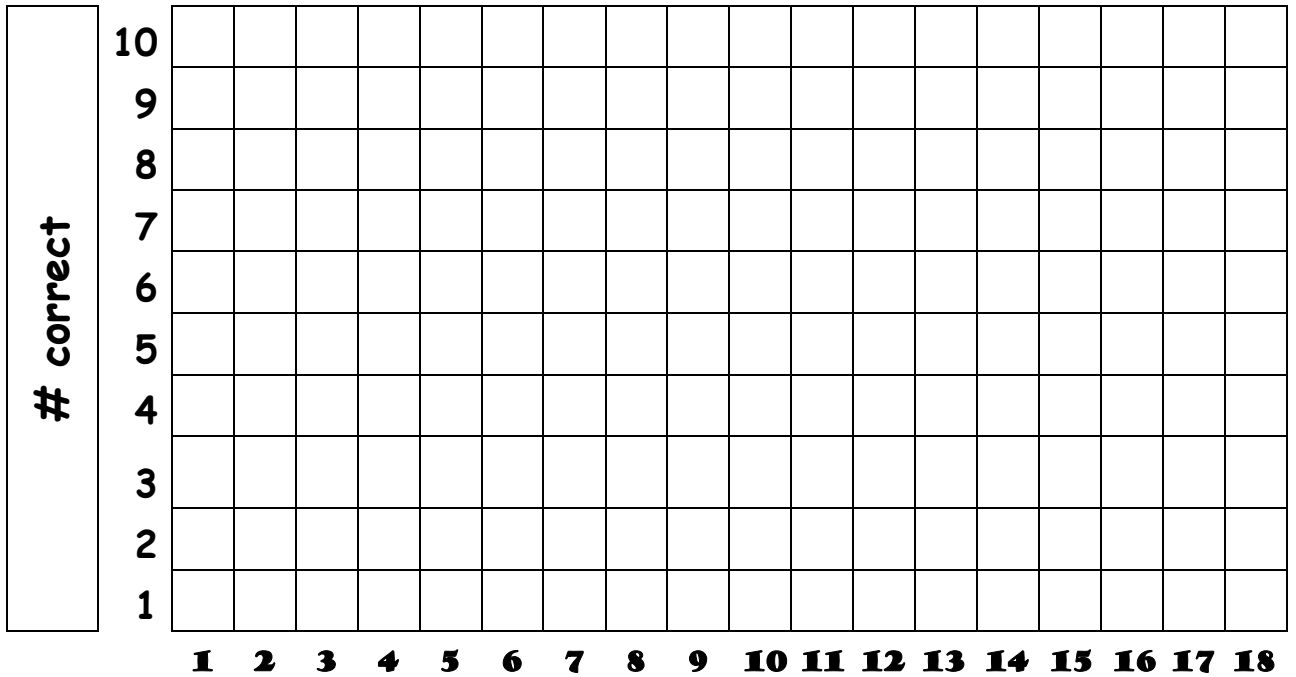
1. What jobs are in the Help Wanted Advertisements? [to do as a whole class]
2. There are a few qualities that many of the job ads have in common. What are they?
3. What are a few qualities necessary for the general laborers job?
4. What a few qualities necessary for the receptionist's job in Chatsworth?
5. What are a few qualities necessary for the pharmacy tech job?
6. You are at a job interview. The interview asks, "Is there anything you want to tell me about yourself?" What can you say about your qualities?
For example: I'm bilingual. I speak English and Spanish.

STUDENT PROGRESS GRAPH

Weekly Tests

Student Name: _____

Instructor: _____ Semester: _____



WEEK NUMBER

MAINTENANCE WORKER'S SCHEDULE OF TASKS

DUTIES	M	T	W	Th	F	Sa	S	Notes
Help housekeepers move carts up & down stairs	X	X	X	X	X	X	X	
Clean the entire pool area	X	X	X	X	X	X	X	
Clean the entire front lobby area & driveway	X	X	X	X	X	X	X	
Do a walk-thru of entire building (am & pm)	X	X	X	X	X	X	X	
Clean all parking lots	X	X	X	X	X	X	X	
Clean entire lower level	X	X	X	X	X	X	X	
Clean entire upper level	X	X	X	X	X	X	X	
Clean laundry room	X		X		X		X	
All high dusting for cobwebs				X				
Put away linen delivery	X		X		X		X	
Clean BBQ grills	X				X	X	X	
Check & put away cots	X	X	X	X	X	X	X	
Clean all dirty stove pans and rims						X	X	

Skills we teach in the classroom, such as reading the inventory chart (reading across, reading down, interpreting information) transfer from the classroom to the workplace.

PROBLEM-SOLVING ACTIVITY

Group Instructions

- Read the problem.
- Re-state the problem. *The problem is _____.*
- Read the possible solutions, or group members suggest other solutions.
- Each student gives an opinion about how to solve the problem.
I think he/she should _____.
- Come to one group decision.
- Discuss the consequences of the group decision.
If she /he does _____, then _____.
- Report your decision to the class.

Group Roles

1. **Group Leader:** reads the problem
2. **Restates the problem**
3. **Reads possible solutions to the group**
4. **Recorder/Reporter:** summarizes the group's solution and gives reasons why

Useful Phrases

- *I think he/she should do _____ because _____.*
- *The problem is _____, so I think that _____.*
- *What will happen if she does _____?*
- *If she/he does _____, then _____.*

Anita's Problem*

The lock on Anita's front door never worked well. Now the lock is broken. Anita calls the building manager. The building manager says it isn't his responsibility to fix the lock. He says, "You break it. You fix it." Anita knows it is the building manager's responsibility to fix the lock.

What can she do?

- a. Pay a locksmith to fix the lock.
- b. Pay a locksmith and take the money out of her rent.
- c. Talk to other renters in her building.
- d. Call the city housing office and ask for help.
- e. Other

*Adapted from Diaz, B., Magy, R., Salas-Isnardi, F. (2010) *Future: English for Results, Book 2*. New York: Pearson Education, Inc.

PROBLEM SOLVING: FAMILY

Read the problem. Each student gives her/his opinion about how to solve the problem. Come to one group decision. Discuss the consequences of your group's decision.

1. Martha has a 15-year old son, Eduardo. He likes to go to movies and parties with friends. Eduardo's father is very strict. He does not want his son going out with friends. Eduardo's father is afraid his son will start drinking or doing something bad.

What can Martha do to help her son?

- a. Tell Eduardo to go out with his friends and say nothing to his father.
- b. Tell Eduardo to talk to his father.
- c. Talk with her husband. Tell her husband Eduardo is a good boy.
- d. Tell her son if he gets good grades in school his father will change his mind.
- e. Other _____

2. When Martin was a teenager, his family was poor. His father had no job, so Martin worked to support his family. Now, he is married. He has a good job as an electrician. He gets paid every two weeks. When he gets his paycheck, he spends it all immediately on new clothes or new shoes for himself. He doesn't save any money to pay for rent or food for his family. What can he do?

- a. Give his wife his paycheck. Ask her to cash the check.
- b. Sign up for direct deposit. Have his paycheck sent directly to the bank.
- c. Go to a credit counselor.
- d. Start a savings account. Put half of his check into the savings account.
- e. Other _____

3. Rafael came to the United States from Honduras. He is 20 years old. When he lived in Honduras, he had a lot of friends. In the United States it is not easy for him to make friends. He met some men at work, but they are a lot older. If he goes to a party with them, they drink a lot of beer. Rafael doesn't like to drink. What can he do?

- a. Tell his friends to stop drinking.
- b. Join a social club at church or join a community group.
- c. Have a party at his house and invite the neighbors.
- d. Meet some friends on the Internet.
- e. Other _____

PROBLEM SOLVING: BEGINNING LEVEL*

Read the problem. Talk about the problem.

1. Karine lives in Los Angeles. She is a nurse's assistant. She works at County General Hospital. She works days. At night, Karine takes English classes at Lincoln Learning Center. In the future she wants to be a nurse.

One day, Karine goes to work. Her manager says, "Karine, I need you to work nights." But Karine has classes at night. What can she do?

a. She can say, "I can't work nights."

b. She can find another English class.

c. She can call her teacher.

d. She can _____

2. Jin-Su is a supervisor in a large store. He finds new employees for the store. He interviews people for cashier jobs and sales jobs.

Jin-Su's younger cousin Min-Ji needs a job. Min-Ji wants to work as a cashier. She asks Jin-Su, "Can I work at your store?" Jin-Su wants to help Min-Ji. But he doesn't think she is a good worker. She is always late, and she isn't very organized. What can he do?

a. He can say, "There are no job openings now."

b. He can give Min-Ji a job.

c. He can help Min-Ji find a different job.

d. He can _____

* Diaz, B., Magy, R., Salas-Isnardi, F. (2010) *Future: English for Results, Book 1*. New York: Pearson Education, Inc.

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. _____

C

What will he/she do?

Why?

Name _____

Date _____

SKILLS TO HELP YOU SUCCEED IN CLASS WEEKLY INVENTORY

A. Read the sentences. For each day the sentence is true about you, make a check . Then interview your partner.

Example: *I come to class on time. Do you come to class on time?*

	M	Tu	Wed	Th	Fr
1. I come to class on time.	___	___	___	___	___
2. I come to class as often as I can.	___	___	___	___	___
3. I turn off my cell phone in class.	___	___	___	___	___
4. I do my homework and bring it to class.	___	___	___	___	___
5. I bring my book and supplies to class.	___	___	___	___	___
6. I organize all my papers in a three-ring binder.	___	___	___	___	___
7. I write new vocabulary words in my notebook. I study and learn new vocabulary words.	___	___	___	___	___
8. I work together with my classmates. I listen to their ideas. I give my own ideas. I help my classmates.	___	___	___	___	___
9. I read books and materials in English.	___	___	___	___	___
10. I review my class notes for 5 minutes two times after class.	___	___	___	___	___
11. I ask a family member or friend to "quiz" me after class.	___	___	___	___	___
12. I introduce myself and talk to my classmates in English.	___	___	___	___	___

Name _____

Date _____

SKILLS TO HELP YOU SUCCEED AT WORK

A. Read the sentences. For each sentence that is true for you, make a check .

True

1. I am punctual.
2. I turn off or silence my cell phone at work or in meetings.
3. I call my boss if I am going to be late.
4. I write down instructions and important information that I need to remember.
5. I work together with my co-workers.
I listen to their ideas. I can give my own ideas.
I help my co-workers.
6. I read materials at work in English.
7. I introduce myself and talk to my co-workers in English.

B. Student Pair Practice

Imagine you are on a job interview. Make the statements above that are true for you. Then ask your partner “What about you?” or “How about you?”

Example: *I introduce myself and talk to my co-workers in English. How about you?*

C. Workshop Participant Pair Practice

Discuss with your partner how you would explicitly teach your students that these skills are transferable from the classroom to the workplace.

MAKING “I” STATEMENTS

Teaching Students to Identify and Articulate Transferable Skills

Not only do we need to teach students how work in teams and problem-solve in the classroom, we need to help them develop an understanding of what they are doing and develop the language to explain it to others.

After doing a cooperative activity, stop the class and ask, “What skills did we use in class today?” From student comments and your own rephrasing, end up with statements on the board like:

Work in a group/team.

Give an opinion.

Take notes.

Summarize information.

Ask leading questions such as, “Did you listen to your teammates?” Then, have the cooperative groups reconvene. Have group leaders repeat the question, “What skills did we use today?” and have students in groups make statements like:

We worked in a group/team.

We discussed our opinions.

We summarized information.

We listened to each other.

Explicitly state to students what they are doing in class:

This week we are practicing how you can take notes.

This week we are practicing working in teams.

After engaging in a small group or team activity in the classroom, teach students phrases they can say in a job interview or job performance review such as:

I work well in a team.

I cooperate with others.

I follow instructions.

I am a team leader.

Have students practice making “I” statements-give them examples.

I organize my work by keeping a binder with dividers.

I work well in a team and get along with my teammates.

I give feedback.

I can train others.

I come to class on time.

Repeat this reflective activity on a regular basis throughout the term so students become comfortable identifying the transferable skills they have used in class. During each activity, have students discuss how these skills can be used on the job, and explained in job interviews, performance reviews, etc.

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

Integrating Workplace Skills in ESL Classes

Ronna Magy and Donna Price

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This handout can be accessed online at www.quia.com/pages/donna/workshops