

The 45th Annual TESOL Convention and Exhibit
ESP IS – Intersection Session
Friday, March 18, 2011
1:00 PM - 2:45 PM, Room 223
Convention Center, New Orleans, LA, USA

**ESL in the 21st Century:
Workforce Transitions, Materials and Policy**

ABSTRACT: What policies and challenges confront ESL professionals as they design curriculum and implement instruction addressing workforce skills? A panel of adult educators, materials writers and English for Specific Purposes professionals considers the issues and shares successful approaches in ESL classrooms and workplace settings.

PRESENTERS: Philip Less, David Kertzner, Donna Price and Ronna Magy

1. Session Overview: David Kertzner, ProActive English, ESP-IS Chair, 2010-11 — 5 min.

**2. Workforce Development: Policies and Perspectives from the State Level
Philip Less – 15 minutes**

With the economy struggling and high unemployment levels lingering, many states are focusing their adult education efforts on instruction that integrates basic education with specific training for work-related skills. Dr. Philip Less will discuss a Program Memorandum (June 2010) from the Office of Vocational and Adult Education that provides guidance on using federal funds under the Adult Education and Family Literacy Act for Integrated Education and Training programs. Dr. Less will also present information on some state policies and programs that encourage teaching workforce skills to ESOL students.

**3. Onsite Delivery: Workplace Training in the Private Sector
David Kertzner – 25 minutes**

Onsite workplace training programs take many forms and are impacted by many variables. For ESL teachers, the classroom teaching component is often the easier part of program delivery. Working within the day-to-day operations of a company or aligning delivery with the expectations of academic institutions brings other challenges. David Kertzner shares examples of programs from his work and offers important takeaways in the context of workforce training policies and materials development.

**4. Contextualized Workforce Instruction in I-BEST and ESL Classes
Donna Price and Ronna Magy – 60 minutes**

Donna Price describes the I-BEST (Integrated Basic Education and Skills Training) model of instruction used in the ESL and Allied Health programs at the San Diego Community College District, Continuing Education Program. In addition, Donna Price and Ronna Magy present three ways to integrate transferable workplace skills at all levels of ESL classroom teaching:

1. Teaching Transferable Skills Using Authentic Documents and Textbooks
2. Teaching Problem-Solving in Context of Job Scenarios
3. Teaching Students to Make Explicit Statements about their Skills

For follow up information or questions, please contact: dkertzner@proactive-english.com
Access all handouts and presentation slides at: <http://www.quia.com/pages/donna/workshops>

PRESENTERS

David Kertzner, ESP-IS / Immediate Past-Chair and founder of ProActive English, designs and delivers customized on-site training in corporate and vocational settings. ProActive English training emphasizes a blended learning model featuring the Business English Web, an asynchronous, multi-media e-learning tool that Mr. Kertzner developed. David holds a Master of Education degree in Teaching English as a Second Language from SIT and has twenty-four years of domestic and international teaching and administrative experience. A former elementary school teacher, he has overseen workplace training programs in Europe, China, Taiwan, Korea, India and the Philippines – and has delivered programs and taught at many companies around the United States. A resident of Portland Oregon, Mr. Kertzner has traveled to 25 countries and has lived in the Czech Republic and Azerbaijan.

Dr. Philip Less is the state director of adult education and GED programs for the Rhode Island Department of Education. Prior to his move to Rhode Island in December 2010, he was the ESL Specialist for the state office of adult education in Arkansas for 10 years. Philip has been in the field of ESOL since 1979 and has taught in Florida, Colorado, and Arkansas, as well as in Zagreb, Croatia, where he was a Fulbright scholar from 1989 to 1990. Dr. Less holds a doctorate in education from the University of Arkansas at Little Rock and a Master's degree in English (ESOL) from Colorado State University.

Donna Price, Associate Professor ESL, has taught all levels of ESL for the San Diego Community College District since 1979. She has been the VESL (Vocational English as a Second Language) coordinator since 2001. She has been teaching I-BEST (Integrated Basic Education and Skills Training) ESL for Personal Care Assistants for two years. Donna has presented at national and international conferences on integrating the world of work to ESL classes, integrating technology and ESL, teaching the writing process to less literate writers, and using alternative measures of assessment. In 1998 she wrote *Skills for Success*, a SCANS-based textbook published by Cambridge University Press. She is also one of the co-authors of *Ventures*, an integrated-skills ESL textbook series published by Cambridge University Press in 2008.

Ronna Magy is an ESL teacher trainer, curriculum developer and author. For many years she worked in the LAUSD Central Office as the adult ESL Teacher Adviser in charge of ESL staff development. She has taught all levels of ESL, Citizenship, and ABE. Ronna presents at national and international conferences on integrating workplace skills in ESL classes, transitioning students from ESL to academic and workforce programs, learner persistence, goal setting, problem solving and cooperative learning. She co-authored the CALPRO module, *Integrated and Contextualized Workforce Skills in the ESL Classroom*. Ronna is the author of *Future Multilevel Communicative Activities Book 3 (4 and 5)*, and a consultant on *Future: English for Results*, an integrated-skills ESL textbook series published by Pearson Longman in 2010.

ESL in the 21st Century: Workforce Transitions, Materials and Policy
Ronna Magy and Donna Price
Handouts

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	

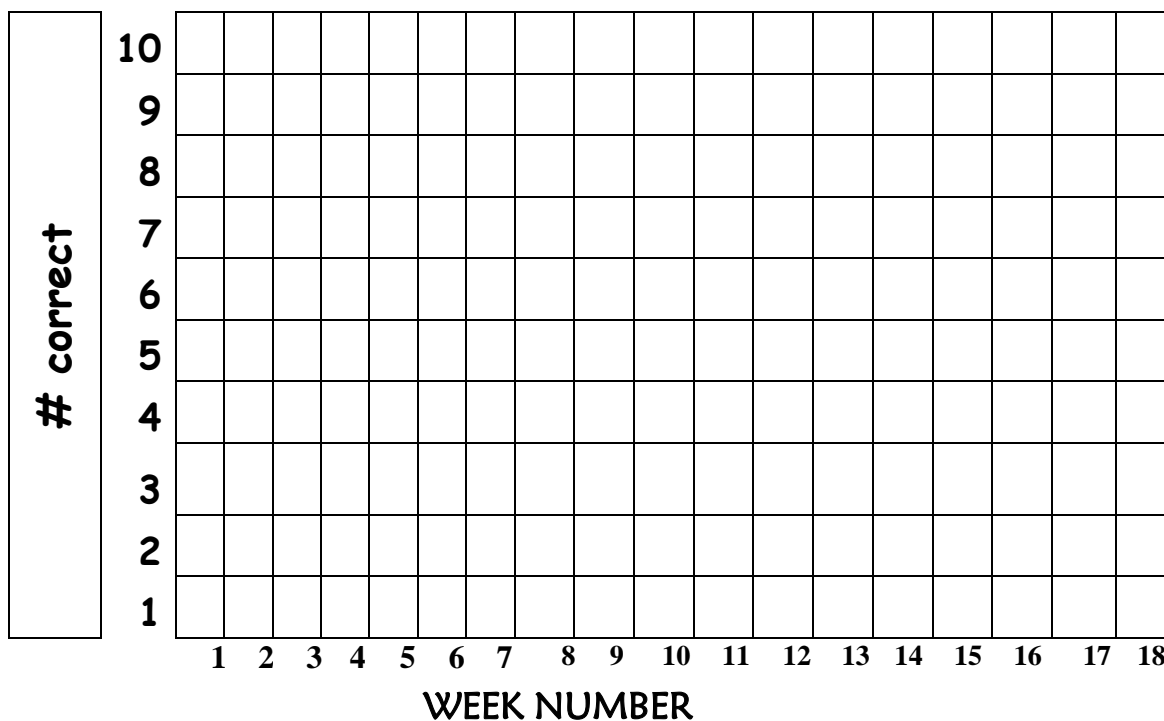
Skills we teach in the classroom, such as reading the inventory chart, transfer to the workplace, such as reading this hotel maintenance job chart.

STUDENT PROGRESS GRAPH

Weekly Tests

Student Name: _____

Instructor: _____ Semester: _____



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 _____.*

Problem Solving Scenario

Luis and Jose work in a factory where it is always cold in the winter and over 100 degrees in the summer. There is no ventilation. Last week they asked the supervisor for a fan and a heater, but nothing happened. What should they do?

- a. Smile and keep working. Be happy to have a job.
- b. Buy a heater and fan.
- c. Write a memo to the safety committee. Then, meet with the committee to discuss the problem.
- d. Refuse to work until there is heat and air conditioning in their work area.
- e. other: _____

Reason: _____

Additional Problem Solving Scenarios

1. A man works in an electronics factory on the night shift. He inspects parts. Last night some of the lights in his department went out. He couldn't see if the parts were made correctly or not. The factory manager said he would fix the lights, but nothing has been fixed. What should the man do?

- a. Bring a lamp from home.
- b. Check with the manager. Get a definite date when the lights will be replaced.
- c. Call in sick every day until the lights are replaced.
- d. Ask to be moved to another work area.
- e. other: _____

Reason: _____

2. After she drops her two children at school every day, Irina works as a maintenance worker in an office building. At work, she doesn't understand everything her supervisor is asking her to do. What can she do?

- a. Talk to her coworkers and have them to explain the supervisor's instructions.
- b. Quit and look for a different job.
- c. Not say anything and hope the supervisor doesn't see the problem.
- d. Study English as a Second Language at an adult school/community college.
- e. other: _____

3. Martin works in an electronics factory on the night shift. He inspects parts. Last night some of the lights in his department went out. He couldn't see if the parts were made correctly or not. The factory manager said he would fix the lights, but nothing has been fixed. What should the man do?

- a. Bring a lamp from home.
- b. Check with the manager. Get a definite date when the lights will be replaced.
- c. Call in sick every day until the lights are replaced.
- d. Ask to be moved to another work area.
- e. other: _____

Problem Solving Scenarios

4. Natalya is 55. She's worked for the same company in the accounting department for 10 years. Yesterday she heard that her company is changing the computer program they use in accounting. She will need to be retrained. She will have to attend 10 hours of training. She thinks she is too old to learn something new. What can she do?

- a. Take the training classes and see what happens.
- b. Retire. She is too old to learn anything new.
- c. Take the classes and ask the boss if she can practice the new lessons on her work computer during her lunch hour.
- d. Sit next to a co-worker during the classes. Try to talk with her co-worker about what she is learning.
- e. other: _____

5. It is your first week on a new job. You want to do the job well and make some new friends. You bring your lunch to work. When you go into the lunchroom, you're not sure where to sit or who to talk to. What do you do?

- a. Sit down where there is an empty seat and start talking to the people near you.
- b. Find a seat and eat your lunch. Don't talk to anyone.
- c. Look for someone who is smiling and try to sit near them.
- d. Look for other people from your department and try to eat with them.
- e. other: _____

6. A female ESL student is applying for a job as a nurse's assistant in a nursing home. She's had a few other interviews, but she hasn't found a job. She's had experience working with private patients. Her English is not good and she doesn't want to make any mistakes in the interview. What can she do?

- a. Read a book about job interviews.
- b. Talk to her husband about her problem.
- c. Tell her teacher about her problem so the teacher can help her practice.
- d. Practice the interview with a classmate.
- e. other: _____

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 _____

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

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.

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.	—	—	—	—	—

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....

ESL in the 21st Century: Workforce Transitions, Materials and Policy

Ronna Magy and Donna Price

References

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

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>

CALProgress Newsletter, Volume IX, Fall 2010. Retrieved February 2011, from <http://www.calpro-online.org/documents/CALPROgressFall2010.pdf>

Chisman, F. (2009). *Expanding Horizons pacesetters in adult education for work*. Council for Advancement of Adult Literacy. Retrieved February 2011, from <http://www.caalusa.org/Expanding.pdf>

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

Equipped for the Future (EFF): Retrieved February 2011, from <http://eff.cls.utk.edu/default.htm>

Gillespie, M. (2002). *EFF research principle note 3: A contextualized approach to curriculum and instruction*. Retrieved February 2011, from <http://eff.cls.utk.edu/PDF/03research-practice.pdf>

Human Resources and Skills Development Canada, Problem solving workbook. Retrieved February 2011, from http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/es_learning.shtml

National Center on Education and the Economy, workforce Development Strategies Group. (2009) *Background and supporting evidence for adult education for work*. Retrieved February 2011, from Jobs for the Future website: http://www.jff.org/sites/default/files/AEW_Background.PDF

Parrish, B., Johnson, K. (2010). *Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning*. Retrieved February 2011, from <http://www.cal.org/caelanetwork/pdfs/TransitionsFinalWeb.pdf>

Partnership for 21st Skills (P21). Retrieved February 2011, from <http://www.21stcenturyskills.org/>

Quintessential Careers. *Transferable skill sets for job-seekers*. Retrieved February 2011, from http://www.quintcareers.com/transferable_skills_set.html

Secretary's Commission on Achieving Necessary Skill (SCANS). Retrieved February 2011, from <http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=6140>

Washington State Board for Community and Technical Colleges Research Report No. 05-2, December 2005. *I-BEST: A program integrating adult basic education and workforce training*. Retrieved February 2011, from http://www.sbctc.edu/docs/data/research_reports/resh_05-2_i-best.pdf