Strategies for Transitioning ESL Students to Workplace Programs and Beyond

Presented by Donna Price
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Workplace

- 21st Century Skills
- Contextualized Learning
- Career Pathways
- Transitions
Objectives
By the end of this workshop, you will be able to:

• Give examples of what employers are looking for
• Describe how to contextualize materials
• Define the 7Cs & give examples of transferable academic/workplace skills
Before we start:

Classroom management strategy to simulate a workplace
Classroom Roles and Duties

Materials Managers, Trainer, and Cell Phone Monitor

1. What do you think they do?
2. What do you think they need to say?
3. Why do we have them do it?

Refer to handout pgs. 1-3
Classroom Roles and Duties

- **Materials Managers**: They pass out handouts and to their classmates. They say: *Here you are. Did everyone get a handout? Who needs one?*

- **Trainer**: They are in charge of students who come late, or new students. They say, *Hello, my name is ______ We are on p. ________.*

- **Cell Phone Monitor**: This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*
Pair Reflection

• How have you used these strategies in your class?
• How could you adapt these strategies to fit your class?
• What jobs can you see your students doing?

Reflect on these questions. Share with a partner.
Fastest Growing Jobs Between 2008 and 2018

• Health care
• Education
• Sales
• Food service

The Need for Adult Education

As of 2009, in California:

- 5.3 million adults do not have a high school diploma
- 3 million speak English “less than well”
- These two groups will need:
  - Basic skills instruction
  - English Language instruction
  - Other workplace readiness skills
At What Level Should We Integrate Workplace Skills?

Leadership, Cooperation, Self-Evaluation, Monitoring, Planning, Managing, Problem-Solving, Critical Thinking, and others
Transferable Workplace Readiness Skills

- Post Secondary
- ESL Beginning Low
- ESL Beginning High
- ESL Intermediate Low
- ESL Intermediate High
- ESL Advanced Low-High
- ABE/Adult High School
“A report from the National Center on Education and the Economy (2009) argues that adult education should be redesigned to promote postsecondary and workplace readiness for all learners.”

- Parrish & Johnson, April 2010
...This means that the skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction.

- Parrish & Johnson, April 2010
Objective #1: What employers are looking for
Think, Pair, Share

What are some things that workers have to do on every job?

Example: *Follow directions*

Work with two or three people. Think of as many as you can in 2 minutes. Reporter
Soft Skills:
Interpersonal and Communication Skills
• Listen well/understand instructions
• Manage time
• Monitor performance
• Read and comprehend work documents
• Interact with others
• Teach job duties to others
• Work in a team
• Solve problems
• Take initiative and responsibility
• Lead/plan/delegate

Sources: http://www.quintcareers.com/transferable_skills_set.html, SCANS, EFF.
Hard Skills: Technical Knowledge and Skills

• Make and repair products (fix a car, weld a pipe)
• Operate machines
• Provide required service
• Use appropriate computer hardware and software
• Demonstrate knowledge of safety standards
• Market and sell merchandise
• Implement appropriate office procedures
Transferable skills: portable skills that students take with them to jobs from

1) Our classes
2) Other jobs
3) Volunteer jobs
4) Community meetings
5) Work they do in the home
“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…

- Work-Based Learning Connections
…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.”

Source: N. Barry, Work-Based Learning Connections
Advisory Meetings

Vocational, VESL, ESL, VABE Instructors

+ Industry: “If you want your students to get jobs in our companies, please do this in your classes…”
What Employers are Looking For…

Santiago Rodriguez of Apple Computers
• Communicate orally & in writing
• Get along with other people
• Be flexible.

Rick Grey, Operations Manager, Dynabil, Inc.
• Leadership skills
• Organizational skills
• Trustworthy

Refer to handout p. 4
What Employers are Looking For…

Larry Sealy of GM
- Basic skills
- Interpersonal skills & ability to work in a group
- Problem solving

Wayne Lavaliere, Continental Maritime
- Punctual
- Attitude
What Employers are Looking For…

Cindy Radamaker, Loews Coronado Bay Resort
- Answer the telephone
- Friendly and positive outlook
- Smile and make eye contact
- Listen & directly answer questions

Daniel Ballister, Southwestern Cable
“We received over 300 resumes for one job opening”
- Follow directions
- Honest about your skills
Looking at the Help Wanted Ads

Numbered Heads Team Activity
Sit in a team of 4. Number in your team from 1-4.

1. All team members discuss and answer all the questions.

2. Report Back: The teacher rolls the dice. The student with the number rolled answers the question for their group.

Refer to handout pgs. 5-6
Looking At Job Ads

Numbered Heads Team Activity

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.

Refer to handout pgs. 5-6
Looking At Job Ads Report Back

Group Reports
Quotes from vocational training instructors to VESL instructors:

**Welding:** “Ricardo is a great welder, but he’s got a bad attitude. Teach him not to be grouchy. Teach reading and math—we’ll take care of welding. Teach how to act at an interview.”
Objective 2: Contextualized instruction
Contextualized Workforce Instruction

What is contextualized workforce instruction?
Contextualized Instruction

Definition
Developing skills, knowledge, and attitudes drawn from the context in which they will be used, using real-life materials and situations from that context.

Source: Workforce Education Research Center
Read and Interpret Work Documents: Monitor Progress

What do you see here?
# Contextualized Workforce Instruction

Read and Interpret Work Documents: Monitor Progress

## Temperature Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Steve Chen</th>
<th>Room</th>
<th>271-C Dr. Lopez</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>3-31-10</th>
<th>4-1-10</th>
<th>4-2-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOUR</td>
<td>AM</td>
<td>PM</td>
<td>AM</td>
</tr>
<tr>
<td>4-8</td>
<td>112</td>
<td>4</td>
<td>112</td>
</tr>
</tbody>
</table>

![Temperature Chart Graph](image-url)
Contextualized Workforce Instruction: Textbook Example

- Transferable Skill: Read and Interpret work documents
- Reading a Graph in a Textbook

Making a Progress Graph

Weekly Spelling/Grammar/Vocabulary Tests

Refer to handout p.7
### MAINTENANCE DAILY SCHEDULE

<table>
<thead>
<tr>
<th>DUTIES</th>
<th>MON</th>
<th>TUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help housekeepers move their carts up &amp; down stairs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Clean the entire pool area</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Clean the entire front lobby area &amp; driveway</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Do a walk-thru of entire building &amp; grounds (am &amp; pm)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Clean all parking lots</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Refer to handout p. 8
# Read and Interpret a Textbook Chart

## Classroom Inventory List

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculators</td>
<td>15</td>
<td>in the drawer</td>
</tr>
<tr>
<td>computers</td>
<td>1</td>
<td>on the desk</td>
</tr>
<tr>
<td>books</td>
<td>5</td>
<td>on the cabinet</td>
</tr>
<tr>
<td>erasers</td>
<td>20</td>
<td>in the box</td>
</tr>
<tr>
<td>pencils</td>
<td>20</td>
<td>on the table</td>
</tr>
<tr>
<td>pens</td>
<td>20</td>
<td>on the table</td>
</tr>
<tr>
<td>rulers</td>
<td>25</td>
<td>in the cabinet</td>
</tr>
</tbody>
</table>

Source: Ventures 1, 2007
### Student Chart
**Activity found in many textbooks**

**What did you do after class last week?**

<table>
<thead>
<tr>
<th>Name</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>went to the store</td>
<td>visited friend</td>
<td>picked up kids</td>
<td>went to the post office</td>
<td>visited relatives</td>
</tr>
<tr>
<td>Joe</td>
<td>worked</td>
<td>helped his daughter with homework</td>
<td>went to the bank</td>
<td>worked</td>
<td>worked</td>
</tr>
</tbody>
</table>
**Auto Tech Form**

Centre City / Skills Center  
1400 Park Blvd  
San Diego, Ca 92101  
PHONE – 619-230-2319  
FAX –

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**INVOICE**

<table>
<thead>
<tr>
<th>Part Description/Number</th>
<th>Qty</th>
<th>Labor Description</th>
<th>Extended</th>
</tr>
</thead>
</table>

---

Hanion, Greg  
123 W. Their Road  
Santa Monica, Ca  72128  
Home 619-234-7890 --- Office 619-39709876 Ext. 8359  
Vin #:  

1990 Hyundai Excel  
Lic #: XLRATED  
Odometer in:  
Unit #:  

---

Org. Estimate $0.00  
Revisions $0.00  
Current Estimate $0.00  
Additional Cost  
Revised Estimate
VESL CLASSROOM WORK ORDER FORM

Please fill out the following information on any piece of equipment that is in need of repair. Fill out the form in duplicate. Attach one form to the piece of equipment and place the other form in the NEEDS REPAIR box. Thank you.

Date of Request ____________________________
Requested by ______________________________
Type of Equipment __________________________
Brand Name and Model _______________________
Serial Number ______________________________
Classroom Number __________________________
Description of Problem _______________________

__________________________________________
Signature

COPY 1: ATTACH TO THE PIECE OF EQUIPMENT THAT NEEDS REPAIR.
Pair Discussion

How could you use a Progress Graph or a Classroom Charting Activity with your students to teach transferable skills?
Objective 3: Academic/workforce skills and the 7Cs
Academic readiness

• Critical Thinking
• Listening
• Oral communication
• Reading
• Vocabulary
• Writing

Career readiness
Some common skills identified in the workplace:

- **Writing**: daily logs, emails, work orders, accident reports
- **Reading**: schedules, graphs, handbooks, performance reviews
- **Critical Thinking/ Problem Solving**: negotiate, compromise, come to consensus
- **Communicating-listening & speaking**: train new workers, work in teams, follow directions
7 Cs = the essential skills needed for a society’s future workforce

1. Critical thinking / problem solving
2. Communication
3. Collaboration
4. Creativity
5. Cross-cultural understanding
6. Computing
7. Career self-reliance (lifelong learning)

From Bernie Trilling: 21st Century Skills
Examples of Critical Thinking / Problem Solving Skills

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

- Parrish/Johnson

7 C’s
1. Critical thinking / problem solving
2. Communication
3. Collaboration
4. Creativity
5. Cross-cultural understanding
6. Computing
7. Career self-reliance / lifelong learning
Problem-Solving and the 7Cs

Problem Solving includes…….

• Collaboration
• Communication
• Critical Thinking
• Cross-Cultural understanding
• Creativity

Bernard Trilling 21st Century Skills
Problem Solving: Template

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

Refer to handout p. 9
Problem-Solving
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: Group Roles

• Group Leader
• Restate problem
• Read possible solutions
• Recorder/Reporter
Student Suggestions for Yolanda

- Quit, because the atmosphere is bad.
- The boss needs to make duties for every shift. He should put the duties, employees sign, and put a check after they complete a task.
- Talk to the other shift workers to try and find a solution.
- Set up a meeting with the boss and the other employees to discuss the problem.
# Yolanda’s Solution

<table>
<thead>
<tr>
<th>Activities at Work</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total receipts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean showcase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change trays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean storefront</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make drink: Jamaica or Horchata</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Yolanda’s Solution “The Result of It”
In Yolanda’s words

“I went to work and my boss was there waiting for the problem’s solution. I said “I know that you want the problem’s solution. Here is the solution.” I gave him this chart. He looked at it and he said “Did you do this?” I said Yes. He asked me where and who taught you how to do this...
“...I answered, I am learning how to use computers at school and I did it over there. I am learning how to be organized and that is what I am trying to do here. I use every minute in class wisely. I don’t want to waist my time. My boss said “I am very proud of you because you go to school and it means that you wan to improve. I would like that it if all of my employees were like you, that they would like to get more knowledge and put it in practice. Congratulations, I like your idea a lot.”
Critical Thinking: Interpreting

- Listening for main ideas
- Note taking
Dear Teacher Donna,

Today in the class you said something important for me because I did it yesterday at work. You said it’s a good idea to take notes when somebody explains something to you. And that’s what I did yesterday when my boss explained to me how to use the cash register. I asked her if sometimes can I see my notes to check if I’m doing it right. Her answer was....
“YES because the notes can help you a lot in your work.”

Airport gift shop cashier
4 years later. . . . . . . . . . . . . . . Airline ticket agent
Listening: Note Taking

Details:
Ventures
Transitions

B  Listen again. Take notes on the key information.

Topic: Two types of job skills
A.
1. Definition:

2. Examples:

B.
1. Definition:

2. Examples:

Conclusion
Writing Skills

- Text organization (rhetorical style)
- Summary skills
Read the one-paragraph summary of a two-page government report. Notice these features of the summary:

- The first sentence states the main idea of the article.
- The body sentences summarize the most important supporting details.
- The summary does not include examples.
- Sentences are connected with transitions.
- The summary is paraphrased – written in the writer’s words, not the words of the original report.

A U.S. government report on volunteering in America discussed three major trends in 2009. First, the number of Americans who volunteered through formal organizations increased slightly. In contrast, the number of people who volunteered informally by helping their neighbors or serving their local communities went up dramatically. Finally, there was a significant increase in the number of young adults ages 16–24 who volunteered. The report concluded that today’s young people have a strong commitment to serving others.
Graphic organizers support critical thinking
Use Graphic Organizers To Analyze Text

Benefits of volunteering while in college

1. students can get college credit
   a. Volunteers need advisor’s permission
   b. c.

2. 
   a. b. c.

3. 
   a. b.
**Critical Thinking Skills: Problem Solving**

**D Plan** an action plan in response to a problem in your class, school, job, or personal life. Use the diagram to organize your writing. Share your diagram with a partner.

Problem: ____________________________

- **Consequence(s)**
  1. ____________________________
  2. ____________________________
  3. ____________________________

- **Recommendation(s)**
  1. ____________________________
  2. ____________________________
  3. ____________________________

- **Schedule**
  April 20: ____________________________
  April 20–May 20: ____________________________
  May 20–27: ____________________________
Examples of Communication and Collaboration

Skills:

• Teamwork
• Cooperation
• Coming to a consensus
• Compromise
• Decision making
• Listening

- 21st Century Skills

7 C’s

1. Critical thinking / problem solving
2. Communication
3. Collaboration
4. Creativity
5. Cross-cultural understanding
6. Computing
7. Career self-reliance / lifelong learning
Classroom Jobs: Cooperation and Communication

- Materials Managers
- Trainers
- Cell Phone Monitor
My Commitment

List a new strategy that you will implement:

1. A transferable workplace skill that can be integrated in my class
2. A contextualized transferable strategy
3. A transferable academic skill
Additional Information
Handout and PowerPoint presentation can be accessed at:

www.quia.com/pages/donna/workshops

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