



Easy Ways to Integrate Workplace Readiness in ESL Classes

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Objectives

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

- **Describe current research on skills required in the workplace**
- **Identify workplace readiness skills and strategies**
- **Identify activities for implementing workforce readiness skills in their ESL classes**



Agenda

- Research and Background
- Applied Skills
- Reflection and commitment

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. 2-4

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 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.

Foundational Skill: English, academic competency and work readiness skills

“To support sustainable economic growth and equitable social conditions, California must directly focus on closing the foundational skills gaps in its current working-age adult population...

The key foundational skills needs are English language, literacy to post secondary readiness, **and work readiness skills.**”

Source: California Department of Education, Adult Education in California, p.4

Think, Pair, Share

What are some work readiness skills?

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

Example: *Follow directions*

**Work with two or three people. Pick a reporter.
Think of as many as you can in 2 minutes. Reporter
writes & reports back.**

Soft Skills

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: SCANS report; 21st Century Skills

Hard Skills

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

Source: Coates, 2006

Soft Skills and Hard Skills

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. 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.

*Peggy Klaus
The Hard Truth about Soft Skills*

SCANS - Secretary of Labor's Commission on Achieving Necessary Skills

Competencies

- **Resources**
- **Interpersonal skills**
- **Information**
- **Systems**
- **Technology**

Foundational Skills

- **Basic skills**
- **Thinking skills**
- **Personal qualities**

21st Century Skills: 3Rs and 7Cs

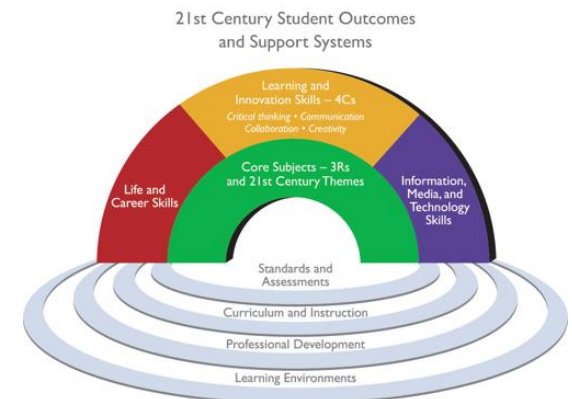
3Rs: Reading, Writing, Arithmetic

7Cs:

- Critical thinking and problem solving
- Communication & media literacy
- Collaboration, teamwork & leadership
- Creativity & innovation
- Computing & ICT literacy
- Career & learning self-reliance
- Cross-cultural understanding

Bernard Trilling and Charles Fadel

21st Century Skills



Are They Really Ready to Work?

- Employers' perspectives on the basic knowledge and applied skills of the 21st century workforce
- Consortium (4 corporations) asked over 400 employers, "What skills are necessary for success in the workplace of the 21st century?"

Essential Applied Skills Cited by Employers

- **Professionalism/work ethic**
- Oral and written communications
- Teamwork/collaboration
- Critical thinking/problem solving
- Ethics/social responsibility

Source: *Are They Really Ready to Work?*

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

What Employers are Looking For...

Larry Sealy of GM

- Basic skills
- Interpersonal skills & ability to work in a group
- Problem solving

Wayne Lavalier, Continental Maritime

- Punctual
- Attitude

Examples of Professionalism/Work Ethic

- Timeliness
- Dress
- Career growth
- Courtesy
- Teamwork
- Commitment
- Responsibility
- Integrity

Are They Really Ready to Work?

Professionalism/Work Ethic

“...these applied skills should be addressed as part of ‘Employment 101’ for work-bound students at every educational level.”

Are They Really Ready to Work, p. 58



Professionalism/Work Ethic

What can we do in our classes to promote professionalism and work ethic?

Professionalism/Work Ethic

- Timeliness
- Dress
- Career growth
- **Courtesy**
- Teamwork
- **Commitment**
- **Responsibility**
- Integrity

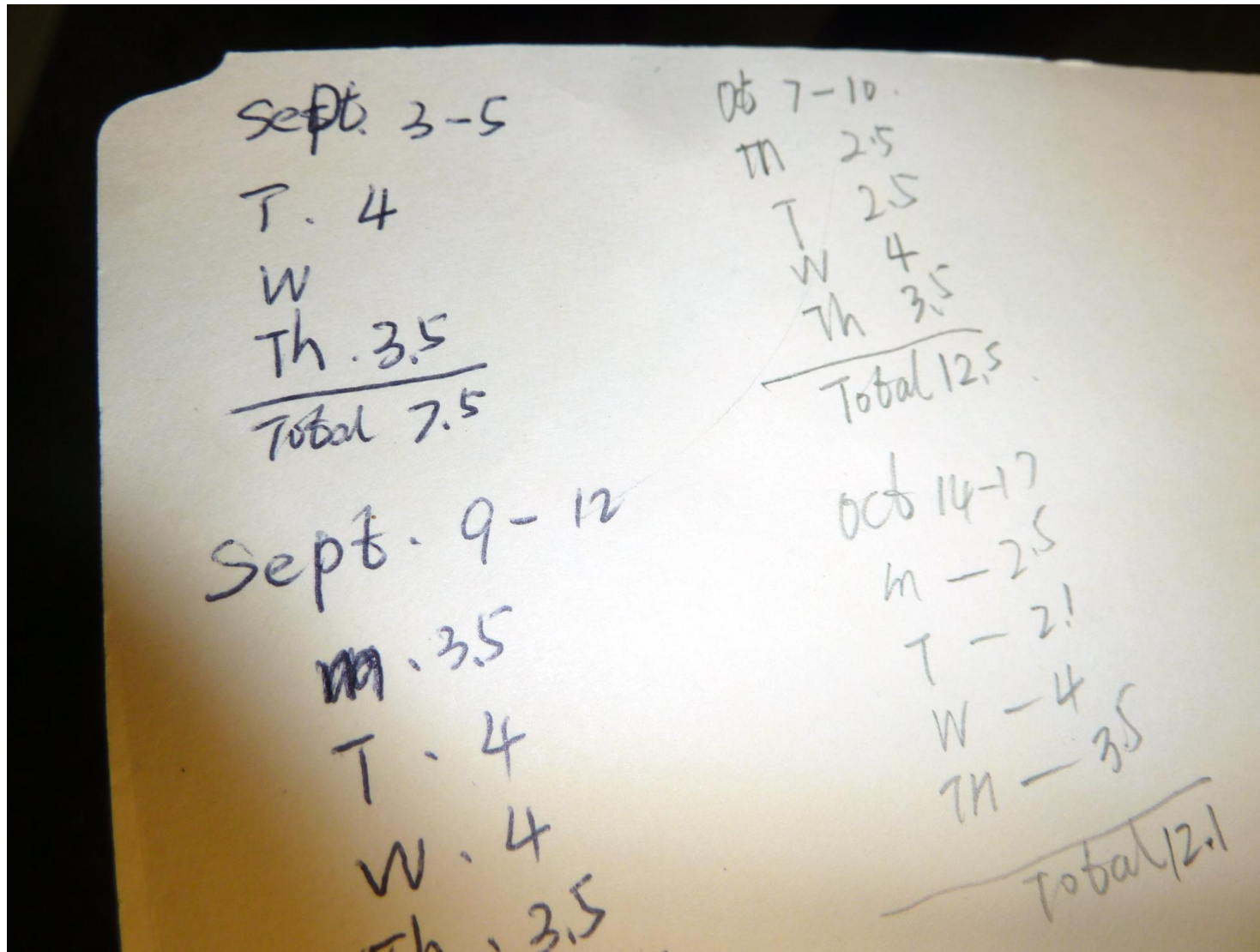
Courtesy: Simple Phrases for Leaving

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

Refer to p. 8 in handout for more functional phrases



Responsibility: Keeping track of hours





Essential Skills Required by Employers

- Professionalism/work ethic
- **Oral and written communication**
- Teamwork/collaboration
- Critical thinking/problem solving
- Ethics/social responsibility



Oral and Written Communication

**What can we do in our classes
to promote oral and written
communication?**

Oral Communication: Clarification Strategies

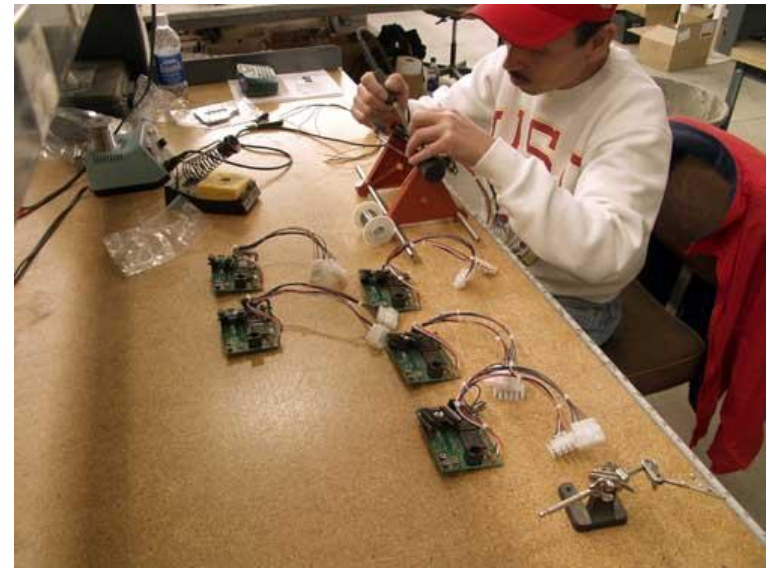
- Use everyday classroom situations
- Practice often. Make it a habit.
- Give choices:
 - “Students, please complete exercise one.”
 - “Exercise one?”
 - “Complete exercise one?”
 - “You want us to complete exercise one?”

Quote from vocational training instructors to ESL instructors:

Electronics Assembly:

“Teach clarification skills.

Teach them to ask questions if they don't understand.”



Lesson **C****What are you doing right now?****Conversation cards****A** Everyone takes a card.**B** Find a classmate. Ask your question. Your classmate answers. Change cards.**C** Find another classmate. Ask your new question. Your classmate answers. Change cards again.

What are you wearing today?	What are you doing right now?	What do you do every Sunday?	What do you drink every morning?
What do you usually eat for dinner?	What do you do every afternoon?	What do you usually wear to class?	What am I wearing today?
What is the teacher doing right now?	What time do you usually go to bed?	What do you usually do after class?	What do you do every day?
What do you usually do every night?	What do you usually watch on TV?	What do you usually do on Friday?	What is the teacher wearing today?

Written Communication: Self-peer review

Lesson E Writing

1 Before you write

A Talk with your classmates.

1. Do you write notes?
2. Who do you write to?

B Read. Luis is sick today. Read the note from his mother to his teacher.

May 20, 2008

Dear Mrs. Jackson,

Luis Martinez is my son. He is at home today.
He is sick. He has a sore throat.
Please excuse him. Thank you.

Sincerely,
Maria Martinez

Write dates like this:
month day year
May 20, 2008
5 / 20 / 08

Read the note again. Circle the information.

1. the date
2. the teacher's name
3. the name of the sick child
4. what's wrong
5. the signature

Write. Answer the questions.

1. What is the date? _____
2. What is the teacher's name? _____
3. Who is sick? _____
4. What's the matter with him? _____
5. Who is the note from? _____

C Write about Rosa. She is sick, too. Complete the note.

daughter Dear home May 20, 2008 stomachache

May 20, 2008

_____ Mr. O'Hara,

Rosa Martinez is my _____. She is
at _____ today. She is sick. She has
a _____.

Please excuse her. Thank you.

Sincerely,
Maria Martinez

2 Write

Write. Imagine your son or daughter is sick today. Complete the note to the teacher.

Dear _____,

_____ is my _____.

_____ is at home today. _____ is sick.
_____ has a fever.

Please excuse _____. Thank you.

Sincerely,

3 After you write

A Read your note to a partner.

B Check your partner's note.

- Who is sick? What's the matter?
- Is the date correct?

Essential Applied Skills Cited by Employers

- Professionalism/work ethic
- Oral and written communications
- **Teamwork/collaboration**
- Critical thinking/problem solving
- Ethics/social responsibility

Are They Really Ready to Work?

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

Quote from vocational training instructor to ESL 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.”



Job Ad

HELP WANTED ADVERTISEMENT

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.



Teamwork & Collaboration

**What can we do in our classes to
promote teamwork and
collaboration?**



Teamwork & Collaboration: Classroom Jobs

Materials Managers, Trainer, and
Cell Phone Monitor

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Essential Skills Required by Employers

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- **Critical thinking/problem solving**
- Ethics/social responsibility

Examples of Critical Thinking Skills

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

Parrish/Johnson



Problem Solving and Critical Thinking

**What can we do in our classes to
promote problem solving and critical
thinking?**



Problem Solving and Critical Thinking

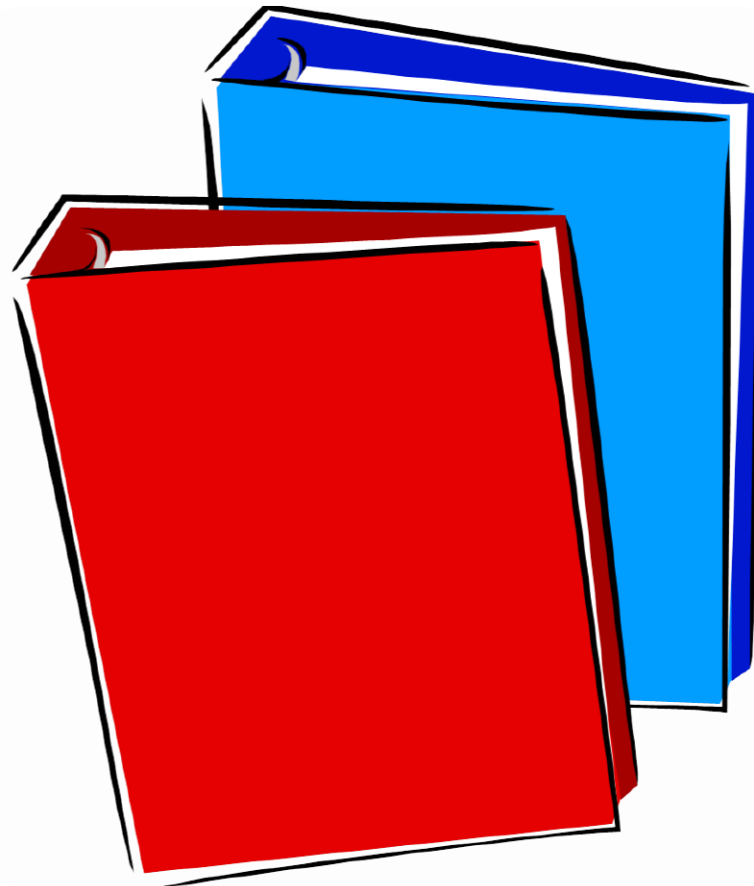
What can we do in our classes to promote problem solving and critical thinking?

Organize materials

Interpret charts

Problem solving template

Critical Thinking: Organizing Materials



Management/Organization Strategy: Student Binder Checklist

Student's Name _____

Date _____

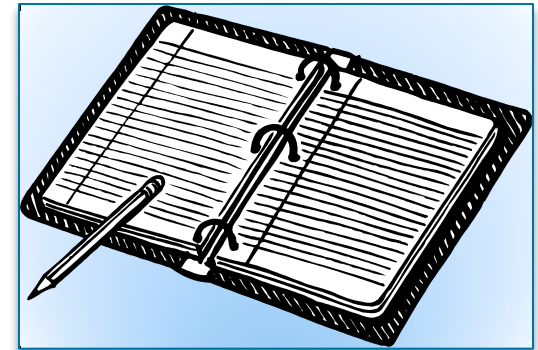
Check "Yes" ✓ if the answer is correct.

Check "No" ✓ if the answer is not correct.

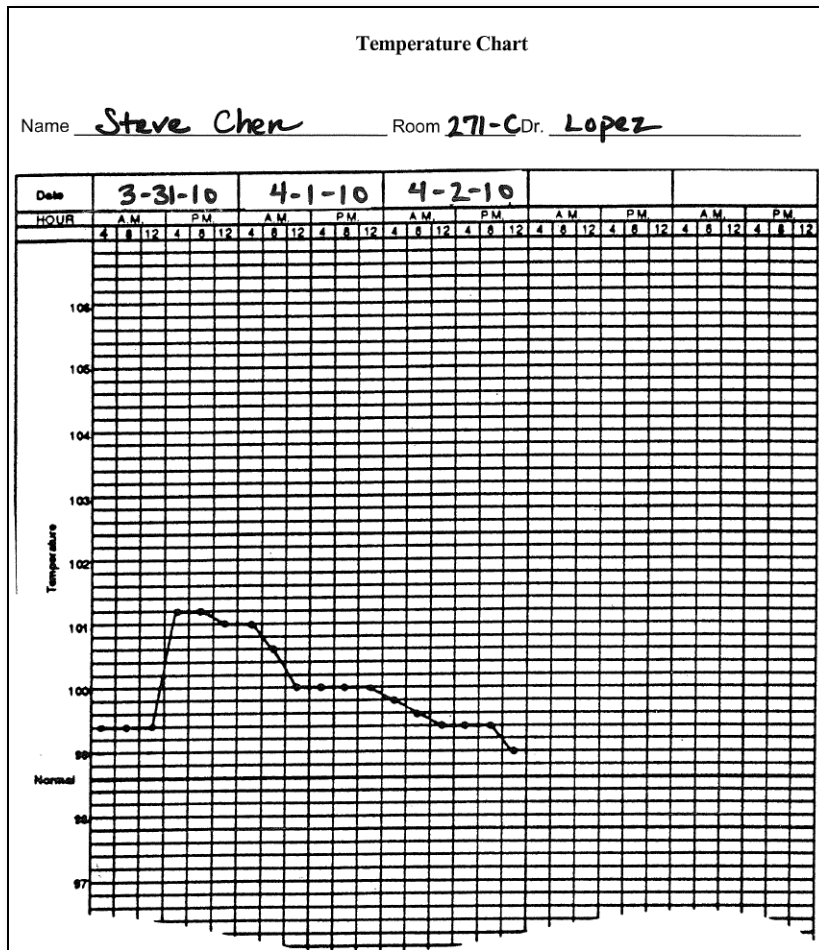
	My Answers		Evaluator's Answers	
	YES	NO	YES	NO
1. My name and class name are on the binder.				
2. I have lined paper in the binder.				
3. I have five dividers.				
4. I have all my papers in the correct divider sections.				
5. I have only papers from this class in the binder.				
6. I can find my papers easily.				

Number of YES checks: _____

Evaluator's Name _____

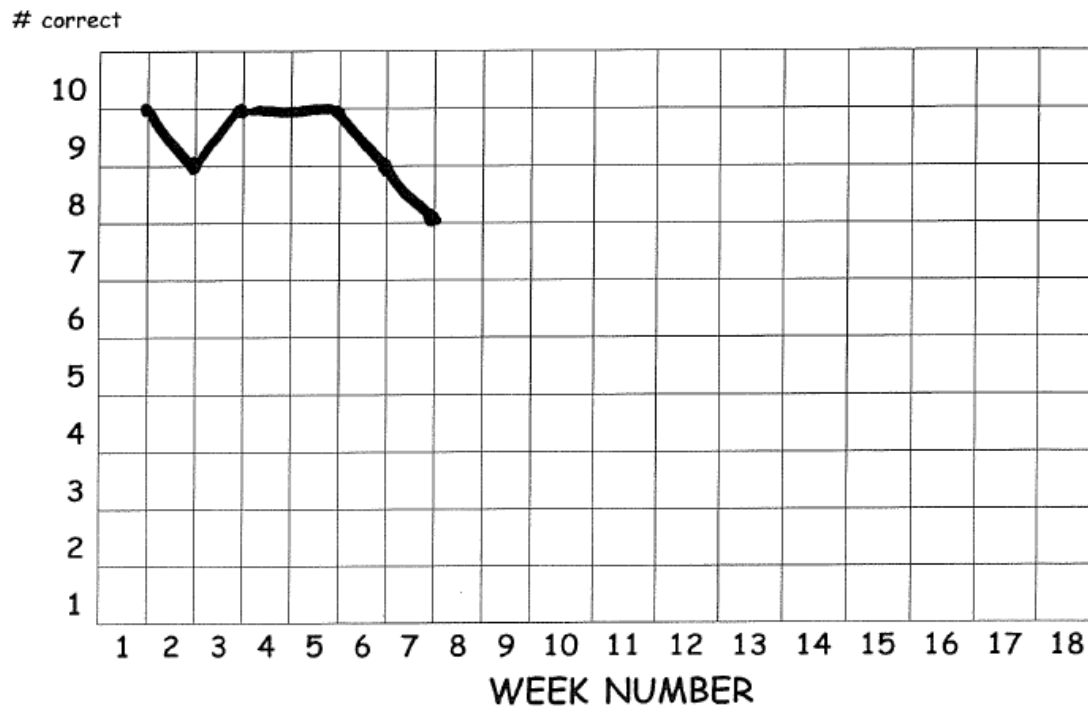


Critical thinking: Interpreting (an authentic work document)



Making a Progress Graph

Weekly Spelling/Grammar/Vocabulary Tests



Critical thinking: Interpreting Information from a chart (taken from an authentic work document)

MAINTENANCE DAILY SCHEDULE

DUTIES	MON	TUES
Help housekeepers move their carts up & down stairs	X	X
Clean the entire pool area	X	X
Clean the entire front lobby area & driveway	X	X
Do a walk-thru of entire building & grounds (am & pm)	X	X
Clean all parking lots	X	X

Critical thinking: Read and Interpret a Chart

Classroom Inventory List			
Item		Number	Location
calculators		15	in the drawer
computers		1	on the desk
books		5	on the cabinet
erasers		20	in the box
pencils		20	on the table
pens		20	on the table
rulers		25	in the cabinet

Source: *Ventures 1*, 2007

Student Chart

Activity found in many textbooks

What did you do after class last week?

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Maria	Went to the store	Visited friend	Picked up kids	Went to the post office	Visited relatives
Joe	Worked	Helped his daughter with homework	Went to the bank	Worked	Worked

Pair Discussion

How could you use a Progress Graph or a Classroom Charting Activity with your students to teach transferable skills?

Essential Skills Required by Employers

- Professionalism/work ethic
- Oral and written communications
- Teamwork/collaboration
- Critical thinking/**problem solving**
- Ethics/social responsibility

Problem-Solving: Discuss real problems



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: Template

Problem Solving Template

What is the problem?

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

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?

Reflection: 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.

Reflection: Can you....?

- **describe current research on skills required in the workplace?**
- **identify workplace readiness skills and strategies?**
- **identify activities for implementing workforce readiness skills in your class?**

My Commitment

I will implement the following two new strategies to integrate workplaces readiness into my classroom during the next month.

1. _____
2. _____

Additional Information

Handout and PowerPoint presentations
can be accessed at:

www.quia.com/pages/donna/workshops

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Job Ad

Looking at the Help Wanted Ads

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Looking at the Help Wanted Ads

Numbered Heads Team Activity Instructions

1. Sit in a team of 4. Number in your team from 1-4.
2. All team members discuss and answer all the questions.
3. 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 Report Back

Group Reports

Courtesy: Simple Phrases for Leaving

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



Oral Communication: Special expressions

- Teach them in context
- Let them try to decipher the meaning and context

Example:

It tastes stale.

It's my treat.

Here's to your new wife!

It's on me.

