MODULE 3:
Designing a Plan to Deliver and Sustain Services
This template and those that follow are for your use in developing a workplace ESOL proposal. They will be available online via the Workplace ESOL discussion list so you can download and copy for local adaptation.

This sheet can be useful in estimating costs of services, and the information may prove valuable when discussing program costs with potential client companies. Making employers aware of the education dollars being spent on their employees may encourage them to pay for (a) the purchase of instructional materials (enough for every employee to have his or her own), as well as (b) instructors’ preparation (time spent on needs assessment, job shadowing, review of environmental print, adapting curriculum, and evaluation of student and program success). In many cases, adult education will continue to pay instructors’ salaries.
## Budgetary Worksheet

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Amount</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education financial support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer financial support</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language task analysis (personnel, materials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee assessment (personnel, materials)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional materials (time and personnel devoted to customizing/adapting work-related materials, sufficient texts for all employees, audio- and videotapes, duplication, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities (if not at worksite)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and report preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost to adult education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cost to employer</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HANDOUT 15

Statement of Confidentiality: A Template for Replication

This template can be transferred onto program letterhead and presented to the employer as part of the letter of agreement for workplace ESOL services:

The Adult Education Program of XYZ County is committed to respecting the privacy of adult learners participating in its workplace ESOL initiative. Signatures on this form indicate that all stakeholders with an interest in these services—company representatives, union representation, the adult education coordinator, and the workplace ESOL instructor—agree to the following provisions of confidentiality:

1. Individual employee educational assessment scores will be reported only to the individual employee. They are not to be shared or discussed with anyone else in the company or union.

2. Only aggregate assessment data will be shared with company and union personnel as needed to support recommendations for the configuration of classes, to report learner progress, and as part of formative and summative evaluation of the program.

3. Individual assessment scores will not be shared with anyone outside the adult education program, except with officials of the education agency providing the services, and then only for compilation of reports measuring overall program performance.

4. No assessment scores will be shared or discussed with anyone without the permission of the individual employee, the company manager, and the adult education program coordinator.

5. All assessment scores will be stored in a secure location, with access restricted to the instructor and the adult education program coordinator.

Signed:

 COMPANY MANAGER OR REPRESENTATIVE DATE

 ADULT EDUCATION PROGRAM COORDINATOR DATE

 ADULT EDUCATION WORKPLACE ESOL INSTRUCTOR DATE
MEMORANDUM ________________________________

TO: ________________________________
FROM: ________________________________
SUBJECT: Workplace ESOL Assessment Results [indicate midpoint or post]
DATE: ________________________________

On [date], [name of adult education provider] assessed the English language skills of [number] employees of [company and location]. This same assessment was initially administered prior to the start of classes to measure employees’ English language skills and to identify instructional needs.

After [number] hours of instruction, this assessment, combined with instructor observations, learners’ self-evaluations, and reported changes in employees’ work-related performance and behavior, is being used to measure individual learner progress and program success.

Initial assessment consisted of a brief oral interview to gather baseline information about employees’ English language proficiencies as they apply in a workplace context (5 to 10 minutes per individual). In addition to the oral interviews, employees’ listening, reading, and writing skills were assessed using the [name of instrument]. A similar format was followed to measure learner progress. The combined assessments yielded the following information:

[number or percentage] employees scored at the ___________ level; [number or percentage] scored at the ___________ level, and [number or percentage] scored at the ___________ level. These scores indicate an improvement in English language communication skills for [percentage] of the employees participating in the classes on a regular basis. Among those attending less than [percentage] of the classes, [percentage] made measurable progress.

The instructor has also been able to gather valuable feedback from both employees and their frontline supervisors. Some of their comments are included in the enclosed attachment.

The employees participating in the classes have worked with the instructor to ensure that instruction is applicable to their workplace needs, and curricular adjustments have been made as needed.

Please let me know if you have any questions or require additional information about the group’s progress. As per our agreement, you will receive a final progress report after the completion of the course.
Sample Letter of Agreement: A Template for Replication

[Appropriate letterhead]

[Date]

[Company manager or contact person]
[Company]
[Address]

Subject: Partnership Agreement for Workplace ESOL Services

The [county] Adult Education Program enters into this agreement with [company name] for the provision of Workplace ESOL instruction to its employees. Before classes begin, a language task analysis will have been conducted, and all employees participating in the program will have been assessed by the education provider. The duration of this agreement is from [date] to [date].

Instruction will focus on work-related English language proficiencies and skills needed by the participating employees as determined during the language task analysis and with input from [company] management, frontline supervisors, the employees themselves, and the educational provider. The goals and objectives for this course of training follow:

[reasonable goals and objectives, agreed upon through consensus as part of the LTA]

As part of this agreement, the [county or name] Adult Education Program will provide the following:

1. Language task analysis,
2. Assessment of learners’ needs,
3. [number] hours of instruction for [number] weeks for [number] employees,
4. [class schedule and hours per week],
5. Curriculum preparation and adaptation,
6. Selection and purchase of instructional materials and supplies, and
7. Preliminary, midpoint, and final reports of learner progress.

As part of this agreement, [company name] will provide the following:

1. A commitment to support regular attendance by employees for the duration of the course,
2. Appropriate training facilities for a maximum of [number] participants,
3. Access to duplication services on-site,
4. Funds to help defray the cost of [language task analysis, assessment and instructional materials, personnel conducting the LTA and assessment, and adapting customizing instructional materials],
5. Regular communication with the Adult Education Provider via a single point of contact,
6. Advance notice of changes in employees’ schedules or other work-related demands, and
7. Participation in assessing the needs and evaluating the progress of employees participating
   in workplace ESOL instruction.

Modification, renewal or termination of this agreement shall be mutual and contingent
upon a review of the services delivered, as well as participant performance, or in response
to circumstances unforeseen.

_____________________________ ___________________
COMPANY MANAGER OR REPRESENTATIVE DATE

_____________________________ ___________________
ADULT EDUCATION PROVIDER DATE
HANDOUT 18A

Checklist for Employer Establishing a Workplace Education Program

The employer must assume these responsibilities or select a member of the management team to serve as principal contact for the duration of the work-related ESOL program. This individual is responsible for the following tasks:

☐ Schedule a preliminary meeting with the provider and instructors to discuss employee selection criteria, as well as employees’ schedules and class times.

☐ Assist with the instructor’s orientation to the work setting (tour, job shadowing, work partial shift, etc.)

☐ Help select and support employees for participation in the program and coordinate announcements and recruitment efforts with key company personnel.

☐ Stress the importance of the program to the employees and the company, encouraging employees who might be reluctant to enroll in the classes.

☐ Troubleshoot obstacles to employees’ successful participation.

☐ Arrange for the set-up of the class (location, scheduling, and attendance).

☐ Be present during orientation sessions with employee participants.

☐ Maintain weekly contact with the adult education supervisor or coordinator, communicate with instructor, and visit classes during the cycle of instruction.

☐ Provide the instructor access to equipment, training tools, and props to facilitate the learning process.

☐ Participate in planning sessions and evaluation activities throughout the course of instruction.

☐ Assist the instructor with the assessment process by providing feedback regarding employees’ progress and performance on the job. Assist frontline supervisors in documenting changes in employees’ behavior and performance on the job. Look for changes in self-esteem, eye contact, an understanding of plant operations, readiness for cross-training, changes in quality control, and so forth.

☐ Two weeks prior to the end of the instructional cycle, meet with all parties—adult education supervisor or coordinator, instructor, frontline supervisors, upper management—to review required reports and evaluations and to discuss options for continuing the services.
MODULE 3: Designing a Plan to Deliver and Sustain Services

HANDOUT 18B
Checklist for Workplace Adult Education Supervisor or Coordinator

The educational institution partnering with the employer agrees to support its instructor(s) in the delivery of quality services (see instructor’s checklist) and in the preparation of evaluative reports and recommendations. The adult education supervisor’s or coordinator’s responsibilities shall include the following:

☐ Participate in initial meeting(s) with the employer’s designated contact to discuss logistics of a workplace education program (time, location, class space, equipment needs, class schedules, employee enrollment, assessment processes, etc.).

☐ Lead the instructional team in the assessment of employees’ skills, abilities, and workplace education needs.

☐ Work with the employer to determine the best design for a workplace education program—one designed to meet the needs of employer and employees—be able and ready to explain the basic tenets of adult education, literacy, and English for speakers of other languages.

☐ Assist employer and employees in setting realistic goals and objectives.

☐ Work with employer to minimize any obstacles that might compromise the integrity of the program.

☐ Select instructor(s) with an appreciation for corporate culture and a willingness to adapt instruction to the environs of the workplace.

☐ Arrange for instructor(s) to meet with all employee participants to assess individuals’ proficiencies and education/training needs.

☐ Work with instructors to adapt or order appropriate instructional materials. Provide employer with an estimate of the cost of the consumable student materials, as well as those needed by the instructor.

☐ Maintain regular communication with instructor(s) and the employer’s designated contact regarding instruction, participants’ attendance and progress, and opportunities for reinforcing learning in the workplace.

☐ Monitor instruction and instructor’s maintenance of student portfolios for the purpose of documenting the learning process.

☐ Review and forward to the employer’s designated contact the instructor’s weekly attendance and progress reports.

☐ Provide institutional and administrative support to the instructor(s) in the preparation of a midpoint formative report and an end-of-course summative evaluation.

☐ Participate in onsite visits prior to and during the instructional cycle.
The adult education provider identifies a qualified workplace ESOL instructor who agrees to perform the following tasks:

☐ Accompany the adult education provider to an initial meeting with the employer’s representatives to discuss employee participants, selection criteria, class location, and employee and class schedules (see adult education supervisor’s or coordinator’s checklist).

☐ Participate in the language task analysis designed to assess the needs of both employer and employee and to identify the work-related language skills required by employees to perform their jobs.

☐ Meet with all employee participants to administer initial assessments.

☐ Review assessment results and make recommendations regarding the configuration of classes and the selection of instructional materials.

☐ Participate in orientation, arrange for a worksite tour and/or job shadow employees at their work stations prior to the start of instruction.

☐ Review the objectives of the workplace education program, understand the expectations of the employer and employees, and plan instruction responsive to these needs.

☐ Maintain regular communication with the employer’s designated contact and, if possible, employees’ supervisors regarding instruction, participants’ attendance and progress, and opportunities for reinforcing learning in the workplace.

☐ Prepare and maintain a learner’s portfolio for each employee participant for the purpose of documenting the learning process.

☐ File weekly reports with the employer’s designated contact and the adult education supervisor or coordinator.

☐ Work with the adult education supervisor or coordinator in the preparation of a midpoint formative report and an end-of-course summative evaluation.

☐ Participate in planning sessions and onsite visits prior to and during the instructional cycle.

☐ Be knowledgeable about language learning principles and sensitive to adult learners and their particular needs.

☐ Be flexible and cooperative with company personnel and follow agreed-upon protocol for communication.

☐ Be open to experimentation and able to implement a variety of instructional approaches.

☐ Be able to develop lessons and activities based on job materials and contextual workplace needs.
This issue of The Connector focuses on the hospitality industry with articles on a curriculum framework that saves time in customizing hotel ESL programs; an ESL class that forged links among its learners and their supervisors; and REEP, a highly regarded workplace literacy program. A two-page, annotated bibliography, ESL Instruction in the Hospitality Industry, is now available from Ana Romes at the Center for Applied Linguistics in Washington, DC. Our next newsletter and annotated bibliography will focus on manufacturing. Please contact us with suggestions for articles or bibliographic resources.

It is almost impossible to discuss workplace ESL in the hospitality industry without, at some point, turning to REEP. The Arlington Education and Employment Program (REEP) is a special program within the Department of Vocational, Career, and Adult Education of the Arlington Public Schools in Virginia. As a forerunner in workplace literacy, REEP conducted four workplace literacy projects (funded by the National Workplace Literacy Program of the U.S. Department of Education) focusing on the hospitality and other service industries. REEP has served over 40 businesses and hundreds of individuals in the Northern Virginia area.

Over the years, REEP has evolved in response to its growing maturity as a training program and the needs of its learners and industries. This article provides a picture of that evolution and some of the issues and challenges the program has faced.

**Program Purpose and Design**

As the workplace program at REEP matured, it moved through four major phases of program purpose and design: basic partnership development, expansion to additional partners, transferral to new industries, and self-sufficiency and independence from federal funds.

REEP’s first project was a partnership with the Arlington Chamber of Commerce and seven local hotels. Industry-specific, job-related curricula were developed, training resources were identified, and successful strategies for organizing a workplace literacy program were put into place. Finding success with this model, REEP expanded the number of participating local hotels and added a second city (Alexandria) to the partnership with its chamber of commerce, school district, and participating hotels. Thus, REEP became a regional effort meeting the needs of the hotel industry.

Next, REEP transferred its model to new industries in the service sector. Working through new partnerships with four trade associations, REEP expanded its training to hospitals, nursing homes, apartment and office building management firms, and convenience stores. The trade associations promoted the concept of workplace literacy programming within their industries and helped reach individual businesses with workplace literacy needs. REEP developed job-related curricula for these new industries and provided training through large numbers of on-site classes.

The current phase of REEP’s evolution is designed to extend access to workplace training by delivering instruction in a variety of ways, especially those using technology. Now, without the support of federal funds, REEP offers services on a contractual basis.

**Training Options, Curricula, and Learner Assessment**

When REEP first began, most training was conducted in on-site classes designed from a literacy analysis of what the workers needed to be able to read, write, and communicate on the job. In addition, workers could use REEP’s Adult Learning Center which provided cus-
tomized job-related materials, as well as flexible scheduling and individual learning plans. A third option was intensive ESL classes offered through REEP at centrally located ESL centers in the county.

As over time it became clear that even more flexible access to training at worksites was needed to handle scheduling difficulties and widely varying literacy needs, REEP teamed with Jostens Learning Corporation to establish computer-assisted instructional Learning Corners at four worksites. Based on the INVEST software, an integrated basic skills program for adults, the Learning Corners provided needed flexibility and appealed to workers who might have been hesitant to join a workplace literacy class. Once initial contact was made through the Learning Corner, workers could learn more about other program options.

REEP’s curriculum development process evolved as well. REEP instructors found that most language minority workers had adequate skills for their current jobs and that a curriculum based on a job task/literacy analysis was not sufficiently broadly based. In response, REEP staff used the SCANS framework to develop a learning hierarchy of skills that were relevant to the learners’ needs and taught by the INVEST software.

Assessment of such varied activities is a challenge and REEP has used a variety of formal and informal means including a commercially available test (BEST), competency checklists by which teachers rated learners’ abilities, learner self-evaluation forms, and supervisors’ rating forms. In the future, REEP would like to develop a learner profile that would summarize the learner’s accomplishments in the contexts of personal goals and employer’s goals, and that would describe how training impacted the learner’s life at work, at home, and in the community.

Staff Development

This is perhaps the area of greatest evolution for REEP. Initially, REEP saw an instructor’s role in the workplace as essentially the same as that of an instructor in an adult ESL program. But REEP came to understand that, in the workplace, instructors have expanded duties and need new and different knowledge and skills as well as sensitivity to different perspectives. The staff development that resulted helped instructors understand the values and perspectives of the business community, evaluate the impact of their work on non-instructional outcomes, and promote workplace education at the worksite. Working together, workplace instructors gained confidence in what they were doing. These in-sights helped REEP hire, train, support, and evaluate successful workplace instructors.

REEP now faces another transition: continuation on a contractual basis without the support of federal funds. It has a great deal of experience to bring to bear on this new challenge.

Center for Applied Linguistics
Project in Adult Immigrant Education
Inaan Mansoor is Director of REEP.
The program can be reached at:
2801 Clarendon Boulevard, Suite 218,
Arlington, VA 22201
703-358-4200

More information about REEP can be found in the following ERIC documents:

REEP Federal Workplace Literacy Project: 1991-1993. (ED 363 146) This final report for REEP’s expansion phase includes helpful lists and charts on workplace communication needs, job tasks required of workplace instructors, and instructional software. Sample assessment forms are also included.

Outside Evaluation Report for the Arlington Federal Workplace Literacy Project. (ED 359 849) This evaluation report summarizes innovative features of the program, challenges, and insightful findings from focus groups of learners and employers.

Perspectives on Organizing a Workplace Literacy Program. (ED 313 927) This concise, readable handbook includes separate chapters addressed to employers and educators.

Documents with ED numbers are available from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800-443-3742.
One of the defining characteristics of workplace language training is that instruction is customized according to input from needs assessment procedures. But needs assessment and curriculum design are time-consuming and expensive processes. If curriculum frameworks were made available to workplace language trainers, they could be used to guide site-specific curriculum development so that each training program would not have to “start from scratch.” To ensure authenticity and quality, frameworks must be based on a job task-language analysis (Lomperis, in press) which identifies key job tasks and related language using focus groups, dialogue samples, and criteria for determining priority content. From the job task-language analysis, a set of instructional topics is identified to be used as the curriculum framework. An example from the hotel industry is provided below to illustrate this process.

The sidebar presents a curriculum framework developed for three hotel departments: housekeeping, food & beverage, and engineering (maintenance). These departments were identified as priorities for language improvement because of the staffs frequent contact with guests. Job task-language analysis data were collected for each department and a single, overall curriculum framework was developed. The framework is first divided into three broad categories of interaction: Guest Interaction, Co-Worker Interaction, and Management Interaction. Then, each of these categories is subdivided into work-related topics. Finally, each topic is broken down into specific instances of language use. A workplace ESL teacher in the hospitality industry can use this framework as a checklist to develop customized lessons with much less initial effort.

**Guest Interaction**
In the first category, Guest Interaction, importance is placed on appropriate Socializing With Guests, including correct farewells. Because hotel revenue depends on repeat business, the employee must always say something to invite the guest back; not merely “Goodbye,” but rather “Have a safe trip, and come back and see us soon.”

Under Providing Service, common job tasks include delivering frequently requested items, such as more shampoo, a refill on coffee, or a new light bulb. Understanding the guest’s request and using formulaic “delivery lines,” such as “Here you go. Will that be all?,” instead of silence, are important language skills for these tasks. An example of a more complex job task from the housekeeping department was a special request from a guest for a rubber sheet for a bed-wetting child. Not only did unfamiliar vocabulary have to be clarified, but a good deal of critical thinking and problem solving was required to come up with two very creative solutions: an old shower curtain and a large, plastic garbage bag, cut open. Examples of complaints from the engineering department involve various fixtures in guest rooms which are not working properly, such as the TV, toilet, or drapery pulls. In these instances, language use includes stating the intention to repair or replace and may even involve arranging a room change.

Under Providing Directions and Information, three areas surfaced from high frequency inquiries: the immediate area, the larger hotel, and the vicinity and community. Interestingly, it was important to distinguish “immediate area” for different departments. Room attendants have to give directions to ice machines, but not to the nearest ladies’ room. (Guests will use their own bathrooms.) Wait staff, on the other hand, will be asked about the nearest restroom and the nearest pay phone in the lobby. Regarding the larger hotel, employees from a given department may need orientation about the locations and services in other departments, such as conference room floors and restaurant hours. At the very least, they must know
how to make a referral if they can’t answer a question personally. Finally, guests always remember if an engineer fixing their air conditioning can also point out the nearest gas station to refill their rental car on the way back to the airport, or suggest tourist attractions appealing to children.

Coworker Interaction
In the second category of interaction, Co-Worker Interaction, the topic of Work Orders typically includes functions such as stating availability or non-availability for an assignment, reporting work progress, requesting assistance, clarifying instructions, and verifying a change in instructions. In addition to the obvious language functions under Materials, Tools, and Equipment, training might also include explaining delays and asking about different items than those mentioned. When Socializing With Co-Workers, language use requires sensitivity to appropriate registers and the kind of talk that builds rapport.

Management Interaction
In the third category of interaction, Management Interaction, many language functions are similar to those in Co-Worker Interaction, but involve additional attention to factors such as time expectations, quality expectations, role, status, and culture points. Under Personnel Policies, learners may need additional help understanding written information in handbooks or memos, as well as oral presentations.

This article has described an example of a curriculum framework for a specific industry. It is hoped that this initiative will encourage other workplace teaching specialists to develop curriculum frameworks for their given industries and to share them with the field at large. In this way, the customizing of materials for workplace language training programs can maintain a standard of quality, while reducing the time and money spent in start-up development.

Anne Lomperis, an international consultant based in greater Washington, DC, began her career in workplace language training in the hospitality industry of south Florida in 1982. Her forthcoming book is provisionally titled, Language Training in the Global Marketplace: A Guide for Educators and Corporations. She can be reached at Language Training Designs, 5006 White Flint Drive, Kensington, MD 20895-1035; 301-929-8540; lomperis@netcom.com (Internet).

A Curriculum Framework for Hotels

GUEST INTERACTION
• Socializing with Guests
  — Welcome
  — Small Talk
  — Personal Background
  — Weather
  — Farewell
• Providing Service
  — Common Job Tasks
  — More Involved Job Tasks
  — Complaints

  • Providing Directions and Information
    — Immediate Area
    — Larger Hotel
    — Vicinity and Community

CO-WORKER INTERACTION
• Work Orders
  — Work Assignments
  — Instructions
• Materials, Tools, Equipment
  — Supplying Items/Checking for Sufficiency
  — Clarifying Type

  — Determining Locations
  — Using Safely and Avoiding Waste

  • Socializing with Co-Workers

MANAGEMENT INTERACTION
• Work Procedures and Standards
  — Training re Job Tasks
  — Performance Evaluations
• Personnel Policies
  — Employee Information
• Socializing with Management
The issue of customizing curricula to the needs of specific worksites is related to the confusion between training and education. As was discussed above, some programs are offering short, discrete courses in such topics as teamwork and accent reduction, and advertise that they will further customize these courses to the specific company that purchases the program.

In California, state funds support a project administered through the California Community Colleges State Chancellor’s Office, that funds 10 resource centers serving 100 community colleges throughout the state. These resource centers provide training for community college faculties in workplace education and distance learning technology. The centers also offer specialized courses for practitioners and would-be practitioners of workplace ESL education on such topics as how to do needs assessment and how to market oneself. Further, the resource centers will develop customized courses for companies upon request, as well. (Mission College, 1995).

Customizing courses is extremely costly, however, as it requires the work and time of a trained educator. The NWLP required its grantees to customize courses and provided funds for doing so. However, programs operating without this funding reported difficulty in getting companies to agree to pay for customizing time. Some of the service providers interviewed from projects not funded under NWLP, especially private consultants, spoke of having been “burned,” that is, having spent unreimbursed hours of work on site observing workers, interviewing supervisors, and collecting printed matter, followed by many more hours of developing a curriculum from this. Some service providers, such as LinguaTec, say they will no longer customize a curriculum for a project unless the business will pay. Others, such as Fairfax County, are still willing to “invest” some of these hours, hoping to get a foot in the door, and perhaps get enough repeat business from a certain company or companies to cover this extra expense. The Pima County Adult Education project’s stance on charging for customization falls somewhere in the middle: PCAE tries to load the cost of customization in the charge per instructional hour rather than charge directly for all customization time.

Although the NWLP required that all curricula developed for projects it funded be worksite and job specific, education providers, at final meetings held for all grantees, stressed the need for curricula to be replicable and transferable to other programs and settings (United States Department of Education, 1992). And now, as companies cover larger portions of the costs for instruction, this transferability of curricula may be a necessity. Companies may be reluctant to fund course customization because they often do not know what outcome they want from the ESL instruction. Some programs (REEP’s, Pima County’s) report that companies often do not really know how they would like the courses to be customized, and when asked, either say they would rather leave it up to the educational provider or say they just want the participants “to be able to speak English.”

How can curricula be both generic and specific? Programs can develop curricula with competencies or instructional objectives that are described in task-based terms such as “students will be able to read a chart” (Peyton & Crandall, 1995). These terms are applicable to work in general, but use language and examples from the specific workplace. For example, instruction on the generic competency “reading charts and schedules” could utilize specific charts, such as work schedules from the individual workplace, to provide the practice (U.S. Department of Education, 1992). Of course, it is the responsibility of the program to make the connection overtly from the lifeskills being
learned to their application to the specific workplace and to other aspects of life (e.g., to reading charts in a doctor’s office, or reading a bus schedule).

Pima County Adult Education Workplace Education Project has found its generic competencies useful in that they minimize the work needed to customize the curriculum. With written materials such as signs and policy manuals from the individual sites, and with stakeholder interviews and the observations at the worksite, the Workplace Education Project is able to tailor the program to each site. Having offered workplace ESL classes since 1988, the Workplace Education Project has been able to establish a list of generic competencies for the language and literacy needs of the language minority worker. The topics for the competencies were personal information; socializing at work; tools, supplies, equipment, and materials; learning, doing, and teaching the job; working in teams; health and safety on the job; company policy; and performance evaluations. At the Center for Applied Linguistics, Grognet (1996) has also developed a list of generic competencies that include such topics as workplace communications and expectations, company organization and culture, and skills upgrading.

Related to this issue is the current national focus on tying adult education funding to instruction that will prepare learners for the workplace (although not through direct grants to workplace projects). In 1992, the Secretary (of Labor)’s Commission on Achieving Necessary Skills (SCANS) published a list of foundation skills and workplace competencies that all adults need to be successful at the workplace (See Whetzel, 1992, for a discussion of the SCANS skills). Now, with the current welfare reform limiting the participation of public aid recipients in adult basic education and ESL classes, some educators feel that adult ESL programs should address workplace competencies. At the TESOL conference in Orlando in April 1997, at least four presentations dealt specifically with teaching the SCANS skills in adult ESL programs. One of these was given by Fairfax County Adult Education. With a small grant they won from the Center for Applied Linguistics, they are creating lessons for the general ESL curriculum that incorporate the SCANS competencies. Preliminary results show that feedback they are getting from instructors and from learners is valuable from the standpoints of both curriculum development and teacher training.

Burt, M. Workplace ESL Instruction: Interviews From the Field. Washington, DC, National Center for Literacy Education. P. 23. 

Workplace ESL Instruction: Interviews from the Field
Issues in Workplace and Vocational ESL Instruction Series
Learning to Work in a New Land:
A Review and Sourcebook for Vocational and Workplace ESL by Marilyn K. Gillespie
The Vocational Classroom: A Great Place to Learn English by Elizabeth Platt
Workplace ESL Instruction: Interviews from the Field by Miriam Burt

CAL © 1997 by the Center for Applied Linguistics

All rights reserved. No part of this paper may be reproduced, in any form or by any means, without permission in writing from the publisher. All inquiries should be addressed to Miriam Burt, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037-1214. Telephone (202) 429-9292.

Printed in the United States of America
Issues in Workplace and Vocational ESL Instruction 3
Copyediting: Fran Keenan
Editorial assistance: Toyia Lynch
Proofreading: Martha Hanna
Design, illustration and production: SAGARTdesign
This publication was prepared with funding from The Andrew W. Mellon Foundation; The Office of Educational Research and Improvement, U.S. Department of Education, under contract No. RR 93002010; and The National Institute for Literacy. The opinions expressed in this report do not necessarily reflect the positions or policies of the Andrew W. Mellon Foundation, OERI, ED, or NIFL.
References


I would like to tell you about my job. I teach ESL to persons from Mexico. I have consistent attendance. I have a comfortable conference room, tablets and pens, flip chart, overhead projector and audio-visual equipment available each class. I have hot coffee and tea, juices, sodas, pastries, and candy each class meeting that someone else provides and sets up! I teach in a workplace ESL program at Embassy Suites Hotel—and, no, you may not have my job!

We are preparing to begin our second year of classes with the housekeeping staff at the hotel. Workplace ESL is a growing commodity in Delaware as more and more businesses are realizing the need for ESL classes for their workers. In Delaware, the Delaware Economic Development Office (fondly known as DEDO) provides grant money for training and retraining in order to encourage businesses to invest in their workers. Embassy Suites Hotel in Newark tapped into those resources to help fund the program I am doing. The hotel contracted with the Chriatina School District Adult Education Program for the classes I teach. Developing a program and customized curriculum has been a very exciting and motivating project. We have all learned many things.

My program is not mandatory for employees, but the majority of the housekeeping staff attends. I have a total of 18 students, all of whom speak Spanish. Recruitment efforts were conducted informally. I would show up at the hotel a month before classes would start and go room to room visiting with the housekeepers. We chatted about their job and life in Delaware. Then I would work information about the class into the conversation. My oral Spanish skills were quickly resurrected due to speaking with them in their native language! We also posted signs (in English and Spanish) in central locations. Once I had met everyone, I visited once again to formally test his or her skills using the short form of the BEST Test. This, combined with my informal interview, helped me to identify levels.

I used the highly recommended REEP for Housekeeping by Carol Van Duzer as my curriculum framework. Conversations with their supervisors provided me with more information about the skills the students needed. Additionally, I knew that real-life experiences were going to be the most important. In order to have an effect, I had to make learning meaningful. So, on one bright Monday morning, I “clocked in” and got my scrub brush ready. One of my soon-to-be students became my housekeeping trainer. I experienced first hand the job my students perform. Those few hours taught me a great deal about the people I teach and the tasks and English they needed to know. Through this experience, I can make a “mean bed” and we forged a sense of camaraderie, mutual understanding, and respect.

I attribute much of the successes of the program to the Embassy Suites Hotel management and staff. My students come to class during work hours. Incentives are given for attendance (e.g., a day off with pay, $50 certificate for groceries). At the end of the teaching cycle, the hotel honors students by hosting a reception for them and their families. The hotel provides cake, punch, certificates, gifts (i.e., bilingual dictionaries) and a prominent guest speaker (1st Latino state senator).

Not all things are peaches and cream. Just like all other teaching assignments, problems arise. I constantly struggle with having different levels in class and trying to meet all students’ needs. Some students are literate in Spanish while others are not. I have since formed two subgroups to try to address those differences and
needs. Generally attendance has been high, students even come to class on their days off, but it is a constant concern that looms. I worry that if there are not enough students or attendance is poor, the program will be discontinued. Student expectations are a problem. Some of them are so unrealistic about learning English. They expect to pick it up quickly and see immediate improvement. At times, the expectations of persons outside the program are unrealistic as well. These classes are not a quick fix. It takes time. Progress is being made—just not by leaps and bounds.

The future holds many exciting possibilities for all of us. I am looking forward to a year of trying out new ideas. Four new students will join the program this fall. Another hotel in the Hilton Corporation (Embassy Suites is part of this) has now jumped on the bandwagon. It is not always a smooth ride. However, through working together, the hotels and I can make a difference in employees’ lives as we help them to succeed not only as workers, but also as English speakers and family and community members.
Beginning ESOL Literacy, Level I
The individual at this level can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.

At the end of Level I, the student will be able to
- Recognize U.S. currency and symbols relating to money and read prices (dollar/cent signs, decimal point).
- Recognize a check and a money order and read amount.
- Identify signs using sight words and symbols (enter, exit, push, pull, men, women, caution, no smoking, no swimming, directional arrows signs).
- Identify warning symbols (poison, flammable, danger).
- Recognize, state, read, and write vocabulary for personal information (first, middle, last name; number, street, zip; phone number; Social Security number; fill out personal information form).
- Identify basic government agencies (Post Office, Social Security, Department of Health, Department of Human Services).

Workplace communication expectations
- Greet coworkers.

Beginning ESOL, Level II
The individual at this level can handle routine entry-level jobs that do not require oral communication and in which all tasks can be easily demonstrated.

At the end of Level II, the student will be able to
- Identify entry-level jobs and workplaces of various occupations.
- Recognize procedures for applying for a job and complete a simplified job application form with assistance.
- Demonstrate ability to respond to basic interview questions.
- Produce required forms of identification for employment.
- Demonstrate ability to ask for assistance and clarification on the job.
- Demonstrate ability to read a simple work schedule.
- Recognize pay stubs and deductions.
- Tell time using analog and digital clocks.
- Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).
- Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
Workplace communication expectations
• Ask questions.
• Call in sick or late.

Following directions and instructions
• Identify listening strategies for directions.
• Job-specific terminology.
• Identify one’s job.

Cross-cultural factors
• Understands American food and eating habits.
• Demonstrates personal hygiene, habits, and appearance.

Low Intermediate, Level III
The individual at this level can handle routine entry-level jobs that involve only the most basic oral communication and in which all tasks can be demonstrated.

At the end of Level III, the student will be able to
• Identify different kinds of jobs using simple help-wanted ads.
• Describe personal work experience and skills.
• Demonstrate ability to fill out a simple job application without assistance.
• Produce required forms of identification for employment (photo I. D.).
• Identify Social Security deductions, income tax deductions, and tax forms.
• Demonstrate understanding of employment expectations, rules, regulations, and safety.
• Demonstrate understanding of basic instruction and ask for clarification on the job.
• Demonstrate appropriate treatment of coworkers (politeness and respect).
• Demonstrate ability to report personal information, including gender and marital status.
• Demonstrate ability to make appropriate formal and informal introductions, greeting, and farewells.
• Use appropriate expressions to accept and decline offers, and to express feelings and emotions.
• Use appropriate telephone greetings, leave an oral message and take a written message.
• Demonstrate knowledge of emergency procedures at home and work.

Workplace communication expectations
• Make small talk.
• Report problems and progress.
• Request time off or permission to leave early.
• Respond to interruption and criticism.
• Accept and decline requests and invitations.
• Ask for and give clarification and verification.
• Apologize.
Following directions and instructions
• Understand words of sequencing.
• Give and respond to warnings.

Job-specific terminology
• Enumerate job tasks.
• Describe job tasks.
• Identify and describe tools, equipment, and machinery.

High Intermediate, Level IV
The individual can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.

At the end of Level IV, the student will be able to
• Recognize and use basic work-related vocabulary.
• Use various sources to identify job opportunities and inquire about a job (newspapers, agencies).
• Complete a job application and transfer information to basic resume format.
• Recognize and demonstrate appropriate behavior and positive image for job interview.
• Demonstrate understanding of work schedules, time clocks, time sheets, punctuality, and phoning in sick.
• Follow generic work rules and safety procedures.
• Ask for clarification and provide feedback to instructions.
• Demonstrate appropriate communication skills in the work environment (interactions with supervisor and coworkers).
• Recognize and understand work-related vocabulary for transfers, promotions, and incentives.
• Identify appropriate skills and education necessary for getting a job promotion.
• Identify appropriate behavior, attire, attitudes, and social interaction for a promotion.
• Demonstrate ability to use test-taking strategies (circle, bubble in on answer sheet, true/false and cloze).
• Demonstrate knowledge of operating equipment necessary for home and work.
• Recognize and use vocabulary relating to alarm systems (smoke detectors, house and car alarms).

Workplace communication expectations
• Make small talk.
• Report problems and progress.
• Make suggestions.

Following directions and instructions
• Understand and follow worksite rules.
• Follow safety rules.
• Give feedback to directions.
• Ask for, give, and follow directions.
Low Advanced, Level V

The individual can handle jobs that require oral and written instruction and limited public interaction. The individual can use all basic software applications, understand the impact of technology, and select the correct technology in a new situation.

At the end of Level V, the student will be able to

- Use a variety of resources to search for job opportunities and discuss required training.
- Complete job applications, résumé, and cover letter.
- Recognize and demonstrate standards of behavior for job interview, ask and answer questions during a job interview.
- Write a thank-you note and conduct a follow-up call after the simulated job interview.
- Demonstrate understanding of job specifications, policies, standards, benefits, and W2 form.
- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, and social interaction that effect job retention).
- Demonstrate understanding of worker’s rights (compensation, unionization, right to work).
- Demonstrate an understanding of work performance evaluations and their impact on promotions.
- Demonstrate knowledge of operating equipment necessary for home and work.
- Ask and provide directions and instructions.
- Demonstrate ability to take and report accurate messages.
- Demonstrate ability to give and request information clearly by telephone.
- Locate a variety of resources in telephone directories (maps, government agencies, coupons).
- Discuss U.S. driving responsibilities (driver’s license, traffic regulations, insurance, seat belts, child safety restraints).

Cross-cultural factors

- Demonstrate understanding of cultural values of America and the American workplace.
- Demonstrate understanding of workplace hierarchies.
- Demonstrate understanding of “unwritten rules.”

Company organization and culture

- Demonstrate understanding of personnel policies, procedures, and benefits.
- Demonstrate understanding of performance evaluations.
- Demonstrate understanding of rewards and recognition.

High Advanced, Level VI

The individual has a general ability to use English effectively to meet most routine work situations; can interpret routine charts, graphs, and tables; can complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public; can instruct others in use of software and technology.
At the end of Level VI, the student will be able to

- Plan a career path and develop a portfolio, which may include résumé, cover letter, professional recognitions, awards, certificates, and so forth.
- Interpret want ads, job announcements, and networking.
- Present a positive image (dress, grooming, body language) and ask and answer a variety of questions in a job interview simulation and a follow-up call.
- Demonstrate understanding of job specifications, policies, standards, benefits, and complete IRS form(s).
- Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes and social interactions that effect job retention).
- Communicate with supervisor and coworkers, orally and in writing, regarding work-related tasks and problems.
  — Write memos, report forms, and so forth.
  — Give and follow instructions.
  — Identify problems, solutions, consequences.
- Demonstrate an understanding of work performance evaluations.
- Demonstrate an understanding and discuss worker’s rights (compensations, unionization, right to work).
- Demonstrate an understanding of safety procedures (Right to Know, OSHA).
- Demonstrate an understanding of the concept of job advancement, including job postings and job vacancy listings.
- Update resume and locate information about educational services that will assist in career advancement.
- Write an action plan for achieving goals and requesting a promotion or raise and identifying personal strengths and weaknesses.
- Demonstrate ability to apply a variety of test-taking strategies (multiple choice, true/false, cloze and essay).
- Demonstrate knowledge of operating equipment necessary for work.
- Demonstrate good comprehension during face-to-face conversation by verbally responding.
- Take accurate written notes and give complete verbal reports from telephone communication.
- Demonstrate ability to give and request information clearly by telephone.

Following directions and instructions
- Understand quality-control language.

Cross-cultural factors
- Recognize problems and understand appropriate problem-solving strategies.

Company organization and culture
- Demonstrate understanding of management functions.
- Demonstrate understanding of union functions.

Upgrading and training
- Understand career opportunities.
- Understand the need for training.
- Understand what a “valued” worker is.
Writing Workplace ESOL Learning Activities
With a Functional Context Approach

Once the language task analysis is completed, the necessary work-related language skills identified, and realistic, attainable goals and objectives agreed upon, the next step is to design learning activities that match the language skills needed to the context in which they are used. The learning activities should be customized to the extent that they meet the needs and/or interests of the employers and the employees. Learners should have opportunities to practice the skills in the context in which they will be using them.

Remember that it is not the job tasks themselves that are to be taught, but the language and literacy skills needed by the workers to accomplish the job tasks. Refer to Allene Guss Grognet’s article, “Planning, Implementing, and Evaluating Workplace ESOL Programs” (pp. 57–64 of Teaching Basic Skills in the Workplace). Do you have additional ideas for workplace ESOL materials or criteria for materials?

<table>
<thead>
<tr>
<th>Components of a Workplace ESOL Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workplace learning objective</strong></td>
</tr>
<tr>
<td>The performance you want the learner to be able to exhibit (should be clear, relevant, and measurable).</td>
</tr>
<tr>
<td><strong>Review/motivation</strong></td>
</tr>
<tr>
<td>Review of previous or known related materials to build on with the new material. Review in the context in which this objective would be performed (make it relevant).</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>Present new material, including vocabulary, in a context relevant to the actual workplace context; may include modeling or demonstrating the skill or knowledge.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>Practice activities that become less instructor-directed and more learner self-directed. Practice in the context in which this learning will be performed or used.</td>
</tr>
<tr>
<td><strong>Application and integration</strong></td>
</tr>
<tr>
<td>Allow learners to use the new skill or knowledge in connection with previously learned related material and to apply what they have learned to their own particular work.</td>
</tr>
<tr>
<td><strong>Reinforcement/learner follow up</strong></td>
</tr>
<tr>
<td>Provide activities which allow learners to use and practice what they have learned at home or on the job in appropriate work contexts.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Use authentic materials as much as possible.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td>A combination of assessment activities that document levels of learners’ work-related performance and behavior.</td>
</tr>
</tbody>
</table>

Rationale for a functional contextual approach to curriculum development:

- **Design**—teaching language skills as related to occupational applications with actual job materials enables workers to see the connection.
- **Implementation**—having the opportunity to practice newly learned skills on the job in the same context in which they were taught helps workers retain and use new language skills.
- **Evaluation**—the measure of program success may be determined by changes and improvements in job performance and behavior by participating employees.

All of these applications are made possible through the language task analysis process: observing employees perform workplace tasks, understanding the steps taken; gathering workplace materials to incorporate into learning, tapping into basic skills and problem solving tasks workers face on the job; identifying aspects of the job requiring language-based listening, speaking, reading, and writing skills, computation, problem-solving, and thinking strategies.

Effective workplace ESOL programs are those designed to meet the needs of the organization and the worker by successfully translating language learning into improved job performance.

Company __________________________________________________________

Job _________________________________________________________________

Language-related job tasks

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

HANDOUT 22B

**Writing Workplace ESOL Learning Activities**
### Components of a Workplace Learning Activity

<table>
<thead>
<tr>
<th>Workplace learning objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/motivation</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Application and integration</td>
</tr>
<tr>
<td>Reinforcement/learner follow up</td>
</tr>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
</tbody>
</table>
## Sample Workplace ESOL Learning Activity

<table>
<thead>
<tr>
<th>Workplace learning objective</th>
<th>Understand and follow sequential directions to complete a task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/motivation</td>
<td>Review codes, symbols from previous lesson; discuss importance of sequence; brainstorm and model examples of what can happen if sequence is out of order.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Share a familiar recipe or work instructions that has sequence out of order; discuss consequences; have learners put in correct order.</td>
</tr>
<tr>
<td>Practice</td>
<td>Work on vocabulary as learners assemble something, following a specified order.</td>
</tr>
<tr>
<td>Application and integration</td>
<td>Learners inspect each other’s assembly; using a checklist or guide, learners check for accuracy; learners write a sentence providing feedback to their partner.</td>
</tr>
<tr>
<td>Reinforcement/learner follow up</td>
<td>Using the written procedures for assembly, rearrange the order and ask learners to put in order, demonstrating the correct sequence. Have learners record new vocabulary in their workforce dictionaries.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Provide instructions for putting together or assembling an item learners are likely to use at home, and ask volunteers to bring samples from home.</td>
</tr>
</tbody>
</table>
A review of characteristics of effective, contextual workplace ESOL instruction programs:

- Instruction is based on employer/employee needs and job context, with content focused on application.
- Instruction taps into learners’ life experiences and builds on prior knowledge, provides guided practice as well as opportunities for independent, applied practice.
- Instruction is activity oriented, builds motivation, and models expected language behavior.
- Expected outcomes are specific, measurable, and competency-based and translate into improved job performance.
- Learning objectives are clear, relevant, realistic for learners, measurable, necessary, and intended to improve performance.

Useful verbs for writing learning objectives:

- add
- alter or change
- analyze
- assemble
- blend
- calculate
- check
- classify
- clean
- combine
- compare
- construct
- convey
- coordinate
- create
- deliver
- demonstrate

- design
- differentiate
- discuss
- display
- document
- establish
- examine
- fabricate
- follow
- identify
- illustrate
- inform
- inject
- inspect
- judge
- lead
- list

- load
- locate
- manage
- match
- measure
- modify
- multiply
- name
- observe
- operate
- order
- prepare
- produce

- repair
- report
- reproduce
- schedule
- select
- solder
- solve
- state
- subtract
- supervise
- synchronize
- translate
- use
- write

- TENNESSEE ESOL IN THE WORKPLACE
HANDOUT 23

Simplifying the Language of Authentic Materials:
Courtesy of Judith H. Jameson, Center for Applied Linguistics

Authentic materials are being used with increasing frequency in adult English as a second language (ESL) classrooms, especially in those with an employability, vocational, or workplace emphasis. But there are times when simplifying the language of these materials aids learners both in understanding the content and in learning the second language. This article suggests three ways to use simplification techniques depending on the needs and language proficiency of the learners. It also provides five guidelines for simplifying language that can be used by instructors and by students.

Three ways that simplification techniques can be used in the classroom follow:

1. Sometimes, only the simplified materials are used (without reference to the original materials), especially with beginning ESL learners and when the content of the lesson is very important. For example, in a vocational class, a narrative description of a nursing procedure could be changed into a list of steps and the list then used to teach the ESL learners. This simplification can be done by the ESL teacher, a nursing instructor, or by a more advanced ESL/nursing class.

2. Other times, the simplified materials may be used to help learners understand the content and language of the authentic material. For example, in an intermediate-level class, the list of steps describing a nursing procedure mentioned above could be used to preview a chapter in a nursing text. The learners would read the authentic text, supported by the list. The list could also serve as a review or the outline for a study guide.

3. Finally, more advanced learners may work with the authentic text and simplify or paraphrase it themselves as part of the lesson and to check comprehension. For example, employee-learners could read a brochure comparing health insurance plans and summarize the main points on a chart.

The table accompanying this article presents five guidelines for ESL teachers to use in simplifying the language of authentic materials. The guidelines can also be taught to vocational instructors whose classes include limited English learners, workplace managers or supervisors who need to communicate with limited English employees, and to the second language learners themselves.

Reprinted with permission of Judy Jameson, a teacher trainer and education specialist for the Center for Applied Linguistics Sunbelt Office in Gainesville, Florida. This article was published in TESOL Matters, June/July 1998. It is reprinted by permission of the author.
## Five Guidelines for Simplifying Language

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use short sentences and eliminate extraneous material</td>
<td>If following another vehicle on a dusty road, or driving in windy or dusty conditions, it is recommended that the air intake control button be temporarily pressed in, which will close off the outside air and prevent dust from entering the vehicle interior.</td>
<td>Press in the air intake control button in dusty conditions.</td>
</tr>
<tr>
<td>2. Change pronouns to nouns</td>
<td>Locate the item and match its number to the order number.</td>
<td>Locate the item. Match the item number to the order number.</td>
</tr>
<tr>
<td>3. Turn narratives into lists</td>
<td>When you prepare a patient for a procedure, you meet with him/her to brief him/her on how to prepare for the procedure (what precautions to take, what he/she will experience during and/or after the procedure, etc.).</td>
<td>To prepare a patient for a procedure: a. Meet with the patient b. Tell the patient how to prepare for the procedure c. Explain the necessary precautions d. Explain what the patient might feel during the procedure e. Explain what the patient might feel after the procedure</td>
</tr>
<tr>
<td>5. Use charts and diagrams</td>
<td>The ABC Medical Plan covers general medical care. The Company pays part of the insurance cost. The employee pays $22 a month for himself, or $101–$139 a month for himself and his family. The HMO Plan covers general medical care and the Company pays part of the cost. The employee pays $22 a month for himself and $85–$115 a month for himself and his family.</td>
<td>ABC</td>
</tr>
<tr>
<td></td>
<td>Covers</td>
<td>general medical care</td>
</tr>
<tr>
<td></td>
<td>Cost for worker</td>
<td>$22/month</td>
</tr>
<tr>
<td></td>
<td>Cost for family</td>
<td>$101–$139/month</td>
</tr>
</tbody>
</table>

**Tip:** Microsoft WORD Computes Readability for any document you produce. Go to Tools, Options, Spelling, and Grammar, and click on “Show readability statistics.” Whenever you run “Spell Check,” a window will appear that calculates the Flesch-Kincaid reading grade level.
HANDOUT 24

Tips for Adapting Workplace Materials for ESOL Instruction

• Use actual job materials as instructional texts; any commercial products used should truly contribute to the learning environment and lend themselves to integration with environmental print.

• Eliminate extraneous material. As a workplace instructor, you must know what is extraneous and what is critical or essential information.

• Make the topic clear; what is this piece of information about and what is it supposed to do?

• Reduce the number of words in a sentence and sentences in a paragraph whenever possible.

• Rewrite sentences in subject-verb-object word order.

• Change sentences written in passive voice to active voice whenever possible.

• Introduce new vocabulary in context and reinforce its use in the context of the employee's work.

• Eliminate as many relative clauses as possible.

• Rewrite paragraphs in charts, graphs, or other kinds of illustrations when possible.

• Encourage employees to draw on their prior knowledge to access information and to conceptualize learning.

• Organize instruction by job tasks, not by discrete basic skills.

• Include problems and simulations that practice basic skills as used in the workplace.

• Build on the employee's knowledge of the job.

• Involve the employees in preparing or creating instructional materials and in identifying topics for further study.

• Address reading issues using forms, documents, and signs from the job.

• Help employees learn strategies for interpreting and completing written forms.

• Give employees the opportunity to learn from one another and to work together to solve problems.

• Make certain instruction is linked to the goals and objectives of the company and the participating employees.

Many ESOL students, while experiencing the stresses of learning a new language and adjusting to a new culture, are also dealing with the same adult responsibilities and pressures many other adult education students face. These pressures include finding and keeping a job; navigating the health care system; finding housing; and dealing with such problems as crime, drugs, and living in poor neighborhoods. The ESOL classroom, whether it is in a factory, school, or civic building, needs to be one where students will feel safe and will experience an atmosphere of trust and openness.
Extending Workplace ESOL Learning Beyond Formal Instruction

A few facts:
- Corporate America believes that employee training is an ongoing process, occurring among employees throughout a work shift—that 70% of what workers know about their jobs is learned informally from people with whom they work.
- Employee turnover means a percentage (sometimes as high as 20%) of a company’s line workers are always new.
- Matching new employees with seasoned veterans yields positive results, and incorporating hands-on practice with formal training accelerates learning.
- Formal instruction accounts for a fraction of the learning that occurs at the workplace and must be linked to what's happening at employees’ work stations if it is to be effective.

How do we make the connection?
- Draw on what we know about adult learning and language development: (a) Individuals base learning on their experiences and prior knowledge; (b) they are stimulated by vocabulary and topics they can relate to contextually; and (c) self-direction motivates them to assume more responsibility for their learning.
- Use instructional materials that are work related, environmental print, and realia.
- Encourage contextualized learning.
- Collaborate within the company to encourage a team-teaching approach, enlisting the help of frontline supervisors, management, and mentors.
- Introduce personalized vocabulary building for meaningful workplace application.
- Be familiar with learners’ work stations and job tasks.

Strategies for Extending Learning Beyond Formal Instruction

1. Reading
- Select a portion of text from a familiar source.
- Read aloud as learners underline words they want to add to their vocabulary.
- Have each learner select a word that is important to them or the whole class in relation to their work.
- If possible, have learners give reasons for their selections.
- Find the vocabulary in context, then model and have learners model in context.

2. Discussion
- Working in small groups, have learners select two or more words from their lists.
- Have them find the words in the reading passage.
- Ask them what they think they mean in context.
- Ask them why the words are important for them to learn.

3. Class presentations
- Learners present selected words to the entire class, along with responses to discussion questions.
- Class discusses and adds information from personal experiences and prior knowledge.
- Learners reach consensus on a final word list and contextual definitions.

4. Dictionary check
- Learners enter vocabulary and definitions into personalized workforce dictionaries.
- Learners look up words in dictionaries to confirm their understanding.
- If appropriate, the instructor leads a discussion of other dictionary meaning.

5. Vocabulary reinforcement
- Provide frontline supervisors, mentors, and coworkers with word lists and context, requesting that they reinforce learners’ understanding.
- Follow up by encouraging learners to use selected vocabulary in class as they speak and write English and to recount examples of usage at their work stations.