

Tennessee ESOL in the Workplace



A TRAINING MANUAL FOR ESOL SUPERVISORS AND INSTRUCTORS

A COLLABORATIVE PROJECT OF
TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT OFFICE OF ADULT EDUCATION
AND THE UNIVERSITY OF TENNESSEE CENTER FOR LITERACY STUDIES

OCTOBER 2003

Acknowledgements

Prior to the first meeting of the ESOL in the Workplace Task Force Initiative, Hope Lancaster, Assistant Director, Tennessee Department of Labor and Workforce Development (DOLWFD), Office of Adult Education, requested that Tennessee initiate an ESOL workplace training program. During the 2002–2003 program year, Lancaster, along with Marva Doremus, Assistant Director, Office of Adult Education, Tennessee DOLWFD; Barbara Tondre, workplace consultant; and a volunteer task force of Tennessee adult education supervisors and ESOL teachers worked together to do just that. All helped plan the project, provide feedback, and contribute ideas.

We give special thanks to all of the adult education professionals who worked together to contribute to this ESOL in the workplace training manual.

We thank the following people for their work and support:

Phil White, State Director, Office of Adult Education, DOLWFD, Nashville

Hope Lancaster, Assistant Director, Office of Adult Education, DOLWFD, Nashville

Marva Doremus, Assistant Director, Office of Adult Education, DOLWFD, Nashville

Connie White, Associate Director, Center for Literacy Studies, University of Tennessee, Knoxville

Barbara Tondre, Texas Trade and Consulting Organization, Austin, Texas

Stacey Nelson, General Manager, Wyndham Nashville Airport Hotel, Nashville, Tennessee

and

Tennessee ESOL in the Workplace Task Force Initiative:

Hazel Finnell, Supervisor, Bradley County Adult Education

Suzanne Elston, ESOL Teacher, Bradley County Adult Education

Catherine Via, Supervisor, Crockett County Adult Education

Sally Smith, ESOL Teacher Crockett County Adult Education

Carol Robbins, ESOL Coordinator, Knox County Adult Education

Nancy Seely, Specialist, Knox County Adult Education

Charlotte Boley, Supervisor, McNairy County Adult Education

Pat Sweat, ESOL Teacher, McNairy County Adult Education

Bill Carroll, Supervisor, Williamson County Adult Education

Diane Cohn, ESOL Teacher, Williamson County Adult Education

Tennessee ESOL in the Workplace is a project of

Tennessee Department of Labor and Workforce Development Office of Adult Education

11th Floor, Davy Crockett Tower

500 James Robertson Parkway

Nashville, TN 37243

Phone 1-800-531-1515 or 615-741-7054

Fax 615-532-4899

<http://www.state.tn.us/education.aeintro.htm>

and

The University of Tennessee Center for Literacy Studies

600 Henley Street, Suite 312

Knoxville, TN 37996-4135

Phone 865-974-4109

Toll-Free 1-877-340-0546

Fax 865-974-3857

<http://cls.coe.utk.edu/>

The University of Tennessee does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in provision of education programs and services or employment opportunities and benefits. This policy extends to both employment by and admission to the University.

The University does not discriminate on the basis of race, sex, or disability in the education programs and activities pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

Inquiries and charges of violation concerning Title VI, Title IX, Section 504, ADA, the Age Discrimination in Employment Act (ADEA), or any of the other above referenced policies should be directed to the Office of Equity and Diversity, 1840 Melrose Avenue, Knoxville TN 37996-3560; telephone (865) 974-2498 (TTY available). Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Human Resources Management, 600 Henley Street, Knoxville TN 37996-4135.

Table of Contents

Acknowledgements

Introduction	1
---------------------------	---

MODULE ONE:

Knowing and Presenting Your Adult Education Program to Business and Industry	3
---	---

Handout 1: Introduction to Tennessee’s Workplace ESOL Initiative:	
Training Overview and Frequently Asked Question	5
Handout 2A: The Four-Step Process for Tennessee’s Workplace ESOL Initiative	15
Handout 2B: Workplace ESOL Training Module One: Knowing and Presenting Your	
Adult Education ESOL Program to Business and Industry	16
Handout 2C: Workplace ESOL Training Module Two: Knowing Your Community’s	
Needs and Understanding the Workplace	19
Handout 2D: Workplace ESOL Training Module Three: Designing a Plan to	
Deliver and Sustain Service	21
Handout 2E: Workplace ESOL Training Module Four: Knowing Your Results	
by Evaluating and Monitoring Progress	24
Handout 3A: Comparison of Traditional and Workplace ESOL	26
Handout 3B: Comparison of Traditional and Workplace ESOL (Facilitator’s Notes)	28
Handout 4: Equipped for the Future: Worker Role Map	30
Handout 5A: SWOT Analysis for Workplace ESOL (Overview)	31
Handout 5B: SWOT Analysis for Workplace ESOL (Sample Form)	33
Handout 6: Charting a Course for Workplace ESOL: A Planning Framework	34
Handout 7A: Preparing a Marketing Packet	36
Handout 7B: Sample from Tennessee Counties: Knox County	37
Handout 7C: Wyndham Nashville Airport Hotel – Final Report	39
Handout 8: Teaching Basic Skills in the Workplace: CD-ROM Training Modules Worksheet	43

MODULE TWO: Knowing Your Community’s Needs and Understanding the Workplace	45
---	----

Handout 9A: Workplace ESOL Scenario 1	47
Handout 9B: Workplace ESOL Scenario 2: When the Shoe’s on the Other Foot	49
Handout 10A: Modified Jigsaw Reading Activities and Instructions	50
Handout 10B: Workplace Literacy Programs for Nonnative English Speakers	51
Handout 10C: Workplace ESL Instruction: Varieties and Constraints	56
Handout 10 D: Selling Workplace ESL Instructional Programs	61
Handout 10E: Planning, Implementing, and Evaluating Workplace ESL Programs	65
Handout 11: Workplace Code of Ethics	73
Handout 12: Initial Meeting Between a Company and the Workplace ESOL Provider	74
Handout 13A: Language Task Analysis Activities	75
Handout 13B: Language Task Analysis Activities	80
Handout 13C: Language Task Analysis Activities: Getting It Down on Paper	81

MODULE THREE: Designing a Plan to Deliver and Sustain Services	83
Handout 14: Budgetary Worksheet: A Helpful Template for Replication	85
Handout 15: Statement of Confidentiality: A Template for Replication	87
Handout 16: Reporting Assessment Results: A Template for Replication	88
Handout 17: Sample Letter of Agreement: A Template for Replication	89
Handout 18A: Checklist for Employer Establishing a Workplace Education Program	91
Handout 18B: Checklist for Workplace Adult Education Supervisor or Coordinator	92
Handout 18C: Checklist for Instructors Delivering Workplace Education	93
Handout 19A: The Evolution of a Workplace ESOL Program	94
Handout 19B: Curriculum Frameworks by Industry: Hotels	96
Handout 19C: Workplace ESL Instruction: Interviews From the Field— Customizing the Curricula or Developing Generic Competencies?	98
Handout 20: Workplace ESOL – My Experience: Cynthia Shermeyer, TESOL Fall 2002	101
Handout 21: ESOL Workplace Education Competencies: Revised	103
Handout 22A: Writing Workplace ESOL Learning Activities With a Functional Context Approach	108
Handout 22B: Writing Workplace ESOL Learning Activities	109
Handout 22C: Writing Workplace ESOL Learning Activities: Additional Tips	112
Handout 23: Simplifying the Language of Authentic Materials	113
Handout 24: Tips for Adapting Workplace Materials for ESOL Instruction	115
Handout 25: Extending Workplace ESOL Learning Beyond Formal Instruction	116
 MODULE FOUR: Knowing Your Results by Monitoring and Evaluating Progress	117
Handout 26: Assessment and Evaluation: Indicators of Learner Progress and Program Success	119
Handout 27: Evaluating Workplace ESOL Instructional Programs	120
Handout 28: Tennessee ESOL in the Workplace Sample Implementation Guidelines	124
Handout 29A: Getting Started: Now That I’ve Completed This Training, What Do I Do?	125
Handout 29B: Okay, Now That I’ve Completed This Training, What Do I Do? Praxis	128
Handout 29C: Action Plan for Praxis (Practical Application)	130
Handout 30: Training Evaluation Form: Evaluation of Introduction to ESOL in the Workplace Workshop Series	131
 Appendices	133
Appendix A: Glossary of Terms	135
Appendix B: A Workplace Readiness Guide for Adult Education Programs Preparing to Deliver Workplace ESOL	137
Appendix B-1: Introduction to Tennessee’s Workplace ESOL Initiative: Training Overview and Frequently Asked Questions	138
Appendix B-2: Workplace ESOL Readiness Survey for Program Managers	147
Appendix B-3: Workplace ESOL Readiness Survey for Instructors	154
Appendix B-4: Workplace ESOL Program Planning Chart	162
Appendix C: References	163
Appendix D: Workplace Tools	165
Appendix E: PowerPoint Slides	171

Introduction

Over the course of a year, the task force reviewed workplace ESOL efforts in other states, as well as efforts already underway in Tennessee. The final meeting of the task force yielded the following recommendations for the development of a workplace ESOL training initiative:

- Remember to keep it simple; workplace ESOL is generally a new venture for adult education.
- Make certain that everyone understands how workplace ESOL can increase adult education's enrollment numbers and contact hours.
- Include standard templates that can be adapted/tailored to the needs of a specific county's program. Templates for a marketing packet, such as introductory and follow-up letters to businesses, brochure, and employee survey; a language task analysis; proposal format for services; a letter of agreement; and a sample final report should be included in the training packet.
- Include suggestions for tracking marketing efforts and responses (phone logs, postcard usage, employer responses/inquiries, etc.).
- Definitely utilize California's CD-ROM and workbook, *Teaching Basic Skills in the Workplace*; identify essential, as well as optional, activities that may be used for continuous improvement by local programs.
- Include a PowerPoint presentation that can be adapted to meet the needs of local programs.
- Include a strong evaluation component, with practical examples to capture and document the success of the program (changes in worker behavior and performance). Guide participants in utilizing *Teaching Basic Skills in the Workplace*, which includes excellent examples of performance-based assessment.
- As part of the needs assessment, include in the language task analysis opportunities to job shadow, interview employees, tour manufacturing plants/business facilities, and participate in new-employee orientation.
- Standardize and share information with Tennessee's local workforce development boards.
- Include case studies (e.g., Wyndham Garden Hotel–Nashville Airport ESOL classes for housekeeping and for concerns, setbacks, lessons learned, progress reports, etc.) and promising practices when available.

Comments From the Field

The following comments are concerns about initiating ESOL classes. Would you like to know how to resolve these issues? Each chapter in this instructional manual, Tennessee ESOL in the Workplace, will be devoted to answering these concerns.

"I'd like to have an ESOL class in the workplace, but no one has called me to ask for one."

"I've tried to start a class in the workplace, but all they want is a class in Spanish."

"We started a class in the workplace, but it just didn't make it. They acted as if they wanted one, but one day they called and canceled it."

"I'd like to approach one of our businesses and start a class, but I don't know how to find a good teacher to teach the ESOL classes."

“I really don’t know how to get started. I don’t know how to approach people in the business world.”

“How can a workplace ESOL teacher teach when she/he doesn’t know anything about the workplace?”

“Why should we bother going to the workplace when they can just come here to our classes?”

“We had pursued the idea of offering a free class at one of the Mexican restaurants in our area; but, for some reason, the management was adamant about us not having the class. This was particularly puzzling, since, of course, the class is free and would also include some wonderful students from past classes. One former student said he felt the cause of it could be that the management was threatened by employees improving themselves. Does anyone have any thoughts to share about this?”

When you have finished this training, you WILL be able to successfully place a workplace ESOL class, and you will also learn how to continue...

- Address the required negotiation skills of setting parameters for classes (target population, realistic goals and objectives, delivery cycles).
- Include tips and strategies for extending learning beyond formal instruction (using the buddy system, getting frontline supervisors invested in reinforcing what is being taught/learned, using personalized dictionaries).
- Demonstrate how to calculate and inform employers of the cost of services—even if adult education is paying all or some of costs—versus the cost of not training employees.
- Include tips on addressing issues of prejudice and discrimination toward non-native speakers of English.
- Explore with participants the possibility of reallocating resources to cover instructor preparation and curriculum development, language task analysis, job shadowing, and so forth.
- Provide tips on accessing census data and migrant information for each county.
- Consider whether two days’ training is sufficient for introduction of basic concepts and essential components, job shadowing/language task analysis, and preparation for practical application.
- Include as part of the training a practicum or praxis through which participants can apply what they have learned in their local program, receive technical assistance when needed, and share the results with others.
- Address the need for additional staff development if workplace instructors have no prior ESOL training or experience.
- Include criteria for what to look for in a workplace ESOL instructor, as well as characteristics not beneficial to a workplace setting.

In addition to the tremendous amount of work done by the ESOL in the Workplace Task Force Initiative, we have benefited from the expertise and creative work of Barbara Tondre, educational consultant from Austin, Texas. Her knowledge and ability is without peer. We thank you, Barbara.

MODULE 1:

Knowing and Presenting Your Adult Education ESOL Program to Business and Industry

MODULE 1

Knowing and Presenting Your Adult Education ESOL Program to Business and Industry

HANDOUT 1

Introduction to Tennessee's Workplace ESOL Initiative: Training Overview and Frequently Asked Questions

What is workplace education?

Workplace education services are offered in *collaboration* with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce by developing workers' literacy and basic skills. Services may be provided at the worksite or at a mutually agreed upon location away from the workplace. Services are tailored to the needs of the workers and their employers.

What is a workplace ESOL program?

Workplace ESOL focuses on the language-related tasks that workers with limited English skills find challenging in their work settings. A common assumption is that a workplace ESOL education program is a regular education program held at a worksite. In reality, an effective, quality workplace ESOL education program is much more comprehensive. It covers skills in depth and context to a greater degree than in more generic programs and is more focused and less generalized.

Workplace education programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their career, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking, and reasoning

▼ A MUST READ

This introduction is the first step in your training to deliver ESOL in the workplace. It is important that you read this overview. You will find answers to many of your questions, and completion of the workplace readiness survey will help you to make the most of the forthcoming training.

skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers, and employees.

—U.S. Department of Education, March 2000

Why do we need ESOL classes in the workplace?

Today, a growing number of companies find themselves filling many entry-level jobs with workers whose English language skills are limited. While these workers possess a strong work ethic, language is often a barrier to their success in the workplace. This training initiative’s goal is to assist, train, and encourage Tennessee adult education program managers and ESOL instructors to establish ESOL classes in the workplace through productive partnerships with local employers.

Rationale: These partnerships can increase an adult education program’s student population, increase retention and productivity, and, above all, teach English skills to adult learners in a situation where they can apply their learning while improving their work skills.

ESOL Worker Competencies	
<p>To get a job (other than through familial connections), second language learners need to be able to orally give personal information, express ability, express likes and dislikes, and ask and answer questions. They might also need literacy skills, such as being able to read a want ad and completing an employment application.</p>	<p>information; find facts or specifications in text materials; determine the meaning of technical vocabulary and those enabling words attached to them like twist, stir, and pour; and cross-reference text information with charts, diagrams, and illustrations.</p>
<p>To survive on a job, second language learners need to be able to follow oral and written directions, understand and use safety language, ask for clarification, make small talk, and request reasons. If there are any manuals and job aids involved, they need to be able to locate written</p>	<p>To thrive on a job, they must be able to have discussions; give, as well as follow, directions; teach others; hypothesize; predict outcomes; state a position; express an opinion; negotiate; interrupt; and take turns. On a literacy level, knowing how to access and use written information from diverse sources is essential.</p>

—Miriam Burt, 2002

Where does adult education fit into the workplace?

Adult education can help working adults develop and strengthen their foundation skills for employment, career advancement, and lifelong learning. Adult educators can help employers understand the skills employees need for their jobs and how the work environment can facilitate learning.

Why this course of training?

The Tennessee adult education workplace ESOL training initiative is being developed by the Tennessee Department of Workforce Development, Office of Adult Education, in collaboration with the University of Tennessee, Center for Literacy Studies. It is the belief that better educated workers are an important part of our state’s future. Because adults who work are frequently unable to attend traditional adult education classes, programs can significantly increase the numbers served by taking

instruction into the workplace. But the workplace setting can make demands for which adult educators are not fully prepared. This training is intended not only to assist field practitioners in planning and implementing successful workplace ESOL initiatives, but also to sustain them.

What are the goals and objectives of this training?

The training is designed to prepare both program supervisors and instructional staff to launch successful workplace ESOL initiatives by following a 4-step process:

1. Know your adult education program and how to present it to business and industry,
2. Know your community's needs and understand the workplace,
3. Design a plan to deliver and sustain educational services to the workforce, and
4. Know your results by evaluating and monitoring progress.

Another very significant goal is to increase the numbers of adult learners served in adult education by outreaching underserved members of the state's workforce, particularly those with limited English language skills.

What materials are included in the training?

A focus group first shared ideas during the July 2002 Academy for Instructional Excellence. During the fall of 2002, a task force consisting of six Tennessee adult education program supervisors and six adult education instructors was formed. In addition, Barbara Tondre served as workplace ESOL training and development consultant, and Pat Sawyer, coordinator for ESOL Professional Development with the Center for Literacy Studies, served as facilitator. All members of the task force either had some experience responding to workplace needs or they recognized the need to bring adult education services to the workplace. Members committed to participating in work sessions beginning in January through May 2003 to field testing training modules, and to providing input and critical feedback. The resulting training initiative includes the following:

- An adaptation of the *PRO-NET 2000 Workplace Readiness Guide* for program managers and instructional practitioners,
- A research-based training manual designed with input from the ESOL in the Workplace Task Force Initiative members,
- An adaptation of *Teaching Basic Skills in the Workplace* workbook and CD-ROM,
- Ancillary materials (templates for forms; PowerPoint slides; workplace scenarios; recommended additional resources, including websites), and
- Electronic discussion list support from the Center for Literacy Studies.

**What's expected of me after I complete the training?
And what if I need help along the way?**

Participation in this training requires a *firm* commitment from both program supervisors and instructors. The initial training will be followed by local application activities that are chosen and developed by supervisors and instructors themselves to benefit their programs. This application process, or praxis, will occur between November 2003 and February 2004, when participants again meet for a follow-up session with the trainers. It is, therefore, important that careful consideration be given to the selection of training participants.

Without question, the instructor(s) chosen to participate in the workplace ESOL initiative will, to a large extent, determine the success or failure of the program. Likewise, the program supervisor must possess the determination to see the process through by staying involved every step of the way. The program supervisor or a staff person appointed by the supervisor must be available to interact with both the business and the instructor on a regular basis. For many reasons, the instructor should not be the one to negotiate or contract with a company for the delivery of educational services.

As soon as participants are registered for the training, they will be added to a special workplace ESOL electronic discussion list for the duration of the training initiative, which is expected to take 1-1/2 to 2 years. During this time, participants will also have access to the support services of the coordinator for ESOL professional development with the Center for Literacy Studies.

What are the standards for measuring success in workplace ESOL?

This training initiative takes its cue from Equipped for the Future's (EFF) Standards for Adult Literacy and Lifelong Learning. Goal 6 of the National Educational Goals states that every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. For nonnative speakers of English who want to fully participate in American life, the language barrier can mean lost opportunities and isolation within the community.

Adult education practitioners working with this population play a critical role in helping these learners gain full access to America's many opportunities. The workplace is an educational setting new to many adult educators—a setting where language and culture often play significant roles. The EFF Worker Role Map will be used to guide practitioners in helping workers effectively adapt to changes and actively participate in meeting the demands of a changing workplace in a changing world.

The Tennessee ESOL in the Workplace training initiative is being developed with the EFF Content and Standards Framework as a point of reference to enhance curriculum development, assessment, and instructional delivery. The initiative will employ EFF's research-based model, emphasizing on-going project improvement. This iterative process consists of four recurring components:

1. Gathering information, based on concrete experiences, from the field;
2. Processing the information in light of both research and practice;
3. Presenting the information back to field practitioners and key stakeholders, including learners; and
4. Revising components in response to feedback.

The training materials for ESOL in the workplace utilize a format similar to those found in *PRO-NET 2000* materials and Tennessee adult education/Center for Literacy Studies' products: *The Tennessee Adult ESOL Curriculum Resource Book* and the *Job Task Analysis Training Guide*.

Are there historical precedents for adult education's involvement in workplace education, particularly workplace ESOL?

For more than a decade, the Secretary's Commission on Achieving Necessary Skills (SCANS, U.S. Department of Labor) and the Equipped for the Future project of the National Institute for Literacy (NIFL) have studied the knowledge and skills adults must possess to succeed in the three major roles of adulthood: parent/family member, citizen, and worker. EFF includes four fundamental categories of necessary skills that adults need to perform in these roles: communication skills, decision-making skills, interpersonal skills, and lifelong learning. The standards associated with each of these skills define and describe what is needed in each of the roles. There are common skills needed in all three adult roles; however, some skills assume a higher priority depending on the setting. The four categories and many of the related standards are similar to the skills identified in the SCANS reports.

In 2000, the National Skill Standards Board (NSSB) published the *Skill Scales Companion Guide*. This guide reinforces the recommendations from the SCANS reports and identifies two major skills components necessary for success in the workplace: a *work-oriented* component and a *worker-oriented* component. The work-oriented component looks at what needs to be done on the job and how well. The worker-oriented component looks at the knowledge and skills a worker needs to possess in order to fulfill these responsibilities. Three types of knowledge and skills are included in these recommendations: academic, employability, and occupational and technical.

The knowledge, skills, and expertise found in qualified adult education programs are an invaluable resource for workplace education programs. Adult education

programs have the ability to use the SCANS skills and EFF content standards in the design and delivery of workplace education programs to address the remedial training needs of companies and to develop the foundation needed for ongoing education and training.

The 1998 Workforce Investment Act (WIA) includes *workplace literacy services* as part of adult education and literacy services provided by local adult education programs. Local programs receiving these funds are expected to be involved in workplace education programming. The challenge for local programs is to determine their role in meeting this requirement.

Adult education programs play a critical role in assisting nonnative speakers of English—an ever-growing percentage of America’s workforce—in obtaining the language skills needed to get a job, survive on a job, and thrive in a job with the potential for upward mobility. Simultaneously, adult education programs increase the numbers they serve by taking education into the workplace—a win/win situation!

There are some very specific differences between a typical program in an academic setting and a workplace education program. The SCANS report states, “The most effective way of learning skills is ‘in context,’ that is, placing learning objectives within a real environment rather than insisting that students first learn in the abstract what they will be expected to apply.” The curriculum in a workplace program must be contextually appropriate and designed to achieve the learning goals of the project. In addition to curricular differences, other factors, such as assessment, evaluation of learning outcomes, and overall curriculum delivery formats, differ greatly from an academic basic skills program.

Other major differences are issues related to times in which classes are offered (e.g., whether classes are offered during or after work hours); expectations for participant outcomes (e.g., changes in participant behavior in addition to increased learning gains); and roles and responsibilities of labor, management, and students in goal setting and program decision making. These are examples of issues that must be addressed *before* a workplace program can begin. A clear understanding of the company, its culture, and its expectations is critical to workplace education success. “Work design, work environment, and management practices determine the scope of a Workplace Basics program, i.e. what skills will be acknowledged and what skills will not, according to the underlying philosophy of the company” (Foucar-Szocki, 1992, p. 9).

To meet the criteria in the U.S. Department of Education definition, found at the beginning of this handout, a significant amount of background work and planning is required. Employer- and employee-needs assessments must be completed. Outcomes and goals must be clearly identified, and joint input from all stakeholders is necessary to ensure that curriculum is customized and focused.

Every aspect of programming, from planning through design, implementation, and follow-up, is determined through this process. Often more time is spent prior to program delivery than in actual delivery of the program. Instructors, program developers, and program managers all play different roles in the workplace education program, and it is critical that this is clearly understood before the process begins. To successfully deliver a workplace education program, the adult education program must have knowledgeable staff members who are skilled in assessment and customized curriculum design.

How do I avoid the pitfalls encountered by unsuccessful workplace programs?

Many adult education programs commit to a workplace education training before determining their ability to deliver a quality program. They assume that a typical adult education class can be transplanted to the worksite and that success is guaranteed. But adult education programs entering into the workplace arena with insufficient resources, whether personnel, financial, or material, will not only jeopardize their own credibility, but the credibility of other adult education programs in the geographic area.

Knowledge and experience in such areas as skills analyses, curricula development, contract negotiations, labor/management issues, needs assessment, and negotiating are minimal requirements for workplace education program development. Adult education programs must assess their ability to participate adequately in this process.

When a company commits to a training program, it must be assured that the program will be of high quality and address the identified needs. Programs that fail to deliver the appropriate programming, or that do not meet the agreed-upon measurable outcomes, can cause stakeholders to lose confidence in adult education's ability to deliver quality services to their constituents. Therefore, it is imperative that adult educators plan well before committing to the delivery of a workplace education program. Entering into this arena without adequate resources and expertise could have a long-term negative impact on the field.

Where do we begin?

Adult education programs considering the implementation of a workplace education program must first determine if they have the resources and expertise necessary to initiate such a program. In order to successfully deliver a workplace education program, it is critical that the adult education program assess its ability to design and deliver the requested program. This "Workplace Readiness Survey" (WRS) is the first step for adult education programs considering a workplace education program.

The Workplace Readiness Survey consists of two major components: One considers the program management/administrative characteristics needed for program success (*Appendix B-2*), and the other considers instructor qualifications and related instructional issues (*Appendix B-3*). Each component is divided into five categories. Specific criteria describing the necessary knowledge and skills are listed for each category. For each item, the reviewer must determine if the knowledge or skill is sufficient to accomplish the goals of the proposed program. Space is provided for information regarding supporting evidence and comments. If the required knowledge or skill is not sufficient, space is also provided to identify professional development needs and additional resources that will address the deficiency.

How do we use the Workplace Readiness Survey in preparation for the training we will receive?

It is recommended that this survey be completed in a team setting, with program management and instructional staff working together. The ideal team consists of the program manager and at least two veteran instructors. The program manager should have knowledge of the adult education program’s budgetary parameters.

Each adult education team member should complete either the management or instructor components and respond to each item independently. It is important to note that there is a space to note evidence as to whether the program is ready to enter into the workplace arena. Evidence can take a variety of forms, depending on the experiences of the program staff and nature of the program. For example, in the management component, the first item asks, “Is the adult education program viewed as a strong resource by the community?” Evidence may include letters requesting various services of the program from community and business members, minutes of meetings within the community, or testimonials from community members. Similarly, in the instructor component, one item asks, “Are program instructional staff sensitive to diverse populations in nontraditional settings?” Evidence may include performance evaluations of staff, materials used by staff in the learning environment, supervisor observations, or instructional plans.

After completing either the management’s or instructor’s WRS, team members should meet to discuss their comments and to reach consensus as to priorities in preparing to deliver workplace ESOL.

If an adult education program is not currently prepared to begin a workplace ESOL program, this survey will help both program management and instructional practitioners to plan the steps that must be taken to deliver a workplace ESOL initiative in the future. The training provided by the Center for Literacy Studies at the University of Tennessee, with the full support of Tennessee’s

Department of Labor and Workforce Development, Office of Adult Education, is designed to assist adult education programs in addressing their needs.

The Workplace ESOL Planning Chart (*Appendix B, Handout 4*) should be completed by the team, based on the consensus of the group for each item. You are asked to send the completed chart to the ESOL Program Coordinator at the Center for Literacy Studies. Identified needs for professional development will be addressed in the regional training sessions delivered by the Center for Literacy Studies. In addition, CLS will provide support and assistance throughout the process of planning and implementing your workplace education initiatives.

References

- Arcaro, J. (1995). *The Baldrige Award for Education: How to measure and document quality improvement*. Boca Raton, FL: CRC Publishing.
- Bernstein, A. (2002, February 25). The time bomb in the workforce: Illiteracy. *Business Week*, p. 122.
- Foucar-Szocki, D. (1992). *Beyond training: A field test of the American Society for Training and Development's workplace basics*. Washington, DC: Education & Training Corporation.
- Harris, H. (2000). *Defining the future or reliving the past? Unions, employers, and the challenge of workplace learning* (Information Series No. 380). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- Imel, S., & Kerka, S. (1992). *Workplace literacy: A Guide to the literature and resources* (Information Series No. 352). Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education.
- Manley, D. (1994). *Workplace education design checklist: A tool for program planning*. Madison: University of Wisconsin-Madison, Center on Education and Work.
- Manley, D. (1994). *Workplace education evaluation checklist: A tool for assessing and improving performance*. Madison: University of Wisconsin-Madison, Center on Education and Work.
- National Alliance of Business. (2001, Spring). *Workforce economics*, Washington, DC: Author.
- National Skill Standards Board. (2000). *Skill Scales companion guide*, Washington, DC: U.S. Department of Labor.
- Ohio Northwest ABLE Resource Center . (2001, Fall). *Ohio workplace education resource guide*. Toledo, OH: Owens Community College.
- Sarmiento, A., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy*. Washington, DC: AFL-CIO Human Resources Development Institute.
- Secretary's Commission on Achieving Necessary Skills (SCANS). (1991, June). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.
- Secretary's Commission on Achieving Necessary Skills (SCANS). (1992, April) *Learning a living: A blueprint for high performance*. Washington, DC: U.S. Department of Labor.
- Stein, S. (2000). *Equipped for the Future content standards*. Washington, DC The National Institute for Literacy (NIFL).
- Van Buren, M. E., & Erskin, W. (2002) *State of the industry: ASTD's annual review of trends in employer provided training in the United States*. Alexandria, VA: ASTD.
- U.S. Department of Education. (2000, March). *Fact sheet 16*. Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy, Office of Vocational and Adult Education.

Online Resources

<http://trainwitheti.com/products/webbased.html>

Employee Training Institute (ETI) Workplace Instructor Training. The web-based version provides a sample of some of the ten modules that appear in the ETI CD-ROM course.

<http://www.jmu.edu/wdc>

James Madison University Workforce Development Campus. The Workforce Development Campus provides basic education and training skills for the workplace and is designed for educators, trainers, and human resource professionals.

<http://www2.otan.dni.us/browse/index.cfm?fuseaction=view&catid=2942>

VESL Workplace Clearinghouse. The Clearinghouse is part of the Outreach and Technical Assistance Network (OTAN) and has a searchable database with links to workplace learning and vocational English as a Second Language materials.

<http://worklink.coe.utk.edu>

Workforce Education Special Collection. The Workforce Education Special Collection is maintained by Southern LINCS and is a gateway to specialized information on high-quality literacy practices and materials for use in workforce education.

HANDOUT 2A

The Four-Step Process for Tennessee’s Workplace ESOL Initiative

Training modules/steps	The particulars	Products
1. Knowing and Presenting Your Adult Education ESOL Program to Business and Industry	<ul style="list-style-type: none"> • Workplace readiness guide and surveys • Frequently asked questions • Program accomplishments & infrastructural needs: Instructors, materials, resources • Financial capacity and administrative support • Critical role of program management: charting a good course • Facts about workplace ESOL: What makes it unique? 	<ul style="list-style-type: none"> • Mission statement • Fact sheet • Marketing packet
2. Knowing Your Community’s Needs and Understanding the Workplace	<ul style="list-style-type: none"> • The local labor market and area businesses • Community stakeholders and partnership potential • Organization and culture of the workplace • Employers’ and employees’ needs, roles, and resources • Incentives/benefits for employers, employees, and stakeholders • Language task analysis and learner assessments: what they know/what they need to know to do the job 	<ul style="list-style-type: none"> • Marketing plan • Making the initial contact • Clear, achievable goals and objectives
3. Designing a Plan to Deliver and Sustain Educational Services to the Workforce	<ul style="list-style-type: none"> • Program goals and objectives • Configuration of instruction • Articulated expectations for collaboration • Details: Essential resources, facilities, equipment, time, place, enrollment • Staff preparation and professional development for workplace ESOL • Curriculum and instruction: A dynamic process <ul style="list-style-type: none"> — Contextual learning, environmental print and realia — Cultural differences: Workers and the workplace — Course outline/instructional materials/instructional strategies — Extending learning beyond formal instruction 	<ul style="list-style-type: none"> • Proposal • Letter of agreement • Effective delivery of instruction
4. Knowing Your Results by Evaluating and Monitoring Progress	<ul style="list-style-type: none"> • Communications with stakeholders • Assessing learning gains/appropriate methods and measures <ul style="list-style-type: none"> — Formal and informal assessments — Documenting changes in behavior and performance — Formative and summative measures/midcourse corrections • Outcomes versus original goals and objectives • Impact on the workplace • Employer/employee satisfaction/corporate endorsement • Lessons learned and next steps 	<ul style="list-style-type: none"> • Systematic reporting process • Final report: Documentation of quantitative and qualitative data • Statewide implementation

HANDOUT 2B

Workplace ESOL Training Module One: Knowing and Presenting Your Adult Education ESOL Program to Business and Industry

Training activity	Resources	Desired outcome
<p>Preliminaries: Send out as prereading: Adapted PRO-NET 2000 Workplace Readiness Guide. <i>Includes</i></p> <ul style="list-style-type: none"> • Introduction • What a Workplace Education ESOL Program Is and Is Not • The Problem With Many Workplace Education Programs • A Solution to the Problem • How to Use the Workplace Readiness Survey <p>Distribute adapted program management and instructor Workplace ESOL Readiness Surveys and Program Planning Chart</p> <p>Introductions, Acknowledgements, and Training Overview</p>	<p>Appendices</p> <p>B-1: Introduction to Tennessee’s Workplace ESOL Initiative: Training Overview and Frequently Asked Questions B-2: Workplace ESOL Readiness Survey for Program Managers B-3: Workplace ESOL Readiness Survey for Instructors B-4: Workplace ESOL Program Planning Chart</p> <p>All preliminary materials to be mailed out or sent electronically 2–3 weeks prior to training date, with instructions to return or bring to training session.</p> <p>PowerPoint Slides</p> <ol style="list-style-type: none"> 1: Introduction 2: Tennessee Workplace ESOL 3: Frequently Asked Questions 4: ESOL Worker Competencies 5: FAQs (continued) 6: FAQs (continued) 7: Module One 8: Workplace Readiness Guide 9: Four-Step Process for Tennessee’s Workplace ESOL 10: Teaching Basic Skills in the Workplace <p>Handouts</p> <p>Glossary of Terms (Appendix A)</p> <ol style="list-style-type: none"> 1: Frequently Asked Questions: Workplace ESOL Training Overview (also Appendix B-1) 2A: The Four-Step Process for Tennessee’s Workplace ESOL Initiative 2B: Workplace ESOL Training Module One: Knowing and Presenting Your Adult Education ESOL Program to Business and Industry <i>and</i> Resources for Module One 2C: Workplace ESOL Training Module Two: Knowing Your Community’s Needs and Understanding the Workplace <i>and</i> Resources for Module Two 2D: Workplace ESOL Training Module Three: Designing a Plan to Deliver and Sustain Services <i>and</i> Resources for Module Three 2E: Workplace ESOL Training Module Four: Knowing Your Results by Evaluating and Monitoring Progress <i>and</i> Resources for Module Four 	<p>Set the stage, raise awareness, and focus staff attention on ESOL for the workplace</p> <p>Engage staff in surveying their own readiness to deliver ESOL in the workplace and discuss results during 2-day training session; raise awareness of need for and nature of workplace ESOL</p> <p>Introduction to Workplace ESOL; reference to materials sent as pre-reading and to workplace-related terms</p> <p>Advanced organizer; setting the stage and focus of training</p>

Training activity	Resources	Desired outcome
<p>Discussion: Why the increased need for ESOL in the Workplace? What are the facts?</p> <p>What are the basics of adult learning theory, workplace education, and second language learning?</p> <p>Activity: How does workplace ESOL differ from more traditional ESOL?</p> <p>What is required of today's workforce?</p>	<p>PowerPoint slides 11: Why ESOL in the Workplace? 12: Why the Growing Need? (cont'd) 13: What You Already Know About Adult Learning 14: What You Already Know About Workplace Education 15: Basic Principles of Adult Second Language Learning</p> <p>Handout 3: Comparison of Traditional and Workplace ESOL (A &B)</p> <p>PowerPoint Slides 16: How Does Workplace ESOL Compare With Traditional ESOL? 17: What Makes Workplace ESOL Unique? 18: Equipped for the Future: Worker Role Map</p> <p>Handout 4: Equipped for the Future (EFF) Worker Role Map</p>	<p>Build confidence in one's ability to articulate to prospective business and industry partners the benefits and unique characteristics of a Workplace ESOL program</p> <p>Clear understanding of the differences between traditional and workplace instruction</p> <p>Ability to articulate and recognize the connection between EFF standards and ESOL in the workplace</p>
<p>Are You Ready? Do you have the capacity and infrastructure to deliver ESOL in the workplace?</p>	<p>PowerPoint Slides 19: Concerns, Issues, and Observations From The Field 20: SWOT Analysis</p> <p>Handouts 5A: SWOT Analysis for Workplace ESOL 5B: SWOT Analysis for Workplace ESOL</p>	<p>An awareness of program strengths/ accomplishments as well as areas needing improvement; infrastructural needs, support, and financial capacity/resources needed to implement and sustain a workplace ESOL initiative</p> <p>Development of tools needed to market workplace ESOL at the community level</p>
<p>Reading and Discussion (jigsaw activities)</p>	<p><i>Teaching Basic Skills in the Workplace</i> Workbook: Introduction, pp. 7–9 and 30–31 Chapter 2, pp. 40–43, Workplace Education Overview</p> <p>Handout 6: Charting a Course for Workplace ESOL: A Planning Framework</p>	<p>Increased awareness of critical steps in developing a Workplace ESOL initiative</p>
<p>Can you articulate your program's mission, philosophy, accomplishments, and facts about workplace ESOL?</p>	<p>Handouts 7A: Preparing a Marketing Packet 7B: Samples From Tennessee Counties: Knox County</p>	<p>Promote and increase instructional leadership among program administrators</p>

Training activity	Resources	Desired outcome
<p>Understand the critical role of the program manager in preparing and supervising staff and delivery of services.</p>	<p>Handout 7C: Workplace ESOL Pilot Initiative: Wyndham Nashville Airport Hotel Final Report</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook, Chapters 1–6 CD-ROM Modules 1–6</p> <p>Handout 8: <i>Teaching Basic Skills in the Workplace</i>: CD-ROM Training Modules Worksheets (program managers are urged to work through chapters and modules in their entirety prior to service delivery)</p>	<p>Products: ✓ Mission statement ✓ Fact sheet for inclusion in marketing packet for local distribution</p>

RESOURCES for Module One: Knowing and Presenting Your Adult Education ESOL Program to Business and Industry

Appendices

- A-1: Glossary of Terms
- B-1: Introduction to Tennessee’s Workplace ESOL Initiative: Training Overview and Frequently Asked Questions (*also Handout 1*)
- B-2: Workplace ESOL Readiness Survey for Program Managers
- B-3: Workplace ESOL Readiness Survey for Instructors
- B-4: Workplace ESOL Program Planning Chart
- 3: Comparison of Traditional and Workplace ESOL
- 4: Equipped for the Future (EFF) Worker Role Map
- 5A: SWOT Analysis for Workplace ESOL
- 5B: SWOT Analysis for Workplace ESOL
- 6: Charting a Course for Workplace ESOL: A Planning Framework
- 7A: Preparing a Marketing Packet
- 7B: Samples From Tennessee Counties: Knox County
- 7C: Workplace ESOL Pilot Initiative: Wyndham Nashville Airport Hotel – Final Report
- 8: Teaching Basic Skills in the Workplace: CD-ROM Training Modules Worksheet
- 13: What You Already Know About Adult Learning
- 14: What You Already Know About Workplace Education
- 15: Basic Principles of Adult Second Language Learning
- 16: How Does Workplace ESOL Compare With Traditional ESOL?
- 17: What Makes Workplace ESOL Unique?
- 18: Equipped for the Future: Worker Role Map
- 19: Concerns, Issues, and Observations From The Field
- 20: SWOT Analysis

Handouts

- 2A: The Four-Step Process for Tennessee’s Workplace ESOL Initiative
- 2B: Workplace ESOL Training Module One: Knowing and Presenting Your Adult Education ESOL Program to Business and Industry *and* Resources for Module One
- 2C: Workplace ESOL Training Module Two: Knowing Your Community’s Needs and Understanding the Workplace *and* Resources for Module Two
- 2D: Workplace ESOL Training Module Three: Designing a Plan to Deliver and Sustain Services *and* Resources for Module Three
- 2E: Workplace ESOL Training Module Four: Knowing Your Results by Evaluating and Monitoring Progress *and* Resources for Module Four

PowerPoint Slides

- 1: Introduction
- 2: Tennessee Workplace ESOL
- 3: Frequently Asked Questions
- 4: ESOL Worker Competencies
- 5: FAQs (continued)
- 6: FAQs (continued)
- 7: Module One
- 8: Workplace Readiness Guide
- 9: Four-Step Process for Tennessee’s Workplace ESOL
- 10: Teaching Basic Skills in the Workplace
- 11: Why ESOL in the Workplace?
- 12: Why the Growing Need? (cont’d)

Additional Resources

- Teaching Basic Skills in the Workplace* (Thacher, 1999), pp.7–9, 30–31, 40–43
- Adult Education at Work* (Davis, 1997), pp. 9–21
- Workplace Job Specific Skills Programs: The How to Do It Manual* (Whitfield, 1997), pp. 1–13

HANDOUT 2C

Workplace ESOL Training Module Two: Knowing Your Community’s Needs and Understanding the Workplace

Training activity	Resources	Desired outcome
<p>Learn about area employers and their labor needs</p> <p>Group activity</p>	<p>Web sites for local labor market information and other state and local information resources; local business directories, chambers of commerce, industrial/professional associations</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook, Chapter 2, pp. 35–38, 40–43</p>	<p>Develop baseline information about area businesses and industry</p> <p>Potential assignments for local staff development; good discussion starters</p>
<p>Solicit support from community stakeholders/build and sustain partnerships</p>	<p>Local businesses directories, chambers of commerce, industrial and professional associations, partnership agreements, community news</p>	<p>Understand need to network with local businesses and service agencies; discuss ways to enhance already existing partnerships and alliances</p>
<p>Learn about the organization and culture of the workplace</p> <p>Group activity: Begin to match needs and solutions</p>	<p>PowerPoint Slides 21: Module Two 22: Factors Affecting ESOL Learner Success in Workplace ESOL 23: Employers and Employees: Reality Check 24: Don’t Forget to Do the Math</p> <p>Handouts 9A: Workplace ESOL Scenario 1 9B: Workplace ESOL Scenario 2: When the Shoe’s on the Other Foot</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 3, pp. 69–70; CD-ROM Module 3 Chapter 4, pp. 89–90; pp. 91–92 (discussion and scenarios); CD-ROM Module 4</p>	<p>Identify employers’ workforce needs and the education and training needs of incumbent, emerging, and displaced workers</p>
<p>Articulate benefits/incentives for employers, employees, and stakeholders</p> <p>Modified jigsaw readings (4)</p>	<p>Handouts 10A: Modified Jigsaw Reading Activities and Instructions 10B: Workplace Literacy Programs for Nonnative English Speakers 10C: Workplace ESL Instruction: Varieties and Constrain 10D: Selling Workplace ESL Instructional Programs 10E: ERIC Q&A: Planning, Implementing, and Evaluating Workplace ESOL Programs</p> <p><i>Teaching Basic Skills in the Workplace</i>, pp. 57–64 (Planning, Implementing, & Evaluating Workplace ESOL) CD-ROM Module 3</p>	<p>Prepare to anticipate employers’ questions and reservations, understand the limits, and prepare to sell educational services</p>

Training activity	Resources	Desired outcome
<p>Survey the needs of employers and employees: key personnel, their roles, needs, and resources</p>	<p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 1, pp. 7–9 and pp. 27–31 (reading)</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 2, pp. 44–47 (activity); pp. 49–50 (reading) CD-ROM Module 2</p>	<p>Increased familiarity with a variety of ways to identify the needs of employers and employees; appreciation for key personnel’s investment and support of the instructional initiative</p>
<p>Assess Employees’ Skills and Needs Through Language Task Analysis</p> <p>Discussion of language task analysis assignments, results</p>	<p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 3, pp. 58–64, 69–71, 73–82, 83–86 CD-ROM: Module 3</p> <p>Handout 11: Workplace Code of Ethics</p> <p>PowerPoint Slides 25: The Language Task Analysis 26: The LTA: Job Shadowing 27: LTA Quick Tips 28: Workplace ESOL Focus Varies According to Need</p> <p>Handouts 12: Initial Meeting Between a Company and the Workplace ESOL Provider 13A: Language Task Analysis Activities 13B: Language Task Analysis Activities 13C: Language Task Analysis: Getting It Down on Paper</p> <p>Assignments for job shadowing, interviews, collection and review of environmental print and realia</p>	<p>Impress upon participants the importance of confidentiality in the workplace</p> <p>Prepare for initial meeting with employer</p> <p>Engage participants in the actual process of interviewing, job shadowing, and assessing the language needs of the workplace</p> <p>Products:</p> <ul style="list-style-type: none"> ✓ Marketing plan ✓ Making the initial contact ✓ Clear understanding of workplace needs ✓ Clear, achievable goals and objectives ✓ Data for developing a needs analysis report and proposal for services

RESOURCES for Module Two: Knowing Your Community’s Needs and Understanding the Workplace

Handouts

- 9A: Workplace ESOL Scenario 1
- 9B: Workplace ESOL Scenario 2: When the Shoe’s on the Other Foot
- 10A: Modified Jigsaw Reading Activities and Instructions
- 10B: Workplace Literacy Programs for Nonnative English Speakers
- 10C: Workplace ESL Instruction: Varieties and Constrain
- 10D: Selling Workplace ESL Instructional Programs
- 10E: ERIC Q&A: Planning, Implementing, and Evaluating

- Workplace ESOL Programs
- 11: Workplace Code of Ethics
- 12: Initial Meeting Between a Company and the Workplace ESOL Provider
- 13A: Language Task Analysis Activities
- 13B: Language Task Analysis Activities
- 13C: Language Task Analysis: Getting It Down on Paper

PowerPoint Slides

- 21: Module Two
- 22: Factors Affecting ESOL Learner Success In Workplace ESOL
- 23: Employers and Employees: Reality Check

- 24: Don’t Forget to Do the Math
- 25: The Language Task Analysis
- 26: The LTA: Job Shadowing
- 27: LTA Quick Tips
- 28: Workplace ESOL Focus Varies According to Need

Additional Resources

Teaching Basic Skills in the Workplace (Thacher, 1999) pp. 7–9, 27–31, 35–38, 44–47, 57–64, 69–71, 73–86, 89–92; CD-ROM modules #3, 4

PRO-NET 2000 (www.pro-net2000.org)

HANDOUT 2D

Workplace ESOL Training Module Three: Designing a Plan to Deliver and Sustain Service

Training activity	Resources	Desired outcome
<p>Reach Consensus on Program Goals and Objectives and Articulate Expectations for Collaboration</p> <p>Attend to details: Essential resources, facilities, equipment, time, place, participation</p>	<p>PowerPoint Slides 29: Module Three 30: Templates for Developing a Workplace ESOL Proposal</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 3, pp. 83–86 Results of LTA and Proposal for Services (sample)</p> <p>Handouts 14: Budgetary Worksheet: A Helpful Template for Replication 15: Statement of Confidentiality: A Template for Replication 16: Reporting Assessment Results: A Template for Replication 17: Sample Letter of Agreement: A Template for Replication 18A: Checklist for Employer Establishing a Workplace Education Program 18B: Checklist for Workplace Adult Education Supervisor or Coordinator 18C: Checklist for Instructors Delivering Workplace Education</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 2, pp. 35–38; Chapter 3, pp. 57–64 CD-ROM: Modules 2, 3</p>	<p>Better understanding of the importance of clear and realistic expectations and a written, articulated agreement</p>
<p>Understand and address the cultural differences between workers and workplace</p>	<p>Handouts 19A: The Evolution of a Workplace ESOL Program: A Reading From <i>The Connector</i> 19B: Curriculum Framework by Industry: Hotels: A Reading From <i>The Connector</i> 19C: Customizing the Curricula or Developing Generic Competencies? A Reading From <i>The Connector</i></p>	<p>Independent readings to encourage reflection on choices to be made in light of workplace ESOL constraints</p>
<p>Configure instruction to fit the workplace: Develop a dynamic curriculum that employs contextual learning</p>	<p>Handout 20: Workplace ESOL: My Experience: Cynthia Shermeyer</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 4, pp. 93–97 (reading & assignment) CD-ROM: Module 4</p>	<p>Introduction to appropriate instructional topics and products</p> <p>A better understanding of the importance of narrowing the focus for Workplace ESOL</p>

Training activity	Resources	Desired outcome
	<p>Handout 21: ESOL Workplace Education Competencies: Revised (Includes Grognet’s Curriculum Topics)</p> <p>Samples of environmental print, realia</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 2, pp. 49–50 (reading)</p>	<p>An increased understanding of functional context in workplace literacy and the adaptation and use of environmental materials</p>
<p>Attend to the workplace ESOL instructor’s preparation and professional development needs</p> <p>Develop a course of instruction</p>	<p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapters 1 (13–31) CD-ROM: Module 1</p> <p>Video Clip: <i>Voices From the Workplace</i></p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 6, pp.181–184, pp. 185–198, pp. 200–202 CD-ROM: Module 6</p> <p>PowerPoint Slides 31: Qualifications of Workplace ESOL Instructors 32: Who Should Not Be A Workplace ESOL Instructor? 33: Writing Contextualized ESOL Learning Activities 34: Contextualized Learning 35: Workplace Instructional Resources</p> <p>Handouts 22A: Writing Workplace Learning Activities With a Functional Context Approach 22B: Writing Workplace ESOL Learning Activities 22C: Writing Workplace ESOL Learning Activities: Additional Tips 23: Simplifying the Language of Authentic Materials: Courtesy of Judith H. Jameson, Center for Applied Linguistics 24: Tips for Adapting Workplace Materials for ESOL Instruction</p>	<p>Application of data gathered during language task analysis to assist participants’ confidence in creating course outlines and instruction responsive to Workplace ESOL needs</p> <p>Effort to communicate to program administrators and instructors the importance of thorough planning and preparation</p>
<p>Extending learning beyond formal instruction</p>	<p><i>Workforce Writing Dictionary</i> (Steck-Vaughn)</p> <p>PowerPoint Slides 36: Extending Learning Beyond Formal Instruction: Rationale 37: Extending Learning Beyond Formal Instruction</p> <p>Handout 25: Extending Workplace ESOL Learning Beyond Formal Instruction</p>	<p>Engage participants in meaningful vocabulary extension activities</p> <p>Products: ✓ Proposal for services ✓ Letter of agreement ✓ Effective instruction</p>

RESOURCES for Module Three: Designing a Plan to Deliver and Sustain Service

Handouts

* Sample: Reporting the Results of LTA and Proposal for Services (refer participants to *Teaching Basic Skills in the Workplace*, pp.83–86)

14: Budgetary Worksheet: A Helpful Template for Replication

15: Statement of Confidentiality: A Template for Replication

16: Reporting Assessment Results: A Template for Replication

17: Sample Letter of Agreement: A Template for Replication

18A: Checklist for Employer Establishing a Workplace Education Program

18B: Checklist for Workplace Education Supervisor or Coordinator

18C: Checklist for Instructors Delivering Workplace Education

19A: The Evolution of a Workplace ESOL Program: A Reading From *The Connector*

19B: Curriculum Frameworks by Industry: Hotels: A Reading From *The Connector*

19C: Customizing the Curricula or Developing Generic Competencies? A Reading From *The Connector*

20: Workplace ESOL: My Experience: Cynthia Shermeyer

21: ESOL Workplace Education Competencies: Revised (Includes Grognet's Curriculum Topics

22A: Writing Workplace ESOL Learning Activities With a Functional Context Approach

22B: Writing Workplace ESOL Learning Activities

22C: Writing Workplace ESOL Learning Activities: Additional Tips

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

24: Tips for Adapting Workplace Materials for ESOL Instruction

25: Extending Workplace ESOL Learning Beyond Formal Instruction

PowerPoint Slides

29: Module Three

30: Templates for Developing a Workplace ESOL Proposal

31: Qualifications of Workplace ESOL Instructors

32: Who Should Not Be A Workplace ESOL Instructor?

33: Writing Contextualized ESOL Learning Activities

34: Contextualized Learning

35: Workplace Instructional Resources

36: Extending Learning Beyond Formal Instruction: Rationale

37: Extending Learning Beyond Formal Instruction

Additional Resources

Teaching Basic Skills in the Workplace (Thacher, 1999): Chapter 2, pp. 35–38 and 49–50; Chapter 3, pp. 57–64; Chapter 4, pp. 93–97; Chapter 6, pp. 181–198 and 200–202. CD-ROM Modules 2, 3, 4, and 6

Workplace Job Specific Skills Program – How to Do It Manual (Whitfield 1997, Steck-Vaughn) – sample presentation packet, pp. P-1 through P-12.

REEP Housekeeping ESOL Curriculum (Van Duzer, 1990)

Hotel English (Timpa, 2002, Delta Publishing)

When the Instructor Just Doesn't Get It (Tondre, 2002)

Video: *Voices From the Workplace* (Savino, 2001)

HANDOUT 2E

Workplace ESOL Training Module Four: Knowing Your Results by Evaluating and Monitoring Progress

Training activity	Resources	Desired outcome
<p>Capture the impact on the workplace: Identify appropriate tools to measure learning gains & document success</p> <p>Document employer/employee satisfaction and corporate endorsement</p>	<p>PowerPoint Slides 38 Module Four 39 Workplace ESOL Assessment and Evaluation</p> <p>Handout 26: Assessment and Evaluation: Indicators of Learner Progress and Program Success</p> <p><i>Teaching Basic Skills in the Workplace</i> Workbook: Chapter 3, pp. 53, 55–56, 67–68 (assignment) Chapter 4, pp. 89–92, 98–104 (assignment) Chapter 5, pp. 147–150; 157–159; 163–167 CD-ROM: Modules 3, 4, 5</p>	<p>Shift focus from traditional assessment to assessments that can document changes in learners’ performance and behavior (formative and summative evaluation)</p>
<p>Communicate with stakeholders about the criticality and status of the program on a continuous basis</p>	<p>Handout 27: Evaluating Workplace ESOL Instructional Programs (by Miriam Burt and Mark Saccomano, Center for Applied Linguistics)</p>	<p>Improved networking with community stakeholders to strengthen education/business partnerships</p>
<p>Align outcomes with original goals and objectives: What was promised vs. what was delivered/accomplished</p>	<p>PowerPoint Slide 40: The Final Summary Report</p> <p><i>Teaching Basic Skills in the Workplace:</i> Sample Final Report, Chapter 4, pp. 106–112</p>	<p>Reality check: What was promised; what was delivered/not delivered; accomplished/not accomplished; lessons learned</p>
<p>Lessons learned and next steps: continuous improvement through practical application in your local program</p> <p>Spring Follow Up Session (One Day): Praxis Status Reports from each participating county</p>	<p>Handout 28: Tennessee ESOL in the Workplace: Sample Implementation Guidelines</p> <p>PowerPoint Slides 41: Six Challenges to Practical Application 42: Okay, Now What Do I Do? Next Steps 43: Suggestions for Praxis</p> <p>Handouts 29A: Getting Started: Now That I’ve Completed This Training, What Do I Do?, 29B: Okay, Now That I’ve Completed This Training, What Do I Do? Praxis 29C: Action Plan for Praxis (Practical Application) 30: Training Evaluation Form: Evaluation of Introduction to ESOL in the Workplace Workshop Series</p>	<p>Development of effective tools for local use in planning, designing, implementing, and sustaining a successful workplace ESOL program</p> <p>Practical application and replication of best practices in county AE programs</p>

Training activity	Resources	Desired outcome
	<p>PowerPoint Slides</p> <p>44: Review of Key Points: 1: The Planning Process</p> <p>45: Review of Key Points: 2: Assessment</p> <p>46: Review of Key Points: 3: Implementation</p> <p>47: Review of Key Points: 4: Evaluation of a Program</p>	<p>Products:</p> <ul style="list-style-type: none"> ✓ Systematic reporting process ✓ Final report: Qualitative and quantitative data ✓ Statewide implementation

RESOURCES for Module Four: Knowing Your Results by Monitoring and Evaluating Progress

Handouts

- 26: Assessment and Evaluation: Indicators of Learner Progress and Program Success
- 27: Evaluating Workplace ESOL Instructional Programs (by Miriam Burt and Mark Saccomano, Center for Applied Linguistics)
- * Sample Final Report (Refer participants to Teaching Basic Skills in the Workplace, chapter 4, pp 106–112)
- 28: Tennessee ESOL in the Workplace: Sample Implementation Guidelines
- 29A: Getting Started: Now That I’ve Completed This Training, What Do I Do?
- 29B: Okay, Now That I’ve Completed This Training, What Do I Do? Praxis

- 29C: Action Plan for Praxis (Practical Application)
- 30: Training Evaluation Form: Evaluation of Introduction to ESOL in the Workplace Workshop Series

PowerPoint Slides

- 38: Module Four
- 39: Workplace ESOL Assessment and Evaluation
- 40: The Final Summary Report
- 41: Six Challenges to Practical Application
- 42: Okay, Now What Do I Do? Next Steps
- 43: Suggestions for Praxis
- 44: Review of Key Points: 1: The Planning Process
- 45: Review of Key Points: 2: Assessment

- 46: Review of Key Points: 3: Implementation
- 47: Review of Key Points: 4: Evaluation of a Program

Additional Resources

Teaching Basic Skills in the Workplace (Thacher, 1999): Chapter 3, pp. 53, 55–56, 67–68 (assignment); Chapter 4, pp. 98–104 (assignment); Chapter 5, pp. 147–150; 157–159; 163–167 CD-ROM Modules 3, 4, 5

References, contacts, and websites included in appendices

PowerPoint presentation, Appendix D

	ESOL education	Workplace ESOL
Factors Affecting Student Success		
Resources/Content		
Assessment		
Evaluation		
Transfer of learning		

HANDOUT 3B

Comparison of Traditional and Workplace ESOL

Facilitator's Notes

	ESOL education	Workplace ESOL
Director/Coordinator	<ul style="list-style-type: none"> • General knowledge and awareness of ESOL field • Narrow scope, internal focus on organizational issues • Manage resources 	<ul style="list-style-type: none"> • Business savvy, establish partnerships with business ABE, and ESOL knowledge • Awareness of management/labor relations • Manage/identify resources
Instructors	<ul style="list-style-type: none"> • Understand adult learning theory • Knowledge of ESOL content • Focus on student needs 	<ul style="list-style-type: none"> • Awareness of workplace culture • Experience in the workplace • Understand and practice adult learning theory • Understand ESOL basic principles and content • Curriculum development with business partner • Flexibility and adaptability
Goals ✓ Student	<ul style="list-style-type: none"> • Developed by student and instructor 	<ul style="list-style-type: none"> • Worker centered, students identify individual goals • Labor/management influenced
✓ Company	NA	<ul style="list-style-type: none"> • Work centered, developed by employer in collaboration with provider

	ESOL education	Workplace ESOL
Factors Affecting Student Success	<ul style="list-style-type: none"> • Family problems/pressures • Transportation to class • Different levels & cultures combined in same class • Concerns about getting employment 	<ul style="list-style-type: none"> • Cultural differences (i.e., some students are taught that assertiveness, speaking up on the job, etc., are not greatly valued. Quietly following directions—even if not completely understood—may be behaviors valued by their culture) • Concerns about job retention
Resources/Content	<ul style="list-style-type: none"> • Based upon learner needs and sponsoring program’s policies and guidelines 	<ul style="list-style-type: none"> • Based upon workplace environment and learner needs • Cultural considerations • Authentic material
Assessment	<ul style="list-style-type: none"> • Based upon ESOL program’s policies and guidelines 	<ul style="list-style-type: none"> • Based upon workplace needs, ABE policies and guidelines, and ESOL policies and guidelines
Evaluation	<ul style="list-style-type: none"> • Based upon standardized tests or other approved assessments 	<ul style="list-style-type: none"> • Based upon <ul style="list-style-type: none"> — ABE policies and guidelines — Mastery of skills identified in program goals — Employer’s return on investment
Transfer of learning	<ul style="list-style-type: none"> • Transfer skills to family, worker, and community member roles 	Transfer skills directly to work environment with carryover to family and community roles

HANDOUT 4

Equipped for the Future (EFF) Worker Role Map



Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

B R O A D A R E A S O F R E S P O N S I B I L I T Y

 <p>Do the Work <i>Workers use personal and organizational resources to perform their work and adapt to changing work demands</i></p>	 <p>Work With Others <i>Workers interact one-on-one and participate as members of a team to meet job requirements</i></p>	 <p>Work Within the Big Picture <i>Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success</i></p>	 <p>Plan and Direct Personal and Professional Growth <i>Workers prepare themselves for the changing demands of the economy through personal renewal and growth</i></p>
--	--	---	---

K E Y A C T I V I T I E S

<ul style="list-style-type: none"> • Organize, plan, and prioritize work • Use technology, resources, and other work tools to put ideas and work directions into action • Respond to and meet new work challenges • Take responsibility for assuring work quality, safety, and results 	<ul style="list-style-type: none"> • Communicate with others inside and outside the organization • Give assistance, motivation, and direction • Seek and receive assistance, motivation, and direction • Value people different from yourself 	<ul style="list-style-type: none"> • Work within organizational norms • Respect organizational goals, performance, and structure to guide work activities • Balance individual roles and needs with those of the organization • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices 	<ul style="list-style-type: none"> • Balance and support work, career, and personal needs • Pursue work activities that provide personal satisfaction and meaning • Plan, renew, and pursue personal and career goals • Learn new skills
--	---	--	--

HANDOUT 5A

SWOT Analysis for Workplace ESOL

SWOT stands for **strengths, weaknesses, opportunities, and threats**. A more positive approach might be to think of SWOT as a means to identify program strengths, program areas needing improvement, opportunities for growth and development, and challenges to program success.

Like any new adult education venture, a workplace ESOL initiative requires an honest evaluation of a program's strengths and needs, along with the anticipation of both opportunities and obstacles likely to present themselves. It is recommended that the SWOT analysis be a group activity, with both program management and instructional personnel participating. Because management and instructional personnel's perspectives are unique, responses will likely be different. This provides an opportunity to view a program from several angles and then work toward reaching consensus and prioritizing issues to be addressed in planning a workplace ESOL initiative.

On the following page are groups of clusters of questions to assist you in conducting your own SWOT analysis. You are encouraged to use these questions to initialize discussion and raise awareness. Your answers will be useful later on in the training as you begin to plan your workplace ESOL initiative.

HANDOUT 5A

SWOT Analysis for Workplace ESOL

Inward focus	Outward focus
<p>STRENGTHS</p> <ul style="list-style-type: none"> • What’s an outstanding feature of our adult education program? • What’s an outstanding feature of our ESOL initiative? • What are our capabilities, capacity, and resources? • What are our greatest assets in terms of people, organization, finances, support, knowledge, and reputation/visibility? • What have we accomplished as a program that business and industry may not know? • How does workplace ESOL fit into adult education’s mission? 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • What changes in the community may present windows of opportunity for an ESOL program? • What resources are becoming available (technology, additional funding, new industry)? • Are there new issues, needs, concerns, or demands surfacing in the community? • Is there a population emerging and in need of ESOL services in the communities we serve? • How might we learn more about local businesses and promote workplace ESOL at the same time? • What opportunities in the community might help prepare instructors to deliver workplace ESOL?
<p>AREAS NEEDING IMPROVEMENT</p> <ul style="list-style-type: none"> • What are we not doing in terms of an ESOL program? • Is ESOL an area in which we need to grow? • What are we missing to succeed in doing so? • What are our weaknesses in terms of personnel, organization, finance, knowledge, and reputation? • What are some sources of frustration related to establishing a workplace ESOL program? • What do we need to do to market workplace ESOL to business and industry? • What do we need to know about the language and culture of the workplace? • What is needed to prepare instructors to deliver ESOL in the context of the workplace? 	<p>CHALLENGES</p> <ul style="list-style-type: none"> • Does our adult education program have any competition in the area? • How difficult is it for us to take our ESOL program to the workplace versus having learners come to us? • What if any changes or events in the communities we serve could have a negative impact on a workplace ESOL program? • Do we know which area businesses employ nonnative speakers of English? • What do we perceive to be the biggest obstacle to delivering ESOL in the workplace? • Is our program known in the community for its flexibility and responsiveness to adult learners’ needs?

HANDOUT 5B

SWOT Analysis for Workplace ESOL

Each member of your group may complete the following form individually, or you may choose to move immediately to group consensus, provided sufficient discussion has occurred and agreement among individuals has been reached. If this is the case, then you need complete only one copy of this form for the group as a whole. Finally, take a few minutes to identify items demanding priority. Intended to prepare you for later tasks in the training, this exercise is valuable for use with personnel throughout your program as a means of raising awareness of program changes, growth, and development.

Inward focus	Outward focus
STRENGTHS	OPPORTUNITIES
AREAS NEEDING IMPROVEMENT	CHALLENGES

HANDOUT 6

Charting a Course for Workplace ESOL: A Planning Framework

Phase	Activities	Who does what?
Groundwork and marketing	<ul style="list-style-type: none"> • Review of program mission statement, philosophy of adult learning, and accomplishments • Review of financial capacity, resources, and infrastructural needs of adult ed program • Preparation of marketing materials (fact sheet, brochure, letter of intro, survey) • Clear mission statement and rationale for providing workplace ESOL services • Gathering of local labor market information • Survey of local businesses and industry • Research on local businesses employing nonnative speakers of English • Participation in community, industrial, and civic organizations • Presentation of marketing efforts (materials, presentations, meeting attendance) 	
Outreach	<ul style="list-style-type: none"> • Initial contact with business and industry • Initial meeting with potential business partner/local employer • Agenda for initial meeting • Identification of meeting participants (upper/middle management, frontline supervisors, quality control and safety officers, union reps, educators) • Requests for samples of environmental print and realia • Identification of perceived needs, goals, and objectives 	
Needs assessment	<ul style="list-style-type: none"> • Language task analysis • Job shadowing • Participation in plant tour, employee orientation, announcement of ESOL services on site • Review of environmental print and readability level of printed material nonnative speakers must understand • Employer surveys and interviews with frontline supervisors • Employee surveys and interviews with targeted workers • Reaching Consensus re: realistic employer/employee needs, goals, and objectives • Interpretation of needs assessment results and preparation of proposal for services • Letter of agreement and articulation of expectations 	
Design	<ul style="list-style-type: none"> • Configuration of instruction • Determining curriculum parameters • Adaptation and/or customization of instructional materials 	

Phase	Activities	Who does what?
Delivery	<ul style="list-style-type: none"> • Determination of appropriate strategies for contextual workplace ESOL • Selection and preparation of instructors • Clarification of expectations regarding workplace ESOL, goals, objectives, assessment 	
Evaluation	<ul style="list-style-type: none"> • Identifying and utilizing appropriate measures to assess work-related language skills (pre and post) • Employing measures to document changes in behavior and performance on the job • Making midcourse corrections in instructional design, delivery, and evaluation • Interpretation of data and preparation of final report 	
Follow up and lessons learned	<ul style="list-style-type: none"> • Surveys of employer/employee satisfaction • Review of outcomes versus original goals and objectives • Soliciting corporate endorsement and opportunities to offer additional services 	

HANDOUT 7A

Preparing a Marketing Packet

In marketing your services to business and industry, keep in mind that you are reaching out to an audience accustomed to communicating with language often quite different from the language of educators. Hence, the importance of learning up front what you can about businesses in your area, services they offer or products they manufacture, and their status in industry and the community. The language you use to market workplace ESOL should be precise and free of educational jargon. Your marketing packet might include a letter of introduction; a fact sheet about adult learning and second language learners; the impact a lack of basic skills, literacy, and English language skills can have on the workplace; copies of newspaper articles recognizing your program's accomplishments or endorsements from other employers/employees you have served; and a short survey focused on capturing information from companies employing nonnative speakers of English. The following questions may assist you in preparing your marketing packet:

1. What are the primary educational needs your adult education program addresses?
2. Who and how many do you serve annually?
3. What are the key strengths and accomplishments of your program and teaching staff?
4. Why are you interested in providing workplace ESOL?
5. What are the benefits adults can expect from participating in a workplace ESOL program?
6. What are potential benefits to an employer having its workers participate in the program?
7. What are the advantages to offering ESOL at the worksite?
8. What do you know about adult learners/workers with limited English language skills?
9. What qualifications and expertise can you offer employers in terms of assessing needs and designing and delivering work-related ESOL instruction?
10. What evidence is there of your creativity, accomplishments, and recognition within the community?
11. What do you know about assessing and addressing work-related English language needs?
12. How much does a workplace ESOL program cost? How long does it last?
13. What other employers have partnered with you in providing workplace education?
14. How can interested employers learn more about workplace ESOL services?

HANDOUT 7B

Sample From Tennessee Counties: Knox County

Knox County Schools Adult Education

101 East Fifth Avenue
Knoxville, TN 37917

February 27, 2003

The Knox County Schools Adult Education office is providing **free ESOL (English for speakers of other languages) classes** for adults and conducting this survey to determine the need for a workplace skills English program. Please take a moment to complete the survey and return it in the enclosed envelope or fax it to us at (fax #). Communitywide survey results will be compiled in a report. Please check the box if you would like to receive a copy of the report.

Yes, I would like a copy of the report.

BUSINESS NAME: _____

PRODUCTS: _____

NUMBER OF EMPLOYEES: _____

NUMBER OF EMPLOYEES WITH LIMITED ENGLISH SKILLS: _____

HOW MANY LANGUAGES ARE SPOKEN: _____

NUMBER OF SHIFTS: _____

CONTACT PERSON: _____

PHONE NUMBER: _____ FAX NUMBER: _____

E-MAIL: _____

Mark in the boxes what kind of training programs your company has:

	YES	NO
Special working skills training	<input type="checkbox"/>	<input type="checkbox"/>
Language (English) skills training	<input type="checkbox"/>	<input type="checkbox"/>
Other training	<input type="checkbox"/>	<input type="checkbox"/>

Does your company have a staff member who is responsible for training and education? Yes No

Does your company have a room dedicated to training needs? Yes No

Does your company have one or more computers you use for training programs? Yes No

HANDOUT 7C

Workplace ESOL Pilot Initiative: Wyndham Nashville Airport Hotel – Final Report

Note: At the request of the Tennessee Department of Labor and Workforce Development, Office of Adult Education, a local adult education provider agreed to initiate a workplace ESOL pilot at the Wyndham Nashville Airport Hotel. The hotel was the site of all task-force meetings, and human resources had graciously agreed to permit us to job shadow employees and conduct a language task analysis during our work sessions.

The instructor kept a diary of all transactions, preparation, assessment, and efforts to adapt to the learners' needs. The following pages include a summary brief, a course outline, and follow-up inquiries. The follow-up inquiries were based on hindsight, which, of course, is always 20/20, and are part of what a pilot is—an opportunity to learn what went well; what could have been done differently; and what were the strengths, weaknesses, opportunities, and threats in this initiative.

Our sincere thanks to the instructor and supervisor for accepting what some might have considered a “mission impossible”!

Objective: To provide an 8-week job-related English class for the housekeeping staff at Wyndham Nashville Airport Hotel.

Lessons/materials: I planned the course outline and my lesson plans based on the assumption that the class would be for the housekeeping staff. The class ended with three young men: two from the kitchen and one from maintenance. (There were women attending in the beginning, but the class ended with only men.) If I had known that from the onset, I would have ordered different materials that were broader based for the hotel industry, and that would have helped these students with job-specific vocabulary.

Attendance: This was probably the most frustrating aspect of the class. The housekeeping staff was interested in the English class, but they don't have a 9 to 5 job. Whenever they finished cleaning all their rooms, they could leave. This meant that most of the time they

had finished long before 3:00 p.m. Three of the four regular students started working at 3:00 p.m. and would come to class. The other regular student was a new supervisor for housekeeping. Sometimes she would finish work early and wait for the class to start, and twice she came on her day off. The days she missed, she had to work late and would come in and apologize.

Hotel support: The human resources director was very supportive of the class. She always seemed interested in who came and what we were doing. The second week she changed the class starting time from 3:00 p.m. to 1:30 p.m. with the hopes of increasing attendance for those housekeepers who finished early. Three people attended the class at 1:30 p.m. and two people came late at 3:00 p.m. They were not told of the change. We both decided consistency was more important, and from then on the class starting time remained at 3:00 p.m.

The last 3 weeks I stopped seeing the human resources director. She no longer gave the students their \$1.00 lunch coupon for attendance. I know that this hotel was bought out by another group. I am assuming the HR director became very busy with the changes that incurred from this buyout.

The women at the front desk were always friendly and had the class in a reserved room. We usually had ice water, glasses, pens, and paper available. On the downside, our class was never in the same room for two consecutive times in any given week. The students did a good job of finding me, which also meant that everyone was usually late. One student took it upon herself to try to find the regulars and tell them of our location. This really helped.

Pre- and Postassessment: The BEST oral test was used at the beginning and end of the class. Eight students were pre-tested and three students were

posttested. The assessor came three times at the beginning of the class to test and twice at the end of the class. This was *very* helpful to me because I could teach while she pulled out students to test.

The three students who were posttested made gains. One student tested 68/73 and had perfect attendance. Another student with perfect attendance went from a 7/18. The third student went from a 56/71. I am pleased with these results for such a short time span.

Recommendations: I think that sporadic attendance is typical of a workplace class. Students' schedules of finishing early or working overtime will always be an issue with this type of class. The only way to remedy that is for the workplace to pay students for attending class. This sends a loud message: "We know learning English will help you do a better job, and we support your efforts to improve yourself at your job."

Sample of Testimonial and Performance-Based Assessment

"Today was my last class. When I went to the front desk to ask where the class would be today, the clerk told me that she could really see a difference in the employees who had been enrolled in my class. She said she could understand Pablo and Roy better. She then went on to say that Pablo only knew how to say 'good morning' when he first came to work at the hotel but that now he speaks in sentences and isn't afraid to talk. She also noticed an increased confidence in the employees. On this last day of class, when Roy came in (he had been absent for some time), he remarked to another employee, 'Your English has really improved; I can understand you better now.'"

Course Outline

- Week 1:** BEST assessment and applications. Identify self. Ask/answer questions about self and others. Greet hotel guests. Respond to common greetings.
- Week 2:** Greet hotel guests. Introduce self. Identify and pronounce all items on housekeeping supply cart. Respond to guests about needed items.
- Week 3:** Announce self. Request clarification. Describe the location of something. Correctly use prepositions of location.
- Week 4:** Follow job instructions. Give instructions. Request clarification. Correctly use verbs of instruction.
- Week 5:** Describe work activities. Communicate what someone is doing "right now" by using the present progressive verb tense.
- Week 6:** Give directions to common places within a hotel. Recognize the names of common places within a hotel. Respond to requests for information. Apologize.
- Week 7:** Report an injury. Report an accident. Warn others. Identify parts of the body. Call in sick to work. Call the doctor to make an appointment.
- Week 8:** Report common problems found in a hotel. Respond to hotel guests concerning problems. Request assistance.

Follow-Up Inquiries for Wyndham Nashville Airport Hotel Workplace ESOL

A review of the instructor's report on the delivery of ESOL instruction for hotel employees prompts a number of questions. Answers to these questions should prove invaluable in planning future workplace ESOL instruction for other businesses and their employees. Like most pilot initiatives, one can learn as much from what didn't work well as one can from the successes. The program supervisor and instructor are to be applauded for their commitment to being one of the first programs to initiate such an effort and should not be discouraged by the outcomes. Workplace ESOL is, after all, an evolving process and partnership with dimensions that are relatively new to both educators and their business partners.

Lessons and Materials

1. The instructor planned the course outline and lessons on the assumption that the class would be for housekeeping staff only.
2. The instructor states that, had she known that kitchen staff were going to participate in the class, she would have ordered a different text.
3. The instructor made a wise choice in selecting materials that could be easily adapted to the limited number of hours of instruction (24); the REEP curriculum—because of its length and depth—would not have been as easy to adapt. Other than length, were there additional significant differences between the instructional materials?
4. Because curriculum development is ongoing and dynamic, changes and additions must often be made during the course of instruction. This means that not all development can occur prior to the start of class.
5. What was the connection between Hotel English and Hablo Ingles, which was used for homework?
6. Most likely all participants benefited from the instructor adding the unit on kitchen; this is the kind of flexibility and adaptability that is crucial in workplace instruction.

Attendance

7. How was class time initially determined? Was this to accommodate the instructor's morning teaching

assignment or employees' schedules or chosen at random by the hotel?

8. At what point in the duration of the course did the instructor discover that housekeeping staff were finishing their duties much earlier than 3 p.m.?
9. The report states that staff members working the 3 p.m. shift came to class at the start of their shift. Were staff members being compensated for their time in class or did they simply juggle their work assignments around the class schedule?

Hotel Support

10. How did it happen that some staff members were not informed of the change in class time?
11. Communication with the hotels' director of human resources ceased during the fifth week of class, and staff members participating in the class no longer received their lunch coupons.
12. Was there regular communication between the instructor and director of human resources? What kind of communication and how frequently?

Pre- and Postassessment

13. The report mentions the program supervisor's request for the development of pre- and postassessments corresponding to the course outline; how was this accomplished? Was the instructor able to do any ongoing and performance-based assessment?
14. The testimony given by front desk personnel at the end of the classes is an example of an excellent way to document reported/observed changes in learners' performance and behavior. Were there any additional examples like this?

Comments from hotel management:

The piloted program at the Wyndham was rated as "excellent" by the hotel, and the human resources director reported that the students found the teacher to be very motivating. When a thorough evaluation of the program was requested, the PR person stated that they didn't say anything regarding the time slot because this was a complimentary program. However, if the hotel had been paying for the classes, classes would have

been scheduled for 8:00 a.m. in the morning in the break room. That way, the employees would have seen the class as they came into the building and more of them might have decided to join it. Also, the 3:00 p.m. in the afternoon time slot was not a good one because the staff was tired and ready to go home. In addition, the hotel offered incentives for employees who

attended the class, but often the director forgot to look for the teacher (class space changed quite often) to give her the incentives. If she had to do it over, she would have given all of the incentives to the teacher at the beginning of the program and let her distribute them as needed.

HANDOUT 8

Teaching Basic Skills in the Workplace: CD-ROM Training Modules Worksheet

Teaching Basic Skills in the Workplace, an instructor workbook for teaching ESOL/basic skills in the workplace, includes a brief overview of how the accompanying CD-ROM and workbook should be used together (see pages 7–9). The ten training modules on the CD-ROM correspond to the ten units in the original workbook (the Tennessee edition contains only 6 units). Each supervisor and instructor are encouraged to work through chapters 1–6 in the workbook and modules 1–6 of the CD-ROM. As new instructors prepare to become involved in workplace ESOL, an essential component of their preparation should be the completion of this workbook and the CD modules. This worksheet provides a means for both supervisors and instructors to document completion of the CD modules and to match their application to their local needs.

Module No. _____ **Title** _____

1. Identify three of the most important points made in the module that you would want to share with staff.

-
-
-

2. Identify a strength your program has in regard to this module's focus.

3. Identify an area in which your program can grow or develop related to this module's focus.

4. What, in your opinion, is the most valuable aspect or component of this particular module, and how can it be used in your program?

5. Who could benefit most from completing this particular module?

- Supervisor Instructor Support staff

6. From the corresponding workbook unit, choose an activity that you think best supports, complements, or reinforces the training message of the module (the workbook contains an abundance of activities and exercises that can be used for local professional development throughout the year).

Notes Re: CD-ROM Training Modules

Modules are built around a seven-step process for establishing workplace ESOL programs:

1. Initial contact with a business,
2. Establishing a joint planning team,
3. Conducting a needs assessment,
4. Preparing to deliver instruction (begins with submitting a proposal and securing an agreement, and then moves on to curriculum and instruction),
5. Delivering instruction,
6. Evaluating the program, and
7. The final report.

Module One: The Role of the Workplace

Instructor. Good introduction for both program supervisors and instructors new to workplace ESOL; addresses some of the benefits of being involved in workplace education and the multiple hats one wears as an educator in the workplace.

Module Two: Overview of a Workplace Basic Skills

Contract. Introduces the steps involved in setting up a workplace education program. Good overview of the contract process; help in determining if, indeed, the company's needs suggest a training need; excellent info for the supervisor, as well as the instructor who may not have been included in the initial meetings with the company.

Module Three: Workplace Needs Assessment.

Excellent collection of a variety of short assessments and surveys to assist in needs analysis; discusses desired versus actual worker performance and the preparation of the language needs analysis report.

Module Four: Program Evaluation.

Discusses four levels of program evaluation, multiple stakeholders, and multiple perspectives/expectations; attends to pitfalls in evaluation and difficulties in data collection.

Module Five: Methods of Assessment.

Distinguishes between workplace and traditional assessment and evaluation, as well as the roles of formative versus summative evaluation. Excellent for discussion of different types of assessments

and the info that can be captured via performance-based assessment; collaborative assessment; self assessment; informal and portfolio assessment; customized, written, and oral assessments; and monitoring outcomes. Includes tips on developing assessment items.

Module Six: Creating a Course Outline. Stresses the need to state upfront what the instruction will address, what the expected outcomes will be, and how those outcomes will be measured. Also provides suggestions on utilization of the environmental print/realia collected during the language task analysis.

Note: Modules 7–10 are not required preparation for workplace ESOL but do offer excellent information for instructors concerned about addressing English language specifics in workplace ESOL instruction. These modules can be utilized for additional professional development as a program evolves:

Module Seven: Listening and Speaking. Good info for new ESOL instructors. Utilizes a six-step process for lesson planning. Highlights specific workplace-related listening and speaking skills; teaching activities, such as gap exercises (strip stories); role play; problem solving; and cooperative learning.

Module Eight: Reading. Targets intermediate-level readers with good examples for teaching learners to read charts, graphs, illustrations, and so forth, as well as pre- and postreading activities.

Module Nine: Workplace Writing. Mostly intermediate level, but includes workplace writing tasks such as notes to co-workers and supervisors; shift reports; vacation/sick leave requests; procedures. Adheres to commonly accepted writing process.

Module Ten: Math in the Workplace. Based on 10 teaching strategies for teaching adults numeracy skills (Ginsburg and Gal): Attitudes and Beliefs, First things First, Language and Math, Critical Thinking Skills, Estimating, Multiple Methods, Calculators and Computers, Hands On, Mental Math, and Working in Groups.

MODULE 2:

Knowing Your Community's Needs and Understanding the Workplace

HANDOUT 9A

Workplace ESOL Scenario 1

Scenario: The plant manager at Dairy Land calls the adult education provider in your area. The plant manager wants to know if adult education can offer an ESOL course for some workers at the plant. The adult education provider will ask questions to try to identify the performance issues leading to this request and begin to understand how to help and if adult education services are a possible solution.

Observers/group task: Listen to the role play and note the types of questions the adult education provider asks, and with what results. After the role play is completed, read the background information sheet, which was provided to the plant manager but not to the adult education provider before this role play. Highlight what details the adult education provider was able to identify during the conversation with the plant manager.

Then discuss the following:

1. What questions were especially effective in revealing performance information?
2. What other questions might she have asked to reveal more of the performance context to this request?
3. If you were the adult education provider, what would you do or suggest as next steps?

Notes:

Local adult education provider: You are the adult education provider for ABC County. Your program offers a range of basic skills courses, including ESOL courses customized for the workplace. You get a call from the plant manager at Dairy Land, who is interested in setting up an ESOL program for some workers. Role play this initial conversation, asking questions to get at performance issues behind the plant manager's request and in order to understand how you can be of assistance.

Drawing on your experience and preparation for delivering ESOL in the workplace, make suggestions to the local business representative regarding next steps in setting up an ESOL worksite-based program for company employees. Think about the steps involved in establishing such a program, and make an effort to get as much information from the company representative as possible.

Notes:

Adapted and reprinted with permission of Karen Hammond, Hammond & Associates, Inc., Calgary, Alberta, Canada.

Local business representative: You are the plant manager at Dairy Land. You call the area adult education provider in ABC County to see if an ESOL course for workers can be offered at your plant.

Before you call the adult education provider, read over the background information below but *do not reveal any of this information* unless you are asked the right question(s). Call the adult education provider and convincingly repeat the following opening script, your voice betraying a hint of frustration at the situation. Then engage in a conversation with the provider about your training needs. You may need to make up additional information during the role play:

Hi. This is the plant manager from Dairy Land. I am calling to see about getting an English language course out here for some of my staff. This is my last resort—if they don't learn to communicate properly with me and the rest of the staff before the end of the fiscal year, I'll just have to let them go. One of our sales reps said he heard you do this kind of thing, and I want to know if you can help us out and when you can start.

Background information: Your plant is the Refrigerated Products Division of Dairy Land, which makes ice cream and frozen yogurt for distribution throughout the state. About 35% of your employees speak very limited English. These workers are concentrated in the packaging area and the sanitation crew, which works the night shift. Most are hard working and valued workers, and many are long-term employees. There have been problems recently with the sanitation crew's improper handling and storage of chemicals, even though the guidelines are available in the MSDS (material safety data sheets) and this was covered in the WHMIS (Workplace Hazardous Materials Information System) training that they all had to take. Some workers have left open containers of chemicals too close to raw product. On several occasions, workers have not flushed out the lines enough after cleaning, leaving trace elements of chemicals in the first batch of product, which, therefore, had to be rejected. Your boss is leaning on you about the time and costs of attending to these errors and expects there to be a significant reduction in the number and frequency of such incidents. You have talked to some of the workers yourself, but they just smile, nod, and walk away; and you aren't sure they understood at all.

There have also been problems with training new staff. The company relies largely on the "buddy system" for training and some new staff have complained that they could not understand the employees that are supposed to be training them. A major new expansion is planned for the start of the next fiscal year that will involve more automated systems (and, therefore, training on the new systems) and a shift to team-based management. You are wondering how that will work, since many of these workers tend to keep to themselves, choosing not to mix in the lunchroom or in other social venues. And, team-based management relies on effective input from all team members to identify and resolve problems within the work unit.

HANDOUT 9B

**Workplace ESOL Scenario 2:
When the Shoe's on the Other Foot**

Role play: As an adult educator, you are just beginning to venture into workplace ESOL. None of the area businesses has contacted you about offering ESOL classes at the worksite, so you are initiating a call to a company based on the following information.

A small manufacturing company hires a group of Hispanic immigrants to work on its production line. The company provides a translator to assist in the interview process and in completing the application forms. The translator also helps to explain the job tasks. After a few weeks on the job, the company is scheduled for mandatory Occupational Health and Safety Act (OSHA) training. All employees participate in the training. The immigrants are attentive and follow the example of others in the class.

A few days after the training, a worker lifts three full boxes of parts and seriously injures her back. One of the items covered in the OSHA training was the importance of following safety procedures, including the use of a tow motor to lift boxes onto pallets. You learned about this incident from some of the employees, who attend evening ESOL classes in the community.

Plan your phone call to the company, keeping in mind that management may be wary of news about injuries becoming public knowledge.

Notes:

Role play: You are the company's training director, and you are very concerned not only for the worker's safety, but also because the company could be fined by OSHA for failure to ensure a safe work environment and have their workmen's compensation rates increased. After interviewing a few of the immigrants, you realize that most of the immigrants did not understand any of the OSHA training content.

You receive a call from the local adult education provider who wants to discuss the possibility of offering ESOL instruction at your worksite. You are surprised to learn that such services are available locally, and you have lots of basic questions and anticipate a number of obstacles. List your questions below, and also identify the obstacles you believe could thwart such training efforts. Finally, you're expecting cuts to your company's training budget, so you know you will have to sell upper management on such an investment at this time.

Notes/questions/issues:

HANDOUT 10A

Modified Jigsaw Reading Activities and Instructions

1. Throughout this training, you will be introduced to current research and literature pertaining to workplace ESOL. Although training time constraints will not allow for the reading and discussion of all the entries, they are provided to you in their entirety, at several junctures in the training, for your own professional development as well as that of your instructional staff.

Resources:

Group A

Isserlis, J. (1991, October). Workplace literacy programs for nonnative English speakers. *ERIC Digest*. Washington, DC: Center for Applied Linguistics (CAL), National Center on ESL Literacy Education (NCLE). (EDO-LE-91-06)
http://www.cal.org/ncle/digests/WORKPLACE_LITERACY.HTML

Group B:

McGroaty, M., & Scott, S. (1993, October). Workplace ESL instruction: Varieties and constraints. *ERIC Digest*. Washington, DC: Center for Applied Linguistics (CAL), National Center on ESL Literacy Education (NCLE). (EDO-LE-93-07)
http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

Group C:

Burt, M. (1995, December). Selling workplace ESL instructional programs. *ERIC Digest*. Washington, DC: Center for Applied Linguistics (CAL), National Center on ESL Literacy Education (NCLE). (EDO-LE-96-01)
<http://www.cal.org/ncle/digest/SELLING.HTM>

Group D:

Grognet, A. (1996) *ERIC Q&A: Planning, Implementing, and Evaluating Workplace ESOL Programs*. Washington, DC: Center for Applied Linguistics (CAL), National Center on ESL Literacy Education (NCLE).

<http://www.cal.org/ncle/digest/PLANNINGQA.HTM>

This article is found in Teaching Basic Skills in the Workplace, pp. 57-64.

2. After reading the selection, discuss and decide on the most important points that you need to teach other workshop participants in the 5 minutes you will have to present (10 minutes estimated to select points). Try to find a way to make your 5-minute lesson creative and interesting so participants will remember the contents.
3. Write the key points on a flip-chart page for your presentation.
4. Decide what instructional strategies would be most effective for teaching those points. You may select individuals to do the teaching or some form of team-or-group teaching (10 minutes for choosing strategies and constructing any devices necessary, such as flip charts, cards, transparencies, etc.).

HANDOUT 10B

*Reprinted from*October 1991
EDO-LE-91-06

National Center for ESL Literacy Education

Workplace Literacy Programs for Nonnative English Speakers

— Janet Isserlis, International Institute of Rhode Island

Workplace-based educational programs are not new. Recent perceptions of a national literacy crisis and the need for a competitive workforce, however, have resulted in the development of new programs across the country, many of which provide literacy and language training for nonnative English speakers.

Reasons for Initiating Workplace Programs

The increasing need in the service industry for competent workers with literacy skills in English, combined with uncertain economic times, has resulted in more limited work opportunities for many nonnative speakers of English and more complex demands on those who are employed. Because of the growing numbers of nonnative English speakers in the U.S. workforce and their educational needs, some companies are beginning to provide training in literacy, numeracy, and problem-solving skills on the job (Johnston & Packer, 1987).

Workplace-based programs differ from traditional classroom-based literacy programs with a workplace component. They take place at the work site or at a location designated by the site, in response to needs identified by staff at the site—top level management, personnel officers, union representatives, or line workers. Employers' stated need for their employees' education is often related to specific skills, and expectations and stakes are often high. Those initiating the program often expect significant changes in the workplace; participating workers see education as an advancement opportunity on and off the job.

Those designing workplace-based programs face an additional challenge because they must take into account not only the dynamics of the workplace itself but also the literacy needs expressed by the learners, their employers, and union representatives. Often the interests of these groups conflict. At the same time, workplace-based programs have powerful potential for promoting learning. Workers who would not attend a night class in another location have their education brought to them. Education can be tailored to the needs and interests of the workers and discussion of job-specific literacy needs can provide a starting place for addressing literacy needs beyond the workplace as well.

http://www.cal.org/ncle/digests/WORKPLACE_LITERACY.HTML

Types and Essential Features of Programs

Wrigley (personal communication, August 1990) suggests three models for workplace literacy: workplace-specific (which focuses on language and literacy skills needed for specific jobs at a specific site), workplace-general (which focuses on general employment skills such as seeking clarification, complaining about unfair treatment, or organizing a committee, or on issues such as cross-cultural communication), and workplace clusters (where a number of jobs or vocations are clustered together according to the functions or skills they have in common). Programs for nonnative English speaking workers tend to be both workplace-specific and workplace-general; depending on the needs of a company and its learners, workplace-specific instruction often consists of one or more units within a workplace-general curriculum.

Pelavin Associates (1991) has identified four major components of successful workplace programs: 1) systematic analysis of on-the-job literacy requirements; 2) active ongoing involvement by workers in determining the types of tasks they must perform and the literacy levels necessary; 3) active involvement by project partners (employers, unions, and teachers) in planning, designing, and operating classes; and 4) development of instructional materials related to literacy skills actually required on the job.

The design and implementation of an effective program include the components described below.

Needs Assessment

Before appropriate curricula, materials, and teaching approaches for a particular workplace program can be determined, a needs assessment must be conducted in cooperation with key company and worker representatives. Because the needs assessment involves learning about the total ecology of the work site from multiple perspectives, an ethnographic approach is most effective (see Castaldi, 1991). Extended visits to the workplace—to production lines, to break and eating areas, and to office spaces—allow direct observation of activities to augment and clarify information provided by workers and employers in meetings and interviews. By speaking not only to management and personnel representatives but also to union representatives, potential learners, and key workers with whom the learners interact, the person conducting the needs assessment learns about the workings of the company and the needs of workers from a variety of perspectives, gleaning answers to questions such as the following:

- What jobs are performed? What skills are required for those jobs?
- What skills do workers have? What skills do they still need and want?
- What problems do workers experience in performing their jobs and moving to new jobs?
- Who holds the positions of power in the company, and who are their subordinates? Who makes decisions about hiring, job allocation, training, and other company policies?
- Why is the site considering an education program for its employees? Where did the idea originate, and what was the route it followed through the organizational hierarchy?
- Who determined that there was a language or literacy problem, and with whom is the problem presumed to lie?
- How will learners be recruited? Will attendance be mandatory or optional? Will a stipend be given upon completion of the program? What are the consequences of non-completion of the program?
- What are the workers' educational aspirations, and how do they participate in planning the program?
- What are the language, literacy, and cultural issues to be addressed?

http://www.cal.org/ncle/digests/WORKPLACE_LITERACY.HTML

- Who will measure progress in the program? How? What is at stake if a certain literacy level is not attained by the program's end?

Program Design, Curricula, and Materials

The needs assessment feeds directly into the design of the program. Mrowicki and Lynch (1991), for example, use grids and graphs to chart uses of language and literacy and potential literacy and communication problems in the workplace, and then construct appropriate curricula. Anorve (1989) bases his program design on impressionistic and descriptive observations and formal and informal interactions with employers and employees.

Workplace literacy programs are moving away from conceiving of education as remediation of learner weaknesses and toward emphasizing and building on the skills and strengths that workers already have. Eastern Michigan University's Academy, one example of an effective research-based, learner-centered adult literacy project, cites three principles basic to its approach: "Learners' strengths are recognized and built on, teachers and learners collaborate as equal partners, and the environment has a significant impact upon teaching" (Soifer, Young & Irwin, 1989, p. 66). Academy staff pay attention to the diverse prior educational experiences of learners and attempt to undo the "years of working in a very directed, repetitive situation that have only reinforced their low self-esteem and sense of powerlessness" (p. 66).

Some workplace literacy programs are also moving away from the idea that they should prepare learners for specific jobs, believing instead that workers should "develop...the critical understanding necessary to apply knowledge to an evolving and continuously changing environment" and have the tools necessary to cope with that environment. These tools include "the ability to think, reason, question, and to search out facts" (Pandey, 1989, p. 6).

The best workplace literacy programs, in this growing view, are not those designed and carried out by outside researchers or top-level management. Instead, learners themselves are involved in formulating and implementing the program. In some instances, course content is not even fully determined until the course is actually underway and the instructor has come to know the learners. Learners continue to participate in developing the curriculum and content throughout the course.

A critical aspect of program design is defining, clarifying, and at times overcoming the different expectations that managers, supervisors, union representatives, and workers have for workplace education. For example, employers may want workers to gain specific skills as a result of attending workplace classes, while workers may want to develop more general literacy and language skills for use beyond the workplace. Bean (1990) argues that employers need to be helped to broaden their understanding of the kinds of training that are needed. Sarmiento & Kay (1990) likewise argue for the need to reconcile workers' employment and personal literacy needs with those of the employer.

Employers and learners need to realize the time it takes to acquire and build on literacy skills. Workplace literacy is a long-term and ongoing process. Successful programs run for several modules or semesters and promote teacher/learner collaboration in deciding how long the learner will continue (see Pharness, 1991).

Some programs use curricula, training manuals, or guidelines developed by a company, and adapt these materials to the needs of their learners. Others develop instructional plans with learners, integrating employers' stated needs

http://www.cal.org/ncle/digests/WORKPLACE_LITERACY.HTML

(for example, “workers need to fill in work order forms more carefully”) with learners’ stated needs. Soifer et al. (1989) stress the need for authentic, challenging, non-threatening materials that include printed materials used on the job such as work orders, pay stubs, and handbooks.

Learner Assessment

Effective learner assessment is an important part of a workplace literacy program, because the results can have serious consequences in terms of employment options. While assessment has traditionally involved standardized pre- and post-testing (using tests such as the BEST Center for Applied Linguistics, 1984 or other in-house or site-specific tests), many programs are moving to other, more qualitative means of assessment such as portfolios, periodic observations with focused checklists, or interviews with learners and supervisors (Lytle & Wolfe, 1989). Programs preparing learners for licensing or other credentials must follow state or nationally developed testing procedures in addition to their own assessments.

Conclusion

Given the enormous potential for workplace learning, employers, unions, teachers, researchers, and policy makers need to work together to develop, implement, and study effective programs. Programs need to focus on long-term processes rather than quick-fix solutions; involve teachers and students in all aspects of design, implementation, and assessment; identify and build on the strengths that learners bring to instruction; and expand the focus of instruction so it does not simply develop specific skills but also increases individuals’ options as workers and as citizens.

References

- Anorve, R. L. (1989). Community based literacy educators: Experts and catalysts for change. In A. Fingeret & P. Jurmo (Eds.), *Participatory literacy education*. San Francisco, CA: Jossey-Bass.
- Bean, R. (1990). Future directions for workplace education. *Prospect: A Journal of Australian TESOL*, 5(2), 64-69.
- Castaldi, T. (1991). *Ethnography and adult workplace literacy program design*. Washington, DC: National Clearinghouse on Literacy Education.
- Center for Applied Linguistics. (1984). *Basic English skills test*. Washington, DC: Author.
- Johnston, W. B., & Packer, A. H. (1987). *Workforce 2000: Work and workers for the 21st century*. Indianapolis, IN: Hudson Institute. (EDRS No. ED 290 887)
- Lytle, S. L., & Wolfe, M. (1989). *Adult literacy education: Program evaluation and learner assessment*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (EDRS No. ED 315 665)
- Mrowicki, L., & Lynch, M. (1991). *Steps for conducting a workplace literacy audit*. Unpublished manuscript. Des Plaines, IL: Northwest Educational Cooperative.
- Pandey, G. (1989). Workers’ education: Learning for change. *Convergence*, 22(2/3), 5-6.
- Pelavin Associates, Inc. (1991). *A review of the national workplace literacy program*. Washington, DC: Author.
- Pharness, G. (1991). *A learner-centered worker education program*. Washington, DC: National Clearinghouse on Literacy Education.

http://www.cal.org/nclle/digests/WORKPLACE_LITERACY.HTML

Sarmiento, A., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy*. Washington, DC: AFL-CIO Human Resources Development Institute.

Soifer, R., Young, D., & Irwin, M. (1989). The academy: A learner-centered workplace program. In A. Fingeret and P. Jurmo (Eds.), *Participatory literacy education*. San Francisco, CA: Jossey-Bass.

For Further Reading

Auerbach, E., & Wallerstein, N. (1987). *ESL for action: Problem posing in the workplace*. Reading, MA: Addison-Wesley.

Balliro, L. (1988). *Workbook for workplays: You and your rights on the job*. North Dartmouth, MA: Southeastern Massachusetts University. (ED 318 299)

Balliro, L. (1987). *Workplace ESL curriculum*. North Dartmouth, MA: Labor Education Center, Southeastern Massachusetts University. (ED 318 295)

Bellfiore, M. E., & Burnaby, B. (1984). *Teaching English in the workplace*. Toronto, Ontario: OISE Press.

Faigin, S.B. (1985). *Basic ESL literacy from a Freirean perspective: A curriculum unit for farmworker education*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages. Anaheim, CA. March, 1985. (ED 274 196)

Imel, S. (1989). *Workplace literacy: Trends and issues alerts*. Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education. (ED 304 563)

Isserlis, J., Bayer, D., & Crookes, J. (1987). *International Institute of Rhode Islands worksite ESL and literacy programs*. Providence, RI: Unpublished curriculum guide.

Mrowicki, L. (1984). *Lets work safely*. Palantine, IL: Linmore Publishing, Inc.

Mrowicki, L., and others. (1990). *Project workplace literacy partners in Chicago*. Final Report. October 1988 - March 1990. Des Plaines, IL: Northwest Educational Cooperative. (ED 322 296)

Wrigley, (1987). *May I help you?: Learning to interact with the public*. Reading, MA: Addison Wesley.

The National Clearinghouse on Literacy Education (NCLE) is operated by the Center for Applied Linguistics (CAL) with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI89166001. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

HANDOUT 10C

Reprinted from

October 1993
EDO-LE-93-07



National Center for ESL Literacy Education

Workplace ESL Instruction: Varieties and Constraints

—by Mary McGroarty & Suzanne Scott, Northern Arizona University

Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose native language is other than English. While the nature and type of English language skills needed to succeed on the job vary according to local employment patterns, many commentators on trends in the workplace see a broad-scale shift to jobs that demand better communication skills and thus assume English fluency, both oral and written (e.g., Naisbitt & Aburdene, 1990). Though the extent and impact of such a shift has been questioned (Mishel & Teixeira, 1991), lack of English language and literacy skills is clearly a barrier to many kinds of employment. Hence, many programs have been established to prepare adults for the workplace or to help workers already on the job. Here we summarize the types of existing programs and discuss constraints on program development.

Meanings of “Workplace Literacy Instruction”

ESL programs including some component designated as “workplace language” are found in a variety of settings and funded by various sponsors. This variety is a key to understanding the nature of instruction provided (Kerda & Imel, 1993).

Pre-workplace classes. Some ESL literacy programs might be more accurately called “pre-workplace.” They serve unemployed heterogeneous groups of adult ESL learners who are preparing to enter the workplace. Learners in these programs work on a variety of second language skills, many of them related to interviewing or filling out the forms needed to get a job. Some programs are aimed specifically at training workers for a certain job area or occupational cluster, such as manufacturing or custodial positions. Much of the course material comes directly from the jobs learners expect to do.

“Work-centered” approaches. The usual meaning of “workplace ESL” is second language instruction held at the work site. Goals for such programs generally reflect a competency-based approach, particularly if they have been developed based on an employer’s perception of participants’ language needs for their positions (Wrigley & Guth, 1992). Thus the language structures, functions, and vocabulary are drawn from the work life of the participants and can range from discrete study of specialized vocabulary items, to the more abstract and often convoluted language used in procedures manuals or benefits packets, to the language needed to communicate with co-workers.

http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

“Worker-centered” approaches. A limitation of competency-based workplace ESL programs is that they dwell on isolated second language skills and ignore participants’ full social identity, only part of which is constituted by the job held. Labor organizations have been particularly sensitive to the need to take a “worker-centered” rather than “work-centered” view of second language instruction, which includes finding out what workers want to know for their personal lives as well as the tasks they perform in their jobs (Gueble, 1990). Many adult education agencies and employee organizations now favor this more holistic and participatory approach to determining participants’ second language needs (Wrigley & Guth, 1992).

Current Perspectives on Workplace Learning

Observers have noted that, too often, workplace education programs treat workers as skills deficient rather than as multifaceted individuals with strengths to be built on and perspectives that enrich workplace activity (Hull, 1993). While worker-centered, participatory programs value employees as multifaceted individuals, they often retain a focus on functional language, teaching workers, for example, how to interact with supervisors or customers in typical production or service settings when they may already have done so successfully for months or years. Recent research in Britain (Roberts, Davies, & Jupp, 1992) and the United States (Hart-Landsberg, Braunger, Reder, & Cross, 1993) emphasizes the social construction of work-based learning, the interactive nature of human negotiations on the job, and the need to build workers’ self-confidence as well as language skills. Advisory committees made up of learners, supervisors, and teachers are one way to assure that all of the participants’ needs are being addressed.

Constraints on ESL Workplace Program Development

The type of program and its underlying philosophy, as well as other issues detailed below, affect the course goals, materials, and methodology; time, location, frequency, and duration of ESL classes; and voluntary or mandatory nature of participation. There are many factors for both program developers and learners to consider.

Needs assessment. To discover what skills employees need, most program developers conduct some form of a needs assessment, although the depth and scope of such assessments vary considerably. Explanations of needs assessments and program development abound in the literature. Here we address criticisms of and constraints on needs assessment. One recent criticism is that the task analyses (or job audits) that normally comprise needs assessments are too narrowly focused on specific job skills; needs assessments should incorporate a broader range of knowledge (U.S. Department of Education, 1992).

The time required to conduct a comprehensive needs assessment presents another concern. Thomas, Grover, Cichon, Bird, and Harns (1991) suggest that, at a minimum, six weeks of detailed planning precede a 40-hour course. Such lengthy preparation time is unlikely to be universally feasible, so some negotiation will probably take place. Even with considerable lead time to develop curricula, it is not possible to predict all workplace language needs; flexibility and spontaneity allow for emerging curricula.

Assessment measures. Like other adult ESL and literacy programs, workplace ESL programs face difficulties identifying appropriate language assessment measures, particularly for the job-related skills developed as a part of workplace training (Berryman, 1993). Program developers need to define appropriate indicators of instructional quality and tailor standards for evaluating participant outcomes to their particular circumstances.

http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

Participant attitudes and expectations. Both workers and employers may demonstrate either skepticism or unrealistically high expectations about what can be accomplished during instruction. Employers need to acknowledge the concerns of employees and their unions, who may fear that job audits could be used to fire or demote employees whose skills fail to match those putatively required for tasks they already perform satisfactorily (Sarmiento & Kay, 1990). Thus, the types of information required for a needs assessment and their uses must be established and known to all parties from the program's inception.

Enrollment management. The recruitment and retention of students presents additional challenges for program developers. Developers need to decide which employee groups to target and whether to make participation voluntary or mandatory. Most practitioners strongly recommend that participation be voluntary. If training does not occur during work hours and at the work site, issues of childcare, transportation, and remuneration must also be resolved.

Language choice. While employers may expect or even demand that English be the sole language of instruction, this is not always the most effective use of instructional time. Recently arrived immigrants and refugees with limited English proficiency may benefit from explanations of workplace procedures and training in their native language. Developers thus must determine whether English, the native language(s) of learners, or some combination is the most effective vehicle for instruction.

Support. Finding financial and organizational support for a workplace ESL program is a multifaceted task. Presently, funding for training primarily benefits professional and managerial employees, most of them college educated (Commission on the Skills of the American Workforce, 1990). The nonnative English speaker is rarely the recipient of training, except in new-hire education. Support is often short term and comes from a complex combination of public agency, private employer, union, and community-based organizations, and is realized in a variety of forms (McGroarty, 1993): direct payment of costs, subsidies in the form of childcare or transportation costs, or provision of things such as classroom space.

Building coalitions. A major challenge for workplace programs is the creation of a successful coalition among the many parties involved. Second language professionals, accustomed to operating with some measure of autonomy, need to learn to collaborate with employers, employees, and officials in public agencies and unions. Each stakeholder must cultivate an ability to appreciate the concerns and expertise of others. No one of these groups can successfully take on alone the considerable task of designing, implementing, and evaluating a workplace language program (Vanett & Facer, 1992).

Decentralization. No single federal or private educational or business agency coordinates all workplace ESL programs, although the Departments of Education and Labor oversee current federally funded projects. This decentralization makes gathering information difficult for program developers, who must often reinvent the wheel when starting a program if they are not already part of a network of experienced professionals. Even if developers are aware of different programs, the short lifespan of many workplace language programs, combined with the fragile nature of the support coalitions and the often customized nature of specific worksite curricula, hinder efforts to gather information on curricula or program results. To alleviate this problem, several manuals for workplace language training have been published (e.g., Bradley, Killian, & Friedenber, 1990; Cook & Godley, 1989). Recognizing the problems inherent in short-term projects, the U.S. Department of Education (1992) recently extended the length of its workplace education grants to three years.

http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

In conclusion, development of ESL instructional programs for the workplace is a complex and long-term process. As the national employment picture changes, ESL workplace instruction needs to remain flexible and innovative to serve participants effectively.

References

- Berryman, S.E. (1993). Learning for the workplace. In L.Darling- Hammond (Ed.), *Review of Research in Education*, 19, 343-401.
- Bradley, C.H., Killian, P.A., & Friedenber, J.E. (1990). *Employment training for limited English proficient individuals: A manual for program development*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ED 320 392)
- Commission on the Skills of the American Workforce. (1990). *America's choice: High skills or low wages*. Rochester, NY: National Center on Education and the Economy.
- Cook, C., & Godley, V. (1989). *Workplace literacy: A curriculum development guide*. Wilmington, MA: Cambodian Mutual Assistance Association of Greater Lowell, MA. (ED 329 132)
- Gueble, E. (1990). Learner-centered instruction in the workplace. *Adult Literacy and Technology Newsletter*, 4(3), 1, 10-14.
- Hart-Landsberg, S., Braunger, J., Reder, S., & Cross, M.M. (1993). *Learning the ropes: The social construction of work-based learning*. Portland, OR: Northwest Regional Educational Laboratory.
- Hull, G. (1993). Hearing other voices: A critical assessment of popular views on literacy and work. *Harvard Educational Review*, 63(1), 20-49.
- Kerka, S., & Imel, S. (1993). *Workplace literacy: Lessons from practice*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- McGroarty, M. (1993). Second language instruction in the workplace. *Annual Review of Applied Linguistics*, 13, 86-108.
- Mishel, L., & Teixeira, R. (1991). *The myth of the coming labor shortage: Jobs, skills, and incomes of America's workforce 2000*. Washington, DC: Economic Policy Institute.
- Naisbitt, J., & Aburdene, P. (1990). *Megatrends 2000: Ten new directions for the 1990s*. New York: Morrow.
- Roberts, C., Davies, E., & Jupp, T. (1992). *Language and discrimination: A study of communication in multi-ethnic workplaces*. London: Longman.
- Sarmiento, A., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy*. Washington, DC: AFL-CIO Human Resources Development Institute. (ED 338 863)
- Thomas, R.J., Grover, J., Cichon, D.J., Bird, L.A., & Harns, C.M. (1991). *Job-related language training for limited English proficient employees: A handbook for program developers*. Washington, DC: Development Assistance Corporation. (ED 342 277)
- U.S. Department of Education, Division of Adult Education and Literacy. (1992). *Workplace education: Voices from the field*. Washington, DC: Author.
- Vanett, L., & Facer, L. (1992, March). *Workplace ESL training: Examining a range of perspectives*. Paper presented at meeting of the Teachers of English to Speakers of Other Languages, Vancouver, BC.

http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

Wrigley, H.S., & Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (ED 348 896)

The National Clearinghouse on Literacy Education (NCLE) is operated by the Center for Applied Linguistics (CAL) with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI89166001. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

http://www.cal.org/ncle/digests/WORKPLACE_ESL.HTML

HANDOUT 10D

Reprinted from

December 1995
EDO-LE-96-01

National Center for ESL Literacy Education

Selling Workplace ESL Instructional Programs

—by Miriam Burt, Center for Applied Linguistics

The late 1980s and early 1990s witnessed a rise in visibility for workplace instructional programs to improve workers' basic skills and English language proficiency. From 1988 through 1994, the U.S. Department of Education's National Workplace Literacy Program (NWLP) funded more than 300 basic skills programs, 49% of which offered some English as a second language (ESL) instruction (Burt & Saccomano, 1995). However, independent of (uncertain) federal and other public funding, few companies actually provide instruction in basic skills and ESL to their workers. In fact, a survey done by the Bureau of Labor Statistics (U.S. Department of Labor, 1994) revealed that of the 12,000 businesses surveyed, only 3% offered training in basic skills or in ESL.

This digest explores the issue of why companies do and do not provide workplace basic skills and ESL instruction. It reports on data from a survey of businesses in Illinois (Illinois Literacy Resource Development Center, 1993) and from interviews with 18 workplace ESL program directors, teacher trainers, curriculum writers, and instructors (Burt, in press); and it offers suggestions to educational providers and independent consultants on how to sell or market workplace ESL programs to employers.

Why Some Businesses Provide Instruction

Managers, education providers, employees, and supervisors from twenty-one businesses in Illinois were interviewed in a study of why businesses do or do not provide basic skills and ESL instruction (Illinois Literacy Resource Development Center, 1993). Fourteen businesses provided this instruction, seven did not. The following were the reasons given for initiating workplace programs:

Quality Improvement. In manufacturing companies there has been a recent emphasis on quality, which has necessitated a change in the manufacturing process. When companies provided quality improvement trainings, they were not successful. Managers realized that before these could be implemented, basic skills needed to be raised.

Commitment of top management to training and education. In some companies, training and education are part of management philosophy. The classes offered in these companies often cover general knowledge and skills. The goal is not necessarily to prepare workers to succeed in other company training, but rather to allow them to pursue their own goals.

<http://www.cal.org/ncle/digest/SELLING.HTM>

Sales Effort of an Educational Provider. Educational providers who were knowledgeable and willing to prepare and design basic skills programs at a low cost have sold such programs to managers who are aware of basic skills problems within the workplace. If the employers and the educational provider have a “previously established relationship” (Illinois Literacy Resource Development Center, 1993, p.3), there is a greater chance the employers will buy the educator's services.

The businesses' preferred instruction providers were public schools, community colleges, and universities. In fact, these were preferred over in-house providers and commercial job-training providers. Their third, fourth, and final choices were community-based organizations, private consultants, and union consortia.

Why Other Businesses Do Not Provide Instruction

Although some of the Illinois business representatives interviewed indicated that they were aware of employee deficits in basic skills and language proficiency, they had not initiated workplace programs. The reasons given were:

Cost of Instruction. Some companies did not offer training of any kind to any of their employees—whether as perks for executives, technological training for middle management, or basic skills instruction for entry level workers. Training of any kind was seen as too expensive.

Reluctance of Upper Management. Upper management was at times reluctant to initiate training. This was due, in part, to lack of information about the need for programs, the kinds of programs available, and the cost involved. A 1990 evaluation of state-financed workplace-based retraining programs supports this finding (U.S. Congress, Office of Technology Assessment, 1990). This study attributed managers' failure to provide instruction to a lack of information about the best approach to use, uncertainty about how to fit the training into new technology and work processes, and reluctance to disrupt work schedules for an "elusive future benefit" (p.131).

The Not-Bad-Enough Syndrome. Some companies find other ways of dealing with basic skills deficits rather than providing instructional intervention. For example, some businesses screen prospective employees through a basic skills test. In a 1989 survey by the American Management Association, 90% of the responding companies said they would not hire workers who fail such a test (U.S. Congress, Office of Technology Assessment, 1990). Some companies organize the workplace so that the language and literacy deficiencies of already hired workers do not hinder production. These workers may be given the so-called back-of-the-house jobs such as dishwashers or salad preparers, where they have no contact with the public, and minimal, if any, contact with English-speaking coworkers and supervisors. In many companies where most of the workers speak a common native language (often Spanish), frontline managers speak the native language of the workers and the lack of English skills becomes almost irrelevant to the work flow (Burt, in press). However, although the native language may be used almost exclusively in some entry-level positions, in order for workers to be promoted, good English skills are still obligatory (McGroarty, 1990).

How Educational Providers Can Sell their Product

Workplace ESL educators from Alaska, Arizona, California, Colorado, the District of Columbia, Illinois, Maryland, New York, Texas, and Virginia were asked how programs can best sell their services to businesses (Burt, in press). These practitioners were from educational institutions, community-based organizations, volunteer organizations,

<http://www.cal.org/ncle/digest/SELLING.HTM>

union consortia, or from within the business itself. Three were independent consultants who had started their own companies to provide workplace ESL instruction.

The following themes surfaced, many of which echo the conclusions drawn from the survey data listed above.

1. Start out with a better chance of success by contacting companies with a history of offering training for employees at all levels, not just as perks for executives.
2. Don't promise what cannot be delivered. It is not likely that a workplace ESL class of 40-60 hours will turn participants with low-level language skills into fluent speakers of English. Educate all the stakeholders—the general managers, the frontline managers, the human resources department, and the prospective learners themselves—about the length of time needed to achieve proficiency in a second language.
3. Offer short courses, or “learning opportunities” (Jurmo, 1995, p. 12) with a few specific, attainable goals. Discrete, highly targeted courses such as accent reduction, teamwork skills, and pre- total quality management (TQM) are saleable and give learners skills to use in any job or workplace.
4. Seek ways to maximize resources and personnel already at the workplace. Programs can schedule a one-hour class/one-hour study time match at work sites where there are learning centers for individual, computer-assisted instruction. Instructors can team with job skills trainers to offer vocational English as a second language (VESL). The program can require home study to match workplace course hours. This is especially important when offering instruction to learners with low-level English skills who may not yet have the language proficiency necessary to access the more specialized courses listed above.
5. In addition to providing instruction on American workplace practices and values to ESL learners, offer cross-cultural courses to both native and nonnative English speakers at the workplace. This may help dissipate feelings that the language minority workers are getting special treatment and can directly address the need for better communication at the workplace.
6. Develop realistic ways of documenting how instruction has improved performance at the workplace. Promotions due to improved skills are very impressive; however, in many companies, downsizing is occurring, and no one, native or nonnative speaker, is being promoted. Instead, educators can cite other indicators of improvement, such as increased number of written and oral suggestions made by learners at meetings or other appropriate times; increased number of learners expressing the desire to be promoted; and increased number of learners asking to be cross-trained. (See Mikulecky & Lloyd, 1994; and Mrowicki & Conrath, 1994, for discussions of measuring and documenting improvements at the workplace.)
7. Make certain that general managers actively support the program. They authorize the classes and their authority is necessary to ensure that their frontline managers (the participants' direct supervisors) strongly support the classes. The supervisors will arrange schedules so that workers can attend classes, provide opportunities on the job for them to use what they are learning, and encourage them to attend classes regularly. (See Kirby, 1989, for a discussion of the role of frontline managers in ESL instructional programs.)

<http://www.cal.org/ncle/digest/SELLING.HTM>

8. Don't insist on teaching language for the workplace only. Although the workplace is the core of and the backdrop for instruction, workplace instruction does not need to be connected exclusively to workplace skills. Educators know that learning means transfer of skills to other life situations and learners have always sought this link. Many educators interviewed said that company management asked them to teach life skills and general communication skills as well as workplace skills, especially to learners with minimal English.

Conclusion

Although basic skills and English language instruction are often viewed as real needs at the workplace, few companies provide this for their workers. With the decrease in federal and state funds available for instruction at the workplace, it is not enough for educational providers to design, implement, and evaluate workplace instructional programs. They must also be able to sell their programs to the businesses they are asking to sponsor the instruction.

References

- Burt, M. (in press). *Workplace ESL instruction: Programs, issues, and trends*. Washington, DC: Center for Applied Linguistics.
- Burt, M., & Saccomano, M. (1995). *Evaluating workplace ESL instructional programs*. ERIC Digest. Washington, DC: Project in Adult Immigrant Education and National Center for ESL Literacy Education.
- Illinois Literacy Resource Development Center. (1993). *Learning that works: An exclusive summary report*. [Champaign, IL]: Author.
- Jurmo, P. (1995). *Final evaluation for the 1993-1994 cycle of "The Cutting Edge," El Paso Community College's workplace education program*. East Brunswick, NJ: Learning Partnerships.
- [Kirby, M.] (1989). *Perspectives on organizing a workplace literacy program*. Arlington, VA: Arlington Education and Employment Program. (ERIC Document Reproduction Service No. ED 313 927)
- McGroarty, M. E. (1990). Bilingualism in the workplace. *The Annals of the American Academy*, 511, 159-179.
- Mikulecky, L., & Lloyd, P. (1994). *Handbook of ideas for evaluating workplace literacy programs*. Bloomington, IN: Indiana University. (EDRS No. ED 375 264)
- Mrowicki, L., & Conrath, J. (1994). *Evaluation guide for basic skills programs*. Des Plaines, IL: Workplace Education Division, The Center for Resources for Education. (EDRS No. ED 373 261)
- U.S. Congress, Office of Technology Assessment. (1990). *Worker training: Competing in the new international economy* (OTA-ITE-457). Washington, DC: Government Printing Office. (EDRS No. ED 326 622)
- U.S. Department of Labor. (September 23, 1994). BLS reports on employer-provided formal training. *Bureau of Labor Statistics News*.

This article is produced in part by the Project in Adult Immigrant Education, funded by the Andrew W. Mellon Foundation through a grant to the Center for Applied Linguistics.

The National Center for ESL Literacy Education (NCLE) is operated by the Center for Applied Linguistics (CAL) with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI 93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

<http://www.cal.org/ncle/digest/SELLING.HTM>

HANDOUT 10E

*Reprinted from***Project in Adult Immigrant Education (PAIE)**

National Center for ESL Literacy Education

Q & A**Planning, Implementing, and Evaluating Workplace ESL Programs**

—by Allene Guss Grognet, Center for Applied Linguistics

Any employment-related English as a second language (ESL) program, whether conducted on the job or as pre-employment training, is a result of five interrelated steps:

1. Conducting a needs analysis of the language and culture needed to perform successfully in a specific workplace or occupation. The needs analysis leads to the development of objectives for the program.
2. Developing a curriculum, based on the objectives, that identifies tasks and skills for verbal interaction on the job, and tasks and skills for reading and writing on the job. The curriculum should also prioritize these tasks and skills.
3. Planning instruction by gathering text material and realia, determining classroom activities, and identifying opportunities for learners to put their skills in practice outside the classroom.
4. Determining instructional strategies that include a variety of activities that focus on the objectives, keep the class learner-centered, and include as much paired and group work as possible. Strategies for assessment should also be determined when planning instruction.
5. Evaluating the program on both a formative and summative basis.

These steps are discussed below from the point of view of what the educator needs to consider in planning, implementing, and evaluating a program. However, throughout the process, the educator must remember that the “buy-in” of the business partner, especially at the level of the frontline supervisor, is indispensable to the success of any workplace ESL program (Kirby, 1989; Westerfield & Burt, 1996).

How should a needs analysis be conducted?

The needs analysis is perhaps the most crucial of the steps, because the remaining steps are based on it. Much has been written about how and why to do a needs analysis. Philippi (1991) describes a detailed process of observing workers on the job, interviewing all stakeholders, and collecting all written material to determine the basic skills needed on the job to do a specific job. Thomas, Grover, Cichon, Bird, and Harns (1991) provide a step-by-step guide on how to perform a task analysis for language minority employees. Burt and Saccomano (1995) discuss the

<http://www.cal.org/ncle/digest/PLANNINGQA.HTM>

value of a needs analysis that goes beyond the work floor to include union meetings and other places where workers interact on the job. Auerbach and Wallerstein (1987) talk about a needs assessment process that is more participatory as workers themselves identify the issues they wish to explore in the class. And Taggart (1996) points out that the emergent curriculum development process that takes place as the class progresses provides timely information to service providers and is less costly for employers.

Participatory learner-generated needs assessment is not antithetical to the traditional needs assessment process. Grognet (1994) stresses that for adults learning English as a second language, any instruction to help them succeed in the workplace is in their best interest and is by definition learner-centered. Lomperis (in press) asserts that having a curriculum framework generated from a pre-program needs assessment can facilitate the process of soliciting input from learners in the classroom. Finally, Mansoor (1995) speaks of the necessity for the needs analysis to be performed not solely for the jobs the participants have, but for the positions they aspire to, as well.

If the learners are already on the job, the analysis is conducted in that specific workplace. If learners are preparing for a job, several different environments in that occupation can be used for the needs analysis. In interviewing or surveying supervisors, managers, and nonnative and English-speaking employees, the same kinds of questions should be asked so that information from all these sources can be compared (Alamprese, 1994; Lynch, 1990).

For example, managers and supervisors might be asked if they perceive their employees experiencing difficulty in such common workplace tasks as following spoken instructions; explaining or giving instructions; reporting problems; asking questions if they don't understand something; communicating with co-workers; communicating on the telephone; communicating in group or team meetings; making suggestions; reading job-related manuals; filling out forms; writing memos, letters, or reports; reading notices, newsletters, or short reports; doing job-related math computations; interpreting graphs, charts, or diagrams; or following safety standards and measures. Employees or learners should also be asked if they have difficulties with these tasks. Next, or simultaneously, educators go to the workplace to see the jobs performed and the language used on the job. At the same time, all of the written materials used in the workplace or in that occupation—for example, manuals, notices, safety instructions, and office forms—should be collected and analyzed for linguistic difficulty. Meetings and other team activities should also be observed for language use.

Perhaps the most important part of the needs analysis is the reconciliation, where one takes the information from managers and supervisors, employees and learners, puts it together with personal observation, and lists and prioritizes the language needed on the job. This in turn leads to forming the objectives for the program. Program objectives developed in this way are based not only on what one party has reported, and not solely on observation, but on a combination of factors.

What major areas should be considered in curriculum development?

While needs vary within each worksite or occupation, there are general areas that should be considered in curriculum development. Some of these areas, with examples of specific linguistic and cultural competencies, are outlined below. Not all tasks and functions are taught at every worksite to every participant. However, along with the information from the needs analysis and from learner input, these topics form the backbone of the curriculum.

<http://www.cal.org/ncle/digest/PLANNINGQA.HTM>

Workplace Curriculum Topics**1. Workplace Communication Expectations**

- greeting coworkers
- asking questions
- making “small talk”
- reporting problems and progress
- calling in sick or late
- requesting time off or permission to leave early
- responding to interruption and criticism
- making suggestions
- accepting and declining requests and invitations
- asking for and giving clarification and verification
- apologizing

2. Following Directions and Instructions

- identifying listening strategies for directions
- understanding quality control language
- understanding words of sequencing
- giving feedback to directions
- asking for, giving, and following directions
- giving and responding to warnings
- understanding and following worksite rules
- following safety rules

3. Job-Specific Terminology

- identification of one’s job
- enumeration of the tasks
- description of the tasks
- identification and description of tools, equipment and machinery
- identification of products and processes

4. Cross-Cultural Factors

- food and eating habits
- personal hygiene, habits, and appearance
- cultural values of America and the American workplace
- understanding workplace hierarchies
- understanding “unwritten rules”
- recognizing problems and understanding appropriate problem-solving strategies

5. Company Organization and Culture

- management functions
- union functions
- personnel policies, procedures, and benefits
- performance evaluations
- rewards and recognition

6. Upgrading and Training

- understanding career opportunities
- understanding the need for training
- understanding what a “valued” worker is

Other factors also matter. Understanding situations in which pronunciation makes a difference, such as in describing work processes and procedures or in giving oral instructions, is important as are literacy initiatives (e.g., reading posted notices, production reports, and forms; writing an accident report; and keeping a written log). However, for the language minority worker, the curriculum should start with workplace communication and end with company organization and culture, and skills upgrading.

What should be considered when planning lessons?

Lesson planning includes gathering text material and realia (e.g., those manuals, signs, and job aids that were analyzed during the needs analysis process) and any tools and equipment possible. From these, classroom activities

<http://www.cal.org/ncl/digest/PLANNINGQA.HTM>

that involve listening, speaking, reading, and writing can then be designed. However, language practice should not be limited to the classroom. Learners should leave the classroom after each session able to perform at least one new linguistic skill. For example, they might be able to pronounce the names of three pieces of equipment, know how to interrupt politely, or use the index of their personnel manual to find information on sick leave policy. To this end, instruction must include activities that use language needed by learners either on the job or in the wider community.

The educator may have input into revising written materials used at the worksite as a way of resolving worker performance problems on the job (Westerfield & Burt, 1996). Guidelines for adapting written material found on the job follow:

Adapting Written Materials

- Make the topic/idea clear.
- Reduce the number of words in a sentence and sentences in a paragraph wherever possible.
- Rewrite sentences in subject-verb-object word order.
- Change sentences written in the passive voice to the active voice wherever possible.
- Introduce new vocabulary in context and reinforce its use throughout the text.
- Eliminate as many relative clauses as possible.
- Use nouns instead of pronouns, even though it may sound repetitious.
- Rewrite paragraphs into charts, graphs, and other diagrams wherever possible.
- Make sure that expectations of prior knowledge are clear, and if necessary, provide background material.
- Eliminate extraneous material.

What are characteristics of learner-centered instruction?

All workplace ESL (and all adult ESL in general) should be learner-centered. If language learning is to be successful, the learners' needs, rather than the grammar or functions of language, must form the core of the curriculum and the instruction.

Many educators, among them Auerbach (1992), Auerbach and Wallerstein (1987), and Nash, Cason, Rhum, McGrail, and Gomez-Sanford (1992), have written about the learner-centered ESL class. In a learner-centered class, the teacher creates a supportive environment in which learners can take initiative in choosing what and how they want to learn. The teacher does not give up control of the classroom, but rather structures and orders the learning process, guiding and giving feedback to learners so that their needs, as well as the needs of the workplace, are being addressed. In a traditional teacher-centered classroom, where the teacher makes all the decisions, learners are sometimes stifled. At the same time, too much freedom given to learners, especially those from cultures where the teacher is the sole and absolute classroom authority, may cause learners to feel that the teacher has abandoned them (Shank & Terrill, 1995). The teacher must determine the right mix of license and guidance.

The following are characteristics of learner-centered classrooms:

1. What happens in the language classroom is a negotiated process between learners and the teacher. The content and sequence of the workplace curriculum is seen as a starting point for classroom interaction and for learner generation of their own occupational learning materials. The language presented and practiced in a good adult

<http://www.cal.org/ncl/digest/PLANNINGQA.HTM>

ESL text is usually based on situations and contexts that language minority adults have in common. When one adds to this the exigencies of a particular workplace or occupation, another layer of learning is presented to the learner.

2. Problem solving occupies a good portion of any adult's life, so it is not surprising that problem-solving activities are a necessary part of learner-centered curricula. Problem-solving exercises should be prominent in any workplace classroom. Learners can be asked what they would say or do in a particular situation, or about their own experiences in circumstances similar to those presented by the teacher. Learners can also be asked to present the pro's and con's of a situation, to negotiate, to persuade, or to generate problem-solving and simulation activities from their own lives. By presenting and solving problems in the classroom, learners become confident in their ability to use language to solve problems and to take action in the workplace and in the larger social sphere. These problem-solving activities are especially valuable in high-performance workplaces where work is team-based and workplace decisions are made through group negotiation (Taggart, 1996).
3. The traditional roles of the teacher as planner of content, sole deliverer of instruction, controller of the classroom, and evaluator of achievement change dramatically in a learner-centered classroom. When the classroom atmosphere is collaborative, the teacher becomes facilitator, moderator, group leader, coach, manager of processes and procedures, giver of feedback, and partner in learning. This is true whether the teacher has planned a whole-class, small-group, paired, or individual activity. (See Shank and Terrill, 1995, for discussion of when and how to group learners.)
4. In managing communicative situations in a learner-centered environment, teachers set the stage for learners to experiment with language, negotiate meaning, make mistakes, and monitor and evaluate their own language learning progress. Language is essentially a social function acquired through interaction with others in one-to-one and group situations. Learners process meaningful discourse and produce language in response to other human beings. The teacher is responsible for establishing the supportive environment in which this can happen. This does not mean that the teacher never corrects errors; it means that the teacher knows when and how to deal with error correction and can help learners understand when errors will interfere with effective, comprehensible communication.

What are learner-centered instructional strategies?

Some strategies that are especially useful for workplace ESL programs are:

- Using authentic language in the classroom.
- Placing the learning in workplace and other adult contexts relevant to the lives of learners, their families, and friends.
- Using visual stimuli for language learning, where appropriate, and progressing from visual to text-oriented material. While effective for all language learners, this progression taps into the natural learning strategies of low-literate individuals who often use visual clues in place of literacy skills (Holt, 1995).
- Emphasizing paired and group work, because learners acquire language through interaction with others on meaningful tasks in meaningful contexts. It also sets the stage for teamwork in the workplace (Taggart, 1996).
- Adopting a whole language orientation-integrating listening, speaking, reading, and writing-to reflect natural language use.

<http://www.cal.org/ncl/digest/PLANNINGQA.HTM>

- Choosing activities that help learners transfer what they learn in the classroom to the worlds in which they live.
- Treating the learning of grammar as a discovery process, with a focus on understanding the rules for language only after learners have already used and internalized the language. In this way, grammar is not a separate part of the curriculum, but rather is infused throughout.
- Integrating new cultural skills with new linguistic skills. Learners acquire new language and cultural behaviors appropriate to the U.S. workplace, and the workplace becomes a less strange and frightening environment.

Various types of exercises and activities can be used in a learner-centered environment. These include question and answer, matching, identification, interview, fill-in, labeling, and alphabetizing; using charts and graphs; doing a Total Physical Response (TPR) activity; playing games such as Concentration and Twenty Questions; creating role-plays and simulations; developing a Language Experience Approach (LEA) story; or writing in a dialogue journal. (See Holt, 1995, and Peyton and Crandall, 1995, for a discussion of these and other adult ESL class activities.)

What about assessing learner progress?

Testing is part of teaching. Funders may mandate that programs use commercially available tests such as the Basic English Skills Test (BEST) and the Comprehensive Adult Student Achievement System (CASAS). These tests, when used in combination with program-developed, performance-based measures, can provide a clear picture of what has been learned in the class. (See Burt and Keenan, 1995, for a discussion of learner assessment in adult ESL instruction.) Performance-based tests measure the learner's ability to apply what has been learned to specific, real-life tasks. Actual job artifacts such as pay stubs, job schedules, and company manuals can be used to assess linguistic skills. Further, program-developed materials lend themselves well to workplace ESL instruction in that they allow both learners and teachers to see progress in the outlined objectives over time. Some program-developed assessment instruments are discussed below:

Program-Developed Assessment Instruments

1. Checklists (e.g., aural/oral, reading, writing)
2. Learner-generated learning logs
3. Portfolios (e.g. written classwork, learner self-analysis, program-developed tests)

Checklists. Objectives for the course, or even for each lesson, can form the basis of a checklist. For instance, an *aural/oral checklist* for high-beginning learners might include such items as 1) uses level-appropriate words and phrases to respond verbally to spoken language; 2) uses extended speech to respond verbally to spoken language; 3) initiates conversation; 4) participates in small group or paired activities; 5) follows oral directions for a process; and 6) asks for clarification.

A checklist for *reading* might include such items as 1) recognizes appropriate sight words(e.g.,words on safety signs); 2) recognizes words in context; 3) shows evidence of skimming; 4) shows evidence of scanning; 5) reads simplified job aids or manuals; and 6) reads paycheck information.

A checklist for writing might include entries such as 1) fills out simple forms; 2) makes entries into work log; and 3) writes requests for time-off.

<http://www.cal.org/ncl/digest/PLANNINGQA.HTM>

Learner-generated learning logs. In a notebook, such page headings as “Things I Learned This Month” “Things I Find Easy in English” “Things I Find Hard in English” “Things I Would Like to Be Able to Do in My Work in English” create categories that help learners see growth in their English language skills over time. If learners make an entry on one or more pages every week, then review the logs with their teachers every three months, they usually see progress, even if it is slight. This also helps teachers to individualize instruction.

Portfolios. These individual learner folders include samples of written work, all pre- and post-testing, self analysis, and program-developed assessment instruments. Portfolio contents also tend to show growth in vocabulary, fluency, and the mechanics of writing over time.

What kind of program evaluation is necessary?

Formative evaluation, performed while a program is in operation, should be a joint process between a third-party evaluator and program personnel. Together, they should review the curriculum to make sure it reflects the program objectives as formulated through the needs analysis process. They should also review all instructional materials (e.g., commercial texts and program-developed materials) to see that they meet workplace and learner needs. Finally, the third-party evaluator should periodically observe the classroom to evaluate instruction and learner/teacher interaction.

Summative evaluation, done at the completion of a program, should evaluate both the learner and the program. Learner evaluation data can be taken from formal pre- and post-tests as well as from learner self-analysis, learner writings, interviews, and program-developed assessments (Burt & Saccomano, 1995).

A summative program evaluation should be completed by a third party. The third party evaluator analyzes the above summative data that includes information from all the stakeholders (i.e., teachers, employers, union representatives, and learners) about what worked and did not work in the program, and why. The evaluator also looks at relationships among all the stakeholders. This analysis will yield more qualitative than quantitative data. However, there are processes to quantify qualitative information through matrices, scales, and charts, as discussed in Alamprese, 1994; Lynch, 1990; and Sperazi & Jurmo, 1994.

Conclusion

By following the steps discussed in this digest, a workplace or pre-employment ESL program should meet the needs of employers, outside funders, and learners. The best advertisement for a workplace program is employers choosing to continue instructional programs because they see marked improvement in their employees' work performance. The best advertisement for a pre-employment program is learners using English skills on jobs they have acquired because of their training.

References

- Alamprese, J. (1994). Current practice in workplace literacy evaluation. *MOSAIC: Research Notes on Literacy*, 4(1), 2.
- Auerbach, E. (1992). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems.

<http://www.cal.org/ncle/digest/PLANNINGQA.HTM>

- Auerbach, E., & Wallerstein, N. (1987). *ESL for action: Problem posing at work*. Reading, MA: Addison Wesley.
- Burt, M. & Keenan, F. (1995). *Adult ESL learner assessment: Purposes and tools*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 386 962)
- Burt, M., & Saccomano, M. (1995). *Evaluating workplace ESL instructional programs*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 386 961)
- Grognet, A.G. (1994, November). *ESL and the employment connection*. Presentation at the Office of Refugee Resettlement English Language Training Consultations, Washington, DC. (EDRS No. ED 378 843)
- Holt, G.M. (1995). *Teaching low-level adult ESL learners*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 379 965)
- [Kirby, M.] (1989). *Perspectives on organizing a workplace literacy program*. Arlington, VA: Arlington Education and Employment Program. (EDRS No. ED 313 927)
- Lomperis, A. (in press). *Curriculum frameworks for workplace ESL by industry*. Washington, DC: Center for Applied Linguistics, Project in Adult Immigrant Education and National Center for ESL Literacy Education.
- Lynch, B.K. (1990). A context-adaptive model for program evaluation. *TESOL Quarterly*, 24(1), 23-42.
- Mansoor, I. (1995, Fall/Winter). Program profile: The evolution of a workplace ESL program. *The Connector*, 3, 1, 4.
- Nash, A., Cason, A., Rhum, M., McGrail, L., & Gomez-Sanford, R. (1992). *Talking shop: A curriculum sourcebook for participatory adult ESL*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Peyton, J.K., & Crandall, J.A. (1995). *Philosophies and approaches in adult ESL literacy instruction*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education.
- Philippi, J. (1991). *Literacy at work: The handbook for program developers*. New York: Simon and Schuster.
- Shank, C.C., & Terrill, L.R. (1995). *Teaching multilevel adult ESL classes*. ERIC Digest. Washington, DC: National Center for ESL Literacy Education. (EDRS No. ED 383 242)
- Sperazi, L., & Jurmo, P. (1994). *Team evaluation: A guide for workplace education programs*. East Brunswick, NJ: Literacy Partnerships. (EDRS No. ED 372 284)
- Taggart, K. (1996, Spring). Preparing ESL workers to work in teams. *The Connector*, 4, 3-4.
- Thomas, R.J., Grover, J., Cichon, D.J., Bird, L.A., & Harns, C.M. (1991). *Job-related language training for limited English proficient employees: A handbook for program developers and a guide for decision makers in business and industry*. Washington, DC: Development Associates. (EDRS No. ED 342 277)
- Westerfield, K., & Burt, M. (1996). *Assessing workplace performance problems: A checklist*. Washington, DC: Center for Applied Linguistics, Project in Adult Immigrant Education.

ERIC/NCLE and PAIE Digests are available free of charge from the National Center for ESL Literacy Education (NCLE), 4646 40th Street NW, Washington, DC 20016-1859; (202) 362-0700, ext. 200; e-mail: ncle@cal.org; World Wide Web site: <http://www.cal.org/ncle>.

Citations with an ED number may be purchased from the ERIC Document Reproduction Service (EDRS) at 1-800-443-3742 or at <http://www.edrs.com>.

This article is produced by the Project in Adult Immigrant Education, funded by the Andrew W. Mellon Foundation through a grant to the Center for Applied Linguistics.

The National Center for ESL Literacy Education (NCLE) is operated by the Center for Applied Linguistics (CAL) with funding from the U.S. Department of Education (ED), Office of Vocational and Adult Education and the National Institute for Literacy, through the Office of Educational Research and Improvement, under contract no. RR 93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of the Institute or ED or the Andrew W. Mellon Foundation.

<http://www.cal.org/ncle/digest/PLANNINGQA.HTM>

HANDOUT 11

Workplace Code of Ethics

1. Know and respect the workplace setting.
2. Follow all rules of the worksite.
3. Avoid site-specific internal conflicts (e.g., union vs. management, women vs. men, management vs. worker).
4. Do not release scores to employers.
5. Avoid verbal discussions with supervisors and/or coworkers about specific learners—stay general.
6. Learn names, jobs, and so forth of support staff and all other personnel.
7. Stay focused on the goals and objectives of the program.
8. Know the contract and what you are expected to do.
9. Do not discuss proprietary information.
10. Be flexible—there are times when the workload may be more important to the learner than the educational class.
11. Do not accept gratuities, gifts, or favors that would affect professional performance.
12. Do not encourage or permit intimate relationships between instructor and company personnel and/or learners.

I have read the above and agree to abide by the Workplace Code of Ethics.

SIGNATURE

DATE

WITNESS

HANDOUT 12

Initial Meeting Between a Company and the Workplace ESOL Provider

First impressions count. An employer has contacted you or you have contacted the employer. You arrange a time to meet and request that the meeting be attended by a representative group of managers, supervisors, and decision makers (six to eight individuals). You, as the adult education supervisor, are accompanied by a qualified ESOL instructor. You have also prepared a packet of information about your program. You are prepared to present (briefly) your program's history, successes, awards, and populations/numbers served; the program's strengths; and services provided. Your marketing packet might include the following:

1. A brief history and information about the successes of your program,
2. Statements from former ESOL adult learners about how their classes have helped them in the workplace or life in general,
3. Letters of commendation from other businesses for which you have provided workplace education services, and
4. Information about the process you would follow in assessing needs and designing a program.

Be sure the instructor who accompanies you to this meeting understands the purpose of the visit. Be prepared to discuss his or her qualifications and expertise. Ask and answer the following question as you select an instructor: What am I looking for in an ESOL teacher for the workplace?

Learn everything you can about the company prior to your first meeting. Do they have education requirements for their employees? Do they require entry-level workers to have prior training or experience? Do they have funds set aside for employee training? Can you obtain this information by phone?

Discussion with the employer's representatives (your ad hoc advisory group) should address the following topics:

1. Ask them to describe their needs. What is it they want their employees to learn? What level of English

is required for employees to perform their jobs?

2. Ask them what problems they are currently encountering with respect to their employees' work habits, performance, and so forth.
3. Discuss what they are willing to contribute to a workplace education partnership.
4. Tell them what you can contract to provide in terms of services.
5. Consider offering short courses with a few specific, attainable goals.
6. Confirm that general management and frontline supervisors support the initiative. Management must authorize the classes, and frontline supervisors must strongly support employee participation. Will this group be able to meet and provide input and feedback periodically during the course of instruction?
7. If possible, establish a single point of contact and confirm that this individual will be able to communicate with you on a regular basis.
8. Try to determine early on how often and how many weeks the class can meet, where the class will be held, whether it will be held on company or employee time or both, and how participants will be recruited. Stress the need to schedule pre- and postassessments in order to identify needs and measure progress.
9. Help the employer develop realistic goals about a workplace ESOL program. Without too much academic language, explain what you believe can be accomplished, given the parameters set by the company and the nature of second language learning.
10. Make arrangements to return to conduct a language task analysis. This should include as many of the following elements as possible: opportunities to job shadow and interview employees and frontline supervisors, a tour of the plant or facility, participation in employee orientation or training, and an opportunity to examine environmental print with which employees are expected to be familiar.

HANDOUT 13A

Language Task Analysis Activities

Once you have conducted your initial meeting or phone conversation with an employer and have secured a commitment to conduct a needs assessment, you are ready to proceed with the language task analysis. While you may have been able to collect some of the needed information during your initial meeting with the employer, you will want to confirm your understanding with as many company personnel as possible. The components of the language task analysis include a series of questions you may use to interview management, frontline supervisors, or the targeted workers; brief surveys found in Chapter 3 of *Teaching Basic Skills in the Workplace* (pp. 60–71, 73–86); and worksheets to help you identify work-related language tasks and literacy skills. Depending on what you learned during your initial visit or phone conversation with the employer, you will select the activities most appropriate or useful.

Date: _____

Name of the company: _____

Address of the workplace: _____

Company contact: _____ Phone no.: _____

Questions Employers Might Have but May Never Ask

1. How much will a workplace ESOL program cost?
2. How long does the training take?
3. What can the company expect in terms of outcomes?
4. What is the return on investment for the company?
5. How and when will you assess the needs of the employees?
6. How will gains and outcomes be measured?
7. What involvement will be required of the company?
8. Can you accommodate our shift schedules?
9. Is there curriculum already developed?
10. Is workplace ESOL a service you currently provide? For whom?
11. How do you select your instructors for workplace assignments?
12. Would your instructors agree to participate in onsite orientation before beginning their assignments?
13. Are your instructors prepared to teach in a work environment (plant floor, cafeteria, training room)?
14. Can you customize or adapt materials to meet the company's specific needs?

Questions to Ask Employers Who Have a Focus on Performance

<p>1. What have you observed that suggests that English language instruction is needed?</p>	
<p>2. What jobs are performed by workers with limited English language skills?</p>	
<p>3. What skills are required for those jobs? Do workers need to be trained for different jobs or tasks?</p>	
<p>4. Do the workers have the needed skills?</p>	
<p>5. What problems do workers with limited English language skills experience in performing their jobs and moving to new jobs?</p>	
<p>6. How is communication currently conducted? Is another language used? Are interpreters being used?</p>	
<p>7. How does the use of another language impact employees' work, attitude, contributions, or interaction with native speakers of English?</p>	

<p>8. Can you provide examples of communication problems between workers with limited English language skills and supervisors?</p>	
<p>9. Are there safety issues caused by language miscommunication?</p>	
<p>10. Can you estimate the cost of errors due to language miscommunication (in terms of time, productivity, waste)?</p>	
<p>11. What if any action has the company taken in the past to address the situation? With what results?</p>	
<p>12. Where did the idea originate, and what was the route it followed through the organizational hierarchy?</p>	
<p>13. How has it been determined that there is a language or literacy problem?</p>	
<p>14. If ESOL instruction is offered on-site, how will participants be recruited? Will attendance be mandatory or optional?</p>	
<p>15. What results would you expect from workplace ESOL classes?</p>	

<p>16. Are there particular topics you would want addressed in class (safety, benefits, work culture)?</p>	
<p>17. What space will be available and how frequently can classes be held? Will classes be held on company time, employees' time, or both?</p>	
<p>18. What equipment will the instructor have access to? Can you provide us with work-related materials for classroom use?</p>	
<p>19. Can arrangements be made for the instructor to visit the plant, meet with workers and their supervisors before setting up the course?</p>	
<p>20. Will incentives be given for participation and completion of the program? Are there opportunities for promotion?</p>	
<p>21. Are there consequences of noncompletion of the program? What is at stake if workers do not improve their literacy and language skills?</p>	
<p>22. What are the workers' educational aspirations, and will they be able to participate in planning the program?</p>	

<p>23. What are the language, literacy, and cultural issues you as the employer need to have addressed?</p>	
<p>24. Which upper and middle management personnel should be involved in the design, delivery, and evaluation of the training?</p>	
<p>25. What do you perceive to be the role of frontline supervisors in this initiative?</p>	

HANDOUT 13B

Language Task Analysis Activities

Materials and records reviewed	Forms	Manuals	Other
Identify 2 entry/lower level positions and collect a sampling of forms, manuals, and communiqués workers with limited English language skills must utilize on a regular basis. Try to determine the kinds of errors made and how often they occur.			
Position 1.			
Position 2.			

Observations: Spend at least two 15-minute periods observing work by employees with limited English language skills and record your observations (use back of sheet if necessary).

1. Circle the types of reading that must be done in these jobs:
signs manuals forms instructions/directions labels information from machines
2. Circle the kinds of oral/aural communications taking place:
with peers with supervisors giving/taking directions asking for clarification
3. Mathematical computations required on the job:
four basic functions fractions percentages decimals multistep processes

HANDOUT 13C

Language Task Analysis Activities: Getting It Down on Paper

This form may be most useful when observing or job shadowing employees with limited English language skills. Information may also be extracted from the activities completed in Handouts 13A and 13B.

Job task	Literacy skills	Work-related materials

MODULE 3:

Designing a Plan to Deliver and Sustain Services

HANDOUT 14

**Budgetary Worksheet:
A Helpful Template for Replication**

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

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

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

HANDOUT 16

Reporting Assessment Results: A Template for Replication

(Can be placed on appropriate program stationary)

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.

HANDOUT 17

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.

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.

HANDOUT 18C

Checklist for Instructors Delivering Workplace Education

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.

HANDOUT 19A

The Evolution of a Workplace ESOL Program

A Reading From *The Connector*, No. 3, Fall/Winter 95

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 selfsufficiency 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

Inaam 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.

HANDOUT 19B

Curriculum Frameworks by Industry: Hotels

A Reading From *The Connector*, No. 3, Fall/Winter 95

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 “Good-bye,” 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 under-

standing 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.

Center for Applied Linguistics

Project in Adult Immigrant Education

<http://www.cal.org/Archive/projects/Mellon.htm>

[Editor's Note: This article is excerpted from a forthcoming, copy-righted publication. Permission to reprint must be obtained from Prentice Hall Regents, Upper Saddle River, New Jersey.]

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**

HANDOUT 19C

Workplace ESL Instruction: Interviews From the Field— Customizing the Curricula or Developing Generic Competencies?

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: Toya 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

Grognet, A.G. (1996). *Planning, implementing, and evaluating workplace ESL programs*. ERIC Q&A. Washington, DC: National Clearinghouse For ESL Literacy Education and Project in Adult Immigrant Education. (Available from NCLE/PAIE at 1118 22nd Street, N.W., Washington, DC 20037-1214, or at <http://www.cal.org/nclc>).

Mission College. (1995). *Workplace Learning Resource Center and Contract Education*. [Brochure]. Santa Clara, CA: Author. (Available from WLRC at 3000 Mission College Boulevard, Santa Clara, CA 95054.)

Peyton, J., & Crandall, J. (1995). *Philosophies and approaches to adult ESL literacy instruction*. ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education. (Available from NCLE at 1118 22nd Street, N.W., Washington, DC 20037-1214, or at <http://www.cal.org/nclc>). (ERIC Document Reproduction Service No. ED 386 960)

U.S. Department of Education, Office of Vocational and Adult Education (1992). *Workplace education: Voices from the field. Proceedings—National Workplace Literacy Program Project Directors Conference*. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 352 496)

Whetzel, D. (1992). *The Secretary of Labor's Commission on Achieving Necessary Skills*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Assessment and Evaluation. (Available from ERIC Clearinghouse on Assessment and Evaluation at Catholic University of America, 210 O'Boyle Hall, Washington, DC 20064-4035). (ERIC Document Reproduction Service No. ED 339 749)

HANDOUT 20

**Workplace ESOL – My Experience:
Cynthia Shermeyer, TESOL Fall 2002**

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 ESOL 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.

HANDOUT 21

ESOL Workplace Education Competencies: Revised (Includes Grognet's Curriculum Topics)

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.

HANDOUT 22A

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 modified from *Job Related Language Training for Limited English Proficient Employees: A Handbook for Program Developers*. Robert J. Thomas, Jane Grover, Donald J. Cichon, Lelija Bird, and Charles M. Harris. Development Assistance Corporation, Washington, DC, 1991.

Components of a Workplace ESOL Learning Activity

Workplace learning objective	The performance you want the learner to be able to exhibit (should be clear, relevant, and measurable).
Review/motivation	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).
Presentation	Present new material, including vocabulary, in a context relevant to the actual workplace context; may include modeling or demonstrating the skill or knowledge.
Practice	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.
Application and integration	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.
Reinforcement/learner follow up	Provide activities which allow learners to use and practice what they have learned at home or on the job in appropriate work contexts.
Materials	Use authentic materials as much as possible.
Evaluation	A combination of assessment activities that document levels of learners’ work-related performance and behavior.

HANDOUT 22B

Writing Workplace ESOL Learning Activities

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

Components of a Workplace Learning Activity

Workplace learning objective

Review/motivation

Presentation

Practice

Application and integration

Reinforcement/learner follow up

Materials

Evaluation

Sample Workplace ESOL Learning Activity

Workplace learning objective	Understand and follow sequential directions to complete a task.
Review/motivation	Review codes, symbols from previous lesson; discuss importance of sequence; brainstorm and model examples of what can happen if sequence is out of order.
Presentation	Share a familiar recipe or work instructions that has sequence out of order; discuss consequences; have learners put in correct order.
Practice	Work on vocabulary as learners assemble something, following a specified order.
Application and integration	Learners inspect each other's assembly; using a checklist or guide, learners check for accuracy; learners write a sentence providing feedback to their partner.
Reinforcement/learner follow up	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.
Materials	<p>Mock assembly schedule. Components for assembly. Assembly drawing. Written procedures for assembly. Checklist. Worksheet with "scrambled" procedure. Recipe (copies or overhead transparency).</p>
Evaluation	Provide instructions for putting together or assembling an item learners are likely to use at home, and ask volunteers to bring samples from home.

HANDOUT 22C

Writing Workplace ESOL Learning Activities: Additional Tips

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	design	load	repair
alter or change	differentiate	locate	report
analyze	discuss	manage	reproduce
assemble	display	match	schedule
blend	document	measure	select
calculate	establish	modify	solder
check	examine	multiply	solve
classify	fabricate	name	state
clean	follow	observe	subtract
combine	identify	operate	supervise
compare	illustrate	order	synchronize
construct	inform	perform	translate
convey	inject	practice	use
coordinate	inspect	prepare	write
create	judge	produce	
deliver	lead	prove	
demonstrate	list	quote	

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

Guideline	Before	After												
1. Use short sentences and eliminate extraneous material	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.	Press in the air intake control button in dusty conditions.												
2. Change pronouns to nouns	Locate the item and match its number to the order number.	Locate the item. Match the item number to the order number.												
3. Turn narratives into lists	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.).	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												
4. Underline key points or vocabulary	Housekeeper’s Checklist: 1. Put clean towels in the bathroom 2. Vacuum carpet 3. Turn thermostat to 75 degrees	Housekeeper’s Checklist: 1. Put <u>clean towels</u> in the bathroom 2. <u>Vacuum</u> carpet 3. Turn <u>thermostat</u> to 75 degrees												
5. Use charts and diagrams	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.	<table border="1"> <thead> <tr> <th></th> <th>ABC</th> <th>HMO</th> </tr> </thead> <tbody> <tr> <td>Covers</td> <td>general medical care</td> <td>general medical care</td> </tr> <tr> <td>Cost for worker</td> <td>\$22/month</td> <td>\$22/month</td> </tr> <tr> <td>Cost for family</td> <td>\$101-\$139/month</td> <td>\$85-\$115/month</td> </tr> </tbody> </table>		ABC	HMO	Covers	general medical care	general medical care	Cost for worker	\$22/month	\$22/month	Cost for family	\$101-\$139/month	\$85-\$115/month
	ABC	HMO												
Covers	general medical care	general medical care												
Cost for worker	\$22/month	\$22/month												
Cost for family	\$101-\$139/month	\$85-\$115/month												

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.

HANDOUT 25

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.

MODULE 4:

Knowing Your Results by Monitoring and Evaluating Progress

HANDOUT 26

Assessment and Evaluation: Indicators of Learner Progress and Program Success

Learners' work-related English language needs, the proficiencies they have, and the proficiencies and skills needed on the job are all tied to assessment and ultimately, to the evaluation of program success. Documentation of varied informal assessments, therefore, become extremely important in demonstrating to both employees and employers the benefits of the program.

Assessment of progress	Date completed	Comments
Preassessment (BEST, CASAS, surveys, LTA)		
Learner's initial self-assessment (interviews, surveys)		
Learner's goals (class activities)		
On-going self-assessment (surveys, interviews, writing)		
Observations, testimony (by instructor, frontline supervisors, coworkers, learners themselves)		
Measures of skill achievements (work-related measures, promotions, training eligibility)		
Postassessment (BEST, CASAS, surveys, testimonials, learners' final self-assessment)		
Outcomes <ul style="list-style-type: none"> • Level of achievement: • Changes in performance or behavior: • Employment status: • Further study recommended: 		

HANDOUT 27

Evaluating Workplace ESL Instructional Programs

By Miriam Burt and Mark Saccomano

ERIC Digest, September 1995

<http://ericae.net/db/edo/ED386961.htm>

As the United States continued its shift from a manufacturing- to a service-based economy in the late 1980s and early 1990s, researchers reported that changes in employment patterns would require workers to have better communication skills and to be both literate and proficient in English (McGroarty & Scott, 1993). Not surprisingly, there was a rise in the number of workplace education programs for both native and non-native speakers of English. The U.S. Department of Education's National Workplace Literacy Program (NWLP), which funded demonstration workplace projects offering instruction in basic skills, literacy, and English as a Second Language (ESL), fueled this increase by funding more than 300 projects between 1988 and 1994. Forty-nine percent of these projects included at least some ESL instruction.

With this increase in workplace instructional programs, a need has arisen for procedures to evaluate program effectiveness. Evaluations of ESL workplace programs seek to determine if the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. They also identify practices associated with program effectiveness so that successes can be replicated (Alamprese, 1994). This digest examines evaluation measures and activities used in workplace programs, and discusses issues associated with the evaluation of workplace ESL programs.

Evaluation Measures and Activities

Because numbers alone cannot show the depth or the breadth of a program's impact, evaluations often use both quantitative and qualitative measures to gauge success in attaining program outcomes (Padak & Padak, 1991). Qualitative measures include focus groups and individual interviews, workplace obser-

vations, and portfolios of learner classwork (Alamprese, 1994). Quantitative measures include commercially available tests, scaled performance ratings, and some program- developed assessment tools, such as portfolios.

Focus Groups and Stakeholder Interviews. What is examined in an evaluation is determined by stakeholders' (employers, labor unions, participants, teachers, funders) stated goals, expected outcomes for the program, and the resources available to the evaluator (Patton, 1987). As stakeholders may have different, possibly conflicting goals, it is important to clarify these goals and achieve a consensus beforehand as to which goals are most important to examine with the available resources (Fitz-Gibbon & Morris, 1987). The information gathered from the focus groups and stakeholder interviews should be recorded and accessible to the program and to the evaluators throughout the program.

Observations. Task analyses are generally used in curriculum development as educators observe and record their observations of the discrete steps included in workplace tasks such as setting up the salad bar for a cafeteria or making change for a customer at the cash register. The recorded observations are then plotted on a matrix of basic skills or English language skills. Although programs have relied on these analyses as a key data source for workplace outcomes (Alamprese, 1994), they do not represent the totality of skills used at the workplace. In order to better understand the range of skills needed for workplace success, other workplace-related activities such as staff meetings and union functions should also be observed.

Participant and Supervisor Interviews. Pre-program interviews with participants solicit information on their goals, their reasons for enrolling in the classes,

and their perceived basic skills and English language needs for the workplace. When matched with exit interview data, these data provide information to evaluate program outcomes. Because the purpose of these interviews is to obtain information about learner perceptions rather than to assess learner skills, it is advisable to use the native language when interviewing participants with low English skills.

Similarly, the direct supervisors of participants should be interviewed both before and after the program to compare initial assessment of learner needs and expected outcomes with actual results. It is also useful to interview the direct supervisors midway through the program for their feedback on worker improvement and to identify unmet needs.

Tests and Other Types of Assessment. Commercially available tests are commonly used as sources of quantitative data. The perceived objectivity of these tests and their long tradition of use make them appealing to managers and funders who often use them to make decisions regarding the continuation of a program. And, in fact, test-taking is a skill all learners need, and it is likely that ESL participants will come across this type of test in other contexts, as well.

Two commercially available tests that include workplace-related items and are often used in ESL programs are the Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, their reliability has been tested, and they allow for comparison among programs. The objections to these tests are that they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks or to a particular workplace. And, as with all tests, when interpreting results, evaluators and program staff should be aware that some errors may be due to ESL participants' unfamiliarity with the format of the tests rather than to lack of content knowledge.

Because of the limitations of commercially available tests, a complete evaluation of learner progress requires using tests created for the program. *Performance-devel-*

oped tests are designed to measure the learner's ability to apply what has been learned to specific workplace tasks (Alamprese & Kay, 1993). Because these tests are developed from authentic materials (e.g., job schedules, pay stubs, and union contracts) from participants' own workplaces, the content is appropriate and likely to be familiar to the participants.

Another assessment measure is the portfolio of learner work. Portfolios often include samples of class work, checklists where learners rate their progress in basic and workplace skills, and journals where they record their reactions to class and workplace activities. Like interviews, these measures can provide vital information on learner attitudes and concerns. They are also a venue for self-assessment, and allow participants who are unable or unwilling to express themselves orally, or who have difficulty with formal tests, to demonstrate progress towards their goals.

Quantifying Qualitative Measures. To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders around a single outcome (Alamprese, 1994; Patton, 1987; Lynch 1990). Data collected from the various measures can then be arranged into matrices. This chart-like format organizes material thematically and enables an analysis of data across respondents by themes (see Fitz-Gibbon & Morris, 1987; Lynch, 1990; and Sperazi & Jurmo, 1994).

Questionnaire and interview data can be quantified by creating a scale that categorizes responses and assigns them a numeric value. Improvement in such subjective areas as worker attitudes can then be demonstrated to funders and managers in a numeric or graphic form.

Issues in Program Evaluation

Many issues surround program evaluation for workplace ESL instruction. Stakeholders may have unrealistic expectations of how much improvement a few hours of instruction can effect. It is unlikely that a workplace ESL class of 40- 60 hours will turn participants with low-level English skills into fluent speakers

of English. Therefore, when interpreting findings, it is important for stakeholders to realize that ESL workplace programs may not provide enough practice time to accomplish substantial progress in English language proficiency.

The measurement of workplace improvement presents a special challenge, especially in workplace programs at hospitals, residential centers, and restaurants. What measures of workplace productivity exist where there is no product being manufactured? Improved safety (decreased accidents on the job) is a quantifiable measure, as is a reduction in the amount of food wasted in preparation. But how is improved worker attitude measured? Some ESL programs measure success by counting the increased number of verbal and written suggestions offered on the job by language minority workers or by their willingness to indicate lack of comprehension on the job (Mikulecky & Lloyd, 1994; Mrowicki & Conrath, 1994). Other programs record participant requests to be cross-trained or to learn other jobs at their workplaces (Alamprese & Kay, 1993). A long-term view is often needed, however, to discern changes in worker performance and in workplace productivity; longitudinal studies, where stakeholders are interviewed six months to a year after completion of a program, are recommended.

Even if data from longitudinal studies is available, it is not accurate to place all credit for improvement in worker attitude or workplace productivity (or blame for lack thereof) on the instructional program. Sarmiento (1993) asserts that other factors (Are there opportunities for workers to advance? Are the skills of

all workers appreciated and used? Is worker input in decision making valued?) need to be considered when evaluating workplace programs. However, for ESL participants who come from cultures where assertiveness, ambition, and speaking up on the job may not be valued, the presentation of opportunities to succeed is not enough. Advancing oneself at the U.S. workplace is a cross-cultural skill, which, like language and literacy skills, must be taught.

Finally, funding is an important issue in evaluation. The activities described above (focus groups, interviews in English or in the native language, program-developed assessment instruments, extensive contacts with all stakeholders from before the program begins until months after completion) are costly. As federal funds are unlikely to be available, evaluations need to be structured so that they can provide practical information to the employers funding them.

Conclusion

Evaluation is a complex process that involves all stakeholders and must be an integral part of workplace ESL instructional programs before, during, and after the programs have been completed. When done appropriately, it can increase program effectiveness by providing valuable information about the impact of programs and highlighting areas where improvement is needed (Jurmo, 1994). And, a rigorous and complete evaluation can identify replicable best practices, enabling a program to serve as a model for other workplace ESL instructional programs.

References

Alamprese, J.A. (1994). Current practice in workplace literacy evaluation. *Mosaic: Research Notes on Literacy*, 4(1), 2.

Alamprese, J.A.; & Kay, A. (1993). *Literacy on the cafeteria line: Evaluation of the Skills Enhancement Training Program*. Washington, DC: COSMOS Corporation and Ruttenberg, Kilgallon, & Associates. (ED 368 933)

Fitz-Gibbon, C.T., & Morris, L.L. (1987). *How to design a program evaluation*. Beverly Hills, CA: Sage.

Jurmo, P. (1994). *Workplace education: Stakeholders' expectations, practitioners' responses, and the role evaluation might play*. East Brunswick, NJ: Literacy Partnerships. (ED 372 282)

- Lynch, B.K. (1990). A context-adaptive model for program evaluation. *TESOL Quarterly*, 25(1), 23–42.
- McGroarty, M., & Scott, S. (1993). *Workplace ESL instruction: Varieties and constraints*. Washington, DC: National Clearinghouse for ESL Literacy Education. (ED 367 190)
- Mikulecky, L., & Lloyd, P. (1994). *Handbook of ideas for evaluating workplace literacy programs*. Bloomington, IN: Indiana University. (ED 375 264)
- Mrowicki, L., & Conrath, J. (1994). *Evaluation guide for basic skills programs*. Des Plaines, IL: Workplace Education Division, The Center—Resources for Education. (ED 373 261)
- Padak, N.D., & Padak, G.M., (1991). What works: Adult literacy program evaluation. *Journal of Reading*, 34(5), 374–379.
- Patton, M.Q. (1987). *How to use qualitative methods in evaluation*. Beverly Hills, CA: Sage.
- Sarmiento, A. (1993). Articulation and measurement of program outcomes. In MSPD Evaluation Support Center (Ed.), *Alternative designs for evaluating workplace literacy programs* (pp. 5: 1–13). Research Triangle Park, NC: Research Triangle Institute. (ED 375 312)
- Sperazi, L. & Jurmo, P. (1994). *Team evaluation: A guide for workplace education programs*. East Brunswick, NJ: Literacy Partnerships. (ED 372 284)
-

This article is produced in part by the Project in Adult Immigrant Education, funded by the Andrew W. Mellon Foundation through a grant to the Center for Applied Linguistics.

The National Clearinghouse for ESL Literacy Education (NCLE) is operated by the Center for Applied Linguistics (CAL) with funding from the U.S. Department of Education (ED), Office of Vocational and Adult Education and the National Institute for Literacy, through the Office of Educational Research and Improvement, under contract no. RR93002010. The opinions expressed in this report do not necessarily reflect the positions or policies of the Institute or ED.

Title: Evaluating Workplace ESL Instructional Programs. *ERIC Digest*.

Author: Burt, Miriam; Saccomano, Mark

Publication Year: Sep 1995

Document Identifier: ERIC Document Reproduction Service No ED386961

<http://ericae.net/db/edo/ED386961.htm>

HANDOUT 28

Tennessee ESOL in the Workplace: Sample Implementation Guidelines

Task	Person responsible	Time required to accomplish task	Notes
Marketing the program	Adult ed supervisor	3 to 4 weeks/ongoing	
Communication with the workplace	ESOL teacher/workplace advisory board	2 weeks	Advisory board may consist of top-level management, personnel officers, union representatives, or line workers.
Conducting LTA (language task analysis)	ESOL teacher	2 weeks	
Write job-related curriculum, including employee goals and employer's goals	ESOL teacher	2 weeks	
Teach the class	ESOL teacher	6 weeks	
Conduct class assessment	ESOL teacher	1 week	This time includes administering the BEST and other assessments either supplied by the workplace or developed by the teacher.
Evaluation of workplace program	ESOL teacher, supervisor, and workplace advisory group	1 week	

HANDOUT 29A

Getting Started: Now That I've Completed This Training, What Do I Do?

No doubt you still have many questions and are uncertain of just where and how to begin with a workplace ESOL initiative, so let's focus on your plan of action. It is important to remember that not everything needs to happen at once and that some things must take precedence over others. But skipping steps is not really an option: Without a solid foundation of preparation, you are likely to be disappointed in the results.

The training you have just completed provides you with a knowledge base, an outline of the seven-step process, and a starting point. It has been designed to guide you and your staff through the major considerations to be made before beginning a workplace ESOL initiative; it is also intended to guide you through the process as you begin to develop expertise in providing educational services to business and industry.

To have a successful first-time workplace ESOL experience, you and your staff will need to devote some time to planning and meeting together and then with business partners. Some critical questions you must ask yourself include the following:

- How do I connect with businesses who may benefit from a workplace ESOL initiative?
- How do I find the right instructor(s) to make this initiative a success?
- How much will this cost and do I have the infrastructure to support it?
- What do I need to plan up front?
- What does a successful workplace ESOL initiative look like?
- What logistics must be taken care of before implementation?

Answers to these questions will vary somewhat, depending upon the workforce development network already in place in your county, as well as your own program's infrastructure and service capacity. However, this training and the support that accompanies it can address all of your concerns.

Picking the Right Team: Requirements and Training

The instructor. Having the right people working with you is critical. Without question, the instructor you choose for your workplace ESOL initiative will, to a large extent, determine the success or failure of the program. You may want to think twice before turning to the instructor(s) you usually rely on for plum teaching assignments. You also want to avoid adding this assignment on to a long list of other assignments for which your favorite instructor is responsible. This initiative will require hard work, serious preparation, and a willingness to spend time learning about the workplace.

The instructor needs to be comfortable in the role of facilitating learning rather than being the sole source of learning. An instructor who prefers lecture as the primary method of instructional delivery is probably not the most appropriate choice for a workplace ESOL initiative. The instructor must be comfortable working with business (or willing to learn) and must be able to smoothly move back and forth between the business world and that of training and education. Few educators, however, can meet such expectations without staff development opportunities to learn. This is why involving the instructor(s) in the early stages of program planning and design is so important.

The program administrator. Most critical to the success of your workplace ESOL initiative is your willingness and commitment as an administrator. An instructor cannot successfully venture into the world of business and industry without strong instructional leadership. Your involvement will be critical every step of the way to plan, design, implement, and sustain a workplace ESOL initiative. A determination to see the process through, staying involved every step of the way, is a critical part of the program administrator's responsibility. You or someone you appoint must be there to interact with both the business and the instructor on a regular basis. For many reasons, the instructor should

not be the one to negotiate or contract with a company for the delivery of educational services.

Business and industry. The third critical member of your team is the business and industry with which you hope to work. Training and retention are important and costly issues in the business world. You want them to view the workplace ESOL initiative as a potential part of their strategic plan to improve their bottom line (and invest in their employees, although that is not likely to be their first priority).

Unless you are already interacting with local businesses and industry and have strong business/education partnerships already established, they may have no idea that you can offer such services. In many instances, communities' familiarity with adult education services is limited to GED preparation. Here is where marketing becomes critical. Even well-established partnerships will have to be expanded to include workplace ESOL if these services are being offered for the first time. Remember, businesses operate in a profit mentality; your services must be perceived as a possible contribution to the bottom line if your relationship is going to be long lasting.

Don't overlook the value of partnering with your local Chambers of Commerce. They can be a wonderful source of free publicity and validity in the business community.

Company employees. One should not necessarily assume that employers alone know what limited English proficient workers need in order to succeed in the workplace. The puzzle pieces only come together with input from both employer and employee. This includes frontline supervisors as well as those employees likely to enroll in the program. Naturally, different points of view will surface, and, perhaps, different skills will be valued. But gathering this information is a critical part of designing a workplace ESOL initiative. Even more important, soliciting employees' input will build trust, support, and interest in the program.

The Center for Literacy Studies. The final critical partner in your efforts to initiate a workplace ESOL pro-

gram is the Center for Literacy Studies and its partnership with Tennessee's Department of Labor and Workforce Development, Office of Adult Education. As soon as you complete the training, your name and that of key program personnel will be added to the workplace ESOL discussion list. You will receive updates from the trainers, be able to access promising practices, ask questions, and share ideas with other field practitioners. The Center for Literacy Studies has been charged with making certain that quality workplace ESOL initiatives will be delivered throughout the state of Tennessee, wherever the need.

Taking Care of Logistics

Partnering. Whatever the program design, it is important that all stakeholders be a part of the planning process. The initiative will have a much better chance of success if all parties feel that they have a say in the design, implementation, and evaluation. Joint discussions around scheduling classes, recruitment strategies, and on-going support are critical and address issues about which assumptions should not be made. Remember, this venture takes both education and business into uncharted territory. You may also find yourself needing to persuade your educator colleagues that this is a worthwhile initiative.

For a workplace ESOL initiative to be successful, you will want to seek out business partners who

- may already have some history with employee training and/or view training as an investment in their business.
- are receptive to learning about the special needs of limited English proficient workers (note: in language they can understand).
- are committed to collaborative planning and implementation at the highest levels, via a limited number of meetings (time is precious to management).
- will commit middle management and frontline supervisors to participating in the planning and implementation.
- are willing to share information once they are assured that you understand the issues of confidentiality.
- are committed to supporting employees' participa-

tion in the training (through release time, incentives, etc.).

Once you have identified businesses that you want to approach about workplace ESOL, plan to use their and your time effectively. Learn as much as you can about the company beforehand. If it has high employee turnover or is known for pitting overtime against participation in training, you may want to look elsewhere for a partner.

If you decide that a business is a suitable partner for a workplace ESOL initiative, take the time to nurture a working relationship. When you meet with management the first time, be ready: Have your marketing package ready; be prepared to provide a summary of the kind of curriculum you can provide; share your knowledge of the company, its services, products, and needs; and be prepared to ask questions that indicate you have at least a fundamental understanding of productivity and bottom-line issues. Be sure to share any positive press your program may have received in the community (and keep the press informed of future successes so you have an ongoing source of testimonials).

If the company seems seriously interested in offering workplace ESOL to its employees, you may be able to go into greater detail at the first or second meeting; or you can provide them with details in a letter following the initial meeting. You will want to assure them that you have targeted quality standards for your program, but that you also have expectations regarding the partnership. You will also want to refrain from making promises that may be difficult to deliver. Needs assessment and job shadowing are critical components that need to occur before services are discussed in any detail.

Regular communication between a company representative and you and your instructional staff is essential; decide how communication will be handled, and make certain that written, documentable communiqués are part of the process.

Costs. Costs for workplace ESOL—above and beyond

what is spent on more traditional adult education programs—will largely depend upon what you already have in place. There will be additional dollar and manpower costs for instructor planning time, needs assessment and language task analysis, administrative participation in meetings with business partners, instructional materials, consumables, and travel. Finally, you and your instructor(s) will need time to develop marketing materials and evaluation reports.

But the adult education program alone should not bear the burden of these costs. In fact, a workplace ESOL initiative, when carefully planned, can generate both student numbers and revenue. Many businesses have training dollars, although traditionally less than two percent of corporate training dollars are spent on basic skills development. In addition, a downturn in the economy may negatively impact access to training funds. This is where dialogue and negotiations become important.

Having a company pay for instructional materials, so that each employee has his/her own set of materials, is a new concept for many adult educators. Oftentimes a company is willing to pay for both materials and the instructor's salary. Administrative costs are also a consideration. Corporate America is accustomed to paying a fair price for quality services; adult educators are more accustomed to "nickel and diming" it and often under rate the value of their services. The training materials are intended to help you more realistically cost your services as an education and training provider.

Capturing Data. Another challenge to adult education is that of capturing data documenting changes in workers' behavior and performance on the job. While as educators we may be unaccustomed to this kind of assessment, it is what businesses value most. You will want to use the templates included in the training materials to adapt and design means of capturing this information. Your instructor(s) and the company's frontline supervisors will play critical roles in gathering this data.

HANDOUT 29B

Okay, Now That I've Completed This Training, What Do I Do? Praxis

Products	Activities: What needs to be done?	Action steps	Parties responsible	Order/ priority
Mission Statement				
Fact Sheet				
Marketing Packet/Plan				
Clear, Achievable Goals and Objectives				

Products	Activities: What needs to be done?	Action steps	Parties responsible	Order/ priority
Proposal for Services				
Letter of Agreement				
Instructional Delivery				
Reporting Process				
Final Report				

HANDOUT 29C

Action Plan for Praxis (Practical Application)

Now that you have prioritized your program needs, this form is to be used to outline the contents of the praxis you will begin working on immediately after the initial training. You will be expected to report on your activities via the workplace ESOL discussion list and during the follow-up training scheduled for the spring. Please plan to bring sufficient copies of your status report and/or products for all training participants.

Application	Steps	Responsible parties
<p>Do you anticipate any obstacles?</p> <ul style="list-style-type: none"> • • • 	<p>What if any assistance do you anticipate you may need from training staff?</p> <ul style="list-style-type: none"> • • • 	<p>Status Report: Reports and/or products for follow up training</p>

HANDOUT 30

Training Evaluation Form: Evaluation of Introduction to ESOL in the Workplace Workshop Series

Please check your primary role:

- Instructor Supervisor or coordinator

Indicate your geographical location:

- Rural Suburban Urban

For the following questions, please circle the number that best describes your evaluation.

	Extremely	Very much	Somewhat	Not at all
1. Thinking back on the 3 main reasons you wanted to attend this workshop series, how satisfied are you with the results?	4	3	2	1
2. To what extent did you increase your understanding of unique characteristics of workplace ESOL programs?	4	3	2	1
3. To what extent did you increase your understanding of the basics of planning, implementing, and evaluating a workplace ESOL program?	4	3	2	1
4. To what extent do you think you can now plan lessons for a workplace ESOL program?	4	3	2	1
5. On a scale of 1–4, with 4 being the highest score, how would you rate this workshop series?	4	3	2	1

(continued)

Appendices

APPENDIX A

Glossary of Terms

Basic skills

Basic skills include reading, writing, performance of listening and speaking; development or training fundamental to the workplace; such courses as literacy, reading comprehension, writing, math, English as a second language, and learning how to learn (Van Buren & Erskine, 2002).

Constructivism

Interprets learning as an active process of acquiring knowledge by using prior knowledge and experience to shape meaning and to construct new knowledge in real contextual applications.

Contextualized instruction

An instructional approach that connects learning to the demands of everyday life, learning to do real-life tasks rather than learning to know information that may or may not transfer to an actual task.

Displaced or dislocated worker

An individual who has been terminated or laid off—or who has received notice of termination or layoff from employment—as a result of plant closure or plant relocation; or an individual who was self-employed but is now unemployed as a result of a turn in general economic conditions; or a homemaker who has been providing unpaid services to family members in the home, has been dependent on the income of another family member, and who is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

ESL/ESOL

English as a second language or English for speakers of other languages are terms used interchangeably to describe English language instruction for nonnative speakers. Nearly 32 million people in the U.S. speak languages other than English; more than 50% of the adults enrolled in ESL/ESOL are Spanish speaking;

other common first languages of adult ESL/ESOL learners are French, Portuguese, Polish, Russian, Chinese, and Vietnamese.

Equipped for the Future (EFF)

A National Institute for Literacy (NIFL) project that has studied ways adults can become more effective workers, citizens, and parents and family members. EFF standards are divided into four categories: communication skills, decision-making skills, lifelong learning skills, and interpersonal skills. www.nifl.gov

Industrial terminology

Terms related to a specific industry or occupation and having to do with operational excellence, productivity, and quality. Familiarity with specific terminology is best gained through interaction with the employer interested in workplace ESOL instruction. Terminology may be extracted from environmental print (work-site literature) with which nonnative speakers of English must be familiar. Online searches and/or O*NET are also sources of information.

Interpersonal skills

Include the ability to participate as a member of a team, teach others new skills, serve clients/customers, exercise leadership, negotiate, and work with diversity—all critical skills for nonnative speakers of English.

ISO

A series of standards agreed upon by the International Organization for Standardization (ISO) and a prerequisite for global competition. U.S. companies must meet ISO standards in order to compete in the international marketplace.

National Skill Standards Board (NSSB)

A coalition from business, labor, education, and community and civil rights organizations founded in 1994 to establish a voluntary national system of skill stan-

dards, assessment, and certification systems to help the U.S. workforce compete in a global economy.

Performance-based/competency-based learning and assessment

An instructional approach and tool for measuring learning in terms of the learner’s ability to construct or apply learning to a task.

Personal qualities

Personal qualities include the following traits—self-esteem, sociability, self-management, integrity, and honesty.

Secretary’s Commission on Achieving Necessary Skills (SCANS)

The commission was formed to advise the Secretary of Labor on the level of skills necessary to enter the workforce. The commission published two reports, *What Work Requires of Schools: A SCANS Report for America 2000* and *Learning a Living: A Blueprint for High Performance*. These two reports provide an outline of skills and competencies needed in today’s workplace.

Stakeholders

Those with a vested interest in the integration of literacy services and workforce development, including education and training providers; federal, state, and local human service agencies; federal, state, and local officials, businesses, unions, correctional institutions; institutions of higher learning; elementary and secondary school systems; libraries; community-based, faith-based, and volunteer organizations; and business and professional organizations.

Support services

Transportation, childcare, dependent care, housing, and needs-related financial assistance to enable an individual to participate in activities authorized by WIA.

TESOL program standards

The international association for Teachers of English to Speakers of Other Languages defines the quality of adult ESOL programs with quality indicators in eight

areas—program structure, planning, and administration; curriculum; instruction; recruitment, intake and orientation; retention and transition; assessment and learner gains; staffing, professional development, and staff evaluation; and support services. www.tesol.org

Thinking skills

Include the ability to think creatively, make decisions, solve problems, visualize, and reason.

Work-centered versus worker-centered educational programs

The first of these two tends to be more focused on the language structure, functions, and vocabulary of the workplace; the latter is more holistic in nature and includes what workers want to know for their personal lives.

Workforce Investment Act of 1998

Signed into law in 1998, the WIA consolidates and streamlines U.S. employment and training programs. This federal law is intended to provide the framework for a national workforce preparation and employment system designed to meet the needs of the nation’s businesses, as well as job seekers and workers wanting to further their careers. Title II of this act addresses the broad purposes of adult education, including the goals to assist adults in becoming literate and able to obtain the knowledge and skills needed for employment and self-sufficiency; to become full partners in their children’s education and in the community; and to complete high school or the equivalent.

Workplace literacy and education programs

Also referred to as workforce-related and workforce development programs, since the nature of the program has more to do with goals and objectives than with actual location; designed to focus on the literacy, language, and basic skills training needed by emerging, incumbent, and displaced workers.

APPENDIX B

A Workplace Readiness Guide for Adult Education Programs Preparing to Deliver Workplace ESOL

October 2003

Appendices B-1, B-2, B-3 and B-4 are adapted by the Tennessee Department of Labor and Workforce Development, Office of Adult Education, and the University of Tennessee, Center for Literacy Studies, in preparation for delivering English to speakers of other languages instruction in the workplace from *PRO-NET 2000*, A Publication of Building Professional Development Partnerships for Adult Educators Project, May 2002

Contributors:

Judith Crocker

John Tibbetts

Renée Sherman

Michael Dlott

American Institutes for Research

Sponsored by:

U.S. Department of Education

Division of Adult Education and Literacy

Ronald Pugsley, Division Director

Jim Parker, Project Officer

APPENDIX B-1

Introduction to Tennessee's Workplace ESOL Initiative: Training Overview and Frequently Asked Questions

▼ A MUST READ

This introduction is the first step in your training to deliver ESOL in the workplace. It is important that you read this overview. You will find answers to many of your questions, and completion of the workplace readiness survey will help you to make the most of the forthcoming training.

What is workplace education?

Workplace education services are offered in *collaboration* with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce by developing workers' literacy and basic skills. Services may be provided at the worksite or at a mutually agreed upon location away from the workplace. Services are tailored to the needs of the workers and their employers.

What is a workplace ESOL program?

Workplace ESOL focuses on the language-related tasks that workers with limited English skills find challenging in their work settings. A common assumption is that a workplace ESOL education program is a regular education program held at a worksite. In reality, an effective, quality workplace ESOL education program is much more comprehensive. It covers skills in depth and context to a greater degree than in more generic programs and is more focused and less generalized.

Workplace education programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their career, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking, and reasoning skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers, and employees.

—U.S. Department of Education, March 2000

Why do we need ESOL classes in the workplace?

Today, a growing number of companies find themselves filling many entry-level jobs with workers whose English language skills are limited. While these workers possess a strong work ethic, language is often a barrier to their success in the workplace. This training initiative's goal is to assist, train, and encourage Tennessee adult education program managers and ESOL instructors to establish ESOL classes in the workplace through productive partnerships with local employers.

Rationale: These partnerships can increase an adult education program's student population, increase retention and productivity, and, above all, teach Eng-

lish skills to adult learners in a situation where they can apply their learning while improving their work skills.

Where does adult education fit into the workplace?

Adult education can help working adults develop and strengthen their foundation skills for employment, career advancement, and lifelong learning. Adult educators can help employers understand the skills employees need for their jobs and how the work environment can facilitate learning.

Why this course of training?

The Tennessee adult education workplace ESOL training initiative is being developed by the Tennessee Department of Workforce Development, Office of Adult Education, in collaboration with the University of Tennessee, Center for Literacy Studies. It is the belief that better educated workers are an important part of our state's future. Because adults who work are frequently unable to attend traditional adult education classes, programs can significantly increase the numbers served by taking instruction into the workplace. But the workplace setting can make demands for which adult educators are not fully prepared. This training is intended not only to assist field practitioners in planning and implementing successful workplace ESOL initiatives, but also to sustain them.

What are the goals and objectives of this training?

The training is designed to prepare both program supervisors and instructional staff to launch successful workplace ESOL initiatives by following a 4-step process:

1. Know your adult education program and how to present it to business and industry,
2. Know your community's needs and understand the workplace,
3. Design a plan to deliver and sustain educational services to the workforce, and
4. Know your results by evaluating and monitoring progress.

Another very significant goal is to increase the numbers of adult learners served in adult education by outreaching underserved members of the state's workforce, particularly those with limited English language skills.

ESOL Worker Competencies

To get a job (other than through familial connections), second language learners need to be able to orally give personal information, express ability, express likes and dislikes, and ask and answer questions. They might also need literacy skills, such as being able to read a want ad and completing an employment application.

To survive on a job, second language learners need to be able to follow oral and written directions, understand and use safety language, ask for clarification, make small talk, and request reasons. If there are any manuals and job aids involved, they need to be able to locate written

information; find facts or specifications in text materials; determine the meaning of technical vocabulary and those enabling words attached to them like twist, stir, and pour; and cross-reference text information with charts, diagrams, and illustrations.

To thrive on a job, they must be able to have discussions; give, as well as follow, directions; teach others; hypothesize; predict outcomes; state a position; express an opinion; negotiate; interrupt; and take turns. On a literacy level, knowing how to access and use written information from diverse sources is essential.

—Miriam Burt, 2002

What materials are included in the training?

A focus group first shared ideas during the July 2002 Academy for Instructional Excellence. During the fall of 2002, a task force consisting of six Tennessee adult education program supervisors and six adult education instructors was formed. In addition, Barbara Tondre served as workplace ESOL training and development consultant, and Pat Sawyer, coordinator for ESOL Professional Development with the Center for Literacy Studies, served as facilitator. All members of the task force either had some experience responding to workplace needs or they recognized the need to bring adult education services to the workplace. Members committed to participating in work sessions beginning in January through May 2003 to field testing training modules, and to providing input and critical feedback. The resulting training initiative includes the following:

- An adaptation of the *PRO-NET 2000 Workplace Readiness Guide* for program managers and instructional practitioners,
- A research-based training manual designed with input from the ESOL in the Workplace Task Force Initiative members,
- An adaptation of *Teaching Basic Skills in the Workplace* workbook and CD-ROM,
- Ancillary materials (templates for forms; PowerPoint slides; workplace scenarios; recommended additional resources, including websites), and
- Electronic discussion list support from the Center for Literacy Studies.

What's expected of me after I complete the training?

And what if I need help along the way?

Participation in this training requires a *firm* commitment from both program supervisors and instructors. The initial training will be followed by local application activities that are chosen and developed by supervisors and instructors themselves to benefit their programs. This application process, or praxis, will occur between November 2003 and February 2004, when participants again meet for a follow-up session with the trainers. It is, therefore, important that careful consideration be given to the selection of training participants.

Without question, the instructor(s) chosen to participate in the workplace ESOL initiative will, to a large extent, determine the success or failure of the program. Likewise, the program supervisor must possess the determination to see the process through by staying involved every step of the way. The program supervisor or a staff person appointed by the supervisor must be available to interact with both the business and the instructor on a regular basis. For many reasons, the instructor should not be the one to negotiate or contract with a company for the delivery of educational services.

As soon as participants are registered for the training, they will be added to a special workplace ESOL electronic discussion list for the duration of the training

initiative, which is expected to take 1-1/2 to 2 years. During this time, participants will also have access to the support services of the coordinator for ESOL professional development with the Center for Literacy Studies, Pat Sawyer, and workplace ESOL consultant, Barbara Tondre.

What are the standards for measuring success in workplace ESOL?

This training initiative takes its cue from Equipped for the Future's (EFF) Standards for Adult Literacy and Lifelong Learning. Goal 6 of the National Educational Goals states that every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. For nonnative speakers of English who want to fully participate in American life, the language barrier can mean lost opportunities and isolation within the community.

Adult education practitioners working with this population play a critical role in helping these learners gain full access to America's many opportunities. The workplace is an educational setting new to many adult educators—a setting where language and culture often play significant roles. The EFF Worker Role Map will be used to guide practitioners in helping workers effectively adapt to changes and actively participate in meeting the demands of a changing workplace in a changing world.

The Tennessee ESOL in the Workplace training initiative is being developed with the EFF Content and Standards Framework as a point of reference to enhance curriculum development, assessment, and instructional delivery. The initiative will employ EFF's research-based model, emphasizing on-going project improvement. This iterative process consists of four recurring components:

1. Gathering information, based on concrete experiences, from the field;
2. Processing the information in light of both research and practice;
3. Presenting the information back to field practitioners and key stakeholders, including learners; and
4. Revising components in response to feedback.

The training materials for ESOL in the workplace utilize a format similar to those found in *PRO-NET 2000* materials and Tennessee adult education/Center for Literacy Studies' products: *The Tennessee Adult ESOL Curriculum Resource Book* and the *Job Task Analysis Training Guide*.

Are there historical precedents for adult education's involvement in workplace education, particularly workplace ESOL?

For more than a decade, the Secretary's Commission on Achieving Necessary Skills (SCANS, U.S. Department of Labor) and the Equipped for the Future

project of the National Institute for Literacy (NIFL) have studied the knowledge and skills adults must possess to succeed in the three major roles of adulthood: parent/family member, citizen, and worker. EFF includes four fundamental categories of necessary skills that adults need to perform in these roles: communication skills, decision-making skills, interpersonal skills, and lifelong learning. The standards associated with each of these skills define and describe what is needed in each of the roles. There are common skills needed in all three adult roles; however, some skills assume a higher priority depending on the setting. The four categories and many of the related standards are similar to the skills identified in the SCANS reports.

In 2000, the National Skill Standards Board (NSSB) published the *Skill Scales Companion Guide*. This guide reinforces the recommendations from the SCANS reports and identifies two major skills components necessary for success in the workplace: a *work*-oriented component and a *worker*-oriented component. The work-oriented component looks at what needs to be done on the job and how well. The worker-oriented component looks at the knowledge and skills a worker needs to possess in order to fulfill these responsibilities. Three types of knowledge and skills are included in these recommendations: academic, employability, and occupational and technical.

The knowledge, skills, and expertise found in qualified adult education programs are an invaluable resource for workplace education programs. Adult education programs have the ability to use the SCANS skills and EFF content standards in the design and delivery of workplace education programs to address the remedial training needs of companies and to develop the foundation needed for ongoing education and training.

The 1998 Workforce Investment Act (WIA) includes *workplace literacy services* as part of adult education and literacy services provided by local adult education programs. Local programs receiving these funds are expected to be involved in workplace education programming. The challenge for local programs is to determine their role in meeting this requirement.

Adult education programs play a critical role in assisting nonnative speakers of English—an ever-growing percentage of America’s workforce—in obtaining the language skills needed to get a job, survive on a job, and thrive in a job with the potential for upward mobility. Simultaneously, adult education programs increase the numbers they serve by taking education into the workplace—a win/win situation!

There are some very specific differences between a typical program in an academic setting and a workplace education program. The SCANS report states, “The most effective way of learning skills is ‘in context,’ that is, placing learning objectives within a real environment rather than insisting that students first learn

in the abstract what they will be expected to apply.” The curriculum in a workplace program must be contextually appropriate and designed to achieve the learning goals of the project. In addition to curricular differences, other factors, such as assessment, evaluation of learning outcomes, and overall curriculum delivery formats, differ greatly from an academic basic skills program.

Other major differences are issues related to times in which classes are offered (e.g., whether classes are offered during or after work hours); expectations for participant outcomes (e.g., changes in participant behavior in addition to increased learning gains); and roles and responsibilities of labor, management, and students in goal setting and program decision making. These are examples of issues that must be addressed *before* a workplace program can begin. A clear understanding of the company, its culture, and its expectations is critical to workplace education success. “Work design, work environment, and management practices determine the scope of a Workplace Basics program, i.e. what skills will be acknowledged and what skills will not, according to the underlying philosophy of the company” (Foucar-Szocki, 1992, p. 9).

To meet the criteria in the U.S. Department of Education definition, found at the beginning of this handout, a significant amount of background work and planning is required. Employer- and employee-needs assessments must be completed. Outcomes and goals must be clearly identified, and joint input from all stakeholders is necessary to ensure that curriculum is customized and focused. Every aspect of programming, from planning through design, implementation, and follow-up, is determined through this process. Often more time is spent prior to program delivery than in actual delivery of the program. Instructors, program developers, and program managers all play different roles in the workplace education program, and it is critical that this is clearly understood before the process begins. To successfully deliver a workplace education program, the adult education program must have knowledgeable staff members who are skilled in assessment and customized curriculum design.

How do I avoid the pitfalls encountered by unsuccessful workplace programs?

Many adult education programs commit to a workplace education training before determining their ability to deliver a quality program. They assume that a typical adult education class can be transplanted to the worksite and that success is guaranteed. But adult education programs entering into the workplace arena with insufficient resources, whether personnel, financial, or material, will not only jeopardize their own credibility, but the credibility of other adult education programs in the geographic area.

Knowledge and experience in such areas as skills analyses, curricula development, contract negotiations, labor/management issues, needs assessment, and

negotiating are minimal requirements for workplace education program development. Adult education programs must assess their ability to participate adequately in this process.

When a company commits to a training program, it must be assured that the program will be of high quality and address the identified needs. Programs that fail to deliver the appropriate programming, or that do not meet the agreed-upon measurable outcomes, can cause stakeholders to lose confidence in adult education's ability to deliver quality services to their constituents. Therefore, it is imperative that adult educators plan well before committing to the delivery of a workplace education program. Entering into this arena without adequate resources and expertise could have a long-term negative impact on the field.

Where do we begin?

Adult education programs considering the implementation of a workplace education program must first determine if they have the resources and expertise necessary to initiate such a program. In order to successfully deliver a workplace education program, it is critical that the adult education program assess its ability to design and deliver the requested program. This "Workplace Readiness Survey" (WRS) is the first step for adult education programs considering a workplace education program.

The Workplace Readiness Survey consists of two major components: One considers the program management/administrative characteristics needed for program success (*Appendix B, Handout 2*), and the other considers instructor qualifications and related instructional issues (*Appendix B, Handout 3*). Each component is divided into five categories. Specific criteria describing the necessary knowledge and skills are listed for each category. For each item, the reviewer must determine if the knowledge or skill is sufficient to accomplish the goals of the proposed program. Space is provided for information regarding supporting evidence and comments. If the required knowledge or skill is not sufficient, space is also provided to identify professional development needs and additional resources that will address the deficiency.

How do we use the Workplace Readiness Survey in preparation for the training we will receive?

It is recommended that this survey be completed in a team setting, with program management and instructional staff working together. The ideal team consists of the program manager and at least two veteran instructors. The program manager should have knowledge of the adult education program's budgetary parameters.

Each adult education team member should complete either the management or instructor components and respond to each item independently. It is important

to note that there is a space to note evidence as to whether the program is ready to enter into the workplace arena. Evidence can take a variety of forms, depending on the experiences of the program staff and nature of the program. For example, in the management component, the first item asks, “Is the adult education program viewed as a strong resource by the community?” Evidence may include letters requesting various services of the program from community and business members, minutes of meetings within the community, or testimonials from community members. Similarly, in the instructor component, one item asks, “Are program instructional staff sensitive to diverse populations in nontraditional settings?” Evidence may include performance evaluations of staff, materials used by staff in the learning environment, supervisor observations, or instructional plans.

After completing either the management’s or instructor’s WRS, team members should meet to discuss their comments and to reach consensus as to priorities in preparing to deliver workplace ESOL.

If an adult education program is not currently prepared to begin a workplace ESOL program, this survey will help both program management and instructional practitioners to plan the steps that must be taken to deliver a workplace ESOL initiative in the future. The training provided by the Center for Literacy Studies at the University of Tennessee, with the full support of Tennessee’s Department of Labor and Workforce Development, Office of Adult Education, is designed to assist adult education programs in addressing their needs.

The Workplace ESOL Planning Chart (*Appendix B, Handout 4*) should be completed by the team, based on the consensus of the group for each item. You are asked to send the completed chart to the ESOL program director at the Center for Literacy Studies. Identified needs for professional development will be addressed in the regional training sessions delivered by the Center for Literacy Studies. In addition, CLS will provide support and assistance throughout the process of planning and implementing your workplace education initiatives.

References

- Arcaro, J. (1995). *The Baldrige Award for Education: How to measure and document quality improvement*. Boca Raton, FL: CRC Publishing.
- Bernstein, A. (2002, February 25). The time bomb in the workforce: Illiteracy. *Business Week*, p. 122.
- Foucar-Szocki, D. (1992). *Beyond training: A field test of the American Society for Training and Development’s workplace basics*. Washington, DC: Education & Training Corporation.
- Harris, H. (2000). *Defining the future or reliving the past? Unions, employers, and the challenge of workplace learning* (Information Series No. 380). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
- Imel, S., & Kerka, S. (1992). *Workplace literacy: A Guide to the literature and resources* (Information Series No. 352). Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education.

Manley, D. (1994). *Workplace education design checklist: A tool for program planning*. Madison: University of Wisconsin-Madison, Center on Education and Work.

Manley, D. (1994). *Workplace education evaluation checklist: A tool for assessing and improving performance*. Madison: University of Wisconsin-Madison, Center on Education and Work.

National Alliance of Business. (2001, Spring). *Workforce economics*, Washington, DC: Author.

National Skill Standards Board. (2000). *Skill Scales companion guide*, Washington, DC: U.S. Department of Labor.

Ohio Northwest ABLE Resource Center . (2001, Fall). *Ohio workplace education resource guide*. Toledo, OH: Owens Community College.

Sarmiento, A., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy*. Washington, DC: AFL-CIO Human Resources Development Institute.

Secretary's Commission on Achieving Necessary Skills (SCANS). (1991, June). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.

Secretary's Commission on Achieving Necessary Skills (SCANS). (1992, April) *Learning a living: A blueprint for high performance*. Washington, DC: U.S. Department of Labor.

Stein, S. (2000). *Equipped for the Future content standards*. Washington, DC The National Institute for Literacy (NIFL).

Van Buren, M. E., & Erskin, W. (2002) *State of the industry: ASTD's annual review of trends in employer provided training in the United States*. Alexandria, VA: ASTD.

U.S. Department of Education. (2000, March). *Fact sheet 16*. Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy, Office of Vocational and Adult Education.

Online Resources

<http://trainwitheti.com/products/webbased.html>
Employee Training Institute (ETI) Workplace Instructor Training. The web-based version provides a sample of some of the ten modules that appear in the ETI CD-ROM course.

<http://www.jmu.edu/wdc>
James Madison University Workforce Development Campus. The Workforce Development Campus provides basic education and training skills for the workplace and is designed for educators, trainers, and human resource professionals.

<http://www2.otan.dni.us/browse/index.cfm?fuseaction=view&catid=2942>
VESL Workplace Clearinghouse. The Clearinghouse is part of the Outreach and Technical Assistance Network (OTAN) and has a searchable database with links to workplace learning and vocational English as a Second Language materials.

<http://worklink.coe.utk.edu>
Workforce Education Special Collection. The Workforce Education Special Collection is maintained by Southern LINCS and is a gateway to specialized information on high-quality literacy practices and materials for use in workforce education.

APPENDIX B-2

Workplace ESOL Readiness Survey for Program Managers

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>1.0 CONTEXT <i>Is your adult education program...</i></p>					
<p>1.1 Viewed as a strong workplace education resource by the community?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Recognized by civic and business organizations • Interact with business and industry • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need to learn to raise awareness of services</p> <p>___ need to learn to market services other than GED</p> <p>___ business and industry do not know we exist</p> <p>___ interested in learning how others are doing</p>		
<p>1.2 In your opinion, innovative and flexible enough to venture into the workplace?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need help in understanding the process</p> <p>___ just how flexible and innovative do we need to be?</p>		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p><i>Do you as a program manager</i></p>					
<p>1.3 Understand the workplace culture and how it differs from education?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ how is it different?</p> <p>___ need to know more about my customers— employer, employee, and other stakeholders</p> <p>___ how does this impact instructional delivery?</p>		
<p>1.4 Have a good understanding of the demographics of your community and its workforce?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Familiar with local labor market needs • Understand local economic trends and job stability • Working relationship with local workforce development board • Know who employs non-native speakers of English • Keep up with local businesses leaving and joining the community • Other: <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need guidance in accessing labor market information</p> <p>___ don't know who employs nonnative speakers of English</p> <p>___ how to get more involved in community</p> <p>___ how to learn about local companies, labor, and management</p>		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
2.0 RESOURCES <i>Fiscal: Does your program</i>					
2.1 Have sufficient internal resources to initiate "start-up" programs (adequate finances and staff)? Evidence: _____ _____ _____			___ need assistance in preparing instructors ___ need to re-examine spending trends ___ need a coordinator— I can't take on any more!		
2.2 Currently receive any corporate training dollars? Evidence (<i>circle if relevant</i>): • For instructional materials • For instructor salaries • Donations to program • Other: _____ _____ _____			___ need guidance in how to access corporate dollars		
Personnel: Does your program have					
2.3 Upper administration's buy-in necessary to support a workplace ESOL program? Evidence: _____ _____ _____			___ need tips on how to strengthen support within my institution ___ other		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>2.4 The capacity to locate, hire, train, and support workplace ESOL instructors ?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need to know what to look for in workplace ESOL instructors</p> <p>___ need help in training workplace ESOL instructors</p> <p>___ what kind of support?</p>		
<p>Technology: Does your program have</p>					
<p>2.5 The technology/ personnel to gather/ analyze data to plan and evaluate workplace success?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need guidance in how to collect and interpret such data</p> <p>___ need more information about performance-based assessment and evaluation</p>		
<p>3.0 LEADERSHIP <i>Do you as program manager</i></p>					
<p>3.1 Know how to customize instruction to address workplace ESOL needs or have staff who can?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ wouldn't know where to start</p> <p>___ no staff with experience in customizing curricula</p>		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>3.2 Have experience in developing, implementing, and presenting a successful marketing plan to business and industry?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ what do businesses and industry want to know?</p> <p>___ need help developing a marketing package</p> <p>___ need tips on business and industry outreach</p>		
<p>3.3 Know how to select and/or train staff that have workplace knowledge and experience?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need to understand workplace ESOL instructor qualifications</p> <p>___ need assistance in preparing instructors for workplace assignments</p>		
<p>4.0 COLLABORATION AND COMMUNICATION: <i>Do you as a program manager</i></p>					
<p>4.1 Have experience facilitating and maintaining collaborations and partnerships with business entities in the community?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ building successful partnerships</p> <p>___ partnership expectations</p> <p>___ other</p>		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>4.2 Have opportunities to build successful relationships with service agencies, employers, and key stakeholders?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Social services • Unions • Chambers of Commerce • Community leaders • Local business representatives 			<p>___ minimal; need to expand</p>		
<p>4.3 Have experience working closely with your instructors and interacting with employers on their behalf?</p>			<p>___ need to know how to do this and how to negotiate a contract</p> <p>___ not sure what more I would have to do for and with workplace instructors</p>		
<p>5.0 ASSESSMENT AND EVALUATION <i>Do you as a program manager</i></p>					
<p>5.1 Have a process in place to determine instructor experience and skills for delivering, assessing, and evaluating workplace ESOL instruction?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ no experience in this area to date</p>		

MANAGEMENT READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>5.2 Have the tools to provide professional development and resources necessary to ensure quality workplace ESOL instruction, assessment, and evaluation?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need assistance in this area</p>		
<p>5.3 Have the skills and knowledge to evaluate the successful delivery of workplace ESOL services?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need assistance in capturing data that documents changes in workers' behavior and performance</p>		

APPENDIX B-3

Workplace ESOL Readiness Survey for Instructors

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>1.0 CONTEXT <i>As an instructor, check if you</i></p>					
<p>1.1 Are aware of the workplace culture?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Products/services offered by company • Workshifts • Language of the workplace • Nature of employees' jobs • Employer/employee relationships • Company expectations of workers • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need to increase my understanding in this area</p> <p>___ other</p>		
<p>1.2 Are aware of the politics of the workplace, including labor and management issues?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Competition and changes in labor market • Issues of profitability • Role of unions • Changes in local population • Local economics • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ this is new territory for me; where do I begin?</p> <p>___ other (<i>describe</i>)</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>1.3 Are sensitive to demands and responsibilities of adults in the workplace?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Production deadlines • Quality control issues • Work shifts and work environment • Work-related learning needs • Other: <p>_____</p> <p>_____</p>			<p>___ no knowledge of these matters</p> <p>___ other</p>		
<p>1.4 Are aware of the issues surrounding workplace safety and security?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Lack of English proficiency as a safety issue • Recent employee injuries • Company under investigation for breach of safety or security • Work conditions appear to be substandard • Company recently received industry-related awards or recognition • Other: <p>_____</p> <p>_____</p>			<p>___ how do I learn about these issues?</p>		
<p>1.5 Recognize the differences between employer and employee needs and expectations?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need to know how to deal with multiple needs of both employer and employee</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>2.0 RESOURCES <i>As an instructor, check if you</i></p>					
<p>2.1 Can use a variety of resources to enhance workplace instruction?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Know how to adapt and use environmental print • Know how to present instruction in a functional, work-related context • Could use manipulatives related to workplace (instruments, equipment, etc.) to facilitate learning • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ not sure where to begin</p> <p>___ need assistance in simplifying work-related materials for instructional use</p> <p>___ other</p>		
<p>2.2 Know how to identify the language needed by employees to perform job tasks?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Have participated in language task analyses before 			<p>___ this is new territory for me</p>		
<p>3.0 INSTRUCTIONAL COMPETENCE <i>As an instructor, check if you</i></p>					
<p>3.1 Are skilled in teaching basic skills including thinking skills, problem solving, and decision making?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ I am relatively new to adult ed</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>3.2 Have experience delivering ESOL in nontraditional educational settings, such as the workplace?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ I am new to adult ESOL</p> <p>___ I have no experience in workplace settings</p>		
<p>3.3 Are able to customize curriculum and resource materials to meet the workplace needs of ESOL learners?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Can simplify work-related manuals, safety instructions, etc. • Can adapt materials • Am aware of workplace topics that must be addressed • Already familiar with a variety of work-related instructional materials • Other: <p>_____</p> <p>_____</p>			<p>___ need assistance in this area</p>		
<p>3.4 Are able to adapt instructional practices to meet the needs of the workplace?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Can teach classes at unusual hours • Can teach in unconventional settings (break room, plant cafeteria) • Can create learning activities to simulate job-related skills and processes • Can quickly adjust to employees' immediate work-related needs • Other: <p>_____</p>			<p>___ not familiar with these expectations</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>3.5 Are able to use appropriate instructional strategies for ESOL learners in nontraditional settings with work-related language needs?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Can contextualize learning to employees' work • Know how to extend learning beyond the few hours of formal instruction • Understand the challenges of attending classes at the beginning/end of a workshift • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need assistance in making workplace ESOL relevant and contextual</p> <p>___ need to better understand how to extend learning beyond the limited formal instruction time</p>		
<p>3.6 Can provide frequent and varied opportunities to apply learning in a workplace context?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • End classes with assignments workers can practice at their work stations • Reinforce contextual learning at the start of each class by asking learners for examples of application • Build vocabulary based on work-related needs • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need assistance in this area</p> <p>___ other</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>4.0 COLLABORATION <i>Are you as an instructor able to</i></p>					
<p>4.1 Interact well with corporate management and workers' frontline supervisors?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Have attended business meetings in the community • Have visited a worksite and met the employer and management types • Understand their language • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ have no experience dealing directly with business and industry</p> <p>___ other</p>		
<p>4.2 Participate as a team member in a corporate setting?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Understand the need for balance between employer and employee needs • Understand the importance of the company's mission and goals • Can strike a balance between the humanist educator and bottom-line demands • Understand the pressure imposed on workers by the workplace 			<p>___ would like to participate in job shadowing, employee orientation, or a plant tour to prepare myself for a workplace ESOL assignment</p> <p>___ need assistance in balancing employer's needs with employees' needs</p> <p>___ other</p>		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>5.0 ASSESSMENT AND EVALUATION <i>Do you as an instructor feel you</i></p>					
<p>5.1 Are able to determine skills and skill levels needed in nontraditional settings, such as the workplace?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Have participated in job task analysis process before • Know how to identify job-related language skills • Have surveyed employers and frontline supervisors to determine perceived language needs of workers • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<ul style="list-style-type: none"> ___ have no experience in performing a language task analysis for ESOL workers ___ need to experience the workplace firsthand ___ want to know how to survey perceived language needs 		
<p>5.2 Are able to assess existing skills and knowledge in nontraditional settings?</p> <p>Evidence (<i>circle if relevant</i>):</p> <ul style="list-style-type: none"> • Experienced in conducting employer/employee interviews and surveys that assess current workplace skill levels • Familiar with the BEST and its application in workplace ESOL assessment • Other: <p>_____</p> <p>_____</p> <p>_____</p>			<ul style="list-style-type: none"> ___ have not used interviews and surveys as means of assessing workers' knowledge and skills 		

INSTRUCTOR READINESS

Category	Yes	No	Professional development needed	Resources needed (who, what, how)	Timeline for completion
<p>5.3 Are able to determine gaps in skills and knowledge and provide appropriate instruction?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ need assistance in this kind of lesson planning</p> <p>___ need assistance in proposing realistic goals and objectives for instruction</p>		
<p>5.4 Are able to prepare and disseminate information on student progress?</p> <p>Evidence (<i>circle if you know how to</i>):</p> <ul style="list-style-type: none"> • Document changes in workers’ performance and behavior • Know what to do with baseline assessment info and how to illustrate progress • Know how to capture testimony from workers’ supervisors 			<p>___ need guidance in assisting the program manager in preparing reports of this nature</p>		
<p>5.5 Are aware of confidentiality issues related to employer/employee communications?</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>___ not sure what the confidentiality issues are</p>		

APPENDIX B-4

Workplace ESOL Program Planning Chart

Directions: Based on responses to the instructor and management sections of the Workplace Readiness Survey, complete the following chart with your team. Input from both program management and instructional personnel is critical. You are asked to bring this chart with you to your training session (or you may be asked to submit in advance).

Yes	No	
		Our program is currently ready to offer workplace ESOL instruction but requires assistance in some areas.
		Our program is not ready to considering offering workplace ESOL instruction at this time; a plan is needed to address our needs in preparation for offering such services.
		Our program is on the right track and has a good start in offering workplace ESOL but has identified some issues needing attention.

Needs (in order of priority)	Person(s) primarily responsible for addressing needs	How to address needs	When

APPENDIX C

References

- Burt, M., & Saccomano, M. (1995). Evaluating workplace ESL instructional programs. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education Center for Applied Linguistics. (EDO-LE-95-07)
- Burt, M. (1995). Selling workplace ESL instructional programs. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education, Center for Applied Linguistics. (EDO-LE-96-01)
- Burt, M. (1997). Workplace ESL instruction: interviews from the field. *ERIC Digest*. Washington, DC: Clearinghouse for ESL Literacy Education.
- Castaldi, T. (1992, April). Ethnography and Adult Workplace Literacy Program Design. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education. (EDO-LE-91-02)
- Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics training manual*. San Francisco: Jossey-Bass.
- Crocker, J., Sherman, R., Tibbetts, J., & Dlott, M. (2002, May). *Workplace readiness guide*. Washington, DC: American Institutes for Research.
- Cunningham Florez, M. A., & Burt, M. (2001, October). Beginning to work with adult English language learners: Some considerations. *ERIC Q. & A*. Washington, DC: National Center for ESL Literacy Education.
- Davis, D. (1997). *Adult education at work*. Nashville: Tennessee Department of Labor and Workforce Development, Office of Adult Education.
- Gardner, D. (2002). *Workplace education: Job task analysis training*. Knoxville: Tennessee Department of Labor and Workforce Development, Office of Adult Education, and the University of Tennessee, Center for Literacy Studies
- Grognet, A. G. (1996). Q & A Planning, implementing, and evaluating workplace ELS programs. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education (NCLE).
- Imel, S., & Kerka, S. (1992). *Workplace literacy: A guide to the literature and resources*. ERIC Clearinghouse on Adult, Career, & Vocational Education, Inf. Series # 352, Center for Education and Training for Employment, The Ohio State University.
- Isserlis, J. (1991, October). *Workplace literacy programs for nonnative English speakers*. *ERIC Digest*. Washington, DC: National Center for ESL Literacy Education
- Institute for the Study of Adult Literacy at Pennsylvania State University. (2000). *A resource for using the framework for work-based foundation skills*. Pennsylvania Department of Education, Bureau of ABLE State Leadership Initiative.
- Kirby, M. (1989). *Perspectives on organizing a workplace literacy program*. Arlington, VA: Arlington County Public Schools, Office of Vocational and Adult Education, U.S. Department of Education. (ED 313 927)
- Mansoor, I. (1993). *REEP federal workplace literacy project*. March 1, 1991–February 28, 1993. Arlington, VA: Arlington County Public Schools. U.S. Department of Education. (ED 363 146)
- Maryland State Department of Education, Metropolitan Baltimore Council AFL-CIO Unions. (1997). *Portfolio assessment, celebrating achievement in workplace education*. Baltimore: Labor Education Achievement Program (LEAP).
- McGroarty, M., & Scott, S. (1993, October). Workplace ESL instruction: varieties and constraints. *ERIC Digest*. National Clearinghouse on Literacy Education. EDO-LE-93-07
- Mikulecky, L., & Lloyd, P. (1993, February). *The impact of workplace literacy programs: A new model for evaluating the impact of workplace literacy programs*. Philadelphia: University of Pennsylvania, National Center of Adult Literacy, Technical Report TR 93-1.
- National Alliance of Business. (2001, Spring) *Workforce Economics*, 7(1).
- National Institute for Literacy. (2001). *Equipped for the Future content standards*. Washington, DC.
- U.S. Department of Education, Office of Vocational and Adult Education (1999). *State-administered adult education program 1998 enrollment*. Washington, DC: Author.

Manuals for Workplace Language Training

Bradley, C. H., Killian, P. A., & Friedenber, J. E. (1990) *Employment training for limited English proficient individuals: A manual for program development*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ED 320 392)

Cook, C., & Godley, V. (1989). *Workplace literacy: A curriculum development guide*. Wilmington, MA: Cambodian Mutual Assistance Association of Greater Lowell, MA. (ED 329 132)

Crocker, Tibbetts et al. (2002). *Workplace readiness guide, PRO-NET 2000*. U.S. Department of Education, Division of Adult Education and Literacy.

Northwest ABLE Resource Center. (2001) *Ohio workplace education resource guide*. Toledo, OH: Owens State Community College.

Thacher, M., & Cozzolino, L. (1999). *Teaching basic skills in the workplace*. Instructor handbook and CD-ROM. California Community Colleges. www.trainwitheti.com

Tondre-El Zorkani, B. (2001) *Planning literacy and language services for limited English proficient workers: The devil is in the details*. Texas Workforce Commission, <http://www.workplacebasicskills.com> or http://www.twc.state.tx.us/svcs/adultlit/adultlit_hp.html

Additional Valuable Resources

Conference Board of Canada:
<http://www.workplacebasicskills.com>

LINCS:
<http://worklink.coe.utk.edu/>

National Institute for Literacy:
<http://www.nifl.gov>

National Workforce Assistance Alliance:
<http://www.ed.psu.edu/nwac>

Technical Assistance, Training, and Professional Development

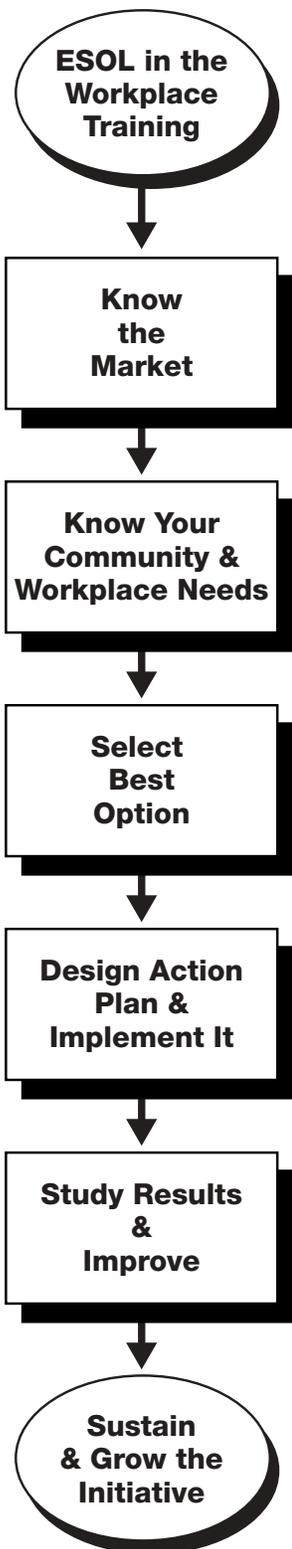
Sawyer, Pat. ESOL Professional Development Coordinator. University of Tennessee, Center for Literacy Studies, psawyer@utk.edu

Tondre-El Zorkani, Barbara. Consultant, Research, and Training Development. Texas Trade & Consulting, btondre@earthlink.net

APPENDIX D

Workplace Tools

ESOL In the Workplace Getting Started Process



Training Essentials are

Our market knowledge is

Our community and workplace knowledge is

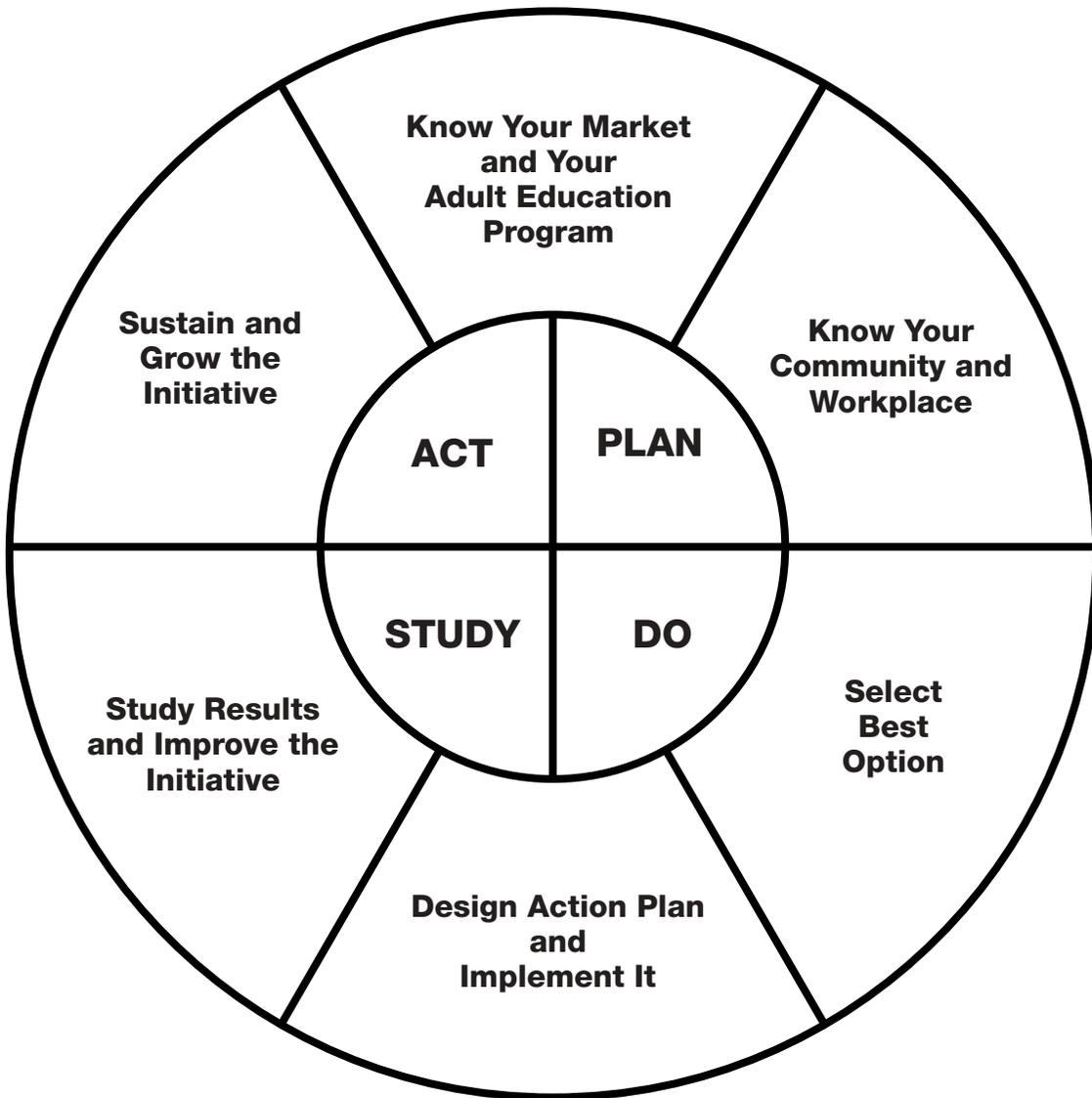
Our best option is

Our action and implementation plan is

We will improve by

We will sustain and grow by

ESOL In the Workplace Getting Started Process



Sample Marketing Pieces for ESOL Adult Education Classes

! Aprenda Ingles!
 Aprend O Ingles!
LEARN ENGLISH!
 FREE CLASSES!
 ENGLISH FOR
 SPEAKERS
 OF OTHER
 LANGUAGES
 CALL: 473-1080
 Leave Message
 Imparare L'Ingles!
 Apprenez L'Anglais!

English Classes

Free English classes for Speakers of Other Languages
 LOCATION: Blythe Neighborhood Safe Haven (old Blythe Ave. School)

CLASS TIMES

Morning Classes:
 Monday / Wednesday 8:00 – 10:00 a.m.
 Saturday 8:00 – 11:00 a.m.

Evening Classes:
 Tuesday / Thursday 6:00 – 9:00 p.m.

For more information: call Adult Educator 473-1080

MAP TO
 BLYTHE CENTER
 ESL CLASSES

MAP IS NOT TO SCALE

Presenting

TOPS

Tennessee's
 Opportunities for
 People's
 Success
 In the Workplace

It Works for Tennessee

Tennessee Department of Labor
 and Workforce Development
 Office of Adult Education and
 the University of Tennessee
 Center for Literacy Studies

Workplace _____ County
Adult Education AT Work

Employer Survey

Tennessee Department of Labor and Workforce Development
Office of Adult Education

Your local adult education office is conducting this survey to determine the need for workplace education programs particularly for English for Speakers of Other Languages (ESOL). Please take a moment to fill out the survey and return it in the enclosed envelope or FAX it to _____. Community-wide survey results will be compiled in a report. Please check the box if you would like to receive a copy of the report.

___ Yes, I would like a copy of the report

Business Name: _____

Product(s): _____

Number of Employees with limited English skills: _____

Number of shifts: _____

Contact person: _____

Address: _____

Phone Number: _____

Fax Number: _____

E-Mail _____

Does your company have a Training Department? Yes ___ No ___

Does your company have a staff member who focuses on training and education
yes ___ no ___

How important is training and education for the future of your organization? (Circle one)
1 (not important) 2/3 (somewhat important) 4/5 (very important)

How receptive are employees in your organization to participation in education
programs?

1 (not receptive) 2/3 (somewhat receptive) 4/5 (very receptive)

To what degree are learning programs focusing on basic skills needed in your
organization?

1 (not needed) 2/3 (somewhat needed) 4/5 (very needed)

Does your company have a room dedicated to training needs? Yes ___ No ___

Does your company have one or more computers that you use for training programs?
Yes ___ No ___

Thank you for your time and support. _____ County Adult Education

_____ Workplace Adult Education Program

Dear Employer:

_____ County Adult Education is funded by the Department of Labor through the Workforce Investment Act. Our mission is to assist underprepared adults to reach their full educational and employment potential by providing instruction in a variety of areas, including English for Speakers of Other Languages (ESOL), reading, and writing. In fulfillment of our mission, Adult Education has the ability to work with businesses to provide a variety of educational services. These services could help certain employees meet the company's expectations and requirements for successful job performance.

Our area of the country has seen substantial growth in its immigrant population over the last several years, leading to increasing problems with language and communication. These factors contribute to an undereducated workforce that may be unprepared to learn the skills necessary to cope in the modern workplace.

Adult Education can assist you and your employees in a variety of ways, including:

- Evaluating your employees and determining a course of study for individual employees;
- Setting up a curriculum and classes at your workplace to meet your company's needs;
- Establishing workplace classes for limited English (ESOL) workers with concentration on basic workplace vocabulary, safety vocabulary, or other language skills deemed necessary by the company;
- Working with adults through our established ESOL programs.

If you think your company or any of your employees might benefit from any of our services, or if you would like more information regarding the Adult Education program, please contact me at theCounty Adult Education offices at (---)--- ---- .
I would be happy to meet with you to discuss your particular needs.

Sincerely,

APPENDIX E

Power Point Slides**INTRODUCTION**

6

TENNESSEE WORKPLACE ESOL

A collaborative initiative of the Tennessee Department of Labor and Workforce Development, Office of Adult Education, and the University of Tennessee, Center for Literacy Studies

7

FREQUENTLY ASKED QUESTIONS

8

- What is workplace education?
- What is a workplace ESOL program?
- Why do we need ESOL classes in the workplace?
- Where does adult education fit into the workplace?
- Why this course of training?

ESOL WORKER COMPETENCIES

9

- To get a job
- To survive on a job
- To thrive on a job

FAQs, continued

10

- What are the training goals and objectives?
- What is included in the training?
- What are the expectations once the training is complete?
- What kind of technical assistance is available?
- How is success in workplace ESOL measured?

FAQs, continued

11

- Are there historical and legislative precedents for adult education's involvement in workplace education, particularly in workplace ESOL?
- Are there pitfalls to be avoided?
- How does an adult education program initiate a workplace ESOL program?
- How is the workplace readiness guide to be used prior to the training?

MODULE ONE

12

WORKPLACE READINESS GUIDE

13

- Introduction/Frequently Asked Questions
- Workplace Readiness Survey for Program Managers/Supervisors
- Workplace Readiness Survey for Instructors
- Workplace ESOL Program Planning Chart
- Glossary of Terms (Appendices A, B)

FOUR-STEP PROCESS FOR TENNESSEE'S WORKPLACE ESOL

14

- Know your adult education program and how to present your services to business & industry
- Know your community's needs and understand the workplace
- Design a plan to deliver and sustain services
- Know your results—monitor and evaluate learner progress and program success

TEACHING BASIC SKILLS IN THE WORKPLACE

15

- Workbook, chapters 1–6
- CD-ROM, modules 1–6
- Supplementary: CD-ROM, modules 7–10
- Worksheet

WHY ESOL IN THE WORKPLACE?

16

- Demographic changes—every state impacted by increase in adults with limited English skills
- ISO/quality demands require a more educated workforce that can communicate with one another and customers in English
- Lack of language proficiency impacts workplace safety, productivity, quality
- Limited work opportunities for nonnative speakers of English in uncertain economic times

WHY THE GROWING NEED? *continued*

17

- Limited language skills = confinement to entry level jobs
- Employee turnover costs @ \$11 billion yearly
- The workplace is where adult learners are if there are jobs to be had
- Increase the numbers served by adult education

WHAT YOU ALREADY KNOW ABOUT ADULT LEARNING

- Adults are self-directed in their learning
- They have reservoirs of experience/prior knowledge that serve as resources
- They are practical, problem-solving oriented learners
- They want their learning to be applicable
- They want to know why they are learning what they are learning

18

WHAT YOU ALREADY KNOW ABOUT WORKPLACE EDUCATION

-
-
-
-
-

19

BASIC PRINCIPLES OF ADULT SECOND LANGUAGE LEARNING

- Language is acquired via meaningful use and interaction
- Instruction must include many opportunities for practice (listening, speaking, reading, writing)
- A mix of instructional approaches is needed
- What is taught must be applicable, transferable, and reinforced to be learned
- Language learning is a process and takes time

20

HOW DOES WORKPLACE ESOL COMPARE WITH TRADITIONAL ESOL?

21

WHAT MAKES WP ESOL UNIQUE?

- It is focused on language and literacy skills needed to gain new employment, retain present jobs, advance in careers, or increase productivity
- It is developed collaboratively by educators, employers, and employees
- Assessment and evaluation document changes in performance and behavior

22

EQUIPPED FOR THE FUTURE: WORKER ROLE MAP

- Adapt to change & actively participate in meeting the demands of a changing workplace
- Do the work
- Work with others
- Work within the big picture
- Plan and direct personal and professional growth

23

CONCERNS, ISSUES, AND OBSERVATIONS FROM THE FIELD

- Inadequate attention to developing necessary infrastructure, capacity, and staff
- Unrealistic expectations
- No input from workers/learners
- Poorly prepared instructors
- Little integration between learning and work

24

SWOT ANALYSIS

INWARD FOCUS

- Identify program strengths
- Examine areas of program needing improvement

OUTWARD FOCUS

- Look for opportunities for growth and development
- Anticipate challenges and obstacles to program success

25

MODULE TWO

26

FACTORS AFFECTING ESOL LEARNER SUCCESS IN WORKPLACE ESOL

- Cultural differences can impact performance and learning
- Nonnative speakers of English may hesitate to acknowledge a lack of comprehension
- Many are concerned about the connection between classes and job retention
- Most have a good work ethic but do not know how to promote themselves

27

EMPLOYERS AND EMPLOYEES: REALITY CHECK

- It takes time to acquire and develop language and literacy proficiencies
- Workplace literacy is an on-going process
- Successful programs run for several modules or cycles

28

DON'T FORGET TO DO THE MATH

- 20% turnover in businesses is related to basic skills deficiencies
- The minimum cost per new hire at entry level is \$520 (in banking and fast food services)
- It costs a minimum of \$200/worker for training
- Language and literacy deficiencies can reduce productivity by 8% or more
- Lower productivity diminishes profit

29

THE LANGUAGE TASK ANALYSIS

- Examines the language, literacy, and cultural issues associated with job tasks performed by nonnative speakers of English
- Helps determine program goals and objectives
- Drives curriculum development, selection and adaptation of materials, and how progress and performance are measured

30

THE LTA: JOB SHADOWING

- Observe job being done
- Record task(s) and steps needed to perform task(s)
- Identify language skills needed to perform task(s) successfully
- Ask questions if further clarification is needed (both worker and supervisor)
- Review notes and refine identification of needs

31

LTA: QUICK TIPS

- Develop and use a business vocabulary
- Follow protocol in checking in with employer
- You are not there to change company policy/procedure
- Build rapport with workers being observed and interviewed
- Use an interpreter if necessary and possible
- Use a competent native English speaker as a content area expert
- Collect job related materials, forms, manuals
- Be respectful of company nondisclosure policy

32

WORKPLACE ESOL FOCUS VARIES ACCORDING TO NEED

- Academic
- Employability
- Occupational and technical knowledge and skills
- Limited in scope and duration
- Delivery format
- Work-centered and worker-centered

33

MODULE 3

- It takes time to acquire and develop language and literacy proficiencies
- Workplace literacy is an on-going process
- Successful programs run for several modules or cycles

34

TEMPLATES FOR DEVELOPING A WORKPLACE ESOL PROPOSAL

- Results of LTA and proposal for services
- Budgetary worksheet
- Statement of confidentiality
- Reporting assessment results
- Letter of agreement
- Checklists of expectations

35

QUALIFICATIONS OF WORKPLACE ESOL INSTRUCTORS

- Flexible, creative, sensitive, and enthusiastic
- Tuned in to the culture and content of the workplace
- Willing to observe, interview, learn about corporate needs and how WP instruction fits
- Identify and clarify cross-cultural communication issues
- Evaluate the impact of ESOL services on performance and behavior
- Showcase program to business and stakeholders
- Collect and modify job related materials
- Communicate learner progress in format and time frame requested

36

WHO SHOULD NOT BE A WORKPLACE ESOL INSTRUCTOR?

- Reluctant to participate in orientation, job shadowing, plant tour
- Fails to ask questions and show interest in and understanding of workplace language and culture
- Suffers from tunnel vision re: academic expertise
- Fails to embrace needs and objectives of both employee and employer

37

WRITING CONTEXTUALIZED ESOL LEARNING ACTIVITIES

- Based on employer/employee needs
- Job contextual, using workplace materials
- Activity oriented and focused on application
- Tap into learners' prior knowledge
- Specific, measurable outcomes/competencies
- Support improved job performance
- Motivate, build, model, guide, and provide independent, applied practice

38

CONTEXTUALIZED LEARNING

- Shifts the focus from acquisition of skills and knowledge to active application in realistic situations
- Marginally literate adults enrolled in job related programs make approximately twice the gains in performance on job-related reading tasks than on standardized, general reading tests
- Demands more hands-on, active learning that stimulates learners to think, act, and apply skills and knowledge as they would in the workplace and real life

39

WP INSTRUCTIONAL RESOURCES

- Company newsletters
- Purchase and work orders
- Invoices
- Safety and health literature
- Union material
- Signs
- Employee handbooks
- Inventory sheets
- Operating instructions
- Medical forms
- Job descriptions
- Workers' compensation and insurance forms
- Company brochures
- Pay slips, memos, labels
- Manuals

40

EXTENDING LEARNING BEYOND FORMAL INSTRUCTION: RATIONALE

- Capitalize on what corporate America already knows and does
- Utilize what you know about adult learning (including that vocabulary activities can be boring and unproductive)
- Gain leverage to ensure buy-in, document success, and further promote your services

41

EXTENDING LEARNING BEYOND FORMAL INSTRUCTION

- Strategy 1: Reading
- Strategy 2: Discussion
- Strategy 3: Class Presentations
- Strategy 4: Dictionary Check
- Strategy 5: Vocabulary Reinforcement

42

MODULE FOUR

43

WORKPLACE ESOL ASSESSMENT AND EVALUATION

- Pre- and postassessment for baseline measures
- Qualitative assessment: portfolios, periodic observations, self-evaluations, focused work-related checklists, interviews with learners and supervisors
- State or national assessments for licensing or credentialing
- Summaries of learners' accomplishments in context of personal and employer's goals
- Descriptions of how instruction impacted learner's life at work, at home, in the community

44

THE FINAL SUMMARY REPORT

- Specific data re: learners enrolled, attending, completing
- Aggregate data re: pre- and postassessment
- Aggregate data re: learner progress
- Quotes from participants and supervisors re: changes in performance/behavior (quantitative and qualitative in nature)
- Conclusions and recommendations for next steps

45

SIX CHALLENGES TO PRACTICAL APPLICATION

- Integrating ESOL into workforce development
- Focusing on work-related language and basic skills
- Using the work context for learning
- Integrating technology into workplace learning
- Building respectful relationships
- Collaborating to build lasting partnerships

46

OKAY, NOW WHAT DO I DO? NEXT STEPS

- Getting started
- Action plan
- Praxis (practical application)
- Spring follow-up sessions
- Evaluation of training

47

SUGGESTIONS FOR PRAXIS

48

- Prepare a marketing packet
- Prepare workplace ESOL instructors—guide them through TBSWP Workbook and CD-ROM modules (a professional development opportunity?)
- Identify and initiate collaboration with a local business for workplace ESOL services
- Arrange to conduct a language task analysis at a business employing nonnative English speakers
- Develop and conduct a survey of local businesses employing nonnative speakers of English

REVIEW OF KEY POINTS #1: THE PLANNING PROCESS

49

- Include all stakeholders and ensure that they understand the scope of the program and the expected results
- Conduct a language task analysis
- State goals initially that are minimal, manageable, and measurable
- Explain that language mastery can be a lengthy process somewhat dependent upon individuals' formal education and native language skills
- Set course length at 6–8 weeks to optimize employer and employee commitment

REVIEW OF KEY POINTS #2: ASSESSMENT

50

- Participant assessment is part of planning, implementing, sustaining, and evaluating the program
- The language task analysis is a significant part of these same processes
- Assessment should be related to program goals
- Standardized tests should be used to establish baseline data but verified and amplified via other formal/informal assessments throughout instruction

REVIEW OF KEY POINTS #3: IMPLEMENTATION

51

- Include realia in instructional activities
- Think context, placing priority on skills identified as work-related
- Ensure maximum opportunity for practical use of all language skills
- Grammar and usage should be included but are not the focus of workplace instruction
- Focus on understanding and ability to communicate and succeed in the context of the workplace setting

REVIEW OF KEY POINTS #4: EVALUATION OF A PROGRAM

52

- Both quantitative and qualitative
- Related directly to program goals and objectives
- Include evaluation measures that clearly define learner progress in the final report
- Variety in assessment and evaluation approaches will capture the most data and acknowledge different types of learning