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ABSTRACT
              The resource materials in this package are designed for use
by English language and job training instructors attempting to make their
instruction more urgently and comprehensively employment-focused. They are
arranged in topical sections, each with an introduction and brief description
of how they may be used. Sections address these topics: background
information on the Secretary's Commission on Achieving Needed Skills (SCANS)
Report, employers' perceptions, and strategies for using the report to teach
the designated skills; instructional design and SCANS-influenced lesson
plans; classroom management, grouping and involvement strategies; selection
and use of instructional technology; supporting students in accepting
responsibility for their own learning; assessment and accountability (general
issues and self-assessment strategies); designing programs for low-level
students; connecting adult education programs to business and industry; and
testimonials from teachers and administrators who have been working with
strategies presented in this package. The materials may be used as masters
for reproduction and adaptation as appropriate. (MSE)

ENGLISH LANGUAGE TRAINING FOR EMPLOYMENT PARTICIPATION

RESOURCE PACKAGE

Compiled by Brigitte Marshall

March, 1998

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INTRODUCTION

The materials in this resource package are for use by English language and job training instructors who are working on making their instruction more urgently and comprehensively employment focused. Permission has been given by the creators of the materials for reproduction and adaptation as appropriate. Materials can therefore be used as master copies for reproduction and/or to make posters, overhead transparencies and classroom materials. If you have questions about how to use any of the materials in this resource package, refer to the list of resource individuals and contributors which immediately follows this introduction.

Materials are arranged into sections with an introduction and brief descriptions of how the resources in each section can be used. Please remember that this is a work in progress which will be augmented periodically. If you are creating your own materials which you think merit inclusion in this Resource Package, please contact Brigitte Marshall, Consultant, English Language Training for Employment Participation; Tel: (510) 528-0056.

Brigitte Marsahll has been under contract to the California Department of Social Services, Refugee Programs Bureau since September 1996. A major part of the work undertaken within that contract is to provide assistance to community based organizations and adult education programs which serve refugees in English Langauge Training and Employment Participation Programs. This Resource Package has been compiled and is beign distributed as part of that assignment.

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SECTION 1

BACKGROUND INFORMATION ON SCANS

Introduction

California's version of welfare reform involves lifetime limits for receipt of welfare and an emphasis on short-term, intensive employment training, including ESL. English Language Training instructors must make instruction more of an overt job-training tool which prepares students for the first available job.

While recognizing that proficiency in the English language remains of critical importance to an individual's chances of obtaining and maintaining self-sufficiency, it is no longer enough for ESL educators to concentrate on this challenge alone. Neither is it enough for ESL instructors to respond simply by making content material employment focused. ESL classes must now make a "triple hit." Employment related content material (**Hit One**), should certainly be used to teach the language competencies necessary for mastery of English (**Hit Two**), but the third and crucial hit comes when this is done in such a way that learners are prepared for the behavioral expectations they will meet in the workplace. In brief, "workplace knowhow" needs to be infused into the curriculum. (Unit 7)

It is at this point that the Secretary's (of Labor) Commission on Achieving Necessary Skills Competencies and Foundation Skills as outlined in following pages, offers a framework that can be used to shape instruction so that it will address the third hit of producing proactive, work-ready individuals while also promoting life skills acquisition and reinforcing instructional integrity. This approach to instruction does not compromise language learning; neither does it narrow the curriculum toward a workplace vocabulary concentration. Upon completion of its work, the Commission produced a number of publications, many of which are now unfortunately out of print. A copy of the Executive Summary is included in Section 9 of this Resource Package. For information on the publications which are still available, contact the U.S. Government Book Store in Los Angeles (213) 239 9844.

The information in this section of the Resource Package provides some rationale information (**Why Does it Make Good Sense to Take a Close Look at the SCANS Report?**), which was examined as part of the process to identify a suitable approach to making English language training more overtly employment focused while also protecting instructional integrity. This is followed by some input from employers (**What are Employers Saying?**), which we can use to inform our instruction. The overview of SCANS Foundation Skills and Competencies has been presented in a format designed for reproduction, enlargement, poster creation and presentation material use. The **SCANS Competencies and Foundation Skills and ESL Teaching Methods Side by Side** can be used to demonstrate that much of what we do in English Language Training classes is already directly in line with what the SCANS calls for in terms of instructional strategies that will effectively prepare students for successful workforce participation. By drawing connecting lines between the respective Foundation skills/ Competency Areas and ESL Teaching Methods, instructors can show which of the instructional strategies that they already use promote development of "workplace know how." The final item

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in this section suggests a strategy for approaching the development and adaptation of employment oriented English language training courses.

All the materials in this section were created by Brigitte Marshall.

WHY DOES IT MAKE SENSE TO TAKE A CLOSE LOOK AT THE SCANS REPORT?

Brigitte Marshall, "Teaching ESL in Time-Pressured Environments: Maintaining Instructional Integrity." Discussion paper for 1996 Refugee Information Exchange Conference.

"In the face of current Welfare, Immigration and Employment Training Program reform.......ESL instructors are being asked to make their curricula more overtly employment focused.......they are being asked to teach with a business mind set, to accomplish their tasks faster than ever before and with fewer resources. Although most ESL educators recognize the need for a stronger and more overt connection between ESL and employment, we need to raise questions about possible implications. Included are the issues of whether such a strengthening implies that sound ESL practices as we currently define them risk having their integrity challenged. Does ESL become merely a job-training tool as opposed to a life-training tool? Does ESL with an employment connection really mean just teaching specific, workplace vocabulary? What kind of employment should ESL programs strive to connect their students to?"

English-as-a-Second-Language Handbook for Adult Education Instructors, California Department of Education, 1990

Summary:
Effective English instruction for ESL students is characterized by:
1. High levels of comprehensibility
2. Low anxiety situations
3. Content adjusted to match the students' developmental levels
4. A primary focus on meaning or message rather than on structural or grammatical correctness, especially in the initial stages
5. Language lessons that correspond to the needs, interests, and desires of the students
6. Communicative interaction between the teacher and the students that promotes a negotiation of meaning

National Adult Literacy Survey, 1993

"Strong relationships between literacy and economic status are also evident in the survey findings. Relatively high proportions of adults in the lower literacy levels were in poverty and received food stamps. On the other hand, relatively few reported receiving interest from savings, which helps to protect individuals from interruptions in earnings."

"Further, individuals who performed in the lower levels of literacy proficiency were more likely than their more proficient counterparts to be unemployed or out of the labor force. They also tended to earn lower wages and work fewer weeks per year, and were more likely to be in craft, service, laborer, or assembler occupations than respondents who demonstrated higher levels of literacy performance.

ESL instructor working with adult refugees in an employment preparation ESL class: Input provided to the California Refugee English Language Training Task Force, 1995.

"I question the basic premise that some refugee ESL classes are based on; The assumption that 'if you learn to say this list of things, you will get a job' is not true and ignores much of the reality that affects how, when and if refugees become employed."

Economists Richard Murnane and Frank Levy in <u>Teaching the New Basic Skills</u>, 1996

Murnane and Levy state that "basic skills" are not merely literacy, numeracy, and knowledge of the western culture's biggest hits. After studying and interviewing many companies, they concluded that memorizing list of words and math tables doesn't make a person employable. All workers must be able to **apply** English and math to solve and articulate practical problems. Success on a job has as much to do with initiative, flexibility, and teamwork as it does with reading, writing and math.

Sheila Holmes, 23 years of experience in employment development -

"In my experience, a key element in the hiring and firing of employees is personality traits. Employers frequently hire and fire because of these traits and not because of skill-specific issues. There are countless cases of employers interviewing and hiring job applicants only to discover that they were not capable of "getting along" with other staff. The best janitor with a bad attitude to other company employees or customers will cause issues that will cost the company money. And companies are in business to make money."

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Curriculum Developer, Washington State National Workplace Literacy Project:

"If curriculum is focused too strictly on specific job materials, it makes it difficult for students to apply their new skills when a form, a process, or a manual changes. It also goes against learning theory which says that adults need to relate new learning to previous information and experience. Of course that could be job related, but relating it to other parts of the students' lives adds a dimension to learning and increases student interest and enthusiasm."

Hedrick Smith, Rethinking America 1995

"Technological advances have come more rapidly in high-tech industries, but in human terms - in terms of the way large numbers of people work, in the way people think about work - the greatest revolution has come in autos.......Inside automobile assembly plants is where there has been a revolution to achieve higher quality and where that quality revolution has caused the greatest transformation in the nature of work."

"What has changed most fundamentally is the greater responsibility being given to workers to take charge of ensuring higher quality and to take a proactive role in organizing their own work.
The auto industry has been both a model and a catalyst for change in many other economic sectors."

Susan Gaer - Cooperative Learning/Communicative Approach Guru and Workplace ESL Program Curriculum Developer. 1996

"The number of words an ESL student knows in English has no relationship to how well that person can function in the workplace. From my experience of working with entry level employers, to function in the workplace is defined as practicing critical thinking skills, reading skills such as skimming and scanning, math skills and leadership and team skills. To quote one employer, 'I don't care if he knows the past tense of a word as long as he can somehow get across to me why the product is faulty and I can understand his description."

"I believe that developing project based curricula that teach refugee students work skills and language simultaneously is the best approach."

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Lauren Vanett and Lois Facer, "The Relationship Between Traditional, Transitional, and High Performance Organizations and Workplace ESL Teachers." CATESOL Journal 1994

"The (ESL) instructor often felt like a therapist, helping employees to overcome feelings of inferiority because they had received so much negative feedback from internal and external clients. So, while supervisors felt the problems grew out of specific language issues, the instructor saw the overriding issue to be one of confidence. At the end of the course, employees reported being more assertive and comfortable with their use of English, and many of their supervisors acknowledged progress had been made. As in many on-site classes, the first round of improvement grew out of an increase in confidence rather than a dramatic change in language use."

Compiled by Brigitte Marshall

What are Employers Saying?

Input from employers in California......

PRINTING COMPANY:

"We are looking for someone who has a stable job history, 'job hoppers' don't appeal much to us. It's helpful if an applicant has production work experience but it's not necessary. We've found that people with a farm laboring background do well and people who come from a Food service background do really well. I think that's because of the service ethic that is so strong in food service. We want people who have a strong commitment to doing the job well. Food service workers seem to understand this."

"Attention to detail is also very important since workers are involved in quality inspection. Probably the most important thing I look for in a potential employee is the ability to learn. I don't expect new employees to know everything about the job, I'll train them with the job specific skills they need, but I do want them to know how to learn. I want to see them asking questions, we don't mind answering the same question over and over again, it shows that someone is really serious about learning how to do the job well."

"Safety is a big issue at this plant and that's why English language is important, but it's important to the extent that workers need to be able to show that they understand safety procedures, follow them and ask when they are not sure. I want to see someone who is prepared to use their initiative in a situation where they don't understand something. In a job interview I'm looking for people who show that they will care about how they do the job, people who are alert and paying attention - that's what I want to see on the job."

"All our staff work in crews, crew size varies from 6 individuals to 20. It is therefore extremely important that workers are able to work effectively with others. It doesn't matter if they haven't worked that way before, but I have to be sure that they are going to be able to learn how to do it. We have a very diverse workforce and workers must be able to get along with different people. Before I even interview people I give them an hour and a half information session. I basically tell them what the jobs involve and what will be expected of them, if they don't think they can perform to that standard, they may not want to apply. I will tell them for example, "if you have a problem working with or for a woman, or for someone from a different ethnic or religious background, then don't bother to apply." Interpersonal skills are very important."

MANUFACTURING COMPANY:

"We are looking for people who know how to follow instructions and who know how to be efficient in the way they work. We want some language skills, just so that people can communicate what they mean, they don't have to be fluent or have great pronunciation, but they do need to know how to ask questions and be prepared to do this when necessary."

"It's really important that employees can get along with different people. We want to see a strong work ethic, we want to see that employees are taking their work seriously, taking pride in what they do and showing this to us by being reliable and punctual. Tidiness and cleanliness are really important qualities."

JANITORIAL COMPANY:

"I want people who are ready to work hard and learn. I'm looking for a good attitude and a pleasant personality. If I had to mention key qualities I think they would be integrity and honesty. That's what I'm looking for in a job applicant. Someone who is clean and presentable is going to make a good impression on me."

"Initiative is also really important in this kind of work. I want people who are not afraid to make decisions when they are faced with a situation they didn't expect. My employees need to understand the concept of customer service. Yes, I want them to be able to speak English but they don't have to be fluent, I need to be able to understand them and I need to be sure that they have understood me."

"Maybe the most important thing for me is a cultural issue. I need to be able to give constructive criticism to employees and I need them to be able to take it from other supervisors who might be younger than them. Sometimes this is a problem. Understanding that roles in the workplace have to be respected no matter what the relationship is like outside the workplace can be very challenging for some people."

PRODUCTION COMPANY:

"I want to see an application form that has been filled out correctly. I want someone who can make me understand what they mean easily, I don't want one word answers and an interview that turns into a frustrating experience. This is a noisy factory, I don't have time to shout to try to figure out what someone is saying, I've got to be sure that they can understand me without too much difficulty."

"Self presentation is something people should pay more attention to. The first impression a person makes is really important. Neatness and cleanliness are key qualities."

Compiled by Brigitte Marshall, 1997

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What Work Requires of Schools - The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991. (excerpts)

The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment.

This report results from our discussions and meetings with business owners, public employers, unions and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels we established to examine all manner of jobs from manufacturing to government employment. We also commissioned researchers to conduct lengthy interviews with workers in a wide range of jobs.

The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job-performance. These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foundation skills should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS competencies span the chasm between school and the workplace.

Secretary of Labor's Commission on Achieving Necessary Skills - 1991

- 12 months talking to business owners, public employers, managers, union officials, line workers - across a variety of places of employment - stores, shops, government offices and manufacturing facilities -

"Good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build."

Workplace Know-how defines effective job performance today. This know-how has two elements - a set of 5 competencies and a 3 part foundation of basic skills and personal qualities that lie at the heart of job-performance.

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SCANS

FOUNDATION SKILLS

BASIC SKILLS:
reading, writing,
quantitative operations,
active listening,
oral communication,
interpreting, organizing
information and ideas.

THINKING SKILLS:
ability to learn and reason,
think creatively, make decisions,
solve problems.

PERSONAL QUALITIES:
responsibility, self-esteem,
sociability, self management,
integrity, honesty.

SCANS

COMPETENCIES

RESOURCE MANAGEMENT:
organizing, planning, allocating time, money, materials, staff.

INTERPERSONAL SKILLS:
working on teams, teaching others, serving customers, leading, negotiating, working effectively within culturally diverse settings.

INFORMATION MANAGEMENT:
acquiring and evaluating facts and data, organizing and maintaining such information, interpreting and communicating the information, using computers.

SYSTEMS MANAGEMENT:
understanding social, organization and technological systems, monitoring and correcting performance and improving existing systems/designing new ones.

TECHNOLOGY:
selecting equipment and tools for the task at hand, applying technology to tasks, maintaining and troubleshooting equipment.

SCANS Foundation Skills and Competency Areas

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

Listening – receives, attends to, interprets, and responds to verbal messages and other cues

Speaking – organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Creative Thinking – generates new ideas

Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

Problem Solving – recognizes problems and devises and implements plan of action

Seeing Things in the Mind's Eye – organizes, and processes symbols, pictures, graphs, objects, and other information

Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills

Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

Responsibility – exerts a high level of effort and perseveres towards goal attainment

Self-Esteem – believes in own self-worth and maintains a positive view of self

Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

Integrity/Honesty – chooses ethical courses of action

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FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

    Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

    Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

    Materials and Facilities – Acquires, stores, allocates, and uses materials or space efficiently

    Human Resources – Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

    Participates as Member of a Team – contributes to group effort

    Teaches Others New Skills

    Serves Clients/Customers – works to satisfy customer's expectations

    Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

    Negotiates – works toward agreements involving exchange of resources, resolves divergent interests

    Works with Diversity – works well with men and women from diverse backgrounds

Information: Acquires and uses information

    Acquires and Evaluates Information

    Organizes and Maintains Information

    Interprets and Communicates Information

    Uses Computers to Process Information

Systems: Understands complex inter-relationships

    Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them

    Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

    Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

    Selects Technology – chooses procedures, tools or equipment including computers and related technologies

    Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment

    Maintains and Troubleshoots Equipment – Prevents, identifies, solves problems

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SCANS COMPETENCIES AND FOUNDATION SKILLS
ESL TEACHING METHODS ~ SIDE BY SIDE

Basic Skills - reading, writing, quantitative operations, active listening, oral communication, interpreting, organizing information and ideas.

Thinking Skills - ability to learn and reason, think creatively, make decisions, solve problems.

Personal Qualities - responsibility, self esteem, sociability, self management, integrity, honesty.

Resource Management - organizing, planning, allocating time, money, materials, staff.

Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, working effectively within culturally diverse settings.

Information Management - acquiring and evaluating facts and data, organizing and maintaining such information, interpreting and communicating the information, using computers.

Systems Management - understanding social organization & technological systems, monitoring & correcting performance & improving existing systems/designing new ones.

Technology - selecting equipment & tools for the task at hand, applying technology to tasks, maintaining & troubleshooting equipment.

PAIR WORK

LANGUAGE EXPERIENCE

PROBLEM POSING

CASE STUDIES

COOPERATIVE LEARNING

LISTENING COMPREHENSION

PROBLEM SOLVING

CLOZE

READING COMPREHENSION

ORAL DRILLING

GRAMMAR

CONVERSATION

TOTAL PHYSICAL RESPONSE

REALIA

ESSAY/REPORT WRITING

If we accept SCANS as a legitimate guiding vehicle for employment-oriented adult education, let's strategize as follows:

** Much of what we do in Adult Education classes is already directly in-line with what the SCANS foundation skills and competencies call for in terms of appropriately preparing individuals for the workplace.

** We need to reinforce, strengthen and further develop what already works well.

** We need to ensure three significant learner outcomes when creating programs designed to promote employability - increased ability in the target instructional area, increased knowledge of employment related content material and increased "workplace know-how."

** Following the lead given to us by employers, we need to develop a stronger awareness in students and teachers of <u>why</u> certain activities and instructional strategies qualify as effective employment participation training.

**In the instructional strategy choices that we make, we need to be sure that we do not promote behavior patterns that are inappropriate for the workplace. When designing instruction, we must ensure that students are required to interact in ways that will prepare them for the expectations they will meet in the workplace.

Brigitte Marshall

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SECTION 2

INSTRUCTIONAL DESIGN

Introduction

As stated in the previous section, we know that proficiency in the English Language is of critical importance to an individual's chances of obtaining and maintaining self-sufficiency. We have also acknowledged that it is no longer enough for ESL educators to concentrate on this challenge alone. Neither is it enough for ESL instructors to respond to the need to make instruction more "employment related" simply by making classroom content material employment focused. ESL classes must now make a "Triple hit." The first hit is accomplished when employment-related content material is used to teach the second hit, target language competencies necessary for mastery of English. It is suggested here that the third and crucial hit comes when all of this is done in such a way that, at the same time, learners are prepared for the behavioral expectations they will meet in the workplace.

Workplace know-how can be infused into the curriculum through classroom management techniques, grouping strategies and involvement strategies. More extensive descriptions and examples of these instructional approaches can be found in Section 3 of this Resource Package.

The item that follows this introduction is a diagram of a proposed instructional formula which can be used to help teachers think about their instruction in terms of the three target outcomes that correspond to the "triple hit" and ways in which they may be facilitated and measured. The formula suggests that a Specific Performance Objective is established for a class or instructional unit and that this objective is then "fed" through the formula - in other words, when considering how to deliver instruction in order to facilitate reaching the objective, instructors plan to utilize classroom management techniques, grouping strategies and involvement strategies. It is also suggested that instruction results in the creation of a product which can be used as the basis for evaluation of whether the specific performance objective has been reached.

Performance measures applied to the product should show demonstration of the three target outcomes. For example, in an employment oriented ESL class which is looking at the process of applying for a job, the instructor might establish the following performance objective: *Students will be able to formulate the simple past tense correctly on job application forms*. In teaching the simple past tense, the instructor will utilize example sentences from the world of work. These sentences can also be used to convey useful content information about the employment environment. For example, to demonstrate what happens to simple past tense sentences when they are made into a negative statement sentences like

those that follow can be created, preferably as some kind of language experience activity where the instructor can use real situations recounted by students as the basis for the content material:

Ly _filled_ out an application form for a new job but
she _didn't fill_ it out very carefully.

Ly _checked_ the address of her last job but
she _didn't check_ the phone number.

The manager at the new company _liked_ Ly but
he _didn't like_ her messy application form.

Ly _wrote_ in green pen and
she _didn't write_ all the information.

Ly _had_ an interview for the job even though
she _didn't have_ a good application form.

The manager _called_ Ly's last supervisor but the phone number was wrong so he _didn't call_ Ly back.

Ly _wanted_ to get a better job.
Ly _didn't want_ to take time to fill out a good application form.

Instructors can then use grouping strategies and involvement strategies to have students interact with text in the simple past tense (the practice part of a lesson plan). Working in teams, students can do jigsaw reading and cloze activities to practice use of the simple past tense. Again in teams, students can work together to organize groups of regular verbs, simple past tense word cards in order to identify some of the pronunciation rules that apply. For example, each team has one packet of word cards (this is an involvement strategy since the single packet per team precludes each student from completing the task without interacting with others from her team). Teams are asked to organize the words into three different piles, those that finish with a final "t" sound (worked, pushed, skipped), those that finish with a final "d" sound (flagged, stayed, bridged), and those that finish with a final "ed" sound (wanted, handed, posted). Students can be asked to identify the patterns that the word groups represent and describe them, either orally or on a diagram.

The interactions that will be necessary for teams to accomplish these tasks cooperatively go a long way to address several of the competency areas identified by SCANS - for example, Interpersonal Skills -working on teams, teaching others, Thinking Skills - ability to reason, think creatively, solve problems, Information Management - acquiring and evaluating facts, interpreting information, organizing information.

If, in the context of classroom management techniques, an instructor requires teams to complete tasks within a specified period of time and turns over responsibility for collecting, checking and returning in good order any materials needed for the activities, she can also promote development of the Resource Management competency area in that students have been asked to organize themselves and plan and allocate time and materials.

The final product of this instructional unit could be a master application form that students can use during their own job searches. Students will complete the forms within their teams, providing assistance and peer review to each other as they go through the process of applying their knowledge of how to formulate the simple past tense to the application form sections which ask for **Duties** and **Reasons for Leaving**.

The process of collaboration in order to create a final product combined with peer review activities provides for a shift in responsibility for the learning that takes place in the classroom. The SCANS report, like many other sources, informs us that employers are looking for people who can "put knowledge to work. New workers must be creative and responsible problem solvers..." As adult education instructors, we can tend to accept too much responsibility for the learning that takes place in our classrooms. By so doing, we are not preparing students for the behavioral expectations that they will encounter in the workplace. Though it is undoubtedly the responsibility of instructors to facilitate learning in the classroom and to create a suitable environment in which learning can occur, the responsibility for whether or not learning actually happens must be shared with the students who come to our classes. So, rather than welcoming them through our doors as customers who have come to partake of our services, a SCANS oriented classroom welcomes adult students as participants in a learning experience, the success of which will very much depend on their own degree of commitment, level of participation and responsibility for their own learning. Such an approach could very simply be represented as employment oriented instruction's version of *student centered* instruction -yet another reason to feel very comfortable with the direction in which SCANS oriented instruction steers us. What is being called for will not only better prepare students for the

independent manner in which they will be expected to operate in the workplace, it also protects and promotes the use of excellent instructional strategies.

The infusion of "Workplace Know-how" into instruction clearly has as much implication for <u>how</u> instruction is delivered as on <u>what</u> kind of content is taught. Integrating SCANS into adult education instruction does not mean a radical overhaul of either the curriculum or the way it is being delivered. It is hoped that many of the materials offered in this resource package will provide instructors with the accessible means to make gradual but significant changes in the way instruction is delivered in response to pressures to provide more of an overt employment focus. It should be remembered that much of what is already happening in adult education classrooms is of great benefit to adults striving to make progress in the workforce, it may simply be that it has not been recognized as such. Later in this resource package methods of getting students to "label their own learning" will be discussed along with the importance of having students develop both an awareness of the skills they are mastering and the ability to talk about them. It should also be emphasized that teachers must "label their teaching," in order to demonstrate and document the employment focus of both their content material and instructional strategies.

The SCANS influenced lesson plan master which follows the instructional formula can be used to help teachers go through their usual lesson planning process while at the same time demonstrating how they will promote ability in SCANS foundation skills and competency areas through activities involving interaction, team work and the exercise of personal responsibility for learning while in the classroom.

Specific Performance Objective

↓

Instructional Formula

↓

Employment Focused Content Material

Classroom Management Techniques

Grouping Strategies

Involvement Strategies

↓

PRODUCT → Performance Measures

↓

Triple Layer Outcome

1. **Improved Skills in the target area**
2. **Workplace Know-how**
3. **Content Information on the World of Work**
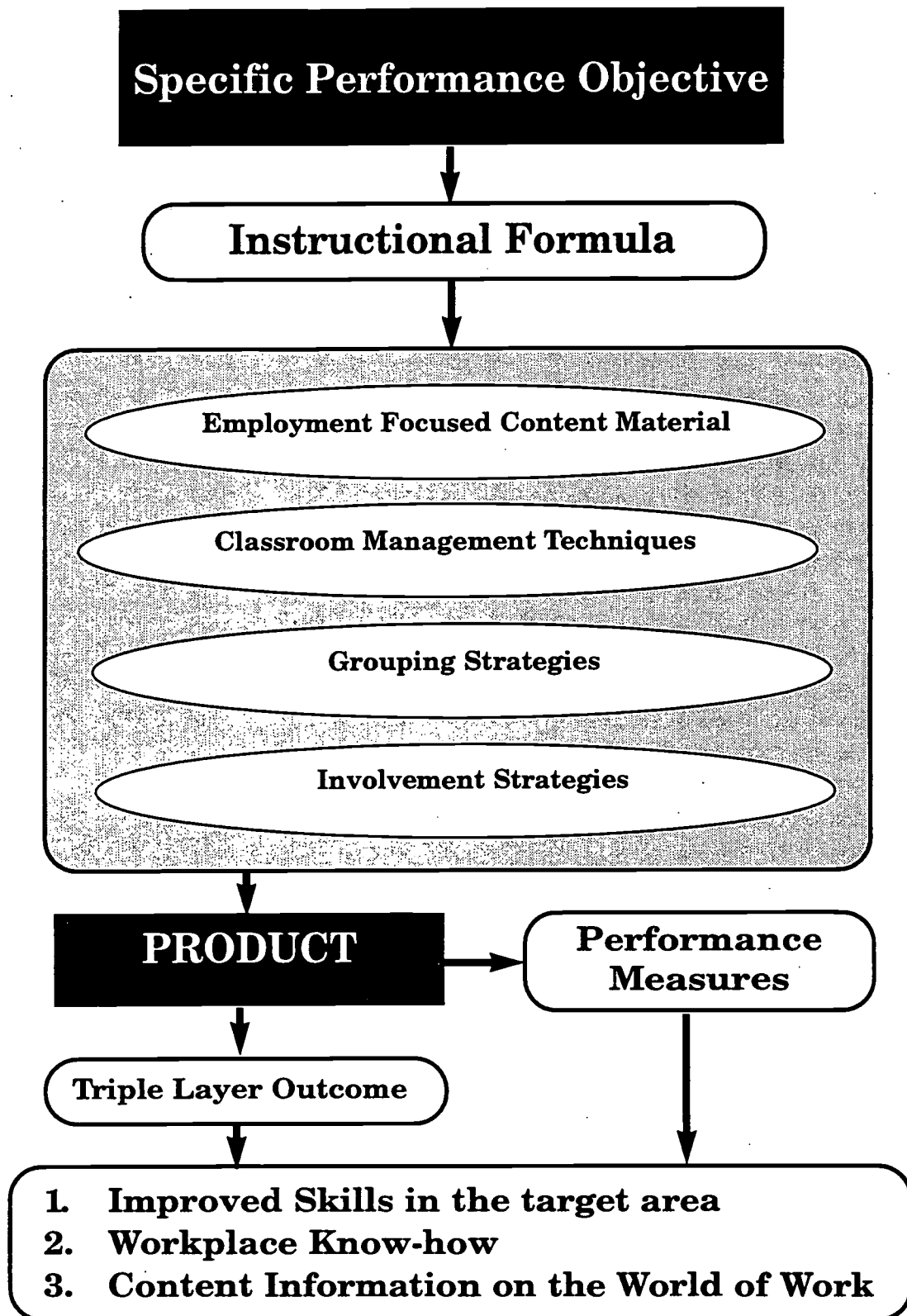
Designed by Brigitte Marshall, Consultant, Education and Employment Participation Training

SCANS-INFLUENCED LESSON PLAN

SCANS Foundation Skills: (a) Basic Skills   (b) Thinking Skills   (c) Personal Qualities

SCANS Competencies   (d) Resources   (e) Interpersonal Skills   (f) Information
                           (g) Systems   (h) Technology

Lesson
Objective:_____

	What and How? Describe Activities	SCANS
1. Warm-up and/or review • An activity that 1) uses previously learned content to begin a new lesson, 2) lasts 5-10 minutes, and 3) uses materials students are familiar with from previous lessons.		
2. Introduction • Focusing student attention on the lesson (asking questions, using visuals) • Stating the objective • Relating the objective to previous learning.		
3. Presentation • Introduction of new information by a variety of strategies; visuals, realia, description, explanation, or written text. • Instructor checks for student comprehension.		
4. Practice • Opportunities to practice the new knowledge are provided. • Practice is guided through materials • Practice activities may be: whole group, small group, pairs or individuals • Instructor models each activity, monitors progress and provides feedback.		
5. Evaluation • Evaluation of each student on attainment of lesson objectives • Evaluation can be oral, written, or by demonstrated performance.		
6. Application • An activity that requires students to apply new knowledge to their own lives or a new situation.		

Lesson plan format developed by the California Department of Education, Staff Development Institute

SECTION 3

CLASSROOM MANAGEMENT, GROUPING AND INVOLVEMENT STRATEGIES

INTRODUCTION

The SCANS report reflects the fact that employers expect workers to have strong interpersonal skills. The ability to work as part of a team, teach others, lead, negotiate and work within culturally diverse settings can be nurtured in ESL classrooms. This can be accomplished through skillful utilization of cooperative learning and excellent classroom management strategies.

Establishing permanent groups, whose duties change periodically, simulates workplace dynamics. Groups of people can be assigned to work together on a number of different projects, whether or not they get along. With the frequent arrivals and departures that characterize open-entry, open-exit classrooms, learners can experience a typical workplace situation where crew or team members are expected to train new employees. The first few items in this section are some team charts which can be used to facilitate the operation of long-term teams in the classroom. The first chart, created by Donna Price-Machado from the San Diego Community College District, is used with Intermediate High VESL students. It includes instructions on how it works and the SCANS competency areas that its use promotes. These competency areas are developed as students interact in the classroom according to the teamwork chart organization. It is also very apparent that this particular kind of classroom management technique provides enormous encouragement for students to accept responsibility for their own learning. In a very practical way, students come to understand that they are as responsible for how effectively things happen in the classroom as their instructor. If the bulb in the overhead projector blows, it will have an impact on the learning that is taking place in the classroom, since it is their learning, they have a responsibility to solve the blown-bulb problem. Indeed, they have a responsibility for how everything works in the classroom. Observers in Donna's classroom often note the subtlety with which this responsibility is expressed. Unless you look very closely, you do not realize that Donna never moves her overhead projector, erases the board, checks the sign in sheet, answers the phone, checks that materials are returned or turns off the computers. Students move around the room at appropriate moments and take care of what is necessary to make the class function well. In addition to providing students with the opportunity to practice behaviors that will be expected of them in the workplace, this kind of classroom organization also provides relief

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to the instructor. The instructor is then able to devote much more of his/her energy to actually teaching and providing real assistance to students. The teamwork approach to classroom organization can also provide very healthy peer pressure and support. In Donna's class, students can be overhead prompting each other to take care of a particular task, "Go! The phone is ringing, it's your turn."

The next team chart is an example of how one teacher took Donna's idea and adapted it to her own classroom situation. Kaylene Ohman, Mentor Teacher for the Pomona Unified School District, Adult and Career Education Department organizes her students into five crews which remain intact for one month at a time. Crews are awarded points for attendance (A. On the chart), job performance (J. On the chart), and weekly duty performance (D. On the chart). All crew members take on job titles within their crews, such as resource allocator, crew leader and time keeper. Kaylene also takes a job title and for the half morning that her classroom functions in this way, she is the plant manager. A computer manager is also assigned to organize shared-time on the four computers that are available to her students. Like Donna's classroom, Kaylene's classroom now operates according to a set of functions that have been set up in advance, are clearly understood by all students and are carried out with no fuss and a great deal of pride. When explaining how the classroom works, one of Kaylene's students remarked very proudly; "We do a lot to help our teacher in this classroom." Students were very aware of the fact that they were contributing to the successful operation of the classroom.

The next chart operates on the same principle but is a simpler version. This chart could easily be used with lower-level students and perhaps without the points and award system. The third chart, *Job Sign-Up List* can be used to promote the idea of personal responsibility and the concept of volunteerism. Instructors in the San Diego Community College District use this chart to request volunteers to cover the classroom tasks each day.

Whether working with permanent teams or groups established to fulfill a specific task, each student in a group can be assigned a role, such as team leader, time keeper, reporter, recorder, manager, assistant manager, secretary, supervisor or evaluator. Each role has duties and responsibilities attached to it with clear expectations established in advance with regard to performance criteria. The language for these expectations can be drawn directly from the

SCANS report. For example, if the teacher's objective is to address the need to develop the competency area of **Resource Management**, duties can be defined as follows; the Team Leader is responsible for organizing the assignment, planning necessary activities and selecting team members to fulfill each task. The Time Keeper is responsible for allocating time for each part of the assignment and keeping team members on task. To address the competency area of **Systems Management**, the Evaluator can be asked to assess how effectively the team completed its task and make suggestions for how things might be done differently in the future. The *Job Duties* sheet in this section provides some suggested job descriptions for team members. Instructors are encouraged to experiment with optimum team size and job assignments for their respective instructional settings.

The *Resource Allocation Specialist (2)* job description sheet can be used to create a position which operates outside the regular teams. As the description makes clear, this individual (or there could be two if the class is quite large), is responsible for all resources that are required for classroom activities. This could mean checking out and in class sets of books, distributing, collecting and keeping track of any other resources such as scissors, computer disks, handouts, homework assignments and display materials. This removes a purely organizational burden from the teacher and often results in less loss and damage to classroom resources. Resource Allocation Specialists can be involved in practicing the SCANS Competency area of Systems Management - designing new systems, since they are asked to develop a system for tracking the resources they distribute. The *Classroom Jobs* sheet suggests some job titles and descriptions for other positions that can operate within the classroom.

This kind of classroom organization also does much to address the need to develop many of the **Foundation Skills** identified in the SCANS report. The report states that employers are looking for employees who can organize information and ideas, learn and reason, think creatively, make decisions, solve problems, manage themselves and exhibit honesty and integrity. Teachers must therefore be very concerned to develop in learners a sense of responsibility for their own learning. We must find creative ways to give learners as much control as possible over what is happening to them, though this is not easy when working with time-limited welfare recipients. Dignity and self-respect can be at risk when it is known that participation in an education or training program is mandated, with continued receipt of welfare at stake. In such a context, it is critically

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important for teachers to adopt student-centered approaches that promote active learning.

Even with very low-level learners, simple strategies can be adopted to reinforce the development of self-management skills and the exercise of personal responsibility. For example, when a teamwork assignment is introduced, team members are asked to choose amongst themselves the specific jobs that they will perform. Instructors can provide guidelines such as choosing a job that is different from the one held in the previous teamwork assignment, but otherwise learners are expected to organize and perform assigned tasks with little input from the instructor. The use of name tags or badges which replicate those worn in real work situations also provides each learner with a subtle but powerful reminder of the expectations attached to his or her particular job role.

Assigning regular duties to all learners in a classroom, with tasks organized and rewarded by group, also creates a set of peer expectations for high personal performance from other group members. Learners can be given the opportunity to develop a sense that they are participating for their own benefit and because if they do well, so does their group. This awareness can be a powerful antidote to the lack of motivation exhibited by some welfare recipients, who can feel as if they have little personal control over participation in the class.

Simple strategies can be developed to give learners control over how a classroom functions while also calling on them to make decisions collaboratively, solve problems, think creatively and exercise responsibility as called for in the SCANS report. Suggestion boxes can yield excellent student input on issues from interpersonal conflicts in the classroom to chair and table organization. When issues of personal security, safety of belongings and respect for others' possessions are raised, learners are also involved in the development of the concepts of professional and interpersonal integrity and honesty that the SCANS report lists as being of critical importance.

The use of involvement strategies which require learners to interact, problem solve, teach others and negotiate as they complete tasks is another very effective method of promoting the development of SCANS competencies. For example, in a jigsaw activity, learners divide into groups which, in an employment participation training context, would appropriately be called teams

or crews. Each member of the team goes to a work station to obtain a portion of the information necessary for the whole team to complete the assignment. If one of the broad language competency objectives of the lesson is to develop reading skills, the source information at the work stations will be in written form. If teachers have access to a sufficient number of cassette players or a combination of an instructional assistant and some of the higher level students in a class, jigsaws can be set up so that learners go to the respective work stations to obtain their portion of content material by listening to it.

Very low level learners can also be engaged in this kind of strategy. For example, team members at each of the work stations are asked to learn the meaning of a simple phrase or language function through the use of written examples and explanatory pictures. Team members return to their original work teams where they teach each other about the various portions of content information learned at the work stations. The entire team is then able to collaborate to complete the assignment.

The next items in this section are some *Checklists* for teachers with ideas on how to utilize the strategies mentioned above. These items are organized according to the approaches listed in the instructional formula outlined in Section 1. This is followed by Donna Price-Machado and Anne Marie Damrau's *10 Easy Things You Can do to Integrate Workplace Basics (SCANS) into your Classroom*. This is a great starting point for teachers who are just beginning the process of integrating SCANS Foundation Skills and Competency Areas into their instruction. It should become the minimum baseline for all teachers for whom this is the goal.

The last item in this section is a *VESL Classroom Work Order Form*, created by Judy Rosselli, also from the San Diego Community College District. This form is used to provide students with the ability to take responsibility for how equipment in their classroom is maintained and repaired, as well as relieving Judy of this responsibility. Students become aware that the more efficient they are at identifying problems and taking appropriate action, the sooner the problem will be resolved which will benefit them in their efforts to learn.

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TEAMWORK

Team & Job	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:	Weekly Totals
#1 Erase board. Help teacher w/equipment	*Hector* job: 2 att: 2	*Sara* job: 2 att: 1	*Kidan* job: 1 att: 2	*Cruz* job: 0 att: 2	*Vankeo* job: 1 att: 1	-1 Cruz didn't call -1 Kidan didn't erase board	14
#2 Turn off computers & screens	job: att:	job: att:	job: att:	job: att:	job: att:		
#3 Make sure all students sign; arrange desks	job: att:	job: att:	job: att:	job: att:	job: att:		
#4 Trainers: help teacher with new students	job: att:	job: att:	job: att:	job: att:	job: att:		
#5 Answer phone; take messages	job: att:	job: att:	job: att:	job: att:	job: att:		
#6 Be sure material are put back	job: att:	job: att:	job: att:	job: att:	job: att:		

HOW THE CHART WORKS:

- The chart is on an erasable poster board. It always hangs in the room
  and students check their jobs and points daily.
- The team members stay the same for two or three months.
- The team changes jobs every week.
- The teacher adds the points at the end of each week. At the end of the month, the team with the most points wins "The Team of the Month." Their picture is taken and posted. Each member of the winning team is given a small prize, usually a pen or something useful in class.

Rules: Let's use team #1 above as an example.

J=Job. There are two points possible for job. On Monday, Hector must erase the board and help me with the overhead projector. He must watch me and take the initiative to do this; I don't tell students every time I want the board erased. They can ask me if I'm ready. If Hector is absent on his job day, other students in his team must cover for him to get the points.

Att.=Attendance. To receive the two points for that day for attendance, everyone must be present. If someone has to work or be absent, they must either call and leave a message or ask a teammate to tell me. If one student doesn't call and is absent, the whole group is deducted one point.
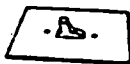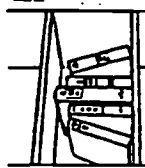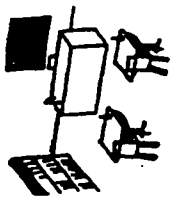
SCANS Competencies:
1. **Teamwork**
2. **Teaching Others**
3. **Leadership**
4. **Negotiating**
5. **Allocating time and human resources**
6. **Understanding systems**
7. **Responsibility**
8. **Self-management**
9. **Integrity/honesty**
10. **Problem solving**

Price-Machado

Duty	Crew	Mon.	Tues.	Wed.	Thur.	Fri.	TOTAL
Erase board & Set up equipment		A.	A.	A.	A.	A.	
		J.	J.	J.	J.	J.	
		D.	D.	D.	D.	D.	
Answer phone & dust room		A.	A.	A.	A.	A.	
		J.	J.	J.	J.	J.	
		D.	D.	D.	D.	D.	
Set up & empty electric pencil sharpener		A.	A.	A.	A.	A.	
		J.	J.	J.	J.	J.	
		D.	D.	D.	D.	D.	
Keep all books in order & water plant		A.	A.	A.	A.	A.	
		J.	J.	J.	J.	J.	
		D.	D.	D.	D.	D.	
Train new students		A.	A.	A.	A.	A.	
		J.	J.	J.	J.	J.	
		D.	D.	D.	D.	D.	

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TEAMWORK

Team	M	T	W	Th	F
1 Erase board					
2 Help new students					
3 Turn off lights					
4 Put books away					
5 Arrange desks					

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JOB SIGN-UP LIST

DATE: _____

Jobs	Monday	Tuesday	Wednesday	Thursday	Friday
erase boards	❑	❑	❑	❑	❑
pass out papers	❑	❑	❑	❑	❑
check CAV's	❑	❑	❑	❑	❑
pass out books	❑	❑	❑	❑	❑
collect books	❑	❑	❑	❑	❑
answer telephone	❑	❑	❑	❑	❑
write homework assignment on BB	❑	❑	❑	❑	❑
write dictation on BB	❑	❑	❑	❑	❑
	❑	❑	❑	❑	❑

Job Duties

Crew/team Leader: Responsible for organizing the assignment, planning necessary activities, determining resource needs, selecting team members to fulfill each task.

Assistant Crew/team Leader: Fills in for leader as needed, provides assistance to crew members, trains new crew members.

Time Keeper: Responsible for allocating time for each part of an assignment and keeping team members on task. Must ensure that task is completed within given time frame.

Recorder: Keeps notes, records as necessary. Fills out forms, work orders, sheets and group assignment reports.

Evaluator: Evaluates group performance according to specified criteria. Makes suggestions to improve performance.

Attendance Clerk: Records attendance of team/crew members. When appropriate, records arrival and departure time, including timely return from breaks.

Resource Allocation Specialist (2)

Job Duties:

Allocate appropriate resources to work crews.

Determine need and quantity of resources required.

Ensure that all work crews are supplied with necessary resources in a timely manner.

Trouble shoot equipment for supervisors.

Develop a system for tracking resource distribution <u>and collection.</u>

Maintain an inventory of resources.

Communicate on resource needs with work crews and supervisors.

Classroom Jobs

1. Job Title: Attendance Secretary

    Description: Counts the initials on the sign in sheet on the wall and the students in the room--if the numbers are different, calls roll. Makes note of excused/unexcused absences.

2. Job Title: File Clerk

    Description: Puts all papers into student files that teacher wants filed. Puts absence excuse papers into files. Keeps files in alphabetical order.

3. Job Title: Librarian

    Description: Collects homework papers for teacher. Counts books, passes them out, collects them, counts again, and puts books away in closet.

4. Job Title: Custodian

    Description: Turns on lights, opens blinds, makes sure garbage gets thrown into trash.

CHECKLIST
To promote competency in the areas identified in the SCANS Report, to prepare students for the behavioral expectations they will encounter in the workplace, the following can be utilized:

CLASSROOM MANAGEMENT TECHNIQUES

* Post an agenda on the chalk or white board during every instructional session.

* Involve students in making decisions about how the class and classroom will be organized.

* Shift responsibility for classroom functions (distributing papers/books, positioning overhead projector, cleaning white/chalk board, replenishing supplies, answering the phone, etc.) to the students.

* Involve students in developing a system to assign classroom function tasks on an equitable basis.

* Have a suggestion box in the classroom and schedule regular discussion time to address the issues that are raised.

* Give students responsibility for finding solutions to the issues that are raised in the suggestion box. How? By consensus, by majority vote?

* Establish high expectations for personal responsibility for recording class attendance and participation - students self-report at a designated area, fill out forms and submit in a timely fashion to a designated individual.

* Create time cards that students (either personally or by work team) will be responsible for filling out on a daily basis.

* Invite students to establish a system for calling in and recording anticipated absences.

* Involve students in creating an inventory system for supplies and resources.

GROUPING STRATEGIES

PERMANENT/LONG TERM WORK TEAMS/CREWS:
* Assign students to work teams or crews and work stations (as opposed to groups and tables). Teams remain intact for a specified period of time - three months, a semester, one year. Arrivals and departures (due to open-entry, open-exit) are handled just as they would be in the workplace with some teams operating "short-staffed" for periods of time and new team members requiring training.

* Establish specific roles for each team member to assume for a certain period of time - e.g. recorder, time-keeper, presenter, evaluator, crew leader.

* Rotate tasks in each team so that all students have an opportunity to fulfill all the responsibilities. (Involve students in developing a system for task rotation).

* Involve students in developing a system to ensure adequate performance of entire work team if some members are absent.

* Involve students in developing a training system so that experienced work team members can train new work team members.

TEMPORARY/SHORT TERM WORK TEAMS/CREWS:
* Assign students through matching and selection activities to temporary work teams for short term projects. Teams remain intact only for as long as the specific assignment lasts. Instructors have flexibility to vary team size and composition according to ability and experience.

* Involve students in troubleshooting team formation/functioning glitches.

* Establish specific roles for each team member to assume during short-term assignment. Work team decides tasks by consensus.

INVOLVEMENT STRATEGIES

♦ Structure activities so that students need to interact in order to complete the task. For group assignments, provide only one procedures sheet, or question and answer sheet, cloze activity sheet, venn diagram,* sheet etc., so that work teams must work collaboratively to fill them out.

♦ Develop simple interaction strategies that require <u>all</u> students to be involved for as much instructional time as possible. For example, use number fans* and numbered heads* when soliciting answers to oral comprehension questions.

♦ Design activities that involve students in teaching each other. For example jigsaws*. (See the following pages for a description of a jigsaw activity.)

♦ Ask students to label their learning using language from the SCANS competencies so that they can demonstrate awareness of the strategies and techniques they have utilized in order to complete an assignment. For example, *"I worked as part of a team. I trained my work crew on reporting procedures. I developed a system to keep track of paper supplies. I recorded attendance for my work station."*

♦ Make individual success dependent on successful performance by the entire work crew. For example, if one crew member forgets to call in sick or absent, the entire crew loses points/merit awards/bonus credit.

♦ Promote a self-determining style of classroom interaction. Train students in certain activities, for example following procedures (written instructions). Transition from regular and frequent instructor input to minimal or no input. Allow students to make mistakes and suffer the consequences. It doesn't have to work every single time, and it's often when it doesn't that the best opportunities for learning occur.

*Full descriptions of these acitivities can be found in a teachers' resource book on involvement ideas for teaching workplace basics - <u>Connections</u>, Meredith Fellows. 1996. For more information call: (619) 295-4055.

JIGSAW READING FOR LOWER LEVEL STUDENTS
Guidelines presented by Cindy Wislofsky

In jigsaw reading, a reading selection is divided into parts, and individual students or pairs of students master their part for the purpose of teaching it to the other students in their group. Because students need to communicate effectively with each other in order to comprehend the whole reading selection, jigsaw reading is a great exercise for facilitating communicative interaction in the classroom. However, it is a difficult activity to facilitate with lower level students. Cindy Wislofsky, ESL Department Chair at the West City Center, San Diego Community College District, has outlined some ideas for adapting this technique for lower level students. Her advice is as follows:

1.   With each part of the reading, provide visuals to assist with comprehension of the material. Good texts with visuals include Easy True Stories, English for Life Through Pictures. Composition Practice. Book 1, Personal Stories. Book 1, First Class Reader Starting to Read and Picture Stories for Beginning Communication.

2.   Choose reading passages with vocabulary that has been learned before so that students will be more familiar with the vocabulary. A Jigsaw reading is good to do at the end of a unit.

3.   Divide the reading into two or three parts, rather than four. Then organize students to work in pairs on each portion of the text instead of working individually. Example, if a reading is divided into three parts, a home team would consist of six people (three pairs).

4.   Model one complete lesson with the whole class first, carefully taking students through each step.

5.   Focus students on what the important parts of their passages are - the key information which they will be sharing.

6.   Give students ample time to rehearse what they will teach to the others about their passage.

7.   Use color coded index cards (two blue cards, two orange cards, two green cards) to put students in home teams. Each pair will be responsible for one section of the reading.

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Toua Vue Wants to go to College

Toua Vue wants to go to college. He does not have enough money. Toua talks to the Job Counselor. He says, "I need a job." Toua wants to work in a factory, or fixing things.
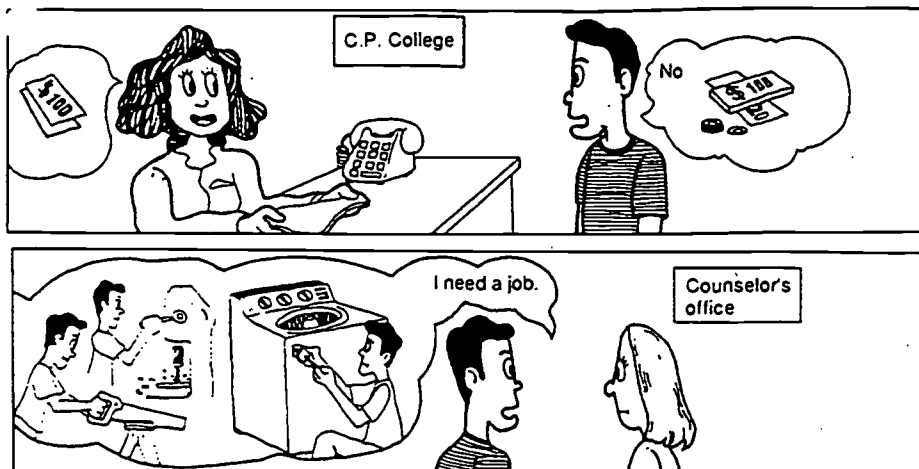
Toua does not have any work experience in the United States. The Job counselor says he can get a job in a restaurant as a bus boy. Toua does not like this job but he can do it now. He does not need training.
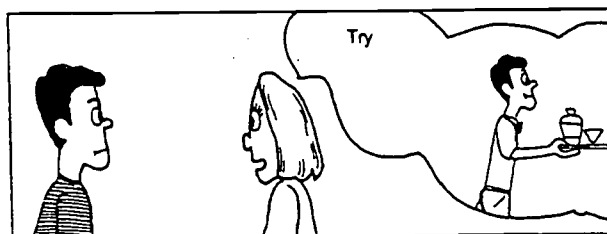
Toua takes the job. It's not so bad. He likes his co/workers and he can practice his English. He saves some money so that he can go to college to learn some new skills.
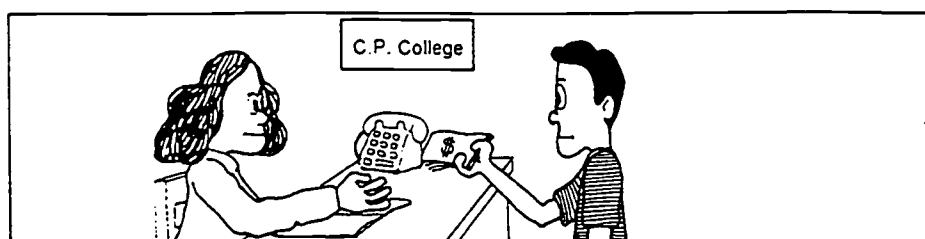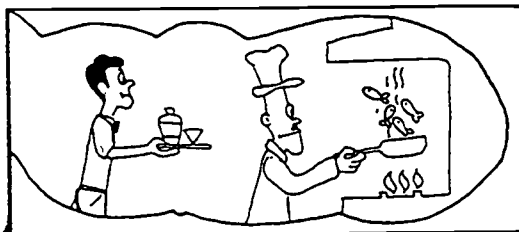
Sample Lesson: **Toua Vue Wants to go to College**

Step 1.   Divide the reading passage and pictures into three sections so that each passage has at least one picture that goes with the text.

Step 2.   Pre-reading activity - whole class. Use the first visual of the series to elicit vocabulary from the students and ideas about what the story might be about.

Step 3.   Divide the students into home teams of six - each pair receiving a different color, and explain to them that each pair will read one part of the reading passage.

Step 4.   Instruct pairs of students with the same color cards to move and sit together in new teams of four. (Four green cards in a team, four blue cards, etc.)

Step 5.   Model the procedure by which each team will read its section, study any new vocabulary, and practice retelling the story, using the pictures as cues.

Step 6.   Allow time for the teams to read and practice telling their part of the story to each other. They may want to write a few key words on each picture.

Step 7.   Go to each team and take away the reading passages, leaving only the pictures with the students. Have the students practice telling their stories to each other one more time, using the pictures as prompts.

Step 8.   Direct students to return to their home team (two of each color in each group).

Step 9.   Direct pairs of students to teach the other team members about their portion of the reading, showing their pictures as they go.

Step 10.   Give each home team a follow-up exercise (comprehension questions or a vocabulary exercise) to complete, in order to evaluate each person's comprehension of the whole story after the pairs have taught each other the story.

Note: A jigsaw reading exercise works best if it can be completed in a three hour classroom session.

10 Easy things you can do to Integrate Workplace Basics (SCANS) into your classroom

1. Start each class with an agenda on the board. (Organizing, allocating time)

2. Put students in teams and assign teams classroom maintenance jobs.
(Working in teams, sociability, individual responsibility, allocating materials)

3. Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities. (Monitoring performance)

4. Teach students how to organize their classroom materials.
(Organizing, teaching others)

5. Monitor students' progress with checklists and weekly tests.
(Organizing, monitoring performance)

6. Pay attention to classroom incidents and conflicts. Develop lessons that teach the appropriate language students should use when dealing with these issues.
(Interpersonal skills, ability to reason, solve problems)

7. Model appropriate workplace behavior, e.g. arrive on time, come with an organized plan, dress appropriately and maintain a positive attitude.
(Understanding systems, individual responsibility, self management, sociability, integrity, honesty)

8. Encourage students to fix or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector. Teach the language that supports the activity. (Trouble shooting)

9. Designate student trainers or experts who can train new students.
(Teaching others)

10. Encourage peer revision whenever possible, in writing or pronunciation. Teach the language used to make revisions. (Understanding systems and individual responsibility, monitoring performance, correcting performance)

Donna Price-Machado & A. Damrau   8/97

VESL CLASSROOM WORK ORDER FORM 1

Please fill out the following information on the piece of equipment that is in need of repair.
Fill out forms 1 and 2. Attach this form to the piece of equipment that needs repair and place
form 2 below, in the **NEEDS REPAIR** box. Thank you.

Date of Request: _____

Requested By: _____

Type of Equipment: _____

Brand Name and Model: _____

Serial Number: _____

Classroom Number: _____

Description of Problem: _____

_____

_____

Signature

VESL CLASSROOM WORK ORDER FORM 2

Please fill out the following information on the piece of equipment that is in need of repair.
Fill out forms 1 and 2. Place this form in the **NEEDS REPAIR** box, and attach form 1 above,
to the piece of equipment that needs repair. Thank you.

Date of Request: _____

Requested By: _____

Type of Equipment: _____

Brand Name and Model: _____

Serial Number: _____

Classroom Number: _____

Description of Problem: _____

_____

_____

Signature

Created by Judy Rosselli: San Diego Community College

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SECTION 4

TECHNOLOGY

INTRODUCTION

Classroom instructors often find the competency area of Technology the most difficult of the SCANS foundation skills and competency areas to address. It is worth emphasizing that Technology doesn't just mean computers, though computer literacy is being mentioned more and more as one of the basic skills that almost all employers now expect. From food service, to truck driving to hotel cleaning, manufacturing, retail and entertainment, an increasingly large number of jobs now require competent use of computers.

However, if you do not have access to computers, all is not lost. The Technology competency area states that individuals must be able to work with a variety of technologies, they must be able to choose procedures, tools or equipment, including computers and related technologies, understand the overall intent and proper procedures for setup and operation of equipment and prevent, identify or solve problems with equipment. This suggests many projects which teachers can tackle with students which do not involve desk top computer. Teachers can involve students in using the copy machine, electric staplers, overhead projectors, T.Vs and V.C.R.s, coffee machines, air conditioning thermostats and other equipment that might be found at the school site. Susan Gaer from Santa Ana College has compiled a list of creative Technology projects that she has successfully undertaken with her students. Some of them utilize computers, many use other kinds of technology. Contact Susan for more advice and/or information on how you might tackle similar projects in your own classrooms.

Technology: selecting and using equipment for the task at hand

Projects and Products

Using the answering machine and dealing with voice mail

Students record a message on an answering machine that is understandable.
Students call the instructor when absent leaving a voice mail message.
Students check the machine voice mail for messages left and report to the instructor.
Appropriate for beginning levels

Using an overhead projector

Students learn how to create overhead transparencies.
Students practice developing presentations using the overhead.
Students visit classrooms delivering their presentations using the overhead projector.

Using the camcorder

Students develop a short autobiography using photographs of their life.
Students videotape the autobiography.
Individual projects are combined onto one videotape for publication.
Appropriate for beginning levels

Using the tape recorder

Model a dictation activity from text using a tape.
Show students how to isolate sentences and have them write what they hear.
Divide students into groups and have each group practice a tape dictation.
Have students practice the dialogue and tape it.
Appropriate for beginning levels

Using a camera

Have students take pictures of each member in the class.
Have class keep track of developed pictures in a folder.
Use pictures as part of writing projects or for a class mural.
Appropriate for beginning levels

Susan Gaer, Santa Ana College

USING COMPUTERS

If you have access to computers either in a lab or classroom, it is important to make appropriate use of them. The computer is a tool similar to pencil, chalk or paper. Employers are increasingly requiring entry level employees to have some understanding of how computers work. While ESL software is fine for practicing discrete language points, it does little on its own to develop valuable workplace skills. Here are some activity ideas for students based on their ESL levels.

Beginning Levels

Word Processing

Students write stories about their family and countries. If a scanner is available, have students bring in a photo, scan it, and place it in their story. Print out and save in a portfolio.

Spreadsheets

Do a class/school/community survey on language background/nationality, etc. Have students use the information to create charts and graphs. Save results in a portfolio.

Databases

Make a classroom directory either of addresses and phone numbers or of students and their occupations and places of employment.

Intermediate Levels

Wordprocessing

Have students write more extended stories about their workplace, countries or families. Have students write their resumes. Have students write letters to their employers describing what they are learning in class.

Internet Skills

Teach students basic Internet awareness. Use the lessons on
http://www.otan.dnni.us/webfarm/emailproject/rancho/intro.htm
Have students look for employment on the Internet. Have students post their

Spreadsheet Skills

Have students do surveys. Some topics we have covered are: Job satisfaction, school satisfaction, topics to be covered in a school newspaper, etc. Have students make charts and graphs from the gathered information.

Database Skills

Have students develop school or class directories.

Project Type	Activities
Keypals	• Journaling • Joint Readings
Chatting	• Introductions • Discussion about preferences (food, TV, hobbies) • Family Literacy---child rearing • Discussions about job availability and student occupations
Data Collection	• Information to purchase a new car • Information to buy insurance • Research prices/salaries/cost in your area • Home Remedies • Holiday • Immigration Stories • Neighborhood stories

HOW TO DO KEYPALING AT YOUR SITE
Lesson Plan by Susan Gaer and Susan Williams*

I.   Pre Keypaling Activities

A.   Teacher (T) finds another class(es) who is willing to keypal.

B.   Ts collaborate to decide on a topic that is relevant to both curriculums along with questions for students to answer in their letters.

II.   Keypaling

A.   Students (Ss) write individual letters into a text file.

4-5

1. Make sure students add partners first and last names and their own first and last name.

B.   Teachers develop grid of partners (see sample below)

C.   Letters are sent to the participating class.

D.   Letters are received from the participating class.

E.   Ss respond

III.   Post keypaling

A.   The cycle begins again.

School A	School B
Luis Martinez Berto Rafael Oscar Flores	Kam Tam Diane Smith Mai Lee

HOW TO DO DATA COLLECTION AT YOUR SITE
Lesson Plan by Susan Gaer and Susan Williams*

I.   Pre Data Collection Activities

A.   Teacher (T) finds a class(es) who are willing to participate.

B.   Designate one T to coordinate for this round of data collection. Ts collaborate to decide on a topic and number of items relevant to both curriculums.

II.   Data Collection
A.   Students (S) will develop the items for collection.

B.   T sends student collected items to the coordinator. The coordinator will decide which items will be collected. For example, in a global grocery shopping spree

4-6

where you could buy food from any place in the world, the items might be hamburger, one pound; rice, ten pounds; tortillas, one package; etc.

C.   Coordinator will send the final item list to the participating members.

D.   Students gather information required for the item bank.

E.   Enter Ts name, class, location, and numerical information and post it on-line.

III.   Post Data Collection

A.   Use the numerical information as a basis for solving math problems, reinforcing concepts in civics or science, conducting nutritional studies in health, etc.

B.   Write descriptions of how to use information collected such as the results of tests or research conducted comparing student outcomes based on collected data tables or any anecdotal information on your experiences. These descriptions will be posted in a public area on-line for future projects to use.

SAMPLE TIME LINE

The following represents a sample TIME LINE for a electronic project involving global grocery shopping (data collection)

Week 1	Decide on items for collection and send to coordinator
Week 2	Coordinator will send final item list to members
Week 3	Students gather information for item bank
Week 4	Students post
Week 5	Follow up using the data for the development of graphs
Week 6	Send graphs to participating schools to interpret

4-7

How to Do a Structured Chat at Your Site
Lesson Plan by Susan Gaer, Rancho Santiago College

I. **Pre-chat Activities**

   A. Teacher (T) finds another class which is willing to chat.

   B. Ts collaborate to decide on a topic that is relevant to both classes.

   C. Students (Ss) develop questions on the topic.

   D. T sends questions to the other class and receives the other class's questions.

   E. T leads class discussion of questions and answers. Notice any similarity in the types of questions asked by each class.

   F. T divides Ss into small groups for practice. Each group becomes an expert in one or two questions. Be sure to include practice with typing.

II. **Live Chat**

   A. Establish online connection. (If necessary use a ling phone cord with a lap top and LCD or Scan Rate Converter so the class can see the chat in progress.

   B. Prepare to log the chat in process or save it automatically into a word processor. This will allow you to have a hard copy for the post chat activities.

   C. Each S group has a turn typing answering their assigned question(s).

III. **Post Chat**

   A. T prints out the log, makes copies, and gives one to each S (or group).

   B. Follow up activities with logs for example:

      1. Ss correct punctuation, capitalization, spelling and grammar.

      2. Ss expand on answers to questions

4-8

SAMPLE TIME LINE

1) Monday: Read passage/article on topic. Generate questions with students about the topic. (See sample chat for questions.)

2) Tuesday: Transmit questions and receive questions from other class

3) Wednesday: Practice answering the questions and practice keyboarding skills by typing in questions and answers. Organize groups and decide roles.

4) Thursday: Practice keyboarding prior to chat and have chat. Print out logs and read together with class

5) Friday: Follow up activity using logs. Have students underline the question and its answer. List questions that have no answer and discuss why

4-9

SECTION 5

GETTING ORGANIZED: ACCEPTING RESPONSIBILITY FOR THEIR OWN LEARNING

INTRODUCTION

Many of us have worked with refugees and immigrants who have had very limited formal education in their countries of origin and, in some cases, may also have limited literacy in their native language. While the educational and language acquisition challenges that such a student body faces are obvious and well-documented, many of us have also come to realize that a lack of previous formal education has grave implications for an adult's ability to function as an independent learner. When basic organizational skills are missing it is very difficult to get adult students to accept responsibility for their own learning, let alone demonstrate the capabilities of a life-long learner.

We have grown used to the fact that it is not obvious to some of our students that it makes sense to hole punch and organize handouts received in class, in the order in which they were given, or by subject or grammar area. How many of us have asked students to get out the handout that was started yesterday, to be met with a combination of blank stares, or frantic rummaging amongst a jumble of crumpled papers? We know that we have to undo many assumptions about our students' basic awareness of how to function effectively in the classroom, and by extension in the workplace. At the same time, we want to recognize that this is not a question of capability. Individuals who have fled war torn countries and manoeuvred families to safety, or have planned for and negotiated with immigration procedures in order to get here clearly have a full range of life skill capabilities. If we are to give these individuals the opportunity to demonstrate their potential, we as English Language Training and Employment Participation instructors must be concerned to provide our students with strategies that will enable them to be organized, systematic in their approach to learning and operate within social, professional and technological systems.

As previously stated in many parts of this resource package, a key issue in training programs is the need to have students accept responsibility for their own learning. In large part this is to prepare them for the behavioral expectations they will encounter in the workplace. If workers forget their uniforms or fail to take care of equipment assigned to their use, or are unable to account for materials and resources they were asked to work with, supervisors are extremely unlikely to have a great deal of patience. Employees are expected to be responsible for their work and we as instructors can do our students a great favor by expecting them to function as responsibly and independently as possible in the classroom.

As with many of the SCANS foundation skills and competency areas, the Personal Quality of self management is one that must be modeled, taught and practiced continually through establishing very clear expectations for behavior. We recognize that our students have the capability for self management, but we must also recognize that they need to be given the skills and some tools to exercise and demonstrate self management. The items in this section present a variety of different strategies that teachers have developed to provide students with the opportunity to practice and demonstrate self management and responsibility for their own

learning. The section begins with some checklists developed by Judy Rosselli from the San Diego Community College District. The basic system for keeping track of homework assignments and other required behaviors in the classroom is provided for students, and the lists clearly establish a set of expectations which students are asked to respond to. These checklists can be used to not only have students keep track of their own classroom interactions, but also to evaluate themselves. This approach allows a teacher to facilitate development of personal responsibility for what takes place in the classroom. Donna Price-Machado designed the next set of materials. Donna establishes a fairly formal approach, with written rules produced collaboratively by students and teachers that become the basic code of conduct for how the classroom will function. Like most others involved in English Language Training, Donna's class works on an open-entry open exit basis. She combines her team work/team chart strategy with standard rules to respond to some of the challenges of constantly having students entering and exiting her classroom. Each week one team is assigned to the task of training new students and to them falls the job of orienting new students to the classroom system, explaining the team chart and team work operations and making sure new students understand the rules and the expectations for behavior. This reduces the amount of time that Donna must take away from instruction to deal with the logistics of new students. It also requires students to accept and exercise responsibility for what happens in the classroom. New students receive a letter similar to the model included in this section and , after reading this and the rules, a student trainer is required to check that the new student has understood everything by using the Trainer Instructions which include both questions that the trainers need to ask and the answers that they should receive if the new student has understood.

The last two pages are some examples of graphic organizers which students can be encouraged to use to help them to develop a systematic approach to planning and performing tasks. Considering options in an organized way is a skill that many students have never had the opportunity to develop. Requiring them to approach classroom tasks within a basic format for evaluating consequences provides the chance to develop these skills.

5-2

THEME: _____

Focus question: _____

Week of: _____

Name: _____ **Room:** _____

Personal Checklist

Put a check ✔ in the chart for the answers that are true.

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrived on time to class					
Brought papers, notebook and pencil					
Completed homework					
Worked with other students					
Filled out attendance checklist					

Homework Schedule

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Signature: _____ **Date:** _____

Name (printed): _____

5-3

Weekly Report

Theme:_____

Week of: _____

Name: _____ **Room:** _____

1. Personal Checklist

Fill in the chart. Use the letter **Y** for yes and the letter **N** for no. If you were absent, use the letter **A**. If it was a holidy, use the letter **H**.

	Monday	Tuesday	Wednesday	Thursday	Friday
I arrived on time to class					
I called in to class when I was absent					
I brought papers, notebook and pencil					
I worked with other students					
I filled out my attendance checklist					
I completed my group task					
I came back from break on time					

2. Homework Schedule

My favorite class activity this week was:_____

_____

The most difficult class activity this week was: _____

_____

3. Important!

If you cannot come to class, please call _____ and leave a message.

My name is _____.

I study in room _____.

I cannot come to class today.

Name: _____ **Date:** _____

THEME: _____

Focus question: _____

Week of: _____

Name: _____ **Room:** _____

Personal Checklist

Circle a number for each statement below.

Arrived on time to class	Low 1 2 3 4 5 High
Brought papers, notebook and pencil	Low 1 2 3 4 5 High
Completed homework	Low 1 2 3 4 5 High
Worked with other students	Low 1 2 3 4 5 High
Filled out attendance checklist	Low 1 2 3 4 5 High

Homework Schedule

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Signature: _____ **Date:** _____

Name (printed): _____

5-5

NEW RULES FOR OUR VESL CLASSROOM   Fall 1996
(Made by the students and the teacher)

1. If you are going to be absent, call the teacher at _____ Or tell her in advance. If you call, your team will still receive points. If you don't call, your team will lose one point for that day.

2. You must put all your checklists in a folder and leave the folder in class. Put the folder in alphabetical order behind the letter of your last name in the file cabinet located near the door as you walk into the classroom. DO NOT TAKE YOUR CHECKLISTS HOME.

3. If you will be late to school because of an appointment, tell the teacher or tell a teammate and ask him/her to tell the teacher. You need to communicate with your teacher and teammates.

4. You must come back to class on time after break. If you are late, it is your responsibility to apologize to the class for the disruption.

5. If you need to speak your native language in class for a translation or grammar explanation, you should ask permission from the teacher and the other students first. Remember that you come to school to practice your English, so it benefits you to speak English as much as you can during the class.

6. Bring your ESL notebook with all of your English papers in it everyday. If you forget or lose a paper that your teacher gives you, it is your responsibility to get the sheet from another student and make a copy.

7. Bring a small vocabulary notebook with you to class everyday. Write all the new vocabulary words you learn in that small notebook.

8. Write what you learned in class everyday in your Blue Book.

9. Every Friday we will have a vocabulary and grammar test covering the material that we have studied during that week.

REMEMBER! Everything you do affects your teammates; just like at work, your actions affect your co-workers. If you are late, absent, or uncooperative your teammates suffer, too.

From the classroom of Donna-Price Machado

5-6

Dear _____,

This ESL class will give you the opportunity to learn more English and practice using English to communicate at work. Students are organized in teams or groups. In many jobs you will have to work in teams.

You are a member of team _____ for the next few months. You have a responsibility to yourself and your team to come to the VESL class everyday. If you can't come, please call _____, and leave a message.

This is how points will be given to teams each day:

Attendance: 2 points if all group members are present or if a person is
                  absent but calls or writes a note <u>before</u> the class.
                  1 point if a team member is absent without notification.

Participation: 2 points it all group members participate and are respectful
                  during team work time.

Team Jobs: 2 points if the team job is well done.
                  1 point if the team job is not done well.
                  1 point if the person who was supposed to do the job didn't do
                  it and another team member had to.
                  0 points if no member of your team does the job and the
                  teacher has to do it.

Extra Credit: The teacher will tell you when you can get extra points for your
                  team. Certain homework assignments will be given extra
                  points.

The team work gives you the opportunity to communicate with your classmates. In addition, our classroom will be a nicer, neater and more organized place to work.

<div style="text-align:center">Sincerely,</div>

<div style="text-align:right">From the classroom of Donna Price-Machado</div>

<div style="text-align:center">5-7</div>

<div style="text-align:center">70</div>

CLASS ROUTINE:

1. Every day we will have a dictation of four sentences. These sentences will cover the grammar that we will study during the week. On Friday there will be a grammar test.

2. Every day we will write new vocabulary words on the board. You must copy these words in your small vocabulary notebooks. On Friday you will have a vocabulary test.

3. Everyone should use the computer every day. You can practice typing, do grammar, spelling, vocabulary or idiom exercises on the computer. REMEMBER! To get an office job you must be able to type 35 words per minute.

4. Mondays and Wednesdays: We will talk about news and current events. You will learn many new vocabulary words on these days. Watch the news and read the newspaper so that you can contribute to the class.

WHAT DO YOU DO WHEN YOU FINISH A WRITTEN LESSON?

When you are finished doing your written work, you must:

1.Put the assignment in the **IN** tray.
Be sure that the work is neat and on a clean piece of paper with your name on it.
After I grade your paper, I will put it in the **OUT** tray. The day after you give me the assignment:
2.Go to the **OUT** tray. Find your paper.
3. If there are mistakes, you must make corrections and then put your work back in the **IN** tray.
4. If I think there is something that you really don't understand, I will write **"SEE ME."**
I can probably see you during class, but if there are a lot of students, you must make an appointment by writing your name on the appointment sheet on the board under the time you want.
5. When everything is accurate in your written work, ring me your check list and I will check off that lesson/competency. Put your lessons in your three ring note-book.

From the classroom of Donna Price-Machado

5-8

Trainer Instructions:
Classroom Rules

Trainer Instructions:
After the student reads the "Rules for our VESL Classroom" sheet, ask the following questions. The correct answers are at the bottom of the page.

1. If you can't come to class, what do you need to do?

2. Can you speak your native language in class?

3. What do you need to do if you forget or lose a paper the teacher gives you?

4. What happens if you come back late from break?

5. What do you have to bring to class everyday?

6. What should you do when you learn new vocabulary words?

7. When do you have a vocabulary and grammar test?

ANSWERS:

1. Before the class call and leave a message or write a note and give it to the teacher.

2. Yes, if you ask permission from the teacher and the other students.

3. You have to make a copy for yourself.

4. You have to apologize to the class.

5. An ESL notebook and a small vocabulary notebook.

6. You write the new words in a small notebook. This will help you remember the words and you can study them easily if they are in one place.

7. Every Friday.

From the classroom of Donna Price-Machado

Trainer Instructions:
Team Chart

After the student reads the "New Student Letter,"take him or her to the team job chart on the wall. Show the student where the information for his or her team is located on the chart. Help the student find his or her day. Then ask the student the following questions.

1. What is the number of your team?

2. What is the job of your team for this week?

3. What day are you responsible for doing the team job?

4. What are the team points given for?

5. Who are your teammates?

6. What is the purpose of this team chart?

ANSWERS

1. Look at the student's letter or on the wall chart to check the team number.

2. Look at the team job chart on the way if you don't remember the answer.

3. Look at the wall chart if you don't remember the student's day.

4. Attendance and job, participation, some time extra credit assignments.

5. Look at the chart for the names.

6. To communicate more in English, to get to know your classmates, to help the teacher keep the room and materials neater and more organized, to learn to work in teams because you will probably have to do that when you get a job.

From the classroom of Donna Price-Machado

CHOOSING

OPTIONS
What Can I Do?

*
_____

*
_____

*
_____

*
_____

What did I choose?

_____

Results....
What will happen?

Pro........   Con........

_____

_____

_____

_____

So, is this a good thing to do?

_____

Why?

_____

5-11

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A

What can I do?

1. _____

2. _____

3. _____

B

What will happen?

Good	Bad
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

C

What will I do?

_____

_____

Why?

_____

_____

SECTION 6A

ASSESSMENT
AND
ACCOUNTABILITY

Assessment and Accountability

The following section has been adapted from: *Performance-Based Curricula and Outcomes - The Mainstream English Language Training Project (MELT) - Updated for the 1990s and Beyond.* Prepared by Allene Grognet, Center for Applied Linguistics; for the Spring Institue for International Studies, English Language Training Technical Assistance Project; sponsored by the Office of Refugee Resettlement.

This section discusses the role of testing and assessment in English language teaching programs. It also gives information about the Basic English Skills Test (BEST) and alternative forms of assessment.

Basic English Skills Test (BEST)

The BEST is a standardized **proficiency test** assessing basic functional language skills in an adult life skills context geared directly to the MELT Core Curriculum and the Student Performance Levels. It can be used for placement and proficiency purposes. The BEST consists of a Core Section (listening and oral interview) which is a one-on-one interview, and takes anywhere between 15 and 30 minutes to administer; a Literacy Section (reading and writing) which is 45 minutes; and an Administrator's Manual. A shorter version of the Core Section (5 minutes) can be administered for placement purposes only.

The BEST is available from the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20036, (202) 429-9292.

Alternative Assessment

This section is provided to give teachers and administrators an addition and/or alternative to formal tests. In recent years there has been a growing interest among educators in performance-based and portfolio assessment. While multiple choice and short-answer achievement tests allow for greater content coverage as well as objective and efficient scoring, they may not adequately assess integrated skills. In addition, they are usually given at the end of a course of study, and do not show progress over time. Alternative measures are usually interspersed throughout the curriculum.

Informal or Alternative Assessment.

These are not technical terms, so there are no uniformily accepted definitions. Informal and alternative assessment are used here interchangeably, and indicate the following:

- any method, (other than a standardized test), of determining what a student knows or can do;
- activities that reflect tasks typical of classroom instruction and real-life settings, and that represent actual progress toward curricular goals and objectives;
- activities that are monitored and recorded in some way, either by teacher observation, peer observation, or student self-assessment.

It should be noted that informal and alternative assessment measures are by definition criterion-referenced, i.e., they classify learners according to whether or not they are able to successfully perform a set of tasks or meet a set of objectives. Norm-referenced tests relate one learner's performance against the normative performance of a group. Standardized tests can be either norm- or criterion-referenced.

<u>Performance-Based Assessment.</u> This is a type of informal or alternative assessment, and is characterized by:

- activities that are specifically designed to assess performance on one or more instructional tasks;
- activities where students demonstrate specific skills and competencies and are rated on a predetermined scale of achievement or proficiency;
- activities that are rated by a teacher or other professional, rather than by peer or self-evaluation.

Although performance-based assessment may include such written tasks as filling out an application or signing a time sheet, performance-based assessment has been used mainly to document progress in **oral language**.

<u>Portfolio Assessment.</u>

This is a technique for qualitative evaluation. It is characterized by:
- the maintenance of descriptive records of a variety of students' work over time;
- the purposeful and systematic collection of student work that reflects growth toward the achievement of specific curricular objectives; and,
- the inclusion of student self-evaluation as well as teacher evaluation.

Portfolio assessment is ESL has been used mainly to follow progress in **reading and writing**. Portfolios can, but need not necessarily, contain samples of student writing, records on reading achievement over time, and information on the results of formal (reading/writing) achievement tests.

<u>Creating Performance-Based Activities.</u>

The activity types listed below are all designed for teacher-student, student-student, or group settings. They concentrate on oral communication. (The Portfolio activities concentrate on literacy skills.) Activities which pair students or use group interaction are the most numerous, since they are often more natural than teacher-student interaction, save classroom time, and give the teacher the ability to listen and watch more closely while acting as rater for one or more students. Oral activity types include:

- simulation (a given environment such as a store or post office, where the student must perform a task, e.g. exchange or return merchandise);
- role play (a situation in which a student plays a role, e.g. using a telephone, a student role plays a parent of a sick child);
- description, using picture or written prompts;
- oral reporting to the whole class;
- telling a picture story, using a sequence of three or more pictures or photographs;
- interviews, using written prompts;
- completing a dialog/conversation, using written prompts;
- giving instructions from picture, diagram or written prompts;
- completing incomplete stories;
- games, such as story games, memory games, card and board games; and
- actual situations.

<u>Portfolio Assessment.</u>

This is a system of files which contain a variety of information assessing student performance relative to instructional objectives. It is a practical way of assessing an individual student's work throughout the entire course. Portfolios can include samples of student work, such as stories, completed

forms, exercise sheets, pictures drawn and captioned by students, or other written work; formal test data; and/or checklists and rating sheets such as those at the en of this section. Like performance-based assessment, portfolios encourage teachers to use a variety of ways to evaluate learning and do so over time. These multiple indicators of student performance are a better cross-check for student progress than one type of measure alone.

While it is each student's responsibility to put his/her "best work" in the portfolio file, it is the teacher's responsibility to choose the categories of work that should be placed in the file, e.g. a written story about people or a description of surroundings. Student work should be collected with a purpose, and each piece a student puts in the file should reflect progress toward a particular learning goal. In addition, teachers need to maintain check lists or summary sheets of tasks and performances in the student's portfolio, to hep them look systematically across students, to make instructional decisions, and to report consistently and reliably.

Checklists.
The checklists which follow, are **examples** to help teachers choose such features and record performance information. Teachers can make their own lists for assessment. It has already been mentioned that teachers should focus on and rate only specified features of their students' performance during any given assessment activity.

Oral Checklist.
The oral checklist contains the key competencies at the **Beginning Level**, and space for assessing these at different times. Teachers can use this form **or devise one of their own**. While the checklist presented here contains space for assessing students at four different times during the course, teachers may find they want to assess certain features more often. Testing three to six time during a program, in different contexts, gives both students and teachers time to progress. Students, through spiraling and reinforcement, have a chance to practice language features. Teachers also have a chance to adjust their presentation and practice activities.

The rating used here -- student uses the competency appropriately **most of the time, sometimes, almost never** -- is one that teachers have found helpful in characterizing student progress. However, teachers can use any rating scale with which they feel comfortable.

Reading Checklist.
The **Reading** portion of the checklist contains suggestions for assessing the key reading tasks of the **Beginning Level**. Again, teachers can use this form, or **devise one of their own**. The rating scale used for reading tasks -- **student reads independently**, with **assistance** or **not at all** -- reflect a process of moving from non-literacy to active literacy.

Writing Checklist.
This portion of the checklist contains those tasks for each level that are mainly writing tasks. Note that the suggested rating scale focuses on communication rather than form for the Beginning Level, since grammar and punctuation should not be concerns at this point. They will be, of course, with more advanced students.

Checklists can be used to report individual student progress, or class progress, or both. Checklists for individual students can be kept as part of a teacher's record keeping system or placed in a student's portfolio. By aggregating the information on the checklists for each student, teachers can examine and

report the class performance over the course period.

Accountability

The Government Performance and Results Act (GPRA) of 1993 was passed to bring increased accountability into government-funded programs by incorporating performance measurement into program evaluation. During 1996-97, the Office of Refugee Resettlement began engaging its discretionary grantees in the development of outcomes measures. Performance-based or outcome-oriented curricula such as MELT, which by their very nature include performance measurements, are excellent tools for meeting accountability requirements for ESL and VESL service providers. In order to assist you in looking at your own program, an instrument for self-review will be available shortly from the English Language Training/Technical Assistance Project.

Beginning Level

Oral Language Checklist for (student name) _____

Rating Criteria. Student uses the competency appropriately...
     Most of the time (MT);   Sometimes (S);   Almost never (AN)

Task	Date/Reading	Date/Reading	Date/Reading	Date/Reading
1. Calls 911				
2. Uses appropriate social language				
3. Asks for clarification				
4. Asks questions (what, where, when)				
5. Asks for food, clothing in a store				
6. Asks about store signs, hours, etc.				
7. Orders and pays for food				
8. Buys and fills out money order				
9. Enumerates job skills				
10. Follows two-step oral instructions				
11. Locates common material at work				
12. Reports work progress				
13. Reports problems at work				
14. Makes a doctor's appointment				
15. Follows simple directions during health visits				
16. Asks for non-prescription drugs				
17. Follows simple directions for using medicines				
18. Asks for patient's room number				
19. Asks about rent				
20. Answers questions about housing				
21. Reports basic household problems				
22. Asks for transportation destinations				

Taken from: Performance-Based Curricula and Outcomes - The Mainstream English Language Training Project (MELT) Updated for the 1990s and Beyond. Prepared by Allene G. Grognett, (CAL), for Spring Institute ELT/TA Project

Beginning Level

Reading Checklist for (student name) _____

Rating Criteria. Student reads material...
      Independently (I);   With assistance (WA);   Not at all (NAA)

Reading Tasks	Date/Reading	Date/Reading	Date/Reading	Date/Reading
1. Reads sight words (emergency, housing, transportation)				
2. Reads numbers in a variety of contexts				
3. Reads common housing signs				
4. Reads clothing labels				
5. Reads signs indicating transportation destination/address				
6. Reads a simple map				
7. Reads a basic store sign				
8. Reads abbreviations (weights, measures, size)				
9. Reads alpha-numeric codes				
10. Reads time and date				
11. Reads simple generic drug names				

Beginning Level

Writing Checklist for (student name) _____

Rating Criteria. Student is...
Communicative (CM);   Partially communicative (PC);   Not at all communicative (NC)

Writing Tasks	Date/Reading	Date/Reading	Date/Reading	Date/Reading
1. Writes personal information Writes name Writes address Writes phone number Writes month/day/year Writes date of birth Writes SS#				
2. Fills out a money order form				
3. Addresses an envelope Writes return address				
4. Fills out simple application form				
Note: Control of grammar and/or punctuation is not expected at Beginning Level				

SECTION 6B

SELF ASSESSMENT: DEMONSTRATING AND LABELING THEIR OWN LEARNING

INTRODUCTION

Employers have indicated that they want workers who can demonstrate effective "workplace know-how." As we prepare adult students for successful workforce participation, it is critical that they;
(i) develop an awareness of their own skill base in this area,
(ii) understand what they need to do to demonstrate "workplace know-how"
(iii) can talk about their skills and competency in the target areas
(iv) apply them to the world of work and other areas of their lives.

Are students aware of the "soft" skills and competencies that they are mastering as they participate in their adult education programs? Can they talk about them? What can instructors do to help students demonstrate and label their own learning?

* Reflection - at the close of each instructional session, ask students to reflect, either individually or in work teams, on what they did during the session. Ask them to respond by using SCANS language, the sophistication of the language will depend on the level of the students. For example; low level ESL students can be encouraged to label their learning in the following way; "Today, I came to class on time, I brought my papers and my books, I was well organized, I worked in a team, I kept track of time, I helped another student, I checked the equipment that the teacher needed." Higher level learners can be expected to use more sophisticated language; "Today, I worked as part of a team to complete classroom activities on schedule, I kept track of the resources that my team needed to perform its tasks, I worked with other team members to solve problems when we found it hard to work together, I organized my binder with completed activities arranged in order, I developed a roster of team responsibilities for classroom maintenance." The first item in this section is a review checklist which Donna Price-Machado posts in her her classroom and uses as a tool to have students reflect each day on how they have interacted during class time.

* Checklists -
Some checklist models are included in Section 5, **"Getting Organized; Accepting Responsibility for Their Own Learning."** Completion of these checklists certainly provides students with the opportunity to demonstrate that they are organized. Other examples of comprehensive SCANS Foundations skills and

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Competency Area checklists are included in this section on the pages that follow this introduction.   The tables can be filled out on a weekly/bi-weekly/monthly basis. Students place a check mark and/or date against the SCANS foundation skills and competency areas that they have practiced during the instructional unit, module or semester. One column provides space for them to describe an activity they performed which demonstrates utilization of the competency area or basic skill. Another column can be used to list an example of how the skill or competency will be used in the workplace, another column can be used to list an example of how the skill or competency is used in non-work related interactions. The tables can be used in a variety of different ways:

1. Students can be asked to check <u>all</u> of the skills and competency areas they demonstrated during a particular period of time.

2. Students can be required to demonstrate all skills and competency areas by a certain date so that they can actively pursue opportunities and activities that will allow them to demonstrate specific skills or competency areas.

3. Students can be instructed to check off a skill or competency area only when their performance has been commended by the teacher, a team leader or teammate. The next page shows a model for "commendation slips." If a student performs particularly well during an activity and the evaluator in her team makes note of this, this student can receive a commendation, which means that they get to check off the appropriate section on their Checklist. The **Demonstration Checklist** is different from the regular **Checklist** only in that a student checks off demonstrated utilization of a foundation skill or competency area if another student or their team evaluator has filled out a commendation slip.

*Team Evaluation and Peer Review -

At the close of an instructional session, the evaluator in each work team completes a written evaluation, either of each team member's individual performance, or of the entire team's performance. As described above, if a team member is noted for particularly impressive performance in one or more of the foundation skills or competency areas, a performance commendation slip can be written up (by a team member). As an alternative to commendation slips being used to complete a demonstration checklist it could be inserted in the student's file or portfolio. Peer review is an activity that can be included on a daily basis as part of basic classroom interactions. Students are always asked to check each other's work and provide assistance to each other in making corrections before referring to the instructor. Donna Price-Machado requires her students to engage in peer review on a regular basis. Some examples of **peer review** instructions are included.

Journals -

Have students fill out journals which document their accomplishments in four areas, (i) Community, (ii) Family Literacy, (iii) Employment (iv) Lifelong learning. The next part of this section provides the outline for a Journal Writing activity that Donna requires in her classroom - **BLUE BOOKS: Feedback to the Teacher and Ways to Measure Student Outcomes.** Included are several examples of pieces of writing that Donna has received in the Blue Books from her students, offered here as examples of how the activity helps to make students aware of the connection between what they do in the classroom and other aspects of their lives. Students themselves are documenting how they are applying and demonstrating the knowledge they gain in Donna's VESL classroom.

If we are expecting students to demonstrate and then "label their own learning," it is of course important to ensure that they have the necessary language skills to make appropriate statements that will act as indicators of awareness of skills acquired and facilitate their demonstration. The next item in the section is a list of functional conversational phrases compiled from a number of different sources, mastery of which will facilitate students' efforts both to demonstrate and label their learning.

The final item in this section is a personal evaluation form developed by Judy Rosselli which asks students to label their learning in a slightly different way. Students are asked to determine the degree to which they feel they are participating, what is difficult, what is easy and things they would like to change about the class. This tool obviously requires students to accept some responsibility for their own learning, and it is also asking them to be specific about what kind of learning is or is not taking place and why.

What did you do in class today ?
Did you...

1) work in teams?

2) teach other students?

3) make decisions?

4) find solutions to problems?

5) organize your papers?
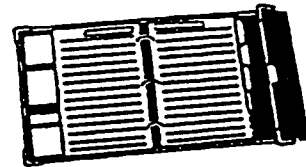
6) use equipment?
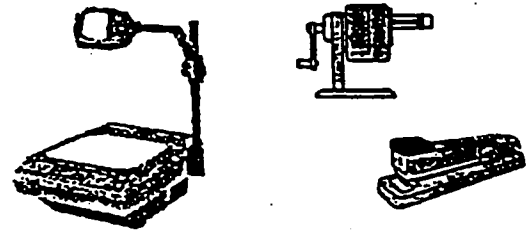
7) volunteer to ask or answer questions?

8) check your work and correct your errors?

9) use every minute of your time in class?

10) feel good about yourself?

* And of course speak, read, write & understand English.

Donna Price-Machado

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SCANS Foundation Skills and Competency Areas Checklist

SCANS	DATE	ACTIVITY	WORK	OTHER
Basic Skills - reading, writing, quantatative operations, active listening, oral communication.				
Thinking Skills - ability to learn and reason, think creatively, make decisions, solve problems.				
Personal Qualities - responsibility, self esteem, sociability, integrity.				
Resource Management - organizing, planning, allocating.				
Interpersonal Skills - working on teams, teaching others, leading, negotiating.				
Information Management - acquiring and evaluating facts and data, interpreting and communicating, using computers.				
Systems Management - understanding social organization & technological systems, monitoring & correcting performance & systems.				
Technology - selecting equipment & tools for the task at hand, applying technology to tasks, maintaining & troubleshooting equipment.				

SCANS Foundation Skills and Competency Areas Demonstration Checklist

SCANS F.S. & C.A.	Date Demonstrated	Activity	Work Application	Other Applications
Basic Skills - reading, writing, quantative operations, active listening, oral communication, interpreting, organizing information and ideas.				
Thinking Skills - ability to learn and reason, think creatively, make decisions, solve problems.				
Personal Qualities responsibility, self esteem, sociability, self management, integrity, honesty.				
Resource Management - organizing, planning, allocating time, money, materials, staff.				
Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating, working effectively within culturally diverse settings.				

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Information Management - acquiring and evaluating facts and data, organizing and maintaining such information, interpreting and communicating the information, using computers.			
Systems Management - understanding social organization & technological systems, monitoring & correcting performance & improving existing systems/designing new ones.			
Technology - selecting equipment & tools for the task at hand, applying technology to tasks, maintaining & troubleshooting equipment.			

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Commendation Slip

Date: _____   Name: _____

Activity: _____

Commended because: _____

SCANS Foundation Skill or Competency Area demonstrated: _____

_____

Evaluator's Name: _____

Commendation Slip

Date: _____   Name: _____

Activity: _____

Commended because: _____

SCANS Foundation Skill or Competency Area demonstrated: _____

_____

Evaluator's Name: _____

Commendation Slip

Date: _____   Name: _____

Activity: _____

Commended because: _____

SCANS Foundation Skill or Competency Area demonstrated: _____

_____

Evaluator's Name: _____

Team Evaluation

Identify your work team _____

On a scale of 1-5 (5 is high), rate the performance of your team in the following areas:

Overall performance _____

Ability to work cooperatively _____

Ability to get the job done _____

Ability to do the job in a timely fashion _____

Ability to identify, locate and utilize resources efficiently _____

Did any member of your team perform particularly well? How?

_____

_____

Did you notice any particular problems in the way your team completed the assignment?

_____

_____

Do you have any recommendations that will improve team performance?

_____

_____

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Team Evaluation

Work team: _____

Did everyone come on time?   Yes   No

How many people were late? _____

Did everyone bring paper, pens, pencils and books/binders?
Yes   No

How many people forgot things? _____

Circle a number:
Did your team do a good job?   5   4   3   2   1

Did you help each other?   5   4   3   2   1

Did you finish on time?   5   4   3   2   1

Who did a very good job? _____

What did they do? _____

Evaluator's name: _____

6B-10

FOCUSED LISTENING PEER REVISION SHEET

Who is reading? _____ Who is listening?_____

CIRCLE THE ANSWER WHILE YOUR PARTNER IS READING

1. Did your partner's voice go down at the end of each sentence?
    always   often   rarely   never

2. Did your partner read very fast?
    always   often   rarely   never

3. Were there any words that you didn't understand when your partner said them? Tell him/her what those words were in a polite way. Here are some polite ways to help someone:
    Could you repeat that word, please?
    I think you should say _____
    If I were you, I would say it like this: _____

4. Did your partner say some words quieter than other words?
    always   often   rarely   never

5. Did your partner say the stressed syllables louder than the unstressed syllables?
    always   often   rarely   never

DO THE FOLLOWING PEER RESPONSE AFTER YOU READ THE SHORT ARTICLE AND WRITE YOUR OWN SUMMARY

Writer's name: _____   Peer's (checker's) name _____

Peer Response

1. Does the writer give the source at the beginning?   Yes/No

2. Does the writer give the main idea in his/her own words?   Yes/No

3. Does the writer use the present tense?   Yes/No

4. Does the writer give some supporting evidence?   Yes/No

5. Do you think the writer really understood the article?   Yes/No
If you said "no," ask the writer to explain orally.

From the classroom of Donna Price Machado

BLUE BOOKS
Feedback to the teacher and
Ways to measure student outcomes

Using the blue books is a way to document students' accountability in four areas:
students as workers, parents, community members and as lifelong learners.

Tape these messages on the cover of the blue book:

Everyday answer any or all of these questions.
- What did I learn today that will help me in my job or in my personal life?
- What did I like or dislike about the lesson?
- What happened with my team or partner?
- Did I do anything today to help someone in class?

The second thing to write in the blue book:

Think about your accomplishments!
In your community: Are you in a citizenship class? Did you become a citizen?
Did you register to vote? Did you vote? Are you involved in your community?

In your child's school: Did you go to your child's school? Did you volunteer to
help? Have you been reading to your children?

At work: Did you get a job? Did you do something special at work, such as get an
award or a promotion?

In your education: Did you enter a job training class? Are you taking other
classes? Are you in the GED program? Are you taking college classes?

Price-Machado

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Blue Books: What Can Happen

What follows are some entries that Donna Price Machado has received from students in her intermediate high VESL class. The entries are anonymous and are offered here to illustrate what a powerful tool the Blue books can be. Students are quite clearly making the connection between what is happening in the classroom and the rest of their lives, and are documenting as much. An added bonus is that if Donna is ever asked to prove that what she is doing in her classroom is directly related to her students' abilities to function as effective and independent members of the community, she can offer these testimonials as the most compelling evidence imaginable.

Blue Book Entries from the Classroom of Donna Price-Machado

Today I learn many things. For example, how to give a clear explanation about something. Also how to check if the person really understood the directions. We have to explain step by step and slower. Also we can ask to the listener to repeat back what you said. I learn some transitions such as, nevertheless, otherwise and on the other hand. Today I learn many interesting things.

~~~~~~~~~~~~~~~~~~~~~~~~

My notebook

I have a three ring notebook. It's blue color and heavy. I have it very organized. It has 10 dividers that permit me to find any paper easily. The dividers' names are Modules, Spelling for business, classwork, Vocabulary, Reading in the workplace, Dictations, Grammar, Asigments or Homework, Letters or paragraphs and Editing. I think that to learn how to be organized it is a very important quality and I can work better.

6B-13

Lately I noticed I'm doing more writing then was before. I have been leaving notes and writing letters to people. Because I feel much confident about it. Also I believe my grammar has improved. Thanks to you Danna. I even keep a diary but I don't have a very exciting life.

~~~~~~~~~~~~~~~~~~~~~~~~~

My School

My school is a very special place where I can spend a very, very special moments of my life. My school is the place that I won't forget because it is the place where I learned, I'm learning and I will learn many things to have a better future and also good manners. My school is as my second house where my classmates and my teacher represent my family. My school is special place where I feel comfortable. I love my school.

~~~~~~~~~~~~~~~~~~~~~

I went to an orentation yesterday. There were many volunteers. Some of them were high school students and some of them just wanted to fufill the're life. As I was listening to the volunteer director speek. I was glad that I'm in VESL class. Almost everything I have learned about the job related, she had talked about it. Like, teamwork, be on time, call if you are unable to be there, etc. But one thing though she went over too fast for me. I guest I'm so use to the way you teaching us. I'm going to start working on Monday the 19th from 8.AM to 12.PM.

~~~~~~~~~~~~~~~~~~~~~~~~

6B-14

First day of Volunteer

What a exercise! In those four hours I didn't even get to sit down for five minute. I was with a trainer. She is a 74 year old lady who can out walk me. We have to picked up and delivered documents, specimens, patients' recards, medical supplies and anything you can think of. We were every where, up and down the elevators. We walked one hall to another and frome the north to the south and east the west. We had to go to recards, ER, CD (chemical dependence), pediatic, laboratory, same day surgenry, on and on. Volunteers don't transtport patients who is with the oxygen. Therefore; they have transtporters to do the job. My legs were tired when I got home, but I like the job though.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

I would like to let you know that I feel so excited and happy with my job. *The day before yesterday, this lady asked me to make some copies for her. I was surprised when the photocopy machine did four sheets in two sheets and stampled them. Also, the same lady told me that I am a fast learner and she asked me if I am thinking in getting a position there. Of course I am so happy and I want to thank you for all.

(* She started volunteering two weeks previously. She was ultimately hired by this company).

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Today was a very busy day for me. I helped several students on their modules, and with the computers. Also, I worked on my module 4 lesson 2. Today I helped N_____ with the computer. To be specific with the word processing program and I showed her how to put paper to the

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printer. In addition, I taught her how to save the document that she typed. I explained her that once she has the blank screen of Microsoft Word ready to start typing, also she has to do some procedures. I advised her that any document she has to save it on her disk. Because we don't want to save our documents in the hard drive of the computer; however, It's very hard to come back the next and use the same computer, so we can correct our mistakes on them. I explained to her that she has to change the drive, and we have to tell the computer where we want our document to be stored. I showed her how to do it, but I realized that she couldn't understand what a drive or a hard drive was.

Then, I tried to figure out a way I could explain that, so she would be able to understand it. I gave her this sutuation. Let's say that your ordered a pizza but you forgot to say to the person who took you the order forgot to ask you too. You gave her your address and the name of the building in which you're living but not the number of your apartment. Then, I told her that she was waiting for the pizza but it never arrived because the deliverman couln't find your apartment.

Finally, I told her that it's the same thing with the computer, and she has to tell the computer where you want your document to be save. At last she understood about drives and the hardrive of the computer.

~~~~~~~~~~~~~~~~~~~~~~~~~~~

6B-16

This entry was written by a VESL student who is also studying Adv. ESL at night. She likes both classes. I asked her to write a short essay comparing and contrasting both classes.

VESL - Adv. ESL

There are some differences between Adv. E.S.L. and VESL; Adv. ESL only has apples computers and we almost don't use them. VESL has other kind of computers and we work on them almost ever day. Adv ESL doesn't work in teams; VESL every day. Adv. ESL doesn't have all the materials that VESL does. In Adv ESL we learn history and in VESL we don't. In Adv ESL. The students don't help the teacher and VESL all the students have a responsability every day.

For me the only adventage in going in Adv class is to be practicing more English such as listening, speaking, writing, some grammar and reading. There is not disadvantage because I think that if in one day I only learn one or two words more is an adventage for me.

I think that in VESL I have more adventages because I learn more here. I learn how to prepare me to get a job, answer telephone calls, have more responsabilities, to use the computers. being a team player etc.

I'm very hapy to be in this class. In this class the time goes very fast and tha means that the class is very interesting. I never get bored here.

Don't think that I say this to get an "A" I'm only expressing my opinions.

Adv ESL   Dictation every week.
           Spelling words ones a week

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Quiet ones a week
Grammar one's in a while.
Differences

VESL   Dictation every day   Answer the phone
              Grammar every day   Work on the computer
              Working in teams
              Sharing responsabilities, tasks
              More participation of the students in
              class. Reading and comprehension

Adv E.S.L History, Math, watch 60 Minutes
              write about that program. Sing the
              National Anthem. Pledge of alliance
              every Monday.

                        Advantages
VESL.   I learn more vocabulary. I feel more
          responsability in coming to school
          because if I am absent one day The
          next day I'm confused. I learn
          how to use the computers; how
          to use the printer; how save the
          programs in the disk etc.

deisvantage: I think that it is very short time
              this class and that's because it's very
              interesting for me.

   Adventage
Adv E.S.L.   To learn more vocabulary, history

math, communication.

Dis.   We don't learn about computers, we
have only apple's computers.
We don't work in teams.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Today in the class you said something important for me because I do it
yesterday in my work.

You'll said is a good idea take notes when somebody explain something
to you.

And that's what I did yesterday when my boss explained to me how
to use the cash register.

I telled her when I don't understand or I'm confused to explain me
again and I repeat to her what I understand to know if its right or
wrong.

I asked her if sometimes can I see my notes to check if I'm doing it
right. Her answer was yes because the notes can help you a lot in you
work.

~~~~~~~~~~~~~~~~~~~~~~~~~

One customer calls me can you tell me how to get to the restaurant.
Yes mam. She lives in Chula Vista. You should take 805 high way north
and exit Plaza Blvd. Make a left turn and go to the second red light
then turn left, you will see the Thai B.B.Q on the left hand side
between IHOP and Seafood City. Have you got it? She said yes, than
she repeat it to me. Okey. Thank you very much. You are welcome.

6B-19

I'm "Rolling Readers" Volunteer in my kids school. I think that it is a wonderful program because it give the children the opportunity to be helped by somebody, and that way they are going to learn how to read better, and to me because the program give me a training that I can use to teach my own children.

I have to work in school two times per week. I wish can stay there all week, but I have to come to school because I need to learn to.

~~~~~~~~~~~~~~~~~~~~~~~~~

Our Children Education

I am a mother and I hope every mother is interested in their childs education as I am. I started volunteering in my childs class in helping the teachers with all the children in their reading, counting number, art pojects, taking them to recess and play also translating from english to spanish to students and mothers if they didn't understand. Even if I didn't have too I took home art projects to cut out for the teachers so the children would have projects to do. We gave happy faces to the children that behaved right so everyone tried hard. To me teachers are like second mothers cause they spend most of the day with our children teaching them and desirve respect. It would be nice if every mother would try to help in anyway they can. I feel great when I help out and my children feel proud. When it comes to the end of the year and certificates are given in the assemblies to the mothers that help out.

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1.	Student XX wrote a problem in her blue book about something that had been happening work. She works in a donut shop. I put it on the overhead (other students didn't know it was from XX).

2.	Students talked in their groups and then gave me solutions to the problem. XX was taking notes furiously while her classmates were giving solutions!

3.	XX decided to try solution #2, to make a checklist that employees have to check off during their shifts. The students got the checklist idea from all the checklists they have in the VESL class.

4.	XX made a checklist. She had just learned how to make tables on Microsoft Word 5.1.

5.	XX wrote "The result of it," meaning what happened when she gave her boss the checklist.

> Donna I want you and my classmates to help me. I have a problem at work of the others employees.
>
> When I work in the afternoon or night shift I have to do the work that the employee who worked before me didn't do. I told my boss and he asked me for the solution. I told him that we can do the work equally. He is going to talk with me when his wife come back from Vacation. I don't know what to do.
>
> I had been doing the work report. They think that I'm doing it because I'm braging. They think it's my schedule. I'm doing it as a work report or what I have done. Can you give me ideas?

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Solutions the class came up with to help XX solve her problem:

1. Set up a meeting with the boss and the other employees to discuss the problem. (However, it's hard to get everyone together because of all the different schedules.)

2. The boss needs to make rules for every shift. He should put the rules on a checklist and the employees sign and put a check after they complete a task. (The boss/supervisor has to put someone in charge of the checklist because employees might check off something they didn't really do.)

3. Talk to the other shift workers to try to find a solution.

4. Quit because the atmosphere is already bad.

5. The boss might respect XX's solution of the checklist and give her a promotion.

6. Maybe XX is the problem. She should think about what the problem really is . If there are 15 employees and they don't agree with her, maybe she's the problem.

7. XX should concentrate only on her job and not worry about the others. (However, she has to do their job before she can do her own.)

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THE RESULT OF IT

I think it is time to tell you about the result of this chart. I don't remember how long it took me to see the result. Since we talked about this problem, now I can tell all of you that it gave me a great result. After you gave me the ideas, I went in front of the computer and I fixed this chart.

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

Since that day, I am doing the chart and they look at it every day. They give me lots of compliments and my co-workers took the initiative to make a list of their activities that they do. I think that doing this kind of report anyone can see that you are an organized person an that you are not waisting you time. It helps anywhere.

6B-23

Activities at work	M	J	S	D	L
Hacer corte					
Limpiar showcase					
Cambiar charolas					
Limpiar enfrente					
Hacer jamaica o horchata					
Limpiar Proofbox					
Lavar charolas					
Limpiar vins					
Limpiar arbolitos					
Limpiar glaze					
Hacer dulce de fresa					
Hacer dulce de vanilla					
Hacer dulce de naranja					
Hacer dulce de maple					
Hacer chocolate					
Hacer crum					
Hacer muffins					
Hacer glaze					
Limpiar y Henar Yellies					
Limpiar mixer					
Cambiar periodico					
Limpiar refrigerador					
Limpiar bano					
Dejar limpio					
Barrer y trapear					
Hacer corte					
Organizar bodega					
Limpiar articulos ddelasbebidas					
Hacer donuts					

Employee's signature _____

FUNCTIONAL PHRASES

If we are expecting students to demonstrate and then "label their own learning," it is of course important to ensure that they have the necessary language skills. Appropriate statements will not only act as indicators of skills acquired but also facilitate their demonstration. The list of functional phrases which follows has been compiled from a number of different sources.

Piper Mc Nulty, Instructor in Intercultural Communication at DeAnza College in Cuppertino, reminds us that from an American perspective, the consequences of not clarifying sufficiently or efficiently are that you don't look very smart, you don't seem to know how to "take care of yourself" and you seem too dependent on others. The consequences of asking too many questions, interrupting too often, too abruptly or inappropriately are that you can appear selfish, you annoy the other person and anyone else who is listening and people may think you are rude. When efficient clarification strategies are used you appear confident and you control the interaction so that you get the information you need and can participate more fully. The following strategies are suggested to facilitate efficient clarification:

<u>Clarification and Confirmation Strategies:</u>

*Buy time while you are thinking about what was said or how you want to reply:
Uh huh..... Uhm..... Let me see......... Well......Oh, I see...........

*Acknowledge the part that you <u>did</u> understand and then focus the speaker on the part you <u>didn't</u> understand:
Drive straight for two blocks and then turn which way?
File them alphabetically in which box?
Toua, Yolanda and who else?
Take the ....?

*Ask for confirmation by giving a summary so that you know you got it right:
So I put them in the blue box?
I take the left turn after the Video Store? Is that right?
All three of us must write summaries?
You want me to finish at 3:00pm tomorrow?

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*Control the input so that you can understand what is being said:
I'm sorry, could you speak more slowly?
Would you mind saying that again please?
Sorry! I missed that, what did you say?
I'm sorry, I don't see what you mean.
I didn't catch that, could you repeat it?

*When you've got it, let the speaker know!
Now I've got it! Thanks!
O.K. I'm with you!
Yes, I understand, thanks for repeating it!

*Did they understand you?
Did I explain that O.K?
Did you follow me?
Would you mind repeating it so that I know I explained it O.K?
Please ask me if you have any questions.

The SCANS Report calls for effective workers to demonstrate creative thinking, solve problems, be sociable, negotiate, teach others, correct performance and work as part of a team. All of these skills require subtle language use that goes beyond basic knowledge of how to conjugate verbs, where to place the noun in the sentence and how to find out where the rest room is. We have all had experiences of non-native speakers of English who use the "correct" words when asking a question, giving an instruction or advice, but whose tone and inflection imply either disrespect for the listener, impatience or rudeness. It can also happen that the omission of "please" or "thank you" or just one ill-chosen word in a sentence can give the listener the wrong impression about the intent of the speaker. If we are asking students to demonstrate their abilities to solve team work problems, teach a teammate how to do something or perhaps correct a new student's work or job performance, it is vitally important that we teach the appropriate language with which to exercise these skills. What follows are some suggested categories from Donna Price Machado and Brigitte Marshall of functional phrases which we would do well to equip our students with.

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FUNCTIONAL PHRASES

*Giving advice/suggestions

If I were you, I'd..............
I suggest that you should......
I think you should........
Why don't you..........
I recommend that we........
We could do it this way........
Perhaps we could try this...........

*Bringing in other people

What do you think, _____? (Use the person's name).
What's your opinion, _____?
I'd like to hear what you think, _____.
Do you agree with us, _____?
What are you thinking, _____?

*Responding to criticism/a complaint

Please accept my apology.
Yes, that was a mistake. It won't happen again
I apologize.
I'm sorry about that, let me take care of it by ....
I'm so sorry that happened.

Donna Price Machado and Brigitte Marshall

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SECTION 7

DESIGNING PROGRAMS
FOR
LOW LEVEL STUDENTS
SOME MODELS

Introduction

Entry Level Jobs: The First Step Toward Self Sufficiency

Some teachers suggest that *workplace know-how* as outlined in the SCANS report is not relevant to the needs of very limited speakers of English. Given the new time-limited training opportunities, it is likely that such learners will only be able to secure positions with wages too low to support families when they initially enter the workforce. It is assumed that workers in such positions are not called upon to exercise any of the "sophisticated" human ability skills that mastery of SCANS competencies promotes. However, employers are often heard to suggest that the SCANS competencies represent a bare minimum of necessary skills, **even** for entry level positions. What this perspective also misses is that exactly **because** ESL instructors are being asked to speed their students out the door and into the first available job, it is more important than ever before that their instruction incorporates broad based "learning how to learn" skills and "work place know-how."

The ability to advance on the job will be critical to the development of long-term self-sufficiency prospects. Students whose teachers recognize that instructional methods (as opposed to content material alone) get to the heart of workplace readiness, will be better equipped with the skills they need to perform and advance on the job, seek out further resources and opportunities and continue their struggle toward self-sufficiency. Workplace ESL instructors who report that initial improvement in limited English speaking workers' job performance grows out of an increase in confidence rather than a dramatic improvement in language usage are testimony to the fact that the "human ability" skills promoted by use of affective-humanistic instructional strategies are every bit as important for successful performance on the job as job specific language training.

SCANS as a Vehicle to Keep Student Empowerment on the Agenda

The "human ability" skills promoted by learner-centered instructional approaches and the SCANS instructional framework are not sophisticated in the sense that they are skills required of **all** successful workers, even those in entry level positions. However, they **are** sophisticated in the sense that individuals

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from other societies and work cultures can find it hard to access the U.S. oriented perspectives on successful job performance, self-direction, self-promotion and appropriate work ethic implicit in the SCANS competencies. Time limits on participation in classroom based workforce participation ESL programs may mean that students will have only a short period of time to digest these conceptual issues. Learning how to learn and be self-directed may take longer than the time allocated to welfare reliant and/or refugee cash assistance students in ESL classes or employees in work-based ESL classes. In this context also the SCANS instructional framework can act as a bridge and a vehicle for continuity between classroom-based workforce participation ESL and workplace ESL programs.

This part of the resource package describes two programs that have been seeking to provide employment oriented ESL within a SCANS framework to some of the most challenged, low level learners. Contact information is given on the Resource List page.

GARDEN GROVE ADULT EDUCATION
REFUGEE TRAINING PROGRAM 1996-97

In the fall of 1996, Garden Grove Adult Education was asked to assist Vietnamese refugee AFDC recipients who had participated in various job activities through community-based organizations, but had been unable to secure employment. After some research and study, we decided to provide a program in the spring for women who had little or no job experience, were older, and had limited English skills. Our goal was to help the women gain the confidence and the workplace skills to go to work. There were three main components on which the program was built:

1. To provide VESL (Vocational English as a Second Language) to help students improve their English,

2. To teach basic skills and workplace competencies, incorporating SCANS (Secretary's Commission Achieving Necessary Skills) into the curriculum and class structure,

3. To give the students an opportunity for an "authentic" work experience in a real job situation.

The duration of the class was four months and the students attended for eight hours a day, five days a week. Most of the students had no job experience and little education in their country; several were not literate in their primary language.

For the first two months, the students were in the classroom and the ESL (English as a Second Language) computer lab to improve their English, to acquire workplace competencies, e.g. learning to work in a team, coming to work on time, and to use technology, i.e. the computer.

For the last two months, the students had work experience in the morning and returned to the classroom in the afternoon to continue improving their English skills and workplace competencies. Some of the students worked in one of the state pre-schools run by Garden Grove Unified School District and others worked at Goodwill Industries, learning to work in the store, doing packaging and assembly, or were placed in other activities offered at the site. The morning teacher supervised the work sites and was able to address work problems and meet needs as they arose, giving students a real but sheltered work experience. The afternoon teacher continued the class program and activities such as job search and job interviewing.

At the conclusion of the program, students received Certificates of Completion and returned to the referring agency for job search activities. Three of the students were hired by the Goodwill before the end of the program; the remaining (except for one who was referred to

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AWEX by her case manager) found employment within two to three months. One of the students was hired by adult education as an instructional aide.

All students were pre-tested at the inception of the program and post-tested at the conclusion using CASAS Listening and Reading Tests to track progress. All students improved both of these skills.

The personal growth of each participant was easily discernible as was the progress in English skills. We feel that the program meets an important need for this population and we plan to offer the program in the fall.

Gail MacDirmid, Garden Grove Adult Education

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GOALS AND OBJECTIVES - Refugee Training Program 1996-97

To prepare older women for entry in entry level jobs in the work force within a time frame of four months.

STUDENT DEMOGRAPHICS:

1. All were Vietnamese women 40 years of age or older
2. Education:
   A. Most had very limited education in Vietnam
   B. A few were illiterate in their own language
   C. A very few had a little more education
   D. One student was educated in her own language and had some experience with English. (She used an English/Vietnamese dictionary a lot.)
3. Economic Status: All were refugee AFDC recipients
4. Previous Job Experience: Little or none.

OUR PROGRAM:

1. Based on SCANS
2. Educational experience was treated as a "job" with "job" requirements
3. There were 2 months of class work from 8:30 AM to 4:00 PM daily AND
4. 2 months of job experience in the morning with ESL classes in the afternoon

ACCOMPLISHMENTS:

By the end of the four month period, all students could:

1. Fill out a basic job application neatly and correctly
2. Follow directions by observing the "3" rule guide
   (1) Listen! If you don't understand or you're not sure
   (2) Ask and/or repeat the instructions
   (3) When you're sure, then Follow Directions!
3. Give directions and/or instructions
4. Dress appropriately for a job interview
5. Go to an interview with the confidence they could interview well
6. Dress appropriately for the "job" assignment
7. Communicate appropriately with other employees (small talk - what is acceptable and what is not, e.g., "It's really hot today" (okay), "How old are you?" (not okay)

8.   Understand basic job requirements, such as:
     a. Time
          - Time clocks/cards and how to use them
          - Breaks and lunch
     b. Attendance
          - Punctuality
          - Coming to work on time, returning from breaks an lunch on time
          -Absences
          - Calling in when sick
          - Giving notice of unavoidable absence before hand
          - Making appointments AFTER work whenever possible
     c. Asking for help - "Better to be sure than to make a big mistake"
          - "I don't understand"
          - "Can you tell me another way"
          - "Is this what I am supposed to do?"
     d. Equipment - Know the names of equipment to be used
     e. Body Language - Cultural differences
          - Shaking hands
          - Eye contact
          - Body proximity
     f. Pay check and relationship to time card
          - Skills needed - Math, knowledge of time and money
     g. Laws - What is legal and what is not regarding applications, interviews, hours,
        pay, etc. (Information obtained from State of California Department of Fair
        Employment and Housing)
     h. Emergency procedures and safety
          1. Know signs (symbols for fire, etc.)
                 words (DANGER)
                 equipment (recognize a fire extinguisher, etc.)
          2. Know procedures for:
             A. Natural disasters - earthquake, floods, windstorms
             B. Accidents
             C. Medical
             D. Fire
             E. Crime (Life threatening)
             F. Calling 911
9.   Practice good personal hygiene habits
          - Teeth - clean
          - Body - clean and odor free
          - Clothing - clean, etc.
          - Hair - clean, etc.
          - Nails - clean, etc.
10. Read and follow a schedule
11. Understand cultural differences and how they affect the workplace.

Leona Miner, Garden Grove Adult Education

SANTA ANA COLLEGE
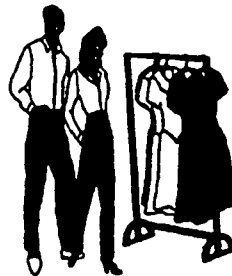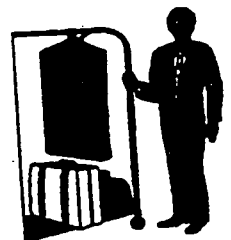# SCHOOL OF CONTINUING EDUCATION
VOCATIONAL TRAINING PROGRAMS

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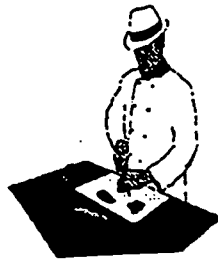
OFFICE

RETAIL

HOTEL

HEALTH

SANTA ANA COLLEGE
SCHOOL OF CONTINUING EDUCATION

VOCATIONAL TRAINING PROGRAMS

DEVELOPMENT

Vocational Training Programs have been developed by the Santa Ana College, School of Continuing Education in response to the need for intensive short-term training programs that lead to employment. The steps followed in developing the new program were:

- Training programs in Food, Office, Retail, Hotel and Health Services were developed based on demand occupations in our area.

- Research teams investigated models of SCANS skills.

- Curriculum was developed incorporating SCANS skills. This curriculum was designed to increase students' employability skills.

- Counselors developed an interest assessment inventory for student vocational program selection.

- Staff development and training in the use of the new curriculum and SCANS skills was put in place.

- A job developer was assigned to work on the new program.

GOALS

Vocational training programs are designed to prepare difficult to place adults for full time, entry-level employment in 5 specific areas: Food, Office, Retail, Hotel and Health Services. Our goals are to:

*   Provide limited English proficiency students with short term, intensive vocational training as an initial step to success.

*   Establish classroom management strategies to create environments that replicate the workplace.

*   Assist individuals through counseling services to overcome barriers to employment prior to being hired.

*   Customize and update curriculum to meet the demands of industries and students.

*   Facilitate employment by having a job developer seek jobs for graduates.

CLASSROOM TRAINING

Classroom training is open entry/open exit and lasts approximately 16 weeks. Students can enroll in as many as 40 hours a week of classroom instruction.

There are 2 levels of Vocational Training Programs. One for lower level English speakers and a second for higher level. Classes are run from 8:00 AM to 8:00 PM.

One hour is devoted to general workforce employability skills focusing on the use of SCANS skills and emphasizing a teamwork approach. In the additional classroom time, students acquire the specific vocabulary and skills of their chosen vocational strand. Instruction during this time includes individual, group and computer modules.

Classroom training is designed for students to complete the program as quickly as they are able to do so.

WORK STUDY

Guidelines from Social Services regarding internships, work-study or laboratory work to complete the 32-hour requirement will be implemented.

COUNSELING AND SUPPORT SERVICES

Support services include counseling to overcome barriers to employment, referrals to community resources, workshops on self-esteem, dressing for success, filling out applications, writing resumes, acquiring interviewing skills and other necessary tools for securing and maintaining employment

CHILD CARE

The Child Care Center at Centennial Education Center will expand its schedule to evenings, Friday afternoons and Saturdays to better serve our expanding student population. When we reach capacity we will request vouchers from Social Services for our CALWORKS' students.

CAREER CENTER

The Career Center at Centennial is designed for students to use at any time during the day or evening. A Career Center staff person and a Counselor assist students with career/job based computer programs, access to Internet job postings, resume writing, filling out applications and additional services.

JOB DEVELOPMENT

A job developer begins to seek jobs for graduates as soon as students enroll in the program. The job developer actively pursues and establishes relationships with employers in the area in addition to maintaining close association with EDD, One Stop Centers, the Santa Ana College Job Placement Service and attending job fairs and other community functions.

TRACKING

Required procedures will be established according to Orange County Social Services' directions.

Santa Ana College
School of Continuing Education
Vocational Education Employment Training Programs

RETAIL SALES

Cashier
General Delivery
Customer Service
Stock Clerk

OFFICE SERVICES

Receptionist
File Clerk
Computer Data Entry
Secretary

FOOD SERVICES

Cook
Order Taker
Server
Cashier
Busperson
Janitor

HOTEL SERVICES

Housekeeper
Bellhop
Banquet Worker
Desk Clerk

HEALTH SERVICES

Nursing Assistant
Housekeeper

SECTION 8

CONNECTING ADULT
EDUCATION PROGRAMS
TO
BUSINESS AND INDUSTRY

Introduction

One of the many challenges that English language training instructors and administrators now face is developing innovative ways to establish more coherent links between adult education programs and business and industry. Some of the strategies that programs are adopting include the following:

a) Convening working groups of employers and service providers for monthly breakfasts, input meetings and sessions for review of curricula.

b) Maintaining a comprehensive program of employer speakers in all classrooms.

c) Developing a program of field trips to local businesses for all students in adult education and job training.

d) Conducting staff development activities in collaboration with the Employment Development Department, Chamber of Commerce, Rotary Clubs, Private Industry Councils etc.

e) Creating teacher internship programs which provide classroom instructors with opportunities to "shadow" employees at work sites to promote genuinely informed instruction.

This last strategy has been very well modeled by Fresno Adult and Community Education and the next part of this section provides an overview of how the internship project was set up. It is followed by a January article from the San Francisco Chronicle which describes the Martinez Unified School District's efforts to close the gap between education and business.

FRESNO ADULT AND COMMUNITY EDUCATION:
TEACHER INTERNSHIP PROJECT

Early in 1997, Fresno Adult and Community Education initiated a Teacher Internship Project for ESL, ABE, GED and Vocational Training Instructors. These adult education teachers were given the opportunity to experience a work site for a half day.

The project was, in part, a response by this adult school to the impetus to make adult instruction at all levels more coherently linked to the workplace. When asked to make their instruction more employment focused, many instructors point out that being classroom-based means that they do not necessarily have an accurate perception of the demands and expectations of today's workforce. The teacher

internship project provides an opportunity for teachers to observe workplace interactions, interview personnel managers and workers on the job, complete "language at work" needs assessments and experience for themselves the workplace culture in which adult students must survive and thrive if they are to achieve long-term self sufficiency.

Volunteer participants in the project were assigned to a business according to their stated interests and the list of amenable businesses that has been compiled by Fresno Adult School with the participation of the Fresno Chamber of Commerce. All participants received a one hour training prior to a work site visit. Included in the briefing on what to look for while at the work site was an overview of the SCANS report. Participants were asked to discuss the report's findings with employers.

Many of the participants in the project wrote up reports, either for use by other teachers or for use in the classroom. This information is being compiled by the school into a resource bank of information that will be used for the development of targeted, relevant, employment focused curriculum.

Teachers who participated in the project reported a wide variety of benefits. Much of the input received from employers echoed and reinforced what the SCANS report establishes as being necessary workplace know-how. When asked by an intern teacher, "What do you expect from our students?" an employer summarized much of what is outlined in the SCANS report by saying, "We want common sense 101. Keep your eyes open, solve problems, suggest improvements." One teacher said of her experiences, "it was a good dose of reality." She feels that her instruction is now more realistically informed and that she has more credibility with her students when she talks about what employers expect from successful workers. Another teacher reported that the cut throat reality of the workplace was what had the most impact for her. It was very clear that a worker who did not do well would be let go. Her challenge is now to find appropriate ways of adapting her classroom interactions so that she can prepare her students for the behavioral expectations they will meet in the workplace.

The Teacher Internship Project at Fresno Adult and Community Education was crafted by the Vice-Principal, Sally Fowler and the Job Developer, Dale Roe. For more information on how the project was planned, carried out and funded, they can be contacted at (209) 441-3272.

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Teacher Internship Project

Fresno Unified School District
Fresno Adult & Community Education

Sally Fowler, Assistant Director
2048 N. Fine Avenue
Fresno, CA 93727
(209) 441-3272 ext 374
(209) 253-0227 FAX

Dale Roe, Job Developer
3333 N. Bond Avenue
Fresno, CA 93726
(209) 441-3272 ext 205
(209) 222-4822 FAX

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Teacher Internship Project

Spend at least one full day interning at a
local business.

Experience first hand what it's like
to work in industry.

Learn through personal experiences what business
and industry will require of the students exiting
our programs.

Explore new ways of integrating academic and occupational
competencies in the classroom.

Please consider being involved in this worthwhile project.

Involvement will:

- Give you first hand knowledge of an industry in which you have no prior experience.

- Help you make your class more relevant to your students.

- Begin a valuable Business/Education partnership for Fresno Adult School.

- Create a feeling among the community that Fresno Adult School is not only listening to them, but that we are willing to make the necessary changes to better prepare our students for the workforce.

* *

Detach and return to Sally Fowler at the Fine Campus

YES, I want to participate in the Teacher Internship Project

NAME:_____   Site:_____

Type of business or industry in which I am interested in interning_____

(Call Sally Fowler at 441-3272. ext. 374 for more information)

intmshp

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Teacher	Business Name	Business Address	Business Phone #	Type of Industry	Host Name
	Buckner	4381 N. Brawley Ave Fresno, CA 93722	275-0500	Water Management	Kay Mallard
	California Business Machines	5091 N. Fresno Street Fresno, CA 93710	225-5570	Sales	Lorraine McNally, CEO Owner
	Daniel Towle Outfleet & Accountancy Corp	1234 P Street Fresno, CA 93721	441-0555		Burke Towle, CPA
	David & Sons	5626 E. Shields Ave Fresno, CA 93727	291-0231	Seed/Food Production	Tony Caitano, Director Human Resources
	Dow Brands L.P.	4787 E. Date Ave Fresno, CA 93725	488-7675		Susan L. Finch, Human Resources
	Duncan Enterprises	5673 E. Shields Ave Fresno, CA 93727	291-4444	Ceramics/Retail	Kerri Ladd
	Fresno Bee	1626 E Street Fresno, CA 93706	441-6492	Newspaper	Julie Porter, Manager Human Resources
	Fresno Hilton	1055 Van Ness Fresno, CA 93721	485-9000	Hospitality	Karin Sawell, Director Sales & Catering
	G.N.P. Home Health Care Inc.	1300 W. Shaw Ave, Ste 3-A Fresno, CA 93711	243-4500	Healthcare	Tom Gilbert, President Co-owner
	G.W. Supply	5626 E. Belmont Fresno, CA 93727	251-6026	Educational Supply	Linda Breslin
	KFSN-Channel 30	1777 G Street Fresno, CA 93706	442-1170	Broadcasting/ Entertainment	Michael Espinoza
	Madera Community Hospital	1250 E. Almond Madera, CA 93637	675-5555 ext 5926	Healthcare/Hospital	Jim Johnson, Director of Facilities
	Nisshinbo California Inc.	2585 S. Cherry Ave Fresno, CA 93706	48606241	Textile Manufacturer Cotton Processor	Randy Hillard, Director Human Resouces

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Teacher	Business Name	Business Address	Business Phone #	Type of Industry	Host Name
	Quickie Designs	2442 Business Park Ave Fresno, CA 93727	294-2334	Manufacturing	Lisa McClellan, Manager Human Resources
	Ramada Inn	324 E. Shaw Ave Fresno, CA 93710	224-4040	hospitality	Jan Coyle, Director Sales & Marketing
	St. Agnes Medical Center	111 E. Spruce Fresno, CA 93729	Nathan Stensrud, Trng & Devpmt Spec 449-3136	Healthcare/Hospital	Shareen Crosby, Emp Relations 449-3258
	Valley Children's Hospital	3151 N. Millbrook Ave Fresno, CA 93703	243-7074	Healthcare/Hospital	Kenneth C. Pascal. Ph.D
	Zacky Farms	315 N. H Street Fresno, CA 93701	443-6565	Poultry Production	Royce Peterson, Manager Human Resources

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Fresno Adult and Community Education
Fresno Unified School District

Teacher Internship Project

Dear:

Thank you for agreeing to participate in this year's **Teacher Internship Project.** Opening your business to teachers and allowing them to participate in it's daily activities is an essential first step toward developing the trust and understanding necessary for a productive working partnership between business and education to flourish. Below is the name and phone number of the teacher intern that will be placed with you. I have included a short list of helpful hints to keep in mind when you talk to your intern and/or .when he or she visits your business.

HELPFUL HINTS:

.1.   Decide ahead of time if you plan to provide lunch for the intern. (Teachers have been told not to expect lunch to be provided.)

2.   Ask the teacher what kinds of experiences he or she would like to be involved in or observe. (Since many of them don't have any industry experience most of them won't have much of an idea.)

3.   Please have a schedule of activities in mind to keep the intern involved as much · as possible throughout the day.

4.   If interns will not be able to actually participate in the daily activities, match them up with several individuals that will talk to them about their jobs and what kinds of skills are required for the job.

5.   Teachers not only need to know what the employer expectations are but also what the employee feels is important to be successful.

INTERN NAME:_____

SUBJECT AREA TAUGHT:_____

PHONE NUMBER:_____

Fresno Unified School District
Fresno Adult and Community Education

Teacher Internship Project

Sally Fowler, Assistant Director   441-3272, ext. 374

To:

From: Sally Fowler

RE: Your Internship

Thank you for agreeing to participate in the teacher Internship Project. I am sure that your experience will be a positive one. You will be able to take what you learn during your internship and use it in your classroom or with an interdisciplinary team to make your students realize and experience the relevance your class has to their lives.

Below is the name, address and phone number of the business in which you have been placed. Also, you will find the name of the contact person at the business. I have told the contact person that you will be calling them during the next couple of weeks. Attached is a list of some topics that you may use to stimulate some conversation or to get you involved in some activities at the industry site.

When you have completed your Internship, **please remember to write a short thank you letter to your host.** This is very important if we intend to use them again in the future. If your host shows an interest in your class, try to find ways to include him or her in your class. Students need to know that they are not only accountable to you but eventually to business people like your host.

*When you call in for your substitute enter event code #2725 to specify funding for the sub.
*Please make your school administrator aware of your internship schedule prior to participating

Business Name:_____Contact Person:_____

Business Address:_____Business Phone Number_____

Internship Dates:_____

Teacher Internship Project

Helpful Hints:
(Teachers)

1. Call the day prior to your internship to double check day and time.

2. Please arrive on time.

3. Some businesses will provide lunch for you but don't assume that will happen. (Bring lunch money)

4. Take along something on which you can take notes.

5. **Sell Fresno Adult School to the Employer!** Tell them all about the changes we are making to better prepare our students for employment.

Some things you may want to ask about are:

1. What is your typical day like?

2. How are you evaluated and who evaluates you?

3. What personal qualities does one need to work in this industry?

4. What are the most common steps to employment in this area?

5. What educational level is required for employment and for advancement?

6. How is one normally advanced or promoted?

7. Is there special training required?

8. What kinds of benefits can one expect when working in this field?
   A. Medical, Retirement, etc.
   B. Intangible (working conditions, time off, etc.)

9. Tell me about your company policies.
   A. Tardies, Absences, Etc.

10. What can Fresno Adult School do for your company?

11. Discuss the **SCANS** (**S**ecretary's "of Labor" **C**ommission on **A**chieving **N**ecessary **S**kills) report findings with your employer host. The basic findings are on the back of this sheet.

hints

Name of Business: phone #

Address: Contact Person:

Type of Business: date of visit:
   nearest cross streets: _____

Types of jobs available:

Work Schedules and shifts:

Type of education and/or experience needed for entry level positions:

Salary range for entry level positions:

Benefits for employees:

Holidays:

How employers are hired:

What the employer is looking for in an employee:

Other important information:

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Nisshinbo California Inc.   Contact Persons: Randy Hilliard and Patty Alves
2885 S. Cherry Ave.   Type of Business: Textile manufacturing (cloth
Ph.# 226-6241   making)

Types of Jobs available: machinists, maintenance workers, personnel able to do
some sewing and have excellent hand-eye coordination, spinners, weavers

Work Schedules and Shifts: The factory runs 24 hours a day, seven days a week.
At the end of a seven day shift, there are two days off. One weekend a month,
Saturday to Monday off.

Daily Work Schedules: 8-4
                      4-12
                      12-8   10 minute break and a 20 min.
                                        paid lunch.

Type of education and/or experience needed for entry level positions:
High School Diplomas and GEDS are not a requirement. No education or
experience necessary. Mechanical ability is preferred for some jobs.

Salary range: $6.00 per hr. while in training (employee is considered temporary),
$6.50-$6.75 for regular employees. Night shift receives $1.00 more per hr., swing
shift receives $.50 more per hr. Employees receive $7.20 by the end of the first year,
merit increases after 3 years.

Benefits for employees: Shoe allowance, Health, dental, 401k, vacations, sick leave,
longterm life benefits are 50% of salary.

Holidays: shut down for two weeks beginning July 1st, 3-4 days in December, 9-10
paid holidays per year.

How employees are hired: Applications (not particular about the way applications
are filled out) There is a 3 month training period. During this period, work habits
are monitored and a decision is made whether or not to hire the trainee full-time.

What the employer is looking for in an employee: the desire to work is the most
important quality. A person who can be on-time, responsible and reliable and able
to follow directions. The employee must be self-motivated and interested in the job.

Other important information: Due to the special environment of a textile facctory,
the air quality is carefully monitored and masks are worn. Testing is done on the
employee's lungs. The noise level is also a problem, so training is given as to the
necessity of wearing earplugs. There is also training in safety procedures due to the
possibility of fires. The working hours are a problem. New employees start on the
night shift after being trained on the day shift. The night shift creates major
problems for some people.

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# DAVID & SONS
by
Linda Rose

David & Sons is a company that roasts sunflower seeds, pumpkin seeds, and makes pretzels. The seeds are packaged and sent to many places. Their plant is located on Clovis Ave. and Shields.

There are many different jobs in the factory. Some workers are sorters. They sort the seeds so that any small pieces of debris are taken out. They also check for seed color and size. Some workers are process operators. They operate the machines that roast the seeds. Some people are packers. They operate machines that make the bags and fill the bags with seeds. Heavy and light utility workers take boxes off the line and stack them onto pallets.
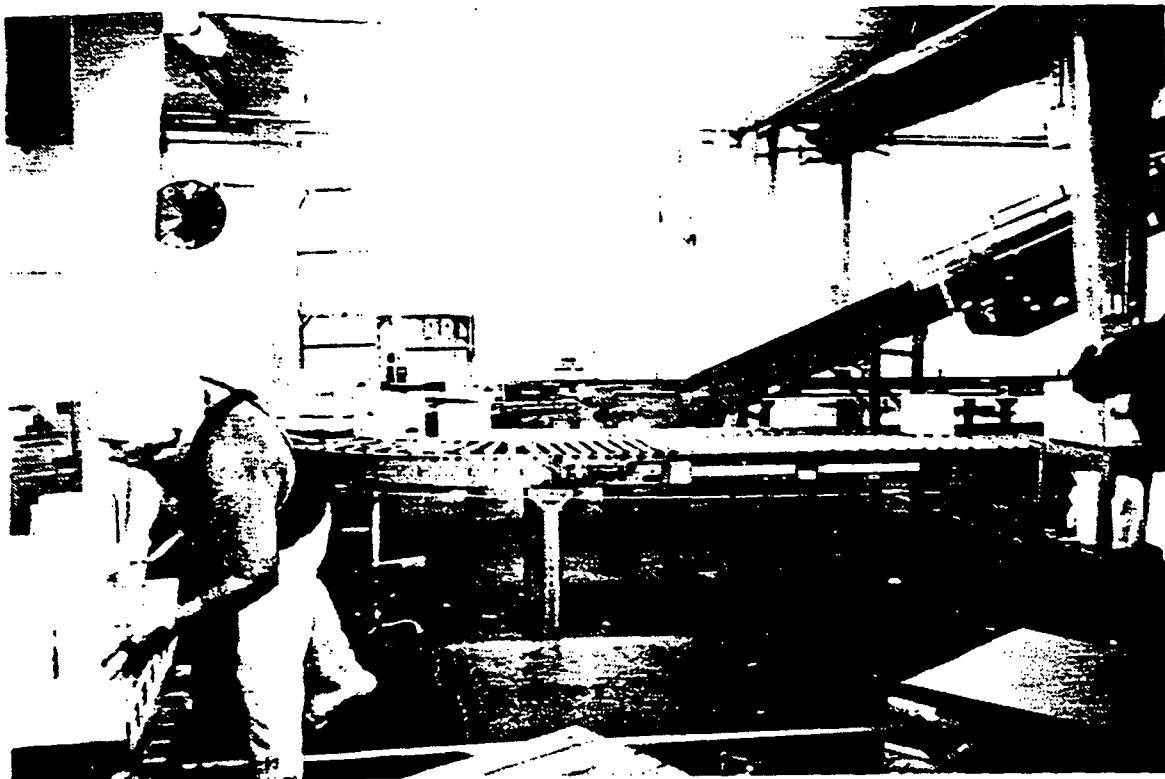
Workers taking boxes off the line
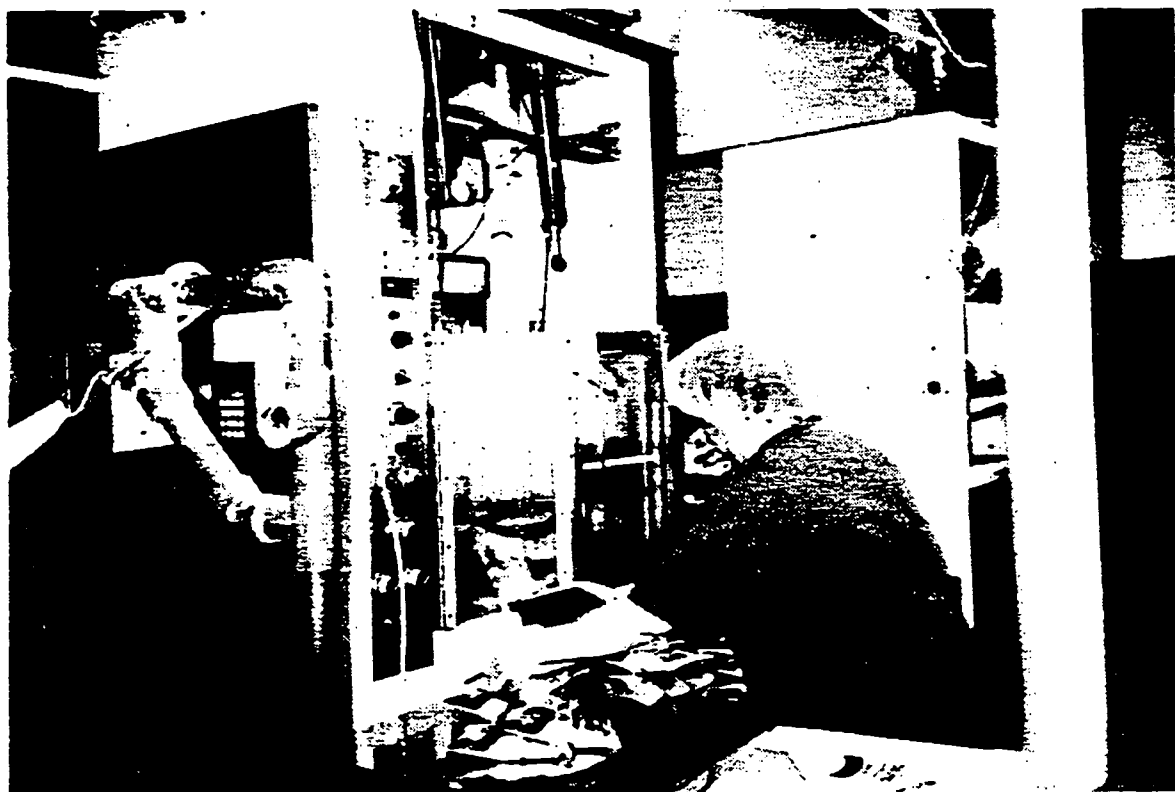
Workers filling packages

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The hourly pay ranges from $7.65 to $l6.25 depending on the difficulty of the job. There are ten paid holidays a year. The permanent workers have paid vacation and medical benefits. At the end of the year if the company does well the workers also make a bonus. Last year an average worker made $2,700.00 in profit sharing. All the workers want the company to do well. If the company makes more money the workers also make more money.

Mr. Tony Caetano

Mr. Tony Caetano is the Director of Human Resources at David & Sons. He interviews and hires people for the company. He looks for special things when he interviews a person for a job:

    l. A clean and legible application form. He doesn't mind if the application was completed at home. But, if

the application was carefully done he thinks the person will do his work carefully.

2. A fully completed application form with no blanks. If the applicant has not job experience or educational background he or she can write N/A.

3. Stability. Mr. Caetano prefers an applicant who has stayed more than six months at past work.

4. A School Graduate. This shows Mr. Caetano that the applicant had the will to complete something.

5. Maturity. Mr. Caetano wants someone who is responsible and wants to support a family, not just have fun.

6. Punctual. Mr. Caetano wants employees who will be at work (or the interview) on time.

7. Gets along well with co-workers. Employees at this company may be from different ethnic groups or political views but they must be friendly to everyone.

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8. Uses common sense. Someone with common sense can solve some problems without asking for help all the time.

Mr. Caetano wants the students to know that it is easier to find a job when they already have a job. He wants to tell the students not to quit a job before they have another job.

The workers at David & Sons are problem solvers. They don't let everyone else think for them. They work at their job all day and they know the problems and they look for solutions. They want to make their jobs easier and at the same time make more money for the company. The supervisors want the workers to think too. When the workers make the job easier the workers are happier. There are fewer accidents and things go quicker.

For example, the employees decided adjustable tables were better than regular tables for the packers who put the product into boxes. Every two hours the workers change tables to work on something new. Before they got adjustable tables only the chairs were adjustable. A tall person and a short person would have the same table. But then the workers wanted the tables changed. As a result the workers' shoulders were much more comfortable because they could adjust the table. When a person's body is comfortable, it is easier to work.

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Teachers Get Look at Real World

Martinez district trying to close work-school gap

By Tanya Schevitz
Chronicle Staff Writer

As a first-year high school teacher in Martinez, recent college graduate Seth Pfalzer is just learning about the "real world."

But yesterday he found he was leading his students astray by letting them slide when they are a few minutes late for class — because that won't cut it in the business world.

"We work with the math skills, but I think the biggest thing is for them to take the responsibility for themselves," Pfalzer said after tagging along for a morning with Don Bachand, plant manager for Shell Refinery's distribution center. "Sometimes we get so sucked into our curriculum that we don't try and show them how it relates to them or the work world and their future."

Pfalzer was one of about 80 teachers, instructional aides and secretaries from Alhambra High School and Vicente Continuation School who were paired with business people as part of an effort in the Martinez Unified School District to close the gap between education and business.

"I think as an educational community you sometimes lose track of what kind of values and what kind of skills our students are going to need in the workplace, regardless of where they go," Alhambra High School Principal Ron Rosenbaum said.

Bachand, who supervises 27 employees at Shell, said there are plenty of jobs that don't require advanced degrees, but they do all require math, science and com-
ills.

less tangible skills, like

TEAMWORK: Michael Donnelly and Karin Sloper discussed alternative skills at Martinez med center

teamwork and critical thinking, must be taught to students from an early age, said Michael Donnelly, nursing program manager in the Contra Costa Regional Medical Center.

Spanish and child development teacher Lori Summerville spent the morning with a Shell construction manager who looks to his workers for answers and ideas. That means that teachers need to look at their students differently, too, she said.

"They need people who can make decisions and work things out, so we might have to shift our teaching styles a bit," Summerville said.

Aside from reaching the schools' staff, the day yielded some professional contacts for the two high schools. Many of the employers said they want to expand partnerships with the school.

Some might even lead to jobs.

"The city is looking for people who know how to set up Web sites, and since we do that right here at the high school, they are going to be looking to some of our students," Rosenbaum said.

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SECTION 9

WHAT DOES EVERYONE HAVE TO SAY ABOUT ALL OF THIS?

Introduction

This section offers some testimonials from teachers and administrators who have been working with various of the strategies presented in this resource package. As you experiment with materials, adapt and create your own, please share your experiences and anecdotes. A selection of articles concludes the resource package, which I sincerely hope has been useful to you. Please don't forget to fill out an evaluation form so that the package can continue to be improved. Thank you.

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E-mail MarshMing@aol.com

What teachers have to say:

"I teach ESL at an employment training organization. Recently the director took a phone message from a student who had called to say that she couldn't attend class that day. The director was very impressed. I told her that calling in was a matter of routine for my students!"

"Another teacher overheard two students talking at 12:55pm. "You don't have time to make a telephone call," the teacher heard. "We can't be late for English class. Come on!"

"Students become accustomed to checking the work schedule for their team each day when they arrive in the class. Even if they don't have a job that day they will be prepared to fill in if another member of their team is absent and the team's job needs to be taken care of. For those students who don't take the work schedule seriously peer pressure from other team members has an effect. It is gratifying to see the students accept responsibility for their part of the operation of the class."

"On Fridays my only involvement in the weekly spelling test is to select the words from the daily new words list and to provide technical support in the form of modeling pronunciation for the student who is responsible for administering the test. The student gets the class organized for the test (books off the table, paper and pencil ready) dictates the ten words, asks for volunteers to write the words on the board and then asks the class if each word on the board is correct. If a word is not correct the student in charge elicits

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the correction from the class and changes the word on the board based on instructions from the class. We then applaud the student test administrator of the day. This process gives the test administrator valuable feedback about his/her pronunciation accuracy too."

"My colleague has taken the team system to heart. One of her classes is advanced level - that is, CASAS 221 and up. She chooses a team leader for the week for each team. The team leader holds a short Monday meeting to find out if any team members have planned absences such as meetings with their vocational rehab counselor, dentist appointment, etc. Then the team leader fills in the work schedule for his or her team on the class work schedule for the week. My colleague reports that everyone is getting to class on time, paying attention, helping team members and so on."

"How teams have affected my class/teaching:
The effect of assuming responsibility for learning, whether it be interpersonal skills, grammar, or any other communicative skills has been tremendous. We all share in the learning now."

"Using the Bluebook and Competencies Sheet as reflection tools turned out to be a wonderful experience/instrument and way to learn more about students and my teaching style. It helps students understand why we're doing what we're doing (real world/jobs!)"

"My principal was amazed at my use of student work jobs. When I tried to explain it in the context of SCANS, it didn't sail. However, now that she has been to a SCANS workshop she understands."

"I'm eager to implement work skills in my classroom. I'm not befuddled by SCANS anymore."

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Integrating Employment Skills into Adult ESL Instruction

by Allene Guss Grognet
Center for Applied Linguistics

This *Q & A* discusses how employment preparation can be integrated into the English as a second language (ESL) curriculum, whether in a workplace or a standard adult ESL program. It looks briefly at the history of employment-related ESL; describes the skills needed to get a job, to survive on the job, and to thrive on the job; suggests classroom activities to promote these skills; and touches on future directions for the field.

What is the Historical Link Between Employment and Adult Education?

In the United States, the federal role in adult education was created in 1964 under the Economic Opportunity Act. Under title II-B of the act, the Adult Education Program was established in which instruction in reading and writing English was an allowable option, i.e. a choice, for states. Two years later, in 1966, Congress enacted the Adult Education Act (AEA) which expanded the program to allow services to those with limited English speaking proficiency (U.S. Department of Education, 1991).

According to Moore and Stavrianos (1994), the AEA was established to enact adult education programs that would:

> enable adults to acquire the basic educational skills necessary for literate functioning; provide adults with sufficient basic education to enable them to benefit from job training and retraining programs, and obtain and retain productive employment so that they might more fully enjoy the benefits of citizenship; [and] enable adults to continue their education to at least the level of completion of secondary school. (p. 4)

As the field of adult education grew over the next 30 years, the three most common programs were ABE (for learners with literacy skills below the eighth grade level); GED (designed to prepare students to obtain a high school equivalency certificate); and ESL (services for limited-English-speaking adults). But for many years, job training and retraining, as an essential part of the act, received little emphasis.

In the national elections of 1994, the composition of the U.S. Congress changed. Since then, there have been efforts to cut, combine, and streamline federal programs. In the process, the link between education and job training and retraining has been confirmed. In April 1997, the House Committee on Education and the Workforce approved a bill that would "consolidate more than 60 employment, job-training, and adult education programs into three block grants for the states: an adult employment and training grant, a youth employment and training grant, and an adult education and family literacy grant" (United House Education Committee, 1997, p. 67). It is expected that this bill, or one similar to it, will be signed into law, strengthening the connection between employment and education.

What were Early Links Between Employment and ESL?

In the 1970s, a growing number of guest workers in west European countries prompted British educators (Jupp & Hodlin, 1975; Wilkens, 1976; & Widdowson, 1978) to reevaluate the current approach to teaching English as a second language. In 1975, Jupp & Hodlin's *Industrial English* was published, reflecting the authors' experience of the previous five years working with Asian immigrants who had settled in Britain. The book asked the question, "How adequate is orthodox language teaching theory [which was based on the use of audiolingual and grammar translation approaches] to the communicative tasks of our guest worker?" (p. 5). This text started the field toward building a theory of workplace/workforce instruction. Drawing from developments in the field of linguistics, cognitive psychology, adult education, and others, the notional-functional approach began to take shape. This approach changed the emphasis in language teaching from a concern with form or structure to a concern with function. In other words, the curriculum was based on what one could do with language (linguistically)—for example, ask for help, state preferences, or make suggestions—rather than on the rules of grammar.

The United States had its own impetus for linguistic change in the 1970s with the arrival of almost 200,000 Indochinese refugees. The refugee influx forced the field to find ways to teach oral and written language to nonliterate learners who had previously been largely ignored because of their low numbers (Holt, 1995). When the field began looking beyond the survival needs of these refugees—especially those with low-level English skills and little previous education—notional-functional principles (Jupp & Hodlin, 1975) were adopted, and ideas from competency-based education were adapted and incorporated as well. The competency-based ESL curricula shared the aims of the notional-functional curricula in that learners were taught what to do with language. However, competency-based curricula stated language learning objectives in terms of what the student will be able to do with language in the real world, for example, read a want ad, follow directions in a manual, take a telephone message, or participate in a small group discussion at work.

How Does Workforce Instruction Differ From Workplace Instruction?

The curricula of the 1970s and early 1980s, although purporting to meet learner needs, were really reflective more of the workplace than the workforce. Surveys and interviews were conducted more often with employers, managers and supervisors than with workers or coworkers. Very often, the only employees who participated in needs analyses were those deemed outstanding at their work. And when employees were part of the process, they were usually asked *what* and *how* questions: "What tools, equipment, and/or work aids do you use in your job?"; "What do you do with the tools and

equipment at the end of the day?"; "What do you do when the equipment fails?"; and, "How do you operate this dishwasher?" Questions such as the following that are also needed for language development—"Why do you think you have to follow such and such a procedure?"—were seldom asked.

By the mid-eighties, there was a new emphasis in curriculum design and classroom methodology in the field of adult instruction. This was a more humanistic trend, calling for the learner to be an active creator, not a passive participant in the learning process (see, for example, Bell & Burnaby, 1984; Fingeret & Jurmo, 1989). The curriculum became more of a flexible framework, where teachers and learners together identified and created the crucial ingredients that empower learners, freeing them to learn and grow. It became learner centered.

As the curriculum became more learner centered, the question was posed whether the goal of workplace language programs was to empower workers or make them better at their jobs (McGroarty & Scott, 1993). Advocates of workforce education favored empowering the worker and leaned toward worker-centered learning that addressed the needs of the whole person "to enlarge and enrich their capabilities as individuals, family members, trade unionists, and citizens" (A. Sarmiento, personal communication, January, 1997). Advocates of workplace education, on the other hand, saw a curriculum based largely on a needs analysis and a linguistic task analysis of the language and communication patterns of a particular workplace. While there may have been worker input into the needs analysis, the curriculum development process did not necessarily target those linguistic tasks that develop the whole person (McGroarty & Scott, 1993).

Over time, however, the distinction between workplace-centered instruction and worker-centered instruction started to blur. Most programs tended toward the middle, having become more sensitive to the worker, yet balancing the exigencies of the workplace (Gillespie, 1996; Grognet, 1995). Workplace ESL teachers had many roles to play and were accountable to many individuals and groups, among them the employers, the learners, and multiple funding sources. Frameworks developed by educators to describe the roles of workplace instructors demonstrate this complexity. Mansoor (1993) has created a detailed matrix illustrating the job duties, tasks, and subtasks, as well as knowledge, skills, attitudes, and other requirements for the workplace instructor. Lomperis (Jameson, 1997) has categorized her extensive framework around four steps needed to provide a workplace ESL program: marketing, planning, implementing, and evaluating.

What Linguistic Skills are Needed in the Workplace?

While there is comparatively a good deal of research on discourse in the K-12 classroom—teacher to student; student to teacher; student to student (see, for example, Goldenberg, 1991; Tharp & Gallimore, 1989)—there is very little on discourse patterns and style in the workplace. There has been research in England (Jupp & Davies, 1979; Garton-Sprenger, Jupp, Milne, & Prowse, 1980), and some work is currently going on in Australia (Candlin, 1995). In the United States, one linguist has looked at the sociolinguistic dimension of male/female communication in various milieux including the workplace (Tannen, 1986; 1990; 1997). However, there is no corpus of knowledge in the US that, through serious ethnographic research, charts worker to worker; worker to supervisor; supervisor to worker; or worker to manager communication in any occupational cluster.

Some educators (for example, Dow & Olson, 1995; Grognet, and Mrowicki, Lynch, & Locsin, 1990) have posited that a

number of competencies do cut across occupational domains such as manufacturing, technical, service, and agricultural areas.

The following competencies, adapted from the sources above, can be classified as those that help the learner get a job, survive on the job, and thrive on the job. They are useful in any workplace setting.

To Get a Job

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 answer and ask questions. They might also need literacy skills such as reading a want ad and completing an application form.

To Survive on a Job

To survive on a job, second language learners need 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 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

To thrive on a job and have job mobility, second language learners need to be able to participate in group 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.

What Workplace Skills are Needed?

In 1992, the SCANS Commission (Secretary [of Labor]'s Commission on Achieving Necessary Skills) issued a major report (U.S. Department of Labor, 1991). In the report, a group of business and education leaders identified five workplace competencies and three foundation skills needed for solid workplace performance. The assumption of the group was that all workers—whether native or nonnative speakers of English, high school dropouts or PhD candidates—need to have these skills.

The skills and competencies were enumerated with the contexts in which they should be taught. Briefly, the five systems identified as workplace competencies are:

1. *Resource Management:* identifying, organizing, planning, and allocating resources. At all work levels, this includes resources of time (e.g., following a schedule); financial resources (e.g., making a budget); material and facility resources (e.g., knowing how much cleanser to use); and at a team or supervisory level, management of human resources (e.g., being able to meet both staffing needs and individual preferences).

2. *Information Management:* acquiring and applying necessary information routinely in job performance. This includes identifying, assimilating, and integrating necessary information (e.g., from a manual as well as from one's supervisor or coworker); preparing, interpreting and maintaining qualitative records and information (e.g., noting standards have been met on an assembly line or keeping records in an insurance company); converting

information to other forms (e.g., from charts to written form or vice versa); interpreting and communicating information to others (e.g., taking a telephone message); employing computers and other technologies for input; and entering and retrieving data (e.g., managing and monitoring robots on an assembly line).

3. *Social Interaction:* participating as a team member; teaching others new skills; serving clients and customers; influencing individuals or groups; questioning the status quo; negotiating to arrive at a decision; and working in culturally diverse environments.

4. *Systems Behavior and Performance Skills:* understanding how social, organizational, and technical systems work and how to function effectively within them; anticipating and identifying consequences; and monitoring and correcting performance.

5. *Technology Utilization:* selecting appropriate technology; and using machines to monitor or perform tasks.

The SCANS Commission listed three enabling or foundation skills workers need to be able to perform the five workplace competencies:

1. *Basic Skills:* reading, writing, listening, speaking and mathematics (with the recognition that *linguistic* skills in English are essential to the accomplishment of all the functional skills).

2. *Higher Order Intellectual Skills:* reasoning, creative thinking, decision making, problem solving, representing information, learning to learn.

3. *Motivational or Character Traits:* maturity, responsibility, sociability, and self-esteem.

Perhaps because of its timing—the report was released just before the Clinton administration took over from the Bush administration—the SCANS report received little attention when it came out. That began to change, however, when the composition of the U.S. Congress changed in 1994, and there are now indications that employment readiness skills are beginning to receive more attention in the adult ESL classroom. Professional ESL newsletters and journals are starting to publish articles on SCANS (see, for example, Jameson, 1996; Mingkwan, 1996). At the 1997 annual convention of Teachers of English to Speakers of Other Languages (TESOL) in Orlando, there were several presentations on the theme of integrating SCANS skills and competencies into the adult ESL curriculum. Further, a competency-based learner assessment system that is frequently used to satisfy funders' requirements for the adult ESL literacy program evaluation—the Comprehensive Adult Student Assessment System (CASAS)—has correlated its life skills competencies to the SCANS foundation skills and workplace competencies (CASAS, 1996).

How Can ESL Practitioners Teach the SCANS Skills?

Adult ESL instructors are often part-time employees who have limited interaction with colleagues, few opportunities for professional development, and little compensation for lesson planning time (Crandall, 1994). They frequently have learners with diverse needs and purposes for studying English (Weddel & Van Duzer, 1997). How can instructors tie their adult ESL classes to employment preparation while meeting learners' needs and curriculum goals? Brigitte Marshall, an educator in California, talks about infusing the general ESL curriculum with "workplace know-how" all, 1997, p. 1) through classroom management techniques,

grouping tactics, and instructional involvement strategies that require learners to "make decisions collaboratively, solve problems, think creatively, and exercise responsibility as called for in the SCANS report" (p. 2). Gaer (1996), Jameson (1996), and Mingkwan (1996) give specific suggestions on how to integrate employment preparation with language learning. Their ideas are summarized and adapted below:

- Listen to the learners. Get a sense of what they want and need to learn.
- Identify relevant SCANS skills and competencies to be practiced in each lesson. Tell learners that they are, for example, gathering, organizing, and summarizing information and that these are skills needed at the workplace.
- Add related project-like activities to the unit being taught. The project context will enable the class to utilize many of the foundation skills as well as the workplace competencies. For example, in a unit on accessing community services, learners can write letters, conduct interviews, or invite guest speakers from local agencies such as the fire department, police department, or the public library. Learners should do as much of the project planning as possible. If persons are interviewed, learners can write the interview questions and summarize the findings. Then, the class should develop some sort of product from the activity (e.g., a booklet or chart that summarizes what they have learned about accessing services in their community). Point out to the learners that they are using language and skills needed at the workplace. For example, they are managing information (gathering, organizing, and summarizing information from a variety of sources), working as a team, and making decisions. To demonstrate how these skills transfer from one task to another, ask learners to give examples of other situations (on the job or in family life) that require similar skills and language. For project ideas, the extension or expansion activities in the teacher's guide from the program text or the curriculum may provide ideas.

What Else Should ESL Practitioners Do?

In order to be facilitators for adult learners, ESL teachers must understand how the workplace community thinks and talks. For that reason, educators need to listen to what business and labor are saying and doing, and look at how they are saying and doing it, and then talk with them. Current U.S. policy, coupled with the knowledge that the workforce of the future will require high-level communication skills, may be forces that make ESL practitioners look at their own discipline in order to make some radical changes in methodology for the workplace.

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Keeping Learner Empowerment on the Agenda: How ESL Teachers Can Respond to Welfare Reform

Brigitte Marshall

Workplace ESL instructors have long since grown used to providing instruction within certain time constraints. Instructors of refugee cash assistance recipients also work with clients whose participation in workforce preparation ESL classes is necessarily limited. In the face of current Welfare, Immigration and Employment Training Program reform, the vast majority of ESL educators who work in the broad area of ESL for workforce preparation are having to confront the implications of more stringent time limitations for their students.

California's version of welfare reform, currently being formulated within the federal framework, will involve lifetime limits for receipt of welfare and an emphasis on short-term, intensive employment training, including ESL. ESL providers will be under even more pressure to make instruction more of an overt job-training tool which prepares students for the first available job. Whether or not we are in conceptual agreement with the new model of English-language training that is emerging in the face of welfare reform, we are now driven by legislative reality.

In Which Direction Does Welfare Reform Push Us?

While recognizing that proficiency in the English language remains of critical importance to an individual's chances of obtaining and maintaining self-sufficiency, it is no longer enough for ESL educators to concentrate on this challenge alone. Neither is it enough for ESL instructors to respond to current pressures simply by making content material employment focused. ESL classes must now make a triple hit. Employment-related content material should certainly be used to teach the language competency necessary for mastery of English but the third and crucial hit comes when this is done in such a way that learners are prepared for the behavioral expectations they will meet in the workplace. In brief, workplace know-how needs to be infused into the curriculum through classroom management techniques, grouping tactics and instructional involvement strategies.

Revisiting the SCANS Report

It is at this point that the SCANS competencies and foundations skills as outlined (in box), offer a framework that can be used to shape instruction so that it will address the third hit of producing proactive, work-ready learners while also promoting life skills acquisition and reinforcing instructional integrity. This approach to instruction does not compromise language learning; neither does it narrow the curriculum toward a workplace vocabulary concentration.

Sound ESL Instructional Practices Revisited—Nothing New, Just More Compelling Reasons Why We Should Be Teaching This Way

The SCANS report reflects the fact that employers expect workers to have strong interpersonal skills. The ability to work as part of a team, teach others, lead, negotiate and work within culturally diverse settings can be nurtured in ESL classrooms through skillful utilization of cooperative learning and excellent classroom management strategies. Establishing permanent groups whose duties change periodically simulates workplace dynamics where a group of people can be assigned to work together on a number of different projects, whether or not they get along with each other. With the frequent arrivals and departures that characterize open-entry, open-exit classrooms, learners can experience a typical workplace situation where crew or team members are expected to train new employees.

Whether working with permanent teams or groups established to fulfill a specific task, each student in a group can be assigned a role, such as team leader, time keeper, reporter, recorder, manager, assistant manager, secretary, supervisor or evaluator. Each role has duties and responsibilities attached to it with clear expectations established in advance with regard to performance criteria.

> ### SCANS Foundation Skills
>
> **Basic Skills:** reading, writing, quantative operations, active listening, oral communication, interpreting, organizing information and ideas.
> **Thinking Skills:** ability to learn and reason, think creatively, make decisions, solve problems.
> **Personal Qualities:** responsibility, self-esteem, sociability, self-management, integrity, honesty.
>
> ### SCANS Workplace Competencies
>
> **Resource Management:** organizing, planning, allocating time, money, materials, staff.
> **Interpersonal Skills:** working on teams, teaching others, serving customers, leading, negotiating, working effectively within culturally diverse settings.
> **Information Management:** acquiring and evaluating facts and data, organizing and maintaining such information, interpreting and communicating the information, using computers.
> **Systems Management:** understanding social organization and technological systems, monitoring and correcting performance and improving existing systems/designing new ones.
> **Technology:** selecting equipment and tools for the task at hand, applying technology to tasks, maintaining and troubleshooting equipment.

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happening to them, though this is not easy when working with time-limited welfare recipients. Dignity and self-respect can be at risk when it is known that participation in an education or training program is mandated, with continued receipt of welfare at stake. In such a context, it is critically important for teachers to adopt student-centered approaches that promote active learning.

Even with very low-level learners, simple strategies can be adopted to reinforce the development of self-management skills and the exercise of personal responsibility. For example, when a teamwork assignment is introduced, team members are asked to choose amongst themselves the specific jobs that they will perform. Instructors can provide guidelines such as choosing a job that is different from the one held in the previous teamwork assignment, but otherwise learners are expected to organize and perform assigned tasks with little input from the instructor. The use of name tags or badges which replicate those worn in real work situations also provides each learner with a subtle but powerful reminder of the expectations attached to his or her particular job role.
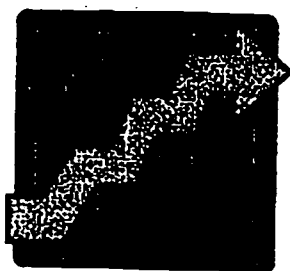
Assigning regular duties to all learners in a classroom, with tasks organized and rewarded by group, also creates a set of peer expectations for high personal performance from other group members. Learners can be given the opportunity to develop a sense that they are participating for their own benefit and that if they do well, so does their group. This awareness can be a powerful antidote to the lack of motivation exhibited by some welfare recipients, who can feel as if they have little personal control over participation in the class.

Simple strategies can be developed to give learners control over how a classroom functions while also calling on them to make decisions collaboratively, solve problems, think creatively and exercise responsibility as called for in the

SCANS report. Suggestion boxes can yield excellent student input on issues from interpersonal conflicts in the classroom to chair and table organization. When issues of personal security, safety of belongings and respect for others' possessions are raised, learners are also involved in the development of the concepts of professional and interpersonal integrity and honesty that the SCANS report lists as being of critical importance.

The use of involvement strategies which require learners to interact, problem solve, teach others and negotiate as they complete tasks is another very effective method of promoting the development of SCANS competencies. For example, in a jigsaw activity, learners can divide into groups which, in an employment-participation training context, would appropriately be called *teams* or *crews*. Each member of the team can go to a work station to obtain a portion of the information necessary for the whole team to complete the assignment. If the language competency objective of the lesson is to develop reading skills, the source information at the work stations can be in written form. If teachers have access to a sufficient number of cassette players or a combination of an instructional assistant and some of the higher level students in a class, jigsaws can be set up so that learners go to the respective work stations to obtain their portion of content material by listening to it. Very low-level learners can also be engaged in this kind of strategy. For example, team members at each of the work stations can be asked to learn the meaning of a simple phrase or language function through the use of written examples and explanatory pictures. Team members return to their original work teams where they teach each other about the various portions of content information learned at the work stations so that the entire team is then able to collaborate to complete the assignment.

It should be noted that any kind of content material can be used in a jigsaw and, even if it is not overtly employment focused, by utilizing this instructional strategy, teachers can ensure that they are nonethelessstrengthening employment participation skills.

Workplace, *continued from page 14*

The language for these expectations can be drawn directly from the SCANS report. For example, if the teacher's objective is to address the need to develop the competency area of resource management, duties can be defined as follows—the team leader is responsible for organizing the assignment, planning necessary activities and selecting team members to fulfill each task. The time keeper is responsible for allocating time for each part of the assignment and keeping team members on task.

To address the competency area of systems management, the evaluator can be asked to assess how effectively the team completed its task and make suggestions for how things might be done differently in the future.

This kind of classroom organization also does much to address the need to develop many of the foundation skills identified in the SCANS report. The report states that employers are looking for employees who can organize information and ideas, learn and reason, think creatively, make decisions, solve problems, manage themselves and exhibit honesty and integrity. Teachers must therefore be very concerned to develop in learners a sense of responsibility for their own learning. We must find creative ways to give learners as much control as possible over what is

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Entry-Level Jobs Must Be the First Step Toward Self-Sufficiency

Some teachers suggest that workplace know-how as outlined in the SCANS report is not relevant to the needs of very limited speakers of English. Given the new time-limited training opportunities, it is likely that learners will only be able to secure positions with wages too low to support families when they initially enter the workforce. It is assumed that workers in such positions are not called upon to exercise any of the sophisticated human ability skills that mastery of SCANS competencies promotes.

However, employers are often heard to suggest that the SCANS competencies represent a bare minimum of necessary skills, even for entry-level positions. What this perspective also misses is that exactly because ESL instructors are being asked to speed their students out the door and into the first available job, it is more important than ever before that their instruction incorporates broad based learning-how-to-learn skills and work place know-how.

The ability to advance on the job will be critical to the development of long-term self-sufficiency prospects. Students whose teachers recognize that instructional methods (as opposed to content material alone) get to the heart of workplace readiness, will be better equipped with the skills they need to perform and advance on the job, seek out further resources and opportunities and continue their struggle toward self-sufficiency.

Workplace ESL instructors who report that initial improvement in limited-English-speaking workers' job performance grows out of an increase in confidence rather than a dramatic improvement in language usage are testimony to the fact that the human ability skills promoted by use of affective-humanistic instructional strategies are every bit as important for successful performance on the job as job specific language training.

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SCANS as a Vehicle to Keep Student Empowerment on the Agenda

The human ability skills promoted by learner-centered instructional approaches and the SCANS instructional framework are not sophisticated in the sense that they are skills required of all successful workers, even those in entry-level positions. However, they are sophisticated in the sense that individuals from other societies and work cultures can find it hard to access the U.S.-oriented perspectives on successful job performance, self-direction, self-promotion and appropriate work ethic implicit in the SCANS competencies. Time limits on participation in classroom-based workforce preparation ESL programs may mean that students will have only a short period to digest these conceptual issues. Learning how to learn and be self-directed may take longer than the time allocated to welfare reliant and/or refugee cash assistance students in ESL

classes or employees in work-based ESL classes. In this context also the SCANS instructional framework can act as a bridge and a vehicle for continuity between classroom-based workforce preparation ESL and workplace ESL programs.

If teachers in both (and other) contexts use the SCANS instructional framework to shape their programs, newly arrived refugees, welfare recipients and employees will have repeated access to a consistent training model which reaffirms the fact that personal development is an integral part of growth and positive change.

High performance organizations view education and training and the involvement of their workers as part of their long-term strategic plan for continuous improvement. Using the SCANS instructional framework, ESL instructors in both the classroom and the workplace can help to produce high performance workers who consciously view their entry-level participation in the workforce as part of their own long term strategic plan for continuous growth, change and improvement.

Reference:
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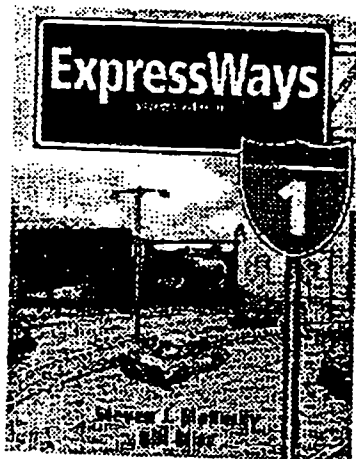
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Reexamining the Role of Adult Educators

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Fresno County Office of Education

The three broad areas of legislation that are currently being processed by the Federal government, immigration reform, welfare reform and employment training program reform, will all have significant impact on the student population served by adult education programs. Proposed immigration reform measures contain stringent limitations on immigrants' access to funding for adult education programs. Welfare reform initiatives reflect a dramatic change in the approach to moving adults from welfare to work. The "skills development model," which aims to facilitate long-term self sufficiency, is being replaced by a "work attachment model," which aims to get welfare recipients into work of any kind as quickly as possible. In the work attachment model, initial education and training are replaced by services such as job searches, which support early job entry. Adult education funding is at risk of being consolidated into generic employment training program block grants with no specific authority granted to state education agencies for expenditure of funds. Undereducated adults risk having their specific instructional needs ignored within the general, exclusively employment-oriented perspectives of block grant administrators. This legislative overhaul coincides with a rising tide of anti-immigrant feeling and increasing pressure to evaluate language-training programs in a goal-oriented manner directly linked to job placement. Proving that a language-training program enhances a student's overall employability is becoming an increasingly insufficient justification for the program's existence. Demands are being made that programs justify their existence by virtue of their ability to place individuals in specific jobs. This redefinition of the role of adult education programs carries with it some widespread implications and prompts us to reexamine what we believe our role as adult educators should be.

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Change in Focus

Many people will agree that an impetus which compels adult educators to accept more responsibility for how their students will apply the knowledge acquired in their classrooms is very positive. Such an impetus will involve closer investigations into the purposes for which adult students seek out education programs and should result in curriculum driven by the needs of students. However, some educators are concerned that if a workplace preparation focus becomes too overbearing, other more humanistic functions of adult education programs may be threatened. These functions could be described as socialization, cultural orientation, and community-participation training. The call for stronger connections between schools and the workplace has come from many different directions. Included are the School-to-Careers initiative for systemic change and the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS, 1991). Both are part of a widespread response to the concerns of industry and labor leaders that the public education system is not producing students with the types and level of skills needed to be successful in a high performance workplace. The School-to-Careers initiative focuses on instructional integration of knowledge, skills and real life experiences considered essential for productive working adults. Participation of business and labor in the development of School-to-Careers plans is integral to success. The SCANS commission was asked to determine the demands of the workplace and whether potential workers were capable of meeting those demands. The report produced by the commission identified effective job performance as being defined by "workplace know-how." This in turn is comprised of two elements, competencies and a foundation. Mastery of both elements are considered essential preparation for all future workers.

Until fairly recently, ESL classes provided through adult education programs could be characterized as linguistically focused. The goal was to teach students to read, write and speak English, with little consideration as to how the language skills being taught were to be applied to the life situation of students. This consideration was not thought to be the concern of the instructor but rather the responsibility of individual students. In recent years, the demographics of the adult education student population have changed. The influx of welfare-reliant refugees caused a shift in orientation toward the concepts of survival English and a more functional approach to the presentation of material in the ESL classroom. However, as the provision of ESL classes and the structure of the welfare program continued to interact over a protracted period of time, new concerns started to arise. Welfare-reliant refugees and immigrants were referred to ESL programs for language-skills improvement to a level considered to demonstrate that they

were employable. Once referred to a program, many preliterate students and those with limited formal education in their country of origin found it extremely difficult to attain the prescribed level of language proficiency and were therefore unable to exit programs swiftly. ESL classes for refugees and immigrants started to be characterized as feel-good-soft-option-go-nowhere programs that were believed to do little to promote employability since students were staying in programs for six, seven and eight years, time periods that resulted in labels such as the "black hole of ESL," and the "ESL vacuum." Growing awareness of this bottleneck in ESL programs for such students fueled the trend to refocus employment preparation away from skills development and toward work attachment.

Though enhanced employability for its students must surely be a significant goal of any adult ESL program, those of us who have been involved with adult students can list countless other benefits that students derive from participation in ESL classes. For example, for students who live in low-income, gang-infested, crime-ridden neighborhoods, the ESL classroom may be the only place where they encounter individuals from other ethnicities in a nonviolent, nonthreatening situation. The cross-cultural learning that takes place in adult ESL classrooms may represent a vital tool in efforts to promote racial harmony and peace in troubled neighborhoods. Adult ESL classes can represent a life line which determines the difference between an individual functioning moderately well in this society or being overtaken by the multiple pressures he or she faces.

The current trend, which seeks to define adult ESL programs in terms of employment preparation alone, ignores and thus renders invisible some of these vitally important roles that both adult education programs and adult educators fulfill. Whether by choice or default, the responsibilities of adult educators go far beyond the need to teach the appropriate and specific language skills required by an individual seeking employment. In its 1990 *English as a Second Language Handbook for Adult Education Instructors*, the California Department of Education acknowledges that counseling is one of the major roles that adult educators play. "In many instances, they will be the only counselors their students will ever have. At times they will have to serve as referral persons to different agencies" (p. 13).

In the recent *California Refugee English-Language Training Task Force Final Evaluation Report*, it was stated that the purpose of English-language-training programs for refugees is to promote and sustain long-term self-sufficiency for the refugee family unit (California Department of Social Services, 1995). The report goes on to say that "the path to self-sufficiency cannot be represented as a one-dimensional linear process from English language training to employment. It is rather an integrated set of experi-

ences in which English-language training, further education and employ-ment training are integrally combined with real life experiences, most importantly, work" (p. 3). Implicit in this statement is an acknowledgment that the role of an adult ESL instructor is not just to provide functional, work-oriented ESL instruction but also to instill students with certain life skills that will enable them to effectively pursue a path toward self suffi-ciency. It is not just what is communicated that is important but also how it is communicated since it is from the method of instruction that students learn socialization and coping skills.

In an article entitled "ESL Techniques for Peace," Barbara Birch (1993) states that "learner-centered classrooms characterized by cooperative learning, affective-humanistic activities, cross-cultural instruction, and Freire's problem-posing method promote successful language learning because they create peaceful oases in which people learn easily. They are microcosms of a just world order based on the global values of positive interdependence, social justice and participation in decision-making processes" (p. 7). It is exactly the commitment to the promotion of such a learning environment, instructional strategies, and socialization skills that some educators fear will be at risk as the drive to establish firm workplace connections moves forward.

Is it necessary for a peaceful oasis of an ESL classroom designed to promote the values of positive interdependence, social justice, and partici-pation in decision-making processes to be at odds with an ESL classroom firmly committed to realistic employment preparation and viable linkages to the workplace? How do we tread the middle path? How do we construct meaningful, empowering ESL programs that are driven by the comprehen-sive needs of the student body? How do we define our role as adult educa-tors to acknowledge the need to galvanize our students with a sense of work-oriented urgency while also responding to the broader need to pro-vide socialization, conflict resolution, and self-empowerment skills? How do we create coherent ESL programs which have viable links to the work-place but do not ignore the other vital roles that ESL classrooms and adult educators have fulfilled in the past and must be able to fulfill in the future?

In a response to the U.S. Labor Department's SCANS report, Allene Guss-Grognet (1997), the vice president of the Center for Applied Linguistics, commends the commission for being aware of and taking seri-ously the special challenges that limited English proficient individuals face as they enter the workforce. She suggests that overt acknowledgment of language and culture as critical factors in acquiring workplace skills indi-cates a trend that we would all do well to follow. It is perhaps in this idea that a marriage between humanistic, participatory education and hard-hit-

ting, intensive, employment-focused education can be imagined. The call made by the SCANS report for the development of workplace know-how skills leaves ample space for interpretation that allows for the promotion of instructional approaches characterized by Birch (1993) as "ESL techniques for peace."

As described in the SCANS report, workplace know-how skills rest on a three-part foundation of basic skills, thinking skills, and personal quali-ties. *Basic skills* include the traditional reading, writing, and the ability to perform quantitative operations as well as active listening, oral communica-tion, and interpreting and organizing information and ideas. *Thinking skills* cover the ability to learn and reason, think creatively, make decisions, and solve problems. *Personal qualities* include responsibility, self-esteem, socia-bility, self-management, integrity, and honesty. These foundation skills support five workplace competency areas of *resources, interpersonal competen-cy, information, systems, and technology*. The interpersonal-competency area calls for the ability to work on teams, teach others, serve customers, lead, negotiate, and work effectively within a culturally diverse milieu. Many of these foundation skill areas represent abstract concepts that do not neces-sarily spring to mind when specific, employment-oriented ESL programs are characterized. They are also skill areas that are more than adequately addressed by instructional techniques which seek to "foster an ESL class-room based on positive interdependence, respect for diversity and human dignity, social justice and participation" (p. 7), as advocated by Birch.

In the SCANS report, the skills students need to be productive, work-ing citizens are outlined clearly. Recommendations are made to help schools teach students these skills. Adult educators are being asked to establish more viable links between ESL programs for adults and the work-place. If the structure depicted by the SCANS report is used as an instruc-tional model, there need be no threat to the socialization, empowerment, and social support mechanisms that adult education programs and adult educators feel it is so important to protect. The SCANS report offers solace to committed educators who fear that the soul risks being beaten from ESL instruction when it is required to be directly employment-focused in its application. The report's recommendations in fact give ample validation to participatory educational models. The fact that educators are being asked to accept greater responsibility for the application of skills acquired by stu-dents in the classroom can be represented as a positive extension and rein-forcement of the role of teacher as opposed to a threat to the role which already exists. ∎

Spring Institute for International Studies

E L T

Technical Assistance for
English Language Training Projects
1997-1998
Sponsored by the
Office of Refugee Resettlement

Selected Resources for Adult ESL

by Miriam Burt
National Clearinghouse for ESL Literacy
Education (NCLE) at the Center for
Applied Linguistics (CAL)

The following annotated list describes clearinghouses and centers where information and resources are available for educators working with adults learning English as a second language (ESL). This is not an all-inclusive list; I have attempted to select only those clearinghouses, centers, and electronic networks that have relevance for and are accessible to the practitioner working with adults learning English as a second language, rather than those that have little value to anyone except the researcher. I have included street, phone, fax, e-mail, and web addresses (when existent) for all. If there are questions or comments about this list, please contact Miriam Burt, Associate Director, National Clearinghouse for ESL Literacy Education at The Center for Applied Linguistics, 1188 22nd Street, N.W., Washington, DC 20037; (202) 429-9292, extension 256; (202) 659-5641 (fax); e-mail, miriam@cal.org

Clearinghouses

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street, N.W.
Washington, DC 20037
(202) 467-0867; (800) 321-6223
(800) 531-9347 (fax)
E-mail: Askncbe@ncbe.gwu.edu
Web: http://www.ncbe.gwu.edu

NCBE, funded by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA), collects, analyzes, synthesizes, and disseminates information relating to the effective education of linguistically and culturally diverse students. Although its focus is K-12, its weekly newsletter, *Newsline*, contains articles pertinent to family literacy and to parents of bilingual students. Also, its on-line database contains information on software, employment opportuni-ties, and a directory of non-profit resources on the Internet arranged by both topic and geographic location.

National Clearinghouse for ESL Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
(202) 429-9292, extension 200
(202) 659-5641 (fax)
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle

NCLE is an adjunct ERIC clearinghouse that provides information and referral service and publishes many free and low-cost resources for practitioners about literacy instruction of limited English proficient adults and out-of-school youth. Free NCLE publications include *NCLE Notes*, a semi-annual newsletter; ERIC digests, a series of information sheets on adult education topics; and minibibs, annotated bibliogra-phies. Most of the free publications can be downloaded at NCLE's website. Other resources include the Issues in Workplace And Vocational ESL Instruction series and the Language in Education series of mono-graphs. In addition, NCLE staff moderate the electronic forum for practitioners NIFL-ESL. (See listserv section at end of list.)

The Refugee Service Center (RSC)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
(202) 429-9292, extension 221
(202) 659-5641 (fax)
E-mail: rsc@cal.org
Web: http://www.cal.org/cal/htm/rsc.htm

The Refugee Service Center operates a clearinghouse for and works with programs serving new refugee populations from Africa, Eastern Europe, the Caribbean, and the Middle East. Service providers working with Bosnians, Somalis, Sudanese, Iraqis, Haitians, and Cubans can receive information about refugees' cultures and linguistic backgrounds. Other materials include bilingual phrasebooks and orientation manuals in several refugee languages.

Government Sponsored Centers

National Center for the Study of Adult Learning and Literacy (NCSALL)
Harvard Graduate School of Education
101 Nichols House, Appian Way
Cambridge, MA 02138
(617) 495-4843
(617) 495-4811 (fax)
E-mail: ncsall@hugse1.harvard.edu; for newsletter: fob@WORLDED.or Web:
http://hugse1.harvard.edu/~ncsall

NCSALL, pronounced "nick-saul," is a collaborative effort between the Harvard University Graduate School of Education and World Education. Funded by the U.S. Department of Education through the Office of Educational Research and Improvement (OERI), its mission is to help the field of adult basic education, including ESL, define a compre-hensive research agenda, then pursue basic and applied research; to build partnerships between researchers and practitioners; and to disseminate research and best practices to practitioners, scholars, and policy makers. Perhaps the most useful resource at NCSALL for adult ESL service providers is the quarterly newsletter *Focus on Basics*. This publication contains information about current research and what this research means to teachers in the adult ABE and ESL classroom.

National Institute for Literacy (NIFL)
800 Connecticut Avenue, N.W., Suite 200
Washington, DC 20202-7560
(202) 632-1500
(202) 632-1512 (fax)
E-mail for Esol Questions: ajohson@nifl.gov
Web: http//novel.nifl.gov

NIFL was created by the National Literacy Act of 1991. To learn who to contact in a certain region of the country for technical assistance and resources such as the appropriate state literacy resource center and the regional hubs, access NIFL's web page at http://novel.nifl.gov/ hubsmap.htm. NIFL manages an Internet-based information and communications system for the literacy field. Of print materials produced or distributed by NIFL, of particular interest to ESL practitioners is the **Talk Time Handbook**, written for ESL tutors, published by NIFL and available by calling the hotline number. It also sponsors NIFL-ESL, the electronic listserv, facilitated by staff at the National Clearinghouse for ESL Literacy Education (NCLE).

The Outreach and Technical Assistance Network (OTAN)
NIFL Regional IV Hub Literacy Network Project
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
(916) 228-2583
(916) 228-2676 (fax)
E-mail: support@otan.dni.us
Web: www.otan.dni.us/

OTAN is a California Department of Education, Adult Education Unit, funded project (under section 353) designed to provide technical assistance, communication linkage, and information to adult education providers, including ESL instructors. OTAN's strength is facilitating the educational use of software and other technology in the adult ABE and ESL classroom, especially in the state of California and in the region four hub area. (To find

out which hub serves your area in the country, contact NIFL at (202) 632-1500 or check out its web page at http://novel.nifl. gov.)

Staff Development Institute
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
(800) 488-1788
Web: http://www.otan.din.us/webfarm/sdi

Also housed at the Sacramento County Office of Education is the Staff Development Institute (SDI). SDI is also a California section 353 project funded under federal adult education moneys. This institute offers training and technical assistance to California teachers, administrators, and programs in ABE, ESL, ESL Citizenship, Family Literacy, and Instructional Technology.

U.S. Department of Education, Division of Adult Education and Literacy Clearinghouse, Office of Vocational and Adult Education
600 Independence Avenue, S.W.
Washington, DC 20202-7240
(202) 205-9996
(202) 205-8973 (fax)
E-mail: Tammy_Fortune@ed.gov
Web: http://www.ed.gov/offices/ovae

The Clearinghouse provides referral services and disseminates publica- tions of state and national significance and other reference materials on adult education and literacy-related activities. Resource publications include information on English as a second language, state literacy resource centers, family literacy, workplace literacy, teacher training, and staff development, working with volunteers, and the use of technology.

Non-profit Organizations

Comprehensive Adult Student Assessment System (CASAS)
8910 Clairmont Mesa Boulevard
San Diego, CA 92123
(619) 292-2900
(619) 292-2910 (fax)
E-mail.: casasstaff@otan.dni.us
Web: htthp://www.casas.org

CASAS is a nonprofit organization that provides learner-centered curriculum management, assessment, and evaluation systems to education, training, and workplace programs for the public and private sector. Its competencies have

been correlated to the SCANS competencies and foundation skills. Originating and based in California, the CASAS system is used in programs both in adult basic education (ABE) and ESL across the country. A variety of both standardized and alternative CASAS assessment instruments measure listening, speaking, reading, writing, math and higher order thinking skills in functional life skills and employability contexts. The CASAS Web page at www.casas.org provides information on CASAS resources and summaries of Promising Practices being implemented in ABE and ESL programs in California.

Illinois ESL Adult Education Service
Adult Learning Resource Center (ALRC)
1855 Mt. Prospect Road
Des Plaines, IL 60018
(847)-3535
(847) 803-3231 (fax)
E-mail: sbarauski@irc-desplaines.org
Web: http://www.irc-desplaines.org/ALRC1.htm

As part of the system of state learning resource centers, the ALRC provides a variety of adult ESL staff development activities for teachers and administrators in the Illinois area. In addition, the Center has a comprehensive selection of ESL resource materials and a software preview collection. A newsletter, *The Update*, is published two to three times a year and contains event information, book reviews, and teaching suggestions.

Laubach Literacy Action
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210
(315) 422-9121
(315) 422-6369 (fax)
Toll free (for information only) 1-888 LAUBACH
E-mail: info@laubach.org
Web: www.laubach.org

Laubach Literacy Action (LLA) is the United States program of Laubach Literacy International. Although originally established as a literacy organization for native speakers who·lack literacy skills, there are materials and workshops given to tutors of adults learning English as a second language.

Literacy Assistance Center, Inc. (LAC)
84 William Street, 14th Floor
New York, NY 10038
(212) 803-3300
(212) 785-3685 (fax)
E-mail: lacnyc@aol.com
Web: www.lacnyc.org

The LAC is a good resource for those in the New York area. It is a technical assistance agency that maintains a lending library of instructional materials and professional books related to adult basic education and ESL programs. It also has an extensive lending library and clearinghouse: the Dan Rabideau Clearinghouse. The clearinghouse contains videos, instructional software, and professional textbooks and journals. Workshop handouts and selected teacher-made instructional materials are also available at the clearinghouse. Finally, LAC publishes a monthly journal for both ABE and ESL literacy practitioners called *Literacy Update*, available by subscription as well as on the web site.

Literacy Volunteers of America (LVA)
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000
(315) 445-8006 (fax)
1 (800) 582-8812 (to order a catalog only)
Web: http://www.lva.org

LVA is a national, nonprofit organization that combats illiteracy through a network of community volunteer literacy programs. These affiliates provide individualized student-centered instruction in both basic literacy and English as a second language for adults and teens. More than 110,000 tutors and students are involved in 420 programs located in 44 states. LVA publishes an extensive catalog of commercial materials for adult ESL Literacy instruction.

The Spring Institute for International Studies

1600 Stout Street, Suite 1550	Spring Institute Boulder ELT Office
Denver, CO 80202	25 Barcelona Drive
(303) 571-5008	Boulder, Colorado 80303
(303) 571-5102 (fax)	(303) 494-6833
E-mail: springinst@earthlink.net	(303) 494-3012 (fax)
	E-mail: sbrod@csn.net

This Institute offers a variety of programs including pre-employment services to refugees and immigrants, ESL for refugees, a business communication program for international business people, culture diversity training, and training for ESL teachers. Spring uses a competency-based

approach. At the Boulder Office (see above for phone numbers), Spring Institute staff coordinate the Office of Refugee Resettlement funded English Language Training (ELT) project, which provides technical assistance to practitioners working with adult refugees learning English.

Teachers of English to Speakers of Other Languages (TESOL), Inc.
1600 Cameron Street, #300
Alexandria, VA 22314
(703) 836-0774
(703) 836-7864 (fax)
E-mail: tesol@tesol.edu
Web: http://www/tesol.edu

TESOL is an international professional organization whose mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. TESOL publishes the *TESOL Quarterly* (a scholarly journal), *TESOL Matters* (a newsletter), and *TESOL Journal* (a practitioner-based journal). It also publishes a bimonthly *Placement Bulletin* for job seekers.

Electronic Forums (Listservs)

For those who have internet access, the electronic discussion groups where practitioners can discuss issues and exchange information about activities and resources can be very useful. Three such listservs are described below. Note: to participate in a listserv, one needs a computer, modem, and telecommunications software.

NIFL-ESL: This is an un-moderated list, facilitated by staff at the National Clearinghouse for ESL Literacy Education (NCLE). Discussion focuses on all issues -- classroom, research, or policy -- surrounding adult ESL instruction. To participate in NIFL-ESL, subscribe to it by sending an e-mail message to LISTPROC@NOVEL.NIFL.GOV with the following request in the body of the message:
     subscribe NIFL-ESL firstname lastname

NIFL-Workplace: This is an un-moderated list, facilitated by staff at the Institute for the Study of Adult Literacy at Penn State. Discussion focuses on policy and practice surrounding workplace instruction both for ABE and ESL learners. To participate in NIFL-workplace, subscribe to it by sending an e-mail message to LISTPROC@NOVEL.NIFL.GOV with the following request in the body of the message:
     subscribe NIFL-workplace firstname lastname

TESLIT-L: This listserv is part of the TESL-L electronic discussion forum for teachers of English as a second or foreign language. If you wish to join the TESLIT-L, you must first join TESL-L. To do this, send a message to LISTSERV@CUNYVM.CUNY.EDU in the message section type:

sub tesl-l firstname lastname

You will receive confirmation (probably within minutes, electronically!) of your subscription to TESL-L. That message will give you information on subscribing to some of the more focused branches, including TESLIT-L, which concentrates on adult ESL and Literacy issues. You can elect to receive only TESLIT-L messages, and cut back on the larger mail volume from TESL-L, if you wish.

Web Sites

Dave's ESL Cafe (a WEB site only)
Web: http://www.pacificnet.net/~sperling/eslcafe.html

Dave's ESL cafe is a website for ESL/EFL students and teachers of all levels from around the world. It includes such resources as a bookstore; chat room; idea page (where readers talk about what works in their classes); an idiom page; job center for both job seekers and those looking to hire teachers; a phrasal verb page; a quiz center where teachers and students can test themselves on such topics as knowledge of U.S. culture, world culture, and punctuation; and a way for teachers and students to link up electronically to speak directly with one another.

Linguistic Funland TESL (Web page only)
Web:http://www.linguistic-funland.com/tesl.html

Like **Dave's Cafe**, this website for students and teachers of EFL and ESL provides teaching tips, sample activities, job listings, general advice, and links to other sites of interest to the adult ESL instructor or would-be instructor.

Newsletter

Hands-on English
P.O. Box 256
Crete, NE 68333
1-800-375-4263
(402) 826-3997 (fax)
E-mail: hoe@navix.net

Hands-on English is a 16-page newsletter mailed six times a year. Written by teachers for teachers, it's full of practical teaching ideas, hints & tips, and photo-copyable activities for the adult ESL classroom.

Elderly Refugees and Language Learning

By Allene Guss Grognet
Center for Applied Linguistics

Refugees coming to the U.S. from Southeast Asia, Europe, Africa, and the Middle East range from highly educated, multilingual former cabinet ministers to non-literate hilltribe people who practiced "slash and burn" agriculture. While the range of peoples is great, the singular event of fleeing from one's homeland with only the clothes on one's back, and moving halfway around the world to a country with a strange language and culture, is traumatic for refugees of any age. For elderly refugees it has been particularly difficult. At a time in their lives when they should be looking forward to respect and reverence, they find themselves transplanted in a culture which is focused on youth. They have lost their homes, probably many of their family members, and most of all, their honored status.

Refugees have many adjustments to make, among them a new language, new culture, and new expectations. Americans expect to work until they are about 65; Southeast Asians are more likely to consider their early fifties rather than their mid-sixties as the beginning of "old age", and refugees from Africa expect to work until they die or are too feeble. It is not expected that one would start learning new things in the elder years, but that is exactly what most refugees have to do.

What We Know About Language Learning and Age

There is no research evidence which suggests that older adults cannot succeed in learning another language. Older adults who remain healthy do not show a decline in their ability to learn. Then why does it seem easier for pre-pubescent children to acquire a language and to speak it without an accent? Researchers are not sure why this phenomenon occurs. One theory claims it is connected with cerebral elasticity. Another theory attributes it to developmental differences in the brain pre- and post-puberty; while another theory highlights the changes in self-perception and willingness to change one's identity that come with adolescence. Whatever the reason, more deliberate effort needs to go into language learning by adults than by children.

There are important aspects, though, where adults may have superior language learning capabilities. Researchers have shown that neural cells responsible for higher order linguistic processes, such as understanding semantic relationships and grammatical sensitivity, develop with age. In the areas of vocabulary and language structure, adults are better language learners than children. While children may be better at mimicry, older learners are more able to make higher order associations and generalizations, and can integrate new language inputs into already substantial learning and experiences. This is particularly true of adults with some formal education, who are used to framing new learning in terms of old learning. Instructional programs which capitalize on these strengths can succeed with older refugees.

Factors that Can Affect Language Learning

Physical health is an important factor in learning at any age, and chronic disease may affect the ability of the elderly refugee to learn. Many have had little or no "professional" medical care throughout their lives, and suffer the residual effects of illnesses that went untreated. This may affect physical mobility, or the converse, the ability to sit for long periods of time. Like other elderly adults, refugees may be affected by hearing loss and vision problems. Their ability to understand oral English, especially in the presence of

background noise, may be affected, and they may have difficulty deciphering written English displayed in small type, especially if their native language does not use a Roman alphabet.

The changes that have occurred in diet and climate sometimes affect refugees physically, and are most often seen in elderly refugees who have been in the U.S. three years or less. Finally, short term memory loss which often occurs with aging can adversely affect the older refugee's success.

Mental health is probably the single most decisive factor in refugee language learning. Depression is very common in general in old age, and for refugees it is often somaticized in such forms as loss of appetite, short attention span, nightmares, and inability to sleep. It is not surprising that refugee elders are depressed. They may have experienced war, disorder, uprooting, and in some cases the horrors of torture, rape, and the bloody death of loved ones. Refugees' depression does not permit them to concentrate well, thus reinforcing the cycle of not being able to speak English and deal with the demands of everyday life.

Social identity, or self re-creation, is also an important factor. A learner's ability to communicate successfully in some situations, and not in others, is mediated by the relationship of power between speakers. For instance, an educated man working in a fast food restaurant seemed more motivated by the need to support his family than by his identity as a language learner. Yet when told to clean up by teenaged co-workers, even though the teens had nothing to do, he ventured forth into English, positioning himself as a father. This gave him the power to get more equitable treatment in the conversation. But his inability to speak English well enough to talk on the telephone, or shop, gave him a sense of ambivalence, and a feeling that he had lost his traditional role as the purveyor of values.

Cultural expectations, such as the role and place of the teacher, or how a language should be taught, also impinge on learning. Cultural beliefs, values, and patterns of a lifetime are not easily changed, even though new circumstances and surroundings may not support old ways. This cultural capital must be invested in new ways in order to obtain material goods, and to gain communicative competence as a speaker of a new language.

Attitude and motivation are key factors in any learning, but especially in language learning. The greatest obstacle to older adults learning a language is the doubt in the mind of the learner that older adults can learn a language. Unfortunately, this doubt is often shared by the language teacher as well. Another barrier is the fact that there is often no perceived need for older adults to learn English. Children, and especially grandchildren, become the negotiators in the new country. Though there may be loss of status in letting younger family members become one's voice, this is often preferable to attempting a learning task which is perceived as hopeless. Many refugee adults are reluctant to take the risks needed in language learning.

Successful Strategies with the Older Language Learner

Teachers can encourage the older language learner by:

1. eliminating affective barriers;
2. incorporating adult learning strategies into their teaching;
3. making the learning situation and the learning materials relevant to the needs and desires of older refugees; and
4. tapping into the goals of the refugee community.

A discussion of these four strategies follows.

Eliminating affective barriers means first and foremost belief on the part of the teacher that older adult learners are not necessarily poor learners. This is key to reducing anxiety and building self-confidence in the learner. In mixed classes, where older language learners are mingled with younger ones, teachers need to arrange the class so that older learners get to speak on a topic in which they are interested and

have knowledge. Teachers need to emphasize the positive, focus on the progress learners are making, and provide opportunities for them to be successful. Students must feel that they have learned something and participated every time they leave a classroom. Such successes can then be reinforced with more of the same.

Taking adult learning theory seriously can help build successes. Adult learning theory assumes that learning situations take into account the experiences of the learner, and provides the opportunity for new learning to be related to previous experiences. It also assumes that for the older adult, readiness to learn is decreasingly the product of biological development or academic pressure, and increasingly the product of the developmental tasks required in work and/or social roles. For the older refugee learner, the key here is developmental social roles. Finally, adult learning theory assumes that children have more of a subject-centered orientation to learning, whereas adults tend to have a problem-centered orientation to learning. This means that language learning should focus on problem solving strategies, whether that be using the telephone, sewing, shopping, or negotiating on the job.

By making the learning environment, the curriculum, and the teaching materials relevant to the refugee adult, what is taught is based on what older learners want and need to learn. Needs analyses of the target populations in a given community should be carried out, and of course, adult learners should be consulted about what they want to learn. For older refugee adults particularly, the learning situation needs to be viewed not only in terms of teaching a language, but in terms of the fulfillment of cultural and social needs as well.

The high drop-out rate of older refugees enrolled in many traditional adult education classes attests to the fact that older adults are not willing to tolerate what to them is boring or irrelevant content, or lessons that stress the learning of grammar rules out of context. When grammar and vocabulary are embedded in the situations refugees will encounter, they not only come to class, but they seem more willing to risk using their new language outside of the classroom. Refugees understand that they are learning English for the specific purposes they deem important, and they take it as a sign of respect when teachers acknowledge those purposes.

It is important that the learning environment acknowledge age. Presentation of new material should have both listening and viewing components to compensate for auditory or visual impairments, and there should be good lighting and the elimination of as much outside noise as possible. Activities which follow presentation should provide opportunities for learners to work together, focusing on understanding rather than producing language. On the other hand, class activities which include large amounts of oral repetition or fast-paced drills, extensive pronunciation correction, or competitive exercises will inhibit the older refugee's active participation.

Methodology should also acknowledge age. Learning strategies that rely more on long-term memory rather than short-term memory, ones that integrate new concepts and materials with already existing cognitive structures, tend to be best for older learners. Spiraling material is of great help with short-term memory, but learning by rote, which also relies on short-term memory, may not be successful even though many adult refugees believe that rote learning is the method of choice. Conversely, while many Africans and Asians may be reluctant to "role play", they may find that putting new words to familiar situations can be a satisfying experience. Lastly, learning entirely new concepts, such as those demanded by a computer or facts associated with citizenship training, may be beyond the capabilities of elderly refugees. A balance needs to be struck between the teacher's beliefs, the older refugee's beliefs, and what we know about the effect of learning on both long term and short term memory.

Language teachers also need to encourage older learners to rely on those learning strategies which have served them well in other contexts. By allowing different approaches to the learning task inside the classroom, teachers can help students discover how they learn best. A visual learner may need to write things down, even though the teacher might prefer that students concentrate on listening. Non-literate refugees might rely on auditory and memory cues, even though teachers tell them to write in their notebooks. By paying attention to learning channels, be they auditory,

visual, kinesthetic or tactile, teachers will reduce frustration and help older learners to be comfortable in the learning situation.

Finally, by tapping into the goals of the refugee community, an essential bond is formed between the teacher and the older refugee. Language learning goals for older adults must mesh not only with individual goals, but with familial and community aspirations as well. For instance, refugee elders need to share and pass on their values, cultural practices, and religion to younger refugees. Older women need to pass on recipes and sewing techniques to younger women. And older men need to pass on the values and virtues of their culture, even though they may not be able to pass on their trades. The refugee community is very concerned with cultural preservation, and that is traditionally the job of the older generation, no matter where the refugees come from. Teachers might use these concerns to create language learning situations.

Glimpses of Some Success Stories

Language learning programs specifically for elderly refugees have been sparse. Those that incorporate more than just language learning seem to be the most successful. In Philadelphia, Project LEIF (Learning English Through Intergenerational Friendship) utilized college-age tutors to teach and learn from older Hmong refugees. Tutoring takes place in a community learning center as well as in the students' homes. In California, older Vietnamese refugees learned English as part of a training program for baby-sitters and day-care workers. These learners are now not afraid to answer the telephone or to initiate emergency calls. In the Washington, D.C. area, illiterate elderly Cambodian women learned English around a stove, a kitchen table, and a sewing machine. Among their new skills is the ability to write their names and addresses, and to recognize warning signs on household products. In New York, older Russian refugees learned English through music and science. Their new skills include the ability to explain and demonstrate to non-Russian speakers what they did in Russia. And in Florida, videos of community activities helped older refugees access community services.

Continuing Needs

A hopeful sign for more older language learner projects is the beginning of a dialog between the aging and refugee service organizations. There is much the two fields can learn from each other. Sharing what works is a first step, and developing effective demonstration projects which can then be adapted and replicated is another.

The identification and use of anti-depressive drugs is yet another step. Most refugees tend to shy away from the traditional "talking" approach of American psychotherapy. With medical research into depression for the elderly in general, the refugee has a choice which may be appealing to him. Modern seratonin uptake inhibiting drugs such as Prozac, Zoloft, or Paxil may help refugees in alleviating the depression, and giving them the energy and outlook that could be used for other things, such as language learning. However, these drugs have to be monitored, and refugees may be reluctant to go to a physician when there seems little reason to do so.

The situation is not as hopeful in the case of research into language learning for the older adult. Few studies have been conducted which investigate the specific characteristics of the older adult language learner. Research into the interaction of memory and age in language learning, as well as into identification of social identity and attitudinal characteristics, are also needed. We as teachers need to work on learning and teaching strategies for older adults and to identify appropriate motivational techniques. Such research would benefit not only the refugee elderly, but the American population in general, as the U.S. becomes a nation with a larger population of older adults.

ERIC Digest

Growing Old in America: Learning English Literacy in the Later Years

by Gail Weinstein-Shr
San Francisco State University

Since the end of World War II, the United States has provided haven for nearly two million refugees who were involuntarily displaced from their homelands. In addition, during the last several decades, over one million legal immigrants have arrived voluntarily and begun new lives here. We do not know how many undocumented refugees have also found their way into the United States. Although the proportion of elderly may be small among these newcomers, immigrants and refugees play an increasing role in the "graying of America," as uprooted adults age in their new homeland. This digest argues that it is both feasible and appropriate to provide language and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners, or "elders." Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted.

Literacy and the Older Learner: Definitions

One difficulty in addressing the needs of older speakers of non-English languages is the widespread variation in how the notion of "older" is defined in research literature, in laws that affect older adults in America, and in communities in which they are members. The most common definitions are based on chronological age, which may vary from 40 to 65 years old. Another way to define older is by status. Individuals may be categorized as older workers on the basis of their status as midlife career changers, retirees returning to the labor force, displaced workers, or homemakers (Imel, 1991). In many communities, the status of elder is acquired through achievements and life roles, such as becoming a grandparent (Weinstein-Shr, 1988).

A second difficulty is the definition of literacy itself. Even as national measures of literacy become more functional and competency based, newer measures do not take native language literacy into account (Wiley, 1991). With few exceptions (e.g., the National Chicano Survey, cited in Wiley, 1991), current assessment tools used on a national level provide no way to distinguish between a Cambodian Khmai peasant farmer who has never held a pencil and a Russian engineer with a Ph.D. who has not yet learned the Roman alphabet.

No matter how age is reckoned or how literacy is measured, both the number and proportion of nonnative English speakers aging in America are growing rapidly. By any measure, this group has very few literacy resources available to them for managing the changes associated with growing old in an English-speaking setting.

Resources and Needs of Uprooted Elders

Refugees who make it to the United States are here because they are survivors. Escape stories provide testimony to the wits and fortitude of those who have come. These newcomers often show an amazing ability to draw on external resources, such as family and kin networks, while also possessing strong inner resources, including resilience in the face of enormous change. Those who migrate voluntarily often have material resources as well with which to tackle their adjustment to resettlement.

While some of the difficulties faced by elderly immigrants in the United States are similar to those experienced by all older Americans, many are peculiar to their special position of growing old in a foreign culture. Uprooted elders are in multiple jeopardy—they are, for the most part, poor, members of a minority culture, and non-English speaking. Demographic studies also indicate that the majority of this group are women (Special Committee on Aging, 1991), who often lack information or strategies for tapping available community services. When family and extended kin or social networks are not strong, lack of English proficiency can interfere with problem solving in almost all areas of elders' lives.

A second set of issues has to do with changing intergenerational roles in a new society. Erosion of traditional roles for elders has been documented among immigrant groups in the United States. As the contributions and assistance that elders can offer the family diminish, the elderly are put in an unfavorable position, with little to offer family and community. In addition, while native language loss among immigrant families was once a three-generational process, growing numbers of families are experiencing difficulty keeping a language of communication between two generations (Wong-Fillmore, 1991). As grandparents, parents, and children lose a shared language of communication, cultural transmission is interrupted, with negative consequences for members of each generation (McKay & Weinstein-Shr, 1993).

For language and literacy programs to be effective, they must build on the resources that elders bring. They must also provide language and literacy instruction that takes into account the special needs of elders in managing daily life and negotiating changing roles and relationships in their families and communities.

Factors that Affect Elders' Learning: Myths and Realities

While folk theories suggest that elders cannot learn languages or literacy, there is a growing body of research that indicates that adults may learn languages more quickly in the early stages than children, due in part to adults' more highly developed cognitive strategies for processing new information (Krashen, Long, & Scarcella, 1979). Furthermore, if older people remain healthy, their intellectual abilities and skills do not decline (Oxford, 1985). There is no reason to believe that elders are not able to learn a new language or to become literate, except when negative attitudes of educators, family members, or the elders themselves interfere with their making the attempt. There are, however, considerations that will affect the degree to which language and literacy instruction for elders is effective.

Physical factors. Because of decline in visual and hearing abilities for some learners, it is important to create a comfortable learning environment that compensates for these impairments. This may involve using educational materials with large print, using well lighted space, and eliminating background noise.

Cognitive factors. Older adults have strategies for learning that they have been using for more than half a century. For this reason, it is important to observe how they learn best, to be flexible in teaching approach, and to draw on their life experiences.

Social factors. Older adults may be uncomfortable in mixed-generational classes where the needs and pace of other learners do not match their own. In addition, elders may be motivated primarily by the desire to break their social isolation and to spend time with peers engaged in the positive endeavor of lifelong learning.

Other motivational factors. Since older adults rarely need certification or degrees, programs must directly address their other needs. Some specific motivations for learning language and literacy that have been identified in the research literature include retraining for work (Imel, 1991), gaining access to information or services, interacting more fully with English speakers in their communities, and communicating more effectively with children and grandchildren who no longer use the language of their country of origin (Weinstein-Shr & Quintero, in press). In addition to instrumental motivations, learners may also have expressive motivations such as writing stories or poetry for their own sake.

Promising Programs and Practices for Older Adults

The first feature of effective programs for older learners of English is that the program design involves collaboration among specialists who bring different strengths to the endeavor. Gerontologists, ESL and literacy professionals, adult educators, and ethnic organizations serving the communities from which elders come are among the potential partners in this important work.

One innovative model for collaboration at the national level is the Literacy Education for the Elderly Project (LEEP). LEEP was a systematic effort by the National Council on Aging to link volunteer literacy programs with senior centers throughout the country. This project entailed the development of experimental programs in sites throughout the United States and resulted in a program development manual, a curriculum handbook, and a resource guide for providing literacy services to elders (Jacobs, 1986).

Another model for collaboration is exemplified by Project LEIF, Learning English through Intergenerational Friendship. This intergenerational tutoring program in Philadelphia links college-age tutors with refugee elders through a coalition of Southeast Asian Mutual Assistance Associations (MAAs) and Temple University's intergenerational and ESL programs (Weinstein-Shr, 1988). The leaders of each MAA identify elders who want to learn English, articulate their most pressing concerns, and suggest sites for learning centers that will be familiar and comfortable for the elders. The university provides ESL tutor recruitment, training, and ongoing in-service support. Bilingual assistants provide cultural information to tutors and explain program objectives to participating elders.

A second feature of effective programs is that the curriculum draws on learner strengths and honors their goals for learning English and literacy. This requires learning about the role of language and literacy in the everyday lives of uprooted adults. This can be done with the assistance of community leaders and with input from learners themselves. Depending on the needs articulated by learners, programs may have any number of foci, such as practical

problems of everyday living (e.g., reading medicine labels, comparison shopping) or leisure activities (e.g., conversation, reading stories or news articles). Other programs may focus on expressive aspects of language and literacy—reading the stories of other immigrants, writing poetry, using literacy to celebrate or lament the human condition (Kazemek & Rigg, 1985), or developing oral histories in which elders are helped to document their own life stories in the language that their grandchildren will understand. Programs that are most effective in meeting learner needs assess and reassess learner interests, experiment with a variety of materials and activities, and adjust curriculum as participants' needs and goals evolve.

Finally, the instructional approach takes into account the special needs and resources of elders. The most effective language and literacy teachers are often those who see themselves not only as teachers of language but also as learners about life. An interest on the part of language and literacy teachers in the experiences of elders, and a genuine belief in the wisdom of their years, creates the potential for respectful exchange and mutual learning.

Effective language and literacy programs benefit elders by helping them to manage as they age in a new setting. They also benefit young immigrants and refugees by creating channels for them to maintain connections to their past. But this work ultimately benefits all of us, by tapping the wisdom and cultural resources of elders and by signaling our commitment to a just and humane society in which we will all, barring disaster, inevitably grow old.

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WHAT WORK REQUIRES OF SCHOOLS

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A SCANS REPORT FOR AMERICA 2000

EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

This report results from our discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels we established to examine all manner of jobs from manufacturing to government employment. We also commissioned researchers to conduct lengthy interviews with workers in a wide range of jobs.

The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

Two conditions that arose in the last quarter of the 20th Century have changed the terms for our young people's entry into the world of work: the globalization of commerce and industry and the explosive growth of technology on the job.

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These developments have barely been reflected in how we prepare young people for work or in how many of our workplaces are organized. Schools need to do a better job and so do employers. Students and workers must work smarter. Unless they do, neither our schools, our students, nor our businesses can prosper.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies (See insert below.) and a three-part foundation of skills and personal qualities (See pages 4 and 5.) that lie at the heart of job-performance. These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foun-

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FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. *Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently

D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team*—contributes to group effort

B. *Teaches Others New Skills*

C. *Serves Clients/Customers*—works to satisfy customers' expectations

D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity*—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them

B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions

C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task*—Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies

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dation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

We believe, after examining the findings of cognitive science, that the most effective way of learning skills is "in context," 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 five SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. And they lie behind every product and service offered on today's market.

The competencies differ from a person's technical knowledge. For example, both accountants and engineers manage resources, information,

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A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading*—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing*—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. *Arithmetic/Mathematics*—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. *Listening*—receives, attends to, interprets, and responds to verbal messages and other cues

E. *Speaking*—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*—generates new ideas

B. *Decision Making*—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving*—recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye*—organizes, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn*—uses efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning*—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment

B. *Self-Esteem*—believes in own self-worth and maintains a positive view of self

C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*—chooses ethical courses of action

systems, and technology. They require competence in these areas even though building a bridge has little to do with balancing a set of books. But in each profession, the competencies are at least as important as technical expertise. The members of the Commission believe these competencies are applicable from the shop floor to the executive suite. In the broadest sense, the competencies represent the attributes that today's high-performance employer seeks in tomorrow's employee.

To describe how this know-how is used on the job, our report provides a series of five scenarios that portray work requirements in the context of the real world. The scenarios show that work involves a complex interplay among the five competencies we have identified and the three elements of the foundation—the **basic skills**, higher order **thinking skills**, and diligent application of **personal qualities**.

The scenarios make clear that tomorrow's career ladders require even the basic skills—the old 3 Rs—to take on a new meaning. First, all employees will have to **read** well enough to understand and interpret diagrams, directories, correspondence, manuals, records, charts, graphs, tables, and specifications. Without the ability to read a diverse set of materials, workers cannot locate the descriptive and quantitative information needed to make decisions or to recommend courses of action. What do these reading requirements mean on the job? They might involve:

- interpreting blueprints and materials catalogues;
- dealing with letters and written policy on complaints;
- reading patients' medical records and medication instructions; and
- reading the text of technical manuals from equipment vendors.

At the same time, most jobs will call for **writing skills** to prepare correspondence, instructions, charts, graphs, and proposals, in order to make requests, explain, illustrate, and convince. On the job this might require:

- writing memoranda to justify resources or explain plans;
- preparing instructions for operating simple machines;
- developing a narrative to explain graphs or tables; and
- drafting suggested modifications in company procedures.

Mathematics and **computational skills** will also be essential. Virtually all employees will be required to maintain records, estimate results, use spreadsheets, or apply statistical process controls as they negotiate, identify trends, or suggest new courses of action. Most of us will not leave our mathematics behind us in school. Instead, we will find ourselves using it on the job, for example, to:

- reconcile differences between inventory and financial records;
- estimate discounts on the spot while negotiating sales;
- use spreadsheet programs to monitor expenditures;
- employ statistical process control procedures to check quality; and
- project resource needs over the next planning period.

Finally, very few of us will work totally by ourselves. More and more, work involves listening carefully to clients and co-workers and clearly articulating one's own point of view. Today's worker has to **listen** and **speak** well enough to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, describe complex systems and procedures, probe for hidden meanings, teach others, and solve problems. On the job, these skills may translate readily into:

- training new workers or explaining new schedules to a work team;

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- describing plans to supervisors or clients;
- questioning customers to diagnose malfunctions; and
- answering questions from customers about post-sales service.

SCANS estimates that less than half of all young adults have achieved these reading and writing minimums; even fewer can handle the mathematics; and, schools today only indirectly address listening and speaking skills.

Defining the minimum levels of proficiency in the SCANS competencies is also a crucial part of the Commission's task. It requires judgments about the learning possible in yet-to-be designed schools. It also requires imagining what the workplaces of the year 2000 could and should look like.

Our work on these required levels of proficiency is not complete. We have examined less than a third of the jobs we intend to research. We also wish to hear what others think of our initial efforts. The insert on page 9 is illustrative of our initial estimates of work-ready levels of proficiency in the five competencies. Proficiency in each competency requires proficiency in the foundation. The contexts displayed come from more extensive scenarios contained in our report. The point we wish to make is that young people leaving school should have both a sufficient foundation and level of understanding of the competencies to exhibit performances like those illustrated.

The minimums we propose will define what makes a young person ready for work at entry levels on career ladders. They represent neither the first nor last step in a process of life-long learning. Instead, the minimums will be a second step in a progression of skills acquisition. For example, consider scheduling time, part of the SCANS **resources** competency. A young student (at the preparatory stage) might be expected

KNOW-HOW:
WORK-READY LEVEL OF PROFICIENCY

Competence	Example of Level
Resources	Develop cost estimates and write proposals to justify the expense of replacing kitchen equipment. Develop schedule for equipment delivery to avoid closing restaurant. Read construction blueprints and manufacturers' installation requirements to place and install equipment in the kitchen.*
Interpersonal	Participate in team training and problem-solving session with multicultural staff of waiters and waitresses. Focus on upcoming Saturday night when local club has reserved restaurant after midnight for party. Three people cannot work and team has to address the staffing problem and prepare for handling possible complaints about prices, food quality, or service.*
Information	Analyze statistical control charts to monitor error rate. Develop, with other team members, a way to bring performance in production line up to that of best practice in competing plants.**
Systems	As part of information analysis above, analyze painting system and suggest how improvements can be made to minimize system downtime and improve paint finish.**
Technology	Evaluate three new paint spray guns from the point of view of costs, health and safety, and speed. Vendors describe performance with charts and written specifications. Call vendors' representatives to clarify claims and seek the names of others using their equipment. Call and interview references before preparing a report on the spray guns and making a presentation to management.**

*Competence as demonstrated in a service sector application.
**Competence as demonstrated in a manufacturing sector application.

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to make a schedule for him or herself. Being *work-ready* would require making a schedule for others. At the extreme, a specialist might develop schedules for an airline. (See insert below.)

PROGRESS IN ACQUIRING SKILLS

Proficiency Level	Performance Benchmark
Preparatory	Scheduling oneself
Work-Ready	Scheduling small work team
Intermediate	Scheduling a production line or substantial construction project
Advanced	Developing roll-out schedule for new product or production plant
Specialist	Develop algorithm for scheduling airline

In September 1989 President Bush and the nation's governors agreed to six national goals in education to be achieved by the year 2000. By April 1991 a four-part strategy to attain these six goals was announced by President Bush and Secretary of Education Lamar Alexander. This report of the Secretary of Labor's Commission on Achieving Necessary Skills speaks directly to those goals and to that strategy. It defines what our young people must know and be able to do in order to hold a decent job and earn a decent living.

Our work pertains directly to National Goals #3 and #5 which state:

Goal #3   American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and *productive employment in our modern economy.* (emphasis added)

Goal #5   Every adult American will be literate and will *possess the knowledge and skills necessary to compete in a global economy* and exercise the rights and responsibilities of citizenship. (emphasis added)

Our report is intended to contribute to all four parts of the strategy put forth by President Bush in AMERICA 2000 as shown below.

EXCERPTS FROM AMERICA 2000's FOUR-PART STRATEGY[1]

Part 1.
"For Today's Students: Better and More Accountable Schools—World Class Standards:.....These standards will incorporate both knowledge and skills, to ensure that, when they leave school, young Americans are prepared for further study and the work force."

Part 2.
"For Tomorrow's Students: A New Generation of American Schools. New American Schools: help communities create schools that will reach the national education goals, including World Class Standards."

Part 3.
"For the Rest of Us (Yesterday's Students/Today's Work Force): A Nation of Students—Private-Sector Skills and Standards: Business and labor will be asked...to establish job-related skill standards, built around core proficiencies...."

Part 4.
"Communities Where Learning Can Happen." AMERICA 2000 Communities. The president is challenging every city, town, and neighborhood...to adopt the six national education goals...[and] develop a report card for measuring progress."

[1] The White House, April 18, 1991.

Workforce know-how will be part of the new World Class Standards. However, defining competencies and a foundation is not enough. Schools must teach them. Students must learn them. And, they should be assessed as part of the AMERICA 2000 agenda. Our work on these issues will continue over the coming months. Among the concrete steps SCANS will take in the future are efforts to:

- examine how to create an assessment system that helps students understand what they have to learn and certifies that they have mastered the competencies so that employers and colleges will honor their record of high school performance;

- consider the implications of the SCANS findings for curriculum development, school organization, teacher training, and instructional materials and technology; and

- help the Administration establish the public-private partnership called for in the education strategy, "AMERICA 2000."

The President of the United States has encouraged all of us to become revolutionaries in the cause of education. For over 200 years Americans have worked to make education part of their national vision, indispensable to democracy and to individual freedom. For at least the last 40 years, we have worked to further the ideal of equity—for minority Americans, for the disabled, and for immigrants. With that work still incomplete, we are called to still another revolution—to create an entire people trained to think and equipped with the know-how to make their knowledge productive.

This new revolution is no less exciting or challenging than those we have already completed. Nor is its outcome more certain. All that is certain is that we must begin.

June, 1991

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