

**Rigor, Relevance & Respect for All**

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# CCR SKILLS BUILDER

## Handbook for the



Jayme Adelson-Goldstein

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**THIS HANDBOOK CONTAINS MATERIALS FROM BOTH OXFORD PICTURE DICTIONARY**

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## Rigor and a picture dictionary? Really?

That's a great question. And with it, you've just demonstrated one of the key strategies all good readers employ—questioning the text (and, by extension, the author). I'm not surprised at the question. In fact, I'm delighted to be able to respond: *"Increasing our learners' ability to read and listen closely in English, to question what they see, hear, and read, and to express their higher-level thinking should be as much a part of instruction in beginning-level classes as it is in intermediate or advanced level classes. And what better place to start, than with pictures and vocabulary relevant to the adult learner?"*



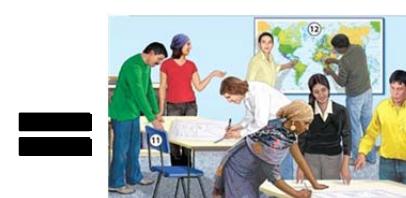
Whether they enter our programs with years of prior education or little to no education, our learners come to class with life experiences, ideas, questions, and goals they want to express. It's our job to provide them with the means for that expression while laying the foundation for their successful transition through our programs and into postsecondary or career training, civic engagement, and/or family sustaining jobs. To achieve any of these goals requires the ability to navigate complex text and its academic language (Pimentel, 2013) and demonstrate problem solving and critical thinking skills (Parrish, 2016). Combining level-appropriate, rigorous, direct and explicit instruction with scaffolded tasks, we can help our beginning learners develop strategies to tackle text complexity and give them access to the academic or professional language that allows them to express their higher-level thinking. In other words, all our learners can develop the college and career readiness (CCR) skills that will pave the way for them to achieve their personal and professional goals.



**Level-appropriate,  
direct & explicit instruction**



**Scaffolded tasks**



**Autonomous use of academic  
language to demonstrate  
critical thinking**

Did you catch the terms *level-appropriate* and *scaffolded*? That's where the **OPD** enters into the equation. With its visual depictions of workplace, community, and academic topics accompanied by essential, academic, and workplace vocabulary, the **OPD** can provide the basis for direct instruction in CCR skills from the first day of class. Using the prompts, questions and tasks on the **OPD** topic pages, learners categorize, analyze, and evaluate information relevant to their goals and interests. The **OPD** illustrations and story page texts provide scaffolded practice with the first steps in close reading, text dependent questions, and writing tasks.

These days we, alongside our learners, are experiencing the rigor of a complex century. It is my hope that as you peruse the ideas and materials in this *Handbook* and the tips, templates, and resources of the *Appendices*, you will find the support you need to foster a classroom culture of rigor, relevance, and respect.

I wish you and your learners every success, with many lighthearted moments along the way!

## The Role of Rigor in Adult English Language Instruction

*"The rapid pace of social and technological change in the early 21st century leaves many adults scrambling to meet the complexities that characterize their daily lives." (Dzubinski et. al., 2016)*

Today's workplaces, health care facilities, community services, and postsecondary classrooms are complex systems that present language challenges to the native and non-native English speaker alike. Complex text and academic language appear across contexts...

...from a third grader's report card:

Danny has made great strides with his analysis and synthesis of text during reading and has improved his comprehension of informational materials as a result.

Excerpted from a third grader's California Public School report card, 2015

...to a CNA textbook:



### Safety

Some conditions can be prevented with proper care. Medicare pays a lower rate for such conditions if they are acquired during a hospital stay. Pressure ulcers (Chapter 34) and certain types of falls, trauma, and infections are examples. You must assist the nursing and health teams...

Sample of language from the 8<sup>th</sup> Edition of Mosby's Certified Nursing Assistant Textbook (2012)

...from a workplace training manual:

### JANITORIAL PROCEDURES

Depending on the facility you are servicing, each task may or may not be done in conjunction with other tasks; however, the tasks will always be done in the order depicted. The person conducting your training will determine the order in...

...to a community center's registration form:

### Community Center Waiver

In participating in Recreation Programs, sponsored by [this city], I hereby acknowledge that I understand that there are risks of accidents resulting in bodily harm to me arising out of those activities. I understand that in case of emergency, accident or illness, I give my permission to be treated by a professional medical person and admitted to a hospital if necessary. I agree to be the party responsible for all medical expenses which are incurred in my behalf. It is understood and agreed that the City, its Mayor, City Council, Boards, employees, volunteers and agents shall be held harmless against all claims, damages, loss...

As of 2018, postsecondary education will be a necessity for nearly two thirds of the jobs in the U.S. (Carnavale, Smith, & Strohl, 2010). This means that for learners to advance in their professional goals, they need to be able to recognize and produce a range of domain-specific, sub-technical, and academic vocabulary in print, lectures, and media; navigate the spreadsheets, charts and graphs that are ubiquitous inside and outside the classroom; and demonstrate comprehension of information delivered in a professional register, during face-to-face, online, and blended learning courses. And of course, they will also need to demonstrate the creative, flexible and critical

thinking so essential to 21st century problem solving.

In 2013 the Office of Career, Technical and Adult Education released *The College and Career Readiness Standards for Adult Education* (CCRS). These standards emphasize outcomes that parallel what employers and educators actually demand of prospective employees and students (Pimentel, 2013).

We know that the world beyond our classroom has opportunities for the postsecondary education and career training needed for jobs in growth industries with family-sustaining wages. There are opportunities for community and civic engagement as well as resources and solutions for parenting, childcare, and elder care issues. In order for our adult English learners to take advantage of these opportunities and move closer to their personal, academic, and career goals, they must acquire the strategies and skills for reading, writing, listening, and discussing materials written in an academic (aka professional) register and develop the language skills that will allow them to demonstrate their soft skills and critical thinking.

Unfortunately, there has been a gap between what our learners need to be able to do at the end of their English language studies and what they can do. English language learners are not alone in this predicament. A 2006 study by ACT found a four-year gap between the texts graduating high school seniors were expected to read and the texts they would be required to read in a freshman college course.

The 2013 Survey of Adult Skills conducted by Program for the International Assessment of Adult Competencies (PIAAC) interviewed 166,000 adults in 24 countries and found (not surprisingly) a correlation between individuals' literacy, numeracy, and digital skill levels and their income. The country report for the U.S. coming out of that study found that "larger proportions of adults in the United States than in other countries have poor literacy and numeracy skills, and the proportion of adults with poor skills in problem solving in technology-rich environments is slightly larger than the average, despite the relatively high educational attainment among adults in the United States." (Organization for Economic Cooperation and Development, 2012)

***"My goal is for my learners to meet theirs."***

*Participant in On-Ramps to Career Pathways Workshop, 2016*



# Rigor, Relevance, and Respect for All



Regular practice with complex text and its academic language



Reading, writing, and speaking grounded in evidence from text, both literary and informational



Building knowledge through content-rich informational text

THE THREE SHIFTS (INSTRUCTIONAL ADVANCES) IN THE CCRS FORELA

## The CCRS Shifts in Our Classes

The three shifts listed above and described in the College and Career Readiness Standards for Adult Education (Pimentel, 2013), encapsulate the more rigorous approach to instruction that will enable adult learners to meet the demands of 21<sup>st</sup> century communities, workplaces, and postsecondary settings. As our English learners engage with these shifts in instruction, they're likely to struggle quite a bit—but it's a **good** struggle. (Dweck, 2007)

When we create learning tasks that are rigorous enough to challenge learners, without frustrating them to the point of defeat, they're motivated to work hard. When we create a safe and supportive environment, we give learners permission to risk, fail and try again. When we scaffold instruction, breaking a task down step-by-step, providing models and strategies, using sentence frames, posting word lists and supplying reference materials, then our learners can tackle rigorous tasks and learn the processes that will help them meet similar challenges outside the classroom.

One way to balance our instruction is to evaluate the learning opportunities or tasks within our lessons and determine their level of rigor or challenge level. Heide Spruck Wrigley, the mind

behind Literacy Works International, has developed a scale that evaluates the challenge level for each element of a task, with an element getting a score of 5 for the highest level of rigor, and a 1 for a low level of rigor. For example, when looking at how a task is structured, we can rate it on a scale of highly structured – learners are provided with all the information and language needed to complete the task (1 – low rigor/challenge) – to minimally structured – learners are given a few prompts and have to rely on their own language resources and strategies to complete the task (5 – higher rigor/challenge).

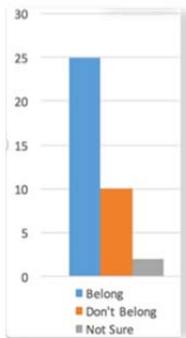
Similarly, we can analyze the vocabulary load of the task. The more sophisticated, academic, and technical terms required to complete the task, the higher the level of rigor. On the other hand, if the topic is very familiar to learners that tips the scale towards less rigorous. By adding up the points for the task element, we get a picture of its general level of rigor. For classes of low-literacy, newcomers and beginning-level learners, tasks with only one or two rigorous elements will be sufficiently challenging. The lower challenge elements of the task will support learners as they tackle the more challenging element(s).

This task from the **OPD** topic: *Public Safety* (p. 146) would provide sufficient challenge by asking newcomers or low-beginners to practice summarizing information using academic language and the (potentially) new term of “Neighborhood Watch.”

**Survey your class. Record the responses.**

1. Do you always lock your doors?
  2. Do you belong to a neighborhood watch?
- Report: 75% of us always lock our doors.

According to the survey data, 50 percent of us always lock our doors.



**Most of us** belong to a Neighborhood Watch.

When we infuse challenge into our instruction, we are not creating rigor for rigor’s sake—rather we are identifying the topics and tasks most relevant and meaningful for learners and insuring that we invest each learning opportunity with the level of challenge that matches what our learners will need to tackle outside our classroom. Of course, the first step in this process is helping our learners identify their interests, skills and goals. We can have learners complete

- self-assessment tools such as interest inventories (e.g. the O\*NET Interest Profiler at [My Next Move](#))
- needs assessment surveys (e.g. the needs assessment surveys in CAELA’s Guide for Adult Trainers)
- goal setting tasks (e.g. the National College Transitions Network Integrated Career Awareness goal setting tasks)

(The **OPD** can make a great preliminary self-assessment tool. Give learners sticky notes in different colors and have them mark pages in the **OPD** that are related to their interests and pages that relate to their long term goals.)

Conducting and processing these types of assessments in the first several weeks of a course helps learners focus on their reasons for being in class and motivates them to persist in developing the skills that match their interests and goals.

## The Relevance of CCR Skills to All Learners

The value of reading complex text or citing evidence may not be readily apparent to a student focused on learning just enough English to get a job. Learners with young children with no immediate career goals or retirees who are not interested in returning to the job market, may find it difficult to see how a focus on college and career readiness relates to the skills they need. It’s an important part of **our job**, however, to correlate these skills to our learners’ goals—to make the connections clear by demonstrating the varied contexts in which these reading, writing, listening and speaking skills are required.

Typically, as instructors, we have a grasp of the language skills and strategies our learners need at each level. (And when we’re feeling unsure, there are curricula, frameworks and texts to guide us.) In teaching these skills and strategies, placing them within relevant contexts is essential. Adult learners expect contexts informed by topics and themes that relate to their professional and personal goals. For example, in a class with beginning learners focused on jobs in construction, we can select thematic material to contextualize foundation reading skill development using images and news items about housing and construction in the area (and support their vocabulary development with **OPD** topics on *Household Problems and Repairs, Tools and Building Supplies, Construction*, etc.).

When health care careers are of interest to a group of learners, we can provide the level-appropriate complex text, charts, and images that will help learners explore health care careers, entry-level jobs, and associated educational requirements. (See **OPD** Unit 6, Health.) Then too, we can focus on themes beyond the workplace, matching readings and tasks to learners’ interests in topics such as parenting, social issues, STEM or entertainment.

# Rigor, Relevance, and Respect for All

As important as it is to target learners' specific needs and interests, we also need to give our learners access to the general skills they will need to tackle 21<sup>st</sup> century workplace, academic and community settings.

The *Studying* topic illustrates a sequence for determining and retaining the meaning of new terms.

The **OPD** topics of *Studying, English Composition, Digital Literacy, Internet Research* and *Soft Skills* are examples of ways we can be sure learners have access to language and concepts underpinning learning to learn, the writing process, digital literacy, and key employability skills.

### English Composition

**Parts of an Essay**

- title
- introduction
- middle
- body
- conclusion
- question
- clauses
- clauses
- sentences

**Writing Rules**

- Carlton

**What to ask for suggestions on your composition**

What do you think about my composition? What can I do to make it better? Do you have any suggestions for the composition?

**Pat practice: Make new conversations**

- What did you do last weekend?
- Where did you go?
- How were your weekend?

### English Composition

**The Writing Process**

- Write an essay.
- Plan your essay.
- Think about the assignment.
- Brainstorm ideas.
- Organize your ideas.
- Write a first draft.
- Take a break.
- Revise.
- Write a final draft.
- Present.

The *English Composition* topic provides the essential language learners need to discuss and describe their writing, including punctuation, sources, citations, and the writing process.

### Digital Literacy

**Creating a Document**

- open a new document
- create a new document
- type
- save the document
- show the document
- quit the program



**Selecting and Copying Text**

- click on the text
- double-click to select a word
- define a word
- drag to select text
- copy text
- paste text



**More vocabulary**  
highlighted text: text that has been highlighted or underlined; bold: text that is bolded; italic: text that is italicized; underline: text that is underlined; strikethrough: text that has been crossed out.

**Identify Design problems. Brainstorm solutions.**  
Design problems: things that can go wrong with a computer application. Design fails often apply to software, but hardware can have them too. What could these design problems be?

### Digital Literacy

**Moving around the Screen**



**Registering an Account**



- register your account
- enter your password
- type the password again
- create a username
- click submit

**Sending Email**




- log in to your account
- address the email
- type the subject
- compose a message

**Spelling checker**




- check your spelling
- check a file
- use the spell checker

The *Digital Literacy* topic includes verb phrases to describe the types of word processing and basic computer literacy tasks learners must be able to do in all settings: creating a document, editing text, opening an account, etc. While the *Internet Research* topic expands learners' understanding of the steps in online research as well as the sections of a Webpage.

The *Soft Skills* topic provides a concrete representation of abstract ideas. It includes the metalanguage categorizing skills and qualities:

- Leadership skills
  - Interpersonal skills
  - Personal qualities

depicts the behaviors and language that demonstrate these skills and qualities:

- “Which one is better for us?” [think critically]
  - “Good, but fix page 5.” “Thank you. I will.” [respond well to feedback]
  - “Please show me how.” [willing to learn]

and provides language frames to help learners state their own skills and qualities:

I can [ ] (skills). I am [ ] (qualities).



## CCR Elements within OPD Topics and Story Pages

**College and career skills along with workplace content underlie more than half of OPD topics.**

**Bolded verbs and words in phrases help learners notice language forms and collocations.**

**Complex concepts and processes are presented in sequence.**

**Sentence frames and starters help learners engage in academic discourse from the beginning.**

**More vocabulary** notes teach academic and/or precise vocabulary based on terms from the topic.

# Internet Research

1. research question
2. search engine
3. search box
4. keywords
5. search results
6. links

A woman with curly hair and glasses is thinking, with a thought bubble asking "What are the top jobs in the U.S. right now?". Numbered circles 1 through 6 point to the following elements:

- 1: A thought bubble containing the question "What are the top jobs in the U.S. right now?"
- 2: The word "Search!" on a button.
- 3: The text "top jobs U.S."
- 4: A magnifying glass icon.
- 5: A box containing the text "The 25 Best Jobs for the YearWorldWide News www.money.wwnews.org /.../jobs/25-jobs-for-Money The top jobs for the year were announced on O\*Net and DOL Occupational Outlook Handbook websites. The list ..."
- 6: A link "The Top 10 Jobs You Need to Explore! 10 Jobs career.daily.com /.../jobs/10-you-ne... Career Daily January 10, 2018 - First of all, the job you want may not be the job you need. Consider your short-term and long ..."

## Conducting Research

- A. select a search engine
- B. type in a phrase
- C. type in a question
- D. click the search icon / search
- E. look at the results
- F. click on a link
- G. bookmark a site
- H. keep a record of sources
- I. cite sources

The diagram shows a search process from selecting an engine to citing sources, with numbered steps A through I pointing to specific parts of the interface and results:

- A: A dropdown menu showing "Search", "About", "Ask.com", "Google" (highlighted with a mouse cursor), and "Info.com".
- B: A search bar containing the query "top jobs in the U.S." with a "Search" button.
- C: A search bar containing the question "What are the top jobs in the U.S.?".
- D: A magnifying glass icon.
- E: A search result for "The 25 Best Jobs for the YearWorldWide News www.money.wwnews.org /.../jobs/25-jobs-for-Money The top jobs for the year were announced on O\*Net and DOL Occupational Outlook Handbook websites. The list ...".
- F: A link "The Top 10 Jobs You Need to Explore! 10 Jobs career.daily.com /.../jobs/10-you-ne... Career Daily January 10, 2018 - First of all, the job you want may not be the job you need. Consider your short-term and long-term goals. Do your ...".
- G: A link "www.money.wwnews.org" with a star icon.
- H: A screenshot of a browser window showing a search result for "The 25 Best Jobs for the YearWorldWide News www.money.wwnews.org /.../jobs/25-jobs-for-Money The top jobs for the year were announced on O\*Net and DOL Occupational Outlook Handbook websites. The list ...".
- I: A section titled "WORKS CITED" with three entries:
  - Brown, L. (2015) *Jobs for the Future*. New York, NY: Oxford University Press. Retrieved from <http://jobsfuture@brown.libguidesbooks>
  - Kim, M. (2012) *Careers to Count On*. New York, NY: Oxford University Press. Retrieved from <http://careerscounton.com>
  - Vega, A. (2017) *Classic Careers*.

## More vocabulary

research: to search for and record information that answers a question  
investigate: to research a problem or situation

## Ways to talk about your research

My research shows \_\_\_\_\_.  
According to my research, \_\_\_\_\_.  
These are the results of my research: \_\_\_\_\_.

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**\*Stories are available at two other levels: low beginning and low intermediate.**

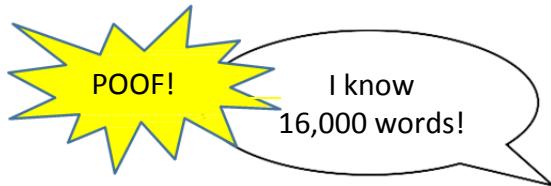
**“Text dependent questions” direct learners to graphic story sequences.  
(Text complexity for learners with limited literacy.)**

**Learners are asked to reread to help them cite evidence from the task to support their responses.**

## The Role of Vocabulary Development in the English Language Classroom

The **OPD** is, first and foremost, a tool for vocabulary development. Since its arrival on the scene in 1978 (as *The Oxford Picture Dictionary of American English* by E.C. Parnwell) the **OPD** has been a resource for helping newcomers and beginning-level learners acquire an essential set of vocabulary terms related to topics which are meaningful to young adult and adult learners.

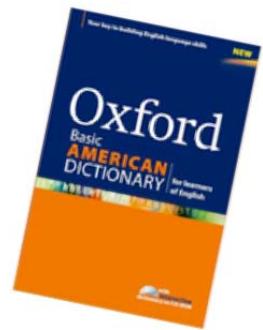
In the last half of the 20<sup>th</sup> century, vocabulary development was viewed by many in our field as something that happened implicitly. The words in our texts and lessons washed over our learners' heads and....



It was thought that learners would acquire the words they needed through exposure to target words through teacher-talk, watching TV, reading, etc. Learners **did** acquire concrete, high-frequency words (study, vegetable, phone) and everyday conversational language drilled in pattern dialogs or practiced within a task—but this approach did not support learners' acquisition of the large number of abstract and sub-technical words needed to successfully read first year postsecondary texts (ACT, 2006), nor did it lead learners towards a professional register. Research by Schmitt, Zimmerman, Nation, Flose and others showed the need for direct, systematic vocabulary teaching.

If our beginning-learners have a goal of leaving our classes able to understand most basic

conversational exchanges at work and in their communities, they will need to acquire an active vocabulary of the approximately 2,000–3,000 high-frequency words in English. Lists of high-frequency words include the 2,800 word New General Service Wordlist, the Oxford 2,000 (in the *Oxford Basic American Learner's Dictionary*), and the Oxford 3000 (in both the intermediate and advanced levels of the *Oxford American Learner's Dictionary* series).



When teachers engage in explicit, direct instruction, learners are exposed to a variety of vocabulary learning strategies to determine and retain a word's meaning, as well as multiple ways of knowing that word. For example, looking at its part of speech, its collocations, and/or its register, etc.

For most learners, how well the *Oxford Picture Dictionary* helps them determine a word's meaning relies in great part on its hundreds of illustrations. These visuals often create an immediate connection to meaning for the learner. This connection may be due to the individual illustration, to the context in which the illustration is placed or to the categorizing of the content and word lists. In addition to the immediacy of the connections between words and images, the **OPD** creates other instructional opportunities:

- learners can quickly identify what they do and don't know on a page and self-select their learning goals;
- instruction can be done in stages, starting with a focus on the initial target language and progressing to work with more high-yield vocabulary used to discuss the topic;

- the images support a differentiated approach to presentation and practice. All learners can work from the same visual but different levels can work with a leveled selection of vocabulary words and/or tasks. (See p. 27 in this Handbook for more on differentiation.)
- At the bottom of most pages there are controlled and less-controlled speaking and listening practice opportunities using the target vocabulary. These are excellent for pair and small group team tasks where learners can work on soft skills such as encouraging, assuming role responsibility and managing time. (For more on ways to teach and practice soft skills, see pp 24-26 in this Handbook.)
- Before explicitly teaching any vocabulary items, however, ask learners to tell you what they see depicted on the picture

dictionary pages. Elicit the story or imagined exchanges they see. Ask questions to help them focus on details that are important to consider.

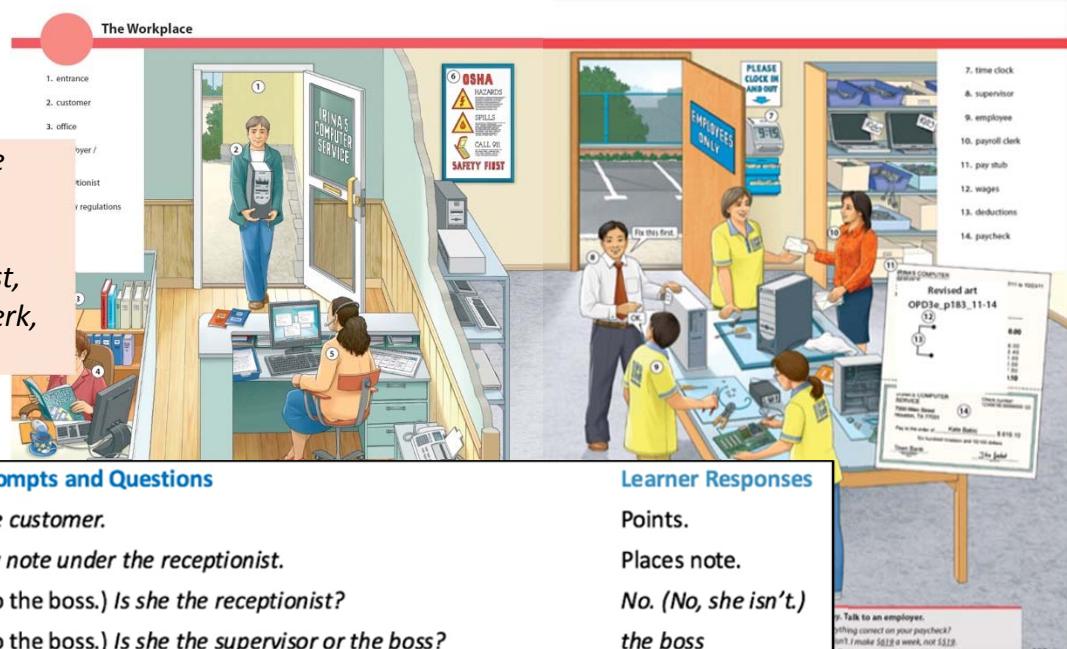
Once you have assessed learners' initial comprehension of the topic, you will have a clearer idea of where to start with your vocabulary instruction. There are a number of techniques to introduce and work with a lesson's target vocabulary. One way is to use a sequence of questions that starts by confirming comprehension, moves into providing opportunities to produce the target word, and finally asks questions about the picture that engage the learners' higher-order thinking. The sample sequence of questions below shows that once learners have demonstrated their general understanding of, and ability to produce, the new terms, it is possible to ask questions that prompt learners to analyze, infer and evaluate.

## Topic: The Workplace

OPD pp 182-183

### Target vocabulary:

*customer, receptionist, supervisor, payroll clerk, employer, employee*



### Teacher Prompts and Questions

*Point to the customer.*

*Put a sticky note under the receptionist.*

*(Pointing to the boss.) Is she the receptionist?*

*(Pointing to the boss.) Is she the supervisor or the boss?*

*And what about the man carrying the computer. Is he a customer?*

*Who is reading a book, the receptionist or the boss?*

*Are the people in the yellow shirts employees or employers?*

*Who says, "Fix this first."?*

*How many employees are there?*

*What do you think? Who comes in the front door? Who comes in the back door? Why?*

*What does the employee say to the supervisor? What else can he say, etc.*

### Learner Responses

*Points.*

*Places note.*

*No. (No, she isn't.)*

*the boss*

*Yes. (Yes, he is.)*

*The boss.*

*employees*

*The supervisor*

*6*

*varies*

*O.K., varies*

## Determining Which Words to Teach – From the Concrete to the Abstract

While it is natural for newcomers and beginning-level learners to begin by acquiring high-frequency words, both instructors and learners need to “start with the end in mind”. By the time learners transition from advanced English language classes into secondary or postsecondary courses, they should have a vocabulary that allows them to comprehend the spoken and written texts at that level. According to Paul Nation, this means a vocabulary of at least 8,000 to 9,000 word families for written text and 6,000 to 7,000 word families for spoken text (Nation, 2006). Within that vocabulary should be the words and phrases used to connect concepts (*although, in order to, causes*) and the academic words found across disciplines and occupational clusters (*data, analyze, estimate*). These words are “mortar” to the “brick” content words in workplace and postsecondary texts and conversations (Dutro & Moran, 2003). We need to **teach** the challenging vocabulary of abstract terms along with the language of academic discourse in order for our learners to be college and career ready.

The first and second sublists on the Academic Word List (AWL) include the first and second most common 60 word families of the 570-word families on the list. These two sublists feature many words that are not very difficult to teach and yet can increase learners’ ability to interpret texts and speech at their workplaces, in training and academic classes, or in community settings. (E.g. *analyze, estimate, distribute, individual, role, respond, similar*). Because these words are not domain specific, they are highly useful to learners—no matter their goals. By including one or two of the AWL words in a lesson, learners will more easily recognize them in texts and can begin (even at the beginning level) to make use of the terms in their class discussions and reports.

Career readiness includes the ability to navigate the academic language in texts and training

materials. Combining academic words with workplace topics is a win-win: learners get exposure to two categories of vocabulary that they will need moving forward. The mnemonic support of grouping words within a theme and the visual depictions of workplace items help learners retain and recall the academic language from the lesson.

In classes where learners are focused on employability rather than one particular occupational cluster, field, or career path, a lesson outcome for learners might read:

*Learners will be able to purchase appropriate workplace clothing based on an employers' guidelines.*

Occupation Cluster	apron	hairnet	face mask	uniform
Hospitality	Y	Y	?	Y
Food Service	Y	Y	?	Y
Retail	N	N	N	x
Healthcare	Y	Y	Y	Y
Office	N	N	N	?
Manufacturing	?	?	N	?
Construction	?	?	y	?
Agriculture	N	N	Y	N
Landscaping	N	?	Y	?

This objective indicates that workplace clothing terms would be included in the lesson, it also provides an entrée into using members of the AWL word family for “require” (requirement, required) when identifying which items are required on the job. Because our sample class has a general approach to career readiness, and a variety of career goals, the instructor selects the workplace clothing and accessories that occur in more than one workplace. In this way, learners can use a variety of vocabulary learning strategies to tackle a smaller set of words and then, individually or in small groups, learners can select additional workplace clothing words from the **OPD** to learn on their own.

Note that for this particular chart, learners could work together as a class to determine which items are used in which industries and then look at Internet images of workers in the chart’s occupation clusters in order to verify their Y/N responses and research the responses they marked with a (?).

# Academic Language Development

In classes with specific career strands (health care careers, office careers, construction, etc.) it would be possible to focus on domain-specific vocabulary for the same type of workplace clothing lesson (e.g. for health care: face mask, scrubs, lab coat, etc.). Catalogs, inventory forms, and other authentic workplace materials are a great resource for helping learners expand their vocabulary in a workplace topic area.

Adding the academic vocabulary ingredient to lessons is an effective way to help learners acquire academic language. Start by integrating one or two words from the AWL into your lesson. For the previous lesson on workplace clothing, the academic word “**require(d)**” is a great fit. You can define the term and help learners make sense of it by giving examples using the vocabulary of workplace clothing learners have already studied e.g.

- Nurses are **required** to wear uniforms.
- Bellhops are **required** to wear uniforms.
- Farmers and office workers are usually **not required** to wear uniforms.
- What are cooks **required** to wear?

As you can see from the partial list below, several words from the AWL are already in the **OPD**.

AWL	OPD	AWL	OPD
adjust	adjustable	function	function
administrate	administrative	injure	injured, injuries
aid	first aid	interpret	interpreter
alter	alterations	job	job
area	area	medical	medical
assemble	assemble assembler	monitor (v)	monitor (n., v.)
assist	assist, assistant	policy	policy
author	author	procedure	procedures
benefit	benefit	purchase	purchase
category	category	schedule	schedule
construct	construction	seek	seek
decline	decline	secure	secure
design	design, designer	style	style

Appendix A for this handbook, includes an OPD-AWL chart that lists the AWL words already in the **OPD**, (highlighted in red). In addition to identifying AWL words on a topic page, the chart also includes suggestions for AWL terms that can be taught with each topic in the **OPD**. The example below shows the entry in the chart for the topic, *Emergency Procedures* (pp 150 – 151).

Emergency Procedures	seek**, establish*
----------------------	--------------------

The first term, **seek** is already described and listed on the topic page (H. **seek** shelter), and appears on the second sublist of the AWL (\*\*). The other word, **establish**, from the first sublist (\*), is not on the page, but could be incorporated into the lesson by talking about ways to *establish an emergency plan* or *establish procedures*.

The third and fourth columns of the chart provide:

- a contextualized definition that can be used as a short reading text with learners

**Establish emergency procedures with your co-workers. A safety plan can save your life!**

- any collocations, common expressions or useful phrases that could help learners make use of the term e.g.,

**establish a policy, establish a procedure**



## Academic Discourse and Language Frames for Beginners

Adult learners have many identities, yet their “immigrant” or “English learner” identities are often the only way they are seen in society.

Providing practice with academic language insures that our learners can express their reasoning and ideas in ways that allow them to demonstrate all that they are and all they know.

Academic language is the language of training materials, the language of the college textbook, the language of assessment, the language of academic success and the language of power.  
(Scarella, 2003)

Language frames can be a potent and painless way for learners to develop their understanding and production of an academic term **while** practicing the topic vocabulary **and** practicing a more academic or professional register. Note that language frames should demonstrate an authentic use of the new term and they can often be used to demonstrate its collocations.

In this case, “required to wear” is the collocation being practiced.

\_\_\_\_\_ are required to wear \_\_\_\_\_.

\_\_\_\_\_ are rarely required to wear \_\_\_\_\_.

We have to wear \_\_\_\_\_ and \_\_\_\_\_ at work.

They’re required.

I am required to wear \_\_\_\_\_ on the job.  
am not

Substitution sentences and language frames rely on repeated encounters with the term to build recognition, but in the last frame above, learners relate the term to their own context. This can create a stronger connection to meaning and retention of the term.

Employing the first 120 word families on the AWL in conjunction with **OPD** topics is a great start, but there’s more to helping learners interpret and express ideas in an academic

register. We need to focus learners on the language of academic discourse, preparing them for the type of oral work they will have to do throughout postsecondary education, in numerous industries, and when getting engaged in their communities.

There are several phrases that signal the speaker's comfort with academic discourse:

**According to ...**

**Could you expand on that?**

**The article (author, argument) claims...**

**It's clear from the picture that...**

**The author indicated that...**

This language can be taught and practiced as part of any classroom discussion, pair or team task, or individual writing assignment. Both learners with little or no education and learners with advanced degrees can learn to use these expressions fluently. In order to provide practice with these “chunks” of academic language, give learners sentence starters, prompts or frames to use when discussing a question in the **OPD**, responding to questions on the story pages, or reporting back on research or group tasks. Throughout the **OPD**, discussion questions and problem scenarios in the exercise bands provide opportunities for learners to try out this “powerful language.” The sentence prompts below are just a few ideas on ways to use language frames to promote academic discourse in class.

### Reporting on discussions group discussions

[Name] stated that....

My partner (teammate) thought that...

My partner (teammate) indicated that...

### Giving an opinion

Based on what I heard I believe that...

According to what I read, I think that...

Considering the facts, it seems that...

### Suggesting a solution

Based on my experience, I believe s/he should...

Basically s/he \_\_\_\_\_ when s/he should \_\_\_\_\_.

The facts strongly suggest s/he should...

# Graphic Organizers and Language Strategies

## The Connection Between Direct Instruction of Language Strategies and CCR

Adult ELLs need proficiency in document and informational literacy, and they need to be able to read a variety of text types, media, and formats, such as charts, graphs, or web pages (Parrish & Johnson, 2010; Wrigley, 2007). Skilled readers use a variety of strategies to access these complex written texts. Some are bottom-up strategies, such as decoding words, and many are top-down strategies, such as drawing on expectations and making assumptions, using visual cues to aid comprehension, and drawing on prior knowledge (Burt, Peyton, & Van Duzer, 2005, from Meeting the Needs of Today's Adult English Language Learners, Parrish, 2015).

To succeed in 21<sup>st</sup> century communities, colleges and careers, adult English learners need to be able to access and organize the information that comes at them from many different types of texts, training and academic lectures, community events, school meetings and everyday media. This is not a trivial concern or one reserved for those learners seeking four-year or advanced degrees. Consider the amount of information parents have to access if they want their child be part of a school event. They may receive a barrage of emails, snail mail, backpack flyers, along with face-to-face meetings and online posts or videos.

They will need to identify the essential information in what they read and hear, clarify ambiguities, identify conflicts, and complete any necessary steps before their child is allowed to participate.

Fluent English speakers, with strong reading and listening skills, have access to the strategies needed to navigate that process (and often still

have difficulty!) English learners may struggle with this type of information, but they will ultimately be successful when they receive direct instruction in (and practice with) those strategies.

We can teach learners the importance of looking over a text to predict the writer's purpose; drawing on their background knowledge to help make the text (or talk) more comprehensible; using text features or a speaker's intonation to help identify key details in a text or listening passage; or highlighting/noting key points read or heard in order to easily locate them again. These strategies are as valid for the adult navigating the school field trip plans as they are for the adults in training classes, learning on the job, pursuing college degrees, or advocating for their communities.

## What Role Can Graphic Organizers Play in Developing Learners' CCR Skills?

Using a graphic organizer (GO) is a concrete way to introduce and provide practice with the strategies that help learners work with complex text, such as building background knowledge, identifying key details, noticing the sequence of ideas and events, and comparing and contrasting ideas.

Here are four GOs that can help learners build those strategies:

- **A KWL chart** (*What do I know? What do I want to know? What did I learn?*) helps the learner draw on background knowledge about a topic, set a purpose for reading, listening or viewing, and capture what s/he learned.

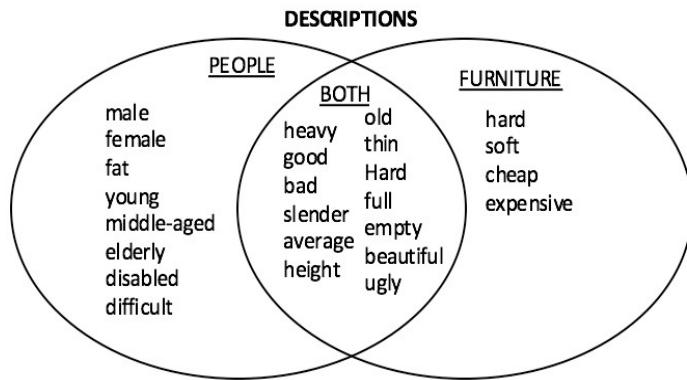
TOPIC: HEALTH INSURANCE		
What do I KNOW about this?	What do I WANT to know this?	What did I LEARN about this?
\$\$\$\$\$ pay for doctor all people must have	What is a premium?	Premium = cost of insurance Pay 2x a year

# Graphic Organizers and Language Strategies

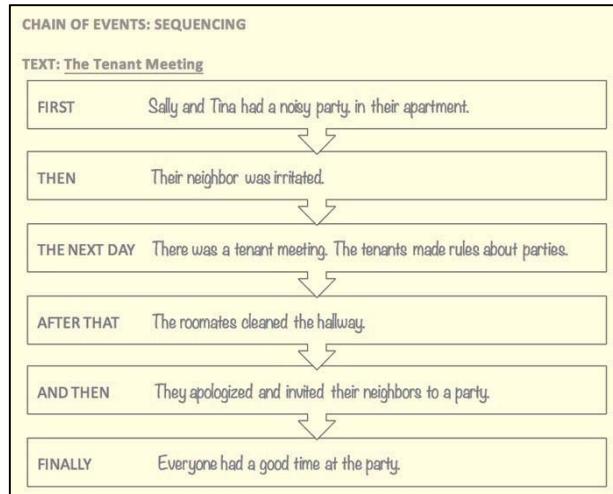
- A **Sorting Chart (Categories T-chart)** allows learners to organize information in various ways in order to clarify ambiguities, cement their comprehension and build their retention of the information.

Topic: Job Search	
Category 1: Resources	Category 2: Tasks
online job sites employment agencies friends ads	write a resume research talk to friends interview

- A **Venn Diagram** provides a space for learners to list ideas associated with two or more topics or areas, then guides them to compare, contrast and identify commonalities between the topics or areas.



- A **Chain of Events or Sequencing** GOs guide the user in locating the key events in a narrative or the steps in a process.



Graphic organizers can also support learners as they collect and examine evidence from various sources in order to support a claim or their own opinions. Three such graphic organizers are:

- A **Pro-Con Chart (T-chart)**

What are the PROS and CONS of fast food?	
PRO	CON
easy cheap some healthy food	A lot of sugar A lot of oil A lot of salt

- A **PMI (Plus-Minus-Interesting) Chart**

PMI CHART		
THINK ABOUT CELL PHONES:		
WHAT'S GOOD ABOUT THEM?	WHAT'S BAD ABOUT THEM?	WHAT'S INTERESTING ABOUT THEM?
communicate everywhere easy to use good in emergencies talk all over the world	expensive to buy data charges expensive to fix people don't talk power problems	They're cameras They're computers

- A **Decision Matrix**

A: Write and mail a birthday card	VS	B: Send an email birthday card
<b>Reasons for</b> Many different kinds of cards You can include a long message You can put money or gift cards in the card You can choose the address (not to work)		<b>Reasons for</b> Many cards are free Send on same day Good for people who forget birthdays Easy to send Sometimes cards have music
<b>Reasons against</b> Have to mail two or more days before the birthday Some cards are very expensive Stamps cost money Have to remember to put card in the mail Cards can tear Cards can get dirty		<b>Reasons against</b> Not as many cards Not everybody has a computer Cards go into spam folder Sometimes not appropriate for offices Sometimes cards have music
<b>I choose to send an email birthday card for these reasons:</b>		
1) Many cards are free. 2) It's easy to send. 3) I can send it on the same day.		

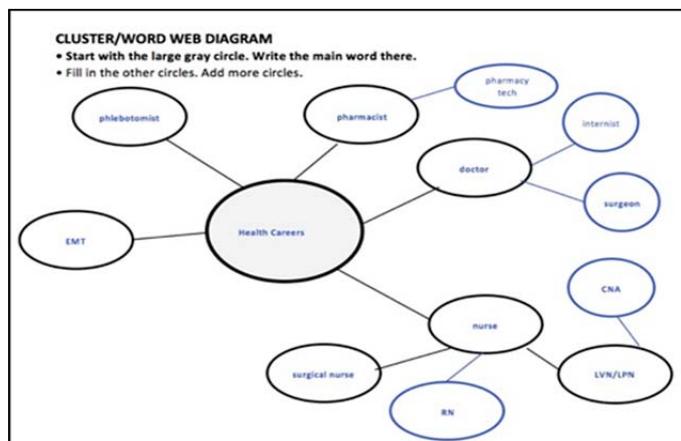
# Graphic Organizers and Language Strategies

Two other graphic organizers help learners focus on increasing their vocabulary. A robust active vocabulary is essential for learners' success in college, career and community. The next section of this handbook will provide suggestions for integrating academic language and vocabulary practice with **OPD** topics, but these graphic organizers encourage learners to be self-directed and draw on their intrinsic motivation to acquire new words and phrases.

- **The Vocabulary KWL** builds on learners' prior knowledge and guides them to set goals to learn words they know in languages other than English.

TOPIC: Internet Research			
WHAT ARE 5-10 WORDS I KNOW?		WHAT ARE 5-10 WORDS I WANT TO KNOW?	
search	type	results	keep a record
web		icon	
click		keyword	
question		site	
look		bookmark	
WHAT WORDS DID I LEARN TODAY?			
results (n) – resultados		keep a record . -mantenga una lista	
icon (n) -			
keyword (n)- important words for search			
bookmark (v) – ask computer to remember page			
record (v) - write			
site- (Web)site – place on Internet.			

- **The Vocabulary Cluster Diagram (or Word Web)** helps learners gather related words to increase their reading comprehension and word choice when writing or speaking. (Cluster diagrams are also excellent tools for pre-writing brainstorms and organizing ideas.)



## Using Graphic Organizers with the OPD

With 164 topics and associated word lists, along with hundreds of visuals that depict situations and processes, learners can use graphic organizers to confirm their understanding of the vocabulary and/or content for one **OPD** topic (for example, *Career Planning*), or across multiple topics (*Career Planning* and *Jobs and Occupations*), or across an entire unit (for example, Unit 9 – *Job Search*).

### 3 TIPS FOR USING GRAPHIC ORGANIZERS

1. KEEP THEM SIMPLE.
2. TEACH TO AND WITH THEM.
3. USE THEM OFTEN.

#### GRAPHIC ORGANIZERS: GUIDING PRINCIPLES & EFFECTIVE PRACTICES (2014)

Appendix B contains each of the graphic organizer templates shown above as well as variations and examples. The GO-OPD guide included in the appendix gives more than 100 suggestions for ways to use graphic organizers for each topic in the **OPD** and the accompanying *Tips and Techniques for using Graphic Organizers* includes the steps for integrating a GO at various stages in the lesson.

TOPIC	GRAPHIC ORGANIZER OPTION 1
Meeting and Greeting	Venn: Greetings for Hello, for goodbye, both
Personal Info	Cluster 1: Address words Cluster 2: Phone words*
School	Sorting: People/Places
A Classroom	Sorting: In the classroom-things you read/things you write with
Studying	Chain of events: Learning a word
Succeeding School	Chain of events: Taking a test
A Day at School	Chain of Events- school schedule
Everyday Convo	Sorting: Statements/Responses
The Weather	Sorting: Cold-weather weather conditions / Hot-weather weather conditions
The Telephone	Chain of events: Making a cell call OR Making an emergency call
Numbers	Sorting: Even/Odd; Cardinal, Ordinal, Roman Numerals; Counting by 3's/10's
Measurements	Pro-Con: Using a calculator
Time	Sorting: Clock time /Calendar time
The Calendar	Sorting: Clock time /Calendar time
Calendar Events	Chain of Events: Sequence holidays
Describing Things	Venn: Describing people/Describing things/Both
Colors	Cluster: Synonyms for, or relationships between, colors
Prepositions	KWL: Prepositions
Money	Sorting: bills/coins
Shopping	Venn: Benefits of cash vs. credit
Same and Different	Chain of Events: Sequence of story

Excerpted from the Appendix B Graphic Organizer Chart

## Critical Thinking, CCR and the OPD

Higher-order thinking skills are the foundation of critical thinking and problem solving, two qualities that employers and researchers have identified as essential to success in 21<sup>st</sup> century workplaces and postsecondary education. (Partnership for 21<sup>st</sup> Century Skills, 2013)

In the classroom, we need to provide opportunities for our learners to demonstrate their higher-level thinking. One way is to ask questions that, while at the right linguistic level, also call on our learners' prior knowledge and ability to apply, analyze and evaluate lesson content.

- *Categorize the foods on this page as healthy or unhealthy. Explain your answers. [p. 73]*
- *What is the best way to stop a bloody nose? [p.110]*
- *Who should pay for space exploration? Why? [p.215]*

We, who teach beginners, are very much aware that our learners' inability to communicate sophisticated concepts in English is a source of frustration for them, not because they lack the concepts, but because they lack the words to express them! The classroom often comes alive when personal choice or open-ended questions ("Think and Discuss") follow a lesson with the vocabulary and language that enable learners to say what they think.

While it's important to check learners' recall, (*What tool is this?*), and their comprehension, (*Why did Joe arrive early for his interview?*) the responses to these questions are convergent, i.e., converging towards one similar response. These questions are valuable for our ESL learners because they confirm their understanding of the lesson content. We can also use these types of questions to give learners practice supporting their answers with evidence. For example, for *The Workplace*, we could ask the class *What kind of business is this?* and when they give their answers (computer repair, computer, fix computers) ask *How do you know?* to elicit all

the information in the picture that supports their answers. Follow up questions could ask about the time of year (fall, based on the dates on the monitors), the success of the shop, etc.

While recall and comprehension questions play an important role in our classes, higher-level thinking questions are associated with open-ended questions that have divergent answers.

1. *What are some different uses for a hammer?*
2. *In your own words what are three things to do before an interview?*

The 2001 revision of Bloom's Taxonomy and Webb's Depth of Knowledge give a clear picture of different levels of thinking. Websites with question stems related to these thinking levels are useful tools for developing questions.

Not all the stems are linguistically appropriate for beginners, but several are and using the stems can help with instructional planning, e.g.,

- *Is \_\_\_\_\_ the same as \_\_\_\_\_? How? [analyze]  
(Is learning English the same as learning a career? How?)*
- *What happens if \_\_\_\_\_? [apply, analyze]  
(What happens if a boss doesn't pay an employee?)*
- *How can we change \_\_\_\_\_ to \_\_\_\_\_? [create, apply]  
(How can we change this office to make it better?)*
- *What \_\_\_\_\_ do you see in \_\_\_\_\_? [analysis]  
(What word do you see in this word?)*
- *Which is better: \_\_\_\_\_ or \_\_\_\_\_? [evaluation]  
(Which is better: working alone or in a group? Why?)*

Questions or prompts that ask learners to gather data, then summarize and report findings (e.g., a survey), or design or create a product that demonstrates a synthesis of ideas related to the lesson theme, (e.g. a poster, video role play) require that learners use critical thinking skills in order to be successful with long-term planning, time and resource management, team interactions and the inevitable problem solving. Despite the high level of thinking, the actual language used can be quite basic. *How much time do we have? How many steps are there? Where are the supplies?*

Checklists and graphic organizers can guide learners through these projects. (See Appendix B and D.)

### Using TDQs with the OPD

TDQs, or text dependent questions, are questions that help learners closely examine text. For the purposes of this discussion, the word “text” stands for picture(s), a strip story, a video, a listening passage, chart(s), and of course, articles, stories, poems, captions, quotations, etc. TDQs allow learners to dive into the content and ask:

1. What does this text say? (general understanding and key details)
2. How does it work? (organization, vocabulary)
3. What does it mean? (logical inferences and intertextual connections)
4. What does it inspire me to do? (write, investigate, present, debate?)

(Fisher,D., et al., 2015)

When learners respond to TDQs they are reading and thinking intensively; analyzing to get a deeper sense of the meaning behind what they’re viewing and/or listening to. These questions are directly tied to the “text” rather than to learners’ various personal experiences that may relate to the text topic. In secondary and postsecondary education, learners read texts that are brimming with ideas and information. In order to build their knowledge, learners have to read these texts closely, reading slowly and with intention, in order discover the key concepts being expressed. Text dependent questions guide and inspire close reading. They are an essential tool that English language teachers can use to prepare their learners (from beginning literacy through advanced levels) to successfully transition into roles in the community, postsecondary education and the workplace.

Initially, when my colleagues and I heard TDQ described as “focusing on the text rather than the learner” there was a collective shudder at our table. How could this work in a learner-centered language class where establishing the relevance of a text to learners’ lives was essential? Still, we listened to the (well-supported) claims of the facilitators at the national trainings on College and Career Readiness Standards and, taking their advice, we explored Fisher and Frey’s work on

these types of questions. Quickly, it became clear that:

- 1) TDQs do not eliminate the experiential question (just place it at a different point in the lesson), and
- 2) TDQs privilege EVERYONE in the classroom, rather than just those who have prior knowledge of the topic or content. All learners can speak to the “text” because all learners are experiencing it together.

(This is not a new concept in English language learning—the language experience approach has been used for decades to help learners speak, read and write about a common experience. In this case, the common experience is the text.)

*But what IS a TDQ?*

It’s probably best explained by what it is not. Take a look at the five questions below, all written by a teacher who wanted to check his learners’ comprehension of an OPD story, “First Day on the Job” (pp 180 – 181).

Which of the questions in the box below could be answered without looking at the title, illustrations or story? Which of these are NOT TDQs? (Take your time. The answers are on the next page.)

1. *Can you remember your first day at work? How was it?*
2. *Is this story about Leo or Ms. Castro? How do you know?*
3. *Leo is a CNA. What do CNAs do?*
4. *Find the sentence: “Leo has a positive attitude.” How do we know that is true? What’s another word we can use in this sentence?*
5. *How does Leo feel at the end of his shift? Find information in the text to support your answer.*



# Questions and Tasks to Build Knowledge and Engage Critical Thinking

If you said that #1 was not a text dependent question you were right! But don't stop there.



## 1. Can you remember your first day at work?

How was it?

This question, while sure to elicit interesting responses from some learners, is not dependent on the text - not even a little. It's a great schema builder, but one or two of these questions go a long way, so use them sparingly.

How about Question # 2?

## 2. Is this story about Leo or Ms. Castro?

How do you know?

Learners could certainly guess the answer as a prediction strategy, but in order to accurately answer the question, they **must** go to the text because the follow-up question of **How do you know?** asks learners to support their answers using the text. Using TDQs to extract evidence from the text does not automatically mean one correct answer. Question #2 could have a variety of responses: "Leo is in all the pictures." "Leo is in the first sentence and all the paragraphs of the story." "The title is about the first day, and it's Leo's first day." All of these divergent responses are valid.

Let's look at Question #3.

## 3. Leo is a CNA. What do CNAs do?

While this question *does* focus attention on the text by naming Leo and his job, it moves away from the text by asking a question that learners could answer based on their prior knowledge or guessing. Guessing or predicting can be useful as a pre-reading strategy. If, however, we want learners to practice extracting information from the text, we need to direct them to it! We can enhance this

question to make it a TDQ using these phrases:

- **According to the story, what do CNAs do?**
- **Look at the illustrations. Based on what you see, what do CNAs do?**

In this story, only two CNA tasks are explicitly named (driving the van, distributing snacks), but three other tasks are shown in the illustrations (distributing towels and sheets, lifting and moving patients, and transporting patients). Depending on learners' language level, we might ask, *How many different CNA jobs are in the story and the pictures? Show me where you see/read them.* In this way, learners with limited vocabulary can say the number of different jobs they see and point to (or name) the picture and/or paragraph numbers.

## More than Facts and Comprehension

TDQs are (much) more than general understanding and detail questions. We can use TDQs to help learners notice and focus on vocabulary, text organization, and authors' language choices. TDQs can also help learners make inferences based on the information they read, hear or see.

Questions #4 and #5 below are good examples of questions that expand learners' understanding of the text's vocabulary and ask them to infer based on the evidence in the text.

### 4. Find the sentence: "Leo has a positive attitude."

Is that true? How do we know? What's another word for positive in this situation?

### 5. How does Leo feel at the end of his shift? Find information in the text to support your answer.

According to Fisher *et al.*, in *Text Dependent Questions: Pathways to Close and Critical Reading*, "the point of close reading is to foster extended discussion about a piece of text so that the group can co-construct meaning." (D. Fisher, N. Frey, H. Anderson & M. Thayer, p. 21) With beginning adult English learners, we can use level-appropriate complex text to model the close reading process. By working with the whole class, we can demonstrate ways to approach each question and

the questions themselves scaffold the process of close reading. When a TDQ is written at a level comprehensible for beginners, learners can work on that question with a partner and then report their response—this changes the level of participation from one learner responding to simultaneous interaction in the classroom. A series of prompts such as: *List the different jobs in the story and illustrations. Circle the staff's jobs.* could be worked on in pairs or teams.



TDQs that ask learners to highlight or chart information from the text can also be tackled collaboratively and reported to the class as a whole. For example: *According to the text and illustrations, what does Leo do in the morning and what does he do in the afternoon? Chart Leo's day. Write what he does in the a.m. and p.m..*

LEO'S FIRST DAY	
IN THE A.M.	IN THE P.M.
Arrives at 6:50	Listens to residents
Meets staff	Drives the van
Distributes towels	Distributes snacks
Makes mistakes	Leaves at 3:30

### Deepening the Dive: Comparing, Contrasting and Connecting with TDQs

TDQs can help learners determine the literal meaning of a text and understand its mechanics, but helping learners become college, community and career ready requires providing them with opportunities to demonstrate their depth of knowledge and critical thinking. TDQs can give learners opportunities to compare, contrast and connect (synthesize) the ideas from one or more texts. (This is referred to as intertextuality.) These types of questions lend themselves to the texts, illustrations, videos and listening passages of **OPD**. For example, learners could compare the ideas behind the *First Day on the Job* story (see pp 180 -

181) with first day tips found on the Web. For example, these 10 tips adapted from the *How Stuff Works* website:

### 10 TIPS FOR SUCCESS ON YOUR FIRST DAY

1. Learn about the company.
2. Practice driving or taking the bus to the work site before your first day.
3. Get a good night's sleep every night for two weeks before your first day.
4. Wear clothing similar to what other people at the work site wear.
5. Bring your lunch the first day. You may only have a short lunch break.
6. Listen to your co-workers.
7. WAIT to share ideas.
8. Clarify instructions.
9. Don't be yourself...yet.
10. Take notes. It helps you remember information.

Once learners have a handle on the main ideas of both texts:

- *A positive attitude can help you learn from your mistakes at a new job. (OPD story)*
- *Prepare well for your first day on the job and try to blend in. (10 Tips list)*

We can ask questions such as,

- *Imagine you are Leo. You want to give tips to a new CNA at the facility. Which of these 10 tips will you tell him? What will you add? Why?*
- OR
- *Which is more important for a first day on the job in a nursing home facility: a positive attitude or clarifying instructions? Use examples from the story.*

# Questions and Tasks to Build Knowledge and Engage Critical Thinking

In many cases it's ideal to use photos, cartoons, paintings, videos, charts or graphs as a secondary "text." For example, I could project a cartoon that shows a mentor bullfighter saying to his protégé: *"Since it's your first day, we'll start with pink."* Once the class established the literal meaning of the cartoon, we could begin comparing the way Leo and the bullfighter start out: jumping in vs. gradually learning the ropes, or we might compare and contrast the role of mistakes in different types of jobs.

## To TDQ or not to TDQ?

Judicious use of text dependent questions throughout a lesson creates a foundation of comprehension that can support learners in subsequent classroom tasks. For example, after closely reading *First Day on the Job*, learners are in a better position to ask and answer questions about their own first day in a new situation, write about the topic, or create a set of guidelines for someone's first day in class. And while many "texts" introduced in an English language class are not rich enough in content, author's craft, or language to merit multiple dives, starting with TDQs is a great way to focus learners on the "text" and insure that the purpose of the text is clear to all learners.

## TDQ Starters and Frames

Each of the **OPD** Story pages has four TDQs about the story's illustrations and one or more TDQs in the *Reread the Story* section.

### Reread the story.

1. Highlight the word *distribute* in paragraph 4. What other words can you use here?
2. Underline two examples of negative feedback in the story.

Example of TDQs from "First Day on the Job" OPD p. 180-181

TDQs are also very useful on the topic pages that depict situations or scenes. It's possible to provide practice with the key vocabulary AND give learners practice extracting evidence. Keeping a set of question starters and prompts on hand will make it easier to ask TDQs.

Fast Food Restaurant

1. hamburger	7. nachos	13. ice-cream cone	19. plastic utensils
2. French fries	8. taco	14. milkshake	20. sugar substitute
3. cheeseburger	9. burrito	15. donut	21. ketchup
4. onion rings	10. pizza	16. muffin	22. mustard
5. chicken sandwich	11. soda	17. counterperson	23. mayonnaise
6. hot dog	12. iced tea	18. straw	24. salad bar

**Grammar Point:** yes/no questions (do)  
Do you like hamburgers? Yes, I do.  
Do you like nachos? No, I don't.  
Practice asking about the food on the page.

**Think about it. Discuss.**

1. Which fast foods are healthier than others? How do you know?
2. Compare the benefits of a fast food lunch and a lunch from home.

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For example, the topic above: **A Fast Food Restaurant.** (p.79) could be used with the questions below. The question starters and prompts in bold are transferrable to other topics.

1. **Look at the top of the page.**  
**Which of the items have straws?**
2. **Find the couple on the left side of the page.**  
**What are they drinking? How do you know?**
3. **According to the menu, what does this restaurant serve? Which of the items can you see on the counter?**
4. **Based on this picture, what time is it?**  
**Use information from the page to support your answer.**
5. **Describe this restaurant in your own words.**
6. **Look at the people in the restaurant. Who is working? How do you know?**
7. **Look at the picture again. What is the focus of this picture? (What are the most important details in this picture?) Explain.**
8. **Find the word condiments in the picture. Based on the picture, what does the word mean?**

## Problem Solving and Higher-Level Thinking

Throughout **OPD**, the “Think and Discuss” questions move learners beyond basic recall and comprehension thinking levels, from: *What is on the corner?* to: *Which of these businesses would you like to own? Why?*

Another **OPD** activity that elicits learners’ higher-order thinking and language skills is problem solving. Using problem scenarios written at a very basic level, learners are able to analyze the scenario in order to state the problem, create or select from possible solutions and evaluate the solutions to determine the best one. Problem solving does not stop there, however. Once learners have determined a solution, they need to “put the solution into action” by either writing a short note that explains what should be done or creating a role play that demonstrates the problem and the solution. There are a variety of mini- problem scenarios in **OPD** such as this one from p.179 *Interview Skills*:

### **Identify Dan’s problem.**

#### **Brainstorm solutions.**

Dan has an interview tomorrow. Making eye contact with strangers is hard for him. He doesn’t like to ask questions. What can he do?

Learners can work as a class, in teams or in pairs, to read the problem, identify possible solutions and consequences, and then write a note using sentence frames with advice for Dan.

**Dear Dan,**

**I have an idea for you. Why don’t you practice with a friend? I think that will help you.**

**Regards,**

**Jayne**

In addition to the problem scenarios on the **OPD** pages, there are numerous workplace problem scenarios in the **OPD Workplace Problem Scenarios Chart** in Appendix C. Here’s an example of how to conduct a problem solving task with your learners using one of these scenarios.

**OPD TOPIC:** A Coffee Shop Menu pp 80-81 and  
A Restaurant pp 82-83

### SCENARIO: Malika’s problem

Malika works at a coffee shop. She is a good server and listens carefully to her customers’ orders. Today one customer orders roast chicken and mashed potatoes. The cook puts a baked potato on a plate. Malika doesn’t see the mistake, but the customer sees it. He sends the food back to the kitchen. This time the cook puts rice on the plate. The customer doesn’t want rice. The customer is hungry and upset. The cook is upset. What can Malika do?

### **Problem Solving Lesson**

**Time Frame:** Approx. 90

**Before the lesson:** Decide whether you want learners to read or listen to the scenario. If reading: cut and paste the scenario into the problem solving template\* and make copies for the class OR send the scenario to learners’ smartphones or tablets OR project the scenario at a font size learners can read.

Step 1	Preview the scenario topic: <u>Mistakes at work</u> . Use gestures, quick drawings, or other comprehensible input to make the topic clear.
Step 2	Have learners read the scenario independently and silently OR present the scenario orally to the class.
Step 3	Distribute A, B, C, D answer cards and have students respond non-verbally to your questions verifying learners’ comprehension of the scenario. E.g., Is Malika a) the cook, b) a server c) the customer d) a potato? Is Malika a good server? a) yes b) no c) not sure
Step 4	Work with the whole class to brainstorm different problems they see in the scenario. Write learners’ ideas on the board.
Step 5	Have the class vote on the problem they want to solve. (E.g. Malika is upset because her customer is upset.)
Step 6	Put learners in groups and give them sentence frames to help them come up with solutions. (E.g. Malika should _____) Alternatively, provide the learners with three possible solutions (and an OTHER) and have them take turns saying the solution they think is best. <i>I think _____</i>
Step 7	Provide an email template for learners to use to write their solution. E.g. <i>Dear Malika, I was sorry to hear about your problem at work. I think you should...Please call me if you have questions.</i> OR Have learners work in groups to create and perform a role play that demonstrates the problem and solution.
Step 8	Ask learners to reflect on the skills they used to solve the problem.

# Language On-Ramps to Career Pathways

## Integrating Workplace Language in the English Language Classroom

The 21st century places expectations on our adult ESL learners from the moment they enter the workplace. Employers expect their workers to have a command of essential soft skills along with the ability to speak and write coherently. They want employees who think critically, problem-solve, and demonstrate a willingness to expand and extend their workplace knowledge through self-direction and autonomous learning.

"...the skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction."

From the 2010 CAELA Brief *Promoting Learner Transition to Postsecondary Education and Work*.

By Betsy Parrish and Kimberly Johnson

ESL instructors have long known that helping their intermediate and advanced level learners prepare to meet these expectations was an essential part of their curriculum. And for many years now, a growing number of voices in the adult ESL world—Kimberly Johnson, Ronna Magy, Betsy Parrish, Donna Price, Patsy Vinogradov and Heide Spruck Wrigley—have urged the field to integrate academic and workplace skill instruction right from the beginning. Their suggestions include scaffolding and supporting beginners' language development with precise vocabulary and self-directed, level-appropriate communication tasks. And just as we know that adult learners who have made their way to our classes already have soft skills and critical thinking skills but lack the language to demonstrate them, we also know that for many learners with

limited educational backgrounds, integrating workplace skills constitutes just-in-time teaching. In fact, asking beginners to wait until they are in intermediate classes to practice applying their language skills to workplace contexts serves neither their language needs nor their goals. We can embrace explicit instruction in workplace skills at the beginning level—knowing that the research shows these workplace skills are the very ones that will help our learners successfully transition out of ESL into Adult Basic Education, GED, career training, postsecondary educational opportunities and higher-level jobs.

## Correlating Three Workplace Skills to Language Skill Development

Workplace skill sets that result in the ability to...	rely on these English language skills...	and are related to these post-secondary education tasks...
Communicate ideas clearly and confidently in speech and in writing	Listening Speaking Reading Writing Vocabulary Grammar Pronunciation	Respond to discussion questions, make presentations
Work confidently within a team		Collaborate on tasks and projects
Plan and organize work tasks		Produce papers, complete assignments, manage information

In the chart above, it's clear that development of the English language skills in the second column is instrumental in the successful demonstration of the listed workplace skill sets and academic tasks. One can also imagine a variety of communicative language objectives inspired by one of the skills within the workplace skill set.

*Learners will be able to write a clear and concise email responding to a supervisor's question about a recent inventory.*

The PIACC study mentioned above identified the essential role cognitive strategies play in the successful navigation of this century's global

economy and its information- and technology-rich workplaces. These strategies include setting goals, planning, monitoring progress, and acquiring, evaluating, and acting upon information. These cognitive strategies are part the tasks featured in the **OPD** and discussed in this Handbook.

## The Relevance of Employability Skills for All Learners

Employability skills are equally meaningful for those adult learners who are planning to pursue college degrees or career training. These skills also serve adults who are no longer in the workforce but need to be participatory community members. The skills required to be successful on the job transfer readily to adult learners' other roles as learners, parents, family members, and community members.

## Contextualizing Language Tasks with Workplace Content

One of the challenges to providing effective instruction in beginning ESL classes is the need to find sufficient comprehensible input in order to ensure that learners can relate to the lesson context or situation. The **OPD** is a repository of illustrated, thematic, general and domain-specific vocabulary for key occupational areas: hospitality, foodservice, retail, manufacturing, construction, agriculture (and landscaping), healthcare, and office careers.

Most picture dictionary pages include speaking and listening activities to reinforce the target language. While discussing the picture dictionary pages provides a natural segue into the lesson topic, the accompanying practice exercises for a topic ensure that learners get immediate practice using the words. Most learners need multiple encounters

with the target vocabulary before they feel confident using this language outside the classroom in authentic workplaces or community settings. The **OPD** exercises ask learners to think about the content and produce the new language in a variety of ways, some of which are illustrated below.

### Survey your class. Record the responses.

In these easy-to-manage surveys, learners survey a few classmates, report their data to the class, analyze the class' data, then summarize the results.



From *Inside a Company*, p. 184

### Survey your class. Record the responses.

Which department(s) would you like to work in?

**Report:** Ten of us would like to work in logistics.

Nobody wants to work in security.

**Internet Research** – These tasks expand learners' knowledge in the topic area by asking them to conduct a simple (guided) Internet search. Learners summarize their findings using language frames.



From *Personal Information* p. 4

### Internet Research: popular names

**Type:** "SSA, top names 100 years" in the search bar.

**Report:** According to the SSA list of top names, James is the number 1 male name.

# Language On-Ramps to Career Pathways

## Use the new words.

These exercises ask learners to apply the language from the topic pages they've studied to another topic page in the **OPD**.



## Use the new words.

Look at page 53. Name what you can do in the yard.

A: I can mow the lawn.

B: I can weed the flower bed.

From *Landscaping and Gardening*, p. 186

## Role Play

The role play tasks provide learners with the prompts for their exchange and the initial language they'll need. The goal is for the learners to extend the role play from the lines provided into an authentic conversation using the information from the topic page and their imagination.



## Role play. Find an item in a building supply store.

A: Where can I find particle board?

B: It's on the back wall, in the lumber section.

A: Great. And where are the nails?

From *Tools and Building Supplies*, pp. 194-195

## Think about it. Discuss.

The questions in these exercises ask learners to move from demonstrating their comprehension and recall, into thinking a bit more deeply about the topic and the vocabulary. Many of these questions hover between Webb's Depth of Knowledge levels two (comparing, interpreting, making observations, etc.) and three (citing evidence, comparing and contrasting, drawing conclusions, etc.) Typically Think and Discuss questions that ask for opinions ask for the evidence supporting that opinion. They also often provide language frames to help learners create a response in an academic or professional register.



## Think about it. Discuss.

1. What is the hardest job in a hotel or restaurant? Explain. (*Being a \_\_\_ is hard because these workers have to \_\_\_.*)
2. Pick two jobs on these pages. Compare them.

From *A Hotel*, p. 192 and *Food Service*, p. 193

In addition to these exercises, the **OPD** also has mini-problem scenarios (see p. 20 in this Handbook) that provide a streamlined approach to integrating language skills and employability skills.

There are also language and grammar notes on many **OPD** pages that provide relevant information about language form and function within the topic.

## Ways to talk about your research

*My research shows \_\_\_\_.*

*According to my research, \_\_\_\_.*

*These are the results of my research: \_\_\_\_.*

From *Internet Research*  
pp. 212-213

## Grammar Point: *can, can't*

*I am a chef. I **can** cook.*

*I'm not a pilot. I **can't** fly a plane.*

*I **can't** speak French, but I **can** speak Spanish.*

## Are There Hard Facts About Soft Skills?

The 2003 “Workforce Demand Profile,” (the results of a US survey conducted by the Smyth County Industry Council) spelled out the specific skills and traits employers are looking for in employees. According to the employers interviewed in that survey, in the NACE survey (cited on page 2), and the 2013 employer survey by the Association of American College and Universities, having strong technical (or hard skills) is not enough. Employees need a repertoire of soft skills, and specifically a “capacity to think critically, communicate clearly, and solve complex problems [which] is more important than their undergraduate major.” This issue (just as the issue of navigating complex text) is not exclusively an ESL learner issue; it is an issue for much of the U.S. workforce and the global workforce as well. By facilitating our ESL learners’ acquisition of the language that enables them to demonstrate their soft skills, we increase their success in their current workplace and help them move closer to their career goals.

## Soft Skills for the Beginning-Level Class

Soft skills are not bound to any particular level of language development. It’s true that we would want to avoid complex language construction for beginning-level learners, but most soft skills are associated with a variety of phrases and expressions and many are ideal for beginning-level instruction. (Courtesy need not be flowery.) Some, more challenging language is an essential element of the skill, but can be learned in a “chunk” without regard to its grammar structure or vocabulary, e.g., *Could you go over that again? It’s been a pleasure to work with you. I didn’t catch that.* etc.. Before asking learners to use these “chunks,” they would, of course, need to understand their meaning. The partial list of interpersonal communication and team skills below includes sample language that could be taught to help learners practice the skills. You and your learners can use the OPD Soft Skills Inventory in Appendix E to keep track of the skills they have demonstrated in class.

### Interpersonal Communication and Team Skills

Show courtesy	<i>Thank you. Please hand me...</i>
Listen actively	<i>Really? Really! Hmmm. I see.</i>
Elicit participation	<i>What do you think? Your turn!</i>
Restate	<i>Okay, answer then write.</i>
Request clarification	<i>I’m sorry, what do I do first?</i>
Provide clarification	<i>First, answer the question.</i>
Use encouragement & praise appropriately	<i>You can do it! Well done! The ___ looks great!</i>
Provide feedback	<i>Don’t forget the period.</i>
Appreciate diverse views and approaches	<i>Let’s try it your way. That’s an interesting thought.</i>
Offer assistance	<i>I’m happy to help.</i>
Demonstrate a willingness to learn	<i>Can you show me how to... I’d love to learn how to...</i>
Use non-verbal communication appropriately	
Make eye contact	

# Developing the Language of Soft Skills

## Ways to Teach Soft Skills

By teaching English language learners to be fluent and accurate listeners, speakers, readers and writers, we are already teaching the core communication skills that are considered part of a workers' soft skill repertoire. Happily, we are also in a position to teach critical interpersonal and team skills; and help learners practice self-management, workplace behavior and job performance skills.

Having learners work in pairs and small groups is the most expedient way to practice behaviors such as leaning forward, looking at the speaker, nodding, or holding up an index finger to interrupt for a question or comment. The active listener will also often say "I see." or "Really?" or "How...(awful, wonderful, funny)!" Writing these behaviors and utterances in a Do/Say chart for learners to see, emphasizes the need to use the posted body language and phrases to concretely demonstrate active listening.

### When you listen actively you can...

DO THIS	SAY THIS
<ul style="list-style-type: none"><li><input type="radio"/> lean forward</li><li><input type="radio"/> look at the speaker</li><li><input type="radio"/> nod yes</li><li><input type="radio"/> shake your head no</li><li><input type="radio"/> hold up your index finger to interrupt the speaker</li></ul>	<ul style="list-style-type: none"><li>• I see.</li><li>• Really?</li><li>• How sad!</li><li>• How funny!</li><li>• How wonderful!</li><li>• How awful!</li></ul>

It's important to provide lots of practice with the behaviors and language before asking learners to apply the skills in their team work.

This practice period is a very lighthearted time in the classroom as you prompt learners to turn to their partners, lean forward dramatically, nod yes, and say "I see." or "How awful!" with appropriate intonation.

Once you have provided learners with time to practice the items on the DO/SAY chart, you can ask them to "use these phrases and body language

in the next activity to help you practice your [active listening] skills." Of course, that next activity should be an exercise or task where the soft skill they've just practiced will help them work together towards a common goal. In the case of our active listening example, the goal could be for learners to first complete an exercise on their own and then compare their answers with a partner. Using the exercise shown below, learners would tell each other their ratings for the different job search methods, actively listening to their partners, and then, based on what they heard, identify the similarities and differences between their ratings.

### Topic: Job Search

What do you think are the best ways to find a job?  
Number them in order.

1= the best

- |                              |                             |
|------------------------------|-----------------------------|
| _look in the classifieds     | _go to an employment agency |
| _look for a help wanted sign |                             |
| _network                     | _other                      |

Teaching soft skills through team tasks and projects creates a natural transition of these skills to learners' workplace interactions.

Beginning-level learners—when given clear instructions, assigned roles, and provided with appropriate language support—can successfully complete many types of autonomous team tasks using the surveys, problem scenarios, and role plays on the **OPD** topic pages or the tasks in the Classic Classroom Activities folder on the **OPD Teacher Resource Center**.

Learners can take also create their own surveys. For example, if learners are working on retail jobs and shopping vocabulary, one team could develop a survey of yes/no questions to identify where learners shop, another could write yes/no questions to determine their favorite way to pay, and yet another could write yes/no questions to find out about previous retail experience, etc.

**POSTERS:** Another popular task, the poster, requires learners to jointly plan, illustrate, caption and present posters on various topics. *Job Safety*, *Interview Skills*, *Food Safety*, and *First Aid* are well suited to workplace poster themes.

The Do/Say charts can help explicitly identify the soft skills that are part of each task, but it's also important for learners in each team to take on roles and jobs within the teams. Start by having learners number off within their teams and then use the numbering to quickly identify which team member assumes which role on the team. Expand learners' workplace vocabulary by providing labels that parallel workplace roles. For example:

*T: Number 1's, raise your hands. Okay, Number 1's you are the team managers. You distribute the materials and watch the clock. Number 2's, pick up a pen. You are the team's administrative assistant. You take notes for the team.*

### Sample Role and Job Assignment Chart

#	TEAM ROLES AND JOBS
1	<b>ROLE: MANAGER</b> <i>JOB: Distribute the materials, watch the clock</i>
2	<b>ROLE: ADMINISTRATIVE ASSISTANT</b> <i>JOB: Write your team's ideas.</i>
3	<b>ROLE: EDITOR</b> <i>JOB: Check for mistakes.</i>
4	<b>ROLE: DESIGNER</b> <i>JOB: Find photos or illustrations for the team</i>

### Assessing Learners' Use of Soft Skills

Assessment of learners' successful use of soft skills can be done through teacher observation during the lesson (*Good work clarifying, Julio.*), and learner self-assessment checklists or logs, e.g.:

SKILLS I USED TODAY
<input type="checkbox"/> Active listening
<input type="checkbox"/> Clarification
<input type="checkbox"/> Encouraging
<input type="checkbox"/> Feedback
<input type="checkbox"/> Participation

Better yet, use analytic rubrics that give learners (and you) a set of criteria and a scale that assesses learners'

performance during their team work.

One of the greatest benefits of the analytic rubric is that it can be used over a series of tasks so that learners can see their progress. Also, in addition to a soft skills focus, the rubric dimensions can include the content and language focus of the task. This can create a

stronger connection in learners' minds between the soft skills work and their language development.

As an example, let's take the listening task described earlier. Remember that in this task partners tell each other the ratings they gave different job search methods. In order to complete the task, partners have to use their active listening skills. If we state that partners need to restate what they hear, e.g.,

*T: Listen to your partner read his ratings. Restate what you hear.*

and then provide sentence frames to support the learners as they make statements about the similarities and differences between their ratings,

We think _____ is	a good way not a good way	to find a job.
I think _____ is	a good way not a good way	to find a job, but my partner disagrees.

then this rubric would work to assess the task:

	Expert Skills	Satisfactory Skills	Developing Skills
Active Listening Skills	leans forward;; looks at speaker;; 100% focus;; restates	looks at speaker;; 100% focus	sometimes looks at speaker;; sometimes focuses
Participation	100%	99%-80%	<80%
Writing Skills	Both statements are correct .	One statement is correct.	The statements are not correct.
Speaking skills	All words in the statement(s) are clear.	Most words in the statement(s) are clear.	Some words are clear.

The scale labels (*Expert, Satisfactory and Developing Skills*) could easily be assigned points, but consistent use of this terminology adds to learners' workplace vocabulary as well. This type of rubric could be recycled with similar tasks because the information in the rubric descriptors is not specific to the task content (job search). See the Appendix D materials for a rubric template.

# Planning and Differentiating Instruction with OPD

## Staging Lessons to Support CCR Skills

Beyond the lectures and readings in postsecondary face-to-face and online courses, learners are expected to actively participate in discussions and collaborate on team tasks. Employers expect no less. There's also a subtler expectation of adults in these settings: that they will know where to go (or whom to ask) for resources and that they will intuit which questions and issues to bring to an instructor's, supervisor's or boss' attention and when.

With these expectations in mind, it's worth considering how we can create a parallel classroom environment. Task-based learning (TBL) with its extended learner-centered practice is a good match for ESL classes that are integrating CCR skills.

The basic TBL lesson follows these three stages:

❖ **The Pre-task stage:** priming and preparing learners for the task

❖ **The Task cycle:** doing the task, planning the report on the task, and reporting on the task

❖ **The Post-task stage:** providing feedback (a focus on form or accuracy is often provided based on the issues that arose during the Task cycle.)

While some instructors might be hesitant to use this staging with beginning-level classes, it's possible to adapt TBL so that the pre-task stage provides a teacher-directed presentation and the task cycle becomes the learner-centered practice stage in the lesson.

Whichever version of lesson staging you prefer, it's worth considering TBL as an option for lessons that ask learners to listen or read to acquire and report on information, solve a problem, or design a product (e.g. a top 10 list, a survey, a role play, a poster, etc.) The lesson outline below shows how an adapted TBL approach can be applied to a lesson using the *OPD*.

**Level:** Low Beginning    **Topic:** Workplace Supplies/Inventory

**Lesson Objective:** Listen for an inventory of office supplies and report back on the results.

**OPD:** *Office Work*, p. 189, *A Classroom*, p.7 **Teacher's Resource Center:** *Office Work* listening passage

Stage	Goal	Teacher Support -- Learner Task
Pre-task Prime and Prepare	• Build community • develop schema • identify strengths and weaknesses with task vocabulary and concepts	Ss conduct a quick inventory of the office and school supplies in the classroom and dictate the items and numbers to the teacher (T). T asks about one or two items that will be in the listening passage but are not in class. <i>Do we have paper clips?</i>
	• Confirm Ss' comprehension of have vs. need	T asks yes/no questions based on the inventory list. <i>Do we have pencils? Do we need tape or glue?</i>
	• Confirm understanding of target vocabulary.	T distributes an inventory list and teams verify their comprehension of the words on the list, looking up those they don't know.
Task Cycle Do the Task, Plan the report, Report Back	• Learners listen for details during an inventory	T plays the passage and learners listen and mark the inventory list. Teams check to see if their numbers match, if not, the T plays the passage again.
	• Teams plan and rehearse their report.	T provides sentence frames: <i>According to the inventory we have _____ but we need _____.</i> Teams plan and rehearse their report using the frame. (Teams are advised to report on only one item for each part of the frame.)
Post Task Feedback, Formative Assessment	• Teams give their reports and receive feedback	Teams take turns giving their reports followed by T and class giving feedback on clarity of the report.
	• Focus on building accuracy	T provides grammar and pronunciation practice by having pairs do a follow-up peer dictation with have and need statements or generate sentences from a grammar chart.

# Planning and Differentiating Instruction with OPD

## Differentiating Instruction with OPD

All levels of ESL instruction benefit from differentiation. Adjusting teaching techniques and adapting materials to meet the varied needs, learning styles, and language proficiencies of the learners is in step with the adult learning principle of providing relevant, needs-based instruction. In the English language classroom, learners' varied levels of education, literacy and

interpersonal skills can play a significant role in their confidence and persistence. Differentiating materials and approaches can go a long way towards increasing learners' motivation and persistence.

The chart below identifies the **OPD** materials that provide numerous avenues for differentiation. (A ✓ indicates that the activity is "ready-made" for these learners.)

TO DIFFERENTIATE FOR → USING▼	tactile and kinesthetic, learners	visual learners	auditory learners	low-beginning learners (LB)	low-intermediate learners (LI)
Comprehension Questions (TDQs)	Use answer cards for responses.*	Write question prompts on the board.	✓	Direct non-verbal prompts and yes/no questions to these learners first.	Direct expansion questions ( <i>Why? How?</i> ) to these learners.
Pair practice with vocabulary using the picture(s) and word lists (LISTEN AND POINT, PEER DICTATION)	✓	✓	✓	(FOR LISTEN & POINT) Assign the LBs the role of trainee. (FOR DICTATION) Assign the LBs the role of manager.	(FOR LISTEN & POINT) Assign the LIs the role of manager. (FOR DICTATION) Assign the LIs the role of trainee.
Practice with sequences from <i>OPD</i> topics ( <i>Job search, Food Preparation, etc.</i> )	Have teams sequence sentence strips.	Have teams sequence pictures.	Have teams round-robin the sequence.	Use TPR commands to increase LBs' comprehension of the sequence.	LIs can create a series of TPR commands based on the sequence.
Pattern dialog practice (MAKE A NEW CONVERSATION)	Have learners stand while practicing conversations.	Use picture cards* as prompts for substitutions.	Have learners listen to a model	LBs can pick two items from the page to use in the dialog.	LIs can extend the dialog with at least one more exchange.
Acting out conversations (ROLE PLAY)	✓	Use realia and <i>OPD</i> videos.*	✓	Provide sample sentences learners can use for the role play.	LIs can write 4-6 additional lines for the role play.
Exercises from the <i>OPD</i> High Beginning Workbooks	Use answer cards* for responses.	✓	✓	Use the <i>OPD Low Beginning Workbook</i> correlating topics.	Use the <i>OPD Low Intermediate Workbook</i> correlating topics
Listening passages* or videos*	✓	Point out the visual cues in the exercise.	✓	Let LBs listen once before doing the exercise. Use "or" questions to ask about the passage.	Create inference questions based on passage for LI learners to answer after first listening.

\*Available on the *OPD Teacher Resource Center*

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