

Preparing English Learners

FOR WORK AND CAREER PATHWAYS

Companion Learning Resource



Welcome to the Preparing English Learners for Work and Career Pathways: Companion Learning Resource (RESOURCE), a collection of strategies, tools, lesson ideas, and tasks to support the creation of career-focused, contextualized, English language acquisition (ELA) instruction. There are also numerous links to follow, each an invitation to explore contextualized ELA instruction a little more deeply, helping you prepare your learners for the career pathways that match their goals.

Companion Learning Resource

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CONTENTS

INTRODUCTION

About this Resource 2

Five Approaches to Contextualized English Language Instruction 4

CONCEPTS IN ACTION

Identifying Future Pathways 6

Learning to Learn 11

Developing Workplace and Training Vocabulary 16

Demonstrating Workplace Soft Skills 22

Problem Solving 28

Conclusion and Next Steps 31

ADDITIONAL RESOURCES

Resource Index 32

Works Cited 33

Appendix: Permissions



This RESOURCE addresses the following guiding questions:

- What preparation do adult English learners (ELs) need to tackle the language and skill demands of the 21st-century workplace?
- What are evidence-based instructional models for infusing or integrating occupational training with English language instruction?
- What types of lessons, tasks, and strategies support ELs' transition to postsecondary training and education as part of a career pathway?

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ABOUT THIS RESOURCE

This RESOURCE, although based on current studies and trends in the career-focused contextualization of English language instruction, is not intended to provide an in-depth overview of the research in this area. Nor does it include step-by-step professional development on career pathways program design, curriculum development, or assessment. To learn more about the research or engage in a guided process leading to the development of a career pathway program or instructional design, please refer to the two complementary resources below, available via [LINCS](#):

Preparing English Learners for Work and Career Pathways: Issue Brief (BRIEF) This BRIEF provides teachers and administrators with practical ideas and presents a broad overview of considerations for connecting ELA to career pathways. It is intended to serve as an introduction to career-focused contextualized instruction that teachers and administrators can use as a springboard to additional in-depth resources.

Preparing English Learners for Work and Career Pathways: Professional Development Module (PD MODULE) This online, self-access module includes an overview of contextualization concepts. It features units on program design, curriculum, and instruction as well as evaluation and learner assessment. The module provides in-depth information for both teachers and administrators.

This RESOURCE provides references to, and examples of, different types of lesson design. For more information on the basics of lesson design and a deeper exploration of the different designs shown in these pages, see “Planning for Teaching and Learning” in *Teaching Adult ESL* (Parrish, 2004) and [ESL by Design: Lesson Flow](#) (Wrigley, n.d.).

Many of the materials shown on these pages are contained in toolkits or resource collections on a state’s English as a second language (ESL) or career pathways website. Use the source link alongside each item in this RESOURCE or the links on the Works Cited pages to delve more deeply into these additional materials. You also can make use of the myriad links to videos, audio files, visuals, and interactive sites to expand your understanding of contextualized instruction and support your goal of integrating workplace readiness and career pathways into your English language classes. All of the resources reproduced in these pages are **used with permission** of the author or organization, as indicated in the narrative.



Instructors can explore the Companion Learning Resource as part of a professional learning community (PLC) activity.



What's the Connection Between Contextualization and ELA?

Contextualization for English language acquisition: A process of providing language and literacy services contextualized to the skill demands of work or career and technical training. Instruction is offered in a supportive environment and uses authentic materials gathered from workplace and technical training (Wrigley, 2015).

In their 2007 Center for Adult English Language Acquisition (CAELA) brief, ***Workplace Instruction and Workforce Preparation for Adult Immigrants***, Burt and Matthews-Aydinli highlight the correlation between immigrants' English language proficiency and their success in the workplace. They point out that this correlation has been a rationale for federal funding of adult education programs since 1964. Further, in the 21st century, the call for a more contextualized, career-focused approach to ELA has emerged in conjunction with research showing that jobs paying a family-sustaining wage require some postsecondary education. (For more on this topic, see the **BRIEF**.)

Many programs have created bridge and Integrated Basic Education and Skills Training (I-BEST) courses for ELs at a high intermediate or advanced level of proficiency. However, Parrish and Johnson, in their 2010 CAELA brief, ***Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills From the Beginning***, cite research that supports expanding the scope of opportunities offered to adult ELs from beginning through advanced levels, in light of the skills needed for the high-demand careers of the future and the postsecondary training required by many current high-demand jobs. Citing a report from the National Center on Education and the Economy (2009), which argues for a redesign of adult education to promote postsecondary

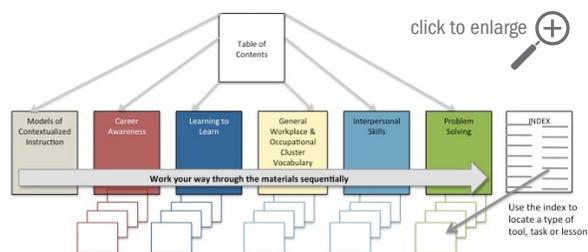
and workplace readiness for all learners, Parrish and Johnson (2010) call for the integration of skills needed for transitioning successfully to postsecondary education or employment “into every level of instruction, including ESL classes that are focused primarily on language instruction” (p 1).

How to Navigate this Resource

The diagram below illustrates ways to navigate this RESOURCE:

- Page through sequentially.
- Search for a resource by type or proficiency level in the *Resource Index*.

Note: A quick way to locate items is to search on word or phrase by clicking *Edit>Find* in the main menu and entering your search term.



What Will You Find in This Resource?

Learning Environments: five approaches to contextualized English language instruction that are also the instructional settings for the lessons and materials provided in this resource

Concepts in Action: five key concepts underlying contextualized English language instruction

- Identifying future pathways: career awareness, career exploration, and goal setting;
- Learning-to-learn: direct instruction and practice with the study skills needed for workplace training and technical education;
- Developing workplace and training vocabulary: strategies and tasks that support autonomous vocabulary learning strategies (VLS);
- Demonstrating soft skills: skills that lead to increased employability; and
- Problem solving: scenarios and higher level thinking tools to address cross-cultural workplace issues.

Key Considerations: questions related to the concepts above along with the resources that respond to those questions

Voices From the Field: 1-minute strategy talks by ELA experts

Take a Tip and Teachers Ask: teaching tips and support for the contextualized ELA class

Links to videos, toolkits, and websites to support your further exploration of contextualized English language instruction





FIVE APPROACHES TO CONTEXTUALIZED ENGLISH LANGUAGE INSTRUCTION

The following lists the five basic approaches to contextualized English language instruction:

Contextualized ELA classes



Bridge courses



Concurrent ELA and career training courses

I-BEST classes

SITE Work-based ELA classes

Each of these focuses on developing learners' English language proficiency in the context of career awareness, employment, and/or skills training. The descriptions below include links to instructional materials or a video for a closer look at each learning environment. For more detailed descriptions and a step-by-step process for selecting and implementing an approach that best fits your setting, see **Preparing English Learners for Work and Career Pathways: Professional Development Module**.

The Contextualized English Language Class

ESL courses that contextualize instruction embed integrated language skill development within themes such as career awareness, career exploration, and goal setting. When contextualized courses are made available to beginning-level English language learners or used in multilevel settings, they typically help learners increase their awareness of career options in high-growth career pathways in the region, explore and compare careers, and develop general workplace

readiness. In some programs, these learning environments may be referred to as vocational ESL courses.

For one example of a beginning-level contextualized ESL curriculum, take a look at **Los Angeles Unified School District's Division of Adult and Career Education VESL Course Outline**.

When these types of courses are linked to a specific career pathway, they're often considered "on ramps" (that prepare and guide learners onto the pathway) and are developed for intermediate and advanced learners. One example of such an "on ramp"

is Carlos Rosario's ESL Health 4 and 5 courses leading to the program's **Health Pathway**.



Learners in a beginning–low contextualized ELA class ask and answer questions about their job skills.



The Caregiver Bridge Program at Illinois' Moraine Valley Community College helps learners develop their language skills within the context of providing daily care to those whose health has been impaired.

The Bridge Course

Bridge classes are commonly aimed at high-intermediate-level and advanced-level English language learners whose goals include postsecondary education and training. Bridge courses that target entry into a career training program contextualize their English language instruction to the content of that training program and focus on building background knowledge and developing the academic skills and the vocabulary learners need to succeed in the training

program. For example, bridge programs in manufacturing cover blueprint reading and statistical process control; those in health care cover an introduction to human biology and vocabulary for health jobs (Strawn, 2007 slide 7). To learn more about bridge programs see **Promoting College and Career Readiness: Bridge Programs for Low-Skill Adults**. Look at this **video** to learn about the ESL/General Equivalency Diploma (GED) Caregiver Bridge Program at Moraine Valley Community College in Palos Hills, Illinois.



Concurrent Enrollment in ELA and Career and Training Courses

Another approach to contextualization has learners with high-intermediate to advanced levels of English language proficiency simultaneously enroll in career and technical education (CTE) program and ESL courses. For this approach to be most effective, the ELA instructor uses the CTE training course materials to inform English language instruction. Along with revisiting the training course content as part of their English language instruction, students

in this learning environment also work with general workplace skills and the academic skills that will support them as they tackle the training materials outside the ELA class. For an example of one type of ESL course offered concurrently with CTE courses, see this description of a [Portland Community College ESL course](#) and this description of [Diablo Valley College's Project Access](#) (Early Childhood Education Career Pathway).



The professional learning communities that are part of the concurrent early childhood education (ECE) and ESL classes at Diablo Valley College (Pleasant Hill, CA) provide peer support as learners tackle challenging content.



ESL instructor Donna Price and Registered Nurse Manuel Gallegos team-teach the Personal Caregiver—Pre-Certified Nursing Assistant (CNA) I-BEST course for San Diego Community College District's Continuing Education program.

Integrated Basic Education and Skills Training (I-BEST)

In the I-BEST model, learners are team-taught by a CTE and an English language instructor. Pairing the instructors ensures that learners get both the language support and technical skills needed to succeed in their next step on the career pathway. For example, in the class depicted here, the instructors are providing English language instruction and technical training to prepare the learners for positions as caregivers and/or training at the community college, leading to CNA certification. For a detailed look at a nationally recognized I-BEST model, see the [I-BEST web page](#) on the Washington State Board for Community & Technical Colleges website for videos that show the model in action, research that supports the model, and planning resources. For a quick look, view Everett Community College's [video](#).

The Work-Based Course

The work-based ELA class relies on a partnership between employers and adult education providers. These courses provide low-skilled workers with contextualized English language instruction based on a worksite-specific curriculum developed in conjunction with employees' supervisors or business owners. Learners may take classes onsite or participate in blended learning (face-to-face and online instruction) to

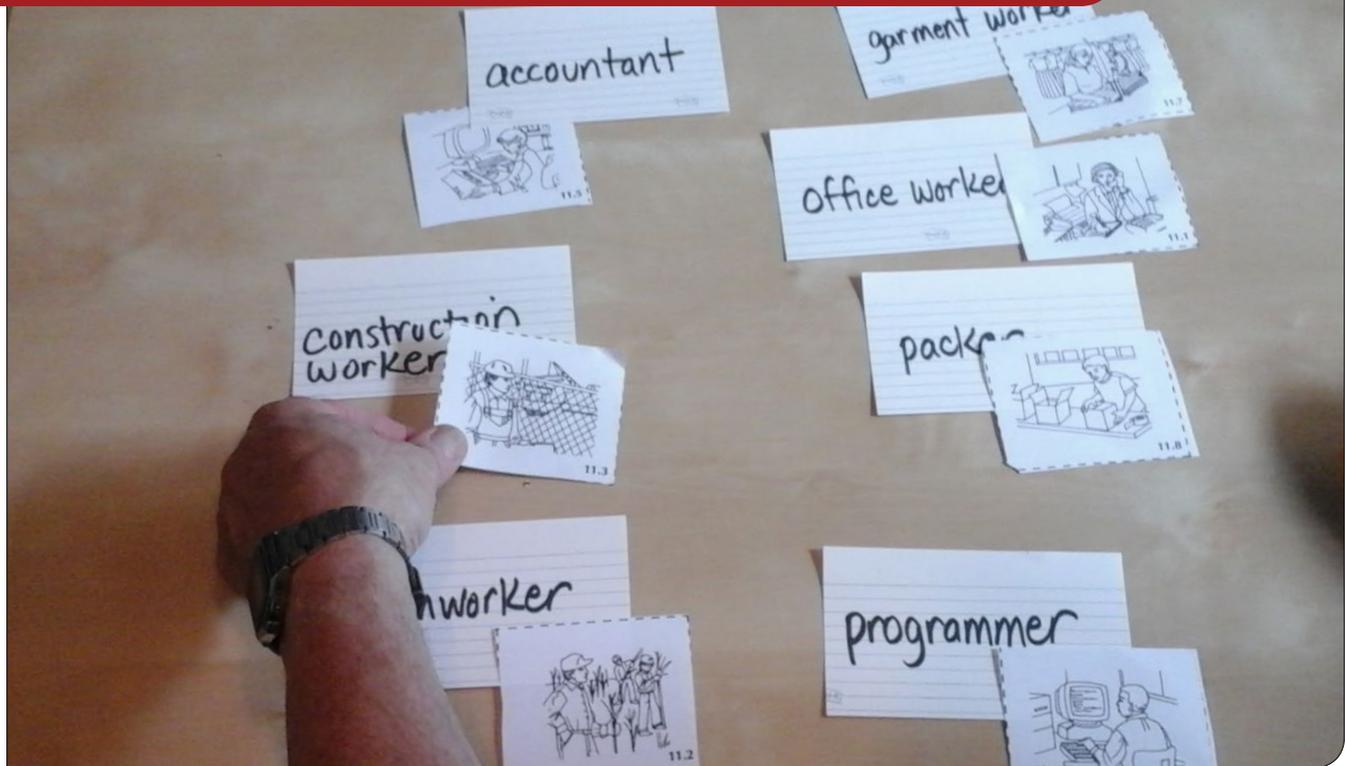
accommodate their work schedules. One example is a custodial ELA course run by [Community Action](#) in partnership with the [Leander Independent School District](#). Learners attend classes on Saturdays and use their cell phones (through [Cell-Ed](#)) to practice during the week. Another example is *English Under the Arches* (McDonalds), where manager trainees increase their command of English and technical skills during paid work hours. (See the [Aspen Institute Website](#) for details about the program.)



In this work-based course, Leander Independent School District custodians meet weekly to develop their English language communication skills.



IDENTIFYING FUTURE PATHWAYS



What is it?

For many adult English learners, one of the obstacles to finding family-sustaining employment is a lack of awareness of the high-growth careers in their area and a lack of familiarity with the skills and education associated with the different jobs on a particular career's ladder. Providing adult ELs with the opportunity to explore careers and career pathways is the first step in ensuring that they have the information needed to create a set of goals that will lead them toward careers that provide a self- or family-sustaining wage and that match their interests and aptitudes. The **BRIEF** states that career awareness lessons "help students identify both the skills they have and the skills they need to qualify for jobs that pay family-sustaining wages. Particularly important for immigrants and refugees are components that increase awareness of career ladders and the hourly wages associated with each step on the ladder" (Wrigley, 2015, p.2). For more insights into the skills required for ELs to explore and identify future pathways, see the Minnesota ATLAS Webinar: [Developing a Future Pathway](#).

What does it look like in a beginning-literacy ELA Class?

In the beginning literacy ELA class depicted above, students have been working with a set of occupation word and picture cards based on the types of jobs and fields in which they've expressed interest. The instructor wants to increase their ability to talk about the types of work that interest them by having learners focus on associated job locations. Using labeled pictures taped to the whiteboard, the teacher introduces types of worksites related to the occupations from the word cards (e.g., outdoors, in an office in a store, in a lab). She elicits how to categorize each word and writes it under the picture. She asks for help with spelling, inviting higher-level learners to write for her. After the words are categorized on the board and she explicitly models the activity, the pairs categorize their cards at their desks.



TAKE A TIP: BUILD ON EXISTING RESOURCES!

When you want to focus on how English works, the word cards can help learners "notice" the "er" suffix. Categorize those terms that do and don't end in "er" (e.g., worker, packer, programmer). Encourage learners to create new occupations, adding "er" to previously learned verbs (e.g., sitter, painter).



continued from page 6

To prepare learners for the speaking and writing tasks, the teacher puts two sentence frames on the board and models sample sentences: *I want to work _____.* *I want to be a _____.* Learners then take turns completing the sentences with a partner. Next, she has learners dictate their sentences as she writes them on the board. *Ana: I want to work outdoors. I want to be a rancher. Xiu: I want to work in a lab. I want to be a lab tech.* The teacher purposely

makes some mistakes so that the learners will correct her. Once the board is filled with the class's sentences, learners write out their sentences on sentence strips, using the board as an answer key. (The teacher can provide a sentence strip with the sentence frame to make it easier for students with lower literacy skills.) Learners then start a career wall by posting their sentence strips on a bulletin or poster board.

What does it look like in an intermediate general ELA Class?

In her lesson on developing an informational interview, intermediate ELA instructor Stephanie Sommers has the class brainstorm ways to find out about different kinds of jobs. She follows up by defining an informational interview and contrasting it with a job interview. To establish learners' familiarity with job interviews, she has them call out job interview questions they know and points out how these differ from informational interview questions. Stephanie lists several jobs and has students pair up to choose one they want to research.

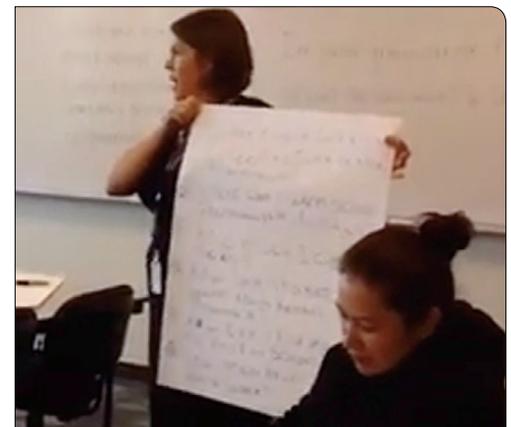
She then introduces a **KWL** chart that learners will use to begin their research.

Working in pairs or small groups, the learners complete the "What do you already **K**now?" column of the chart as Stephanie offers support and helps learners expand their use of the language. For example, when a learner says "delivers" (referencing truck drivers), Stephanie asks for elaboration with "For example, what do they deliver?" Once learners have determined what they know, she has them develop the questions they have to complete the "**W**ant to Know" column of the chart. These questions are put on large sheets of paper and shared with the class. For the independent practice or application stage of the lesson, Stephanie makes

the point that learners could complete the "**L**" column of their charts by going to the library, using the Internet, or conducting an informational interview. To help learners do the research during class time, she sets them the task of completing the "**L**" column of the chart by reading a related career text printed from the Internet. Learners work together to read the relevant text, make notes on their charts, and then report on what they learned from their research. (Click [here](#) to see this lesson in action.)



Stephanie monitors learners' discussions and offers language support.



Stephanie displays one group's chart.

**Key Consideration: How can we find out what our learners already know and can do?**

To provide learner-centered, contextualized, English language instruction, teachers need to investigate learners' needs, interests, and goals. Teachers and learners alike can use this information to ensure relevant instruction. Knowing what learners know and can already do is especially important in a setting where learners are trying to determine a career path. This same awareness is important in occupation-specific bridge concurrent, or I-BEST courses: learners (and instructors) need to identify strengths that can be exploited and weaknesses that require attention to ensure a timely transition into postsecondary college classes or training.



Skill and Interest Inventories

A number of skill and interest inventories developed for native speakers can be adapted for ELs. Take a tour of these five. Which one would be best suited to your learners? What adaptations would you make?

- [City College of San Francisco: Occupational Interest Survey](#)
- [Virginia Tech: Who R U? Career Family Survey](#)
- [ISEEK Career Cluster Interest Survey](#)
- [Ohio Career Cluster Inventory](#)
- [My Next Move \(O*Net\)](#)

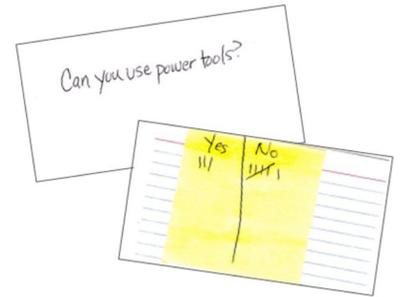
**TAKE A TIP: USE PICTURES!**

Picture dictionaries, developed for ELs, are a good source of skills and occupations and most have sets of reproducible images that can be added to worksheets or flash cards that can double as inventories.

Check out the [Occupational Outlook Handbook A-Z index](#) to quickly find hundreds of pictures associated with different careers.

Peer-to-Peer Activities

These activities can be used to generate class data about skills and interests while also providing practice with questions and answers. Using images, labels, and sentence frames makes the activities accessible for lower level learners in multilevel classes.



Single Question Survey: Can you...? Do you like to...?

Prepare a set of 3 x 5 cards with different questions, each associated with a single skill (use power tools) or interest (work outside). Put a sticky note with a T-chart on the back as shown above.

1. Have learners practice the question prompted by the images on their cards. *Can you _____? or Do you like to _____?*
2. Have them form two facing lines. Explain that they will survey the people across from them and mark the responses on their sticky note chart. Set a 1-minute time limit.
3. Call time. Have one line rotate one learner to the left. Set the time limit and have new partners survey each other.
4. Continue the rotation until the line is back at the beginning.
5. Let group learners gather their thoughts before sharing what they learned. Provide a sentence frame to support learners' use of academic language. For example: *My data show that _____ out of the _____ people in the survey can _____. (I like to _____).*

Corners: Which Workplace?

For the "Corners" survey, place signs depicting different workplaces around the room (e.g., a clinic, an auto shop, a lab, a cubicle, a kitchen).

- Ask learners to stand where they'd most like to work.
- Once in their "corners,"
 - they can brainstorm jobs associated with that workplace, or
 - you can elicit statements summarizing the results of the survey.

(You also can have learners go to a "corner" where they'd least like to work. Have them ask and answer the question *Why not? (Because I don't like...)*



DOL'S Occupational Outlook Handbook and O*Net OnLine



Key Consideration: How can learners increase their background knowledge about career clusters and careers?

Two invaluable free online resources (the **Occupational Outlook Handbook** and **O*Net OnLine**) have the information instructors and learners need to build their background knowledge about career clusters and the careers within those clusters.

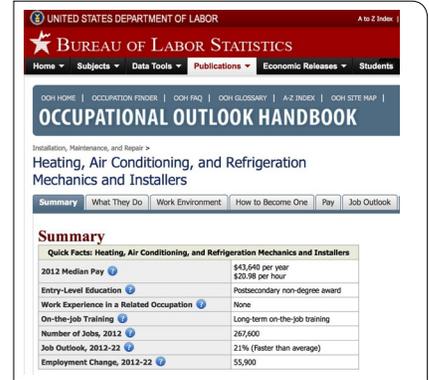
The Occupational Outlook Handbook provides a wealth of information about hundreds of jobs. Its numerous photos and charts are helpful for beginning-level lessons. Each job page provides a “Quick Facts” summary that identifies whether the field is growing or has slowed down.

Intermediate and advanced learners, working in teams, can use the Quick Facts summary for a job to generate questions and quiz their classmates. Learners also can teach each other about different jobs, reading the information on the site and developing a simple summarizing presentation. Pair teams who have read different texts and have them present to each other, rather than to the whole class. (In classes with limited access to the Internet, instructors can print the “How to Become One” texts for three or four different jobs.)

O*Net is another useful site with similar types of information. The information on these sites is transferred very easily to information gap activities that give learners practice in asking and answering questions about different jobs’ duties, skill requirements, salaries, and job outlooks.

With these robust and easily navigable sites, learners can do their own career research, exploring different careers within a selected career cluster. Provide learners with charts or paragraph frames to guide their research and expand their career knowledge (**Magy & Price, 2014**).

Be sure to plan time for direct instruction on how to use the sites and their search engines. For suggestions on ways to help learners navigate websites and increase their digital literacy skills, see **Integrating Digital Literacy into English Language Instruction: Issue Brief** and **Professional Development Module**.



click to enlarge



click to enlarge

	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
A	HVACR Technician	\$20.00/hr		long-term training apprenticeships	more jobs in future
	Computer Repair		no degree required		

	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
B	HVACR Technician		certificate or AA		
	Computer Repair	\$17.00/hr		none, but maybe mentoring	fewer jobs in future

We researched information about _____ (job). You go to school for _____ years to get a _____ (certificate diploma). On this job you work in a _____ (school, hospital, factory, store). Most of the time you work _____ (standing up and walking around, sitting down). Your pay is _____ per hour. We read about this in _____.

Developed by Ronna Magy and Donna Price and used with permission.



VOICES FROM THE FIELD

Blaire Toso, PhD, on the importance of building career awareness with beginning-literacy level ELs



Key Consideration: How do goal-setting tasks and lessons integrate language development?

Goal setting is integral to adult learning. It assists the learner in connecting instruction to his or her desired outcomes and helps bolster persistence (Moeller, Theiler, & Wu, 2012). In the contextualized ELA class, goal setting plays an even more important role: identifying the occupational clusters learners want to explore and helping them select the “on ramp” and career that will lead them toward their goals. The material below is from [Integrating Career Awareness into the ABE & ESOL Classroom](#) (Oesch & Bower, 2009), a collection of lessons that develops learners’ career awareness as well as their goal-setting and workplace readiness skills. Here are summaries of two lessons:

This lesson encourages learners to think more broadly about their career options.

The scenarios provide an opportunity to develop reading fluency.

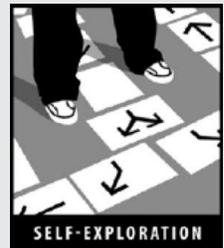
Learners view goal setting through the lens of SMART goals.

The two articles give learners practice working with relevant text and vocabulary.

INTRODUCTION TO GOAL SETTING

Lesson Summary:

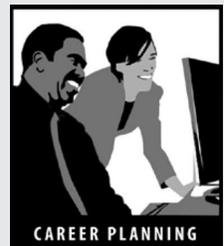
1. Brainstorm words associated with goals.
2. Share one or more goal scenarios; read aloud as learners read along.
3. Pairs decide what the character’s goal(s) is(are).
4. Learners respond to questions about their hopes and dreams in the past and now.
5. Class considers reasons for goal setting.
6. Learners create goal statements.



GOAL SETTING

Lesson Summary:

1. Learners read an article on goal setting.
2. Class considers short and long-term goals.
3. Read about SMART goals.
4. Learners analyze goals to determine whether they are SMART or not.
5. Learners reflect back on their previous goals and adjust them to make them SMARTer.



The links and instructional materials below will give you more ideas for ways to help learners with goal setting and planning for postsecondary training.

San Diego Community College District: Goal Setting Lesson

Plan (Bitterlin & Price, 2008)

Gateway Technical College: Keys to Success (Solomon, 2011)



TAKE A TIP: USE MULTIMEDIA AND THE PAUSE BUTTON!

Take advantage of video resources on goal setting, such as [One-Step-at-a-Time Goal Achieving Cartoon Doodle Video](#). Press “pause” to give learners time to verify comprehension.



LEARNING TO LEARN



A pair of learners with instructions for using wash cloths to prepare a bed bath

What is it?

Learning to learn creates opportunities for English learners to practice the skills that enable them to pursue learning, to persist in that learning, and to organize their learning through the effective management of time, information, and resources. Preparing for their transition to postsecondary training requires that students in contextualized English language instruction courses work with the metacognitive skills that allow them to address learning challenges and persist in their studies. The complexity and academic language of training materials along with the domain-specific (Tier III) vocabulary that learners will have to master make having academic and study skills an essential part of receiving contextualized instruction.

What does it look like in an I-BEST personal caregiver, pre-CNA course?

In this week's I-BEST personal caregiver, pre-CNA course, the instructors, Donna Price and Manuel Gallegos, RN, are preparing learners to give a bed bath, using a lesson adapted from the textbook: *Nursing Assistants, A Basic Study Guide*, 10th Edition, (p. 53). To help learners prepare for reading the complex text, Donna asks them to recall what they already know about the lesson content with several questions, such as *What are the supplies you need? Where do you think you start (when giving a bed bath)?* She then has them listen to the text as they read along. (Making use of audio is a learning-to-learn strategy that supports learners' reading fluency.) After they have read the material, Donna gives them picture packs that represent each stage of the bed bath and has the learners form pairs or trios to sequence and talk about the pictures. Manuel demonstrates the steps using a mannequin, and Donna writes each step on the board. Learners copy the steps into their notebooks; Donna takes a moment to focus learners on the strategy of using text features to spot key information. She shows the page of the bed bath steps in the CNA state certification booklet and asks them to tell her which step is most important on the list (the boldfaced step). Donna explains that this step must be done perfectly to pass the test for bed bath. Learners then highlight that step in their own notes. (Click [here](#) to watch a video of the lesson in action.)

TEACHERS ASK: *How can I ensure that my learners are applying learning-to-learn skills outside the classroom?*

Sylvia Ramirez responds: Have learners complete checklists, logs, or tally sheets to account for time they spend "on task" outside class. This mirrors workplace accountability and helps learners chart their progress.



What does it look like in a beginning-level ESL contextualized class?

Kristin Perry, of the Hmong American Partnership, in Saint Paul, MN, helps her learners to (a) make use of predicting skills for fluent reading and (b) employ a graphic organizer as a strategy for organizing information from a text. After explicitly introducing WH-questions (Who, Where, What/Doing, When, Why), she uses these same questions to help learners make predictions about the story, **Max Works Hard**, based on the pictures and title.

After reading the story aloud to her class, she helps the learners check the accuracy of their predictions, then distributes the story and has students follow along as she reads the story aloud again. Learners do a variety of practice activities with the material, one of which is to use a graphic organizer to categorize the information from the story.

As an extension task, the teacher has learners complete the graphic organizer, using images that depict another worker's history. Click [here](#) to watch a video of this lesson.

Learning Strategies (LSs): LSs are planned methods, steps, actions, or techniques for facilitating and enhancing learning and the use of new material. From *Minnesota's Transitions Integration Framework (TIF)* (Adult Basic Education Teaching and Learning Advancement System [ATLAS]. 2013).

Learning Strategies Lesson - Low Beginning
<p>Warm-up:</p> <ul style="list-style-type: none"> Introduce self. Ask Ss introduction questions. Either use the grid (or go paperless) for mingle asking/answering questions.
<p>Introduction:</p> <ul style="list-style-type: none"> Explicitly introduce WH?s and their meanings. Match questions with the pictures as a group. Individual volunteers draw matching lines between the concepts.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ask students simple WH?s about the image from the story – write answers on board. Elicit student responses to the images/title from the text on what the story is about. Write responses as prediction statements on the board. Read the story aloud to the Ss, pausing to address predictions as needed. Look together at the predictions made pre-reading and determine whether the predictions are T/F using “Yes” and “No”, check if answers to WH?s were accurate. Hand out the story and allow students to follow along while listening to the story. Have students read three times: read to self (silently and aloud) and with a partner. Ask Ss simple WH? comprehension questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Have groups sort images from story into “Who”, “What are they doing”, “When”, “Where” and “How long”. Once images are categorized, help Ss line up the images so they match the story. Ex. Packager, put things in boxes, in the factory, from 1996 to 2000 – line them up First, Next, Then Once in order use the graphic organizer to write key vocabulary from the story. Ss read the story independently again. Using the grid they can practice asking/answering WH?s about the story in partners. As a wrap up, Ss orally answer WH? questions from the teacher.
<p>Extension:</p> <ul style="list-style-type: none"> Have each student write a summary statement about a different, but related image by filling in a graphic organizer with the person, action, place and time. Students ask/answer questions about their images.
<p>Assessment:</p> <ul style="list-style-type: none"> Check through the graphic organizer to ensure words are sorted correctly. Check through the graphic organizer to ensure concepts match up. Orally ask individuals about the story.
<p>Developed by Kristin Perry, HAP Work Readiness Teacher The TIF-Lens Series: “Zoom in” on Learning Strategies ACES, ATLAS, Hamline University, March 2015</p>

LS Lesson Graphic Organizer: ESL Beginning
Used with permission

Who?	What?	Where?	When?	How long?
Who?	What?	Where?	When?	How long?
Packager	put things in boxes	factory		From 1996 to 2000
Custodian	cleaned	school		From 2000 to 2008
Office worker	answers phones	office	now	

ACES Resource Library, ATLAS, March 2014 Page 1

click to enlarge

TEACHERS ASK: *Some of my learners are retirees or elderly. They have no plans to enter the workforce. How is this content relevant to their needs?*

Jayme Adelson-Goldstein answers: The focus of the story is Max's work history and the different jobs he held. Retirees or older adults may have rich work histories to share that are part of their life stories. Working with Max's story will give them a model to talk about their life stories and enable them to describe the work done by family members as well.



Key Considerations: Which learning strategies should be included in contextualized ELA lessons?

Educational researchers and practitioners alike have pointed to the positive results of engaging learners’ metacognition to help them identify the learning-to-learn strategies that boost their comprehension, retention, and application of new content and skills. Andrew Cohen has suggested that, “enhancing language learners’ systematic use of strategies has an impact on their language learning” (personal communication, 1998). Beth Thornburg of the Center for Teaching Excellence states, “Studies show that students learn more, and are more likely to become self-motivated learners, if they are made explicitly aware of their learning” (Thornburg, 2013). In addition, employers have said that their employees need training in life-long learning and self-direction (Association for Career and Technical Education, National Association of State Directors of Career Technical Education Consortium, and Partnership for 21st Century Skills, 2010, p. 10). All of the above contribute to a strong rationale for providing learning-to-learn strategies in the contextualized ELA class.

Once the need for these strategies is established, the question quickly becomes, which strategies are most needed? Minnesota’s Transitions Integration Framework (TIF) includes a comprehensive yet manageable list of learning strategies as one of its eight key areas. The TIF, developed by Minnesota’s Adult Basic Education (ABE) Teaching & Learning Advancement System (ATLAS), also draws on resources such as the Partnership for 21st Century Skills, Costa’s *Habits of Mind* (2000), *The Life Skills, College, and Career Readiness Guide for ESOL Learners* (2005), the *College and Career Readiness Standards for Adult Education* (2013), and *Equipped for the Future* (2000).

Learning Strategies Webinar: Handouts

TIF @ a Glance: Learning Strategies Snapshot

Learning Strategies (LS): Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor’s directions, listening to a lecture)
 SWBAT...

Sub Skills:

- a. Make use of background knowledge to understand new information
- b. Make predictions before and during reading and listening
- c. Use context clues to understand new information (formatting, pictures, surrounding text)
- d. Identify main ideas or themes when reading or listening
- e. Scan written text or listen to oral text for specific information and details
- f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- g. Make inferences and logical guesses (read and listen between the lines)

Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall
 SWBAT...

Sub Skills:

- a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge
 SWBAT...

Sub Skills:

- a. Ask for repetition and clarification of unknown language and concepts
- b. Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word)
- c. Use context and what you know to figure out or guess meaning of language
- d. Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search)

3 | ACES, ATLAS, Hamline University, March 2015

Note: SWBAT = Students will be able to

★ TAKE A TIP: NEED LEARNING STRATEGIES (LS) INSPIRATION?
 The National Capitol Language Resource Center in George Washington University’s Center for Applied Linguistics has a variety of **LS assessment tools** in Spanish, Chinese, Russian, Japanese, French, and German as well as **26 LS cards**.



Key Considerations: Which academic skills have been identified as essential to success in career and technical training?

Developing ELs’ transition skills to meet the expectations of the career training classroom is an important consideration in contextualizing instruction. ELs planning to transition into postsecondary training need many, if not all, of the same **academic and study skills** as their classmates who are planning to enter college courses. Learners preparing for training must practice interpreting charts and tables, reading procedures and processes carefully, and following multistep instructions. The text complexity and academic language found in 21st century career training materials

Note-taking is a key academic skill that prepares learners to transition into career training. According to Wrigley, “The skills needed to understand and respond to lectures are particularly important in training, whether they are part of workplace training or part of an occupational skills course offered in a career and technical program. ELs at all levels need experience listening to training presentations. They must gain proficiency in both global listening—to get the main point of an explanation—and listening for important details that need to be remembered” (2015, p. 2).

Construction Safety

1. Falls	# of fatalities
2. Causes	
3. Prevention	

According to the video _____

This page of Cornell notes is “primed” to guide the learner’s note-taking while watching a short video on safety at the construction site.

EMPLOYEE	SCHEDULE	FLOORS	ROOMS
Ramirez	6 - 2	15-18	odd

This labeled grid helps learners listen for the key details as a supervisor hands out work assignments.

makes it imperative that ELs work on close reading skills and developing academic language. For information on ways to integrate these skills into ELA, see *Meeting the Language Needs of Today’s Adult English Language Learner: Issue Brief* and *Preparing English Learners for Work and Career Pathways: Professional Development Module*.

Parrish and Johnson (2010) provide examples of guided note-taking for ELs using Cornell notes—a system where learners divide their papers into sections: key points or questions; details and notes; and summarizing points,—and graphic organizers such as grids, mind maps, and Venn diagrams. They suggest that ELs take notes during listening or reading tasks. In the two examples below, learners are noting key details during authentic workplace listening tasks: (1) a video on workplace safety and (2) a weekly staff meeting on scheduling.

After the listening and note-taking task is complete, learners then use their notes to complete one or more follow-up tasks, such as responding to comprehension and inference questions, posing solutions to a problem scenario, or writing an e-mail or memorandum regarding the listening topic.



TAKE A TIP: DIFFERENTIATE!

In a multilevel class, play the same video or listening passage, but include more supports for lower-level learners’ Cornell note pages or graphic organizers (e.g., learners make a mark when they hear or see something). When you replay the passage, lower-level learners will listen to check and expand their notes, and higher-level learners will listen for the same purpose.



Key Considerations: Which instructional techniques prepare learners for the self-directed nature of postsecondary training?

The training classroom is typically a blend of lecture and active learning. The description of CTE instruction in hospitality careers in **California’s CTE standards**, for example, states that “knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects [and] work-based instruction” (p. 3). In preparation for the transition to CTE classes, ELs need practice with task-based instruction, project-based learning, and performance-based assessment that will be part of their career training. Task-based instruction requires that learners collaborate with classmates, plan and carry out their approach to completing the task, and report back on the outcome(s): all key workplace skills.



VOICES FROM THE FIELD:

Heide Wrigley, PhD, on the ways that lesson flow develops ELs’ awareness of their learning

Checklists for task procedures and rubrics that set task criteria promote self-directed, autonomous learning and can help ELs prepare to meet the expectations of the training classroom. The generic task checklist below helps learners identify the key steps in the task, take on roles, and plan their approach to the task.

TASK GOAL		
Team Member Name	Role:	Responsibility
Task Steps:	Lead team member	Due by
1,		
2.		
3.		
4.		
5.		

A rubric serves multiple purposes in the contextualized English language classroom. It sets criteria for the task, allows learners to self-assess the quality of their work as they prepare to report back, and allows the instructor and peers to evaluate a team’s work on a task. Making rubrics part of contextualized instruction lends gravitas to the team work.

TEAM TASK: Collaborate to _____

	MEETS CRITERIA	ALMOST MEETS CRITERIA	TRIES TO MEET CRITERIA	TRY AGAIN
Participation	Each person participated more than once.	Each person participated once.	2-3 people participated.	1 person participated.
Roles	All roles were carried out.	3 roles were carried out.	1-2 roles were carried out.	No roles were assigned or one person took all roles.
Task	The task is complete and accurate.	The task is mostly complete. There are a few errors.	The task is not complete OR there are many errors.	The task is not complete AND there are many errors.



DEVELOPING WORKPLACE AND TRAINING VOCABULARY

What is it?

Learners' successful transition into postsecondary classes related to their career pathway or into family-sustaining jobs depends on their ability to navigate the academic language and content-specific vocabulary found in their course textbooks and training materials or their workplace tasks. Learners require direct vocabulary instruction in words and terms that are difficult to learn independently, and they need explicit instruction in vocabulary learning strategies (VLS) that enable them to tackle vocabulary on their own.

According to Jeffrey Zwiers, academic language is “the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts” (p.20). Academic language crosses disciplines and is integral to learners' comprehension of course lectures, texts and materials as well

as their ability to discuss and write about the course concepts. (For more information on academic language in English language instruction see the *Meeting the Language Needs of Today's Adult English Language Learner: Issue Brief* and *Professional Development Module*.)

There is an expectation of a technical vocabulary burden for any learner entering career training (native English speaker and English learner alike). A learner reading a CNA textbook would expect to encounter technical vocabulary specific to the field such as *ambulate* or *cyanosis*. (This type of vocabulary is sometimes referred to as *domain specific* or *Tier III*.) However, subtechnical terms also are included in these texts. These are terms that are specific to a field but that we become familiar to English speakers (e.g., *cardiac arrest*, *communicable*, or *lifestyle*). These terms are not part of the average English learner's

vocabulary; therefore, both subtechnical and technical terms need to be included in instruction.

Direct instruction of vocabulary and VLS are essential for ELs who need to acquire 6,000 to 7,000 word families by the time they enter career training or college classes (Laufer, 2006).

Direct instruction of vocabulary includes

- focusing on the words that are difficult to learn,
- teaching a variety of VLS to help learners determine word meanings autonomously, and
- providing opportunities to work with the vocabulary to retain its meaning.

Although the vocabulary burden in some careers is quite high, one of the benefits of a contextualized ELA course is that learners encounter the same words repeatedly in their course materials and class activities. This repeated exposure increases learners' retention.

VOCABULARY LEARNING STRATEGIES



Determination: the “look-it-up” or analysis strategies. Learners make use of their dictionary and word analysis skills when they employ this type of strategy.



Social: the “ask someone” strategies. Learners use a variety of questions to get the meaning of a word—in the moment—from a teacher, classmate, coworker, or stranger.



Mnemonic: the strategies that can help learners define and retain new terms by having them “get the picture” or make an association with a term they already know.



Cognitive: the strategies that help the learner “work on it” to move the new vocabulary from short-term to long-term memory.



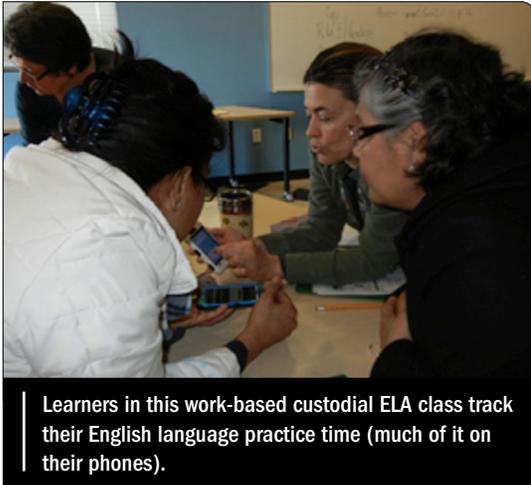
Metacognitive: the “take control” strategies that learners employ to “own” the new words. Setting learning goals; working with authentic media sources (videos, radio, Internet sites); and self-assessment are examples of these types of strategies.

(Schmitt, 2000)



What does it look like in a beginning-level work-based course?

In this ELA class for custodians in the Leander Independent School District, the instructor builds learners’ autonomous VLS using personal dictionaries. She begins with a mini-lecture that reinforces the importance of vocabulary learning and sets the stage for learners to become independent word learners.



Learners in this work-based custodial ELA class track their English language practice time (much of it on their phones).

Each learner receives a personal dictionary handout and commits to entering 3–10 words a week. Typically, these are technical words that learners have encountered in class or on the job, but learners select words on the basis of need or relevance. The instructor limits the number of words entered to ensure that learners will have sufficient time to work on retaining the new word; weekly class sessions include time for learners to show their teammates the words they’ve learned.

Personal Dictionary Activity
 Developed by Literacywork International (LWIPI) and used with permission.

Think about today’s class. Write down words you want to remember. Then write down an idea that helps you remember each word. You can try a definition or a sentence, a picture, or a translation.

Word	Memory Help
trigger bottle	 a spray bottle I need to refill the trigger bottle so I can clean the windows. botella de disparo

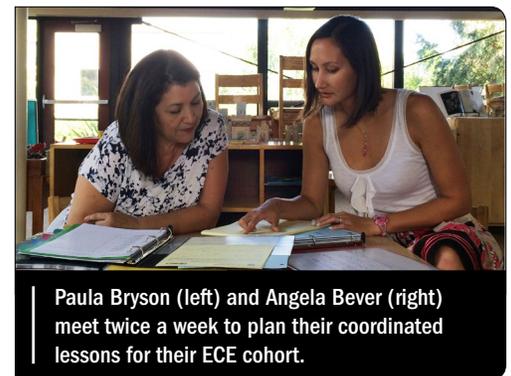
click to enlarge

What does it look like in a high intermediate early childhood education concurrent course?

Angela Bever and Paula Bryson teach the concurrent ECE and ESL courses at **Diablo Valley College through Project Access**. The instructors meet twice a week to plan and sync their lessons and review their learners’ work. Paula teaches the ECE course and Angela teaches the ESL course that supports learners as they navigate the content in the ECE texts, lectures, and assignments.

Vocabulary plays a key role in Angela’s lessons. She and Paula identify the key words in each week’s unit so Angela can help the cohort master the vocabulary presented in the ECE class. She ensures that learners move beyond their initial classroom comprehension

toward using the target vocabulary in academic discussions. In Angela’s class, learners use the free **Quizlet** program for extended cognitive practice with the target words. (Not all learners have access to the web outside of class, so Angela creates paper copies of the words and definitions for learners’ use as they work on their homework assignments.) Angela and Paula also make sure that the learners can do more than recognize the target words. They require their learners to take part in blended professional learning communities, with each learner taking on a different group role (leader, storyteller, activity coordinator, and connector). Using online academic discussions and in-class presentations,



Paula Bryson (left) and Angela Bever (right) meet twice a week to plan their coordinated lessons for their ECE cohort.

each group processes new concepts and language in the unit. This combination of social, cognitive, and metacognitive learning enables Angela and Paula to observe and monitor learners’ progress and adjust both the content and language instruction to meet learners’ needs.



VOICES FROM THE FIELD:

Cheryl Boyd Zimmerman, PhD, on how dictionaries can increase EL autonomy



Key Consideration: Which evidence-based vocabulary learning strategies help learners master technical vocabulary?

The lesson snapshot below gives an example of ways instructors can model—and have learners apply—VLS in contextualized ELA. Learners in this class acquire four new technical terms in their ECE bridge class.

Identifying cognates is a mnemonic strategy.

The word family helps learners *determine* meaning by building awareness of roots and inflections.

Using graphic organizers is both a cognitive and mnemonic VLS.

Writing questions for self quizzing is a metacognitive strategy.

Engaging learners' social VLS creates a dynamic exchange which can aid in recall.

Objective: Learners will be able to identify the stages of prenatal development and the time frame and physical development associated with each stage.

Anticipatory Set:

- Have pairs of students match numbers on the board to the number of days between conception and birth for various animals.
- Introduce the word gestation – (check if Spanish speakers recognize the cognate.) Use members of the word family (gestate, gestating, gestational) as the real gestation periods are revealed.
- Have learners complete a simple cloze with the gestation word family.

The _____ period for several animals is between 200-284 days. Elephants _____ for much longer! Rabbits do very little _____. They are in and out in ____ days! Human _____ is usually complete in ____ days.

Introduction: Identify the lesson objective.

Present: Deliver a mini-lecture on the stages: germinal, embryonic and fetal using visuals & models, associating them with their time frames and physical development. Check comprehension asking yes/no and “or” questions prior to Wh-questions. Do eyes develop at the fetal stage? before At what stage do eyes develop?

Guided Practice: Have pairs create outlines using the stages as I, II, and III, the timeframes as A-C, and the physical development as the numbers beneath the time frames. Model the process for the first stage.

Independent Practice: Have teams write 5-10 quiz questions on the stages, including at least five types of physical development. (Have learners number heads and assign roles based on their numbers. Remind the recorder to write clearly.) Set a time limit. Monitor and offer support as needed. Call time and collect each recorder’s questions.

Evaluation: Read out questions from different teams and set a time limit for team members to “put their heads” together in order to come up with the answer. Announce who will be answering, “Okay, what’s the first stage? #4s, get ready.” Call on a #4 at random for the answer.

Focus on English: Provide feedback on the form of the team questions. Build awareness of the form needed and provide individual practice.

Based on a lesson plan by B. Lenahan, ECE Bridge Class, Mt. Diablo Adult Education, Concord, CA



Key Consideration: What are the vocabulary demands in career pathways courses, training classes, and the workplace?

ELs find training materials complex in part because of their technical and subtechnical vocabulary, but the abstract words and metalanguage in training materials may be even more challenging. Learners can independently tackle words that can be demonstrated or depicted easily—whether high-frequency, technical, or subtechnical. Abstract words generally require more instructional support. Still, it is time well spent, as this vocabulary crosses disciplines and training materials, making it a useful companion on any career pathway.

The Academic Word List (AWL) consists of 570 of the word families found most frequently across materials written for academic audiences. Scanning the AWL sublist below, you can see it is not exclusively a university word list. AWL words are just as likely to appear in a CNA training text or on a warning label for a cleaning product: Consider the words *method*, *occur*, and *environment*.

Direct instruction of challenging vocabulary prepares ELs to meet the vocabulary demands of career training and the workplace. This type of instruction includes helping learners determine a word’s meaning in the context where it has been (or will be) encountered during the lesson;

ensuring that they can interpret the information provided in a dictionary entry; and providing examples or provide additional context with visuals, demonstrations, or media to strengthen their understanding. The second phase in direct instruction extends their word knowledge beyond its definition into knowing how it is pronounced, how it collocates, its grammatical role, its associated words and inflections (word family), and its additional meanings (Zimmerman, 2008).

When planning instruction, look through your materials to locate those challenging words that are most important to the meaning of the lesson content. Identify common collocations and be aware of multiple meanings that could confuse learners (e.g., learners may know *environment* as a place or ecological system, but not as a computer’s hardware or software configuration).

Once learners can demonstrate their comprehension of the target terms, follow up with opportunities for them to make associations with the words, record them in vocabulary notebooks, and use them in response to prompts for meaningful discussions or writing (e.g., *Describe where you work. Use at least two of the words from our lesson.*).

THE ACADEMIC WORD LIST (SUBLIST 1)

<p>analyze approach area assess assume authority available benefit concept consist constitute context contract create data</p>	<p>define derive distribute economy environment establish estimate evident (evidence) export factor (n) finance formula function identify income</p>	<p>indicate individual interpret involve issue labor legal legislate major method occur percent period policy principle</p>	<p>proceed process require research respond role section sector significant similar source specific structure theory vary</p>
---	--	---	--

(Coxhead, 2012)

Note: Bolded words on this sublist also appear on the **Oxford 3000**, a corpus-informed wordlist of the most useful words in English.



Key Consideration: How can teamwork increase learners' command of general workplace vocabulary?

WORKING IN TEAMS

Cooperative team work in the contextualized ELA classroom provides learners with an opportunity to practice 21st century workplace interactions: completing routine tasks with coworkers, contributing to team meetings, or participating in team projects. Cooperative structures have the added benefit of creating PIES: positive interdependence, Individual accountability, Equitable participation, and Simultaneous interaction (Kagan, 2009). Two websites that offer a wealth of background reading and lesson suggestions are cooperative learning expert Spencer Kagan's site, [KaganOnline](#) and Johnson and Johnson's [Cooperative Learning Institute](#). Round Table and Match Mine are Kagan structures that can be used to increase learners' familiarity with the target vocabulary in a lesson.

Round Table (brainstorming, listing)



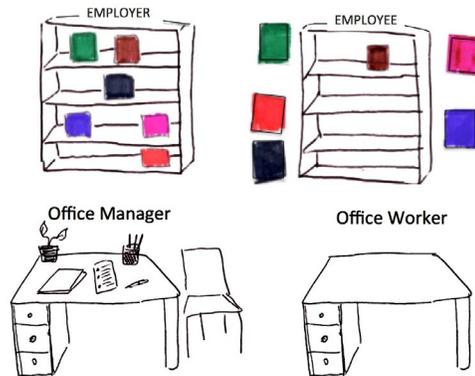
Procedure

1. Have learners look at an image that relates to the lesson's workplace focus.
2. Each team gets a sheet of paper. A team member names an item he sees, writes it, and passes the paper to his teammate. The team sends the paper "around the table" as many times as possible before time is called, usually after 3 to 4 minutes.
3. When time is up, team reporters take turns reading items on their lists, being careful not to duplicate what other teams have said.

Differentiation: Low-literacy learners can use a numbered word list for support. They say the word they see in the image but write the number that matches the word. Higher-level learners can be asked to write descriptive phrases or sentences about the items.

Match Mine (following instructions)

To prepare for this activity, create a set of supervisor worksheets and a set of employee materials that relate to the lesson topic (see examples below).



Procedure

1. Form teams of four to six. Have team members number off.
2. Assign roles. One team member is the supervisor, the others are her employees.
3. Supervisors have a blueprint, grid, map, or picture they can use to give instructions.
4. Employees have an incomplete version of the material or a set of items they will arrange.
5. Direct each supervisor to give instructions (keeping her material hidden). Team members follow instructions to fill in, draw, or arrange their material.
6. Set a time limit, monitor the activity, and remind learners to clarify and request assistance. (See Soft Skills on p. 22.)
7. Team members check their work against the supervisor's material and determine whether their work is satisfactory or needs to be redone.



Key Consideration: In what ways can technology help learners with the vocabulary burden?

Introduction

“[T]here is evidence that the use of technology with adult English language learners may facilitate their progress toward proficiency in English (Petty, Johnston, & Shafer, 2004; Rudes, Hopstock, Stephenson, & Zehler, 1999; Moore, 2009). Given the amount of vocabulary needed to successfully transition into postsecondary education and training (see p. 17), tools that support learners’ vocabulary acquisition and provide autonomous learning opportunities for students are a welcome addition to the instructor’s toolkit (Dalton & Grisham, 2011).

The tools suggested below range from no- to low- to high-tech to accommodate all types of learning environments. Worth noting, however, is that digital literacy skills are often required for work and training. Therefore, increasing learners’ access to technology-rich environments is relevant to contextualized instruction.

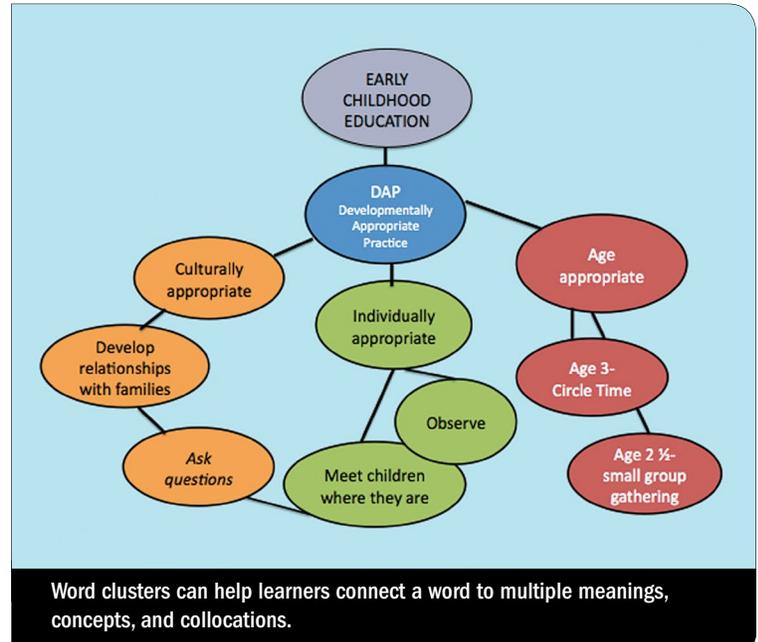
Collecting New Words: encourages self-directed vocabulary learning. Help learners actively collect and share vocabulary.

- **No Tech:** Keep a pocket-size vocabulary notebook; complete **vocabulary graphic organizer** sheets and store them in a three-ring binder.
- **Low Tech:** Use native note apps on smartphones or tablets or **Evernote** to keep track of words.
- **High Tech:** Have learners create a collaborative vocabulary notebook on **Google Docs** that class members can access and edit. (For more on Google Docs collaboration click [here](#).)

Retaining New Words: Flash cards are still a convenient, portable tool for retaining new terms.

- **No Tech:** 3 x 5 or 2.5 x 5 cards or smaller still with business cards; collect small cards on a ring.
- **Low Tech:** Use **ready-made flashcards** on computers or mobile devices.
- **High Tech:** Have learners create their own flashcard using **Quizlet** or **StudyBlue**.

For more ideas on ways to integrate digital literacy and ELA, see *Integrating Digital Literacy Into English Language Instruction: Issue Brief, Professional Development Module, and Companion Learning Resource*.



Making Connections Between Words: Developing breadth and depth of vocabulary depends on building connections between words and developing elaborate webs of meaning (Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007 in Dalton & Grisham, 2011). Here are some tools to help make that happen.

- **No Tech:** Have teams create a target term word cluster.
- **Low Tech:** Create a word cloud with **WordSift** using classroom text. Make copies and have pairs connect words in the cloud (e.g., *medical* and *care*).
- **High Tech:** Have learners **use** WordSift or try **Popplet** to create word clusters.

Making Words Memorable: When target terms are used creatively, a strong association is made and terms are easier to retrieve.

- **No Tech:** Have teams create and present posters incorporating the target terms.
- **Low Tech:** Have teams plan and enact a situation to illustrate target vocabulary and use their phones to capture the example in a photo or on video.
- **High Tech:** Have teams use PowerPoint™ or smartphones to create multimedia presentations on the meaning and use of different target terms.



DEMONSTRATING WORKPLACE SOFT SKILLS



What is it?

For learners entering the 21st century workforce, strong technical (or hard) skills are not enough. “Employers have [...] consistently stressed the need for soft skills—skills often used in team participation, problem solving, and decision making” (U.S. Department of Labor, n.d.). The 2013 employer survey conducted by the Association of American Colleges and Universities showed that employees need a repertoire of soft skills, and specifically a “capacity to think critically, communicate clearly, and solve complex problems” (AACU, 2013). According to the **National Association of Colleges and Employers 2014 survey**, “... employers are looking for leaders who can work as part of a team and communicate effectively.” Employers have identified a soft skills gap that is as much an issue for the U.S. and global workforce at large as it is for English learners (Leonard, 2014).

TEACHERS ASK: *There are so many soft skills! Which should I choose?*

Ronna Magy says: Employers put workplace communication skills at the top of their most desired workplace skills list, so you can't go wrong by starting with active listening, clarification, expressing agreement or disagreement appropriately, and offering or asking for assistance.

Soft skills refers to an employee's ability to demonstrate interpersonal skills such as communicating clearly and working well on teams; the possession of character traits such as optimism and integrity; and evidence of habits and social graces in areas such as organization, time management, professionalism and courtesy. These skills fall under the umbrella of 21st century skills according to **the Glossary of Education Reform** (Abbott, 2014) and also appear within the three categories that are part of employability skills: effective relationships, workplace skills, and applied knowledge (CCRS Center, GTL Center, & RTI International, 2015).

Do/Say charts and soft skill checklists, along with team tasks that incorporate and assess soft-skill practice language, help learners practice the behaviors and language associated with a particular soft skill. Fortunately, this language focus is not bound to any one level of English proficiency. Learners with limited proficiency and highly proficient learners alike can successfully work with the “chunks” of language that are used to demonstrate interpersonal skills (*Thanks for your help*), positive character traits (*No, but I can learn!*), and professionalism (*I'm calling to confirm...*).



What does it look like in a beginning-level contextualized ELA classroom?

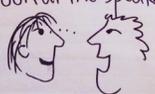
In this beginning literacy class, the instructor is focusing learners' attention on nonverbal active listening behaviors: leaning forward, nodding, and facing the speaker as well as the language associated with active listening feedback (*I see. Oh! mmmhmm. Really?*) and echoing. She shows pictures of people listening and not listening to each other and has the learners hold up answer cards (green—yes, red—no, yellow—not sure) in response to her questions (e.g., *Is she listening? Is he a good listener? Are they listening to each other?*).

She first models the actions and states each of the actions depicted on the chart on the right. *I lean forward. I nod. I look at the speaker.* She then models and gives the commands for learners to follow. *Nod at me. Nod at your head. Lean forward. Lean back. Lean toward the right. Face me. Face your friend. Face the door.* To verify learners' comprehension, the instructor combines commands "lean forward" and "nod" and includes a novel or nonsense command such as "face the floor." She also has the class give commands to her, and pairs practice giving the commands to each other.

The teacher then models the language on the "Say" side of the chart by having learners talk to her about their day as she provides the feedback. (She gives them the choice of speaking in their first language or English. For more on this type of lesson, see page 24.)

click to enlarge

To listen actively

DO THIS:	SAY THIS:
 lean forward	I see. mm hmm. Really?
 nod	Oh! oh?
 look at the speaker	I see what you mean.

Learners take a moment to choose one of the pictures to copy (or draw) and label on a Do/Say worksheet.

What does it look like in an I-BEST pharmacy tech classroom?



Learners pair up to develop role plays that will incorporate the soft skill language a pharmacy tech needs.

As part of a mini-lesson on soft skills, the advanced level ELs and their classmates have just finished reading and discussing a blog entitled "**Skills every pharmacy technician should have.**" As a model of what they will be asking learners to do, the ELA and Pharmacy Tech instructor team up to role play two skills from the article (flexibility and time management). As they finish they ask the class to guess which skills were demonstrated. The ELA instructor then pairs the learners and directs them to develop a short exchange that demonstrates at least two other skills from the article. She sets a 10-minute time limit, and the instructors monitor and assist as needed. After time is called, the pairs pair and do their demonstrations for each other. The instructors process the activity with the class and ask the learners to complete exit tickets to report what they learned from the soft-skills lesson.



VOICES FROM THE FIELD:

Dave Coleman on the correlation between cooperative learning and workplace soft skills



Key Consideration: How can instructors draw on learners' prior interpersonal skills knowledge and build their cross-cultural awareness of these skills in the U.S. workplace?

DO/SAY CHARTS

Using Do/Say charts gives learners a chance to safely experiment with the language and behaviors associated with key soft skills. The steps below take you through the creation, presentation, and initial practice with Do/Say charts.

BEFORE CLASS

1. Identify a soft-skill focus. In this example, the class will work on language and behaviors associated with listening actively. This is a great skill to start with because it relies heavily on non-verbal body language and can be demonstrated with very simple oral language (*I see. Really?*). Find a photo, cartoon, or short video that represents a situation where the skill would be employed.
2. Brainstorm the language associated with the skill and locate photos (or take some!) to illustrate the body language for learners.
3. Create a Do/Say chart and prime the pump by giving some of the language you want learners to practice.

IN CLASS

4. Show the introductory picture or video to the class and ask questions to determine learners' prior knowledge (e.g., *Describe the situation. What are they doing? Why? When do workers have to listen actively? What types of things do workers need to listen for?*)
5. Ask for volunteers to demonstrate the body language of someone who is listening actively, or show the visuals you've collected.
6. Using **total physical response (TPR)**, guide learners through some of the unfamiliar behaviors they see in the photos (e.g., tilt your head, lean towards the speaker).
7. Show the Do/Say chart and (if this is the first time learners have seen the chart) ask questions to ensure that they know how to read it (e.g., *Where is the skill? [at the top] Which side has behaviors? [left] Do the behaviors match the language? [not necessarily]*).

ACTIVE LISTENING: WHAT DOES IT LOOK LIKE?



When you want to show that you are **actively listening** you can...

DO THIS	SAY THIS
make eye contact lean forward nod	I see! Mmm hmmm I'd like to hear more about that.

8. Elicit additional language and behaviors from the class and write them on the chart.
9. Check comprehension of the register of different phrases (and body language) and ask learners to write two or three phrases that they want to master.
10. Provide the intonation, rhythm, and stress for each sentence or phrase, as needed.
11. Make statements that prompt learners to make use of the expressions.
12. Post the Do/Say chart and tell learners they will be referencing it over several lessons, using the language and behaviors in their team tasks.

Follow this link for a **list of soft skills** that includes communication skills among other categories.



Key Consideration: What is the role of interpersonal communication skills in career training?

At one time, lecture reigned as the delivery system for postsecondary education and training. In the 21st century, the field is shifting toward a more active approach including collaborative and cooperative tasks and problem- and project-based learning. Learners planning to transition into training will need to be able to apply their interpersonal communication skills alongside their technical knowledge to succeed (AACU, 2013). Contextualized ELA classes can strengthen both sets of skills through the use of cooperative structures to teach and practice technical content (Kagan, 2009).

The three cooperative structures described below provide learners with the opportunity to become more self-directed in their acquisition of technical content and refine their interpersonal communication skills through a process that is structured for positive interdependence.

Rally Robin

This simple paired activity asks learners to sit face to face and take turns rapidly recounting information from a particular lesson (e.g., steps in a bed bath; safety hazards; facts about a given occupation; excuses for being late to work.) This is particularly useful for learners after they've spent time intently focused on listening for key details in a lecture or a video. At its most rudimentary, the Rally Robin can be used with learners to review lexical sets.

Numbered Heads Together

This team activity is most often used to create equal participation and simultaneous interaction when an instructor wants to ask a series of convergent (fact-based) questions or conduct a True/False (T/F) check. Have teams give themselves a name and count off so that each team member has a number as well. The instructor asks or posts his question. The class is given time to think, and then the instructor sets a time limit for learners to put their "heads together" to come up with a team answer. When time is up, the instructor picks a number (1–4) at random (e.g., "#2s"). All #2s have 30 seconds to rehearse the answer with their team before the instructor picks a team name at random. The #2 learner on that team then responds to the question. If the response is incomplete, the instructor calls on another team at random to supply the rest of the answer. The activity continues with the next question, and different team members are called upon to answer. (For T/F questions, all learners get red and green answer cards; Teams follow the same procedure to determine the answer, however, when #2 is called, each team's #2 shows his/her answer card at the same time.)

Quiz-Quiz Trade

Some ELs may be disinclined to engage in peer-to-peer learning based on the assumption that the teacher is the only expert in the room. Quiz-quiz trade challenges that idea. Each learner gets a card with question and answer related to course content.

Q. Who teaches?
A. a teacher

Q. What are the four Cs associated with food safety?
A. cleaning, cooking, chilling, and cross-contamination

Learners pair up, quiz each other and offer assistance as needed. They trade cards, thank each other for their time, find a new partner and start the process again. Low-level learners can have visuals on their cards as prompts and higher level learners can have more complex questions if the material in the Q&A is not challenging enough. Follow-up could include an actual quiz based on the questions or a class debate about which information is the most difficult to recall.



Key Consideration: How can we assess learners' interpersonal communication skills?

In the workplace, employee evaluation is typically done (formally or informally) through observation and performance-based assessment. Contextualized ELA teachers (all ELA teachers) can do the same when helping learners assess their interpersonal skills.

In the classroom, this type of assessment takes the form of instructor, peer, and self-observations that are captured in a variety of ways, such as checklists, rubrics, journal entries, and exit tickets. The ongoing nature of these assessments allows learners to track their progress and instructors to recognize and address gaps in learners' understanding early on. Studies have shown that ongoing formative assessment has a positive effect on adult learners because it places the emphasis on the learning process, builds learners' peer and self-assessment skills, and gives them insights into their learning (OECD/CERI, 2008).

3 Tools for Formative, Performance-Based Assessment

(For more on rubric development see [LCI Quality Rubrics Wiki](#), Borgioli, n.d.)

Give learners notes for **exit tickets**. Have learners write their observations on exit tickets.

click to enlarge

Teams can use a rubric to set goals prior to a task, then again to assess their work.

TEAM TASK: Collaborate to _____

	MEETS CRITERIA	ALMOST MEETS CRITERIA	TRIES TO MEET CRITERIA	TRY AGAIN
Participation	Each person participated more than once.	Each person participated once.	2-3 people participated.	1 person participated.
Roles	All roles were carried out.	3 roles were carried out.	1-2 roles were carried out.	No roles were assigned or one person took all roles.
Task	The task is complete and accurate.	The task is mostly complete. There are a few errors.	The task is not complete OR there are many errors.	The task is not complete AND there are many errors.

click to enlarge

The checklist is a guide and can then serve as a quality assessment tool.

TASKS	LEADS (INITIALS)	STARTED	COMPLETED	HOW DID WE DO ON THE:
1. Research "Saving Energy"				Research?
• read _____				
• view _____ video(s)				
• interview _____ expert(s)				
2. Plan Poster*				Planning?
• select _____ facts for poster				
• select or make _____ illustration(s)				
• select _____ chart(s), copy source				
• draft poster design				
3. Create The Poster*				Poster?
• edit materials for poster				
• assemble poster				
4. Plan The Presentation*				
• decide on the main points of the presentation				
• assign team members to each point				
• write notes for each point on cards				
5. Rehearse The Presentation				Presentation
• practice using the note cards				
• stand up and rehearse each part of the presentation				
• observe and coach each other:				
Watch for good eye contact				
Listen for volume				
Listen for clarity				
Watch for meaningful gestures				

click to enlarge



TAKE A TIP: HAVE INTERMEDIATE- AND ADVANCED-LEVEL TEAMS DEVELOP A RUBRIC.

A good place to start is a rubric for class participation. Teams can then present and defend their rubrics to the class. For more on developing and applying rubrics, both analytical and holistic, see Authentic Assessment Toolbox at <http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm>.



PROBLEM SOLVING

Describe the situation in your own words.

What is the problem?

What is one possible solution?

What are the consequences of that solution?

Are there other solutions with different consequences?

Which solution would you choose? Why?

Apply the solution. What happens?



What is it?

According to a 2013 Association of American Colleges and Universities study, employers rank solving complex problems as one of the top three most desirable employee skills (AACU, 2013). When adults enter an ELA classroom, they've already demonstrated problem-solving skills in many areas of their lives. Contextualized ELA offers these learners an opportunity to apply these skills and increase their command of English as they address issues such as navigating U.S. academic and training institutions and dealing with workplace communication, workers' rights, health, or safety (Wrigley, Richter, Martinson, Kubo, & Strawn, 2003).

Problem solving is a versatile instructional technique. It can be the 20-minute communicative practice or application task at the end of the lesson, the basis of a four-skill lesson, or part of a long-term project. In planning whole lessons and long-term projects, the ELA instructor can fully consider how to address additional language needs, such as grammar, vocabulary, pronunciation, and cultural concerns.

In its briefest iteration, the instructor poses a problem related to the lesson content. Learners collaborate in teams—employing what they've learned and their prior knowledge—to determine solutions and the consequences

for those solutions. Teams select a solution and report on the rationale for their choice.

Illustrated scenarios (Wrigley, n.d.) can be used for problem-solving tasks or mined for extensive listening, speaking, reading, and writing practice. For example, learners can

- listen to the scenario and sequence the illustrations according to what they hear,
- read the scenario and highlight the key details that affect the situation, and
- work in teams to discuss the problem's potential solutions and consequences (using the storyboard and text to back up their ideas); and write or act out their suggested solutions, sharing their work with the class.

Problem solving also can be part of problem-based learning (PBL), extending over many lessons. In PBL, learners research a relevant problem and use what they have learned to address it. (For more on PBL, see [Problem-Based Learning and Adult English Language Learners](#) [Matthews-Aydinli, 2007].)

The resources in this section demonstrate the relevant content and language instruction that problem solving brings to contextualized learning. Click [here](#) for a Problem-Solving Lesson Planning Checklist.

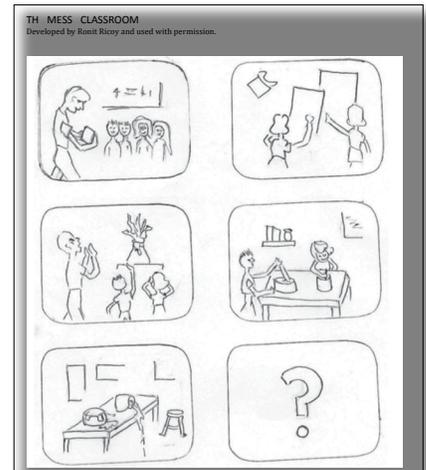


What does it look like in a beginning multilevel work-based class?

Before planning problem-solving tasks for this ELA class for custodial workers in a K–12 school district, the teacher checks with the district’s custodial supervisor to determine what types of problems his custodians face. She learns that the custodians face the issue of communicating with teaching staff about classrooms left in an extremely messy condition.

The instructor first draws a simple cartoon sequence to match the scenario the supervisor described. As she prepares, the instructor considers the language needed to communicate in this situation and the cross-cultural issues that could arise (e.g., making a request of someone higher up in the staff hierarchy). She then develops a lesson that enables learners to listen to, read about, discuss, and finally problem solve a situation that is relevant to their work experience: coping with messy classrooms.

To start the lesson, she introduces the problem by showing a picture of a classroom in disarray and eliciting what the learners see. She then tells and shows the illustrated story of a beloved teacher who always leaves behind a very messy classroom at the end of the day (see scenario on right). Learners retell the story in their own words and work with the target vocabulary: *mess*, *request*, and so forth. She then leads them through a problem-solving task, eliciting their ideas of what to say or do in the situation (e.g., *Could we talk after school? Could students throw out their trash at the end of class?*).



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What does it look like in an I-BEST intermediate level caregiver class?

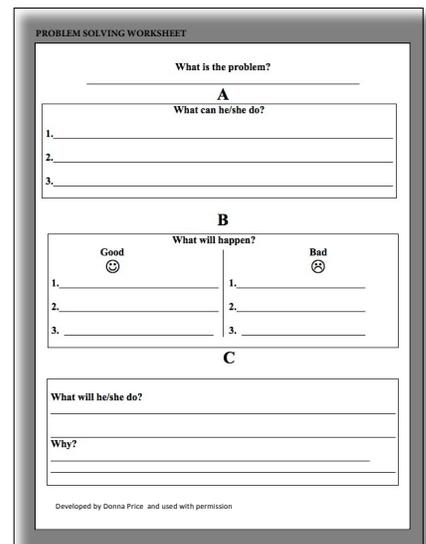
As the closing activity for a team-taught lesson on the bed bath process, the ELA instructor presents her intermediate learners with a problem slip related to today’s bed bath lesson. “Your client doesn’t want to take a bath or shower,” she tells them. “Form teams, assign roles, and use the worksheet (right) to help you come up with solutions and consequences.”



Learners, having followed this procedure throughout the year (see [page 28](#)), work together to identify possible solutions and consequences, and then decide what the caregiver will likely do. They refer to the procedures, vocabulary, and information from the earlier lesson to help them determine the best solution.

The instructor’s role during the activity is to monitor learners’ discussions, identifying grammar, vocabulary, or pronunciation issues she can address after learners complete the task. She uses a checklist or rubric to help her focus on specific types of errors, such as the accurate use of modals and *either/or* questions.

Team reporters take a few minutes to rehearse their presentations and get feedback on the accuracy of their language from their teammates. After teams briefly present their solutions and rationales, the instructor follows up with feedback and a mini-grammar lesson to target language issues she observed.



click to enlarge

**Key Consideration: How can ELs at all levels tackle problem-solving tasks?**

As seen on the previous pages, problem solving is a very relevant task for contextualized ELA. It is also a task that can be readily differentiated so that learners at all levels can participate in the task. The level variations come not as a result of the problem's complexity, but rather from the complexity of language used to present the problem and the amount of language required when posing solutions.

Increasing the Challenge

Increasing the sophistication of the language, sentence length, and vocabulary load can change a problem scenario developed for beginners into an advanced-level task. Although varying the language is one way to raise the level, providing more challenging tasks is another. Consider having learners do jigsaw listening or reading tasks with the problem scenario. (Partners' jigsaw that divides the material into two sections can be easier to manage than a standard jigsaw's four sections.) Higher-level learners can be asked to summarize or paraphrase the scenario before beginning to look for solutions, and after those discussions begin, they can be required to cite evidence from the scenario to back up their claims (*On line five, it says that he was eating by himself. He isn't making friends at work.*) Higher-level learners can conduct the task autonomously, using a checklist or rubric to help guide their teamwork.

Scaffolding for limited proficiency

Beginning-level literacy and low-beginning learners may need additional support to ensure that the facts of the story are comprehensible and that they can participate in the solution/consequence portion of the lesson. Shortening and simplifying the language of the problem scenario may make it more manageable for these learners. Another tack is to post one, two, or three pictures and have learners dictate the situation as you write it on the board (using a **Language Experience Approach**).

This enables learners to read what they were able to say, ensuring that the situation is understood. Consider, too, whether providing possible solutions to choose from (along with an "other" choice) will help lower-level learners acquire the language they need to be able to express possible solutions.

**VOICES FROM THE FIELD:**

Donna Price on the relevance of problem solving as the basis of small group tasks for ELs in contextualized classes

**Key Consideration: How do problem-solving tasks support contextualized ELA?**

Relevance

When employers identified problem solving as an important skill, they ensured its place in the contextualized ELA classroom. Of course, learners are best served by problem scenarios that reflect their career focus. The learners in a culinary bridge course will be motivated to look into a restaurant issue (e.g., a customer repeatedly sends his meal back), while learners enrolled in a health careers

contextualized course will be more interested in a discussion of how to handle a belligerent patient in a medical office. Global workplace issues, such as cross-cultural issues on the factory floor, employee/supervisor misunderstandings, payroll snafus, and issues of sexual harassment and drug abuse, are appropriate and build learner interest in all contextualized ELA environments.



Workplace Tasks

The penultimate step in the problem-solving technique is “applying the solution.” In the classroom, that generally means writing a letter to the person with the problem or role-playing to demonstrate how the solution would look and sound. These follow-up tasks are particularly meaningful when seen through the contextualized lens.

When the writing task becomes an e-mail or a short report, the connection between problem solving and workplace is strengthened. Add a chart or graph (showing the team’s method of determining the best solution[s] and you have strengthened it that much more. *As you can see from our chart, solution 2 had the fewest negative consequences*). In terms of what learners will encounter in the workplace, it’s much more likely that they will need to write e-mails and generate (and interpret) tables and charts rather than writing and reading personal narratives (Wrigley, 2015).

Role plays enable the learners to experiment with different registers and reactions to the problem, rehearsing the language they will need to tackle similar problems outside the classroom walls. Imagine: Manny borrows a knife from his co-worker to complete a last-minute job request. He forgets to put it back and, while he’s on break, his coworker is upset to find his knife missing. Click [here](#) to get the materials associated with this lesson.

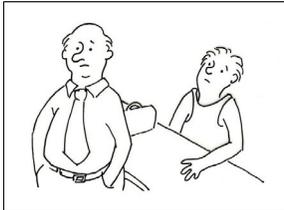
Finally, using checklists—peer editing (for writing tasks) and reviewing (for role plays)—promotes learners’ self-monitoring and autonomous learning skills.

THE UTILITY KNIFE
Developed by Literacywork International (LWT) and used with permission.




1. This is a story about Manny Rodriguez. Manny lives in El Paso. He drives a fork lift for a company called Continental Warehousing. His job is to drive the forklift to unload packages from trucks. Manny is new on the job, and he doesn't know his co-workers.

2. At noon, everyone goes to lunch. Manny is alone. He sits down, opens his lunch bag, and pulls out a sandwich.

3. Then the office manager comes up to him and says: "Thank goodness someone is here. I think somebody made a mistake. I need you to cut open some boxes so I can see what's inside. It is very important. I need it pronto."

4. Manny answers, "Sure, right away." The manager turns away and says, "Good, I'll be back in ten minutes."

click to enlarge

★ TAKE A TIP: IT'S TEMPTING TO ASK LEARNERS TO SHARE PROBLEMS THAT RELATE TO THE SCENARIO YOU WILL PRESENT.

Resist this impulse! Let the scenario provide the common experience so that no learner's experience can trump another's. Later, when posing solutions and identifying consequences, learners will naturally bring up their experience to support their ideas.

Conclusion and Next Steps: Merging onto the Career Pathways and Beyond

The relevance of contextualizing English language instruction for workplace and career readiness, while undeniable for learners in or entering the workforce, applies across the spectrum of our learners’ goals and interests. The language strategies, employability skills, and digital literacy skills that are part of career readiness have applications for parents raising children and retirees engaging with their communities. Helping *all* our learners increase their awareness of their next steps is an essential element of contextualized ELA.

This RESOURCE has focused on adult ELs’ first steps on a career pathway. To get a sense of the full scope of a career pathway, explore the links to the career pathways sites listed in the [Resource Index](#) on page 32.



RESOURCE INDEX

Contextualized Tasks for

Peer-to-Peer Learning

Collaborative writing	25
Corners	8
Information gap	9
Match mine	20
Numbered heads together	26
Paired reading	25
Quiz-quiz trade	26
Rally robin	26
Round table	20
Single question survey	8

Contextualized Lesson Plans

Goal setting	10
Learning to learn	12
Problem solving (link)	31
Problem Solving Planning Checklist (link)	28
Soft skills lesson	24
Vocabulary	18

Instructional Strategies

Categorizing	6
Checklists	15, 27
Cornell notes	14
Exit tickets	27
Focused listening with grids	14
Graphic organizers	12, 25
Peer editing checklists	25
Rubrics	15, 27
Sentence frames	9
Using technology for vocabulary practice	21
Vocabulary learning strategies	16, 19
Working with learning strategies	13

Take a Tip

Build on existing resources	6
Differentiation	14
Learning strategies	13
Pictures as inventories	8
Student-generated rubrics	27
Using multimedia	10
Working with scenarios	31

Teachers Ask

Accountability for take-home tasks	11
Career content and retired learners	12

Beginning Literacy—Low-Beginning

Lesson Snapshots

Categorizing job vocabulary	6
Differentiating problem solving	30
Do/say chart	23
Graphic organizer	12
Illustrated scenarios for problem solving	28, 29
Match mine	20
Personal dictionary	17

High Beginning – Low Intermediate

Lesson Snapshots

Differentiating problem solving	30
Focused listening	14
Information gap	9
Goal setting	10
Problem solving	28, 31

Intermediate-High to Advanced Lesson

Snapshots

Cornell notes	14
Differentiating problem solving	30
Goal setting	10
Paired reading	25
Problem solving worksheet	29
Quick facts summary	9
Soft skills role play	23

Voices From the Field

Dave Coleman	23
Donna Price	30
Blaire Toso	9
Heide Wrigley	15
Cheryl Boyd Zimmerman	17

More on Contextualized Curricula

Contextualized Custodial ELA Manufacturing Curriculum
Integrating Career Awareness Career Foundations Curriculum
Health Bridges
ESL for Trades

Toolkits

TCALL—Contextualizing Instruction
Creating a Successful Bridge Program: A “How To” Guide
The Breaking Through Contextualization Toolkit

Skill and Interest Inventories

City College of San Francisco Occupational Interest Survey
Virginia Tech: Who R U? Career Family Survey
Ohio Career Cluster Inventory
O*Net My Next Move
Career Launcher
Multiple Intelligences Self-Assessment Tool

Lesson Videos

ATLAS Classroom Video: Developing a Future Pathway
ACES TIF—Learning to Learn
I-BEST VESL (Caregiver, pre-CNA class)
Storyboarding Lesson: Contextualized ESL

Career Pathways Program Examples

Carreras en Salud
Michigan poster on Career Pathways
South Texas College
Wisconsin Career Pathways
Wright College Career Pathways in Manufacturing

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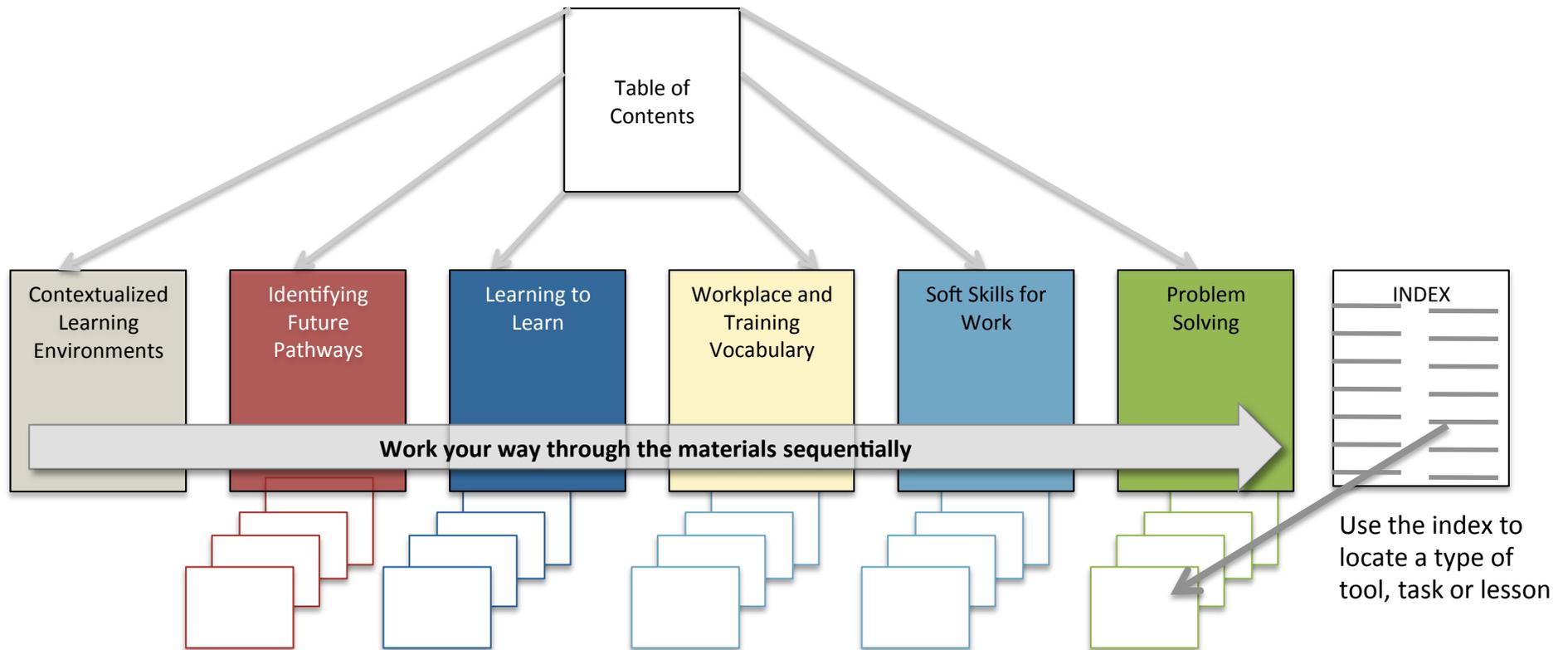


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Use the Table of Contents to access a particular topic





OCCUPATIONAL OUTLOOK HANDBOOK

Installation, Maintenance, and Repair >

Heating, Air Conditioning, and Refrigeration
Mechanics and Installers

Summary

What They Do

Work Environment

How to Become One

Pay

Job Outlook

Summary

Quick Facts: Heating, Air Conditioning, and Refrigeration Mechanics and Installers

2012 Median Pay ?	\$43,640 per year \$20.98 per hour
Entry-Level Education ?	Postsecondary non-degree award
Work Experience in a Related Occupation ?	None
On-the-job Training ?	Long-term on-the-job training
Number of Jobs, 2012 ?	267,600
Job Outlook, 2012-22 ?	21% (Faster than average)
Employment Change, 2012-22 ?	55,900



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[Advanced Search](#)

[Crosswalks](#)



Build your future with O*NET OnLine.

Welcome to your tool for career exploration and job analysis!

O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

[What is O*NET?](#)

 **Occupation Search** [Keyword](#) or [O*NET-SOC Code](#):

 **Find Occupations**

Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.



 **Advanced Search**

Focus on occupations that use a specific tool or software. Explore occupations that need your skills.



 **Crosswalks**

Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.





LS Lesson Graphic Organizer: ESL Beginning
Used with permission

Who?	What?	Where?	When?	How long?

Who?	What?	Where?	When?	How long?
Packager	put things in boxes	factory		From 1996 to 2000
Custodian	cleaned	school		From 2000 to 2008
Office worker	answers phones	office	now	



Personal Dictionary Activity

Developed by Literacywork International (LWIP) and used with permission.

Think about today's class. Write down words you want to remember. Then write down an idea that helps you remember each word. You can try a definition or a sentence, a picture, or a translation.

Word	Memory Help	
trigger bottle		a spray bottle I need to refill the trigger bottle so I can clean the windows. botella de disparo

To listen actively

DO THIS:

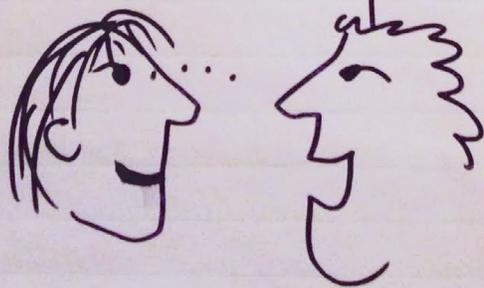


lean forward

nod



look at the speaker



SAY THIS:

I see.

mm hmm.

Really?

oh!

oh?

I see what
you mean.



PAIRED READING EXAMPLE

A

ACTIONS SPEAK LOUDER THAN WORDS

John Mole teaches people all over the world how to understand nonverbal communication. He is an expert on body language; he knows how to read it and how to use it. In his article, "Decoding¹ Body Language," Mole describes how your body language can communicate your interest in what you are hearing or seeing. For example, when you lean forward toward a speaker, you communicate that you want to hear what the speaker is saying. However, when you lean back and cross your arms, you're showing that you're not very interested.



Body language can also show whether a listener agrees or disagrees with the speaker. If you sit with your arms and legs uncrossed, and your hands open, you probably agree with the speaker. On the other hand, crossing your arms and legs and making fists² with your hands usually means that you do not agree.



Mole also teaches how to read the nonverbal messages that people send with their eyes, feet, and head. For example, a woman with her head to one side and eyes half open is communicating, "I'm thinking about what you are saying." A man who is tapping his foot is saying, "I'm getting tired of listening. I have other things to do." A student, slumped in a chair and looking up at the ceiling, is saying, "I'm bored. This doesn't interest me." If someone looks off to the side while he is speaking, you may want to check the information he gives you. This type of body language can mean that the speaker isn't telling the truth!



Mole explains that body language isn't the same in all cultures. There is, however, body language that most North Americans "speak." You can learn to "read" people from the United States at parties and at work, but be careful . . . they may try to read you too!

1. **decode**: to understand what something means
2. **fist**: a closed hand

A:

- Read your article.
- Underline the information in the text that will help you respond to these questions.
 1. What does body language communicate?
 2. Give three examples of body language and what each communicates.
- Reach consensus on the responses with your partner.
- Take turns talking about your articles with Pair B. Use the answers to the questions to help you summarize important ideas.

B:

- Read your article.
- Underline the information in the text that will help you respond to these questions.
 1. Why is it important to learn to shake hands well in the U.S.?
 2. Describe the All American handshake.
- Reach consensus on the responses with your partner..
- Take turns talking about your article with Pair A. Use the answers to the questions to help you summarize important ideas.

In this book review, the reviewer talks about Robert E. Brown's ideas on different types of handshakes and what they mean.

THE SECRET OF THE SUCCESSFUL HANDSHAKE

The secret of the successful handshake is no secret anymore. Management Consultant Robert E. Brown explains what shaking hands is all about in his book, *The Art, the Power, the Magic: How to Read Hands That Talk*.

For example, to do the *All-American Handshake*, you have to look into another person's eyes, grasp his or her whole hand, and pump¹ it two or three times. According to Brown, this is the handshake of a good listener and trustworthy person.



All-American

Politicians and salespeople often use the *Two-Handed Shake* because it's extra-friendly. Two-handed shakers put their left hand on the other person's arm or shoulder as they shake hands. This can feel *too* friendly to some people, so it's best to use it with good friends.



Two-handed

Watch out for people with handshakes that pull your fingers, or twist and crush your hand. If you get one of these handshakes, the person is trying to intimidate² you.

Two more uncomfortable handshakes are the *Palm Pinch* and the *Dead Fish*. A *Palm Pincher* shakes your hand with only a few fingers. In the *Dead Fish* shake, the person's hand slides out of the handshake. It's possible that the people with these handshakes are embarrassed or shy.



Dead Fish

Shaking hands is an important part of body language. It can identify someone as truthful, friendly, powerful, or nervous. It's hard to be successful without mastering³ a good handshake such as the *All-American*. If this isn't your natural handshake, don't worry. Mr. Brown says that you can change your handshake with lots of practice. So, go on out there and start shaking hands. Just think of all the people you can meet!

1. **pump**: to move something up and down
2. **intimidate**: to make someone feel afraid and less powerful
3. **master**: to learn how to do something very well

B

Texts adapted from *Read and Reflect* Book 1 (pp 11-12) Adelson-Goldstein & L. Howard. © Oxford University Press 2004



- **PROMPT:** What kind of non-verbal messages do different types of body language convey?

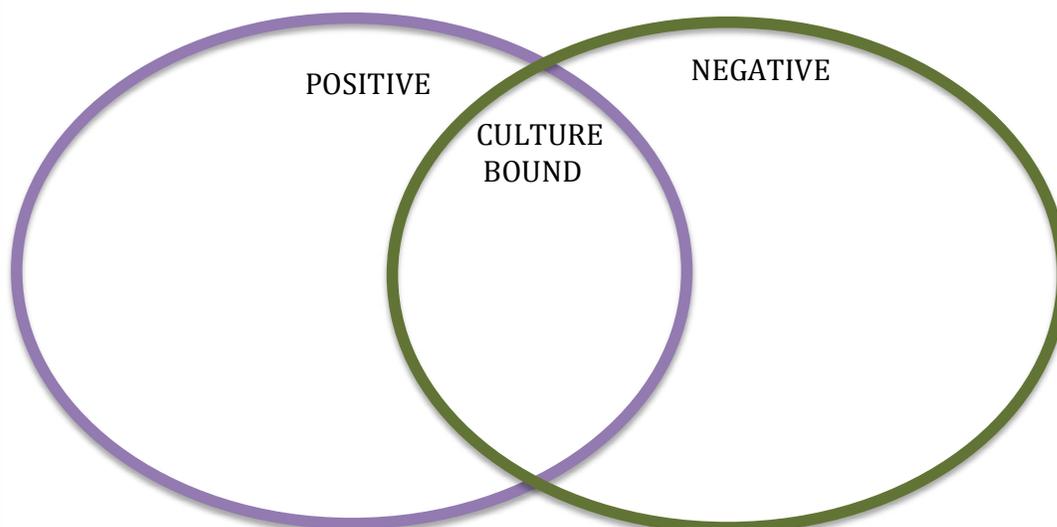
Based on the texts and your experience, reach consensus with your group.

You can start with this list, and add your own ideas.

- leaning forward
- yawning
- crossing legs at the knee
- crossing arms in front of chest
- leaning back
- putting hand in front of mouth
- shaking hands firmly
- playing with hair
- squeezing hand in a handshake
- avoiding eye contact

What non-verbal messages do different types of body language convey?

What statements in your text support your opinion?







TEAM TASK: Collaborate to _____

	MEETS CRITERIA	ALMOST MEETS CRITERIA	TRIES TO MEET CRITERIA	TRY AGAIN
Participation	Each person participated more than once.	Each person participated once.	2-3 people participated.	1 person participated.
Roles	All roles were carried out.	3 roles were carried out.	1-2 roles were carried out.	No roles were assigned or one person took all roles.
Task	The task is complete and accurate.	The task is mostly complete. There are a few errors.	The task is not complete OR there are many errors.	The task is not complete AND there are many errors.



TASKS	LEADS (INITIALS)	STARTED	COMPLETED	HOW DID WE DO ON THE:
1. Research “Saving Energy”				Research?
▪ read _____				
▪ view ____ video(s)				
▪ interview ____ expert(s)				
2. Plan Poster*				Planning?
▪ select _____ facts for poster				
▪ select or make ____ illustration(s)				
▪ select ____ chart(s), copy source				
▪ draft poster design				
3. Create The Poster*				Poster?
▪ edit materials for poster				
▪ assemble poster				
4. Plan The Presentation*				
▪ decide on the main points of the presentation				
▪ assign team members to each point				
▪ write notes for each point on cards				
5. Rehearse The Presentation				Presentation
▪ practice using the note cards				
▪ stand up and rehearse each part of the presentation				
▪ observe and coach each other:				
Watch for good eye contact				
Listen for volume				
Listen for clarity				
Watch for meaningful gestures				



Excerpted from the EL/CIVICS TOOLKIT - ACE of Florida 2011

PROBLEM SOLVING PLANNING CHECKLIST

BEFORE CLASS

- Write a lesson objective based on learners' needs.
- Choose a topic for the problem scenario that matches the lesson objective.
- Locate or write a problem scenario that relates to the lesson topic. (E.g. community appearance: tagging)
 - ___ find news articles about a local community issue
 - ___ use ready-made problem scenarios from a text or website (See References, p. xx)
 - ___ use student-generated problem scenarios
- Identify the key vocabulary and concepts that may be new to students
- Determine how you will share the scenario with students
 - ___ write the scenario on the board, or project it, for students to read
 - ___ read the problem to the class
 - ___ act out the situation
 - ___ show a video depicting the problem
 - ___ provide a handout that includes the situation and comprehension questions
- Plan the application stage of the lesson where students explain their solution and the rationale for selecting it. Will students...
 - ___ write a letter to propose their solutions?
 - ___ role play a conversation where they explain their solution?
 - ___ create a presentation explaining their solution?
 - ___ Other: _____

IN CLASS

- Share the lesson objective and link it to learners' needs and goals.
- Model the problem solving process with the class.
 1. Share the scenario with class.
 2. Check learners' comprehension of key vocabulary and content, and provide instruction as needed.
 3. Ask students to identify the main problem in the situation. (If students disagree, list their different ideas and then engage them in a prioritizing task to help them determine the most pressing problem.)
 4. Have students brainstorm solutions to the problem while you record them.
 5. Take one of the proposed solutions and discuss its consequences.
- Group learners and have them identify the consequences of the remaining solutions
- Have groups select the best (or top two or three) solutions and prepare a rationale to present to the class.
- Follow up a problem solving activity by having students:
 - ___ write a letter, giving advice to someone experiencing a similar problem.
 - ___ write and/or roleplay a conversation that demonstrates how to solve the problem
 - ___ create a presentation that explains and defends the solution
 - ___ design a survey to find out which solutions other people would choose (school staff, students from other classes, relatives, colleagues at work, friends.)



PROBLEM SOLVING WORKSHEET

What is the problem?

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

C

What will he/she do?

Why?

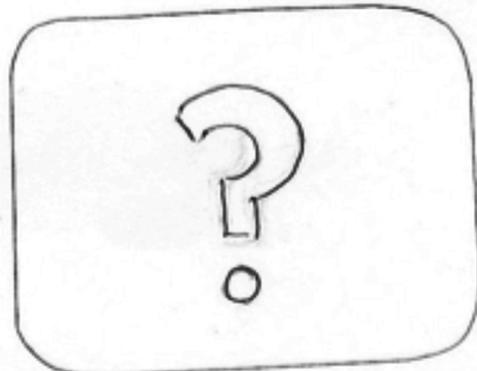
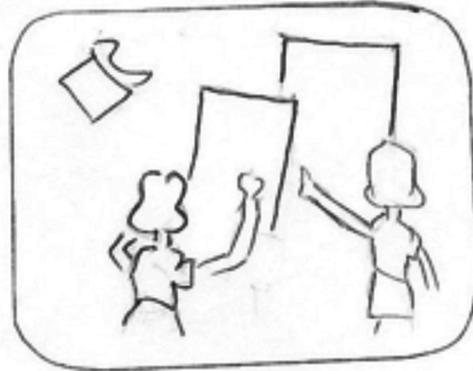
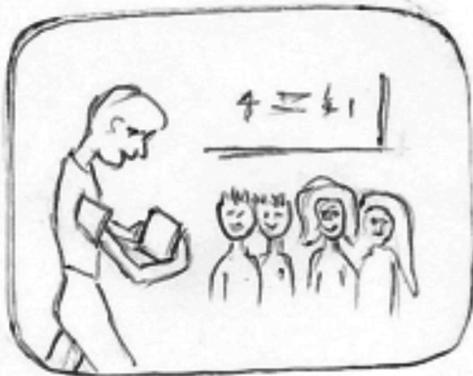
Developed by Donna Price and used with permission

Donna Price



THE MESSY CLASSROOM

Developed by Ronit Ricoy and used with permission.





THE UTILITY KNIFE

Developed by Literacywork International (LWT) and used with permission.



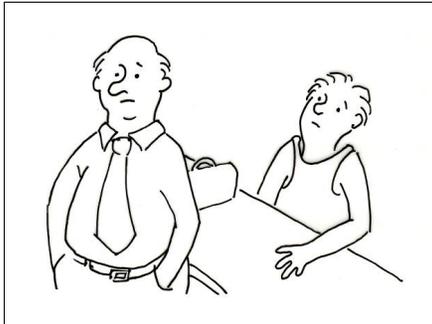
1. This is a story about Manny Rodriguez. Manny lives in El Paso. He drives a fork lift for a company called Continental Warehousing. His job is to drive the forklift to unload packages from trucks. Manny is new on the job, and he doesn't know his co-workers.



3. Then the office manager comes up to him and says: "Thank goodness someone is here. I think somebody made a mistake. I need you to cut open some boxes so I can see what's inside. It is very important. I need it pronto."



2. At noon, everyone goes to lunch. Manny is alone. He sits down, opens his lunch bag, and pulls out a sandwich.



4. Manny answers, "Sure, right away." The manager turns away and says, "Good, I'll be back in ten minutes."



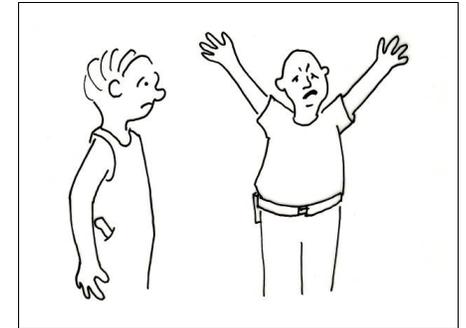
5. Manny goes over to the boxes and then realizes he doesn't have his utility knife. He needs it to cut open the boxes. He can't remember where he put his knife. He looks around. A co-worker has left a tool belt on the bench. There is a utility knife in the tool belt.



7. The manager looks inside and seems relieved. He says, "Good, it's the right shipment. Now tape these boxes back up." Manny completes the job and decides to go outside to finish his break. He's thinking, "I hope no one else will ask me to do work on my break."



6. He borrows the knife and rushes to cut the boxes open. He finishes his job just before the office manager comes back. Manny sticks the utility knife in his pocket and shows the manager the open boxes.



8. When he comes back from break, he hears the loud voice of a co-worker. The co-worker yells, "Someone stole my knife. It was right here in my tool belt. Wait until I get hold of him!" The knife is still in Manny's pocket. He doesn't know what to do. He wants to tell the truth. But he doesn't want to get into trouble.



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ADDENDUM

VOICES FROM THE FIELD

Blaire Toso, PhD, on the importance of building career awareness with beginning-literacy level ELs

I've often been asked why we want to teach adult learners career exploration at the beginning ESL language and literacy levels. While I recognize that many immigrant learners struggle with the survival needs of daily life, we must also look to their future in the United States. Many of my ESL students had not had much formal education, nor formal employment, yet they were required to find a job. Identifying transferable skills within a career exploration framework provided them with a better sense of their talents and how to translate them to employment or education and training. A brilliant series of lessons I saw, I wish I could claim it, engaged family literacy ESL parents in listing all of their job duties, creating a work schedule, making a budget, and identifying all the people they had to interact with to accomplish their work of managing a household. These activities developed work-based language and tasks and yet were rooted in the needs of adult learners' daily lives. Students often comment that through activities that make their life experiences relevant to work helps them feel like they have something to offer and talk about. Others have said it makes them more comfortable starting a new job. Career exploration isn't simply about researching a career; career exploration is about contextualized learning and learning skills and language that can transfer to an academic or work context.



VOICES FROM THE FIELD

Heide Wrigley, PhD, on the ways that lesson flow develops ELs' awareness of their learning

Creating a lesson flow that offers students a variety of learning experiences can go a long way to building the underlying learning skills that students need for long-term success in training for careers.

Let's take "activating background knowledge." As a learner, I get the chance to think about what I know about the topic the instructor is introducing. Opening my mind lets me grasp ideas more quickly because now I can relate new concepts to what I know. If the instructor points me toward magazines like *Every Day Health* or *Popular Technology*, I can use the same process of thinking about a subject while I read, focus on what's interesting to me, and check what doesn't make sense.

Learning how English works also makes me curious about language—I am learning how to take apart new words like "autonomous" or "cardio-vascular." So I don't have to memorize hundreds of new words. I may get to an "aha" moment when I recognize word parts and can use that knowledge to connect words like "autobiography" (self-written), "automobile" (self-moving), and now "autonomous" (self-directed). Getting a chance to offer feedback to the teacher at the end of the class gives me a voice. It also makes me more aware of how I learn—does it help me to see videos and illustrations, or do I prefer verbal explanations from the teacher? Is it easier for me to complete a task with a partner, or would I rather tackle a problem on my own? Exit Cards may challenge me to pinpoint what I learned and let me realize where I'm still fuzzy.



VOICES FROM THE FIELD

Cheryl Boyd Zimmerman, PhD, on how dictionaries can increase EL autonomy

One of our goals in teaching vocabulary—number one, maybe—is we’re helping learners become independent word learners. We’re helping them know how to attack new words on their own. You aren’t going to make a dent in the number of words they need in a class. So, to become really comfortable and efficient with dictionaries I would use a dictionary two or three times a lesson, easy, maybe more. Think of yourself as incorporating one skill at a time. Let dictionaries become a natural part of word learning. Show them how to use the pronunciation guide. What about using alphabetical lists quickly? That is very difficult especially for people from logographic languages, but even for others. We know students don’t use dictionaries enough and I’m quite convinced that it’s because many of them don’t know how. Other skills that they need include removing an affix from a word, knowing which part to look up. That’s something you can easily do in a class. And what you’re doing by having them demonstrate that in class and having them do it in the middle of the lesson about something else is you’re showing them the importance of that skill.



VOICES FROM THE FIELD

Dave Coleman on the correlation between cooperative learning and workplace soft skills

I've been an advocate for cooperative learning in English language classrooms for the last 25 years. I've witnessed the effect of Johnson and Johnson's emphasis on cooperative skills and team work as well as Spencer Kagan's key cooperative learning concepts: positive interdependence, individual accountability, equal participation, and simultaneous interaction. I can see that cooperative learning has had a role in the evolution of instruction towards the gradual release of responsibility to the learner. It's also created a classroom environment where learners simultaneously, interdependently, and equally work to achieve a goal that benefits everyone, while still taking responsibility for their own learning.

English Learners need to put a variety of communication, interpersonal, and group management skills to use when working in teams. Applying these soft skills helps professionalize classroom exchanges and prepares learners for the requirements of the 21st century workplace. There's so much written about what employers are looking for in the 21st century employee, and Susan Adams sums it up in her 2014 blog for Forbes when she asks the reader: *Can you work well on a team, make decisions and solve problems?* If the readers were learners in a cooperative learning classroom, chances are they would be able to answer that question with a resounding yes!



VOICES FROM THE FIELD

Donna Price on the relevance of problem solving as the basis of small group tasks for ELs in contextualized classes

I have a “problem box” (a small box that holds index cards) where I put different problems related to caregiving. I keep a list of problems that I hear about from caregivers and employers. Every few weeks I put students in groups to discuss the problems. I usually give them a problem-solving template so that the lesson is more structured, but sometimes when a topic comes up and it seems like an appropriate time to pose a problem, I have students sit together and discuss the problem with possible solutions (and consequences) in a more unstructured way.

My rationale for doing problem posing is that most of these students will work as caregivers when they leave the class. Some of them will go on to CNA training. They will be faced with some difficult issues when they are working, things that aren't covered in the textbook. Over the years I've talked to employers and employees about problems with working with the elderly and their solutions as experts. I pose these problems to the students. I often have guest speakers come to the class and I ask them to talk about real issues that happen with clients with dementia. Sometimes the speaker will give a scenario and ask students to tell how they would handle it. Sometimes these questions are asked at job interviews, too. I think these issues that students will be faced with are “teachable moments.” Some of them have no idea how to deal with confused clients. I think these problems and solutions that we discuss really give students confidence when they get a job.

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