

Adult Education Class Outline
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2.1060 ESL Vocational / Workplace

Date Posted: 8/10/2005
Title: VESL/Business/Customer Service and Office Occupations
Prepared For: LAUSD/DACE
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course	outline
New: October/2004	
students	<p>Program: English as a Second Language (ESL) & Citizenship</p> <p>Course of Study: English as a Second Language (ESL)</p> <p>Course: 2:1060 ESL Vocational/Workplace</p> <p>50-01-63</p> <p>VESL/Business/Customer Service and Office Occupations</p>

Course Description:

This competency-based course combines language skill development with language and learning skills for career preparation in the business field. It is a multi-level vocational ESL course and may be taken prior to or concurrently with enrollment in business education classes. VESL content includes career pathways, occupation specific terminology and communication skills, SCANS skills, language structures, and listening, speaking and writing language skill proficiencies. Course content is selected to support business career training for ESL students and entry-level employment in customer service and office occupations.

Credits: 5**Hours:** 200**Prerequisites:**

ESL Beginning High (a) (50-01-52 or 50-01-92) or a score of 195 or higher on the CASAS test

Note:

After a student has achieved a score of 235 on the CASAS test, he/she may not be allowed to re-enroll in this course.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.



ACKNOWLEDGMENTS

Thanks to JEAN OWENSBY for the development of this course outline.

We appreciate the collaboration and input of BEA ZAVALA in the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

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COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells students before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small group discussion, grouping plans, and other strategies used in the classroom.

Teaching strategies for this course are listed in the INSTRUCTIONAL STRATEGIES and LESSON PLANNING sections of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level .

Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY AREA STATEMENTS of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT

ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

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LANGUAGE SKILL PROFICIENCIES for the VESL/Business/Customer Service and Office Occupations Course

Students will demonstrate the following listening, speaking and writing skill proficiencies as they achieve exit-level competency for each ESL level in this multi-level VESL course:

Listening: ESL Beginning High (b)

1. Demonstrate understanding of words and phrases drawn from learned topics.
2. Demonstrate understanding of non-face-to-face speech such as telephone conversations and announcements containing previously learned vocabulary in familiar contexts.
3. Respond appropriately to short emergency warnings.
4. Respond appropriately to commands and short instructions.
5. Demonstrate strategies to check for understanding (e.g., by asking for repetition.)
6. Listen and identify specific information in the context of previously learned language.

Listening: ESL Intermediate Low

1. Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations containing some unfamiliar vocabulary.
2. Demonstrate understanding of non-face-to-face speech such as telephone conversations, announcements and recordings containing familiar vocabulary.
3. Respond appropriately to directions, commands and warnings.
4. Demonstrate strategies to check for understanding (e.g., by asking a question.)
5. Listen and identify specific information in contexts containing some unfamiliar language.

Listening: ESL Intermediate High

1. Identify main ideas and most detail in factual material on familiar topics.
2. Demonstrate understanding of everyday conversation with some repetition or slower speech.
3. Listen for and identify specific information in recorded messages and oral accounts.
4. Demonstrate strategies to check for understanding (e.g., by rewording or rephrasing.)
5. Follow spoken directions to complete a task, reach a destination, or take a message.

Listening: ESL Advanced Low

1. Demonstrate understanding of most face-to-face conversation with minimal repetition.
2. Demonstrate understanding of abstract or hypothetical topics in familiar contexts.

3. Demonstrate understanding of new vocabulary in context through guessing strategies.
4. Infer meaning from non-verbal clues such as gestures, intonation, body language and facial expressions.
5. Respond appropriately to detailed spoken instructions.

Speaking: ESL Beginning High (b)

1. Answer basic questions using previously learned phrases or simple sentences.
2. Ask questions using previously learned utterances.
3. Communicate basic information on the telephone.
4. Give simple commands, warnings and directions.
5. Ask for clarification (e.g., Did you say the blue one?)

Speaking: ESL Intermediate Low

1. Participate in simple face-to-face conversations, demonstrating basic social skills and courtesy requirements (e.g., thanking, greeting, apologizing).
2. Participate in basic telephone conversations.
3. Give a series of directions, commands or warnings.
4. Participate in conversations in which some unfamiliar vocabulary is used in context of familiar topics.
5. Ask for and give clarification.

Speaking: ESL Intermediate High

1. Participate in face-to-face conversation on familiar topics beyond immediate needs.
2. Adjust language forms to level of formality required for conversations with different speakers and in different situations.
3. Clarify utterances by rewording or repeating in order to be understood.
4. Participate in telephone conversations related to factual information on familiar topics with minimal errors.
5. Participate in conversations in training and workplace situations with some errors.
6. Pronounce technical vocabulary accurately.

Speaking: ESL Advanced Low

1. Participate in conversations about familiar, technical topics with minimal errors.
2. Clarify meaning through strategies such as paraphrasing when misunderstanding occurs.
3. Adjust language used according to the level of formality required by the situation.
4. Participate in group discussion in order to solve a problem or reach consensus on a plan of action.
5. Pronounce technical vocabulary accurately.
6. Use native-like rhythm, stress and intonation.

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for the VESL/Business/Customer Service and Office Skills Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
<p>I. Career Options in Customer Service and Office Occupations (10 hours)</p>	<ol style="list-style-type: none"> 1. Identify Customer Service and Office Occupations classes available at school site and in the Division of Adult and Career Education. 2. List benefits of and employment assistance available from Vocational ESL class. 3. Identify job titles and responsibilities in the customer service and business fields. 4. List benefits of good customer service skills for businesses and for workers in business careers. 5. Identify types of businesses that employ frontline service (customer service) providers. 6. Investigate the English language skills needed in the customer service and business fields. 7. Identify career pathways in various industries: banking/accounting, retail business management, computer science and information technology, hotel/tourism, etc. 8. Identify personal employment goals, both short- and long-term, and steps to reach those goals.
<p>II. Knowledge of Business Offices</p> <p>A. Locations and Schedules.</p> <p>B. Safety</p> <p>C. Organizational Structure</p>	<ol style="list-style-type: none"> 9. Identify and locate departments and personnel. 10. Describe functions of departments and personnel. 11. Ask and answer questions regarding work site facilities such as the parking lot, cafeteria and lounge area. 12. Interpret maps, directories and directional signs in a large office. 13. Interpret calendars, meeting agendas, time sheets, and work schedules. 14. Use accepted procedures for reporting to work (e.g., signing in on time, calling if late or sick). 15. Identify acceptable reasons for tardiness, absences and requesting time off. 16. Identify safety procedures in an office (e.g., how to properly use a step stool, opening file drawers safely). 17. Respond appropriately to warnings and oral instructions

<p>D. Employment Rules and Practices (35 hours)</p>	<p>regarding safety for using equipment, lifting heavy items, evacuating a building, etc.</p> <p>18. Interpret and demonstrate understanding of safety signs and posters.</p> <p>19. Interpret and demonstrate understanding of emergency procedures for fire, earthquake and other emergencies in the office.</p> <p>20. Identify locations of posted emergency procedure information, first aid information and supplies.</p> <p>21. Interpret verbal or visual information about the organizational structure of a company or office.</p> <p>22. Identify duties and responsibilities of various office positions.</p> <p>23. Identify the supervision hierarchy of a company or office.</p> <p>24. Use appropriate level of formality, language and body language to address managers, supervisors, co-workers and subordinates.</p> <p>25. Identify sources and access information and assistance that may be needed on the job.</p> <p>26. Communicate concerns, incidents and suggestions to immediate supervisor.</p> <p>27. Interpret information on employee rights and protections.</p> <p>28. Interpret information on employee pay scales and benefits.</p>
<p>III. Workplace Expectations</p> <p>A. Time Management</p> <p>B. Teamwork</p> <p>C. Business Attitudes and Behaviors</p>	<p>29. Describe daily tasks involved in office work and ways to prioritize them.</p> <p>30. Identify employer policies on worksite visits and personal phone calls.</p> <p>31. Demonstrate understanding of time limitations on breaks and lunch periods.</p> <p>32. Demonstrate ability to be punctual.</p> <p>33. Work cooperatively with others.</p> <p>a. Contribute to team efforts.</p> <p>b. Encourage participation of others.</p> <p>c. Take personal responsibility for share of work.</p> <p>34. Identify and use effective approaches to working with diverse groups, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of others.</p>

<p>D. Thinking Skills (25 hours)</p>	<p>35. Learn from others and help others learn.</p> <p>36. Identify appropriate clothing for working in a business setting.</p> <p>37. Identify personal qualities that are valued in a business setting such as a positive attitude, dependability, flexibility, ability to respond to feedback unemotionally.</p> <p>38. Give examples of ways to demonstrate initiative.</p> <p>39. Show courtesy to peers, faculty, staff and members of the public.</p> <p>40. Evaluate information and make judgments about ethical courses of action.</p> <p>41. Employ a problem solving process that includes: identifying the problem, proposing solutions, assessing the consequences of those solutions, and selecting the best solution.</p>
<p>IV. Interpersonal Communication on the Job (30 hours)</p>	<p>42. Give, acknowledge and follow oral instructions courteously.</p> <p>43. Use clarification skills.</p> <ol style="list-style-type: none"> a. Ask for repetition when needed. b. Ask for confirmation of information or instructions. c. Ask for clarification of terminology, information or instructions. d. Contrast new information to previous information to clarify. <p>44. Confirm information or instructions.</p> <ol style="list-style-type: none"> a. Repeat key information. b. Repeat details such as spelling and numbers. c. Repeat back short instructions. d. Repeat back key steps in a process. e. Ask questions to confirm information. <p>45. Use language appropriately to interact with co-workers.</p> <ol style="list-style-type: none"> a. Report completion or lack of completion of tasks. b. Request assistance and respond to requests for assistance. c. Offer assistance and respond to offers of assistance. d. Acknowledge assistance. <p>46. Use language appropriately to interact with supervisors.</p> <ol style="list-style-type: none"> a. Report needs and make suggestions for fulfilling those needs. b. Report completion or lack of completion of tasks. c. Report status of tasks and ask for help when needed. d. Report changes of work in progress that may necessitate

	<p>a change in procedure.</p> <p>e. Respond appropriately to work interruption and/or modification of original instructions.</p> <p>f. Respond appropriately to negative feedback regarding quality of work, productivity, etc.</p> <p>47. Use language appropriately for social interaction in the workplace.</p> <p>a. Make introductions.</p> <p>b. Engage in small talk as appropriate.</p> <p>c. Express greetings, apologies, and thanks.</p> <p>d. Give and acknowledge compliments.</p> <p>e. Make, accept and decline invitations.</p> <p>f. Express sympathy.</p> <p>48. Adjust formality of language according to situation, relationship of speakers, and purpose of communication.</p> <p>49. Use body language and non-verbal communication appropriately for a business setting.</p>
<p>V. Telephone Skills (10 hours)</p>	<p>50. Answer calls promptly, courteously, and in keeping with company policy.</p> <p>51. Use customary expressions to report presence or absence of personnel, put callers on hold, and transfer calls, including to voice mail.</p> <p>52. Enunciate clearly on the phone, using correct intonation, rhythm and stress patterns.</p> <p>53. Take messages accurately, asking for repetition as necessary.</p> <p>54. Repeat back information such as spelling and numbers to confirm.</p> <p>55. Deliver or distribute messages promptly.</p>
<p>VI. Customer Relations (15 hours)</p>	<p>56. From personal experience, evaluate businesses that deliver, or fail to deliver, effective customer service (effective telephone skills, friendly and responsive face-to-face encounters, etc.).</p> <p>57. List personal qualities associated with effective customer service.</p> <p>58. Greet customers and offer assistance.</p> <p>59. Ask for, verify and record customer information (name, address, etc.).</p> <p>60. Follow steps in a customer service interaction: greet, listen, evaluate, respond.</p>

	<p>61. Use active listening techniques in customer service interactions.</p> <p>62. Identify non-verbal factors in customer service interactions, including facial expression, eye contact, loudness and tone of voice.</p> <p>63. Identify ways to express a positive attitude in a customer service interaction.</p> <p>64. Demonstrate strategies for dealing with an irate customer.</p> <ol style="list-style-type: none"> a. Rephrase customer's statements. b. Acknowledge customer's feelings. c. State the company's position. d. Ask questions and confirm answers. e. Find mutually acceptable solutions.
<p>VII. Office Skills</p> <p>A. Office Equipment and Supplies</p> <p>B. Office Procedures</p> <p>C. Computer Literacy</p> <p>(30 hours)</p>	<p>65. Identify and describe uses for office equipment found in various office settings, including computers.</p> <p>66. Identify office supplies used in various businesses, including supplies for office equipment and computers.</p> <p>67. Ask and answer questions about location of equipment and supplies.</p> <p>68. Report supply order needs.</p> <p>69. Report equipment maintenance or repair needs.</p> <p>70. Follow oral and written directions for operating copiers, fax machines and other office equipment.</p> <p>71. Recognize and use vocabulary related to basic office procedures such as copying, stapling, sorting, filing. etc.</p> <p>72. File items alphabetically and numerically.</p> <p>73. Recognize and use vocabulary related to addressing, preparing and handling mail.</p> <p>74. Complete and report a supply inventory.</p> <p>75. Perform money-handling tasks such as ringing up sales and counting change aloud.</p> <p>76. Identify parts of a computer and peripheral equipment such as printers and scanners.</p> <p>77. Recognize terminology and follow instructions related to basic computer actions (e.g., open, save, point, click, drag).</p> <p>78. Identify types of software and what each can be used for</p>

	(e.g., word processing for letters, database for client information, browser for Internet access).
VIII. Written Communications (10 hours)	<p>79. Identify formats and key parts of documents such as business letters, memos, newsletters, etc.</p> <p>80. Use office reference materials such as dictionaries and secretarial handbooks.</p> <p>81. Interpret reports, pay stubs, invoices and other non-narrative documents.</p> <p>82. Complete forms neatly and accurately.</p>
IX. Basic Skills for Office Occupations (10 hours)	<p>83. Use basic math for completing order forms, maintaining records, etc.</p> <p>84. Edit written work to correct grammar, punctuation and spelling.</p> <p>85. Recognize and use test formats commonly found in business hiring processes.</p>
X. Employment Preparation and Job Search (15 hours)	<p>86. List sources of information about job openings</p> <p>87. Interpret a job announcement and identify job title, required qualifications/experience, and application procedure.</p> <p>88. Collect personal information needed for job applications and resumes.</p> <p>89. Prepare and edit a resume, using accepted format and usage.</p> <p>90. Prepare a cover letter for a faxed or mailed resume.</p> <p>91. Identify proper interview behavior, including grooming and dress, courtesy expressions, and body language that expresses self-confidence.</p> <p>92. Prepare answers for anticipated interview questions.</p>
XI. Career Planning and Job Promotion (10 hours)	<p>93. Identify sources of information and assistance for career advancement, including promotional opportunities within a company.</p> <p>94. Identify cultural notions about career advancement such as working your way up, asking for a raise, transferring skills to a new job, and acceptable reasons for leaving a job.</p> <p>95. Identify educational levels and training certificates associated with various positions and future opportunities in the customer service/business field.</p>

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| | <p>96. Create a career path chart or story for a sample employee’s work history in the customer service/business field, indicating job titles, continuing skill training and income levels for each step of the career ladder.</p> <p>97. List tips for sustaining employment and advancing on the job.</p> <p>98. Inventory own skills and identify areas for additional skill development.</p> |
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SCANS COMPETENCIES and FOUNDATION SKILLS in the VESL CLASSROOM

SCANS is an acronym for the Secretary of Labor’s Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor’s Commission researched the demands of the workplace in order to find out what skills employers required from their employees. The Commission determined that “workplace know-how” is what makes people effective in today’s jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into VESL instruction promotes the development of skills employers are looking for. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

Many SCANS competencies and foundation skills can be incorporated in the VESL classroom by using activities that are cooperative in nature. As they work in teams, students have opportunities to teach others, monitor and correct performance, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings. All of these are skills that will enhance VESL students’ employability and contribute to their future success in the workplace.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example “Today I worked with a team”; “Today I organized my work”; “Today I used a computer”; allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

Resources: Time, Money, Materials and Facilities, Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

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VESL COURSE MODELS

There are three models of VESL programs: General VESL, Cluster VESL and Occupation-Specific VESL. VESL/Business/Customer Service and Office Occupations is a Cluster VESL course that serves as a preliminary or companion and support class for vocational training in business education.

General VESL

General VESL instruction is geared toward providing instruction in language for the workplace. Listening, speaking, reading, and writing skills, together with the cultural knowledge essential for securing and maintaining employment, are offered in these classes.

Some suggestions for teaching General VESL classes include:

1. Limit course content to areas that are directly related to work (safety, carrying out a procedure) and areas that are indirectly related to work (reading a bus schedule, introducing oneself). Non-work related content (supermarket shopping, renting an apartment) is not a priority in VESL classes.
2. Employ teaching techniques that permit students to perform hands-on activities that would be performed in the work place.
3. Utilize simulation activities as “rehearsals,” providing meaningful contexts through which students can practice talking with a supervisor, following instructions, etc.
4. Help students develop positive work attitudes, such as following company rules regarding absences and tardiness, getting along with others, working as a team, and

being dependable and honest.

5. Permit students to have a chance to make choices, resolve problems, and find their own best way to do things.
6. Review basic skills, including test-taking and math.

Cluster VESL

Cluster VESL organizes classes so that the English language needs of more than one occupational group can be met at the same time. Occupations may be grouped by communication needs or by industry or trade.

Cluster classes can be formed by identifying the commonalities in the career goals of the students, communication tasks required for training and employment, and specific technical or basic skills required in the occupations.

For example, students who are training to work in jobs requiring a high degree of public contact, like retail salesclerks and hotel desk clerks, can be placed in the same class and taught language for dealing with the public. On the other hand, students going into metal trades would be grouped together because of their related employment objectives. Grouping by commonalities specifies the content for instruction. Classes can then focus on the common language skills needed by each cluster group.

Once the clusters are established, the VESL instructor needs to identify the communication tasks required for each of the occupations. For example, for a group of students preparing for jobs involving extensive contact with the public (salesclerk, gas station attendant, field service repair person) lessons will focus on development of oral skills and cultural connotations of customer relations.

All VESL classes require coordination among language and vocational teachers and administrators. Implementation of Cluster VESL classes, however, requires special consideration in terms of scheduling, counseling and placement, and instructional strategies. The instructor needs to consider classroom management strategies to cope with students of varying levels of English proficiency and with specific, yet diverse, employment goals.

Occupation-Specific VESL

Collaboration between the VESL instructor and the vocational education instructor is essential for effective and successful instruction in an Occupation-Specific VESL class.

It is the role of the VESL instructor to identify the communication needs and the corresponding language that the students must have in order to be able to communicate and succeed on the job. The VESL instructor develops lessons based on the sequence in which these communicative messages are needed in the vocational educational classroom. Some suggestions on collaboration with vocational instructors:

1. Set up an initial collaboration conference with the vocational instructor to identify the students' vocational objectives and to plan the VESL class schedule.
2. Observe the vocational class to determine language needs; take note of the signs and posters on the walls.

3. Review the text and any supplemental materials used in the vocational education class.
4. Visit the work site to observe language used on the job.
5. Meet with the vocational instructor regularly to review and discuss lessons and to identify problem areas.
6. Discuss the VESL instructional materials with the vocational instructor; ask the instructor to indicate priority information.
7. Obtain written resource materials such as inventories, manuals, safety regulations, lists of tasks and/or instructions, audiovisual aids, actual objects, and equipment manufacturers' literature.

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MODIFYING MATERIALS for VESL INSTRUCTION

Since few commercially-prepared VESL materials are available, particularly for Occupation-Specific and Cluster VESL classes, the VESL instructor must in many cases rely on authentic materials. These may be materials that are used in vocational classes, or they may be collected from actual work sites. The VESL instructor must learn how to modify these materials.

Suggestions for modifying materials for VESL instruction:

1. Isolate key vocabulary words and explain their meanings on the side of the page, on a separate handout, or on the board.
2. Develop a practice sheet (matching, identification, etc.) based on the identified vocabulary and expressions.
3. Simplify authentic materials.
4. Provide basic comprehension questions for vocational training textbooks and workplace materials.
5. Utilize illustrations in the materials to create practice activities and exercises.
6. Help students understand the materials by accentuating key points, headings, and important terms.
7. Isolate multiple examples of frequently used grammatical structures and develop special lessons using them.
8. Supplement the materials with visual aids (e.g., posters, objects).
9. Emphasize all safety information.

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INSTRUCTIONAL STRATEGIES

Instructional Strategies for the VESL/Business/Customer Service and Office Occupations course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

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LESSON PLANNING

Planning is essential for implementation of the VESL/Business/Customer Service and Office Occupations course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be

addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

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ASSESSMENT and PROGRESS EVALUATION for the VESL/Business/Customer Service and Office Occupations Course

The VESL/Business/Customer Service and Office Occupations course serves ESL students at levels ESL Beginning High (b) through ESL Advanced Low (CASAS 195-235). Teachers should use a variety of test measurements in more than one language skill to gain information about the students throughout the course. Assessments should be based on ESL tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

Placement Tests

Students are placed in VESL/Business/Customer Service and Office Occupations based on completion of ESL Beginning High (a) or attainment of a score of 195 or higher on the CASAS test. Placement in VESL/Business/Customer Service and Office Occupations may also be based on the Division-developed ESL Placement System for students who test at the entrance level for ESL Beginning High (b) or a higher ESL level.

Ongoing Evaluation

In-class evaluations such as teacher-created pre-tests, needs assessments and class surveys are used to determine students' knowledge before introducing an objective or unit, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, matching, cloze, sentence completion, short answer)
- b. Applied performance tests (e.g., following oral or written directions, completing a form or chart, carrying out a procedure)
- c. Observation (while students are working individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolios of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress).

In addition, pre- and post-tests (e.g., CASAS Listening or Reading for Employability) may be used to assess progress in Vocational ESL competencies and language skill development.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They may be used in conjunction with ongoing in-class evaluation and/or CASAS testing to determine a student's readiness to be promoted to the next ESL level within this multi-level VESL class. Students may attend VESL/Business/Customer Service and Office Occupations until they attain a CASAS score of 235, but it is expected that they may leave the class when their competency in English allows them to begin vocational training or employment. They may be enrolled in VESL/Business/Customer Service and Office Occupations either prior to or concurrently with enrollment in a Business Education program.

Entry level for the VESL/Business/Customer Service and Office Occupations course is ESL Beginning High (b) or a CASAS scale score of 195. The CASAS Employability Competency System may be used for placement, progress and promotional testing for VESL/Business/Customer Service and Office Occupations. The score ranges, ESL levels and skill level descriptors for CASAS Scale Scores 190-235 are given in the following table:

CASAS Score	ESL Level	CASAS Skill Level Descriptors
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190-200	ESL Beginning High	<p>Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.</p>
200-210	ESL Intermediate Low	<p>Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.</p>
210-220	ESL Intermediate High	<p>Listening/Speaking: can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</p>

220-235	ESL Advanced Low	<p>Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.</p>
235	VESL/Business/Customer Service and Office Occupations Completion	<p>Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.</p>

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