

Adult Education Class Outline
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2.1060 ESL Vocational / Workplace

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Title: Intermediate Pre-Vocational ESL

**Submitted
by:** SDCCD

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SAN DIEGO COMMUNITY COLLEGE DISTRICT
CENTERS FOR EDUCATION AND TECHNOLOGY
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 422

COURSE TITLE

INTERMED. PRE-VOCATIONAL ESL

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course is designed to develop basic and content skills related to the world of work: speaking, listening, reading, writing, arithmetic, problem solving, critical thinking, interpersonal relations, career planning and advancement, and cross-cultural understanding. Upon completion and demonstration of competence at this level, students may be ready to succeed in job training courses or entry level employment. A competency is considered completed when a student can demonstrate it with 80% accuracy, orally, in writing or by actual performance. (FT)

LECTURE HOURS
HOURS

270

LABORATORY

PREREQUISITE

NONE

RECOMMENDED SKILL LEVEL

Students who will benefit from this course will be between intermediate ESL level 4 and advanced level 6 according to the proficiency level descriptors as described in the California ESL Model Standards for Adult Education. They will score between 210 and 220 on the CASAS ECS reading test.

COURSE GOALS

ESLRs

1. Students will be effective communicators and listeners who utilize spoken, written and nonverbal communication.
2. Students will identify, assimilate and synthesize information independently and cooperatively to make informed choices, solve problems and accomplish goals.
3. Students will demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
4. Students will continuously expand their knowledge to adapt to changing conditions to fulfill their roles as individuals, family members, workers and community members.
5. Students will demonstrate learning gains or competencies relevant to their needs and course objectives.

This course will teach and develop the basic skills of speaking, listening, reading, writing, grammar, vocabulary, pronunciation, critical thinking, problem solving, and teamwork within the context of the world of work. Basic skills will be developed and applied to tasks that are required of adults in order to obtain entry-level employment, benefit from school-based or on-the-job training and function effectively in the workplace. These basic skills include teamwork, problem solving, conflict resolution, organizational, time management, research, self-monitoring, and use of technology.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Score 215 or above on the CASAS ECS Reading Test.
- State a career goal and a plan for achieving it.
- Demonstrate functional communication skills needed for getting and keeping a job.
- Clarify and confirm understanding of lecture material and instructions.
- Read and interpret workplace schedules, rules, and procedures.
- Fill out work-related forms.
- Write a personal data sheet, business letter, e-mail, note, or memo.
- Demonstrate critical thinking, problem-solving and communication skills in classroom simulations.
- Demonstrate language for positive interpersonal communication.
- Select and utilize technology appropriate to the task.
- Follow and give instructions (from and to co-workers).
- Demonstrate cross-cultural awareness and sensitivity in the workplace.

SECTION II

COURSE CONTENT AND SCOPE

Upon completion of the Intermediate Pre-Vocational ESL course, students will show orally, in writing or through demonstration that they are able to do the following:

1. Introduction to the World of Work

1. Identify and describe interests, skills, and express ability and inability
2. Compare and contrast career options
3. Interpret information about the local job market
4. Identify different work situations, their prevalence, advantages and disadvantages, including temporary and part-time work, importance of technology, self-employment and working at home
5. Identify and report on educational opportunities for achieving career goals
6. Identify and discuss training/skills needed to advance in a career (career ladders) and possible career paths
7. Write short-range training goals and long-range career goals (state future plans)
8. Apply basic knowledge of computers
9. Demonstrate interpersonal skills (verbal and non-verbal) needed to participate as a member of a team
10. Organize and maintain class notes

Possible Structure Focus: Present Continuous Tense

Present Tense

Modals to Express Ability (can and be able to)

Verbs Followed by Infinitives

Future and Future Conditional (If I get a job, I'll study at night)

Direct Speech (He said, "I want to study computers.")

2. Social Communication/Small Talk

1. Ask about and share information about recreational activities and interests
2. Extend a conversation by asking follow up questions
3. Identify appropriate and inappropriate workplace conversation and questions
4. Use appropriate register
5. Identify and discuss U.S. cultural activities and pastimes (sports, music, picnics and barbecues, TV shows, movies, etc.)
6. Make a presentation on (explain) some aspect of U.S. (or student's own) culture either individually or in groups
7. Compare and contrast U.S. culture and pastimes with other cultures
8. Report on current events and weather
9. Describe major events and important people in one's life in language appropriate for context
10. Make and respond to an invitation and make excuses
11. Give directions to one's workplace or home
12. Write down and confirm directions received orally
13. Express regret
14. Express sympathy
15. Express happiness, congratulate
16. Request and offer advice

Possible Structure Focus: Present Tense

Past Tense “Used to”

Present Perfect

Imperatives

Verbs followed by Gerunds (I like swimming.)

Adjectives

Comparatives and Superlatives; Modals “would,” “have to”

3. On the Job: Instructions and Procedures

1. Follow and give one-step and multi-step instructions (written and oral)
2. Read, interpret and describe procedures
3. Clarify and confirm instructions by repeating and paraphrasing
4. Ask questions to get additional or missing information
5. Train co-workers (classmates) to complete classroom management and work tasks
6. Respond to and make verbal requests (for information; help, etc.)
7. Respond to and make written requests (for information; help, etc.)
8. Solicit and provide feedback on work quality
9. Select, maintain and troubleshoot equipment and technology used for assigned tasks
10. Communicate about progress of work
11. Access information from different resources such as telephone directories, manuals, dictionaries and the Internet

Possible Structure Focus: Imperatives

Present Perfect

Present Perfect Continuous (I have been working on this project for two weeks.)

Embedded Questions (Can you tell me what the next step is?)

Enumerative or Chronological Vocabulary (first, second, then, finally, etc.)

Tag Questions for Confirmation

Adverb Clauses (After you turn on the VCR, check the picture for clarity.)

4. On the Job: Co-Worker/Customer Relations

1. Respond with appropriate language to criticism, conflict and customer complaints
2. Make suggestions
3. Offer and ask for assistance or advice
4. Participate in meetings by taking notes
5. Participate in meetings by offering ideas
6. Identify strategies for dealing with anger and expressing disagreement with appropriate language
7. Distinguish between polite and impolite modes of communication
8. Use telephone communication skills appropriate for business, including clarifying and confirming, using appropriate register
9. Write clear and accurate telephone messages

10. Recognize and spell common American first and last names
11. Use appropriate forms of address (i.e. Mr., Sir, Ms., Ma'am, etc.)
12. Respond to and make corrections
13. Apologize for mistakes

Possible Structure Focus: Indirect (Reported) Speech

Tag Questions for Confirmation

Modals "should," "ought to"

Unreal Conditional (If I were you, I'd buy the blue dress.)

Present Conditional

5. Health and Safety

1. Describe physical condition and health history orally
2. Describe physical condition and health history in writing by filling out insurance and other medical forms
3. Compare and contrast benefit plans/options
4. Respond to various questions about physical condition/health history
5. Make a doctor's appointment on the phone, verifying information
6. Change or cancel an appointment
7. Report the result of a doctor's appointment to a friend, co-worker and supervisor (He told me to . . . etc.)
8. Identify appropriate reasons for calling in sick to work, and call in sick, using appropriate language
9. Read and interpret product labels, signs, regulations and operating instructions;
10. Report accidents, work-related injuries and unsafe working conditions orally and in writing
11. Give and respond to a variety of verbal warnings
12. Place emergency calls, ask for help and describe the problem briefly
13. Identify and state how to maintain a clean and orderly work environment
14. Read and interpret safety information

Possible Structure Focus: Indirect (Reported) Speech

Past Tense

Past Continuous (I was soldering when I heard him fall)

Exclamatory Sentences (Don't touch that!)

Past Conditional (I would have been on time if I hadn't gotten a flat tire.)

Adverbial clauses of reason (I was absent because I had the flu.)

Adjectives

Comparatives and Superlatives

6. Work Culture

1. Read and interpret organizational charts
2. Identify channels of communication and appropriate use of formal and informal language
3. State and/or list employees' rights and responsibilities
4. Describe advantages and disadvantages of belonging to a union
5. Identify and analyze personality styles and appropriate approaches to

communication

6. Demonstrate cross-cultural understanding, sensitivity and ability to work with diverse (race, ethnicity, religion, age, gender, sexual preference) populations, including coworkers and customers
7. Demonstrate ability to be flexible and learn new skills by applying study skills (i.e. looking up information in reference materials and the Internet, taking notes, outlining, making flashcards, etc.)
8. Monitor progress toward short-term goals and long-term goals through checklists, journaling or evaluations
9. Document progress by creating a work portfolio

Possible Structure Focus: Modals, “Might”, “Must”, “Should”, “Have to”, “Supposed to”, “Had better”, “Ought to”

Adjectival Clauses (The person who made the announcement was Joe’s supervisor.)

Past Perfect (He had worked in that department for ten years before he got a promotion)

Conditionals

7. Personal Finance

1. Read and interpret timecards and pay stubs
2. Read and interpret information on sick leave, vacation leave, overtime, and comp time policies
3. Compare, contrast and summarize salary and benefits packages
4. Compare and contrast different types of bank accounts (checking, savings, money market)
5. Calculate interest on accounts
6. Identify advantages and disadvantages of credit cards and calculate interest/payments
7. Identify strategies for saving money and calculate total savings accumulated over a period of time
8. Identify goals for saving money (homes, college, retirement, etc.)
9. Read and interpret bank statements, credit card offers and bank pamphlets
10. Fill out W-4, deposit/withdrawal, personal checks, bank application forms
11. Write checks and balance checkbook

Possible Structure Focus: Future Conditional (If I have enough money in five years, I’ll buy a new car)

Conditional Contrary to Fact (If I had a better job, I wouldn’t have to work so many hours.)

Contrastive Vocabulary (on the other hand, however, etc.)

8. Personal Qualities for the Workplace

1. Identify appropriate workplace dress, language, rules of behavior (stated and unstated)
2. Discuss what constitutes sexual harassment, how to handle sexual harassment, legal and other resources
3. Organize one’s work by listing tasks and prioritizing them
4. Identify language and tone of voice that signal positive and negative attitudes,

- and demonstrate a positive attitude through language choice, group participation and individual accountability
- 5. Apply a problem-solving process to work, parent and community problems
- 6. Offer assistance to coworkers and apply skills in training others

Possible Structure Focus: Adjectives

Comparatives and Superlatives

Gerunds vs. Infinitives

- 7. Read and interpret articles which discuss the importance of personal qualities or that address how to change or improve one's attitude or perception
- 8. Demonstrate understanding of time management techniques by creating a work timeline
- 9. Compare workplace expectations of employee behavior and ethics, including concepts of attitude, integrity and honesty in a cross cultural context through problem posing and discussion
- 10. Demonstrate understanding of non-verbal communication in a cross-cultural context
- 11. Read and interpret performance evaluations and fill out a self-evaluation
- 12. Identify ways to demonstrate initiative

9. Job Search

- 1. Plan a job search strategy, including use of networking, help wanted signs, ads and cold calling
- 2. Organize and allocate time for scheduling appointments, researching the job market, responding to want ads
- 3. Confirm and follow directions
- 4. Use a map and find locations
- 5. Estimate time and distance required to get to destination
- 6. Fill out job applications
- 7. Complete a personal data sheet
- 8. Demonstrate ability to answer typical job interview questions
- 9. Ask appropriate questions in a job interview
- 10. Use appropriate non-verbal communication in a job interview
- 11. Write a cover letter, thank you letter
- 12. Make follow-up telephone calls
- 13. Interpret information about job training opportunities and higher education
- 14. State progress on achieving short term and long term goals

Possible Structure Focus: Present Tense

Past Tense

Present Perfect

Future Tenses

Modals to Express Ability

Illustrative Vocabulary (for example; for instance, etc.)

Changing the Subject (Incidentally; By the way, etc.)

Returning to the Subject (Anyway; At any rate, etc.)

Imperative

APPROPRIATE READINGS

Articles, textbooks, work manuals, newspapers and other reading as assigned by the instructor. **WRITING ASSIGNMENTS** Students may write:

1. Business letters, (i.e. cover letters, letters of request, and thank you letters); memos, (i.e. memos requesting and/or providing information).
2. Notes and/or email messages, (i.e. notes regarding absences).
3. Telephone messages.
4. Short reports (i.e. status report; accident report).
5. Summaries (i.e. on an article, on work completed, etc.).
6. Work procedures.
7. Descriptive paragraphs.
8. An autobiography.
9. A speech to be given upon graduation from VESL class.

OUTSIDE ASSIGNMENTS

Students may be assigned homework to:

1. Interview someone in English about his or her job and report the information to the class.
2. Watch the news and report a story to the class.
3. Read an article and give a summary.
4. Job shadow a worker and report the information to the class.
5. Locate and bring in job applications, workplace rules and procedures and schedules to discuss in class.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Students may be asked to:

1. Compare U.S. work culture with student's own culture.
2. Make a decision about the best way to handle a workplace problem and role-play the solution.
3. Analyze skills and personal qualities (case studies and about one's self) and select appropriate career goals.
4. Create a plan for saving money in order to achieve specific goals.
5. Brainstorm ways to improve functioning of the class within the context of a class meeting.
6. Role-play simulated work situations.

EVALUATION

A student's grade will be based on multiple measures of performance. The assessment will measure development of the four language skills, application of language skills to tasks related to the world of work, and the development of critical thinking, problem solving and decision making. Instructors monitor student progress on a continuous basis, assessing students on the attainment of the objectives listed in the course outline, through formal and informal measures, criterion referenced and standardized tests. Learner assessment measures are aligned with assessment standards as recommended in *English as a Second Language Model Standards for Adult Education Programs*, 1992.

Standardized tests to measure the degree of mastery of basic skills in a vocational context include, but are not limited to:

1. Comprehensive Adult Student Assessment System (CASAS), Employment Competency System (ECS) Tests for Reading (Forms 13 - 16), Math (Forms 13 - 18), Listening (Forms 63-64).
2. CASAS, ECS Pre-Employment Work Maturity Checklists.
3. CASAS, Certification for Employability Reading (Forms 501, 502); Math (Forms 502, 504); and, Writing Certification.
4. CASAS Functional Writing Assessment (especially Process Task Form 400 and Form Task Forms 410 and 411).
5. CASAS Intermediate Level Completion Test.
6. Pre-Post tests that accompany commercial texts.

A competency is considered mastered when a student can demonstrate it with 80% accuracy orally, in writing, or by actual performance.

Other measures include instructor-developed quizzes and unit tests, evaluation of portfolio entries by both teacher and student, logs of student reflection on significant learning and outcomes of projects such as displays, oral reports or demonstrations.

METHOD OF INSTRUCTION

Instructional methods will reflect the instructional standards as identified in the document *English as a Second Language Model Standards for Adult Education Programs*, 1992. Classroom lecture, demonstrations, cooperative learning, role-play, reading process, writing process, guest speakers, audio-visual presentations and computer-assisted instruction will be included. Method of instruction will take into consideration students' diverse learning styles providing assignments that include text-based learning, hands-on projects, and team assignments. Field trips and job shadowing may be included to allow students to experience workplace environments first-hand.

TEXTS AND SUPPLIES

Texts:

ESL For Action: Problem Posing At Work Elsa Auerbach, and Nina Wallerstein, Reading MA: Addison-Wesley/Longman, 1987

Workskills, Books 2 and 3, Mary Lou Byrne, Susan C Quatrini, and Kathy S. Van Orner, Upper Saddle, NJ: Prentice Hall Regents, 1996

It's Up to You: Language Skills and Strategies for Getting a Job, Joanne Dresner, Kenneth Beck, Clare Morgano, and Luise Custer, New York: Longman, 1980

Put English to Work Level 3, Carole Etchells Cross, Chicago: Contemporary Books, 1996

Put English to Work Level 4, Carole Etchells Cross, Chicago: Contemporary Books, 1996

Open for Business: Communication Activities for Students of English, Carol Ann Fournier, New York: Newbury House, 1990

The Working Culture: Career Development for New Americans, Books 1 and 2, David

Hamphill, Barbara Pfaffenberger, and Barbara Hockman, Englewood Cliffs, New Jersey: Prentice Hall Regents, 1989

Office File, Marc Helgesen, and Keith Adams, Edinburgh Gate, England: Longman, 1995

Apply Yourself: English for Job Search Success Lisa Johnson, Lynn Levey, and Elizabeth Chafcouloff, White Plains, New York: Addison Wesley Longman, 1996

Topics and Work Competencies, Books 3 and 4, Michael Kerwin, Upper Saddle, NJ: Prentice Hall Regents, 1999.

English in the Workplace: The Job Interview, Lizbeth Koenig Golombek, Carlsbad, California: Dominie Press, 1998

Put English to Work Level 5, Sandra Linn, Chicago: Contemporary Books, 1996

Business Communication: Ten Steps to Success, Linn Lougheed, Reading, Massachusetts: Addison-Wesley, 1993

Business Correspondence: Letters, Faxes and Memos, Linn Lougheed, Reading, Massachusetts: Addison-Wesley, 1993

Working It Out: Interactive English for the Workplace, Ronna Magy, Pacific Grove, CA: Heinle and Heinle, 1998

Business Interactions Candace Matthews, Englewood Cliffs, New Jersey: Prentice Hall Regents, 1987

English for Technology, Jean Owensby, and Haideh Herbert, Carlsbad, California: Dominie Press, 1998

Skills for Success: Working and Studying in English, Donna Price-Machado, Cambridge: Cambridge University Press, 1998

English Works, Joan Rubin, , Sharon McKay, and Inaam Mansoor,. White Plains, NY: Addison-Wesley Longman, 1995

People at Work, Edgar Sather, Catherine Sadow, and George Draper, Brattleboro, Vermont: Pro Lingua Associates, 1990

English ASAP Books 3 and 4, Steck-Vaughn Company, Orlando: Steck-Vaughn, 1999

May I Help You?, Learning How to Interact with the Public, Heide Spruck Wrigley, Lynn Savage, and Nick Kremer, Reading MA: Addison-Wesley/Longman, 1987

PREPARED BY: Howard/Keltner/Thomas DATE: August, 1983

DATA REVISED BY: Janet Jarrell DATE: September, 1999

Instructors must meet all requirements stated in Policy 3100 (Student Rights,

Responsibilities and administrative Due Process), and the attendance Policy set forth in the Centers for Education and Technology Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Centers for Education and Technology Catalog