

# Workplace ESOL Capacity-Building Workshop Series for Instructors and Curriculum Designers Balancing Student and Company Needs Part 1: May 6, 2022

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# english for **NEW BOSTONIANS**

*Investing in the future of our region by creating opportunities for immigrants to pursue their educational, economic and civic aspirations.*

# **COMMONWEALTH** **CORPORATION** |

*Commonwealth Corporation fosters workforce equity in Massachusetts by delivering innovative and collaborative professional development solutions that help diverse communities and employers succeed.*

# UPCOMING WORKSHOPS

INTEGRATING TECHNOLOGY AND DIGITAL LITERACY  
MAY 20 & 27, 9:30-11:30 AM

- Teaching classes online; integrating digital literacy; online resources for instructors and students. Practicum: Integrating digital literacy

[REGISTER HERE](#) or on the [Workshop Website](#)

Note: May 27<sup>th</sup> may not work for some people– please fill out the brief survey at the end of this workshop, which includes a question about your preference for May 27 or June 3.




## **PART 2 NEXT FRIDAY MAY 13, 2022**

*Focus on meeting students' needs*

- Activities for multi-level classes
- Differentiating lessons for illiterate students and multiple levels
- Participatory Curriculum from worker's issues

*If you have suggestions or expectations for next Friday, submit them in the short survey you receive after today's workshop.*




# PART 1 AGENDA

1. *Introductions*
2. *Review workshop objectives*
3. *Balancing Student and Company Needs with Contextualized Lessons*
4. *Meeting Company Needs*
  - *Realistic Goals*
  - *Involving Managers and Supervisors*
  - *Working with Authentic Documents*
5. *Practice: Teaching company documents*



# INTRODUCTIONS

*Please briefly introduce yourself:*

- 1. Your name*
  - 2. Your role and which organization(s) you work with*
  - 3. What you like about working in Adult ESOL education*
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## OBJECTIVES

1. *Explore issues unique to Workplace ESOL.*
2. *Discuss strategies for meeting the needs of the company while providing a positive learning environment for the employees.*
3. *Engage with fellow educators to share ideas and experience with Workplace ESOL lesson planning.*

*What else do you expect to learn about balancing student and company needs during this workshop?*

*(Please keep in mind that Part 2 will focus on differentiating lessons and participatory curriculum.)*






# COMPANY GOALS AND STUDENT GOALS

The goals of the company align with the goals of the immigrant employees:

- Improve employees' quality of life
- Promote-from-within = more responsibility and better pay

Company has additional goals:

- Improve customer service and/or reduce complaints
  - Reduce the time the supervisor spends translating on the job
  - Reduce waste caused by mistakes.
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## THE COMPANY IS THE CLIENT

Workplace English classes are a significant financial investment for these companies

- Wages paid to employees
- Lost productivity

Commonwealth Corporation WTFP grant:

- Matching funds by the company for the grant = the wages of the employees
  - Frequently \$70-100,000 for 2 or 3 ESOL classes, 36 weeks each.
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## CHALLENGE: UNREALISTIC EXPECTATIONS

A company that is new to Workplace ESOL might have unrealistic expectations.

- Typical training has a very prescribed and company-centered approach
- Many people aren't familiar with the difficulty of learning English as an adult immigrant

# SOLUTION: PET AND INSTRUCTOR SUPPORT!

PET is very important:

- Program director can address issues re: unrealistic goals

Most ESOL instructors are student-centered.

- We are student advocates.

*The program director and management can support the instructor to provide classes that meet the needs of the students.*




# BALANCING STUDENT AND COMPANY NEEDS WITH CONTEXTUALIZED CURRICULUM

Clarify suggestions for developing contextualized curriculum:

When I create contextualized Workplace Curriculum. I

**incorporate** functional/ daily vocabulary in the **context** of the workplace

- Expose employees to conversations models that they can use at work
  - AND learn the vocabulary they need for their daily lives
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## **BALANCING EXAMPLE: MEETING THE NEEDS OF THE COMPANY**

*“At the time the program began, the hospital had instituted Customer Service Training for all employees.*

*The PET emphasized communication as the primary need for the employees, and accordingly I started a series of lessons based on the language of requesting, offering, and suggesting ...The program thus enjoyed a good take-off in student self-confidence and in the eyes of the managers.”*



## **BALANCING EXAMPLE: MEETING THE NEEDS OF THE STUDENTS**

*“As the term progressed...the prescriptive nature of the lessons changed direction as the students began to express themselves on the issues underlying much of their communication at work.”*

# COMMUNICATING WITH MANAGERS AND SUPERVISORS

It's helpful to have “regular outreach to supervisors”

- “Invite union or management representatives to attend classes...” as guest speaker to address questions, or to observe.
- “Supervisors...may be asked to help reinforce specific lessons that are being taught”

*What suggestions do you have for involving managers and supervisors?*



# MANAGER/SUPERVISOR SURVEYS FOR INPUT & FEEDBACK

## [Mid-session manager survey](#)

Managers would like instructors to:

*“Assign projects that need to be shared in the workplace.”*

*“Give them homework to speak English during work with manager.”*





# BREAKOUT SESSION: DEMONSTRATING PROGRESS TO MANAGERS/SUPERVISORS

**Breakout Session:** Groups of 2-3, 20 minutes

**Objective:** Design activities to meet the managers' requests from the surveys.

**Resources:** Choose to answer these questions based on workplace content from your Workplace ESOL experience, the grocery store manager interviews, or the authentic documents provided.

1. What in-class activities could you develop to demonstrate what they are learning to their supervisors?
2. What out-of-class tasks could you assign for students to demonstrate what they are learning to their supervisors?

*Assign one group member to type your answers and be willing to share when we discuss as a whole group.*

# TEACHING COMPANY DOCUMENTS

One of the needs of the company is for their employees to understand company documents.

*“Many workplace documents do not lend themselves easily to classroom use...It takes creativity and a lot of preparation time to turn such documents into useful instructional tools”*

# BREAKOUT SESSION: TEACHING COMPANY DOCUMENTS

*Breakout Session: Groups of 2-3, 30 minutes*

**Objective:** *Design a lesson plan to teach the material or main ideas in a company document to the employees.*

**Resources:** Choose one of the authentic documents provided.

**Note:** Your lesson plan does not have to be detailed in terms of minutes-per-activity.

Please create an outline of the lesson with a short description of the activities you would design to teach the company document or main ideas in the document.

*Assign one group member to type your answers and be willing to share when we discuss as a whole group.*

# CONTACT US FOR INDIVIDUAL ASSISTANCE

This workshop series is sponsored by Commonwealth Corporation and delivered by English for New Bostonians.

As part of this training, we are available for individual technical assistance for your organization's Workplace ESOL questions or needs.

## **Sarah's Availability Next Week:**

Tuesday, May 11 9am-12 noon

Wednesday, May 12 9 am-12 noon

**OR** feel free to arrange another time with Franklin or myself.

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## WHAT'S NEXT

A recording of the video, copy of PPT, participant contributions and resources used in this lesson will be posted on the [Workshop Website](#)

You will receive the link to the website and a very brief (3-minute survey) with the opportunity to add suggestions for next week's workshop.

**WE HOPE TO SEE YOU NEXT FRIDAY!**





## REFERENCE

Massachusetts Workforce Literacy Consortium. Chernow, H., & Lee Utech, J. (Eds.). (1999). *Workplace Education Guide*. Massachusetts Workforce Literacy Consortium.

