

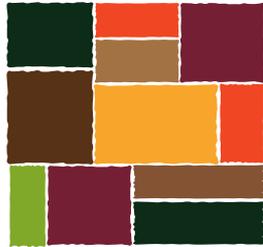
Workplace ESOL Capacity-Building Workshop Series for Instructors and Curriculum Designers Balancing Student and Company Needs Part 2: May 13, 2022

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UPCOMING WORKSHOP

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](#)

PART 2 AGENDA

1. *Introductions*
2. *Review workshop objectives*
3. *Complete and share Part 1 Breakout activity: Teaching Company Documents*
4. *Meeting Students' Needs*
 - *Participatory curriculum from worker's issues*
 - *Considering students with low literacy or reading/writing disabilities*
 - *Strategies for multi-level classes*
5. *Practice: Design a differentiated Workplace ESOL lesson*



INTRODUCTIONS

Please briefly introduce yourself:

- 1. Your name*
 - 2. Your role and which organization(s) you work with*
 - 3. What are 2 takeaways you'd like to share from Part 1 of this workshop?*
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OBJECTIVES

1. *Design and share a lesson for teaching a company document.*
2. *Discuss strategies and resources for meeting the needs of the students through participatory curriculum and individual learning considerations.*
3. *Engage with fellow educators to share ideas and experience for multi-level classes and differentiated Workplace ESOL lessons.*

What else do you expect to learn about meeting student needs during this workshop?





BREAKOUT SESSION: TEACHING COMPANY DOCUMENTS

Breakout Session: Groups of 2-3, 20 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.



DEVELOPING PARTICIPATORY CURRICULUM FROM WORKERS ISSUES

“When students have problems on the job, they often bring them up in class. The classroom is a safe, neutral place; if a worker has just experienced something upsetting, it is natural to want to talk about it with classmates and the teacher. Workers from the same department may...have the same problem or insights to share.”

- Provide opportunities for students to express their concerns or problems (including assurance of mutual **confidentiality**)
- Design lessons that facilitate discussion and target language for problem solving/improving communication in the workplace



CHALLENGE: “US VS. THEM” MENTALITY

Participatory lessons often address issues that the employees are having at work, such as problems with customers, coworkers, and supervisors.

However, it's important to maintain workplace cohesion and productive relationships with the supervisors and management team.

Solution: activities that incorporate dialogues or stories from both points of view (manager/employee, customer/employee, employee/employee).

This is a useful strategy for communication and problem solving in general.



REALITY CHECK

Participatory lessons may not result in any solutions outside of the classroom. That doesn't diminish the value.

“Even if classwork does not change a difficult situation, the class can still provide a safe space to articulate and share concerns.”

EXAMPLE FROM MWLC

“The instructor asked each small group to make a drawing showing a problem at work: *‘I thought of drawing as a way to frame the problem and include subtlety and detail in a way that writing could not.’*”

- Next, each group wrote dialogues to describe what was happening in their pictures and shared the dialogues with the class.
- The class discussed ways to handle each situation.
- The students wrote dialogues or drew pictures of an outcome.
- The union representative visited the class so they could ask further questions.

OPPORTUNITIES FOR STUDENTS TO EXPRESS THEIR CONCERNS OR PROBLEMS

What activities could provide students with opportunities to express their problems or concerns?

- *Suggestion box*
- *WhatsApp groups, can contact instructor with issues*
- *Journal writing*
- *Pictures of problems or stories*
- *Be careful of emotions*

STUDENTS WITH LOW LITERACY OR READING/WRITING LEARNING DISABILITIES

Multimedia is a powerful learning tool:

- Google Translate App/ Text-to-speech apps
- [What's Next: Phonics Based Literacy Series](#)
- [Oxford Picture Dictionary Monolingual e-Book](#)
- [Conversations for Work](#)
- [Woodward English YouTube Channel](#)

MULTI-LEVEL CLASSES

“At many work sites, workers are placed in classes according to their shift schedules instead of their level or needs. Multi-level groups also result because workplaces only offer one or two classes.”

- What are some strategies you use when teaching multi-level classes?

BREAKOUT SESSION: STRATEGIES TO DIFFERENTIATE WORKPLACE ESOL LESSONS

Breakout Session: Groups of 2-3, 25 minutes

Objective: *Teach the material or main ideas in a company document to employees with different levels of English, or very low literacy.*

Resources: Please use the document and lesson you worked with in the first hour of today's workshop.

Directions: Describe how you would differentiate your lesson to meet the needs of a multi-level class, or for low-literacy students.

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:
Monday May 16 9:30 am-12 noon
Tuesday May 17 9 am-12 noon

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

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REFERENCE

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

