

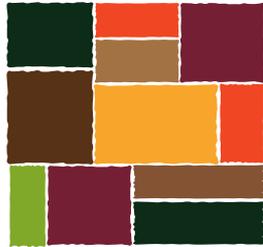
Workplace ESOL Capacity-Building Workshop Series for Instructors and Curriculum Designers Fundamentals of Contextualized Curriculum Part 2: April 29, 2022

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

UPCOMING WORKSHOPS

BALANCING STUDENT AND COMPANY NEEDS

MAY 6 & 13, 9:30-11:30 AM

- Communicating with supervisors; addressing challenges to students; differentiating workplace content for multiple levels of English and literacy/illiteracy. Practicum: Contextualized/ differentiated lessons

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. *Part 2 workshop objectives*
3. *Briefly review key points from Part 1 (April 22, 2022)*
4. *Curriculum design sharing*
5. *Workplace ESOL contextualized lessons*
 1. *Strategies*
 2. *Examples*
 3. *Collaborate, share, inspire*



OBJECTIVES

1. *Explore strategies for designing workplace contextualized lessons.*
2. *Engage with fellow educators to share ideas, experience, and practice designing Workplace ESOL lessons.*

What else do you expect to learn about contextualizing lessons during this workshop?





OUR ROLE AS WORKPLACE ESOL EDUCATORS

“You are there to *teach* workers literacy and language skills, not train them to do their jobs.” – MWLC



KEY POINTS FROM PART 1

What were the key takeaways for you?

- 1. Participants' opinions*



CURRICULUM DESIGN SHARING: LAST FRIDAY'S BREAKOUT ACTIVITY

Objective:

Develop scope and sequence of course curriculum for a 3-4 week unit (1 theme), 12-16 hours of instruction

Resources:

- *Interviews with grocery store managers*
- *Restaurant curriculum example*

STRATEGIES FOR CONTEXTUALIZED LESSONS

“Integrated Academics is a strategy that attempts to coordinate the teaching of occupational skills and traditional academic skills by using *the former as the context for the latter.*” – Gray & Herr

1. *Authentic materials from the company and other work-related sources*
2. *Students as a resource for information and authentic workplace material*

AUTHENTIC MATERIALS FROM THE COMPANY

One of the opportunities of Workplace ESOL is that curriculum designers and instructors have “access to authentic workplace materials.” - MWLC

- *Example of a lesson for sewing machine operators in a garment factory*
- *This example is available on the [Workshop Series Website](#)*

THE EMPLOYEE LEARNERS - YOUR STUDENTS

“Adults frequently bring significant knowledge to the workforce education experience” (Grey & Herr).

Program participants are an important resource for curriculum design and lesson planning.

*“These students know and perform their tasks well”
(instructor quote from MWLC).*

STUDENT-PROVIDED AUTHENTIC MATERIAL

Unit: Workplace Safety

Lesson topic: Safety Rules and Warnings

Vocabulary: Warnings

Grammar: imperative, have to

Student resources:

- Photos of their workplace
 - Ex: warning signs*
- Write lists of safety rules
- *Conversations for Work*, Lesson 10, p. 69
- ***What else?***

Unit: Learning about the Job

Lesson topic: Tasks and Responsibilities

Vocabulary: daily activities (verbs), tools or equipment

Grammar: simple present

Student resources:

- What authentic resources and information can students provide?
- *Conversations for Work*, Lesson 3, pp. 21, 23
- **What else?**

COLLABORATE, SHARE, INSPIRE!

Breakout Session: Groups of 2-3, 10 minutes

Objective: Think of ways to use authentic company materials and/or students as resources for contextualizing lessons.

Directions: Fill out 2 “brainstorm” boxes

Unit:

Lesson topic:

Vocabulary:

Grammar:

Student resources and/or
company materials:

Unit:

Lesson topic:

Vocabulary:

Grammar:

Company materials and/or
student resources:

WORKPLACE CONTEXTUALIZED ACTIVITIES

Breakout Session: Groups of 2-3, 15 minutes

*Objective: What types of activities could you design using the resources you discussed in your **previous breakout session**?*

***Briefly** outline or describe one or two class activities.*

Include:

- *Learning objective or goal*
- *Workplace resources (company or student provided material)*
- *Instructions for the student*
- *Brief description or outline*

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 3, 1-5 pm

Wednesday, May 4, 2:30-5 pm

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

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REFERENCES

Gray, K. C., & Herr, E. L. (1998). *Workforce Education: The Basics*. Allyn & Bacon, Needham Heights, MA.

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

