Career Pathways in Adult ESL

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Today’s Agenda

- Background Information & Rationale
- Role of the Transition Specialist (i.e., Case Manager)
- Learner-centered language activities for career exploration
  - Listening, Speaking, Communication Strategies
- Teamwork/Community Building
- Career Pathways and Student Writing
- PA Career Guide
- Resources
- Wrap Up
Webinar Goals

* Describe learner-centered strategies for designing effective ESL lessons with a career pathways focus – even for learners at the beginning level
* **Describe strategies for differentiating instruction for adult ELLs at various levels**
* Identify ways to integrate authentic materials and meaningful tasks to address career goals

Participant Polls

What is your main responsibility?
- A. ESL teacher
- B. Transition specialist (i.e., Case manager)
- C. Both ESL teacher and transition specialist
- D. Other

For teachers: what level do you teach?
- A. Beginning
- B. Intermediate
- C. Advanced
- D. Multilevel
Participant Polls

How much experience do you have working with adult English language learners?
   A. Less than 1 year
   B. 2 years
   C. 3–5 years
   D. More than 5 years

Did you participate in the Learners’ Lives as Curriculum training?
   Yes
   No

Rationale

Transition skills

“should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction”

(Source: Parrish & Johnson, 2010, p. 1)
Transition in Adult ESL


21st Century Skills: 3Rs & 7Cs

- **3Rs**: Reading, Writing, Math
- **7Cs**:
  - Critical thinking & Problem solving
  - Creativity & Innovation
  - Collaboration, Teamwork & Leadership
  - Communication & Media Literacy
  - Computing & ITC (information, communications, & technology) literacy
  - Career & Learning self-reliance

Source: Bernard Trilling and Charles Fadel 21st Century Skills
**Skills for Success**

Academic Readiness Skills
- Listening
- Oral communication
- Reading
- Vocabulary
- Writing
- Note taking
- Critical thinking
- Problem solving
- Interpersonal soft skills
- Technology

Workforce & Career Readiness Skills


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**Important Caveat: Critical Thinking Skills**

* “Critical thinking is the survival skill of adult life” (Brookfield as cited in Parrish & Johnson, 2010, p. 3)

* “It is a misconception that adults in ESL classes do not know how to think critically or employ higher order thinking skills” (Reimer, as cited in Parrish & Johnson, 2010, p. 3)
The Role of the Transition Specialist (i.e., Case Manager)

What does the Transition Specialist need to understand about adult English language learners?

Understanding Learners: The role of Transition Specialist (i.e., Case Manager)

- Level of English skills
- Level of education
- Work experience (past and present)
- Dreams and goals for the future
- Supports and barriers
- Other
The Teacher’s Role: Explicit Instruction

- Start class: Write the agenda and learning goals on the board & review with class
  - Today you will
    - learn and use job words
    - listen and talk about the past
    - work on a team
  - End class: Revisit the agenda and learning goals at the end of class: What did you learn today?
  - Teach the students to articulate what they learned
    - I can listen and understand.
    - I can use communication strategies.
    - I can work on a team.


How might you use these photos?
Activities with Photos especially for beginners

* Sorting:
  * likes and dislikes 😊 😞 😡
  * need English?
  * need training?
  * need to work with others?
  * Other?

Activities with Photos especially for beginners

* Line drill and/or partner/small group:
  * Do you like this job?
  * What is her/his/their job?
  * Which job do you like better?
    * Higher level learners can interview partners using a conversation grid
Activities with Photos
epecially for beginners

* Match mine:
  * jobs
  * cardinal numbers (1, 2, 3, etc.)
  * prepositions
  * direction words
  * communication strategies

Activities with Photos
epecially for beginners

* Matching words & photos
* Sequencing:
  * according to preference
    * With a partner, to practice ordinal numbers in conversation (first, second, etc.)
    * After sequencing photos, higher level learners can write: My favorite job is ... because ... My second favorite job is ... My least favorite job is... because ...
Activities with Photos  
especially for beginners

- Graphing classroom data
- **Ask many questions about the graph:**
  - How many people would like to be a plumber?
  - Which job is most popular? Least popular?
  - Who would like to be a teacher?
  - Would Sara like to be a computer technician?

Sorting & Graphing Classroom Data
Graphing Classroom Data
Using photos & sticky notes with names

<table>
<thead>
<tr>
<th>Sara</th>
<th>Elena</th>
<th>Marta</th>
<th>Domber</th>
<th>Marcus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan</td>
<td>Said</td>
<td>Van</td>
<td>Patricia</td>
<td>Daniel</td>
</tr>
<tr>
<td>Erik</td>
<td>Thuy</td>
<td>Dora</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Damisela</td>
<td></td>
<td>Mohammed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandra</td>
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</tr>
</tbody>
</table>

Graphing Classroom Data
PA Career Guide: Intermediate/Advanced
Put the orange words in order to make a question.

**industry choose? did you What cluster**

<table>
<thead>
<tr>
<th>Business</th>
<th>Education</th>
<th>Logistics &amp; Transportation</th>
<th>Building &amp; Construction</th>
<th>Health Care</th>
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</table>
Exploring Skills

<table>
<thead>
<tr>
<th>I can</th>
<th>I can’t</th>
<th>I want to learn how to</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a truck</td>
<td>cut hair</td>
<td>fix computers</td>
</tr>
<tr>
<td>take care of</td>
<td>paint pictures</td>
<td>type</td>
</tr>
<tr>
<td>patients</td>
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</tbody>
</table>

Exploring Skills: Find someone who ...

Can you ...
* sew?
* use a computer?
* solve problems?
* fix a car? bicycle? motorcycle? truck?
* help people?
* make things from wood?
* cook?

Have you ...
* learned to drive?
* worked in a restaurant?
* grown vegetables?
* worked as a teacher?
* repaired cell phones?
* worked as a doctor?
* raised a family?
* had your own business?
Exploring the Past: Partner Interview

<table>
<thead>
<tr>
<th>What is your name? How do you spell it?</th>
<th>Question with “yes” answer: Yes, I was.</th>
<th>“No” answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you a homemaker in your country?</td>
<td>No, I wasn’t. I was a/an __________________</td>
<td></td>
</tr>
<tr>
<td>Were you a business owner in your country?</td>
<td>No, I wasn’t. I was a/an __________________</td>
<td></td>
</tr>
<tr>
<td>Were you a pharmacist in your country?</td>
<td>No, I wasn’t. I was a/an __________________</td>
<td></td>
</tr>
<tr>
<td>Were you a taxi driver in your country?</td>
<td>No, I wasn’t. I was a/an __________________</td>
<td></td>
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</table>

What are some ways to use a Venn diagram in CP lessons?
What are some benefits of integrating teamwork into our class?

Teamwork: Routine Classroom Jobs

What are some classroom jobs learners can do?
Teamwork: Roles for Cooperative Learning Tasks

* Facilitator (or leader)
* Time keeper
* Recorder
* Presenter (or reporter)

Career Pathways & Student Writing
Writing about the Past

I lived in Malaysia for four years. I worked in a restaurant. I took orders and served food. The restaurant was very busy with many customers. I was tired after work. I was happy to have a little money to buy food.

–Student from Burma

Writing about the Present

I work at MXL rubber. This is very good. I like my work. I’m very happy. I go to work at 2:30. I get home at 11:45. I work full time. I have benefits.

-Student from Burma
I am from Burma. I was born September 3, 1982 in Moo Say village. I am 25 years old. I would like to be a teacher, and I would like to be a doctor. I have many plans, but I can’t speak English well. I will try to practice English. Sometimes I feel sad because I don’t understand. Now I am a student studying English.

-Student from Burma

How many have used the PA Career Guide in ESL?
1. Dental Hygienist
   - Is this a high priority occupation?
   - What is the average wage in PA?
   - What kind of training is required?

2. Police officer
   - Is this a high priority occupation?
   - What is the average wage in PA?
   - What kind of training is required?

What are the important things you are taking away?
What are the important things you are taking away?

- Rationale
- Understanding adult ELLs
- The importance of
  - 1) drawing upon learners’ interests and vast experiences
  - 2) explicit instruction
  - 3) communication strategies in every lesson
- Engaging communicative language activities at various levels
- Photos
- Graphic information
- Teamwork/Community building
- Student Writing

Revisiting Goals

Can you ...

- Describe learner-centered strategies for designing effective ESL lessons with a career pathways focus – even for those at the beginning level
- Describe strategies for differentiating instruction for adult ELLs at various levels
- Identify ways to integrate authentic materials and meaningful tasks to address career goals
Resources

* Action Photos - site with photographs and lesson ideas for ways to use them.
* California Adult Literacy Professional Development Project: Virtual Workroom and Community of Practice
  * Virtual Workroom for Multilevel ESL Instructors
  * Virtual Workroom on Workforce Readiness
  * Virtual Workroom on Best Practices in ABE Reading Instruction

Thank You!