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ABSTRACT
        The Workplace Literacy Curriculum for Custodial
Services was developed for English-as-a-Second-Language classes for
workers in participating businesses in Arlington County, Virginia,
through a national workplace literacy grant with the cooperation of
the Arlington County Chamber of Commerce. It is based on an analysis
of tasks and interactions at the worksite. Employees were observed on
the job, supervisors were consulted, and existing resources were
reviewed to determir :he' language and basic skills needed to perform
job duties. Twelve c ricular units were developed. It is possible to
cover six to eight units within a 60-hour class. It is recommended
that each class begin with Personal Identification and Work Schedule
units, which provide a review of basic literacy skills: reading,
writing, and numeracy. This document includes guides for lesson
planning, evaluation, and task needs assessment. Additional .
information covers the following tasks: personal identification; read
work schedule; maintain positive relations/make small talk;
request/provide supplies; follow instruction/describe job tasks;
report work progress; performance evaluation; report
absence/lateness; describe locations/give directions; report and
prevent accidents/respond to emergencies; report problems such as
repair needs; and read paychecks/timecards. (Adjunct ERIC
Clearinghouse on Literacy Education) (LB)

BUILDING FACILITIES/CUSTODIAL SERVICES

ENGLISH AS A SECOND LANGUAGE

WORKPLACE LITERACY CURRICULUM

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ARLINGTON, VIRGINIA

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CUSTODIAL SERVICES

WORKPLACE LITERACY CURRICULUM

Introduction   By Carol VanDuzer

The Workplace Literacy Curriculum for Custodial Services is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Twelve curricular units were developed. Since priorities may differ from site to site, supervisors, in consultation with the instructor, may be asked to choose units according to the special needs at their sites. (A Task Needs Assessment Form is provided on page 6.)

It is also recommended that students be a part of content decisions. Preliminary needs analysis and communication networks can help a class isolate their primary needs for the class. If students are beginners in oral production, it is recommended to conduct the needs assessment in their first langauge, if possible.

In a 60-hour class it is possible to cover 6-8 units. It is recommended that each class begin with Personal Identification and Work Schedule units which provide a review of basic literacy skills: reading, writing, and numeracy, which are the building blocks for improved workplace literacy skills.

Organization

Each unit is based on a job task integral to carrying out the duties of the position. This task is also referred to as a competency. Each competency is then analyzed for language, knowledge, and other basic skills that are needed in order to perform the job task successfully.

The language pages present the job task (competency) as the unit title. This is then broken down into three levels of language proficiency for use with a multi-level class or in sequential courses. The vocabulary, basic skills, and culture points pertain to all levels of proficiency. It may be helpful to look at a unit of instruction while reviewing the definitions of terms below as used in this curriculum.

Definitions

SPL --(Student Performance Level) The SPL describes a student's language ability at a given level in terms of listening, speaking, reading, writing and ability to communicate with a native speaker. These descriptions are available in a separate document: Student Performance Level Document, MELT Resource Package. Each learner's SPL is determined by a pre-test.

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Functions --Functions are the focus of language practice. They are units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Language Sample --The examples represent how those functions may be expressed. They exemplify the complexity of language expected at that particular SPL. Language elicited from the students will often represent the best sample to use in class.

Structures --The structures noted identify the grammatical forms which are appropriate for the expression of the language function at that level. Instructors may wish to provide additional practice with the structure and expand its usage beyond the worksite. When no structure is listed, the example is to be viewed as an idomatic expression and taught accordingly.

Resources --Texts and materials listed contain activities and exercises which teachers have found to be appropriate for the level and curriculum. These are suggested resources. Teachers should select from resources provided at the worksite as well as other materials based on the needs and abilities of their particular students.

Vocabulary --The terms listed represent the essential vocabulary for the unit. They are to be taught and practiced in context, not as a word list. Additional vocabulary will be generated by the students. Instructors may wish to keep a notebook for compiling vocabulary and idiomatic phrases as the class progresses.

Basic Skills--These are the reading, writing, and numeracy skills necessary to perform the competency. They should be specifically taught to students who have not already mastered them and should be reviewed for those who have. Realistic reading and writing related to the job is optimum.

Culture/Industry Practices--This information focuses attention on cultural points from a work site that help students understand workplace values and customs. It should be addressed at the beginning of the unit. Suggestions for teachers assist in materials development and supervisor liaison. When appropriate, the information can serve as springboards for classroom discussion on cross-cultural issues and work-cultural issues.

Problem Solving--This component focuses teacher and student on real situations where their decision-making skills play a part in initiating work and their communicative skills play a part in executing these decisions.

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USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the language and basic skills, resources, and cultural information and consider how they relate to the competency. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them. (See the lesson plan form on page 8.)

1. **Introduction.** Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialog, video presentation, or demonstration.

2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialog itself if possible. This information may have to be provided to students with a low level of proficiency.
    Note: An asterisk (*) indicates students are expected to respond only.
    They are not expected to produce the language given.

3. **Practice.** Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises. Choose activities that move from structured practice (drills, for example) to communicative activities (role play, information gap, simulation).

4. **Evaluation.** Determine which activity (from steps 3 or 4 above) will enable you to evaluate student performance of the language for the unit, or create a new activity for evaluation purposes. Achievement should be based on <u>demonstrated performance</u> in a job-role situation.

5. **Application.** Select application activities that give students an opportunity to personalize the language being taught.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback to:

- the learners on their progress
- the employers on success in meeting the company's aims
- the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is:

- ongoing
- related to the curriculum
- based on demonstrated performance in job-role situations.

On the job, evaluation procedures (usually carried out by the supervisor) take note of changes in
- confidence
- performance
- productivity
- work habits.
- improved use of English

Evaluation Activity: The classroom instructor's primary responsibility for evaluation is monitoring learner progress on what is being taught in the classroom. Although some kind of evaluation should take place in every class, this section is concerned with the formal (documented) evaluation of mastery of work goals, language skills, and basic skills. A distinct activity is used for evaluation. Both the learner and the instructor should be aware that this activity is providing an opportunity for the learner to demonstrate what has been learned. The information is then recorded on the REEP Workplace ESL Progress Report (see page 9 for sample). The Progress Report is an excellent tool for introducing the learners to what they will be studying. By reviewing all or parts of the form at the start of the class and between each unit, learners gain a sense of where they have been and where they are going.

Learners are evaluated on their ability to apply the unit's skill task to the job, using the language functions, structures, and basic skills that have been taught. Consider the quality of performance, remembering that the learners may have previously completed their job tasks successfully, but **now the emphasis is on mastery of the specific skills presented** for practice in the classroom. Actual performance in an on-the-job situation is the ideal measure of competency. This is not always feasible due to time and worksite constraints. However, situations can be simulated in the classroom.

Competencies requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, "Reporting Absence/Lateness" could be evaluated in a role-play in which the learner being evaluated could pick a card describing a cause for absence and then use a telephone trainer to call the "office." The instructor or another learner could act as receptionist/supervisor. Competencies requiring reading, writing, or numeracy skills could be evaluated with paper and pencil tasks such as completing forms, taking a message, or finding information on a product label.

Progress Reports: After the evaluation activity is completed, record the learner's progress on the report form. This form lists the work goal (job task), language skills, and basic skills to be addressed in each unit. Learner progress is monitored for each of the skills covered in class. Once you have determined that sufficient time has been spent

on practice and application activities, select a time and activity for evaluation. Note individual progress using the following scale:

√   learner needs more practice; performs the task, but makes errors in communication (e.g. structurally incorrect, listener has difficulty comprehending)

+   learner has mastered the skill; conveys ideas accurately or applies the language to the situation correctly (e.g. easily understood, grammatically correct)

NC   skill was not covered in class

Unit progress reports are shared with the learners at the completion of each unit. At least twice during the instructional period, usually midway and at the end, the information is shared on a formal basis with the employer as well. At that time, each learner is also to be rated globally on pronunciation, fluency, and grammar according to the following scale:

PRONUNCIATION
1--frequent mispronunciations, cannot be understood
2--some mispronunications leading to confusion, understood if attentive
3--no serious mispronunciations, easily understood

FLUENCY
1--minimal response to or amount of communication
2--shows effort beyond minimum
3--elaborates response

GRAMMAR
1--very little control of structure taught, making comprehension
    difficult
2--control of simple structures, but makes errors which occasionally
    obscure meaning, can correct self.
3--controls most of the structures taught, but makes occasional
    errors that do not   obscure meaning, corrects self.

A space is provided on the form for instructor's comments. The student's signature indicates that the learner has seen and understood the report.

Other Assessments: Learners may be asked to fill out self-evaluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to rate the class as a whole, as well as individual learners, in order to indicate the impact the instruction has had on the job. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

Task Needs Assessment: Custodial Services

Below is a list of job skill tasks (competencies) and oral language skills (functions) necessary to carry out these tasks. These form the basis of the curriculum. In a 60-hour class, it is possible to cover 6-8 units.

The first three units listed should be covered the first few class sessions. They provide an opportunity to review basic literacy skills--reading, writing, and numeracy. The other units then need to be prioritized by the company's contact person (general manager, supervisor, liaison), in consultation with the classroom teacher and the students to determine class content. This enables the curriculum to be tailored to meet the company's most pressing needs.

	Unit #
Personal Identification	1

    Identify self
    Ask/Answer simple questions
    Ask/Answer requests for clarification

Read Work Schedule   2

    Ask and answer questions about schedule
    Request schedule change

Maintain Positive Relations/Make Small Talk   ___
    Introduce self
    Greet and take leave
    Talk about weather
    Make referrals
    Offer advice
    Offer assistance
    Confirm work assignment

Request/Provide Supplies   ___
    Identify supplies
    Answer requests for supplies
    Ask for clarification
    Offer assistance
    Apologize
    Give reason
    Make a suggestion

Follow Job Instructions/Describe Job Tasks ___
    Identify furniture/fixtures
    Identify parts of appliances
    Follow instructions
    Give multi-step instructions
    Offer assistance
    Request clarification of oral/written instructions
        in person ___ by phone ___ by radio ___

Report Work Progress ___
    Answer requests for information
    Respond to praise
    Respond to criticism
    Report progress
        Identify completed tasks ___ incompleted tasks ___
    Give explanations

Performance Evaluation ___
    Respond to praise
    Respond to criticism
    Ask for more responsibility

Report Absence/Lateness ___
    Identify self on telephone
    State problem
    Give reason for problem
    Identify body parts
    Identify ailments
    Make a request on the telephone
    State intention to return to work

Describe Locations/Give Directions ___
    Describe location of property facilities
    Give directions

Report and Prevent Accidents/Emergencies ___
    Identify safety signs
    Report accidents
    Warn others
    Make suggestions
    Explain sequence of events

Report Problems: Repairs Needed

    Identify problems

    Report repairs needed

    Request clarification

    Request assistance

Read Paychecks/Timecards

    Ask and answer questions about pay

    Report a problem

    Request assistance

Other:

_____

_____

_____

LESSON PLAN

Lesson Objectives:

Warm up/Review/Introduction

Presentation

Practice

Evaluation

Application

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REEP WORKPLACE ESL
PROGRESS REPORT: CUSTODIAL SERVICES

Employee _____   Company _____

Class Site _____   Teacher _____   Start Date _____

WORK GOALS/LANGUAGE SKILLS	BASIC SKILL
Personal Identification	
Identify self	Identify letters
Ask and answer simple questions	Write alphabet
Ask for clarification	Write name
	Complete simple form
Read Work Schedule	
Ask and answer questions about schedule	Identify days
Request schedule change	Identify dates
	Tell time
	Identify numbers 1-100
	Write the days
	Write the dates
	Complete leave request form
	Calculate hours worked
Maintain Positive Relations	
Greet and take leave	Match weather terms with pictures
Introduce self	Locate rooms on property
Talk about weather	Identify information on floor/plan directory
Offer advice	
Offer assistance	
Confirm work assignment	
Request/Provide Supplies	
Identify supplies	Read names of supplies
Make and answer requests	Match names with pictures
Ask for clarification	Count supplies
Offer assistance	Complete supply request form
Apologize	
Give reason	
Make a suggestion	

WORK GOALS/LANGUAGE SKILLS	BASIC SKILLS
Follow Job Instructions/Describe Job Tasks	
Obtain entry	Read assignment slips
Identify and sequence tasks for cleaning	Fill out work orders
Request for clarification of task	Estimate time needed to complete task
Identify furniture & fixtures	
Identify parts of appliances	
Identify tools/material needed	
Sequence task for cleaning	
Report Work Progress	
Answer request for information	Write simple sentences
Respond to praise	Write simple questions
Respond to criticism	Estimate time needed to complete task
Report progress	
Give explanation	
Performance Evaluation	
Respond to praise	Read performance evaluation
Respond to criticism	
Ask for more responsibility	
Ask for a raise	
Ask for a promotion	

Key

√ - still practicing
+ - can do well
NC - not covered
A - absent

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WORK GOALS/LANGUAGE SKILLS

BASIC SKILLS

Report Absence/Lateness

- Identify self on telephone
- State problem
- Give reason to problem
- Identify body parts
- Make a request on the telephone
- State intention to return to work

- Identify health words
- Read appointment cards
- Complete leave form
- Calculate hours of sick pay

Describe Locations

- Describe location on property facilities
- Give directions

- Identify signs of property
- Locate information on floor plan/directory
- Interpret cardinal numbers and fractions

	1	2	3
Pronunciation			
Fluency			
Grammar			

Comments:

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Report Accidents/Emergencies

- Identify safety signs
- Report accidents
- Warn others
- Make suggestions
- Explain sequence of events

- Read chemical labels
- Fill out report form
- Fill out insurance claim form
- Dial 911 or emergency number
- Read safety regulations

Report Problems: Repairs Needed

- Identify problems
- Report problems
- Request clarification
- Request assistance

- Identify room numbers
- Fill out work orders
- Fill out and found slips

	1	2	3
Pronunciation			
Fluency			
Grammar			

Comments:

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Read Paychecks/Timecards

- Ask and answer questions about pay
- Report problem
- Request assistance

- Endorse check
- Calculate pay

Excellence Attendance: yes/no

Key

1 - Needed Improvement
2 - Satisfactory
3 - Good

√ - still practicing
+ - can do well
NC - not covered
A - absent

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