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ABSTRACT
                 This document, which is intended for workplace trainers,
contains materials for conducting 10 workplace language and communication
skills courses that were developed through the Workplace Training Project,
which was a partnership involving Lane Community College in Oregon and five
area businesses. The courses were developed by project staff based on
business partners' input regarding the mathematics skills required of
employees at their specific worksites. The course topics are as follows:
"know your company"; basic communication skills for lead workers; basic
principles for effective communication; conflict resolution for lead workers;
production document reading; writing in the workplace; English as a second
language for Hispanics; English as a second language in a workplace setting;
English as a second language production document reading; and cultural
diversity/Spanish in the workplace. The following materials are included for
each course: course description; student outcome objectives; description of
target student population; description of class environment; suggested
instructional techniques; syllabus of course activities; learning activity
sheets; student handouts; student worksheets; sample problems; and
substantial bibliography. Each learning activity sheet contains the
following: introductory activities; list of resources and materials needed;
description of the instruction process; performance assessment methods and
results; and comments. (MN)

Workplace Training Project

Language & Communication Skills

Curriculum Binder

The Workplace Training Project
is a partnership with
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Pacific Western Extruded Pipe Company
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National Workplace Literacy Program • Department of Education

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Springfield Group	Tauni Samuel Martha Carlisle Julie Craddock Members of the Site Advisory Team
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2	Basic Communication Skills for Lead Workers

3	Basic Principles for Effective Communication

4	Conflict Resolution for Lead Workers

5	Production Document Reading

6	Writing in the Workplace

7	English as a Second Language for Hispanics

8	English as a Second Language in a Workplace Setting

9	English as a Second Language Production Document Reading

10	Cultural Diversity / Spanish in the Workplace

Workplace Training Project

Course Title: Know Your Company

Course Description:

Two companies offered this class during the three years of the project. The purpose of the course was to provide employees with "the big picture" of the company. Many employees indicated they did not know exactly what happened to the product before and after it left their work stations. Each company's Site Advisory Team developed the curriculum and contacted the necessary company personnel who would be involved with different sessions throughout the course. In this eight session course, participants learned about company operations, product information, and process information. One company included a problem-solving unit that culminated with teams defining a problem, proposing solutions, and developing a plan to solve the problem.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Understand the full range of processes involved in the company's products.

2. Organize and process diverse kinds of work-related information in meaningful ways.

3. Identify work-related problems.

4. Generate ideas about the cause(s) of a given problem.

5. Generate new solutions to common work conditions or problems.

6. Identify solutions to a given problem.

7. Choose appropriate solution(s).

8. Apply appropriate solution(s).

Student Population:

Company 1:

Ten people participated in the class from two different shifts. A few employees were members of the Site Advisory Team, some employees were new to the company, and other employees were interested in learning more about other positions within the company.

Company 2:

Twenty people from two different shifts participated. Most of the participants were either recently hired employees or temporary employees who wanted to gain information regarding product and process.

Class Environment:

Both companies scheduled eight sessions of one and a half hours each for the Know Your Company class. For one company the class took place during the work shift; for the other company, the class took place before or after workers' shifts.

Mostly, instruction took place in the conference rooms at each of the businesses. Some supervisors at one site chose to conduct their session on the shop floor so that employees could see the product and the machinery used in that department.

Both companies culminated the training with a company tour in which class participants asked specific questions while walking through the plant. At one of the sites, the company gave participants a written description of each department during the tour. This information helped the group focus on each department while they moved through the plant and provided them written information to refer to during and after the tour. Because it was often difficult to hear while on the tour, the written information proved particularly helpful. The tour leader occasionally "herded" participants into a room off the shop floor so that questions could be asked and information could be clarified.

Instructional Techniques: ☑ Used in this class

☑ Multi-media	☐ Small group	☑ Cooperative learning
☑ Lecture	☐ Computer-aided	☐ Assignments
☑ Individualized instruction	☐ Simulation	☑ Peer tutoring
☐ Role-playing	☑ Project	☑ In-class practice
Other: Company tours		

Know Your Company

Syllabus of Course Activities

I. Introductory information

- Overview of class
- Grant paperwork
- Problem-solving pretest for Company 1
- Explanation of the ending assignment, which required participants to work in teams to solve a work-related problem identified during the training
- Review of objectives to be achieved in the training
- Preparation of Individualized Learning Plan for each participant

II. Introduction of problem-solving model

- Presentation of the STP model (Situation, Target, Plan)
- Problem solving example using the STP model
- Discussion of identifying problems within the workplace

III. Department presentations -6 sessions (not included in curriculum)

- Supervisors, Managers, and Suppliers of the company conduct the sessions
- Presenters share information about company history, policy and operations through tours and presentations
- Sessions often include such things as company documents, catalog of products, a sales video, samples of product at different stages
- Each session ends with a question and answer period

IV. Team presentations of problem-solving model

- Each team presents their solution(s) to a problem they identified as a team

Activity I: Introductory Information

1. Participants filled out the grant paperwork

2. The instructor reviewed the course objectives and made sure participants understood the meaning of each objective

3. The class prepared Individualized Learning Plans

4. The participants took the pretest, the results of which indicated their knowledge of company operations and of problem solving

5. The instructor explained the ending assignment in which each participant, working as a part of a team, solves a work-related problem identified during the training

Resources and Materials needed:

- Grant paperwork

- Sample objectives on the Individual Learning Plan for class to review

- Pretest

Description of Instruction:

1. Instructor helped participants complete all the preliminary paperwork.

2. As part of the review of objectives, the participants completed their individual learning plans.

3. Participants took the pretest.

4. The instructor explained how the team activity was to work, and how they would be involved as a member of a team solving a problem

Activity II: Introduction of Problem Solving Model

NOTE For the purposes of this curriculum, only the two problem solving sessions of the class are described. For the other six sessions, company personnel described department operations, machinery, and showed the product at different stages.

Resources and Materials Needed:

- *"The "STP" Problem-Solving Process,"* Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR, 1995. (Used with permission)

- *"Problem Solving"* example by Elaine Pray, Lane Community College

- Problem Solving Scoresheet by Greg Fishwick, Lane Community College

Description of Instruction:

1. The instructor introduced the problem solving process by walking participants through each of the three steps of the STP model (Situation, Target, Plan). A written description of the STP process gave participants a reference to use for their own projects. The instructor realized after the first class that participants had had a difficult time grasping how to use the model for their own purposes.

2. Responding to the needs of participants, project staff developed a specific worksite example that helped explain each of the problem solving steps. Participants then seemed more comfortable in both identifying a problem and in using the model for their team projects.

3. Participants broke into teams to brainstorm a problem they had observed at their worksite.

4. At the end of the session, the instructor shared the problem solving scoresheet that would be used to rate each of the teams at the end of their presentation. Other class participants and the instructor(s) filled out the scoresheet in order to give feedback to each team after their presentation.

Performance Assessment Methods and Results:

- By the end of the session, teams identified at least one problem that they would explore during the next sessions when guest speakers explained departments, machinery, and product.

Comments:

- It was clear after the first class that participants had a difficult time grasping how to use the model for their own purposes. It was then that project staff developed an example of the STP process using a work-related example.

Activity III: Team presentations of Problem Solving Process

1. Class members made team presentations using the STP model
2. Each presentation received feedback from the instructor and from the other teams
3. Participants completed the grant paperwork

Materials and Resources Needed:

- "*Problem Solving Scoresheet*" by Greg Fishwick, Lane Community College, 1995
- Post test
- Individualized Learning Plans (with Part 1 already completed)
- Class evaluation

Description of Instruction:

1. All the teams met outside of class to prepare their presentations using the problem solving model. At the beginning of the last class, each team spent fifteen minutes organizing their presentation and identifying team members' responsibilities.
2. Teams delivered their presentations using the STP model.
3. The instructor and other participants in the class gave immediate feedback using the "*Problem Solving Scoresheet*"rating sheet. This feedback gave participants an opportunity to review and evaluate the team process as well as the content of the presentation.
4. The grant paper work included:
   - The post test
   - An opportunity for participants to assess their objectives on their individual learning plan
   - An evaluation of the class

Performance Assessment Methods and Results:

- The review and evaluation provided an opportunity for participants to look at the team process, the problem solving model, and the presentations made by company personnel throughout the course. It also gave them a chance to reflect on the entire class, prior to completing paper work related to the class.

Comments:

- In preparing their team presentation, one team met for breakfast after work (graveyard shift) and commented that they had never thought to meet outside of work before.
- One group wanted their plan submitted to the plant manager

Course Summary

Background:

Comments from focus groups at several of the company's indicated that employees often did not understand the "big picture" of the company. Often, they knew only what happened to the product during the time it was in their department. Employees did not have a clear idea of what happened to a product prior to or after it left them. The Site Advisory Teams designed training so that company personnel provided overviews for participants--they described what happened in their departments, demonstrated machinery used, and showed examples of the product at different stages. The courses culminated with a tour of the company. At one site, a project instructor integrated a problem solving unit. Although it made the class slightly longer, it provided participants with another purpose for using the information they gained from supervisors, managers and suppliers.

Expectations:

Company:

In response to the information from the job task analysis reports, two companies offered the training several times during the project. One of the companies planned to use video footage taken during the tour as part of a new employee orientation.

Learner:

Employees indicated interest in understanding the entire manufacturing process and how what they did fit into the larger process. At one worksite, employees sometimes did not know what the final product looked like. They wanted information about the origins of the company, the product, customers, and product location.

Instructor:

A number of people from the company participated in teaching this class. In addition, at one site, suppliers to the company presented information. At the other site, a project instructor taught the problem solving portion. Presenters did not meet together as a group or follow any particular format. Individual supervisors, managers, suppliers, and project instructors designed their own sessions.

Evaluations:

Company:

The Site Advisory Teams offered the class twice at each company. There was a lot of positive energy around this training at both sites. The fact that so many people participated in the scheduling and delivery of the training added to the number of employees who took the course. Some Site Advisory Team members suggested that the Know Your Company class could act as an effective orientation for new employees.

Learner:

Some participants commented that they had toured the company when first hired and, while an introductory tour seemed appropriate to help them get an overview of the company, everything was too new to comprehend fully. Only after working at the company for a period of time, hearing about other departments, and taking a second tour did the "big picture" become clear.

At the company which integrated the problem solving section into the Know Your Company class, participants had a clearer focus during the course. Because the problem solving projects often linked information heard from supervisors or seen during the company tour, class members participated more actively in class. For some of these class members, the course stimulated their interests in making training decisions; consequently, some joined the Site Advisory Team.

Instructor:

Many company personnel participated as instructors in this training. The most effective presentations included those which involved the participants, demonstrated machinery, and provided product examples. Different presentation styles added interest and variety and accommodated different learning styles of participants. Both companies awarded certificates to those supervisors, managers, and suppliers who participated in presentations.

Bibliography

"*Problem Solving Scoresheet*" by Greg Fishwick, Lane Community College, 1995

"*Problem Solving*" example by Elaine Pray, Lane Community College, 1995

"*The "STP" Problem-Solving Process*" Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR, 1995. (Used with permission)

STP: A Problem Solving Process

S - Situation

Describe the situation that you want to improve.

Concentrate on what needs improvement.

Create the question. e.g., "What would it be like if .....?"

Situation: _____

T - Target (Goal)

Begin with *brainstorming* to create a shared vision of the desired outcome.

Reserve any judgments and opinions.

Research options, if necessary.

Reach agreement (*consensus*).

Target: _____

P - Plan (Path)

Plan *steps* to accomplish goal.

Include task *assignments* (responsibilities), *timelines*, and measurable *criteria* for determining if goal was met.

Plan: _____
_____
_____

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1.   **SITUATION:** Losing 10% of every piece of plywood because of quality of plywood. Because of the quality. there is a $100 a day loss.

2.   **TARGET:** We want to get to a point where we are losing less $.

PROPOSED SOLUTIONS:
- try to fix plywood boards that were missed by pulling off ones that are not meeting quality standards
- slow down line
- don't use new employees on this line

RESEARCH:
- quality control would require new machines (too expensive)
- slowing down line requires less numbers of plywood produced, but quality would be greater
- training of new employees would take 2 months to set up

CONSENSUS:
Slow down the line and begin to work on training process.
Create incentive for employees to work on that line.

3.   **TASKS:**
- "A" will talk with "B" about_____
- Planning meeting will be scheduled for_____

Timeline:

Aug.	Oct.	Jan.	Mar.

STANDARDS:
Cut loss of $100 a day in half with 6 months.

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Problem Solving Scoresheet

On a scale of 1 to 5, score each of the three sections below:
(1 = Inadequate, 2 = Somewhat useful 3 = Adequate, 4 = More than adequate, 5 = Comprehensive)

The group:

1.   Defined a problem or described a <u>Situation</u> in need of improvement_____/5

2.   Agreed upon a solution, including measurable <u>Target</u> criteria _____/5

      proposed solutions   _____

      did research   _____

      reached consensus   _____

3.   Developed a <u>Plan</u> to reach and measure target criteria _____/5

      assigned tasks   _____

      set timelines   _____

      established standards   _____

TOTAL Score (Add scores from #1, 2, 3) _____/15

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Workplace Training Project

Course Title: Basic Communication Skills for Lead Workers

Course Description:
According to team leaders, communication breaks down especially under production deadlines. Team leaders requested training in listening skills and in communicating from floor to office, and with each other. Role plays are used to reinforce skills taught in the training. Similar training will be offered to other employees at a later time. Leaders requested that participation in the class be required.

Student Outcome Objectives

Workers will demonstrate the ability to:

1. Receive and respond to oral instructions given in the workplace

2. Respond appropriately to nonverbal communication and be aware of cultural differences which affect nonverbal communication on the job

3. Communicate appropriately using nonverbal behavior

4. Provide information orally in a manner appropriate to the workplace, e.g., spoken instructions, reporting emergencies, and explaining products and services.

5. Use language in a convincing manner

6. Request information or additional information

7. Understand the concept of conflict and use strategies for handling it

8. Give and receive feedback appropriately

9. Learn from and with other people

Course Title: Basic Communication Skills for Lead Workers

Student Population:

14 team lead workers (or floor supervisors) took part in the required class. Some workers had been with the company for 10 or more years, a few for only a couple of months.

Class Environment:

Class took place in 5 two hour sessions from 3:30-5:30 p.m. on Mondays in July and August.

The physical environment was a lunchroom with picnic tables. The class was given in the summer and the majority of the class had already worked a full 8 hour shift before taking the two hour class. A few workers took time away from their work during their shifts. A couple of the class sessions took place in extreme heat, with fans - but after the second such session, class moved to a small air-conditioned conference room designed for about 8 people. The close proximity and one long table made group interaction intimate, but small group activity was difficult. Their was lots of humor evident during the class.

Instructional Techniques:

☐ Multi-media	✓ Small group	✓ Cooperative learning
✓ Lecture	☐ Computer-aided	☐ Assignments
☐ Individualized instruction	☐ Simulation	☐ Peer tutoring
✓ Role-playing	✓ Project	✓ In-class practice
Other: Capstone project in which each student gave instructions for rest of class to learn a task or complete process.		

Basic Communication Skills for Lead Workers

Syllabus of Major Course Activities:

I.   Pre-class meeting to present overview of class and request input on curriculum

II.   Introductory materials

- Overview of how to apply the communication skills to be taught.
- Explanation of the ending assignment which will use all of the skills taught.
- Explanation of the value and importance of communication in the work place
- Filling out of grant forms and pre-test.

III. Nonverbal communication and its effect on communication

IV.   Communication styles under stress

V.   Perception checking

VI.   Conflict resolution

VII. Giving instructions and testing the application of those instructions

VIII. Concluding activities

Course Title: Basic Communication Skills for Lead Workers

Activity I:	Pre-class meeting to present overview of class and request input on curriculum

1. All class members attended pre-meeting and discussed work site problems and how the class could help.

2. All acknowledged supervisory skill training would be helpful, but this class is (eventually) for all employees, and needed to address universal communication problems.

Description of Instruction:

*   Instructor met with class two weeks before class was to begin. He had already met with the plant superintendent about the needs assessment that had already been done.

*   Class went over the kinds of problems they wanted to solve with this class.

*   Group decided class must be general so that the same information covered here, could also be shared with floor workers (as well as supervisors).

*   The group's first requisite for the class was that it be very practical and usable in their work lives.

Performance Assessment Methods and Results:

Revised class outline based on the comments and input from this pre-session.

Comments:

Meeting with this group before class helped the instructor understand the needs and goals of the group.

Activity II: Introductory Material

1. Overview of how to apply the communication skills to be taught.

2. Explanation of the ending assignment, a presentation of how to do something and then asking for feedback on what was learned. This activity will use all of the skills taught.

3. Explanation of the value and importance of communication in the work place (Murder Mystery exercise)

4. Filling out of grant forms and taking pre-test.

Resources and Materials Needed:

*   Pretest, Individualized Learning Plan Form, Sample Objectives for class to review.

*   Murder mystery exercise handouts (explanation of exercise below)

Description of Instruction:

*   Purpose of the Murder mystery exercise is to illustrate that you can't get to the best solution for a problem without getting input from everyone involved. Each person is given a clue. Each clue is requisite for solving the murder mystery.

*   What the class does with the clues is up to the group. In some groups, someone takes a leadership role and organizes the information. In other groups, finding a way to organize the information is very difficult. Such choices reveal the group's dynamics. The exercise shows the importance of establishing inclusive communication processes.

Comments:

The instructor made sure workers understood the ground rules of the class; for example, it would be OK to bring up problems they were having on the work floor, and that anything brought up in class would be confidential.

Activity III: Nonverbal Communication and Its Effect on Communication

1. Interpreting attitudes and interpretations of behavior based on incomplete knowledge can lead to errors and misunderstandings

2. Discussion of nonverbal cultural information

3. Explanation of nonverbal signs and behaviors and possible interpretations

Resources and Materials Needed:

- *"Rubber-Band"* Activity created by John Powers, instructor Lane Community College 1994

- Looking Out / Looking In by Adler, Ronald B and Towne, Neil, CBS College Publishing, Holt, Rinehart and Winston 1984, New York, N.Y. The class session referred to the chapter on Nonverbal Behaviors.

Description of Instruction:

- Instructor presented information about non-verbal behaviors and how to interpret them. He also warned not to make too many inferences without checking your perceptions and explained why.

- Gave statistics concerning non-verbal behaviors, for example, People get information in the following ways:

  Body language -- 55%, Tonality -- 38%, Spoken content -- 7%

- Reviewing above statistics shows that you can't "not communicate" because you are always communicating something whether or not you intend to. The question is whether others are interpreting what you are communicating correctly, or whether you are interpreting others' communication correctly. Workers have to understand that sometimes what is communicated can be ambiguous, depending upon context and culture.

- Students asked about interpreting nonverbal behaviors of foreign nationals working in the plant. For example "an Asian worker who comes from a temporary agency doesn't take instructions very well. When I explain a process to him, he looks at me, nods his head, and then does it completely wrong." Or, "sometimes we make jokes and they just don't seem to get what we are laughing about."   The instructor talked about some of the cultural differences in workers from Asia and Latin America.

- To teach non-verbal interaction used the "*Rubber-band*" activity. Tie two rubber bands together so that there is a knot in the middle, and there are two strands on either side of the knot. Half of the group (one set of partners, group B) go outside of the room. The instructor tells one set of partners (Group A) who are still in the room that they are each going to hold one end of the rubber band. They are to pick a point on the table through which, no matter what their partner does, their job is to keep the knot over the point. That's all they are concentrating on doing.

- The partners pair off with some degree of privacy and the Group B partner moves one end of the rubber band around and guesses what the other partner is doing. The person focusing on the knot can only say yes or no to any questions asked. The Group B partner comes up with theories and hypotheses based on experiments with moving the rubber bands. Group B partners begin to make assumptions about what is right or wrong, but because they can't really verify the information, the assumptions can be wrong. When you don't have a chance to really understand the whole dynamic of what a person is doing and why, you start to make assumptions and interpretations of their actions that can be entirely inaccurate.

- Instructor asked partners to sit back to back. One partner is only to listen and make no comment. The other is to talk about some problem related to work. The object is make clear how much we use nonverbal information. During the discussion workers brought up phone conversations and how much more carefully one has to listen for tone, for pauses, and for content to really communicate well. The same can be true for communication between people who see themselves on different power structure levels.

Comments:

- The pre-test showed that the majority of the class believed that most of their information was coming from what people told them and not from their body language, so this information on non-verbal communication was very useful.

- Even though some partners never did figure out what their group A partners were intending to do, they could see how the process related to group B misinterpreting behaviors.

- The commonly used "*5-square puzzle*" activity may be more effective for this demonstration. In that activity each group gets an envelope with pieces that must fit together. No one can put his own piece in place, but others in the group have to look for solutions to the puzzle. The task involves cooperation and sharing and can be very effective at demonstrating how important looking for cooperative solutions is.

Activity IV: Communication Styles Under Stress

1. Learn what your communication style is

2. Learn what your communication style is under stress

3. Understand differences among four communication styles presented.

4. Discuss stressful situations and how and why communication tends to break down under stress based on different styles.

Resources and Materials Needed:

- "*I Speak Your Language*" inventory worksheet by Drake, Beam, Moran Publishers

- "*Characteristics Associated with Styles and Mutual Usefulness of Opposite Styles*" worksheets from publisher's handbook.

Description of Instruction:

- Gave workers inventory a week ahead of time.   Half the questions ask what one would you do under ideal circumstances. The other half ask questions indicating stressful circumstances and then ask what one would do. They are given four choices and are asked to rank those four choices.   Then they categorize their styles into Thinking, Feeling, Intuitive, and Sensing. It categorizes how people take information in and how they judge or analyze that information and make a decision based on it.   Participants have two sets of scores. One under ideal conditions, one under stress.   Some people show little change under stress, some change a lot. It is important to know which styles you use and how you change under stress, so you can imporove your communication under both conditions.

- Understanding workers styles helps a supervisor understand how to motivate a worker. It also helps to understand that when you are under stress you may give even less of what a worker needs for communication. When you understand what your own style is, you can learn to adapt your style to fit the needs of others.

- Discussed individual applications customized for problem situations and role-playing (with learning partners or with observer in triads)

- Asked participants to think about how they could apply some of these ideas at work or at home. At the beginning of the following class, we discussed what had happened during the week and how the new communication tools helped.

Comments:

- Participants did not like "Role-Playing" in any form.   When called a "skill practice," they were more willing to participate, but still did not like it.

- Participants chose learning partners at the beginning of the class and stayed with the same partner throughout the class. This had the advantage of making in-class role-playing easier They also had a contract so they could check in with each other during lunch or at other times.. The disadvantage for some came from being too familiar, and so they didn't challenge themselves to learn a new skill.. A multiple-partner approach might keep things fresher.

Activity V: Perception Checking

1. Checking perceptions made during communication

2. Examining what and how we observe as we communicate.

3. Examining how we make inferences in communication

Resources and Materials Needed:

- Worksheet on *"Raising Difficult Issues"* Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR.

- Looking Out / Looking In, by Adler and Towne.

Description of Instruction:

1. Gave an introductory lecture about how to go about checking perceptions and inferences we all make in communication. Introduced participants to *"Raising Difficult Issues"* worksheet about how to bring up difficult issues to give us a context for how we check perceptions.

2. Participants picked a difficult situation they needed to raise, and then outlined it on paper using the worksheet mentioned in Resources (above) .

3. Used role-playing to try out bringing up the situation, so the participant could hear and feel how it worked. Participants got feedback from their learning partners on how it went. The partner was to check for information that could have been perceived differently than was intended.

4. Partners also made note of what else might have been going on as one person tried to communicate this "difficult" information. If someone being communicated to made an incorrect interpretation, why could that have happened? Did the communicator do anything that diverted attention away from the real message?

5. If a misinterpretation occurred, how would the person communicating check perceptions about what was going on without killing the conversation?

Performance Assessment Methods and Results:

In working with the participants during the role plays, it was evident that checking perceptions could be a useful tool in clarifying communication. Many participants noticed that they got "deeper" into the issue than they had expected.

Comments:

- In the pretest, several students mentioned that they knew someone understood them when they were nodding. One of the instructor's goals was to illustrate for the workers that this simple nodding is not a reliable indicator of understanding.

Activity VI: Conflict Resolution

1. Bringing up difficult issues

2. Resolving problems (like the difficult issues above) before they become conflicts.

3. Resolving conflicts

Resources and Materials Needed:

● Hand-out that is a graphic representation of conflict resolution style based on cooperation and competition.

Description of Instruction:

1. Discussed the kinds of conflict and how people deal with it.

    ● Being competitive, collaborative, avoidant, sharing, accommodative and so forth

2. Discussed steps to take in trying to resolve a conflict, and why, even though you thought you were trying, the conflict may remain unresolved.

    ● Differences in power base, differences in motivation, differences in interest in reaching a solution and etc.

    ● Just because you apply your skills doesn't automatically mean the conflict will immediately be resolved.

3. Went through some work situations with learning partner using some of the skills they had learned in class.

Performance Assessment Methods and Results:

Debriefed work experiences and how they had been dealt with, and other possible ways to deal with the situations that the class came up with.

Comments:

● Participants found the discussion concerning orientations to conflict resolution to be too theoretical.

● Group really used the practice sessions for working out conflict with their learning partners. They were very reluctant to share work-related problems with the large group.

Activity VII: Giving Instructions and Testing the Application of Those Instructions

1. Participants gave instructions on how to do something that most of the people in the room might not know how to do, and the audience tried to follow those instructions.

2. Each participant received feedback on the effectiveness of their presentation from the class. The class would make suggestions about how they might have improved the instructions to help the learners.

3. The class also worked on giving and receiving appropriate and constructive feedback.

Description of Instruction:

- Participants chose to speak about things they knew a lot about and were good at. This helped them be more relaxed when they described the instructions to the group. Some chose to instruct about rather obscure machines that others might not be familiar with.

- Each participant had latitude in how he / she went about giving the instructions. Some people invited questions at different phases. Some people presented the whole set of instructions and then asked for questions. Different people have different styles, but still applied good skills. Some would train or orient the whole group, answer individual questions in the group and then have everyone try to perform the instruction given.

- Feedback on the instructions given by the participants was extremely important. Everyone learned from the comments, suggestions, and difficulties others had in receiving instruction. The feedback for this activity was concrete, constructive and helpful.

Performance Assessment Methods and Results:

Participants performed the instruction and gave pertinent feedback.

Comments:

The participants were enthusiastic and involved in the giving and receiving of instructions

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Activity VIII: Concluding Activities

1. Complete grant paperwork

2. Give post-test to participants

3. Provide feedback to participants, and get feedback from participants on class.

Materials and resources needed:

- Grant forms

- Post Tests

- Individualized Learning Plans (with Part 1 already completed)

Description of Instruction:

- Completing the paperwork for the grant, taking the post-test and completing the Individualized Learning Plans took all of the hour

Performance Assessment Methods and Results:

- Pre and post test results indicated most of the participants had improved in their communication knowledge during the class.

Course Summary

Background:

This class focused on clear communication in the workplace. The training included lead workers, office staff, and the plant superintendent. Some leads had supervised for more than five years, most were relatively new to supervising. Getting a handle on what exactly people needed or wanted from the training was challenging. The instructor and leads agreed to evaluate and modify course content as the training proceeded.

Expectations:

Company:

Management expressed interest in training lead employees to communicate more effectively other employees within their departments. This class was the first in a series for leads.

Learner:

Participants brought different needs and skill levels to the course, making it difficult to address everyone's individual needs. Some employees had participated in related training prior to the class and/or had supervised for many years and therefore had developed skills and individual styles. Others brought fewer skills and less experience.

Instructor:

After reading through the communication section of the task analysis report, the instructor met with the plant superintendent prior to the beginning of training. Both the instructor and the plant superintendent agreed that the training would be broad until specific needs were identified.

Evaluations:

Company:

Managers and leads took this training together. Course content included information that was familiar to some and brand new to others. The information garnered from this class helped to clarify what content would be useful in upcoming customized communication training for the leads.

Learner:

Participants gave this course mixed reviews. While most felt they had improved their ability to communicate effectively, they believed the course would be more useful if it related the content more directly to their workplace situations.

Instructor:

The instructor commented that a variety of participants' needs combined with too much curriculum and too short a time to lessen the course focus. By broadening the course to meet everyone's needs, some activities didn't meet the needs of more skilled participants, and some skills received too general a coverage.

BIBLIOGRAPHY

"Characteristics Associated with Styles and Mutual Usefulness of Opposite Styles" worksheets from publisher's handbook.

"Raising Difficult Issues" Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR.

"I Speak Your Language" inventory worksheet by Drake, Beam, Moran Publishers

Looking Out / Looking In by Adler, Ronald B and Towne, Neil, CBS College Publishing, Holt, Rinehart and Winston 1984, New York, N.Y.

Workplace Training Project

Course Title: Basic Principles for Effective Communication

Course Description:

In this ten-session course, participants learned and practiced the skills that effective workers use when they communicate with each other. Respect lies at the base of these skills, whether relating to fellow workers, to supervisors, or to those whom you train or supervise. In all cases, respectful communication is essential.

Participants made a commitment to attend the entire series of ten classes. Instruction combined presentations, videos, workbooks, group discussions, and role-playing. Participants measured their growth in key communications skills by setting individual goals and rating their own progress.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Provide information orally in a manner appropriate to the workplace, e.g., spoken instructions, reporting emergencies, and explaining products and services.

2. Use convincing language.

3. Request information or additional information.

4. Give and receive both positive and negative feedback appropriately.

5. Learn from and with other people.

6. Communicate appropriately using nonverbal behavior.

7. Identify how participants learn most easily (preferred learning style).

8. Learn to listen effectively and respectfully to others.

Course Title: Basic Principles for Effective Communication

Student Population:

Eight assistant leads and two line workers attended the class, their first class for the project. These class members were floor workers who sometimes gave training and provided some worker supervision. Their experience with the company ranged from six months to eight years, and management selected them to improve their skills through this training.

Class Environment:

The ten class sessions met on Mondays and Wednesdays from 3:45 to 5:00 p.m., at the end of one shift and before another shift began. Class took place in a large conference room with one large table and comfortable chairs. When doing small group work, participants formed triads within the conference room. The room was quiet because it was on the second floor, away from the factory noises.

Instructional Techniques:

✔ Multi-media	✔ Small group	✔ Cooperative learning
✔ Lecture	☐ Computer-aided	✔ Assignments
☐ Individualized instruction	☐ Simulation	☐ Peer tutoring
✔ Role-playing	☐ Project	✔ In-class practice
Other:		

Basic Principles for Effective Communication

Syllabus of Course Activities:

I. Introductions
- Class members introduce themselves
- What you can expect to get from the sessions
- Filling out forms
- Pre-Assessment

II. Ground rules for good communications
- Roles and responsibilities of group leader
- Roles and responsibilities of participants
- Benefits of quality internal customer service

III. Basic principles for effective, respectful communication
- How to's

IV. Listening clearly
- How to avoid misunderstandings
- How to avoid costly errors
- Practice sessions on how to listen clearly using workplace examples

V. Giving Feedback
- How to give feedback without upsetting or embarrassing someone
- Practice sessions on giving feedback, both positive and corrective using workplace examples

VI. Training others
- How to use what you've learned when instructing others

VII. Getting your point across
- How to make sure others understand when you are training them
- How to make sure others understand when you give feedback
- How to make sure others understand when you express your opinion

VIII. Practice and review of basic communication activities

IX. Concluding activities
- Personal implementation plans
- Post-Assessment
- Wrap-up paperwork

Course Title: Basic Principles for Effective Communication

Activity I: Introductions

1. The instructor introduced herself to the class and participants introduced themselves to her and to each other.

2. The instructor explained the purpose of the class to participants and "what was in it for them."

3. The instructor presented an overview of communication skills to be learned during the class.

Resources and Materials Needed:
- Grant forms

- # *"Pre-Assessment"* handout, created by Kaya Stasch, Instructor, Lane Community College, 1995.

- # *"Class Outline"* handout, created by Kaya Stasch, Instructor, Lane Community College, 1995.

Description of Instruction:

1. The instructor introduced herself to the class and participants introduced themselves to her and to each other.

   - The instructor asked participants to talk a bit about themselves and what they did at the plant.

   - The instructor explained that the class evolved from employee focus groups conducted by the project, in which employees stated the need for better communication at the plant.

2. The instructor explained the purpose of the class to participants and "what was in it for them."

   - She discussed the trainings from the perspective of the company and from that of the project, explaining what each wanted the participants to get from the course.

   - She asked each person to describe the communications issues important to them.

3. The instructor presented an overview of communication skills to be learned in the course, explaining that the skills on which the class would focus were:

   - How to get other people to listen to you, so that they might understand your ideas about how to improve things.

   - How to tell other people what is going well and not so well without embarrassing them or making them mad.

   - How to listen to others, so that you understand clearly what they have told you.

- This mark indicates a copy of the handout is in the **Handout** section of this curriculum.

Course Title: Basic Principles for Effective Communication

4. The instructor next mentioned some advantages to being in a course designed in the way this one had been designed. First, all participants would improve their own skills and would become more proficient at recognizing the communication skills, or lack of skills, others possessed. Second, members of the class could provide support for one another and notice when each other's communication skills improved. Third, class members would also begin to recognize when each other's communications could be improved and thereby improve the skills of all participants.

5. The instructor handed out the *"Class Outline"* and reviewed terminology related to the class.

6. The participants worked on grant paper work, including the *"Pre-Assessment"* section.

Performance Assessment Methods and Results:

- The instructor assessed the skills of the participants during every class, especially in those situations in which participants exchanged ideas.

- The instructor administered a *"Pre and Post Assessment."* However, these assessments had two important limitations. First, they were subjective self-assessments and second, they required the participants to have some knowledge of the terminology and concepts used on the assessments. Thus, change reflected in the *"Pre and Post Assessment"* might indicate improved communication skills, but a change could also occur simply because the participants understood the terminology and concepts more clearly. In fact, a clearer understanding of the terminology and concepts could cause some participants to rate themselves more rigorously in the "post" assessment, to the degree that their assessments showed a *backward* movement on one or more scales of performance. In short, then, "post" assessments were likely to be more accurate than "pre" assessments. Thus, comparing the two assessments presents some potential pitfalls.

Comments:

- One participant felt that the reason he was attending was to learn how to mediate between workers. The instructor explained that mediation skills were not the purpose or intention of the class, but he never changed his desire to learn these skills. The instructor polled the class about previous communications training and was surprised to hear that most had already taken some kind of training. One had a class in the Navy, another in college, and one was currently taking a community college class.

- The instructor made clear that communication skills were in fact skills that needed to be learned to improve how effectively people worked together. The course would focus on workplace skills, but that the skills learned in the course would likely also spill out into the participants' interpersonal relationships outside work. In addition, the skill training would build on skills participants already had.

Course Title: Basic Principles for Effective Communication

- Class members initially felt varying degrees of resistance to the course. The instructor explained to the participants that management required them to take the class not because they had been singled out as "poor communicators," but *because* they were key communicators in their sections; therefore, they needed to illustrate good communications as a role model for others. Once this concept was more clearly understood, the resistance to the class dissolved.

Course Title: Basic Principles for Effective Communication

Activity II: Ground Rules for Good Communications

1. The instructor presented ground rules for the class.

2. The instructor introduced the concept of internal and external customers.

Resources and Materials Needed:

The instructor was a certified Zenger-Miller instructor. She used the basic philosophy, materials and Zenger-Miller approach to training, though she adapted some of the materials to fit the needs of this group. Materials are available through:

Zenger-Miller Seminars
44 Montgomery
San Francisco, CA
PH: (415) 391-8877

Description of Instruction:

1. The instructor presented the ground rules for the class, which included:

   - Keep complete confidentiality

   - Be prompt

   - Encourage others to participate and listen attentively

   - Each person is expected to contribute, as this is a participatory process

   - Keep feedback constructive

   - Have a good time

   - Class mechanics e.g., breaks (there would be none), what to do if you have to leave early

2. The instructor explained that her role was one of facilitation and that she would not lecture. Instead, she would present material and guide discussion. The participants' responsibilities were to follow the ground rules and do the homework.

3. The class discussed "internal and external customer service."

   - The instructor explained the differences between these two types of groups.

   - The class then discussed who their internal suppliers were within a company and identified what they relied on them for.

   - We also discussed the importance of good communications with both internal and external customers.

4. The instructor introduced the concept of the intent versus the impact of communication.

   - She explained the concept and provided some examples. Then, she asked the group to think of examples that demonstrated how what we intend to communicate was not always what came across.

Activity III: Basic Principles for Effective, Respectful Communication

1. The instructor introduced core interpersonal skills.

Resources and Materials Needed:

*   An eighteen minute Zenger-Miller video that showed two co-workers communicating incorrectly, and a second segment where they communicated effectively.

Description of Instruction:

1. The instructor used Zenger Miller materials that include a chart to introduce the concepts, a video, and group discussion of examples illustrating the principles described. The video was short, but we stopped it in the middle to discuss the kinds of problems and issues created by poor communication.

2. The class heard and discussed the basic ground rules of good communication.

    *   focus on the situation, issue, or behavior, not on the person

    *   maintain the self-confidence and self-esteem of others

    *   maintain good relationships with other employees

    *   take the initiative to make things a little better

3. The class saw the second part of the video and discussed the main ideas. The video illustrated the points above and gave participants a springboard for discussion of similar issues they faced in their employment situations.

4. After the class heard and discussed the above concepts, we referred to them constantly during the rest of the class sessions. The instructor brought in a poster that listed these basic communication concepts, and participants and the instructor referred to the these concepts whenever they were appropriate (often!). The repetition of the basic concepts was an important part of learning to change established habits.

Comments:

*   The participants made many comments about the video and felt it was good at showing the points that needed to be made. The participants felt the videos and discussion helped them take the subject more seriously than they ever had in the past.

*   There was an industrial and office version of the video as well as a supervisory version. The participants related to the industrial experiences because the situations were familiar.

Activity IV: Listening Clearly

1. Participants learned how to avoid misunderstandings and costly errors.

2. Participants improved their ability and desire to listen with understanding.

3. Participants learned to respond positively to what others said.

4. Participants learned to clarify effectively what was said by others

Resources and Materials Needed:

- Charts provided with Zenger Miller materials.

- 15 minute Zenger-Miller video.

- Role play instructions from Zenger Miller materials.

Description of Instruction:

1. By reviewing various situations and participants' responses to them, the instructor provided feedback to participants about how well they had applied the basic communications skills learned in the previous sessions.

2. She taught the participants, step by step, ways to avoid misunderstandings that create errors.

3. She asked participants for examples of how to show interest in what another person had to say, and the class discussed why such interest was important to effective communication.

4. The class talked about and practiced asking questions which clarify what another person said. The instructor asked participants to look for examples of others asking clarification questions and to note the effect of these questions on the communication.

5. Next, she asked participants to think of ways to let others know what you--the receiver of their communication--believe they said.   The class brainstormed examples and ideas that the instructor wrote on the board.

6. The class watched a video that illustrated the principles of listening carefully. The video demonstrated the pitfalls of not listening and then showed the difference listening could make. During the video, the instructor stopped the film to discuss how well the actors did the things we had discussed in the class. She assigned individual class members particular skills to look for while watching the film, e.g., clarifying questions, showing interest. The class really dissected the content and presentation of the video.

7. During the class session that followed the presentation of the above materials, participants practiced using all of the material learned about listening. They used role-play, answered questions, and reviewed key actions. The role plays generally involved trios in which one person practiced listening, one was the speaker, and one observed the interaction. The instructor asked the role players to use topics related to their work, and

she provided detailed instructions for each of the roles. To help participants understand what each role required, the class watched a video in which workers did the role playing. After all groups completed their role plays, participants met to discuss what they learned from the activity and to evaluate their efforts. When time permitted, individuals changed roles.

8. The instructor asked participants to make a commitment to practice these new communication skills in their own environment before the next class session. Some class members did apply the skills. Most of the others, even though they didn't actually put the skills into practice, came back to class with an example of when they should have used them or of when they saw the effects of not listening clearly.

Comments:

- The class period was very full of information, ideas and discussion.

- Approximately eight of the ten people in the class actually did practice the listening skills between the class sessions.

- The course needed more time for in-class practice. In particular, participants needed time to play each role. More experience with role playing would allow them to internalize the concepts and how to use them, and such practicing in a "safe" environment would help them make real changes in the way they go about an already familiar activity (listening).

- Most participants did not know each other before the class started. As they began to know each other better, they began to recognize the need for good communication across departments.

Course Title: Basic Principles for Effective Communication

Activity V: Giving Feedback

1. The instructor provided information on how to give feedback without upsetting or embarrassing someone.

2. The instructor and class members discussed giving both positive and corrective feedback using workplace examples.

3. Participants practiced giving feedback.

Resources and Materials Needed:

- Zenger Miller Video on "Do's and Don'ts" of giving feedback

Description of Instruction:

1. Participants discussed their use, problems and successes with using their new skills.

2. The instructor reviewed objectives and techniques of giving feedback and discussed important points to remember.

3. The class watched a video on giving feedback and dissected the content of the video to discover the key points discussed above.

4. The video and the practice exercises focused on corrective feedback as well as positive feedback. Participants needed to learn to do both and to recognize the similarities in both. As the class approached this potentially touchy situation of giving corrective feedback, the instructor reviewed the basic communication principles already handled, to demonstrate how they made giving constructive feedback easier. She emphasized that these skills are absolutely basic to any other kinds of communication such as team-building or negotiation. She reminded participants that once they mastered the basic principles--listening clearly and giving feedback--other kinds of communication could build on the foundation provided by those skills.

5. The class then turned to a practice session which began by reviewing the key points of giving feedback. Participants discussed how they either actually used the key points in the time between classes or at least were aware of them in their own communications or in those of others. Class members next set up and participated in role plays, and the instructor tried to make sure that individuals chose a role different from the one they fulfilled in their previous role play.

Comments:

- Giving feedback was a hard activity for just about everyone.

- The instructor tried to pair participants with advanced skills with participants who needed practice.

- Because the class had ten people, the instructor had to participate in one of the triads which, of course, made it difficult to circulate among the groups to listen, help and offer suggestions. An assistant, or a co-trainer, would solve this problem.

Activity VI: Training Others

1. This session focused on how to use what you've learned when instructing others.

Resources and Materials Needed:

- # *"Ideas that Work for GED: Thinking and Learning: Learning Styles: Fold a Cup Learning Style Activity"*. Oregon CBE GED/Workskills, Oregon CBE Curriculum Committee, Sharlene Walker, Curriculum and Staff Development Specialist, Office of Community College Services, 700 Pringle Parkway SE, Salem, OR, 97310, 1990-1991. (Used with permission)

- Above exercise requires 8x8 inch squares of paper (colored paper is more effective) *"Learning Channel Preference Checklist"* handout on different learning styles. From : Lynne O'Brien, Specific Diagnostics, Inc., Rockville, MD, 1985. Oregon CBE Curriculum Committee, Sharlene Walker, Curriculum and Staff Development Specialist, Office of Community College Services, 700 Pringle Parkway SE, Salem, OR, 97310, 1990-1991. (Used with permission)

- # *"Learning Styles: Diagnosis: Now What"* handout. From the Guide for Instructors, Lane Community College Workplace Training Project, Eugene, OR, 1995.

Description of Instruction:

1. Leads' responsibilities often included the training of others. However, most leads did not know a lot about how to provide training. To help give them appropriate skills, this session began by introducing the concepts of Learning Styles.

2. The instructor gave each participant a piece of paper to fold and the directions for folding a paper cup using Origami paper folding. She instructed participants to follow the directions, she provided an already folded sample in front of the class, and she said that they could figure out the task in any way that worked for them. The class did not get any other directions. The directions purposely were left vague so that participants could approach the task in various ways. Some followed the directions, others watched how the guy over there did it, and others took apart the one that was already folded to figure out the task.

3. After participants completed making the cup, the instructor led a brainstorming session and used the board to outline the different methods they used to solve the problem. The discussion highlighted the idea that people used different methods--different *styles*--to attack the same problem. The instructor noted that no best way existed, only a best way for each individual. The *end product* was the same--each person made a cup. Our focus was on the *process*--how each person went about creating the end product. One valuable quality to this activity was that the discovery came from the participants.

4. The instructor handed out the *"Learning Channel Preference List"* to see if the checklist corresponded with the participant's own sense of how they learned. After working with

the checklist, the class discussed the implications each person's learning style had for the methods leads might choose to train others.

5. Turning to specific examples, class members discussed how they would give a presentation about "using a saw," knowing that their learners might be any one of these styles or a combination of them. The class raised the problem of non-native English speakers in their trainings and discussed how to train those whose language skills prevent them from learning strictly through a verbal presentation.

Comments:

1. We happened to have a bi-lingual, bi-cultural participant in the class. She was very helpful in pointing out how to help those trying to learn a new language, or who could not understand what was going on because of language deficiencies. She suggested that hand signals, pictures, and demonstrations were very effective aids.

2. The instructor did not recommend that the leads give a learning preference test to their employees, but rather that they be aware of learning styles and work at presenting information in more than one style.

Activity VII: Getting Your Point Across

1. Participants learned how to make sure others understood them during trainings.

2. Participants learned how to make sure others understood them when they gave feedback.

3. Participants learned how to make sure others understood them when they expressed an opinion.

Resources and Materials Needed:

- # "*How to Persuasively Contribute Ideas in a Meeting*" illustrating the "PRES" model. Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR. (Used with permission)

- # "*Topics For Use In PRES Model Practice*". Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR. (Used with permission)

- Flip - chart illustrating the "*PRES*" model presented.

Description of Instruction:

1. The instructor presented "*How to Persuasively Contribute Ideas in a Meeting*" and handed out a sheet that explains the "*PRES*" model. "*PRES*" is an acronym to help a speaker remember four steps to use in presenting an idea.

   - **Point** State your point clearly. Make sure every one understands what you want to accomplish.

   - **Reason** Explain why you want to make this point so your listeners don't make assumptions about your motives.

   - **Example** Giving an example is a powerful method of grabbing attention and helps make your point clear and concrete.

   - **Summary** Reiterate your point and explain what will be changed if your objective is accomplished.

2. The instructor went through the PRES model using her own topic to show them how the process worked. Then, she handed out a list of topics that provided "safe" examples for participants to use in class (not provided here).

3. The class went through the model as a group to make sure everyone understood what they were being asked to do. The instructor used a workplace example with the whole group that was very effective. The problem involved the whole plant and helped participants understand how to go about making their points in a clear, unequivocal way.

4. Participants worked in pairs to present an idea using the "*PRES*" model.

Course Title: Basic Principles for Effective Communication

Comments:

- The participants had a monthly employee meeting in which they wanted to bring up the PRES model. Because they viewed the model as very important, they were very interested in practicing how to bring up this topic at the meeting.

- A participant in the class who had taken a college-level communications class, felt, because she could see the immediate application of the communication skills, that she had learned more in these few sessions than she had in a semester class. She appreciated learning not just theory, but how to apply that theory, NOW.

- Another participant came back to class and said, "I did this with my teen-ager, and it worked!" High praise!

Activity VIII:	Practice and Review

1. The class practiced and reviewed the basic communication activities covered in the course.

Description of Instruction:

1. Participants identified those basic skills they saw as their strengths and those they felt they wanted to practice more. They then grouped themselves according to the skills they wanted to practice, and worked with each other for a half hour.

2. Most participants wanted to work on giving feedback.

3. A few participants worked on listening and paraphrasing.

Activity IX: Concluding Activities

1. The instructor and the class members reviewed the Personal Implementation Plan.

2. Participants took the Post-Assessment.

3. The instructor worked with participants to complete grant paper-work.

Resources and Materials Needed:

- # *"Post-Assessment"* created by Kaya Stasch, Instructor, Lane Community College, 1995.

- Grant paper-work

Description of Instruction:

1. The individual review of each participant's Individual Learning Plan led into the wrap-up paperwork.

2. The grant paper work took about 15-20 minutes of the last class.

3. The participants took the *"Post-Assessment"*.

Performance Assessment Methods and Results:

- The *"Post-Assessment"* showed strong improvement by class members in their understanding of the specific concepts and skills the assessment measures.

Comments:

- A refresher session to continue working on the listening skills learned would be a good way of reinforcing the communication skills learned during the class.

Course Summary

Background:

Focus groups conducted by the project with supervisor and shop floor employee groups indicated a need for communication skills training. As a result of those focus groups, communication training for leads was set up during the first year of the grant. Assistant leads were another group targeted for communication training. This training focused on four modules of the Zenger Miller Working series: basic principles, listening, giving feedback and getting your point across.

Expectations:

Company:

This class was the first communication class offered at the company that used the Zenger Miller Working Series. The Site Advisory Team wanted to find out how the series would be received by participants.

Learner:

Managers or supervisors encouraged participants to take this class. Participants felt that they had been singled out and required to take the class. From management's standpoint, because these folks often acted as liaisons between shop floor employees and supervisors, the participants made up a group for which strong communication skills were essential. The instructor effectively discussed these issues with participants during the course. Still, in retrospect, the training needed to have more buy-in from those who participated.

Instructor:

The instructor was trained in Zenger Miller communication skills. In this first class, she modified the structure and content of the class to suit the needs of the participants, instead of adhering strictly to the protocols and time frames established for the class. Such modification is not recommended by Zenger Miller, but the results of the class were positive.

Evaluations:

Company:

Learner evaluations reflected a positive response to the Zenger Miller communication modules. Some commented on the helpfulness of information and the ways the skills were taught. Others commented on the helpfulness of the practice sessions. As a result,

over the next two years, the project offered the initial four modules, as well as five other Zenger Miller modules, to all interested employees.

Learner:

Despite the fact that participants felt required to attend the training, learner evaluations were very positive. Participants commented that they learned a lot about themselves and learned how they could be more effective on the job and at home. The class also gave them opportunities to meet fellow workers in different departments and opportunities to have someone at work with whom they could discuss a problem.

Instructor:

The class moved participants through a variety of basic communication skills. All participants made significant progress in understanding the skills taught and showed that they could apply them in a workplace setting. Though some attitude challenges arose at both the beginning and end of the class because participants did not "choose" the class themselves, the instructor and the participants worked through these difficulties and achieved a positive result. In the future, managers and supervisors should be made aware of the potential negative reactions employees might have when selected for a communications class.

Handouts

COMMUNICATIONS CLASSES

In this ten-session course, you will learn about, and practice, the skills that effective workers use when they communicate with each other. These skills will be based on respectful ways of relating to your fellow workers, as well as to supervisors or those whom you train or supervise.

Participants are expected to commit to attending the entire series of ten classes. All sessions will begin at 3:45 p.m. and end at 5:00 p.m. The scheduled topics are given below:

#1
* Introductions
* What you can expect to get out the sessions
* Filling out forms!

#2
* Ground Rules (participant agreements)
* Roles and Responsibilities of group leader, participants
* Benefits of quality internal customer service

#3
* Basic Principles for effective, respectful communication:
    1. focus on the situation, issue, or behavior, not on the person
    2. maintain the self-confidence and self-esteem of others
    3. maintain good relationships with other employees
    4. take the initiative to make things a little better

#4
* Listening clearly: how to avoid misunderstandings and costly errors

#5
* Practice session for Listening Skills, using workplace examples

#6
* Giving Feedback: how to do it without upsetting or embarrassing someone

#7
* Practice session for Giving Feedback, using workplace examples

#8
* Training others: how to use what you've learned when instructing others

#9
* Getting your point across: whether while training someone, giving feedback, or simply expressing your opinion

#10
* Practice and review
* Personal implementation plans
* Wrap-up paperwork!

Basic Principles for Effective Communication
Pre/Post Assessment

How do you know when you've really understood what someone has said to you?

How can you tell if someone has really understood what you have said to them?

Describe how you handle it (at work) when someone has done something that upset or angered you.

What are some basic values to remember when communicating with others -- especially in difficult situations (like giving corrective feedback)?
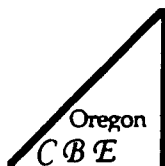
THINKING AND LEARNING; Learning styles

Title of Lesson:	**Target Population:**
	Adult__X__Youth__X___ESL_____
Fold a Cup Learning Styles Activity	

Subskill Areas: **CIM:**   Self directed learning
                                          Communicate
Learning styles   Think

                                Northwest Workplace Basics:
                                          Learning to Learn (L)
Previous Skills Required: Thinking Skills (T)

None

Source:

Materials Required:

8x8 inch squares of paper (colored is nice)
Directions for fold a cup
3 handouts on different learning styles (copied on different colored paper)
A learning styles survey of your choice (not included)

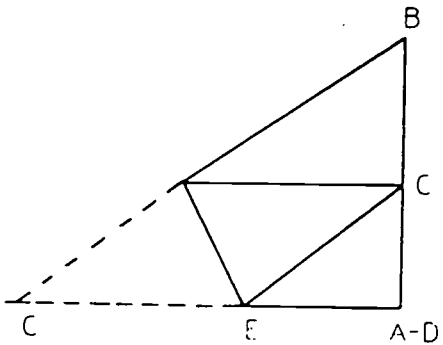**Space Required:**

Classroom space
Tables for groups of 2-4 students

Method of Instructional Delivery:
        __X_ large group   _____ student directed projects
        __X_ small group   _____ cooperative learning
        _____ one-on-one instruction   _____ portfolio activity
        _____ technology applications   _____ more than one class period
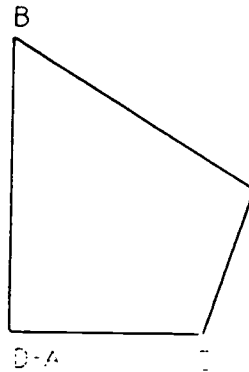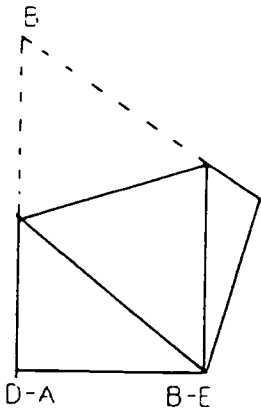   _____ peer lesson   _____ other

FOLD A CUP INSTRUCTIONS
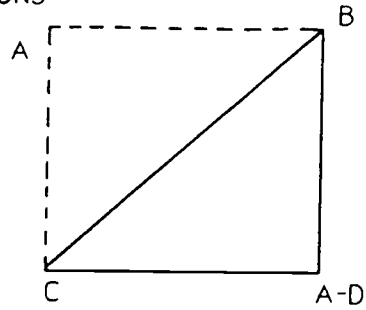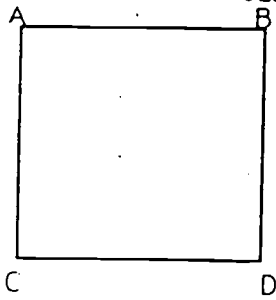
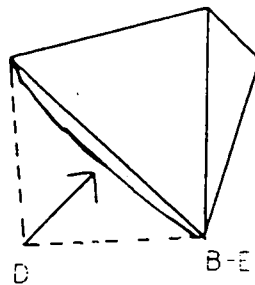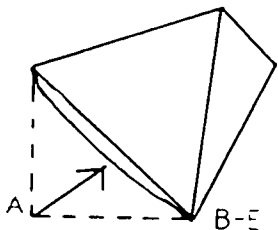1. Fold corner A to corner D.
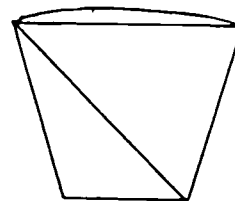
2. Fold corner C to midway point between B and D

3. Turn paper over

4. Fold corner B to corner E.

5. Tuck corner D into opening

6. Turn paper over and tuck corner A into opening

The finished cup will hold water.

Workplace Training Project
Lane Community College

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Name: _____   Date: _____

*Learning Channel Preference Checklist

How do you learn best? Similar to fingerprints, each person's learning style is different.
Read each sentence carefully and consider whether is applies to you. On the line, write a 3 if
it **often** applies, 2 if it **sometimes** applies, and a 1 if it **never, or almost never** applies.

3 = Often applies	2 = Sometimes applies	1 = Never, or almost never applies

Preferred Channel #1:

_____ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.

_____ 2. I remember something better if I write it down.

_____ 3. When trying to remember a telephone number, or something new like that, it helps me to get a picture of it in my head.

_____ 4. When taking a test, I can "see" the textbook page and the correct answer on it.

_____ 5. Unless I write down directions, I am likely to get lost.

_____ 6. It helps me to LOOK at a person speaking. It keeps me focused.

_____ 7. I can clearly picutre things in my head.

_____ 8. It's hard for me to understand what a person is saying when there is background noise.

_____ 9. It's difficult for me to understand a joke when I hear it.

_____ 10. It's easier for me to get work done in a quiet place.

Channel # 1 TOTAL: _____ **Points**

Perferred Channel #2:

_____ 1. When reading, I listen to the words in my head or read aloud.

_____ 2. To memorize something it helps me to say it over and over to myself.

_____ 3. I need to discuss things to understand them.

_____ 4. I don't need to take notes in class.

_____ 5. I remember what people have said better than what they were wearing.

_____ 6. I like to record things and listen to the tapes.

_____ 7. I'd rather hear a lecture on something rather than have to read it in a textbook.

_____ 8. I can easily follow a speaker even though my head is down on the desk or I'm staring out the window.

_____ 9. I talk to myself when I'm problem solving or writing.

_____ 10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

Channel # 2 TOTAL: _____**Points**

LEARNING STYLES

	CLUES	LEARNING TIPS
V I S U A L	• Needs to see it to know it • Strong sense of color. • may have artistic ability. • Difficulty with spoken directions. • Overreaction to sounds. • Trouble following lectures. • Misinterpretation of words.	• Use of graphics to reinforce learning films, slides, illustrations, diagrams, doodles • Color coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for note taking. • Visualizing spelling of words or facts to be memorized.
A U D I T O R Y	• Prefers to get information by listening - needs to hear it to know it. • Difficulty following written directions. • Difficulty with reading. • Problems with writing. • Inability to read body language and facial expressions.	• Use of tapes for reading and for class and lecture notes. • Learning by interviewing or by participating in discusions. • Having test questions or directions read aloud or put on tape.
H A N D S O N	• Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved	• Experiential learning (making models, doing lab work, and role playing. • Frequent breaks in study periods • Tracing letters and words to learn spelling and remember facts • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Expressing abilities through dance, drama, or gymnastics.

PRES MODEL

HOW TO PERSUASIVELY CONTRIBUTE IDEAS IN A MEETING

When explaining your position, try using the PRES model:

P = POINT -- "WHAT" (your objective)

    Use an "I" statement of ownership about what you wish to present.

R = REASON -- "WHY" (why is it an objective of yours?)

    This is the purpose or reason for making your point. It is useful so that the other party doesn't make incorrect assumptions.

E = EXAMPLE -- "FOR INSTANCE, . . ." (a brief illustration)

    This allows you to make your point and reason CONCRETE.

S = SUMMARY -- "IN SHORT, . . ." (summarize "What" and "why")

    What condition will be changed or improved if your objective is accomplished?

TOPICS FOR USE IN *PRES* MODEL PRACTICE

- your own "real life" example, based on a work (or other) experience

- the best/worst kind of music

- the best/worst household chore

- the best/worst place to vacation

- the best/worst place to live in Eugene/Springfield

- the best/worst season to be in Eugene/Springfield

- the most delightful/aggravating thing about Eugene/Springfield

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"*Class Outline*" handout, created by Kaya Stasch, Instructor, Lane Community College, 1995.

"*How to Persuasively Contribute Ideas in a Meeting*" illustrating the "PRES" model. Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR, 1995. (Used with permission)

"*Ideas that Work for GED: Thinking and Learning: Learning Styles: Fold a Cup Learning Style Activity*". Oregon CBE GED/Workskills handout. Oregon CBE Curriculum Committee, Sharlene Walker, Curriculum and Staff Development Specialist, Office of Community College Services, 700 Pringle Parkway SE, Salem, OR, 97310, 1990-1991. (Used with permission)

"*Learning Channel Preference Checklist*" handout on different learning styles.   From : Lynne O'Brien, Specific Diagnostics, Inc., Rockville, MD, 1985. Oregon CBE Curriculum Committee, Sharlene Walker, Curriculum and Staff Development Specialist, Office of Community College Services, 700 Pringle Parkway SE, Salem, OR, 97310, 1990-1991. (Used with permission)

"*Learning Styles: Diagnosis: Now What*" handout. From the Guide for Instructors, Lane Community College Workplace Training Project, Eugene, OR, 1995.

"*Post-Assessment*" created by Kaya Stasch, Instructor, Lane Community College, 1995.

"*Pre-Assessment*" created by Kaya Stasch, Instructor, Lane Community College, 1995.

"*Topics For Use In PRES Model Practice*" Adapted from Glaser Training Seminar, Peter and Susan Glaser, Glaser and Associates, 975 Oak, Ste. 910, Eugene, OR, 1995. (Used with permission)

To obtain information or materials regarding Zenger Miller training contact:
Zenger-Miller Seminars
44 Montgomery
PH: (415) 391-8877
San Francisco, CA

*   To facilitate locating titles, worksheet titles are listed first in the bibliography.

Workplace Training Project

Course Title: Conflict Resolution for Lead Workers

Course Description:

Participants identified and practiced communication skills and problem solving strategies for preventing and / or addressing conflict in the workplace. Sessions were informative and interactive. Role plays of workplace situations gave participants an opportunity to observe and examine conflict resolution. The class met two hours each week.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Understand the benefits of problem solving and when to use the problem solving process.
2. Give and receive both positive and negative feedback appropriately.
3. Learn from and with other people.
4. Understand the concept of conflict.
5. Identify the steps in solving conflicts.
6. Recognize at least one way to approach conflict and
   - Identify the most appropriate use of this approach.
   - Identify the potential effect the approach has on the employee.
   - Identify the potential effect the approach has on the workplace atmosphere.

Course Title: Conflict Resolution for Lead Workers

Student Population:

Seven leads (supervisors of shop floor personnel) from the factory floor and two leads from the office participated in this training.   Some participants had been supervisors for six-ten years, while others had been leads for only a year. The company required leads to participate, but many leads had requested training in this area.

Class Environment:

The class met on Tuesdays and Thursdays for a total of fifteen sessions. Meetings took place between 12:00 and 1:00 (while participants ate lunch) in a large conference room with one large table and comfortable chairs. The main meeting room was quiet because it was on the second floor, away from the factory noises. However, due to the smallness of this room, participants went to other people's offices when doing small group work.

Instructional Techniques:

☑ Multi-media	☑ Small group	☑ Cooperative learning
☑ Lecture	☐ Computer-aided	☑ Assignments
☐ Individualized instruction	☐ Simulation	☐ Peer tutoring
☑ Role-playing	☐ Project	☑ In-class practice
Other:		

Conflict Resolution for Lead Workers

Syllabus of Course Activities:

I. Introductory materials

- Overview of strategies relating to conflict.

- Explanation of the styles of responding to conflict and their effect on people and the workplace

- Filling out of grant forms and pre-test.

II. Ways to respond to conflict

- Conflict can be managed "well" and "not well": what happens when you do / don't respond to conflict and the cumulative effect.

- How to prepare for a meeting where you anticipate conflict, or are responding to conflict.

III. Employee performance

- How to motivate employee performance

- What management expects from employees

- How to approach supervision of employees

- How to use documentation as a motivator

IV. Listening skills
- In-class practice sessions and activities

V. Giving and Receiving Feedback
- In-class practice sessions and activities

VI. Steps to use in conflict resolution

- In-class practice sessions and activities

VII. Concluding activities
- Review of documentation and how to use it to prevent conflicts
- Filling out of grant forms and post-test.

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Course Title: Conflict Resolution for Lead Workers

Activity: I. Introductory materials

1. The instructor presented an overview of strategies relating to conflict.
2. The instructor explained different styles of responding to conflict and their effects on people and the workplace.
3. Participants filled out grant forms and took the pre-test.

Resources and Materials Needed:

- # Handout on "*Typical Behaviors Associated with Conflict Resolution Styles*" Reprinted from: Coleen Kelley, Assertion Training: A Facilitator's Guide. 1979.

- # Pre-test

Description of Instruction:

1. The instructor asked students to introduce themselves by mentioning:
   - how long they had worked at the company,
   - how long they had been a lead,
   - something that they wanted to get out of this course, or a concern they had about the class
   - something that nobody else in the class knew about them.

2. Participants read and discussed the handout on "*Typical Behaviors Associated with Conflict Resolution Styles.*"

3. The homework assignment asked participants either to watch thirty to sixty minutes of TV and note how these shows presented conflict, or to notice how conflict was handled around them. Specifically, they watched for whether or not people avoided, addressed, or resolved conflict. In session two, class members reported what they had discovered.

4. The instructor also asked participants to fill out the Observation Chart (page 2 of "*Typical Behaviors*" handout) by taking a conflict situation they had been involved in and thinking about their behavior and its effectiveness.

5. Participants filled out all necessary forms.

Comments:

- Participants stated strongly that they wanted the class to be relevant to their needs. In response to this desire, each week participants had an opportunity to present difficult situations that they didn't know how to resolve. The class brainstormed options and solutions to the problems. (e.g., a worker came in intoxicated and had to be sent home; someone damaged an important machine; a temporary worker screamed at her supervisor, left work and quit the next day). Since the instructor designed the course to change behavior, the first thing class members addressed was how to change their thinking about conflict. The instructor pointed out that when people simply recognized that they had blown a situation by an inappropriate response, they made the first step towards change. They could then think about how to improve their responses.

Course Title: Conflict Resolution for Lead Workers

- Each week, the class reviewed the week's concepts and activities. Usually, someone brought up a situation, and others suggested various ways of responding. This process allowed leads to take the role of floor worker and try to respond the way a floor worker would. Rather than role plays, which they disliked, these leads preferred an approach in which they each had the opportunity of responding to a situation as a lead. In this way, they felt that they could take the problem solving one step further or try a different direction.

- Each session involved considerable discussion, so the instructor worked to maintain a good balance between addressing workplace concerns and presenting new information. To this end, she wove participant's ideas into the framework of topics.

Course Title: Conflict Resolution for Lead Workers

Activity II: Ways to respond to conflict

1. The class reviewed the assignment from the last session on conflict resolution styles by discussing what class members found on TV and by using the chart from their own experiences.

2. This session focused on the concept that conflict can be managed "well" and "not well," on what happens when we do / don't respond to conflict, and on the cumulative effects of the choices we make concerning conflicts.

3. The remaining sessions reinforced the concepts presented during this session.

Description of Instruction:

1. When the instructor asked participants what they had learned from watching conflict on TV, they responded that resolution was not always attempted on the shows they watched.

2. The class discussed how conflict can be managed well. The instructor emphasized the following points:

   - It's up to a supervisor to identify the problem for the employee, so the employee can see the gap between what's expected and his or her actual performance.
   - Problems in a department do not necessarily have to be "fixed" by the supervisor.

3. The group concluded that they wanted employees to be responsible for their own behaviors and to experience the consequences when their behavior was not acceptable.

4. Participants discussed what their title "lead supervisors" meant to them. Ideas mentioned included:

   - If a supervisor doesn't give direction, an employee doesn't really know what is expected.
   - Supervisors have to let employees know what behaviors are expected and identify gaps between expectations and actual performance.
   - When potential concerns arise, supervisors should be making notes and documenting what happens for reference.

5. Next, the class discussed how managing conflict poorly, or avoiding it, effects employees in the workplace. The discussion included:

   - Concerns regarding what happens to the lead's credibility if they avoid tough situations that are having an impact on other workers.
   - Examples from the floor such as differences in shift productivity, managing a friend, handling jam-ups in the department, and similar problems.
   - Ideas regarding ways to take advantage of a worker's strengths, e.g., a worker who is slow but reliable.

Course Title: Conflict Resolution for Lead Workers

Performance Assessment Methods and Results:

- The instructor used no formal measurement of performance. Instead, as a method of evaluating the progress of leads throughout the course, she listened to the comments and observed the performance of class members during the "role plays" and discussions, noting the problem solving skills of each class member. She also observed general behavior and the attitudes of participants. In this way, she determined that during the course participants made improvement in recognizing conflict situations and in working to defuse conflict situations before they escalated.

Comments:

- The class devoted two sessions to work on these concepts

- Only three people actually filled out the chart, but their efforts provided enough information for discussion.

Activity: III. Employee Performance

1. The session focused on how to motivate employee performance.
2. Class members discussed what management expected from employees.
3. The session examined how to approach supervision of employees.

Resources and Materials Needed:

- # Handout on "*Useful Assumptions about Conflict,*" Susan Isaacs, 1995

- # Handout on "*Employee Performance Questions,*" Susan Isaacs, 1995

Description of Instruction:

1. The instructor reviewed concepts from the previous class. Sample: You can prevent future problems by talking to an employee ahead of time. The instructor had asked a participant to try this strategy between class sessions. His report to the group resulted in a discussion during which another lead recognized that he should have praised a worker for changing a behavior as requested. His discovery of the need for praise served as a perfect lead-in to a discussion on motivators for performance!

2. The instructor divided the class into two groups to discuss:
   - What are the motivators / reasons for performing well?
   - How are expectations regarding performance communicated to your employees?

3. Small groups reported out to the large group, noting the following:
   - People were more inclined to communicate problems with an employee than they were to communicate expectations.
   - Leads could easily communicate daily work orders or explain how to operate a saw, but communicating how dirty a work space was or how long someone was on the phone at break was very difficult. All class members acknowledged that such problems affected everyone in the department and needed to be addressed openly.

4. Participants created role plays around the information revealed in this discussion. With one lead playing the role of the worker, the group addressed various situations and for each situation, each person tried being a lead. In this way, participants saw the responses different approaches created.

5. The instructor worked with the group on how to supervise and motivate employees by documenting employee behavior and thereby reducing the likelihood of conflict occurring.   She covered the following concepts:
   - How to set the stage for a discussion with an employee
   - How to avoid being documentation crazy
   - How to communicate your expectations
   - How to document informally and recognize positive as well as negative behavior

Course Title: Conflict Resolution for Lead Workers

- Discussion about whether documentation is open or confidential, and why it is better if documentation is openly recognized
- How documentation helps when it comes to employee performance evaluations

6. For homework, participants were to recognize one employee each day in a specific, positive way.

Comments:

- Although participants did not like the discomfort of role-playing, they did recognize that they learned from these activities. A couple of participants mentioned that they liked being the worker in the role-plays because they realized that the various ways different leads talked to them really changed their attitudes. As they went around the table, leads tried different tones and approaches. This experience helped them understand the effects and complexity of such simple communications.

- The class discussed documenting employee behavior during three or four class sessions as the concept seemed appropriate to several topics.

Activity IV: Listening Skills

1. The class examined how to tell if someone is really listening to you.
2. The class discussed break-downs--what happens that stops communication.
3. The class examined listening behavior.

Resources and Materials Needed:

- # Handout on "*Listening Skills: Acknowledge, Paraphrase, Reflect, Clarify, Summarize*," Susan Isaacs, 1995

- # Handout on "*Chinese characters that make up the verb 'to listen*'," 1995. Taken from a greeting card.

- # Handout "*Guidelines for Active Listening*," Susan Isaacs, 1995

Description of Instruction:

1. The instructor introduced skills basic to effective listening. The participants and the instructor discussed the handout on "*Listening Skills*" and then brainstormed examples of each of the facets of listening displayed in the "*Chinese character...*" handout. The class discussed the concept that we need to listen with more than just the ears. Listening is attending to the other person using all your senses to "hear" accurately.

2. Role plays followed with a speaker, a listener and an observer. The speaker talked about something / anything that happened that day. The listener just listened and encouraged the speaker to talk. The observer recorded the interaction he noticed from both the speaker and the listener.

Comments:

- Participants found just listening to be extremely difficult! Instead, most often listeners tried to "fix" whatever the problem was rather than just listen. The speakers noted that when the listener responded by relaying similar problems, they did not always feel that they had really been heard.

- This discussion, because it asked workers to discuss work-related problems among individuals, sometimes diverted participants from the subject, which was listening, to solving the problems that arose. Thus, as an instructor, be prepared to prevent the pursuit of issues tangential to the subject of listening.

Activity V: Giving and Receiving Feedback

1. The class reviewed issues from the previous session, such as concerns about employee attendance and tardiness, possible ways to intervene, and difficulties in managing a situation that is not clearly defined by company policies.

2. The instructor reviewed the purpose of acknowledging and addressing issues before they become conflicts.

3. The instructor asked participants to review the goals they wrote down during the first session to see how we were doing at addressing them.

4. The instructor asked participants what things they were modeling for their employees: how were they communicating? how did they listen? how did they solve problems?

Resources and Materials Needed:

- # Handout on *"Communication Values and Styles,"* Susan Isaacs, 1995

- # Handout on *"Effective Feedback"* Making Groups Work, North Carolina Outward Bound School, 1991.

Description of Instruction:

1. In a large group, the class discussed which skills class members were modeling for their employees.

2. Participants discussed the ways in which supervisors they had had gave them positive and negative feedback.

3. The instructor asked for examples of how acknowledging and addressing issues before they became conflicts had been working for the participants.

4. The instructor began a discussion about feedback by asking class members to think about the communication skills and problem solving styles they were modeling for their employees. Participants filled out and discussed the handout on *"Communication Values and Styles."* They did not have to share their responses, but the subsequent discussion proved more useful because of the thinking required by the questions on the worksheet.

5. The class looked at the hand-out on *"Effective Feedback"* and discussed when to give it and how to give it. Participants gave examples of what they might say when certain things happened on the floor. Points discussed about feedback included:
   - the purposes feedback plays
   - the importance of feedback
   - when had they been given feedback? (or when had they needed it?) Was it helpful? If not, why? If so, why?

6. Class members reviewed their goals and progress for this course.

Comments:

- A number of participants raised the issue of whether or not one likes an employee. This was an issue which led to a lot of comment on how differently people treated those they liked versus those they do not like. The instructor pointed out that feelings of like and dislike were normal, but we should avoid letting these feelings affect how we communicate with employees. If everyone in your department was aware of a double standard, that awareness decreased respect for you as a supervisor and undermined employee morale.
- The instructor allotted two sessions to work on the concepts of giving and receiving feedback.

Activity: VI. Steps to use in resolving conflict

1. The instructor showed a video tape called *"Conflict Resolution."*

2. The instructor reviewed listening skills.

3. The class went over the steps to use in resolving conflict.

4. Class members practiced using the steps in conflict resolution with scenarios presented by the instructor (see attached list of possible scenarios).

Resources and Materials Needed:

*   Video tape from Sunburst called *"Conflict Resolution"* (16 minutes) from Portland Public Schools Student Services Department. (541) 280-5840

*   # Handout on *"Guidelines for Active Listening"* Susan Isaacs, 1995.

*   # Handout on *"I-Messages"* and *"Steps for Problem Solving,"* Susan Isaacs, 1995

*   # Handout on Role-play situation between a lead and a worker *"Possible Scenarios for Practicing Conflict Resolution"* Susan Isaacs, 1995.

Description of Instruction:

1. The class reviewed the feedback some leads had given employees since the previous class session.

2. The instructor showed the video tape on *"Conflict Resolution,"* and the class discussed and practiced giving "I-messages." The instructor used the hand-out on *"I-Messages"* to clarify concepts further.

3. The class reviewed the listening skills taught the previous session and discussed how and if they had used these skills the previous week. The skills included:

    *   Don't interrupt
    *   Show interest, encourage speaker to continue talking
    *   Clarify what was meant, ask questions
    *   Restate in your own words what the speaker is saying
    *   Summarize the speaker's message
    *   Listen for and acknowledge the speaker's feelings

4. The class went over the *"Steps to Problem Solving"* and discussed how to apply them. Class members divided into role-play groups and the instructor gave each group a prepared role play situation. Each script had three roles--lead, worker, and observer. After the small groups reconvened, participants role played other situations by using the process in which everybody took turns as the lead, going around the table expressing how each would handle the problem.

5. The instructor assigned homework to individuals based on comments each made during
    the discussion. For example, one participant was asked to give positive feedback to a
    particularly difficult worker. Another participant was asked to write down (or document)
    problems he was having with someone in his department. The class assessed these
    assignments the following week.

Comments:

●   Giving "I-messages" did not come naturally, and for many leads seemed to be a foreign
    concept.

●   Participants did not get enough practice using the listening skills. The above activities
    took twice as long to cover as any of the previous subjects.   How to listen was something
    they thought they knew, but their actions during role-plays and group discussions
    indicated they needed work on that subject.

●   We spent four class sessions on the steps to use in resolving conflict.

Activity VII: Concluding Activities

1. The session focused on problem solving and ways to address problems

2. Class members completed the grant paper work and took the post test

Resources and materials needed:

- Grant papers

- Post test

Description of Instruction:

1. The class discussed ways to solve problems and prevent conflicts from escalating by documenting problems with employees, e.g., tardiness, attendance, alcohol on the breath

2. The class discussed documentation:
    - what would make it most helpful
    - what kinds of things a supervisor could include
    - how and where the documentation should be stored

Performance Assessment Methods and Results:

The pre and post assessments designed by the instructor showed change in participant's understanding of how to manage conflict effectively. The responses on the post test also demonstrated that participants had learned new ways to think about the subjects covered by the class. The Pre / Post test is included.

Course Summary

Background:

This was the second communication training for leads. After the first training, the leads indicated interest in the area of conflict resolution e.g. how to prevent conflict; if it does arise, how to deal with conflict; tools and strategies to use in dealing with conflict; practical applications (specific examples from the floor).

Expectations:

Company:

The plant superintendent encouraged training for leads in the first year of the grant. All trainings were held during lunch so that leads could participate easily.

Learner:

After the first communication class, a meeting with leads was planned to discuss future trainings. They wanted training in "preventative maintenance" in dealing with situations on the floor. At the meeting, they outlined objectives for the next class titled, Conflict Resolution.

Instructor:

The instructor was chosen for the training based on her experience in conflict mediation. She met with the plant superintendent and the leads prior to the first class meeting.

Evaluations:

Company:

Conflict Resolution was the second training for leads in a three part series. The series began with a Basic Communication Skills class followed by Conflict Resolution and Teamwork through Problem Solving. Leads have valued the classes because it has given them a forum to discuss issues in their departments and to gain skills by hearing from other leads and the instructor.

Learner:

The leads moved from point A to point B during this course. Participants commented on how informational it was to hear other lead's respond differently to similar situations. For them, it was like gaining a whole new repertoire of how to handle work situations. They talked about how helpful it was to hear how other leads would tackle a problem or conduct a dialogue. This exchange strengthened each lead's own ideas about solving conflicts.

Participants identified what they were learning by discussing how they were applying the principles to their work. One of the most effective things they learned was to nip problems in the bud before they became conflicts.

Instructor:

The instructor found it helpful to repeat the principal themes each week to assist participants in their learning. The lead supervisors agreed that learning more about conflict resolution and how to deal with problematic circumstances help reduce company turnover. This information also helps the lead supervisors understand which behaviors they should tolerate and which behaviors require action from them.

Handouts

Pre- and Post-Assessment

Name:_____ Date: _____

1. Describe your most typical response to conflict.

2. When faced with a challenging situation with an employee, describe something you do well.

3. When faced with a challenging situation with an employee, describe something you'd like to improve or learn to do.

4. What kind of feedback do your employees get from you? How often do they get it?

5. What kinds of *daily* contact do you have with your employees? Be specific.

6. On a scale of 1 to 10 (1 = terrible, 10 = great), how would you rate your ability to resolve conflict?

Typical Behaviors Associated
with Conflict Resolution Styles*

Avoidance	Problem Solving	Confrontation
Tendency to:	Tendency to:	Tendency to:
☞ Allow self to be interrupted, subordinated and stereotyped.	☞ State feelings, needs, and wants directly.	☞ Interrupt, subordinate, and stereotype others.
☞ Have poor eye contact.	☞ Have good eye contact.	☞ Have intense and glaring eye contact.
☞ Have poor posture and defeated air.	☞ Have straight posture and competent air.	☞ Have invading posture and arrogant air.
☞ Withhold information, opinions and feelings.	☞ Be able to disclose information, opinions and feelings.	☞ Conceal information, opinions, and feelings.
☞ Be an ineffective listener.	☞ Be an effective listener.	☞ Be in ineffective listener.
☞ Be indecisive.	☞ Initiate and take clear positions.	☞ Dominate.
☞ Apologize, avoid, and leave.	☞ Approach with skill.	☞ Be loud, abusive, blaming and sarcastic.

* Adapted from Robert E. Alberti and Michael L. Emmons, *Stand Up, Speak out, TALK BACK!* (New York: Pocket Books, 1975), p. 39. Reprinted from: Colleen Kelley, *Assertion Training: A Facilitator's Guide*. San Diego, Calif: University Associates, Inc., 1979. Used with permission.

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USEFUL ASSUMPTIONS ABOUT CONFLICT

1. Conflict is a natural part of life. Conflict is the result of differences.

2. Resolving conflict effectively means arriving at a solution that most fully meets the needs of all parties. The best method of attaining a workable solution is to work on it together.

3. When attempting to settle conflict, it is most productive to focus on the issues or difficulties in the present and move toward the future. Dwelling on the past frustration or hurt is not a useful method of resolving conflict.

4. There are solutions to most problems. However, we may not be aware of the "best" solution at a particular moment in time.

5. Many people stay in problem situations because of feelings of low self-esteem. Personal initiative is necessary to raise self-esteem and participate in resolving conflict.

6. While resolving conflict is an art, learning to live with conflict is also an art. All conflicts cannot be resolved.

7. If you absolutely believe a solution is not possible in a specific situation, then direct your attention to caring for yourself.

Employee Performance Questions

1. What are the incentives for an employee to perform well?

2. How are your expectations about employee performance communicated to your employees?

LISTENING SKILLS

1. ACKNOWLEDGE: Let the person know you are listening by looking at them, nodding your head, paying attention, showing interest in what they are saying.

2. PARAPHRASE: In your own words, re-state what you think they have said to you. See if you understand what they are really saying.

3. REFLECT: Like a mirror, say what you think you saw and heard them say.

4. CLARIFY: Ask questions if you are confused or need more information to understand what they are saying.

5. SUMMARIZE: Let them know what you understand, summarize what you think they have been trying to tell you. If they don't agree with your summary, ask more questions, reflect, clarify, paraphrase - until you can summarize what they've been trying to communicate to you. Don't assume you know!

EARS   EYES

聽

                                        UNDIVIDED
                                        ATTENTION

                                        HEART

The Chinese Characters
that make up the verb "to listen."
Tell us something about this skill.

GUIDELINES FOR ACTIVE LISTENING

Encourage: Look at the other person. Make eye contact if appropriate. Remember that some people like direct eye contact, while others find it to be uncomfortable or a sign of disrespect.

Do NOT:	argue	accuse
	blame	insult
	interrupt	moralize
	threaten	lecture
	judge	solve the problem
		tell them what to do

Clarify what the speaker has said by asking questions.

Restate in your own words what you have heard. By doing this, you let the speaker know that you have heard and understood what is being said.

Summarize: Pull all the information together - both the facts and feelings. This is especially important when there are several important points being made.

Respond to feelings.

Make Statements of acceptance, understanding, and appreciation.

I - Messages:

I feel _____ (state feeling)

when you _____ (describe behavior)

because _____ (describe the effect the behavior has on you)

What I need _____ (what would make the situation better for you)

COMMUNICATION VALUES AND STYLES

1. The person with whom I have the most enjoyable discussions is _____. The discussions are enjoyable because . . .

2. The one person I have the most difficulty having discussions with is _____. The reason why it is do difficult is because . . .

3. Based on the way I communicate, I believe people perceive me in this way . . .

4. Most of the time what I would like to communicate to people is that I am . . .

5. In discussions I usually talk (more/less/same/don't know) than the other person.

6. When having a conversation or discussion I dislike it when people do the following:

7. I am most likely to get into an argument or heated discussion when . . .

Effective Feedback

Feedback, to be useful, should do <u>at least</u> one of the following:

1. Help the receiver perform better.
2. Help solve a problem.
3. Improve or maintain relationships.
4. Motivate.
5. Respond to a need or a request of the receiver.

Feedback: whose issue?

1. When having a strong reaction to someone else's behavior, get clear about your feelings.
2. What exactly is sparking your reaction?
3. Accept the possibility that this may be <u>your</u> issue as well.
4. Own your part of the equation.

Giving feedback

1. Communicate acceptance of the receiver.
2. The focus of the feedback should be on it's value to the receiver, not on making you feel better.
3. Give the feedback as a behavioral description, not as a judgment.
4. Provide clear, timely, and specific examples.
5. Give feedback as close to the time of the incident as possible.
4. Check out your perceptions/ assumptions. Avoid interpretations.
6. Deal with the person's reaction to what you are saying, rather than trying to convince or reason. Don't try too hard to be <u>right</u>.
7. Don't expect them to change; feedback is a gift.

Receiving feedback

1. Listen undefensively.
2. Do not try to decide right away if the person is right or wrong, simply try to understand.
3. Ask for examples if they are not forthcoming.
4. Accept the feedback as that person's perception, no more, no less.
5. Ask them if they have a need for some kind of response at a later time.
6. Use what fits for you, let go of what isn't useful.
7. Say "thank you."

"I-Messages"

I feel _____ (state feeling)

when you _____ (describe behavior)

because _____ (describe the effect of the behavior on you).

What I need _____ (state what would make the situation better for you).

Steps for Problem Solving

1. Find a good time and place to talk.

2. State the problem (both parties have an opportunity to do this) and include:
   a. what happened
   b. focus on the problem or behavior, NOT on the person
   c. be a good listener
   d. know why this is important to you. what concerns you about this conflict?

3. Summarize what the problem is

4. Brainstorm solutions

5. Choose a solution and set a time to evaluate it. Did it work?

6. Try the solution

Possible Scenarios for Practicing Conflict Resolution

Below are brief role play scenarios:

These were used in two different sessions with two different topics
1. Discussed recognizing and intervening in a potential conflict situation sooner, rather than ignoring it and hoping it will go away.
2. Discussed what the role of supervisor means and how to give employees feedback.

Scenarios
1. An employee comes to work smelling of alcohol

2. An employee with an attendance problem (coming late, or not coming at all)

3. An employee is a personal friend and his / her performance is slipping

4. Worker making personal phone calls on company time (not just during break and lunch)

5. Worker constantly complaining to you and to others about another worker

6. One worker isn't producing as much as the others in the department, not carrying their weight; you and others have noticed this

7. Worker constantly stretches out (by several minutes) breaks and lunch time

8. Work doesn't get done at night, the day shift doesn't understand why, and is upset about their resulting additional workload.

9. Worker has an 'attitude' that rubs you the wrong way (e.g., negative and complaining, sarcastic)

10. Worker with a temper disregards you, your rules and the constructive feedback you have given him or her in the past

LEAD

Work *was* getting done in your department on time. Lately there have been bottlenecks occurring, about 2 to 3 times a week, and at certain times of the day. So now the work is *not* getting done on time.

You think you have some ideas about what's causing the problem, but you are not sure. What you do know is that other leads are noticing your bottleneck problem - and so is Chuck.

WORKER

Until recently, your department was getting its work done on time. Lately, there have been bottleneck problems and often they happen around you.

What are some legitimate reasons that could cause this bottleneck problem?

(In the roleplay, force your supervisor to listen to what you have to say!)

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* Worksheets are sorted by title, to facilitate finding the title you need in the bibliography.

Workplace Training Project

Course Title: Production Document (Flyer) Reading

Course Description:
The instructor designed the course to help workers understand and work effectively with the production flyers used to detail production requirements for manufacturing various wood fixtures. Instruction included reading simple blueprints or drawings, understanding the process description, reading bar codes, using tapes and other measurement devices, and making necessary calculations to figures. Another skill was to infer information that might not be on the flyer itself.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Read and understand drawings on production documents (flyers).

2. Analyze and interpret information on production documents (flyers).

3. Improve their speed and accuracy with whole number calculations.

4. Improve their understanding of fractions.

5. Improve their speed and accuracy in calculations with fractions.

6. Notice details and to decrease careless errors.

7. Read measuring devices accurately: tapes, calipers and micrometers.

8. Understand bar codes.

Student Population:

The original class had fourteen participants who worked for a wood fixtures manufacturing company. Most had worked there approximately one year, although a few had three years of experience. Some were temporary workers. All participants worked with the flyers, but most had a limited understanding of the information on the flyers and of how to use that information.

The instructor taught two other classes later during the project, a day shift class that had five participants and a swing shift class with eight participants. Most of these participants were either temporary workers or recently hired workers who had previously been temporary workers, although a couple had been with the company a year or more. As with the previous class, all had worked with the flyers, but most had limited understanding of the information on the flyers and how to use it. In fact, a couple of participants had received "write-ups" about inaccuracies in their work and attended the class in part to learn to avoid these inaccuracies.

An additional note: most of the participants from one shift were "strongly encouraged" by their supervisor to be in the class, which seemed to produce some resentment and resistance to the class. This group proved quite vocal and often somewhat scattered and unfocused in their approach to things in general. Still, they showed genuine interest in learning more about the flyers and other related information. Though addressing these issues required the instructor to give significant attention to refocusing the group on the accomplishment of course objectives, in the end this class worked quite well.

Class Environment:

The first class met in the lunch / break room at the factory. Though reasonably spacious, the room was noisy, and the instructor felt that she must shout in order for everyone to hear what she said. Employees took breaks in this room and their entry, conversation, and pop buying naturally caused some disruption. Also, people who biked to work parked their bikes in this room. Since class was at the end of a shift, the coming and going of bicyclists resulted in many interruptions during the class. Finally, hearing was made difficult by the fact that the picnic tables and benches not only took up a lot of space, but they required people to face different directions. Despite these constraints, the class rapport and class interaction were good.

Later classes met in a smaller, air-conditioned conference room that included a dry erase board, an overhead projector, one central table, and comfortable chairs. The main drawback of this room was its small size, which made the room feel crowded with only seven or eight people around the table. The limited space sometimes made it difficult for the instructor to get close enough to participants to interact personally and see what each one was doing.

Course Title: Production Document (Flyer) Reading

Instructional Techniques: ✔

☐ Multi-media	✔ Small group	✔ Cooperative learning
✔ Lecture	☐ Computer-aided	✔ Assignments
✔ Individualized instruction	☐ Simulation	☐ Peer tutoring
☐ Role-playing	☐ Project	✔ In-class practice
Other:		

Production Document (Flyer) Reading

Syllabus of Course Activities:

I.   Introductory paper work

II. Learning to learn activities as related to production document (flyer) reading
     such as: reading, instruction following, using reference materials, problem solving

III. Learning to read and understand the information found in the header of the production
     document (flyer)

IV. Learning to read and understand the specifications found in the drawing section of the
     production document (flyer)

V.   Understanding and computing with fractions as required by the production document
     (flyer)

VI. Evaluation and concluding activities

Course Title: Production Document (Flyer) Reading

Activity: I. Introductory Activities

1. Participants completed the LCC registration forms and the project's course enrollment forms.

2. The instructor previewed the content of the Flyer Reading Skills course.

Resources and Materials Needed:

- Logo Worksheets

- LCC Forms

- Grant Forms

- Individual Learning Plan Form with course objectives

- # # *"Ground Rules"* adapted by Mary Mayfield # # (Copy of this in Basic Math curriculum)

- *"Flyer Reading Skills Preview"* Pre-test

Description of Instruction:

1. Participants completed LCC registration forms and other project-related forms.

2. Instructor led a discussion of the course objectives and invited participants to add other objectives.

3. Participants completed Individual Learning Plan Form.

4. Instructor gave participants the *"Ground Rules"* handout, answered questions, and led a discussion about what the expectations and assumptions of the class would be.

5. Flyer Reading Skills Preview: participants took a pretest to assess their current understanding of flyer instructions.

Performance Assessment Methods and Results

- *"Flyer Reading Skills Preview."* This test assesses whether or not a participant can read and understand some basic information from a production document (flyer).

Comments:

- The class completed paperwork during class time, and a class discussion included such course concepts as paying attention to details, understanding instructions, using intuition, working together, and other related concepts.

Activity II: Learning to Learn as Related to Flyer Reading

1. Throughout the course, the class used activities that helped participants think about and develop skills in:

   - paying attention to detail
   - following directions,
   - problem-solving,
   - decoding information,
   - organizing information,
   - thinking logically

   Many of these activities took place at the beginning of class sessions as warm-ups. A number of them are grouped together in this section to facilitate finding them, not because they form a separate instructional unit.

2. Participants "read" familiar logos from incomplete information.

3. Because listening and direction following were a key focus of the course, throughout the class, the instructor used activities which required participants to listen and then follow instructions.

Resources and Materials Needed:

- # "*Market Slices*" <u>Games Magazine Presents: Will Shortz Best Brain Busters</u>, Will Shortz, Random House Publishing, New York, NY, p. 11, 1991.

- # "*A Traditional Beginning*" source unknown.

- # "*Concentrate On What You Know*" Mary Mayfield, Instructor, Lane Community College, 1996.

- Sets of clues for "*Martian for Beginners: 1. The Landing*" from <u>Get It Together: Math Problems for Groups</u>, Grades 4-12 Published by EQUALS, Lawrence Hall of Science, Berkeley, CA 1989.

- "*Official Sweepstakes Prize Status Report*" or other similar materials.

- # "*Not So Traditional*" Mary Mayfield, Instructor, Lane Community College, 1996.

\# - A copy of the marked handout is in the **Handout** section of this curriculum.
\# \# - A copy of the marked handout is in the **Handout** section of a different curriculum.

Course Title: Production Document (Flyer) Reading

- *"Visual Puns"* from <u>Super Word Tricks</u>, compiled by Sonia Black & Pat Brigandi, Scholastic Inc., New York, NY, 1989. (Three of these are included in Description of Instruction below.)

- # *"Which One Differs?"*, <u>Aftermath IV</u>, page 41, Dale Seymour, Verda Holmberg, Mary Laycock, Bob Larsen (cartoonist), Ruth Heller (designer), Creative Publications, 5623 W. 115th Street, Worth IL 60482-9931 1975. (There are 2 or 3 such activities in each volume, any of which would be equally appropriate.)

- One or more sets of directions to be given orally for participants to follow to produce a drawing.

Description of Instruction:

1. As an introductory activity, the instructor gave participants a worksheet with incomplete logos, and they tried to identify the logos. After five to ten minutes, the class discussed what clues and what thought processes they used to figure out these logos. The instructor then explained that working with the company's production sheets (flyers) or other unfamiliar information may require gaining as much information as possible from limited clues. As with the incomplete logo activity, participants needed to pay particular attention to detail or use other techniques similar to what they used to "decode" the logos in *"Market Slices."*

2. Participants took five to ten minutes following the directions on the *"A Traditional Beginning"* worksheet. They did this activity individually; then the class discussed the steps, the process, the mistakes, the answers, etc.

3. *"Concentrate On What You Know"* is a set of rather weird questions written and compiled by the instructor. It encouraged participants to sift through the given information to find what was important and useful, and to discard what was irrelevant. Participants worked through these questions individually. This activity was a good vehicle for discussion of problem-solving and of information processing. Part of the goal of the activity was to get participants talking about how they processed information. Another goal was to promote the realization that it is important to be able to distinguish relevant from irrelevant information. By recognizing and understanding the relevant information, one does not need to understand <u>all</u> of the information.

4. Participants worked in groups of four or five on the *"Martian for Beginners"* activity, which addresses the use of logic, recognizing and organizing information, and the structure of language. The class used this activity for the following reasons:

   - To offer some experience and practice in group problem-solving.

   - To provide an opportunity to use logic to move from the known to an understanding of the unknown.

   - To give an opportunity to recognize, organize and understand information that at first sight makes little sense.

- To suggest that participants might use similar skills to "decode" information from flyers that, at first glance, seemed confusing or hard to understand.

- To have fun.

Each person in each group had a different clue to use to solve the problem. The problem was included in only one written clue, so only one person knew what problem the group needed to solve. Instructions for the activity were basic (and hard for people to follow): each person is responsible for reading his or her clue to the group and making sure that that information is accounted for in the solution, but ... each person is NOT to show the clue to anyone, and other people are not to copy a clue as it is read.

5. The following visual puns were part of an opening activity in the flyer reading class. The instructor wrote the visual puns (such as 3 square meals a day, scrambled eggs, 2 eggs over easy, chop suey and apple turnover) on the board. When most had been identified, the class members discussed what clues they used to figure out these visual puns. Since the instructor presented the puns on the board with only limited instructions, participants also discussed how they might give instructions for this activity. They described how they would explain to someone else what the task was and how the task might be accomplished. (There are many, many of these puns to choose from.)

GGES   EGSg   GegS   seGG

ME AL	ME AL	ME AL	DAY

SU   EY

Such puns were used in the class to:

- encourage people to look creatively for information that might not be immediately obvious.

- practice thinking in terms of what you do know instead of getting stuck in "don't know."

- consider the possibility that when a flyer or work order seems unclear, a good first step might be to look with an open mind for "hidden" information.

- think about how to give clear instructions.

- have fun.

This activity encouraged participants to visualize what was needed rather than what was there (these particular visual puns came from Super Word Tricks). The activity also gave participants practice and faith in their own ability to figure things out. This approach was important because to figure out what flyers required, many times people needed to work from bits of information that they knew to try to make inferences about information that they did not know. Since occasionally pieces of information were left off the flyers, the skills of inference and decoding were important to figuring out what needed to be done.

The instructor also wanted participants to recognize situations in which the best thing to do was to ask someone for clarification.

6. *"Which One Differs"* was a warm-up activity dealing with paying attention to detail. It introduced a discussion and other activities on the topic.

7. "*Official Sweepstakes Prize Status Report*" was a warm-up activity to stimulate discussion about reading for detail and not jumping to conclusions.

8. "*Not So Traditional*" was another direction following activity. It asked participants to read all instructions before beginning, and the final instruction told them skip most of the other steps.

9. The worksite advisory team requested that participants work on following oral directions, and one of the last activities in the class was one effort to honor that request. In this activity, the participants drew something based on oral instructions and then saw how closely their drawings mirrored the instructions.

Performance Assessment Methods and Results:

- "*A Traditional Beginning*" and "*Not So Traditional*" were somewhat self-assessing in that the results made it clear whether or not participants followed instructions. The subsequent discussion helped determine where mistakes occurred. The final drawing activity served a similar purpose.

Comments:

- Almost everyone got an answer independently for at least one of the visual puns. Participants had some trouble thinking of clear instructions for the activity, but it still presented a good thinking and discussion process.

- The language emphasis of the Martian Landing activity proved difficult in two ways. First, most participant's recollection or understanding of the grammar concepts involved (noun, verb, adjective, suffix, declarative, interrogative, etc.) was minimal. This limited knowledge of grammar concepts meant that participants were slow to approach the problem, even when the concept was explained in the problem. Secondly, one non-native participant with limited English language skills, found the information too complex. Still, the groups were successful in solving the Martian Landing problem and some useful thoughts came up in the process--such as:

  - sharing information to help someone understand their part of the problem,

  - recognizing that the information needed to understand unfamiliar terms may be given in the context of the situation,

  - learning the importance of a finding a workable place to start

Course Title: Production Document (Flyer) Reading

> ## Activity III: Learning to Read and Understand the Information Found in the Header of the Flyer

1. The class viewed and discussed the company product advertising video.

2. Participants discussed and tried out some ways of explaining this task to others. This discussion was a way of beginning to look at tasks in an organized manner.

3. Participants worked in groups of three or four to come up with consensus answers to the flyer reading pretest questions.

4. Instructor focused on making sure participants understood the types of information carried in the top inch of the flyer.

5. Participants learned to compute using units of time so that they could estimate job completion times.

Resources and Materials Needed:

- Company product advertising video, or other comparable materials appropriate to the workplace

- Blank copies of pretest

- List of important terms pertinent to the manufacturing process

- Company product advertising catalog, or other comparable materials appropriate for describing the products manufactured by the company

- # *"Part # _ _ _ -"* handout, Mary Mayfield, Instructor, Lane Community College, 1995.

- # *"Part Number Worksheet"* Mary Mayfield, 1995.

- # *"Time Practice"* worksheet and examples of different ways to figure calculations involving time. Mary Mayfield, 1996.

Description of Instruction:

1. The instructor showed the company product advertising video. The first part of the video gave an overview of the company which proved particularly useful to participants new to the company and for those who had worked in just one area of the company. The video used much of the process vocabulary used in the header of the flyer.

   The second part of the video showed a wide variety of products, identifying them by their product number (which was a good introduction both to products and to the logic of the part numbers). The instructor stopped the video after the first part to discuss the different work areas shown and the vocabulary used. She also stopped the video often in the second part (usually just after the part number flashed on the screen) to talk about information given in the part number. Class members also talked about different product accessories or add-ons, and about the processes mentioned.

Course Title: Production Document (Flyer) Reading

2. Participants met in groups of three or four to work on the pre-test. Each group received one or two copies of the pretest so that all members could read it easily. The instructor asked each group to reach consensus about correct answers. After completing this step, the class compared answers and determined correct answers.

3. The instructor focused on making sure participants understood the types of information carried in the top inch of the flyer. To gain this understanding, participants had to be able to find or identify such items as:

   - the work order number,
   - the part number,
   - the due date,
   - the rough size

4. The instructor helped participants acquire the necessary vocabulary for understanding the flyer. She passed out lists of vocabulary, and in small groups, participants developed definitions for the listed vocabulary. After class, the instructor wrote up the definitions and handed them out at the following class session. If there were words that no one in the room knew, the instructor would assign that term to someone to research for the next class.

5. In the part numbering system, the first three letters in the part number each generally had a specific function. Participants usually could identify the type of product and the material from which it was made using those numbers. The instructor compiled a handout summarizing as much of this information as she could glean (*"Part # _ _ _ -"*). Then, she made a worksheet (*"Part Number Worksheet"*) that asked participants to find samples of the products in the catalog. Participants usually worked together on this exercise.

6. The flyer stated how long each step in production should take. A lot of people did not know how to work with times such as minutes, and seconds. For instance, if they knew how long each item in a run should take, they could not accurately determine how long it would take to do the full run of the items. The class had some discussion and lecture about units of time and computing with them. The instructor then gave each participant the hand-out *"Examples"* (which shows several different ways of computing with units of time) and asked each to choose a method that participants understood. They then used the worksheet *"Time Practice"* to try out these computational skills.

Performance Assessment Methods and Results:

- The instructor paid attention to how participants talked about their problem-solving processes.

- The instructor observed group interactions and problem-solving processes.

- The instructor noted whether or not the groups came up with consensus answers and the accuracy of these answers.

Course Title: Production Document (Flyer) Reading

- Re-doing the pretest in groups was a great activity. All the groups were really interactive. Everyone learned something. In some groups considerable discussion took place about the answers; in others, the group seemed to rely on someone whom they considered an "expert." All groups had consensus on their answers and most of them were right.

- The instructor observed how participants chose a method for computing time and which methods they chose. Some participants found choosing a method confusing and preferred being given a standard approach. When participants seemed confused, the instructor spent some extra time explaining one or more of the methods and helping them choose a method they could understand and use. It was also important that participants understood that they just needed to work with one method and, therefore, did not need to understand all of the methods.

Comments:

- The video offered a comfortable way for participants to begin the class sessions. Everyone seemed to appreciate the overview of the company and to gain at least some new information from the video, and it was a good lead-in to much of what we would cover later. The instructor had never seen a flyer until shortly before starting this class, so organizing and goal setting was a real challenge. Both participants and instructor grew as they went along.

- To help participants learn the flyer vocabulary, the instructor gathered vocabulary from hundreds of documents (flyers) and made worksheets based on this vocabulary.

- Working with time concepts was not a high priority with participants or for the company, so the work there was quite limited.

- Although the company didn't originally see understanding the part number codes as a high priority, virtually every participant was confused by the part number and wanted more information on it. The part numbering system for this company had been evolving over several years and had only recently come into its current form. This evolution meant that not all part numbers were consistent. Still, there was a great deal of structure and consistency--enough that the instructor could compile some helpful resources and activities for the participants.

- Combining the work on part numbers with the visuals of the products presented in the video and the company catalogue proved quite useful to participants. They began to feel that they could look at a part number on a flyer and have enough understanding to make their work easier.

> **Activity IV: Understanding and Computing with Fractions as Required by the Flyer.**

> **NOTE:** This class was offered at the same company as the Fractions and Measurements class; therefore, many of the activities described in the *Fractions and Measurement in the Workplace* curriculum were used in this section. For specifics, please turn to that curriculum. Others of those activities might be appropriate or useful for different groups or for similar contexts of instruction.

1. The instructor gave a diagnostic test on computing with fractions.

2. Participants worked on adding and subtracting fractions.

3. Participants worked on multiplying and dividing fractions.

4. Participants practiced estimation to develop a sense of reasonable answers.

Resources and Materials Needed:

- # # *"Diagnostic"* test on computing with fractions # # (Copy of this with Fractions and Measurements in the Workplace curriculum.)

- Contemporary's Number Power 2 Jerry Howett, Contemporary Books Inc., Chicago, IL 1988.

- *"Practice with Holes"* Mary Mayfield, Instructor, Lane Community College, 1996.

Description of Instruction:

1. Participants took the *"Diagnostic"* test to give themselves and their instructor some idea of what they remembered about fractions.

2. The class used a tape measure math to compare fractions. See the *Fractions And Measurement in the Workplace* curriculum, Activity II, Working with Tape Measures and Measurements, for specific activities.

3. Participants added and subtracted fractions. See the *Fractions And Measurement in the Workplace* curriculum, Activity III, Making Sense of Fractions, for specific activities.

4. Participants multiplied and divided fractions. See the *Fractions And Measurement in the Workplace* curriculum, Activity IV, Computations with fractions, for specific activities.

5. Participants worked with word problems, both practical, generic samples and work-specific samples. See the *Fractions And Measurement in the Workplace* curriculum, Activity V, Workplace production problems using fractions, for specific activities.

- A copy of the marked handout is in the **Handout** section of a different curriculum.

6. The instructor created *"Practice with Holes"* based on drawings like the one shown below For each diagram, three of the following dimensions were given: length of the part, distance from center of end hole to end, diameter of holes, center-to-center distance between holes. Participants were then asked to figure the fourth dimension. This was one way of practicing with fractions skills and working with the vocabulary and other skills required for flyer reading. It was also designed to help participants realize and visualize the fact that the number of spaces between a given number of holes is always one less than the number of holes--so that when they need to place a series of centered holes in a given distance, they must divide the distance by the number of spaces between the holes, not by the number of holes. This was a difficult concept for many participants.

The instructor used a number of warm-up activities that got at the same concept. One of these was to write the following question on the board and then discuss the answers. Question: When cutting firewood, John can make one cut per minute. How long will it take him to cut a 10' log into 1' lengths?
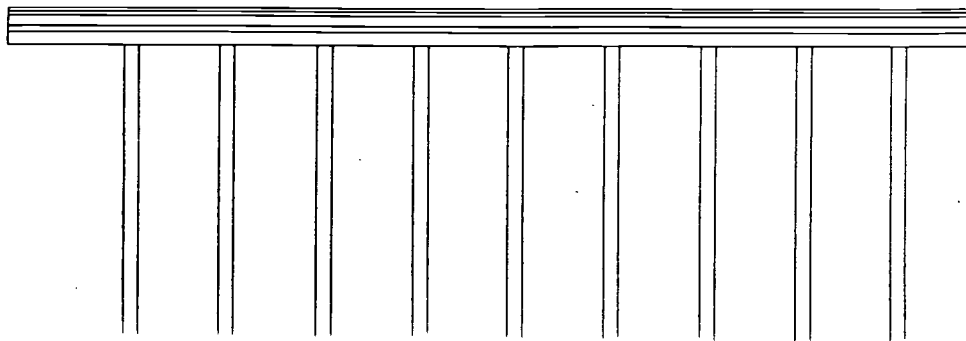
Comments:

- The instructor presented some of the fraction work as an independent instructional unit, but she included work with fractions throughout the other units as necessary.

- The first priority for this material was that participants understood fractional parts, especially as they relate to using a tape measure.

- The second priority was being able to add and subtract tape measure fractions accurately and with some efficiency (either with common sense, on their tape, or arithmetically).

- The class did less with multiplication and division of fractions because participants had less need for these skills on the job.

Course Title: Production Document (Flyer) Reading

Activity V: Learning to Read and Understand the Specifications Found in the Drawing Section of the Flyer

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1. The instructor designed group activities which caused participants to look closely at the flyers.

2. The instructor designed group activities which allowed participants to pool their expertise to understand what they could on their own, and which then allowed them to obtain further information from the instructor or, in some cases, from company "experts."

Resources and Materials Needed:

*   # *"Understanding Flyer Diagrams"* Mary Mayfield, Instructor, Lane Community College 1996 (Sample page included.)

*   Copies of drawings for similar (but significantly different) parts - and slips of paper with the part number, the part description, and the finished size of the part written on them.

*   Company product catalog, or other similar materials describing company products

*   # Worksheets on flyers, Mary Mayfield 1996. (As an example of the type of material the class worked with, one worksheet, *"Continuing Flyer Practice,"* is included with the curriculum.)

*   "Mock" flyers with mistakes

*   Overheads of more complex flyers

*   Post-It notes, or similar "sticky notes"

Description of Instruction:

1. The instructor compiled a number of basic drawings from various flyers to create an activity she called *"Understanding Flyer Diagrams."* She then wrote on "post-it" notes a selection of phrases that applied to these diagrams, such as:

    *   "This hole is 10-3/8" from the edge"
    *   "This measurement is critical"
    *   "This hole is 1-7/8" from the top"
    *   "This indicates which direction the fiber of the wood runs."

    Participants worked in pairs to place the "sticky notes" in an appropriate place (sometimes more than one correct possibility existed). Then the whole class shared their results and their reasoning.

2. From the flyers, the instructor compiled six drawings which were similar but which also contained significant differences. For each of those drawings, she made a list (in a large font) of the part number, the part description, and the finished size of the product. She cut the parts of this list apart and mixed them up. In pairs, the participants tried to match

the part numbers, etc. with the appropriate drawings. As with earlier exercises, the whole class shared results and reasoning.

3. The class used a company product catalog to identify parts and connect them with a particular flyer. The catalog helped participants understand what the part on the flyer was and what it looked like. Another good technique would be to bring in a part connected with a flyer so that participants could become more familiar with how to identify and determine if they had the right part associated with the flyer. The worksheet "*More flyer practice*" gave participants more experience in understanding what was being asked of them by the flyers.

4. The instructor went through flyers looking for basic things that would be easy to understand. She also looked for concepts that repeated in several flyers. For some classes, she composed questions to go with several flyers, assigning matching numbers to questions and flyers. She made multiple copies of these flyers and questions for use in class. "*Continuing Flyer Practice*" is an example of this process. Question #1 goes with the flyer labeled #1; Question #2 goes with Flyer #2 and so on. Class members formed small groups to work with the flyers and their questions. Once each group figured out the answers to the questions, the whole class got together to see if they agreed on the answers.

    The instructor made up several worksheets and used the above process frequently to help participants improve their ability to read and understand the flyers. During the activity, she acted as a facilitator in figuring out what the flyers were all about, allowing the class to come up with the factual information.

5. The instructor created overheads for some of the more complicated flyers so that the class could more easily focus on the same thing at the same time. Using the overheads, she led class discussions about various aspects of the flyers. She might begin by asking "Is there anything here you have questions about?" and then move into specific questions concerning areas about which she thought participants needed more information.

6. Several times the instructor asked a company representative to make "mock" flyers with mistakes on them (these mock flyers were labeled "For Classroom Use Only" to avoid any confusion with real work orders.) Usually, she handed these mock flyers to participants and asked them to find any mistakes they could. In one instance, she made a set of questions for the mock flyer similar to those she had used on the pre-test or for legitimate flyers; then she waited to see what participants would discover.

Performance Assessment Methods and Results:

*   The activity in #6 above was a good test of whether people were double-checking their information. Often in real life (and on that "mock" flyer), information is given in more than one way or more than one place, but the mistake occurs in only one spot. Therefore, those people who double-checked their information in different parts of the flyer were more apt to find the mistakes.

Course Title: Production Document (Flyer) Reading

Comments:

- Just going through the 500-700 flyers to find out what people needed to know was very time-consuming for the instructor. Often, she also had to verify her own understanding of the flyers or get information on something she didn't know. Much of this help came from interactions with participants in class. Various "experts" within the company also offered much help when asked. All of the company experts were exceedingly cooperative and helpful.

- Since the instructor was by no means a flyer expert, the technique of designing group activities to allow participants to explore the flyers together, particularly the diagram, was a way to draw out the experience and expertise of the class members. This approach worked <u>very</u> well. Each participant knew something (sometimes quite a lot) about the flyers, reading diagrams, and related material. Because they didn't all know the same things, they were able to offer each other information and thereby build positive work relationships and improve their self-esteem. As a consequence, people's interest in examining the flyers was much higher than if the flyers had been approached through lecture. This participatory approach also created opportunities for comments and questions to arise that might otherwise never have surfaced.

Course Title: Production Document (Flyer) Reading

Activity:	VI. Concluding Activities

1. Participants completed grant paperwork.

2. The instructor gave the post-test to participants.

3. The instructor and participants exchanged feedback concerning the class.

Materials and Resources Needed:

- Grant forms

- Post Tests

- Individualized Learning Plans (with Part 1 already completed)

Description of Instruction:

1. Participants completed the paperwork for the grant

2. Participants took the post-test

3. Participants completed the Individualized Learning Plans

Performance Assessment Methods and Results:

- The instructor gave the participants an opportunity to review their progress based on the pre and post test results.

- Participants also had a chance to provide input to the instructor on the quality of the class.

Course Summary

Background:

The Job Task Analysis report indicated that the majority of reading problems arose when employees interpreted work order flyers. The focus groups identified three types of problems related to work order flyers: reading and interpreting the blueprints, understanding process descriptions and abbreviations, and paying attention to detail. These problems occurred more frequently during periods of heavy orders.

Expectations:

Company:

The plant superintendent stated the need for employees to understand and use work orders correctly. He specified that employees could avoid significant mistakes if they knew more about reading diagrams, understood processes better, and paid more attention to detail. Developing training in this area took a considerable amount of time for both company personnel and the instructor to establish the necessary skills for employees to learn.

Learner:

Most employees who participated in the class were either new hires or temporary employees. These groups needed to realize fully the importance of understanding work orders to doing the job efficiently. In addition, during the grant years the company hired many Latino employees. This group benefited from a class that combined English skills and the production document reading.

Instructor:

The instructor needed to become knowledgeable about the work orders used at the company in order to develop a customized class. She needed to understand, organize, and present a great deal of information so that the class would be useful to participants. The basic skills relating to the work orders included understanding diagrams and vocabulary, using basic fraction skills, and decoding information and paying attention to detail. Teaching these skills as they related to the company work order presented the challenge.

Evaluations:

Company:

The company offered the production document reading class three times over three years. The first class included mostly new hires (temporary workers hired on as permanent); the

second class included Latino employees who worked on English skills as well as production reading; the third class included mostly temporary employees who had been with the company a short time.

Learner:

Participants not only learned about work orders but also about the many products produced and the different kinds of work done at the plant. Participants valued what they learned about the products and about the component parts of the products. A reference tool, developed as part of the class, helped participants to understand the codes used at the company.

Instructor:

Making the class as interactive as possible worked well. Participants learned from each other, and participants and the instructor shared information as well. In addition to work orders used at the company, instructional materials included the company video and product catalog.

HANDOUTS

Work Order # 18924+1   **Part # EOM-2060-OB**   *SAMPLE*   ISSUED: 08-28-95

DUE: 09-08-95

REVISION DATE: 06-16-93   LEAD: _____   ELITE OAK MIRROR OAK BACKING   MINIMUM: 7   RUN: 16

Rough Size: 1/4" OAK PLY   Finished Size: 1/4" X 19-15/16" X 59-15/

STATION		PROCESS DESCRIPTION	AMOUNT STARTED _____	MIN/SEC	RUN	REJ	EMP
‖‖‖‖‖‖‖	335	Rip and cut to 19-15/16" x 59-15/16"		2:00			
‖‖‖‖‖‖‖	530	Finish sand if needed		1:15			
‖‖‖‖‖‖‖	601	Send to Lacquer Room		3:00			
	INV	Send to Packing					
‖‖‖‖‖‖	R	THIS IS THE REJECT STATION					

Flyer Reading Skills Preview
Work Order # 18924+1

Please make your answers to the following questions as complete as possible.

1. What product will result from doing the work described on this flyer? (Identify the item in more than one way if possible.)

2. What type of material will it be made from?

3. What rough size of the material you will use to produce this product?

4. How many of the finished product can you make from each piece of rough lumber?

5. Who should you ask if you have questions about the process?

6. If you were first given this flyer on Tuesday morning September 5, how many days will you have to complete the order?

7. How many of these do you absolutely need to produce?

8. Approximately how long should it take to sand the total run of items produced from this flyer?

MARKET SLICES

These days you never know exactly what's in your favorite products at the store. You have to read the labels carefully. The same goes for the products' names. Below are 16 words taken from well-known commercial logos. How many of the products can you identify? For example, the word LOG in #1 is from KELLOGG'S.

1. *log*	2. RACE	3. ills
4. chic	5. OGRES	6. MUCK
7. FEAT	8. harm	9. pica
10. RING	11. rill	12. wee
13. SHE	14. bell	15. ale
16. ride	17. rān	18. HEAT

"A Traditional Beginning"

If you follow the directions exactly, your starting word will turn into a word that has a relationship to it. Rewrite the word with changes as directed in each step and work each step with the word as it was changed on the previous line.

1. Your starting word is **TRADITIONAL.** Write it in the space.

2. Arrange the letters in alphabetical order, eliminating all duplicates.

3. Add the 22nd letter of the alphabet to the beginning and the end.

4. Move the 4th and 6th letters of the word to the beginning (same order).

5. Drop the 6th and 8th letters.

6. Replace the 5th letter with the one that follows it in the alphabet.

7. If the 19th letter of the alphabet is in the word, write the letters **YES** between the 2nd and 3rd letters; if not, write **NO** there.

8. If there are two vowels that are the same, replace the 2nd one with the last vowel that precedes it in the alphabet.

9. Reverse the order of the 8th and the 9th letters.

10. Move the 7th letter to the end.

Answer the following questions as accurately as you can. Try not to spend lots of time on any one question.

1. At Zachrina's furnapia there are 17 pakiderms. Jotharan has 21 pakiderms at her manseleon. If all of these pakiderms are transported to a now-empty wattorium, how many pakiderms will be living in the wattorium?

2. Often in mathematics, a raised dot is used between numbers to indicate multiplication. In that case, 6 • 5 • 4 • 3 • 2 • 1 • 0 would equal what?

3. Untying is the inverse of tying. Unbuttoning is the inverse of buttoning. Subtraction is the inverse of addition.
Does stacking a pallet have an inverse?
Does drilling a hole have an inverse?
Does multiplication have an inverse?

4. In Martian "mrocl" means a workplace and "bo" indicates some form of the English verb "to be" (such as it is, they are, etc.). If "lak" at the end of a Martian sentence makes the sentence negative (rather like English or Spanish sentences beginning in "No"), translate the following Martian sentence into English: Bo mrocl lak.

5. Spanish is not at all like Martian. In Spanish, "No" is the first word in any negative sentence. If "lunes" means Monday and "es" means "it is", translate the following sentence into English: No es lunes.

6. If d is 10, what is the value of $\pi \times d$? Use π as 3.14.

7. All of these are jetabs: 10   790   340   0
   Circle the jetabs in the following: 105   92   110   709   28460

8. All of these are possings: 34   7   106   43   61
   None of these is a possing: 104   5   30   405   51
   Circle the possings in the following: 70   81   520   1033   816

9. What is the most important thing you had to do or think about in order to solve these problems?
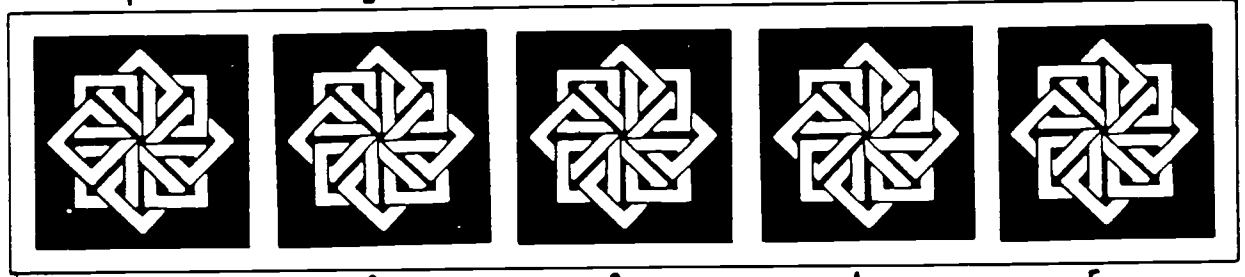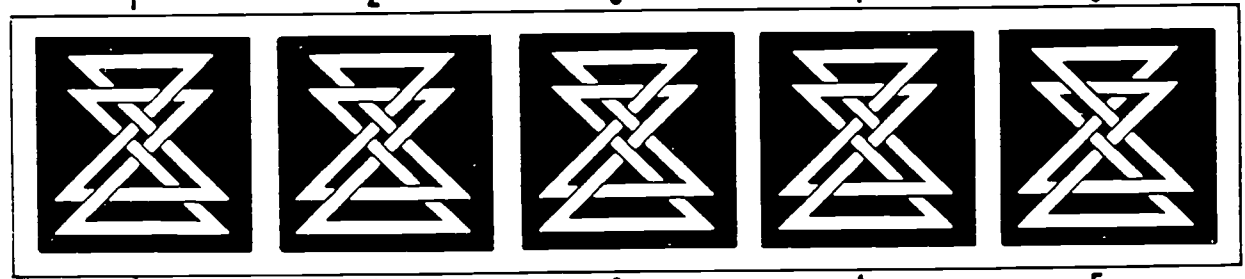
WHICH ONE DIFFERS?
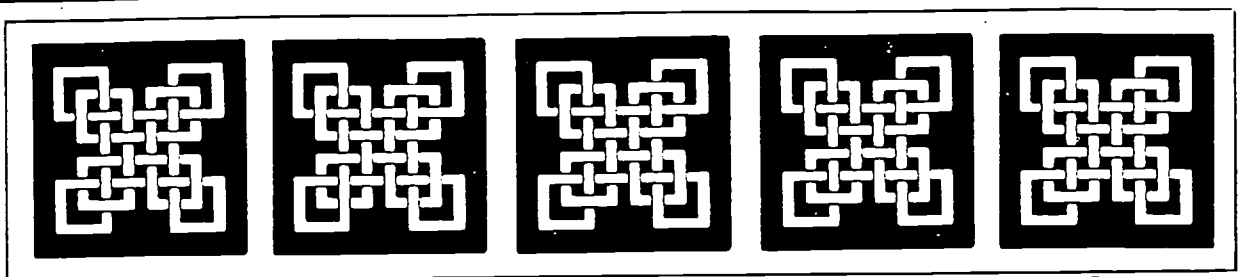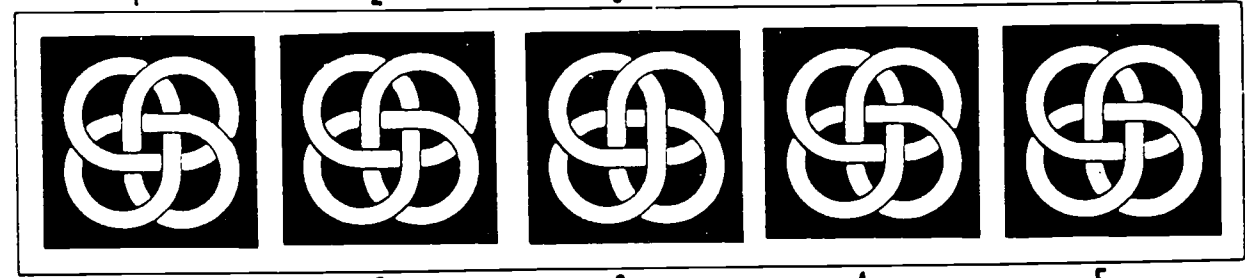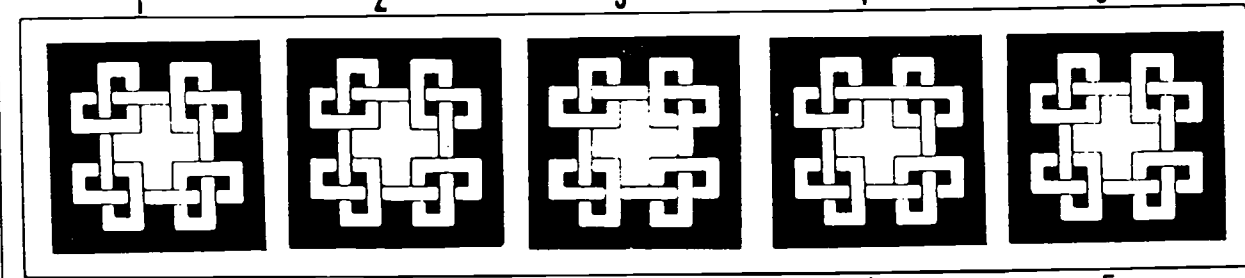
"Not So Traditional"

Below is a set of directions that will turn your starting word into a word that has a relationship to it. Read through the directions before you begin. Then work carefully, paying attention to detail. Good luck.

1. Your starting word is TRADITIONAL.

2. Arrange the letters in alphabetical order, eliminating all duplicates.

3. Add the 22nd letter of the alphabet to the beginning and the end.

4. Move the 4th and 6th letters of the word to the beginning (same order).

5. Drop the 6th and 8th letters.

6. Replace the 5th letter with the one that follows it in the alphabet.

7. If the 19th letter of the alphabet is in the word, write the letters YES between the 2nd and 3rd letters; if not, wirite NO there.

8. If there are two vowels that are the same, replace the 2nd one with the last vowel that precedes it in the alphabet.

9. Reverse the order of the 8th and the 9th letters.

10. Move the 7th letter to the end.

11. Now that you've finished reading the instructions, just follow instruction #1. Skip instructions #2-10. Now write your name in the upper right corner and fold your paper in half, concealing all instructions.

Part # _ _ _ - _
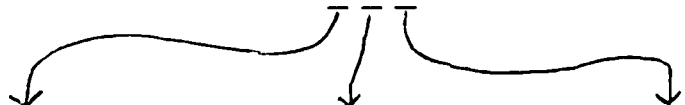
Item Category	Type of Material	Other Description
A-Adjustable	A-Acrylic	A-Accessories, A-frame, Add-on
C-Chair (Stool, Bench)	D-Douglas Fir	B-Bin, Base
D-Dowel Panel	F-MDF	C-Cabinet, Cube, Column
E-Elite	M-Maple	D-Displayer, Diamond
G-Gondola	O-Oak	F-Fitting
F-Forms, Freestanding	P-Poplar	G-Gondola, ??
K-Bookcase	*choice of material	H-Slatwall H
L-Newlock	X-Mixed materials	I-Island
M-Multi-Level		
N-Newcube, New Wall		M-Mirror, Modular, ??
R-Rotating, Reversible		N-Nesting
S-Shelving		O-Outrigger
T-Table, Tri-level		P-Pedestal
W-Wine		Q-Quad
		R-Rack
		S-SlatRail, Starter
		T-Tiered, Tower
		U-Upright
		W-Wall
		#(1, 2, ...) Number of Shelves

This is an attempt to define or clarify the elements of Newood's part numbering system to make it easier for employees to understand what they are working with. This is meant only to be a guide; it will not cover every situation or answer every part number question. The numbering system is still evolving, hopefully toward more organization and consistency, but, for the present, you will still find part numbers that you cannot interpret using this information.

Also, note that the same letter may be used in different positions with different meanings.

Part Number Worksheet

Each code below represents the first section of a possible part number. For each one, 1) write the meaning of the code, 2) find an item in the catalog that uses this code, 3) write the page number of this item, and 4) write a possible set of dimensions for this item.

Code	Meaning	Page #	Depth x Width x Height
EMR	Elite Maple Rack	17	17" x 38" x 90"
EMH			
ROG			
EMG			
TMD			
MDR			
MFC			
WOC			
CMB			
DD			
SX4		3	

Time Practice

For each of the following questions, please choose an organized approach to figuring the answer. Then do the calculations, showing all your work. Even if you could do the entire procedure mentally, please show on paper the method would you use to do this. Please use another piece of paper to do this.

1. If attaching the lip to the front edge of each oak shelf takes 2 minutes and 30 seconds, how long will it take to do the full run of 60 shelves?

2. A shelf is to be sanded to 7/8" + 1/16". What will be the actual thickness of the sanded shelf?

3. The time for sanding each of the shelves above is given as 1:15 (min/sec). What will be the total time for sanding the full run of 48 shelves?

4. That same shelf is then sanded to 7/8" + 1/32. What will be the actual thickness of the shelf after that sanding?

5. This second sanding takes 35 seconds for each shelf. Wht will be the total time for the full run of 48?

6. Taping all the edges of one oak shelf takes an average of 3:15 (min/sec). What would be the total time to tape 24 shelves?

7. If the average time to assemble a particular product is 7 minutes and 25 seconds, how long would it take to assemble 12 of them?

"Understanding Flyer Diagrams"

3/4"

2"

2 1/4"

R1/8"

+

1/4"

3/8"

15 3/4"

CLOSED

GRAIN

15 3/4"

8"

2 3/8"

7 7/8"

Drill (2) Ø 3/8" holes
5/8" Deep for Zinc Inserts

BEST COPY AVAILABLE

ERIC
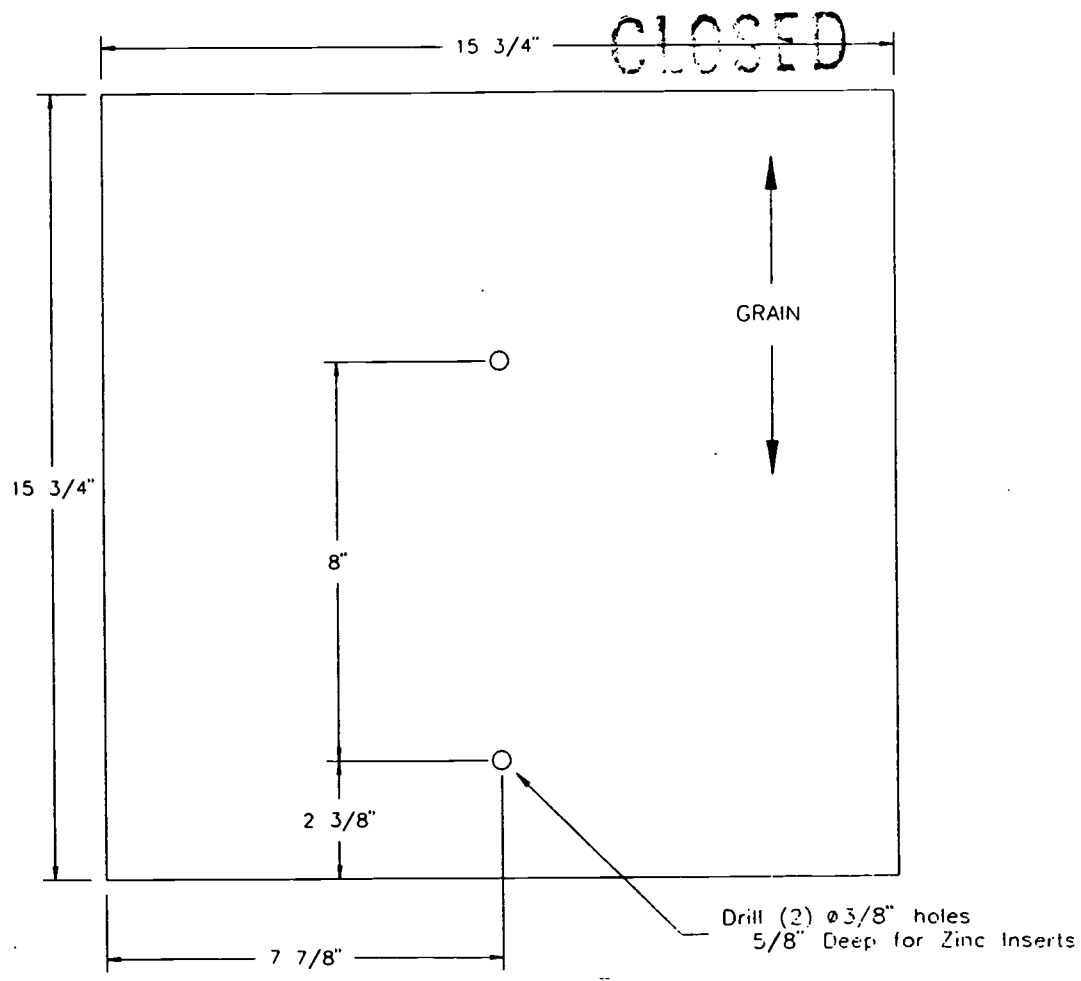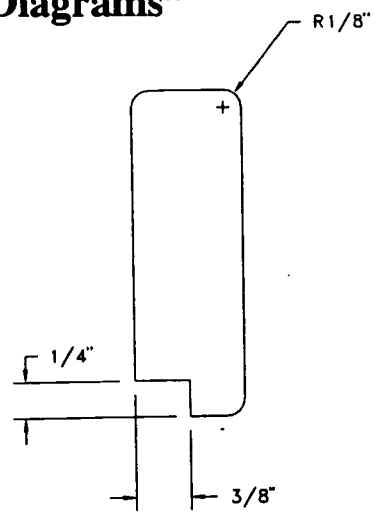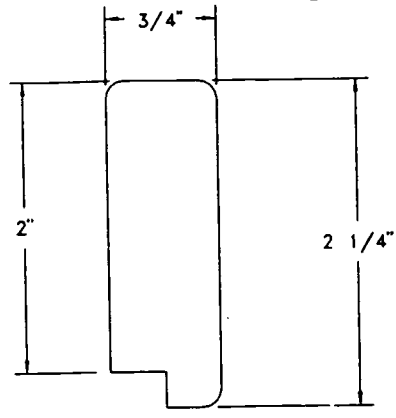
Questions related to production documents

Continuing Flyer Practice

Each numbered section below corresponds to a flyer (numbered this time in the upper right-hand corner). Use that flyer to answer the questions in each section. In any answers that involve calculations, please indicate how you arrived at those answers.

1. Show or describe how you would locate where to drill the indicated 3/4" hole.

_____

_____

Can you explain why the finished size is shown to be 17-7/8" x 17-7/8" but the diagram shows 17-1/4" x 17-1/4"?

_____

2. Given the dimensions shown in the drawing, can you explain the indicated finished size?

_____

3. What is the distance from hole P (O.C.) to end Q? _____

If the distance from end X to hole Y (O.C.) is 80", what is the distance O.C. between the indicated 5/8" holes? _____

Describe more completely (as to an uninitiated--not Newood or wood products-trained-- but reasonably intelligent person) what the specs (circled and labelled **) mean.

_____

_____

_____

_____

Approximately how long should it take to trim a run of 90 pieces to 83"? _____

4. Use the rather low-tech drawing and any other information given to determine the dimensions of the notches? _____

According to this flyer, about how long should it take to "bore to spec" the full run of this item? _____

What are the specs for boring? _____

5. What is a zinc insert? _____

What is its purpose? _____

What is the distance (bottom right corner) labelled D? _____

How many different-sized holes must be drilled to produce this item?_____

Which holes have 2 different on center specs? _____

What is the thickness of the material used to band this item? _____

According to the average times given for each step in the process, how long would it take to produce the minimum run of this product? _____

6. Draw how the pilot holes should be located on this item.

7. Which of the following approaches would correctly place hole C? Choose as many as will work? Then explain your answer.
a) Measure 1" O.C. from end E
b) Measure 12" O.C. from end F
c) Measure 15" O.C. from hole B

_____

8. What does it mean to biscut sides? _____

_____

Additional Enjoyment (Please limit your enjoyment by doing the following alone and not with all those wonderful people you've worked with on the rest of this worksheet.)

a) What letter is three letters to the right of the letter that is midway between J and N in the alphabet?

b) 7 4 9 3 6 5 2   Add the third number to the fifth number and then divide by 3, unless this sum is greater than 10--in which case, subtract the fourth number from the next-to-last number and multiply by 12. What is your final answer? _____

c) You are facing west. Turn to your right, go 5 steps, and do an about-face. If you are now facing north, write "north" here. _____ If you are facing the same direction as when you started, write "same" here. _____ If both spaces are still blank, write "lost" here. _____

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"Time Practice" Mary Mayfield, 1996.

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Workplace Training Project

Course Title: Writing in the Workplace

Course Description:

This class focused on written communication for employees who wrote as a part of their jobs. Class members began the course with a wide range of ability levels and attended class sessions of one hour and twenty minutes per week for five weeks. The class began and ended by collecting a portfolio of the participants' work-related writing.

After reviewing the types of writing required by the company, the class worked on methods of organizing writing, e.g., listing (mentally, in writing, or orally) the ideas needing communication. Beyond organizational planning for writing, the class addressed key steps in the writing process: thinking through and developing main points, providing support for main points, and presenting main and supporting points logically in writing. The course also addressed the key topic of covering important issues in thirty seconds to one minute (either orally or in writing). Finally, the class covered the writing of incident reports, safety procedures, and plant procedures.

Student Outcome Objectives

    Participants will demonstrate the ability to:

1. Improve work related vocabulary
2. Put essential thoughts on paper
3. Organize material into main points and supporting points
4. Distill a story into thirty second to one minute presentations exhibiting skill at summarizing and identifying key ideas
5. Improve their basic writing skills on an individualized basis

Student Population:

This class had three participants who completed the five week course. Another participant began the class, but a shift change caused him to drop. One of the participants was a supervisor, but his position did not affect the class dynamics. One was a fork-lift driver who really enjoys writing, and the other works in the shipping department.

Class Environment:

The class took place in a meeting room with large tables, a white board, and an overhead projector. The tables formed a large U, and for the purposes of this class were not as flexible or intimate as the instructor would have liked. However, the room was quiet and conducive to instruction. Having only three participants in the class was difficult since the class lacked some of the interaction and energy provided by more students. However, having the time to work with individuals was a bonus.

The five week class intended to work on just a few skills that would make a large difference in the participants' approach to writing.

Instructional Techniques: ☑ Used in this class

☐ Multi-media	☑ Small group	☑ Cooperative learning
☑ Lecture	☐ Computer-aided	☑ Assignments
☑ Individualized instruction	☐ Simulation	☐ Peer tutoring
☐ Role-playing	☐ Project	☑ In-class practice
Other:		

Writing in the Workplace

Syllabus of Course Activities:

I. Introductory materials for the class

II. Improve work related vocabulary

III. Discuss how to identify of main points in a paragraph or article.

IV. Work with methods of translating thoughts into written words.

V. Revise writing in order to make the main points more clear.

VI. Work on writing skills such as sentence clarity, sequencing of ideas and using clear and adequate support for main ideas.

VII. Concluding activities

Activity I: Introductory Materials

1. The instructor provided an overview of strategies relating to writing.
2. The instructor explained the methods of improving basic writing (and communication).
3. The participants took a pretest which consisted of writing an accident report.
4. The participants filled out grant forms and the instructor talked about collecting a writing portfolio from each participant and what we planned to do with that portfolio.

Resources and materials needed:

- # "*Methods of Wrestling with Words*" Susan Brous, Instructor, Workplace Training Project, 1996.

- Writing with Power : Techniques for Mastering the Writing Process, Peter Elbow Oxford University Press, New York, 1981. (Used for ideas)

- # "*Pre-test Drawing*" Picture from Chicago Teacher's Center of NE Illinois University Workplace Communication and Computer Assisted Learning Workshop, Chicago, IL 1995. Used as part of pretest.

- Grant forms

Description of Instruction:

1. The instructor asked students to introduce themselves using the following:
   - How long they had worked at the company

   - Something that they wanted to get out of this course

   - A concern they had about the class

   - Something about an activity they enjoy doing in their free time.

2. The class discussed the writing portfolio and what the instructor wanted them to bring to put into that portfolio. Items in the portfolio needed to be work-related writing, although any writing would be helpful to the instructor. Participants added to the portfolio in every class and reviewed their progress by looking at the portfolio. The class worked together to determine the criteria for progress in the portfolio. The homework assignment was to put together the participant's writing portfolio.
3. Participants took a pretest that provided the instructor with some idea of the their writing skills. For the pre test, the instructor gave each participant a picture showing an accident and asked them to write an accident report based on what they saw.
4. Participants filled out all necessary forms.
5. The instructor talked about the handout "*Methods of Wrestling with Words*" and described mapping, or clustering, as a prewriting tactic.

- This sign indicates the worksheet is located in the *Handout* section of this curriculum.

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Performance Assessment Methods and Results:

- The pretest was useful at determining organizational skills, but participants were very terse in responding to the test, so identifying actual writing levels was not as accurate as a longer writing sample would be. One of the instructor's goals was to see how accurate and complete they would be, given little instruction about what to do. The results of the pretest showed little inclination to be complete or organized.

Comments:

- The discussion about criteria for assessing writing in the portfolio and other participant writing was a good beginning. When the class members understood that they were not going to be graded, they were relieved. Coming up with criteria that showed progress to both the participants and the instructor was challenging, but useful.

- Getting participants to bring writing for their portfolios was not easy because they had not been preserving their writing in any systematic way. Some samples needed to be unearthed from company files while other samples they found at home. Ultimately, each participant had a few things for the portfolio.

Activity II: Improving Work Related Vocabulary

1. The instructor handed out a list of terms and definitions used in the plant and in the plastic pipe industry. She asked participants to review and highlight those words they could not readily define.
2. The participants created a class vocabulary list and added new vocabulary to it during the class.
3. The instructor discussed the best way for participants to keep an ongoing list.

Resources and Materials Needed:

- List of terms provided by plant

Description of Instruction:

1. When the instructor handed out the terms and definitions list, participants reviewed the first few pages in class to see if there were any unfamiliar terms or if there were words which created spelling problems. If so, they marked them. For homework, participants completed reviewing the list.
2. To add to the vocabulary list, the class brainstormed for a few minutes to see if there were additional words to add to the list, or where we could find terms used with computer terminology, engineering language, design terminology, specialized company terms, and so forth.
3. The class discussed how a growing vocabulary list might be useful on the job, and where participants could keep such a list.
4. Participants created flash cards for spelling or vocabulary words. They started with ten and added a few in each class session.

Comments:

- These participants had no interest in improving their vocabulary or in working at memorizing words.

- All of the participants had significant problems with spelling, and this fact added to the lack of interest in learning new words. Since this class was so short, the instructor abandoned the vocabulary portion.

Activity III: Demonstrating a Knowledge of Main Ideas

1. Participants learned to discern main ideas from oral input.
2. Through class discussion, participants identified the main ideas on the board.
3. The class discussed how we knew what the main ideas were. The instructor related the process of identifying main ideas to the process for putting them into writing.

Resources and Materials Needed:

- A work related story (a video tape would be better if a player is available)

- Handout of paragraphs with strong main sentence with clear supporting sentences.

Description of Instruction:

1. The instructor read a brief story from the newspaper about a work related event. After reading the story, each participant identified the main ideas from the story individually and wrote down the main points.
2. Individuals or the instructor (depending on board space) wrote the main ideas of the story on the board. The class then came to consensus about which really were the main ideas.
3. The class discussed how to identify main ideas in speaking and in writing. A handout of clearly written paragraphs modeled the concepts and firmed up the participants' understanding of the concepts. (15 min or so only)

Performance Assessment Methods and Results:

- Class members' participation in discussion and their performances on the handout demonstrated their grasps of main ideas.

Comments:

- Identifying main ideas can be very confusing, so the examples have to have very clear support for the main ideas.

- The instructor assumed that identifying main ideas orally would be easy for the participants. This did not turn out to be the case. They often mistook detail for main point. We worked some with outlining to help clarify the differences.

Activity IV: Translating thoughts into written ideas

1. The class reviewed the hand-out given out on the first day, *"Methods of Wrestling with Words."*
2. The class practiced with some of the methods described on the hand-out in order to find ideas to write about.
3. The class worked with the tape recorder, and the instructor explained its usefulness and how it could be a tool for those with an oral learning style.

Resources and Materials Needed: :

- # *"Methods of Wrestling with Words"* Susan Brous, Instructor, Workplace Training Project, 1996.

- Hand-held tape recorder and blank tapes, ear phones

- 3 or 4 pairs of scissors and tape for cut and paste method

Description of Instruction:

1. The class reviewed the methods for getting writing going as we went through each one. Topics for brainstorming:
   - Safety practices that need improvement.
   - What makes things easier for new employees to get productive?
   - What could or should change to make you a better or more productive employee?
2. For *Direct Writing,* participants wrote a procedure for using a piece of equipment, or for a familiar process, that could be used by a replacement (or new) employee.
3. The class used the same procedure for working with Mapping.
4. For *Cut and Paste*, participants chose either their mapping or the direct writing procedure. Through cutting and pasting, they rearranged the ideas and saw that they could work in a different order.
5. The instructor used a computer to demonstrate how a computer cuts and pastes and makes editing a simpler task.
6. The class next turned to the use of a tape recorder as another procedure for approaching main ideas and supporting ideas. The instructor explained the procedure: first, speak your ideas into the tape recorder; next, using the ear phones, play back the tape and write down what you said; and finally, edit and revise as necessary.

Performance Assessment Methods and Results:

- Participants were interested in and very willing to try the various methods of getting started with writing.

Comments:

- Mapping helped participants clarify main ideas and support for those main ideas.

- The instructor brought the materials needed for taping ideas into a tape recorder, but no one wanted to make use of it.

Activity V: Revise Writing for Clarity, Unity, Support

1. The instructor focused on revising "Near Miss Reports" and other types of work-related writing to improve communication power.

Resources and Materials Needed: :

- Copied existing reports for participants to use for revising

- # "*Checklist for Revising and Editing*" Susan Brous, Instructor, Workplace Training Project, 1996.

- Overhead projector

Description of Instruction:

1. The instructor provided a sample of a report that communicated its point clearly. Then, the class worked on a few paragraphs making sure the concepts of clarity, support for main ideas, and unity were in everyone's minds. The class used the handout "*Checklist for Revising and Editing*" as a review of some of the things to think about when revising. We only went over a few of the things mentioned in the list, focusing mostly on content and structure.
2. The instructor worked with the group using the overhead projector to review some Near Miss reports taken from company files. Participants then read, and worked to improve, a copy of a report. We reviewed short reports such as minutes of meetings, downtime explanations, maintenance requests, improvement suggestions and so forth. When participants revised the reports, they wrote on the reports, or used a separate piece of paper to rewrite the report.
3. Participants shared with the group what parts of the reports they felt were missing or incorrect, and how they improved the writing. Others in the group decided if the participant had made the communication clearer, better supported, or more unified. The presentation of the ideas on the page was often a key method of making the ideas more accessible. Using bullets or short paragraphs helped clarify the ideas for readers of the reports.

Comments:

- Because the participants understood the situation described and could fill in the missing blanks mentally, this exercise in writing improvement was more difficult than the instructor anticipated. Focusing on just *the writing*, not on what the writer implied or on what every employee should understand (whether the information was there or not), was really hard for the participants. Participants were not easily convinced of the importance of being complete, paying attention to details and providing good support. Still, after a couple of attempts at oral revision, their own written attempts showed marked improvement.

Activity VI: Work on Writing Skills

1. The instructor and each participant determined an appropriate writing assignment.
2. The group worked (briefly) with sentence clarity, sequence of ideas, and the importance of having enough support for the ideas presented.
3. The class used a computer to demonstrate what a word processing program can do with a grammar checker, spelling checker, and an encyclopedia.
4. Individuals (or the class) worked on methods to improve report writing and writing of procedures.

Resources and Materials Needed: :

- Writing samples with both weak and superior examples of sentence clarity, sequence of ideas, and support for main ideas.

- Effective Workplace Writing by Beth Camp, McGraw-Hill Co, Inc., Mirror Press 1977. Useful ideas for this class. Would be an excellent resource for a longer class. For information, see website http://www.mhcollege.com

- Access to a computer lab or laptop computer

Description of Instruction:

1. The instructor and each participant determined a writing assignment appropriate for the type of workplace writing they did. We used a free-writing approach to begin the assignment, and then worked on finding the important ideas as main points.
2. The instructor handed out a worksheet with both weak and superior examples of sentence clarity, sequence of ideas, and support for main ideas. The class worked through the worksheet together to make sure the concepts were clear.
3. The instructor asked the participants to revise the assignment given in #1, with the idea of sentence clarity, correct sequencing of ideas, and adequate support for main ideas.
4. The instructor went over with the students the benefit of using a word processor when writing reports. Participants had access to a computer at work, but only one (the supervisor) had ever used it. The instructor went over the benefits of editing, moving ideas around, spell checking, and grammar checking.

Performance Assessment Methods and Results:

- The participants improved their reports by providing adequate support for their main points. This improvement made their writing more coherent and detailed. They tended to be quite terse in their work-related writing. When they understood the types of support that strengthened their writing, they made good use of that knowledge.

- Because the class was so small, working with the computer was feasible.

- Participants needed to have more instruction on how to use a computer before its use would be a realistic solution to their writing needs.

Comments:

- Revising was not a favorite activity, but participants made significant improvements when they did rework the assignment.

- The company hoped to see improvement in spelling as an outcome of this class. If the participants had regular access to a computer to write their reports, that would be a realistic possibility.

Activity VII: Concluding Activities

1. Participants completed the grant paperwork.
2. The instructor gave the post-test to participants.
3. The instructor and participants exchanged feedback about the course.

Materials and Resources Needed:

- Grant papers and forms

- Participant portfolios

- Post Tests

- Individualized Learning Plans (with Part 1 already completed)

Description of Instruction:

1. Participants completing the paperwork for the grant.
2. Participants took the post-test.
3. The class completed the Individualized Learning Plans.
4. The instructor provided feedback to participants and received feedback from participants concerning the class. The instructor reviewed portfolios with participants to see if they felt they had met the criteria for improvement in their writing.

Performance Assessment Methods and Results:

- Participants reviewed the progress between the pre and post test results.
- Participants also had a chance to provide input to the instructor on the quality of the class.
- The instructor and each participant applied the criteria established at the beginning of class to the materials gathered in the portfolio. This assessment showed a change in the participant's understanding of how to improve their written communications.

Comments:

- The class was helpful, but too short for participants to make remarkable gains.

Course Summary

Background:

The Job Task assessment completed at the beginning of the project indicated that the company identified writing as the second most important area on which to focus training. Focus group participants identified documentation records including near miss reports, equipment/property damage reports, machine condition reports, and maintenance logs as specific areas which writing training should address.

Expectations:

Company:

Both supervisors and employees wanted reports and memos to be complete, accurate, clear and concise. They also wanted a clear focus on writing that was well-organized and easy to follow and thus easy to understand. The Site Advisory Team recognized that some people might not write memos or reports because they felt self-conscious about their spelling problems.

Learner

Participants who signed up for the class indicated interest in organizing material into main points and supporting points, so they could write down their thoughts to let the next person know what's happening.

Instructor:

After the instructor read the information from the Job Task report, she wrote up a course syllabus to share with Site Advisory Team members. During that meeting, Site Advisory Team members offered other suggestions for course objectives including the need to address spelling. However, other than keeping a list of words most often used in writing reports, spelling was not a key part of the writing class. The instructor did cover the use of "spell check" on the computer.

Evaluations:

Company:

Although the Job Task Report indicated the need to offer writing training, the Site Advisory Team posted recruitment flyers several times for a writing class, but only once was there enough interest to offer the class. Long term math classes offered to all production workers may have contributed to the lack of interest in writing training.

Learner:

The individuals in the class improved their ability to recognize the importance of how ideas are organized and presented. They learned more about giving clear support to their writing. The prewriting activities gave them new ways to think about getting started, and they appreciated learning these techniques.

Instructor

The instructor made some erroneous assumptions about the ability of the participants to relate their oral skills to writing. Because they lacked confidence about their writing, they were unable to trust their own judgments about which ideas were related and which were not. The instructor did not make as much progress as she had expected, but the participants gave feedback that they had learned a great deal and that what they had learned was practical and useful. The group was willing and open to trying new things and made a real effort to improve. The goals for the class were overly ambitious for the amount of time allocated. The instructor thought she could get the ideas across more quickly than she actually did.

Handouts

Methods of Wrestling with Words

1. Freewriting
   - Take 5-10 minutes to just write whatever comes into your head without criticizing, editing or revising (even mentally). Just write whatever enters your mind in a stream of consciousness.

   - Benefits: This helps you *get on with it* and not be held back by worries about whether its right, good or whatever. Separate producing ideas from revising.

2. Brainstorming
   - Write down everything you can think of related to the topic

   - No criticism is allowed of anyone's ideas (not even your own)

   - Fresh ideas, words, things that should be included come up when critical thinking is shut down.

3. Direct Writing
   - If you have a deadline, divide your total available time: half for raw writing, half for revising.

   - Write down everything you can think of that relates to your topic as quickly as you can

   - Don't worry about the order, the wording or what should or shouldn't be there.

   - Stop when your time is ½ gone and change to revising, even if you aren't done.

4. Taping thoughts on a tape recorder
   - Use a tape recorder to get you through the pain of being committed to words on paper.
   - Talk out your ideas on tape, then replay and write them down.
   - This seems like an extra step, but it isn't if you hate putting words on paper

5. Talking out loud as you write
   - Writing is communicating, so if talking out what you are writing makes it less foreign, do it!

6. Cut and Paste
   - Write out some ideas in any order
   - Move them around by using scissors and tape (or use a word processor for the same effect)
   - When you reorder ideas, they often work better, differently.

Pretest for Writing in the Workplace

Look at the picture.

It shows a supervisor walking into a site where an accident has just taken place. From the picture, write up a brief report summarizing what you think must have happened.
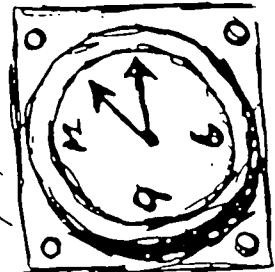
Checklist for Revising and Editing

CONTENT

- Is your topic too narrow or too broad?
- Have you presented the main idea clearly?
- Does your paragraph have unity—do all sentences relate to the main idea?
- Does your paragraph have support—is the main idea adequately supported or developed?
- Did you make the facts and details specific enough to be meaningful?
- Did you select concrete details and examples?
- Have you included unimportant information that should be deleted?

STRUCTURE

- Is your topic sentence focused and interesting?
- Is your information organized into the best possible structure?
- Does your paragraph have coherence—are the supporting facts, details, and examples presented in a logical sequence?
- Do you move smoothly from one thought to the next?
- Does your paragraph end with a sense of closure?

WORDING AND SENTENCE STRUCTURE

- Have you used specific language and concrete details?
- Could you make any of your words and phrases more specific?
- Have you used any words that you should explain?
- Are your sentences varied in terms of length, wording, and structure?
- Do you need transitions to lead readers from one thought to the next?

BIBLIOGRAPHY

"Checklist for Revising and Editing" Susan Brous, Instructor, Workplace Training Project, 1996.

"Methods of Wrestling with Words" Susan Brous, 1996.

"Pre-test Drawing" Picture from Chicago Teacher's Center of NE Illinois University Workplace Communication and Computer Assisted Learning Workshop, Chicago, IL 1995.

Effective Workplace Writing by Beth Camp, McGraw-Hill Co, Inc., Mirror Press 1977. For information, see website http://www.mhcollege.com

Writing with Power : Techniques for Mastering the Writing Process, Peter Elbow Oxford University Press, New York, 1981.

Workplace Training Project

Course Title: English as a Second Language for Hispanics

Course Description:

This course, a largely oral, give and take, conversational class, attempted to give participants the ability to express themselves better in English so that they would be better understood in their work environment. The instructor stimulated conversation based on the materials at hand. Participants gained a better understanding of general American English as well as cultural concepts and expectations related to the workplace and to American culture in general.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Receive and respond to oral instructions given in the workplace, as well as to provide information orally in situations required by the workplace, e.g., spoken instructions, reporting emergencies, and explaining products and services

2. Improve in oral and written knowledge of English

3. Read and interpret signs, symbols and labels

4. Communicate appropriately in an American culture using nonverbal behavior

5. Expand their working knowledge of company operations and structure, of benefits and the retirement plan, and the processes for changing jobs within the company

6. Use safety procedures and safety terminology in the workplace

7. Describe what has happened to a product from this company prior to and after one's own workstation

8. Understand the expectations of the American work ethic (for instance, punctuality and consistent attendance)

Course Title: English as a Second Language for Hispanics

Student Population:

Over the duration of the project, several ESL classes took place. For example, two classes of five male participants each met during one quarter. The instructor encouraged participants to continue attending the class as long as they and the instructor felt improvement in English would benefit them in the workplace. One class had a need for basic English vocabulary, grammar and workplace skills. Members of another class, held later in the day had more background in English and focused more heavily on workplace and cultural conversation.

All of the participants seemed willing, attentive, and positive. They appreciated the opportunity to improve their English speaking skills. Participants' spouses mentioned how pleased they were with the course because the progress achieved by their spouses in class made a difference everywhere, not just at work.

Class Environment:

Classes took place following the school calendar of ten week terms. Classes met two days per week, for one hour each on Wednesdays (3:30-4:30 p.m.) and Thursdays (4:45-5:45 p.m.).

The classes met in a "non-smoking lunchroom." This small room contained wooden picnic benches and overhead fluorescent lights that dim during power surges. One door led directly to the unpaved road where work vehicles passed, and one door with a window faced a part of the plant where loud machinery ran. A portable dry erase board was set up for written information. Co-workers not attending the class would enter and leave the lunchroom--two or three at a time-- during every class session, and often class members asked questions of these co-workers. Also, the room was not warm in cold weather. Still, the participant's attention and enthusiasm made up for any lack in the facilities. The classroom environment was informal and humor was a part of every session.

Instructional Techniques: ✔

☐ Multi-media	✔ Small group	☐Cooperative learning
✔ Lecture	☐ Computer-aided	✔ Assignments
☐ Individualized instruction	☐ Simulation	✔ Peer tutoring
✔ Role-playing	☐ Project	✔ In-class practice
Other:		

English as a Second Language for Hispanics

Syllabus of Course Activities:

I. Introductory preliminaries

II. Working with the Company Worker's Handbook

III. Expanding vocabulary

IV. Working with grammar and vocabulary textbook

V. Role-playing using new vocabulary and topics related to the workplace

VI. Concluding activities for each quarter

Activity I: Introductory Activities

1. The instructor introduced himself to the participants.

2. The participants introduced themselves to each other.

3. The participants took the pre-test.

4. The participants filled out grant forms.

Resources and Materials needed:

- # "*ESL: Pre-Survey*" (Written or Oral, can be conducted both ways) Created by Instructor, Lane Community College, 1995.

- Grant forms

Description of Instruction:

1. Introductions of instructor to class, and class to instructor. Instructor describes what the class is about, and what the participants can expect from it.

2. Participants take pre-test. Those who cannot write, take the test orally with the instructor. Those who are able, take the test in written form.

3. Participants and instructor fill in the grant forms together.

Comments:

- Participants ranged from those who knew some English to those who knew very little. From this baseline, the class moved forward trying to make a difference in participants' working lives.

- Ninety-five percent of the class was conducted in English. The instructor used Spanish to clarify concepts, issues or clear up misunderstandings, especially of terminology.

BEST COPY AVAILABLE

- This mark indicates a copy of the handout can be found in the **Handout** section of this curriculum.

Activity II: Working with the Company Worker's Handbook

1. Participants learned about safety procedures and vocabulary.

2. Participants learned what expectations the worker can have about the company.

3. Participants learned what expectations the company has about the workers.

Resources and Materials Needed:

- Company Worker's Handbook or similar company materials for the workplace.

- Video on Processes at Plywood Mill produced by the company, or other similar media pertinent to the workplace.

- # "ESL Oral Questions" Midcourse progress evaluation of Company Worker's Handbook and Practices discussed in Description of Instruction. Questions created by instructors at Lane Community College, 1995.

Description of Instruction:

1. During the first two weeks the class focused on introducing specific plant vocabulary, asking and answering questions, and getting used to each other.

2. After the second week, the instructor introduced the company handbook. In preparing for this ESL class, the instructor interviewed some of the company management. Management made clear they wanted workers to have a good overall picture of what the company did, and where each worker fits into that picture. Working with the company handbook was an outgrowth of that discussion.

3. Participants were assigned two or three paragraphs in the Company Worker's Handbook and were to come prepared to discuss them at the next class meeting.

4. The class spent ten to twenty minutes per class reading and discussing the meaning of sections of the Worker's Handbook. We talked about how the subjects applied in their workplace experiences and shared related experiences. The class also worked with the vocabulary related to the subjects read in the Worker's Handbook. When necessary, the instructor translated into Spanish. Workers need to understand the safety information, whether written in English or in Spanish.

5. Class members worked with the handbook from beginning to the end, making sure that they understood and could use the information. The book covered such topics as Your Job, Your Responsibilities, Your Pay and Benefits Program, Safe Practices Guide, Sexual Harassment, Bidding and Bumping Policies, and Organizational Values. By far, the biggest emphasis in the class was on safe practices in the manufacturing plant.

Performance Assessment Methods and Results:

- After the seventh week, the instructor gave a major test "ESL Oral Questions" to assess the participant's progress. The test assessed understanding of concepts and vocabulary, and the participant's ability to understand the purpose of the company and company

safety. The test is included with the curriculum. Part of the test included an oral section in which the participant was to describe the entire production process from the time a log comes to the mill until the end product leaves the mill. The personnel manager assisted the instructor with this part of the test. In return, this management person had the opportunity to see the progress in English made by the participants and their firm understanding of the company's products.

- The test also included a role-play. The participants had been working on the concepts involved in the role-play and were very confident. Even so, it meant a lot to them to be able to answer these questions in English without error.

- The participants benefited from the test as reinforcement that they were making significant progress.

Comments:

- Few of the participants actually read all of the handbook, but some did, and their input helped move the discussion of the ideas. Reading this text was very difficult for the participants, because it was technical even for an Anglo to read. Sometimes we asked co-workers in the lunchroom what a particular section in the handbook meant. Occasionally these co-workers didn't know either, but more often they did know and could help us.

- The class watched a video from the company on the processes used to create plywood. The film was extremely difficult for the participants because it was excessivelly technical and not "down-to-earth." Though it did SHOW some things the participants hadn't seen before, it was not a film that this instructor would use again.

- The participants enjoyed helping the instructor with his Spanish when he was translating, a process which made for a good interchange of ideas and skills.

Activity III: Expanding Workplace Vocabulary

1. The class practiced forming questions and answers.

2. Participants practiced new vocabulary and new topics related to workplace.

3. The instructor used resources available to expand participant knowledge of company practices.

Resources and Materials Needed:

- Speaker - Human Resources Manager talked to class about the company's retirement program.

- Chalk-Board, Dry Erase Board, or other similar equipment.

Description of Instruction:

1. When participants encountered technical words, they worked together to make sure everyone understood the meaning of the words in both English and Spanish. For example, "What is the name and the purpose of this particular piece of equipment?" Participants explained what it was and what it did.

2. The instructor used lots of questions and answers to deepen the understanding by participants of vocabulary and to reinforce concepts. Class used a portable white board (dry board) for clarifying and reinforcing questions, terminology, and concepts. This is a portable white board that must be set up for each class.

3. The class looked for words with multiple names, for example: Jitney, Fork-lift, Hyster, Lift Truck. The class also discussed homophones such as "their and there", "whole and hole."

4. The class often worked together as a group to solve problems and think through ideas.

5. Because the retirement program (401K incentive program) was very foreign to these participants, the instructor asked the human resources person to explain it to them. The instructor helped translate in Spanish when necessary.

Activity IV: Working with Grammar and Vocabulary Textbook

1. The class used a text as a basis for discussion topics.

2. The class learned basic grammar facts.

3. Sessions included expanding and using vocabulary related to a discussion topic.

4. The class worked with forming and using questions and answers.

Resources and Materials Needed:

*   Grammar in Action, An illustrated Workbook Level 2, Barbara H. Foley, 1990.

*   Overhead Projector, blank transparencies, washable overhead markers.

Description of Instruction:

1. Instructor greeted participants, and participants returned greetings and exchanged news.

2. Class discussed one current event at the beginning of each class.

3. Participants were assigned a particular section of the Grammar in Action workbook prior to each class. Because the books were not theirs, they made their answers on a transparency sheet with erasable markers. More than half of the participants actually did this "homework," and they made progress much faster than those who did not do the homework.

4. In class, participants worked with a chapter based on a topic such as office buildings, airports, picnics, anniversaries, "the average American," sports and so on. Each chapter contained grammatical points, a short story, questions and answers and so forth based on the given topic. The instructor used the topic as a basis for our own discussion and experiences, and used our own conversation to cement the concepts presented in the chapter.

5. The class worked with grammar and conversation revolving around concepts such as:

    *   Requests e.g. Can I, May I, or Could I?

    *   How to make excuses

    *   Making comparisons

    *   Could, couldn't, can, had to

6. Each chapter had vocabulary related to the topic. Besides the vocabulary, the participants often worked on defining and elaborating on the concepts. For instance, the chapter on office buildings included references to such occupations as lawyer (also attorney), real estate person, medical personnel and so forth. We discussed medical personnel such as

gynecologists, obstetricians, opthamologists and so forth, and how their titles related to more familiar Spanish titles. Each chapter addressed many such subjects.

7. At the end of many of the chapters, there was a summary followed by questions and answers. In some instances, only answers were printed, and the participants tried to figure out what the questions to the answers were. Discussion of these questions required the participants to internalize the grammar and vocabulary and to have a sense of the story. These questions also provided a good review of the information, and the participants found them quite enjoyable. Formulating an appropriate question required quite a bit of knowledge of the subject. The participants found this task challenging, but became more proficient at it over time.

8. Sometimes cultural information appeared in the chapters, such as why Americans call the floor above the ground floor the 1st floor. We talked about what an attorney does, what a real estate person does, about mortgages, renting versus buying and rental experiences in general in the Eugene area.

Comments:

- This lively class included constant conversation. The instructor often interrupted a paragraph to ask "why are they saying it that way?" or, "what does that word mean?"

- Participants responded well to using the text, and were interested in the contents presented. The participants' positive attitude, willingness to learn, and attention showed how much they cared. All these things made the class a pleasure to teach.

Course Title: English as a Second Language for Hispanics

Activity V:	Role-playing Using New Vocabulary and Topics Related to the Workplace

1. The class used role playing to help teach and reinforce vocabulary and oral skills.

2. The class worked on how to solve differences of opinion.

Resources and Materials Needed:

- Handout with topics for role plays written on it (not provided)

Description of Instruction:

1. Sometimes the instructor asked a participant to take the role of someone being approached and to give the appropriate answer.

2. Sometimes the instructor took the role of a co-worker in an awkward work situation and asked one participant to respond. Each participant took a turn playing the same role to see how others handled the situation.

3. Participants worked with workplace situations such as "how to call in sick."

Comments:

- Participants liked this activity

Course Title: English as a Second Language for Hispanics

Activity VI: Concluding Activities for Each Quarter

1. This class continued through three 10 week quarters with oral and written tests given at the end of each quarter.

2. During the fourth quarter, the plant shut down, the participants were laid off, and the class was terminated. Consequently, no further concluding activities took place. Since then, the plant reopened and another ESL for Hispanics class started.

Resources and Materials Needed:

*   Written tests

*   Oral tests

Description of Instruction:

1. The instructor gave both written and verbal tests to the participants. The instructor invited the human resources manager to assist in giving these tests. The Workplace Training Project's director also assisted in giving the tests on an individual basis.

Performance Assessment Methods and Results:

*   The instructor practiced the test with the participants, and they were well aware of what would be presented on the test. Even so, they felt a great deal of pride at being able to demonstrate their increased skill.

Course Summary

Background:

The company expressed strong interest in providing English as a Second Language (ESL) training. Many Hispanic workers have been hired at this worksite in the past several years, and there is a need for those workers to understand safety issues. One Hispanic co-worker whose English skills are strong was instrumental in connecting with other Hispanic co-workers to get them interested in the ESL class. He has acted as a liaison between the Hispanic co-workers and the Site Advisory Team.

Expectations:

Company:

The Site Advisory Team, with input from the Hispanic co-workers who participated in the focus group, designed an on-going class with checkpoints along the way to determine individual progress. The course emphasized safety vocabulary and concepts and integrated the co-worker handbook into the training.

Learner:

A small focus group of Hispanic co-workers met prior to training to discuss the focus of the ESL class from the employee standpoint. These co-workers wanted to improve their English speaking abilities, to be more productive, and to communicate more effectively with English speaking co-workers. They indicated the need for class content to include vocabulary specific to the company's workplace, including safety terms.

Instructor:

The instructor helped conduct the focus group. At that time, he was acting only as a translator. He developed a strong rapport with the participants in the group and as a result, was asked to teach the class.

Evaluations:

Company:

More Hispanic employees have been hired, and safety and workplace vocabulary needs continue. Supervisors and managers have noted good progress by participants.

Learner:

A competency checklist developed at the beginning of training identified three broad areas: job-related skills, oral skills, and written skills with specific skills included in each of the

areas. As each individual participant showed competence in a given area, the date was recorded. Those learners who participated in training for two terms showed good progress in the job-related and oral skill areas. Participants' evaluations of the class indicate great enthusiasm.

Instructor:

The instructor enjoyed working with the participants because of their willingness, attentiveness, and positive attitude in class. The participants made great gains on their individual learning plans making their lives at work easier and more understandable. As a result of the class, participants demonstrated greater understanding of the product and how the work done in their department related to the finished product. They also better understand company expectations, e.g., calling in sick, applying for another position within the company.

Handouts

Name_____

Date_____

ESL Survey

Please look at the list below and place a check in the blank beside the communication situations that you would like to work on in this class.

1. _____ asking for directions or information

2. _____ asking for permission to do something

3. _____ asking for advice

4. _____ describing situations or problems

5. _____ making "small talk" with other workers

6. _____ telling someone that you can do something

7. _____ telling someone that you can't do something

8. _____ phoning in sick

9. _____ expressing concern, worry, nervousness about something

10. _____ giving warnings

11. _____ remembering, forgetting, reminding

12. _____ indicating understanding

13. _____ asking someone to do something

14. _____ summarizing what you understand after hearing directions

15. _____ checking to make sure that someone has understood you

16. _____ asking for clarification when you don't fully understand

17. _____ speaking up at meetings

18. _____ disagreeing without hurting someone's feelings

19. _____ working with others to solve problems

Name_____

Date_____

ESL: Pre/Post survey

WRITTEN SURVEY:

1. Write the sentence your instructor dictates to you on the lines below.

_____

_____

_____

2. Write a short description of your job._____

_____

_____

_____

_____

3. Write a conversation between yourself and a co-worker about a work related situation.

Co-worker:_____

Me:_____

Co-worker_____

Me:_____

_____

Name_____

Date_____

ESL: Pre/Post survey

ORAL SURVEY:

Please introduce yourself:

1. What is your name?
Response:_____

2. How long have you worked at Springfield Forest Products?
Response:_____

3. Who is your supervisor?
Response:_____

4. What department do you work in?
Response:_____

5. What is your job?
Response:_____

6. What do you do on your job?
Response:_____

7. What happens to the product before it reaches you?
Response:_____

8. What happens to the product after it leaves you?
Response:_____

9. What shift do you work?
Response:_____

10. What time do you begin work?
Response:_____

11. What is the first thing you do when you get to your work station?
Response:_____

12. What do you do if you need help on the job?
Response:_____

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"*ESL: Pre-Survey*" Created by Instructor, Lane Community College, 1995.

Grammar in Action 2, An Illustrated Workbook (Level 2 of 7) by Barbara H. Foley.
    Heinle & Heinle Publishers, A Division of Wadsworth Inc., Boston MA 1990.

Workplace Training Project

Course Title: English as a Second Language in a Workplace Setting

Course Description:
The instructor designed this six week course to improve the participant's English speaking skills in the workplace. The instructor asked the participants to identify the subjects most important to them from a list of work related subjects. Those subjects requested most often by participants were the ones chosen by the instructor to begin with. The instructor expected participants to improve their oral communication and written communication, their understanding of what was expected of them in the workplace, and their ability to respond in basic communication situations. The course also emphasized math skills--how they are discussed and used in English, and how to work with the numbers and fractions used in the workplace.

Student Outcome Objectives

Workers will demonstrate the ability to:

1. Give and receive feedback appropriately

2. Learn from and with other people

3. Look up information

4. Read and interpret signs, symbols and labels

5. Receive and respond to oral instructions given in the workplace (in English)

6. Request information and be able to ask for additional information (in English)

7. Communicate appropriately using nonverbal behavior

8. Recognize and use whole numbers and use them in multiple operations (in English)

9. Use basic fractions (in English)

Course Title: English as a Second Language in a Workplace Setting

Student Population:

Nine participants took the class. Some were not literate in either English or Spanish, some spoke a little English, and some spoke English comfortably. This variety of literacy and language facility made the class very challenging to teach.

All nine participants were temporary workers assigned to a woodworking plant. The participants did not know if they would become permanent workers, remain temporary workers, or be reassigned. At the end of the class, the company hired four of the nine workers as full-time employees.

Class Environment:

The class met from 2:00 to 3:30 p.m., Mondays and Wednesdays, in the worker's lunchroom. Equipment available included picnic tables, benches, and a portable white board provided by the instructor. The class took place prior to work shifts for some workers, and at the end of a shift for other workers.

Workers not enrolled in the class came and went during class time, and they sometimes made comments about the class such as "I thought this was a class to learn English..." and so forth. The comments were never particularly distracting to the class.

Instructional Techniques:

☐ Multi-media	✓ Small group	✓ Cooperative learning
☐ Lecture	☐ Computer-aided	☐ Assignments
✓ Individualized instruction	☐ Simulation	✓ Peer tutoring
✓ Role-playing	☐ Project	✓ In-class practice
Other: Hands-on materials, a variety of experiential methods		

English as a Second Language in a Workplace Setting

Syllabus of Course Activities:

I.   Introductory Sessions

II.   Preliminary Assessment

III.   Introduction of How to Ask Questions

IV.   Introduction of Work-Related Technical Vocabulary Building

V.   Basic Writing and Math Skills

VI.   Identifying Plywood Types

VII.   Asking Permission to Do Something

VIII.   Telling Someone That You Already Know How to Do Something

IX.   Learning Plant Safety

Course Title: English as a Second Language in a Workplace Setting

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Activity I: Introductory Sessions
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1. Instructor and participants decided on topics for the class

2. Participants filled out Workplace Training Project forms in class

Resources and Materials Needed:

*   List of topics to be covered in the class

*   Grant forms

Description of Instruction:

1. Prior to meeting with participants, the instructor met with plant supervisors and brainstormed a list of job-related topics the supervisors felt the participants most needed help with. The plant supervisors gave the instructor a detailed plant tour during which the instructor garnered work place vocabulary. From these topics and this vocabulary, the instructor developed the class.

2. In class, the instructor presented participants with a list of things the company wanted them to learn. She then asked them to identify what they thought they needed to learn first. Each participant selected three top preferences and from these preferences, the instructor developed hands-on and vocabulary building exercises.

3. Participants filled out the required forms for the project.

Comments:

*   Because of the literacy levels of the participants, filling out grant forms was a very time-consuming process. The language on the forms was well beyond the skills of many of the participants in the class.

*   Participants helped each other fill out the forms where they could.

*   A few of the forms were in Spanish, and these were helpful.

*   The participants were hesitant to fill out the grant forms because of their inexperience with forms and because of cultural mores which frown on disclosing information about oneself to others, particularly to strangers.

Activity II: Preliminary Assessment

1. Instructor assessed **math** skills

2. Instructor assessed **reading** English / Spanish skills

3. Instructor assessed **speaking** English skills

4. Instructor assessed **writing** English / Spanish skills

Resources and Materials Needed:

- Basic math skills assessment packet

- Dolch list of basic vocabulary

- Assorted text books addressing various reading skill levels

Description of Instruction:

1. To assess the math skills of participants, the instructor used three tools which assessed three different levels of skill. The three options were: a simple fractions option, a more advanced test that used visuals, and an even more advanced assessment tool for use of fractions. The advanced test was one furnished and used by the plant. To use time efficiently and to avoid frustrating participants, the instructor asked each class member to choose which of the three tools to begin with.

2. The instructor asked participants to read in Spanish to assess their literacy levels and to determine their educational level. Then, where appropriate, participants read aloud in English.

3. The instructor audio-taped the participants speaking in English. Some read from a Dolch list, others read from various levels of text books.

4. Participants wrote brief paragraphs in English and in Spanish so that the instructor could assess their writing skill levels in both languages.

Performance Assessment Methods and Results:

(Assessment methods are described in "Description of Instruction," numbers 1 and 2, above). Through the first classes, the instructor attempted to understand the various educational and linguistic levels of the participants. She discovered three groups of skill levels among participants. One group spoke no English at all, and some of the participants fitting this group also had limited Spanish literacy. The members of the second group spoke and wrote some English but were not comfortable with their English skills. Members of the third group had basic English skills but needed more help to communicate with co-workers.

Course Title: English as a Second Language in a Workplace Setting

Comments:

- Because of these three different skill levels, individualized or small group activities seemed the most appropriate instructional methods. To introduce new concepts or activities, the instructor spoke in Spanish and then divided the class into appropriate skill level groups for language growth activities. Those with more advanced skills were helpful to those just beginning to study English. All participated in the class enthusiastically.

- Because so many participants had almost no English skills, the forms and testing required at the beginning of the class was tedious and slow, and contributed to losing a couple of participants. An aide would have been helpful for these tasks.

Activity III: **Asking for Help When You Don't Understand**

1. The employer requested the participants to ask questions about the things they didn't understand. As the group was Latino, asking for help was not culturally "usual or appropriate" for them. Participants needed to learn how to go about asking for help.

2. Culturally, participants had to understand that it was not only OK to ask, but that, for their employer, it was preferable that they ask for help when things were not clear to them.

Resources and Materials Needed:

- # "*Who, What, When, Where, Why,*" Sally Myers, Spanish / English Language Services, 1995, Eugene, Oregon

Description of Instruction:

1. The instructor paired off participants and asked them to write down questions--one pair wrote "who" questions, another pair wrote down questions about "what," another about "why," another about "when" and "where." Participants discussed questions they might have for their boss pertaining to the job or tasks that they didn't know how to say in English.

2. Each group shared its lists with the whole class. The group translated the questions into English, both phonetically and in writing, and then practiced them aloud.

3. The instructor wrote the questions up on the board so that the participants could see them in written form. She also added a few questions that the group had missed that were helpful and appropriate. The class performed role-plays of the questions and answers, with individuals switching roles for additional practice and understanding.

4. The instructor handled grammar as participants asked questions about commonality with other sentences, and asked how grammatical structures in Spanish related to grammatical structures in English. For example, questions in Spanish are written in such and such a way, but in English they are handled like this.

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Course Title: English as a Second Language in a Workplace Setting

Activity IV: Introduction of Work-related Vocabulary Building

1. Each participant created an English / Spanish technical dictionary that they added to and referred to on a daily basis.

Resources and Materials Needed:

- Commonly used English / Spanish dictionaries for participants

- Catalogues describing the plant's product line

- 3 X 5 Note-cards for creating participant's personal dictionaries

Description of Instruction:

1. In order to prepare materials designed to improve the participant's technical vocabulary (in English and Spanish), the instructor read through a catalogue of products for the plant and conducted an on-site interview with a group of plant workers. Using this information, she pulled together a whole dictionary of vocabulary for the participants on small cards. The idea was to create a bi-lingual dictionary of terms participants could use in their work environment.

2. Because participants were unfamiliar with research skills or looking up words in dictionaries, the instructor provided them with the plant catalogue and dictionaries. She instructed them to find the meanings of the words and to write those meanings on the cards. This process helped the participants in learning research and dictionary skills, as well as with vocabulary. Participants worked in pairs and in small groups.

3. Participants wrote down the words in English / Spanish, and then wrote the word out phonetically in English (those who knew English best helped with this). One of the difficulties for the participants was to determine what the English technical term meant in Spanish so that they could be sure they understood what the term or object was.

4. More advanced English speakers discovered they could ask somebody at work for the meaning of an unfamiliar technical term, and then they shared the meanings with the class.

Comments:

- Technical vocabulary was a subject of great interest to the participants and was worked on in every class.

- The instructor was bi-lingual and conducted a lot of the beginning sessions in Spanish as well as in English. In the early discussions about questions, for instance, the discussion was in Spanish, because the participants were developing the necessary background to learn the English needed.

Course Title: English as a Second Language in a Workplace Setting

Activity V: Basic Writing and Basic Math (in English)

1. The instructor worked with some participants on how to put together a short introductory letter asking for work.

2. Another group worked with basic English vocabulary.

3. A third group worked with what a sentence is, and how sentences form paragraphs.

4. The class worked with three different levels of math skills.

Resources and Materials Needed:

- Dolch list of basic vocabulary

- Math work sheets

Description of Instruction:

1. Some of the participants worked on learning the requirements of a basic letter in English.

2. The group with the lowest skill level worked on learning basic vocabulary related to the workplace e.g. pencil, pen, rubber band, glue.

3. Based on the math assessments, the instructor provided activities appropriate to the math levels of participants to improve their math skills. At the same time, these activities served to increase the participants' vocabulary by introducing math and numerical terms in English. The instructor integrated math into the class as often as possible. With participants who worked with plywood, for instance, the instructor would talk about the differences in sizes. "If you have ¼ inch plywood, how many pieces does it take to make ½ inch?", or "How many pieces of ¼ inch plywood would you find in a 5 inch stack?"

4. The instructor divided the hour and a half sessions into three components:

   - question asking and answering

   - a physical, hands-on activity

   - vocabulary building

Comments:

- Because of the diverse needs of the group, the instructor provided appropriate level assignments for different groups and moved among them as much as possible.

- The instructor used bi-lingual instruction to keep the non-English speakers with the class. She often used both Spanish and English. The class members learned English equivalents and became familiar with terms and concepts they worked with every day in the plant.

Activity VI : Identifying Plywood Types

1. Participants learned English words for the different types of plywood.

Resources and Materials Needed:

- A list with different types of plywood in English.

- Twenty-two pieces of plywood on which participants affixed labels as they learned the word for each type of plywood.

Description of Instruction:

1. The instructor expected participants to learn to identify the different types of woods.

2. Advanced participants worked independently to translate each of the twenty-two types of plywood into Spanish.

3. After the advanced participants learned the names of the types of plywood in both English and Spanish, they taught the rest of the participants.

4. The whole group used pieces of plywood labeled in English on the back to help learn the different types of woods and laminate configurations.

Performance Assessment Methods and Results:

- Performance was competency and memory based. Once the participants learned the words in Spanish, they rapidly learned the appropriate terms in English.

Comments:

- Because participants worked with plywood every day, they learned to identify the plywood types with little difficulty. They appreciated having this knowledge.

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Activity VII: Asking Permission to Do Something

1. Participants learned the vocabulary and phraseology needed to ask permission to do something in English

Description of Instruction:

1. In pairs, participants discussed and wrote down specific questions they might want to ask their boss. They were particularly interested in how to go about asking permission to do certain things.

2. Each pair shared their questions with the group, the group translated the questions into English, and everyone practiced asking these questions aloud.

3. The instructor wrote the questions up on the board so that the participants could see them in written form. She also added a few questions that the group had missed that were helpful and appropriate.

4. The instructor handled grammar as participants asked questions about commonality with other sentences.

Activity VIII: Telling Someone You Know How to Do Something

1. Participants learned the English vocabulary and phraseology needed to tell a co-worker that they already knew how to do something.

Description of Instruction:

1. The instructor paired off participants and asked them to write down sentences they might use in Spanish to indicate they were familiar with an activity, a machine or a process.

2. Each pair shared sentences, the group translated the sentences into English, and then everyone practiced saying the sentences aloud.

3. The instructor wrote the sentences up on the board so that the participants could see them in written form. She also added a few ideas that the group had missed that were helpful and appropriate.

4. The instructor handled grammar as participants asked questions about commonality with other sentences.

Activity IX: Learning Plant Safety

1. Individuals worked with safety booklets on plant safety.

Resources and Materials Needed:

- Booklets on Plant Safety, Published by Channing L. Bete, Inc. 1988, (1995 edition.)

  - *Contacting Lane County 911*

  - *What You Should Know About Workplace Emergencies*

  - *On-the-Job-Safety*

Description of Instruction:

1. When some participants were not challenged by a particular activity, the instructor gave them one of these booklets to work with.

2. A participant would read the booklet and share the information with the rest of the class in Spanish. Other participants would ask questions, and the participants would clarify information wherever needed.

Course Summary

Background:

The company began to employ more Hispanic employees during the first year of the Workplace Training Project. Management and lead employees saw a need for these temporary workers to increase their English speaking skills. Though management and leads perceived these new workers as hard-working employees, they also found that the limited English skills of these workers made it difficult to give them directions on-the-job.

Expectations:

Company:

The company wanted newly hired Hispanic workers to understand basic work-related vocabulary and to understand safety language without the use of a translator.

Learner:

Participants expressed interest in learning more about technical vocabulary, and in learning to ask questions of their supervisors. Within the group, participants exhibited a wide range of language abilities and identified different individual goals in addition to these two common goals.

Instructor:

Goals established by the company and the participants were ambitious for the amount of time allowed for the class. It often took several sessions just to assess the language skills of the participants. In order to reach all goals, the class needed to continue for a longer period of time.

Evaluations:

Company:

Because of up-coming holidays, the project and company scheduled this particular class for only six weeks, making it shorter than the usual English as a Second Language classes. Still, the class allowed: participants to begin learning English, the instructor to assess the progress of the participants, and the company, through the Site Advisory Team, to decide on future training. One result was that the SAT scheduled a flyer reading/document reading class for ESL participants which met after this class ended.

Learner:

Participants made good progress despite the shortness of the class. They took responsibility for their own learning by becoming active learners and working in learning groups to access information on their own. As a result, participants practiced asking questions and deciding which questions they needed to ask in the workplace. In addition, participants gleaned a better overview of the company's finished products.

Instructor:

During the weeks the class met, a work slow-down was threatened, and this threat was hard on morale. However, participants attended class regularly, with interest and enthusiasm. They achieved their goals to improve their ability to ask questions and to give answers appropriate to the work environment. Had time allowed, the instructor would have established a better base-line. However, because course content evolved as the class progressed, defining an appropriate base-line measurement in the beginning proved difficult. Next time, the instructor would develop mini-assessments to assess participants' on-going understanding.

Handout

BIBLIOGRAPHY

"Who, What, When, Where, Why,"   Sally Meyers, Spanish / English Language Services, 1995, Eugene, Oregon.

Booklets on Plant Safety, Published by Channing L. Bete, Inc. 1988, (1995 edition.)
     Contacting Lane County 911
     What You Should Know About Workplace Emergencies
     On-the-Job-Safety

Workplace Training Project

Course Title: ESL Production Document (Flyer) Reading

Course Description:

The instructors designed this course to help workers who are acquiring English to understand and to use production work orders (called flyers by this employer). These flyers detailed production requirements for manufacturing various wood display fixtures. The skills needed to use the flyers effectively included: reading drawings, understanding the process description, reading bar codes, using tape measures, and making necessary calculations to figure values that may or may not be given. The flyers (work orders) required input from the those using them and employees were held accountable in the workplace for the information given on the flyers.

Student Outcome Objectives

Participants will demonstrate the ability to:

1. Look at simple drawings on flyers and know how to use the information on the drawing.

2. Read and understand the meanings of the most common words on the flyers (instructions, names of parts, the product's finished size, abbreviations).

3. Read the flyer heading and process instructions to locate necessary or specific information about the job to be done.

4. Do simple fraction calculations needed for working with the flyers.

5. Understand which information or processes on the flyer are the most important or critical.

6. Learn which questions to ask when assistance is needed.

7. Read tape measures accurately.

8. Develop some understanding of a bar code system and procedure abbreviations.

9. Improve accuracy and reduce errors when reading flyers.

Course Title: ESL Production Document Reading

Student Population:

All eleven participants worked for a wood fixtures manufacturing company. Most had worked there approximately one year. One participant was a temporary worker while others were temporary workers who had become permanent employees. During the class one participant left the country; two others left to work at another company site temporarily. During the course of the class, the company hired some new workers who joined the class after several sessions had already occurred. None of the participants had worked with flyers before, and most had limited skills for understanding the information written on the flyers. All were Spanish speakers, and the class members had varying levels of skills in speaking, understanding, and reading written and spoken English.

Several members of the class had previously attended a six week English as a Second Language class taught by one of the instructors for this class.

Class Environment:

The Site Advisory Team asked that two instructors, both of whom had taught other classes at this company, teach this class. One of the instructors had taught an ESL class at the plant and the other had taught several math classes and a flyer reading class. This new class required knowledge of how to work with participants who had limited literacy skills in Spanish and little or no English skills. It also required someone who could explain the necessary parts of flyers to the workers. Team-teaching turned out to be an ideal way to approach the language and technical needs of this class. Team teaching also allowed for more questions to receive answers, for more individual attention to participants, for more active class activities, and for more involved students.

The class met twice a week for twelve weeks in one and a half hour sessions. The class met in the lunch / break room at the plant. Because it was the break room, people on break came in during class instruction to buy pop, etc. The room also served as storage space for bicycles. These conditions contributed to a noisy environment. Room furnishings included picnic tables and benches, which took up a lot of space and which caused participants to face different directions. Despite interruptions, noise, and less than ideal seating arrangements, the class rapport and interaction remained good. In fact, the spaciousness of the room proved a plus because many class activities required that students and instructors be able to move around freely.

Course Title: ESL Production Document Reading

Instructional Techniques: ☑ used by this class

☑ Multi-media	☑ Small group	☑ Cooperative learning
☑ Lecture	☐ Computer-aided	☑ Assignments
☑ Individualized instruction	☑ Simulation entry level	☑ Peer tutoring
☑ Role-playing	☐ Project	☑ In-class practice
Other: low level or entry level role-playing and simulation and LOTS of cooperative learning		

ESL Production Document (Flyer) Reading

Syllabus of Course Activities:

I. Introductory paper work

II. Learning to learn activities related to flyer reading such as:

- Reading
- Instruction following
- Using reference materials
- Problem solving as related to flyer reading

III. Building a body of vocabulary needed in flyer reading

- How to learn vocabulary in an on-going fashion
- Starting with verbs (because of flyer requirements)
- Understanding verbs as well as nouns, location words, and describing words
- Learned the importance and meanings of symbols, signs, and abbreviations

IV. Learning to read and understand the information found in the header of the Flyer

- Vocabulary needed
- Oral skills needed

V. Understanding and computing with fractions as required by the flyers

- Vocabulary needed
- Oral skills needed

VI. Learning to read and understand the specifications found in the drawing section of the flyer.

- Vocabulary needed
- Oral skills needed

VI. Concluding procedures and post test

Course Title: ESL Production Document Reading

Activity I: Introductory Activities

1. Participants discussed the *"Flyer Reading Skills Preview"* and took the pretest.

2. Participants completed the LCC registration forms.

3. Participants completed the project's course enrollment forms.

Resources and Materials Needed:

- *"Flyer Reading Skills Preview"* Instructor-developed questions regarding the participants knowledge of production flyers

- Grant Forms - LCC registration forms

- # *"Fichas de Trabajo / Flyer Reading"* Individual Learning Plan written by the Lane Community College instructors 1996

Description of Instruction:

1. With translation help from the instructor, participants completed LCC registration forms and the project's course enrollment forms.

2. The instructor provided an overview of skills the class would address, e.g., learning the necessary vocabulary, paying attention to details, understanding instructions, using intuition, working together.

3. Participants took a pretest, a *"Flyer Reading Skills Preview"* to assess their current understanding of flyer instructions. The pretest was tri-lingual (English / Spanish / phonetic English).

4. Participants also took an oral pretest, which was tape-recorded, that asked a dozen basic questions about their work, the plant, and flyers.

5. The instructor asked participants basic questions about their familiarity with production flyers and how to understand them. The instructor developed these questions from interviews with plant supervisors, the site advisory team, and from sample production flyer documents.

6. The instructor translated the individualized learning plan into Spanish. *"Fichas de Trabajo / Flyer Reading"* the ILP offered nine possible objectives for the class. The participant's selected five objectives, ranking them in priority. The instructor combined these objectives with other criteria from the site advisory team to establish the course content.

- This mark indicates a copy of the handout is in the **Handout** section of this curriculum.

Course Title: ESL Production Document Reading

Performance Assessment Methods and Results

- The "*Flyer Reading Skills Preview*" allowed the instructors to establish the participants' baseline levels in English and in basic literacy. The tests indicated that the participants had minimal skills in English and little knowledge of flyers.

Comments:

- Paperwork and individual learning plans (ILPs) were completed in class. Instructors previously had translated these ILPs for use by this group. As mentioned above, the instructors used the most highly ranked of the nine objectives on the ILPs to help establish course content. The lower ranking objectives were covered quickly or not at all.

Activity II: Learning to Learn Activities as Related to Flyer Reading

During almost every session of the course the instructors worked on various phases of the following activities. Because this is a process class, methods of getting at these skills are incorporated into all of the activities used in the class. The participants worked at their own levels and progressed according to their interests, skills, attention to the class, work outside of class, motivation, and the quality of the instruction. The learning skill levels and activities were grouped as follows:

1. The instructors based participants' work in all skill areas on the entry level test results and on the participants' progress during the course. In **Life Skills**, participants worked on the following skill levels:

    a) Uses English / Spanish Dictionary

    b) Uses English Dictionary

    c) Uses Thesaurus

    d) Reads and follows written directions

2. In **Oral Skills**, the participants worked on the following skill levels:

    a) Replies to opening greetings and attendance questions (Is Maria present? No, Maria is not present)

    b) Asks work related questions

    c) Responds to work related questions

    d) Constructs sentences using technical vocabulary

3. The **Reading Skills** activities addressed the following skill levels:

    a) Reads native language

    b) Reads some English with frequent pronunciation errors. Uses Spanish phonetic equivalent to assist oral skills.

    c) Reads English with few pronunciation errors

    d) Reads English and can paraphrase

4. The **Written Skills** activities addressed the following skill levels:

    a) Copies single words and writes Spanish phonetic equivalent

    b) Writes technical vocabulary on practice sheets

    c) Writes a sentence independently

    d) Writes a sentence using correct grammar and punctuation.

5. One participant asked the instructors to teach the abbreviations used with an electronic scanner sheet commonly used on the production line, explaining, "I need to know what these mean." The instructors integrated this vocabulary into the course content.

6. Participants worked with "*Conversation Log*" worksheets to increase their awareness of how often they spoke English.

7. Instructors introduced participants to different learning styles in the context of various learning activities.

8. The instructors used questions or subjects raised by participants to introduce and reinforce the skills which made up the course content.

Resources and Materials Needed:

-   Spanish / English dictionaries

-   American English dictionaries

-   Thesaurus

-   # "*Technical Vocabulary Dialogue*" Sally Myers, Instructor, Workplace Training Project 1996.

-   Company product catalogue (containing product inventory with descriptions and pictures)

-   "*Scanner Worksheet*" explaining and interpreting abbreviations used with the electronic scanner compiled by Sally Myers 1996.

-   # "*Conversation Log*" Sally Myers, 1996.

-   Pieces of wood for learning styles discussion

Description of Instruction:

1. The instructors gave participants a short dialogue called "*Technical Vocabulary Dialogue.*" Participants used the dialogue as sentence starters to ask each other questions when they were using the dictionary. The participants divided into groups and each group looked up five words. After looking up the words, the groups shared with the class the meaning of each word in English and in Spanish. Class members wrote down the words defined by the other groups, thereby enabling them to cover a good-sized list of vocabulary that was not on their own lists. At the same time, this approach provided dictionary practice without overwhelming class members. The class used this same technique for many of the lists they went through while using the dictionary.

2. The instructors asked class members to brainstorm questions related to their understanding of flyers or vocabulary they needed to ask questions in English. The instructors grouped the questions into grammatically similar subjects and worked them into the classes as those subjects came up. The brainstorming session also served as good practice for asking questions in English.

3. The class reviewed the scanner sheet information with direct instruction from the teacher. The participants went through a "*Scanner Worksheet*" to learn the meanings of the

abbreviations first. After the initial review of information, the instructor wrote a small graph on the whiteboard and asked each participant to go to the board and fill in something on the graph. This exercise also gave participants information about what a graph was (a new concept to many). The graph had three headers--<u>Abbreviations</u>, <u>Words</u>, and <u>Meaning</u>.

> a.) The instructor says: "the abbreviation is _____ ?"
> b) The student says _____. (An example SUB)
> a) What is/are the word(s)?
> b) The word is _____ or the words are _____ . The participant is to say or write the words actually used in the abbreviation (which may or may not have anything to do with the meaning. An example: SUB = sub part).
> a) The instructor says " What is the meaning of the abbreviation?"
> b) The student says _____.(An example: The part goes to assembly)

4. The instructors encouraged the participants to use a *"Conversation Log"* worksheet to record the ways in which they practiced English between sessions. Once a week, they filled out the log in class. To address questions class members had concerning English, both of the instructors sat down to talk with individuals about the section that asked "Were there words that you had difficulty saying or understanding?"

5. The class reviewed the types of materials used in production by using wood samples with labels on the back. In order to understand the part numbers, the participants needed to know such materials as maple, oak, plywood, veneer, Douglas fir, acrylic and so on.

6. During one session, the instructor used a lesson on prepositions of location to introduce the concept of learning styles. She brought in a pile of wood. Participants indicated the correct English words to describe the positions of the pieces of wood--in front of, next to, beneath, beside and so forth--by physically moving the wood pieces. During the exercise, some participants were uncomfortable just manipulating the wood without writing down the words and their translations. The instructor asked them not to write things down, but just to use full body action (kinesthetic learning). Later, they could write down the vocabulary if they wanted to. Following this activity, the instructor explained the different methods people used for learning and that each method was appropriate and important for each learner.

Comments:

- Because some participants sometimes came late from their shift, before formal instruction began, the instructors gave those class members who arrived early an opportunity to ask about specific English vocabulary, phrases, or sentences. Also, homonyms and the issue of "why does it sound like that?" were sources of concern. These spontaneous questions often led to some of the best discussions, and participants found these sessions very rewarding.

- In order to learn the scanner information needed, the instructor interviewed a staff manager who explained the concepts and translations (in English) of the abbreviations.

The activity turned out to be really valuable because so many of the participants used the scanner sheet regularly.

- The is/are part of the question in the scanner graphing activity was an instance of using a sentence to talk briefly about a grammar point without belaboring it. The participants learned to hear these verb forms correctly.

- The instructors spent five to ten minutes in three different sessions towards the end of the term working on the *"Conversation Log."* This useful activity brought information to the instructors on a personal level about how participants felt about learning English. It also made the participants more aware that they really *were* using English outside of class more than they had realized. The log could solve language problems in ways other materials could not. For example, one participant wanted to know how to say "I'll bet you a buck that...." and felt frustrated about not knowing where to go to find that information. The log allowed him to raise this question.

| **Activity III: Building a Body of Vocabulary for Flyer Reading** |

1. The group began to build the vocabulary needed for flyer reading.

2. The class learned the parts of speech required to understand the vocabulary, starting with verbs and continuing with nouns, location words, descriptors (including adjectives and adverbs), and a review of question words and other necessary statements.

3. The class used a flyer to practice vocabulary, reading, life and oral skills.

4. Participants learned the vocabulary of fractions and the computational skills required by the flyers.

5. The class used a company marketing video for vocabulary practice.

Resources and Materials Needed:

- # "Flyer Vocabulary" sample copy of beginning vocabulary list

- English / Spanish Dictionaries

- Basic production work orders (flyers)

- Company product marketing video

- Notecards used for vocabulary flashcards

- # *"Fraction Vocabulary"* Mary Mayfield, Instructor, Lane Community College, 1996.

- # *"Verbs /Verbos"* Sally Myers, Instructor, Workplace Training Project, 1996.

- *"Technical Vocabulary Dialogue"* conversation starter Sally Myers, 1996.

- # *"Questions and Statements for Flyer Reading"* Sally Myers, 1996.

- *"Nombres Sustantivos"* Sally Myers, 1996.

- # *"Describing Words"* Sally Myers, 1996.

- # *"Questions Using Verbs and Nouns"* Sally Myers, 1996.

Description of Instruction:

1. Because participants needed to learn an entire new set of technical terms, an on-going method of building that vocabulary was an integral part of this ESL class. The first step was to introduce the verbs that go with flyer reading. Most of the terms in the flyers related to process (e.g., cut, glue, shape, form, band, rip).

2. One of the instructors created a beginning vocabulary list. The group continually added words to this list as an on-going record of what the participants felt they really needed to

know. The list was divided into verbs (action words), nouns (thing words), describing words (adjectives and adverbs) and location words (prepositions of location).

- Participants added words they wanted to know to this list

- Participants used flash cards to help learn the words. The instructors also made flash cards to help them learn the vocabulary. These activities started in the second week.

- The instructors had the participants up and moving around to demonstrate a verb. One person would show the action (drilling something) and someone else would say what they thought the word was. One person walked; someone else would say "He walks." These total physical response (kinesthetic) activities raised the interest of the class and resulted in a high degree of vocabulary retention.

3. Through class discussion, the class worked with the fraction vocabulary necessary to flyers such as length and long, width and wide, height and high, depth and deep, an eighth, a quarter, a half and so forth. Participants practiced saying the words, and then read them, filled in pieces of a sentence, and filled in the worksheets. Participants used, as an aid to learning the vocabulary, the "*Fraction Vocabulary*" worksheet, which includes visuals to assist learning the fractional terms related to a tape measure.

4. Participants learned to ask questions and make statements using the "*Questions and Statements about Flyer Reading*" worksheet. The instructor reviewed the worksheet with the class and then class members asked questions of each other using the questions and tried to answer the questions in English.

5. Since participants were learning content with no grammatical background in English, the instructor found ways to get the grammatical content through to the participants' quickly. They needed to understand grammar in order to use effectively the vocabulary they learned. Therefore, grammar instruction continued as a thread throughout the course. The instructor taught grammar within the context of other content instruction, or as grammar concepts arose in relationship to questions raised by participants. The instructors gave some instruction regarding verbs, keeping things very basic -- it's an action, a process. Then, the instructors and participants acted out the verbs to help with memory and understanding.

- The instructor used the "*Verbs /Verbos*" worksheet as a reference tool to help participants understand the correlation between English and Spanish forms of words.

- Later in the term, the instructor used the worksheet "*Questions Using Verbs and Nouns*" to give participants a reminder for practicing vocabulary in oral conversations. Sometimes, vocabulary practice occurred in pairs, sometimes as a whole class. The participants practiced the question and answer format, negative and positive statements, nouns, verbs, sentence structure, and vocabulary all at the same time.

 The participants had four things to do (as shown in the worksheet). At this point in the term, the instructor asked participants to use the vocabulary from their heads

rather than from their lists of vocabulary. Giving participants an opportunity to be creative with their answers was an enjoyable part of this activity. The worksheet served more as a conversation aide than as something to fill in.

- The class worked on verbs in the past tense, something they found extremely difficult. They learned past tense endings and practiced using flash cards, drill and practice, short sentences, and short oral exercises.

- "*Technical Vocabulary Dialogue*" required participants to learn nouns (and other parts of speech appropriate to this class) through dictionary practice and short sentences. The instructor defined and explained nouns, and the participants worked mainly with things. This activity included lots of participation, individually and collectively.

- As a review the instructor gave class members a list of ten nouns and asked them to write two sentences using those nouns and a verb in the past tense. Afterwards, the participants shared their sentences with the class.

- The worksheet "*Describing Words*" introduced the concept of prepositions of location and taught the vocabulary required. After using this worksheet, the instructor and participants acted out the words and used manipulatives to reinforce the learning of this vocabulary. Later, the participants worked on straight adjectives and their purpose in a sentence.

6. To build their vocabulary, participants worked with a dictionary, or a dictionary and a thesaurus, at their levels of competence. Participants looked up nouns (and other grammatical types) in a dictionary as an on-going activity.

7. Learning about symbols, signs and abbreviations was an important part of vocabulary acquisition. Because abbreviations are little used in Spanish (and usually only at more advanced levels), the concept of abbreviating was new to many class members. Consequently, the instructor regularly addressed the purpose of abbreviations and the ways in which they are used. Types of abbreviations used by the class included:

- Signs -- such as ampersands, stars, quotation marks, question marks, pound signs

- Symbols -- a symbol for a hole (from the top) is a circle. From the side, it is marked with broken lines in the shape of a rectangle. A squiggly line indicates a break in a drawing when the whole drawing does not fit on a page.

- Abbreviations -- such as IN. or " (inch), FT or ' (foot)., CL (clear lacquer) WIP (work in progress)

8. After class members understood verbs and nouns, they learned the vocabulary and related grammar for adjectives (describing words) and location words (not called prepositional phrases -- but words that help locate things). Again, study of the parts of speech was not an end in itself, but was a step toward the course goal of understanding specific work-related vocabulary. Hence, the instructors kept the focus on vocabulary and only added small amounts of grammar when necessary to improve the participants' understanding of this vocabulary.

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9. The instructor conducted informal "chats" with participants, in English, which focused on their day or on something which was happening at work or in the class. In addition, using a round robin format, participants asked each other questions about their jobs, e.g., "where do you work?" "in what department?" "what work do you do?" "what type of products does this company make?" All the questions and answers were in English.

10. Instructors provided time during one session for students to learn how to ask individual questions that they needed for their specific jobs. The group listed questions on a butcher sheet and for the next session, the instructor brought these questions to class, written in English and in Spanish, so that class members could practice the questions most relevant to their work.

11. The instructors used a sales and marketing video from the company for three different activities:

   • For one activity, participants tallied one mark for each word in the video that they recognized. The video provided an opportunity to listen to a slow to normal rate of speech. After the first minute and a half of the video, the instructors taught the participants what was meant by tallying and modeled how to tally each word that they recognized. Listening and tallying at the same time proved difficult for the class. Some members wanted to write down the word and then tally it. After practice through warming up with the video, backtracking, and receiving lots of encouragement from the instructors to tally quickly, this process became a good tool to quantify how many work-related English words class members could recognize in speech. The class repeated the activity several times using different parts of the video. A bonus was that participants enjoyed recognizing in the video people they knew.

   • In a second use of the video, the instructors muted the video and asked the participants to say out loud a verb or a noun, something they could identify, as the video was rolling. For example, they would say "sanding," "door," "edge." They took a while to warm up to this activity, but this exercise stretched their skills and increased their confidence in using English.

   • The last part of the video offered a third use because it introduced products and their part numbers with an asterisk that indicated when the material was variable. Participants used the video to practice recognizing part numbers, add-on pieces to the product, and changes in the part number. Sometimes the participants called out the vocabulary while they watched. At other times, the instructor stopped the video to allow class members to discuss vocabulary.

Comments:
   • The instructors gathered together the necessary vocabulary by reviewing hundreds of documents (flyers) and then used this vocabulary to make appropriate worksheets.

   • The context and pace of speech in the video proved helpful to these second language speakers by making the video's content a little easier to understand.

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- Participants learned the vocabulary very quickly when they could see the context and thereby understand more clearly what they were learning. The visual context of the sales video was very helpful.

- The participants felt that they did not know much English, so giving them opportunities to show what they *did* know helped build confidence and encouraged them to engage in conversation.

- The participants enjoyed using the *"Questions Using Verbs and Nouns"* conversations because they tried to trip each other up using the words they knew. "Should I bore the angle?" "NO, you should not bore the angle."

- Because learning to follow directions was an important goal of the class, the instructors used simple written directions geared to allow each participant to be successful at reading and following those directions.

Activity IV: Learning to Read and Understand the Information Found in the Header of the Flyer

1. Participants matched questions and answers related to the header of a flyer.

2. The class learned to differentiate among similar flyers or a family of parts (similar parts with slight differences).

3. The class learned about and worked with part numbers to learn the organizational system used by the company.

4. Participants worked with flyers to find information and quickly identify important information in the flyer.

Resources and Materials Needed:

- # *"Questions to Ask About Flyers"* Mary Mayfield, Instructor, Lane Community College, 1996.

- A set of flyers of similar products made up of different sizes, materials and small differences in the part or product.

- *"Part # _ _ _ -"* Mary Mayfield, 1996.

- *"Flyer Reading Worksheet"* Mary Mayfield, 1996 (practicing reading directions in English)

Description of Instruction:

1. The instructor focused on making sure participants understood the types of information carried in the top inch of the flyer. The participants worked with a worksheet that had questions and answers. To complete this worksheet, they had to be able to find some of the following:

    - Who is the lead (supervisor) for this flyer?

    - On what date was the flyer issued?

    - What is the part number?

    - What is the product this flyer describes?

2. With the beginning worksheets, the questions and the appropriate answers were written out, and the participants used the flyer itself to find the information referred to. Another worksheet *"Questions to Ask About Flyers"* asked questions that participants pulled from the worksheet and then filled in the blanks. Using this information, participants worked on oral skills in pairs. One person asked a question and the other person had part of the answer. They used the flyer to complete the information required for the answer.

3. Other basic activities related to pronunciation and to learning about the flyer's organization. The group discussed their degrees of familiarity with flyer organization and

contents. In pairs, they worked on a worksheet which included basic reading questions correlated directly to a specific flyer, questions such as "what was the issue date for this flyer?" "who was the lead for this flyer?" Each pair had two questions and two answers and the partners in the pair read these questions and answers to each other.

4. The instructor brought a set of flyers that described products that were similar but that had small differences in size, type of material used and so forth. The participants had to learn to pick out the differences and understand why those differences were important to notice. They had to be able to find the information on the flyer and fill-in the blanks asked on the worksheets with the correct English words.

5. The class used the "*Part #* _ _ _ -" worksheet with the company catalog to help participants understand the company's system for numbering parts and the information contained in the part numbers.

6.   Prior to working with the "*Part #* _ _ _ -" worksheet, the participants had learned the various types of materials used at the plant. To do so, they looked up the initial code, found the meaning of those initial codes, found the page number in the product catalog where that part or product picture was located, and looked at the measurements for the product. These steps gave them practice in seeing depth, width and height in context. This complex activity required bi-lingual interpretation, and a lot of time, to be sure that participants understood the directions clearly. Once they understood what to do, they were successful. The knowledge gained from this activity made learning the part numbers in #6 above easier.

7. The participants used the "*Flyer Reading Worksheet*" to practice reading directions in English and to help them identify important information on the flyers. They went over the flyers and circled those things they thought were important and then shared with the group what they had found. For example, important items were denoted with all capital letters or with exclamation points or asterisks. This relatively easy activity helped class members learn a vital skill.

Activity V: Understanding and Computing with Fractions as required by the Flyers.

2. The instructor gave a diagnostic test on computing with fractions.

3. The class reviewed vocabulary needed in working with both measurement and fractions.

4. The instructor explained fraction theory, and the class practiced with basic fractions.

5. Participants worked with tape measure math and learned how to compare fractions.

6. The instructor explained and the class practiced addition and subtraction of fractions.

Resources and materials needed:

*   _Developing Mathematical Thinking_: A complete Unit on Fractions with Blackline Masters and Teacher Lesson Plans, Jay Greenwood and the Multnomah Education Service District, 1986.

*   Number Power 2, Jerry Howett, Contemporary Books Inc., Chicago, IL (for fraction computation practice and fraction comparison practice) 1988.

*   # _"Fraction Vocabulary"_ Mary Mayfield, Instructor, Lane Community College, 1996.

*   _"Measurement Worksheet"_ Mary Mayfield, 1996.

*   Fraction worksheets showing the steps required to add and subtract fractions with "the same bottom number" and with a "different bottom number" Mary Mayfield (4 worksheets) 1996.

*   _"Fraction Review"_ Mary Mayfield, 1996.

Description of Instruction:

2. The instructor opened the discussion about fractions with an explanation and overview of what fractions are. The class considered only 1/2, 1/4, 1/ 8/, 1/16, and 1/32, then discussed the concepts of larger and smaller fractions, and compared fractions. Discussion also included vocabulary for the symbols:

    *   less than <
    *   more than >
    *   equal to =

    Participants used tape measures and pictures of tape measures to compare and to add and subtract fractions.

2. The instructor explained the theory of fractions on the board, naming fractions, breaking squares up into different pieces. Participants responded to questions asked by the instructor about fractions and how they work.

3. The instructor used worksheets from <u>Developing Mathematical Thinking</u> pp. 91-92 Fraction unit Sequence D, Lessons 2 & 3. These exercises gave participants practice on comparing and naming fractions. Page 91 compared fractions (1/2, 1/4, 1/8, etc.) participants used on the job. Those participants who finished quickly did page 92 also (it included thirds, fifth and tenths).

4. Participants practiced using fractions vocabulary with a tape measure and a measurement worksheet.

5. The class used several other worksheets to practice computing with fractions. Because addition and subtraction of fractions were the skills needed for production, practice concentrated on these computations. The *"Fraction Review"* worksheet was a culminating activity for this section of the class.

Comments:

•   Participants learned a minimal level of computational skills with fractions. Some participants learned very quickly while a few still needed work using the tape measure for addition. For those who learned quickly, the instructor provided some standard worksheet exercises to better cement their understanding of the computational skills and to introduce the concept of common denominators. In short, some participants went ahead to more complicated concepts while others continued to work at grasping the basics.

Activity VI: Learning to Read and Understand the Specifications Found in the Drawing Section of the Flyer

1. Participants learned the meanings found in drawings that appear on flyers.

2. Participants learned the symbols used in the flyer drawings.

3. The class worked through flyers from beginning to end to understand the whole of what was contained in them.

Resources and Materials Needed:

- Six page worksheet with drawings from flyers showing parts and dimensions compiled by Mary Mayfield, Instructor, Lane Community College, 1996.

- # "*Questions for Work Order #23168 + 1*" and the accompanying company flyer, Mary Mayfield, 1996.

Description of Instruction:

1. The class used a company product catalog to identify parts and connect them with a particular flyer. The class used the catalog to help participants understand what the part on the flyer was and what it looked like. A good technique would be to bring in actual parts connected with a flyer, so that participants could become more familiar with how to identify and determine if they had the right part associated with the flyer.

2. Instructors went through flyers looking for fairly basic things that would be easy to understand. They also looked for concepts that repeated in several flyers. For each class, participants received copies of one or more flyers with questions to go with them.

3. The instructor also used the above process to help the participants understand the vocabulary and learn the process for reading flyers. She made several worksheets for these purposes.

4. A key concept for the participants to understand was the symbol for a drawing with a break in the material (all of the material is not shown on the drawing). She photocopied examples from the flyers to cut and paste for worksheets. Before beginning this worksheet, the class worked on some new vocabulary and reviewed related vocabulary they had already learned.

5. To teach participants how to differentiate among flyers, the instructor brought in a couple of flyers with dowel panels that were different lengths and made from different types of materials. Because the format of the flyers was identical, making mistakes would be very easy. During the activity, participants called out differences they saw between two flyers-- in the dimensions, material, part number and so on. The class members repeated this activity to sharpen their abilities to discern these differences among flyers. They used a six page worksheet showing dimensioned part drawings from several different flyers which also had fifteen different "post-it" notes with statements on them. Participants,

grouped in pairs, matched the notes with the appropriate diagrams. Sometimes, the note applied to several places on the flyer while other times it applied to only one place. The drawings used were usually related in some way. For instance, they might show similar parts of different sizes. Examples of notes were: "the outside diameter is 7/8" " and "this dowel is 14 7/8" from end to end."

6. The instructor made a worksheet based on the complicated flyer *"Questions for Work Order #23168 + 1."* Serving as a culminating activity for the class, this worksheet began with review questions about the product header. The worksheet moved progressively to questions about each process step. To answer these questions, participants needed to look at the whole flyer, but especially at the drawing and the specifications shown in it. Some of the vocabulary on the flyer was new (levelor holes and pin holes). Some of the instructions on the flyer were a little unclear (even to English speakers), and the participants had to figure out some things on their own. To prepare for working with this flyer, the class found a part number in the catalogue and looked at the display of the part. We identified where this piece was on the product itself (it is a post on a display rack). Knowing this context helped a great deal in answering the questions on the flyer and in understanding the use of the part, because the participants fit what they saw to the questions asked.

Comments:

- The class spent two days working on the *"Questions for Work Order #23168 + 1"* worksheet. This very difficult activity indicated how much the participants had learned. The instructor was impressed by the ability of class members to work through the flyer to gather all of the necessary information.

Activity VII: Evaluation and Concluding Procedures

1. Participants completed grant paperwork.

2. Participants took the post-test.

3. The instructor and the class members exchanged feedback concerning the course.

Materials and Resources Needed:

- Grant forms

- # *"Fichas de Trabajo / Flyer Reading"* Individual Learning Plan written by the Lane Community College instructors 1996 (with Part 1 already completed)

- # "Post Test Packet" containing:

    - Flyer content, written--ten questions corresponding to the original pretest with three additional questions to better assess how far participants had progressed.

    - Oral section about flyers and ESL questions

    - Original writing sample section with questions about flyers and ESL

    - Math questions on fractions

Description of Instruction:

1. Participants completed the paperwork for the grant.

2. The class took the post-test, which repeated many of the pretest questions and which added additional questions addressing a large amount of information covered in the course. Results demonstrated the wide breadth of information that the participants learned.

3. The post test also contained an oral section which was scored with a scale ranging from pre-production (no English response) to early production to intermediate (English, but no technical vocabulary) to technical vocabulary. The oral test revealed how much of the technical content had been learned. Some of the participants went from pre-production knowledge to having technical vocabulary in English about flyers. The instructors repeated some of the questions from the oral part of the pre test.

    - In the oral section, participants were able to describe their place of employment, their departments, and the machines they used. They were also able to provide a lot of information about the products and the work they did.

    - Another part of the oral test addressed getting some information from a flyer, e.g., "what is the length of the side view here."

4. The ten questions on the math section of the post test involved comparing fractions, and the addition and subtraction of simple fractions.

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5. The class members completed their Individualized Learning Plans.

Performance Assessment Methods and Results:

- Participants reviewed their progress shown by the pre and post test results.

- The written post test was just in English, whereas the pretest was in both English and Spanish; both addressed the same kinds of questions.

- The written post test required fill-in answers in English and was a very difficult test for the participants.

- Participants also had a chance to provide input to the instructor on the quality of the class.

- The score for the part of the test repeated from the pretest averaged 97% correct for the post test.

- The average score in the math section of the post test was above 90%.

Comments:

- Those participants who attended all class sessions showed strong growth, and the three participants who began the class unable to write in English also made good progress.

- The instructors made a point of going over the tests with each participant to show them how well they had done and how much they had learned.

- Time limitations prevented the instructors from giving the reading comprehension part of the test that they had planned.

Course Summary

Background:

The ESL Production Document class evolved from two needs. First, many of the Spanish speakers who had completed a shortened ESL class (8 weeks) wanted to continue with more training (it had been four months since the initial ESL class). Second, many of these same participants had been hired as permanent workers and needed to have more background in reading production flyers. As a result of these needs, two instructors team taught this class. One instructor focused on the ESL objectives while the other focused on the production flyer reading.

Expectations:

Company:

During the first year of the project, the company hired Latino workers as temporary employees. The company saw these employees as valuable, productive workers and hired many of them as permanent employees. The company wanted to support these new workers on-the-job by offering needed training.

Learner:

The participants' expectations grew from the beginning of the class. They wanted to be able to communicate better in their work environment, and they expressed motivation about learning more English. However, participants were unsure of their need to read production flyers because they currently did not use them on the job. After the instructor explained the class objectives, participants understood better the objectives of the class.

Instructor:

Two instructors team taught this class. The bilingual instructor had worked with many of the participants in the first ESL class and had established a good rapport with participants. The other instructor had taught the production document reading class to English speakers. Together they expressed concern about the language required to understand the production flyers. Because they did not know each other's teaching styles prior to this class, they also expressed concern about team teaching.

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Evaluations:

Company:

One class often led the Site Advisory Team to look at other related trainings. The ESL production reading class grew out of the production reading class and the English as a Second Language class. The content of the class included general listening and speaking skills in English as well as interpretation of production documents. Participants from the previous production reading class helped provide input on most important applications from the workplace. The ESL/Production reading class triggered the interests of other employees to learn Spanish. Consequently, the project offered a workplace Diversity/Spanish class for English speakers.

Learner:

During this class, the company experienced heavy production, and employees often worked long shifts. Despite the long hours, many of the participants continued to attend class and to gain necessary skills identified at the beginning of the class. Many of these original participants continued to work at the company. One participant joined the Site Advisory Team and helped to make further decisions regarding the training needs of Latino employees.

Instructor:

Both instructors noted that flexibility was key to the success of this class. Although each instructor had objectives for every session, each flexed and changed her approach when a "teachable moment" appeared. Sometimes changes needed to be made at the last moment, and those changes worked for both instructors. Neither instructor had a sense of possession or ownership of her "part" of the class and that allowed the teaching partnership to work smoothly. Together, they worked to teach the necessary objectives that participants needed to know on-the-job.

Handouts

PLAN INDIVIDUAL DE APRENDIZAJE
INDIVIDUAL LEARNING PLAN

FICHAS DE TRABAJO/*FLYER READING*

CLASE DE INGLÉS COMO SEGUNDO IDIOMA EN NEWOOD INDUSTRIES 4/96
NEWOOD INDUSTRIES ENGLISH AS A SECOND LANGUAGE CLASS 4/96

Instrucciones: Por favor léa la lista de metas y denote por escrito al lado con un número del 1 al 5, con 1 siendo el más importante, cuáles metas abajo descritas quiciera usted lograr en esta clase.

Instructions: Please read the following list of goals and write a number from 1 to 5 beside them, with 1 being the most important, which goals you would like to achieve in this class.

_____ 1. Aprender las palabras más comunes que se encuentran en las fichas de
trabajo (instrucciones, nombres de partes, abreviciones, etc.) y entender su sentido.

1. Understand the meanings of the most common words (instructions, names of parts, abbreviations, etc.) that appear on the flyers.

_____ 2. Leer el encabezamiento de la ficha y las instrucciones de los procedimientos para así localizar la información necesaria y especifica en cuanto al trabajo a hacer.

2. Read the flyer heading and process instructions to locate necessary/specific information about the job to be done.

_____ 3. Poder calcular el tiempo requerido (una estimación) para completar un procedimiento relacionado con el trabajo a hacer—o poder calcular el tiempo requerido (estimación) para terminar la serie/curso de procedimientos en total del producto/trabajo.

Calculate the time needed (estimation) to finish a certain process for a product to be made—or to calculate the time needed to finish the whole run of the product.

_____ 4. Saber como leer planos/dibujos sensillos y usar la información que allí se encuentra

4. Know how to look at simple drawings/blueprints and how to use the information on the drawing

_____5. Medir de una manera precisa con cinta de medir y quizas aprender como usar otros instrumentos para hacer medidas.

5. Measure accurately with a tape measure and possibly get some experience with other measuring instruments.

_____6. Aprender cuales preguntas a hacer si necesita ayuda en entender la ficha de trabajo.

6. Learn which questions to ask if you need help to understand the flyer.

_____7. Poder hacer calculaciones usando quebrados/fracciones para mejor entender o trabajar con la información que se encuentra en la ficha de trabajo.

7. Do simple fraction calculations so you can understand or work with the information on the flyer

_____8. En la ficha, entender cuál información o cuáles procedimientos son los más claves

8. On the flyer, understand what information or processes are most important critical

_____9. Para limitar el número de errores, poder reconocer los detalles que distinguen diferencias entre varios productos, procedimientos o fichas de trabajo.

9. So that fewer mistakes are made, recognize details that make products, procedures or flyers different from each other.

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TECHNICAL VOCABULARY DIALOGUE
(technecl   vocabiuleri   daialog)

Q.1. What do you think (crees) this is?
    A. I think this is a _____.
    A. I don't know what this is!

Q2. Where can we find it?
    A. Let's look on page _____.
    A. Let's ask _____.
    A. Let's use a dictionary.

Q.3. What is this word in Spanish?
    A. this is _____.
    A. Maybe it is _____.
    A. I don't know, let's look it up.

Conversation log:

Name_____   Date_____

You may write your answers in Spanish, but please answer all of the questions.

1. Who did you practice your English with this week?

   _____

   _____

2. Where did you talk to him or her? (at work, at home, at the store)

   _____

3. What was your conversation about?

   _____

   _____

4. Were there words that you had difficulty saying or understanding?

   _____

   _____

5. Was there more you wanted to say in English? What?

   _____

   _____

6. How did you feel speaking in English?
   1_____5_____10
   ☹   ☺   ☺

Flyer Vocabulary

NOMBRES SUSTANTIVOS- PERSONAS, LUGARES
Y <u>COSAS-</u> el ...., la ...., los ...., las ....

NOUNS-PEOPLE, PLACES AND <u>THINGS</u>
(nauns-pipl,pleises end tings)- the ....

angles *(eingl)*

back *(bac)*

basket *(basquet)*

belt

bench

bottom *(batem)*

brace *(breis)*

bracket *(braquet)*

butcherblock shelf *(bucherblac shelf)*

SAMPLE

cabinet *(quebenet)*

chair *(cher)*

channel *(chenel)*

column *(calam)*

cornerbase *(cornerbeis)*

cornice *(cornes)*

critical measurement *(cretecal meshurment)*

cross dowel *(cras dauel)*

cube *(quiub)*

degree (45) *(digri)*

detail *(ditail)*

display *(desplai)*

divider *(divaider)*

door (*dor*)

dowel panel (*dauel panel*)

edge (*etch*)

flush (*flash*)

front (*frant*)

grit (100/200 grit, etc.) (*Gret*)

hardware (*jarduer*)

hole (*jol*)

J-bolt (*chei bolt*)

kickboard (*quecbord*)

mirror (*miror*)

nesting table (*nestin teibl*)

pilot hole (*pailot jol*)

pinhole (*penjol*)

radius *(reidias)*

rail *(reil)*

saw kurf (*sa curf*)

shelf (*shelf*)

shelving (*shelbin*)

skirt (*squert*)

slatwall (*sletual*)
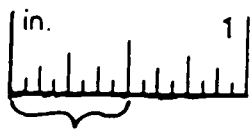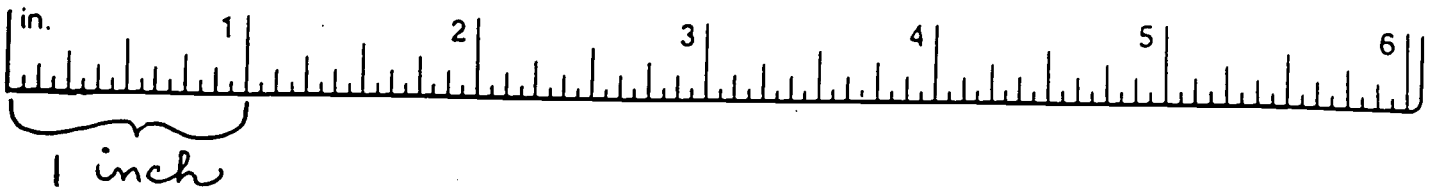
slots (*slats*)

spline *(splain)*

square (*squer*)

station (*steishon*)

stile (*stail*)

FRACTION VOCABULARY

1 - one	2 - two	3 - three	4 - four	5 - five	6 - six
7 - seven	8 - eight	9 - nine	10 - ten	11 - eleven	12 - twelve
13 - thirteen	14 - fourteen	15 - fifteen	16 - sixteen		

$\frac{1}{2}$ - one-half $\frac{1}{4}$ - one-fourth $\frac{1}{8}$ - one-eighth $\frac{1}{16}$ - one-sixteenth

1 inch

$\frac{1}{2}$ inch (one-half inch)
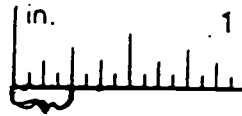
$\frac{1}{4}$ inch (one-fourth inch) (one-quarter inch)

$\frac{1}{8}$ inch (one-eighth inch)

$\frac{1}{16}$ inch (one-sixteenth inch)

(three-eighths inch)

_____

_____
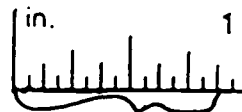
_____ (three-fourths inch)
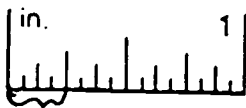
(five-sixteenths inch)

_____

Depth, Width, Length

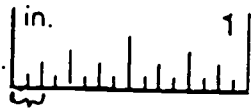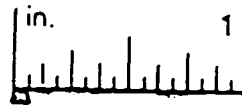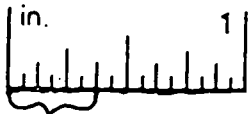## Vocabulary/El vocabulario

Depth: la profundidad

Width: la anchura   Wide: lo ancho

Length: la longitud   Long: lo largo

Dimensions: Los dimensiones

width 1ft. 6in.

8 in.

depth

3 ft.
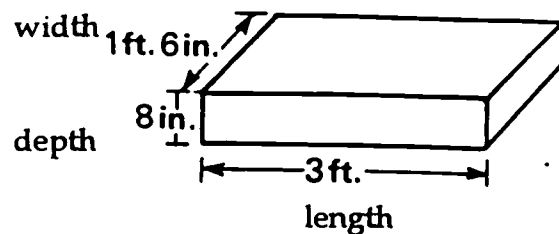
length

Questions/Las Preguntas

(1)
What is the depth of this part? _____

How wide is this part? _____   What is the width of this part? _____

How long is this part? _____   What is the length of this part? _____

What are the dimensions of this part? depth_____ width_____ length_____

(2)
What is the depth of this part? _____

How wide is this part? _____   What is the width of this part? _____

How long is this part? _____   What is the length of this part? _____

What are the dimensions of this part? depth_____ width_____ length_____

(3)
What is the depth of this part? _____

How wide is this part? _____   What is the width of this part? _____

How long is this part? _____   What is the length of this part? _____

What are the dimens: of this part? depth_____ width_____ length_____

VERBS
VERBOS

INFINITIVE

EXAMPLE: *Assemble*

I can assemble it. (Ai quen asembl et)
I will assemble it. (Ai uel ....)
When do I assemble it? (Uen du ai ......)
Who can assemble it? (Ju quen ....)
Please assemble the cabinet. (Plis... da quebenet)

INFINITIVO

EJEMPLO: **Ensamblar**

Yo lo puedo ensamblar.
Yo lo voy a ensamblar.
¿Cuándo lo ensamblo?
¿Quién puede ensamblarlo?
Porfavor ensambla el gabinete.

GERUND

EXAMPLE   Attac**hing**

He is attaching the backing. (Ji es ateching da bequing)
I am attaching this piece of wood. (Ai em... dis pis af uad)

<u>Use with the verb "to be"</u>

GERUNDIO

EJEMPLO   Junt**ando**
                 Uni**endo**
                 Ligando

<u>Se usa con el verbo ESTAR, HACER</u>

El está uniendo, ligando el respaldo.
Yo estoy ligando este pedazo de madera.

PAST TENSE (END IN -ED, -T OR -D)
When the verbs are regular verbs
EXAMPLE   Glue**d**, insert**ed**, wip**t**

She glued the backing. (Shi glud da bequing)
I inserted the biscuit. (Ai enserted da besquet)
This work order is wipt out (Dis ....aut.)

TIEMPO PASADO (TERMINAN CON ED, T, O D)
Cuando son verbos regulares

Ella pegó el respaldo.
Yo injerté el biscuit.
Esta orden de trabajo está wipt out.

Questions and Statements for Flyer Reading

FICHAS DE TRABAJO/*FLYER* (FLAIER)

1. Una ficha de trabajo es una orden de trabajo. ¿Cuál es el número de la orden de esta ficha de trabajo?
1. *A flyer is a work order. What is the work order number of this flyer?*
   Ei flaier es ai uorc order. Uat es da uorc order namber af dis flaier?

2. ¿En cuál fecha fué emitida esta ficha?
2. *On what date was this flyer issued?*
   An uat deit uas dis flaier eshud?

3. Una ficha de trabajo o orden de trabajo da instrucciones para crear algun producto. ¿Cuál producto se creará siguiendo las instrucciones en esta ficha?
3. *A flyer or work order gives instructions for making some product. What product will be made by following the instructions on this flyer?*
   Ei flaier or uork order gebs enstrac-shens for maiquing sam pradact. Uat pradact uel bi maid bai falouing da enstrac-shens an dis flaier?

4. ¿Cuantas piezas necesarias de este producto son el mínimo para hacer?
4. *What is the minimum number of this product that is needed?*
   Uat es da minimam namber af dis pradact dat es nided?

5. ¿Cual tipo de madera o otro material será usado para crear este producto?
   What type of wood or other material will this product be made from?
   Uat taip af uod or ader matirial uil dis pradact be maid fram?

6. ¿Cuál es el tamaño del material para alisar del cual ~~será construido~~ éste producto?
6. *What is the rough size of the material from which this product will be made?*
   Uat es da raf sais af da matirial fram uich dis pradact uil bi meid?

7. ¿Cuál es el tamaño del producto ya completo/terminado?
   What is the finished size of the product?
   Uat es da finisht sais af da pradact?

8. ¿En crear/construir este producto, cual es el primer procedimiento a hacer?
   What is the first step in the process of making this product?
   Uat es da ferst step en da prases af meiquing dis pradact?

9. ¿Cuál es el número de la estación/sitio de trabajo donde se hará este primer procedimiento?
   What is the number of the work station where this first processs will be done?
   Uat es da namber af da uerc steishon uer dis ferst prases uel bi dan?

10. ¿Quién es el supervisor/director responsable en asegurar que se efectúa el trabajo necesario en este producto?
    Who is the lead responsible for making sure the work on this product gets done?
    Ju es da lid rispanebl for meiquing shur da uerc an dis pradact guets dan?

FLYER READING

Describing words
Palabras que describen

LOCATION/*LUGAR*

behind

below

between

bottom

center

in front

inside

left

middle

on

outside

right

top

under

OTHERS/*OTROS*

adjustable

clear

deep

exact

long

narrow

oversize

short

slotted

square

thick

through

undersize

upright

wide

thin

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QUESTIONS USING VERBS AND NOUNS (ESL Flyer
Reading

Directions:

1. Do this oral activity with a partner, one asks
   question one gives answer.

2. Use the sentence starters below.
   Ex.   Should I _____?

3. Fill in the blank with a verb (V) and a noun (N).
   Ex.   Should I <u>polish sand the edge</u>?
                    V   N

4. Answer the question.
   Ex.   Yes, you should polish sand the edge.
          No, you should **not** polish sand the edge.

Sentence starters:

Should I _____ ?   ¿Debo _____?
(shud)

May I _____?   ¿Puedo _____?
(mei) (more formal)   (más formal)

Can I _____?   ¿Puedo _____?
(quen) (common use)   (uso más común)

Do I _____?   ¿Hago <u>(tiempo presente)</u>?
(du)

Will I _____?   ¿Haré <u>(tiempo futuro)</u>?
(uel)

1. What is the name of this product?

This is a _____.

2. What kind of wood is this product made from?

This product is made from _____.

3. What is the finished size of this product?

The finished size is _____.

4. What 2 parts are needed to assemble this product?

_____ and _____ are needed to assemble this.

5. How many dowels are needed to make this dowel panel?

_____ dowels are needed to make this dowel panel.

6. How many stiles are needed to make this dowel panel?

_____ stiles are needed to make this dowel panel?

7. How long is each dowel from end to end?

Each dowel is _____ long from end to end.

8. How long is each stile?

Each stile is _____ long.

9. How many of these dowel panels should be run.

_____ dowel panels should be run.

10. Where do you put glue when you assemble this panel?

Assemble the panel with glue in _____.

11. About how long should it take to assemble each dowel panel?

It should take about _____ to assemble each dowel panel.

12. Where do you send the dowel panels when they are finished?

I send the dowel panels to _____ when they are finished.

Item Category	Type of Material	Other Description
A-Adjustable	A-Acrylic	A-Accessories, A-frame
C-Chair (Stool, Bench)	D-Douglas Fir	B-Bin, Base
D-Dowel Panel	F-MDF	C-Cabinet, Cube, Column
E-Elite	M-Maple	D-Displayer, Diamond
G-Gondola	O-Oak	F-Fitting
F-Forms, Freestanding	*choice of material	G-Gondola, ??
K-Bookcase	X-Mixed materials	H-Slatwall H
M-Multi-Level		I-Island
N-Newcube, New Wall		M-Mirror, Modular, ??
R-Rotating, Reversible		N-Nesting
S-Shelving		O-Outrigger
T-Table, Tri-level		P-Pedestal
W-Wine		Q-Quad
		R-Rack
		S-SlatRail
		T-Tiered, Tower
		U-Upright
		W-Wall
		#(1, 2, ...) Number of Shelves

This is an attempt to define or clarify the elements of Newood's part numbering system to make it easier for employees to understand what they are working with. This is meant only to be a guide; it will not cover every situation or answer every part number question. The numbering system is still evolving, hopefully toward more organization and consistency, but, for the present, you will still find part numbers that you cannot interpret using this information.

Also, note that the same letter may be used in different positions with different meanings.

Part Number Worksheet

Each code below represents the first section of a possible part number. For each one, 1) write the meaning of the code.
2) find an item in the catalog that uses this code, 3) write the page number of this item, and 4) write a possible set of dimensions for this item.

Code	Meaning	Page #	Depth x Width x Height
EMR	Elite Maple Rack	17	17" x 38" x 90"
EMH			
ROG			
EMG			
TMD			
MDR			
MFC			
WOC			
CMB			
DD			
SX4		3	

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Question: What is the rough size of the material you will use?

Answer: The rough size is _____

Question: What should I do first?

Answer: I should _____

Question: What should the total number be?

Answer: The total number _____

Step 1: Shape to 2-1/16"
Question: Which dimension should you shape? thickness or width or length

Answer: I should shape the _____

Question: At which station will the shaping be done?

Answer: The shaping will be _____

Step 2: Bore 7/16" Dowel holes
Question: How many dowel holes should be bored?

Answer: _____ dowel holes should _____

Question: Should you measure from the top or the bottom to bore the dowel holes?

Answer: I should _____.

Question: How far from the bottom edge should the first dowel hole be bored?

Answer: The first dowel hole should _____

Question: How far should the second hole be from the first hole?

Answer: The second hole should be _____ on center from the first hole.

Question: How far from the bottom edge should the third dowel hole be bored?

Answer: The third dowel hole should _____

Question: Should the dowel holes be on center of the thickness of the part?

Answer: Yes, the dowel holes should _____

or   No, the dowel holes should not _____

Question: How deep should the dowel holes be?

Answer: The dowel holes should be _____ deep.

Step 3: Polish sand bored edge   120 grit
Question: Which edge should you polish sand?

Answer: I should polish sand the _____

Question: What sandpaper should you use?

Answer: I should use _____

Step 4: Bore Pin holes and levelor hole to spec
Question: What size should the levelor hole be?

Answer: The levelor hole should be _____

Question: How deep should the levelor hole be?

Answer: The levelor hole _____ deep.

Question: How far should the center of the levelor hole be from the inside edge?

Answer: The center of the levelor hole _____ from the inside edge.

Question: What are the specifications for the pin holes?

Answer: The pin holes should be _____".   They should be _____ from the
inside edge. They should start at _____ and end at _____. They should be bored
_____ the stile and _____ on center.

Step 5: Send to Frame Assembly
Question: Where should you send this part when it is finished?

Answer: I should _____   234

Rough Size: 1-3/8" X 2-5/16" X 71"   Finished Size: 1-3/8" X 2-1/16" X 71"

STATION	PROCESS DESCRIPTION	AMOUNT STARTED _62_	MIN/SEC	RUN	REJ	EMP#
306	Shape to 2-1/16"		:40	60	—	12
310A	Bore 7/16" Dowel holes		1:00	62	—	210
301	Polish sand bored edge 120 grit		:15	60	—	379
310B	Bore Pin holes and levelor hole to spec		:30	60	2	17
SUB	Send to Frame Assembly		:			
R	THIS IS THE REJECT STATION		:			

Drawing File Name: EOR71SA

CLOSED

5/16" Hole - 1-1/8" Deep
1" O.C. from inside edge

1 3/8'

7/16" dowel holes
O.C. of rail as shown
3/4" Deep
Top: 1-1/8" O.C.
Bot: 2" O.C.

69 3/8'

71'

2 1/16'
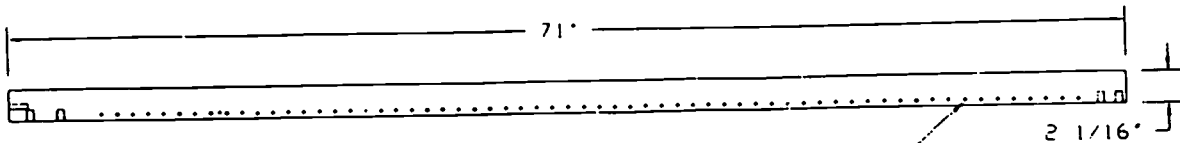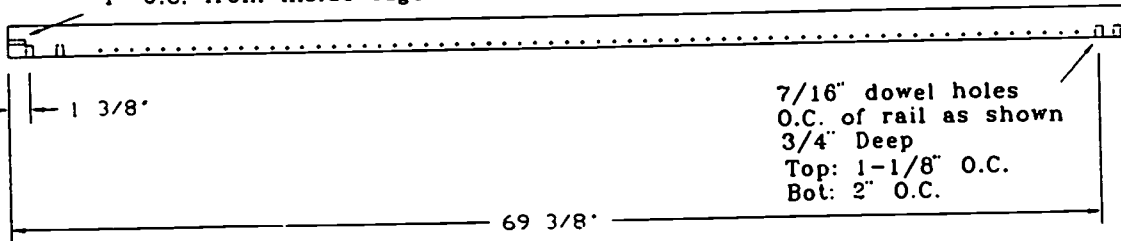
7/32" pin holes
3/8" O.C. from the inside edge
Starting at 6"
Ending at 67"
Clear through - 1" O.C.

Work Order # 23860+1   Part # SOU-1412-TCB   ISSUED: 03-18-96 DUE: 04-05-96

SALES #:   MONT-BELL CO LTO

MINIMUM: 5   RUN: 200

REVISION DATE: 01-16-93   LEAD: SHELVING OAK UPRIGHT - TCB

Rough Size: 5/4" OAK X 1-5/8" X 15-1/2"   Finished Size: 1" X 1-1/2" X 14-1/2"

STATION	PROCESS DESCRIPTION	AMOUNT STARTED 200	MIN/SEC	RUN	REJ	EMP#
350	Trim to 14-1/2" EXACT AND SQUARE		:15	199	1	76
301	Sand to 1" -1/64"		:20	199	—	347
306	Shape to 1-1/2" with 1/8" R. all sides		:30	194	5	6a?
310	Bore to spec		:30	190	4	210
SUB	Send to Frame Assembly		:			
R	THIS IS THE REJECT STATION		:			

Flyer Reading/ESL Posttest

1. What is the work order number? _____

2. When is this work due? _____

3. How many of these should you run? _____

4. What material will you use to make this part? _____

5. What is the rough size of the material you will use? _____

6. What is the length of the finished part? _____

7. Who is the lead for this work? _____

8. Which process is most important? _____

9. At which station will this part be sanded? _____

10. Where should you send this part when it is finished? _____

* * * * * * * * * *

1a. What does "spec" mean? (Answer in English or in Spanish)_____

_____

2a. What does SOU in the part number mean?_____

_____

3a. How many parts were rejected on this job? _____

ERIC

Name _____

Date _____

ESL/Flyer Reading Pre-Post Survey   TAPE ON FILE

ORAL SURVEY: *REPASO VERBAL*

1. What is your full name?
   Pre_____   Post_____
2. Where are you from?
   Pre_____   Post_____
3. How many brothers or sisters do you have?
   Pre_____   Post_____
4. How long have you worked at this job?
   Pre_____   Post_____
5. Who is your lead?
   Pre_____   Post_____
6. What department do you work in?
   Pre_____   Post_____
7. Explain the job you do.
   Pre_____   Post_____
8. What types of products do you make?
   Pre_____   Post_____
9. What are names of some machines you use?
   Pre_____   Post_____
10. What time do you begin and end work?
    Pre_____   Post_____
11. How do you work safely?
    Pre_____   Post_____
12. What do you do if you need help?
    Pre_____   Post_____

FLYER   Work Order # 23860+ 1

1. What is the length of the side view? 14 ½

2. What is the diameter of the holes? Seven sixteenths

3. What is the radius of the sides? One eighth

Name_____

Date_____

ESL/Flyer Reading   Post Survey

WRITTEN SURVEY: *REPASO DE ESCRITURA*

Directions:
   a. Fill in the blank spaces with words in English.
      Escriba en la linea palabras en inglés
   b. Read the words under the line to help you.
      Lee las palabras debajo de la linea son para ayudarte.

1. Where is the _____?
      Noun (*Nombre sustantivo*)

2. Can I trim the degree?   No_____.
      Finish the sentence (*completa la oración*)

3. José, please _____ the _____.
      Verb (*acción*)   Noun

4. She _____ the _____.
      Verb (*tiempo pasado*)   Noun

5. Should I _____?
      Finish the sentence (*completa la oración*)

6. Juana, the shelf is_____ and needs to be_____.
      Adjective (*palabra que describe*)   Verb (*tiempo pasado*)

7. The hole is in the _____ of the divider.
      Adjective

8. _____ _____can I find the J-bolts?
   Who, what, where, when, how (*pregunta*)

9. Write a sentence and use flyer vocabulary.

_____

10. What does the abbreviation **CL** for the scanner menu mean?_____
         (*el menú del aparato que leé códigos*)
         (*CL es una manera para terminar un producto*)
¡ *Muy buén esfuerzo! Sé que esto fué dificil. El poder escribir en otro idioma toma tiempo.*

Fraction Posttest

You can use a tape measure or the picture below to help answer these questions.
Puedes usar la cinta para medir o el dibujo abajo como ayuda a sacar las respuestas a
estas preguntas.
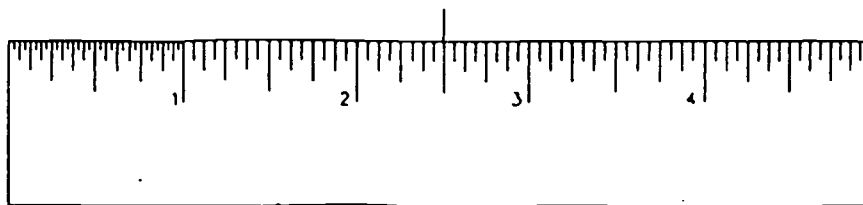
Which fraction is larger? (¿Cual fracción es mas grande?)

1. 1/4 , 1/8   2. 5/8 , 7/16

3. 10/16 is equal to how many eighths? (¿10/16 es igual a cuantos octavos?) _____

4. 1/4 is equal to how many eighths? (¿1/4 es igual a cuantos treintaidoceavos? _____

5. 5/16 + 11/16 = _____

6. 1/4 + 3/8 = _____

7. What is half of 1/4? (¿Que es la mitad de 1/4?) _____

8. What is half of 1-1/2? (¿Que es la mitad de 1-1/2?) _____

9. How many 1/4" in 2"? (¿Cuantos 1/4" en 2"?) _____

10. How many 1/16" in 3-1/2"? _____

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"Flyer Reading Worksheet" Mary Mayfield, Instructor, Lane Community College, 1996.

"Flyer Vocabulary" Instructors, 1996.

"Fraction Review" Mary Mayfield, 1996.

"Fraction Vocabulary" Mary Mayfield, 1996.

"Measurement Worksheet" Mary Mayfield, 1996.

"Nombres Sustantivos" Sally Myers, 1996.

"Part _ _ _ -" Mary Mayfield, 1996.

"Post Test Packet" containing: Flyer content, written--ten questions corresponding to the original pretest with three additional questions to better assess how far participants had progressed. Oral section about flyers and ESL questions. Original writing sample section with questions about flyers and ESL / Math questions on fractions'

"Questions and Statements for Flyer Reading" Sally Myers, 1996.

"Questions for Work Order 23168 + 1" and the accompanying company flyer, Mary Mayfield, 1996.

"Questions to Ask About Flyers" Mary Mayfield, Instructor, Lane Community College, 1996.

"Questions Using Verbs and Nouns" Sally Myers, 1996.

"Scanner Worksheet" Sally Myers 1996.
"Technical Vocabulary Dialogue" Sally Myers, 1996.

"Verbs /Verbos" Sally Myers, 1996.

Developing Mathematical Thinking: A complete Unit on Fractions with Blackline Masters and Teacher Lesson Plans, Jay Greenwood and the Multnomah Education Service District, 1986.

Number Power 2, Jerry Howett, Contemporary Books Inc., Chicago, IL (for fraction computation practice and fraction comparison practice) 1988.

*   To facilitate locating titles, worksheet titles are listed first in the bibliography.

Workplace Training Project

Course Title: Cultural Diversity / Spanish in the Workplace

Course Description:

English speaking employees at two of the worksites requested a class that addressed interpersonal relations with Hispanic co-workers. The class provided participants with information on Hispanic culture, non-verbal communication, work-related vocabulary, and informal greetings. Videos about cultural issues and guest speakers from the English as a Second Language class provided information to promote a respectful work environment.

Student Outcome Objectives

The Site Advisory Teams at each company put out notices concerning what the class would cover. At the first class meeting, the instructor asked the participants to rank by priority what they would like covered during the class. The objectives with the highest marks appear on the lists below.

Participants will demonstrate the ability to:

Company 1

1. Converse in basic Spanish: greetings and questions

2. Understand and use basic Spanish pronunciation

3. Understand and use basic commands, e.g. put that over there, move to the right, slow down

4. Interact with Spanish speaking co-workers to improve vocabulary and pronunciation

5. Complete custom dictionaries with safety and industry-specific vocabulary

6. Express knowledge about Hispanic culture, customs, and values

7. Communicate appropriate nonverbal behavior

8. Understand what is involved in learning a new language and culture

Company 2

1. Improve worksite communication and interpersonal relations with co-workers

2. Learn work-related vocabulary such as

- Department names
- Products
- Jobs
- Machines
- Vocabulary related to the type of work done at this plant

3. Improve in communicating with informal conversation: greeting and inquiries

4. Understand examples of non-verbal communication from the Hispanic culture

5. Learn about Hispanic culture, customs, and values

6. Learn the basics: numbers, colors, days, months, prepositions of location and direction

7. Understand what is involved in learning a new language and culture

Course Title: Cultural Diversity / Spanish in the Workplace

Student Population

This class met at two worksites with very different populations. One site had one class with nine participants; the other site had two classes, one with nine participants and the other with eight. In one group, three of the participants had been at the plant for over twenty years. None of the three had much formal education, and one was quite hard of hearing. Given their positions as leads, all of the participants at the first site wanted to communicate better with their workers. The participants had noticed a large influx of Hispanics on the job and into our area and wanted to know more about their language and culture. They wanted to understand and communicate better with the Hispanic workers and wanted to know some Spanish. Their goals were basic communication and greetings, safety, work-place vocabulary, and non-verbal gestures.

The classes at the other worksite consisted of office workers, a few leads, and some floor workers. The participants needed to do several things in Spanish: ask questions, explain work orders, communicate better, learn how to communicate safety issues to workers, and show someone how to do something. They also took the class because they were curious about learning a language, how to pronounce some Spanish words, and what co-workers were saying. The class had a real mixture of educational levels and experience levels--from office administrators to workers who came to class covered with saw dust from sanding, but all had great interest in the content.

Class Environment:

All classes met twice a week for eight weeks. At the first site, the classroom was a small meeting room containing a big table with chairs all around it. Moving around in the room was difficult. The class met from Noon to 1:00 p.m., and the participants ate their lunch at the beginning of class. The instructor worked at being entertaining while participants ate -- she often brought Mexican foods (such as Jicama - a root plant eaten with chili and lemon or lime). She used this eating time to ask participants how they had used their Spanish skills in past days, and gave participants a chance to share their successes with the group.

The other two classes met between shifts from 4:30 to 5:45 p.m. in the non-smoking lunch room, which had a small white board, picnic tables and benches, and plenty of room for movement and activities.

Instructional Techniques: ✔

✔ Multi-media	✔ Small group	✔ Cooperative learning
✔ Lecture	☐ Computer-aided	✔ Assignments
✔ Individualized instruction	☐ Simulation	✔ Peer tutoring
✔ Role-playing	☐ Project	✔ In-class practice
Other: Some participants with more Spanish skills tutored those who knew less Spanish. The instructor involved the class in experiential learning as often as possible.		

Cultural Diversity / Spanish in the Workplace

Syllabus of Course Activities:

I.   Introductory activities

II.   Learning pronunciation in Spanish

III.   Learning workplace specific vocabulary needed to communicate with co-workers

IV.   Learning to use questions and statements

V.   Interpersonal communication and Hispanic culture, customs and values

VI.   Concluding activities

Course Title: Cultural Diversity / Spanish in the Workplace

Activity I: Introductory Activities

1. Filling in grant forms and the Individual Learning Plans

2. Taking the pre-test

3. Listing of some warm-up activities used throughout the class

Resources and Materials Needed:

- Grant forms

- Pretest

- Learning Another Language Through Actions: Total Physical Response Activities, 5th Edition, James J. Asher, 1996.

- The Graphics Book, Effective for All Languages and Students of All Ages with 60 Multiple Choice Graphic Tests in Spanish. Ramiro Garcia, edited by James J. Asher, 1995.

Description of Instruction:

1. As the participants filled out the forms, the instructor read the form to them in Spanish (they had the forms in front of them in English). For example, where the form said *name*, the instructor said *nombre*. This approach gave the participants a little taste of what it's like to fill out a form in another language and at the same time introduced them to Spanish pronunciation.

2. The class took the pretest.

3. Everyone in class used a Spanish name. They could pick any name they wanted, but usually if a person's name translated directly from English to Spanish, they used that name. They wrote the name in both Spanish and English on a little card, and we used this activity to begin discussing how letters and sounds are pronounced in Spanish.

4. The instructor used the routine activity of taking attendance to bring in different vocabulary while using the same grammatical format. In taking attendance the instructor used correct verb forms and the participants learned them by using them. For example, the instructor asked, "¿Pedro, estas aqui?" Pedro responds, "Si, estoy aqui." They became used to hearing and using the correct verb in context. If Pedro was not in class, another phrase used was "Pedro no esta aqui." In this way, the participants learned the three most common ways to use the verb to *be*. They also learned to form a negative sentence. After a while, the instructor changed the sentence to "¿Pedro estas presente?" or "¿Pedro estas en classe?" These changes added more basic introductory vocabulary, and the participants immediately learned to say something in Spanish.

5. Class members started off by greeting each other when coming in the door. The instructor expected everyone to say something to her in Spanish. The instructor spoke to

each person as they came in the class in Spanish - something like "Hola, que tal? Como estas?" In this way, she shifted the dialog they had already learned into a new context.

6. Another warm-up activity used total physical response activities that get the participants moving around and involved. They did not necessarily have to verbalize, but they did have to be physically involved to respond to what was being described -- Toca la cabeza (touch your head). Llevantense (stand up).

7. The class continued to review numbers and the days of the week, and repeated the dialogues we had already studied.

8. Towards the latter half of the class, the instructor used flash cards with workplace vocabulary requested by the participants. She sometimes used a couple of flash cards for review and warm-up of the class.

9. The last week, occasionally, as the instructor came into the class, she started counting, expecting the participants to come in with her on the numbers. She also wrote a number on the board and asked if participants knew the number.

10. The instructor kept a log of how often students reported speaking to people outside the classroom. The log kept track of whom they spoke with: another student in the class, or a Hispanic worker. It also tracked how often they made contact, some notes about how the conversation went, and what the experience of speaking Spanish was like for the participant. The instructor condensed what was said, and kept a running tab of how often they spoke and with whom they spoke.

Performance Assessment Methods and Results:

- The log benefitted the instructor by helping her keep track of how participants felt about their conversations, the types of conversations they had, and the reactions they got for their efforts from others. They had good and bad days depending on the reactions of those hearing their conversations.

Activity II:	Learning Pronunciation in Spanish

1. Learning to pronounce Spanish sounds

2. Learning vowels and consonants as they are used in the context of names, numbers, days of the week.

3. Using phonetic spelling to assist in remembering proper pronunciation

Resources and Materials Needed:

- Mi primera fonetica: A phonic workbook for beginning Spanish students by Dorothy Sword Bishop and Alice Arlene Mohrman, 1970. This book was an instructor's resource. Nothing was directly taken from the book to be used in the class, but many concepts and ideas were used in the instructor's activities.

- The vowel song and a song about the days of the week

- Manipulatives such as a bag of black beans, sticks, and buttons for learning numbers

- Blank paper to fold into fractions

- Bingo cards and self-stick notes for vocabulary acquisition

Description of Instruction:

1. The instructor used some kind of content to begin teaching basic pronunciation such as numbers, fractions, names. The class started off with simple things like names and numbers to embed pronunciation, spelling and simple rules in Spanish. Everyone in class got a Spanish name. Johnny is Juanito (teaches the J sound and a diminutive), Bill is Guillermo (deals with Gui sound and ll sound) and so forth. Everyone in the class chose a Spanish name and used it during every meeting. They chose either a translation of their own name or selected a name they liked. They wrote down the Spanish name and its phonetic spelling in Spanish and in English on a flash card to assist the instructor and the participants in learning their names. This first day activity introduced the concept of how to say the letters and sounds in Spanish.

2. The instructor demonstrated that vowels are consistent in Spanish and how that differs from English. Since many participants had never had any instruction in a language, the concept of a whole different set of grammatical rules was a real surprise. Getting them to accept that a different language not only sounds different but has different rules was a break-through.

3. To learn the vowel sounds, the instructor got the class singing while she played the guitar. The Vowel Practice song used the vowels. This song taught the participants the syllabic nature of Spanish. After they knew the song, the instructor shifted the song and used other vowels with the same consonants to illustrate how they sound.

Yo te dare	Y__t__ d__r__
Te dare nina hermosa	T__ d__r__ n__n__ h__rm__s__

Te dare una cosa	T__ d__r__ __n__ c__s__
Una cosa que yo solo se	__n__ c__s__ qu__ y__ s__l__ s__
CAFE	C__F__

The instructor worked with participants on how to move their lips and loosen their mouths in order to make the sounds properly in Spanish. The participants all had a good time trying out this new way of speaking.

4. The participants in one class wanted to know the days of the weeks, so the instructor taught them a little song about the days of the week.

5. With the numbers, names and days of the week, the class learned a great deal about the way things sound in Spanish and some grammatical principles about the different sounds of the letters. The instructor did not focus on accent marks. The verbs are complicated, and, because of the shortness of the class, she did not get into verb declensions at all. The instructor did give participants a little tool to use, i.e. the infinitive of the verb, so they could get the point across when necessary. For example: "favor de palladrar la pieza." They learned that verbs end in "ar, ir, and er."

6. One of the Hispanic workers who was on the site advisory team came to class almost every time. Initially, the instructor asked if he wanted to help teach, but he declined. He wanted to help with pronunciation. The few times he was involved, he said things like "no, you don't do it that way." But, he learned quickly how careful he needed to be in helping his co-workers maintain their enthusiasm for learning and their desire to keep trying something totally unfamiliar.

7. Learning to say and identify fractions gave participants experience in recognizing a fractional form in Spanish and practice in saying numbers as fractions. This activity was a lead-in to a workplace requirement for all workers.

8. The instructor gave each participant a little Bingo card with self-stick notes attached (so the Bingo card could be reused) for a word bingo game. The word could be either English or Spanish or be written on both sides and be used either way. They played Bingo in Spanish, and had to say, "Si, lo tengo," or "no lo tengo." The instructor had the words on flash cards which she showed to the players. They would write the words down on the self-stick note and later choose some of these words to attach to the card. When she went through the flash cards again, everyone had to say aloud whether or not they had the word.

Comments:

*   Learning to accept the differences in the languages helped many of these participants understand that learning a new language is not simple and takes time. That knowledge goes a long way in opening up one's attitude toward those learning a new language. One of the most helpful things the participants in these classes learned was to be more aware that workers learning English need support and understanding.

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- The instructor used a lot of humor and kept the class atmosphere light. All students began immediately speaking Spanish in whatever way they could. The class structure made this approach necessary and possible.

- Over eight weeks, participants possibly could become passive, so to avoid this situation, the instructor made the participants engage in language activities immediately.

- When teaching this class, the instructor explained to participants that learning a language to the stage of being capable takes about two years of five days a week, nine months a year. It was important for participants to understand how much they could pick up in the time frame we were working with. It helped them to be realistic about setting expectations for themselves (and for their co-workers learning English).

- The instructor worked with the fastest, best ways to meet the goals particpants set for themselves.

> **Activity III:** *Learning Workplace-Specific Vocabulary Needed to Communicate with Co-workers*

1. The instructor focused strongly on vocabulary related to numbers.

2. The instructor asked for specific vocabulary and dialogues that participants wanted (or needed) to be able to say.

3. The instructor used the compiled lists of vocabulary for teaching vocabulary and learning important words and phrases.

4. The participants learned important safety vocabulary needed to communicate in the workplace.

Resources and Materials Needed:

*   List of *"Safety Vocabulary"* from the company's workplace handbook

*   Company catalog of products

*   Printed advertising materials produced by the company

*   Blank paper for learning fractions and cards with lines of varying lengths drawn on them to be used for measurement.

*   Cards for flash cards

*   Manipulatives such as a bag of beans, sticks, buttons, and M&Ms.

Description of Instruction:

1. The instructor used kinesthetic methods to teach numbers before giving participants a handout listing all of the numbers in English and Spanish. For instance, she passed around a small bag with black beans in it. Participants grabbed a few beans, described how many beans they had, and then passed on the bag. "Toma una frijole y pasa la bolsa." In this way, participants do something oral and hands on first, followed by something written to solidify the learning. "Que es esto?" "Estos son dos frijoles."

2. The instructor asked students to share a list of the words and phrases they wanted to learn to say. In one class, each student developed a list of fifteen to fifty different words or phrases to learn as homework. In another class, the students stated their desired words orally and the instructor wrote them down on a piece of butcher paper. Some examples of the lists:

When will these shelves be dry?	Tools and materials
How many?	Did you putty the kickboards?
Please sand the frames	Did you round the boards?
Watch where your fingers and hands are	Did you drill the kickboards?
Safety glasses	May I borrow a chisel?
C-clamp	Did you see that?
Yes, no, maybe	Good

We want this repaired	Where is the pallet jack?
Quiet	Emergency, exit the building
Let's get back to work	Fire
Down time is clean-up time	Hey, dude!

This list is a "work-in-progress" because they learned more about what words are needed as their knowledge increased. The participants could add to the list at any time.

3. From the participant's input, the instructor developed the vocabulary to learn in class. In one class, participants developed the list as a homework assignment in the second or third class. The instructor categorized the list with headings such as tools and materials, questions and answers, verbs, nouns, location words, describing words. In another class, the group developed their vocabulary list in class on butcher paper by brainstorming and then the instructor developed the categories at home. They used headers such as safety, (emergency, duck, danger, stop) one word, (help, wait, run) two words, (stop the machine, start the machine, don't run, ear plugs, safety glasses) and phrases (watch your step, push the green button, help me please, drink lots of fluids).

4. The class worked with small groups of vocabulary and put them into sentences and used the vocabulary in questions and answers.

5. One class started with tools and materials listed on both sides of one sheet of paper. Because participants wanted more vocabulary, for the next class the sheet had tools and materials and other nouns. The list was in English and class members looked up the words before the next class. They had a little dialogue that went with these words.
"¿Que es 'air driver' en Español?" The other person says,
"Vamos a buscarlo en el diccionario."
"Bien."
"Air driver" es _____ en Español."
The instructor wrote this dialogue on the board so they could read it as they said it aloud in class.

6. One class used large flash cards with drawings on the back to facilitate learning. The instructor encouraged them to draw the definition on the back of the card to get in closer touch with the meaning of the word. This approach was particularly helpful with the safety terms that were so necessary for them to learn. It also gave people with good drawing ability a useful method of learning and consequently proved an important method of learning for several learners in the class. Moreover, all class members learned that language acquisition means memorization and that they had to learn how to memorize in the best way for them.

7. A game-like activity used for safety terms had everyone with their flashcards showing the picture side. While one participant said a word in Spanish, the other participants looked at their flash cards. Each one picked a flash card and showed it to the person to see if they had picked the right one. The person saying the word let everyone know if they were correct or not. Because each person had to commit to a flashcard, the anxiety level rose just a little. To add a little complexity, the person saying the words combined a couple of

terms (in Spanish), e.g. Duck, Emergency!, and the others responded using the same routine.

8. The instructor compiled vocabulary lists into categories such as "Statements." The instructor, and then the participants, role-played each of the words they had on the lists. The participants physically got up and acted out a word from the list. The instructor said, "We're going to play charades. You have this list in front of you, and you have to tell me what I'm doing." They watched her act out "come here" and then when they figured out what word she was working on, she would say it in Spanish, "ven aqui" (behn ah-key). Next, participants said the words a few times and then acted out the words. Finally, the instructor wrote the words on the board in Spanish and in phonetic English as well (only the first few sessions) so that the class could write them on paper.

9. When the instructor taught double words such as "ear plugs," the participants used an English / Spanish dictionary. They had to learn several skills connected to using the dictionaries. Double words such as ear plugs and fire hose are inverted in meaning in Spanish (ear plugs = tapones para oidos or literally plugs for ears) and this reversal must be clear so the participant looks up the right word, i.e. look for plugs and then the type of plugs, or look up each word. They also learned how to look up the noun, adjective or verb and why the particular part of speech makes a difference in selecting the correct word from the dictionary. Participants worked as teams at times, and also independently. Individuals in the class and the class as a whole sometimes checked with the Hispanic participant to see if they had selected the correct word. Each participant wrote the words that they had looked up on flash cards. The class then practiced with the flash cards.

10. The same approach as above was used with "*Safety Vocabulary.*"

11. The instructor put together all of this vocabulary into more complicated sentences by joining more vocabulary words and phrases together. Participants worked on these sentences as a team. They practiced saying them aloud with each other, and then did a little skit. Participants watching the skit described in Spanish what was going on.

12. Because fractions were an important part of the work done at the plant, knowing fractional names was a desireable and useful skill. Once participants had a grasp of the numbers, they moved on to fractions. In Spanish 3/16 is tres diezyseizavo (or avos if it is plural). To learn the terms for fractions, the instructor passed out blank sheets of paper. Class members folded the paper in half and learned the word for ½. They then folded it in quarters and learned "un quarto," then in 1/8, 1/16 and 1/32 all folding the same piece of paper. They also needed to learn 1/10. Participants practiced folding the paper and saying the fractional words in pairs. Later, the instructor gave them cards, each with a line on it and the question in Spanish, "How long is this line?" Class members measured the line, turned over the card and wrote the answer in a Spanish *sentence* which included the fraction. Then the participants shared these questions and answers orally.

Fractions were a lead-in to learning the vocabulary needed at the worksites.

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Performance Assessment Methods and Results:

- The participants successfully worked with combining vocabulary into sentences in unfamiliar combinations. Using the words reinforced the learning of the vocabulary.

- When class physically acted out the terms, they learned the words in a more solid way. The participants really enjoyed learning the vocabulary in this manner.

Comments:

- A few participants had a real need to know more information about grammar and particular phrases (for example, "excuse me" and "how do you spell..."). For one participant, the instructor brought in a grammar book to address this need. In contrast, in another class, participants asked very few questions. In an hour class with participants of very different backgrounds and skill levels, the instructor had to be very careful not to get side-tracked from the goals of the class. Thus, she would sometimes respond to a question, "Well, that's really a second year Spanish question" or "that's a third year Spanish question." If someone came after class, she would be glad to clarify, but could not afford to stop class progress to discuss a side issue (generally grammar issues).

- The learning curve was very high at the beginning of the class, and the participants seemed to retain longest those things learned at the very beginning of the class. As they learned more, they seemed to get a little more confused about what word to use where. They also became more afraid of making mistakes.

- One student who is not very literate in English was given a Spanish / English dictionary by a family member. He brought it to class every time and began looking words up on his own. In between classes, he would look up words and try to say them, asking Hispanics if he had the right word. He definitely wasn't afraid to make mistakes (although he made many). When the class started using dictionaries, he felt pleased to be the expert in the class on using the Spanish / English dictionary.

- The participants enjoyed doing the skits.

- Making use of individual learning styles was critical to learner success. For example, one participant felt he could not learn unless he had the subject of discussion written down in front of him, and unless he could see the words as they were spoken.

- In working with developing the workplace vocabulary, some of the terms in Spanish translation vary by regional preferences. Because the instructor had worked with Hispanics working to develop a translation of the English terms into Spanish, she was aware of the variations of the terms. Sometimes, she taught the term agreed upon by the Hispanics; sometimes she taught more than one word for the same object or action.

When developing the class vocabulary list, one class wanted a rather large number of directive phrases such as "Put the glue here" or "Do not leave the switch open." Because they requested them, the instructor used the directive forms of the verbs with them, and they did just fine. She would not have chosen that verb form for them, but they wanted them and did learn them.

Activity IV: Learning to Use Questions and Statements

1. Using basic dialogues was an essential part of each class. The dialogues built from a basic framework in each class session, and expanded as the participants acquired vocabulary.

2. The instructor used props such as beans, and buttons to encourage the use of questions and statements.

3. The instructor made use of questions and statements as round robins, as a class activity, or for work in pairs to review vocabulary such as days of the week, numbers, and fractions.

4. One class used sentence starters such as "favor de" (please); others learned some adjectives and location words.

Resources and Materials Needed:

- Short dialogues, using questions and statements, as hand-outs for each student.

- Manipulatives such as a bag of black beans, sticks, or buttons for working with numbers and other basic conversation.

- Worksheet, designed by instructor, using question words.

Description of Instruction:

1. Participants begin with basic short dialogues, starting with question words: que, quanto. They progressed to small conversations printed on small sheets of paper handed out by the instructor. For example:
   ¿Me puedes ayudar?
   Si como no, ¿que necesitas?
   Necesito ayuda aqui.
   Muy bien.
   Gracias.
   The dialogues were not totally structured because the instructor wanted the participants to use as much vocabulary as they could pick up. In essence, the dialogue pieces were just little puzzle pieces and the pieces of the puzzle changed. For example: "¿Hola, que tal? or "¿Hola, como te llamas? "Estoy asi asi. Estoy mal. Or, Estoy bien. Que lastima. or ¡Que bueno!, etc. The class shifted back and forth with the dialogues. The class used dialogues or a round robin format in which one person said something and the second person answered and then asked something of a third person, and on around the room.

2. Participants would brainstorm questions or bring questions they needed to ask, such as how, where, and who questions. For example, the class talked about what "Donde" (where) means, and then what they might need to ask in a work situation. Then they practiced various questions using that word, e.g. "¿Donde esta el cincel?" "El cincel está _____." (where is the chisel? The chisel is ___). The participants wrote down the question words and their translation on their worksheets. They usually learned two

question words per class session. The instructor brought in lists of the words used in class.

3. The instructor brought a bag of beans to class and passed it around the room. She instructed, "Toma unos frijoles y pasa la bolsa." She passed the bag and each participant took some beans, repeated the phrase, and passed the bag on. Example: "¿Que es esto? Esto es un frijol." (What is this? This is one bean).   She would vary the number, to show agreement changes, and use different numbers for practice.

4. To review fractions, for example, the instructor folded a piece of paper and said, "un quarto, uno, dos, tres, cuanto es?

5. To learn to make direct requests, one class used sentence starters such as "favor de." They put the verb and the noun together to get a point across. One class never got this far while another got a couple of class sessions of practice with this exercise.

6. Some classes learned adjectives and location words. The vocabulary list grew as they found needs in their conversations outside of class. Some participants used flash cards; some used a list.

Performance Assessment Methods and Results:

- Sometimes, participants shared that they had asked a question of a Hispanic worker but did not understand the answer. When the Spanish speaker rephrased the answer, the participant then understood it. These exchanges indicated that the participants and the Hispanic workers at the plant were actually learning how to communicate with each other.

Comments:

- The instructor did not focus on topics of grammar, although grammar instruction was part of the lesson. For instance, agreement of subject and verb was covered, and the changing verb declensions, but only by context.

- Participants stated that asking questions of Spanish speakers at work was the hardest part of learning to use Spanish. The difficulty arose when the asker did not get a reply like the ones taught in class. With an unexpected answer, how do you know what the person said? Over time, the Spanish-speaking persons learned the limits of class members' Spanish. They learned to reply in simple phrases which reflected the simplicity of the question. In fact, both English speakers and Spanish speakers learned to simplify what they said.

Activity V: Interpersonal Communication and Hispanic Culture, Customs and Values

1. Hispanic personnel at the plant made ten minute visits to class to discuss the ways people do things in Latin America. Their visits enabled class members to get to know someone from a different culture.

2. The instructor looked for and took advantage of "teachable moments" concerning cultural values and differences whenever they arose.

3. A participant learned an incorrect translation of a word, used it improperly, and then he and the class worked through the problem caused by the inaccuracy.

Resources and Materials Needed:

- A map of Mexico

- A video on Mexico

- Good Neighbors, Communicating with the Mexicans, John C. Condon, 1985

- Experiential Activities for Intercultural Learning, Vol. 1 H. Ned Scelye, Editor, 1996

- Communication Games for English as a Second Language, Clyde R. Nielson, 1981.

Description of Instruction:

1. When asked by the instructor, a few Hispanic workers agreed to come to class (once or twice) on their lunch hour for 10 minutes to answer questions about their country and themselves. The instructor had a big map of Mexico to help them as they talked about where they had come from and what it's like there. They described things that were different there or what they had noticed here that was different. When these workers just popped in, the class stopped and took advantage of the resource. Some of the questions:

   - "How did you get here?"

   - "Why did you want to come?"

   - "Are things the way you expected them to be here?"

   - The participants asked questions about male and female roles, and how different cultures can perceive particular behaviors and interpret those behaviors. For example, in Mexico, a woman stays with her family until she is married. It is difficult for Mexican men and women here to relate to the freedom American women have, as well as differences in perception about personality traits.

2. A couple of Hispanic workers who had taken the English as a Second Language class dropped in on the Cultural Diversity class to see if they could help in any way.

3. One of the Hispanic workers who was on the site advisory team brought to class two videos of Mexico (in English). Both the Hispanic student and the instructor brought Mexican food (Salsa and Chicharones and different juices) to eat while watching the movie. One of the movies focused on Mexico City and the other on the country itself. The information in these films was all new to the participants and raised questions, which the Hispanic worker answered, about the culture and why people do things as they do in Mexico.

4. Whenever a subject arose about how or why Hispanic people did something, the instructor took the time to discuss the issue. Different issues come up in different classes. Sometimes the instructor asked a lead-in question such as "How do you feel when you look at so-and-so and she looks straight at the ground?" The class talked about how that felt, and then the instructor pointed out that the person looked down to show respect, that she would never look directly at the person addressing her. The class learned the cultural differences in body language, in humor, and other topics through lead-in questions raised by the instructor. Probably, the best way to discuss cultural values and differences was as the subject naturally arose. For example, often after a visitor came, the class discussed some of the whys behind the information presented. The instructor helped the class sift through this information and interpret what some of it meant.

5. The final gathering of the class took place at a Mexican store. Participants asked questions of a Mexican proprietor (in Spanish). After the store visit, the class had a party at a local park eating foods purchased at the Mexican store.

Performance Assessment Methods and Results:

- One of the Hispanic workers from the ESL class who dropped by was a very quiet, shy girl who had become friendly with one of the American workers in the class. She put aside her shyness to try to help these workers who were interested in learning her language. The fact that she would come at all showed that participants had been talking to her out of class and made her feel comfortable and welcome.

- The Hispanic participant who attended nearly every class became more of a leader at work. The participants in the diversity class talked to him regularly. He became a kind of a bridge between the participants wanting to learn Spanish and the Hispanics wanting to learn more English. This situation represents one of the positive results of the class at the plant.

- An Hispanic worker, who came to class to share about himself, told about the length of time it took him to integrate into the United States. He started with very little education and had earned his GED since coming here. People in the class could relate to achieving such a goal, but also could appreciate how much more difficult it was for him in his second language.

- The participants demonstrated their knowledge of some of the cultural differences and their acceptance of those differences by the ways in which they interacted with their Hispanic counterparts on the job. Also, one participant explained a cultural difference

concerning eye contact to a supervisor who was really pleased to better understand a co-worker.

Comments:

- Because the workers came from all different parts of the plant and were in different work stations, they frequently did not see other people who worked at the plant. This class helped with the important objectives of making the workplace feel more integrated and of allowing workers to accept each other more fully.

- When the Hispanic students came to visit, after 10 minutes, the instructor thanked the visitor for coming and the class returned to their other activities. This time limit kept the visit interesting, but not too difficult for the visitor, and allowed the class to stay on track.

- The "aha's" of learning about a new language and culture make a big difference in small ways.

Activity VI: Concluding Activities

1. Concluding grant paperwork

2. Concluding the Individual Learning Plan

3. Post Test

4. Interview of proprietor of a Mexican store by participants

5. Scavenger hunt using all vocabulary learned during class

Resources and Materials Needed:

- Grant paperwork

- Post test

- 3 x 5 cheat-sheets for Interview at Mexican Store

- Instructor-made Scavenger Hunt stops

Description of Instruction:

1. For a couple of sessions prior to the concluding week, the class worked on question words (que, cual, quien, cuando, como) and practiced asking questions on a very basic level. The week before the last class, the instructor asked the participants to think about the questions they might ask the proprietor of the Mexican store. They developed two questions apiece, put them on 3x5 cards, and practiced saying the questions aloud with each other during this class.

2. During the last class, the participants completed all the grant paperwork required.

3. The participants took their post test.

4. After completing the testing and paperwork, we drove to the little Mexican store quite near the plant for our interview with the Spanish speaking proprietor. (see Activity VI)

5. For the Scavenger Hunt activity, the instructor gathered together all of the statements, phrases, vocabulary, questions and answers used during the whole class. She organized teams, each with a set of seven activities to perform, and sent them out into the plant for a Scavenger Hunt. Team members monitored each other by initialling an activity when the person completed the activity requested. Activities included interviewing someone, and following directions such as "bring back a square," or "ask someone if they would like to get a soda pop," or, "refill the blue bottle," or "put the something under the something." Participants needed to come back to the classroom with each item initialled by their partners verifying that they had done everything in Spanish. They were afraid at the start, so it took them longer to get ready to go than it took them to do the scavenger hunt. The hunt took place during lunch hour, so it was not disruptive to the work place. (The supervisor was asked in advance!)

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The instructor asked class members to describe in Spanish how the scavenger hunt had gone and how they felt about the activity. This concluding activity gave them a good chance to see how far they had come and how much they had learned.

Performance Assessment Methods and Results:

- The instructor went over all of the tests with the participants   The post tests provided important validation for the employers about the positive nature of the class in the workplace.

- One of the participants was not literate in English and was very uncomfortable about writing. He attempted to do the test, but really could not. At the park, the instructor sat down with him and helped him take his test. She asked the questions orally and wrote his answers down on the test for him. He knew most of the information and was very pleased to be able to show how much he had learned.

- One person absolutely shut down when asked to speak aloud in front of the class and had difficulty verbalizing and answering questions in class. He stayed in class, but was not successful in oral language, although he drew pictures of all the tools in his department and labeled them in Spanish. The instructor was sorry about his discomfort, but he still enjoyed being there and learned what he could.

Comments:

- The instructor initiated contact with a small Mexican store to see if the proprietor would mind if a class learning about cultural diversity and learning to speak a little Spanish came into her store. She warned her that the class would be asking questions in Spanish. The proprietor agreed it would be fun. The instructor also gave the proprietor a list of the questions she would be asked to make sure the event was set up for success.

- Reviewing the post tests at the two worksites shows a lot of differences between the two classes.

Course Summary

Background:

English as a Second Language classes offered at two companies resulted in interest by both Site Advisory Teams (SAT's) to offer a customized Diversity/Workplace Spanish class. Many English speaking employees saw the benefit in communicating better on-the job with Spanish speaking co-workers. With both English as a Second Language and Diversity/Workplace Spanish offered simultaneously at the worksites, the SAT's hoped for increased communication and understanding among co-workers.

Expectations:

Company:

Each company wanted to provide training in Spanish for the purpose of increased on-the-job communication, especially regarding safety. In addition, the companies wanted to include diversity issues in the class in order to create common ground between Spanish and English speaking employees.

Learner:

Many participants indicated interest in communicating better with Spanish speaking co-workers as well as interest in learning more Spanish for personal reasons. Participants at both sites entered training with limited background in Spanish language skills and cultural issues.

Instructor:

The instructor did not have high expectations for what participants could accomplish in language acquisition in eight weeks time. She had stronger expectations about what could be taught about another culture. She expected participants to discover how difficult it is to learn a new language, and thereby have a new view and greater compassion for those trying to learn English.

Evaluations:

Company:

Each workplace responded well to the Cultural Diversity/Workplace Spanish class. The class has been offered three times at one worksite and two times at the second worksite. One of the worksites followed through with a Diversity/Workplace Spanish II class as well as a bilingual class for Spanish and English speakers.

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Learner:

Participants gained over 40% on post test scores. Most learners entered training with little knowledge of cultural issues and even less knowledge of the Spanish language. The class was participatory which contributed to the excellent gains in skills. Learner evaluations reflect high satisfaction with the training. Most comments indicated that learning about Hispanic culture, customs, and greetings was very beneficial and talking with others in Spanish was helpful.

Instructor:

Once the groups began working on the tasks, participants enjoyed the learning and made amazing strides. As a result of the enthusiasm of participants, the instructor not only wanted to try a second Diversity/Workplace Spanish class but a bilingual class as well. She taught both the English as a Second Language class and the Diversity/Workplace Spanish classes and felt strongly about bringing both groups together to work on cultural issues and language.

Handouts

SAFETY VOCABULARY

English	Spanish
don't run	no corran
ear plugs	tapones para oídos
fire extinguisher	extinguidor de fuego
fire hose	manguera para incendio
lock-out	cerrar con candado
look out	¡ojo!
no horse play	no jueguen
rubber gloves	guantes de hule
safety glasses	gafas protectoras
slow down	depacio
start machine	prender la maquina
stop machine	parar la maquina
tag-out	cerrar con etiqueta
watch step	cuidado con escalón

SAMPLE

Spanish	English
A: ¡Hola! ¿Cómo se llama? B: Me llamo _____	Hello. What is your name? My name is _____
A: Mucho gusto y bienvenido. B: Gracias	Glad to meet you and welcome. Thank you
A: Buenos dias _____ ¿Cómo estás? Buenas tardes_____ ¿Cómo estás?	Good morning _____ how are you? Good afternoon_____ how are you?
B: Bién gracias ¿Y tú? Yo estoy bién Así así No muy bién Mal	Fine thank you and you? I am fine So-so Not very well Bad
A: Que bueno Que lástima	That's good That's to bad

PREGUNTAS

¿Cómo?

¿Dónde?

¿Cuándo?

¿Qué?

¿Quién?

¿Por qué?

¿Cuál - es?

¿Cuánto - os?

USING QUESTION WORDS

1. ¿Donde está el cincel?

   El cincel está _____ .

2. ¿Cuantos pernos hay en la caja?

   Hay _____ pernos en la caja.

3. ¿Cual prensa vas a usar?

   Voy a usar la prensa _____ .

4. ¿Que hora es?

   Son las _____ .

5. ¿Quien tiene el taladro?

   _____ tiene el taladro.

6. ¿Como estas?

   Estoy _____ .

7. ¿Donde vas?

   Voy a _____ .

8. ¿Por que no trabajas?

   No trabajo por que _____ .

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