



ESP Interest Section

Implementing Best Practices in Teaching
English in Occupational Settings



The Pitfalls of Industry- Related Curriculum Development

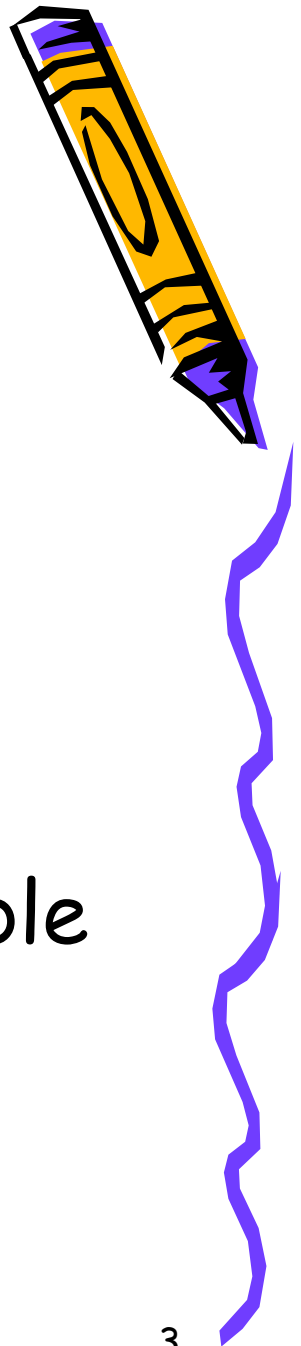
Know Thyself and Others

ESP Interest Section, TESOL '07



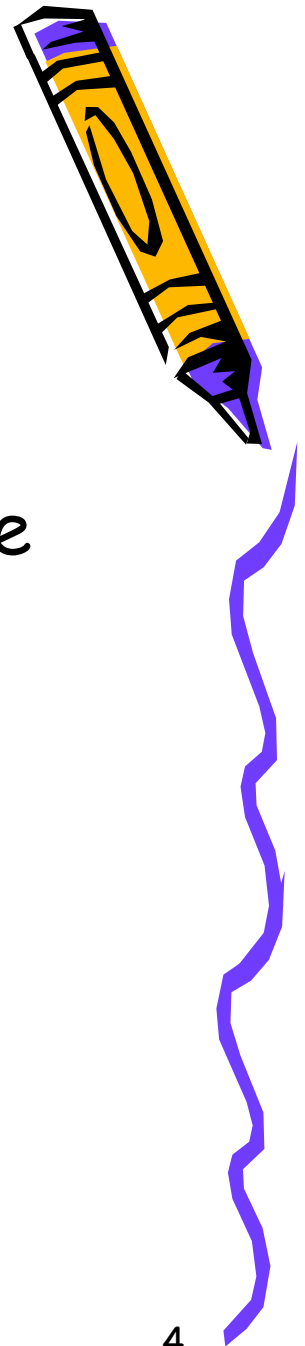
Before you begin...

- Know your capacity
- Know your local labor force needs
- Know your partners /stakeholders for a continuum of services
- Define & agree on mutual, achievable goals and objectives



Take Grognet's Advice...

1. Conduct a language task analysis
2. Develop a curriculum responsive to the identified needs
3. Incorporate the workplace into instructional planning
4. Keep instruction learner-centered
5. Monitor, measure, evaluate learner progress and program success



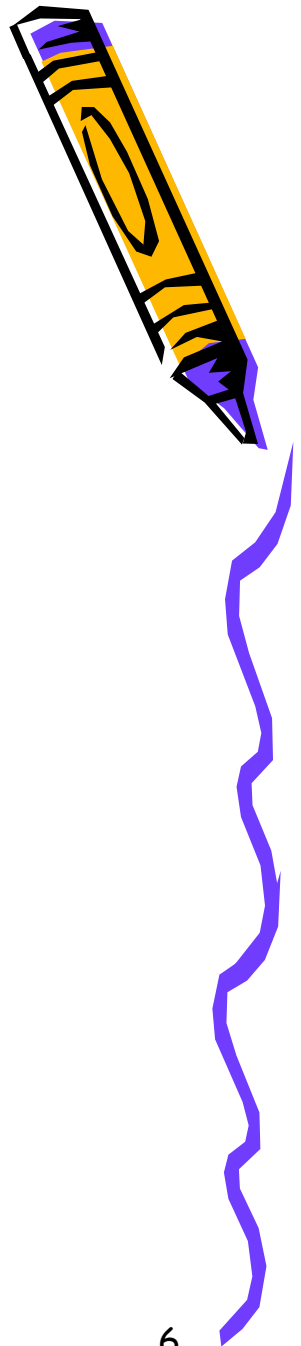
Beware the Pitfalls!

- Time
- Cost
- Staff with CD and WP savvy
- Setting realistic goals and objectives (identified and prioritized)
- Capturing the context (how much is enough? / too much?)



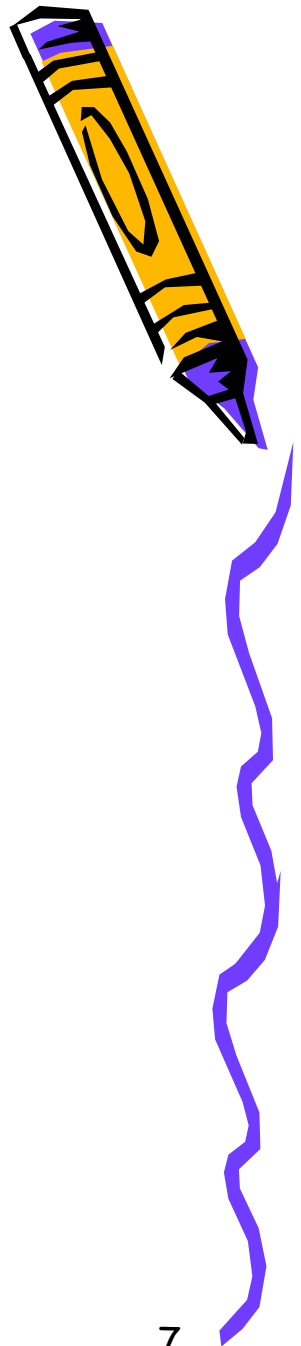
Time

- They want it when?
- Do they know what they want?
- Is work-related instruction an appropriate response?
- What do you need before you can respond with a draft proposal?



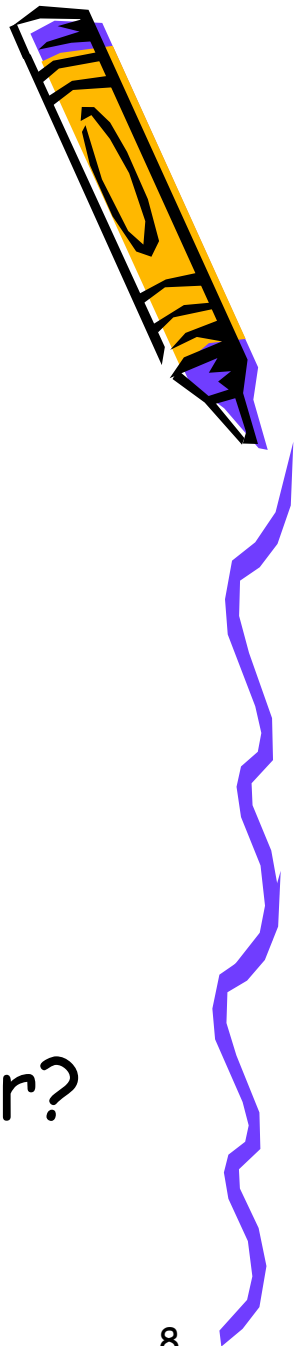
Costs

- Conducting a language task analysis
- Assessing for language proficiency
- Interpreting the data
- Developing curriculum parameters (adaptation vs. generic vs. "scratch")
- Preparing a proposal
- Planning instruction
- Preparing instructors



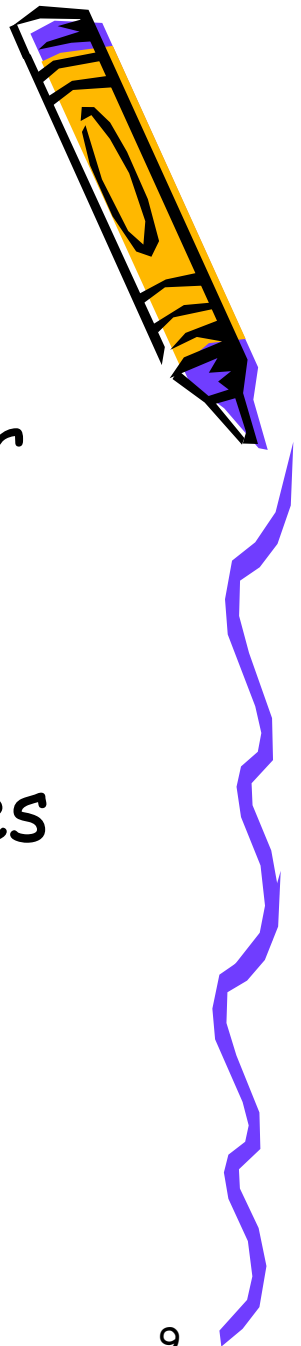
STAFF WITH SAVVY

- Who will conduct the LTA?
- Who will interpret the data?
- Who will write the proposal?
- Who will plan/adapt/develop instruction?
- Who will deliver instruction?
- How will you prepare the instructor?



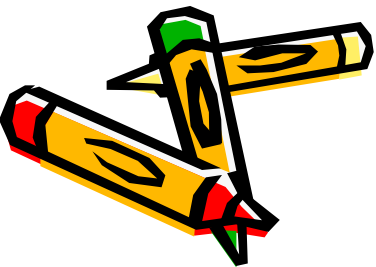
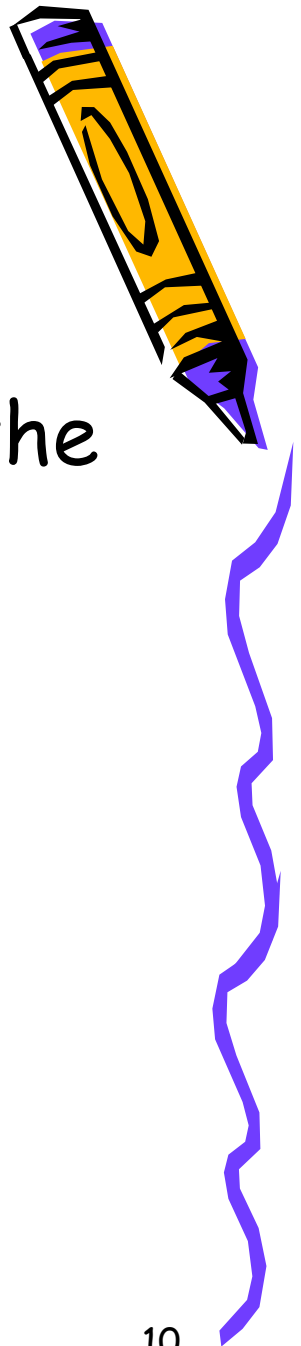
Goals and Objectives

- Don't promise what you can't deliver
- Keep it simple
- Ratio 1:3 for goals and objectives
- Plan to deliver in instructional cycles
- Know how you will assess / measure changes in performance / behavior



Capture the Context

- Know the language and culture of the workplace
- Become familiar with industry-related standards
- Review job-related materials
- Build on employees' knowledge
- "Listen" to what is not being said





Education Rider 82

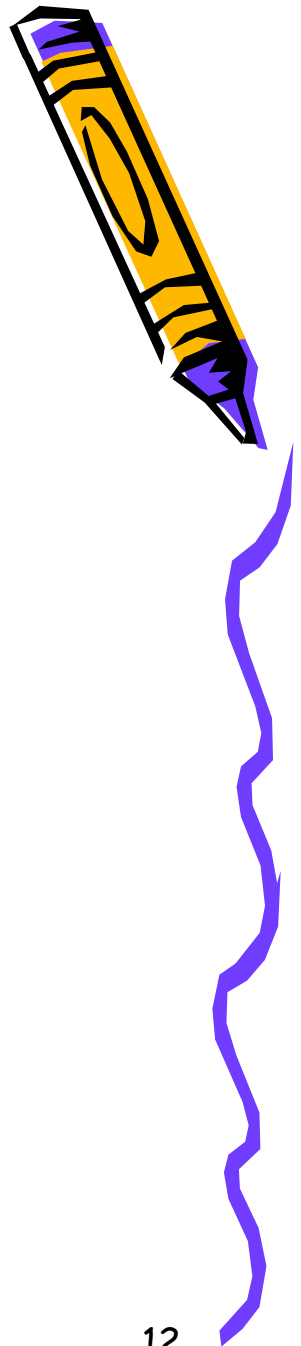
(79th Texas Legislative Session)

Out of federal funds appropriated in Strategy A, 2.5, Adult Education and Family Literacy, the commissioner shall allocate an amount in fiscal year 2006 for the development of a demand-driven workplace literacy and basic skills curriculum...



Targeted Industries with Entry Level Job Opportunities

- Healthcare
- Sales and Service
- Manufacturing and Trades



Healthcare-related occupations



- Certified Nurse's Assistant
- Phlebotomist
- EKG support
- Radiography support
- Physician's office
- Medical records and billing
- Data entry

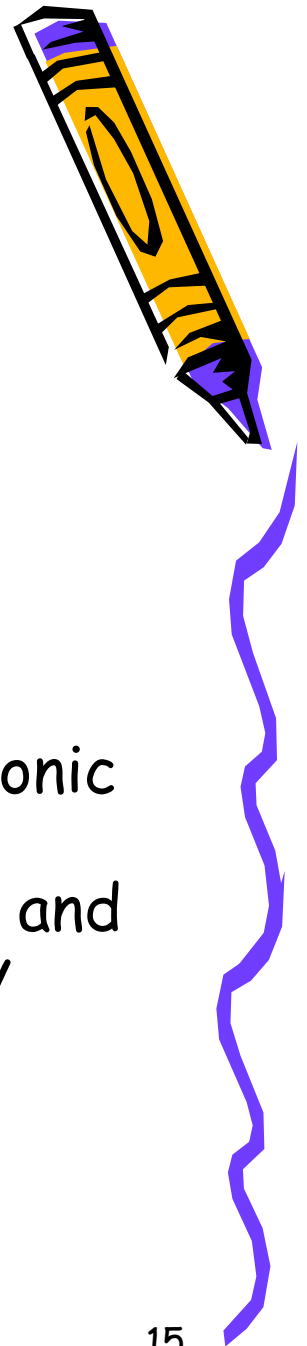


Sales and Service

- Retail sales
- Customer service
- Hotels, hospitality, and tourism
- Food service and preparation
- Guards for asset protection/traffic control
- Suppliers
- Transportation & distribution
- Middle management and supervisory positions



Manufacturing / Craft Trades

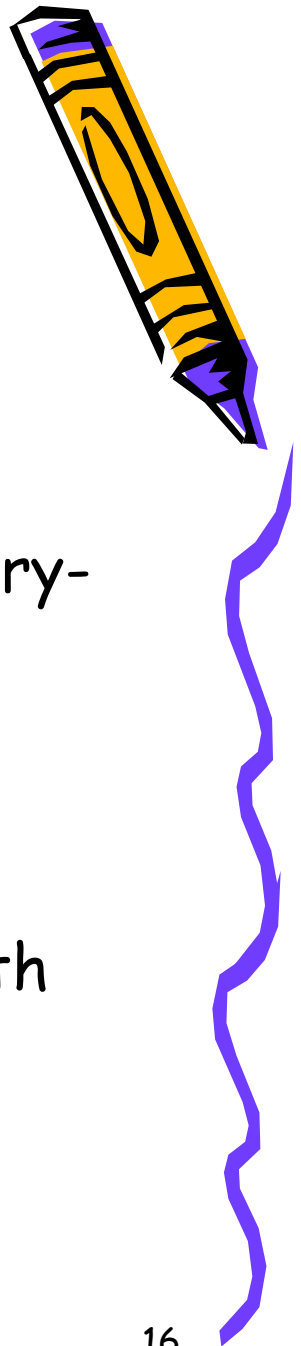


- Welders
- Pipefitters
- Heavy machinery operators
- Light and heavy truck drivers
- Heating, refrigeration, air conditioning techs
- Plumbers
- Electricians
- Auto/diesel/truck mechanics
- Machinists
- Plastics injection moulding
- Computer & electronic mfg and assembly
- Logistics (shipping and handling, inventory management, warehouse management)



Challenges

- Don't reinvent!
- Make replicable
- Balance English language & workforce related skills development
- Include employability skills & student orientation
- Include work-related math
- Introduce basic technology applications
- Understand industry-related skills standards
- Use environmental print, realia, terminology
- Link /integrate with post secondary education and training*



Resources:

Charting a Course & Shop Talk

<http://www-tcall.tamu.edu>

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