
**LANGUAGE & COMMUNICATION
FOR THE WORKPLACE**

An Instructor's Guide

**Manitoba Labour and Immigration
Adult Language Training Branch
Winnipeg, Manitoba
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Acknowledgements

The *Language and Communication for the Workplace Instructor's Guide* is a revision of the 1994 *Workplace Instructor's Handbook* (published by the Literacy Workers Alliance of Manitoba and written by Lynette Plett). Some items are similar to the original handbook, but most have been updated or revised to reflect the needs of workplace language and communication instructors in the year 2002.

Advisors to this *Guide* were Dale Klassen and Lynn Campbell, the Provincial Coordinators of Language and Communication for the Workplace. In addition, they developed the processes, forms, formats, and ideas to assist instructors with the delivery of their programs that have been included in the *Guide*. Dale wrote major portions of the *Guide* and Lynn provided direction, revisions, and editing.

Janet Hossack, an instructor in the program, also wrote sections of new content. It was very useful to have a relatively new instructor to the program take on this job, as she was able to see things from a fresh perspective and identify new instructor's needs.

Many workplace instructors will identify bits and pieces of their work in the samples and examples. Some of these are amalgamations of more than one instructors' work. The dynamic, creative, and flexible teaching of Language and Communication for the Workplace instructors is evident in these samples.

Acknowledgements would be incomplete without recognition of learners. The energy and commitment they make to improving their English while working long and often difficult hours is inspiring. Our commitment as instructors and coordinators to providing excellent programming is in recognition of those efforts.

Language and Communication for the Workplace Instructor's Guide

One of the greatest barriers that immigrants face in successfully re-settling is their ability to communicate in English. Manitoba Labour and Immigration and Citizenship and Immigration Canada assist by providing Adult English as a Second Language programs, including Language and Communication for the Workplace. The *Language and Communication for the Workplace Instructor's Guide* outlines the expectations and standards of the Province of Manitoba for workplace language and communication programs.

In this *Guide*, you will come across the terms “Language and Communication for the Workplace” and “Workplace Language Training” seemingly interchangeably. The first term generally refers to English classes with a work focus. Examples are “English and AutoCAD” for Engineers, “English for Pharmacists”, or “English for Business and Professions – Pronunciation/ Writing Skills”. The second term, “Workplace Language Training” refers to programs on-site at businesses and industries with class instruction focussed on meeting the needs of the employees and employers.

There is a demand in Manitoba for workers who can communicate effectively in English. Workers who speak English as their second language often experience difficulty understanding the language and culture of their workplace. This may hinder their efficiency, limit their ability to give input in the workplace and may compromise their safety. Many of these workers have supervisory or managerial experience or potential, but require language training to allow them to achieve their goals. Others simply need help in acquiring the language of the workplace to effectively carry out their duties.

Language and Communication for the Workplace and Workplace Language Training programs try to ensure that learners receive instruction relevant to their immediate goals of succeeding in the workplace. Without these classes, workers may spend years in Canada without ever getting a chance to formally learn English. As their instructor, you have a unique opportunity to put in place the communication building blocks that immigrant workers will use to integrate and participate more fully, not only in the workplace, but in Canadian society. Our hope is that both new and experienced instructors will find practical advice and suggestions in the *Guide* to help them deliver excellent programs for their learners, as well as all the administrative documents they need to keep programs flowing as smoothly as possible.

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LANGUAGE AND COMMUNICATION FOR THE WORKPLACE

History of Workplace Language Training

English language training delivered in Manitoba workplaces has evolved over the past twenty years. The first “English in the Workplace” class, as it was called at the time, was in 1983 - a sixty hour course delivered at Blackwood’s Beverages in Winnipeg. The class was aimed at improving the general English language skills of immigrant workers. While successful, the company and Provincial Coordinator recommended that future programs be more specific to the workplace. In 1984, the Provincial government adopted a British model in which curriculum was focused on the workplace communication needs of the learners and the employers. English in the Workplace, later re-named Workplace Language Training, has continued to refine this model with projects funded Provincially, Federally and by employers.

In 1990, the Federal government introduced the Language at Work program designed to assist immigrant women. Rather than setting up its own separate administration, Federal funds in Manitoba were coordinated through the Provincial Workplace Language Training program. This Federal funding program was followed by the Labour Market Language Training program and resulted in over 50 courses delivered annually.

In 1992, Manitoba Education and Training began offering Basic Education in the Workplace (now called Workplace Education), with a model similar to Workplace Language Training. It was designed to give Manitoba workers a chance to improve their basic education and skills in reading, writing, math and oral communication. In many cases, workplaces had training needs requiring both English language development and basic education. Consequently, a partnership has developed between Workplace Language Training and Workplace Education. Workplace Education programs are coordinated by Workplace Education Manitoba (WEM), a committee of two business representatives from the Canadian Manufacturers and Exporters, two from the Manitoba Federation of Labour, and one from Department of Education, Training and Youth. WEM actively promotes essential skills awareness, sponsors innovative pilot projects, initiates research and information collection, and provides instructor training and development.

Workplace Language Training has been in three Provincial government departments over the years, beginning in the Manitoba Education in 1983, shifting to Manitoba Culture, Heritage and Citizenship in 1993, and then to Manitoba Labour and Immigration in 1999. The current funding for the program comes from a blend of Provincial and Federal resources in the Manitoba Immigrant Integration Program (MIIP). In most cases, funds are paid to the participating businesses, which contract a self-employed instructor to develop and deliver the training under the supervision of the Provincial Coordinator.

Language and Communication for the Workplace programs have been developed to complement Workplace Language Training. These classes assist immigrants

with acquiring the English language skills they need to get into their desired professions. These include such programs as English and AutoCAD (for engineers and technicians), Workplace Language Training for Taxi Drivers, English for Medical Professionals, English for Pharmacists, English for Health Care Aides, and English for Residential Care Workers.

Pronunciation and Writing programs for businesses and professions have been developed to allow immigrants to refine the skills they need at work or to get into the labour market. Businesses may choose to refer individual employees to these classes rather than run on-site programs.

The following Manitoba businesses and organizations have delivered Workplace Language Training for their employees. More than 2,000 individuals have participated.

Ancast Industries	Cornish Childcare	Jenny's Haircuts
Acrylon Plastics		Jewish Child & Family Services
All Fab Industries	Council of Canadians with Disabilities	Jim Froese Feedlot
Apotex Pharmaceuticals	Cozy Crafts	Johnson Control
Armoch Garments	D.W. Friesen	Kam Loon Restaurant
Atlas Graham Industries	Dominion Tanners	Keltica Enterprises
Azon Canada – English and AutoCAD	Duha Paint	King's Park Daycare
Bangkok Thai Restaurant	E.H. Price Ltd.	Kitchen Craft
Barkman Concrete	Equinox Industries	Korean Business Association
Boeing Canada	Forget Me Not Skin Care	Krause Industries
Bristol Aerospace	Fort Garry Care Centre	KT Industries
Buhler Industries	Frank Fair Industries	Lambskin Specialties
C.F. Trucking	Freightliner Manitoba	Leyla's Skincare
Canpay Computer Software	G&R Languages	Loewen Manufacturing
Cargill	Genesis Design	Loewen Windows
Carte International	Gourmet Baker	Manitoba Fashion Institute
Centra Gas	Great West Life	Manta Industries
Chemcrest	Green Valley Implements	Maxim Transportation
City of Winnipeg - Water and Waste	Health Sciences Centre	Medo-Land Dairies
College Daycare	Heli Fab Inc.	Misty River Marine
College of Health and Family	Hi Therm Industries	Monarch Industries
College of Midwives	Immigrant Women's Association of Manitoba	Motor Coach Industries
CBLT Childminders	Ininew Project Management	New Flyer Industries
Convalescent Nursing Home	Interlake Adult Learning Association	North American Life Assurance
	International Centre/ Interfaith International Technology Centre	North Garden Restaurant
		Palliser Furniture
Pauwels Canada	Sacha Imports	UFCW Training Centre
Pembina Valley Workplace Language Training	Society for MB's with Disabilities	Ukrainian Education Centre
Pepsi-Cola Canada	Sonja Roeder House	UNITE Local 459
Phillips and Temro		University of Manitoba
Planned Parenthood Manitoba	South Glen Motors	Vansco Electronics
Princess Auto	SALLSA	Versatile Implements
Province of MB - Rural Development, Highways and Transportation, Human Resources, Family Services, Treasury Board	Southern Manitoba Potato	Vidir Machines
Pryme Pork	St. James School Division – taxi driver language training	Vista Park Lodge
Randolph Poultry	Success Skills Centre	Vita Health
Red River Equipment	Supreme Produce	Wear Wolf Apparel
Rossmere Golf and Country Club	Thirty - Three Hargrave Apartment Complex	Westeel
	Thompson Plastics	West Park Manor
	Trident Technology	Western Glove Works
		Winnipeg Plastics
		Workers Compensation Board of Manitoba
		Z.K. Teltech

Workplace Language Training: On-Site Programs

On-site programs are generally referred to as Workplace Language Training. These programs are quick and intensive. Time spent in training and off work is a major investment for participating business. Return on investment comes through reduced employee turnover, fewer workplace errors and accidents, increased production, and greater employee flexibility and trainability.

Workplace Language Training

The basic model of delivery for Workplace Language Training has been quite consistent since the program began. Classes are on-site at the business for beginner to advanced learners. Training includes the listening, speaking, reading and writing functions identified by workers, managers and unions through program needs assessments. Classes are usually near the end of the work day, with one hour on paid work time and one hour on employee time. Training usually takes place twice a week for two hours for 4-6 months.

A self-employed instructor is contracted by the business under the supervision of the Provincial Coordinator. The instructor is on-site to research the needs of the learners, to meet regularly with the project planning group and learners' supervisors, and to deliver the training. Most lesson preparation is done at the instructor's home using information specific to the workplace.

Tutorial Programs

At times, tutorial programs are delivered to individuals with specific needs. These may be valued employees of large or small companies needing to upgrade communication skills to keep pace with changes in the workplace.

Integrated Workplace Language Training

A new approach to Workplace Language Training is being developed and implemented in Manitoba workplaces. Traditional Workplace Language Training has had a positive impact on workers' English communication skills, but has also had some significant limitations:

- the program can only accommodate 10-15 workers per year
- training lasts 4-6 months, leaving long gaps with no reinforcement of skill development
- English learned and used in the classroom may not transfer to the worksite. Co-workers and supervisors are too busy to ensure that what was learned in the class gets used at work on a daily basis
- the program is seen as a 'stand-alone' rather than as a regular part of workplace training

A more integrated approach to Workplace Language Training may help establish a staff position within the business devoted to improving the communication skills and practises of the workplace. Depending on the size and nature of the business, the company may decide to hire the Workplace Language Training instructor as a term employee (with regular employee status and benefits) on either a part-time or full-time basis. The responsibilities of the position would go beyond classroom instruction to include any or all of the following:

- conducting language needs and levels assessments
- establishing individualized and group learning plans
- designing and delivering on-site language training (speaking, listening, reading, writing) for groups or individuals at all competence levels on worker, employer and union specific topics
- facilitating transfer of learning to the shop floor – trainer to work side by side with workers for periods of time ensuring classroom learning is used and practised
- adapting existing skill and safety training practises and materials to reflect the needs of language learners, as well as integrating skill and safety training into language classes
- developing plain language workplace documents, materials, signage, etc.
- delivering workshops for management, supervisors and workers regarding the inter-cultural issues present in a multi-ethnic workforce in Canada
- conducting communication training for supervisors
- identifying options for managing diversity in the workplace
- establishing and coordinating volunteer programs within the workplace (eg. a Language Partners program that matches English as a Second Language (ESL) speakers with Canadian English speakers for conversation practise).

Together with the project planning team, the person in this position would decide how much time to devote to each of the activities. The instructor would not be an outsider who drops in and out of the workplace, but would be provided with a workspace close to the shop floor to remain in close contact with the employees.

It is expected that this approach will benefit many more people than just those who attend the classes – even if that benefit is something as simple as improved signage around the worksite or skills training that has been simplified. In future, Manitoba businesses requesting Provincial funding will be encouraged to adopt this new integrated approach to Workplace Language Training.

Language and Communication for the Workplace: Off-Site Programs

Language and Communication for the Workplace involves off-site classes that include English for Specific Professions, English for Job Finding, and English for Business and Professions. Following are some current examples (subject to change):

English for Business and Professions:

Pronunciation and Listening Skills for Professionals

- pronunciation and listening communication instruction for advanced ESL learners, currently employed or seeking employment
- part-time evening classes
- accurate pronunciation and listening skills required by either current or future employers in order for participants to succeed in their chosen professions in Canada

Writing Skills for Professionals

- specialized training in writing skills for immigrant business people and professionals
- part-time evening classes
- course content includes: business letters, e-mail, memos, report writing, journal writing, general grammar, workplace specific vocabulary

English for Job Preparation:

Women in Transition

- part time English classes for immigrant women preparing for the Canadian labour force
- explores educational, employment and volunteer options for labour market preparation
- childminding provided as needed
- volunteer experience placements

Society for Manitobans with Disabilities (SMD)

- programming that teaches ASL, ESL, English Literacy, Math and information about Canada to adult Deaf immigrants
- overall goal is to provide learners with language skills and information to successfully integrate into independent Canadian life, ultimately including employment

English for Specific Purposes:

English and AutoCAD

- English and AutoCAD (Computer Assisted Drawing) for immigrant engineers and technicians
- job search (individual work search plan for each participant)

Pharmacist Workplace Language Training

- Workplace Language Training for immigrants to Manitoba with a pharmacy background
- introduces and reinforces specific language needed to work successfully in the field

English for Health Care Aides

- language training support for immigrants to Manitoba in the Health Care field
- facilitates successful Health Care Aide certification examinations by immigrant health care aide workers/ applicants
- study skills classes

Trades Workplace Language Training

- part-time Workplace Language Training for immigrants to Manitoba working in trades
- content of course specific to the needs of participants, with a focus on communication skills necessary for certification requirements

Taxicab Driver Workplace Language Training

- part-time Taxicab Driver language training programs, offered jointly with the Manitoba Taxi Cab Board and St. Vital School Division
- training is required to provide the taxicab licensing applicants with the language skills they need to pass the Manitoba Taxicab Board examination, and to improve their skill, safety and courtesy as taxicab drivers

Union Partnerships:

UFCW Training Centre

- part-time language training at UFCW Training Centre for Local 832 members working in a variety of settings
- content of class determined by needs assessment with learners, union and employers
- child-minding for participants at training site

UNITE Local 459

- English language training for garment workers
- increases the opportunities and removes the barriers for garment workers to take language training courses
- classes delivered at UNITE or at a site convenient to learners
- volunteer program includes home tutorial pilot projects

Regional Programs

Language and Communication for the Workplace programs and community ESL programs are also offered by regional organizations. For more information contact the Regional Coordinator.

Pembina Valley Workplace Language Training (Morden, Winkler, Altona and area)	Cheryl Campbell	325-4997
Interlake Adult Learning Association (Arborg, Okno, Gimli and area)	Margaret Chambers	642-5759
Southeast Area Language & Literary Services for Adults (SALLSA) (Steinbach, Niverville, Kleeferld and area)	Dolores Braun	434-6548
Community Headways (Portage la Prairie and area)	Trish Kasijan	857-6322
Westman ESL Services (WESLS) (Brandon, Boissevain, Dauphin and area)	Doreen Cooper	726-8580
Thompson Multiculture Centre (Thompson and area)	Sukh Kokar	677-3981

PROCESS

Workplace Language Training: Process (on-site classes)

The following process describes the basic model for Workplace Language Training. In the newer integrated model the process is likely to be more holistic and on-going because the instructor would be on staff at the business or industry.

Program Initiation:

Provincial Coordinator contacts instructor regarding program: nature of contract, program expectations, instructional content, number of learners, location, times, dates of training, rate of pay, etc.

Needs Assessment:

- Instructor meets with Project Team and Provincial Coordinator. Instructor gathers contact information for Human Resources (HR) and other management personnel.
- Instructor tours factory to collect information and vocabulary:
 - range of products, materials, machines, etc.
 - atmosphere in the workplace, ethnic mix, etc.
- (optional) Instructor and Provincial Coordinator conduct company-wide information/sign-up sessions for all company employees regarding classes, language partner volunteers, or other options. Instructor later meets with employees who sign up.
- Instructor begins needs assessments that include:
 - meeting individually with learners
 - meeting with supervisors separately as a group
 - meeting with union representatives separately from Project Team
 - meeting any other relevant personnel to determine needs.
- Instructor gathers information on workplace oral communication: instructions, requests, daily work related interaction between coworkers, social interaction necessary for sense of belonging, etc. Gathers workplace written documents relevant to learners: employee handbook, collective agreement summaries, employee performance reports, safety documents and signs, etc. Questions include:
 - which employees will participate and why?
 - examples of situations where communication needs improvement
 - what speaking and listening is necessary at work?
 - what reading and writing is necessary at work?
 - what would you like to see happen in class?
 - how can I help you?

- Instructor develops a communication network diagram, indicates the language functions necessary for each area.
- Instructor determines approximate Canadian Language Benchmark (CLB) levels of participants.
- Instructor establishes a schedule of delivery and determines class location, method of regular reporting, method of meeting with management/union representatives, method of submitting invoices, and any administrative needs (e.g. use of photocopier). If requested, instructor prepares a written report.

Program Development / Instruction:

- Instructor develops initial lesson plans based on results of needs assessments and communication network diagram.
- Instructor begins teaching.
- Instructor provides a written agenda or plan for the day for learners at the beginning of every class. Learners are invited to add to the agenda.
- Instructor uses “check-in/ check-out” before and after every class as formative evaluation. Tries to include something for everyone in terms of ‘likes’. Asks learners what they heard during the past few days that they didn’t understand, to take note of anything they don’t understand over the coming week, and to bring this back to class for study.
- Instructor creates a classroom atmosphere where everyone is important and valued, sharing takes place, ideas are expressed, and everyone is equal and respected. Instructor is open, approachable, warm, and empathetic. Encourages meaningful speaking and active listening and chooses appropriate moments to correct language. Provides an opportunity for learners to gain new knowledge and skills, as well as practise what they have gained. Balances the teaching of accuracy with fluency.
- Instructor keeps a brief record of each daily lesson plan available for the Provincial Coordinator’s review.
- Instructor makes an initial course outline and/or objectives during first 3 weeks of the training based on the needs of the learner, the company, and the union.
- Instructor meets with Provincial Coordinator to review course outline and turn in Student Record forms.
- Project Team meets to review the outline / objectives at the 3-week point of the program. These are subject to change as needs arise. Instructor keeps Project Team informed of significant changes (e.g. attendance, major changes to program

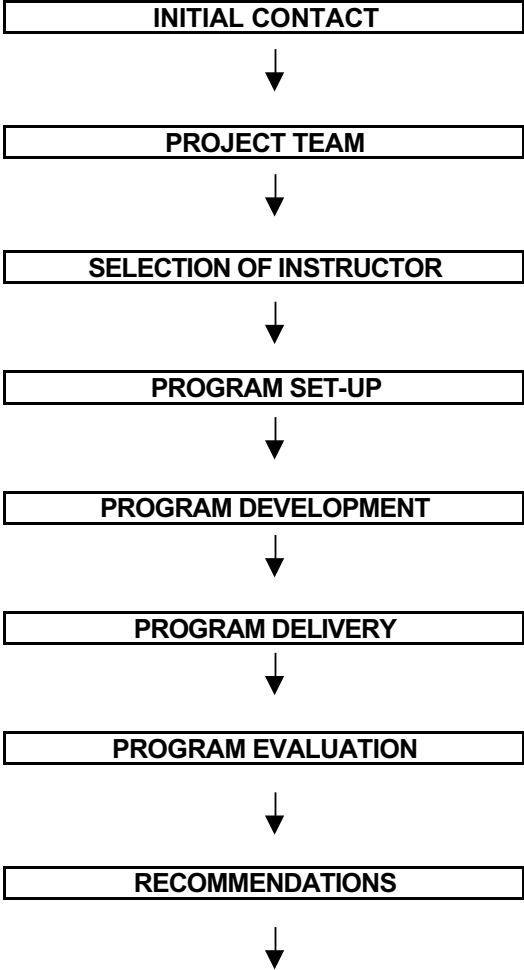
outline or goals, learner successes, difficulties, etc).

- Instructor visits supervisors every two weeks to update them on learner progress and ask for further class content suggestions. (Do not disturb if they are engaged in meetings or on the phone, but do not allow lack of response to continue.) Checks in with company and union contacts on a regular basis. Asks if there are any questions, comments, concerns, positive feedback, etc., and asks for suggestions for the next lessons. Records comments from company or union on progress form.
- Instructor establishes a “presence” in the company as a reliable and regular resource. Arrives early for lessons and stays after to clean up or talk to program contacts, such as supervisors and stewards. Allows a minimum of 10-15 minutes before and after each class for set-up/clean-up.
- Instructor invites management/union to the class to discuss any special topics, such as arranging for vacations, sick leave, changes in procedure, etc. Invites other experts to the class to talk about special needs, such as income tax, safety rules and regulations.

Program Completion:

- Instructors and Provincial Coordinator conduct final evaluations with learners.
- Project Team plans recognition event for learners upon program completion. Instructor and company invite appropriate people to attend. Instructor prepares one or two learners to make a speech. Provincial Coordinator provides certificates from the Department if they are requested.
- Instructor completes a written final report, which includes an evaluation of the program and of learners in the program. The report should include program objectives, topics covered, progress made, and recommendations.
- Class party!

Workplace Language Training Flow Chart



Language and Communication for the Workplace: Process (off-site classes)

Program Initiation:

- Provincial Coordinator contacts instructor regarding program: nature of contract, program expectations, instructional content, number of learners, location, times, dates of training, rate of pay, etc.
- Contract is prepared by the Province for instructor's signature.
- Payment process is determined, requiring a monthly invoice to the organization or Provincial Coordinator from the instructor.
- Registration process is determined. Notification of program is circulated to appropriate referring agencies and organizations. Learners are asked to attend an information / registration session.
- Instructor may be responsible to contact learners who have questions.

Needs Assessment / Administration:

- Instructor meets learners and Provincial Coordinator at an information session, usually one week before the start of classes. Times and days of classes are confirmed, class content is discussed with learners, questions answered. A group needs assessment is conducted by asking learners about their backgrounds, current situations, and desires for the class.
- Most Language and Communication for the Workplace programs have CLB requirements. You may ask learners to show their CLB scores.
- If class size warrants, a teacher aide is hired after the information / registration session.
- Language and Communication for the Workplace programs usually have a nominal tuition fee. The instructor collects fees at the first or second class and receipts are given to learners using a generic receipt pad. Cheques and/or cash are submitted to the Provincial Coordinator. These funds are used for paying for a teacher aide or for off-setting the cost of the course. (Ask the Coordinator for the organization name to be used for cheques.)

Program Development / Instruction:

- Instructor gathers information on communication needs specific to the purpose of the course: technical/ linguistic language required, instructions, requests, daily work related interaction between coworkers, social interaction necessary, etc.

- Specific language skill instruction (ie. writing, pronunciation) is correlated to learner's business or professional needs. Instructor develops a communication network diagram, indicates the language functions necessary for each area.
- Instructor begins teaching.
- Instructor provides a written agenda or plan for the day for learners at the beginning of every class. Learners are invited to add to the agenda.
- Instructor uses "check-in/ check-out" before and after every class as a formative evaluation practise. Tries to include something for everyone in terms of 'likes'. Asks learners what they heard during the past few days that they didn't understand. Also asks them to take note of anything they don't understand over the coming week and to bring this back to class for study.
- Instructor creates a classroom atmosphere where everyone is important and valued, sharing takes place, ideas are expressed, and everyone is equal and respected. Instructor is open, approachable, warm, and empathetic. Encourages meaningful speaking and active listening and chooses appropriate moments to correct language. Provides an opportunity for learners to gain new knowledge and skills, as well as practise what they have gained. Balances the teaching of accuracy with fluency.
- Instructor meets with Provincial Coordinator to review course outline and turn in "Adult ESL Student Record" forms. Instructor keeps a brief record of each daily lesson plan available for the Provincial Coordinator's review.

Program Completion:

- Instructor and/or Provincial Coordinator conduct final evaluations with learners.
- Instructor completes a written final report, which includes an evaluation of the program and of learners in the program. The report includes program objectives, topics covered, progress made, and recommendations.
- Class party!

Workplace Language Training Administrative Checklist

PRE-TEACHING

- Needs assessments
- Communication Network Diagram
- Initial course outline
- Contract with company

WITHIN FIRST THREE WEEKS

- Course outline
- Learner objectives, project team objectives
- Adult ESL Student Record

ON-GOING

- Daily lesson plans recorded
- Formative evaluation
- Contact with supervisors and or project team

MONTHLY

- Attendance forms handed in to company and Provincial Coordinator
- Invoice given to company

MID-TERM

- Written progress report given to Provincial Coordinator

FINAL THREE WEEKS

- Evaluation of program

PROFESSIONAL DEVELOPMENT

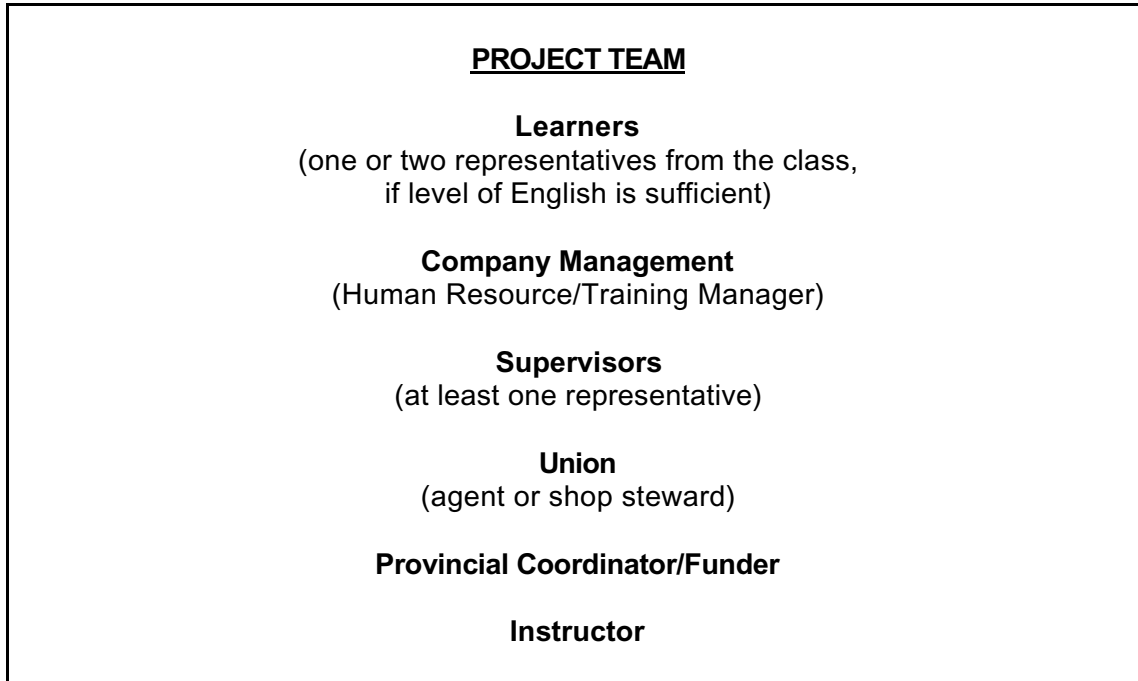
- Workplace Language Training staff meetings
- TEAM / MAWEC Conferences (spring and fall)
- TESL Manitoba Conference (February)
- Industry specific training

(Note: Provincial Coordinator may provide funding for conferences and memberships.)

PROGRAM SET-UP

Setting Up an On-Site Program

Who should be involved in program planning? If someone has a stake in the success of training, they should be involved, even if only briefly. A Project Team is essential for program success.



The Project Team is a committee created to give direction to the project from initial contact to the final evaluation of the program's effectiveness. The Project Team representatives should be well respected by the company workforce and be committed to the initiative. Both labour and management members bring knowledge and expertise about the inner workings of the industry of which the instructor is often unaware. This kind of information is essential to the success of the project.

The Project Team meets regularly to plan the details of program development. One of the most important tasks of the Project Team is to create an awareness of the initiative within the plant. They must determine what is the best method for advertising the initiative. Because each company is different, the Project Team plays a very important role in acting as the eyes and ears of the project.

The Project Team also determines what the initiative is going to be called within the company. Some learners believe that "English as a Second Language" only refers to learners at beginner level, so will not sign up for a course with any mention of the term. A program name that is positive to the learners must be determined. Some other titles that have been successfully used are: "Advanced Communication for Second Language Speakers" and "Workplace Communication in English".

Other issues discussed by the Project Team may include:

- Changes taking place within the industry that might affect the project:
 - projected lay-offs
 - health/safety issues
 - other training initiatives
 - cross-training
 - WHMIS training
 - racial incidents
 - job-sharing
 - ethical issues
 - quality initiatives
- External factors affecting the industry
- Optimum time frame to conduct the assessments and programming
- Number of shifts and their duration
- Training culture at the workplace

Roles of Participants:

Learners

- give instructor ideas as to what they need and want to learn
- attend classes regularly, or inform instructor if they must be absent
- practise what is learned in class on the job and away from work
- contribute some free time to the classes, as well as some paid time
- try to do homework, if practical to do so
- participate in project evaluation upon course completion
- may represent their class on the Project Team

Company Management

- assist in instructor orientation to plant and personnel
- inform all workers in the plant about the project
- obtain agreement and support for the program from its union or employee committee
- find most appropriate space for classes
- assist instructor in setting of objectives
- supply work-related material, training manuals, diagrams, tools, pay stubs and other materials as requested
- encourage supervisors to be as helpful as possible and ensuring that regular feedback and information is provided to the instructor
- provide paid release time to learners
- make payments to instructors
- manage the funding agreement

Supervisors/Foreman

- provide information to instructor about communication issues experienced with immigrant workers
- encourage those workers who choose to participate in classes
- assist workers with items learned in the classes when requested
- assist the instructor in evaluating progress and modifying course content
- attend social events when invited by worker/learners and/or instructor
- attend a class as a source of worksite information and expertise

Union

- may initiate program, may contribute funds
- participate in Project Team
- act as 'goodwill ambassadors' for the program
- promote program on the shop floor
- recommend content as appropriate to learners
- provide worker feedback to the instructor
- contribute time to project activities when invited

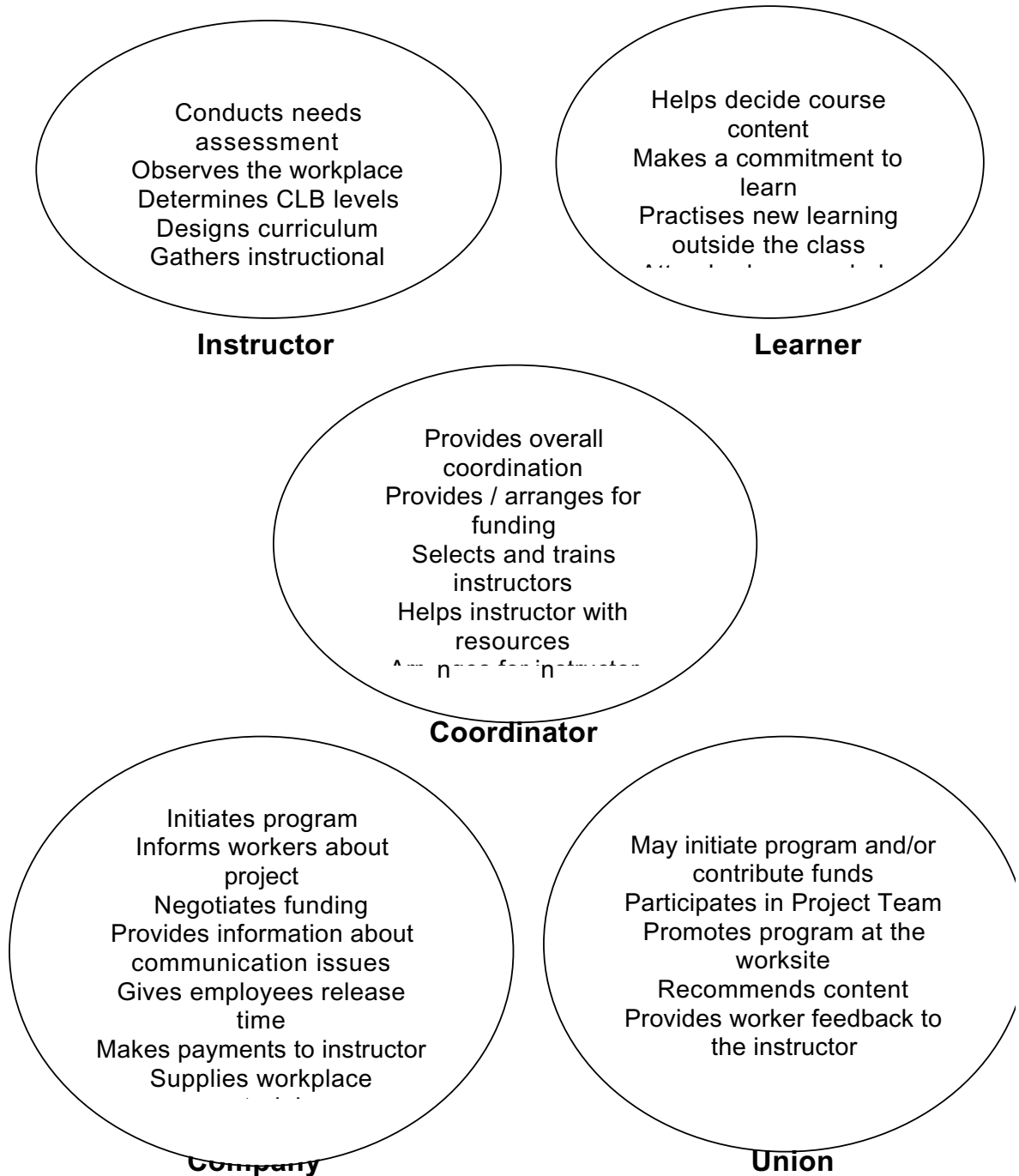
Provincial Coordinator/Funder

- responsible for overall coordination of Workplace Language Training
- provide information about Workplace Language Training to businesses
- participate in initial negotiations, make funding arrangements
- select and train instructors
- ensure that the instructor is provided with necessary resources, clerical help and consultation
- assist with needs assessment
- maintain contact with the instructor re: progress of course
- monitor quality of project delivery
- manage the funding agreement
- "trouble shoot"
- participate in final project evaluation
- provide professional development for instructors

Instructor

- conduct needs assessment, observe the industry, learn as much as possible about product and process with special attention to communication network
- determine approximate CLB level of learners
- design curriculum in consultation with Project Team
- create materials for instruction
- teach the class - provide opportunities for increasing language skills, learning skills and self-confidence, and for acquiring information relevant to effective job performance and community life
- for an "integrated program", develop language partner program and deliver language instruction on shop floor
- provide written objectives and course outline at three week point in the course
- keep Coordinator and Project Team informed as to curriculum and progress
- evaluate learners formally at the beginning and end of the course, and informally throughout, giving feedback on progress to learner and the employer
- provide a written mid-term and final report to Project Team

Workplace Language Training Roles of Participants



Initial Contact: Project Coordinator

The Provincial Coordinator meets with a company representative to discuss the organization's perception of its workplace language and communication needs. Processes for determining needs in the workforce are discussed. A Project Team is established to guide the process, which includes management, union, government and instructors. Questions asked at this time are:

- Why does the company feel there is a need for a program? What are the indicators?
- What kind of program does the company think is required?
- What are the management/union relationships like?
- Is the company implementing new management processes?
- What process will be used to determine who participates?
- How many employees are there in the company?
- Is the workforce unionized? If so, what union? The Coordinator will encourage a working relationship between the union and management in support of the program. If the workforce is not unionized, is there an employee association?
- Do the employees work shift work?
- Does the company anticipate future layoffs?

The Coordinator discusses employer roles and responsibilities, including:

- program costs, funding application
- the possibilities for creating a company staff position for the instructor
- 50% release time for employees
- physical space for the program
- recognition ceremony, if one is desired
- consumable materials (binders, paper, pencils, photocopying, etc.)

Information Sharing Sessions

Information sharing sessions may be held with the workforce. The goals and objectives of these sessions are to familiarize the workforce with the program and also to dispel any fears and apprehensions there may be about the initiative. The Project Team determines:

- when and where the information sessions will take place
- what will be said during the sessions
- who will conduct the sessions

It is very important that these sessions be conducted in a relaxed, comfortable environment for the employee. The sessions should not be conducted after hours or during employee coffee breaks or lunch hour. Management should not be present during the sessions. Whether a union representative is present or not is determined during the Project Team meetings. Management and/or union presence can sometimes have a negative effect on the meetings.

These sessions are an opportunity for employees to receive information and ask questions about the project. At the end of the session, workers will be asked if they would like a small group or confidential individual interview. Some people prefer the safety of coming to an interview with a co-worker, others will prefer the safety of meeting with the instructor one-to-one. The purpose of these interviews is to determine the language and communication needs or interests of the learners.

If the instructor is the person to deliver the information sessions, follow these guidelines:

- Establish a schedule for speaking with employees.
- There should be no more than 20 employees at an information session so questions can be easily managed. This may require multiple sessions.
- Each information session should be brief, 10-15 minutes is usually enough.
- It helps to have something like donuts and coffee on hand.
- Say hello, say who you are, say that you're here to give everyone in the company information about a new training opportunity. Give a two or three minute description of the program. If the program is open to everyone, say so, and describe how it can meet the various levels. If the program isn't open to everyone, say so, say who it's for, and explain that it's important to give the information to everyone so that people talk about it and encourage wide participation.
- Say that the company, the union, and the government support the training opportunity.
- Give the details of training – days, times, duration.
- Give time for questions.
- Explain that signing up is just to have an individual interview with the instructor. The employee can decide whether to sign up for small group or individual interviews, and whether to take the class after the interview.

- Leave a sign-up sheet for people to register on. They can sign up now, or later by talking to their supervisor or the HR Manager.

Tour of the Workplace

A tour of the workplace is crucial to setting up the program, as this allows the instructor insight into the work done, equipment used, products built, atmosphere at work, safety on the job, cultural mix of employees, interaction with management, interaction among employees, languages heard in the workplace, etc. It is even more important that the instructor see this tour as an “orientation”, not as a one and only trip into the worksite. Program development relies on regular information gathering.

The instructor should go into the workplace with curiosity, a friendly demeanor, and with all senses primed to soak up the scene. It is from the workplace that instructors draw the relevant vocabulary, dialogues, and course material. It can seem bewildering to the instructor at first because chances are they may not have had much experience in a particular workplace setting. The noise and smell of the machinery, the quantities of materials, the obstacles, the repetitive nature of many jobs, the dust, lack of windows, and the ever-present, real potential for injury may all be new experiences. This is, however, the working environment for the people you are to teach. Ask questions and log away the sights, sounds and smells, etc. You will need to use these!

Ask for information about the company. Is there an employee handbook? Ask for a copy. Find out about company rules, safety rules, shifts, etc. What input does the regular employee have? Are there regular Team Meetings? What types of things are discussed? Ask for employee profiles on the people chosen for the course.

Meeting the Management / Union

The teacher should be prepared to meet with a group of management/human resources staff and union representatives who will want information and reassurance on a number of issues. Management and union want to feel confident in going forward with the program. They may not have much experience with the teaching and they may themselves have to answer the company owners and union executive. The following are some of the questions that are frequently posed.

- How will you make the material relevant to this workplace?
- How can you teach employees from different ethnic backgrounds, languages and level in the same room at the same time?
- Why don't employees speak English to each other even when they know how?
- How will you incorporate information about union benefits into the training?

At this meeting, it is important to establish what teaching resources are available. You may want to request blackboard/whiteboard/chart paper on which to write. You may inquire about photocopying and AV equipment. Materials such as binders and paper for learners may be available from the union. Knowing what is or is not available will allow you to plan ahead and modify the presentation of your lessons to suit the resources available. Even where adequate resources are available, it is

important to have some back-up plan prepared in case the room you are to meet in is suddenly needed by the company for something else, or equipment breaks down.

Training in the workplace is an advantage to management, union and workers, as it leads to efficiency, competency, greater understanding, and productivity. For the workers, this may lead to advancement. Training must, therefore, be presented as a positive for all concerned.

Leave them with the question, **“What can I do for you?”** Revisit this question with all contacts on a regular basis.

Workplace Language Training Program Contacts

Company: _____ Date: _____

Name

Telephone

Human Resources Manager: _____

Other Managers: _____

Supervisors: _____

Union
representative(s) _____

Other: _____

NEEDS ASSESSMENTS

Needs Assessment Interviews

The Needs Assessment Interviews are conducted with people who are interested in the program. Usually, respondents ask to participate in an interview at the Information Session. Alternative sign-up methods are sometimes offered. Participating in an interview does not obligate the participant to register for training.

The interview is an important time for both you and the employees. An interview will help you identify the learner's present levels of ability as well as their desires for the upcoming course. The purpose of an interview is:

- to begin to establish a relationship with the participants
- to establish identification data (names, departments, shifts)
- to gather information necessary to develop course objectives
- to assess the skill levels of the participants

The interviewer should go into the interview with some knowledge about the workplace and its employees. Speak with the supervisors and tour the workplace first. To establish learner comfort level:

- choose a private, quiet setting
- be flexible
- clearly explain the purpose of the interview
- assure participants of confidentiality
- make sure participants understand there is no obligation to go to classes

Tell the employees your name and ask them theirs. Ask them if you are saying their names correctly. This emphasizes that the teacher is also a learner in this new environment. Use courtesy phrases such as "I am happy to meet you" and "Please sit down."

The interview should be delivered in a conversational style. Use the Interview Sheet as a guide, make every effort to gather information through conversation in a comfortable, friendly fashion. If you are using a small group interview ensure that each person is heard equally. For example:

"Hi! My name is _____. What's your name? _____
How long have you been working here? _____ Oh really, how do you like it?"
etc...

Start with low stress questions (address, background, work, family). Adjust the level of questioning according to the participant's ability to answer. If necessary, use a previously arranged translator.

Use phrases that use employees' existing language base and thus promote confidence. "What country do you come from?" "How did you choose

Canada/Winnipeg?” “Did you take ESL in Canada before?” “Are you happy in Canada?” “How long have you been with the company?” “What do you need to know that would make your job better/easier?”

Use open-ended needs assessment questions. Recognize when the discussion is running off on an unproductive tangent and bring it back to the question at hand.

Supply information that will set the parameters for the course, such as “Do you know why I am here?” “How do you feel about taking the workplace language course?” “The course will be held on ***** from ** until **.”

Supply information that will set a mutually respectful atmosphere, such as “We will all be learning together.” “I will help you with English sounds, the rhythm of the language, reading and writing.” “In this room, we understand that mistakes are a sign of taking chances, and taking chances will make you learn faster.” “This is our room and we will all help each other.”

Ask questions that will underscore the mutually respectful classroom atmosphere that is key to good learning such as “Would you like me to correct your pronunciation?” “Would you like me to correct your written work?” “Would you like me to correct your use of words and suggest alternatives?” Many learners will ask you to correct every time, which can lead to a discussion of learning accuracy at times, but fluency at other times.

Do what you can to show the employees that this course, while being helpful to them and the company, can also be fun for them and for you.

CAUTIONS: Some employees approach the introductory interview with a defensive attitude, often because they feel that they are being punished by being asked to take the course. They may present excuses for not taking the course. They may ask if they are obliged to take the course. They may worry that they are being paid for only one hour of each two hour session.

During the interview, you may learn characteristics of the learners that will help guide your teaching. For example, if the employee has been in Canada for many years and has minimal English skills, this may suggest that there has been little opportunity to learn more. As a result, confidence and risk-taking may be limited.

For some, especially women, it may emerge that the demands of the family make the employee reluctant to take on another commitment.

Depending on the employees’ previous experiences of school, they may be nervous of returning to a classroom environment and fearful of failing.

It is important to address these very real concerns. It will damage the learning environment to have employees in the class who feel that they are being forced to be there. Time spent on these issues will reap rewards later on.

Interviews with Supervisors

Most supervisors have time constraints to meet with you. Meeting with groups of supervisors gives the greatest opportunity for idea sharing and information gathering. However, expect to have to return to meet with those who could not attend the scheduled meeting.

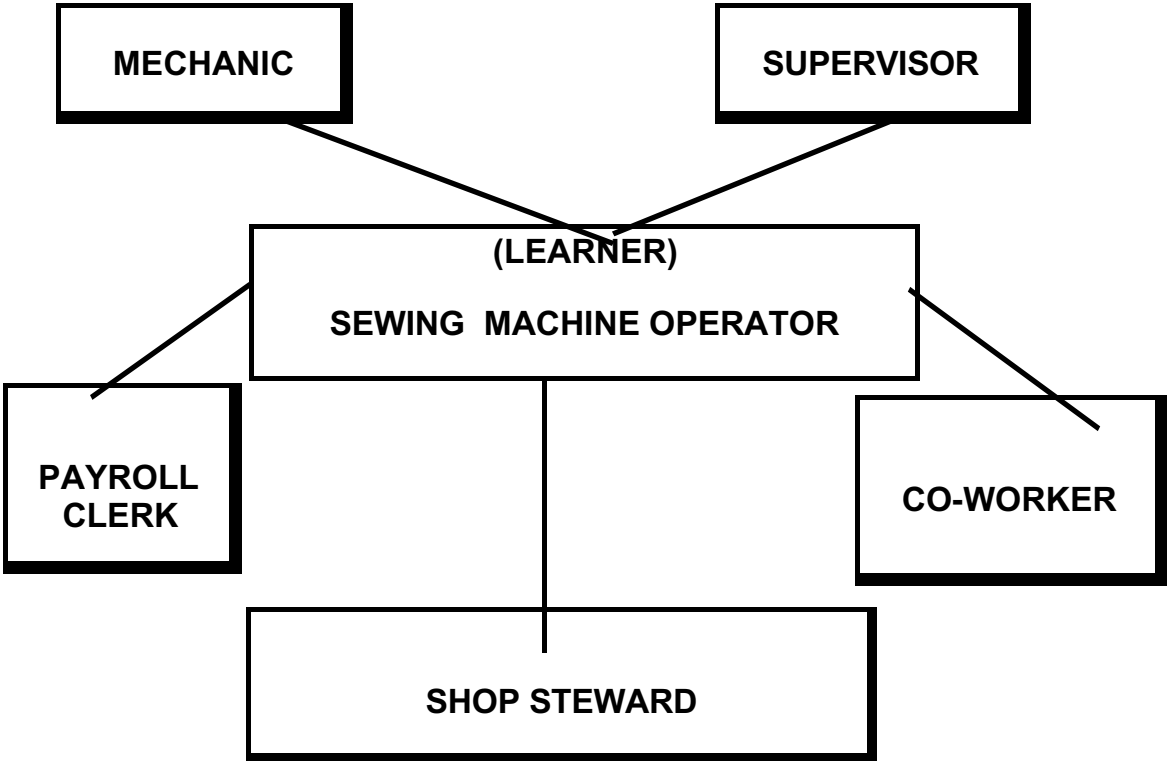
The main purpose of the interview is for you to find out how you can help communication in their departments. See the attached supervisor interview form for guidelines.

Communication Network Diagram

Once you have had a chance to gather information from all sources, it is very helpful to draw a communication network diagram. This allows you to form the substance of a relevant course that progresses toward goals. It also allows you to see the links between the various stakeholders. Your daily classroom activities should always have some relation to what you find in the communication network diagram.

Communication Network Diagram Sewing Machine Operator

A Communication Network Diagram helps to quickly identify the people that the learners need to communicate with and the people you should talk to. (A blank diagram is attached for your convenience)



Communication Network Diagram

Language functions: _____

- describe a problem with machine _____

- _____

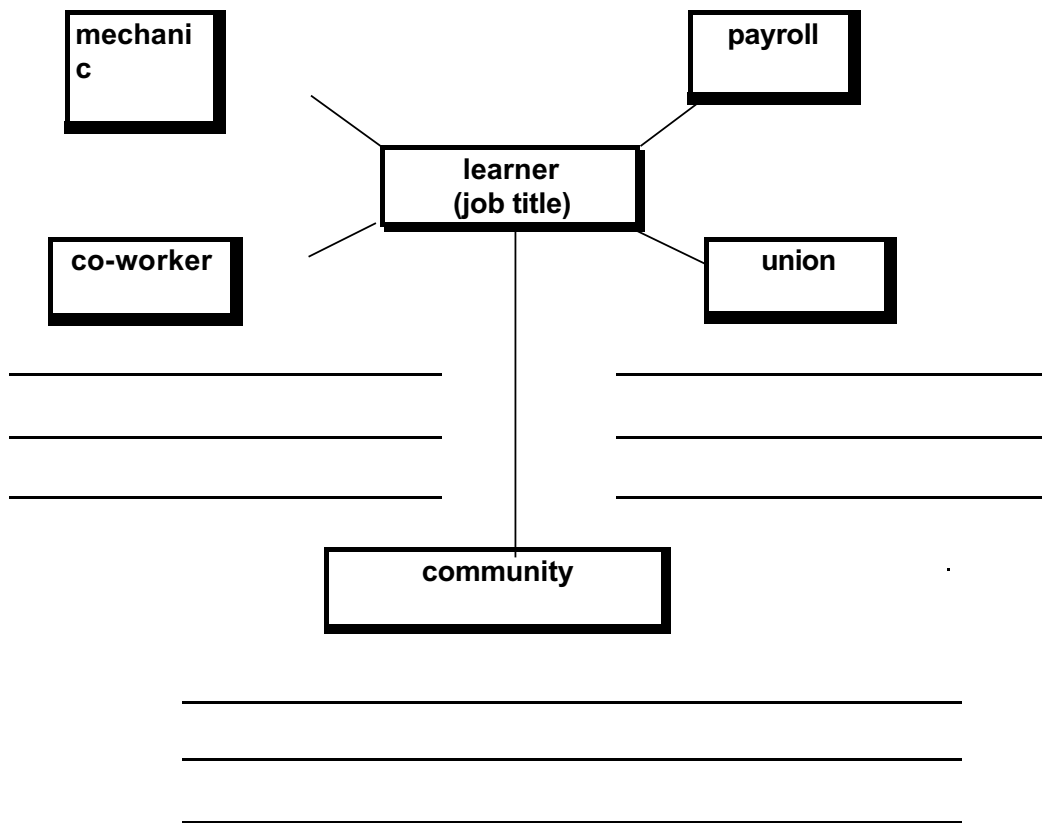
- _____

Language functions: _____

- ask for information about deductions _____

- _____

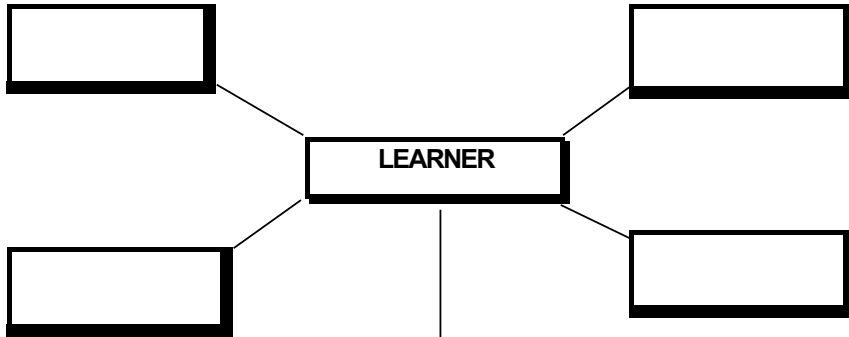
- _____



Communication Network Diagram

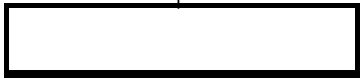
Language functions: _____
- _____
- _____
- _____

Language functions: _____
- _____
- _____
- _____



Language functions: _____

Language functions: _____



Language functions: _____

Needs Assessment Supervisors/ Other Contacts

**Note to instructor: to be used as a general guide to a conversational interview.*

NAME: _____

DEPARTMENT: _____

RESPONSIBLE FOR FOLLOWING EMPLOYEES:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SKILLS: (priorize 1, 2, 3, 4)

Reading_____ Speaking_____ Writing_____ Listening_____

SPEAKING

Who do the employees speak to? (or would if they could)

What about?

LISTENING / UNDERSTANDING

Who speaks to the employees in English? (or would if they could understand)

What about?

READING

What would you like the employees to be able to read?

WRITING

What would be useful for employees to be able to write?

OTHER (math, working culture and communication strategies and questions)

What other skills would you like these employees to have?

GENERAL

What should be done to make this course beneficial to you as a supervisor?

Needs Assessment - Employees

Note to instructors: These questions are most effective if you use them as a general guide to a conversational oral interview. Needs must be continuously re-assessed throughout the program.

LEARNER INFORMATION:

1. NAME: _____

2. COUNTRY OF BIRTH: _____

3. LANGUAGES SPOKEN: _____

4. WHEN DID YOU COME TO CANADA? _____

5. HOW LONG HAVE YOU BEEN WORKING HERE? _____

6. HAVE YOU STUDIED ENGLISH BEFORE? YES / NO
IF YES:

WHERE: _____

WHEN: _____

7. WHAT WAS YOUR OCCUPATION BEFORE COMING TO CANADA?

8. HOW MANY YEARS OF SCHOOLING DO YOU HAVE? _____

WORK INFORMATION:

DEPARTMENT: _____

SUPERVISOR: _____

LANGUAGE SKILLS: (PRIORIZE 1, 2, 3, 4.)

Reading _____ Speaking _____ Writing _____ Listening _____

Communication Strategies _____ Working Culture in Canada _____

SPEAKING:

Who do you speak English with at work? (or would if you could?)

What do you talk about?

LISTENING:

Who speaks to you in English at work? (e.g. to give you instructions?)

What kinds of things do they tell you?

READING:

What do you read at work?

What is it about?

WRITING:

What do you have to write or fill out?

WORKING CULTURE:

Adjust according to language level. Should be taught at all levels, but may not be possible to determine at needs assessment.

Sometimes working in Canada is different from working in other countries. Do you need more information about:

- 1) working in a Canadian workplace
- 2) working in this company
- 3) belonging to your union

Please explain:

ADVANCED COMMUNICATION:

Do you need more information about:

- 1) organizing oral presentations
- 2) speaking up at a meeting or in a group
- 3) writing reports or memos
- 4) reading technical manuals or professional documents
- 5) other

Please explain:

MATH:

Do you need to use math at work? Do you need help?

OPTIONAL WRITING:

Workplace Needs Assessment Report

Note: a written report is to be prepared only if requested by the Project Team.

The instructor analyses the data obtained from the Workplace Needs Assessment. Data should include information on needs identified by the workers, supervisors, union, and others in the areas of:

- listening
- speaking
- reading
- writing
- math for ESL learners
- working culture
- communication strategies
- other (e.g. computer, blue print reading)

The report makes recommendations for new workplace programs, or refers employees to existing programs. It should include the following components:

- an introduction.
- a communication network diagram.
- a summary of data collected.
- recommendations regarding new programming: type of program, length of delivery for programs, and delivery schedule
- referrals to existing programs, either on or off-site
- conclusion

The report should be made available to all participants. It is sent to all members of the Project Team to read prior to the team meeting, where it will be discussed. The Project Team then makes a decision about the programs to be offered based on the results of the assessment. (See sample Workplace Needs Assessment Report).

(Company Name)

Workplace Language Training

Needs Assessment Recommendations

Sponsored by:

(COMPANY)

(Union)

(Government department)

(other)

Written by: _____

Date: _____

Workplace Language Training Needs Assessment Results

A needs assessment was conducted at Company X with 86 employees in September, 2002. Interviews were conducted with employees who expressed an interest in language and communication training. The purpose of the needs assessment was to give information to employees about training opportunities while assessing their needs.

Number of Employees Requesting Classes	Gender	Seniority Levels
40	Males 18 Females 22	One year and under 15 Two to four years 14 Five to ten years 9 Ten + years 2 TOTAL 40

Language Levels of Employees

Level I (beginner)	Level II (intermediate)	ESL / Literacy *
Low 8 Middle 3 High 5 ---- 16	Low 3 Middle 13 High 5 ---- 21	3 *See Recommendations ---- 3

Recommendations:

1. That a Level I Workplace Language Training class be offered for a minimum of 20 weeks with a maximum of 15 learners. These employees require basic language training for workplace and community needs.
2. That a Level II Workplace Language Training class be offered for a minimum of 20 weeks with a maximum of 15 learners. These employees require a higher level of language training for upward mobility in the workplace, and training will encourage continued development of the language skills they have already gained.
3. That an ESL/ Literacy Class be offered for three people who require Level II listening and speaking skills and Level I reading and writing skills.
4. That a Language Partner program be developed to match employees with volunteers for fluency practise.
5. That a shop floor language instruction program be introduced in order to encourage daily English language usage and practise. The program would be open to any employees, not limited to those attending classes.

SETTING OBJECTIVES

Learning Objectives

The learning objectives are a short list of 3 - 5 objectives identified by the learner, the workplace, the union and the teacher. The method for measuring success should be indicated. These objectives should be refined during the first three weeks of the course and presented to the Project Team for approval. Further changes should be made as necessary as the course develops, with regular updates to the Project Team. Programs should be evaluated both formatively and summatively based on these objectives. Please see samples of objectives attached.

Learner Objectives:

GROUP:

Group objectives are usually determined within the first 3 weeks of classes. These are items that are of concern to the whole group, and can be taught in whole group or small group sessions.

INDIVIDUAL:

Individual objectives are determined throughout the program. These are items that employees raise as individual needs, and are not of concern to other class participants. These may also be individual language needs, such as pronunciation or spelling difficulties unique to that individual. An individualized program for each learner supplements the group classroom instruction. Time is set aside in each class for employees to concentrate on their own individualized programs.

Workplace Language Training Learner Program Goals (sample 1)

My goal is to _____

To reach my goal I will need to:

1. _____

2. _____

3. _____

4. _____

5. _____

I will know I have reached my goal when I _____

Program Goals - Learner Form (sample 2)

LEARNING GOALS	SKILLS OR KNOWLEDGE I NEED TO REACH MY GOAL	WHAT I WILL BE ABLE TO DO WHEN I REACH MY GOAL
GOAL ONE		
GOAL TWO		
GOAL THREE		
GOAL FOUR		

Program Goals - Company Form

GOAL 1:

Program participants will _____

Indicators of Success:

- a) _____
- b) _____
- c) _____

GOAL 2:

Program participants will _____

Indicators of Success:

- a) _____
- b) _____
- c) _____

GOAL 3:

Program participants will _____

Indicators of Success:

- a) _____
- b) _____
- c) _____

Program Objectives (Sample 1)

The needs expressed by the learners and other stakeholders have been considered in the following list of objectives. In the limited training time available, the following can be accomplished.

1. **DEVELOP VOCABULARY, INCLUDING TECHNICAL LANGUAGE, FOR IMPROVED COMMUNICATION IN THE WORKPLACE**

(examples)

By basing our curriculum in the workplace content, employees will become familiar with terminology that relates specifically to their daily oral communication at the company.

2. **DEVELOP LISTENING SKILLS THAT DEMONSTRATE THE LEARNER HAS, OR HAS NOT, UNDERSTOOD WHAT WAS SAID**

Employees will develop some strategies for understanding fast speech, including checking back for clarification.

3. **IMPROVE PRONUNCIATION IN ORDER TO BE MORE IN LINE WITH CANADIAN ENGLISH**

This goal includes not only how the sounds of words are produced, but also the stress and intonation of words and sentences. Employees will be able to recognize when they have made an error, and begin to self-correct.

4. **IMPROVE VARIOUS ASPECTS OF GRAMMAR IN SPEECH: (VERB TENSES, ARTICLES, PREPOSITIONS, QUESTION FORMATION)**

Employees want to feel more confident in their oral communication in English. By practicing correct grammar usage in the classroom, they will begin to be more prepared to use correct grammar in a natural setting.

5. **TO UNDERSTAND IDIOMATIC AND/OR SLANG EXPRESSIONS**

Common expressions are often not understood by second language speakers. Employees will begin to understand these expressions before attempting to use them appropriately.

Program Objectives (Sample 2)

OBJECTIVE ONE: LEARNERS WILL BE ABLE TO GIVE AND RESPOND TO GREETINGS INVOLVING THEIR SUPERVISOR AND CO-WORKERS. OBJECTIVE WILL BE ACHIEVED WHEN SUPERVISOR NOTICES THAT LEARNER IS ABLE TO INITIATE AND RESPOND TO GREETINGS.

Associated Language Functions/Structures:

- a) Greeting: Hi/Hello (Relevant cultural information)
- b) Supervisor's name
- c) Personal inquiry: How are you?
- d) Present tense "to be" plus expressions of how one feels: fine, not too bad, not so good.
- e) Thanking: thanks/ thank you
- f) Return question: How about you/ And you?
- g) Response: That's good/ too bad. I'm sorry to hear that.
- h) Parting: Well, I gotta go now. See ya later. (Good-) Bye.

OBJECTIVE TWO: LEARNER WILL BE ABLE TO EXCHANGE BASIC PERSONAL INFORMATION IN ORAL AND WRITTEN FORM. THE OBJECTIVE WILL BE ACHIEVED WHEN A CONTACT ASSIGNMENT IS SUCCECCFULLY COMPLETED.

Associated Language Function/Structure:

- a) What's your last/ first name? My name is...
- b) What's your address? My address is...
- c) What's your phone number?
- d) What's your social insurance number?
- e) What's your postal code?
- f) What's your birthday?
- g) Numbers
- h) Address format: 18B - 405 Park Avenue/Street/Road, etc.
- i) Phone number format
- j) Postal code format
- k) S.I.N. format
- l) Birthday format

OBJECTIVE THREE: LEARNER WILL BE ABLE TO EXPRESS LACK OF UNDERSTANDING AND REQUEST CLARIFICATION, REPETITION, AND/OR SLOWER SPEECH. OBJECTIVE WILL BE ACHIEVED WHEN SUPERVISOR NOTICES THAT LEARNERS ARE ABLE TO DO SO AS THE NEED ARISES.

Associated Language Functions/Structures:

- a) Understand question: Do you understand?
- b) Expressions for lack of understanding. I'm sorry, I still don't understand.
- c) Requesting repetition: Pardon (me). Repeat that please.
- d) Requesting slower speech: Speak slowly please.

OBJECTIVE FOUR: THE LEARNER WILL BE ABLE TO READ, SPEAK AND UNDERSTAND PIECEWORK TICKET DIRECTIONS RELATED TO HER EVERYDAY JOB TASKS. THE OBJECTIVE WILL BE ACHIEVED WHEN A CONTACT ASSIGNMENT IS COMPLETED SUCCESSFULLY.

Associated Language Functions/Structures:

a) Vocabulary:

Pattern pieces: leg, riser, belt loop, pockets, zippers, pleats, etc.
Stitching: top, single, double
Seams
Fabric types: light, medium, heavy
Shading
Quality

b) Phrases:

Use this thread.
Start at the ticket.
Keep in sequence.
Keep bundle together.
Don't pull panel out of the bundle.
If you take a panel out for repair, put it back in the same place.
Very important.
Very good.
No good.

Program Objectives (Sample 3) **Company X**

Level 1 Learners will ...

1. Describe the production process:
 - name different areas of the plant
 - describe the different stages of production

2. Describe their own work:
 - describe the steps in their own job and the tools they use
 - answer questions about their past work experience and training
 - ask for help or clarification when unsure

3. Understand written materials at work (tickets, instructions, documents):
 - understand key words and common phrases in work- orders (for trimmers)
 - ask for clarification on work orders or other instructions given
 - understand the purpose of the "hold" tickets and be able to use key words or phrases to explain faults
 - fill out the standard dental form

4. Have a deeper understanding of the safety committee and safety issues:
 - to know the members of the safety committee and the committee's purpose
 - to recognize key words used to describe common safety issues (words taken from the Safety Committee Meeting minutes)
 - to report an accident and request help

5. Feel comfortable in casual exchanges:
 - initiate greetings
 - talk about some personal hobbies, what they did on the weekend...

6. Use language related to health care (this is a "non-workplace" objective voiced by the learners):
 - describe the parts of the body and some common illnesses/health conditions
 - make an appointment to see the doctor
 - ask a doctor about a medical concern

7. Pronunciation:
 - learners will focus 15 minutes per class on pronunciation

Linguistic components:

- | | |
|----------------------|---------------------------|
| - present tense | - question formation |
| - present continuous | - use of should and could |
| - past tense | - prepositions |

Level 2 Learners will...

1. Describe their workplace and work history:
 - give clear job descriptions orally and in written form
 - give clear explanations of past work experience, skills and training both orally and in written form
 - describe the structure and employees of the company; interview other employees and report on their background and role in the company
2. Expand vocabulary and improve comprehension through it variety of readings
 - read and discuss articles related to the industry
 - read and discuss articles related to personal interest, hobbies. .
 - read samples of technical writing (taken from the workplace) determine key points in reading material even if every word cannot be understood; ask for clarification on specific points
3. Describe processes from beginning to end both orally and in written form with topics related both to the industry and to personal interest. (i.e.: how something is produced, how something is made, how to do something, a problem or mistake that occurs ...)
4. Understand key language in filling out forms for work, benefits, health...
5. Discuss issues and ideas collaboratively:
 - feel comfortable in clearly stating ideas or opinions
 - listen and understand ideas or opinions stated by others in a group
 - accurately report the ideas and observations of others
 - come to a conclusion as a group
6. Pronunciation
 - focus 15 minutes of each class on pronunciation improvement
7. Spelling
 - maintain a personal spelling list and regularly practise and test problem words

Linguistic Components:

- review and practise of tenses (simple past, simple present, present progressive, future)
- modals
- phrases to agree, disagree, make suggestions, get clarification.
- sequences (first, then, next)
- basic sentence construction (subject-predicate, subject-verb agreement)

Level 3:

The needs of level 3 are quite different than for the first two levels. They have the English necessary to do most parts of their job. The class will focus more on brushing up on their grammar, increasing their fluency and confidence, expanding their vocabulary and improving their reading comprehension. For this reason, the objectives are less specific.

1. Describe their workplace and history
2. Expand vocabulary and improve comprehension through a variety of readings
3. Describe production process from beginning to end
4. Understand key language in filling in forms
5. Discuss issues and ideas collaboratively

Spelling

Level 3 learners will keep individualized spelling lists to practise problem words, and learn how to spell numbers correctly. Spelling words will be added to their list by the instructor (often taken from the journal), or by the learners themselves.

Pronunciation

Learners will join level 2 learners for pronunciation.

Linguistic/ textual components

past tense, present perfect, phrases to agree or disagree, clarification phrases, sequencing (then, now, next...)

Production/Tools

material handler	product	rasp
powder	loads	arc welder, mask
operator	cooling chamber	gauge, air hose
mould	fork lift	spin weld
trimming	dye	flashing
trimmer	jig	scrap
packing	work order	bushing
shipping	trim instructions	jigsaw
shipper receiver	drill	router
Quality Assurance (QA)	saber saw	air router
loading dock	router	guide
turbo mixer	pilot bit	banana knife
powder	breather vent	trimming pencil
tub	scraper	

Trim Instructions/Hold tickets

buckle	directly above	knot
stretch wrap	onto	location
part	visually	opening
part number	refer to	lips
date	sharp edges	straps
hold ticket	level	leaking
install	slot	bottom
inspect	customer	go-no-go jig
pressure test	check	acceptable
blow out	insert	tight
spin patch	radius	loose
rough	scrape	length
apply	pallet	width
sharp	cut out size	customer

Safety

fumes	accident	fire extinguisher
ventilation	hazard	eye-wash station
aisles	was poisoned	what happened?
floor	fell down	How did it happen?
lighting	was electrocuted	bandage
electrical outlets	was burned	Band-Aid
cut	slipped	pain/pain killers
first aid	damaged hearing	first aid kit
emergency	parts of the body	
slippery		

CANADIAN LANGUAGE BENCHMARKS

Canadian Language Benchmarks: A tool for setting objectives and planning lessons

Canadian Language Benchmarks (CLB) are too often thought of as a means for measuring competence in English. Instructors may quickly become familiar with the meanings of the levels and see the value of the CLB for measurement and comparison, but to get the most out of the CLB they should be seen as a tool for setting objectives and planning lessons.

The CLB *describe* what an individual can do in English. By describing what a learner can do at various stages of language development in a variety of competencies, the instructor can get a roadmap of where the learners have been and where they need to go. It is crucial to realize while setting objectives for a CLB level 4 learner that CLB levels 1, 2, and 3 are the foundation. Workplace Language Training programs may try to accomplish a very specific objective that is not in line with the learners' overall CLB competencies (a CLB 3 or 4 worker may be able to accomplish some language tasks described as a CLB 6 or 7 if they are exposed to it on a regular basis and have been shown how), but instructors and company managers must recognize that overall gains in ability require time. Better judgements of progress can be made when a realistic roadmap is on the table. With this, two pitfalls can be avoided – spending time teaching people something they already know and can do, and trying to teach people something that they have no foundation for.

Workplace Language Training programs are designed so that learners will be able to communicate using the specific language of the workplace. This may include such things as understanding or giving instructions, explaining problems or asking for help, filling in forms, writing notes and memos, or reading signs, labels, and manuals. These tasks may be at a very basic level for beginner English speakers, or at a very complex level for learners with higher English capabilities. However, in addition to these specific functions it is necessary to include general skill-building in Workplace Language Training lessons.

Once information has been collected from learners, supervisors, management and union and the instructor has conducted personal observations of the workplace in general, and participating learners in particular, a communication network diagram and program objectives should be developed. These program objectives must be realistic and achievable within the time frame allotted for training. Stating that “learners will be able to ask for help by explaining a problem related to a machine to a supervisor or mechanic” is an example of a Workplace Language Training objective. Stating that “learners will improve their pronunciation” is not a good Workplace Language Training objective because it is too broad. This might be re-stated as “learners will be able to recognize some of their own pronunciation errors and attempt self-correction” – it is more achievable and realistic for most short Workplace Language Training programs.

From the program objectives the instructor will be able to develop meaningful and relevant instruction units. This is where the *Canadian Language Benchmarks* can be an invaluable tool to the Workplace Language Training instructor. If the unit the instructor intends to teach is “explaining a work related problem to a supervisor”, the CLB examines all the language competencies required to successfully communicate in English. These are categorized in the CLB as:

- linguistic (grammatical)
- textual (discourse)
- functional (actional)
- sociocultural (socio-linguistic)
- strategic

Linguistic competence includes the “traditional ESL” focus – grammar, vocabulary and pronunciation.

Textual competence refers to the organization and connections of language that allow the learner to go beyond words and sentences to fluent, connected and coherent expression.

Functional competence is the knowledge required to carry out purposeful, communicative tasks.

Sociocultural competence is the knowledge of conventions and appropriate use of language in the setting where it is being used. This includes non-verbal language and behaviour that allows the speaker to “fit in”.

Strategic competence allows learners to manage their communication through planning, assessing, avoiding, compensating or repairing.

Instructors need to analyse what aspects of these competencies their learners need. The example given above of “explaining a work-related problem to a supervisor” will naturally have the linguistic elements of being able to use the right words, get them in the right order, and say them in a way that is understood. However, just as important to successful communication may be the way these words are conveyed. Consider the sociocultural competency: how important is it for the speaker to get up and approach the supervisor with a smile and greeting rather than a frantic hand gesture and launching into a description of the problem? Consider the strategic competency: are there ways your learner may adjust their method of communicating a problem in the middle of a conversation based on how their supervisor is communicating back to them? These are the kinds of communication issues that are not addressed by traditionally teaching towards linguistic competence.

All of these considerations should go into the development of a daily lesson plan. Everything that happens in the Workplace Language Training class should be purposeful and not random, since most courses are very short in duration. More importantly, the learner and the employer must see that classes are going to make

an immediate difference. Activities that may seem like a good idea to the teacher, like using an article from the newspaper or listening to a newscast, may not be understood as purposeful. The learners and company may see them as “filler” – and in fact they may be “filler” if the instructor isn’t careful to tie them to the program objectives. If it was important to the learner and the employer that employees become able to converse freely about current events in the lunchroom, then news articles and broadcasts are activities with an objective and will be taken seriously. The Workplace Language Training instructor with clear objectives would not just go over an article in the newspaper with learners or have them listen to a newscast – he or she would carry help the learners actually carry on a conversation in the lunchroom based on that current event.

Canadian Language Benchmarks Teaching Resources

You can get your own copies of the following *CLB* resources from ALT Branch. They will help you in assessing your learners, planning, teaching, and evaluating language outcomes.

- The **Canadian Language Benchmarks 2000** – This is the standards document that is being used by all Adult ESL programs in Manitoba as the basis for language assessment and curriculum development.
- The **Canadian Language Benchmarks 2000: ESL for Literacy Learners** is a document intended to be used in conjunction with the **Canadian Language Benchmarks 2000**. It outlines reading, writing and numerically competencies for learners in three phases of ESL Literacy development. It also provides useful examples of texts and tasks for the skills at each phase and an outlines of methodological suggestions.
- The **Canadian Language Benchmarks 2000: Guide to Implementation** discusses practical ways of linking language learning to the **Canadian Language Benchmarks 2000**. It addresses topics, such as needs assessment, learning objectives, methodology, curriculum, unit and lesson planning, resource selection and assessment.

Other CLB related resources include:

- **On Target! A Resource Book of Stage 1 Assessment Tasks Referenced to the Canadian Language Benchmarks** and its companion, **On Target! A Resource Book of Stage 2 Assessment Tasks Referenced to the Canadian Language Benchmarks** provides teachers with a useful variety of communicative language tasks. A number could be used as is in the Workplace class and others could be easily adapted.

Goals & Context of Adult ESL Instruction in Manitoba

GOALS

The goals of Adult ESL instruction in Manitoba are to assist students to:

- develop communicative competence in ESL; and
- acquire necessary, appropriate and timely settlement information to pursue their personal, academic, and employment goals and live lives of dignity and purpose in Canada.

CONTEXT

Language and Culture

Language and culture are recognized to be inextricably linked. The goals of Adult ESL instruction are furthered by providing opportunities for students to learn about Canadian culture. The development of communicative competence is also enhanced when students can examine and share observations about Canadian culture, their own cultures and the cultures of their classmates.

Adult Learners

It is also recognized that Adult ESL students are diverse in their characteristics. They come to the learning environment:

- with a personal sense of purpose and motivation;
- with a variety of educational and language learning experiences;
- in different stages of the settlement process; and
- with a wealth of life experience which must be reflected in all aspects of the adult language learning experience.

Professionalism

Adult ESL instruction in Manitoba is influenced by our commitment to excellence and professionalism.

Canadian Language Benchmarks (CLB)

The introduction of the *CLB* working document has been welcomed in Manitoba as a valuable tool in Adult ESL instruction. It provides educators, administrators and program developers with:

- a common language for discussing the communicative competence of students;
- a stimulus for reflection on SLA and learning in Adult ESL students;
- a basis for curriculum and material development; and
- a basis for language assessment.

MANITOBA'S VISION OF CURRICULUM DEVELOPMENT

Manitoba has a broad vision of curriculum, which encompasses the aspects of various recognized conceptions of curriculum that reflect the goals and context of Adult ESL instruction in Manitoba.

- Curriculum as Subject Matter or Content
- Curriculum as a Program of Planned Activities
- Curriculum as Intended Learning Outcomes
- Curriculum as Cultural Reproduction (Understanding)
- Curriculum as Experience
- Curriculum as Discrete Tasks and Concepts
- Curriculum as Social Change
- Curriculum as *Curare*

Schubert, W.H. (1986) ***Curriculum: Perspective, Paradigm and Possibility***. New York: Macmillan Publishing Co.

The Manitoba approach to the development of a *CLB* curriculum framework is intended to be collegial, building on the collective experience and wisdom of Adult ESL teachers. It is anticipated that the process itself will encourage reflection and be a learning experience through which teachers will grow professionally.

It is hoped that the *CLB* curriculum framework and binder resulting from this process will be a vital resource and guide for Adult ESL teachers, administrators and program developers. It is further hoped that the binder will become a personal reference and record of each teacher's own observations, notes and reminders.

WHEN THINGS GO WRONG

When Things Go Wrong

First, accept the fact that some things will “go wrong”. It is always possible in spite of the best intentions that events do not unfold as expected. You may find that the expectations of management and/or the employees are not being met or are very difficult to meet. Issues should be addressed quickly and wherever possible defused. If, however, the company has not clearly thought out the reason for Workplace Language Training or communicated that to the employees in a positive light, there may be a problem.

The program you are working on has a Provincial Coordinator. Ask your Coordinator for advice or for a meeting with the concerned parties to sort things out. If the issues are causing a problem for your learners, try to find a way to help your learners resolve their own problem. If the issues are causing you the problem, discuss with your Coordinator your rights and responsibilities as a Workplace Language Training instructor.

Always go back to the beginning and ask, “What am I being asked to do? Who am I being asked to teach? Do they know why they are taking the course? Do they know what’s expected of them? What does everyone hope for? Is it realistic? Can I do it?”

In the end, it may not be possible to resolve the situation satisfactorily. If this is the case, let it go. Let it be a learning experience.

EVALUATION/REPORTS

Evaluation/Reports

The process of evaluating Language and Communication for the Workplace programs begins on the first day of the program, not the last. There are many aspects to evaluation that must be considered; including whether it is formative or summative; whether the evaluation is of the learner; of the program; by the learner; by the instructor; by the supervisor, etc.

The foundation for evaluation is the needs assessment and setting of objectives. These happen early in the program and guide the teaching and learning, and thus the evaluation. Manitoba Education identifies 5 questions that should be asked at the outset of a program when considering an evaluation plan:

- who needs the evaluation information?
- why do they need it?
- what kind of information does everyone want?
- how can they best get the information they need?
- when should evaluation take place?

Language and Communication for the Workplace instructors need to ask these questions before developing an evaluation plan that suits the needs of their particular program.

On-going informal communication with learners and feedback about the effectiveness of the program is also essential. This should include scheduled time to think and talk about learning. The following methods are suggested as standard practice for Language and Communication for the Workplace instructors:

- “check in – check out”
- conversation logs
- transfer of learning action cards

Check in – Check out:

“Checking in” is much more than asking learners the standard “how are you, how was your weekend” questions. While those questions are good for warm-up, “check in – check out” questions can actually be the most important part of your program evaluation process. At the beginning of each class, take 5-10 minutes for learners to let you know how they have used the English they are learning. Learners should also present problems or questions for you or the group to help them with. This may be a time to ask if anyone has heard an idiom or expression that was new and confusing. It may be a time for someone to tell the group about a success that they recently had, such as using English for the first time to get a bank loan or to ask the supervisor for help. Someone may want to suggest a topic for English study, such as filling in a dental form or reading product labels. Or, it may be a time for setting

new personal goals, such as “I need to speak English to someone at lunch-time at least once every day”.

Similarly, “check-out” should be a time to think about what was learned that day. Allow 5-10 minutes to ask these questions and encourage discussion: “What did I learn in this class?” “When and where will I use what I learned tomorrow?” “What kind of questions will I ask in ‘check-in’ time next class?” (This last question encourages learners to seek out opportunities to expand their English, and to see class as a place that has relevance for solving everyday problems. Some students have actually started carrying a note pad with them everywhere they go so they can jot down something that caused them a problem in English, which they then bring to class for assistance at “check-in” time.)

Conversation logs:

Conversation logs are actually a transfer of learning technique, but can double as a formative evaluation process as learners evaluate their progress in using what they learn. At “check-out”, learners discuss where and with whom they will use English before the next class. At the next class, they log their success. (See following page for *English Conversation Log* report format.)

Transfer of Learning Action Cards:

These are also a transfer of learning activity that can be used to help evaluate progress outside of the classroom. Action cards are a kind of “contact assignment”, or mini-contract that the learner makes with himself to use the English he has learned. The act of writing the action on paper makes the commitment to it a little more serious. The learner simply writes a plan of action for using English on a card labelled “Action”, and commits to carrying out that action before next class. The action could be to perform a task in English, such as giving an opinion at a staff meeting, complimenting someone, or agreeing or disagreeing with someone. The action could be more linguistic, such as to use the correct tense that was studied in class, or pronounce the “th” sound when speaking to someone. Evaluation comes into play when the learners report the results of their attempts on the back of their cards and bring them back to class for the instructor to collect. The instructor keeps a portfolio of successes and challenges for feedback to the learner and has valuable evaluation information to pass along to the Project Team.

English Conversation Log

Name _____

Date _____

(You may use either English or your first language to answer.)

Who did you speak English with?

What did you say?

What did the other person say?

Was there more you wanted to say? Explain.

Rate your success using English:

1	2	3	4	5
bad		ok		good

Workplace Language Training (Sample of mid-term report)

The Provincial Coordinator requires you to submit a midterm report as well as a final report. Reports should reflect the Project Team objectives and any newly developed objectives.

Workplace Language Training employees at Company X have focused their learning on five objectives that came out of the needs assessments with learners, supervisors, human resources and training, and the union.

- (list program objectives)
-
-
-
-

Learner Feedback:

Over the course of training, the employees have made comments that have indicated their thoughts about the class:

- One employee was surprised to learn that he had been mispronouncing a particular sound. He had never heard it correctly and therefore had never produced it correctly. This not only helped his pronunciation, but also alerted him to the idea of listening more carefully to the speech sounds around him.
- Some employees didn't know it is important to use correct verb tenses. They weren't aware that they indicate time and sequence in the English language.
- Making presentations has forced one employee to go to her dictionary as a resource in order to express herself as she wished to. In doing so, she has started to become more self-sufficient on a regular basis in learning new vocabulary.
- Others said that making presentations helped them to feel more comfortable speaking to others in English. They feel that their confidence has really been boosted.
- Employees feel valued and supported when invited guests come to hear their presentations. This visible show of support helps learners gain confidence and provides a very positive connection to the company.

Room For Improvement:

One of the issues we have faced is the decrease in the number of learners. The class list started out at 18 and is now at 10. Most of the learners came to talk to me to explain why they were dropping out.

- two switched to midnights when they became lead hands
- one took on a much more responsible position and couldn't take the time for class
- several had childcare problems
- one had a car-pooling problem
- one had some personal difficulties.

Aside from the one person I didn't hear from, most of these reasons seemed legitimate given the class time frame.

One approach in dealing with this scheduling issue might be to set up a learning center where class scheduling can become more fluid. Those who wish to continue to improve their oral communication but can't fit into a specific time slot would have the opportunity to schedule their learning around their work or personal schedule. This approach is more individualized and learners can work at reaching their own language goals in conjunction with the instructor's help.

Assessment:

Because this class has so far focused on oral communication, only oral skills have been assessed. The learners were given a list of oral tasks based on program objectives and recorded their voices on tape. Feedback to the learner was recorded on the same tape. Although a formal oral assessment isn't usually required in workplace classes, this type of assessment gives the learners an opportunity for self-assessment. As adult learners, this is a valuable experience, since most of their learning must be self-initiated and self-monitored.

Conclusion:

The company, the union and the province have all been very supportive in this project. Special thanks also to my assistant, who made group teaching possible, thereby enhancing the amount of learning that could take place.

The following pages contain formats for conducting formal summative evaluations. As part of learner final evaluations, instructors should review the “Learner Program Goals” or “Program Goals – Learner Form” (see earlier section.)

Informal formative evaluations are also essential. Making use of effective needs assessments and setting clear objectives are the first stages in a good evaluation process. See the earlier “Needs Assessment” and “Setting Objectives” sections for more information on how to ensure that evaluation is part of the regular teaching/learning process.

Workplace Language Training Learner Evaluation (Sample 1)

Name: _____

Workplace: _____

Date: _____

Instructor: _____

Please answer the following questions on this page or on a separate paper if you need more space.

1. Are you satisfied with the language training that you received? Please explain.

2. What did you learn, or what can you do better now? Give one or two examples.

3. How will this help you with your work? Give one example of how you will use what you have learned at work.

4. In what way will this training help your workplace and your employer?

Workplace Language Training Learner Evaluation (Sample 2)

Name: (optional) _____ Company: _____

Part A: Satisfaction

	Please check <input type="checkbox"/>			
	Very much	Yes	A little	No
The class helped me.				
The instructor was good.				
The books and materials were good.				
The time for the class was good.				
The room for the class was good.				
I am happy that I came to this class.				

What would you like to say about this class?

Was the class too easy? _____ too hard? _____ good? _____

Would you like another English class? yes _____ no _____

Part B: Learning Success

(Insert course objectives here...)

Is it easier for you to use English now? _____

Has anyone told you that your English is better? _____

What topics or activities were most important for you? Name three.

What can you do in English that you could not do before? Give an example.

Part C: Language at Work

Will this class help you with your work? Give one example of how you will use what you have learned.

Will this class help your workplace and your employer? Give one example.

Part D: Instructor

	Not good	Good	Excellent
Prepared useful lessons			
Made good use of time			
Explained the lessons			
Made the lesson interesting			
Spoke clearly and slowly			
Encouraged learners			
Was patient			
Was helpful			
Had a sense of humour			

The best thing about my instructor was...

Workplace Language Training (sample 1 – final report)

Following is a summary of the content covered in programs and the progress made by each group with respect to the objectives established at the beginning of the program.

Level 1:

Objective:	Before Course	After Course
1. to describe production process	<ul style="list-style-type: none"> - had no vocabulary to name the steps of the production process 	<ul style="list-style-type: none"> - can name the 4 steps of the production process: mixing powder, making the mold, trimming, packing/shipping
2. to describe their own work	<ul style="list-style-type: none"> - could name about 5 tools and equipment - could not answer the question what job do you do? 	<ul style="list-style-type: none"> - can name about 15 tools and equipment - can answer "What job do you do?"
3. to understand written material (tickets, instructions, documents)	<ul style="list-style-type: none"> - could not read any words in the trim instructions and understood about 10 words orally - could not say, understand or write any quality descriptors for the "Hold" tickets - could not read or fill out any the basic dental forms 	<ul style="list-style-type: none"> - see list attached of key trim instruction vocal.: group now understands about 30 and reads about 10 of these words. - see the quality descriptions attached: group understands 12 of these descriptors, can read them and can copy them from the sheet. - can fill out basic parts of the dental form (name, address...)
4. to understand the safety committee and safety issues	<ul style="list-style-type: none"> - did not know the term "safety committee" - could not name any injury or accident, say "first aid kit" or ask for help 	<ul style="list-style-type: none"> - now know what the safety committee is - learned 8 sentences to simply describe accidents (he fell, burned his finger, etc.) - can name items in the first aid box, can say, "there was an accident"

5. to feel comfortable in casual exchanges	<ul style="list-style-type: none"> - not comfortable greeting fellow workers - could not ask or answer questions about weekend - could not describe family or answer basic questions about family, home, etc. 	<ul style="list-style-type: none"> - more confident in greetings, "hi, how are you" - can ask "how was your weekend?" can answer simply "I went shopping", or "I went" - can answer simple question about family, "how many children do you have?" etc.
6. to use language to access health care	<ul style="list-style-type: none"> - could not name parts of the body. - could not name medical staff - could not describe illnesses 	<ul style="list-style-type: none"> - can name 10 parts of the body - know "doctor, nurse hospital, clinic" - can use 8 sentences to describe ailments (I have headache, I have...)

Level 2:

1. to describe production process	<ul style="list-style-type: none"> - could name four steps of production 	<ul style="list-style-type: none"> - can describe the production process in about 15 complete sentences
2. to describe their own work	<ul style="list-style-type: none"> - could name about 10 tools and equipment - would attempt to describe how to use tools but it was often incomprehensible - couldn't explain work done before coming to this company 	<ul style="list-style-type: none"> - can name about 20 tools and equipment - can make clear sentences to describe the use of each tool - can clearly say where they worked before and what they did
3. to understand written material (tickets, instructions, documents)	<ul style="list-style-type: none"> - did not read trim instructions because they said they couldn't understand them - could only use about 7 words on the quality descriptors sheet. Could not correctly write any of them. - could only fill out basic parts of the standard dental form (name, address) 	<p>(see attached list of key vocabulary)</p> <ul style="list-style-type: none"> - can understand about 80% of key vocabulary - can understand about 50% of trim instructions - can understand the importance of reading and understanding the instructions.

		<p>(see the attached quality descriptions)</p> <ul style="list-style-type: none"> - can use about 75% of the descriptors and can write them correctly with little or no referral to the sheet - can fill out most of standard dental form, but may still need some help
4. to understand the safety committee and safety issues	<ul style="list-style-type: none"> - did not know the term "safety committee" - could not describe safety hazards, didn't know the word "hazard" 	<ul style="list-style-type: none"> - now know what the safety committee is and know what it does - know what the minutes of the safety committee report look like and can pick out about 10 key words - can describe some potential dangers in the factory (the aisle is..., the electricity is...)
5. to feel comfortable in casual exchanges	<ul style="list-style-type: none"> - capable of casual conversation but not confident and sometimes difficult to understand 	<ul style="list-style-type: none"> - increased confidence and fluency in talking about weekend activities, past life experiences, family
6. to use language to access health care	<ul style="list-style-type: none"> - could explain ailments in broken simple English - could not name many medical staff and facilities 	<ul style="list-style-type: none"> - can describe ailments in more detail and more clearly, can book appointments with doctor - practised about 20 new words to name medical staff and facilities (doctor, nurse, ambulance, paramedic)

Pronunciation: Both levels worked on pronunciation for 30 minutes a week. This was not enough time to make a significant improvement. However, it was very good to make them aware of how difficult it can be to understand them and how they must try to speak as slowly and as clearly as possible. Many people of Chinese and Vietnamese background have problems pronouncing the final consonants of words

because they may not always pronounce final consonants in their first language.
They are now at least much more aware of this problem

Level 3:

The needs of level 3 are quite different than for the first two levels. They have the English necessary to do most parts of their job. The class focused more on brushing up on their grammar, increasing their fluency and confidence, expanding their vocabulary and improving their reading comprehension. For this reason, the summary is less specific.

1. Described their workplace and history
 - practised describing their work, explaining the processes, writing about their work processes; did contact assignments to draw attention to certain issues such as safety
 - discussed past and present work skills and experience
 - listened to interviews of other employees
 - reviewed quality descriptions for hold tickets
2. Expanded vocabulary and improved comprehension through a variety of readings
 - read newspaper articles about the company
 - brought in articles of personal interest to discuss
 - read safety committee minutes
 - read articles about Winnipeg and Canada
3. Described production process from beginning to end
 - used photographs about complete production process
 - each learner taught their classmates how to do something, some process, based on work or personal interest
4. Understanding key language in filling in forms
 - practised filling in forms for dental and health insurance
5. Discussed issues and ideas collaboratively
 - participated in structured discussion on topics such as travel, hobbies, cultural differences, countries of origin, stress, work, sports, etc.
 - worked in groups and with partners: listening to, reporting and summarizing what others say
 - brought in samples of pictures, items, food, etc to talk about in class
 - wrote journals at home (to practise past tense) and shared with class
 - practised asking for clarification while listening to tapes or to others speak
 - grammar or writing exercises often followed discussion activities

Spelling

Level 3 learners kept individualized spelling lists to practise problem words, and learned how to spell numbers correctly. Spelling words were added to their list by the instructor (often taken from the journal), or by the learners themselves.

Pronunciation

Learners joined level 2 learners for pronunciation.

Linguistic/ textual components

past tense, present perfect, phrases to agree or disagree, clarification phrases, sequencing (then, now, next...)

Recommendations

Evaluation by the Instructor (sample 2 – final report)

Name:

Workplace:

Date:

Please use additional paper if necessary.

1. What did you find satisfying about this program?

2. What was not satisfying?

3. Comment on the learning success of learners in your class. What major gains did you notice? Give one or two examples.

4. What could or should have been done for better learning success?

5. Are you aware of any transfer of skills to the workplace by the learners in your class? Give one or two examples.

6. In what way do you see that this training has contributed to the goals of the organization?

Recommendations

FINANCIAL INFORMATION

Workplace Language Training Payment Structure

NAME: _____ PROGRAM: _____ YEAR: _____

Base rate: **\$25.00/ hr** (a)

Experience Increments: programs completed ____ x \$.50 = (\$5 max) **\$.00/ hr** (b)

Credential Increments:

\$0.50/ hr - relevant Adult TESL training, or significant relevant prior learning*
or \$1.00/ hr - Adult TESL training certificate, or extensive relevant prior learning* **\$ ____/hr** (c)

* (instructor must submit a request for credential increments - Coordinator will determine the relevance of training / prior learning to the needs of the program)

Hourly rate:

Program delivery	-	\$.00 / hr (a+b+c)
Preparation	-	\$.00 / hr

Wages:

Program delivery: \$.00 /hr. x ____ hrs.....	\$.00
Preparation: \$.00 /hr. x ____ hrs **.....	\$.00
Other tasks:	\$.00

(eg. extensive needs assessments, finished curricula, program management, etc.)

** (Provincial Coordinator and Project Team will determine the number of preparation hours)

Total: \$ ____ .00

Workplace Language Training Service Invoice

Billed to:

(Name and address)

For services provided by:

(Name and address)

Amount of invoice:

Date(s) of services provided:

Description of services:

Signature: _____

Date: _____

S.I.N.# _____

An Agreement Between

("The Company")

-and-

("The Instructor")

WHEREAS the Company has requested that certain work be undertaken on the project entitled

_____,
AND WHEREAS the Instructor has represented that he/she has the skills necessary to perform such work;

AND WHEREAS the Instructor has agreed to undertake this work on the terms and conditions detailed below, it is understood that:

1. The Instructor will be engaged for a term beginning on _____ and ending on _____.
2. The Instructor shall perform the work in accordance with the Statement of Work , which is attached to this agreement.
3. The Instructor will receive a fee of \$_____ every two weeks, upon invoice. The total amount payable over the term of the contract will be \$_____, exclusive of GST .
4. The Instructor is an independent contractor and not in any way an employee or agent of the Company, and as such the Instructor agrees that he/she is responsible for all statutory remittances, including but not limited to Canada Pension Plan, Income Tax and GST on all fees paid.
5. The Company may cancel this contract with two weeks notice or payment of two weeks' fees, if in the opinion of the Company the Instructor fails, or will fail, to meet his/her obligations to the Company.
6. All reasonable fees and expenses approved in advance by the Company and incurred by the Instructor in performance of his/her duties under this contract will be paid by the Company upon the Instructor providing the Company with receipts.
7. The Instructor retains ownership of all materials of this project including all rights to the intellectual property generated by the Instructor in the performance of his/her duties under this contract, unless ownership is otherwise retained by public funders according to project funding agreements.
8. The Instructor agrees that he/she has had the opportunity to obtain his/her own independent advice in respect to this contract.

Signed this _____ day of _____, 2002.

for The Company

The Instructor

Statement of Work (sample)

This Statement of Work accompanies the Agreement between _____
and _____, dated _____.

The work agreed to will include the following:

- 2 part-time Workplace Language Training classes delivered at (NAME OF COMPANY)
- classes delivered according to the following schedule agreed upon by learners, instructor, and (NAME OF COMPANY), subject to change by further agreement

(days, times, start date, end date)

- 10 - 15 learners in each class
- 120 hours of instruction per class
- research and development of instructional material relevant to the needs of the learners and (NAME OF COMPANY), to be approved of by the program planning team
- individual learner feedback, progress reports and final evaluations provided by instructors
- course content determined by needs assessment with learners and other stakeholders, with topics that may include:
 -
 -
 -
 -
 -
 -
 -
- Any additional work must be agreed to by both signing parties.

Manitoba Immigrant Integration Program

Adult ESL programs in Manitoba are funded by the Manitoba Immigrant Integration Program (MIIP), a Provincially coordinated program using Federal and Provincial funds. The purpose of the MIIP is to facilitate the economic and social integration of immigrants in Manitoba. The list of eligible activities for MIIP funds includes:

- language assessment, information and referral to Adult ESL services
- information and referral to other services
- Adult ESL instruction
- English for specific purpose instruction
- community based ESL instruction
- workplace language and communication training
- program supports such as childminding, transportation, and teacher aides
- Adult ESL volunteer programs
- materials and curriculum development and implementation
- delivery assistance: needs assessments, demonstration projects, training and professional development.

Funds for Workplace language and communication programs normally go directly to the business. The businesses in turn contract with instructors. It is up to the instructor to establish payment processes and schedules with the participating business. The business will require you to provide them with a regular service invoice (see sample). For your own protection, it is advisable to draw up a formal contract and statement of work (see template).

In some cases, funds are paid directly to the instructor. This may be through an MIIP agreement, or through a Provincial “fee for service” agreement. If funds are through MIIP, the instructor must:

- apply for funds (see attached application forms)
- complete a cashflow projection indicating monthly costs
- sign an Agreement provided by the Province
- begin work
- make a monthly claim on a Provincial Claim for Service form for the duration of the activity. (Funds are advanced to the instructor at the beginning of each month based on the projected cashflow. At the end of the month, the instructor submits a claim to indicate the nature and amount of the activity. If the amount is different than what had been advanced, adjustments are made on following payments.)

If funds are through “fee for service”, the instructor signs a contract and makes monthly claims to the Department on Provincial Claim for Service forms. Fee for service claims are paid monthly, with 30 days required from date of invoice until payment is received. As a result, one month of work and one month of process time elapses before first cheques are received. ***Delays in payment may be the result of incomplete application procedures or no submission of a monthly claim from the instructor.***

Manitoba Immigrant Integration Program Application for Funding

1. Application for: Immigrant Settlement Services Adult ESL Services
2. Organization name / Service Provider _____
3. Contact person and position _____
4. Mailing address _____

5. Telephone _____ Fax _____ e-mail _____
6. Incorporation I.D. # _____ Incorporation date _____
7. Charitable I.D. # _____

8. Background information:

If you are applying as an individual, please provide a current resume.

If you are applying as an immigrant settlement or Adult ESL organization, the following information *may* be requested before funding is approved:

- a) number of staff in your organization, position titles, how many are full-time and part-time, and languages spoken;
- b) organization chart;
- c) current list of Board of Directors;
- d) board approved Business Plan or Strategic Plan;
- e) organization mission and goals, general information on programs and services, eg. brochures;
- f) most recent audited financial statement;
- g) a statement describing your organization's knowledge and understanding of immigrant issues.

(complete 9 – 16 on separate paper, or attach from proposal)

9. Name of proposed project/service
10. Start and finish dates
11. Goals and objectives
12. Who will be served? (indicate numbers, languages, characteristics of participants)
13. Services and activities description
14. Expected outcomes: what will change as a result of this activity?
15. Evaluation: how will you determine that the desired changes/results were achieved?
16. Position descriptions of deliverers of proposed project/service

BUDGET

A. Salaries / Wages

Position	Total Cost	Amount Requested	Comments / Explanation
	a)		

B. Benefits

Benefits	Total Cost	Amount Requested	Comments / Explanation
	b)		

C. Overhead Costs

Item	Total Cost	Amount Requested	Comments / Explanation
Total	c)		

D. Total Costs (a+b+c)

E. Other Funds / In-kind contributions

Source	Amount
_____	_____
_____	_____
Total	e) _____

F. Total Amount Requested (d - e)

G. Applicant Signatures

(position)

(signature)

(position)

(signature)

(date)

Self-Employment Tips

(Information based on WLT workshop presented by Leigh Fedoruk)

Income from a Profession

The following kinds of income must be calculated for your return:

- contract wages
- consulting
- awards
- honorariums
- gratuities

Expenses

You must keep all receipts for 7 years, but you do not include them with tax return. Tally your expenses in the following areas:

- accounting (ie. tax return)
- advertising (ie. business cards)
- fees, licenses, conferences, professional organizations (if you are reimbursed for those expenses you may not claim them)
- courier/shipping costs
- interest, bank charges
- maintenance and repairs (ie. computer, filing cabinet)
- miscellaneous
- consumables (ie. postage, paper, envelopes, pens)
- supplies & materials; (ie. books)
- telephone (ie. long distance charges, answering machine rental)
- other (ie. subcontracting; specify substitute teacher)
- travel expenses (to seminar/taxi fares/rental cars)

Automobile Expenses

Record odometer reading for 1st day of year and last day of year end. Record all mileage for contract and other professional income.

professional mileage ÷ total mileage = _____ %

Keep all receipts for the following automobile expenses throughout the year. When you file your income tax, you will claim the same percentage of expenses as the percentage of your mileage for professional purposes:

- gas/oil
- insurance
- driver's license
- maintenance and repairs
- car wash
- auto club
- interest on automobile loan
- capital cost*

*Capital Costs (See: *Business & Professional Income Guide* for details)

Automobile	Class 10	30% depreciation
Computer and software	Class 10	30% depreciation
Office Furnishings up to \$200.00	Class 8	20% depreciation

Workspace in Home

Calculate the percentage of square feet used or the number of rooms.
 Claim heat, insurance, and rent (ask a tax consultant for complete list of eligible expenses). You can only use office and home expenses to bring your income to zero. You cannot use these expenses to create a loss.

Remember: \$100.00 worth of expenses saves \$30.00 of tax!

RECORD KEEPING

