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BEST PRACTICES: Process Standards For Workplace Language Training

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Process Standards For Workplace Language Training

1. Develop an Effective, Current Strategic Plan
2. Conduct Effective Marketing
3. Assess the Client Organization's Needs (Conduct an Organizational Needs Assessment, ONA)
4. Determine an Appropriate Program Design
5. Develop a Proposal and Negotiate a Contract
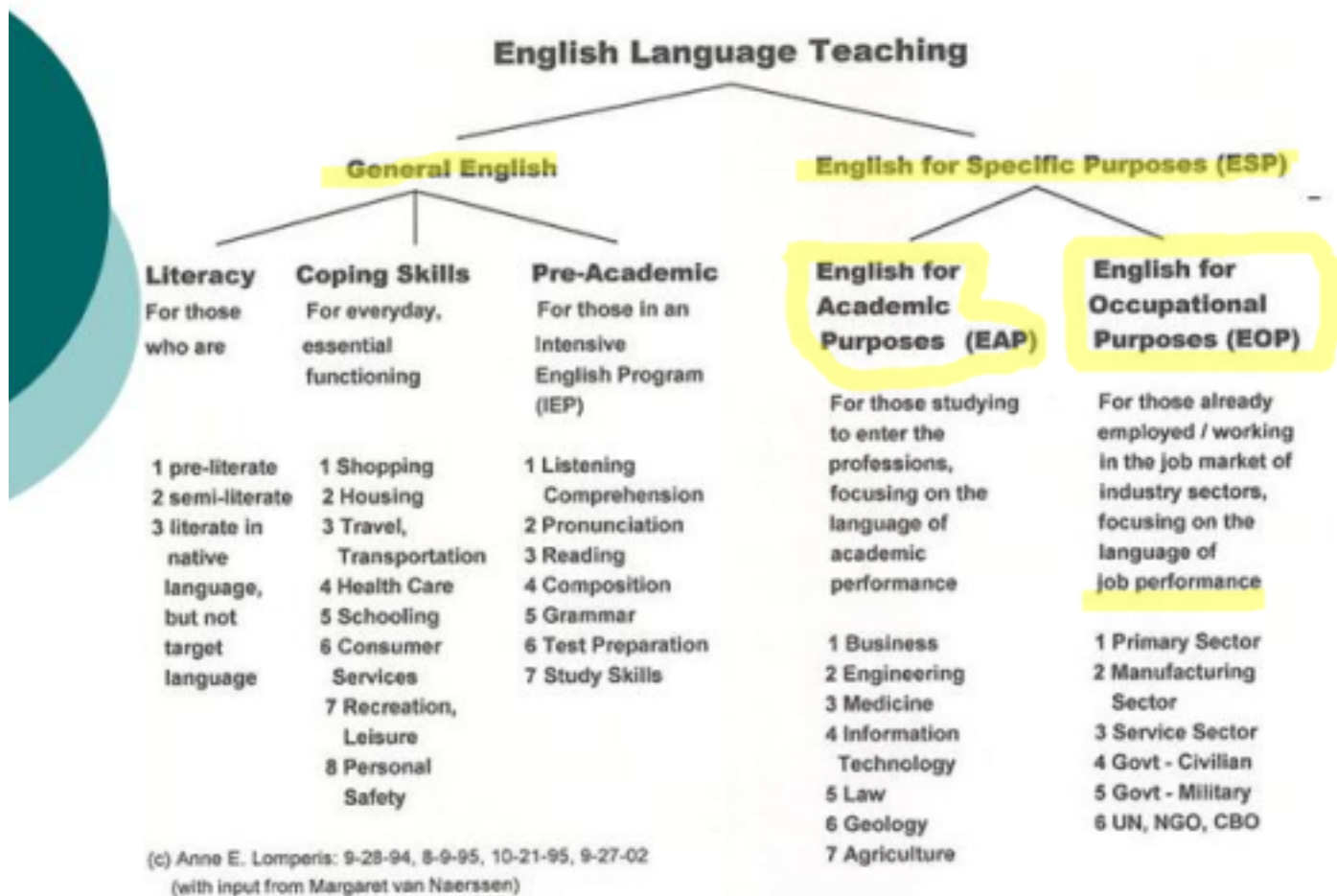
BEST PRACTICES:
Process Standards For Workplace Language Training (cont.)

6. Identify and Arrange Program Administration and Staffing
7. Conduct an Instructional Needs Assessment (INA)
8. Create an Instructional Design / Curriculum
9. Select and Develop Appropriate Training Materials
10. Deliver Training
11. Evaluate Course(s) and Program, and Apply Recommendations

Slide3

English Language Teaching

General English

Literacy
For those who are

1 pre-literate
2 semi-literate
3 literate in native language, but not target language

Coping Skills
For everyday, essential functioning

1 Shopping
2 Housing
3 Travel, Transportation
4 Health Care
5 Schooling
6 Consumer Services
7 Recreation, Leisure
8 Personal Safety

Pre-Academic
For those in an Intensive English Program (IEP)

1 Listening Comprehension
2 Pronunciation
3 Reading
4 Composition
5 Grammar
6 Test Preparation
7 Study Skills

English for Specific Purposes (ESP)

English for Academic Purposes (EAP)
For those studying to enter the professions, focusing on the language of academic performance

1 Business
2 Engineering
3 Medicine
4 Information Technology
5 Law
6 Geology
7 Agriculture

English for Occupational Purposes (EOP)
For those already employed / working in the job market of industry sectors, focusing on the language of job performance

1 Primary Sector
2 Manufacturing Sector
3 Service Sector
4 Govt - Civilian
5 Govt - Military
6 UN, NGO, CBO

(c) Anne E. Lomperis: 9-28-94, 8-9-95, 10-21-95, 9-27-02
(with input from Margaret van Naerssen)

Industry Sectors Low-to high-end roughly follows a continuum from trades to professional functions

Industry Sectors
Low-to high-end roughly follows a continuum from trades to professional functions

1. <u>Primary / Extractive</u> (from land or water)
   a. Low-End: agriculture, forestry, fishing, hydrology, mining, oil
              recovery
   b. High-End: research/design of projects for agriculture, forestry,
              fishing, hydrology, mining, oil recovery, etc.

2. <u>Secondary / Manufacturing</u>
   a. Low-End: handicrafts, garments, textiles, furniture
   b. High-End: semiconductors, biomedical equipment, automobiles,
              telecommunications

3. <u>Tertiary / Service</u>
   a. Low-End: hotels, restaurants, gas stations, retail stores
   b. High-End: banking, insurance, medicine, law, commerce, real estate

Best Practices In EOP/EPP
Effective Workplace Programs
Variables Sheet

@ Anne E. Lomperis: 2-27-96, 3-13-96, 3-9-99

Industry Sectors Low-to high-end roughly follows a continuum from trades to professional functions (cont.)

Industry Sectors
Low-to high-end roughly follows a continuum from trades to professional functions (cont.)

4. Government - Civilian
   a. Low-End: basic utilities, basic infrastructure, social services
   b. High-End: energy research, mass transit planning, space exploration

5. Government - Military
   a. Low-End: military support, domestic/international emergencies
   b. High-End: military operations, defense equipment

6. UN, PVO, NGO, CBO
   (United Nations, Private Voluntary Organizations, Non-Governmental Organizations, Community-Based Organizations)
   a. Domestic Funding: social, health, educational, environmental, etc.
   b. International Funding: social, health, educational, environmental, etc.

Best Practices In EOP/EPP
Effective Workplace Programs
Variables Sheet

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KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (1)

KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (1)

○ **ADMINISTRATION**
- Management
- Strategic Planning
- Financial Planning, Budget
- Growth and Development
  - new/expanded goods and services
  - number of facilities
  - geographic expansion, relocation
- Operations
- Certification of Standards * (e.g., ISO 9000 series, ISO – International Organization for Standardization)
- Pursuit of Excellence (e.g., Malcolm Baldrige Award)

* Sample Language-Related Task
- Write documentation of work processes for ISO certification

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KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (2)

○ **PERFORMANCE**
- Marketing
- Sales
- Negotiations
- Productivity *
- Quality
- Delivery
- Maintenance/Repair of Equipment *
- Record-Keeping

* Sample Language-Related Tasks
- Write correspondence, proposals, reports, studies, articles, brochures, etc.
- Repair equipment by referring to a maintenance manual

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KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (3)

○ **PERFORMANCE**

- Teamwork
- Internal Power Structures and Dynamics (taking into account when communicating)
- Meetings (e.g., Leading / Participating In Presentations)
- Conference Attendance (e.g., International) Speaking, Q&A, Networking, Socializing
- Internal/External Customer Relations, *
    including co-worker relations
- Cross-Cultural Skills

** **Sample Language-Related Task***
- Answer customer questions

KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (4)

○ **SOCIAL RESPONSIBILITY**

- Health, Safety, and Security *
- Environmental Protection *
- Regulatory Practices /Agency Requirements *
- Human Rights Practices / Compliance / Enforcement *

•*Sample Language-Related Task*
  -*Recognize a potentially dangerous situation and give an appropriate warning (verbal or written description / documentation)*

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KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (5)

KEY IMPACT FACTORS TO ASSESS IN A WORKFORCE OF NON-TARGET LANGUAGE SPEAKERS (5)

HUMAN RESOURCES

- Personnel Policies and Benefits *
- Employee Satisfaction
- Hiring
- Training, Cross-Training * (including training abroad)
- Performance Evaluations
- Leadership
- Greater Responsibility, Advancement/Promotion
    (pay rates and raises, salaries and increases)
- Reassignments and Retention
- Terminations
- Turnover
- "Right-Sizing" and Career / Outplacement Support

·Sample Language-Related Task
   -Read and understand benefits and restrictions of medical insurance policy
   - Listen to and follow oral instructions in training (on-the-job)
   - Comprehend and interact about content in formal training presentations (e.g., in external courses abroad)
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Language, Communication, and the Workplace

Language, Communication, and the Workplace

WORKPLACE
(Key Impact Factors)

Sales   Productivity   Quality   Delivery
Customer Relations   Meetings   Presentations
Health   Safety   Regulatory Agency Requirements
Environmental Protection
Personnel Policies and Benefits   Training   Advancement

TASKS (Requiring Language)

Write documentation, reports, correspondence   Give a warning
Answer customer questions   Follow oral or written instructions

COMMUNICATION (Applications)

Notions and   Genre   Discourse   Strategic
Functions   Analysis   Analysis   Competence

Situations / Contexts   Sociolinguistics
(work - worker - workplace)   (types of talk)

L   W

S   R

P   V   G   C

SKILLS
L - Listening
S - Speaking
R - Reading
W - Writing

LANGUAGE
(Elements)

SYSTEMS
P - Pronunciation
V - Vocabulary
G - Grammar
C - Cultural Usage

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Slide12

1	2	3	4
5	6	7	8
9	10	11	12

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A Pilot Program for Local Bankers - (A Case Study)

A Pilot Program for Local Bankers - (A Case Study)

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Agenda

Agenda

- Needs Assessment, (NA)
  - Organizational Needs Assessment (ONA) – (#3 in Anne's list)
  - Needs Assessment for Program Design (PD) – *(#4 in Anne's list)*
  - Instructional Needs Assessment with participants *(#7 in Anne's list)*
- WebTour to show some parts of the pilot program

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ONA to Educate HR

ONA to Educate HR

- Do a short presentation for the organization's HR team / management?

- Conduct an oral questionnaire during scheduled meetings with the organization's HR team (something similar to Anne's idea of initial questions)?

- Select the method the best suites your situation

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NA for Program design Why Use blended, face-to-face and online program?

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NA for Program design (cont.) Why use pilot program?

NA for Program design (cont.)
Why use pilot program?

- To see if the program works well for the other groups from the same department
- To save time, energy, and money
- To avoid problems that might occur while the program is in progress

Using Skypecast

Vision

Using online WP correction option

Using Odeo for audio message recording

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INA with Participants

INA with Participants

- ## Placement / Diagnostic Testing :

  - ### Part 1: Oral Skills (Interviews)

  - ### Part 2: Writing Skills

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INA with Participants Part 1: Oral Skills (Interviews)

INA with Participants
Part 1: Oral Skills (Interviews)

- Participant's Name: _____
- Interviewer: _Buthaina Al- Othman_____
- Total Score: _____
- Level: _____

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INA with Participants Part 1: Oral Skills (Interviews) (cont.)

INA with Participants
Part 1: Oral Skills (Interviews) (cont.)

- **Warm-up Questions:**
  1. What's your name?
  2. What country are you from?
  3. What languages do you speak?
  4. What do you do?

     If students need prompting, ask them: What is your occupation / job?
  5. When did you start working at Gulf Bank?

Score for this part: _____ (20, 30, 40, 50, 60)

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INA with Participants Part 1: Oral Skills (Interviews) (cont.)

INA with Participants
Part 1: Oral Skills (Interviews) (cont.)

- ### Fluency:
    1. Tell me about yourself / your family?
    2. *If students need prompting, ask them:* Are you married? Do you have any brothers or sisters? Etc.
    3. Why do you want to improve your English?
    4. Tell me about your favorite hobby or sport?

Score for this part: _____ (20, 30, 40, 50, 60)

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INA with Participants Part 1: Oral Skills (Interviews) (cont.)

INA with Participants
Part 1: Oral Skills (Interviews) (cont.)

- <u>Grammar Based</u>:

  1. What did you do last weekend?
  2. Compare transportation in any other country of your choice to transportation here. (Types of transportation, traffic, etc...)
  3. Describe a very important day in your life and tell me how you felt on that day.

Score for this part: _____ (20, 30, 40, 50, 60)

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INA with Participants Part 2: Writing Skills

INA with Participants
Part 2: Writing Skills

Participant Name: _____

Total Score: _____

- Write a recommendation / complaint letter about one of your staff-members.
  - Your letter should consist of 3 paragraphs.
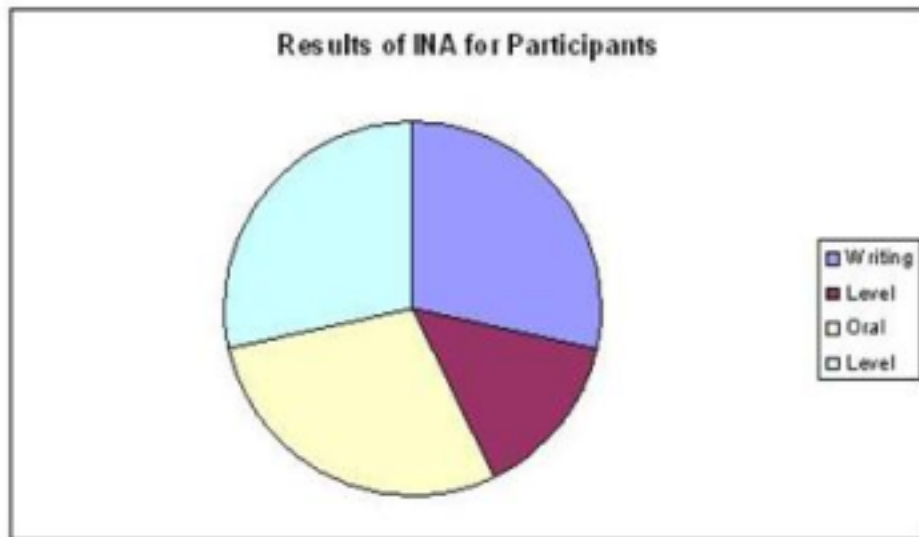 - Please note that you need to use an imaginary name for your staff-member.

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INA with Participants Diagnostic Testing Results

INA with Participants
Diagnostic Testing Results

Results of INA for Participants

Writing
Level
Oral
Level

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WebTour to show some parts of the pilot program

WebTour to show some parts of the pilot program

Problems, Challenges & Success Stories

- **Site Map:** http://alothman-b.tripod.com/content-gb-map.htm
- **Calendar:** http://alothman-b.tripod.com/content-gb-calendar.htm
- **Syllabus:** http://alothman-b.tripod.com/content-gb-courseplan.htm
- **Weekly Activities:** http://alothman-b.tripod.com/content-gb-activities.htm

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Public Screen 2

Group 1:

Buth: I think so and so

Questions? Comments?

Questions? Comments?

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Welcome to EVO 2007 ESP Potpourri Live, Online

Technical Support: buthaina_3 (at skype / YM)

Welcome to EVO 2007 ESP Potpourri Live, Online

Before Session

➤ Please check your audio

➤ While you are waiting – play with the whiteboard tools

➤ Upload your photo to tell us where you are on the world map

➤ In the "Direct Messaging" area write your:

- · Full Name
- · What are your expectations for this session or just post your questions / comments

Lomperis & Al-Othman
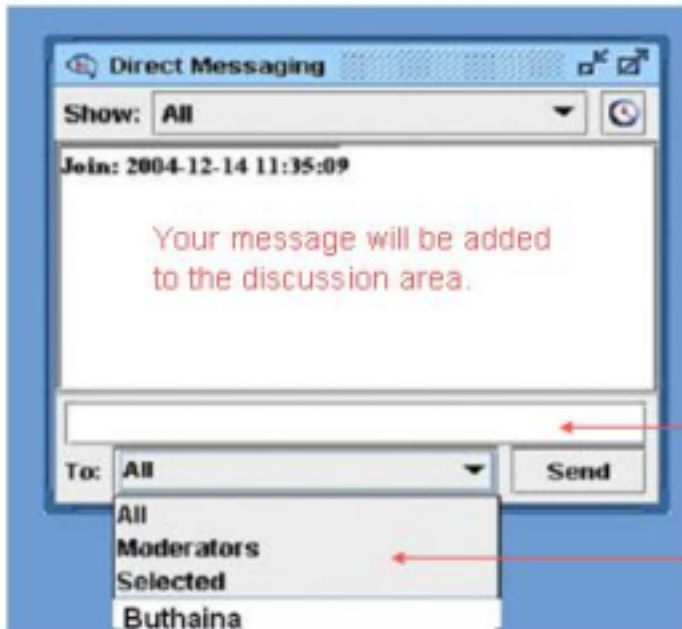EVO 2007 ESP Potpourri

VOIP-Voice Over Internet Protocol

VOIP-Voice Over Internet Protocol

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Sending a text message

Sending a text message

Remember that your moderator sees all messages sent. This includes private messages you send to other participants.

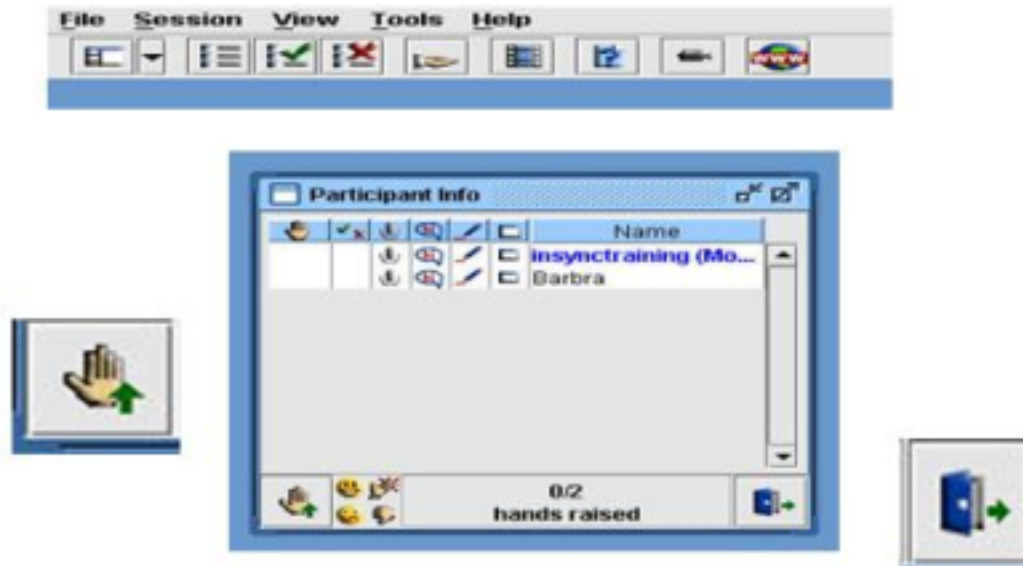Type your message in the text box then click SEND

Select who you want to send the message to

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More Tools

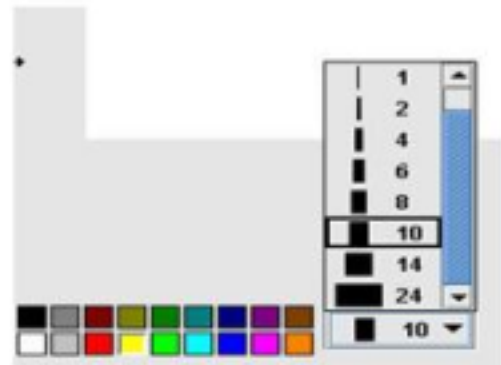# More Tools

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Whiteboard Tools

Whiteboard Tools

To change line styles

To change font

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Introduction

Anne

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