ELSA for the Workplace 6/7

Instructor's Guide

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Contents

Introduction

The ELSA for the Workplace 6/7 Curriculum series includes five modules and this instructor's guide. This guide is intended to support instructors before and during the delivery of ELSA for the Workplace 6/7. This curriculum differs from many other ELSA curricula in that it includes classroom-ready handouts, activity plans to explain how to use the materials and a suggested sequence and time for each of the activities. We've provided this level of detail to allow instructors to deliver a more complex, scaffolded course than would be possible were they required to "flesh out" their own lesson plans from a list of suggestions and approaches. All of us who developed this course are also instructors, and we are aware that providing this level of detail offers challenges as well as supports for instructors. We've attempted to anticipate instructor's challenges and have hopefully provided the information needed and answered the questions instructors may have as they prepare for and deliver the activities described in the five modules.

This guide includes:

- Guidelines, procedures and advice for instructors who are delivering the ELSA for the Workplace 6/7 curriculum.
- Disks with all classroom materials: handouts, activity plans, recordings, PDFs and forms. The handouts are provided as Word files to allow instructors to adapt them.

The curriculum was designed with these steps:

- Research into best practices for workplace ESL, beginning in January 2006.
- Based on the research, development of the curriculum framework.
- Development of classroom-ready materials.
- Piloting and revision of the materials. This work was completed in 2007.
- Repurposing of the curriculum for ELSA 6/7 beginning in May 2011. The repurposing involved refocusing the modules so that could be taught in any order, developing CLB rubrics for assessments and broadening the employment focus.

The first design steps listed above took place as part of the British Columbia government-funded English for Occupational Purposes (EOP) project. The purpose of the EOP Project was to develop and pilot an English language curriculum for internationally educated professionals and skilled workers at Canadian Language Benchmarks levels 7 and 8 (Pawlikowska-Smith, 2000). This project resulted in the English for Career and Professional Integration (ECPI) curriculum, which was piloted and has now been revised for ELSA for the Workplace.

Many individual ESL instructors have offered their experience, wisdom and hard work in the development of this curriculum. A group of ELSA instructors and coordinators have provided feedback on the layout and format of the modules. We hope that you find this curriculum useful and relevant for your learners. We consider curriculum development to be an on-going process and we hope you find some interesting approaches in this curriculum and are inspired to build on and improve our work.

Curriculum Overview

25 hours	**Module 1: Self-Assessment** This module includes language self-diagnostics and introduces the topics and skills covered in the other modules. Learners also develop a plan of independent study to address their specific work-based language needs.
50 hours	**Module 2: Language for an Informational Interview** In this module, learners arrange, prepare, conduct and report on a work-related informational interview.
75 hours	**Module 3: Language for Career Planning** In this module, learners accurately describe their educational and occupational experience, effectively apply communication and soft skills in networking and interviewing contexts and develop a plan for continuous learning.
75 hours	**Module 4: Language and Culture in the Workplace** In this module, learners identify the socio-cultural and linguistic features of a specific workplace. This culminates in presentations, where students share the findings and skills that they believe will help them adapt to, and be, successful in any Canadian workplace.
75 hours	**Module 5: Communication and Teamwork** In this module, learners use teamwork skills, critical thinking, leadership and their existing skill sets to solve problems. The module culminates in group presentations.

Note: The following topics and skills are threaded throughout the course:

- workplace reading, writing, listening and speaking skills
- intercultural awareness
- reflective practice
- teamwork
- conflict resolution and assertiveness training
- giving and receiving feedback
- Essential Skills

- Canadian socio-cultural competencies
- critical thinking
- internet research and other workplace technical skills
- business communication and telephone skills
- time management
- conventions of workplace email use
- phrasal verbs, idioms and workplace specific vocabulary

Glossary

The following is a list of terms used frequently in this curriculum.

Activity: a discrete classroom learning experience lasting from 20 to 120 minutes. A lesson, by contrast, refers to a five-hour series of activities.

Activity plan: the instructions for the instructor on how to deliver an activity.

Assessed task: an activity that includes a CLB rubric and that offers feedback to the learners on their performance. All assessed tasks and formative assessments are low stakes.

At-a-Glance: a table, read from top to bottom and left to right, detailing 25 hours of activities. Each of the five columns on the At-a-Glance includes 250 minutes of activities. This is equivalent to one day of activities in a full-time, 25 hours-per-week program.

Audio transcript: also called a tape script, these are written records of audio recordings (mp3s). There is an audio transcript for every audio recording.

Background notes: these provide the instructor with additional information or details related to an activity. For example, there are background notes for the case studies in Module 5. They are not for distribution to the learners.

Black diamond: black diamonds are this symbol: ◆ and indicate that an activity is stand-alone and not linked to other activities. For purposes of lesson planning, it is an activity that can easily be moved around or dropped.

Case study: a teaching approach that focuses on learners' discussing, investigating and advising on a problem - described in a real or fictional story or "case".

Continuous learning: on-going professional development, as expected in the Canadian workplace.

Cultural informant: someone who is a "native" of a culture and can explain to a non-native the normal ways of doing things in that culture.

Cultural map: the scripted language or description of behaviour that is normal within a culture in a specific work situation. For example, one can develop a culture map that indicates appropriate behaviour for admitting a mistake or asking for clarification.

Cultural norms: the behaviour(s) expected by/of members of a culture in certain contexts and situations. Of course, in many situations, a range of behaviours are normal and culturally appropriate, while certain other behaviours would not be considered normal or usual.

Diagnostic: a classroom activity that helps learners and instructors identify individual learner's linguistic strengths and challenges.

EFW: ELSA for the Workplace.

Email etiquette: culturally appropriate email wording and behaviour.

Essential Skills: with capital letters, this term refers to the government sponsored initiative which describes key workplace competencies.

Extension: a 75-minute activity that occurs at the end of every five-hour lesson; it includes homework-like handouts, independent study and time for catch-up, review and remedial instruction. In Module 1, the daily Extension is 100 minutes long to allow time for individual interviews with learners.

Facilitation: a classroom approach that welcomes and encourages the inclusion of personal experiences, multiple perspectives and emotional exploration and growth. Facilitation differs from teaching in that it is more about encouraging personal development, self-awareness and paradigm shifts, and less about input, practice and production.

Formative Assessment: a test or quiz that provides feedback to the instructor and learners on "how they are progressing." Formative assessments do not provide "final marks" and are traditionally low stakes. All assessments in this curriculum are formative.

Handout: a page to be copied and distributed to the learners, as opposed to a sample, audio script, background notes, etc.

Hour: 50 minutes instruction and 10 minutes break.

Human rights: a legal term referring to the right to a non-discriminatory environment for protected groups under federal and provincial legislation. Module 5 includes a case study focusing on human rights.

Informational interview: a discussion with a professional or other worker about job expectations and conditions within their field. Module 2 includes an informational interview.

Lesson: a five-hour (250 minute) collection of sequential activities within a module. If the course is delivered as 25 hours per week, a lesson is one day of activities.

Listening: an activity that focuses on understanding what is said in a recording.

mp3: an audio recording. All of the recordings available on the course audio disk are in mp3 format and you will need an mp3 player with speakers (or a computer) to play them.

Peer feedback: an activity that requires learners to give their classmates information on their linguistic performance.

Rubrics: assessment tables that describe various aspects of a learner's performance referencing the CLB descriptors. Most assessed activities in the curriculum include a CLB rubric. Assessments are low stakes and formative. Throughout the curriculum you will notice references to criteria sheets, marking sheets and speaking/writing/reading/listening rubrics. All these terms refer to the rubrics as described here.

Sample answers: for assignments and questions that may produce a more individual answer, sample answers are sometimes provided, to give guidance to learners and instructors of the task expectations.

Self-assessment: activities that encourage a learner to reflect on and identify their own linguistic (or other) knowledge or strengths and challenges or workplace needs.

Socio-cultural map: see culture map, above.

Socio-cultural warmer: see culture map, above.

Soft skills: abilities related to interacting with others.

Supports and challenges: the ideal learning environment is one where the challenges or new learning is balanced with the supports or the familiar, safe or scaffolding elements. When we describe ways to add support, we mean ways to make an activity easier. Ways to add challenge offer methods to make the activity harder.

Symbols: small pictures used to indicate special characteristics of an activity, such as a pencil used to indicate an assessed activity.

Symbols Used in the At-a-Glance Overviews and on the Activity Plans

The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.

The pencil symbol designates an assessed task. Learners may require advance notice of assessment.

ES   *This symbol designates Essential Skills practice, integrated with the language learning activity.*

TV   *This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.*

This indicates a listening activity that usually includes an mp3 audio file.

◆   *This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.*

Tape Script: see audio transcript above.

Workplace visit: a visit to an office, factory or other employment location, for the purpose of learning something about the Canadian workplace.

WorkSafeBC: the British Columbia government agency charged with promoting, maintaining and monitoring workplace health and safety.

FAQs (frequently asked questions)

The following questions and answers present information about the curriculum in a way that we hope is accessible. Much of the same information is presented in a more structured style in the sections following the FAQs.

Q: **Is ELSA for the Workplace 6/7 a prescribed syllabus/curriculum?**

A: *Yes. The sponsoring Ministry has asked pilot sites to pilot using this curriculum.*

Q: **Where did this curriculum come from/who developed it?**

A: *In mid-2011 the Ministry contracted Camosun College to develop this curriculum for delivery by ELSA pilot sites starting in November 2011. The development process focused on the repurposing of an existing workplace English curriculum developed between 2005-2007. The repurposing project updated and adapted the activity plans and handouts for delivery by ELSA instructors. CLB rubrics were added for all assessments, the employment focus was broadened from professional to include all occupational types and suggestions on ways to make activities easier or more challenging to suit various classes were provided.*

Q: **Can you tell me more about the original curriculum?**

A: *The first version of this curriculum, called English for Career and Professional Integration (ECPI), was developed between 2005-7 by a team of ESL instructors from various BC colleges. The curriculum focused on helping professional immigrants to Canada find professional employment by teaching them the culture and language of the Canadian workplace. It was piloted at numerous BC colleges and was subsequently purchased and wholly or partially used by language teaching centres across Canada.*

Q: **Is this a regular ELSA course?**

A: *Think of this course as an elective that focuses on workplace language competencies. Better yet, think of it as professional development for employees. Many of our immigrant learners are highly skilled in a number of work-related areas, and need professional development around language and socio-cultural competencies to fully utilize their skills.*

Q: **Has this curriculum been piloted?**

A: *Yes. The original version of this curriculum was extensively piloted and revised based on pilot feedback. While this "repurposed" curriculum has not been piloted, the activities and handouts are at least 85 per cent the same as the original curriculum and so, in essence, an ELSA instructor will be working with a curriculum that has already been heavily vetted by other ESL instructors.*

Q: **What has feedback been on the piloted activities and materials?**

A: *The feedback from learners has been very positive. They particularly liked the socio-cultural maps because they found them a relevant, revealing entry into Canadian culture. They also appreciated the professional development approach of the curriculum and the assumption they are experienced workers and motivated, hard working adults. The feedback from instructors indicated that they appreciated the focus on the paradigm shifts and identity issues that learners experience working in a new language and culture. In terms of lesson preparation time, instructors reported that while it saved time being provided with prepared activities and handouts, it also took considerable time to read and understand the sometimes complex scaffolding of the individual modules. Learners and instructors reported that the curriculum was a heavy workload, with fascinating content.*

Q: **Why is there such an emphasis on culture?**

A: *Research indicates that cultural knowledge and awareness is often the missing piece in the adaptation process for newcomers working in Canada.*

Q: What if my learners have never worked in Canada or in their own country?

A: The course was not designed for individuals who have never worked. If learners have not worked in Canada, most of the activities that refer to work experience can use the learners' work experience in their own country as the context.

Q: The curriculum looks kind of prescriptive. Do I have to follow it?

A: Yes and no. You can adapt any lesson you like and eliminate any activities you don't need. There are suggestions for additional activities or ways to modify activities throughout the curriculum. You will want to be familiar with the entire module before adapting or eliminating activities, as most of the activities are interconnected and are meant to support the overall outcomes of the module. If you adapt or drop activities significantly, you might be creating a lot of extra work for yourself, because changes to one part of the module may require changes to most of the module.

Q: Will this curriculum make my job easier?

A: It will take a fair amount of time and effort on your part to understand the activities in each module and how they inter-relate. The curriculum may not save you time – you will just be using your preparation time to read and understand the curriculum, rather than develop lessons from guidelines. The materials and activities have taken considerable time to develop (for example, **Activity 7** in Module 1, with its accompanying resource list – took more than 80 hours to develop), so it is certainly our expectation that the content and skills training you deliver in class will be at a much higher level than you could have been expected to develop on your own – were there no activity plans and handouts.

Q: How can one curriculum work for both ELSA 6 and 7?

A: Ways to add support (make activities easier) and ways to add challenge (make activities harder) have been included in most activity plans throughout the curriculum. This will help you adjust the activities to suit the level and needs of your class.

Q: Were the Canadian Language Benchmarks the starting point in the development of this curriculum?

A: No. One of the key guiding principles used in developing the curriculum was that the language and socio-linguistic needs of immigrants in the workplace would be the starting point. These needs were then narrowed to address learners in the CLB 6-8 range. The curriculum is relevant and challenging, without being "impossible" within this CLB range. Another key assumption used was that employers (and learners) are most interested in the ability to perform successfully at work, whatever the CLB that might be assigned to a task. All of the tasks can be attempted by individuals at CLB 6-9, although with various levels of proficiency. Even for an individual functioning at CLB 9, there is room for refinement and improvement on the provided workplace tasks. So, to summarize, the course does not focus on progress within a CLB band, although that will happen; rather it focuses on progress in performing workplace tasks along a continuum of proficiency. In this manner it is relevant for learners in ELSA 6 and 7 (and perhaps 5 and 8 as well).

Q: Can learners do this course twice, once at ELSA 6 and once at 7?

A: No.

Q: Will a learner who completes ELSA for the Workplace 6 be able to takes ELSA 7?

A: At the time of writing this (September 2011), the sponsoring Ministry has indicated that yes, a learner who completes EFW 6 can then enrol in ELSA 7.

Q: Will learners go up a Benchmark by the end of the course?

A: In the original curriculum pilot, pre- and post-course assessment using the CLBPT indicated an increase in CLB levels for most learners. As well, we received anecdotal evidence from the learners themselves that their workplace skills improved considerably, which is the focus of the course (rather than CLB advancement). The sponsoring Ministry has informed the curriculum developers that, as part of the ELSA for the Workplace 6/7 pilot, they are interested in measuring learner progress, but the method for doing this has not yet been determined.

Q: What are the formative and summative assessments for this curriculum?

A: *There are only formative assessments in this curriculum. You can recognize them on the At-a-Glance tables by the small pencil symbol.*

Q: Why do the rubrics go from CLB 6 to 9?

A: *As the course is intended for learners working at developing CLB 7 and 8 competencies, the rubrics are bracketed with 6 and 9 to show performances at a CLB – below and above expectations.*

Q: Are all the performance indicators of CLB 6-9 covered?

A: *All modules include components and activities that draw on performance indicators from all four skills areas and the new competencies covered in the Revised CLB (linguistic, textual, functional, socio-cultural, and strategic). The assessed tasks within the key components of each module have rubrics with a range of the target Revised CLB performance indicators and competencies covered within that component within a CLB 6-9 spectrum. So, learners will vary in where they end up along that continuum. Although we have attempted to cover the CLB performance indicators and competencies comprehensively for CLB 6-9, they are not exhaustive. Overall, the curriculum favours oral over literacy skills at the request of the government sponsors.*

Q: Are the assessments intended to be used to establish a learner's benchmark level?

A: *No. This course is framed as professional development which augments an employee's existing skill set. The focus is not academic achievement or CLB progress, but on increased workplace language skills and socio-cultural awareness. As a formative assessment within the context of a particular activity and skill set, the assessments indicate a learner's performance in CLB terms. The assessments are not summative or rigorous, and most have been piloted, but none have been normed.*

Q: Can I change the order of the modules, or do they have to be delivered in sequence?

A: *The modules are roughly ordered – from easiest to hardest, not so much in terms of language as soft skills, group work, sophistication of concepts and critical thinking. Having said that, the modules are stand-alone and can be delivered in any order. Module 1 serves as an introduction to the style and themes of the course, but can also be used as a review of what has already been taught.*

Q: Do I have to finish with one module before I move on to the next?

A: *Modules are complete units of work, and you will need to plan to complete a module. You may want to consider overlapping the modules slightly. For example, Module 2 focuses on an information interview, which may take longer than two weeks for the entire class to complete. You might consider moving on to Module 3, while the learners complete their interviews.*

Q: Can I adapt handouts?

A: *By all means. It is totally appropriate to adapt the materials to suit your particular teaching style or your learners' level and needs. All handouts are available as Word documents on the course disk and can be easily adapted.*

Q: Can I use my own materials?

A: *Absolutely. You can also use favourite materials that you have developed yourself or adapted from online resources or books.*

Q: **Can I pick and choose which activities and handouts I use, choosing the ones that look most interesting or relevant to me and my class?**

A: *Yes and no. The defining focus of this curriculum has been helping immigrant workers do complex, challenging language tasks in the Canadian workplace. Most of the activities are interlinked, adding scaffolding, practice and skills – to result in successful execution of complex tasks. You can certainly eliminate, add and adapt activities, but just be aware that it is not a curriculum of discrete, standalone activities. Having said that, stand-alone activities are marked with a black diamond, and these can be used with your class at any point (or can be eliminated without disrupting the scaffolding of the module).*

Q: **Can I leave things out?**

A: *Yes. Activities with a black diamond (◆) next to them on the At-a-Glance and on the Activity Plan are stand-alone activities that can be left out without affecting any other activity. Any other activity can also be left out, but because other activities are linked to it, you may need to modify or drop the related activities.*

Q: **How do I know which activities are linked?**

A: *By linked, we mean that skills or content from one activity are further developed or are required for the linked activity. Have a look at the At-a-Glance, the Activity Plans and the introductory notes at the beginning of each module. The relationship between activities is indicated in these places.*

Q: **What if I can't get to a computer lab on that day that I need to do a listening or a computer activity.**

A: *If you can't book the computer lab when you need it, you'll have to rearrange the order of activities. For a listening activity, perhaps you can find another way to play the mp3 in class. The listening would then become a whole class rather than individual activity.*

Q: **How do I arrange the community contact appointments (for example the informational interviews)?**

A: *Once you have determined which modules you will be using, the community contact appointments, such as the informational interview, the workplace visits and the presentation panel should be arranged for you by a program assistant or an individual with an extensive network of employee contacts. It is a time consuming job and beyond the scope of an instructor's duties. All pilot sites have been made aware of the need for an individual other than the instructor to arrange these contacts.*

Q: **Can the community outreach activities be skipped?**

A: *Perhaps one or two, but if all are skipped, this would undermine the main reality-check and motivator underpinning the curriculum.*

Q: **The "At-a-Glance" plans are for 25 hours per week. We're not offering the course in that format. What do I do?**

A: *If you are offering this course at less than 25 hours a week, you will need to determine your total number of course hours (in our curriculum, 50 minutes equals an hour of classroom time to allow for a 10-minute break) and then select a combination of modules to reach this total number of hours (approximately). The lengths of the modules are:*

Module 1: 25 hours

Module 2: 50 hours

Module 3: 75 hours

Module 4: 75 hours

Module 5: 75 hours

Alternatively, you could reduce the time spent on a module by eliminating certain activities.

Q: Are there any breaks (coffee breaks) scheduled?

A: *Yes. Every 60 minutes of class time assumes 50 minutes of instruction and a 10-minute break. That's why five hours in a lesson comes out to 250 rather than 300 minutes. Schedule the breaks as you wish, or according to directions from your employer.*

Q: The At-a-Glance overview of each module is labelled with Lessons. What is meant by a Lesson?

A: *A Lesson is five hours of classroom time. If the course is being delivered for 12 weeks at 25 hours a week for a total of 300 hours, a lesson equals one day of class. If the course is being offered according to a different schedule, a Lesson is simply five hours of classroom activities that can be broken up and delivered as appropriate.*

Q: Is there any homework?

A: *No. However, the last activity each day is called the Extension and is labelled with EXT after the activity number (e.g., **Activity 64-EXT**). It is 75 minutes long except in Module 1, where it is 100 minutes to allow time for interviews. The activities in the extension would normally be homework and can take place in the class or somewhere else (home, library, computer lab, community contact).*

Q: What does EXT indicate? I see it on the last activity of each Lesson.

A: *EXT stands for Extension. The 75-minute extension at the end of each lesson is a time for community contact (e.g., the workplace visits in Module 4), independent study per the independent study plan developed in Module 1) homework-like activities (e.g., an extended reading on culture in **Activity 12-EXT**), catch-up, reflection, questions and additional input from instructors as needed.*

Q: How did you come up with the times given for activities?

A: *The times are based on feedback from pilot instructors and our best guesses based on our experience as ESL teachers. Of course, implementation of the activities varies from one instructor to another. One instructor might report that teaching a socio-cultural map (these are socio-linguist activities offered throughout the curriculum) took 45 minutes, while another felt it required 15 minutes. As with any prepared classroom activity, the materials offered can be successfully exploited in many different ways, requiring different lengths of time.*

Q: The curriculum refers quite often to the difference between teaching and facilitating. I don't understand the distinction. It seems like lots of the recommendations are things I'm already doing.

A: *Facilitation encourages the learner to bring all of themselves into the room, including emotions, doubts, personal experience and alternative ways of knowing. Often "instruction" includes expectations of classroom appropriate behaviour where one is controlled and "a good learner". Facilitation promotes transformational learning and more rapid paradigm shifts, in other words, accelerated emotional and identity growth. Why does this matter? Moving from one culture to another can often, understandably, result in considerable identity confusion, reduced confidence and self-esteem and defensiveness. Facilitated activities can help in reframing past experiences and present realities. Many good teachers use facilitation skills in their teaching, so this may not be a stretch for you.*

Q: How do I find and play the listenings?

A: *The listening recordings are stored as mp3 files on the disk in the pocket at the back of this Instructor's Guide. You can play them using a computer and speakers or on an mp3 player. You can also email the mp3s to learners for their use in the computer or language lab and at home or on their own mp3 players.*

Q: It seems like a lot of photocopying. Is there some way to reduce this?

A: *To reduce daily photocopying and save money, we suggest that once you have determined which modules you are going to use, you gather all appropriate handouts into a course pack that you have printed and distribute them to learners. The handouts are available electronically on the course disk at the back of this Instructor's Guide.*

Q: Are there Answer keys?

A: *Answer keys are provided in the module binder, following the relevant handout.*

Q: Are there tape scripts audio scripts or audio transcripts?

A: *Yes, they are included with all activities that include an audio file (mp3).*

Q: I've been assigned Module 3 to teach. Why is the first activity numbered 75?

A: *Activities are numbered sequentially within and between modules starting with Module 1, so that there is only one **Activity 75** in the entire curriculum. This is to prevent any confusing about which activity is being used or discussed.*

Q: Is there any way for the learners to give feedback?

A: *There is a feedback form for each module and for the entire course. These forms have drop down menus and need to be completed electronically. You can find the forms on the appropriate course disk. Each feedback form is labelled according to the associated activity number. You will need to email the forms to the learners as attachments. They complete them, save them and send them back to you as an attachment. The learners must save the document before sending it to you, or their responses will be lost.*

Q: Can I change the feedback forms?

A: *Yes. To change the feedback form, you must take off the document protection, make your changes and resave the form as a protected document. In Word 2007, you do this by selecting Review from the top banner. You then select Protect Document on the right of the banner and then Restrict Formatting and Editing. Select the Stop button at the bottom of the column to take off the document protection. Enter the password (pass4efw) and make any changes desired. Save the changes and protect the document by selecting 2. Editing restriction with "Filling in form" selected from the drop down menu in the white box. Use the same password to protect the document (pass4efw). If you are not using Word 2007, you may need to search the Help directory to find out how to open and make changes to protected documents.*

Q: What is the feedback form password?

A: *pass4efw*

Q: The feedback form doesn't seem to work?

A: *There are a number of reasons why the feedback form might not work.*

- *You may have sent it to the learners in an unprotected form. Forms with drop down menus will not work unless they are protected documents. Check to see that it is a protected document. Directions are above.*

- *The learner may not have saved the before returning it to you.*

- *You may have saved the document with the wrong restrictions. The default restrictions are for "No changes (Read only)" under 2. "Editing restrictions". You need to save the form with "Filling in forms" restrictions selected from the drop down menu in the white box.*

Q: I've found an inconsistency or mistake in the materials. What should I do?

A: *Make a note of it and let your coordinator/supervisor know. There has been discussion about having the curriculum online and corrections and clarifications could be made in the online version.*

The Modules

Following is a brief description of each module. There is a more detailed introduction in the introductory pages for each individual module book.

Module 1: Self-Assessment (25 hours)

Module 1 is an opportunity for learners to get to know each other and become familiar with the expectations and approaches used in the course. It is also an opportunity for instructors to become more familiar with the learners' skill levels and needs. In a continuous intake program, it is an opportunity for learners to review what they have already learned and prepare for the remaining modules.

Learners are introduced to some of the threads that they will develop through the course including teamwork, intercultural communication, culture mapping, Essential Skills and reflective practice.

Learners do a number of self assessments and diagnostics to gage their skills and knowledge of such things as document use, computer skills, phrasal verbs and idioms and listening.

Advanced Preparation

For Module 1, you should review the instructor guide in order to have an overall familiarity with the curriculum, as you will need to introduce the curriculum to the learners on Day 1.

As you review the activities for use in your class, note that **Activity 14** is intended to familiarize the learners with the facilities at the training site and the neighbourhood, and as such, it will need adaptation to your particular facilities.

Because this is a short module, you will also want to begin preparation for subsequent modules, some of which include materials or activities such as videos or workplace visits which may require some lead time to arrange.

Assessment

There are no assessments in Module 1. Modules 2 to 5 include CLB references and rubrics, while this module focuses on developing self awareness of language strengths and needs within a work context.

Additional resources

The Module 1 binder also contains:

- **Independent Study Plan Packet for Learners Who Arrive After Activity 7**

  *In Module 1- **Activity 7**, the learners develop an independent study plan. For learners who arrive after **Activity 7**, there is a small packet of handouts that learners can complete on their own, to begin preparing their independent study plan. The instructor will need to meet with the learner once she/he has completed the handouts, to help her/him finalize the independent study plan.*

- **The Independent Study Plan: Instructor Resource Pages**

  The instructor meets with each learner for about 15 minutes to help him or her with the independent study plan. The Independent Study Plan Instructor Resource Pages help identify useful independent study activities to recommend to learners. The Resource Page's format mirrors the Independent Study Inventory that learners have received, and presents instructors with suggestions of activities, websites and books for independent study.

For additional information, see the introductory notes at the beginning of the module.

Module 2: Language for an Informational Interview (50 hours)

In Module 2, learners arrange, prepare, conduct and report on an informational interview. The interview is a challenge for learners at CLB 7 and 8 because conducting informational interviews is a CLB level 9 task. Therefore, the informational interview task is scaffolded so that learners can develop the language skills to complete the final module successfully.

The project is broken into these component parts:

- telephone arrangements
- developing interview questions
- practicing an interview with someone you know
- taking notes during an interview
- internet research on a company
- email (questions and thank you)
- conducting the information interview
- managing the flow of the interview
- oral summary
- written summary

The informational interview task is appropriate for learners who are unemployed and looking for work, as well as for learners who are employed but who are interested in career advancement.

Advanced Preparation

The initial set up of the informational interview needs to begin well ahead of this module. An employment facilitator or program assistant needs to arrange one informational interview for each learner. You should ensure that the person arranging the interviews is provided with the names of the students, their area of occupational interest and enough background information about the course and the purpose of the interviews to be able to answer questions.

The module assumes that learners have not yet built a network, so initial contact with potential interviewees is made for the learners. If the learners are at higher levels or if their local network is more developed, it is possible to have the learners themselves share their networks and make cold calls to arrange the interviews. In this case, you will need to develop an additional cold call language practice activity to support the learners.

You should confirm that appropriate interviewees have been found for all the learners in your class. The person arranging the informational interviews arranges the week in which the interview is to take place, and learners will need to take the next step by telephoning the interviewee to make the actual appointment.

There is a video for **Activities 23** and **24** that should be ordered ahead of time: *Informational Interviewing: A Foot in The Door (One Stop Career Centre). (1996)*

Your institution can order a copy through:

The School Company, Career Development Software, Inc
PO Box 5379 Vancouver, WA 98668
http://www.schoolco.com
Phone number: 800-543-0998
Fax number: 800-518-2514 or 360-696-3621
IDHU404 Single DVD
IDHU406 Single DVD w/Worksheets
IHUB404 Single Video (VHS)
IHUB406 Single Video (VHS) w/Worksheets

The video comes with a series of worksheets provided by the distribution company (not this curriculum), and the instructor needs to review these handouts and choose the ones that seem most suited to the class.

For **Activity 25**, you need to create a schedule for the module that reflects your particular course dates.

Finally, for **Activity 59-EXT**, you need to prepare to deliver model oral summaries to learners; you will model a good oral summary and a bad one, so some advanced practice will make this more effective.

Assessment

There are five assessments in this module:

Activity 29:   Telephone arrangements script (writing)
Activity 37:   Telephone arrangements (speaking)
Activity 61:   Oral summary (listening, speaking, summarizing)
Activity 65:   Email (reading)
Activity 71:   Professional development report (reading/writing)

For additional information on this module, see the introductory notes at the beginning of the module book.

Module 3: Language for Career Planning (75 hours)

The third module of this course, Language for Career Planning, looks at aspects of language building and cultural understanding that are essential in building a successful career (or work life) in Canada. The module is divided into three components: Lifelong Learning, Job Search Dossier, and Networking and Interviewing. These components are interwoven throughout the 75-hour module, and sometimes they interconnect.

Learners will be guided through a series of readings, video clips, audio clips, discussions and activities – all with a focus on learning and practicing the language of career planning. Learners will be asked to contact at least one networking organization for an interview toward the end of this module (**Activity 146**). Instructors will give both formal and informal feedback to learners throughout the module and each of the components has at least one assessed task.

The module includes the following career planning input (concepts, frameworks and skills):

- describing education, experience and skills in an culturally appropriate way
- Essential Skills
- self promotion
- soft skills for the workplace
- goal setting
- identifying gaps in experience and credentials
- continuous learning
- volunteering
- an introduction to Social Media
- building a network for career development and advancement

Advanced Preparation

For the purposes of advanced preparation, it is assumed that all classes have access to computer labs, where learners can access the internet and a variety of audio visual files. The instructor may wish to ensure that learners have their own headphones in order to give autonomy to listening tasks.

As this module is divided into three distinct components, this briefing on advanced planning will be separated into three. There are further briefings provided in the module.

Component 1: Lifelong Learning – Instructors will guide learners through goal setting tasks that lead toward the assessed task of developing a personalized Action Plan for each learner professional, and personal development goals. **Activities 81** an **83** are a precursor to **Activities 134** and **139**. Pre-reading may is required for **Activities 81, 103, 114** and **131**. Advance checking of the videos for **Activities 81** and **84-EXT** may be necessary.

Component 2: Preparing a Job Search Dossier – Learners are guided through the steps of preparing the dossier (completed in **Activity 113**). Advanced preparation for this component is related to pre-reading of texts as well as websites, and possibly preparing additional vocabulary exercises for **Activities 86,105** and **107**, as well as the following websites:
http://www23.hrdc-drhc.gc.ca http://www10.hrsdc.gc.ca/ES/English/search_occupation_noc.aspx http://www.itapintl.com

Component 3: Networking and Interviewing – This component is preparing learners for conducting an interview in **Activity 147-EXT**. Sections on volunteering, storytelling in interviews, active listening and networking all lead to the learners carrying out an interview (ideally with a native English speaker) about a volunteering or networking opportunity that is interesting or relevant to them. Pre-reading may be required in this component for **Activities 99-EXT, 122, 123, 127, 129** and **142**, and additional vocabulary activities may be prepared. Websites should be checked in advance for content and for availability.

Assessments

There are seven assessments in this module:

Activity 88-EXT: EXT Reflective writing (writing)
Activity 91:   Website investigation (reading, writing)
Activity 108-EXT: Reflective writing (writing)
Activity 112:   Responding to authentic job postings (reading, writing)
Activity 130-EXT: Practice network session (speaking)
Activity 139:   Action plan (writing)
Activities 147-EXT and **150**:   Interview session (speaking)

For additional information, see the introductory notes at the beginning of the module.

Module 4: Language and Culture in the Workplace (75 hours)

Language and Culture in the Workplace is a 75-hour module that teaches learners how to be cultural investigators in the workplace. In the process, learners acquire strategies for coping in a culturally different environment, including asking others to be their cultural informants.

The module contains some activities that present a special kind of challenge for both learners and instructors. These activities require exploration of cultural identity and differing assumptions. Naming assumptions is often an uncomfortable process for anyone. It can be an especially emotional process for some learners as they explore the ways in which their new environment reflects a different worldview.

From a linguistic perspective, the module encourages learners to consider how culture impacts all aspects of communication, including body language, rhetorical styles, degree of specificity (high and low context communication) and individualistic and collectivist phrasing of needs and perceptions.

The skills that learners acquire in this module are meant to empower them in a culturally different milieu so that they are not outside of a culture looking in, but rather, actively engaging with that culture, and at the same time, developing a more aware personal identity.

The module includes the following intercultural input: concepts, frameworks and skills. A successful learner will synthesize this information and attempt to integrate it into their existing perceptual and analytical skills.

- cultural differences in the workplace
- identify own cultural assumptions
- identify own assumptions about attitudes to work
- consider body language, gestures, humour, gossip as aspects of communication
- consider continuous learning
- consider inclusive language and power dimensions of communication

Implementation Considerations

Language and Culture in the Workplace is appropriate for learners who are unemployed and looking for work, as well as for learners who are employed. The module assumes that learners are not working and contact with potential workplaces is made by someone other than the learner. An employment coach or other support person can do this.

If the learners are working and want to investigate their own workplace, this is possible, although an instructor or employment coach might assist with arrangements. Some learners have been hesitant about investigating their own workplace. An instructor might consider developing a culture map which teaches learners how to approach their supervisors and gain support for their involvement in this course generally, and how to ask to investigate the workplace specifically.

Workload issues have led some instructors to adjust the assignments so that learners investigated public spaces such as libraries and shopping malls for the environmental aspect of the investigation.

Advanced Preparation

The initial set-up of the two workplace visits needs to begin well ahead of this module. The program assistant or other person making the initial calls to employers needs to have a general understanding of the module because they are inevitably asked questions about the purpose of the visits. Ideally the learners visit a worksite that is somehow related to their occupational sector, but this is much less important than in the informational interview. The key purpose of the workplace visits is to consider ways of understanding workplace culture.

Activities 161, 165 and **169** use clips from the movie *In Good Company* (2004). Alternately, instructors have used the movie *Working Girl* (1988). In either case, you will need to ensure that your institution has the right to show commercially available DVDs. You will also need to obtain the video, and locate and preview the suggested scenes. Given the reasonable cost, your institution may consider purchasing the DVD.

Activities 186, 210, 215 and **218** require, if possible, a digital projector.

A chapter from Lionel Laroche's book, *Managing Cultural Diversity in Technical Professions* (2003), pages 21-56, is used in **Activities 162-EXT, 172, 178** and **188**. You should make sure well in advance your institution has a copy of the book and that copyright issues have been dealt with. The book details are:

Author: Lionel Laroche
Title: Managing Cultural Diversity in Technical Professions
Year: (2003)
Publisher: Butterworth-Heinemann, Burlington, MA, USA.

Assessments

There are three assessments in this module:

Activity 140:	Apply Laroche reading (document use)
Activity 192:	Poster session (all skills)
Activities 210, 215, 216:	PowerPoint presentation (speaking)

For additional information, see the introductory notes at the beginning of the module.

Module 5: Communication and Teamwork (75 hours)

Communication and Teamwork is a 75-hour module that teaches learners to work in teams, hold meetings and problem solve. It uses two case studies as the focus for the teams' problem solving and presentations. Reflection on skills and team member performance is a key aspect of the module.

In the first half of the module, learners grapple with a case study that focuses on work safety, professional ethics and employment standards. During the second half, learners investigate a case study that focuses on labour law and human rights. The cases are meant to illustrate to learners – the importance of these topics within the Canadian workplace.

The module provides the language for learners to take on workplace tasks such as chairing meetings, note taking and agenda building. They also learn the language for clarifying roles and understandings and for giving and receiving feedback from team members.

This is recommended as the final module because of the challenge of working on teams and of problem solving. Much of the work in this module would be a challenge for working Canadians, regardless of their cultural and linguistic background. There is far less scaffolding provided for this module and learners often find it sobering to discover the difficulties of working together.

The module includes the following input: concepts, frameworks and skills. A successful learner will synthesize this information.

- BC Employment Standards
- BC Human Rights
- BC Occupational
- BC Health and Safety
- Oral communication (Essential Skills)
- Problem solving (Essential Skills)
- Working on a team (feedback, communication, collaboration)
- Organizing, running and participating in meetings and writing action notes
- Develop findings and recommendations collaboratively

Advanced Preparation

The activities in this module are fairly complex and you may find you need more than the usual amount of time to prepare. The two case studies are described fully in the instructor briefing packet in the module.

The learners may present the findings of their research into the second case study to a panel of professionals who are not ESL instructors. You or a program assistant will need to arrange this panel.

Assessment

There are four assessments in this module:

Activity 238: Reading on team development (reading)
Activity 253: Jigsaw listening (listening)
Activity 268: Presentation and speaking skills (pronunciation, speaking)
Activity 275: Teamwork reflection report (writing)

Additional resources

The Module 5 binder also contains:

- **Notes on Supports and Challenges in Module 5**

  Activities plans through the course contains information on ways to make activities easier (add support) and harder (add challenge). In Module 5, these notes on ways to add supports and challenges are included in the introductory notes, rather than the individual activity plans. This is because Module 5 requires much more facilitation on the part of the instructor. Adding supports and challenges becomes more about general facilitation approaches than activity-specific content.

- **Background on Case Study 1, including Jigsaw Listening Scripts (Activity 228)**

- **Background on Case Study 2, including Jigsaw Listening Scripts (Activity 247)**

  The learner teams need to investigate and make recommendations on two complex case studies. The background information and jigsaw listening tape scripts are to familiarize the instructor with the contents of the case. They are not for distribution to the learners.

- **Briefing Packet for Invited Panel Members including Feedback Forms for Teams (Activity 273)**

  At the end of Module 5, the teams present their case study findings and recommendations. One option is to have a guest panel observe and give feedback on these presentations. This 19-page packet is for distribution to members of this panel. Distribute the information well in advance of the presentations.

Curricular Threads

The following topics and skills are threaded throughout the modules:

- workplace reading, writing, listening and speaking skills
- intercultural awareness
- reflective practice
- teamwork
- conflict resolution and assertiveness training
- giving and receiving feedback
- Essential Skills
- Canadian socio-cultural competencies
- critical thinking
- internet research and other workplace technical skills
- business communication and telephone skills
- time management
- conventions of workplace email use
- phrasal verbs, idioms and workplace specific vocabulary

The threads are described below. The content of many of the threads can be considered professional development of the sort that most Canadian employees need, regardless of their first language. With this curriculum, the EFW team has focused, in particular, on the linguistic skills related to these content areas.

In developing materials for each thread, the team followed these guiding questions:

What do Canadian workers really have to do?

Is the task common enough to be of value to learners from most occupational backgrounds?

What linguistic and cognitive skills are involved?

What cultural assumptions and linguistic/behavioural patterns are involved?

Does this task need to be scaffolded?

Scaffolding means that complex tasks are deconstructed and exercises created that give learners input and practice of the component parts. In this way, learners gain preparation for complex workplace tasks which are often above their general CLB level.

Curricular Thread: Workplace Reading, Writing, Listening and Speaking Skills

Professional level reading, writing, listening and speaking refers to useful, real-life professional tasks, regardless of the Canadian Language Benchmark (CLB) level that would be attached to such a task. The curriculum development team has assumed that the learners are in the 6-8 Benchmark range and have provided scaffolding for higher benchmarked tasks. It is the EOP team's experience that with appropriate preparation, non-native speaker learners can successfully complete specific professional tasks at a level above their CLB. For example, the PowerPoint slide presentation that learner teams complete in the Communication and Teamwork Module falls between a CLB of 10 and 11 in speaking and presentations. By the time the learners do the presentation in the 12th week, they have done scaffolding exercises around teamwork, meetings, research, PowerPoint slides, writing recommendations, presentation body language, etc.

The curriculum focuses on speaking and listening, as research indicates that these skills are the most difficult for learners to improve. These skills have higher expectations attached to them within the Canadian workplace.

Curricular Thread: Intercultural Awareness

Intercultural awareness refers to the knowledge, skills and sensitivity related to the cultural assumptions and worldview that each of us brings to the workplace. Our worldviews are shaped by our personal life experience, our education, our gender and class, but in particular, by the general cultural milieu in which we grow up. Generalizations can be made about cultures, even as we acknowledge that there is diversity within any cultural group. For example, a meaningful and relevant generalization is that most Asian cultures have a collectivist approach, while dominant Canadian culture is individualistic. In a collectivist culture, individuals often succeed by being sensitive to the needs of the group. In an individualistic culture, individuals often succeed by taking initiative. As learners develop awareness of these cultural differences, they more easily understand and accept their own and others' behaviour, and can be less reactive and more reflective in response to surprises.

As an immigrant copes with their own unmet cultural expectations within the Canadian workplace, there is inevitably something of a grieving process. A defensive identity unsuccessfully seeks external validation of the first culture in a setting that is often ignorant and unappreciative of that culture. An individual with an empowered identity appreciates her or his first culture while feeling unthreatened by accommodating a second culture.

Most of the threads included here have a cultural aspect. For example, there are culturally preferred ways of reflecting, resolving conflicts and being assertive.

The curriculum speaks frequently of "dominant Canadian culture". This refers to the values and behavioural norms associated with individuals that have the most power, privilege and influence with the society. Individuals can belong to both the dominant culture and a minority group. For example, a person with a physical disability may be identified with both the dominant culture and a minority group.

Curricular Thread: Reflective Practice

Reflective practice refers to skills at monitoring and assessing one's own cognitive and emotional responses and development. Reflective practice encourages transformational learning by promoting behavioural and evaluative development. For example, in Module 4, learners are asked to reflect on their emotional response to some confronting activities. Through this process, the learner gains greater awareness of their own fundamental beliefs and may find that, as a result, these beliefs shift and grow.

Curricular Thread: Teamwork

Teamwork refers to the conscious process of developing skills for working collaboratively with others. For example, in Module 5, the learners share feedback with other team members and consider ways of helping the team better achieve predetermined objectives.

Curricular Thread: Conflict Resolution and Assertiveness Training

Conflict resolution refers to skills and awareness around what causes conflicts and methods for finding opportunities, within conflict, for gaining understanding, collaboration and acceptance of diversity. Assertiveness training refers to the skills and awareness around identifying and expressing one's own needs, suggestions and truths - in a way that is neither actively or passively aggressive. The EFW team believes that assertiveness training is key to successful conflict resolution.

Curricular Thread: Giving and Receiving Feedback

Giving and receiving feedback refers to those skills necessary to respectfully inform others of both positive and negative perceptions of their behaviours and ideas; additionally, this process includes receiving others' feedback in an open and engaged way. Giving and receiving feedback is closely related to conflict resolution and assertiveness training because it encourages clear communication.

Curricular Thread: Essential Skills

Essential Skills refers to the approach and theoretical framework used by Human Resources and Skills Development Canada to describe the skill sets and degrees of complexity (and therefore difficulty) of particular occupational tasks.

Essential Skills is framed from the perspective of employees (rather than employers) and is a useful tool for learners to use to describe the skills they already possess and the skills they need to acquire or develop. From a linguistic perspective, Essential Skills is a useful theoretical complement to Canadian Language Benchmarks because it focuses exclusively on work-related tasks. It was not developed as an ESL tool, but there is collaboration between ES and CLB that addresses the language proficiency levels required of non-native speakers (see: *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*, 2005, Centre for Canadian Language Benchmarks). Essential Skills is used in the curriculum, especially as a reflective tool.

Curricular Thread: Canadian Socio-Cultural Competencies

Canadian socio-cultural competencies are skills at dealing, in a conventional way, with common socio-linguist contexts. Conventional is defined here by dominant Canadian culture. For example, knowing how to speak with someone after the death of a family member is a socio-cultural competency. There is a predictable, accepted pattern to the interaction that meets social expectations, reflects cultural values, and may contain standard phrases that cannot be taken at face value. For example, in such a situation, we would often sincerely say "If there is anything at all that I can do, just ask." While our offer of help is genuine, it is formulaic and is seldom taken literally.

Instructors and learners find the socio-cultural competencies fascinating and are surprised at the rules that govern dominant Canadian culture interactions. As an instructor, if you find you don't agree with the formula described, by all means change it to something that feels more authentic. As an aside, learners are seldom aware that their own culture has similar formulas. A comparative exploration of this would fall into the Intercultural Awareness thread.

Curricular Thread: Critical Thinking

Critical thinking refers to cognitive and affective strategies for understanding, analyzing, evaluating and synthesizing information and ideas. In this curriculum, critical thinking is developed, in particular, through direct experience of various forms of problem solving followed by feedback (assessment, discussion, group feedback) and reflection. The following webpage, from the North Central Regional Educational Laboratory, was useful in the development of curricular materials to address critical thinking. It details 35 dimensions of critical thinking developed by Paul, Binker, Jensen, and Kreklau (1990): http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3crit.htm (2007).

Curricular Thread: Internet Research and Other Workplace Technical Skills

Internet research refers to using internet search engines, such as Google or Yahoo, to locate information relevant to a topic the learners are researching. Internet research is a reading intensive activity that also requires critical thinking skills to assess the relevance and reliability of a site. For example, a government site is, in certain respects, more reliable than a personal blog, although it will present things with an "official spin". Internet research requires multiple strategies such as following links, recognizing key words for use in search engines, thinking outside the box, persistence, patience and imagination.

Other workplace technical skills we identified are listed below. It was beyond the scope of this language curriculum to offer instruction in these skills, and the range of learner abilities varies from expert to beginner.

- basic computer skills – keyboarding and mouse skills
- computer systems and security
- Microsoft Office Suite of computer software (Word, Excel, PowerPoint, Outlook)
- faxing
- PDF formatting and email attachments
- scanning
- photocopying – paper and overhead transparencies
- managing phone systems
- PDAs and other systems for dealing with daily appointments
- overhead projectors and multimedia
- project management software
- occupation-specific skills identified by the learners

Curricular Thread: Business Communication and Telephone Skills

Business communication refers to the multiple ways that information is shared within a work context. This communication usually includes cultural conventions. For example, informal workplace meetings usually include a rough agenda and action notes, but these do not usually follow Robert's Rules. Some aspects of business communication have been covered in other threads such as giving and receiving feedback or workplace technical skills. The curriculum also includes:

- informational interviews
- filling in forms
- meeting agendas and action notes (details decisions and person responsible for action)
- meeting roles
- verbal and written progress reports, updates, evaluations and summaries
- writing PowerPoint slides
- individual and group presentations
- log books
- cover letters and resumes
- verbal and written job performance appraisals
- Essential Skills occupation communication tasks (samples)
- contributing to cards circulated in the office
- inclusive language
- interacting with support staff

Using the telephone can be particularly challenging because it includes a unique set of socio-cultural conventions and does not allow for decoding of facial and body language cues. The telephone skills included are:

- telephone etiquette, register and tone on the phone
- making appointments and arrangements
- being assertive on the phone
- comprehension of complex telephone conversations
- appropriate voicemail messages
- strategic use of the phone – when do you use the phone instead of email?

Curricular Thread: Time Management

In dominant Canadian culture, time is viewed as a measurable commodity and an employee is expected to manage time productively and have skills around negotiating deadlines and explaining or coping with delays. Consideration of others' time shows respect; this includes being punctual, meeting deadlines and apologizing for delays with appropriate excuses.

Throughout the course there are assignments, deadlines and team projects that require the use of time management skills and provide an opportunity for feedback on these skills. Module 5 has a much looser time structure which often results in time management difficulties and the opportunity for feedback and reflection on these important skills.

Curricular Thread: Conventions of Workplace Email Use

The curriculum includes input on email etiquette and conventions, as well as cautions on confidentiality issues related to emails. There are activities on reading between the lines in an email exchange, and multiple opportunities for learners to email their instructor, including the use of attachments.

Curricular Thread: Phrasal Verbs, Idioms and Workplace Specific Vocabulary

Learners at this level often express some frustration about the limitations of their vocabulary. In every module, there are exercises addressing common phrasal verbs and idioms presented in a workplace context. Additionally, on Modules 1 and 3, there are exercises on workplace and occupation-specific vocabulary.

Implementing the Curriculum

The following section discusses various implementation considerations.

Facilities

The following are recommendations for pilot sites offering ELSA for the Workplace 6/7. Each pilot site can determine the best way of providing these facilities. For example, learners without email accounts may be guided to open gmail or hotmail accounts; library access may be provided by the nearest public library; technical support may come informally from other learners or from online suggestions and software help functions.

- computer lab with internet access and stations for each learner
- listening lab capacity – where learners have individual listening stations (this may be the computer lab)
- headsets for independent listening
- digital projector
- mp3 player with speakers, to use in class
- audio recording capacity
- email accounts
- current versions of MS Word, PowerPoint, Adobe Acrobat Reader, Windows Media Player or equivalent
- photocopier, print shop, printers
- library access
- technical support
- Windows compatible computers

Course Outcomes

We propose the following course outcomes. By the end of the course, learners will have developed the English language skills and to be able to:

- Communicate effectively using a wide variety of professional and workplace communication skills, such as negotiating, summarizing, resolving conflict and giving feedback
- Discover socio-cultural communication patterns, organizational relationships and appropriate technical terminology found in the Canadian workplace
- Participate in professional and workplace situations such as presentations, meetings, discussions, social situations and appraisals
- Manage a variety of tasks and problems – individually and in teams
- Analyze information regarding practices, regulations and trends in a selected career in Canada
- Describe skills, education and experience to help secure employment and career advancement
- Use appropriate research and technical tools such as the Internet, Microsoft Word and PowerPoint
- Use and produce business documents such as e-mails, minutes and reports

Video to Order

In Module 2, there is a video that should be ordered ahead of time. Pilot sites have been alerted to this need.

Video Title: *Informational Interviewing: A Foot in The Door* (One Stop Career Centre). (1996)
The School Company, Career Development Software, Inc.
PO Box 5379, Vancouver, WA 98668
http://www.schoolco.com
Phone number: 800-543-0998
Fax number: 800-518-2514 or 360-696-3621
IDHU404 Single DVD
IDHU406 Single DVD w/Worksheets
IHUB404 Single Video (VHS)
IHUB406 Single Video (VHS) w/Worksheets

The video comes with a series of worksheets provided by the distribution company (not this curriculum), and the instructor needs to review these and choose the ones that seems most suited to the class.

Book to Order

Module 4 includes a reading from the following book. A copy of the book needs to be purchased (by the institution, not the learners) or borrowed from a library and permission to copy must be obtained. Pilot sites have been informed of this need.

Author: Lionel Laroche
Title: *Managing Cultural Diversity in Technical Professions*
Year: (2003)
Publisher: Butterworth-Heinemann, Burlington, MA, USA.
Pages 21-56 are used in the module.

Scheduling

The ELSA for the Workplace 6/7 curriculum framework has been laid out and numbered - based on a hypothetical 25-hour week / 12-week course - for a total of 300 hours. The framework includes five days a week of classroom instruction, at five hours per day. This hypothetical framework assumes one instructional hour is 50 minutes (to allow for a 10 minute break).

In reality, this curriculum will be piloted in a number of different forms potentially including:

- cohort and continuous intake
- full-time of 20 or 25 hours per week
- part-time of 12, 15 or 18 hours per week
- full-time of 300 or 250 total hours
- part-time of 144-200 total hours

Here are some options if delivering less than 300 hours total:

250 hours total: Deliver Modules 1, 3, 4 and 5
200 hours total: Deliver Module 1, 2, 4, 5 and reduce activities by 25 additional hours
144 hours total: Deliver Modules 1, 2 and 3 or 4 or 5

Continuous Intake versus Cohort Model

The curriculum can be used with either a cohort or continuous intake model. If using a continuous intake model, it may be most effective to welcome new learners to the course at the beginning of a new module.

Module 1 can serve as an introduction to the course for learners beginning at this point, or for a review of materials already covered, as well as an introduction to modules still to come for learners who entered at another point.

Learners who arrive after **Activity 7** in Module 1 will need an alternative method of developing an independent study plan – for use during the Extension activities. There is a packet provided for this purpose. The packet is included in the introduction to Module 1.

Arranging the Community Contact Activities

The following community contact activities are included in this curriculum:

Module 2: informational interviews
Module 3: workplace interviews
Module 4: two workplace visits
Module 5: a panel of professionals or employers to provide feedback on their presentations

The community contact activities (except, perhaps, in Module 5) are best arranged by by a program assistant, coordinator or an employment facilitator with an established network of employer contacts as these can be a time consuming task.

Past experience has shown that employers and worksites are open to all of the community contact activities in this curriculum; the process of arranging these activities needs to start well in advance. Check the individual modules for additional background information and briefing notes for the person arranging the contacts.

Assessments

There are formative assessments in every module except Module 1. Each assessment includes a Canadian Language Benchmark rubric for providing feedback to the learners. Assessments are low stakes.

Independent Study Plan

In Module 1, **Activity** the learners complete an Independent Study Plan based upon their personal work-related language learning needs. The learners work on the activities detailed in the plan during the Extension activities at the end of every five-hour block of activities, and during any other free time in class. If learners arrive after **Activity 7** Module 1, they complete the "**Independent Study Plan Packet For Learners Who Arrive After Activity 7**". This is available in the introductory notes in Module 1.

The instructor meets with each learner to assist with their Independent Study Plan. There is a detailed instructor resource to help identify useful activities to recommend to learners. This resource is in introductory pages of Module 1 and is labelled "**The Independent Study Plan: Instructor Resource Pages.**"

Facilitation

Facilitating is a needed skill when an instructor is leading activities that encourage changes to learners' worldviews, paradigms and identities. Why is change important? Immigrants need more sophisticated and inclusive worldviews than others because they must cope with first-hand experience of systemic differences in assumptions about the world. For an immigrant, everyday interactions may disconfirm their core identities and can easily lead to defensiveness and disillusionment. The best outcome from this clash of cultures is a worldview that embraces the richness of understanding the world in multiple ways, while acknowledging the paradoxes and disconnections. Helping the learner develop this relativistic worldview is the facilitator's challenge.

This process of change usually includes some of the emotions associated with grief, including fear, anger and sadness. These are signs of growth, movement, and when facilitated well, success. Facilitating is definitely in the realm of the "touchy/feely". This is harder for some instructors and learners than others. Most, if not all, ESL instructors do some facilitation, but may not use it as a consistent strategy to promote emotional intelligence and paradigm shifts.

A facilitator does not need to answer every objection nor address every problem raised. For example, a learner might say: "In my opinion, this is all irrelevant to my work in Canada." A facilitator might simply nod her head to show she's heard or paraphrase: "So you don't see the purpose of this work."

A facilitator models respect for diversity and acknowledges their own struggle with some of the topics. A facilitator may choose to share personal challenges and mistakes with these topics.

Feedback Forms

There is a feedback form for each module and for the entire course. These forms have drop down menus and need to be completed electronically. You can find the forms on the appropriate course disk. Each feedback form is labelled according to the associated module Activity number. You will need to email the forms to the learners as attachments. They complete them, save them and send them back to you as an attachment. The learners must save the document before sending it to you, or their responses will be lost.

To change the feedback form, you must take off the document protection, make your changes and resave the form as a protected document. In Word 2007, you do this by selecting Review from the top banner. You then select Protect Document on the right of the banner and then Restrict Formatting and Editing. Select the Stop button at the bottom of the column to take off the document protection. Enter the password (pass4efw) and make any changes desired. Save the changes and protect the document by selecting 2. Editing restriction with "Filling in form" selected from the drop down menu in the white box. Use the same password to protect the document (pass4efw).

There are a number of reasons why the feedback form might not work.

- You may have sent it to the learners in an unprotected form. Forms with drop down menus will not work unless they are protected documents. Check to see that it is a protected document. Directions are above.
- The learner may not have saved the before returning it to you.
- You may have saved the document with the wrong restrictions. The default restrictions are for "No Changes (Read only)" under 2. "Editing restrictions". You need to save the form with "Filling in forms" restrictions selected from the drop down menu in the white box.

Adapting Activities

The course disks contain Word files of all the materials provided in hard copy in the modules. Feel free to adapt the materials to your own style or preference.

Reordering Activities and Modules

Activities and modules are ordered according to our understanding of the best sequence for teaching. They progress from simplest to most complex. Feel free to change the order of the anything, but be a little careful when reordering activities. In the past, instructors have reordered activities without carefully reading the handouts or expectations/ purpose of the activity and have discovered that learners are unable to complete an activity because it depended on having practiced or learned something from an "early" activity. Also, pilot site feedback and our own planning intended that the modules progress in difficulty. Reordering the modules may mean that you go from difficult to less difficult as the course progresses.

Using the Benchmarking Rubrics

In the original "English for Career and Professional Integration" on which this curriculum is based, the final projects in each module aimed at a language performance standard suitable for a professional working environment in Canada—that is, at least at a level CLB 9. Therefore, in order to assist teachers to scaffold and/or monitor learners as they move through and/or across ELSA 6 (CLB 6-7) and/or ELSA 7 (CLB 7-8) spectrum, we faced the challenge of how to reflect this CLB benchmark progression in the tasks. To do so, we elected to prepare benchmarking rubrics for each of the major assessed tasks or components of a module. These benchmarking rubrics offer sample performance and competency indicators from the Revised CLB document arranged in a spectrum from CLB 6 through to the CLB 9. In many cases, the language was simplified to make them accessible to learners and instructors alike.

ELSA and CLB Alignments

ELSA 6: If learners are placed in ELSA 6, it means that they were assessed as achieving *at least* 70% of the outcomes in three of the four skill areas at a CLB 6. Therefore, in studying at an ELSA 6 level, they should be exposed to and master a curriculum based on: **CLB 6** (30%) **CLB 7** (70%).

ELSA 7: If learners are placed in ELSA 7, it means that they were assessed as achieving *at least* 70% of the outcomes in three of the four skill areas at a CLB 7. Therefore, in studying at an ELSA 7 level, they should be exposed to and master a curriculum based on: **CLB 7** (30%) **CLB 8** (70%).

The Rubrics

The rubrics are to be used as both benchmarking and formative assessment tools by both learners and instructors to monitor student performance. They are not intended to be used as quantitative evaluative measurement tools. The rubrics offer a representation of the explicit target outcomes that instructors might use to design the instruction and delivery of the curriculum. We would suggest the following:

During Instruction

- Always give copies of the rubric to learners at the beginning of the component section when a key assessed task is introduced.
- If time permits, review the outcomes at the beginning of the component and again just prior to the final assessed task with learners.
- Assist learners to use the rubrics actively to identify what their current "Can-Do" level is and their targeted or desired "Can-Do" level.
- Keep the rubric handy to ensure that you are supporting learners to reach the target CLB level, which should be in most instances, *at least* one benchmark above their ELSA level, though this may vary.

During Assessment

- Always make notes on the rubric to indicate how learners performed in the final task(s) of the component and return the rubric to them so they can see. Also, where possible, use self- or peer-assessment using the rubric.

After Assessment

- Keep them in learner files. You might keep a hanging file with learners' names so they can consult them as well.

Assessing and Benchmarking Learners

These rubrics offer indicators of learners' benchmark levels in a cumulative case, which is why it's a good idea to keep them as a record.

a) **Holistic Indicators**

The top row offers overall indicators of HOLISTIC INDICATORS ranging from CLB 6 through to the target CLB 9 performance. These give a rough idea of the CLB level at which the learner performed the task. Below is an example of how you might record this Holistic assessment.

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Interaction	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and <u>presents concrete and some abstract information</u> on familiar topics.	Communicates with some confidence in challenging non–routine work and social situations and presents information about complex, abstract, general topics.	CLB = 8 *Abstract idea of "Sustain-ability" with concrete examples*

b) Analytical Indicators

In addition to the Holistic indicators, there are seven analytical indicators arranged in rows progressing from CLB 6 through to CLB 9. Although the categories of analytical indicators vary, in most cases, they include the following:

Two Skill-based Indicators: Two of the indicators come directly from the CLB performance indicators from one or more skill areas (listening, speaking, reading and writing). These will be labeled "Indicator #1: (Skill Area)" and "Indicator #2: (Skill Area)".

Three Non-Linguistic Competencies: In most cases, at least three rows will deal with non-linguistic "Knowledge and Strategic Competencies" (textual, functional, socio-cultural or strategic) from the revised CLB or Essential Skills (computer use, thinking skills, oral communication, working with others and continuous learning.) Because these are not differentiated across benchmarks, we had to interpret how they might develop across the benchmarks using the progression from developing to adequate to fluent to advanced as qualitative indicators.

Two Linguistic Competencies: The new revised CLB offer specific linguistic competency expectations for the three stages as well. These linguistic competencies focus on vocabulary, grammar and pronunciation. In most cases, we focus on only two of these, usually alternating between grammar and pronunciation for literacy and oral focused tasks.

You may want to arrive at an analytical CLB level by adding up learners' performance in each analytical category and then divide by seven (7). Below, find a model for how you might use the rubric.

| Analytic Criteria | Indicator 1 WListening | Interacting with Others

- Identifies facts and opinions.
- Identifies expressions of openings, pre-closings, closings and leave-takings. | Interacting with Others

- Understands the intent of expressions and responses. ✕
- Identifies situations, relationships, moods and attitudes. 🏳 🏳 | Interacting with Others

- Identifies situations and relationships between participants.
- Identifies speakers' purpose and intent. ✕
- Identifies nuances in attitude, emotional tone and register. 🏳 🏳 | Interacting with Others

- Understands main intent and some implied meanings in complex communication.
- Appropriate register (formality) for context, status, and relations. | *Jo, you are sensitive to emotions and attitudes; however, sometimes you seem confused by the intent and purpose.* |

Understanding the Activity Plans

The activity plans are not intended to replace instructor lesson planning. You may find managing the information and handouts easier if you summarize the activity plans and integrate them onto a one or two-page lesson plan. Your lesson plans can also reflect changes and additions to the curriculum, reminders about upcoming assignments and assessments, and so on.

The **Activity Plans** contain the following information:

Lesson number: A five-hour block of activities is labelled as one lesson. If you are offering the course at five-day and 25 hours a week, then a lesson is one day of instruction.

Activity Plan number: The numbering of activities is sequential throughout the curriculum. In other words, there is only one Activity 43, and the numbering continues from one module to the next, for a total of 277 activities.

Activity Title: This gives some idea of the content of the activity and corresponds to the activity title in the At-a-Glance.

The Black Diamond Symbol ◆ next to the Activity Title: This symbol indicates that an activity is stand-alone. In other words, it is not specifically linked with any earlier or subsequent activity. It can therefore be dropped if an instructor is short of time, or used out of sequence or in a module other than the one that it appears in. The socio-cultural warmers, also known as culture maps, all have black diamonds. However, there are additional linked activities and an assessment in Module 4 related to culture maps. If you decide to drop all of the culture maps, you will also need to drop these related activities and assessment.

Time: This is the total time allotted to the activity. It is an estimate.

Handout(s): This number tells how many different handouts the learners receive. The handout number does not include any answer keys or overheads.

Procedure: The left-hand column contains instructions for the instructor to implement the activity with the class. These instructions are typically broken in to stages, with times attached so that an instructor has a guideline for how long to spend on any one stage.

Advanced Preparation: This section contains a checklist of the materials the instructor needs to prepare, along with any advanced preparation such as booking a language lab or computer lab, arranging AV equipment, bringing supplies such as flip chart paper, preparing overheads, and so on.

Purpose: This section describes the overall purpose of the activity.

Activity Numbers with EXT: The Extensions, which occur for 75 minutes in each five-hour block of activities, have numbers that include EXT as a suffix. Extensions include homework-like activities such as extended readings and reflective writing. They also provide time for "catch-up", review and independent study.

Ways to Add Support; Ways to Add Challenge: At the bottom of the left hand column of most activity plans, there is a short list of ways to add support and challenge to the activity. Because this curriculum will be used with individuals who may have Canadian Language Benchmarks in one or more skills ranging from perhaps 5 to 10, the instructor may need to think of ways to make activities easier or harder. The ways of adding support and challenge are not comprehensive, and are meant to help spark an instructor's own ideas about how best to meet the needs of their class.

Additional Information about Activities

Linked Activities

To scaffold and build complex inter-related competencies in the learners, many activities build on each other, or offer additional elements or dimensions of an approach or skill. When activities are linked, the related activities are typically mentioned in the activity plans.

Answer Keys

Answer keys are provided for all handouts where appropriate. You will find the answer keys in the pages following the handout. They are not intended for distribution to learners, although you may want to make one copy to post in the classroom.

Tape Scripts, Audio Scripts, Audio Transcripts

There are audio scripts for all of the mp3 recorded materials provided with the modules. These audio transcripts can be found following the related activity plan. You may wish to adapt them for use in class with such activities as gap-fills, ordering, role plays or listen and read. You will notice that most of the recordings are "unscripted" in the sense that the speakers are not reading a prewritten script. This technique was used because it leads to much more natural speech patterns, nearer to what learners will have to cope with in the workplace.

Extensions

In this curriculum, the term Extension is used to describe a 75-minute activity that occurs once in every five-hour block of instruction. The extension serves a number of purposes; it is a time for an instructor to offer additional instruction to the whole class, small groups or individuals. It is a time for learners to complete "homework" and community contact activities. It is also a time for review, reflection and catch-up on activities that have not been fully explored or completed in the time allotted to them. In Activity 7 in Module 1 (or individually if learners missed this activity), learners developed an independent study plan. This is the time to undertake the exercises formulated in this plan. Note that in Module 1 the Extensions are 100 minutes to allow time for Independent Study Plan interviews.

Homework and Community Contact Activities

The sponsoring Ministry requested that there be no homework assigned outside of class. Because there are certain activities, such as reading, that are best accomplished as homework, these kinds of activities are included in the Extension, which is a 75-minute activity that occurs once in every five-hour block of instruction. Community contact activities, such as the informational interview and workplace visits, ideally happen during this time as well.

At-a-Glance: Weekly Activity Schedules

The following "At-a-Glance" weekly activity schedules are designed to provide information at-a-glance – to assist with your lesson preparation and course planning.

All of the activities are laid out on a week-by-week basis; each page describes one weeks' worth of activities. Note that this assumes a 25-hour study week. For alternative delivery options, see the earlier section on scheduling.

All activities are numbered consecutively, and these numbers correspond to the handouts and other class materials. Each day contains 250 minutes of activities. Note that the times are provided as a guideline. Instructors will find that activities may require more or less time, depending upon their class.

Symbols used in the At-a-Glance Overviews and on the Activity Plans

The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.

The pencil symbol designates an assessed task. Learners may require advance notice of assessment.

ES   *This symbol designates Essential Skills practice, integrated with the language learning activity.*

TV   *This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.*

This indicates a listening activity that usually includes an mp3 audio file.

◆   *This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.*

Module 1: Self-Assessment Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
1 30 min Welcome or check-in to EFW	**5** ◆ 30 min Getting to know you quiz based on information gathered in Activity 2	**9** 40 min Introduction to culture maps/socio-cultural warmers	**13** 35 min Workplace specific vocabulary – begun in 8-EXT	**17** ◆ 35 min Informational interview introduction
2 30 min Warmer: getting-to-know-you interviews that focus on work	**6** 30 min 🖱 ES Computer skills diagnostic	**10** 90 min 🔊 Listening diagnostic (with speaking implications)	**14** ◆ 80 min Teamwork activity: fact-finding task with teamwork feedback	**18** 80 min 🔊 Workplace specific vocabulary, continued from Activity 13
3 45 min Intro to case studies Discussion on study challenges	**7** 90 min Work-related language needs assessment Independent study plan development	**11** 20 min Vocabulary: phrasal verbs and idioms Intro to on-going vocabulary component	**15** ◆ 35 min Vocabulary: phrasal verbs and idioms Mini-quiz gap-fill	**19** ◆ 35 min Vocabulary: phrasal verbs and idioms Mini-quiz gap-fill
4 145 min ES Document use diagnostic, writing self-assessment There is no EXT (Extension) in this Lesson	**8-EXT** 100 min* Intro to extension Workplace specific vocabulary 15-minute interviews re: independent study plan *(Extensions are usually 75 minutes, except for Module 1)	**12-EXT** 100 min Intercultural reading and questions 15-minute interviews re: independent study plan	**16-EXT** 100 min Answers for 12-EXT reading Describing education, experience and skills 15-minute interviews re: independent study plan	**20-EXT** 100 min Reflections on self-assessment Feedback forms 15-minute interviews re: independent study plan Adjustments to study plans, as needed

Module 2: Informational Interview Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
21 ◆ 20 min Socio-cultural discussion Discussing learners' experience of the course so far	**27** 45 min 🔊 Listening: telephone arrangements for an informational interview	**33** ◆ 30 min Socio-cultural warmer Learning to interrupt someone and clarify messages	**39** 25 min Developing interview questions for an informational interview: Part A	**45** 30 min Inter-cultural warmer Discussing appropriate behaviours in the workplace
22 45 min 🔊 Listening: A professional describes his experience with informational interviews in Canada	**28** 25 min Role play telephone arrangements	**34** 35 min ES Giving and receiving feedback	**40** 20 min Vocabulary activity	**46** 40 min More work with pronunciation: Part A A continuation from Activity 44-/EXT
23 25 min Vocabulary building for video viewing Preparing for the video in the next activity	**29** 40 min ✏️ Explain and develop script for telephone arrangements	**35** 35 min Peer feedback on telephone arrangements: role play	**41** 45 min Informational interview Structure/format and speaking practice	**47** 45 min 🔊 Conversation management skills in an informational interview
24 45 min TV Viewing *Informational interviewing: A Foot in the Door*	**30** 50 min Introducing an assessment rubric Getting learners comfortable with rubrics and marking criteria	**36** ◆ 30 min Telephone etiquette Pronunciation practice	**42** 40 min 🔊 Note taking during an informational interview	**48** 60 min Vocabulary activity – quiz
25 20 min Introduction to learner's overview of Module 2 and work logs	**31** 50 min Vocabulary activity	**37** 45 min ✏️ Record telephone arrangements:	**43** 45 min Questions, topics and introduction to thought groups Pronunciation practice	
26-EXT 75 min Reflective journal ◆ Handout for Activity 36 Phrasal verbs and idioms	**32-EXT** 75 min Learners have time to complete activities from this lesson and to work independently	**38-EXT** ◆ 75 min Occupational signs Discussing what people in certain professions have in common	**44-EXT** 75 min Setting up an appointment for the informational interview; pronunciation practice – Part A Learners make arrangements for their informational interviews	**49-EXT** 75 min Practice informational interview, reflective journal and preview of pronunciation practice – Part B and C

Module 2 Informational Interview Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
50 ◆ 30 min Socio-cultural warmer Making suggestions to a boss and accepting rejection	**55** 40 min ES Production stage: working with others, giving and receiving feedback	**60** ◆ 30 min Socio-cultural warmer Practising how to deliver good and bad news	**65** 70 min ✏🖱 Email contexts and assessed reading task: email	**70** ◆ 30 min Socio-cultural warmer Admitting a mistake or that you don't know something
51 60 min Reading: emails (format, tone, register)	**56** 45 min Reading: email (etiquette, ethics, and cautions)	**61** 75 min ✏🔊 Building an oral summary	**66** 45 min Reading: professional development report	**71** 80 min ✏ Writing: professional development report
52 25 min Oral report to classmates on practice informational interview	**57** 60 min Building an oral summary	**62** 40 min 🔊 Pronunciation: thought groups – Parts B & C	**67** 30 min Writing a follow-up thank you email	**72** 30 min Reflective practice: feedback on the interview
53 60 min 🖱 Internet research: researching for the informational interview	**58** ◆ 30 min Do's and don'ts in an informational interview	**63** 30 min Reflective practice: feedback on the interview	**68** 30 min Reflective practice: feedback on the interview	**73** 35 min 🖱 Work log and project feedback
54-EXT 75 min 🖱 Preparing informational interview questions on note cards; emailing questions to interviewee	**59-EXT** 75 min Informational interview: oral summary practice, email conventions preparation	**64-EXT** 75 min Informational interview: email conventions preparation Learners either do their informational interview or prepare for a lesson on email conventions	**69-EXT** 75 min Informational interview: learners either do their informational interview or self-directed study	**74-EXT** 75 min 🖱 Extension and homework: complete feedback form and work log

Module 3: Language for Career Planning Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
75 20 min Introduction to Module 3: Learner overview	**80** 30 min Introduction to Component 1: Planning for Lifelong Learning	**85** 35 min Introduction to Component 2: Job Search Dossier	**89** ◆ 30 min 📻 Ten Myths of Essential Skills Pt 1	**94** 20 min Introduction to Component 3: Networking and interviewing
76 55 min Life writing: Education timeline	**81** 75 min TV SMART Planning: Part One	**86** ◆ 50 min Self-promotion: Personal attributes	**90** 30 min Vocabulary: Common mistakes with phrasal verbs	**95** 60 min 🖱 Networking Jigsaw and Web search
77 ◆ 45 min 📻 Introduction to Essential Skills	**82** 30 min Writing SMART plans Writing Discussing Plans/Goals	**87** 90 min 🖱 NOC website investigation: Part 1	**91** 90 min ✏️🖱 NOC website investigation: Parts 2 and 3	**96** 30 min 🖱 Business cards
78 55 min 🖱 Occupational associations: Simple web search	**83** 40 min Vocabulary		**92** 25 min Developing job task descriptions	**97** 40 min Core values / speed networking
79-EXT 75 min Vocabulary for describing work and experience	**84-EXT** 75 min 🖱 Using the internet and search engines, using and refining search terms Self-paced activity	**88-EXT** 75 min ✏️ Writing: Compare and reflect on the NOC experience	**93-EXT** 75 min Writing: Skill analysis of a job task in my occupation	**98** 25 min Socio-cultural warmer: Being helpful and approachable
				99-EXT 75 min 🖱 Networking: Reading 2

Module 3: Language for Career Planning Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
100 45 min 🔊 What is continuous learning? Interview and follow-up questions	**105** 55 min What Canadian employers want: Focus on soft skills	**109** 35 min Job posting analysis: Language used to express hard and soft skills	**114** 45 min Showing initiative: Why we do it	**119** ◆ 40 min Active Listening: Part 1
101 35 min Introduction to confidence and assertiveness: Part 1 – Confidence	**106** 50 min Self-promotion: Describing yourself as a problem-solver	**110** ◆ 30 min 🔊 Ten myths of essential skills Part: 2	**115** 45 min Showing initiative: How we do it	**120** ◆ 40 min 🖱 On-line social networking
102 35 min Introduction to confidence and assertiveness: Part 2 – Assertiveness		**111** 40 min Self-promotion: Practice with a job posting	**116** 45 min 🖱 Re-credentialing in Canada – Online sources	**121** 30 min Vocabulary quiz
103 60 min Introduction to social networking: Survey, reading and discussion	**107** 70 min 🖱 Intercultural awareness: Questionnaire on risk taking	**112** 70 min ✏️🖱 Web search: Responding to authentic job postings	**117** ◆ 40 min 🔊 Using social media to expand your network	**122** 20 min Volunteering: Part I
104-EXT 75 min Networking practice	**108-EXT** 75 min ✏️ Reflective writing: Thinking about workplace culture	**113-EXT** 75 min Complete job search dossier	**118-EXT** 75 min 🖱 Explore the WEB: Re-credentialling/ networking	**123** 45 min Culture map: Networking scenarios
				124-EXT 75 min 🖱 Arranging networking opportunity

Module 3: Language for Career Planning Lessons 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
125 ◆ 30 min Culture map: Skills in meetings	**131** ◆ 60 min Strategies for lifelong learning: Jigsaw reading	**136** 30 min Instructor facilitated practice for role plays	**142** ◆ 30 min Culture map: Skills in one-on-one meetings	**148** ◆ 25 min Punctuality
126 30 min 🖱 Volunteering: Part 2	**132** 30 min Lifelong learning discussion	**137** 45 min Present role plays showing initiative **138** 30 min Give peer feedback	**143** 30 min Pre-listening for behaviour-based interviews	**149** ◆ 60 min Canadian work culture: Positive attitude
127 ◆ 40 min Storytelling in interviews	**133** ◆ 60 min Using modals for planning	**139** 45 min ✏🖱 Putting together action plans formal document	**144** ◆ 30 min Active listening: Part 2	**150** 60 min ✏ Sharing interview self-assessments
128 ◆ 45 min 🔊 Manners and hygiene	**134** 25 min SMART planning: Part 2 Aligning plan with gaps and needs. Looking at plans again in more detail	**140** 25 min Planning for lifelong learning: Component review Instruct meets with learners about action plans	**145** 55 min 🔊🖱 Behaviour-based interview	
129 30 min Interviews on volunteering	**135-EXT** 75 min Intro continuous learning Action Plan (40 min) Role Play: showing initiative Prepare, practise and present in Activity 137 (35 min)	**141-EXT** 75 min Wrap-up, self-evaluation, sharing Extra time for assessment	**146** ◆ 30 min Self-assessment of oral language skills	**151** 30 min 🖱 Module feedback
130-EXT 75 min ✏ Practice network session			**147-EXT** 75 min ✏ Interview session	**152-EXT** 75 min 🖱 Module feedback

Module 4: Language and Culture in the Workplace Lesson 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
153 ◆ 35 min 🔊 Socio-cultural listening Identifying culturally different assumptions about the workplace	**158** 40 min Apply D.I.E. analysis model D.I.E. applied to a conflict in Canada – learning to reframe	**163** ◆ 30 min Culture map Prepare for workplace visit 1 (Part B) – Explaining your presence in the workplace	**167** 60 min Identifying assumptions about the workplace	**171** ◆ 40 min Culture map Refusing an unreasonable request
154 60 min Introduction to language and culture in the workplace Building a rationale for workplace visits	**159** 35 min Vocabulary for discussing cultural differences	**164** 55 min Reflection on culture maps Introduce component 3 on preparing a culture map	**168** 30 min Assumptions … continued How might these assumptions lead to conflicts in the Canadian workplace?	**172** 60 min Reading assignment "**Managing Technical Professionals**" – check and discussion
155 60 min Introduce D.I.E. analysis model Seeing what's really there and how we build meaning	**160** 60 min Vocabulary (phrasal verbs and idioms)	**165** 90 min TV Prepare for workplace visit 1 (Part C) – Analyzing workplace features and employee interaction	**169** 85 min 🔊 Prepare for workplace visit 1 (Part D) – Analyzing conversations	**173** 30 min Vocab Instructor input on common mistakes from assignment
156 20 min Introduce module overview Introduce Component 1: Preparing and presenting a poster	**161** 40 min TV Prepare for workplace visit 1 (Part A) D.I.E. analysis of a workplace environment			**174** 45 min 🔊 Socio-cultural listening: Small talk at work
157-EXT 75 min Vocabulary assignment Introduction to workplace visit 1 Read poster available on wall. Complete related assignment – poster is a model of what they will do	**162-EXT** 75 min Introduce component 2: Applying reading to cases Reading – "Managing Technical Professionals" Complex reading about workplace culture	**166-EXT** 75 min Reflective journal: Reaction to identifying personal assumptions	**170-EXT** 75 min Workplace visit 1 and pre-reading	**175-EXT** 75 min Reading summary: "Managing Technical Professionals" Workplace visit 1 Poster preparation

Module 4: Language and Culture in the Workplace Lesson 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
176 40 min 🔊 Humour in the Canadian workplace Focus on sarcasm	**181** ◆ 60 min 🔊 Intercultural listening: Positive and negative ways of talking about cultural differences	**186** 45 min 🖱 PowerPoint presentation, criteria and timelines Teacher models 5-minute, 5-slide presentation learners	**190** 40 min Culture map Asking someone to be a cultural informant	**194** 60 min Prepare for workplace visit 2 (Part C) Developing questions
177 60 min Synthesis of information from grids A, B, and C for poster display	**182** ◆ 40 min Writing thank you notes for meetings and other social interactions	**187** 60 min More work on culture maps	**191** 60 min 🔊 Prepare for workplace visit 2 (Part B) Listening to model interview	**195** 40 min 🖱 Email communication with informant (sending questions)
178 40 min Applying the Laroche reading concepts	**183** ◆ 60 min Individualism and collectivism reflected in the use of language	**188** 70 min ✏ Component 2 Applying Laroche reading to cases	**192** 75 min ✏ Component 1 Poster session Task: to gain information from other pairs' posters	**196** 60 min Prepare for workplace visit 2 (Part D) Role play
179 ◆ 35 min Canadian body language and gestures	**184** 15 min Prepare for workplace visit 2 (Part A) Introduce component 4 – Presenting with PowerPoint			**197** 15 min Making your own culture maps (based on workplace visit)
180-EXT 75 min Workplace visits – field work	**185-EXT** 75 min Workplace visit and poster preparation	**189-EXT** 75 min Reading: Effective Presentation Delivery Skills	**193-EXT** 75 min Matching observations and interpretations	**198-EXT** 75 min Workplace visit 2 – Reflective journal: presentation skills

Module 4: Language and Culture in the Workplace Lesson 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
199 ◆ 30 min Culture map Checking assumptions with a cultural insider	**203** ◆ 40 min Culture map Choosing not to discuss something	**207** ◆ 30 min Culture map The Grapevine	**213** 60 min Inclusive language: Part 2	**217** ◆ 40 min Culture map Being the brunt of a joke
200 90 min ✎ Culture mapping – Making your own culture maps – **Component 3a**	**204** 30 min ▥🎧 Asking about humour	**208** 30 min Inclusive language: Part 1	**214** 75 min Vocab quiz This module has more vocabulary: Do, redo, discuss	**218** 135 min ✎🖱 Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits (+ Extra time to catch up and complete this/other tasks) **Component 4 and 3b**
201 55 min ▥🎧 Job performance appraisals Listen to a model appraisal and match with written appraisal	**205** 105 min 🖱 Intro to PowerPoint and preparation of presentation	**209** 30 min Vocabulary practice for quiz	**215** 40 min ✎🖱 Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits – **Component 4 and 3b**	
		210 40 min ✎🖱 Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits – **Component 4 and 3b**		
		211 45 min 🖱 ES Continuous learning Check websites of professional associations		
202-EXT 75 min Reading: Effective Presentation Delivery Skills Workplace visit 2	**206-EXT** 75 min Assignment for inclusive language: Part 1 Workplace visit 2	**212-EXT** 75 min Reflective journal: Self-assessment on job performance Workplace visit 2	**216-EXT** 75 min Giving job performance feedback	**219-EXT** 75 min 🖱 Project feedback

Module 5: Communication and Teamwork Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
220 ◆ 30 min Expressions for working with others This begins the discussion on teamwork	**226** 20 min Vocabulary activity – review and practice phrasal verbs Vocabulary gap-fill from yesterday's extension is checked	**231** ◆ 45 min ES Working with others, giving and receiving feedback: Learners practice giving feedback	**236** 50 min Conflict resolution styles diagnostic Learners discover their own personal conflict resolution style	**240** ◆ 30 min Socio-cultural warmer – Giving a colleague feedback on participation in a team meeting
221 30 min Learner's Module Overview Learning about the schedule, assessments and each individual component	**227** 40 min Introduction to the case study process – Meeting roles Practicing functional language for different team roles	**232** 45 min Discovering aspects of teamwork and setting standards Learning vocabulary related to teamwork; setting team standards	**237** 60 min Team meeting Holding a team meeting and assigning research tasks	**241** 30 min Vocabulary: Speaking practice for teamwork Orally practicing new phrasal verbs/idioms learned this week
222 35 min Introduction to teamwork Practicing taking different roles on a team	**228** 70 min 🔊 Jigsaw listening and team meeting – Begin case study 1 Teams begin case study 1	**233** 15 min Action notes comparison Learners compare work	**238** 65 min ✎ Assessed reading Topic: Stages of team development	**242** 85 min 🖱 Case study research
223 40 min Learning about meeting agendas Becoming familiar with what a meeting agenda is	**229** 45 min Meeting to share jigsaw listening notes	**234** 70 min 🔊 Gap-fill listening – Team meeting Learners listen and do gap-fill of team meeting		**243** 30 min Develop agenda for next meeting: Share initial findings (very briefly) and plan next meeting agenda
224 40 min Introduction to a case study Considering a short case study				
225-EXT 75 min ✎ Preparing for an assessed reading and vocabulary practice – Phrasal verbs	**230-EXT** 75 min Working on action notes	**235-EXT** 75 min Reflecting on conflict Learners write about their attitudes and style of conflict	**239-EXT** 75 min 🖱 Research and teamwork report Beginning case study 1 research	**244-EXT** 75 min Research for case study 1 Learners continue research

Module 5: Communication and Teamwork Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
245 30 min Vocabulary – Common mistakes Instructors note common mistakes with the vocabulary taught in lesson 1-5	**249** 40 min Teamwork report – Sharing Giving feedback about team members' contribution to the teamwork process based on the chart filled in during yesterday's extension time	**253** 40 min 🔊🎧 🖊 Jigsaw listening comprehension assessment Assessing learners on their listening skills	**257** 40 min Reviewing answers for assessed listening (done in Activity 253)	**260** ◆ 40 min Socio-cultural warmer: Monitoring, supporting and giving feedback to support staff
246 100 min Team meeting: Presentation notes Preparation and wrapping up case study 1	**250** 75 min 🖱 Meeting to share jigsaw listening information This is a continuation of Activity 247	**254** 110 min 🖱 Research … continued Continuing research for case study 2	**258** 135 min Meeting to report on research findings and develop presentation notes	**261** 60 min Planning, practice and development Discussing how to effectively use PowerPoint in a presentation
247 45 min 🔊🎧 Jigsaw listening – Beginning case study 2 This activity is continued in Activity 250	**251** 60 min TV Video Modelling PowerPoint Presentation Learners view video of team presentation with demonstration using PowerPoint slides	**255** 25 min Vocabulary – Practice for quiz		**262** 75 min Vocabulary – Quiz Testing learners on vocabulary from the teamwork module
248-EXT 75 min Teamwork report Reflecting on team members' contribution to the case study process	**252-EXT** 75 min 🖱 Research and teamwork report	**256-EXT** 75 min No specific activity planned for this extension – this time can be used as the instructor wishes	**259-EXT** 75 min 🖱 Research and teamwork report	**263-EXT** 75 min Reflective report Writing a reflective report on the teamwork process in preparation for a similar assessed writing task. This practice writing is peer evaluated

Module 5: Communication and Teamwork Lessons 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
264 50 min TV Body language and useful phrases for team presentation Watching a video and discussing appropriate body language. Looking at useful phrases to use while presenting	**267** 85 min Rehearsal and peer feedback Continuing to practice and receiving peer feedback on the team's presentation	**270 ◆** 50 min Socio-cultural warmer – Reminding a teammate of responsibilities A role play activity	**273** 175 min Presentation to panel	**275** 125 min ✏ Assessed writing – Teamwork reflection report Learners write a reflective report on the teamwork process to be assessed
265 125 min Meeting and developing presentations The last team meeting to discuss their presentation and make a plan for how to proceed	**268** 90 min ✏ Assessment on presentation and speaking skills Instructor watches practice presentations and gives learners feedback on their speaking skills	**271** 125 min Rehearse and revise presentation		**276** 50 min Feedback to instructors about teamwork module (and the whole course) Filling in feedback forms about this module and the whole course, if this module is taught last
266-EXT 75 min Presentation practice	**269-EXT** 75 min Presentation practice	**272-EXT** 75 min Feedback and presentation practice	**274-EXT** 75 min Receiving and discussing presentation feedback Teams have a chance to hear feedback on their presentations	**277-EXT** 75 min Graduation reception