Developing a Career Readiness Curriculum for Immigrant ESL Learners

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Session Overview

- Situational Analysis
- Needs Analysis
- Problematizing Potential Challenges
- Course Goals & Objectives
- Q & A
In all fours stages there is ongoing assessment and evaluation

Adapted from Graves, 2000
Step into Our Learners’ Shoes
1 SITUATIONAL ANALYSIS
East Bay Economic Development Alliance Special Report on the East Bay Workforce - 2013

- 27% are linguistically isolated.
- 2 out of 5 immigrants could speak English “very well.”
- Nearly one in five immigrant workers was over-skilled for their occupation.
Needs Analysis
Needs Analysis

Objective needs:
- How students will use language in real-life communication.
- Students’ current language proficiency and challenges.

Subjective needs:
- The cognitive and affective needs of learners based on attitude, learning style and preferences.
Potential Challenges & Corresponding Course Goals & Objectives
FACTORS TO CONSIDER

▸ LEARNER FACTORS

▸ CULTURAL FACTORS
Potential Challenge: Addressing Students’ Diverse Needs

▸ Provide useful and relevant materials
▸ Keep course content focused on general career readiness skills and strategies
▸ Adapt activities to accommodate students’ realities
Goal #1 Develop oral and written communication skills for networking, interviewing, and writing emails, resumes and cover letters.

➢ SWBAT write about their personal job related experiences

➢ SWBAT write cover letters and craft resumes for prospective employers in order to be able to apply for a variety of jobs that they aspired.
Potential Challenge: Student Expectations

- Provide clear information about the class purpose on course syllabus
- Provide relevant interactive activities that will support students’ career development
- Provide authentic materials with real life examples
Goal #1 Develop oral and written communication skills for networking, interviewing, and writing emails, resumes and cover letters [continued]

➢ SWBAT develop an “elevator pitch” expressing their skills, strengths, past job experience and career goals.

➢ SWBAT introduce themselves, describe their past job experiences, and interpret and respond to common questions being asked during job interviews.

➢ SWBAT use modals and hedging to write emails in order to ask for references politely and send “Thank You” emails after interviews.
Potential Challenge: Technology

▸ Require computer literacy course, or basic computer skills as a prerequisite to enrollment

▸ Refer students to public technology resources, such as local libraries

▸ Include a unit on digital job search and application
Goal #2  Develop online job search skills and strategies that can be used towards short/long term career goals.

- SWBAT use a variety of online resources in order to locate contact information of prospective employers and/or organizations
- SWBAT search for job openings and apply online
Potential Challenge 1: Personal Reticence

- Provide rationales to explain why talking about personal strengths is a skill that is important for job seekers.
- Scaffold discussion tasks and create opportunities for students to practice expressing their strengths.
- Clearly explain why goal-setting is useful/essential for career planning.
Goal #3 Increase students’ confidence in their abilities and skills in developing their careers.

➢ SWBAT initiate conversations with native speakers of English, such as employers and “sell” their skills during networking events.

➢ SWBAT identify their personal attributes/strengths, and think about past experience skills that are job-transferable in order to develop self-confidence.
Goal #4  Develop students’ ability to set career goals based on their interests, attributes, and skills.

➢ SWBAT identify their personal skills/strengths, and reflect on past experiences that are job-transferable by doing various self-discovery activities.

➢ SWBAT set career goals by identifying their interests and aspirations in order to design a future career path.
SUMMARY OF COURSE GOALS
Goal #1 Develop oral and written communication skills

Goal #2 Develop online job search skills and strategies

Goal #3 Increase students’ confidence in their abilities and skills in developing their careers

Goal #4 Develop students’ ability to determine short and long-term career goals
FAQs
How do you choose materials and create classroom activities given the disparity of students’ interests?
How do you know that you designed an appropriate / reasonable curriculum for your students?
How do you determine course goals & objectives when you have a diverse population of immigrant learners with different needs?
Thank You!

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Cycle of Course Design

Stage 1: Planning the Course

Stage 2: Teaching the Course

Stage 3: Modifying the Course

Stage 4: Re-teaching the Course

In all four stages there is ongoing assessment and evaluation

Adapted from Graves, 2000
SCOPE & SEQUENCE
<table>
<thead>
<tr>
<th>Unit 1 (2 weeks)</th>
<th>Title/Topic</th>
<th>Objectives</th>
<th>Skills Development</th>
<th>Language</th>
</tr>
</thead>
</table>
|                 | Personal SWOT Analysis      | SWBAT identify the personal skills, strengths, and past experiences that are job-transferable in order to determine possible career options as evidenced by successful performance of various self-discovery activities. SWBAT set and manage short- and long-term career goals in order to design a future career path as evidenced by their successfully completing a career-path design activity.                                                                                                        | - Integrated  
- Making comparisons  
- Brainstorming  
- Thinking about cause and result  
- Describing  
- Making generalizations/summarizing                                                                                                                                                                                                                                                                                                                                                                           | - Verb phrases  
- Present and future tense  
- Nouns and adjectives for describing yourself  
- Adjectives  
- be (long and short forms)  
- have  
- like/love + infinitive                                                                                                    |
|                 | Job Search & Networking     | SWBAT find information about job openings and community resources in order to apply for jobs as evidenced by successfully locating contact information of prospective employers or organizations and job descriptions from a variety of advertising and job placement sources. SWBAT develop an “elevator pitch” expressing their skills, strengths, past job experience and career goals in order to network with prospective employers as evidenced by their active participation in a local networking event. SWBAT use a variety of online resources in order to be able to apply for jobs both online and in person as evidenced by their finding listings of job advertisements. | - Integrated  
- Digital literacy for online searching (e.g. Google, find careers section on company websites)  
- Networking (making inquiries, writing emails)  
- Note-taking  
- Making comparisons  
- Summarizing  
- Making inferences                                                                                                                                                                                                                                                                                                                                                                            | - Greetings  
- Varying verb tenses  
- Politeness strategies: clarification requests, intonation, hedges, modals  
- be (long and short forms)  
- have  
- like/love + infinitive                                                                                                     |
| Unit 3 (3 weeks) | Job Application | SWBAT write their personal and job related experiences in order to submit job applications as evidenced by their creating a proto-resume listing of their experience. SWBAT write cover letters and craft resumes for prospective employers in order to be able to apply for a variety of jobs as evidenced by their creating a general-purpose cover letter and resume. | - Integrated  
- Focused writing (resume & cover letter)  
- Categorizing  
- Putting events in chronological vs. functional order  
- Summarizing | - Descriptive verbs  
- Vocabulary related to Ss job experiences and skills  
- Combining sentences (FANBOYS) |
| --- | --- | --- | --- | --- |
| Unit 4 (4 weeks) | Job Interviews | SWBAT introduce themselves, describe their past job experiences, and interpret and respond to common questions asked during job interviews in order to practice the techniques of successful interviewing as evidenced by performing successfully in mock interviews. SWBAT follow-up after interviews with “Thank You” emails in order to show their appreciation for the time of the interviewers and interest in the position as evidenced by their sending such emails to mock interviewers. | - Integrated  
- Emailing  
- Evaluating  
- Making inferences  
- Describing  
- Asking & answers questions about yourself & work | - Answering questions about past and present (verb tense)  
- Asking present/future questions (e.g. wh-, will and do)  
- Describing work  
- Politeness strategies: clarification requests, intonation, hedges, modals  
- Combining sentences (FANBOYS) |
Figure 1. Graves’ Model of Curriculum Development (From: Graves, 2000, p. 4)