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Aiding Non-Reading Spanish Speaking Adults with Worksource Orientation and Usage Through Low-level Spanish Reading Workshops

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Aiding Non-Reading Spanish Speaking Adults
with Worksource Orientation and Usage
Through Low-level Spanish Reading Workshops

A Project Report
Presented to
The Graduate Faculty
Central Washington University

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CHAPTER ONE

INTRODUCTION

Since 1995, census projections of immigrants arriving into the United States have been shattered. The projection numbers have been underestimated in the millions. In 2000 census figures it was estimated that 31.1 million immigrants were residing in the United States; of those 51% were originally from Spanish speaking countries such as Mexico, Central America, and Puerto Rico. Cities around the nation have seen their Hispanic populations double in just a ten-year time frame. Kittitas County, in Washington State, has seen its Hispanic population rise five percent since 1990, and that number is still growing (Tolbert, 2001; Ellensburg Chamber of Commerce Census 2000).

Immigrants face many difficult life decisions while changing their residency. The areas most affected by immigration are work, family, language and education. Education is especially forgotten until normality can be attained. The urgency is recognized because the majority of Hispanic immigrants entering into the United States are pre-literate, meaning that there is very little written representation in their daily culture. The combination of a new location with pre-literate literacy levels create a barrier to the migrant of ever reading at more than a fifth grade level. The migrant's inability to reach higher literacy levels drastically reduces his/her potential for success in the new and foreign job market (Huntley, 1992; Shank & Terril, 1995).

Statement of the Problem

In 1993, it was estimated that roughly 64 million adults in the United States are reading at levels comparable to elementary school children. These numbers include both

immigrant and non-immigrant populations. The effects of low-level literacy can be measured negatively throughout the entire network of our culture. Poverty, crime, poor health, and unemployment are the four largest that can be measured. The effects of low-level reading adults do not solely affect the adults. Children mimic adult attitudes and behaviors found in their living environments. Adults that do not model positive literacy characteristics in their own lives, also do not model them in the lives of their children. Children from low-level reading households tend to become low-level readers themselves (Wedgeworth, 2003).

The leading correlate of whether a child will be literate is his/ her parents. The intergenerational transfer of knowledge and behaviors from parent to child is the number one indicator of literacy success in a child. Research suggests that when adults become more active in their education by attending literacy classes, the children also become more educationally active. The positive modeling from parent to child creates a positive relationship with school as demonstrated by higher attendance, better grades and a more encouraging outlook on the future (Shank & Terril, 1995; Wedgeworth, 2003).

Adult low-level literacy in the United States is found constantly in correlation with low socio-economic status. According to the United Way of New Mexico (2000-2001)

- ❖ “Forty three percent of adults at Level 1 are living in poverty, compared to four percent of those at Level 5.
- ❖ Three out of four food stamp recipients performed in the two lowest literacy levels.

- ❖ Adults at Level 1 earned a median income of \$240 per week, compared to \$681 for those at Level 5.
- ❖ Adults at Level 1 worked on average of nineteen weeks per year, compared to forty-four weeks per year for those at Level 5.
- ❖ Seven in ten prisoners performed in the two lowest literacy levels (p.2).”

Purpose of Project

The goal of this project is to teach adult Hispanic low-level readers to utilize the Worksource of Kittitas County and to improve their reading in their language of origin. Research shows that the transfer of knowledge from the primary language to a new second language is not possible without mastery in the primary language first. Good reading habits readily transmit across languages although insufficient language development in the first language can short circuit the transfer (Eskey, 1997).

The improvement of literacy skills in adult Hispanic populations will increase employment opportunities and decrease dependency on The Department of Social and Health Services (DSHS) and other federally funded programs such as Temporary Assistance for Needy Families (TANF), and Unemployment Security. The increased skills gained by the adults are intended to promote positive modeling for their children, as a means of promoting the intergenerational transfer of knowledge from adult to child. Utilizing the Worksource PowerPoint orientation presentation as a vehicle for reading workshops will provide the skeleton to the curriculum. The learners, further, will provide the material for many of their reading and writing lessons from their own past experiences. Learners will also produce a ‘Personal Professional Diary’ that can aid them in job searches in the future.

Limitations

There are several limitations to this project. Initially the population for which the project has been written presents a limitation in itself. Typically migrant workers are nomadic, moving as the agrarian schedule dictates. Consistency in curriculum will prove a limitation.

Limitation is also found in the particular type of program for which the project is designed. The curriculum is concretely based on the Worksource PowerPoint orientation and would not provide solid curriculum without it.

The information, lessons, and techniques that this project presents have not yet been administered. The lack of funding and bilingual staff presents an issue for the Worksource of Kittitas County. They are unable to present the materials themselves. If the curriculum were to be presented, it would be on a volunteer basis by this author, and time and schedule may be an issue.

Definition of Terms

Preliterate learners: Learners who come from cultures where literacy is scarce in everyday life (Huntley, 1992).

Non-literate Learners: Learners who come from cultures where literacy is available to them but due to socioeconomic status it is unavailable to them (Huntley, 1992).

Semi-literate Learners: Learners who come from cultures that have access to literacy in their native cultures, and can read and write, but due to socioeconomic and educational barriers were unable to achieve literacy at a higher level (Huntley, 1992).

Literate Learners: Learners who have had the advantage of deciphering text and assigning meaning to print and have used print to better their daily lives (Huntley, 1992).

Level 1 Literacy: The reader can read a little, but not well enough to fill out a job application, properly read a food label, or read a simple story with a child (United Way of New Mexico, 2000-2001).

Level 2 Literacy: The reader can perform more complicated tasks such as comparing and contrasting and combining important information, but lacks the ability to complete higher-level reading and problem solving skills (United Way of New Mexico website, 2000-2001).

Levels 3 through 5 Literacy: The reader can usually perform more complex tasks and has increased fluency (United Way of New Mexico website, 2000-2001).

Commonly used abbreviations:

ABE: Adult Basic Education Classes.

ESL: English as a Second Language Classes.

ESOL: English for Speakers of Other Languages.

L1: The language of origin of the learner.

L2: The second language of the learner.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Illiteracy in the United States is a cause of many problematic aspects of our rapidly changing culture such as poverty, crime, poor health, and unemployment.

Illiteracy is costing the country billions of dollars annually in federal and private aid. The non-existent intergenerational transfer of knowledge from parent to child, and immigration are the two main culprits that increase the growing numbers of illiterate adults found in the U.S. population.

Figures from the 2000 census indicate that there are 31.1 million immigrants in the United States, 51% of whom are from Latin American countries. Of the demographics recorded, those numbers have exceeded the projections made just five years earlier in 1995. The majority of immigrants entering the United States are from Mexico and Central America. The hundred largest cities in the United States (such as Charlotte, N.C., Raleigh, N.C., Nashville, T.N., and Memphis T.N.) reported an increase of their Hispanic populations by 3.8 million in a ten-year period; many large cities documented that the populations had doubled. According to the census of 2000, the number of Hispanics in the United States is almost equal to that of African Americans. In Kittitas County there has been a 14% increase in population since 1990, 5% of that increase is Hispanic (Bartlett & Vargas, 1991; Tolbert, 2001; Wedgeworth, 2003; Ellensburg Chamber of commerce website according to the Census 2000).

This chapter will look at information on the following topics:
immigration's effects on literacy in the United States, the levels of literacy defined, the

economic effects of low-level reading in the United States, how language is acquired, barriers to language acquisition, motivation in adult education, approaches to teaching migrant populations, challenges to adult basic education and English as a second language programs, and the positive effects of adult literacy education programs.

Effects of immigration on Literacy

The most common reasons for emigration to another country are poverty, war, and socioeconomic situation. Emigration disrupts every aspect of the immigrant life, including education, which causes substantial damage to the individual's literacy. All immigrants fall within four levels of literacy regardless of their reasons for emigration. According to Huntley (1992) the four phases of literacy are: preliterate, non-literate, semiliterate, and literate. Preliterate learners are from cultures where literacy is scarce in everyday life either because the language is not yet written, or has just recently been written or developed. A preliterate learner may not have any formal educational background and may not understand the school culture and its required behaviors. Non-literate learners are found in cultures where literacy is available, but due to socioeconomic status, it is unavailable to them. For example, due to war and poverty in their home countries, some adult learners from Central America may have disrupted schooling experiences and do not read or write in their native language. Semiliterate learners are those who have had access in their native cultures to literacy and can read and write, but due to socioeconomic and educational barriers were unable to achieve literacy at a higher level. Like non-literate learners, they may have left school at a young age for economic or political reasons, as was the case with many Central American immigrants in the 1970s and 1980s. Finally, literate learners have had the advantage of

deciphering text and assigning meaning to print and have used print to better their daily lives (Burt & Peyton, 2003; Holt, 1995; Huntley, 1992).

The Center for Immigration Statistics (CIS) shows that immigrants today are more likely to remain poor longer than immigrants of the past, making poverty rates for immigrants 50% higher than that of the native born population. Immigrants and their children account for almost one in four persons living beneath the poverty level (Wedgeworth, 2003). Tolbert (2003) suggests that the main reasons for the poverty gap are the lower education levels among the immigrant populations, as well as this population's isolation into ethnic enclaves where little English is spoken.

According to the National Education Association (NEA) of the typical adult non-reader (United Way of Indian River County, Florida, 2004):

- 41% are English speaking Whites
- 22% are English speaking African Americans
- 22% are Spanish speaking
- 15% are non-English speaking people

In terms of age, the (NEA) reports that:

- 40 % are adults between ages 29-39
- 28% are 40-59
- 32% are 60 or older

In terms of geographic distribution, the NEA reports that:

- 51% live in small town and suburbs
- 41% live in urban areas
- 8% live in rural areas. (P.1)

Levels of Literacy

Levels of literacy are quantitatively defined from one through five. The Level 1 reader can read a little, but not well enough to fill out a job application, properly read a food label, or read a simple story with a child. The Level 2 reader can perform more

complicated tasks such as comparing and contrasting and combining important information, but lacks the ability to complete higher-level reading and problem solving skills. Readers in Levels 3 through 5 usually perform more complex tasks with increased fluency and comprehension with practice (United Way of New Mexico website, 2000-2001).

In 1993, nearly half of all adult Americans scored in the two lowest levels of literacy. This fraction translates into 44 million adults out of the 191 million adults, defined as 16 or older in the United States reading at a Levels 1 or 2. In combination with the 31.1 million immigrants recorded from the 2000 census, of which 64% (roughly 20 million) are between the ages 16-65 and are at Level 1 as well, there are approximately 64 million illiterate adults in the United States (Wagner & Venezky, 1995; ProLiteracy America, 2003).

Economic Effects of Illiteracy

The majority of illiterate adults (68%), between the ages of 29-59 are found in the labor force. Typically, employed low-level readers earn dramatically less money than employed higher-level readers. Studies repeatedly show the correlation of low-level literacy and low socioeconomic status. According to the United Way of Central New Mexico (2000-2001), the impact of low-level literacy in adults is as follows:

“Poverty: Forty-three percent of adults at Level 1 are living in poverty, compared to four percent of those at Level 5.

Welfare: The likelihood of being on welfare goes up as literacy levels go down.

Three out of four food stamp recipients performed in the two lowest literacy levels.

Income: Adults at Level 1 earned a median income of \$240 per week, compared to \$681 for those at Level 5.

Employment Status: Adults at Level 1 worked an average of nineteen weeks per year, compared to forty-four weeks per year for those at Level 5.

Crime: Seven in ten prisoners performed in the two lowest literacy levels (p.2).”

Illiteracy costs the nation’s employers millions of dollars annually. According to Wedgeworth (2003), three quarters of the nation’s Fortune 500 companies pay \$300 million a year for some level of remedial training for their employees. Even when adult basic education (ABE) classes are offered, business losses due to low productivity, errors, and accidents run into the hundreds of millions of dollars every year. There are strong indicators that workers’ lack of basic skills is having a negative impact on business development as a whole. Worker’s insufficient reading and writing skills are the reason why many new productivity improvements cannot be implemented (Wedgeworth, 2003).

The problem continues to grow more severe in industries, businesses, and communities primarily dealing with immigrant and migrant populations. They are pressed to provide not only ABE classes, but English as a Second Language (ESL), and English for Speakers of other Language (ESOL) curriculums as well. Unfortunately, both employers and employees often have unrealistic ideas of the amount of time it takes to learn English, so the cost of said programs becomes a burden. Studies have shown that it takes approximately two to five years of instruction before a learner is socially adept in a second language and five to eight years to be on par at an adult level. Large corporations find relief from the financial burden with government aid and tax relief,

whereas small businesses usually cannot offer such programs at the extent that is truly needed (Burt, 2003).

Pedagogical Theory of Adult Learning

The pedagogical differences between teaching adults and children are numerous. Adults have an entire lifetime of experiences that make up their attitudes and personalities. Children, on the other hand, do not possess backgrounds as lengthy, and their personalities are not as fully formed. In both adult and child, the human brain files past experiences that create a connecting web of knowledge. This is used to process any new information; this is referred to as schema. The past life, or schema, that the adult learner has emerged from has a large influence on their present setting and mental state. Children acquire language naturally in authentic situations occurring in daily life rituals, and experiences, without conscious thought or process. For adults, language acquisition requires a conscious effort that is demanding and often difficult to understand due to past schema and educational circumstances. An educator must assess what is affecting their reasons and decisions for being in a classroom setting. Did they choose to be there of their own volition? Are they being mandated by social services to attend? Are they in need of survival skills to function in the new culture? Did they immigrate to this country for positive reasons or were there societal issues that forced them out?

There are four developmental approaches that different pedagogical theories are based on: the behavioral/mechanistic approach, the psychological/ cognitive approach, the contextual/socio-cultural approach, and the integrated approach. The behavioral/mechanistic approach suggests that people are machines that respond to outside forces, which results in their development. The mind is a sponge that absorbs information

provided by the teacher and that information then is cultivated to create larger pieces of knowledge. Each new piece of new information is built upon the last piece to create a new educational outcome or result. The continuous addition of informational pieces results in comprehension of the whole. For example, a teacher may identify three letters D, O, and G. The teacher will sound out each letter individually and then say them together, creating one word DOG. The new knowledge gained can be built upon by adding 'GY' at then end creating DOGGY, or 'GONE' creating DOGGONE. Positive and negative reinforcements direct this approach with constant assessment of the learner by the teacher.

A correct answer receives a positive reinforcement by means of praise or reward, such as "good job", whereas an incorrect answer will receive a negative reinforcement in the form of no response at all. Punishment is another form of negative reinforcement, most often found in the form of scolding. The learner is acquiring the appropriate behavior through reinforcement whether positive or negative (Baumgartner, 2001; Microsoft Encarta, 2004).

The behaviorist sees the language-learning student as an empty tablet that is to be filled with information given by the teacher. Lessons are taught in combination with positive and negative reinforcement, and at times punishment. These reinforcements condition the learner to create appropriate responses and behaviors. According to the most famous behaviorist B.F. Skinner, all language acquisition regardless if it is in the first language (L1) or the second language (L2), is acquired through stimulus and reinforcement, which conditions the appropriate response. He argues that the teacher facilitates the acquisition by means of drills and guided practice. The student receives

input (assessment) from the speakers around him. The student is guided through positive reinforcements when correct repetitions and imitations are uttered making acquisition rather easy. The learner continues to respond to the positive stimulus with more and more correct utterances, leading to language acquisition. For example, a baby makes several utterances throughout the day, but is only positively reinforced with “good girl or good boy” when he/she utters ‘ma-ma’ or ‘da-da’. Therefore the stimulus is mom or dad entering the room, baby correctly uttering the conditioned response “ma-ma” which is followed by the positive reinforcement of “good girl” (Baumgartner, 2001; Kiymazarslan, 2004).

The psychological/cognitive approach focuses on an individual’s internal developmental processes and their interactions with the environment. This approach assumes that all people grow sequentially in a unidirectional manner, while taking an active role in their own development. Knowledge is internalized in stages, one stage upon another reaching an endpoint. For example, a person’s use of the subway may lead her to a beautiful park in the middle of town. The learner may study the city map and the subway guide and decide to extend her travel to the other side of town to see if there is another park there. The learner has aided in the creation of her own development through active participation with her environment, reaching a more complex level of existence, therefore she has constructed her learning instead of solely absorbing it (Baumgartner, 2001).

Vygotsky’s zone of proximal development, states that language acquisition requires social interaction. The zone refers to the two types of speech found in children: more egocentric and less egocentric. When studying speech patterns, Vygotsky noted

that when a child is alone he chooses to stay silent for longer periods of time (less egocentric speech), whereas when a child is interacting with another child he prefers to speak more often in play (more egocentric speech). According to Vygotsky a child will choose to speak more often when in a social surrounding either with adults or other children. The zone of proximal development is the potential development of the child while the child is interacting with either an adult or a more capable friend. The same concept applies to adult language learners when they are communicating with other more adept second language speakers. The interaction with the adult or more capable friend in essence guides the child in acquiring problem solving skills. The child develops concepts from the interactions and then transfers those concepts of problem solving into their own life. Time and practice lead the child to cultivate his own inner resources into becoming a problem-solving adult. For example, a parent is reading food labels in the grocery store and speaking with the child describing in detail what he is doing. The child witnesses the parent's actions and learns why the parent is reading the food labels and what information he is seeking (Kiymazarslan, 1999; Microsoft, Encarta, 2004).

Another theorist of language acquisition who falls into the psychological/cognitive approach was Jean Piaget. Piaget determined that there are four distinct intellectual phases that a brain goes through while developing cognitively. The first is the sensorimotor stage, from ages zero to two, where the child is identifying the surroundings he is in through actions and experiences. In this stage the baby is becoming more aware of mom, dad, and siblings. The second is the preoperational stage from ages two to seven, where the child understands symbols found in his environment. A more abstract cognition evolves as well as independent thought processes not based on

immediate experiences. In this stage the baby is remembering recent past experiences and recognizing abstract information such as the M in the McDonalds sign. The third is the concrete operational stage from the ages seven to eleven, where the child engages in mental processes that make them more careful and methodical thinkers, such as choosing which clothing he/she will wear. Finally the formal operational stage from 11 and up, where the child deals with abstract thought and processes such as choosing the proper clothing to wear to a wedding. Agreeing with Vygotsky, Piaget also felt that children constructed new knowledge by applying it to old experiences and modifying them to fit their needs. Vygotsky referred to this as problem-solving and Piaget referred to it as constructivism (Kiymazarslan, 1999; Microsoft, Encarta, 2004).

Vygotsky's and Piaget's theories lend themselves to the psychological/cognitive approach of language acquisition. Each believes that an individual's internal development in conjunction with the environment around them lead to further acquisition. Both methods argue that the individual's participation with its surroundings make that individual more competent navigating in its environment. Each piece of knowledge that is internalized is then used as a base to learn more, which is also referred to as scaffolding (Baumgartner, 2001; Kiymazarsian, 1999).

The contextual/socio-cultural approach believes that the development of the learner cannot progress without recognition of the learner's social and cultural background. Things such as race, gender, ethnicity, class, and sexual orientation all have very much to do with how a learner accepts knowledge. The teacher who utilizes this framework will have to actively create the curriculum through conversations with the learner. The teacher and the learner together will collaborate to create a meaningful

curriculum that encompasses the past experience in context with the social and cultural characteristics that the learner comes from. Freire (1962) utilized this approach to create the “critical consciousness” when interacting with his adult learners. Freire used the oppressed natures of his students (Brazilian farm workers) to actively create language and learning. By engaging students in mindful dialogues discussing meaningful and personal content such as social injustices, inequalities, racism, discrimination, and other socially charged topics, students are emotionally driven to learn the language and vocabulary surrounding it. Students are encouraged to critically question how societal inequalities affect them and those around them. The development of “critical consciousness” allows the oppressed person to question the surrounding situations they live in. By highlighting the social and historical environment of the exploited person it enables the construction of a meaningful curriculum. The student’s active participation with the teacher promotes an interaction where each is reflecting and questioning what the other has said.

The initial step in cultivating the Freirean approach to language acquisition requires the teacher to spend a considerable amount of time in the communities where the students live. The student and teacher together identify the most important words and vocabularies within the community; these words are called *generative words* and *themes*. From those, discussions are created and developed into classes or “*cultural circles*” where dialog begins to unfold and language is acquired. The student’s motivation is intrinsic and emotional, that is the need for the societal change that will better their lives (Bently, 1999; Kiymazarslan, 1999; Spencer, 1990).

The integrated approach views adult development as an intermingling of the mind, body, socio-cultural influences, and spirituality. The integrated theory suggests

that the course of life contains changes at each level from childhood to adulthood across its time. Types of changes include physical, familial, working, and emotional. The goal is to create curriculum that engulfs the adults' body and mind through, intellectual, physical, emotional, and aesthetic growth. Teachers abiding by the integrated approach believe that all of these aspects of the human learner are connected and should all be utilized in the educational discourse. For example, the teacher may have students not only perform drills and tasks with verbal and written cues in the classroom, but may require students to produce music or poetry relating to the course content (Baumgartner, 2001; Gardner, 1993).

There are several different traits among the four pedagogies outlined above and one constant, that is repeated exposure to language creates an automatic recognition that is referred to as automaticity. Research suggests that during the onset of language acquisition the brain is deciphering the input information in small pieces. With repeated practice and exposure to the same information, the brain's ability to decipher becomes less arduous and more rapid by creating neural circuitry and pathways. With repeated exposure and practice the brain requires less prompting and the result is automaticity. With the onset of automaticity the learner can pursue other higher-level tasks, for example, through practice the learner can automatically recognize and comprehend the vocabulary word 'pizza'. The automaticity of the word pizza allows the learner to branch out and begin to understand other linking words like pepperoni or cheese. This research explains why learning a second language takes time; the neural pathways cannot be formed in an instant, rather through repeated exposure. Only after the brain reaches an

automatic recognition of information can any new related information be added (Genesee & McGill, 2000).

Barriers to Language Acquisition

The two largest challenges to adult literacy in the United States are motivation and four types of barriers. The first are institutional barriers including location, schedules and fees. Are the classes offered within a distance that the learner is able to reach? Are the classes offered at times that work around learners' employment schedules? Is there cost to attend? Second are situational barriers that include job commitments, home and family responsibilities, lack of money, lack of childcare, and transportation problems. Often adult students' personal lives do not allow them time to attend other functions. Third are psychosocial barriers that include attitudes, beliefs, and values, past experiences as students, self-esteem, and opinions of others. Do students' religious or social beliefs prevent them from engaging in classroom conversations with members of the opposite sex? Are the students' past educational experiences so terrible that there is no way to expect attendance? Fourth and finally are pedagogical barriers, which are programmatic. This barrier refers to a program's lack of responsiveness to the interests, backgrounds, and existing skills of the groups they wish to serve, creating a non-motivating environment (Cumming, 1992).

To understand motivation one must analyze the adult learner. Knowles states that:

- Adults are self-directed in their learning.
- Adults have reservoirs of experience that serve as resources as they learn.
- Adults are practical, problem-solving –oriented learners.
- Adults want their learning to be immediately applicable to their lives.

- Adults want to know why something needs to be learned.

(Knowles, 1973 as cited in Cunningham Florez & Burt, 2001 p. 1)

Motivation for Second Language Acquisition

Motivation refers to the energy that keeps the student coming back. Without either internal or external motivators, chances are that learner's will not see why they should continue to return to the educational facility. Adult learner motivation is a very dynamic concept. Unlike children, adults come from varied backgrounds and have more environmental pressures on them; the need to pay the rent may far out-weigh the need to become literate. Adult motivation is linked to student expectation (Burt, 2003).

Teachers in adult education settings must outline the curriculum as well as outline teacher and student expectations. The expectations of both participant and teacher should be clear and precise. Some learners may bring to class expectations already created by their own background, or schema, and others may bring none. For example, learners coming from a more traditional teaching style in their home countries may find offense to a more relaxed teaching style found in the United States; the use of first names may be offensive instead of professional address or free movement around the room. Learners may want a grammar- based curriculum in which the teacher maintains clear orderly patterns in the classroom and engages in extensive correction when grammatical errors occur (McGroarty, 1993; Nieves, 1997; Shank & Terril, 1995).

Conversely learners may require a more relaxed environment. In which case a communicative or learner based classroom that focuses on pair communication with much less teacher correction is an option. The emphasis in the learner-based environment is on the student and student speech. Characteristics of learner-based

classrooms are daily warm-up activities that require the group to speak in unison, working in pairs or larger groups to create projects like videos and bulletin boards (McGroarty, 1993; Shank & Terril, 1995).

Research shows that typically the low level adult learner has less than a fifth grade reading level, causing anxiety and apprehension upon entrance into an adult education setting. An atmosphere that is anxious and un-accepting will drive the learner away. Student and teacher expectations need to be clear and precise. If they are not met the learner may walk away thinking the teacher is lazy or unprepared, and the teacher may walk away thinking the same about the learner. Feelings of mistrust can lead the learner to not attend, and could possibly prohibit any future attendance to other adult education outlets. Teachers need to be aware of the student's background in order to best serve them in their continuous goal of literacy (Shank & Terril, 1995).

Proper choice of curriculum in the adult classroom creates motivation. When curriculum is based on unrelated aspects to the learner's life, research shows that the learner will have a difficult time relating to it and will more than likely stop attending. Teachers can accomplish the push towards meaning and reading confidence by using materials that are in context to the student's lives. Using self, family, work, and community are ideal first entrance points; subsequently from that point other curriculum opportunities unveil themselves. Building on the experience of the learner provides a platform that allows them to share their experiences and knowledge with the other students in the class. Teachers can foster the engagement of the student further by encouraging them to participate in activities and discussions. Curriculum that is personally and emotionally relevant to the learner is intrinsically motivating to the

student. Motivation will propel the student to higher levels of comprehension and speech. (Alamprese, 2001; Buck & Burns & Thompson, 1989 as cited in the National Center for ESL literacy, 2003; Holt, 1995; National Center for ESL Literacy Education, 2003; Rance-Roney, 1997).

Incentive Methods for Second Language Acquisition

Some Adult Basic Education (ABE), English as a Second Language (ESL), and English for Learners of Other Language (ESOL) programs that are provided by larger employers and unions in the workplace are having great success because the curriculum is relevant and authentic. Success is also proven when an incentive is offered, such as financial compensation. "Not only do workers participate readily in literacy education programs, they also increase their literacy skills the company improves its productivity, and the workers increase their earnings" (Wagner & Venezky, 1995). Programs that increase worker literacy are recording increases in worker efficiency as well. On average an 8.6% increase in employee productivity was recorded with each additional year of schooling. Raising employee educational levels has proven to be a much stronger means of increasing company productivity than solely increasing employee hours or capital stock. Unfortunately small businesses do not have the revenue to offer such classes with financial incentives. If we were to follow examples in other countries such as France, Germany, and Sweden, where governments offer tax relief to those companies that offer such programs, small businesses might be able to increase productivity without financial hardship (ProLiteracy America, 2003; Wagner & Venezky, 1995).

Migrant Barriers to Second Language Acquisition

As well as facing the same barriers and motivations listed above, the migrant in the United States faces other unique types of motivation issues when learning a second language. Second Language Acquisition (SLA) requires a lot of time, five years in general to be functional; motivation and dedication are a must. There are two specific motivational barriers that exist: integrative and instrumental. Integrative motivation refers to an intrinsic desire to learn the second language in order to identify with the community he/she is immersed in. The learner is seeking integration and belonging into the culture and community. Instrumental motivation refers to the need to learn the second language in order to function in the community he/she is living. For example, to find employment or speak to their child's teachers at school. Learning the language is instrumental for daily survival (Moss, 2003).

Continuity of education for migrants is another barrier of gigantic proportion. Migrants must move constantly with the crops, and typically return to their home countries or states during the off seasons, thereby creating a huge rift in educational continuity. There is little, if any coordination between programs, making entry into each new educational setting for the learner full of assessments, new rules, and behaviors to learn. The bureaucracy they encounter through constant re-assessment can create resentment and confusion, as well as inhibit motivation. Although there is a national tracking record in place, it is only for migrant youth, and does not extend to the migrant adults found in the United States (Bartlett & Vargas, 1991).

In the case of the migrant worker, there is an extra strain regarding the transportation and childcare barriers. Transportation especially is an issue on the East

Coast where migrant workers rely on crew bosses to transport them from site to class and back; they typically have no transportation of their own. Unless the company employing the workers has organized for a teacher to provide a mobile camp-based program, there is little hope for the workers to receive instruction. Although childcare is sometimes provided in community or camp based programs adults tend to bring their children with them to class, thus adding more distraction for the already exhausted worker (Bartlett & Vargas, 1991).

Migrants also live with the fear of being detected by the Immigration and Naturalization Services (INS). Fear of detection in most cases deters the migrant even more, even though they are able to receive aid legally due to the Special Agriculture Workers (SAW) legalization program and other amnesty education programs administered by SLIAG, most are unaware that they can receive aid without fear of deportation. These barriers, in conjunction with the others listed above, limit the contacted population drastically to less than ten percent. The population most in need is the most difficult to reach by the available programs (Bartlett & Vargas, 1991; United Way of New Mexico website 2000-2001).

Other reasons that immigrant and migrant programs are facing such dismal literacy statistics include curriculum development, funding, and staffing. It has been determined that the adult learner has a unique set of circumstances that need to be addressed when creating curriculum, if it is to be engaging. Specifically, teachers need to explain why they are teaching what they are teaching to remove any confusion about the methods and means of instruction. The dilemma found in many ESL and ESOL classes is the preliterate and non-literate natures of the adults attending. The ESL and ESOL

curriculums are created with the mindset that the adult learner in attendance is literate in his/her first language (L1), when in reality the average migrant worker has only an average of 5.5 years of formal schooling. Research indicates that without proper first language (L1) mastery that the transfer of knowledge to the second language (L2) is unlikely. As a general rule, the more students can read in their first language, the more likely they are to become proficient readers of English. Good reading habits readily transfer across language although insufficient language development in the L1 can short-circuit this transfer. Therefore, literacy skills begun in the L1 are the most effective entry point into adult education (Bartlett & Vargas, 1991; Eskey, 1997; Gillespie, 1995).

Approaches to Teaching

Migrant Assessment Methods

Curriculums aimed at migrant workers need to be specific and precise. The teacher can determine the curriculum starting point through the use of assessment. In order to be successful the teacher must determine what each learner needs and wants to learn. This assessment can take place without the bureaucratic forms and applications that tend to deter so many migrant workers (Holt, 1995).

Primary assessments can take place orally by means of a short informal conversation asking about educational background. Assessments can also take place using five reading readiness tasks. First, the completion of an alphabet cloze test, determining learner experience or inexperience with the Roman alphabet; second, copying a provided sentence to assess speed and ease in writing; third, reading two simple sentences in the L1, to assess basic sight vocabulary in context; fourth, pointing to letters corresponding to the sounds made by the instructor, assessing simple consonant

sounds and phonemic awareness; and finally, reading several unfamiliar nonsense words to assess the blending of sounds (Holt, 1995).

Assessment also can take place in written format. A basic informational form requesting name, address, phone number, date, social security number, birth date, birthplace, age, and gender is a quick informal assessment tool of a necessary skill for the learner. Written assessment may relieve over anxious students of having to speak aloud. By having students write a small sample in their first language and one in the second language the teacher can quickly assess fluency and comfort level of the student (Holt, 1995).

Assessment should also be made by informal observation in the classroom; attention should be paid to the learner's physical relationship with the educational setting. For example, does the learner hold the pencil correctly in his/her hand or is the grip too loose or too tight? Does the learner follow the text correctly from left to right, fluidly and without jerky motions? When the learner is writing does she/he write with confidence or does she/he labor over each individual letter? Can the learner interact with the other students in the class, or does she/he shy away? These informal means of assessment will aid the teacher and ease the migrant learner into the educational setting as well as inform the teacher of student needs regarding what curriculum and curriculum level need to be taught (Holt, 1995).

After the needs of the student have been assessed, the teacher needs to generate curriculum that is meaningful and relevant to the migrant learner. For migrant learners at reading Levels 1 and 2 the reading curriculum needs to be precise and explicit, including activities aimed at developing phonemic awareness as well as fluency and comprehension

in the L1. For migrant learners at reading Levels 3 through 5 the curriculum can be bilingual, specifically working on vocabulary and comprehension of the L2 by creating meaningful interaction and natural communication situations (Alamprese, 2001).

ESL Approaches

There are several different approaches being used in ESL literacy instruction classrooms. Among the most popular are the Freirean/Participatory Approaches, Whole Language, Language Experience, Learner Writing and Publishing, and Competency-Based Education. As discussed earlier the Freirean approach to literacy and language acquisition deals with the social and cultural identities of the students. Through the teacher's interaction within the community of the target audience, the teacher creates a list of *generative words* that encompass the most key words from that community. These *generative words* become the vocabulary lists that aid the student with the process of decoding and encoding. From words grow themes that empower the students to participate in *culture circles*, where the traditional lecture format is replaced with open communications being emphasized by discussing socially challenging subjects that cause concern in their lives. As the vocabulary continues to grow, the teacher facilitates the culture circle with *problem posing*, where by using objects, pictures, and written texts the learners describe what they see and examine how it relates to their personal lives. The ultimate goal is to have the ability to explain (using the L1 and transitioning into the L2, or all L2) the problems and then provide solutions to them. The benefit of using this approach is that the curriculum is completely centered on the learner, which reinforces motivation, as well as providing the teacher with the freedom of becoming a facilitator

and participant to learn along with the class. This approach lends itself well to all levels of literacy (Crandall & Peyton, 1995; Moss & Ross-Feldman, 2003).

Whole language believes that language is not learned using sets of rules, patterns, and lists; but rather by interacting with other speakers, readers, and writers. Whole language classrooms consist of communities of learners working together to develop their own curriculums by reading and writing for each other about a multitude of topics. The theory is that language occurs in natural situations, in different styles and voices, and that language is social and learned through interaction. Curriculum is devised of professional as well as student-produced works that are used as references and texts for themselves and other students. The small amount of direct instruction that does exist in the whole language approach consists of reading and writing strategies highlighted by specific student need. The teacher and student are in constant contact creating individual, group, and class productions (Crandall & Peyton, 1995).

The Language Experience Approach (LEA) is more of a strategy within the guidelines of the Whole Language Approach, instead of an approach on its own. The learner dictates an experience to the teacher as the teacher or other class members writes it down. The transcription is used as reading material for the learner and a template for future writing. This process works well with migrant and immigrant populations that have well developed speaking skills and low-level literacy, because the curriculum is authentic to them and promotes the reading and writing process to evolve naturally through practice and activity. As the learner becomes more confident, the teacher can step back and allow the student to transcribe his/her own materials. Follow up activities are used to provide direct instruction. For example, word lists can be generated from the

individual's story, cloze passages can be used to verify student comprehension, and finally other related stories can be written (Crandall & Peyton, 1995).

Learner Writing and Publishing requires that the learner be in the higher literacy levels to truly obtain knowledge when using this approach to second language acquisition. This approach was initiated because of the lack of authentic reading materials provided for adult ESL literacy programs. Adults are encouraged to write about themselves and their experiences; through this process language is explored and manipulated in manners uncommon to typical classroom settings. The product is published within the classroom setting and used as reading materials and examples for other students. Again here it is noted that the authenticity of the curriculum intrinsically motivates the learner, as well as validates their thoughts and experiences when another classmate chooses their publication as a template on which to base their own experiences. As the learner gains more confidence, they are encouraged to write using new methods and genres, eliciting grammar, punctuation, and discourse along the way. Direct instruction is found in teacher-student brainstorming, draft conferences, revisions and edits, as well as publishing. The reading and writing connection is integrated and they support one another (Crandall & Peyton, 1995).

The Competency-Based Education (CBE) approach has four components: assessment of learner need, selection of competencies based on those needs, targeted instruction, and evaluation of learner performance. The approach was designed in the mid-1970s as a means of fulfilling educational objectives as proof for funding providers to immigrant and migrant CBE programs. The CBE approach also found a home in programs such as the United States Peace Corps for adult language training.

Competencies are instructional objectives that are measured by outcomes, through task-based skills. For example Students will be able to: answer, recite, pronounce, read, link, and so on. Instruction is based on the projected outcome of the learner and exercises and practices are created to encourage them. In the case of the immigrant or migrant worker, the competencies typically are more life based such as using public transportation, filling out basic forms, finding local employment, and finding local living arrangements. Academically the competencies can enlist such skills as note taking, verb identification, grammar skills, and oral fluency (Crandall & Peyton, 1995).

There is considerable cross over when comparing the five different approaches outlined here. Characteristically we find competence-based programs using the techniques found in holistic approaches such as whole language and LEA, and conversely see participatory programs embracing task based CBE practices. Nevertheless, a well-rounded adult curriculum should include all of these approaches when facilitating adult learning. Adult programs need to embrace these basic characteristics in order to facilitate success, and make the curriculums meaningful (Cunningham-Florez & Burt, 2001).

Whether in a workplace or community-based setting, the learner requires identification with the curriculum in order to maintain motivation and attendance. Teachers need to keep the classes and lessons short and meaningful with specific outcomes, while making each student successful. Positive reinforcement from the teacher reduces anxiety and lets the learner experience the feeling of success while promoting motivation. In language classrooms where literacy in the L1 is low, teachers should use the native language to reinforce the L1, and then later facilitate the transfer into the L2. In combination with using a variety of visual supports in the classroom these

techniques build vocabulary and create contexts where natural language acquisition can be fostered (Burt, 2003).

The teacher should model all skills many times before asking the learner to participate. Modeling allows the learner to become comfortable with pronunciations, grammatical patterns, and syllable emphasis. When the teacher models, the learner is made aware of the expected performance and can mimic the teacher and be successful. Teachers need to be aware of their own speech when working with L2 learners, oral directions, comments, conversations, and writing needs to be simple and precise so as to not confuse the learner. Finally, use the learner's personal experience as the basis for curriculum and build out sequentially with activities scaffolding out from prior learned curriculum (Cunningham-Florez & Burt, 2001).

Challenges to ABE, ESL, and ESOL Programs

Federal funding for adult literacy programs remains low, while the number of enrollees continues to rise. From 1975 to 1999 the enrollments into adult programs rose by 3.1 million people. The federal expenditure for adults in literacy programs is around \$310 per enrollee, in contrast to the \$7500 spent per enrollee into K-12 systems, and \$16,000 per enrollee into postsecondary programs (ProLiteracy America, 2003). The lack of funding not only affects the students involved in adult programs but the teachers as well. The majority of teachers found in ABE, ESL, and ESOL programs are part time, 87% in 1993, the rest of the support staffs are typically volunteer, and this unfortunately results in high turnover rates. The inconsistencies in staff leave little continuity for the development of curricular exercises and practices. The only consistent tool for teachers is assessment. Due to the lack of professional development assessment is the only

standardized stem of adult education, leaving it the only tool consistently available to educators (Wagner & Venezky, 1995).

Teacher and volunteer workshops designed for educators of adult and migrant populations are more of a band-aid than a preventative tool. Professional development for the adult educator consists usually of one day workshops that cover a large array of topics that are non sequential, in comparison to K-12 professional development that is pedagogically, socially, politically, and culturally based on evidences found within professional practice (Wagner & Venezky, 1995). This is not to say that K-12 development is not important, but studies show that the intergenerational transfer of knowledge from adult to child is the number one indicator of child success. Repeatedly research shows that children of parents with high school diplomas do significantly better on reading tests than those without. As parents spend time in literacy programs, their attitudes toward education change, and that change is impressed onto their children. Adults who spend time in literacy programs see benefits in that their children attend school more regularly, receive higher grades, and are more likely to complete their educations (ProLiteracy America, 2003).

Long-term life gains for children are also related to parental literacy skills. Parents with higher literacy skills have a tendency to raise children with less dropout issues, fewer teen pregnancies, less joblessness, and less social alienation. Children of more literate adults tend to have improved financial and health security in comparison to those of less literate parents (ProLiteracy America, 2003; Wagner & Venezky, 1995; Wedgeworth, 2003).

Positive Effects of Adult Literacy Education

The effects of literacy education are positively measured through various means such as employment and earnings, health, and welfare dependency. Low-level readers do not have the skills that are required to obtain employment in today's job market. New technologies are paving the way to higher skill requirements upon entrance into the work place. Low-level reading does not allow for many employment opportunities. According to the U.S. Department of Education (2002), a typical high school dropout is only qualified for 10% of all new jobs in today's job market, a high school graduate only 22%, leaving 68% of all jobs requiring higher level literacy skills. The lack of education translates into a lack of earnings potential. The national Center for Educational Quality of the Workforce reports (from household surveys) that an 8% return, in the form of higher wages, was recorded from each additional year of formal educational schooling; a fifty percent increase in earnings was reported per level of literacy obtained. Other studies show that minority learners who scored higher on their GED than other lower scoring minority learners averaged between \$1300-\$1400 more a year in annual earnings. People with higher literacy levels tend to become employed and stay employed whereas people with low-level literacy skills do not (ProLiteracy America 2003; Wagner & Venezky, 1995; Wedgeworth, 2003).

Low-level literacy skills can also be correlated with poor health. When connecting the socio-economic factors of poor health such as occupation and housing, educational level is the most common thread. Reasons for poor health include the inability to read medication labels correctly. Low-level readers are less likely to have their blood pressure checked or have PAP tests, tend to not have smoke detectors and

first aid kits in their homes, tend to smoke more, exercise less and get hurt on the job more often. Their access to healthcare is more limited than higher-level readers and typically they do not know how to locate the resources to seek medical aid if needed. The correlative lack of literacy skills and education directly relates to a lower life expectancy. An adult with lower literacy skills may not speak to a physician regarding symptoms he/she may have, either because of insurance issues or embarrassment, thus leaving symptoms unchecked and risking long term sickness or death. Conversely, of adults with low literacy statuses living in areas that provide free or low-income health care tend to use medical resources more often than literate adults, costing the health care systems an astounding amount of money annually. Just in 1994, approximately \$73 billion was spent on such services (ProLiteracy America 2003; Wagner & Venezky, 1995; Wedgeworth, 2003).

High school dropouts and adults with low-level literacy are more likely to receive welfare and federal aid than those at higher literacy levels. According to the National Adult Literacy Survey (NALS), of the adult population receiving welfare, 70% are at Levels 1 and 2 on the literacy scale. Adults from the ages 25 to 34 who did not finish their high school careers are more than three times as likely to receive public assistance than their classmates who did finish. As noted earlier, only 10% of jobs in the job market are available to people with the qualifications of a high school dropout, and only 22% to those with the qualifications of solely a high school diploma; the remaining 68% of jobs are saved for those adults at reading levels 3 or higher (Proliteracy America, 2003).

Adult literacy programs have shown incredible results in lowering each of these statistics. Adults entering literacy and welfare to work programs show drastic increases

in earnings in just months after the program's onset. Numerous studies have shown that unemployed adults, upon entering into a literacy programs, were employed by the time they left, on an average of seven months after entering the program. The costs of healthcare are drastically reduced when the communities are more literate. A well-informed individual is more apt to take care of an ailment, such as high blood pressure, by reading the prescriptions and taking medication properly. The literate individual is more likely to become informed about how to maintain him/herself by attending classes or doing his/her own research. In a study done with Medicaid participants, adults at the two lowest reading levels spent on average \$13,000 annually on medical treatments, whereas adults at higher reading levels only spent \$3,000. In this instance literacy equates with a healthier existence, which equates with lower health costs. When adults enroll in literacy and welfare-to-work programs the results are less long-term dependency rates, as well as improved employability (ProLiteracy America 2003; Wagner & Venezky, 1995; Wedgeworth, 2003).

Summary

As of 2001 there are 31.1 million foreign born adults in the United States who read at the two lowest levels of reading, one or two. The annual influx of immigrants coming into the nation is constantly rising, making the demand for ESL and ESOL classes far more than what is offered. The lack of educational opportunity leaves little hope for recent immigrants to begin the road to literacy. Illiteracy is linked to several social problems within the culture, such as poverty, welfare dependency, poor health, and joblessness.

Hispanic populations immigrating into the United States are the largest of all the other immigrating populations. Larger cities within the United States are seeing their Hispanic populations double, exceeding consensus projections from 2000. Today's immigrants seeking a better life in the United States are finding it more difficult in comparison to the immigrants of years past. Immigrants are faced with many challenges upon entrance into a new culture; of them language and literacy are the two most predominant. Many times immigrants will have no skills in the new language and education is necessary in order to survive.

Most immigrants coming into the United States are pre and non-literate in their first languages. Research suggests that acquisition of a second language cannot take place without proper literacy skills being learned first in the L1. Henceforth for Hispanics coming into the United States the best means of L2 acquisition are classes taught in the L1 to ensure primary language literacy first.

Adult illiteracy in the United States is costing the nation and its employers an astounding amount of money. Low productivity, errors, and accidents top the list of employer's losses, costing them annually over \$300 billion (Wedgeworth, 2003). Low-level adult readers also require more aid, in the form of healthcare, public assistance, employment training and upskilling. Some larger corporations offer ABE, ESL, and ESOL classes onsite to their employees in need.

Developmental approaches in language acquisition are categorized into four approaches: the behavioral/mechanistic approach, the psychological/cognitive approach, the contextual/socio-cultural approach, and the integrated approach. Each approach features different methods and practices based on scientific research that support them.

Barriers and motivations are the two greatest challenges to adult education. Standard barriers are categorized into four areas: institutional, situational, psychosocial, and pedagogical. Migrants face even more barriers due to legalization status and fear of deportation. Motivation refers to the learner's willingness to continue attending class. Schema, curriculum, classroom technique, teacher characteristics, lack of incentive, lack of educational continuity, deportation and bureaucracy all hugely effect adult learner motivation.

Curriculums for migrant and immigrant learners need to be taught initially in the first language to secure language skills that can then be transferred into the second language. Teachers can use informal assessments as a tool to determine at what point in the curriculum to begin. Informal assessments such as observation and reading readiness activities alleviate the anxiety of lengthy standardized tests such as CASAS and SCANS.

Curriculum for the adult learner needs to be meaningful and engaging. Adult curriculums should focus on what the learner already knows instead of inauthentic texts that do not connect to their schema. The most popular instructional practices being used by instructors in ESL and ESOL classrooms are the Freirean Participatory approach, Whole Language, Language Experience, Learner Writing and Publishing, and Competency Based Education. Adept adult curriculum will embrace characteristics from each approach, which is necessary to maintain motivation. Teachers influence motivation through their interactions with students. Positive reinforcement, curriculum, use of first language, visual aids, modeling and making the student feel successful are techniques that good teachers utilize in second language classrooms.

CHAPTER THREE

DESIGN OF THE PROJECT

Introduction

According to census numbers from 2000, there are 31.1 million immigrants living in the United States. The numbers of immigrants who have come into the United States have continuously risen and consistently exceeded projections. The majority of immigrants coming into the United States are coming from Spanish speaking countries, 51%, mostly from Central America and Mexico. The reasons for immigration vary, but every reason creates a rift in the educational literacy of each person. The majority of Spanish speaking immigrants are streaming into the United States lacking the literacy skills necessary in their primary languages to facilitate successful transfer into the new language (Bartlett & Vargas, 1991; Tolbert, 2001; Wedgeworth, 2003).

The goal of this project is to aid non-reading Spanish speaking adults with the Worksource orientation, as well as improve their literacy skills in their native language through reading workshops. Worksource is a federally funded one-stop system created to aid families dealing with unemployment, vocational assessment, vocational rehabilitation, employment re-training, and general education. The concept of one stop refers to the ideology that an unemployed person can resolve any unemployment issues within the Worksource with one stop, due to the all-encompassing nature of the establishment. Although the theory of one-stop rings true for the majority of the clientele who utilize the Worksource, funding has not allowed for any of the Spanish speaking adults in the Kittitas County to utilize this resource.

An expanded goal of this project is to promote the intergenerational transfer of knowledge between parent and child. Illiteracy in the United States is reaching astronomical proportions, and research suggests that the most conclusive method of promoting literacy in children is to become literate parents (ProLiteracy America, 2003; Wedgeworth, 2003). This project's aim is to reach non-reading Hispanic parents through avenues they would already be using at Worksource and provide literacy workshops using a framework that is authentic and personal to them.

Project Development

A thirty-one-slide power point presentation, created by the Worksource lead and presented by the Worksource Unemployment Specialist, has been the traditional method of carrying out the Worksource orientation. The presentation was translated into Spanish and utilized as the skeleton for the reading workshop curriculum. Pertinent vocabulary was extracted and used as a basis for exercises and activities. As the word "orientation" endorses, the resources available at Worksource are used as a general theme throughout the curriculum. For example, job skill promotion, general education, resume writing, how to interview, and how to post an on-line resume are topics covered within the curriculum.

To encourage literacy progression, the curriculum uses the students' experiences as a template to promote interaction orally and then literally. The curriculum is heavily influenced by the Freirean taxonomy, with much use of *problem posing*. The teacher asks many questions that are intended to elicit emotional and/or personal responses from the students. As the students respond, a list of *generative words* is created and used throughout the curriculum. Students are continually asked to reflect on their own

personal circumstances and experiences to create reading and writing situations that are meaningful and authentic (Crandall & Peyton, 1995; Moss & Ross-Feldman, 2003; Spencer, 1992).

Procedures

Information for this project was collected from Worksource of Kittitas County publications and informal interviews with staff, journals, and the Internet. The majority of the journal articles were taken from the databases of ERIC, NCLE, NCAL, CAL, NSCALL, National Institute for Literacy, ProLiteracy America, and Focus on Basics.

CHAPTER FOUR

Worksource Orientation and Low-Level Spanish Reading Workshops

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CHAPTER FOUR

The Project

Introduction

In August of 1998, president Bill Clinton signed the Workforce Investment Act in order to address the adult unemployment issues found within the United States.

According to the new law,

“a wide range of state programs, including employment services, unemployment insurance, vocational rehabilitation, adult education, welfare-to-work, and postsecondary vocational education [would] be brought together into a one-stop system” (American Federation of State, County and Municipal Employees, 1998, p.1).

Worksource centers were created and put into effect in all states no later than July 1, 2000. Each Worksource share characteristics such as vocational assessment and re-training, dislocated worker programs, job search counseling, unemployment insurance specialists, and adult basic education classes such as GED and ESL courses.

When an individual enters the Worksource he/she is immediately scheduled for an orientation class. The class is designed to ‘orient’ the client to the many resources available to him/her in the one site. The issue that Kittitas County faces is the large number of monolingual Spanish speaking clientele that attempt to use their services, but are unable to due to large lack of bilingual materials available. Even when bilingual materials are available, clients are unable to successfully ascertain the information due to their low reading levels.

This project has been designed to aid low-level reading monolingual Spanish-speaking adults that walk into the Worksource of Kittitas County. The 31-slide orientation has been translated into Spanish, and used as a skeleton for low level reading workshops. The workshops are designed to strengthen the reading skills in the primary language, so that the transfer of knowledge can take place when beginning skills are mastered (Eskey, 1997).

Keeping with the Worksource orientation theme, the curriculum uses the resources within the Worksource as a general subject throughout. For example, students are asked to list their past work experiences, write resumes, how to conduct a job search, and tips on interviewing are discussed. The reading curriculum is heavily influenced by the Freirean taxonomy, with much use of *problem posing*, in an attempt to make the curriculum authentic to the student and instill an internal motivation by having the content mean something personally.

Orientation pages O-1 through O-3. Swipe cards also will be disbursed.

A. Hoja de Información

Teacher will conduct an informal assessment while having each of the learners fill out the “hoja de información de nuevos clientes.” Teacher will pay specific attention to the ease upon which the learner fills out the questionnaire, the time it takes, the manner in which the learner holds his/her pencil, whether or not the learner is able to complete the entire questionnaire, and the general attitudes. See handout I.

After completion of the informational worksheet, the teacher will ask students to conduct informal interviews with another patron in the room. Students will ask two questions:

1. ¿Cómo se llama Usted?
2. ¿Cuándo es su cumpleaños?

The interviewer will re-tell the information to the class, regarding their partner.

Example: Él se llama Jose, su cumpleaños es el 2 de Julio.

B. Why am I here? Why do I need Worksource?

The teacher will begin the lesson by asking these two questions, in an attempt to persuade authenticity in the curriculum. These questions will highlight the similarities between other patrons as well as inform the patrons of the numerous resources available to them at the Worksource center.

¿Por qué estoy aquí?

¿Por qué necesito Worksource?

*The students will answer these two questions with their partners orally and record data.

*Students will list the main reasons why either they or their partners are at Worksource, and what services they hope to acquire.

Example: I am here at Worksource because I am looking for a job. I need Worksource in order to complete my unemployment benefit application.

*After the students have completed the discussion with their partners, the students will re-tell the reasons orally to the teacher, who will record the responses on the board.

- The teacher will then re-read the responses back to the students.
- Each student will begin a continuous personal professional journal that they will be able to draw from when job searching.

Page 1: Diario Personal Profesional/Personal Professional Diary

- These initial publications will remain in the classroom throughout the entire program to promote re-reading and fluency as well as a reflection avenue for students as they grow.

Orientation pages O-4 through O-8

Vocabulary words: Guía, Vestíbulo, Colocado, Paginador, Teléfono, Bocadores

C. Using the first half of the “hoja de información de nuevos clientes” have students complete the general information (see worksheet #1):

Apellido	Nombre	Letra Mediana	Numero de seguridad social	Sexo
Dirección	Apartamento	Ciudad	Estado/ Código Postal	Número de teléfono

Responden en español:

¿Dónde está la salida de socorro?

¿Dónde están los baños?

V/F ¿Se puede tener los teléfonos y paginadores prendidos en la sala?

V/F ¿Hay bebidas en el pasillo delantero?

Orientation pages O-9 through O-14

Vocabulary words: Intensivo, Recurso, Biblioteca, Gratis, Máquina de fax, Talleres,

Resumen, Aplicación, Desarrollar, Descubrir, Habilidad, Eficacia, Carrera, Meta,

Retención, Creativa.

Teacher asks: ¿Qué son los aspectos más importantes o interesantes del Worksource?

*The teacher will list all of the student responses on the board.

*As partners the students will choose their five most important or interesting new learned aspects of Worksource.

*The students will re-write their five choices, as well as explain why they are their choices.

*The students will re-tell to the class what they chose and why.

D. Students will begin with a Cloze passage from page O-9 of the Worksource orientation. (see worksheet #2),

◆ Bá _ ic _ s

◆ _ ec _ rs _ s _ e _ er _ ic _ o _ e _ no _ is _ o

◆ T _ ll _ re _ d _ t _ ab _ jo

◆ _ er _ ic _ os _ e _ ra _ aj _

◆ I _ te _ si _ o

◆ En _ re _ am _ en _ o

E. En la página O-10, hay 7 recursos que ofrecemos para uno mismo, qué son?
Escribenlos:

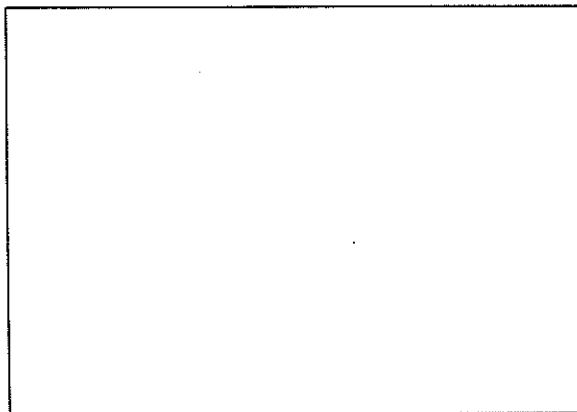
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

F. En la página O-11 hay palabras y fotos, conecte los fotos que apliquen a las palabras (see worksheet #3).

1. Teléfono
2. Copiadora
3. Máquina de Fax
4. Internet
5. Computadoras
6. Periódicos

¿Cuál foto no tiene palabra con que corresponder? _____

Dibuje la palabra que no tiene foto aquí:



G. Escribe dos frases completas usando las palabras y los fotos proporcionados. Por ejemplo: Hoy en el Worksource, yo ví a la recepcionista Judy. Ella estuvo hablando por teléfono.

H. Cloze of Page O-12 (see worksheet # 4)

- ♦ Gu_a _e _er_ic_os
- ♦ _on_ci_nd_se
- ♦ A_ál_sis d_ h_bi_id_de_ y _ap_ci_ad_s
- ♦ El _er_ad_d_ t_ab_jo
- ♦ _us_ué_a _e _ra_aj_e_éc_iv_
- ♦ Re_úm_ne_y _pl_ca_io_es
- ♦ _éc_ic_s _e _nt_ev_st_

I. Con un compañero, elije cinco palabras del vocabulario y escribe una frase usando cada una sobre el tema de Worksource.

Por ejemplo: En los servicios básicos de Worsksource hay (1)talleres de trabajo y talleres de (2)resúmenes; también en Worksource se puede usar el (3)teléfono y (4)máquina de fax (5)gratis.

After the teacher has checked each response, the students will write their phrases on the board. Each student will then write their own phrase using ideas from the phrases generated as pairs.

J. En la página 13, el título dice “Habilidades transferidas”

Teacher asks:

- ❖ ¿Qué significan habilidades?
- ❖ ¿Qué puede significar?
- ❖ ¿Qué son habilidades en referencia del trabajo?
- ❖ ¿Qué es la diferencia entre habilidades personales y los del trabajo?
- ❖ Nombra los habilidades más importantes que ha obtenido en sus trabajos.

As a group we will determine the most important work related abilities that we have, and then will write them all on the board. We will put them in order from most important to least important.

Examples: Honest, Punctual, Go-getter, Personable, Thorough, Competent....

Page 2: Diario Personal Profesional / Personal Professional Diary

- Nombra los habilidades más importantes que ha obtenido en sus trabajos.

K. Responde con su compañero oralmente:

¿Qué fue su último trabajo?

¿Le gusto? ¿Porqué sí o porqué no?

Explica el título de su último trabajo, explica la posición detalladamente.

Si pudiera volver al trabajo, iría? ¿Porqué sí, porqué no?

Si no, ¿qué trabajo le gustaría obtener?

As a group list the detailed work descriptions on the board from the class responses.

Each student will re-write a detailed description of his or her last job.

Example: En mi trabajo anterior yo era una recepcionista en una oficina medical. Mis trabajos incluyeron responder al teléfono, ayudar a los clientes nuevos, organizar el horario del doctor, y mantener orden en los recursos diarios.

Page 3: Diario Personal Profesional:

- Escribe detalladamente el título y los habilidades de su último trabajo,
- Si se acuerda, escribe del trabajo anterior también

Page O-14:

As a group the students will answer the following questions:

1. ¿Qué son nuestros diez trabajos más ideales?
2. ¿Cómo vamos a conseguir trabajos nuevos?
3. ¿Cuáles métodos utilizamos a conseguir trabajo nuevo?
4. ¿Es importante tener una meta cuando buscamos trabajos nuevos?
5. ¿Cuáles metas tuvieron Uds. cuando vinieron a este país?
6. ¿Está Ud. en esta clase para cumplir sus metas?
7. ¿Cuáles obstáculos han encontrado en el camino?

Page 4: Diario Personal Profesional:

- Answers number one through four will be used here.

Page 5: Diario Personal Profesional:

- Answers five through seven will be used here.
- Answers five through seven will be used as the first student published works.

Orientation pages O-15 through O-16

Vocabulary Words: Resumen, Anunciar, Entrevista, Adelante, Confidencia, Aviso, Profesional, Contenido, Estilo

Escribe la palabra que corresponde del vocabulario en el espacio (see worksheet # 5).

añadir más informaciones a _____
 sus habilidades y capacidades
 en base _____ de la competencia
 desarrolle su _____

¿Qué es un resumen? ¿Para qué usan resúmenes?

Students will be given a mock resume and asked to decipher what types of information it contains. For example: Contact information, skills, education, work history, and employment objective. Handout II Jose Barrientos

¿Qué información creen Uds. que no deben poner en sus resúmenes? Brainstorm

Students will receive another mock resume illustrating a non-example. Students will be asked to list the information on the second resume.

For example: social security number, negative statements about past employers, driving record, any personal information such as height, weight, children, marital status, medical history, and age.

Handout III Sara Medina

¿Porqué ustedes piensan que no es necesario poner estos tipos de información en su resumen?

Racismo: La práctica de la segregación racial, discriminación. Explain.

¿Qué es racismo? ¿Dónde existe? ¿Han Ustedes sentido el racismo alguna vez en sus vidas?

¿Dónde? ¿Cómo?

¿Creen Uds. que un empleador puede usar información como edad y peso contra la persona que aplicó?

Oportunidad Igual: Para tener las mismas oportunidades que cada uno sin importar sexo, la raza, la pertenencia étnica, y la religión. Teacher explains. Qué significa?

Page 6: Diario Personal Profesional

- Students will have the definitions of racism and equal opportunity in their portfolios

Conversación

¿Existe oportunidad Igual en sus países maternos?

¿Cómo es en sus países maternos?

¿Es difícil encontrar trabajo?

¿Qué diferencias hay entre los dos países según el tema de trabajo y racismo?

¿Es difícil encontrar trabajo si eres mujer, viejo, joven, incapacitado? Explique.

Escribe un parrafo sobre el tema de racismo o oportunidad igual, cómo le ha afectado en su vida?

Using handouts 4 and 5, each student will create their own resume.

Page 7: Diario Personal Profesional

➤ Resumen

Orientation pages O-17 through O-18 and Worksheet

Vocabulary: On-line; Internet, Mouse, Teclado, Monitor, Ratón, Altavoces,

Unidad Central de Proceso

The class will define the parts of a computer using the Handout 6 “Los componentes de una computadora.”

¿Qué es el Internet?

¿Alguién ha oído de e-mail? Qué es e-mail?

¿Puede Ud. nombrar los partes de una computadora?

Page O-18:

Students will be given ten minutes to completely fill out the general information worksheet.

Apellido	Nombre	Letra Mediana	Numero de seguridad social	Sexo
Dirección	Apartamento	Ciudad	Estado/ Codigo Postal	Número de teléfono

Introduction to e-mail addresses

Estos son ejemplos de direcciones de e-mail. ¿Cuáles características comparten entre ellos?

¿ Cuántos de Uds. tienen una dirección de e-mail?

¿ Qué es?

Piensen Uds. de una dirección que quieren usar para su dirección de e-mail.

¿ Por qué piensan que vamos a criar una dirección de e-mail?

¿ Si estamos usando e-mail para conversar con trabajos posibles en el futuro, qué tipo de nombre vamos a usar?

Explica porque estas direcciones no son apropiados cuando conversando con trabajos potenciales.

borracho@yahoo.com

gordo@yahoo.com

estúpida@yahoo.com

megustafestejar@yahoo.com

Comparando las direcciones ¿cuales son más profesionales? ¿ Porqué?

Cria una dirección suya aquí _____

Here students will create either their first or another yahoo or hotmail account.

Orientation page O-19

Vocabulary: Entrevista, Características, Empleador

¿Qué es una entrevista?

¿Es importante? ¿Porqué sí, porqué no?

¿Qué tipa de información piensan Uds. que estan buscando?

Dénme un ejemplo de una pregunta que econtrarían en una entrevista?

¿Cómo responderían Uds. a estas preguntas?

¿Cómo debemos vestirnos para una entrevista?

¿Qué dice nuestra ropa de nosotros?

Using the computers the students will access the website:

<http://www.career.vt.edu/JOBSEARC/interview/questions.htm#WHAT>

Students will choose three questions, re-write them and then answer them accordingly.

Page 9: Diario Personal Profesional

- List of ten interview questions of their choice from the website, and respond to them.

Con un compañero/a practica las preguntas y respuestas.

Actividad: Mock interviews. Usando un video, vamos a grabar nuestros entrevistas para ver nuestros esfuerzos y debilidades.

Orientation page O-20

Vocabulary words: Empleo, Desempleo, Estrategia

¿Quién es el hombre aquí?

¿Dónde le encontramos en la vida diaria?

¿Quién fue?

¿Quién fue el primer presidente o mayordomo en su país de origen?

¿Qué es desempleo?

¿Cómo nos encuentran usando el desempleo?

¿Cuándo en sus vidas han necesitado ayuda financiero?

¿En sus países de origen hay ayuda así?

¿Qué hace la gente que necesita ayuda, y no tiene trabajo?

Actividad: En Worksource que son las maneras que podemos usar a buscar empleo?

¿Qué estrategias hay?

Actividad: Escribe un párrafo describiendo las maneras que ha usado en buscar trabajo aquí en Worksource? Explique desde principio (desde ver el trabajo mencionado en el periódico o computadora hasta salir de la entrevista) hasta el fin.

Orientation page O-21 El club de desayuno—Lunes a las 10 hasta las 12.

Vocabulary words: Desayuno, Apuntar, Fuerza, Ampliar, Orientada, Red

Enumere (de la página O-21) de 1 a 5 el orden que van las características de una entrevista, eliminen los que no van.

- _____ Recibir ayuda en como vestirse
- _____ Ayudas que puede usar en su trabajo nuevo
- _____ Salir con dinero en el bolsillo
- _____ Características que buscan los empleadores
- _____ Cerrar la entrevista
- _____ Preguntas típicas de una entrevista
- _____ Tipos de entrevistas

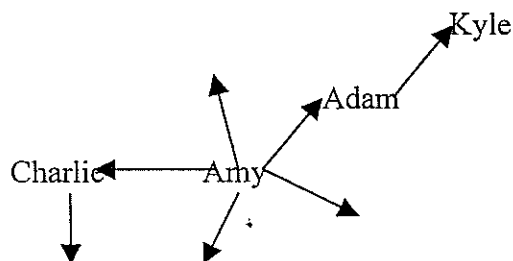
¿Qué quiere decir “red de contacto”?

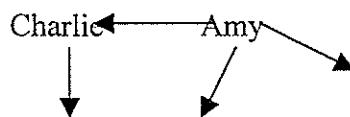
¿Cómo nos ayuda trabajar en un grupo?

¿Además de usar el Worksource para la búsqueda de trabajo, cómo nos ayudan los compadres?

Describe en una hoja, como le han ayudado los compadres en la vida. Describe una vez que ha recibido ayuda o ha dado ayuda a alguien.

Dibuje su red de contacto. Ejemplo





Orientation Page O-22

Vocabulary Words: Asistencia, Beca

¿Cuántos de Uds. tienen hijos? ¿Cuántos? Cómo se llaman? ¿Cómo son?

¿Cómo describirías sus hijos?

¿Cuáles metas tienen Uds. para sus hijos?

¿Qué quieres para sus hijos que Uds. no han tenido?

¿Es la educación importante? ¿Porqué sí o porqué no?

¿Cuántos de Uds. tienen un diploma o equivalente de educación general?

¿Cómo es el sistema de educación en su país de origen?

Explícalo en forma de párrafo.

Orientation Page O-23**Vocabulary Words:** Departamento, Vocacional

¿Es importante la educación en la búsqueda de trabajo?

¿Creen Uds. que la educación puede mejorar sus ganancias?

¿Cómo pueden asistir a la escuela aquí en Ellensburg?

¿Qué sienten de esta frase: Mejorar sus educaciones es mejorar sus vidas?

Explica en forma de párrafo.

Orientation Page O-24 through O-27

Vocabulary Words: Juventud, Escolar, Condado, Quitar, Agotado, Desplazado,
Subsidio

Responde a esta frase en forma de párrafo:

Investigaciones científicas dicen que los padres que visitan y participan más en las vidas escolares de sus hijos, los hijos reciben grados mejores que los que no participan. Los juvenes terminan la escuela, leen más, y en general tienen más éxito en la vida.

👉 Cómo les gustan la escuela sus hijos?

👉 Les gusta el ambiente?

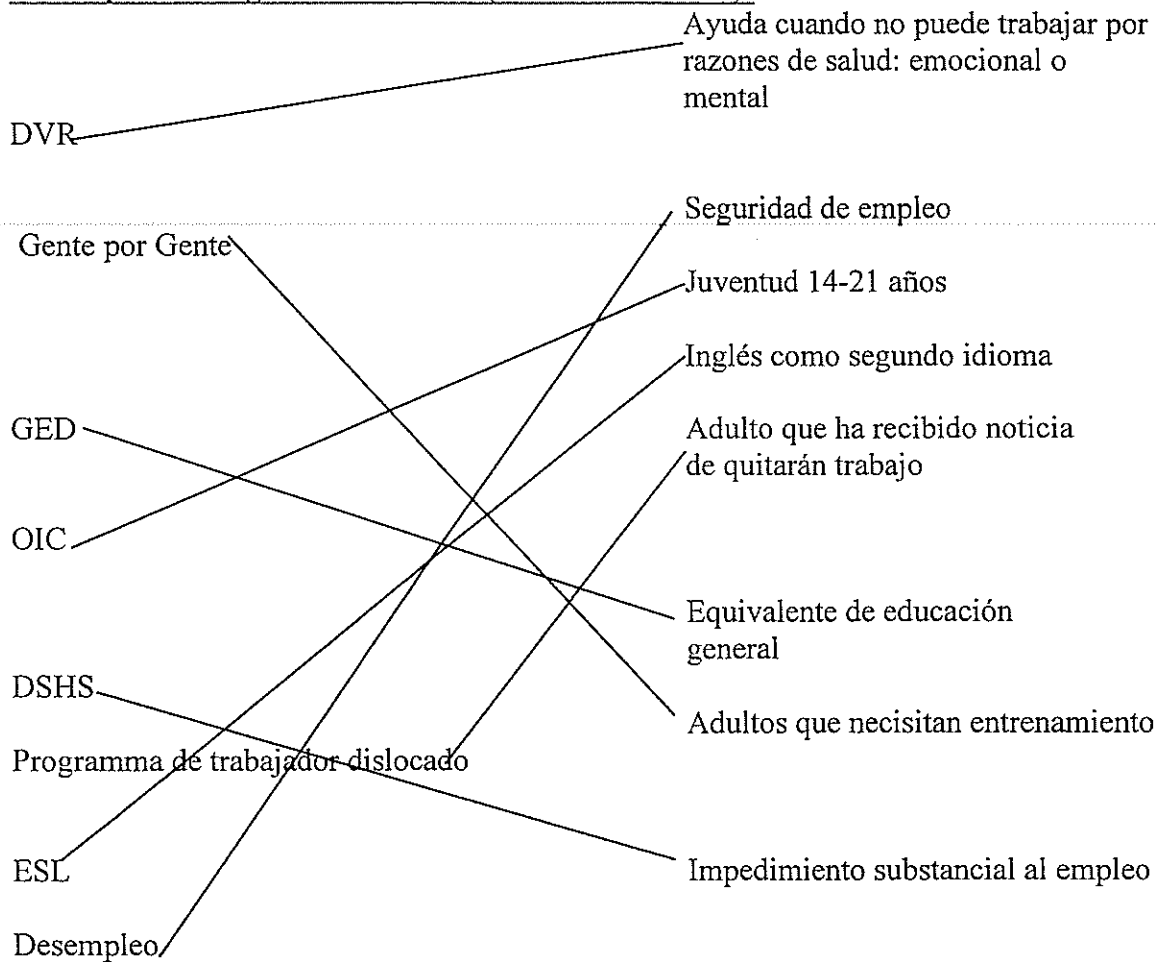
👉 Cómo es different la experience escolar de sus hijos que la de Uds.?

Explican las diferencias.

Con su compañero/a piensen de 10 preguntas para condutir una entrevista con sus hijos.

Esta noche pregúntanlas a sus hijos, escriben las respuestas para decimos.

Corresponde la agencia al servicio (see worksheet # 6):



Cuáles agencies les pertenezcan más a Uds. y sus familias? Por qué? Explica su respuesta escrito en forma de párrafo.

Orientation page O-27:

¿Qué pasa al trabajador cuando la compañía se cierra donde trabaja?

¿Qué opciones tiene?

¿En cuáles otras situaciones puede terminar o cerrar un trabajo, una compañía?

¿En sus países nativos, es normal siempre tener alguien en la casa? ¿O es como aquí donde todos trabajan?

Explica las diferencias de su país y este. Explica en forma de párrafo.

Orientation Page O-28**Vocabulary Words:** Dislocado, Asistir, Enseñanza,

Definition: El trabajador dislocado es alguien que se encuentra sin trabajo y necesita más entrenamiento para seguir trabajo.

Page 10: Diario Personal Profesional

➤ Enumere cinco trabajos que quiere Ud. más que otros.

➤ 1. _____

➤ 2. _____

➤ 3. _____

➤ 4. _____

➤ 5. _____

¿Cuáles son las calificaciones que requieren estos trabajos? ¿Dónde pueden aprender esta tipa de información?

Explore www.go2worksource.com / Translate button on bottom.

Escribe un e-mail a su compañero/a de que encuentran allí.

Worksheet:

Descifre esta frase y escríbela correctamente en el espacio provido
(see worksheet #7).

Fuí al Worksource de Washington y me directó a un programma para ayudarme. Ahora

estoy recibiendo entrenamiento del programa trabajadores dislocados. Yo estuve

trabajando en una fabrica, pero se cerró, y me dejó sin trabajo. Dican que puedo

entregarme un trabajo nuevo entre unos meses.

Orientation Page O-29**Vocabulary Words: Emocional, Salud**

¿Qué es el salud?

¿Hay tipos de salud?

¿Qué son?

¿Cómo nos afecta el salud en la vida, en trabajo?

¿Conocen Uds. a alguien quien ha estado enfermo/a y no pudiera trabajar?

¿Cómo vivió esa persona?

¿Qué pasa si pongamos enfermos? a la familia, la casa, las deudas?

En estado unidos tenemos DSHS.... Explique

¿Cómo es en sus paises de origen?

¿Hay servicios proporcionados en sus paises para ayudar a la gente que se encuentran sin trabajo?

Explique como es en sus paises de origen.

Orientation Page O-30**Vocabulary Words:** Asesoramiento, Exploración, Práctica

¿Qué pasará a alguien que se lastimó en el trabajo, y no pudiera trabajar más?

¿Ha conocido a alguien que ha tenido enfermedades mentales o emocionales? ¿Cómo le afectó sus debilidades?

¿Porqué es más difícil a ellos encontrar trabajo? Explicar que la enfermedad es invisible.

Escribe dos párrafos describiendo alguien muy importante en su vida.

Orientation Page O-31**Vocabulary Words:** GED, ESL

¿Es importante hablar inglés in Ellensburg? ¿Porqué sí, porqué no?

¿Es importante hablar inglés para conseguir trabajo?

¿Nombra las cosas que están afectuadas más, porque no hablan Uds. inglés? ¿Por ejemplo, qué pasa si alguien esta enfermo/a, o cuando necesitas abrir un cuento en el banco, o cuando quieres comprar un auto?

¿Sí hubiera clases de inglés, irían?

¿Han tomado clases de inglés? ¿Dónde? ¿Cómo fueron? ¿Les gustó?

Escribe dos párrafos describiendo si sería beneficioso hablar inglés, y si no inglés, ¿que idioma prefería hablar Ud.?

Orientation Page O-32

☛ Qué es Crédito?

☛ Es importante tenerlo? Explique su respuesta.

☛ Qué pasa cuando hay deuda con las tarjetas de crédito?

☛ Es difícil obtener tarjetas de crédito?

Explore <http://www.creditalk.com>

Escribe tres cosas en forma de párrafo que no sabían antes.

En grupo descríbenlas.

Final discussions and reflections:

◆ Reflect back to the initial personal professional diary entry (p.1)

- Why am I here?
- Why do I need Worksource?

Compare your answers now to the ones you initially wrote.

Page 10: Diario Personal Profesional

- Compare your initial thoughts with what you believe today.

Journal three paragraphs about the subject.

- ◆ Using the Worksource job seeking aids: computers, newspapers, personal contacts, apply for two jobs using your resumes and new interview skills.

WORKSource

Hittitas County

Handout 1

Hoja de informacion de nuevos clientes

A favor de tomar un momento y llenar esta hoja al siguiente informacion. La informacion nos ayuda determinar como mas podemos ayudarle y a cuales servicios se caifique. Toda la informacion es confidencial, y esta usado solamente para el uso en Worksource.

Apellido		Nombre primero		Letra mediana	
Numero de seguridad social	Fecha de nacimiento Mes/dia/año		Sexo	Referido por	
			Hombre Mujer		
Direccion	Apartamento	Ciudad	Estado	Codigo Postal	
Condado de residencia	Numero de telefono de casa	Ciudadano de Los Estados Unidos?	Direccion de email	Como encontraron a conocer Worksource?	
		Si No			
Titulo pasado de trabajo	Salario Pasado (Por hora/ Mes)		Intereses de la carrera	El salario esperado	
	\$			\$	
Empleado ahora	Donde?	Recibe TANF/Bienestar?	Despedido?	Cerro el negocio?	
Si No		Si No	Si No	Si No	
La compania se bajo el numero de empleos?	Agricultor migratorio o estacional?	Poco probable volver a la ocupación anterior	Casero desplazado?	Veterano del Estados Unidos?	
Si No	Si No	Si No	Si No	Si No	
Circunde el grado más alto que usted tiene			Nivel de educacion. Circunde el nivel mas alto que usted ha terminado		
Ninguno GED Diploma del secundario Asociado	Primaria Secundaria Universidad				
Certificado/licencia Bachiller Master Doctor	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19				

Estoy aqui porque quisiera ayuda con los servicios siguientes de resolver mis metas del empleo: (circunde todos que se apliquen)			Fuente de la renta (circunde todos que se apliquen)
Trabajos	Acceso a la computadora	Informacion del mercado de trabajo	De Trabajo
Establecimiento de una red de carrera	Planear una carrera	Planificacion del GED	Desempleo
Acceso del Internet	Career Advancement	Evaluacion de habilidades	TANF (ayuda del efectivo)
Ensenanza de entrevista	Retencion de trabajo	Educacion y entrenamiento de trabajo	Estampillas de comida
Acceso a la copiadora, fax, y franqueo			Seguridad Social
Otro (por favor lista)			Otro (por favor lista):

Firma De la Verificación De la Información:

Firme: _____ Fecha _____

Historia de empleo (enumere por favor cualesquiera y todas las herramientas, equipo y habilidades especiales usados)

Nombre del Empleador		Direccion y Ciudad		Estado	Codigo Postal
Locacion del trabajo (si diferente)		Titulo del trabajo	Salario		
			\$ _____ Cada Cheque _____ Hora		
Fecha Empezado	Fecha Terminado	Horas por semana	Razon por terminar		
			<input type="checkbox"/> Voluntario <input type="checkbox"/> Discarga <input type="checkbox"/> Conflicto de trabajo <input type="checkbox"/> Falta de trabajo <input type="checkbox"/> Empleado ahora <input type="checkbox"/> Otro		

Describe los deberes del trabajo detalladamente

Nombre del Empleador		Direccion y Ciudad		Estado	Codigo Postal
Locacion del trabajo (si diferente)		Titulo del trabajo	Salario		
			\$ _____ Per (check one) _____ Hour		
Fecha Empezado	Fecha Terminado	Horas por semana	Razon por terminar		
			<input type="checkbox"/> Voluntario <input type="checkbox"/> Discarga <input type="checkbox"/> conflicto de trabajo <input type="checkbox"/> Falta de trabajo <input type="checkbox"/> Empleado ahora <input type="checkbox"/> Otro		

Describe los deberes del trabajo detalladamente

Objetivo: Obtener trabajo en la industria de automóviles.

Educación: Ellensburg High School Ellensburg, Washington
9-2001 a 6-2004
Terminó todos los cursos requeridos para la graduación

Experiencia: Trabajador del servicio de alimento

McDonalds 6-2001 a Presente

Servicio a los clientes, Manejé la caja, Limpié el restaurante

Trabajo Voluntario:

Guardería de Niños: Trabajé en la oficina de la guardería respondiendo al teléfono.

Actividades:

Beisbol, Basquetbol, Tenis, y Nadar.

Referencias:

Handout #3-Non- Example

Información personal: Casada, dos niños: Sara y Miquel.

Obejtivo: Conseguir trabajo professional

Educacación: Escuela Secundaria de Ellensburg 9-2000 al 6-2004
Ellensburg, Washington
Universidad Central de Wshington 6-2004 al presente

Méritos: Escuela Secundaria de Ellensburg: Estudiante del mes

Actividades: Nadar, Hacer Camping

Experiencia: Trabajé dos años en el restaruante Arby's. No me gustó porque el dueño no le gustó de mí.
Trabajé también en el hospital de traductora, allí lastimé mi espalda ayudando a los pacientes.

Referencias: disponible por requerimiento.

Nombra los aspectos no necesario en el resumen. Cuántos hay? _____

Qué son? _____

Cómo reglarías este resumen?

Handout 4: Resume Skeleton

Hoja del resumen

Nombre _____
Dirección _____
Ciudad, Estado, Código Postal _____
Número de Teléfono _____

Objetivo del Empleo (Explique la posición que Usted quiere.)

Habilidades y Capacidades

(Escribe sus habilidades y capacidades que ha obtenido de sus experiencias trabajadas, voluntarias, o vocacionales)

Experiencia Profesional

(Enumere su empleo permanente u ofrezca las experiencias voluntarias)

Nombre de la compañía _____
Dirección de la compañía _____ Ciudad _____
Estado _____ Código Postal _____
Fechas de empleo _____ Posición tenido _____

Nombre de la compañía _____
Dirección de la compañía _____ Ciudad _____
Estado _____ Código Postal _____
Fechas de empleo _____ Posición tenido _____

Nombre de la compañía _____
Dirección de la compañía _____ Ciudad _____
Estado _____ Código Postal _____
Fechas de empleo _____ Posición tenido _____

Educación

(Describe in detalle la educación que ha recibido, incluye certificados recibidos, las fechas atendieron, estudios mas importantes)

Handout 5: Things to Put in Your Resume

Cosas que poner en su resumen:

Objetivo

Habilidades y Capacidades

Educación

Experiencia Profesional

Trabajo Voluntario

Intereses personales (opcional y solamente si reflejan al trabajo que buscas)

Referencias

Méritos

Licencias obtenidas cuales presten al trabajo que buscas

Cosas que no poner en su resumen:

Información personal : altura, peso, historia medical, salario en el pasado, edad, historia familiar, información de sus hijos.

Número de seguridad social

Información marital

Historia de manejar

Detalles de historia de trabajos pasados

Frases negativos de dueños y trabajos pasados

Worksheet #1

Apellido	Nombre	Letra Mediana	Numero de seguridad social	Sexo
Dirección	Apartmento	Ciudad	Estado/ Codigo Postal	Número de teléfono

Worksheet #2 Cloze of page 9

- ◆ Ba ic s
- ◆ ec ts s e er ic o e no is o
- ◆ I ll re d _ t ab jo
- ◆ er ie os _e _ra _aj
- ◆ l _te _si _o
- ◆ En _re _am _en _o

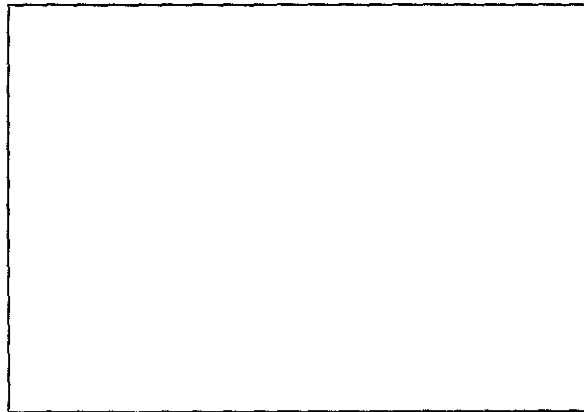
Worksheet #3 Conecte los fots que aplican

F. En la página 11 hay palabras y fotos, conecte los fotos que apliquen a las palabras.

1. Teléfono
2. Copiadora
3. Máquina de Fax
4. Internet
5. Computadoras
6. Periódicos

Cuál foto no tiene palabra con que corresponder? _____

Dibuje la palabra que no tiene foto aquí:



Escribe dos frases completas usando las palabras y los fotos proporcionados. Por ejemplo: Hoy en el Worksource, yo ví a la recepcionista Judy. Ella estuvo hablando por teléfono.

Worksheet #4 Cloze p. 12

- ♦ Gu_a _e _er_ic_os
- ♦ _on_ci_nd_se
- ♦ A_ál_sis d_ h_bi_id_de_ y _ap_ci_ad_s
- ♦ El _er_ad_d_ t_ab_jo
- ♦ _us_ué_a _e _ra_aj_e_éc_iv_
- ♦ Re_úm_ne_y _pl_ca_io_es
- ♦ _éc_ic_s _e _nt_ev_st_

Worksheet # 5 Vocab of page 15

Recibir más invitaciones a _____

_____ sus habilidades y capacidades

Póngase _____ de la competición

Desarrolle su _____

Worksheet #6

Corresponde la agencia al título:

DVR

Ayuda cuando no puede trabajar por razones de salud: emocional o mental

Gente por Gente

Seguridad de empleo

Juventud 14-21 años

Inglés como segundo idioma

GED

Adulto que ha recibido noticia de quitarán trabajo

OIC

Equivalente de educación general

DSHS

Adultos que necesitan entrenamiento

Programma de trabajador dislocado

ESL

Impedimiento substancial al empleo

Desempleo

Worksheet #7 Unscramble

Descifre esta frase y escríbelo correctamente en el espacio providido.

Fuí al Worksource de Washington y me directó a un programma para ayudarme. Ahora estoy recibiendo entrenamiento del programa trabajadores dislocados. Yo estuve trabajando en una fábrica, pero se cerró, y me dejó sin trabajo. Dicen que puedo entregarme un trabajo nuevo entre unos meses.

APPENDIX

WorkSource

Kittitas County

O-1

Hoja de informacion de nuevos clientes

A favor de tomar un momento y llenar esta hoja al siguiente informacion. La informacion nos ayuda determinar como mas podemos ayudarle y a cuales servicios se caifique. Toda la informacion es confidencial, y esta usado solamente para el uso en Worksource.

Apellido		Nombre primero		Letra mediana	
Numero de seguridad social		Fecha de nacimiento Mes/dia/año		Sexo	
				Hombre Mujer	
Direccion		Apartamento		Ciudad	
Estado		Codigo Postal			
Condado de residencia		Numero de telefono de casa		Ciudadano de Los Estados Unidos?	
				Si No	
Titulo pasado de trabajo		Salario Pasado (Por hora/ Mes)		Intereses de la carrera	
		\$		\$	
Empleado ahora		Donde?		Recibe TANF/Bienestar?	
Si No				Si No	
La compania se bajo el numero de empleos?		Agricultor migratorio o estacional?		Poco probable volver a la ocupación anterior	
Si No		Si No		Si No	
				Casero desplazado?	
				Veterano del Estados Unidos?	
				Si No	
Circunde el grado más alto que usted tiene				Nivel de educacion. Circunde el nivel mas alto que usted ha terminado	
Ninguno GED Diploma del secundario Asociado				Primaria Secundaria Universidad	
Certificado/licencia Bachiller Master Doctor				0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	

Estoy aquí porque quisiera ayuda con los servicios siguientes de resolver mis metas del empleo: (circunde todos que se apliquen)			Fuente de la renta (circunde todos que se apliquen) O-2
Trabajos	Acceso a la computadora	Informacion del mercado de trabajo	De Trabajo
Establecimiento de una red de carrera	Planear una carrera	Planificacion del GED	Desempleo
Acceso del Internet	Career Advancement	Evaluacion de habilidades	TANF (ayuda del efectivo)
Ensenanza de entrevista	Retencion de trabajo	Educacion y entrenamiento de trabajo	Estampillas de comida
Acceso a la copiadora, fax, y franqueo			Seguridad Social
Otro (por favor lista)			Otro (por favor lista):

Firma De la Verificación De la Información:

Firme: _____ Fecha _____

Historia de empleo (enumere por favor cualesquiera y todas las herramientas, equipo y habilidades especiales usados)

Nombre del Empleador		Direccion y Ciudad		Estado	Codigo Postal
Locacion del trabajo (si diferente)		Titulo del trabajo	Salario		
			\$ _____ Cada Cheque _____ Hora		
Fecha Empezado	Fecha Terminado	Horas por semana	Razon por terminar		
			<input type="checkbox"/> Voluntario <input type="checkbox"/> Discarga <input type="checkbox"/> Conflicto de trabajo <input type="checkbox"/> Falta de trabajo <input type="checkbox"/> Empleado ahora <input type="checkbox"/> Otro		

Describe los deberes del trabajo detalladamente

Nombre del Empleador		Direccion y Ciudad		Estado	Codigo Postal
Locacion del trabajo (si diferente)		Titulo del trabajo	Salario		
			\$ _____ Per (check one) _____ Hour		
Fecha Empezado	Fecha Terminado	Horas por semana	Razon por terminar		
			<input type="checkbox"/> Voluntario <input type="checkbox"/> Discarga <input type="checkbox"/> conflicto de trabajo <input type="checkbox"/> Falta de trabajo <input type="checkbox"/> Empleado ahora <input type="checkbox"/> Otro		

Describe los deberes del trabajo detalladamente



Hoja de Información

O-3

EL CONDADO DE WORKSOURCE KITTITAS ES PATRÓN DE LA OPORTUNIDAD IGUAL Y ABASTECEDOR DE LOS SERVICIOS DEL EMPLEO Y DEL ENTRENAMIENTO. LOS SIDA AUXILIARES Y LOS SERVICIOS ESTÁN DISPONIBLES POR REQUERIMIENTO PARA LAS PERSONAS DE LA INHABILIDAD. Equipo teleescritor 711

Después de que la terminación dé por favor esta forma al MOSTRADOR GREETER así que pueden ayudarlo con todas sus necesidades. Usted debe firmar un acuerdo del usuario de la computadora antes de que usted pueda utilizar las computadoras de WorkSource.

EL CONDADO DE WORKSOURCE KITTITAS ESTÁ ABIERTO AL PÚBLICO. NINGUNOS HONORARIOS REQUIRIERON. EL CENTRO ES UN AMBIENTE QUE APRENDE DEL ADULTO. TOME POR FAVOR OTRAS MEDIDAS PARA LOS NIÑOS. LOS CLIMAS DEL SITIO DEL ENTRENAMIENTO PUEDEN VARIAR; POR FAVOR ROPA ACODADA DESGASTE PARA ASEGURAR COMODIDAD PERSONAL.

Bienvenidos a Worksource



Guía de servicios



WorkSource Kittitas County es un empleador de oportunidad igual
Hay ayuda y servicios auxiliares disponibles para personas incapacitadas

Salida de socorro



Sale de la puerta, sigue derecha en el vestíbulo principal hasta la puerta principal. Sale de la oficina, muévase lejos desde el edificio

Baños



Los baños estan colocado al fin
del vestíbulo a la derecha en
los dos lados del vestíbulo
principal.

O-6

Por favor



Apagar los
teléfonos
paginadores
celulares

Bocadillos



**Hay bebidas y
comidas situados
en el pasillo
delántero**

Hay tres niveles de servicio



- ◆ Básicos

- ◆ Recursos de servicio de uno mismo
- ◆ Talleres de trabajo
- ◆ Servicios de trabajo

- ◆ Intensivo

- ◆ Entrenamiento

Recursos de servicio de uno mismo

Servicios básicos



- ◆ Centro de recursos
- ◆ Biblioteca de recursos
- ◆ Búsqueda de trabajo por Internet
- ◆ Videos
- ◆ Website de Worksource de Washington
- ◆ Empleadores en sitio
- ◆ Ferías de trabajo

Es gratis el uso de:



- Teléfono
- Copiadora
- Máquina de fax
- Internet
- Computadoras
- Periódicos

Talleres de Trabajo : Job Hunter Workshop Series



1. Guía de servicios
2. Conociéndose
3. Análisis de habilidades y capacidades
4. El mercado de trabajo
5. Búsqueda de trabajo efectivo
6. Resúmenes y aplicaciones
7. Técnicas de entrevista

Habilidades transferidas

Servicios Básicos

- Abra nuevas posibilidades de la carrera
- Desarrolle su creatividad
- Descubrase su uno mismo innovador
- Piensa afuera de la caja
- Póngase con eficacia en la nueva y cambia economía

Habilidades de la búsqueda de trabajo






Servicios Básicos



- ☎ **Donde empezar**
- ☎ **Tener la meta**
- ☎ **Comercialización creativa**
- ☎ **Aplicaciones y continuación**
- ☎ **Contacto por teléfono**
- ☎ **Retención**







Resumen

Servicios Básicos

- 
- 2.  Recibir más invitaciones a entrevistas
 -  Anuncie sus habilidades y capacidades
 -  Póngase adelante de la competencia
 -  Desarrolle su confianza


Repaso de su resúmen

Servicios Básicos

- 
-  **Aviso profesional**
 -  **Forma**
 -  **Contenido**
 -  **Objetivos de Trabajo**
 -  **Estilo**

Resumen On-line

Servicios Básicos

- 
- Ponga su resumen en la Internet
 - Formáto
 - Tableros de trabajo
 - Qué hacer cuando llegue?



Favor de traer su resumen completo

El Internet

Servicios Básicos



Básicos del Internet

Motóres de búsqueda

Encontrar companias

**Encontrar anuncios de
trabajo**

WorkSource Washington

La Entrevista

Servicios Básicos



- **Características que
buscan los empleadores**
- **Tipos de entrevistas**
- **Preguntas típicas de una
entrevista**
- **Cerrar la entrevista**
- **Ayudas que puede usar en
su trabajo nuevo**

Seguridad de Empleo del estado de Washington

Servicios básicos



- ❖ Registración de trabajo
- ❖ Estratégias para el empleo
- ❖ Remisiones de trabajo
- ❖ Servicios de veteranos
- ❖ Acceso al reclamo de desempleo

El club de Desayuno


Servicios Básicos



- Ayuda orientada de la meta
- Apuntar de la busqueda de trabajo
- Amplie su red de contacto
- Defina sus fuerzas comerciales
- Desarrolle sus habilidades de la busqueda de trabajo
- Camibie entrevistas a ofertas de empleo
- Se encuentran los lunes a las 10 hasta las 12. Abiertopara el publico

O-21

El Centro de oportunidades educacionales de Washington




- Ayuda de asistencia financiera
- Admisiones y pruebas de la universidad.
- Investigación de becas
- Vida en la universidad
(Hay que hacer una cita con un representante)

Servicios Intensivos



- ❖ OIC: Centro de industrialización de oportunidades
- ❖ Gente por Gente
- ❖ Departamento de la rehabilitación vocacional

OIC: Centro de industrialización de oportunidades



- ❖ Servicios a la juventud / edades 14-21
- ❖ Retrieval de créditos
- ❖ Preparación para el GED
- ❖ Servicios de habilidades de trabajo
- ❖ Ayuda escolar

Gente por Gente

Servicios Intensivos

- ❖ Programa para adultos~ Deben vivir en el condado de Kittitas
- ❖ Edad más de 18 años.
- ❖ Legalmente de poder trabajar en Estados Unidos
- ❖ Se necesita habilidades comerciales
- ❖ Renta baja (más de 6 meses)


Gente por Gente

Servicios Intensivos



- ❖ Pruebas Vocacionales
- ❖ Entrenamiento
 - ♦ ESL, ABE, GED, Certificado de nivel de la universidad
- ❖ Entrenamiento en el trabajo
- ❖ Asistencia en la búsqueda de trabajo
- ❖ Colocación directa
- ❖ Servicios de retención de trabajo

Programa para el trabajador dislocado: Gente por Gente, Cruzacalles



- ❖ Uno que no tiene trabajo o que ha recibido noticia que le quitarán el trabajo

Elegible para o agotado subsidios de desempleo

No es posible de volver al trabajo anterior por razones como:

- La compañía se cerró
- La industria se bajó
- Habilidades bajo nivel aceptado
- Fabricante casero desplazado:

Uno que vive de la renta de la familia y ahora se encuentra sin renta y sin trabajo

Departamento de servicios sociales y salud

Servicios Intensivos




Parte de rehabilitación vocacional

- ❖ Inabilidad física,
mental o emocional
- ❖ Impedimento
substancial al empleo

Servicios del DVR

Servicios Intensivos


- 
- ❖ **Asesoramiento vocacional**
 - ❖ **Pruebas de habilidades vocacionales**
 - ❖ **Exploración y desarrollo de la carrera**
 - ❖ **Entrenamiento y educación**
 - ❖ **Práctica con la entrevista y construcción del resúmen**
 - ❖ **Dirección en la búsqueda de trabajo**
 - ❖ **Remisiones de trabajo**

Yakima Valley Community College



- GED: Grado de educación general
- ESL ~ Inglés como segundo idioma

Servicios para el consumidor de crédito en el valle de Yakima



- Uno a uno asesoramiento financiero
- Planes de re-pagar deuda
- Clases educacionales
 - Para clases de Worksource
 - Para empleadores
 - Para estudiantes
- La oficina está colocada en el centro de Worksource
- 1-800-273-6897 o visitar www.cccsyakima.org para hacer una cita

Pase para la recepción para



- ❖ Llegar a ser participante
- ❖ Recibir información de las clases ofrecidas
- ❖ Remisiones de otros servicios
(con otras agencias con quien trabajamos)

Números de teléfono



- ◆ Representante del Veterano ~ Pat Clausing ~ 1-800-834-6799, ext. 130
- ◆ Seguridad de Empleo ~ Gary Monroe ~ 962-7477 (Ellensburg)
o 1-800-834-6799, ext. 199 (WorkSource Yakima)
- ◆ Gente por Gente
 - ◆ Programa de adultos ~ Scott Marchel ~ 925-5311
 - ◆ Trabajadores dislocados ~ Kathy Jenkins-Mace ~ 925-5311
 - ◆ Trabajadores en la comunidad / Programa welfare to work ~ Joe Triggs ~ 925-5311
- ◆ Centro de oportunidades educacionales del Centro de Washington
 - ◆ Mateo Arteaga (EOC)/Bi-lingual ~ 899-1302
- ◆ DVR ~Deborah De La Fuente ~ 962-7730
- ◆ Servicios para el consumidor de credito en Yakima
 - ◆ Solamente por cita ~1-800-273-6897
- ◆ Yakima Valley Community College – GED - Erleen Beckley ~ 925-4011
- ◆ Mayordoma de Worksource ~ Pat Cort ~ 925-5311

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Adults and parents hold the key to ending the illiteracy cycle in the United States by becoming literate themselves. The intergenerational transfer of knowledge from parent to child is the number one indicator as to whether or not children will become literate themselves (Wedgeworth, 2003). Illiterate adults between the ages of 16-65, number in the tens of millions in the United States. Immigration numbers add another 31.1 million to the number, creating an overwhelming 95 million adults in the United States that read between Levels 1 and 2.

The correlation of low level reading and problematic aspects of our society exist hand in hand. Poverty, crime, poor health, and unemployment top the list of offenses. Annually in the United States over \$300 million dollars are spent privately and federally trying to out run the effects of illiteracy. Privately, companies are spending on employee remedial training in an attempt to remain competitive on the worldwide scale. Federally, aid is evident in our nation's Worksource Centers, where classes are offered to re-train and empower individuals facing employment crises. Even with the advent of employer-based classes, the private sector is finding it difficult to maintain global competitiveness, due to low productivity, employee errors, and employee accidents. It is applicable that in the United States that workers' insufficient reading and writing skills are the reason why many new productivity improvements cannot be implemented into the job markets of this country (Wedgeworth, 2003). The issue is even more problematic when dealing with

industries, businesses, and communities dealing predominantly with migrant and immigrant populations.

The growth of migrant and immigrant populations in the United States continues at tremendous rates. The typical immigrant enters the United States with either a non-literate or pre-literate educational background in their first language. Studies indicate that in order for an individual to successfully learn a second language he/she must be adept in his/her first language. The most effective entry point into adult migrant education is to teach in the mother tongue and then progress into a bilingual setting (Eskey, 1997).

Migrant and immigrant adults deal with many barriers when attempting to incorporate into a new culture. In order to facilitate success of migrant and immigrant populations, barriers such as class schedule and location, need to be flexible. Motivational barriers are another aspect of adult education that needs to be addressed. Motivation needs to be fueled in order to maintain attendance in adult education. In order to fuel motivation the teacher needs to implement curriculum that is authentic and meaningful. By facilitating authentic curriculum the learner uncovers an intrinsic motivation that propels him/herself to continue on the literacy course (Burt, 2003).

Conclusion

The Worksource orientation paper work was used as a skeletal system from which to base reading workshops. The adult learner will be taught in his/her mother tongue in order to promote literacy in the L1 that can then be transferred into the L2 at a later date. Although the curriculum has not been subject to review either by learners or other teachers, the author's personal experience with second language acquisition and teaching,

along with several years of reading instruction, dictates that these lessons will illicit verbal responses from the learners, as well as creating a personal and internally motivating curriculum.

Recommendations

The author recommends that this curriculum be used in conjunction with the Worksource site in Kittitas County. The author recommends that the classes be offered in accordance to the need of the Hispanic community, not the need of the teacher. The author also recommends that the course be tied into the Yakima Valley Community College's (YVCC) ESL classes offered in the same building. For example the recently arrived populations could be part of the literacy workshops offered at Worksource and then transfer over into the ESL classes at YVCC.

There are seven modules in the Worksource Job Hunter Workshop Series; the orientation is only the first. The other six are: knowing yourself, skills and abilities analysis, the job market, effective job search, applications and resumes, and interviewing. These seven modules could be an effective entrance into literacy for the Hispanic population in Kittitas County as well as educating them in the vast resource that is Worksource.

The author feels that the addition of assessments and personal reflections into the curriculum would be valuable for both the learner and the teacher.

The last recommendation that the author has is to present a credential to the learner, for each module completed. The learner could use that merit or credential on their resumes as they complete each module.

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