The goal of most adult education programs is to improve the economic mobility & job preparedness of learners, to help them “integrate” into their new country.

**CONTEXT FOR TAP**

- **College and Career Readiness Standards for Adult Education** *(U.S. Department of Education, 2013)*
- **English Language Proficiency Standards for Adult Education** *(OCTAE, 2016)*
- **Strengthening Career and Technical Education for the 21st Century Act** *(Perkins V, July 1, 2019)*

**STANDARDS & EXPECTATIONS**

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In the end, language learning is language learning, right? Doesn’t workplace literacy involve these?
- vocabulary, reading, and writing
- speaking and listening

**FOUNDATIONS & COMPONENTS**

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**BILINGUAL LEARNERS**

Bilingual learners in the workplace are an asset.

“Multilingual problem solvers have multiple perspectives on how to solve the problems.”

Roberto J. Sanchez, Deputy Director for Foreign Language, Office of the Under Secretary of Defense for Intelligence

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A discrete skill that must be explicitly taught

**LISTENING COMPREHENSION**

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Active Nature of Listening

It’s exhausting! Easily prone to fail due to too many unknown words, too large an amount at one time, and too long of a time to hold information in short-term memory.

**LISTENING COMPREHENSION**

(Lem's, Miller, & Soro, 2017)
LISTENING COMPREHENSION

Non-verbal

Paralinguistic Features
- gestures & body language

Probabilistic Reasoning
- predicting & unpacking (assuming) what’s next
- With the frame, “What kind _____ ...?”
  What did you fill in the blank with?
- rising intonation (What do you expect?)

Syllable Stress
Let me be the produce vs. bees produce honey.

Contrastive Stress
I love you. – I love you. – I love you. – I love you?

Intonation (vocalization of meaning)
The students followed all the rules. (statement)
The students followed all the rules? (confirmation)

Stress & Intonation

LISTENING COMPREHENSION

REAL VOCABULARY WORKPLACE READINESS

✓ Vocabulary = comprehension = procedural & professional knowledge
✓ Procedural & professional knowledge = success

VOCABULARY

Recognize it
Explore it
Apply & practice it
Live it & use it to learn it
WHY IS VOCABULARY IMPORTANT?

Command of a large vocabulary frequently sets high-achieving entrepreneurs and employees apart from less successful ones. (Montgomery, 2000)

K-12 students need 3,000 - 5,000 new words to advance to the next grade level.

How many words do adult learners need to function at work and in the community?

WHY IS VOCABULARY IMPORTANT?


VOCABULARY

Tasks, Activities, & Text Complexity

Some bilinguals enter the workforce with smaller reserves of vocabulary. Practice helps address this vocabulary need early & explicitly!

- Provide more targeted (explicit) instruction.
- Focus on Tier 2 vocabulary to help access tasks & activities at all levels.

Success on the job site or at the office involves:

- interviewer-applicant, employer-employee, client-technician discourse
- Instructions, processes, & goals
- Reading/writing orders or invoices

Workplace Language

(Calderón & Slakk, 2019)
THINK ABOUT IT
How many words are the learners in your classes learning per year?
How much job-related reading & writing do they do in class?

THINK ABOUT IT
What vocabulary do adult learners of English with limited language & literacy in their home/native/heritage language need? For work? For life in the community?

Sources for Vocab to Teach: A Mentor Text
Any piece of text used for a lesson
✓ Source: vocabulary for previewing
✓ Exemplar: language usage - grammar, writing function/structure
Workplace?
• job listing, application, employee manual, memo, work order, cooking directions ... What else?

Vocabulary Subcategories
Tier 3
Technical words
Tier 2
Information & processing words
Polysemous words
Sophistication, specificity, or precision
Connectors & transition words
Phrasal clusters
Idioms, metaphors, similes, puns, & collocations
Sentence & question starters

Tiers 3, 2, & 1

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TIER 3
Specific or Technical Words
What technical vocabulary might your students need help with?
- HVAC technicians?
- Certified nursing aides?
- Auto mechanics?
- Seamstresses?
- Waiters/waitresses?
- Daycare providers?

Remember: Tier 3 words are explained by using Tier 2 words; thus, if you teach Tier 2 words ....

THINK
What are some implications of the Tier 2 & 3 vocabulary needs of my students for:
- my planning?
- my instruction?
- my classroom?
- my program?

STRUCTURE OR FUNCTION WORDS
Words that hold content words together

“Function words account for less than one-tenth (1/10th) of a percent of your vocabulary but make up almost 60 percent of the words you use.”

James Pennebaker
Social psychologist & language researcher

The sly brown fox jumped gracefully over the lazy dog and cat.
T.A.P. Into Workplace Literacy: Informational Intro

February 2021
GATESOL: Adult Education

**TIER 2**
Cognates?

- converse conversar
- specify especificar
- comment comentar
- announce anunciar
- mention mencionar
- communicate comunicar
- reveal revelar
- dialogue dialogar
- verbalize verbalizar

- declare declarar
- pronounce pronunciar
- describe describir
- debate debatir
- discuss discutir
- proclaim proclamar
- articulate articular
- question cuestionar
- pontificate pontificar

**TIER 2**
Question Starters

- Can you help me _____?
- Excuse me, I don't understand _____.
- Where is/are _____?
- How do I _____?
- Where do I _____?
- May I ask a question?

- How much time do we have for _____?
- Please repeat that.

What questions might your students need to ask clients or employers?

After text-based, a.k.a. workplace vocabulary instruction and practice, they are ready to read using job-based mentor texts & write in real-world settings!

See the Chat Box for an excerpt from our recent publication for more information about how to move into reading & writing with workplace literacy.


Who would benefit from the TAP model?

How could you apply these elements to your program?

- IEP?
- Employee training?
- IRC?
- Others?

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Questions?

Thank you!
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