



Raising Literacy levels

Brushing Up on Workplace English

A content & language integrated learning programme to:

- Improve **workplace communication** skills of **non-English mother tongue speakers**, exposing them to the **information, language and terminology** of the workplace,
- Using **accelerated learning** principles to save time and cost.

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❖ The storyline method

* Molly's diary...

The basic story centres on the young Molly, as she prepares for her interview and enters the world of work, meets with the other staff, receives her training, and falls in love...

Molly's diary entries sets the scene for the training. It unfolds against the background of the specific work environment and a fictitious team at work.

The training process is interspersed with writings by all characters in the storyline and forms the launching platform for **literacy/numeracy** inputs.

4 Basic skills applied

- **Reading** the text aloud
- **Speaking and listening** – discussing the text, meaning, relating to own experiences
- **Writing** (incidental)
 - Dictation
 - Spelling and pronunciation
 - Language
 - Comprehension
- **Application** – exercises to revise and imprint, done outside of the formal contact session time.

The main focus is the **company specific training material**, which is used as the theme in each literacy unit. Content is dealt with to ensure:

- **Knowledge**; mastery of simple matter,
- **Comprehension**; understanding of information and ensuring portability of knowledge,
- **Application**; to develop a problem solving approach within the work environment,
- **Analysis**; Extending the problem-solving approach,
- **Synthesis**; using original thinking applied to own work environment issues.
- **Evaluation**; learning to make choices in the workplace.



KALEIDOPRAX

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The Institute supports effective
and quality education by providing

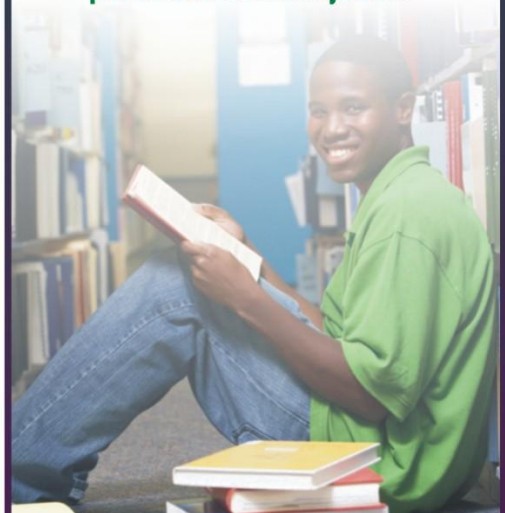
educational resources

and

competence training

for teachers and facilitators from

pre-school to tertiary level.



'PEOPLE WHO THINK EDUCATION IS EXPENSIVE, SHOULD TRY IGNORANCE'

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❖ Target audience

The 'language transferee'. Horne (2002) explains the dilemma of the transferee.

"A transferee is a person who, in order to make a living, has to transfer daily from his/her natural language environment (and culture) to a different language environment (and culture) and is assumed/expected to cope like a mother-tongue user. In South Africa more than 90% of the workers transfer to an English language environment daily. Some find the transition easy, some manage somehow but the vast majority don't cope at all."

In compiling the learning programme, we have assumed that most, if not all, the delegates –

- are language transferees (i.e. English is not their mother-tongue)
- are keen to qualify for the required Literacy and Numeracy level required of employees or prospective employees
- would welcome an opportunity to focus on and improve their basic communication skills.

❖ Alignment

Alignment to Critical-cross-field outcomes.

The learning programme is aligned to the critical cross-field outcomes, ensuring development of the life-skills needed for learners to function effectively within, and as a contributor to the world of work.

It will develop those qualities that people will need to be responsible, active and successful members of society.

- **Identify and solve problems** in which the responses display that responsible decisions using critical and creative thinking have been made;
- **Work effectively with others** as a member of a team, group, organisation or community;
- **Organise and manage** oneself and one's activities responsibly and effectively;
- **Collect, analyse, organize** and critically evaluate information;
- **Communicate effectively** using visual, mathematical and/or language skills in the modes of oral and/or written persuasions;
- **Use science and technology** effectively and critically, showing responsibility towards the environment and the health of others;
- **Demonstrate an understanding** of the world as a set of related systems by recognising that problem solving does not exist in isolation; and
- **Contribute to the full personal development** of each learner and the social and economic development of the society at large.

NQF Unit standard alignment.

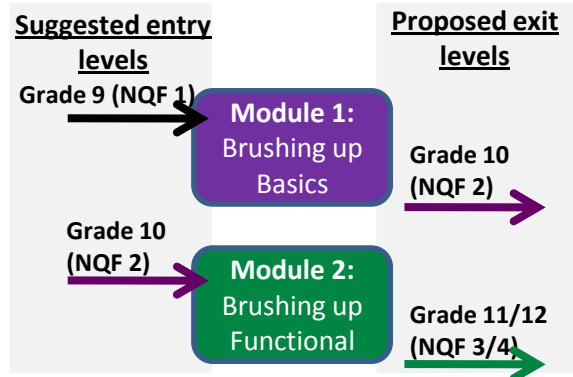
Workplace learning programme content can be unit standard aligned to award credits to the competent learner having submitted a portfolio of evidence.

❖ Description of Programmes

Brushing Up on English is a graded, modular, holistic (LEA), vocabulary enrichment language training programme for **non-English mother-tongue employees**.

▪ **Brushing Up Basics** is an accelerated remedial training programme aimed at improving the English Cognition and Proficiency (COPE) of learners from NQF level 1 to level 2 in 21 hours for Literacy and 24 for Numeracy.

▪ **Brushing Up Functional** is an advanced level course aiming to enrich Cognition and Proficiency in English (COPE) of learners from NQF level 2 to that of level 3 and 4. It requires 30 hours for the Literacy module and 45 for Numeracy.



❖ Outcomes

General Aim

Preparing co-ordinate bilinguals to manage in and meet the demands of the current day workplace.

Assisting employees to make the transition to "learning in and through" English relatively easy. The co-ordinate bilingual copes because of **COPE**, i.e. **CO**gnition and **Pr**oficiency (listening, speaking, reading, writing) in English.

Specific Aims

- Upgrading basic communication (viz. *listening, speaking, reading and writing*) and numeracy skills in order to:
- meet NQF exit level outcomes;
- stem the tide of regression into illiteracy;
- stimulate conceptual maturation;
- optimize company training;
- enhance job performance and productivity;
- improve industrial relations;
- raise the self-esteem of workers;
- increase job-satisfaction;
- establish a foothold for self-advancement, empowerment and improved quality of life;
- promote interpersonal relations and better understanding.

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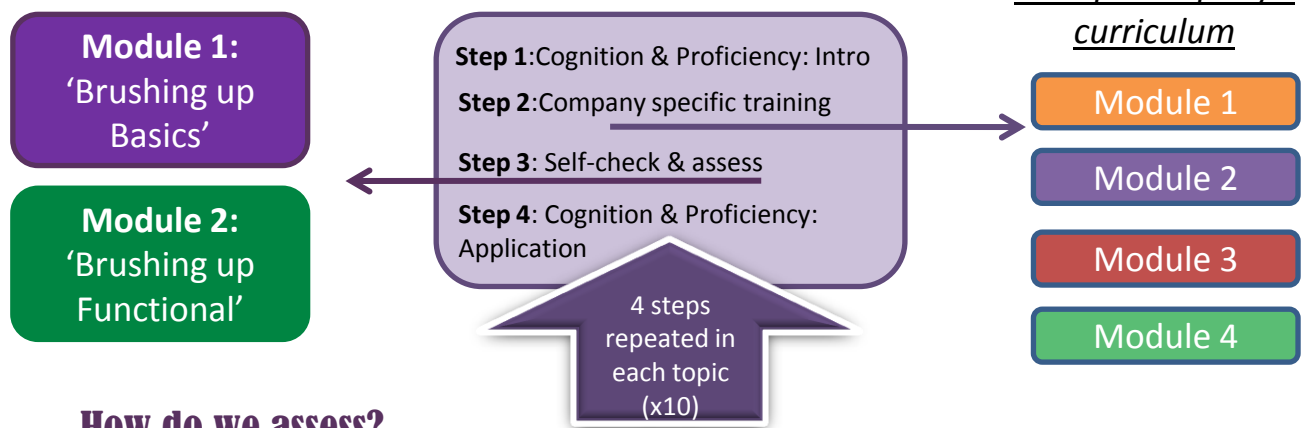
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❖ How do we integrate workplace content?

The **ADVANTAGE** of **INTEGRATION** with **WORKPLACE LEARNING CONTENT** is that workplace knowledge, understanding and application can be covered **AT THE SAME TIME**.

A module requires at least ten topics from the workplace learning content. Four steps are followed in each topic.

- Step 1:** Cognition & Proficiency: This is an introduction to the topic and theme and clarifies knowledge and understanding of basic principles and concepts in preparation for the next step.
- Step 2:** Company specific training: Using the content and context as the central theme in meeting criteria of critical cross-field outcomes for the particular context.
- Step 3:** Self-check & assess: Provides the opportunity to integrate the four basic skills as well as employing Bloom's taxonomy of learning.
- Step 4:** Cognition & Proficiency: Application of language and/or numeracy skills whilst applying knowledge and understanding of workplace content.



How do we assess?

We use ELSA* as a pre-test to determine the entry level of the candidate, as well as a post-test to confirm progress and exit level. Formative and Summative assessment slots in with main stream training evaluations



**ELSA is an acronym for English Literacy Skills Assessment. It is a language, norms-based, group-measuring instrument that can quantify and diagnose. ELSA quantifies a respondent's English language (and numeracy) skills performance, equating the competency-input performance level to that of a South African English mother-tongue peer. In diagnosing, it shows up an individual's strengths and weaknesses in an English language work/training environment. It is essentially a prior-learning and ABET-placement guide for English (and Numeracy/Maths).*

The desired outcome is **communicative competence** in order to link the four basic skills (listening, speaking, reading and writing) to the needs of the real world. A learning module is delivered in at least 30 contact hours, ideally. In the ideal situation, the course is offered at the rate of two or three one-hour sessions per week. This allows time between lessons for assimilation and application of new skills while not over-extending the entire duration of the programme. Where this is impractical in terms of production time, one two-hour lesson per week will suffice. **For optimal results**, lessons scheduled to take place early in the day will be preferable to those at the end of a busy shift.

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❖ Learning delivery:

Contact sessions facilitated by a trained facilitator / assessor comprising of small-group work, discussions, simulations and case studies, role-play, problem solving and reading and written assignments.

Learners are expected to apply newly acquired skills in the workplace and bring back their experience to the contact session.

Facilitation of the learning programmes can be done in either one of these models:

A. In-house training. You will need:

- Facilitator training
- Resources provided
- Quality assurance & certification provided by Kaleidoprax.

B. Out-contracted training. A Kaleidoprax licensee takes full responsibility for delivery and assessment of learning. You will need to provide:

- Venue as per requirements
- Group size determines the cost of learning

Venue requirements

Training venue requirements should meet the following:

- 2-3 m² area per learner
- Adult desk and chair per learner
- Training room outlay as per attached room plan
- Low noise factor
- Appropriate lighting
- Sufficient air conditioning
- White board as teacher's aid
- Flipchart and paper
- Overhead projector and screen
- Ablution facilities in close proximity
- Health & Safety certification in order as per requirements of the Act

Group size

Costing is based on a group of not less than 10, and not more than 14 learners per group.

Facilitators

The certification of facilitators is regarded as a must by the compilers of the programmes for two reasons:

- (i) it provides on-going feedback necessary to update the programme periodically, and
- (ii) as a guarantee to employers that the facilitator is competent to run the course. In most cases the duration of such a certification course is three days. Training is scheduled on an ad-hoc basis and will be quoted according to project scope.

It is recommended that all facilitators are qualified assessors.

Resources provided

Learning material:

Each learner receives:

- A Contact Session Guide serving as workbook
- A notebook to compile a workplace customised Core Vocabulary dictionary for Brushing up Basics ('My-Lex')
- Brushing up Functional learners receives a Longman's Dictionary of Contemporary English
- Podcasts to listen to in preparation for the next contact session.

Facilitator material:

- Facilitator Guide with extensive instructions on each lesson in terms of Planning, Preparation, Presentation and Assessment.
- Visual material such as Slide Presentations, video and printed matter.

Quality assurance & certification

Where Kaleidoprax is required to certify and award learner's NQF credits, learning delivery will have to meet the ETQA requirements of the constituent SETA.

❖ In summary...

- ELSA Pre-test Level Determination
- Targeting General Employment Skills
- Using Adult Learning Principles
- Storyline innovation/subplot
- Curriculum integration
- Whole Language Theory integration
- Addressing CCFO's
- Employing Bloom's Taxonomy