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# TAP INTO WORKPLACE LITERACY
# WITH LESLLA LEARNERS

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## Abstract

Adults learning an additional language in their new country of residence, frequently called *second language learners* and, more recently, *emergent bilinguals*, can play a valuable role in the workplace in the new country. However, all of these learners, and specifically LESLLA learners, need text-based, vocabulary-specific instruction that will help them navigate through the work they are doing or plan/need to do. Teachers of workplace readiness literacy need to have a set of specific strategies and supports to help learners develop work-related literacy skills. Processing, learning, and using skill-specific, trade-specific, and context-specific vocabulary, often with multiple meanings, must support learners' comprehension of work-related practices and tasks. There must be multiple opportunities, with correct language use, for learners to learn and engage in the language and related vocabulary that they need to interact with coworkers and clients. This article describes a clear, accessible, seven-element process, "**TAP**" (**T**each, **A**pply, **P**ractice), that teachers focused on developing LESLLA learners' workplace readiness skills can follow to help these learners 1) comprehend a job-related text, 2) learn workplace vocabulary in relation to that text, and 3) engage in oral workplace-centered interactions and activities that will help them be better prepared for their jobs. Although many different approaches to teaching workplace literacy are used in adult education classes, as summarized below, teachers often do not have a clear, step-by-step process to follow. The process described was developed and is effectively used in K-12 settings using key elements of second language acquisition strategies and practices for language and literacy development. The steps are described here.

## Introduction

Adults learning an additional language in their new country of residence are often referred to as *second language learners* or *language (e.g., English, Finnish, Italian) learners*. More recently, in order to recognize that they do, in fact, already know one or more languages and the value of that language/those languages in their lives, they are often referred to as *emergent bilinguals* (e.g., Garcia et. al., 2008, introduced this term in K-12 education; it is now used to describe all learner populations). These learners can play a valuable role in the workplace in their new country of residence. Sanchez (2019) argued that emergent bilinguals are crucial to any healthy workforce and economy. However, they need support, guidance, and instruction that helps them to build the vocabulary, oral language, and literacy skills that they need to enter and be successful in the workplace. This article describes an approach to workplace literacy instruction with LESLLA learners that teachers can work through step by step, with learners at many different levels of proficiency in reading, writing, speaking, and listening, in either their home/native language(s) and or in the new language they are learning, once they are ready for a workplace literacy class. The language used for instruction can be the home/native language or the new language.

## The Context for Workplace Literacy Instruction

The primary goal of adult education programs in Europe and the United States is to improve the economic mobility and job preparedness of learners, in order to help them integrate into their new country (e.g., Casner-Lotto & Barrington, 2006; Elander et al., 2006; Parrish & Johnson, 2010; Rubio-Festa, 2019; Schaetzel et al., 2019). For example, in the United States, the College and Career Readiness Standards for Adult Education (CCRSAE) are based on the Common Core State Standards to specifically define what adults learning English need to know and be able to do to participate successfully in academic settings, job training, and civic life. The U.S. Department of Education provides a set of expectations in terms of oral language and literacy at different levels. For example, students should be able to "create clear and coherent level-appropriate speech and text" or "demonstrate

command of the conventions of standard English to communicate in level-appropriate speech and writing" (U.S. Department of Education, 2016, p. 15).

The Carl D. Perkins Career and Technical Education Act of 2006, amended by the Strengthening Career and Technical Education for the 21st Century Act (U.S. Department of Education, 2019), is designed to improve career and technical education and help students gain the skills they need to compete for in-demand, high-wage jobs in their communities. Other countries have similar standards; for example, the Common European Framework of Reference (Council of Europe, 2018).

### What LESLLA Teachers Need to Know and Be Able to Do

Within this context, and keeping in mind the goal to help adults access and be successful with learning and using the language(s) of their new country of residence, teachers of workplace readiness literacy need to have a set of specific strategies and supports to help learners develop work-related literacy skills. Workplace or career vocabulary needs to be accessible for adults to enable them to navigate through a day's work. Processing, learning, and using skill-specific, trade-specific, and context-specific vocabulary—all of which often carry multiple meanings—must support learners' comprehension of work-related practices and tasks. There must be multiple opportunities, with correct language use, for learners to learn and engage in the language and vocabulary needed to interact with coworkers and clients (Strube, 2014). Likewise, activities such as Mutually Adaptive Learning Paradigms (MALP) may increase engagement in the classroom to foster basic academic skills for emergent learners. MALP encourages incorporating lessons that are relevant to learners' lives, starting with speaking and listening before moving to written text, and involving learners at all levels in real-life contexts and tasks as a bridge to content activities (Marshall & DeCapua, 2013).

Workplace literacy involves reading and writing, starting with reading job listings and completing job applications. The job application process is a cyclical reading and writing process: the applicant must read and understand the job announcement, then the applicant must prepare a resume or fill out an application form – a process that takes reading and writing skills. After the initial application

process, once the applicant is now an employee, they need to read and write to complete employment forms, read and understand training manuals, and perhaps take tests on the training manuals or other exams for certification. Certain jobs also require reading work orders and writing reports. Context-based vocabulary is the basis for learning these skills and for language and literacy comprehension. While this learner population may have the job skills required for the job, this does not equate to learners also having the language and literacy needed to demonstrate their mastery of the technical skills necessary for the job. Thus, language (including job-related vocabulary) and (workplace) literacy must be taught.

This article describes an approach to adult literacy instruction, "**TAP**" (**T**each, **A**pply, **P**ractice), that shows teachers how to take learners through a step-by-step process designed to support learners in learning the language and literacy needed to carry out their work. While the strategies described have their roots in secondary school education programs (Calderón et al., 1998; Calderón & Slakk, 2018) and a bilingual university program in the United States (Calderón, et al., 2018), they can be adapted to relevant workplace or career contexts and learner needs in most languages.

### Elements of Workplace Literacy Instruction for LESLLA Learners

The elements of instruction covered in this article, listed below, are applicable to a variety of instructional settings and are described here with a focus on workplace literacy instruction. The order of the activities described may vary depending on the purpose for the class and learner needs, but each of the seven elements must be addressed in relation to the other elements and aligned with the backgrounds and needs of each learner. Elements 2–7 each include **T**each (the teacher describes and models the skill), **A**pply (the students follow the teacher's model in using the skill), and **P**ractice (the students have multiple opportunities to practice the skill, alone, in pairs, or in groups).

The elements of instruction are listed below, followed by a description of each, as well as examples of each.

**Elements of Instruction**

1. Start with an awareness of the learners' home/native language(s) (referred to as primary language henceforth) and find ways to build on and explicitly show both similarities and differences between their primary language(s) and the target language (e.g., the different pronunciation of the letter "h" in English and Spanish, or different placement of adjectives before the noun in English and after the noun in Spanish).
2. Base instruction on a printed mentor text that learners will work with. If using a multimodal text, the target vocabulary needs to also appear in printed form. Texts selected are those that model or "mentor" the targeted vocabulary, grammatical structures, and ways the text will be used in oral conversation, reading, and writing for that specific lesson.
3. Orally preview and practice the vocabulary that learners need to learn before working with the mentor text.
4. Build learners' listening comprehension skills.
5. Use learner-centered, cooperative learning strategies and supports that provide many opportunities for oral language use.
6. Build from reading to writing activities.
7. Make connections between vocabulary knowledge, oral language proficiency, reading comprehension, writing skills, job/skill knowledge, and workplace success.

### *1. Value and Build on Learners' Primary Languages*

In addition to the multiple perspectives that emergent bilinguals bring to the workforce, they also bring a background of communication and literacy skills (Sanchez, 2019). They have interacted with different people and seen written text in the new country and so, at least, have a concept of what print looks like in the new language. The task that teachers need to tackle is knowing the learners' abilities in their primary language(s) and learning or knowing the basic similarities, differences, and abilities in their primary language(s) compared to the target language. A few possible starter questions that teachers might want to consider are, "What alphabet or writing system do the learners in my classes know? Do they understand that the printed symbols of a text represent sounds and concepts? Is the alphabet or writing system that they know similar to the language

I am teaching in directionality, letter shapes, and spacing conventions?"

The teacher must then work on knowing how to explicitly make connections between the learners' language backgrounds and abilities and the workplace-related content they are learning in class. This may involve making simple connections or, most likely, explicitly modeling new linguistic or literacy features. For example, if the learner's primary language is Somali and the target language is English, the teacher needs to know which phonemes, morphemes, and grammatical features are present or not present in Somali and which ones need explicit instruction and modeling to acquire the correct pronunciation in English. For instance, what sound does the letter "t" make in Somali? How is that different from English? Additionally, if the learner is orally proficient in their primary language but has not learned to read and write in any language, those domains (graphophonemic awareness) also need equal attention. For example, how is the sound /h/ written in Somali and in English? Making connections between features of the two languages will also involve engaging learners in using their background knowledge about a topic before the class works with a written text.

### *2. Start with a Written Mentor Text That Learners Will Work With*

Learning to read in any language follows the same progression and stages: Emergent, Beginning, Within Word Pattern, and Advanced (Helman et al., 2012). Each of these stages has similar decoding, encoding, comprehension, and literacy elements in any language that can be highlighted or modeled using the following strategies.

Begin by selecting a mentor text that has a workplace focus, no matter how simple it is (e.g., a picture of a man painting a house, with "The man is painting the house." written below it). When learners are ready (determined by texts read already, vocabulary learned, teacher observation of learners' work, and use of formative assessments), use a work-related mentor text that the learners will use in a typical workplace setting. Consider how the text will be used in the lesson. Later, with more advanced texts, consider how they will be used at work. (See the Appendix for an example of a more advanced text.) The teacher should ask themself:

- Is this text appropriate, given these learners' language (and literacy) proficiencies?
- Will this need more than one class period to work through?
- What words or phrases in this piece of mentor text might learners need to comprehend to be able to work with this text?
- What elements of the learners' primary languages might I need to explicitly teach or model? What reading skills will be needed to comprehend this text?
- What communication skills might learners need to negotiate this text?
- What reading, communication, or writing skills will I, as the teacher, need to model?
- What supports will I need to help all learners, at all levels of proficiency in the target language, access this text?
- What do I expect, or might an employer expect, the learner/employee to produce after reading this text? (e.g., Will we be writing a specific type of text? Will the employer want to see a report?)

If needed, create a mentor text that includes the needed vocabulary and literacy elements. Figure 1 shows an excerpt of a mentor text that the teacher might select and work with. If a longer text is used for a higher-level lesson (for example, the text in the Appendix), the text should be divided up to suit the lesson time frame and learner focus.

Figure 1
*Sample excerpt from mentor text*

| **Humberto Wants A Job** |
|---|
| Meet Humberto. Humberto is from Nicaragua. He wants a job. Humberto can build houses. |
| Humberto has his own tools. He has a hammer, a drill, and a tool belt. He is ready for a job. |
| Jobs are listed in the newspaper. Job listings are also on a website. Humberto has a list of jobs. He has experience. |
| Humberto filled out many job applications. He has a resume. He has references. He has a work visa. Humberto is ready to work. What job do you think he will get? |

### 3. Orally Teach the Vocabulary Learners Need to Get Started With Comprehension

In recent years, researchers have emphasized the importance of both comprehending written texts and producing the language used in job-focused contexts, orally and in writing (e.g., Friedburg et al., 2016; McKeown et al., 2013; Uccelli & Galloway, 2016). Researchers have also shown the critically important role of vocabulary in the development of reading and writing proficiency – for academic and workplace contexts – for adult learners who have experienced interruptions in formal, school-based learning and have varied experiences with literacy in their primary language and are learning another language (Holtappels et al., 2020). Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2007). Therefore, it is likely that knowing more work-related vocabulary supports learners' workplace success overall (Camarota, 2012), and building students' vocabulary will aid their comprehension.

Adult learners involved in or entering the workplace need to have the vocabulary that will make it possible for them to

- Engage in facilitator-participant, interviewer-applicant, employer-employee, and client-technician discourse;
- Interact with others about instructions, processes, and goals;
- Comprehend (read) and produce (write) texts; and
- Succeed in other ways on the job site or in the office (Slakk & Peyton, 2019).

These needs lead us back to the question of, when working with the selected mentor text, "What vocabulary will I teach?" The answer lies in the vocabulary that the learners need to understand and discuss the text and the product that they will produce (Calderón & Slakk, 2018). However, even in a short text, there may be too many words to process upon initial readings. Therefore, consideration must go to vocabulary that will give the learners the most benefit for the energy expended – Tier II words and phrases. Tier II vocabulary are polysemous (with multiple meanings; e.g., *table*, *match, bank*) words and phrases, sentence connectors, transitions, and words of specificity (Beck et al., 2005; Calderón & Slakk, 2018). This is not to say that Tier III words – those

that are specific to a content area and workplace-specific skill – are unimportant (e.g., *resume, website, job application*). Tier III words are important; however, Tier II words define, support, and connect the higher-order Tier III content-specific and product-specific words (Beck et al., 2005). Accordingly, teachers choose the words from the mentor text that learners will find necessary to be successful from the start of working with the text. Learners have to comprehend and be able to use descriptor and explanation words (Tier II words; e.g., *wants, is ready for/to, filled out*) before Tier III level technical vocabulary (See the text in the Appendix: HVAC, ductwork). Tier III vocabulary might come in later, with a more complex mentor text, and may be dependent upon understanding the Tier II vocabulary (e.g., *wants, is ready for/to, filled out*) (Calderón & Slakk, 2018). Subsequently, Tier III words are learned while discussing and working with content, while Tier II vocabulary and phrases can and should be taught before, during, and after reading. The teacher should select the Tier II words to pre-teach before starting to read the mentor text, allowing for easier and more complete comprehension when learners tackle the mentor text.

**Previewing and Practicing Vocabulary Before Reading.** We propose previewing and practicing the vocabulary that students are about to read and use related to the selected text. The teacher might select one to five words to teach. For novice-level readers, one or two words or word phrases would be sufficient (e.g., see Figure 1, sample mentor text: *list of, filled out*). Calderón and Slakk (2018) suggest a few simple steps, modified here for adult workplace literacy needs and the addition of pronunciation practice (Leos, 2019). We refer to the individual aspects of this teaching activity as pieces. To provide a complete, whole understanding of the pre-taught vocabulary, each piece is needed and serves a function. (See Figure 2 for a sample script of the pieces for previewing and practicing the word phrase, *list of*.)

Figure 2
*Sample preview and practice script for "list"*

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a. /s/ please say ssss
b. list, list, list
c. Humberto has a list of jobs.
d. A "list" is connected items written in a line; e.g., chef, waiter/waitress, server, hostess, and dish washer, or one below the other; e.g.,
   *chef*
   *waiter/waitress*
   *server*
   *hostess*
   *dish washer*
e. list of, listed, listings
f. Here is my list of skills; I can _____, _____, and _____.
g. In our reading and role plays you will see and use *list*.

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Note, all of the following pieces are orally produced, modelled by the teacher (**T**each) and, where noted, orally repeated by the learners (**A**pply). They do need to be visually presented for learners to see and have as a reference (the teacher displays all pieces of the script for the preview and practice activity; see Figure 2), but at this stage, there is no writing by students. Writing or adding to personal word banks can be a different activity later in the lesson. The goal with this preview and practice activity is to have the learners start producing the target vocabulary orally.

  a) Teacher models saying the target sound in the first word, and students repeat aloud (process may be repeated as needed).
  b) <u>Teacher</u> models saying the target word <u>aloud</u>, and <u>students</u> repeat the word three times <u>aloud</u>.
  c) Teacher <u>displays and reads aloud</u> the vocabulary word in context – within the sentence that the word will be found in the mentor text.
  d) Teacher provides a definition at the learners' level, with possibly a picture or an object, when that picture or realia specifically conveys the meaning (See Figure 2d: *A "list" is connected items written in a line; e.g.,* chef, waiter/waitress, server, hostess, and dish washer…*)*

e) Teacher provides additional variations of the word (optional) (See Figure 2e: *list of, listed, listings*).

f) Teacher orally provides a sentence stem containing the target word (See Figure 2f) for learners to practice in pairs for 60 seconds.

- The teacher gives an example, *"Here is my list of skills; I can _____, _____, and _____."* *"Here is my list of skills; I can hammer, measure, and saw.* Another sentence stem might be, *"Here is a list of tools I have: hammer, tape measure screwdrivers, saw, and toolbelt."*

- The learners practice saying the complete sentence, taking turns producing it by filling in the blanks or completing the sentence starter.

- Novice learners might start out repeating the example sentence or sentences the teacher has modelled, and later move to completing or repeating a sentence themselves.

g) Teacher orally reminds learners when and where they will use the word or phrase (e.g., in the reading, discussions, and a piece of writing [**P**ractice]; Figure 2g).

Each of these pieces of the **TAP** process should be displayed – on a white board, in Power Point slides, or through some other means, allowing the learners to see and process each piece of the process visually. The learners themselves are not at this time expected to read them on their own, or to copy them down. Visually displaying all pieces of the script allows learners to begin to make connections between the written words and the sounds they represent. The teacher part of the preview and practice (*a-e* and *g*, plus the modeling of *f*) should only take one minute per word. Learner practice (*f*) is also only one minute. Thus, previewing and practicing a new word should take no more than 2 minutes per word. This is a preview and practice activity. Reinforcement of the new vocabulary comes when learners read, discuss, and write using the newly learned vocabulary. Thus, repeating this process for four or five words uses only about 10-12 minutes of instruction. Within those 10-12 minutes, students have had numerous contextual encounters with each word, and, therefore, will start to be familiar and comfortable with the words even before they start reading the text.

How many times do learners need to use a word before they have learned it? Thornbury (2002) argues that a word must be heard or read 5 to 16 times to be learned by adolescent foreign language learners in a classroom. Calderón and Slakk (2018) argue that a learner must hear and produce a word a minimum of 12 times before it begins to become part of their long-term memory and can be retrieved for effective use. There is no research on this with LESLLA learners, but Rohde et al. (2020) argue that "the retrieval of words from our mental lexicon depends on *the number of times we have had to access the word* (Glück, 2007). When it comes to applications to language teaching, the more often we give learners opportunities to hear, see (in print), and produce a word, the more successful they will be in using the word both in and outside the classroom" (p. 56).

### 4. Build Learners' Listening Comprehension Skills

One element of verbal communication skills that learners need to be able to do is listen in a new language. Listening is a discrete and complex skill that must be explicitly taught. Lems et al. (2017) remind us that "comprehending oral text in a new language requires constant attention" and can be exhausting (p. 62)! Comprehension via listening is easily prone to fail due to too many unknown words, too large an amount of content at one time, and too long of a time to hold information in short-term memory (Lems et al., 2017). Listening comprehension also involves interpreting facial expressions, body language, gestures, and paralinguistic features, plus engaging in probabilistic reasoning (i.e., interpreting what the other person is saying, how they are saying it, and its significance for that person and context). Lems et al. (2017) note that probabilistic reasoning, which includes pattern recognition, is crucial for oral comprehension, because "it enables us to predict what people are going to say" (p. 61). In the mentor text in Figure 1, using probabilistic reasoning might include mentioning (and modeling) to learners that you, the teacher, used rising intonation when you read the final question. Later, when the class is reading and writing, it can be pointed out that the listener understands that normal intonation indicates one meaning and rising intonation signals that the sentence is a question; an oral representation of a question mark (p. 60).

For learners to know what the relevant language patterns are, they must be explicitly taught and modeled, applied to their work or real-

life contexts, and practiced within the context of those situations (**T**each, **A**pply, **P**ractice). Many probabilistic patterns may already be familiar to the learners; for example, that a rising intonation may signal a question. Other paralinguistic cues may not be as familiar or may have culturally different meanings (e.g., a statement that indicates a desire to help; "Call us," "Contact us," "Ask me"). Regardless of these variations, these inferential skills need to be modeled, explicitly taught, and included in the "toolkit" that we give learners to "unpack" a text, as needed (Lems et al., 2017, p. 62).

### 5. Use Learner-Centered, Cooperative Learning Strategies and Supports

After previewing and practicing, learners are ready to begin to read the vocabulary in context, summarize the text (at first repeating after the teacher, and then gradually working in pairs), and discuss the newly acquired vocabulary and content (which, again, is first modeled by the teacher). Each step of the TAP process is explicitly taught and modeled. Supports such as word banks, sentence starters, or cloze-style sentence frames can be used to help the learners with a model of the possible answers without having to produce everything themselves. Each of these supports is contextual to the lesson or the topic and can be source material for teaching, applying, and practicing for future use in lessons and at work. As learners continue to practice, they gradually build confidence that they have the correct pronunciation and a rudimentary comprehension of the words and the text. Reading the real-life-based mentor text amplifies the learners' ownership of the language and vocabulary in the text and the topic.

Discussing the text with a partner, even if it is simply repeating what they have just read (or later telling each other what work they do in their own jobs), helps learners to access and understand the text. This reading and discussion process is easily facilitated when learners work with a comprehension buddy. In pairs, Buddy A and Buddy B practice reading the text aloud, sentence by sentence, alternating sentences read, and pausing at the end of each sentence to repeat, summarize, or comment on what they have just read (Calderón & Slakk, 2018). This buddy work promotes 100 percent participation when the expectation of 100 percent participation is conveyed. Partner work may also be more comfortable for emergent readers, lowering the affective filter.

Over time, they will get to the point where they can read a paragraph or more and summarize at the end of each paragraph.

For emergent readers, this process might start with choral modeling and practice to provide additional support. Emergent readers may work with the teacher, who serves as Buddy A and reads a sentence aloud, and the class acts as Buddy B and orally repeats the sentence. Buddy A (the teacher) reads the next sentence, Buddy B (the group) repeats the sentence, and so on to the end of the paragraph. At the end, the teacher (Buddy A) summarizes what he or she has read. The class (Buddy B) can either repeat the summarization, discuss quickly with a partner, or a variation of both. For this variation of the strategy, mentor text lengths might only be a paragraph long. Thus, each lesson covers less text and is shorter, with more support and the possibility of more focused target vocabulary.

After this initial reading, learners might rotate around the class and ask each other to describe what they do or plan to do at work. As they continue to develop, learners can work on other vocabulary in role-play activities such as interviews, customer service assistance scenarios, and employee-employer exchanges to practice and discuss ways to apply the content and new vocabulary. The teacher can model how to carry out these role-play activities, working with a student. Each of these activities should have the needed vocabulary practiced and previewed, as described earlier in this article. Word banks, sentence starters, or frames as supports also need to mirror each different topic, role-play activity, or scenario.

### 6. Build from Reading to Writing Activities

Moving further into helping learners engage in understanding and using the new language and vocabulary in the content of the text, writing may also assist in the mastery process for those who are ready to move to writing. Even emergent learners just learning to write and connect sounds to symbols can begin to write when sufficient supports are provided. The vocabulary, reading, summarizing, and discussion activities discussed earlier in this article act as precursors to the opportunity to engage in real-life writing. Other supports may be in the form of sentences to copy, sentence frames to fill in the missing information, or sentence starters to complete. This writing should be based on the vocabulary, reading, and summarizing of the mentor text of the lesson. For adult learners in a workplace literacy class, this might

include completing an employment application, completing a timesheet, or writing a brief note or report to a supervisor.

Filling out a job application and then interviewing for the job takes specific listening and speaking skills and practice. To work on the skills of interviewing and discussing personal skills and work experience, the teacher might provide learners with a handout like the one in Figure 3. First, they fill in the blanks on the left. Then they write a paragraph about the work they do or want to do. Next, they interview another student and fill in the blanks. Eventually, they will interview a partner to practice the skills of listening, speaking, and answering interview-style questions. If they are advanced enough, they might work together to write the friend's story. The teacher models doing each of these steps on a whiteboard.

Figure 3
*Writing and talking about "My Story"* (adapted from Wong, 2019, p. 183)

| My Story | My Questions |
|---|---|
| My name is _____.<br>My job is _____<br>(*or* I'm a _____).<br>I work on/for_____.<br>I work at _____.<br>At my job I _____, _____, _____, and _____. | What is your name?<br>What is your job?<br>When do you work?<br>Where do you work?<br>What skills/tools do you use for work? |

| My Friend's Story |
|---|
| My friend is _____. He/She is a _____.<br>He/She works at/for _____. He/She works on/at _____ (day/time)_____. He/She uses _____ (skills/tools) _____ for her work. |

The writing graphic organizer known as R.A.F.T. (Role, Audience, Format, and Topic) lends itself well to organizing workplace writing. To begin, learners work in teams to create a piece of writing, using the R.A.F.T graphic organizer (shown in Figure 4). After that, they might share their writing with another pair or group of learners and eventually move to individual writing. As they continue reading and writing, their pieces will become more complex and move into pieces that they might write for or in the workplace; e.g., a description of their job skills that they can tell or send to a possible new supervisor or

employer; a description of the skills and attributes of another person, which would contribute to a job review; a description of a project they are working on, which might include goals, expected outcomes, successes so far, challenges, and planned next steps.

Figure 4
*R.A.F.T. sample writing prompts*

| **R**ole | **A**udience | **F**ormat | **T**opic |
|---|---|---|---|
| Student | Other students | Personal story | Work that I do or want to do |
| Person looking for a job | Potential employer | Description | The type of work the person would like to do |
| Employee | Supervisor | Bulleted list | What the team accomplished today |
| Students fill in | Students fill in | Students fill in | Students fill in |

### 7. Make Connections Among All of the Language Skills and Job Knowledge

Lessons may span multiple days, depending on the amount of text, vocabulary, concepts, or other language components that need to be covered. Teachers may wish to consider the topics and content when selecting the mentor text and the amount of text, vocabulary, reading, and discussion to be covered. Smaller amounts of text may be needed when starting to use these activities with learners or when introducing new content. However, we must consider all of the support, discussion, language use, and content-specific practice that learners are receiving. These activities build a foundation in the new language; build the ability to use the target topic vocabulary; and tie the learning to the learners' workplace vocabulary, oral language use, and literacy.

Throughout the lesson, learners will volunteer to orally share their sentences and partner activities (and/or visually if the technology is available) with the rest of the class. The teacher collects data, shares exemplars, and uses informal assessments (e.g., sample sentences that learners created while practicing the target vocabulary, questions they generated regarding the target topic, or summaries of what they were reading) built into the activities to reshape or revisit elements of the lesson, thus personalizing the lesson for that specific group of learners.

Learners will ideally see success outside of the class as they navigate the new language in their daily work and lives. Learners can also bring real-life examples to class of how they have used the new vocabulary and content, thus sharing (e.g., in an oral presentation done in pairs, small groups, or to the whole class) even more learning with their colleagues, and showing their success with the new learning.

## Conclusion

Determining what content and vocabulary to teach, selecting texts to use, and taking learners through the process of comprehending and working with a text in a workplace literacy class can be daunting. However, the TAP model, with its seven instructional components, which include considering the needs of the learners and using their actual work and life situations to help them obtain and become successful with the new language, makes it easier. The TAP model can be used with learners with diverse language backgrounds, literacy proficiencies, and workplace experiences and goals. The components can be implemented by the teacher in the order they are presented here or in an order that suits the instructional context. Showing learners connections that they already may have with the new language and content, and providing them explicit instruction in the elements they need, will help them see that they are learning and owning the new language. Validating the new vocabulary via workplace usage will show the learners that working on the new language, at the same time that their primary language is recognized and valued, is valuable and worthwhile.

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**Appendix**
Sample complex text

**Goldilocks Heating & Air Conditioning[1]**
**We help make it feel just right!       804/333.BEAR 804/333.2327**

**Air Conditioning Maintenance**
The qualified technicians at Goldilocks Heating & Air Conditioning provide routine air conditioning maintenance services in Osito, VA and the surrounding areas. Whether you need to schedule a yearly tune–up for your AC system, or you would like to know more about our maintenance plans, call us any time. We'd be glad to go over our service plans and discuss the benefits of regular maintenance for your air conditioner. Call Goldilocks' HVAC today for that just right feeling!

**AC Maintenance Benefits**
Maintaining and servicing your HVAC system can be a real bear. Performing regular maintenance tasks for your air conditioning, furnace, or heat pump system will help keep all systems running smoothly throughout all seasons. Changing air filters in central AC systems and making sure there are no obstructions near the vents or outdoor units will help maintain adequate airflow. Having proper airflow is an important part of maintaining efficiency and comfort levels and preventing excess wear and tear. If anything gets trapped in the ductwork, or clogs the filters, your system has to work harder to cool your home. Regularly changing or cleaning filters will also help to improve indoor air quality.

Proper maintenance can also help ensure that your system will perform well throughout its expected lifespan. Better efficiency also means more energy savings and lower utility bills. Call us if you would like to know more about how to properly maintain your air conditioner or heat pump.

**Goldilocks' HVAC Maintenance Plans**
You as a homeowner should perform some minor maintenance tasks and cleaning; however, you should hire a qualified HVAC technician who is trained to inspect the entire system for any hidden concerns

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[1] Author created

before they turn into larger issues. This provides an opportunity for the technician to make any necessary repairs and to lubricate motors and check all the belts and fans. Our technicians will also clean your system and check the ductwork for leaks or other issues that may be costing you more money. We recommend that you schedule an AC tune-up with us at least once a year, and twice a year for heating and cooling systems.

Goldilocks' HVAC is proud to offer maintenance plans to help you save money on routine maintenance and repairs. When you become one of our Just Right Program members, you will get annual inspections and priority service. You'll also receive a 20% discount off of any replacement parts or labor. With our programs, there are no overtime charges, and you can choose between our Diamond, Platinum, or Snowbird plan depending on the type of system you have and how many tune–ups per year you will need. Call us any time to learn more about our Just Right Program.

**Goldilocks' HVAC – Providing Professional AC Maintenance Services to Osito, VA**
At Goldilocks' HVAC, our experienced technicians proudly provide professional AC maintenance services to Osito, VA and the surrounding areas. We are committed to providing quality service for all types of air conditioners, including central AC, heat pumps, and ductless mini splits. Call today to learn about our maintenance plans and schedule your yearly tune–up!