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Increasing ESL Adult Learners' Awareness of Navigating Employment and Overcoming Language Barriers

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INCREASING ESL ADULT LEARNERS AWARENESS OF EMPLOYMENT

Increasing ESL Adult Learners' Awareness of Navigating Employment and Overcoming

Language Barriers

Stephanie Carrillo

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

Increasing ESL Adult Learners' Awareness of Navigating Employment and Overcoming Language Barriers

Introduction

Many ESL adult learners have not had many opportunities to construct a resume because their current and previous jobs did not require a resume. Given that they have little experience constructing a resume and are attending classes to improve their English skills for better employment opportunities, ESL adult learners may benefit from learning the skills to create a professional job resume. Therefore, I created a two-day workshop on constructing a resume, using appropriate career-related language, and tailoring resumes to jobs for ESL adult learners at the Soledad Adult School in Soledad, California.

Need Statement

ESL adult learners have challenges when it comes to finding employment due to language and communication barriers. Navigating the system for acquiring employment, which primarily is in the English language, is particularly challenging for those who are not proficient in English. In addition, because of their relatively recent arrival in the US, they may not have those skills to know the job-seeking process to successfully apply for a job. One of the main challenges immigrant ESL learners face is that they may need to permanently integrate into English for better job opportunities (Ramlan, Abashah, Samah, Rashid, & Radzi 2018). The adult education system is one of the first systems in which many immigrants participate to support their social, educational, and employment needs (Macias & Kephart, 2009). For adult ESL learners studying English as a second language for career purposes, job applications and resume writing can be complex challenges for them to complete. Along with the need to integrate into an English speaking society, another need for immigrant ESL learners is to gain confidence

communicating in English by applying their new language skills to sharpen their vocabulary by practicing outside the class and in applied situations like job inquiries (Lope, Shappeck & Arxer, 2016).

ESL Learners experience emotional and cognitive stressors that lead to anxiety, fear, and difficulty remembering words and phrases in English (Hashemi, 2011). Besides the need to learn functional English, new adult immigrant ESL learners also have the need to learn ESL to improve their job skills and communication skills. Finding a job, creating a resume, completing a job application, and understanding the job hiring process may be especially challenging for those just learning English. Much of their English language instruction may not cover sophisticated vocabulary and concepts associated with job seeking, and individuals may not have been exposed to similar processes in their home countries. As a consequence, the ESL adult learners may have heightened anxiety about the processes. Face-to-face communication focuses most of the English language instruction in class, but in order to communicate professionally and effectively, incorporating written communication can also help achieve confidence (Macias & Kephart, 2009). ESL learners can get help from their teacher, or other resources for job applications, and constructing a job resume. Adult learners entering the workforce lack the skills they need to be successful and have limited opportunities to acquire them based on language barriers based on their previous jobs that did not require them to need such skills to work (Consoli, Consoli, Gonzales, Orozco, & Vera, 2012).

Research suggests that the cultural values of employees will affect their working style in many ways, from body language, communication style, time management, and problem-solving (Ramlan, Abashah, Samah, Rashid & Radzi, 2018) Cultural differences can also influence the immigrants in certain ways of doing things like complete tasks or interacting with each other

members in the workplace because of language barriers and communication styles. Many ESL learners feel intimidated to speak up and express their views and concerns for a certain job task they are to perform based on the lack of social language skills. So, for immigrant workers, they tend to perform their duties as they are instructed by the supervisor with no questions asked. In the Mexican culture questioning the supervisor is considered disrespectful and not tolerated in Mexico. As far as cultural differences in organizations the determining factors can indicate Hispanic employees tend to treat those in positions of authority with a great deal of respect.

Theory

According to David Kolb, in his experiential learning theory, adults tend to learn by emphasizing how doing, reflecting, and applying what was learned through the concept of each stage. In Kolb's theory, connecting new information with the knowledge adults already have ensured better and faster comprehension, as well as retaining it long-term for more effective results. There are four stages of the experiential learning theory which are based on concrete experience, reflective observation, abstract conceptualization, and active experimentation. All these stages allow the learner to utilize techniques to have more effective outcomes each time a different choice is made if the first time the idea didn't work out (McLeod, 2017). One of the most important concepts in experiential learning is that adults learn when they connect the new knowledge with pre-existing knowledge. Meaning that adults take experiences from their past and effectively apply it to their future (Kelly, 1997).

Kolb's experiential learning style theory is having a concrete experience in which adults try doing something without guidance and do something based on the information they already know. Which then leads to reflecting on what they tried to accomplish without guidance. This concept is important because it helps solidify if their experience worked, and how their memory

stores the old and new information. Now leading into abstract conceptualization that helps the learner use critical thinking and how the learner can improve their way of thinking to use certain words, or complete an activity. The final concept of active experimentation allows the learner to improve and create a new approach from the first approach. There is a never end to experiential learning as it repeats the cycle to allow the learner to continue to improve their skills and try new concepts. In my project, I am teaching ESL Adult learners about constructing a job resume and using career-related language that requires technical understanding in English. Resume and career skills may be poorly understood by immigrants who may not have a cultural experience with how jobs are acquired and careers created in US culture. The workshop will help develop new vocabulary and concepts for the participants to apply to their resume writing and job search. Further, they will apply their learning by creating a resume for a job advertisement they find while in this workshop. Kolb specifically talks about how adult learners learn well through experiential learning. Developing activities for them to understand the concepts and build up their English language skills to tailor towards the stages of experiential learning theory, prepares learners for acquiring and directing personal growth by compelling them to apply the knowledge they gained (Jenkins & Clark, 2017). Participants can feel more engaged and connected to the concepts as they use critical thinking, partner, or group work. (Mcleod, 2017). Through each lesson I have created, the participants will apply what they have learned from one lesson to the next and as a result have them use their experience to help build their own resume.

Consideration of Diversity

My project will be conducted at the Soledad Adult School in Soledad, California with the ESL advanced adult learners' class. Soledad Adult School services 493 adult students in the program which 25 ESL advanced students are enrolled in my workshop (Soledad Adult School

data census, 2019-2020) In addition, Soledad Adult School has learners with English language skills as a barrier to employment at 56.14% (Soledad Adult School data, 2019-2020). Because my workshop will only be given in English, participants need to speak, write, and understand English well enough to participate in the resume workshop. The workshop will require them to understand the content enough to answer and ask questions about the sections I will cover. Also, reading and writing in English will require them to be proficient enough to complete the resume workshop activities. Those individuals who are not proficient in English may be excluded from participating. If the audience were Spanish speaking, it is likely that the content would be easier for the participants to understand, write, and feel more confident in their resumes.

Learning Outcomes

I intend to provide two, 60-minute lessons to ESL adult learners enrolled in the Soledad Adult School in, Soledad, California.

At the end of my project, participants will...

1. Identify the important parts of a resume.
(i.e, Skills, Education, Experience, objective, etc.)
2. Demonstrate at least three appropriate verbs describing the duties of one previous work experience.
3. Identify at least one job interest and indicate at least three modifications to the resume to suit the job and job description section of the resume.

Methods

Day 1

First, I introduced myself and gave a brief explanation of why I was there. I opened up my presentation to start the session and first asked; what is a resume? I then asked what are the important parts of a resume? I then handed out the workshop packet for the first lesson (see Appendix A). I started my PowerPoint on my first lesson to go over the important parts of the resume (see Appendix B). I then instructed them to pull out the first activity that included two resumes to identify important parts of a resume based on the lesson. I gave them about 5 to 8 minutes to complete the exercise. I brought the class back together to share what they highlighted and went over the answers together. Then, I presented my next lesson on what verbs are and how they should be used for constructing a job resume. I asked them to pull out the activity resume form and write down their job or a previous job they had. (see Appendix C). I showed them an example of my own three verbs describing my job duties. I handed out a packet with professional verbs used for resumes and had them look through the sections that may apply to their job for about 10 minutes (see Appendix D). I asked them to write down on the activity sheet the three appropriate verbs describing what their job duties are, or were. This activity took them approximately 50 minutes to complete the best of their abilities. As we finished up this part of the session, I went over why using appropriate career-related language, and tailoring resumes to a job they may want. I went over my 60 minutes with this session but, wrapped up this day by having them look for one job interest to prepare the final session. The job they looked at was becoming a Numerator for the 2020 Census.

Day 2

On day two, I opened up by going over the last session and passed out a worksheet to start the new activity (See Appendix E) I then talked about how important it is to understand the type of job they are applying for and what information is needed to modify a resume to fit that

job description. Because the participants had chosen to apply for the 2020 Census taker (Numerator) I went over the job description and explained what type of skills may be needed for this job. I let them work on the worksheet and walked around to assist them in any way they may need my help. I only had 50 minutes to complete this last session before the Census representative came in to talk about the 2020 US Census to the participants. So, I then closed with a little gift for all who participated in the workshop which was a USB for them to save all their hard work. I let them know they can save all their work once we started working on the resume template on google docs the following week. I told them they could save and go back to make changes anytime when applying for a new job. I thanked them for their time and effort. But Unfortunately because of Covid-19 I was unable to finish the resume on the google docs the following week.

Results

Learning outcome 1 was that the participants would identify the important part of a resume (i.e, Skills, Education, Experience, Objective, etc.). I do believe this learning outcome was met. For the first lesson, in a presentation. I went over what the components of a resume were and what each should look like on a resume. The activity for the participants was a worksheet (See Appendix A) where they had to match and insert the information into the correct place. The participants either worked alone, or in a group of about three to complete the activity (see Figure 1). Once the participants completed the activity, I went through each of the answers with them as a group and they shared what they answered. In total, all 13 participants correctly identified all the important parts of a resume (see table 1).

Learning outcome 2 was for the participants to demonstrate at least three appropriate verbs describing the duties of one previous work experience. For activity 2, I went over what a

verb is and explained the importance of using the correct verbs to describe their job duties. I passed out a packet of lists of verbs that can be used on a resume. They were still a bit confused and did not understand the difference between skills and duties so I wrote out an example on the board for them (see Figure 2). After they wrote out their job duties, I went over to each student and sat with them so we can go over what they wrote out (see Figures 3 and 4). I then highlighted some of the verbs they used for their job duties and made some suggestions for the job duties and what type of verbs they used. I then took pictures of the participants' worksheet after they were done for my evidence (see table 2 for results). I feel this learning outcome was partially met for some of the participants. However, it did take them a few examples to understand what job duties were and how to properly power up their verbs.

Learning outcome 3 was that the participants would indicate three modifications to the resume to suit the job and job description section of the resume. On the first day I started off with a total of 13 participants. On the second day only 9 participants returned to finish the last part of the workshop. Because they all wanted to apply for the Census Takers (Enumerators) position, I wanted them to come up with three soft skills to fit that job. First, I went over the job description and skills that may be required (see figure 5). I briefly went over what a soft skill was. Once again, the verb packet that was passed out from activity 2 the participants were able to use for this activity as well. The packet would help them navigate better language to use while completing this part of the activity. They wrote their sentences in the back of the form that was provided for them. For this lesson, given that there were only 9 participants for this day most of them were able to make three modifications to fit the job on the resume. I believe this learning outcome was overall. I went around and took pictures of their work and what they came up with (see table 3 for results).

Discussion

I do believe that my project was successful. The participants were able to gain more knowledge and were engaged with the different activities. I think to ask the participants what they think a resume is and why it is important helped them clarify what they knew and didn't know. It added more knowledge to what the participants already felt they knew. Based on David Kolb's experiential learning theory, adults will access their past experiences and use them to accomplish an activity, or project without guidance. Once guidance is needed and obtained, they will apply new information to improve a new approach. Once the participants were asked if they knew what a resume was and the importance of the resume most stayed very quiet and realized they really didn't know too much. As I went over the importance of a resume and what career-related language to use they felt more comfortable with writing out their information on the worksheet.

For the diversity, I believe my project included everyone in the class, but many of the ESL advanced adult students were not able to read that well and understand how to use proper verbs. Most of the participants were able to use their past knowledge of verbs to help them through the activities. Them being able to read proficiently enough in English really helped, but I realized their spelling and writing were a bit difficult to read. Because of poor comprehension skills and English not being their first language comprehension to the ESL adult learners is challenging. However this workshop has given them more insight on how to construct a job resume and use career-related English language. I do believe that using the English language they already learned from ESL classes, they were able to add more English language to their vocabulary.

If I had to do this over again, I would have liked to include the HiSet students for this workshop. Because 95% of the adult students are ESL learners these students are in a class that is preparing them to get their high school equivalency test (GED) to obtain a better job. I would have really liked to have all my participants finish the resume template and apply for the US Census job but was unable to due to Covid-19 shutting us down. Nonetheless, I believe this project would have been more effective if I had given better examples of verbs, soft skills, and the differences in job duties vs. job skills. I am proud to have worked with my students at the Soledad adult school where I work and giving them more opportunities for a job readiness workshop in our program and community.

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<https://factfinder.census.gov > faces > nav > jsf > pages>

*Table 1**Accuracy of participants' responses on parts of a resume*

| Identify important parts of a resume | # of participants answering correctly <i>N</i> = 13 |
|---|--|
| Heading | 100% |
| Job Objective | 100% |
| Summary of qualification | 100% |
| Work Experience | 100% |

| | |
|----------------------|------|
| Education | 100% |
| Skills and Abilities | 100% |
| Other | 100% |

Table 2

Participants' accuracy on using correct verbs

| # of participants able to use Verbs <i>N</i> = 13 | yes | No |
|--|----------|----|
| <i>Participant 1</i> | X | |
| <i>Participant 2</i> | X | |
| <i>Participant 3</i> | X | |
| <i>Participant 4</i> | X | |
| <i>Participant 5</i> | X | |

| | | |
|-----------------------|----------|----------|
| <i>Participant 6</i> | X | |
| <i>Participant 7</i> | X | |
| <i>Participant 8</i> | | X |
| <i>Participant 9</i> | | X |
| <i>Participant 10</i> | | X |
| <i>Participant 11</i> | | X |
| <i>Participant 12</i> | | X |
| <i>Participant 13</i> | | X |

Table 3

Participants' able to indicate three modifications to fit the job description

| # of participants N=9 | Yes | No |
|------------------------------|------------|-----------|
| <i>Participant 1</i> | X | |
| <i>Participant 2</i> | X | |
| <i>Participant 3</i> | X | |
| <i>Participant 4</i> | X | |
| <i>Participant 5</i> | X | |

| | | |
|----------------------|----------|----------|
| <i>Participant 6</i> | X | |
| <i>Participant 7</i> | X | |
| <i>Participant 8</i> | | X |
| <i>Participant 9</i> | | X |

Figure 1

Participants engaging during activity one



Figure 2

Examples and discussion on differences between Job duties vs. Job skills

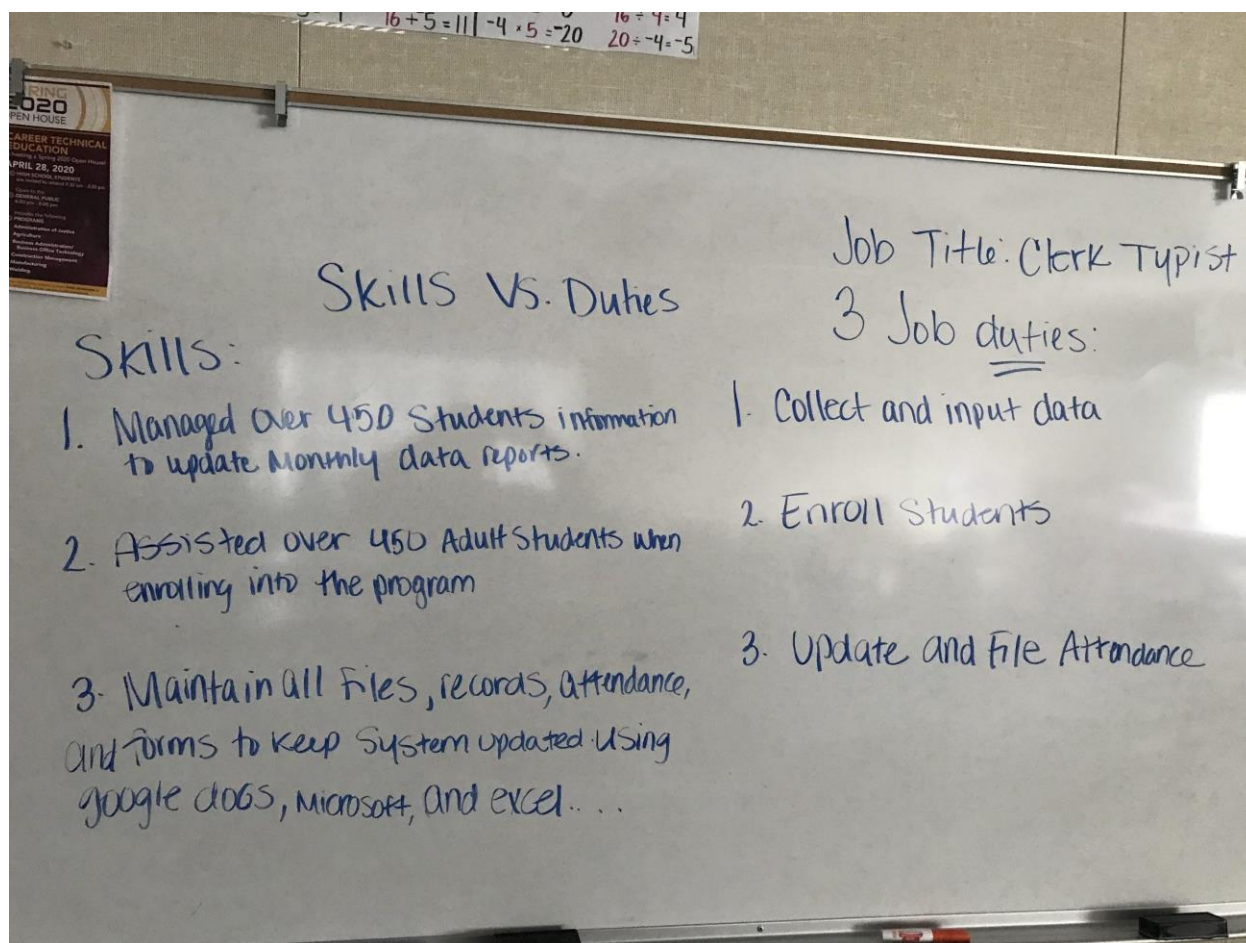


Figure 3

Results of participants' and myself helping and working on verbs worksheet activity

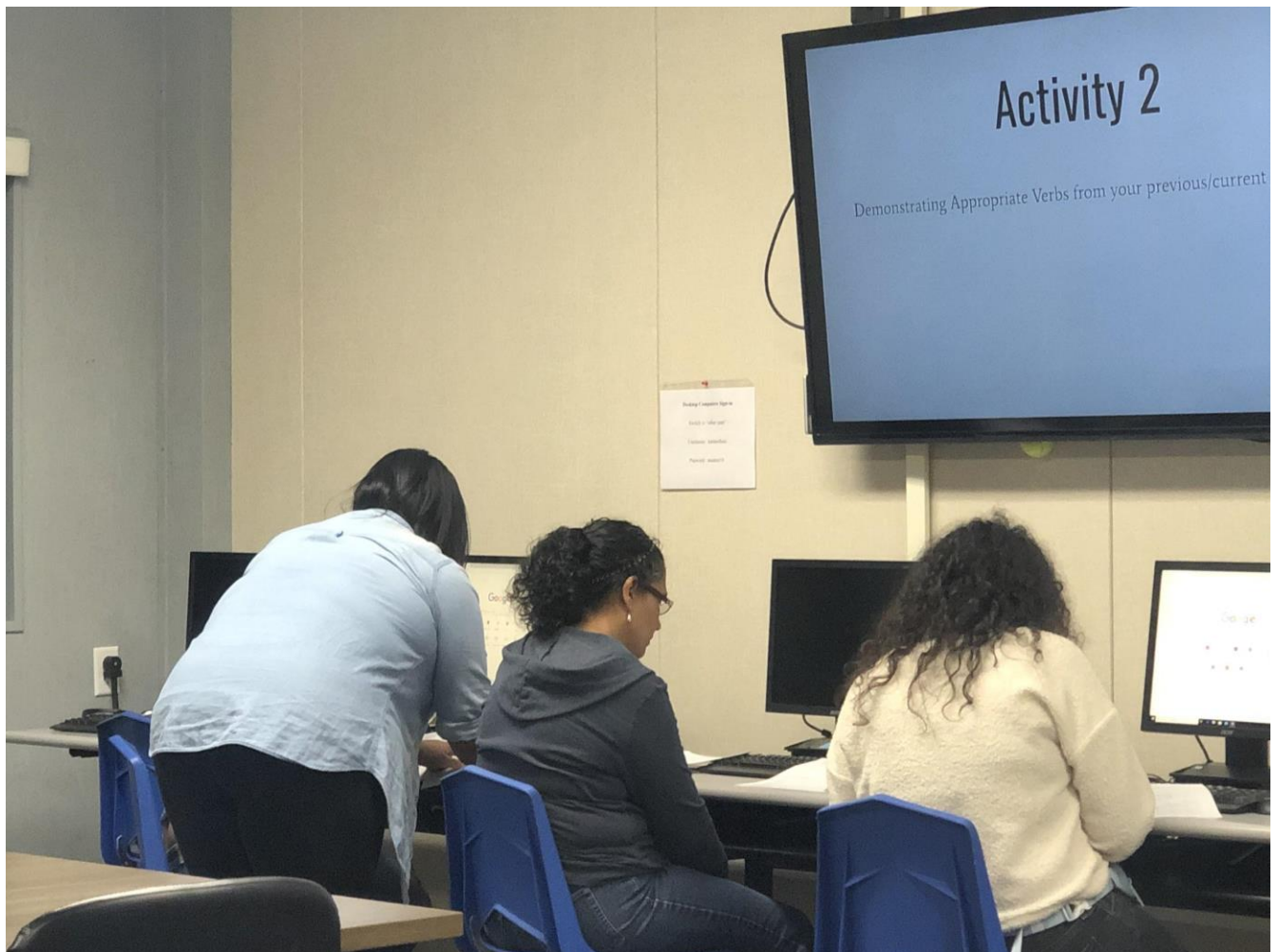


Figure 4

Results of participants' and myself helping and working on verbs worksheet activity

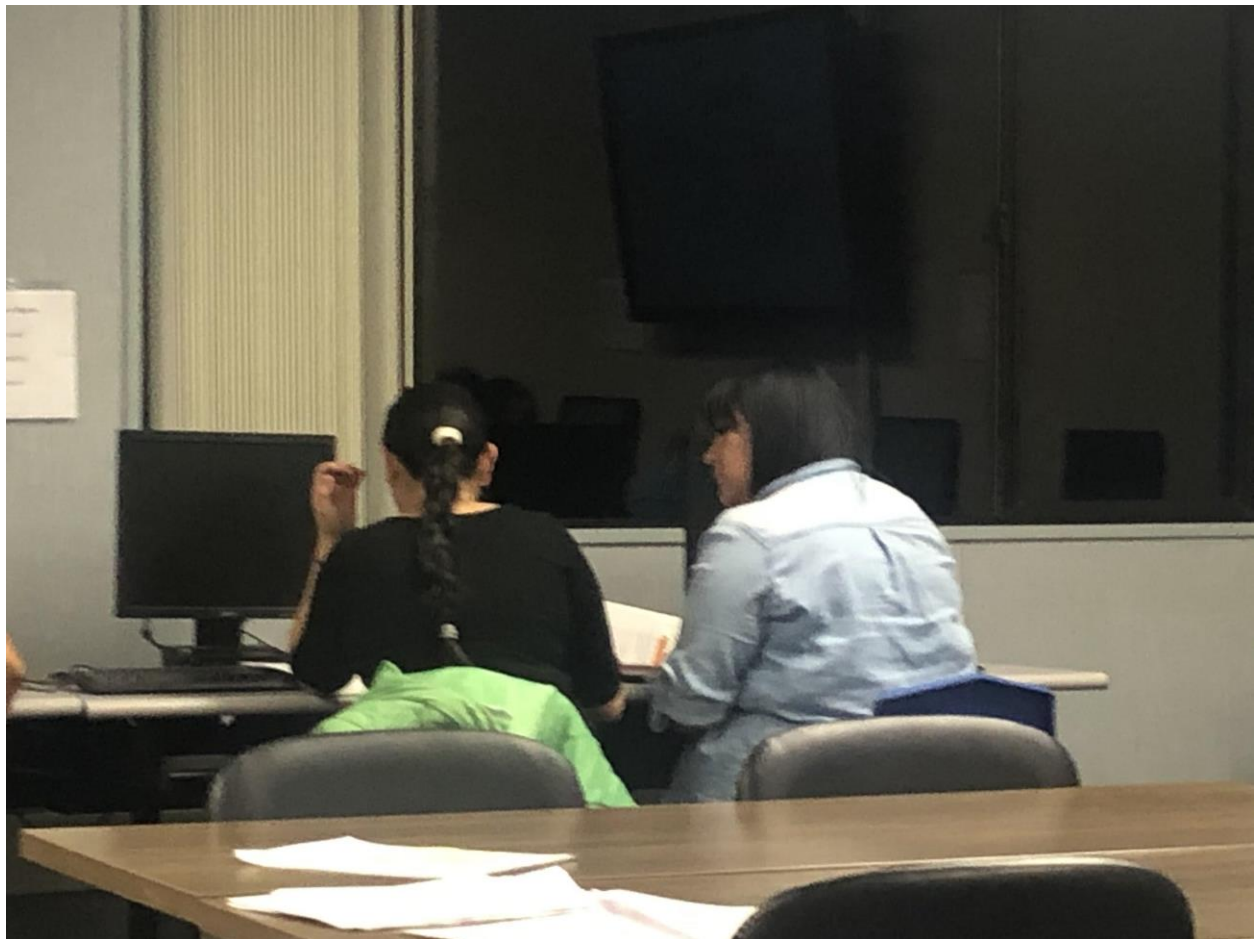
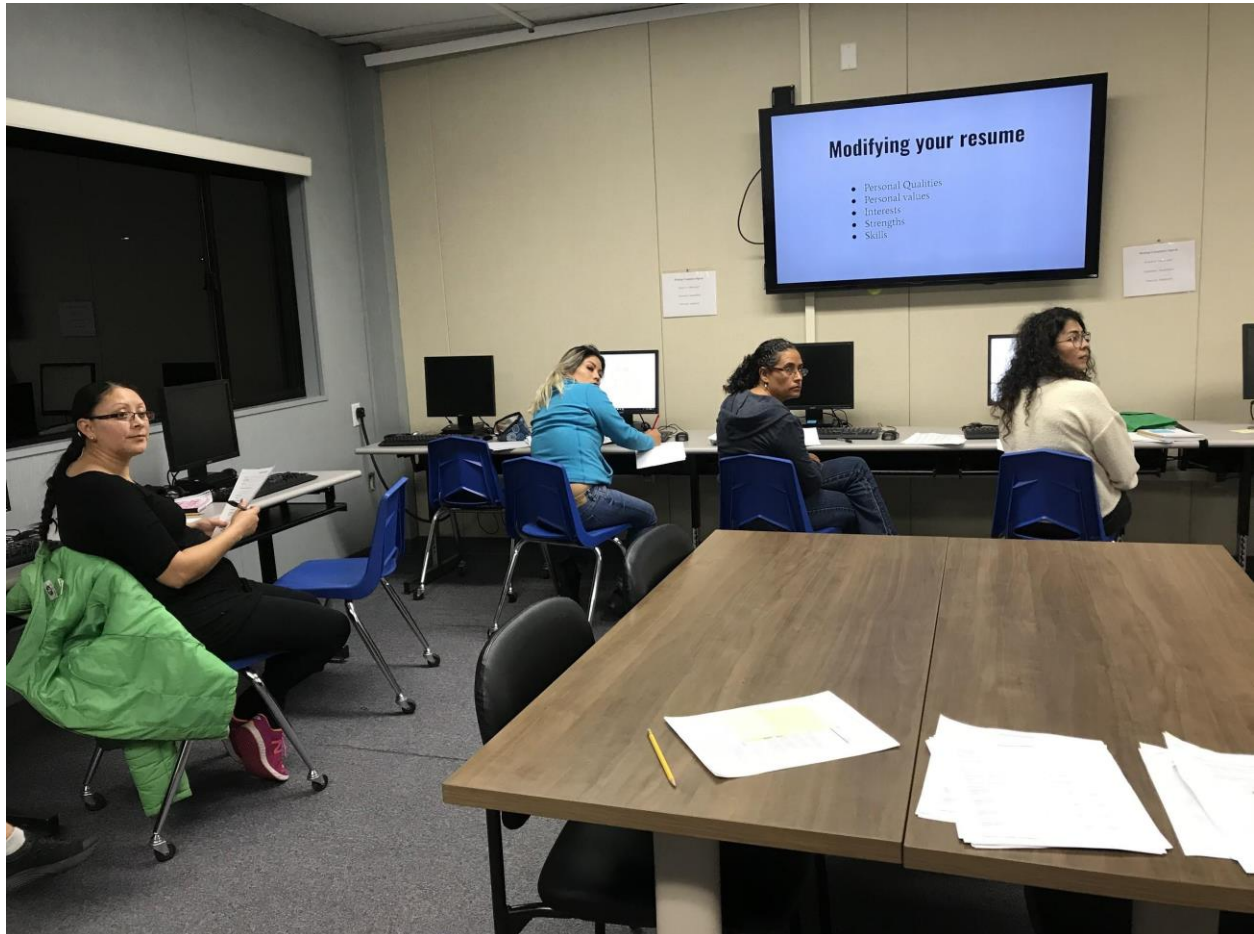


Figure 5

Participants' engaging in modification lesson



Appendix A

Activity one worksheet

Lesson 1 Activity Part 1 Identifying important parts of a resume

Amber wants to apply for a job as a Medical Assistant. Read the information about Amber and insert it into the correct place on her resume with the answer slots below.

| | |
|---|---|
| <p>School Health Aide (2016-2020) San Francisco Unified School District San Francisco, CA</p> <ul style="list-style-type: none"> Assists with examinations. Maintain health records and perform clerical work. Performs minor first aid on injured students or employees. <p style="text-align: right;">D.</p> | <p>Skilled School Health aide with experience in childrens' individual health needs and concerns. Working with children from ages five to 12 years old for over five years. Proficient in Microsoft Word, Powerpoint and calling parents for health information needed to keep childrens' file updated.</p> <p style="text-align: right;">F.</p> |
| <ul style="list-style-type: none"> Belong to a church Organization Affiliations with outreach programs for boys and girls clubs. <p style="text-align: right;">G.</p> | |
| <p>Amber Cruz 48 Bayview Drive, San Francisco, CA 93999 (415) 222-6878 Amber_Cruz09@gmail.com</p> <p style="text-align: right;">B.</p> | <p>Seeking a Medical Assistant position providing direct and indirect patient care in a busy medical office. Competent team player with clerical and basic healthcare skills looking for position in a busy, growing medical facility.</p> <p style="text-align: right;">C.</p> |
| <p>Mills College Address 5000 MacArthur Blvd Oakland, CA 94613</p> <p>AA degree in Social Sciences (2012-2015)</p> <p>Medical AssistantProgram (2015-2016) Medical Assistant Certification</p> <p>CPR Training CPR Certified (2009)</p> <p style="text-align: right;">A.</p> | <ul style="list-style-type: none"> Managed data for 35 students in Microsoft Word and excel. Assisted children with health needs and minor accommodations. Great Communication skills Competent team player Great time management with finishing all tasks from beginning to end <p style="text-align: right;">E.</p> |

Answers:

Heading ____

Education ____

Job objective ____

Skills and abilities ____

Summary of qualifications ____

Other ____

Work experience ____

Appendix B

PowerPoint on constructing a resume

Constructing a Resume

...

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WHAT IS A RESUME?

1. An advertisement of you.
2. A snapshot of who you are and your personal, professional, educational and work qualifications.



What is it NOT?

- Not an autobiography or a confessional.
 - You do not have to tell all, only what is marketable and relevant to the position.
-

Lesson one: Important Components of the Resume

- Heading
- Job Objective
- Summary of qualifications
- Work Experience
- Education
- Skills and Abilities
- Other

Resume Components

Heading

- Name
- Address
- Phone Number(s)
- Email Address

Important!

Be sure to have a Professional Email, not your personal Email.

Example:

Jane_Doe@123.com (professional)

Jane_Hottiedoe@123.com (unprofessional)

Make sure to check your phone and Email periodically.

Why do we need a Resume?



- To get an interview
 - Interest the employer in your abilities.
 - Give a positive first impression of you in 10-20 seconds
-

Resume Components

Job Objective

- A short statement that tells the employer what specific position you're applying for.
- Directly reflects the position applying for.
- Should be concise and specific.

Resume Components

Summary Of Qualifications

- What makes you the best candidate for this job?
(skills, abilities, years of experience, work ethic, values, accomplishments, etc.)
- Must reflect what is required in the job description.
- One paragraph or 3-5 bulleted statements
- Most important part of your resume; catches and keeps the reader's attention.



Resume Components

Work Experience

- Number of years
- Required: position, title, name of company, dates of employment (Month and Year)
- Specific Responsibilities, description of job, accomplishments.
- Show your value and success
 - What you achieved in this job

Resume Components

Education

- Required: Degree, Major, School, Year of graduation.
- Extra: GPA, Minors, honors, specific related courses.
- Professional training, may also be listed either under education or training.

Resume Components

Skills and Abilities

- Listed as a separate section (Functional or combination resume).
- Divide in categories that are related to the job.
- Examples: Computer skills, Manufacturing skills, customer service, patient care, etc.

Other: Additional info from certificates, awards, licenses, professional affiliations.

Resume Components

Other

- Affiliations to groups, clubs, schools.
- Things you have done as far as community services, church outreach, PTA.



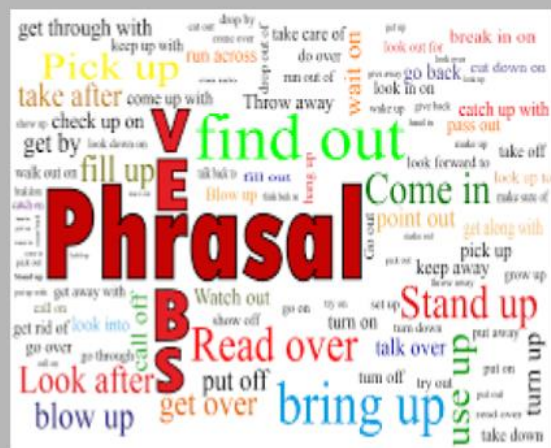
Activity 1

Identifying Important Parts of a Resume

Lesson 2: Using The right Verbs

Wording

- Use action Verbs
- Use phrases that focus on your success and accomplishments
- Only include what is relevant and marketable
- Use bullet points instead of paragraphs
- Use past tense for work in the past
- Be Honest!



Activity 2

Demonstrating Appropriate Verbs from your previous/current Job Duties

Lesson 3 Choosing a Job

- Figure out what you want, and don't want.
- What do you enjoy doing?
- What are you good at
- What makes you happy and confident in what you can do
- Choose the job that best fits you

Job Descriptions

A formal account of an employee's responsibilities.

- Clearly states the essential job requirements
- Job duties, job responsibilities, and skills required to perform a specific role.

Always carefully read what the job description expectations are for the job and look at what you can modify in your resume to suit the job and job description, as far as skills go.

Modifying your resume

- Personal Qualities
- Personal values
- Interests
- Strengths
- Skills

Activity 3

Choose a Job and Modify resume to suit the Job Description

Thank You!
Any Questions

Worksheet for activity two

Resume Worksheet

NAME _____
ADDRESS _____
PHONE NUMBER _____
EMAIL ADDRESS _____

OBJECTIVE:

SUMMARY OF QUALIFICATIONS:

EDUCATION:
School: _____ Dates Attended: _____
Major of study or Degree received: _____
School: _____ Dates Attended: _____
Major of study or Degree received: _____

EXPERIENCE:

Company Name: _____ City, _____ State _____ Dates _____
Position held: _____
Duties: _____

Company Name: _____ City, _____ State _____ Dates _____
Position held: _____
Duties: _____

Company Name: _____ City, _____ State _____ Dates _____
Position held: _____
Duties: _____

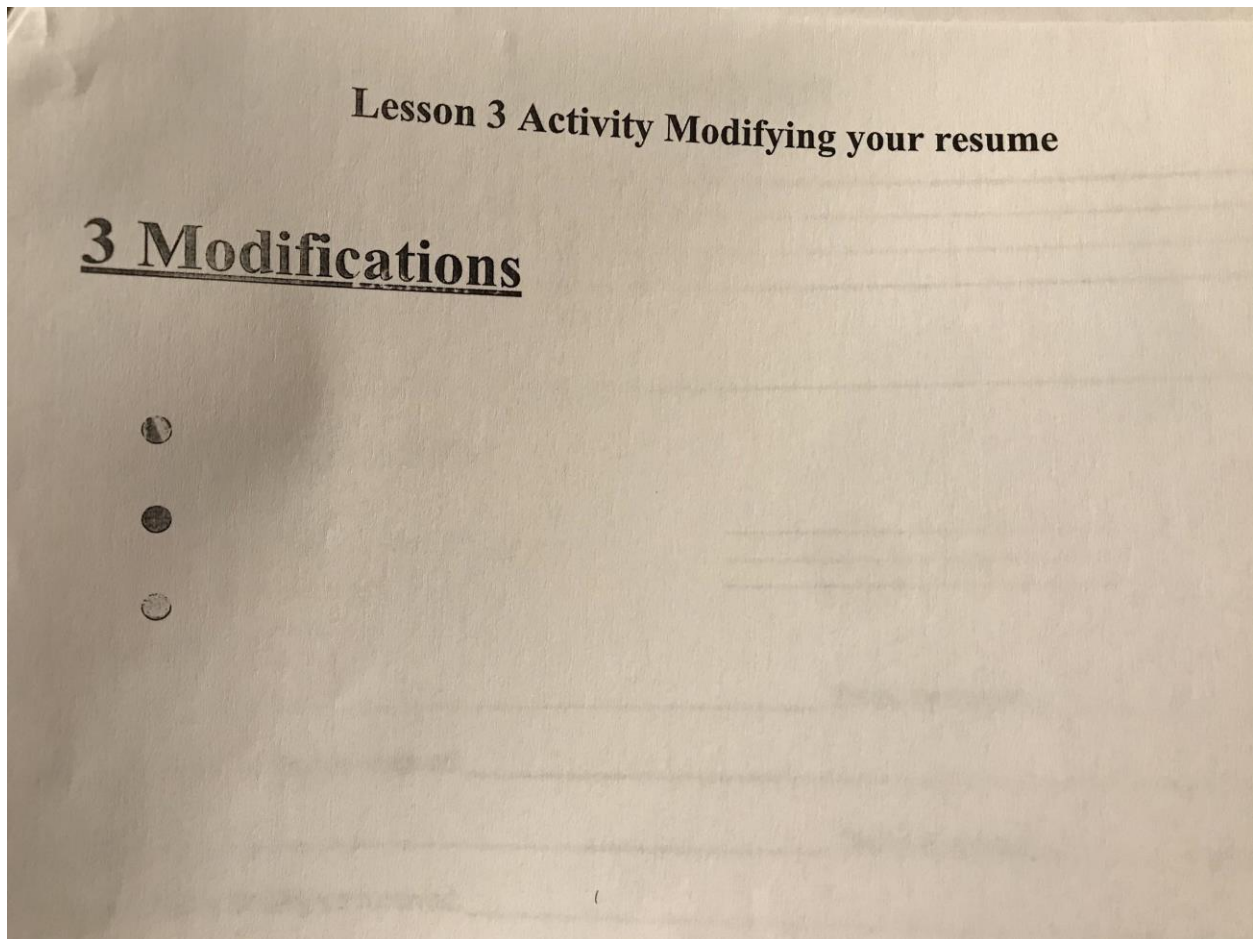
Company Name: _____ City, _____ State _____ Dates _____
Position held: _____
Duties: _____

Packet for a list of career-related verbs for resume

| ACTION VERBS FOR RESUMES AND PROFESSIONAL PROFILES | | | | | |
|--|-------------|-------------|----------------|-------------|------------|
| Management/Leadership | | | | | |
| Administer | Contract | Enforce | Incorporate | Oversaw | Terminate |
| Analyze | Control | Enhance | Increase | Plan | Translate |
| Appoint | Convert | Establish | Initiate | Prioritize | |
| Approve | Coordinate | Execute | Inspect | Produce | |
| Assign | Decide | Generate | Led | Recommend | |
| Attain | Delegate | Handle | Manage | Reorganize | |
| Authorize | Develop | Head | Merge | Replace | |
| Chair | Direct | Hire | Motivate | Review | |
| Consider | Eliminate | Host | Organize | Strengthen | |
| Consolidate | Emphasize | Improve | Originate | Supervise | |
| Communication/People | | | | | |
| Address | Condense | Direct | Influence | Mediate | Publicize |
| Advertise | Confer | Discuss | Interacted | Moderate | Reconcile |
| Arbitrate | Consult | Draft | Interpreted | Negotiate | Recruit |
| Arrange | Contact | Edit | Interview | Observe | Refer |
| Articulate | Convey | Elicited | Involved | Outline | Report |
| Authored | Convince | Enlist | Joined | Participate | Resolve |
| Clarify | Correspond | Explain | Judge | Persuade | Respond |
| Collaborate | Debate | Express | Lecture | Presented | solicited |
| Communicate | Define | Formulate | Listen | Promote | Spoke |
| Compose | Describe | Furnish | Market | Propose | Summarized |
| Research | | | Helping | | |
| Analyze | Gather | Invent | Adapt | Educate | Present |
| Clarify | Identify | Investigate | Advocate | Encourage | Resolve |
| Collect | Inspect | Locate | Aided | Ensure | Simplified |
| Compare | Interpret | Measure | Answered | Expedite | Supplied |
| Conduct | Interview | Organize | Arrange | Facilitate | Supported |
| Critique | Invent | Research | Assess | Familiarize | Volunteer |
| Detect | Investigate | Search | Care For | Furthered | |
| Determine | Locate | Solve | Clarified | Guide | |
| Diagnose | Measure | Summarize | Coach | Help | |
| Evaluate | Organize | Survey | Collaborated | Insure | |
| Examine | Research | Systemize | Contribute | Intervened | |
| Experimented | Search | Test | Cooperate | Motivated | |
| Explore | Solve | | Counsel | Provide | |
| Exacted | Summarize | | Demonstrate | Refer | |
| Formulate | Survey | | | | |
| Technical | | | | | |

Appendix E

Worksheet for Activity on resume modification



Appendix F

Capstone Presentation

Constructing a job resume for ESL adult learners

...
Stephanie Carrillo

Need Statement

ESL adult learners have challenges when it comes to finding employment due to language and communication barriers.

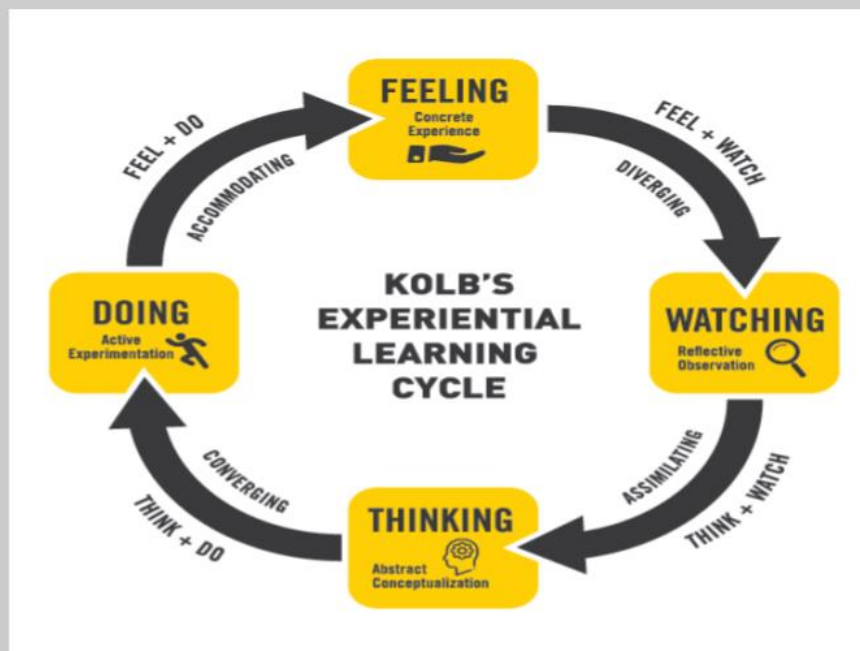
What, Whom, and Where?

I created a two-day workshop on constructing a resume, using appropriate career-related language, and tailoring resumes to jobs for ESL adult learners at the Soledad Adult School in Soledad, California.



Theory

- David Kolb, in his experiential learning theory, emphasized how doing, reflecting, and applying what was learned through the concept of each stage.
- The stages of Kolb's theory, is the momentum for the growth of new concepts that is provided by new experiences.
- One of the most important concepts in learning is that adults learn by connecting new knowledge with pre-existing one. Adults take experiences from their past and effectively apply it to their future.



Learning outcomes

By the end of the project, the participants will:

1. Identify the important parts of a resume.
2. Demonstrate at least three appropriate verbs describing duties of one previous work experience.
3. Indicate at least three modifications to the resume to suit the job and job description section of the resume.

Methods

First day: lesson 1

- Asked participants if they knew what a resume was and if they could identify important parts of a resume.
- Went over the important parts of a resume
- Handed out activity on identifying the important parts of a resume

Lesson 1 Activity Part 1 Identifying important parts of a resume

Amber wants to apply for a job as a Medical Assistant. Read the information about Amber and insert it into the correct place on her resume with the answer slots below.

| | |
|--|---|
| <p>School Health Aide (2016-2020) San Francisco Unified School District San Francisco, CA</p> <ul style="list-style-type: none"> Assists with examinations. Maintain health records and perform clerical work. Performs minor first aid on injured students or employees. <p style="text-align: right;">D.</p> | <p>Skilled School Health aide with experience in childrens' individual health needs and concerns. Working with children from ages five to 12 years old for over five years. Proficient in Microsoft Word, Powerpoint and calling parents for health information needed to keep childrens' file updated.</p> <p style="text-align: right;">E</p> |
| <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <ul style="list-style-type: none"> Belong to a church Organization Affiliations with outreach programs for boys and girls clubs. <p style="text-align: right;">G.</p> </div> | |
| <p>Amber Cruz 48 Bayview Drive, San Francisco, CA 93999 (415) 222-6878 Amber_Cruz09@gmail.com</p> <p style="text-align: right;">B.</p> | <p>Seeking a Medical Assistant position providing direct and indirect patient care in a busy medical office. Competent team player with clerical and basic healthcare skills looking for position in a busy, growing medical facility.</p> <p style="text-align: right;">C.</p> |
| <p>Mills College Address 5000 MacArthur Blvd Oakland, CA 94613</p> <p>AA degree in Social Sciences (2012-2013)</p> <p>Medical Assistant Program (2015-2016) Medical Assistant Certification</p> <p>CPR Training CPR Certified (2009)</p> <p style="text-align: right;">A.</p> | <ul style="list-style-type: none"> Managed data for 35 students in Microsoft Word and excel. Assisted children with health needs and minor accommodations. Great Communication skills Competent team player Great time management with finishing all tasks from beginning to end <p style="text-align: right;">E.</p> |

Answers:

| | |
|--------------------------------|---------------------------|
| Heading ____ | Education ____ |
| Job objective ____ | Skills and abilities ____ |
| Summary of qualifications ____ | Other ____ |
| Work experience ____ | |

Lesson 2

- Asked participants if they knew what a verb was.
- Handed out packets of verbs to use to help describe their job duties.
- Asked participants to demonstrate at least 3 appropriate verbs describing their job duties to their job, or previous job experience.
- Before finishing we went over the census job description for the next session.

ACTION VERBS FOR RESUMES AND PROFESSIONAL PROFILES

Management/Leadership

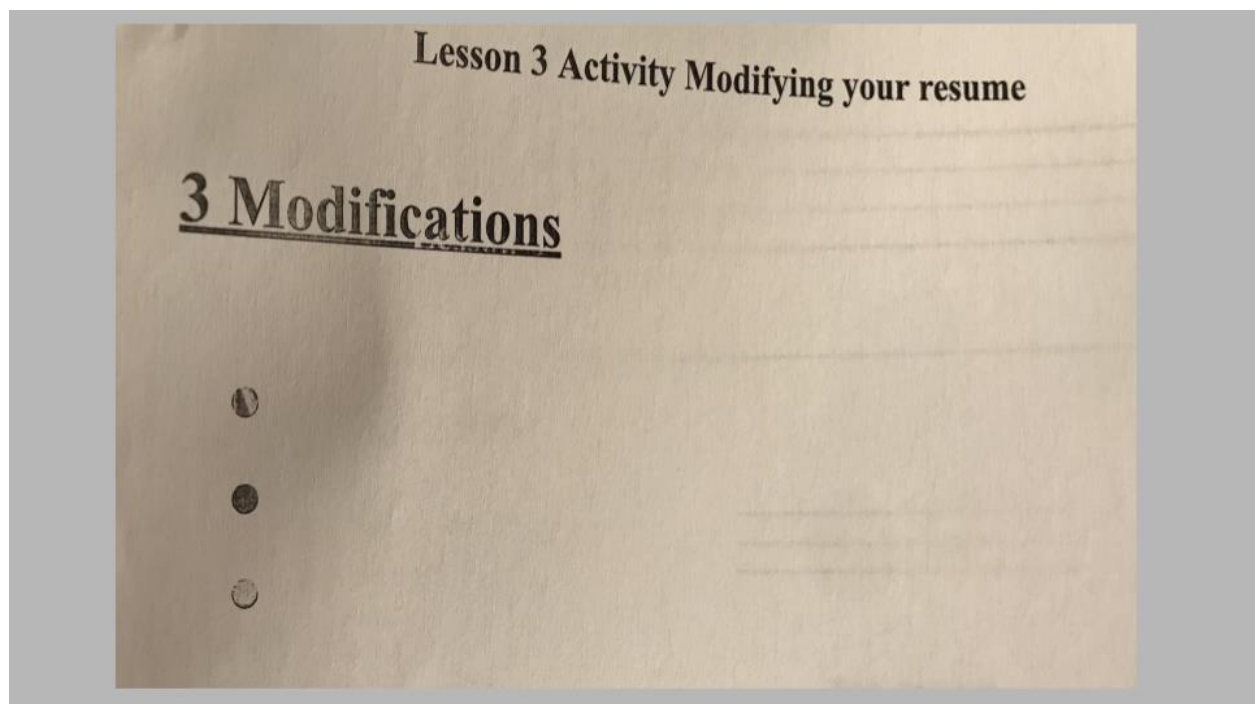
| | | | | | |
|-------------|------------|-----------|-------------|------------|-----------|
| Administer | Contract | Enforce | Incorporate | Oversaw | Terminate |
| Analyze | Control | Enhance | Increase | Plan | Translate |
| Appoint | Convert | Establish | Initiate | Prioritize | |
| Approve | Coordinate | Execute | Inspect | Produce | |
| Assign | Decide | Generate | Led | Recommend | |
| Attain | Delegate | Handle | Manage | Reorganize | |
| Authorize | Develop | Head | Merge | Replace | |
| Chair | Direct | Hire | Motivate | Review | |
| Consider | Eliminate | Host | Organize | Strengthen | |
| Consolidate | Emphasize | Improve | Originate | Supervise | |

Communication/People

| | | | | | |
|-------------|------------|-----------|-------------|-------------|------------|
| Address | Condense | Direct | Influence | Mediate | Publicize |
| Advertise | Confer | Discuss | Interacted | Moderate | Reconcile |
| Arbitrate | Consult | Draft | Interpreted | Negotiate | Recruit |
| Arrange | Contact | Edit | Interview | Observe | Refer |
| Articulate | Convey | Elicited | Involved | Outline | Report |
| Authored | Convince | Enlist | Joined | Participate | Resolve |
| Clarify | Correspond | Explain | Judge | Persuade | Respond |
| Collaborate | Debate | Express | Lecture | Presented | solicited |
| Communicate | Define | Formulate | Listen | Promote | Spoke |
| Compose | Describe | Furnish | Market | Propose | Summarized |

Second day

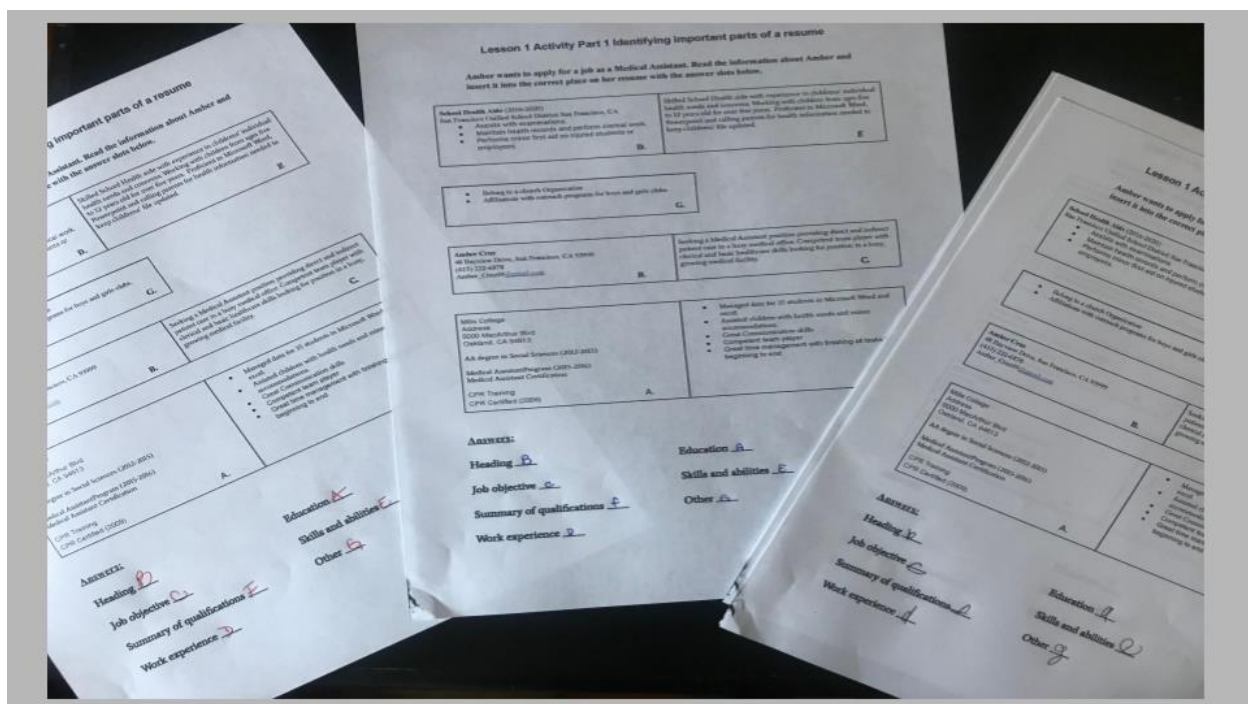
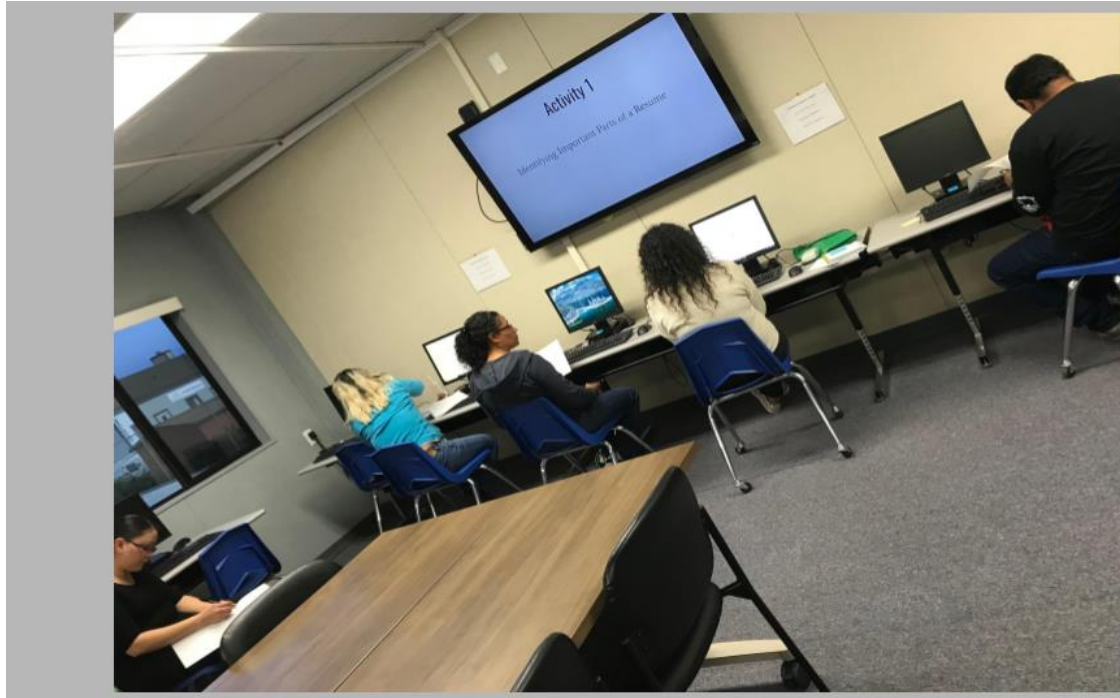
- Talked about modifying a resume to fit a particular job
- Went over census job once more
- Asked participants to indicate 3 modifications that would fit the job description on their resume.



Results

L0 1: Identify the important parts of a resume.

- LO one was met
- Participants could identify important parts of a resume on activity worksheet



| Identify important parts of a resume | # of participants answering correctly <i>N = 13</i> |
|---|--|
| Heading | 100% |
| Job Objective | 100% |
| Summary of qualification | 100% |
| Work Experience | 100% |
| Education | 100% |
| Skills and Abilities | 100% |
| Other | 100% |

LO 2: Demonstrate at least three appropriate verbs describing duties of one previous work experience.

- LO 2 was partially met
- Some participants could demonstrate appropriate verbs to describe their job duties.

EXPERIENCE:

prepare Company Name: Dde Package Inc City, Soledad State CA Dates 09/2

Position held: Product Handler

Duties: *Count* Handle fruit products
Moving and stacking trays
Counting all packages of fruit. *Arrange*

Company Name: _____ City, _____ State _____ Dates _____

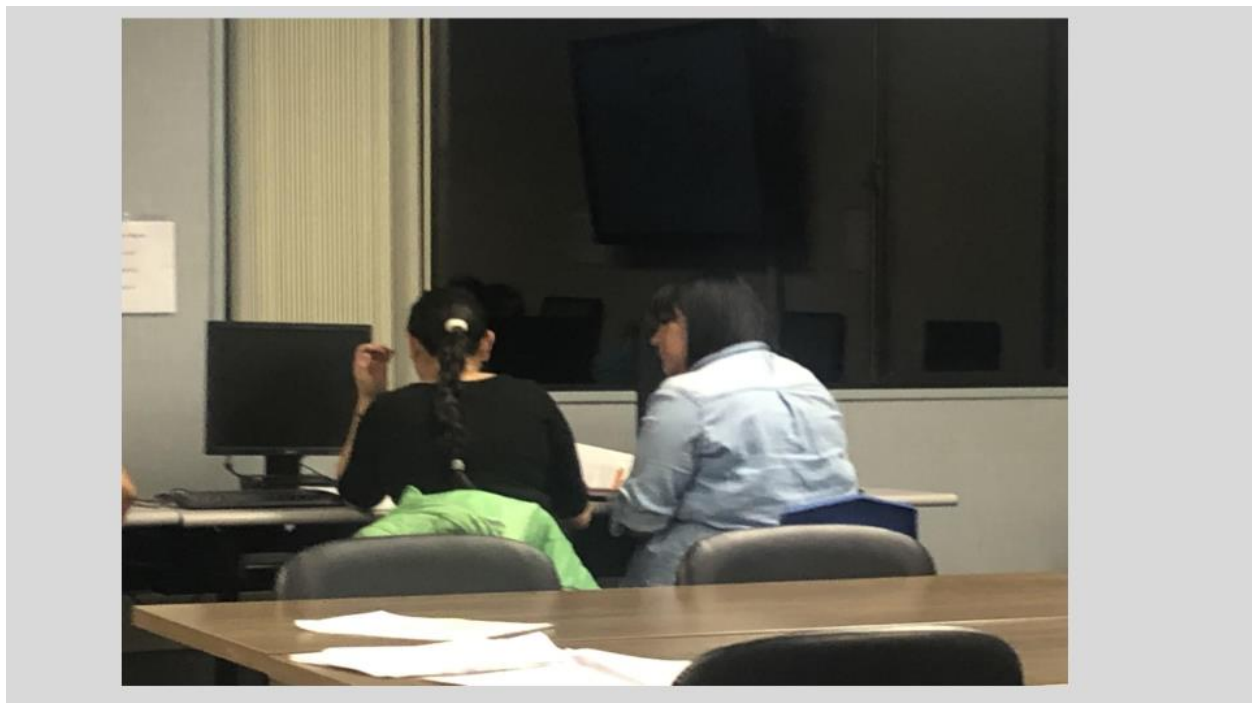
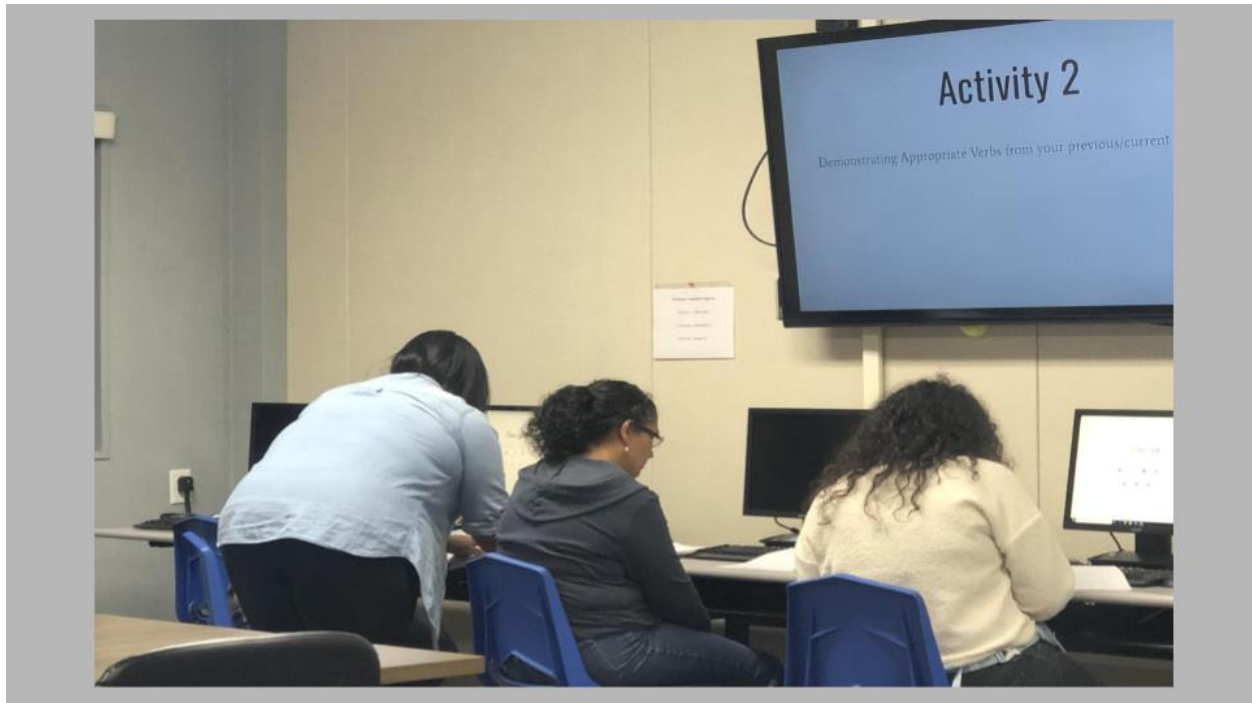
EXPERIENCE:

Company Name: Jackson Soledad City, Soledad State CA Dates _____

Position held: Cellar worker

Duties: 1. Cleaning and sanitizing tanks
2. Transferring liquid from tank to tank
3. Assisting Shift leader with start up tanks

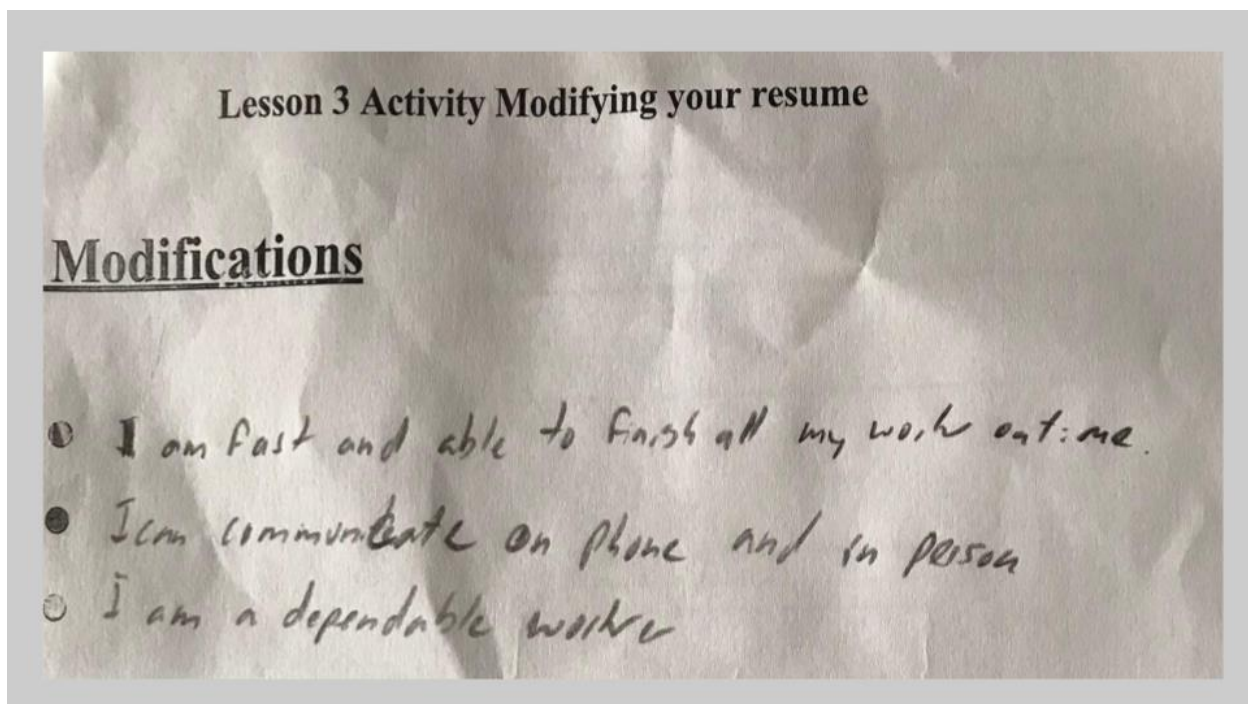
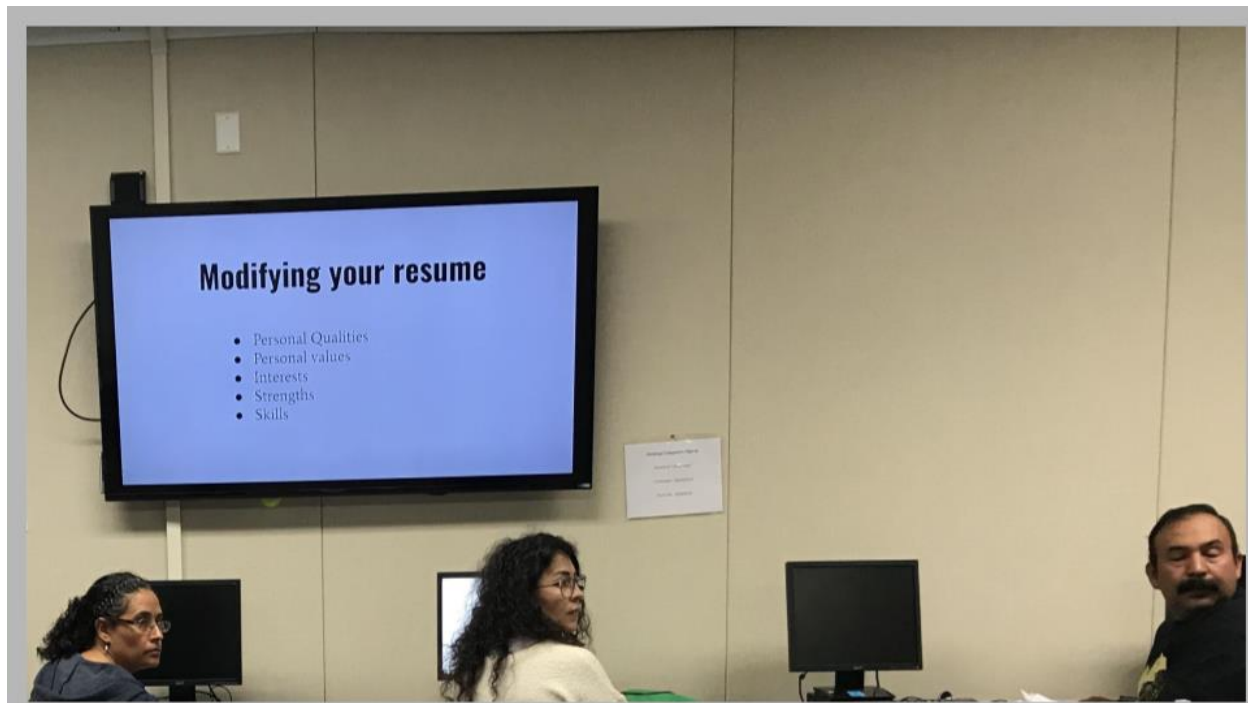
Company Name: _____ City: _____ State: _____ Dates: _____



| # of participants able to use Verbs N = 13 | yes | No |
|---|-----|----|
| Participant 1 | X | |
| Participant 2 | X | |
| Participant 3 | X | |
| Participant 4 | X | |
| Participant 5 | X | |
| Participant 6 | X | |
| Participant 7 | X | |
| Participant 8 | | X |
| Participant 9 | | X |
| Participant 10 | | X |
| Participant 11 | | X |
| Participant 12 | | X |
| Participant 13 | | X |

LO 3: Indicate at least three modifications to the resume to suit the job and job description section of the resume.

- LO 3 was met
- Majority of participants were able to indicate 3 modification to their resume



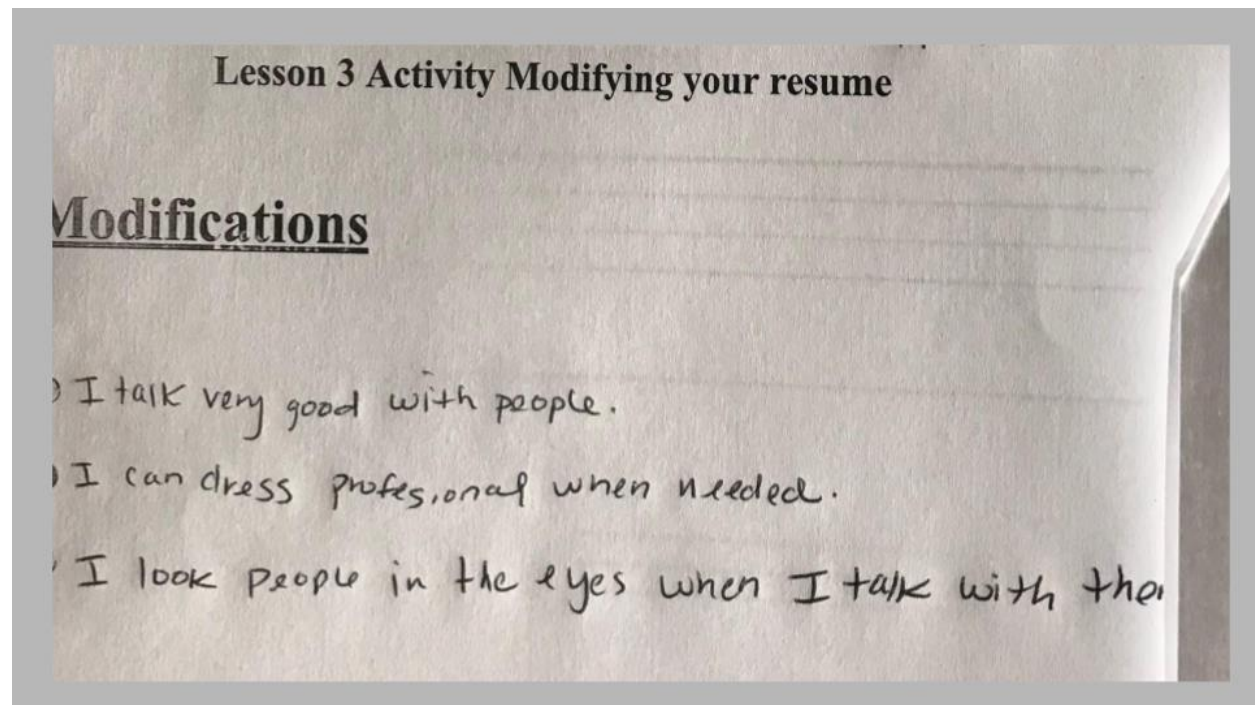
Lesson 3 Activity Modifying your resume

3 Modifications

- ① I have good time management skills
- I am able to communicate in two languages
- I am a good team player and problem solving

Modifications

- I have a positive attitude
- Good problem solving skills with co-workers and others.
- Good communication skills



| # of participants N=9 | Yes | No |
|-----------------------|-----|----|
| Participant 1 | X | |
| Participant 2 | X | |
| Participant 3 | X | |
| Participant 4 | X | |
| Participant 5 | X | |
| Participant 6 | X | |
| Participant 7 | X | |
| Participant 8 | | X |
| Participant 9 | | X |

Discussion

Did it work? What would you do differently?

I believe my workshop did work and most of my learning outcomes were met. However there was some confusion with some expectations, but many did have questions and they were answered to help guide them through finishing the activities.

If there was something I could change, I definitely would have been more prepared to give better examples of what was expected from them as far as knowing proper verbs, and examples of good and bad resumes. So they have a better understanding of what is expected of them.

Thank you Questions?

Stephanie Carrillo