

ELCATE CONNECTIONS... For Teachers

ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION
Miami-Dade County Public Schools



Instructional strategies and information to use in ELCATE classes.
April 2011

Mock Job Interviews, a Success!!



In an effort to provide authentic and meaningful activities to our students enrolled in the ELCATE courses, mock job interviews practice sessions were scheduled in most of the ELCATE classes during late March and early April.

Mr. Charles Somma, who holds a Masters in Management and Business Administration with extensive experience in Human Resources and Ms. Veronica Pavon-Baker, Curriculum Support Specialist visited the classes to conduct the mock interviews. Students were given the opportunity to role-play and practice handling job interviews. Students and teachers expressed their satisfaction with the sessions and responded very positively to this event. We want to thank all the students and teachers for their participation!

Questions and Suggestions, Contact:
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What is a Podcast?



A podcast is a series of digital media files (either audio or video) that are released episodically and often downloaded through web syndication. A community podcast is a collaborative podcast set up to support multiple contributors podcasting through generally simplified processes. It allows members of the same community to contribute and exchange ideas in many different ways. If you would like to set up a podcast in your ELCATE class check out the following links:

<http://www.wikihow.com/Start-Your-Own-Podcast>
<http://www.devshed.com/c/a/XML/How-to-Set-Up-Podcasting-and-Vodcasting/>
<http://www.apple.com/itunes/podcasts/specs.html>

Fastest-Growing Occupations...

According to the Florida Agency for Workforce Innovation (AWI). The top job vacancies for Miami-Dade and Monroe Counties (2009) are:



Position	Average Hourly Rate
Retail Salesperson	\$13.40
Customer Service Representative	\$14.79
Waiter and Waitress	\$10.40
Registered Nurse	\$34.19
Security Guard	\$11.22
Recreation Worker	\$11.18
Marketing Manager	\$56.79
Pharmacist	\$52.23

Icebreaker: Who Did What?

Learning Objective: To have students learn about the career experiences or ambitions of other students in the class

Vocabulary: career, job, basic job titles (nurse, clerk, salesperson, farmer, childcare provider, administrator, mechanic, homemaker, lawyer, engineer, musician, etc.)

1. Ask students to write the name of a job they did in their country or that they have now in the U.S. If a student has never worked, ask the student to write a job that he/she would like to have. Ask students to interview each other and record the answers see handout below. This is a question-asking activity.
2. Write a list of the job titles on the board and have students share their experiences.

Extension Activities

1. Focus on post-activity lessons using new vocabulary and model how to ask questions about previous jobs.
2. You can target a grammar function relevant to ongoing work in the classroom.
3. Have students look for feature articles about some of the jobs or look for help wanted ads.

Handout

Learning About Your Classmates: Who did which job?

Job Title	Which student did this job or would like to do this job?	What else would you like to know about this job?

National College Transition Network

This is an excellent site for teachers to explore free resources to help students increase their career awareness. It has a College Transition Toolkit and a Financial Mapping for adult students that can be downloaded as a PDF file. Here is the link

<http://collegetransition.org/publications.icacurriculum.handouts.html>

Elements of Oral Proficiency

Adult English language learners need to master many elements of spoken language in order to be considered proficient. Observe and evaluate students, and then ask yourself the following questions to address these elements:

How well does the student understand spoken English in different settings and on different topics?

How often does the student needs to hear speech repeated in order to understand the speaker?

How much detail is the student able to provide?

Does the student use a variety of sentence structures?

Does the listener have to guess at what the student is trying to say?

Spoken language is essential if students are to be successful in the workplace, so remember to provide ample opportunities for students to practice their oral skills. The goal is to increase student-centered activities and reduce teacher-led instruction.