Enhancing Access for Refugees and New Americans

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Contextualizing Instruction
In IELCE Activities

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Agenda

- **Introduction**

- **Understanding Contextualized Instruction**

- **Building Contextualization Lessons for Integrated English Literacy and Civics Education (IELCE) Activities**

- **Overcoming Challenges to Contextualizing Instruction for IELCE Activities**

- **Wrap-up**

Meet Your Training Team

Enhancing Access for Refugees and New Americans

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This experience includes:

- Classroom Facilitation
- Group Discussions
- Breakout Sessions
- Activity Debriefs
- Workshop Q&A

Attendee Introductions: Let's take a moment to do some brief introductions from participants in the room.

Funder:

U.S. Department of Education

Office of Career, Technical, and Adult Education (OCTAE)

Duration: July 2021 - July 2024

Website:

https://lincs.ed.gov/state-resources/federal-initiatives/refugeesandnewamericans

Project Goals

WHO	WHAT	WHY
• Adult education state staff • Local program staff • Integrated English Literacy and Civics Education (IELCE) instructors	• Resources and technical assistance (TA)	• To apply an immigrant integration and inclusion lens to support learners' linguistic, economic, and civic integration needs.

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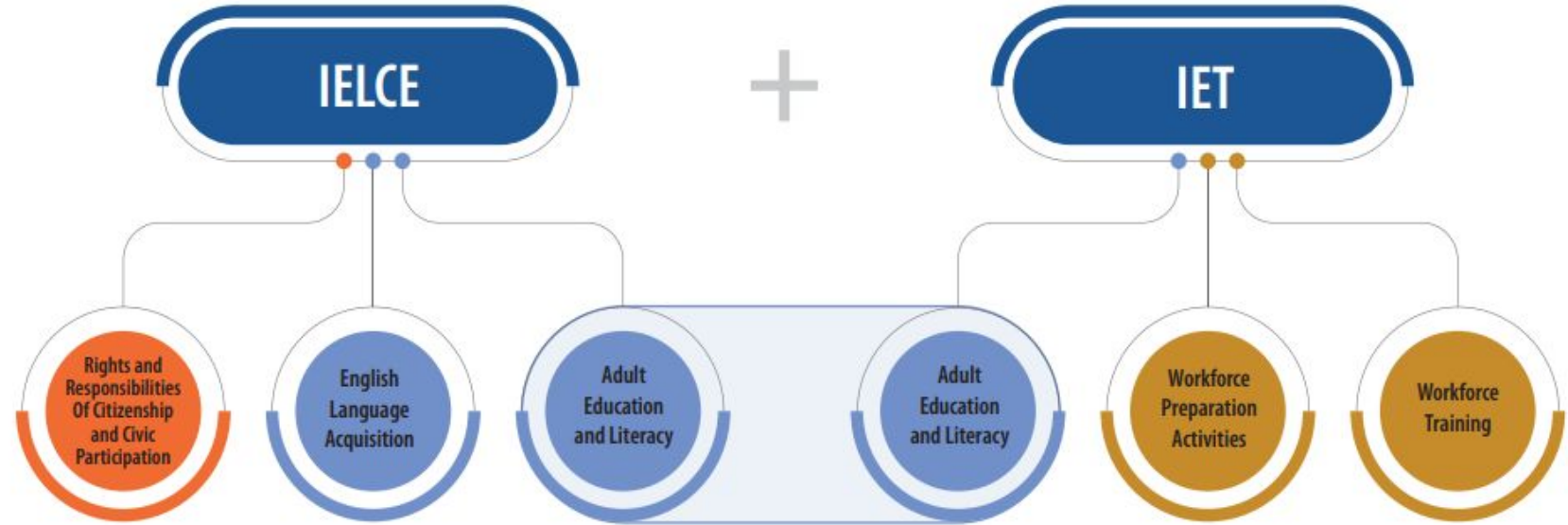# IELCE Immigrant Integration Framework

The IELCE/Immigrant Integration Framework illustrates how IELCE/IET efforts align with services and activities that further the linguistic, civic, and economic integration of immigrants.

Target Population

Adults who are learning English, including professionals with degrees and credentials in their native countries.

Services are delivered by a network of partners, which may include the adult education provider, a training provider, citizenship liaisons, refugee resettlement agencies, and other service providers.

IELCE Programs may be funded under Section 231 of Title II of WIOA. IELCE programs run in combination with IET programs may be funded under Section 243 of Title II of WIOA.

IELCE + **IET**

- Rights and Responsibilities Of Citizenship and Civic Participation
- English Language Acquisition
- Adult Education and Literacy
- Adult Education and Literacy
- Workforce Preparation Activities
- Workforce Training

Pillars of Immigrant Integration and Inclusion

Civic Integration

- Foreign Credential Verification
- Government Documentation Attainment
- Citizenship Preparation Instruction
- Community Services Navigation
- Digital Equity Strategies

Linguistic Integration

- Technology-Enabled Instruction
- Contextualized ELA instruction
- Multilingual Strategies

Economic Integration

- Worker's Rights and Responsibilities
- Workplace Digital Competencies
- Career Exploration

Contextualized Instruction

ℹ️ For language learners living in a new country, a language can be both an academic subject and a life skill.

Training Overview

1️⃣ This training will focus on developing contextualized instruction that integrates developing English language skills or civics education within the context of an occupational training.

2️⃣ Learners will apply their English language skills to life and work situations.

Learning Objectives

Upon completion of this training, participants will be able to:

Describe contextualized instruction for IELCE activities and programs.

Create effective integrated learning objectives for IELCE activities.

Recognize principles of adult learning and ESL theory / methodology

Identify strategies for developing contextualized instructional content for IELCE activities.

Describe the key elements of the contextual model of instruction for English learners.

Identify potential challenges to developing contextualized instruction and strategies to overcome them.

What Is Civics?

- Systems navigation

- Preparing for citizenship

- Improved understanding of specific civics skills that are necessary for specific career fields

Discussion

⏱ **05 Minutes**

Q. What does the word "integrated" mean in IELCE *(regardless of whether it is delivered in combination with Integrated Education and Training [IET])***?**

Instructions: Come up with a definition for "integrated" in your own words and post it in the chat.
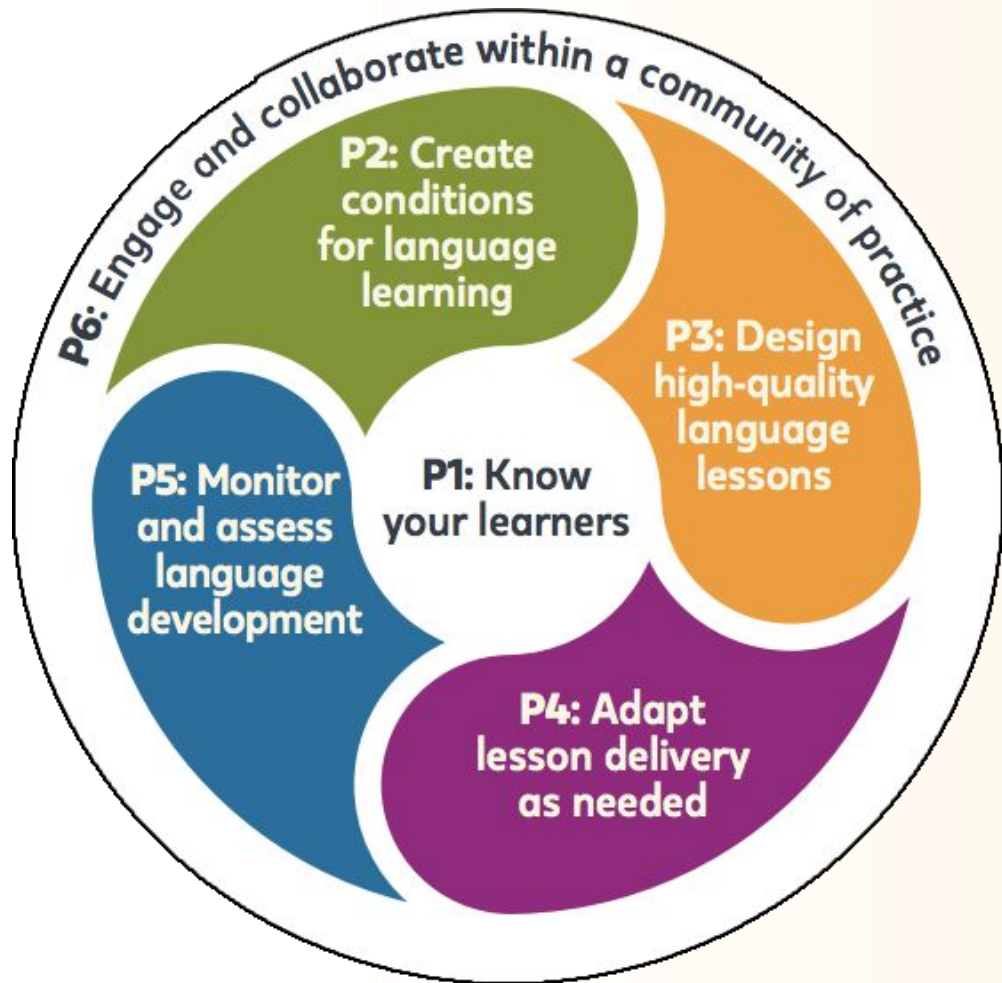
Group Discussion

Q1. What is contextualized instruction?

Q2. What is contextualized instruction within IELCE activities and programs?

Teaching and Learning Principles

TESOL's Six Principles for Exemplary Teaching of English Learners

P6: Engage and collaborate within a community of practice

- P2: Create conditions for language learning
- P3: Design high-quality language lessons
- P1: Know your learners
- P5: Monitor and assess language development
- P4: Adapt lesson delivery as needed

Principles of Learning for Instructional Design (National Research Council, 2012):

- Helping learners acquire, retain, and transfer new knowledge and skills
- Supporting learners in generating content and reasoning
- Developing metacognition and self-directed learning
- Providing feedback
- Using adaptive, interactive learning environments
- Motivating adult learners to persist

How does contextualized instruction support these principles?

Defining the Model

Video Presentation

4 Minutes

- **Using the Contextual Model of Instruction in an IELCE Classroom**

Key Elements

The following table describes the key elements of the contextual model of instruction as it applies to Integrated English Literacy and Civics Education (IELCE) activities.

Element	Description
Purpose	Learners find, develop, and apply knowledge to real life, work, civic engagement, and rights and responsibilities of citizens
Organization	English language and classroom content connected to the community and patterned after the workplace or civic engagement, and rights and responsibilities of citizens
Role of Instructor	Facilitator/coordinator; a knowledgeable guide to finding, developing, and applying knowledge
Role of Learner	Active engagement in constructive learning through workplace- or civics-relevant activities and content
Content	Content modified to accommodate different proficiency levels in one class
Method	Inquiry, discovery, applied learning and methods

Group Activity

10 Minutes

Case Study: Identify Key Elements of the Contextualized Model of Instruction

Instructions: In your group, review a case study in which an IELCE teacher uses the contextualized model of instruction and identify key elements of the model.

Benefits of Contextualized Instruction

Model Benefits

Identifying the Benefits of the Contextualized Model of Instruction for Adult Learners

1 Accelerates the progress of learners in career pathways by offering them career content immediately, as they develop their English language skills

2 Improves students' motivation to persist in their education

3 Allows learners to practice applying their skills and knowledge in real-world contexts

Group Discussion

5 Minutes

Q4. What additional benefits of contextualized instruction can you think of?

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**Building
Contextualized
Lessons for
IELCE Activities**

Integrated Learning Objectives

Integrated learning objectives help us ensure:

Integration	Contextualization
Relevance	Balance
Measurable	Clarity

Integrated Learning Objective Design Steps

1 Revisit or create the program-level goals (learner, program, and partner)

2 Identify the workforce training skills and competencies.

3 Identify the English language and/or state adult education standards and academic literacy skills.

4 Identify workforce preparation skills and competencies.

5 Identify civics content

6 Develop Integrated learning objective & confirm alignment

7 Build out contextualized units, lessons, and activities

Integrated Learning Objectives

❑ Align with the IELCE activity or program goals/outcomes.

❑ Describe what learners must be able to do upon completion of a major instructional component to demonstrate competency.

❑ Incorporate relevant standards, English language skills, occupational training, and civics education

Include the three elements:

1. Conditions under which the learner will demonstrate competency
2. Behavior the learner will perform
3. Criteria by which competency will be measured

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Unit 3 Learning Objective(s):

3) Given a technical drawing of a part with customer specifications, learners will follow the proper order of operations and apply and **explain** appropriate safety protocols to produce the part to customer specifications using the appropriate tools with 80% accuracy.

Workforce Training Skills and Competencies	Adult Education Content Standard(s)	Adult Education Literacy Skills and Competencies	EL Considerations: English Language Skills and Competencies	Workforce Preparation Skills and Competencies	EL Considerations: Civics Standards, Skills, and Competencies

• Read a blueprint
• Understand and apply concepts of tolerances in manufacturing
• Understand and apply manufacturing process order of operations
	• Integrate technical information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (Reading Anchor 7 D)
	• Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (Reading Anchor 3 D)
		• Read and understand main ideas from different documents, drawings, and images
		• Explain main ideas to others
		• Read and order directions to match an established procedure
			• Use a developing set of strategies to:
			  – Determine a central idea or theme in oral presentations and spoken and written texts
			  – Retell key details
			  – Answer questions about key details (ELP 1, L3)
			• Participate in level-appropriate oral and written exchanges of information, ideas, and analyses in various social and academic contexts, responding to peer, audience, or reader comments and questions (ELP 2, L3)
			• Recount a sequence of events, with a beginning, middle, and end (ELP 9, L3)
			• Introduce and develop an informational topic with facts and details (ELP 9, L3)
			• Use common transitional words and phrases to connect events, ideas, and opinions (ELP 9, L3)
				• Observe critically
				• Demonstrate quality consciousness
				• Demonstrate self-management strategies
				• Speak clearly and concisely
					• Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others (TWC, Civics Standards, Subarea 1A)
					• Figure out how the system that affects an issue works (TWC, Civics Standards, Subarea 1C)
					• Communicate so that others understand (TWC, Civics Standards, Subarea 2C)
					• Educate others (TWC, Civics Standards, Subarea 4B)

Group Activity

20 Minutes

Create an Integrated Learning Objective for a Sample IELCE Program

Instructions: In your group, create at least one performance-based, integrated learning objective that includes:

- Conditions under which the learner will demonstrate competency
- Behavior the learner will perform (using action verbs)
- Criteria by which competency will be measured

Break

🕐 **5 Minutes**

It's time. Let's take a break.

Strategies for Developing Contextualized Instruction

Strategies

- Include instructional tasks and resources that learners find meaningful.
- Be explicit with expectations.
- Utilize project-based strategies.
- Utilize problem-based strategies.
- Utilize theme-based strategies.
- Utilize functional skills strategies.
- Meet the needs of adult English language learners.
- Use a Communicative Language Teaching approach.

Discussion

10 Minutes

Create Contextualized Activities

Instructions: In your group, brainstorm contextualized activities to support the delivery of the ILO developed in the previous activity.

Collaborate with content experts.

Align learning objectives to relevant standards, proficiencies, and competencies.

Don't try to reinvent the wheel researching and customizing curricula that may already exist. Share curricula and curricular materials across programs or activities.

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Determining Instructional Content

Repurpose or Adapt Existing Curricular Materials for Contextualization and Relevance

Review the existing occupational training curricular materials.

→

Do the materials meet the requirement "as is?"

— YES → Repurpose the materials and incorporate them into your curriculum plan.

NO ↓

Can they be easily adapted to meet the requirement?

— YES → Identify ways to adapt the materials to meet the requirement.

↓

Adapt the materials to meet the requirement.

NO ↓

Do not use the materials.

Consider: Drug Administration Figure

Subcutaneous   Intramuscular   Intravenous   Transdermal   Implantation
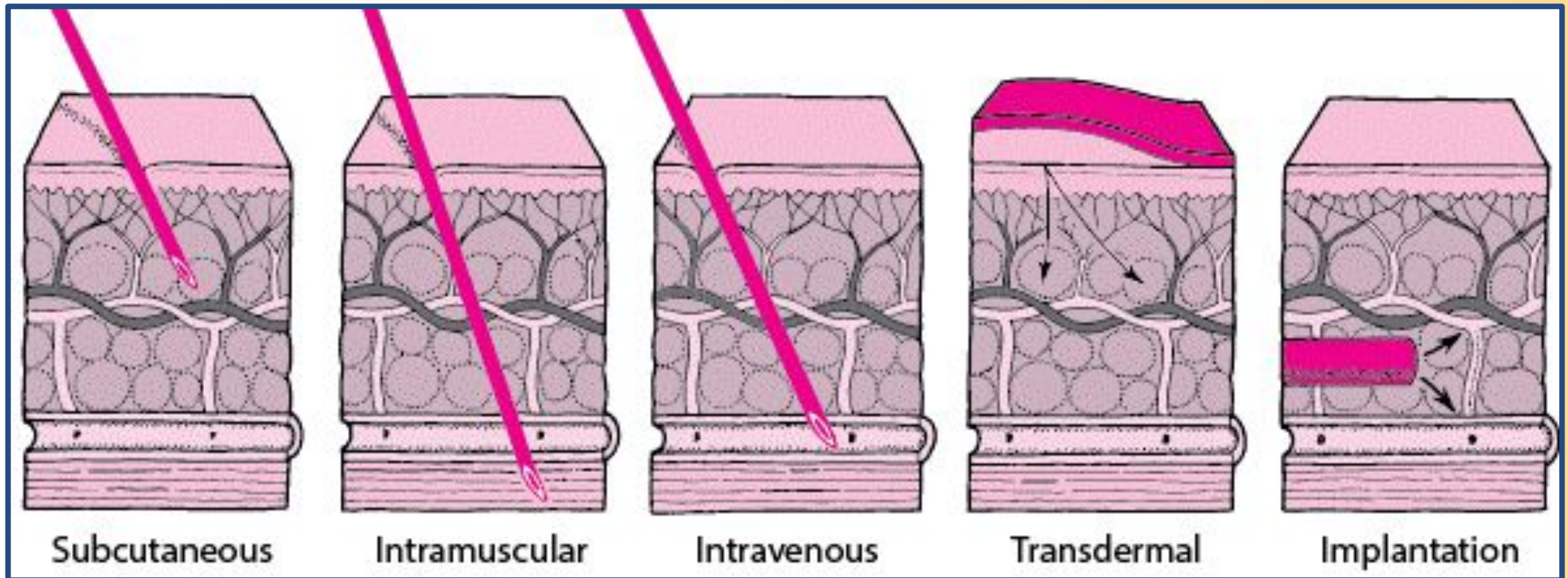
Drug Administration Figure Decision Tree

Example to Review: Drug Administration Figure

Do the materials meet the requirement "as is?"

YES → Repurpose the materials and incorporate them into your curriculum plan.

NO

No, needs supports.

YES → Yes, supplement with supports like:
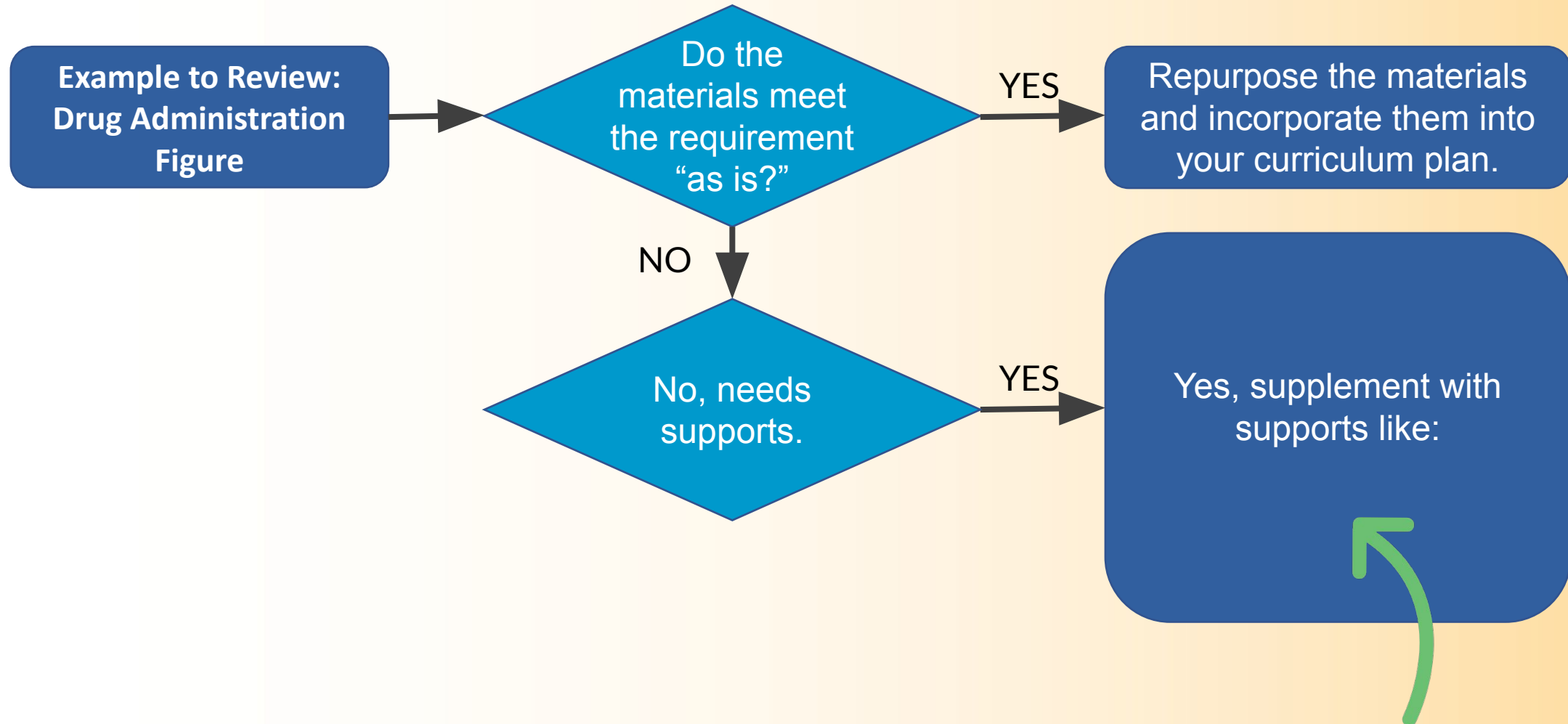
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Overcoming Challenges to Contextualizing Instruction for IELCE Activities
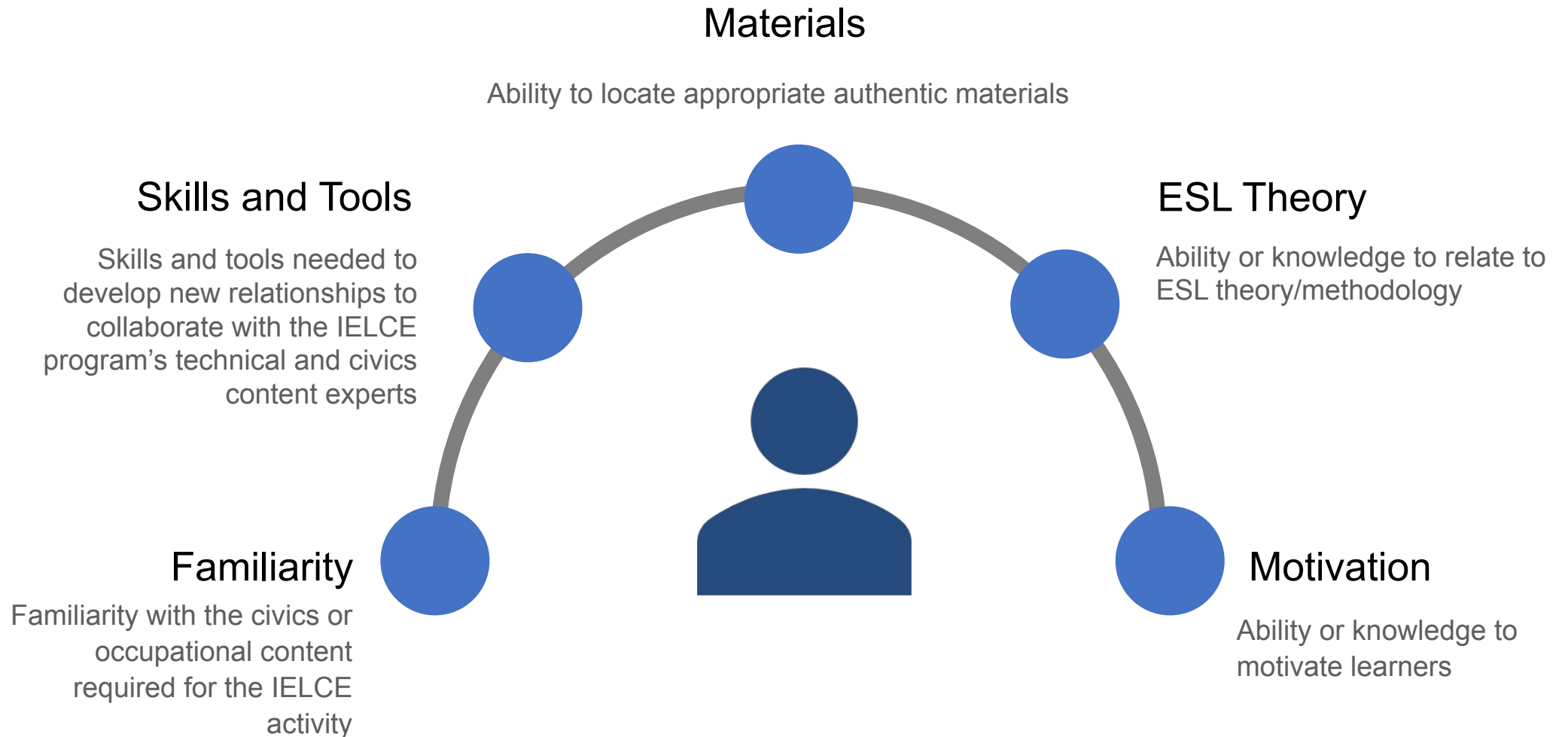
Potential Challenges

The IELCE program may have limited authentic materials that:

- — Are at the appropriate language level

- — Provide the most relevant and recent contexts for the underlying English language and civics content

- — Relate learning objectives and instructional materials to specific goals

- — Incorporate performance-based activities

- — Include meaningful assessments that align with external measures

- — Align with English Language Proficiency standards, technical, or civics standards

Potential Challenges

Educators may lack the following:

Materials

Ability to locate appropriate authentic materials

ESL Theory

Ability or knowledge to relate to ESL theory/methodology

Skills and Tools

Skills and tools needed to develop new relationships to collaborate with the IELCE program's technical and civics content experts

Familiarity

Familiarity with the civics or occupational content required for the IELCE activity

Motivation

Ability or knowledge to motivate learners

Effective Strategies to Overcome Challenges

Effective Strategies

01

Collaborate with other IELCE programs that are seeking to contextualize instruction and share ideas and resources.

02

Utilize collaborative learning strategies.

03

Partner with an employer or community organization that assists with civics elements to identify authentic materials.

04

Scaffold learning to bridge the gap between learners' current knowledge and skills and their potential levels or the intended goals.

05

Engage in professional development training to enhance your skills in areas you may be lacking.

Group Activity

⏱ **10 Minutes**

Identify Contextualized Instruction Challenges and Ways to Overcome Them

Instructions: In your group, review the scenario and identify the potential challenge(s) and one or more strategies to overcome the challenge(s).

Scenario: Your IELCE will prepare learners for jobs in a local hospital system. Students in your program have work experience, but not in health occupations settings. This field is new to you as an instructor. Other programs in your area collaborate with this hospital. The digital literacy of the students varies.

Wrap-up

✓ **Summary and Key Takeaways**

✓ **Questions?**

✓ **Conclusion**

References

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- National Research Council. 2012. Improving Adult Literacy Instruction: Supporting Learning and Motivation. Washington, DC: The National Academies Press. https://doi.org/10.17226/13469.

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- U.S. Department of Education, Office of Career, Technical and Adult Education. Observing, Analyzing, and Developing Problem-Based Learning in Action. https://lincs.ed.gov/sites/default/files/ObsAnalDevPrbBsdLrnActn-508.pdf

- U.S. Department of Education, Office of Career, Technical and Adult Education. Observing, Analyzing, and Developing Integrated Contextualized Learning in Action. https://lincs.ed.gov/sites/default/files/ObsAnalDevIntContLrnActn-508.pdf

- U.S. Department of Education, Office of Career, Technical and Adult Education. Civics Brief. https://lincs.ed.gov/sites/default/files/TSTMCivEducationBrief-508.pdf

References

Resources

- Bureau of International Labor Affairs | What are Workers Rights?

- Teaching Skills That Matter (TSTM) | Observing, Analyzing, and Developing Problem-Based Learning in Action

- Meeting the Language Needs of Today's Adult English Language Learner: Issue Brief

- The Communicative Language Approach in ESL Education

- English Language Proficiency Standards for Adult Education | LINCS

- Teaching Skills that Matter Civics Education | LINCS

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Thank you!

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Contact EARN@rti.org with any questions!

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