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Workplace English as Professional Development: The UW–Madison Model

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Abstract

University human resources departments dedicate themselves to providing relevant professional development to their institutions' employees. However, few of these departments consider the language learning needs of employees who are nonnative English speakers. This paper introduces the University of Wisconsin–Madison (UW–Madison)'s unique approach to meeting the English language learning needs of employees through its Cultural Linguistic Services (CLS) department within the Office of Human Resources (OHR). The CLS Workplace English Program features the development of contextualized learning materials, active participation of employees' supervisors, dynamic scheduling, and on-the-job practice with authentic communicative tasks. The collaboration between CLS/OHR and other UW–Madison departments has resulted in a successful, sustainable, and potentially replicable Workplace English program for employees who are English language learners.

Introduction

UW–Madison, the largest university in the state of Wisconsin, offers its employees myriad opportunities for professional development. A quick glance at its online Professional Development course catalog shows topics such as Career Development, Communication, Problem-solving, Onboarding, Supervision, Time Management, and Engagement, Inclusion and Diversity. All of these courses assume an audience of fluent or near-fluent English ability. However, there are many employees at UW–Madison, particularly in custodial and food service positions, whose English level is less than fluent and who are therefore unable to attend these courses. According to a recent Jobs for the Future report, “a lack of equitable access to work-based learning limits the career prospects and economic mobility of millions of youth and adults” (Cahill, 2016). In addition, pre-COVID-19 worker shortages across many U.S. industries prompted workplaces to develop the talent they had (Meinert, 2018).

In order to give *all* employees access to professional development, UW–Madison’s Office of Human Resources (OHR) has tasked its Cultural Linguistic Services (CLS) department with providing Workplace English courses to English Language Learning (ELL) employees at beginning, intermediate, and advanced levels on all shifts. First shift employees work during typical daytime hours, second shift from the late afternoon until about midnight, and third shift from late night until early morning. To meet their needs, CLS partners with divisions and departments across campus to offer courses during approved work times, custom designing curricula and materials for employees’ language levels and departments’ operational needs. According to Burt & Mathews-Aydinli (2007), interaction between native-English-speaking co-workers and immigrant workers can help strengthen teamwork and foster a sense of community at the workplace. Offering classes at the workplace sends a message to nonnative-English-speaking employees that their employer values them. The program has also helped ELL employees gain the confidence to participate more fully in their workplace. For example, a Spanish-speaking custodian working on the nightshift began participating in an intermediate-level Workplace English class in the spring of 2014. By 2018 he was promoted to a Custodian Lead position, and he entered Advanced English programming in 2019. He has used his language skills to serve as a representative on the University Staff Congress, which he says he joined to help his co-workers.

Along with ELL Instructors who teach the Workplace classes, the CLS team includes bilingual Interpreters/Translators who provide first language support in Chinese, Hmong, Nepali, Spanish, and Tibetan for employees when needed (for example, during the hiring or employee review process, or when distributing important information to the campus community). They interpret for both the English speakers as well as for the speakers of the other languages. In 2016, CLS received national recognition with the Inclusion Cultivates Excellence Award from the College and University Professional Association for Human Resources (CUPA-HR). This award acknowledged the unit’s efforts to fully engage UW–Madison’s diverse workforce, build

cultural understanding, and create an inclusive campus environment. Providing *both* first language support *and* opportunities for learning English does just that.

Background

While most universities have English for Academic Purposes programs (Celce-Murcia, 2001), UW–Madison has recognized the demand for English programming for its immigrant and refugee workforce. These limited English proficient incumbent workers are part of the marginalized populations that have not been the main beneficiaries of work-based learning, and the need to provide opportunities for them as well as for highly skilled professionals and university students is clear (Cahill, 2016). Many employers (including UW–Madison) are also concerned about employees who are less able to understand instructions, work with others, maintain dependability, and communicate with co-workers or supervisors (Atwood, 2019). The current Workplace English Program at UW–Madison, developed over the past decade, addresses these issues.

CLS initially contracted with local Madison Area Technical College for a Workplace English instructor to provide classes on campus to employees in two large divisions: University Housing and Facilities and Planning & Management (FP&M). This was successful, but as it continued, learners and supervisors wanted an instructor who would stay on campus to communicate with divisions and understand the workplace situations and needs of the employees in order to create an authentic, consistent, relevant, and timely curriculum. They recognized the advantages of onsite workplace English classes: convenience for employees, easy access for instructors to job-related materials, involvement of supervisors, and a clear message that the employer sanctions the class (Pinero, 2014). In 2011, CLS presented a proposal for a 2-year full-time instructor project position to the Vice Chancellor of Finance and Administration, who approved it. This project was so effective that CLS gradually added more permanent ELL Instructor positions. Currently, 3.2 FTE positions provide Workplace English services to between 100 and 150 ELL employees annually. Table 1 shows the gradual expansion of the program during the past eight years.

Table 1. Expansion of Cultural Linguistic Services' Workplace English Programs at UW–Madison, 2012-2020

Academic Year	Nightshift Workplace English courses	Dayshift Workplace English courses	UW–Madison Divisions and Departments served	Total students
2012-13	Class A (beginning) Class B (intermediate)		FP&M (Facilities, Planning and Management)	44
2013-14	Class A Class B	Workplace (beginning)	FP&M Housing	86
2014-15	Class A Class B	Workplace Work-Life (intermediate)	FP&M Housing	101
2015-16	Class A Class B	Workplace Work-Life Customized Course for Laboratory Animal Research Technicians	FP&M Housing BRMS (Biomedical Research Model Services)	105
2016-17	Class A Class B	Workplace Work-Life Customized Course for Laboratory Animal Research Technicians	FP&M Housing BRMS Athletics	102*
2017-18	Class A Class B	Workplace Work-Life	FP&M Housing BRMS Athletics	113
2018-19	Class A Class B	Workplace Work-Life Advanced classes	FP&M Housing BRMS Athletics	141
2019-20	Class A Class B Advanced classes	Workplace Work-Life	FP&M Housing BRMS Athletics	132**

Source: CLS annual Workplace English Program attendance records and reports.

*Total reflects the cancellation of one class during Fall 2016, due to a staffing change.

**Total reflects attendance through March 13, 2020, when all classes were suspended due to COVID-19.

CLS instructors serve another approximately 150 employees each year by offering free English learning options outside of work hours: a drop-in Employee Learning Center one afternoon a week (usually attended by visiting international research scholars), and a Tutoring Program which matches volunteers with employees who want individual attention for their language needs. In addition to teaching English, instructors develop and offer training to the UW community on topics such as Plain Language (clear written and verbal communications), Nonverbal Communication, and Effective Communication in a Multilingual Workplace.

The fact that the employees work for different campus departments, on different shifts, and are at different English ability levels requires an instructional team large and flexible enough to deal with these logistical and pedagogical challenges. The UW–Madison divisions appreciate that the instructors are part of the same workplace system as their students. For UW–Madison’s incumbent ELL workers, this program, delivered during worktime, “can provide a way to embed learning in their existing jobs, making it easier to balance work, school, and family demands” (Cahill, 2016). It also serves the critical business need of preparing workers for customer-facing roles (Meinert, 2018). It costs a lot for employers to recruit, hire, and train new employees. If employees feel more engaged, included, and eligible for professional development and advancement, they may be more likely to stay, reducing turnover.

Program Design

UW–Madison’s Workplace English Program design reflects the four principles of andragogy: adults need to be involved in their own learning, adults need to learn experientially, adults approach learning as problem solving, and adults learn best when the topic is of immediate value to work or life (Kobes and Girardi, 2016). Currently, the majority of learners in UW–Madison’s program are custodial and food service workers in several campus divisions: FP&M, University Housing (including Residence Hall Facilities, Dining, and University Apartments), and Athletics. A few learners are Animal Care Technicians from Biomedical Research Model Services (BRMS). These employees want and need English to succeed in their jobs and for career advancement; some are interested in becoming lead workers or moving to other customer-facing positions that require greater English proficiency. When participants take a class alongside others they know and trust, it “takes away a level of fear and anxiety about going into a new environment and learning something they may not feel comfortable learning” (Meinert, 2018).

The ELL instructional team works in partnership with the management staff of these divisions to provide English classes that fit within the divisions’ operational needs. They take into account shift considerations by providing classes at the end of 1st shift (2:45-3:45 p.m.) and at the end of 2nd shift and the beginning of 3rd shift (10:30 p.m.- 12:30 a.m.). They also consider campus event schedules, and the availability and

accessibility of instructional space and technology (Kobes & Girardi, 2016). For example, Workplace English classes for 1st shift Housing and BRMS employees run on Monday and Wednesday afternoons during the winter (January – April) and the fall (September – December), avoiding the heavier workload of summer campus programming and resident move in/move out in May and August. In contrast, the classes for 2nd and 3rd shift FP&M and Athletics employees occur Tuesdays and Thursdays from 10:30 pm to 12:30 am during the spring (April – June) and fall (August – November), to avoid the winter months when custodians have additional work responsibilities such as snow removal. The semester-long Workplace English classes include two levels of English instruction on both the day and night shifts: beginning and intermediate. Each class usually has between 15 and 28 employees. Classes during the nightshift typically run toward the larger size and require a special commitment on the part of instructors to teach until 12:30 am at least once a week for seven months of the year. The program has been able to hire and keep instructors for this unique work by allowing for collaboration (one instructor will team-teach all Tuesday night classes for a semester, while another will team-teach all Thursdays) and for flexibility in adjusting hours to the changing shifts (for example, a Tuesday night instructor will not be expected to report to work until the afternoon of the following Wednesday). During fiscal year 2018-2019, dayshift and nightshift classes provided a total of 3,968 student instructional hours (total number of classroom hours taught times the number of students attending each class).

Employees with greater English abilities can take shorter-term Advanced Workplace English courses throughout the year at times that work best for them. These courses are more similar to traditional professional development. Some examples include:

- **Advanced English for Effective Communication** (listening and speaking) for dayshift Housing employees in January-February and for nightshift FP&M employees in October.
- **Reading for Work** for nightshift FP&M employees in June-July.
- **Read and Write Work Orders** for nightshift Housing employees in November.

These classes are usually limited to 12 employees, and employees may take more than one short-term class. Table 2 below provides an outline of the 2018-2019 academic and fiscal year schedule.

Table 2. CLS Workplace English Programming, Fall 2018-Spring 2019

Workplace English course	Months	Days	Times	UW–Madison Divisions and Departments served
Class A (beginning)	August -November and April-June	Tuesdays and Thursdays	10:30 – 11:30 pm	FP&M Athletics
Class B (intermediate)	August -November and April-June	Tuesdays and Thursdays	11:30 pm – 12:30 am	FP&M Athletics
Workplace (beginning)	September-December and January-April	Mondays and Wednesdays	2:45 – 3:45 pm	Housing FP&M BRMS
Work-Life (intermediate)	September-December and January-April	Mondays and Wednesdays	2:45 – 3:45 pm	Housing BRMS
Advanced FP&M Pilot	October-November	Tuesdays	1:30 – 3:00 pm	FP&M
Advanced Housing Pilot	January-February	Tuesdays	2:30-4:00 pm	Housing
Advanced Reading for Work, 2 nd shift	May-July*	Tuesdays	7:30-9:00 pm	FP&M
Advanced Reading for Work, 3 rd shift	May-July*	Tuesdays	10:45 pm-12:15 am	FP&M

Source: CLS annual Workplace English Program reports.

*Class continued into the first month of the 2019-2020 academic/fiscal year.

Adult immigrants lead busy lives and offering ESL instruction at work can alleviate some of their scheduling challenges (Burt & Mathews-Aydinli, 2007). All of the Workplace English classes are on work time (2 hours per week for beginning and intermediate classes, and 2-3 hours per week for the shorter-term advanced classes). Participation is voluntary for employees. Supervisors typically approve their participation after they have completed their initial probation period. Instructors ask employees to commit to attending all classes (unless they are ill or have scheduled time off). Employees receive detailed Class Expectations in English and in their native languages (if translation is available), when they enter a class. The Class Expectations and an

end-of-course survey are the only two times when employees might receive class-related information translated into their native languages – otherwise, all lessons and materials are presented in English only, due to the heterogenous nature of the classes. Length of employee participation depends on their English level when they enter the program and their progress in learning. See Appendix A for an example of Class Expectations.

The three full-time ELL Instructors rotate the teaching responsibilities for these courses to ensure adequate coverage and responsiveness to department needs. Rotation also prevents swing shift burnout and sustains a healthy program. Careful attention was taken in hiring instructors who have developed courses, worked as trainers, and have a proven track record in instruction, collaboration, and knowledge (Kobes & Girardi, 2016). This program fulfills the “virtues” of English for Specific Purposes courses described by Celce-Murcia (2001): the classes are adapted to the contexts and needs of particular groups of learners by being relevant to them, focusing on their specific needs and wasting no time. They are successful in imparting learning, and more cost-effective than “General English”.

Assessment

Assessment occurs when employees enter the Workplace English program and throughout their time of participation. The ELL team meets with campus divisions annually to discuss programming and get referrals of interested employees from supervisors. When a supervisor recommends an employee, an ELL instructor works with that supervisor to schedule an initial assessment of the employee’s English skills, needs, and interests. This assessment is like other customized assessments in that it has taken significant time to develop but is more informative than commercial assessments and is used to separate employees into beginner, intermediate, and advanced groups (Pintero, 2014). Traditional and “off the shelf” ESL oral, reading, and writing tests are not as appropriate for this instructional context as interviewing the learners themselves (Celce-Murcia, 2001), and letting their needs influence the program’s learning objectives (Shechtman, Yarnall, Stites & Cheng, 2016). The 30-minute assessment takes the form of oral interview questions, picture-based listening tasks (for example, sequencing an employee’s activities), and work-related reading and writing. Based on the results, assessors will invite employees to the appropriate class. If an employee is either at a pre-beginner (basic literacy) or very advanced (near fluent) level, assessors refer them to the Tutoring Program, Employee Learning Center, or other community-based English learning opportunity. Assessors may also refer employees to these other options if they choose not to participate in classes during work time. The assessment is not shared with the employer; it is only used for placement.

Once an employee joins a Workplace English class, instructors follow up with typical formative assessments throughout the course: homework assignments, writing

samples, project rubrics, class notes, self-reviews, and attendance records (Kobes & Girardi, 2016). At the end of each course, employees fill out a survey (either in English or in their native language) to assess their learning experience and provide recommendations for future classes. Instructors refer to these comments when planning for the next semester and they also keep in regular contact with employees' supervisors and receive feedback from them about their experiences supporting their employees in learning English. See Appendix B for an example of an end-of-course survey.

Curriculum and Materials

The current Workplace English curriculum features six instructional categories: Culture, Human Resources, Interactions and Soft Skills, Professional and Personal Development, Safety, and Talk about Work. For each category, instructors have created lesson plans and materials for a variety of language and workplace competencies. Instructors identified these competencies through formal needs assessment with campus departments, analysis of position descriptions, job shadowing of employees, annual meetings with departments, student surveys, employee supervisor suggestions, and campus-wide timely topics or OHR roll outs (i.e. campus safety initiatives, annual benefits enrollment periods, etc.).

Under the Safety category, for example, competencies include reading labels, reporting problems, talking to police, and understanding campus safety information, among many others. As Celce-Murcia (2001) noted, it is necessary for teachers to conduct research to prepare for the design of classes. It is common for the research to continue during the course as well, including needs assessment and "target situation analysis". Instructors regularly solicit input both formally (needs assessment forms, annual meeting agendas) and informally (quick email or phone call to a supervisor to ask about English for a particular work task, such as reporting problems over a two-way radio). Instructors spend much of their time creating targeted lesson materials for multilevel group classes. They use authentic UW–Madison division documents (work order forms, leave request forms, safety signs, illness/injury report forms, etc.) and reproducible commercial materials that are relevant to employees' work situations. They also use workplace realia, such as cleaning supplies, building evacuation maps, and personal protective equipment. This workplace realia can help to create a positive "language and skills learning laboratory" atmosphere in each classroom, which is reinforced when employees use the language and realia with co-workers and supervisors (Burt & Mathews-Aydinli, 2007). Instructors save their lesson plans and materials in physical files and on a shared computer drive for easy access and replicability.

In a recent research report, Oliveri and McCulla (2019) acknowledge that emphasis in the literature has been on academic rather than workplace aspects of English. Their findings reveal the need for instructors to include opportunities for

interactive communication to improve employee training, and they suggest developing contextualized learning materials, as CLS has done. Their results show that employees in all “job zones” (groups of occupations ranging from those requiring less than a high school diploma to more than a bachelor’s degree) need to be able to use English both within their work groups and also with external customers or the general public. This is true at UW-Madison, and instructors keep both goals in mind as they develop the curriculum. Olivera and McCulla (2019) support what is in place at UW–Madison: speaking and active listening skills are important across all job zones, while reading and writing are less important, but still necessary.

The Workplace English curriculum also includes visits by guest speakers at least once per semester in the beginning and intermediate classes. Speakers may be members of the UW–Madison campus community (library, transportation department, police department, Employee Assistance Office) or the wider Madison-area community (Wisconsin Health Literacy, local credit union). This allows learners to practice listening and asking questions in English while gaining valuable information about topics beyond their work unit. These experiences create an authentic, direct link between workplace language and skills and their needs in their lives outside of work (Burt & Mathews-Aydinli, 2007).

Homework: Communication Activities

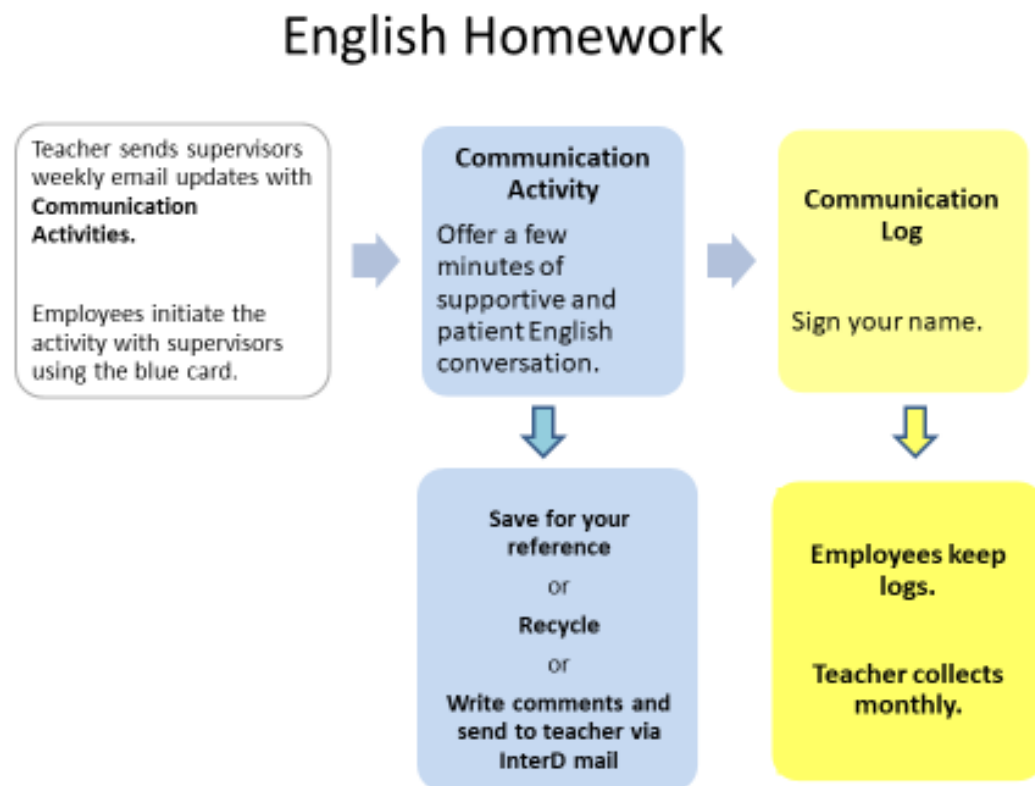
The heart of the Workplace English program curriculum is required on-the-job “homework”. Employees work on interactive “Communication Activities” with their supervisors most weeks during the course semester. With class time limited to one hour twice a week, progress in learning English can be slow unless learners have dedicated time outside of class (but still in the workplace) for language practice. Learners need opportunities to practice the tasks and types of communication targeted to their job zones (Oliveri & McCulla, 2019). At the outset of each semester, instructors connect with learners and supervisors to carefully explain their responsibility to complete one Communication Activity (CA) per week. Instructors create the activities to extend and reinforce the competency practiced in class that week. For example, when learners study English for asking for time off and filling out leave requests, the CA might ask employees and supervisors to role play a conversation for requesting time off. This sharing of job-related knowledge and skills increases human and social capital (Taylor, Trumpower & Pavic, 2013).

Employees get the instructions for the CA on a blue paper that they practice in class and then take to complete with their supervisor the following week (see Appendix C for example). The reverse side of the CA sheet gives supervisors tips to make the activity a little easier if it seems too difficult for an individual employee, or to add more challenge if it proves too easy. These tips allow supervisors to tailor practice to

individual needs and abilities, in a way that instructors cannot always do easily in a large group situation.

Once they have done the CA, supervisors sign a yellow Communication Log that employees keep and then turn in to their instructor at the end of each month (see Appendix D for example). Instructors use the logs to communicate with employees and supervisors who have trouble completing the CAs, to offer both support and accountability. Supervisors can keep previous CAs for reference, use them to send their comments back to instructors via interdepartmental mail, or recycle them. A diagram of the homework process is presented in Figure 1.

Figure 1. Communicative Activity homework process.



It sometimes happens that a supervisor is too busy or not available to practice the CA with an employee during a particular week; in that case, employees may practice with a lead worker or any other co-worker who speaks English.

This model of classroom instruction and work-based homework with supervisors ensures engagement from both parties. Kobes and Girardi (2016) assert that

supervisors can learn to recognize and use teachable moments to provide feedback as students perform a particular task, leading to deeper understanding and better troubleshooting skills. One lead worker feels that trust has increased between himself and his ELL employees, and that they now seem to feel more comfortable coming to him with questions in English. He said he used to read through work rules with his ELL employees but could not be sure they really understood since they did not ask questions or talk to him about them in English. He was very pleased that, after practicing in class, employees were able to discuss work rules with him and ask, “What does it mean?” when they encountered language they didn’t understand. When surveyed at the end of the semester, supervisors and employees consistently report that the CAs have helped improve communication, increase confidence, and strengthen workplace relationships

Finally, the CA homework system promotes differentiation and individualization of learning. The supportive relationships that develop between employees and their supervisors provide personalized guidance, insider perspectives, accountability, encouragement to maintain productive mindsets, and a sense of belonging, all under realistic conditions of working life (Shechtman, Yarnall, Stites & Cheng, 2016). To further reinforce learning, instructors also regularly offer optional, independent homework to employees for extra practice (ESL readers and newspapers, grammar or vocabulary worksheets, ESL websites, etc.).

Challenges

It should be no surprise that implementing and sustaining such a diverse Workplace English program presents a number of challenges. One of these is the mix of English abilities and educational backgrounds among employees in each class level. Employees with little or no formal education in their native language learn side by side with those who are highly educated, though not in English. “One of the factors that distinguishes groups of language learners...is an immigrants’ level of formal education. Learners with more limited schooling need a different set of supports” (Networks, 2017). To meet this challenge, instructors have used volunteers or interns to assist learners who needed extra help, and they have also encouraged them to join the Tutoring Program. Creating multi-level materials and grouping learners with mixed abilities in class has also been effective.

Serving diverse campus divisions is another challenge. FP&M, Housing, Athletics, and BRMS all have different operational needs and their optimal times and locations for Workplace English classes can vary considerably. Sometimes divisions are understaffed, and this can create problems for employee attendance during busy times (for example, when there are many sporting events that Athletics employees must cover). Creating materials for employees from different divisions who attend the same

class is also challenging; for example, some divisions use 2-way radios, while others do not.

Most importantly, both employers and employees can have unrealistic expectations about the amount of time it takes to learn English. Burt and Mathews-Aydinli (2007) note that a workplace ESL class of 40 to 60 hours will yield only modest gains in English language acquisition. Employees in UW–Madison’s Workplace English program can receive up to 60 hours of classroom instruction in a year, but this will not result in dramatic increases in English ability unless employees put in a lot of practice on their own in addition to the weekly homework CAs. Nevertheless, instructors, supervisors, and employees themselves have all reported gradual yet real progress over time. Housing supervisors, for example, say that employees who have participated in Workplace English classes are more confident and willing to participate in their periodic Town Hall meetings.

Results

The Workplace English program at UW–Madison is constantly asking for feedback from employees and supervisors. In addition to the weekly CA homework activities, instructors send out weekly email updates to report attendance, inform program stakeholders about class competencies and activities, and offer tips for more effective communication. Instructors let supervisors know they are welcome to visit classes anytime, and some supervisors regularly come to classes, provide input, and assist learners. They also give feedback through periodic formal surveys and informal email requests. Following are examples of comments from supervisors:

“Communication has flowed so much easier, between supervisors and employees, employees to employees.”

“I think it has helped communication outside of their work area, where they come to the office to ask questions, instead of me going to their run and asking questions.”

“[My employee’s] English has improved steadily in the time I’ve known her. The recent radio practice was such a good idea. Now, [she] regularly says, “copy that,” and “10-4”, just like the professionals, of which she is one!”

“Thank you for all that you do for our employees – this has been a HUGE HELP in the overall management and interactions I have with them.”

Employees provide feedback on end-of-course surveys, in English or their native language (if translation is available). Employees have repeatedly mentioned that they consider English classes on work time a valuable benefit of working at UW–Madison. Following are examples of comments from employees:

“I can understand many new words or name about tools [and] equipment at work.”

“I liked to learn how to solve the problems happened at work.”

“I am more confident when asking my supervisor and coworkers about any question or confusion I may have.”

“I’m very happy to attend your English class. It’s not only about practicing English, but it also embodies our compassion in order to make our community or society different. I have learned a lot from your classroom, esp. American culture and value. Thank you very much.”

The fact that the Workplace English program has continued to grow over time to include more divisions and more ability levels testifies to the need for such programming. The program’s real-world, lived context encourages continued communication and skill development on the job, which reinforces positive work behaviors and may help with employee retention and satisfaction (Kobes & Girardi, 2016).

Since there is a significant return on investment in adult literacy programs (Morgan & Diecuch, 2017), we recommend that other colleges and universities consider offering this type of Workplace English programming through their human resources departments.

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Appendix A: Sample Class Expectations

Welcome to Your Professional Development Opportunity! English Class for Housing Employees

Teachers

Karen Parrillo (263-7556, karen.parrillo@wisc.edu), Jacy Whitehead (265-2056, jacy.whitehead@wisc.edu)

Class Information

Mondays and Wednesdays, 2:45 – 3:45 pm
21 N. Park St., Rooms 1106 and 1108
January 27 – April 22, 2020


Bring to class:

- ✓ Folder
- ✓ Notebook
- ✓ Pen or pencil

Class Attendance

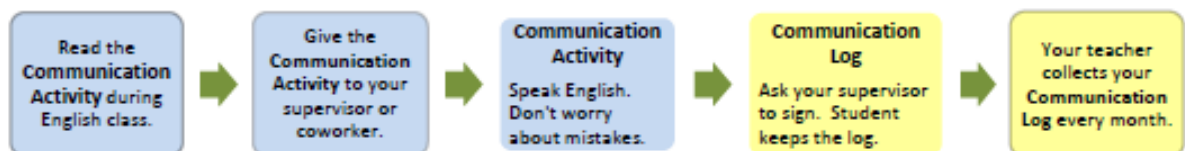
- Come to all classes **on time**. If you come late or miss classes, we may need to offer your space to a different student on the wait list.
- Email or call your teacher if you cannot come to class.
- If you go home after English class, **punch out** at Smith Hall when class is finished. If you go back to your unit to finish your shift, **punch out** at your normal location.
- If you do not work Monday or Wednesday, you can come to class! **Punch in and out** at Smith Hall for class.

Class Rules

- Speak only English in class. Participate in class. It's OK to make mistakes. They help you learn.
- We follow UW departmental cell phone policies in class. Please turn off your phone unless the instructor asks you to use it for a learning activity. 
- Respect teachers and other students in class. Listen when teachers and other students talk.
- Ask questions when you don't understand. If you have a problem, talk to your teacher.

Homework

Your teacher will give you **Communication Activities**. You must do **Communication Activities** with your supervisors and co-workers.



Class cancellation

Class may be cancelled for severe weather. Also, class may be cancelled if your unit needs you to stay at work. Your supervisor will tell you about cancellations before class time. Cancellations are final.

Mandatory reporting

Federal and State of Wisconsin laws require that UW-Madison faculty and staff who see or receive a first-hand report of sexual assault, sexual violence, or sexual harassment, report it to Lauren Hasselbacher, Campus Title IX Coordinator, Room 190, Bascom Hall via e-mail at, lauren.hasselbacher@wisc.edu or via telephone at, (608) 890-3788. Wisconsin Executive Order # 54 requires employees to report any incidents of child abuse or neglect that they see or hear about. You may report to the UW-Madison Police Department at, (608) 264-2677 or to the [Office for Equity & Diversity](#) via telephone at, (608) 263-2378.

Appendix B: Sample End-of-Course Survey



Cultural Linguistic Services
OFFICE OF HUMAN RESOURCES
UNIVERSITY OF WISCONSIN-MADISON
Class Evaluation

_____ name of class

_____ date

1. Does this English class help you at work? Yes No Explain:
2. Was this class easy, just right, or difficult? Explain:
3. What did you like about the class?
4. What can make the class better?
5. What do you want to learn in future classes? Write 1 idea.

Appendix C: Sample Communication Activity Card

Side 1:

Student Name _____

Homework: November 13 - 19

Understand job description

For Students

Read Custodian job responsibilities with your supervisor:

- **Cleans** facility areas
- **Secures** entrances
- **Organizes** supply areas
- **Reports** repair needs
- **Maintains** clean and clear walkways

***For Supervisors section on the other side.**



Side 2:**For Supervisors****A little too hard?**

- Choose **one** of the job responsibilities listed on the front to read with your employee. Point to the words and have your employee repeat them after you. Model correct pronunciation.
- Say the words and ask your employee to point to them as you say them. Talk about what the words mean.
- Ask your employee to tell you some of their job responsibilities and tasks. Help your employee write these down and practice reading them.

A little too easy?

- Ask your employee to read and tell you in their own words what each job responsibility means.
- Add any other important job responsibilities and tasks for your department and your particular employee's situation.
- Talk about the difference between a **Custodian** job description and a **Lead Custodian** job description. What are the different responsibilities and tasks?

*If you have feedback for us, write it below and send this to Karen Parrillo at

21 N. Park through Interdepartmental Mail, or if you prefer, call or email instead.

Optional Feedback

Your Name _____

Appendix D: Sample Communication Log

Communication Log

Practice outside of class to learn more English.

1. Read the weekly **Communication Activity** during English class.
2. Give the **Communication Activity** to your supervisor or coworker.
3. Speak English. Don't worry about mistakes. Practice more to feel more comfortable.
4. Ask your supervisor or coworker to sign the **Communication Log**.
5. Your teacher collects your **Communication Log** every month.

February	Signature of Supervisor/Lead Worker/Coworker
February 5 - 11	
February 12 - 18	
February 19 - 25	

Give to teacher: Wed, February 26th

March	Signature of Supervisor/Lead Worker/Coworker
March 4 - 10	
March 11 - 17	
March 18 - 24	

Give to teacher: Wed, March 25th

April	Signature of Supervisor/Lead Worker/Coworker
April 1 - 7	
April 8 - 14	
April 15 - 21	

Give to teacher: Wed, April 22nd