



# Integrating Employability Skills into the English Classroom

Practical Strategies for Student-  
Centered Learning

Presented by: Brett Blumenthal



**Do your students  
have the skills  
they need for the  
workplace?**

**96%** of chief academic officers believe they are equipping their students for future employment

**11%** of employers think that education institutions are effectively preparing students for work

Source: [www.gallup.com](http://www.gallup.com) 2014

**41%** of graduates said their higher education program had taught them the skills needed for their first job – down from **63%** in 2022

Source: Cengage Group 2023  
Graduate Employability Report

# What skills make someone employable?

# Employability Framework



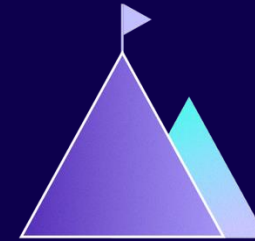
## Core academic competencies

- Literacy
- Numeracy
- Digital literacy
- (Knowledge of AI)



## Personal and social capabilities

- Collaboration
- Critical thinking
- Communication
- Creativity
- Leadership
- Self management
- Social responsibility



## Occupational competencies

- Hard skills
- Skills related to a specific job



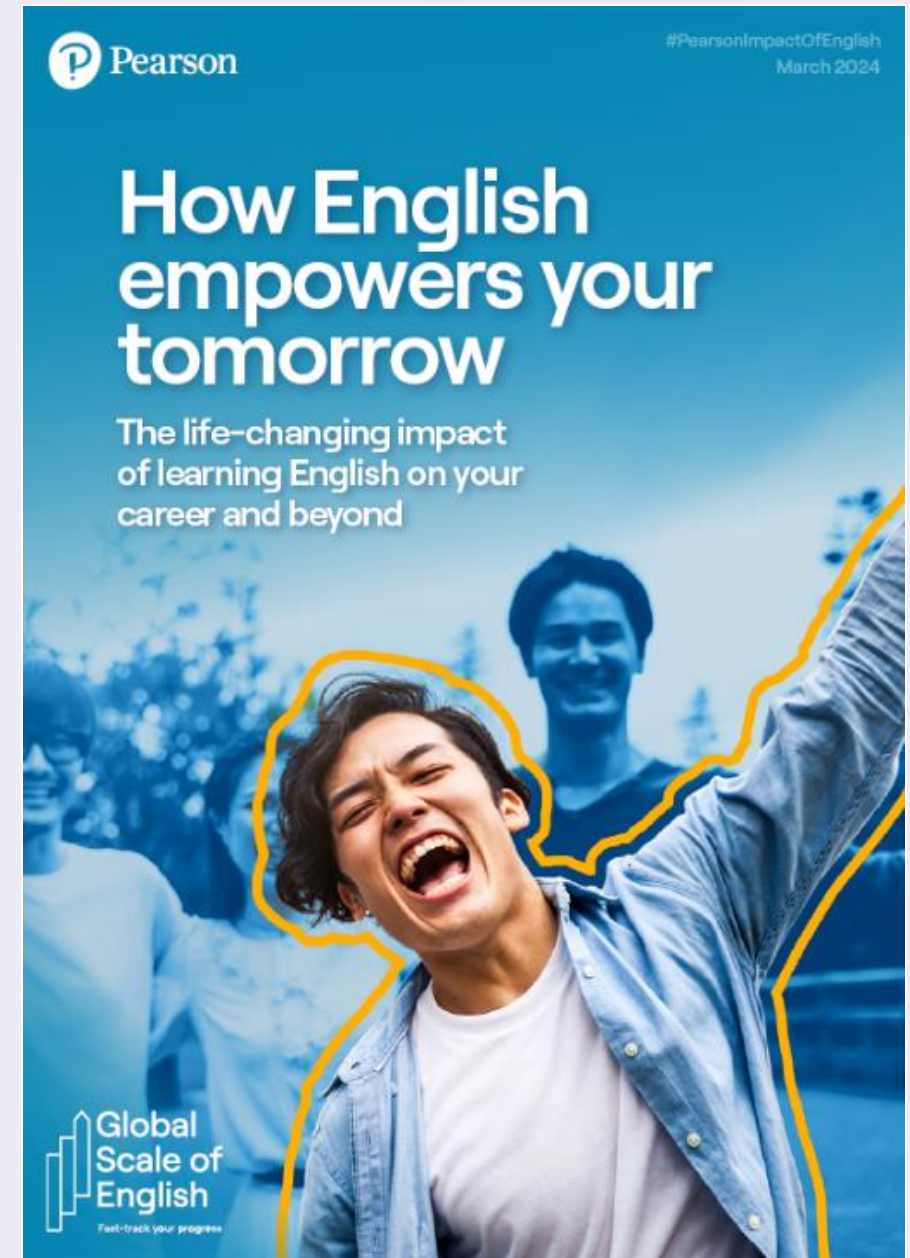
## Career knowledge and transitional skills

- Showcasing skills and qualifications
- Interview skills
- CV writing
- Social media presence

**Do students have  
the English skills  
they need for the  
workplace?**

- English is important for careers
- Better English skills correlate with higher salaries
- Better English skills make working life easier

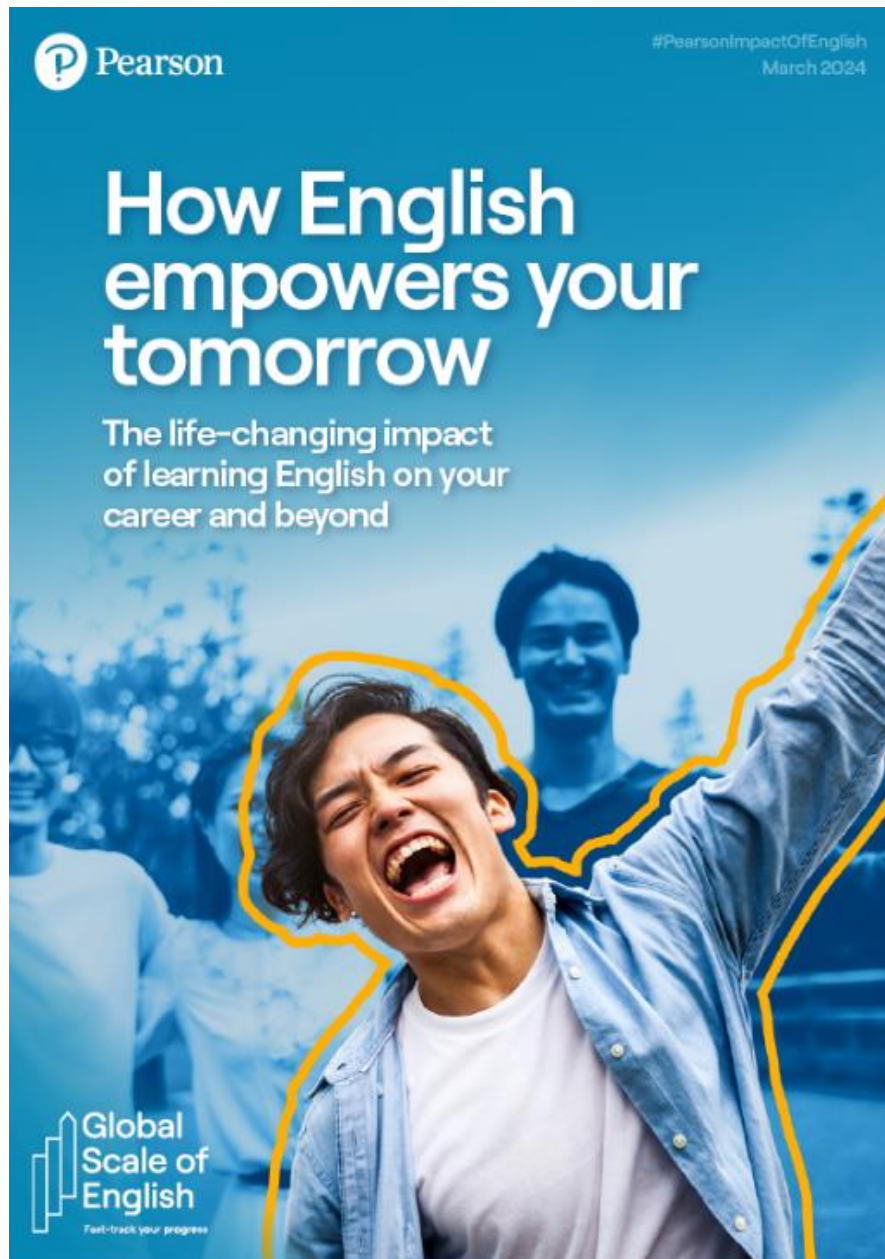
[gse-research-global-report-en.pdf](#)



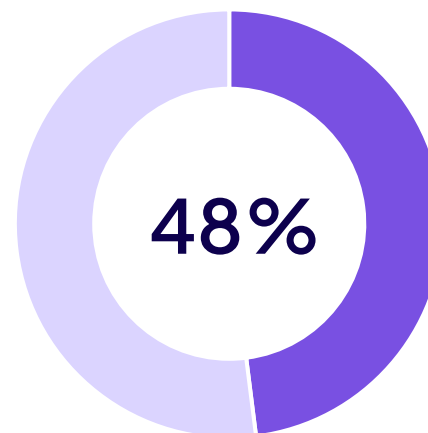
# Speaking and writing are key skills for the workplace

## Top contexts for using English at work

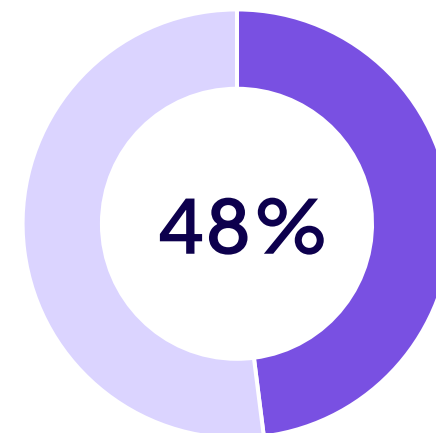
|                                                                    | OVERALL | JAPAN | SAUDI ARABIA | BRAZIL | ITALY | US (FLORIDA) |
|--------------------------------------------------------------------|---------|-------|--------------|--------|-------|--------------|
| Reading documents, articles, reports, instructions, manuals etc    | 31%     | 25%   | 31%          | 40%    | 29%   | 41%          |
| Communicating with customers, clients and/or members of the public | 28%     | 23%   | 33%          | 25%    | 31%   | 45%          |
| Utilizing specialist computer programs, software, or tools         | 25%     | 11%   | 28%          | 36%    | 26%   | 29%          |
| Attending meetings                                                 | 20%     | 14%   | 28%          | 22%    | 14%   | 36%          |
| Writing informal internal communications                           | 20%     | 11%   | 27%          | 20%    | 23%   | 31%          |
| Writing long form documents, papers, presentations                 | 15%     | 13%   | 23%          | 15%    | 12%   | 21%          |
| Giving direction and/or instruction to others                      | 15%     | 8%    | 25%          | 13%    | 15%   | 34%          |



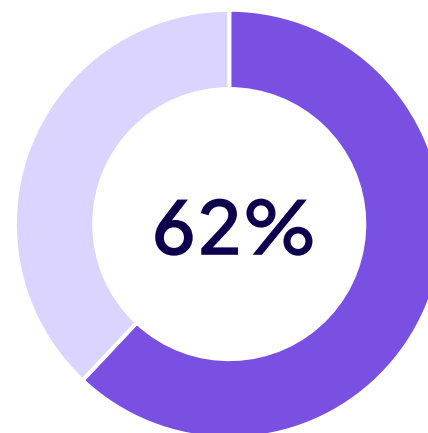
## Confidence by skill



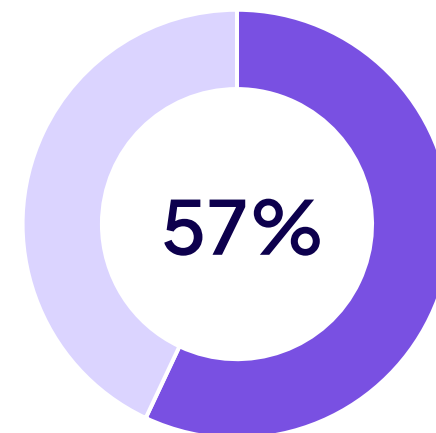
Speaking



Writing



Reading



Listening

# Global Scale of English:

focusing on real-world skills





1

mainly focused on general English – limited reference to work and study

2

developed for adult and young adult learners – not for Young Learners

3

60%+ of Can Do statements focus on Speaking

4

wide levels – difficult to show regular progress is being made

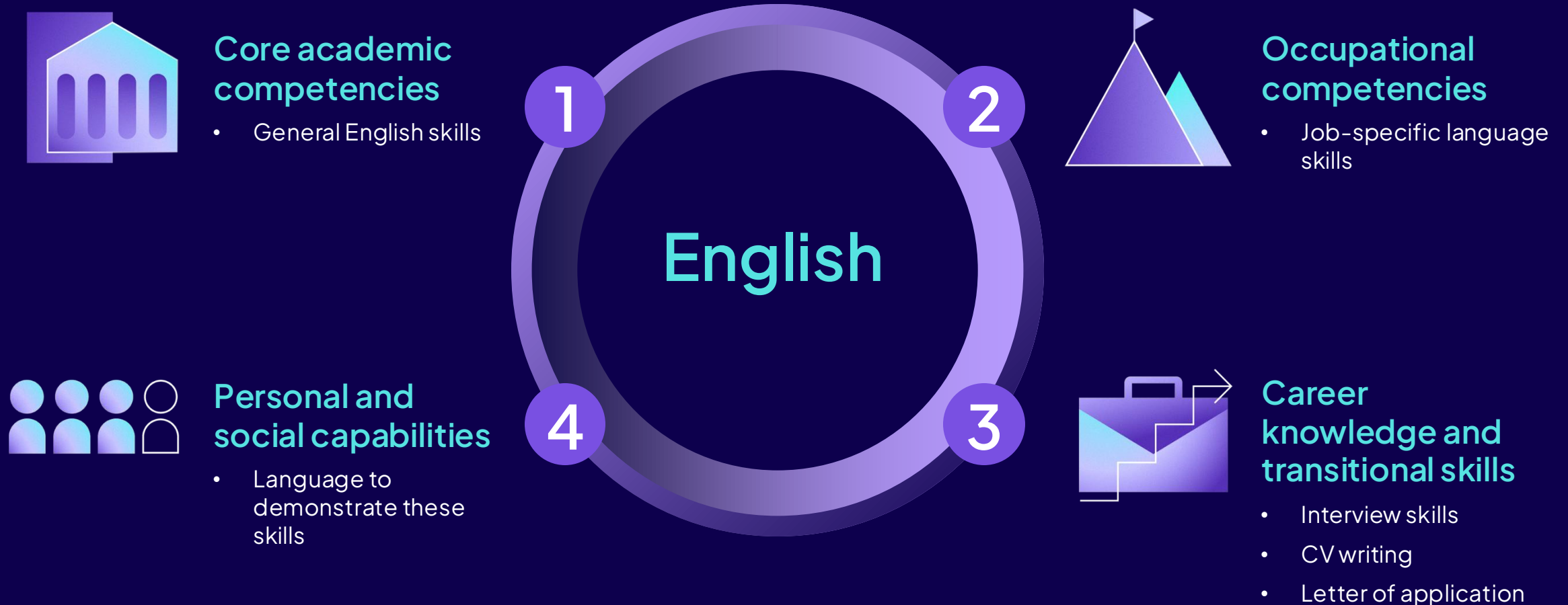
5

difficult for teachers to use in their day-to-day teaching and testing

# GSE Learning Objectives



# English for Employability



# GSE Learning Objectives

## GSE 51–58/B1(+): Speaking

51 Can make a complaint. (C)

**PRO** Can give a simple presentation on a work-related topic. (P)

**PRO** Can ask questions about professional experience. (P)

Can report the opinions of others, using simple language. (P)

**PRO** Can answer questions about professional experience. (P)

4

Can briefly give reasons and explanations for opinions, plans and actions. (C)

1

Can express opinions and react to practical suggestions of where to go, what to do, etc. (CA)

Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)

Can respond to opinions expressed by others. (WA)

2

**PRO** Can signal agreement in a simple negotiation using fixed expressions. (P)

**PRO** Can carry out a work-related phone conversation using polite fixed expressions. (P)

Can express hopes for the future using a range of fixed expressions. (CJA)

3

**PRO** Can give information in a job interview about job history. (P)

Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)

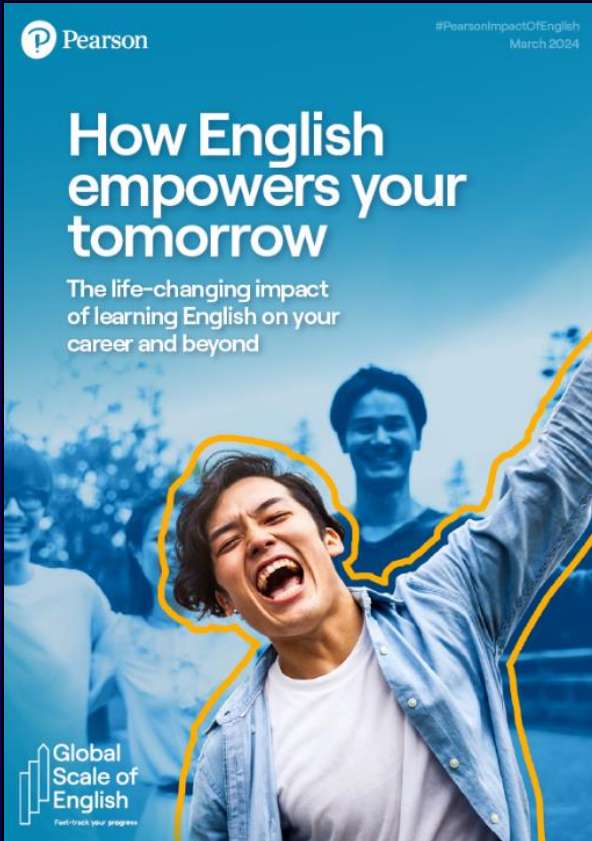
**PRO** Can ask questions about someone's professional experience. (P)

# How are people using English at work?

## Top contexts for using English at work

|                                                                    | OVERALL | JAPAN | SAUDI ARABIA | BRAZIL | ITALY | US (FLORIDA) |
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| Giving direction and/or instruction to others                      | 15%     | 8%    | 25%          | 13%    | 15%   | 34%          |

# Meetings



## Learning Objective

1

Can understand the advantages and disadvantages of different options during a discussion.

2

Can check that everyone agrees in group discussions using fixed expressions.

3

Can politely respond to interruptions during a discussion and return to the main topic.

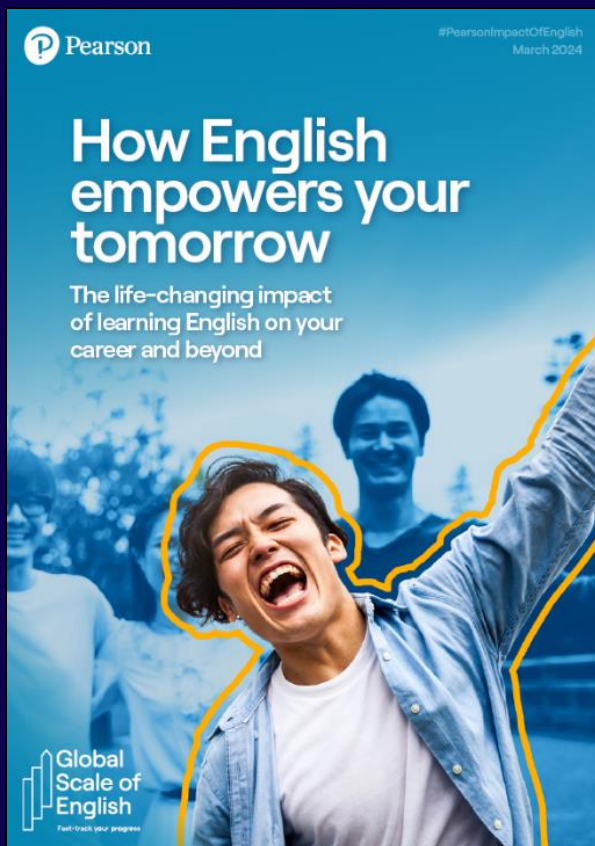
4

Can write up the objectives and key points of a work-related meeting in a simple way.

5

Can invite others into the discussion during a teleconference by asking for questions.

# Meetings



| Learning Objective |                                                                                           | CEFR | GSE |
|--------------------|-------------------------------------------------------------------------------------------|------|-----|
| 4                  | Can write up the objectives and key points of a work-related meeting in a simple way.     | B1   | 50  |
| 2                  | Can check that everyone agrees in group discussions using fixed expressions.              | B1+  | 57  |
| 5                  | Can invite others into the discussion during a teleconference by asking for questions.    | B2   | 60  |
| 1                  | Can understand the advantages and disadvantages of different options during a discussion. | B2   | 64  |
| 3                  | Can politely respond to interruptions during a discussion and return to the main topic.   | B2+  | 69  |

# Employability Framework



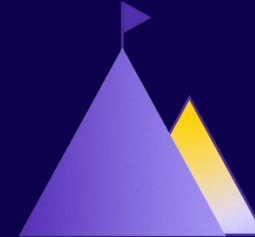
## Core academic competencies

- General English skills



## Personal and social capabilities

- Language to demonstrate these skills



## Occupational competencies

- Job-specific language skills



## Career knowledge and transitional skills

- Interview skills
- CV writing
- Letter of application

# GSE Job Profiles



The screenshot shows the O\*NET OnLine website. At the top left is the O\*NET logo. To its right is the text "O\*NET OnLine". Further right is an "Occupation Quick Search:" bar with a magnifying glass icon. Below the header is a navigation bar with links: "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O\*NET Sites". The main content area features a large banner with a construction crane image and the text "Build your future with O\*NET OnLine." Below this is a welcome message and a description of the site's purpose. To the right of the banner are several smaller sections: "What's New?" with a "Learn More" button, "I want to be a..." with a "Find It Now" button, and "ATTN: VETERANS" with a "Get Started" button. At the bottom left, there are three search options: "Occupation Search" with a keyword or O\*NET-SOC Code field, "Find Occupations" with a "Browse" link, "Advanced Search" with a "Focus" link, and "Crosswalks" with a "Connect" link.

**O\*NET OnLine**

Occupation Quick Search:

Help Find Occupations Advanced Search Crosswalks Share O\*NET Sites

**Build your future with O\*NET OnLine.**

Welcome to your tool for career exploration and job analysis!

O\*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

**What is O\*NET?**

**What's New?**

"Hot Technologies" added to the O\*NET System

**Learn More**

Get O\*NET news by [email](#) or [RSS](#).

**I want to be a...**

Start the career you've dreamed about, or find one you never imagined.

**Find It Now**

**at My Next Move**

**ATTN: VETERANS**

Put your military skills and experience to work in civilian life. Learn how at:

**MY NEXT MOVE**

**Get Started**

**Hot Technologies are**

**Occupation Search** Keyword or O\*NET-SOC Code:

**Find Occupations** **Browse** groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

**Advanced Search** **Focus** on occupations that use a specific tool or software. Explore occupations that need your skills.

**Crosswalks** **Connect** to a wealth of O\*NET data. Enter a code or title from another classification to find the related O\*NET-SOC occupation.



The image shows the cover of a book titled "Global Scale of English Learning Objectives". The cover features a blue background with a photograph of two men smiling and talking. The Pearson logo is in the top left corner. The text "Professional English" is in the top right corner. The title "Global Scale of English Learning Objectives" is prominently displayed in the center. At the bottom left, it says "Global Scale of English" and "Fast-track your progress". At the bottom right, it says "Updated September 2022".

Pearson

Professional English

**Global Scale of English Learning Objectives**

Global Scale of English

Fast-track your progress

Updated September 2022

# Language skills for specific jobs

**O\*NET OnLine**

Occupation keyword search

Help ▾ Find Occupations ▾ Advanced Searches ▾ O\*NET Data ▾ Crosswalks ▾ Share ▾ Sites ▾

## Customer Service Representatives

43-4051.00

Bright Outlook Updated 2023

Interact with customers to provide basic or scripted information in response to routine inquiries about products and services. May handle and resolve general complaints. Excludes individuals whose duties are primarily installation, sales, repair, and technical support.

**Sample of reported job titles:** Account Representative, Call Center Representative, Client Services Representative, Customer Care Representative (CCR), Customer Service Agent, Customer Service Representative (CSR), Customer Service Specialist, Customer Support Representative (Customer Support Rep), Guest Service Agent, Member Services Representative (Member Services Rep)

Summary Details Custom Easy Read Veterans Español

Contents ▾

### Occupation-Specific Information

#### Tasks

5 of 15 displayed

- Confer with customers by telephone or in person to provide information about products or services, take or enter orders, cancel accounts, or obtain details of complaints.
- Keep records of customer interactions or transactions, recording details of inquiries, complaints, or comments, as well as actions taken.



**Learning Objectives** **Grammar** **Vocabulary**

Who are you teaching? <sup>?</sup>

Professional Learners ▼

Choose a range on the GSE / CEFR <sup>?</sup>

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 30 36 43 51 59 67 76 85 90

📖 Choose Skill <sup>?</sup> 💼 Choose Job Role <sup>?</sup>

Hide filters (1) ^ Clear all filters Show results

Learner

Professional Learners ✕

Select Professional  
Learner

Select a specific job role

<https://www.english.com/gse/teacher-toolkit/user/lo>

# Learning Objectives: customer service reps

Select a job family

Choose Job Role (Beta)

Search...

☐ Healthcare Support

☐ Legal

☐ Life, Physical, and Social Science

☐ Management

☒ Office and Administrative Support

☐ Personal Care and Service

☐ Production

☐ Protective Services

☐ Bill and Account Collectors

☐ Billing, Cost, and Rate Clerks

☐ Bookkeeping, Accounting, and Auditing Clerks

☐ Computer Operators

☐ Correspondence Clerks

☐ Court Clerks

☒ Customer Service Representatives

☐ Data Entry Clerks

Current selection

Customer Service Representatives ✕

Cancel

Choose

Select a specific job role

# GSE Job Profiles for teachers

Search results 26

Download

Find coursebook

| LEARNING OBJECTIVES ↕                                                                                                | SKILL ↕  | GSE ↕ | CEFR ↕      |   |
|----------------------------------------------------------------------------------------------------------------------|----------|-------|-------------|---|
| <input type="checkbox"/> Can discuss product features in a business setting using simple language. © <b>PL</b>       | Speaking | 49    | B1 (43-50)  | ▼ |
| <input type="checkbox"/> Can carry out a work-related phone conversation using polite fixed expressions. © <b>PL</b> | Speaking | 51    | B1+ (51-58) | ▼ |
| <input type="checkbox"/> Can briefly give reasons and explanations for opinions, plans and actions. ©                | Speaking | 51    | B1+ (51-58) | ▼ |
| <input type="checkbox"/> Can write a short report on a work-related task or event. © <b>PL</b>                       | Writing  | 51    | B1+ (51-58) | ▼ |
| <input type="checkbox"/> Can use closed questions to receive concise answers. © <b>PL</b>                            | Speaking | 54    | B1+ (51-58) | ▼ |

# The changing face of the workplace

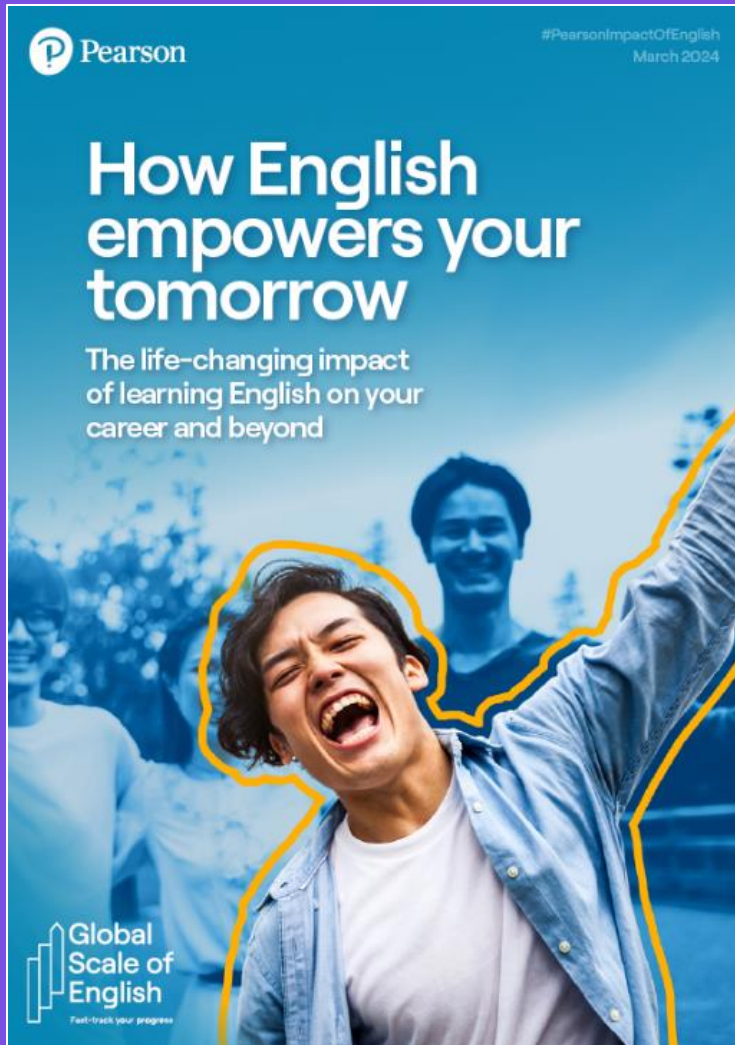


**65%** of today's 12-year-olds will end up in jobs that do not yet exist

Source: UNESCO/World Bank 2015

**39%** of existing skill sets will become outdated by 2030 (due to AI)

Source: Future of Jobs Report 2025 – World Economic Forum



**43%** of Gen Z are worried about losing their jobs to AI

“White collar workers should be thinking about upskilling and evolution – **enhancing soft skills** like creativity, communication and leadership, that can’t be easily replicated by generative AI.”

Pearson Skills Outlook: Impact of AI on jobs (2022)



# Key findings for Australia – 2022



**2022**

The top 10 power skills  
in Australia today are:

**01**

**Communication**

**02**

**Attention to detail**

**03**

**Customer service**

**04**

**Leadership**

**05**

**Teamwork**

**06**

**Collaboration**

**07**

**Problem Solving**

**08**

**Organisational Skills**

**09**

**Self-sufficiency**

**10**

**Operational Reporting**



**9/10** are human skills



The top three 'trending skills'  
(rising most quickly in demand) are:

- Leadership
- Information Technology (IT)
- Teaching

# Key findings for Australia – 2026



## Looking ahead

The 10 skills needing most improvement to meet the demands of the country's economy by 2026 are:

01

Collaboration

02

Customer Focus

03

Personal Learning & Mastery

04

Achievement Focus

05

Cultural & Social Intelligence

06

Agility

07

Emotional Intelligence

08

People Management

09

Communication

10

Direction & Purpose

Of the top 10 power skills likely to need most development to meet 2026 demands:

20%



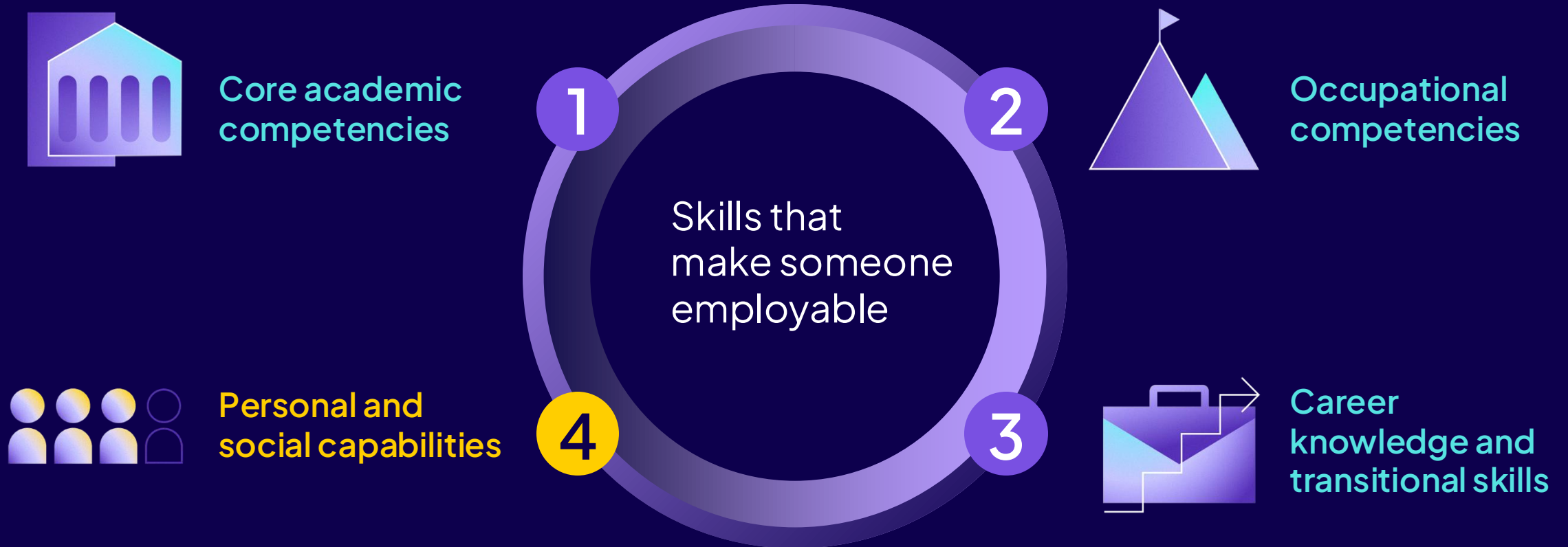
2/10 relate to leadership skills

60%



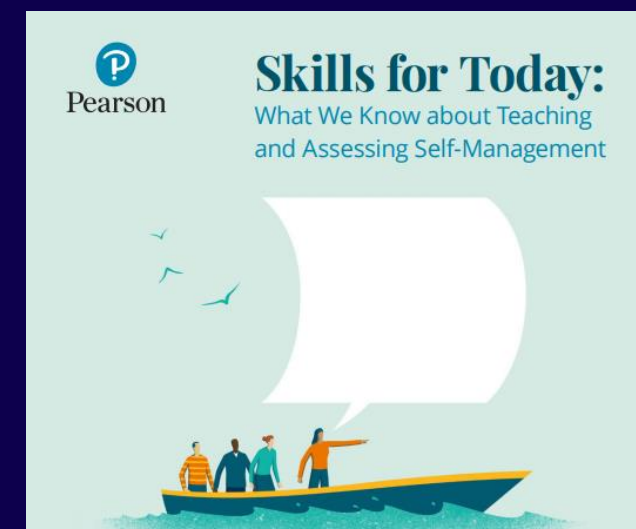
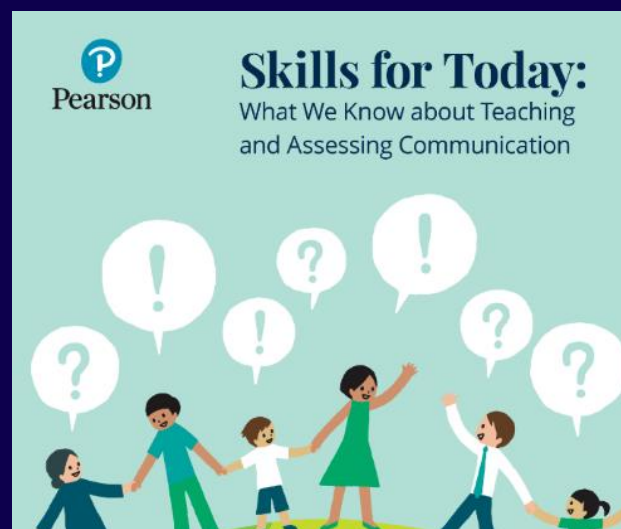
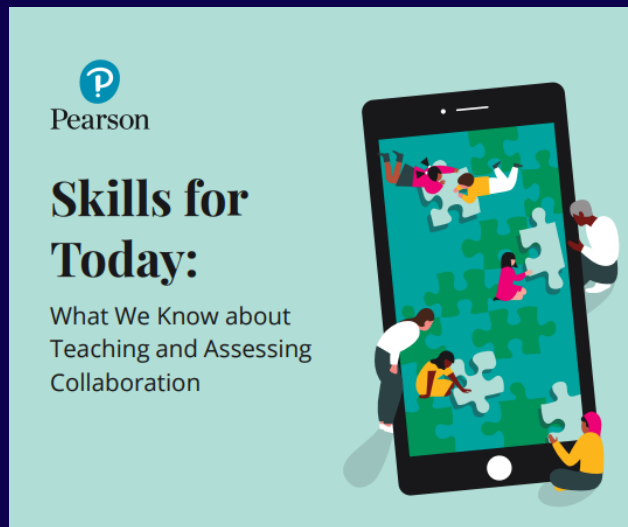
6/10 relate to relationship building skills

# Employability Framework



# Enhancing soft skills





<https://blog.pearsoninternationalschools.com/employability-skills-what-makes-us-employable/>

# Soft skills

## How?

Human skills need to be **explicitly taught** – don't assume they will be “picked up” along the way

## How?

Human skills are most effectively taught **in the context of other subjects**

## What?

### For English

- Vocabulary
- Language functions
- The skills themselves

## When?

**Start young** – these skills take many years to master



# Soft skills in English

## Language functions:

- Interview skills
- CV writing
- Letter of application

## Vocabulary

- I think...; If you ask me...; In my opinion...
- I agree; Absolutely!; I see what you mean, but...; I'm not so sure
- Do you mean...?; So what you're saying is...; Let me check I've understood you correctly...

“The primary roadblock is that we often have different definitions of what soft skills look like, .... Before attempting to measure soft skills, you need to establish **a shared definition of each skill**, as well as clearly delineated **behaviors that indicate when that skill has been mastered.**”

Dr. Amy Dufrane  
The challenge of measuring soft skills in TLNT  
([www.tlnt.com](http://www.tlnt.com)) 10 May 2021



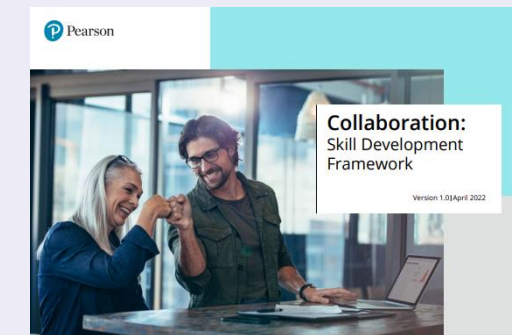
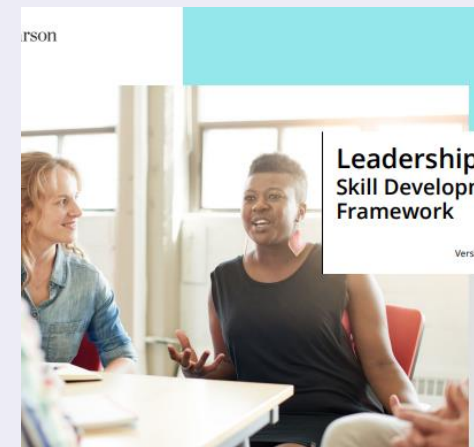
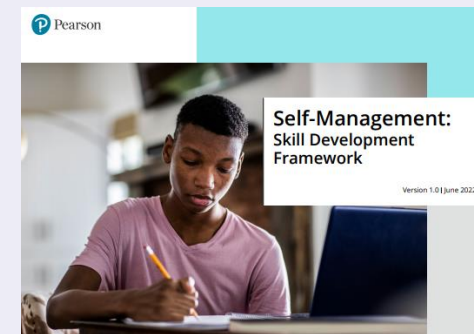
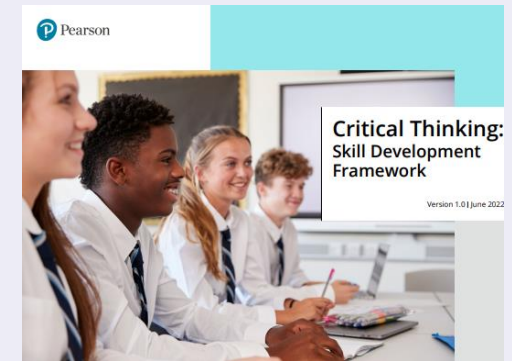
# Soft skills: collaboration

What does good collaboration look like?  
What do good collaborators do?

---

**For example:**  
They ask other people for their opinions.

- Frameworks to monitor the development of soft skills
- Focus on “look-fors” – behaviours
- Experts from different regions (to mitigate cultural differences): US, Norway, Singapore



# Collaboration

## Sub-Skills

### Engaging with ideas

- Listening and building on ideas
- Engaging in group dialogue around differing ideas or opinions
- Building consensus

### Interpersonal communication

- Receiving and giving feedback
- Using norms for group communication

### Task management

- Managing work responsibilities within a group
- Making progress on group work
- Managing setbacks and challenges on group work

# Collaboration: skills development framework

| ●○○○○○<br>Emerging                                       | ●●○○○<br>Basic                  | ●●●○○<br>Intermediate                                                                                                                                                   | ●●●●○<br>Advanced                                                                                                                                    | ●●●●●<br>Mastery                                                                                                                        |
|----------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Listening and Building on Ideas                          |                                 |                                                                                                                                                                         |                                                                                                                                                      |                                                                                                                                         |
| Listens without interrupting or interrupts productively. | Contributes ideas to the group. | Practices active listening in order to understand a speaker's point of view.<br><br>Responds to and contributes additional / different ideas to the group conversation. | Extends an idea from the group conversation to work towards a shared goal.<br><br>Elaborates on the ideas of others during a sustained conversation. | Identifies clusters of ideas shared by others in the group.<br><br>Summarizes multiple ideas to synthesize into a new or improved idea. |

# Collaboration: matching soft skills to language functions

| Soft Skill                                                                        | GSE Learning Objective                                                                                                     | GSE |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----|
| Practises active listening in order to understand a speaker's point of view       | Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. | 50  |
|                                                                                   | Can repeat back what is said to confirm understanding and keep a discussion on course.                                     | 52  |
|                                                                                   | Can express disagreement in a manner that shows they were actively listening to the other person.                          | 58  |
| Responds to and contributes additional/different ideas to the group conversation. | Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.        | 61  |

# Collaboration: matching soft skills to vocabulary

## GSE Learning Objective

Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

Can repeat back what is said to confirm understanding and keep a discussion on course.

Can express disagreement in a manner that shows they were actively listening to the other person.

Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.

## GSE Vocabulary

When you said..., did you mean...?

So what you're saying is....

I hear what you're saying, but...

I was thinking we could...

# Integrating soft skills

## Teacher's note

Ss work in small groups and decide where to eat lunch/dinner. Monitor and make notes on Ss' language use for later feedback.

In the group discussion, did they...?

- ☐ Use the grammar from the unit (noun phrases)
- ☐ Use vocabulary from the unit (eating out)
- ☐ ....

Make a note of any errors to go through after the activity has ended.



## Speaking

### PREPARE

**10** Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:

- 1 think of at least two places you could suggest. Write down how you would define them and why you think they are good.
- 2 think of one or two places that you wouldn't go to if they were suggested and why.
- 3 think about the language you could use from this lesson.

### SPEAK

**11** Work in groups. Discuss and decide where to eat lunch/dinner. If you don't know each other, introduce yourselves first. Use the Useful phrases to help you.

#### Useful phrases

What does everyone fancy?  
How/What about (a pizza)?  
Let's go to (that Turkish restaurant).  
Sounds good.  
I'd prefer somewhere else, if no one else minds.

# Integrating soft skills

## Teacher's note

In the group discussion activity, did you see evidence of:

- ☐ Active Listening (checking for understanding)
- ☐ Polite interruption
- ☐ Asking others for their opinions
- ☐ Inviting others into the discussion



## Speaking

### PREPARE

**10** Work in groups. You're going to decide where to eat lunch/dinner. First, work on your own and:

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#### Useful phrases

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# Observation checklist

| Sub-Skill<br><b>Engaging with Ideas</b><br>The set of strategies people use to share, negotiate, and examine claims and ideas, and to reconcile different perspectives, values, opinions, or priorities |                                                                                             |                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-Skill Foundations                                                                                                                                                                                   | ●○○○○<br>Emerging                                                                           | ●●○○○<br>Basic                                                                                                      | ●●●○○<br>Intermediate                                                                                                                                                   | ●●●●○<br>Advanced                                                                                                                                                                                                                                                                                                                             | ●●●●●<br>Mastery                                                                                                                                                                                                                                     |
| Learners need the capacity for verbal communication -- communicate ideas, ask and respond to questions.                                                                                                 | Listening and Building on Ideas                                                             |                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                         | Listens without interrupting or interrupts productively.                                    | Contributes ideas to the group.                                                                                     | Practices active listening in order to understand a speaker's point of view.<br><br>Responds to and contributes additional / different ideas to the group conversation. | Extends an idea from the group conversation to work towards a shared goal.<br><br>Elaborates on the ideas of others during a sustained conversation.                                                                                                                                                                                          | Identifies clusters of ideas shared by others in the group.<br><br>Summarizes multiple ideas to synthesize into a new or improved idea.                                                                                                              |
|                                                                                                                                                                                                         | Engaging in Group Dialogue Around Differing Ideas or Opinions                               |                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |
|                                                                                                                      | Expresses one's own opinion.<br><br>Continues to work with others when disagreements arise. | Recognizes when there are differences in opinions or ideas within the group.<br><br>Asks others for their opinions. | Engages in conversations to negotiate ideas with others.<br><br>Seeks alternative ideas and counterclaim from the group.                                                | Respectfully engages in conversations despite significant differences in ideas, opinions, or feelings.<br><br>Suggests potential areas of compromise or other strategies for resolving differences in opinions.<br><br>Explores and compares alternative ideas and counterclaim from the group in order to understand different perspectives. | Facilitates group dialogue to make sense of alternative ideas and counterclaim.<br><br>Manages disagreements / conflict within the group.<br><br>Negotiates compromises or moves forward with multiple ideas to make progress towards a shared goal. |
|                                                                                                                                                                                                         | Building Consensus                                                                          |                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                         |                                                                                             |                                                                                                                     | Effectively advocates for an idea (either one's own or someone else's) by supporting claims with evidence.                                                              | Examines the quality of a set of claims made by members of the group to inform group consensus.                                                                                                                                                                                                                                               | Synthesizes ideas from across a set of claims to help reach group consensus.                                                                                                                                                                         |

## Collaboration checklist

In the group discussion activity, did you see evidence of group members:

- ☐ Listening without interrupting or interrupting politely
- ☐ Contributing ideas
- ☐ Effectively expressing their own opinions
- ☐ Asking others for their opinions
- ☐ Identifying differences in opinions within the group

# Integrating soft skills

| Sub-Skill                                                                                            |  |                                                                                                                                                                                       |  |                                                                                                                                                                                                       | The ability to create or justify something using reasoning and/or evidence.                             |                                                                                                                                                                                                                    |  |                  |  |
|------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|--|
| ●○○○○<br>Emerging                                                                                    |  | ●●○○○<br>Basic                                                                                                                                                                        |  | ●●●○○<br>Intermediate                                                                                                                                                                                 |                                                                                                         | ●●●●○<br>Advanced                                                                                                                                                                                                  |  | ●●●●●<br>Mastery |  |
| Composing Arguments                                                                                  |  |                                                                                                                                                                                       |  |                                                                                                                                                                                                       | Sub-Skill                                                                                               |                                                                                                                                                                                                                    |  |                  |  |
| States a position or claim, supported by at least one relevant reason or relevant piece of evidence. |  | Supports opinions with multiple reasons or pieces of evidence. Explains why specific evidence supports a given point. Constructs extended arguments that appeal to specific evidence. |  | Composes arguments that are well supported by evidence and incorporate logical reasoning. Explains how different claims and pieces of evidence relate to one another and support an overall argument. |                                                                                                         | Accumulate and                                                                                                                                                                                                     |  |                  |  |
| Generating Solutions (Problem Solving)                                                               |  |                                                                                                                                                                                       |  |                                                                                                                                                                                                       | Emerging Basic                                                                                          |                                                                                                                                                                                                                    |  |                  |  |
| Identifies at least one relevant solution to a specific problem.                                     |  | Identifies several possible solutions for a specific problem.                                                                                                                         |  | Uses strategies to guide solution generation processes.                                                                                                                                               |                                                                                                         | Observes and notices inconsistencies, disagreements, problems, something that isn't working, etc. Attempts to understand the cause of inconsistencies, disagreements, problems, something that isn't working, etc. |  |                  |  |
| Testing Hypotheses                                                                                   |  |                                                                                                                                                                                       |  |                                                                                                                                                                                                       | Identifies a problem to solve. Asks basic questions that can to understand a problem and causes better. |                                                                                                                                                                                                                    |  |                  |  |
| Identifies a hypothesis to explain observed facts or a specific phenomenon.                          |  | Identifies a prediction from a given hypothesis (e.g., the seeds planted near a light source will grow more). Proposes simple tests to determine whether a prediction is true.        |  | Follows protocols with established procedures to gather evidence about a prediction. Determines whether experiment results do or do not support a hypothesis.                                         |                                                                                                         | Finds at least one reason to support a given point. Identifies basic questions that can drive evidence collection. Uses strategies (e.g.,                                                                          |  |                  |  |
|                                                                                                      |  |                                                                                                                                                                                       |  |                                                                                                                                                                                                       |                                                                                                         | Uses evidence to find several reasons to support a given po. Develops at least one research question to guide the collection evidence. Collects evidence using app                                                 |  |                  |  |

| Sub-Skill<br>Accumulate and Interpret Evidence                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| ●○○○○<br>Emerging                                                                                                                                                                                                                          |  |
| ●●○○○<br>Basic                                                                                                                                                                                                                             |  |
| Observes and notices inconsistencies, disagreements, problems, something that isn't working, etc. Attempts to understand the cause of inconsistencies, disagreements, problems, something that isn't working, etc.                         |  |
| Identifies a problem to solve. Asks basic questions that can help to understand a problem and its causes better.                                                                                                                           |  |
| Collecting Evidence                                                                                                                                                                                                                        |  |
| Finds at least one reason to support a given point. Identifies basic questions that can drive evidence collection. Uses strategies (e.g., searching for keywords) to collect information.                                                  |  |
| Uses evidence to find several reasons to support a given point. Develops at least one research question to guide the collection of evidence. Collects evidence using concepts or categories to organize their search.                      |  |
| Identifies which of multiple possible research questions is best suited to gathering relevant evidence. Develops a useful organizational structure for evidence collection (e.g., sorting by evidence type or observable characteristics). |  |
| Uses understanding of a discipline to direct and organize evidence collection. Collects information, in considerable detail and nuance, from a variety of sources. Identifies when evidence represents alternative perspectives.           |  |
| Uses nuanced understanding of a discipline in order to decide when a 'collection of evidence' is sufficient. Seeks out and considers evidence that represents alternative perspectives.                                                    |  |

## Activity Prompt:

Research the market for a particular consumer good and use that research to propose a data-driven response addressing the impact of Covid.

## Rubric:

### Critical thinking

#### No evidence

No evidence of question and analysis of the decision process, data, information, or evidence base. Acceptance of inputs at face value. No evidence of new sources of information being sought.

#### Developing

Some evidence of questioning and critiquing of the decision process and inputs. Some effort put into finding new sources of inputs.

#### Intermediate

Well-defined questioning and critiquing moving towards new arguments and positions on the decision process and evidence base.

#### Advanced

Clearly defined questioning and critiquing with fully developed arguments and positions on the decision process and evidence base.

# Takeaways

## Focus on skills

Prioritize skills over too much focus on grammar and vocabulary

1

## Build confidence

Lessons are student-centred with opportunities for language production

2

How can you make your students more employable?

## Integrate human skills

Raise the profile of “human skills” and teach useful language to enable demonstration them in English

4

## Think about life beyond education

English is more than just a school subject to pass – it is a key to greater personal and professional opportunities

3



# Thank You

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Please leave feedback

## Employability skills



## GSE Resources

