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APPENDIX A
FACILITATOR TRAINING GUIDELINES

Facilitator Training Guidelines

(Definitions for words in **boldface** can be found in the Glossary.)

The curriculum for the Occupational Terminology Workshops is a self-contained document that includes lesson plans, participant handouts, and a comprehensive facilitator's guide for the successful delivery of the workshops. The curriculum is divided into three **modules**, and within each module there are between two and four three-hour topics or lessons. Each lesson has been structured around the Canadian Language Benchmarks in terms of language skills, competence areas, and competencies. The methodology adopted is based on a **weak approach to task-based learning** structured around **pre-tasks**, **tasks**, and **post tasks**. Each kind of task reinforces language competencies in different ways.

Tasks have been defined as real-world communicative acts that participants will likely encounter in their pursuit of employment in their occupation. Expected learning outcomes are outlined at the beginning of each lesson.

Although each lesson is complete in terms of facilitator preparation requirements and methodology, the following guidelines may be adopted as the necessary background information needed by the facilitator in terms of theory, content, and language-learning approach. They may also familiarize the facilitator with the format of the lessons. The guidelines provide the framework for the development of a two-day facilitator training program, but can be used independently as a guide in preparation for the delivery.

It should be noted that the curriculum and the facilitator's guide were developed assuming that an experienced ESL instructor would deliver the workshop. Familiarity with the particular occupation would be an asset.

Communicative Language Learning and Foreign-trained Professionals and Tradespeople

For the facilitator, familiarity with certain basic second language learning and teaching approaches is essential. For example, it is assumed that the facilitator has some familiarity with communicative approaches to language learning. Although uniform consensus in research is lacking, all communicative approaches promote the importance of learning and acquiring a language through meaningful practice in relevant contexts. Within our workshop, oral negotiation of terminology forms a critical part of vocabulary and language learning. In a workshop that is occupation specific for foreign-trained professionals, the prior knowledge and expertise of the participants must be encouraged during the lesson. A central principle governing the development of this curriculum is that the role of the facilitator is to help the participants express their ideas more clearly. At the same time, the success of the workshop depends on participants sharing their professional expertise. In this way, a learner-centered approach can still be incorporated within a structured lesson plan.

The issue of error correction in communicative language approaches is important. Much of the literature suggests that correcting grammatical errors during tasks impedes the development of language fluency. In this curriculum, we propose that error correction take place primarily during pre-tasks and post tasks. It is hoped that tasks remain focused on the performance of real-world language activities.

We propose that in order to facilitate greater language-communication learning, the facilitator should be aware of and structure pair and group language activities in the classroom, because many tasks require group work. For example, co-operative learning strategies such as assigning roles to group members (e.g., the ideas person, the note-taker, the speaker) encourages all participants to take part in language tasks. Group or team work is also a requirement of today's workplace and in this way the activities in the classroom mirror actual workplace conditions.

In addition, facilitators should be sensitive to the participants' prior experiences and expectations of learning new terminology. In some cases, providing an adequate rationale for the approach may be necessary. For this reason, the first lesson in the workshop contains a Participant Introductory Handout that explains the rationale for the vocabulary-learning methodology. The facilitator should be prepared to expand on the concept of "knowing a word" by providing examples. This concept is further explained below.

Vocabulary Acquisition

The curriculum is based on certain second-language and vocabulary principles. There is general agreement amongst language researchers that vocabulary is learned by degree, and learned best through repeated exposure in a variety of contexts and media. An important factor in vocabulary knowledge is the distinction between **quantitative** and **qualitative** knowledge. Quantitative vocabulary knowledge refers to the number of words one knows, whereas qualitative knowledge refers to what we know about those words. Although we assume that we “know” a word, this knowledge may be only superficial or partial at best. For example, we might successfully infer meaning of a word from a specific context, but would be unable to use it either outside of that situation, in speech or in writing. Ellis (1996) provides an important set of criteria that characterizes a comprehensive depth of vocabulary knowledge, both pertaining to **receptive** (reading and listening) and **productive** (writing and speaking) language skills. For example, learners should be able to:

1. form a phonological / graphological representation of a word
2. understand its denotative reference
3. understand its connotative meaning
4. know in what grammatical patterns it can be used
5. discover with what words it collocates
6. know with what other words it is typically associated

It is believed that the depth of vocabulary knowledge outlined above is best achieved when both **intentional** and **incidental** learning activities are combined in the classroom. By intentional learning, the primary focus is on the form and/or intrinsic properties of words (e.g., parts of speech, pronunciation, etc.). By incidental learning, vocabulary development is a secondary outcome of successful task performance. The underlying principle of this document follows Ellis; both intentional and incidental learning are mutually reinforcing in the process of vocabulary acquisition (for more readings on vocabulary acquisition, please refer to the Bibliography).

Pronunciation and Occupational Terminology

Teaching pronunciation is as necessary as teaching any other language skill. Most, if not all, second language learners could benefit from pronunciation instruction. As noted earlier, pronunciation is an important part of productive and receptive vocabulary knowledge. However, the need for intentional learning activities focused on pronunciation varies from learner to learner. Some learners may require more instruction and practice than others.

The Occupational Terminology Curriculum is organized according to topic; as a result, the facilitator can include pronunciation practice as the need arises. Some first language groups may have particular pronunciation difficulties and could benefit from focused instruction such as phonemes (vowels and consonants), consonant clusters, suffixes, etc., while other learners may benefit from practice in sentence stress and intonation. Pronunciation can be included in a lesson as part of the pre-task activities. After the learners have practised the pronunciation aspect in a focused manner, they can be encouraged to use it in the task that follows.

A list of suggested pronunciation aspects for the facilitator follows[□].

[□] An excellent resource for facilitators is the TESL Talk edition on Pronunciation The Teaching of Pronunciation vol. xvii, No. 1, 1987 published by the Ontario Ministry of Citizenship.

List of Suggested Pronunciation Aspects

phonemes – vowels	
phonemes – consonants	
non-released final consonants	
consonant clusters	
consonant combinations in phrases	
glottal stop / flap / negative contractions	
syllables: stressed / unstressed	
sentence stress	
sentence focus	
inflectional endings	
suffixes	
reductions / assimilations / ellipsis / schwa	
linking	
voicing / de-voicing	
rhythm – content & functions words	
intonation – rising / falling	
pitch	
OTHER:	

AUTOMOTIVE SERVICE TECHNOLOGY TERMINOLOGY WORKSHOP

(Source: TCSB Adult ESL Curriculum Guidelines, 1996)



Components of a Task-based Curriculum

In order to best incorporate vocabulary acquisition theories into a practical second language learning program, this terminology workshop is based on a weak form of a task-based curriculum. By adopting a weak form of a task-based curriculum for our workshop, the participants of the workshop have the opportunity to explore the terminology, both in form and meaning, in different contexts of use that increase depth of word knowledge. Pre-tasks or **pedagogical tasks** provide explicit (or intentional) focus on the language components that enable the participants to accomplish the tasks. In contrast, **real-world tasks** are designed to allow participants to use newly acquired terminology within situations where the participants can prepare themselves for their licensing, work search, and workplace communication needs. Post tasks ensure that learning has taken place by analyzing, repeating, or evaluating what has taken place.

Recent research strongly suggests that the oral negotiation of new vocabulary increases and reinforces word knowledge. Accordingly, all task types in this document are organized in such a way that group or pair learning is an integral part of classroom procedure (for more readings on task-based learning, please refer to the Bibliography).

Curriculum Format and Canadian Language Benchmarks

As mentioned earlier, the curriculum is divided into three modules: licensing, work search, and workplace communication and terminology. Each module contains two to four topics. Each topic (or lesson) begins with expected learning outcomes. Terminology outcomes are also included. Each lesson is also prefaced with a chart. In this chart, language and vocabulary activities and tasks are itemized for an overview of the lesson. This chart incorporates the Canadian Language Benchmarks framework in terms of skills, competence areas, and competencies. Within each skill area, the CLB outlines the four areas of competence that have been selected for each Benchmark (see below). These areas of competence contain more specified competencies that indicate the range of a person’s language ability.

Listening/Speaking	A.	following and giving instructions
	B.	social interaction
	C.	exchanging information
	D.	suasion (getting things done)
Reading	A.	reading instructions
	B.	reading formatted texts
	C.	reading unformatted texts
	D.	reading informational texts – analysis and evaluation
Writing	A.	information – copying, reproducing
	B.	formatted text – filling out/construction
	C.	unformatted text – describing
	D.	expressing ideas – conveying messages analysis, evaluation, suasion

(source: Canadian Language Benchmarks, p.1)

Facilitator Preparation

The facilitator's guide for each lesson contains a preparation component for both content and delivery. Because of strict timelines, it is very important that the facilitator be prepared to deliver the lesson efficiently in order to conform to the schedule.

Content

Facilitator preparation in terms of content can generally be achieved by early and thorough preparation for the lesson. Additional resource material is also strongly recommended, however. Most of this material can be found in the [TCDSB Occupational Terminology Materials Binder](#) prepared for each occupation. Much of this material was used in the preparation for the curriculum.

Delivery

This part of facilitator's guide contains practical information for photocopying and materials needed for efficient delivery. It should be noted that information and materials used need to be periodically updated i.e. job ads, information from regulatory bodies. This can be done by downloading information from web sites, checking the newspaper and using other resources.

Methodology

The methodology component of the facilitator's guide is likely the most important for the facilitator. The lesson is divided into four main parts: introduction, pre-tasks, task, and post task. Each kind of task is an integral part of the whole lesson. The introduction usually draws upon the participants' prior experience and knowledge of the topic. Pre-tasks are largely preparatory, whereas tasks are more performance- and outcome-directed activities.

Terminology that has been learned in the pre-task is incorporated into the task; participants will have to have productive and receptive knowledge of the terms. The tasks provide a framework or context within which participants' prior knowledge and experience can be applied. The post task serves to reinforce certain aspects of the lesson. Each lesson is timed and this should help the facilitator ensure completion of the tasks and pacing of the lesson. Most lessons conform to this framework. There are some exceptions, however, and a few lessons extend this framework to cover two days.

Handouts and Facilitator's Notes / Answer Keys

Participant handouts are included for all tasks in the lesson. Almost every handout is accompanied by a facilitator's answer key for easy reference. Facilitators are encouraged to work through the activities themselves, however, and not rely solely on the answer key. This is an important part of facilitator preparation.

In this curriculum, it is also important to continually update the content, especially the authentic materials that are used, such as job ads, memos, and information from regulatory bodies. Existing handouts can be updated with new material.

Terminology List

A terminology list has been included at the end of each lesson. The list functions as a summary of terminology, expressions, and language functions for the facilitator. It can also be distributed to the participants at the end of the lesson for self-directed review. The Health Care Occupational Terminology Curriculum does not contain terminology lists, but flash cards of medical terminology components have been included.

Facilitators should be aware that this Occupational Terminology Workshop is part of a comprehensive occupation-specific training model for foreign-trained professionals. Familiarization with the contents of the Orientation and Overview Workshop, the computerized profile-building software, and career action plan will only enhance the delivery of the terminology workshops.

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APPENDIX B

EVALUATION

Evaluation Design

The object of language-program evaluation is to provide accurate evidence or measurement of the effects of a program's design and implementation. As well, the choice of evaluation instruments should reflect the needs of the various stakeholders involved. This can range from generating statistical evidence for funding agencies to providing participant feedback for curriculum designers, which can be used to improve the program on an ongoing basis.

Given the scope and design of the occupational terminology project, we feel that a specific combination of quantitative and qualitative evaluation tools may be the best option available. The absence of control factors, such as a larger sample size of participants, the non-random selection of participants, or a comparison study group, necessarily limits the types of validity claims that can be made as a result of the quantitative data generated through testing. Such evaluation tools are primarily summative or product oriented in that they measure end results but provide little information on specific classroom processes used during program delivery. To overcome such limitations, students and facilitators will be consulted through program questionnaires designed to generate qualitative data on both the strengths and weaknesses of materials and methods implemented.

Specifically, we propose the following evaluation instruments for the occupational terminology project:

- 1 A participant questionnaire can be used to evaluate specific activities and general observations at the end of each module or lesson. As well, suggestions for program improvement can be requested. The design of the questionnaire can also generate statistical data regarding particular strengths and weaknesses in program design.
- 2 A facilitator questionnaire has been designed similar to the version for students. In addition, facilitators will be consulted regarding the adaptability of methods and materials for different locations and experiences.

Collectively, the data provided by the various evaluation instruments can provide useful information with which to analyze and interpret the effects of the program on participants.

Participant Evaluation Questionnaire

This questionnaire is a component of the Program Evaluation, which can be filled out by the participants at the end of each module. Participants should be given at least 30 minutes to complete it. Please see the following two pages and make enough copies for all the participants.

(Source: Lynch, K. Brian. Language Program Evaluation, Cambridge University Press, 1996. fig 7.10, UCLA Student Questionnaire developed by A. Kahn and B. Lynch)



**Occupational Terminology
Evaluation**

Session & Year:	
Profession:	Automotive Service
Facilitator:	

1. The workshop helped me to ask the right questions of the regulatory body in charge of my profession (PEO, OACETT, ICAO, CGA, CMA, or Colleges of Midwives, Nurses, Physiotherapists, Pharmacists, etc).
- Strongly Agree
 Agree
 Disagree
 Strongly disagree

If you disagree, please explain.

2. The job search exercises helped me to understand words used in newspaper job advertisements.
- Strongly Agree
 Agree
 Disagree
 Strongly disagree

If you disagree, please explain.

3. I received enough practise describing my skills and experience in English.
- Strongly Agree
 Agree
 Disagree
 Strongly disagree
-
-

4. I learned English terminology that will help me in the workplace.
- Strongly Agree
 Agree
 Disagree
 Strongly disagree

5. What I liked best about the Occupational Terminology class....

6. What I liked least about the Occupational Terminology class...

Thank you for filling out the evaluation form. With your input we will be able to improve the quality of the STIC program.



Facilitator's Feedback Questionnaire

This questionnaire is a component of the Program Evaluation, which can be filled out by the facilitator at the end of each lesson or module.

- A. Please answer the following questions regarding the module just completed in as much detail as possible.
1. Describe one or two activities that you found to be useful and explain why.

 2. Describe one or two activities that you found to be less useful and explain why.

 3. What do you think should be added to the module?

 4. What do you think should be left out of the module?

Facilitator Feedback Questionnaire

A. General Comments

Please comment in more depth about any of the above statements. Also, please comment on any difficulties of implementing the project model based on the particular context of your workplace and the experiences of the participants.

GLOSSARY

Glossary

Canadian Language Benchmarks — (CLB) is a working document published in 1996 as an initiative of the federal government (Citizenship and Immigration Canada) to establish nation-wide benchmarks for English as a Second Language proficiency levels. It is a “task-based descriptive scale of language proficiency in ESL, expressed in terms of communicative competence as twelve benchmarks (or reference points).”

competence area — as defined by the CLB, is a general statement of intended outcome of learning, which can be broken down into more specific competencies.

competencies — as defined by the CLB, are what a person can do, which indicates the range of a person’s language ability.

context — is defined as the socio-cultural milieu in which a communicative act (i.e., task) takes place. Identifying the context of a task influences choice of vocabulary and it takes into account the purpose of the communication, the medium, and the role relationships of the speakers/writers-readers.

formatted text — according to the CLB, written texts that are standardized in a recognizable format. In this document, texts whose primary meanings and functions can be easily inferred from its visual layout or organization (e.g., office memo, résumé, menu) are considered formatted.

incidental learning — in this document, incidental learning refers to vocabulary development that occurs as a secondary outcome of task performance.

intentional learning — in this document, intentional learning of vocabulary occurs when the primary focus is on the form and/or intrinsic properties of words.

module — the division of the curriculum that addresses the use of language according to different contexts. The three modules are licensing, work search, and workplace communication needs.

pedagogical task — see **task**.

pre-task — in this document, pre-tasks are related to tasks (see below): instruction is focused on specific features and properties of language relevant to task performance.

post task — in this document, post-tasks are a reinforcement of previous learning and can take the form of public performance, analysis, and testing.

productive knowledge of vocabulary — usually means knowing a word in the skills of speaking and writing.

quantitative vocabulary knowledge — refers to the number or quantity of words one knows.

qualitative vocabulary knowledge — refer to the depth of meaning of knowing a word, as indicated and outlined by Ellis (1996).

real-world task — see **task**.

receptive knowledge of vocabulary — usually means knowing a word in the skills of reading and listening.

sector, sub-sector — the sector is the broad field, profession, or trade. Sub-sectors are the more specialized fields within the sectors (e.g., within the engineering sector, chemical engineers are a sub-sector).

skill — as defined by the CLB, skills are any of the four modalities: speaking, listening, reading, and writing.

sector expert — is a person in the specific sector, industry, or licensing body, who was consulted on the development of the curriculum in order to gain insights into the market trends, communication needs, requirements of employers, and so on. Foreign-trained professionals, unemployed and recently arrived, are also sector experts.

strong form of task-based curriculum — in this type of curriculum, the task function is the primary organizing feature of teaching, and all instruction should focus on its successful performance. In terms of vocabulary, this would suggest that the task provides sufficient exposure to develop the depth of word knowledge as outlined by Ellis (1996). That is, vocabulary is largely incidental and an indirect outcome of meaning-directed activities. It is consistent with Nunan's definition of task: "we learn to communicate by communicating; we cannot so easily separate the target from the means of achieving it." (see **weak form of task-based curriculum**)

task — for the purpose of this curriculum, task is broadly defined as the use of language to accomplish a particular purpose within a specific social context. In the literature, many researchers have distinguished two primary task types: pedagogical tasks and real-world tasks. Pedagogical tasks are specific to teaching and learning about language. In contrast, real-world tasks are focused on real communication outside the classroom. In this curriculum, this means that pedagogical tasks will focus explicit attention on features of the vocabulary (e.g., pronunciation, denotative meaning, associations, etc.) needed for task performance in a given context (e.g., licensing or job search.) In real-world tasks, classroom activities are designed to reflect the specific types of language situations that participants will encounter in their professional lives.

unformatted text — text whose primary function and meaning are not easily inferred from their visual layout or organization.

weak form of task-based curriculum — within this approach to task-based learning, tasks are a vital part of language instruction, but they are embedded in a more complex pedagogical context: preceded by focused instruction, or pre-tasks; and succeeded by follow-up activities, or post-tasks). In terms of vocabulary, this approach would allow for greater attention to be placed on words in pre-task activities. For example, explicit instruction is focused on the intrinsic qualities of the word (i.e., denotative meanings, pronunciation, root forms). Such an approach provides an enriched input that not only increases depth of vocabulary knowledge, but also enhances performance of tasks (see **strong form of task-based curriculum**).