

APPENDIX A
FACILITATOR TRAINING GUIDELINES

Facilitator Training Guidelines

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

Each Occupational Terminology Workshop is a complete curriculum which includes lesson plans, participant handouts, and detailed facilitator's notes for each lesson. Each workshop consists of three **modules**; within each module there are between two and five three-hour 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 similar to ones that participants will 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 useful in providing background information needed by the facilitator in terms of theory, content, and language-learning approach. The guidelines also familiarize the facilitator with the format of the lessons. The guidelines can be used independently to assist the facilitator in preparing to deliver the curriculum. They can also be used to provide a framework for the development of a facilitator-training program. It should be noted that the curriculum and the facilitator's notes assume that an experienced ESL instructor will deliver the workshop. In addition, a background in Health Care is required.

Communicative Language Learning

Familiarity with basic language learning and teaching approaches is essential for the facilitator. For example, it is assumed that the facilitator is aware of communicative approaches to language learning. Although absolute consensus is lacking in the theory and research of second language acquisition, all communicative approaches promote the importance of learning and acquiring a language through meaningful practice in relevant contexts. In the terminology workshop, oral negotiation of terminology forms a critical part of vocabulary and language learning.

A central principle governing the development of this curriculum is that the role of the facilitator is to help the participants express their own ideas more clearly. The internationally-trained professionals who participate in the terminology workshop have extensive knowledge in their field; it is important that the facilitator acknowledge this expertise throughout the workshop. In fact, the success of the workshop depends on participants sharing their professional knowledge and expertise with each other.

The issue of error correction in communicative language approaches is important. The research literature suggests that correcting grammatical errors during tasks impedes the development of language fluency. In the terminology workshops, we propose that error correction take place primarily during pre-tasks and post-tasks. During tasks participants should focus on fluency in the performance of real-world language activities.

We suggest that the facilitator employ a variety of activities, including pair and small group activities, to provide maximum opportunity for communicative practice. In addition, co-operative learning strategies such as assigning roles to group members (e.g., the ideas person, the note-taker, the speaker) encourage all participants to contribute. Group or team work is a requirement of today's workplace and these activities in the classroom mirror the communication requirements of the workplace.

Facilitators should be sensitive to participants' prior experiences and expectations of learning new terminology. In some cases, providing a rationale for the approach may be necessary. The Participant Introductory Handout, included in the first lesson, explains the workshop's 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 terminology workshop curriculum is based on principles of second-language learning and vocabulary acquisition. There is general agreement among SLA researchers that vocabulary is learned by degree, and learned best through repeated exposure in a variety of contexts and media. The distinction between **quantitative** and **qualitative** vocabulary knowledge is an important one. 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. For example, we might successfully infer the meaning of a word when we hear or read it in a specific context, but be unable to use it ourselves either in speech or writing. Ellis (1996) describes six competencies that characterize in-depth vocabulary knowledge, pertaining to both **receptive** (reading and listening) and **productive** (writing and speaking) language skills. Learners should be able to:

1. both speak and write the word
2. understand the word’s denotative reference
3. understand the word’s connotative meaning
4. know in what grammatical patterns the word can be used
5. know with what words it collocates
6. know with what other words it is typically associated

This depth of vocabulary knowledge is best achieved when both **intentional** and **incidental** learning activities take place in the classroom. In intentional learning, the primary focus is on the form and/or intrinsic properties of words (e.g., parts of speech, pronunciation, etc.). In incidental learning, vocabulary development is a secondary outcome of successful task performance. This curriculum employs both intentional and incidental learning activities that are mutually reinforcing in the process of vocabulary acquisition. (For further reading on vocabulary acquisition, please refer to the bibliography).

Pronunciation and Occupational Terminology

Teaching pronunciation is as necessary as teaching any other language skill. Speakers with poor pronunciation may be misunderstood or deemed incompetent in their second language. Individuals who otherwise have excellent professional qualifications may be denied employment due to poor pronunciation. Regardless of level, most ESL learners could achieve more native-like pronunciation in English if they received explicit instruction and targeted practice in pronunciation. Therefore, pronunciation should be viewed as an integral part of language training.

The facilitator can include pronunciation practice throughout the delivery of the Occupational Terminology curriculum, as the need arises. Some first language groups may have characteristic difficulties and could benefit from focused instruction on aspects of pronunciation such as phonemes (individual vowel and consonant sounds), consonant clusters, suffixes, etc. 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 an aspect of pronunciation in a focused manner, they can be encouraged to practise it in the task that follows.

The facilitator can refer to the following chart for a list of suggested areas for pronunciation instruction and practice.

Suggested Areas for Pronunciation Instruction and Practice

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:	

(Source: TCSB Adult ESL Curriculum Guidelines, 1996)

Components of a Task-based Curriculum

In order to 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**. Workshop participants are presented with opportunities to explore the terminology both in form and meaning and in different contexts, thus increasing the depth of their word knowledge. Pre-tasks or **pedagogical tasks** provide explicit (or intentional) focus on the language components that enable the participants to accomplish the tasks. Pre-tasks are followed by **real-world tasks**, in which participants use newly acquired terminology in the context of tasks related to licensing, work search, and workplace communication. Post-tasks ensure that learning has taken place by analyzing, repeating, or evaluating pre-tasks and tasks.

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 further reading on task-based learning, please refer to the bibliography.)

Curriculum Format and Canadian Language Benchmarks

The curriculum is divided into three modules: licensing, work search, and workplace communication and terminology. Each module contains between two and five lessons. At the beginning of each lesson, learning outcomes, including terminology outcomes, are identified. A chart in which language and vocabulary activities and tasks are summarized provides an overview of the lesson. This chart incorporates the Canadian Language Benchmarks framework in terms of skills, competence areas, and competencies. For each of twelve benchmark levels of language proficiency, the CLB identifies the four areas of competence that have been selected for each skill area (see below). Within these areas of competence, further competencies are delineated which identify the precise language abilities for that benchmark.

- | | |
|---------------------------|---|
| Listening/Speaking | <ul style="list-style-type: none"> A. following and giving instructions B. social interaction C. exchanging information D. suasion (getting things done) |
| Reading | <ul style="list-style-type: none"> A. reading instructions B. reading formatted texts C. reading unformatted texts D. reading informational texts – analysis and evaluation |
| Writing | <ul style="list-style-type: none"> 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 notes at the beginning of each lesson contain a preparation component for both content and delivery of the lesson. It is very important that the facilitator be prepared to deliver the lesson efficiently in order to stay within the timelines provided for each element of the lesson.

A. Content

It is possible to prepare to deliver this curriculum solely using the facilitator's notes for each lesson. However, it is strongly recommended that instructors seek out additional resource material. A wealth of material is available on the Internet, as well as from individual regulatory bodies.

B. Delivery

Under this heading, the facilitator's notes list the handouts, overheads, and other materials required by the lesson. Any materials that need to be prepared in advance by the instructor are also noted here.

Methodology

The methodology component of the facilitator's notes provides detailed instructions for facilitating the four components of each lesson: the introduction, pre-tasks, task, and post-task. The introduction usually draws upon participants' prior experience and knowledge of the topic. Pre-tasks prepare participants for tasks, in which they will use both productive and receptive knowledge of terminology learned in the pre-tasks. The post-task serves to reinforce elements of the lesson. Each lesson is timed to 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 over several sessions.

Handouts and Facilitator's Notes / Answer Keys

Participant handouts are included for all tasks in each lesson. Overheads are also included; these need to be photocopied onto transparencies for use with an overhead projector. Most handouts are accompanied by a facilitator's answer key. 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.

It is important to update the content of this curriculum regularly, especially the authentic materials such as job ads and information from regulatory bodies.

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

Christina Yurchuk, Project Team Leader
Brian Morgan, Curriculum Advisor

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. The choice of evaluation instruments should reflect the needs of the various stakeholders involved. These 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 combination of quantitative and qualitative evaluation tools may be the best option available. The absence of control factors such as a large sample size of participants, the non-random selection of participants, and a comparison study group, necessarily limits the types of validity claims that can be made based on quantitative data generated through testing. Such evaluation tools are primarily summative or product-oriented in that they measure end results but provide little information about specific classroom processes used during program delivery. To overcome such limitations, students and facilitators can be consulted through program questionnaires designed to generate qualitative data on both the strengths and weaknesses of materials and methods implemented.

We propose the following evaluation instruments for the workplace terminology project:

1. A participant questionnaire has been developed to evaluate activities and gather general observations at the end of each module or lesson. As well, suggestions for program improvement can be requested. A second participant questionnaire has been developed for overall program evaluation, to be completed by participants at the conclusion of the terminology workshop.
2. A facilitator questionnaire has been designed similar to the lesson/module version for participants.

The data collected by these evaluation instruments can provide useful information with which to analyze and interpret the effects of the program on participants.

Participant Evaluation Questionnaires

There are two participant evaluation questionnaires. One is appropriate for participants to complete at the end of each lesson or module. The second is an overall program evaluation, which participants can fill out at the end of the terminology workshop. Participants should be given at least 30 minutes to complete these questionnaires.

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

Participant Evaluation Questionnaire – End of Lesson/Module

- A. Please answer the following questions regarding the lesson or 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 lesson or module?
 4. What do you think should be left out of the lesson or module?

Participant Evaluation Questionnaire

B. General Comments

Please comment in more depth about any of the above statements, or any other aspect of the Accounting Terminology Workshop in the space below. Your comments and suggestions are very useful to help us evaluate and modify the workshop.

**Occupational Terminology
Evaluation**

Session & Year:			
Profession:	<input type="checkbox"/> Accounting	<input type="checkbox"/> Engineering	<input type="checkbox"/> Health Care
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 practice describing my skills and experience in English.
- Strongly Agree
 Agree
 Disagree
 Strongly disagree
-
-

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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 completing this evaluation. With your input we will be able to improve the quality of the Accounting Terminology Workshop.

Facilitator's Feedback Questionnaire

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

- A. Please answer the following questions regarding the module or lesson 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 or lesson?
 4. What do you think should be left out of the module or lesson?

Facilitator Feedback Questionnaire

B. General Comments

Please comment in more depth about any of the above statements. Also, please comment on any difficulties you had delivering the curriculum based on the particular context of your workplace and the experiences of the participants.

GLOSSARY

Glossary

Canadian Language Benchmarks (CLB) – CLB is an initiative of 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).” Since 1996, the Centre for Canadian Language Benchmarks has undertaken a variety of projects, including the Canadian Benchmarks 2000 series of publications. For more information, visit <http://www.language.ca>.

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 visually from their layout or organization (e.g., office memo, résumé, menu) are considered to be formatted texts.

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 refers to vocabulary development that 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 communication and terminology for the workplace, for professional registration, and for work search.

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 performance, analysis and/or testing.

productive knowledge of vocabulary – usually means knowledge of how to use a word in speech and writing.

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

qualitative vocabulary knowledge – refer to the depth of vocabulary knowledge as described by Ellis (1996).

real-world task – see **task**.

receptive knowledge of vocabulary – usually means knowledge of a word that is heard or read in the context of listening or reading.

sector, sub-sector – a sector is a broad field, profession or trade. Sub-sectors are more specialized fields within sectors (e.g., within the health care sector, nursing is 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 with expert knowledge of a particular sector who was consulted during the development of the curriculum in order to gain insights into market trends, communication needs, requirements of employers, etc. Recently arrived and unemployed internationally-trained professionals can also be 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 focuses on its successful performance. In terms of vocabulary, this would suggest that performance of the task alone provides sufficient exposure to develop the depth of word knowledge described by Ellis (1996). Vocabulary development is considered to be incidental and an indirect outcome of meaning-directed activities. This formulation 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 focus attention explicitly 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 visually from their layout or organization.

weak form of task-based curriculum – in 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 allows 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.**)

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Additional Material

All of the following occupational fact sheets and Web tools are available at www.equalopportunity.on.ca. They were developed with funding from the Ministry of Training, Colleges and Universities, , Access to Professions and Trades Unit.

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