

DOCUMENT RESUME

ED 287 042

CE 018 528

TITLE Property Management and Maintenance. Sacramento  
 County Bilingual Vocational Training Program.  
 INSTITUTION Elk Grove Unified School District, Calif.  
 SPONS AGENCY Office of Vocational and Adult Education (ED),  
 Washington, DC.  
 PUB DATE 87  
 GRANT G008620037  
 NOTE 339p.  
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC14 Plus Postage.  
 DESCRIPTORS Adult Education; \*Bilingual Education; \*Buildings;  
 Curriculum Guides; Indochinese; Instructional  
 Materials; Job Skills; Job Training; Learning  
 Activities; Lesson Plans; \*Limited English Speaking;  
 \*Maintenance; \*Supervisors; Vocational Education;  
 \*Vocational English (Second Language)  
 IDENTIFIERS \*Property Management

ABSTRACT

This curriculum guide provides materials for a course that prepares limited English speaking Indochinese adults for entry-level employment in the field of property management and building maintenance. Information on the project that developed these materials is followed by a curriculum outline for the Vocational English as a Second Language (VESL) component. Materials include the program design, a lesson plan for vocabulary development, VESL teaching activities (in recognition, production, and application), and the structures and vocabulary to be taught. The curriculum is divided into 18 chapters. Each chapter contains a lesson plan (teaching materials source, a listing of main concepts to be taught, teaching activities, length of lesson, evaluation), teaching materials, tests, technical glossary, and related general glossary. Topics of the chapters include tools, care of tools and equipment, plumbing repairs, plaster and drywall, redecorating with paint, redecorating with wall coverings, redecorating floors, fasteners and other hardware, door repairs, window repairs, exterior carpentry repairs, ordering lumber and other building materials, cement and tile work, heating systems maintenance, insulation, setting up a workshop, and job skills. (YLB)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED287042

PROPERTY MANAGEMENT AND MAINTENANCE

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.  
 Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 048528

BEST COPY AVAILABLE

Elk Grove Unified School District

Title: Sacramento County Bilingual Vocational Training Program

Language groups served: Vietnamese, Cantonese

Occupational areas: General machinist  
Electronics training  
\*Property management/building maintenance

Length of training: 20 - 30 weeks

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Grant award amount: \$177,727.

Number of trainees: 100 (during 12 month period)

Approximate cost per trainee: \$1,777

Stipends: \$20 per month for incentive

Coordinating agencies: Sacramento Employment and Training Agency  
and Catholic Social Services Organization

---

Project Director: LaVina "Dusty" Ward

Address: 8820 Elk Grove Boulevard  
Elk Grove, CA 95624

Phone: (916) 686-7712

Project runs until February 28, 1987

---

G0086 20037

CE 048528

# TABLE OF CONTENTS

|                                                     |            |
|-----------------------------------------------------|------------|
| <b>BUILDING MANAGEMENT AND MAINTENANCE</b>          |            |
| <b>COURSE OUTLINE</b>                               | <b>1</b>   |
| <b>VESL</b>                                         | <b>3</b>   |
| <b>VESL CURRICULUM OUTLINE</b>                      | <b>4</b>   |
| <b>VESL PROGRAM DESIGN</b>                          | <b>6</b>   |
| <b>LESSON PLAN FOR VOCABULARY DEVELOPMENT</b>       | <b>9</b>   |
| <b>VESL TEACHING ACTIVITIES</b>                     | <b>11</b>  |
| <b>Recognition Teaching Activities</b>              | <b>12</b>  |
| <b>Production Teaching Activities</b>               | <b>15</b>  |
| <b>Application Teaching Activities</b>              | <b>20</b>  |
| <b>STRUCTURES AND VOCABULARY</b>                    | <b>23</b>  |
| <b>CHAPTER 1 - TOOLS</b>                            | <b>48</b>  |
| <b>LESSON PLAN</b>                                  | <b>49</b>  |
| <b>TEACHING MATERIALS</b>                           | <b>50</b>  |
| <b>TESTS</b>                                        | <b>62</b>  |
| <b>TECHNICAL GLOSSARY</b>                           | <b>68</b>  |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>75</b>  |
| <b>CHAPTER 2 - CARE OF TOOLS AND EQUIPMENT</b>      | <b>80</b>  |
| <b>LESSON PLAN</b>                                  | <b>81</b>  |
| <b>TEACHING MATERIALS</b>                           | <b>82</b>  |
| <b>TESTS</b>                                        | <b>83</b>  |
| <b>TECHNICAL GLOSSARY</b>                           | <b>86</b>  |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>89</b>  |
| <b>CHAPTER 3 - PLUMBING REPAIRS</b>                 | <b>92</b>  |
| <b>LESSON PLAN</b>                                  | <b>93</b>  |
| <b>TEACHING MATERIALS</b>                           | <b>94</b>  |
| <b>TECHNICAL GLOSSARY</b>                           | <b>103</b> |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>107</b> |
| <b>CHAPTER 4 - PLASTER AND DRYWALL</b>              | <b>110</b> |
| <b>LESSON PLAN</b>                                  | <b>111</b> |
| <b>TECHNICAL GLOSSARY</b>                           | <b>118</b> |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>122</b> |
| <b>CHAPTER 5 - REDECORATING WITH PAINT</b>          | <b>116</b> |
| <b>LESSON PLAN</b>                                  | <b>117</b> |
| <b>TECHNICAL GLOSSARY</b>                           | <b>118</b> |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>122</b> |
| <b>CHAPTER 6 - REDECORATING WITH WALL COVERINGS</b> | <b>125</b> |
| <b>LESSON PLAN</b>                                  | <b>126</b> |
| <b>TECHNICAL GLOSSARY</b>                           | <b>127</b> |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>129</b> |
| <b>CHAPTER 7 - REDECORATING FLOORS</b>              | <b>131</b> |
| <b>LESSON PLAN</b>                                  | <b>132</b> |
| <b>TECHNICAL GLOSSARY</b>                           | <b>133</b> |
| <b>RELATED GENERAL GLOSSARY</b>                     | <b>136</b> |

|                                                           |     |
|-----------------------------------------------------------|-----|
| CHAPTER 8 - FASTENERS AND OTHER HARDWARE                  | 138 |
| LESSON PLAN                                               | 139 |
| TEACHING MATERIALS                                        | 140 |
| TECHNICAL GLOSSARY                                        | 142 |
| RELATED GENERAL GLOSSARY                                  | 147 |
| CHAPTER 9 - DOOR REPAIRS                                  | 149 |
| LESSON PLAN                                               | 150 |
| TESTS                                                     | 151 |
| TECHNICAL GLOSSARY                                        | 153 |
| RELATED GENERAL GLOSSARY                                  | 156 |
| CHAPTER 10 - WINDOW REPAIRS                               | 159 |
| LESSON PLAN                                               | 160 |
| TECHNICAL GLOSSARY                                        | 161 |
| RELATED GENERAL GLOSSARY                                  | 164 |
| CHAPTER 11 - EXTERIOR CARPENTRY REPAIRS                   | 167 |
| LESSON PLAN                                               | 168 |
| TECHNICAL GLOSSARY                                        | 169 |
| RELATED GENERAL GLOSSARY                                  | 172 |
| CHAPTER 12 - ORDERING LUMBER AND OTHER BUILDING MATERIALS | 175 |
| LESSON PLAN                                               | 176 |
| TEACHING MATERIALS                                        | 177 |
| TESTS                                                     | 182 |
| TECHNICAL GLOSSARY                                        | 184 |
| RELATED GENERAL GLOSSARY                                  | 188 |
| CHAPTER 13 - CEMENT AND TILE WORK                         | 190 |
| LESSON PLAN                                               | 197 |
| TEACHING MATERIALS                                        | 198 |
| TESTS                                                     | 208 |
| TECHNICAL GLOSSARY                                        | 235 |
| RELATED GENERAL GLOSSARY                                  | 239 |
| CHAPTER 15 - HEATING SYSTEMS MAINTENANCE                  | 241 |
| LESSON PLAN                                               | 242 |
| TECHNICAL GLOSSARY                                        | 243 |
| RELATED GENERAL GLOSSARY                                  | 245 |
| CHAPTER 16 - INSULATION                                   | 247 |
| LESSON PLAN                                               | 248 |
| TECHNICAL GLOSSARY                                        | 249 |
| RELATED GENERAL GLOSSARY                                  | 252 |
| CHAPTER 18 - SETTING UP A WORKSHOP                        | 254 |
| LESSON PLAN                                               | 255 |
| TECHNICAL GLOSSARY                                        | 256 |
| RELATED GENERAL GLOSSARY                                  | 258 |
| CHAPTER 18 - JOB SKILLS                                   | 260 |
| TEACHING MATERIALS                                        | 262 |
| TESTS                                                     | 269 |
| APPENDIX - VOCATIONAL SKILLS CHECK SHEET                  | 271 |

**TITLE:** Sacramento County Bilingual Vocational Training Program

**FUNDING SOURCE:** Federal Bilingual Vocational Training Grant

**INFORMATION:** Dr. Bartley Lagomarsino  
Associate Superintendent  
Elk Grove Unified School District  
Special Projects Office  
8820 Elk Grove Boulevard  
Elk Grove, CA 95624

(916) 686-7712

**NUMBER OF PARTICIPANTS:** 100 Indochinese limited English speakers who are economically disadvantaged.

**NEED:** In 1986 Sacramento County has over 18,000 Indochinese Refugees, most of whom are on welfare, do not speak English, and have no jobs or job training. At the present time, most adult education and job training organizations offering vocational education classes do not have bilingual aides; therefore, LEP Indochinese refugees in these classes have difficulty learning job skills. Furthermore, though English as a Second Language courses are offered, they are not job specific and often teach more reading and writing than speaking and listening. Another need in Sacramento County is to continue to demonstrate that ESL and vocational programs can be linked together to form an effective bilingual vocational training program that can offer intensive vocational English and job training using mono-English speaking teachers and bilingual aides to explain and clarify concepts being taught to the limited English speaking Indochinese persons.

**A. RATIONALE:** The program addresses the four major tenets suggested by the California Advisory Council on Vocational Education. These are:

- 1) Language and cultural barriers must be dealt with in vocational training programs.
- 2) A flexible approach to linking language and occupational instruction should be used.
- 3) Complete delivery systems of instruction, program support, and administrative support should be developed.
- 4) Linkage of public and private sector resources as well as coordinated planning and implementation of programs should be encouraged.

The rationale for selecting these four major tenets is that most successful, coordinated programs for adult speakers of other languages in California use this four-point framework. Our current Bilingual Vocational Training Project has also proven this. We coordinate with other vocational training programs in Sacramento County to give maximum opportunities to the LEP Indochinese adult population. Therefore, this project enhances and coordinates existing vocational and ESL educational courses, thus preventing duplication of effort.

**B. PURPOSE:** The purpose of the Sacramento County Bilingual Vocational Training program is to develop and institute a coordinated program within existing institutions of the school district Adult Education programs, Regional Occupational Job Training Programs, and the local colleges to prepare Laotian, Vietnamese and Cantonese persons of limited English speaking/proficiency (LEP) ability to perform adequately in a job environment that requires English skills. This training focuses on General Machinist and Electronics Training in order to fill the critical need for more and better trained persons to work in the new and emerging computer industries that are located or are planning to locate in Sacramento County. To provide more opportunities for refugees, a Property Management and Building Maintenance course is offered.

**C. GOALS:** The goals of the programs are to give the LEP Indochinese refugees bilingual vocational training, English language instruction that is job related, cultural orientation, job search and preparation counseling, counseling on work habits and attitudes, and related support services to ensure success in employment training and in subsequent employment. The overall purpose of the program will be to train Indochinese refugees for jobs that will fit into electronics or service industries.

**D. SUCCESS OF BVT PROJECTS:** Each year, the Sacramento County Bilingual Vocational Training Project placed more than 80% of the participants in training related jobs. Follow-ups are provided through the BVT Program, on a thirty, sixty, and ninety day basis.

**E. OVERVIEW OF THE PROJECT:** The Indochinese trainees receive Job Related English as a Second Language and Vocational Skills Instruction in Property Management and Building Maintenance including Entrepreneurship, General Machinist, Basic Electronics, and Microcomputer Repair. All of these courses are conducted in both English and primary language to insure comprehension. The VESL program is conducted in English and stresses listening and speaking and job related English vocabulary. English language instruction and bilingual vocational education is conducted daily and is based on assessed needs. A bilingual job developer/counselor provides support and counseling. Job related ESL and vocational training is conducted by the Adult Education Department of Elk Grove Unified School District and the Sacramento Regional Occupational Programs (ROP). The vocational teachers are assisted by bilingual instructional aides funded by the project. The Sacramento Employment and Training Agency (SETA) provides the support services of the Central Intake Unit (recruiting, advising and assessing). Catholic Social Services Organization provides placement services. The job developer assists with recruiting, advising, assessing and placement through the educational organizations. Each trainee may remain in the project for 12 months or until their English and job skills are sufficient to be placed in employment or in on-the-job training (OJT). Trainees are financially supported through federal and state welfare programs coordinated through the Sacramento County Welfare Department. They also receive a small monthly stipend.

An important feature of the program is the SCBVT Advisory Committee consisting of representatives of Sacramento City, County, and service organizations as well as industry and consultants from other bilingual vocational training programs in California.

## **1. Selection, Initial Assessment, Orientation and Assignment**

Applicants for Sacramento County Bilingual Vocational Training (SCBVT) program meet the project participant criteria as follows:

- a) Adults who are Vietnamese, Cantonese or Laotian\*
- b) Limited English proficient
- c) Economically disadvantaged
- d) Unemployed or underemployed
- e) Refugee status
- f) Interested in one of the four job training classes and subsequently employment
- g) Commitment to fully participate in the training program

\*may be male or female, elderly, or handicapped

In initial recruitment, the project uses no formalized or standardized tests since formal testing often intimidates and has a detrimental effect on new trainees. Applicants initially fill out a simple application and speak with the bilingual counselor/job developer who subjectively assesses the applicant's interests and needs. Applicants then receive pre-orientation to SCBVT program and services. Based on their self-perceived needs and interests, and with the aid of job developer/counselor, they select one of the four skill-training courses that includes intensive job related English. Those with previous electronics training and math skills are recommended for the Microcomputer Repair Class. Staff members develop an individual employment development plan which lists all services necessary to make the person job-ready. During the orientation period, the applicant receives support services to eliminate obstacles to job readiness, including information on child care, housing, legal aid, driver's license training and health services. Transportation to job site is discussed and arranged. During the first few weeks, participants are assessed for English and Math skills.

There is a basic math refresher course offered in Cantonese and Vietnamese through Elk Grove Adult Education Program to help potential participants review basic mathematics concepts that are useful in the General Machinist and Electronics courses. If necessary for newly arrived refugees, a three-week American Culture Course is conducted with primary language support offered to acquaint refugees with the essentials of living in American society.

## **2. Objectives**

The objectives of the 12 month program each year are as follows:

- 1) Within twelve months, having participated in the job related VESL program and the job skills training courses, at least 95% of the participants will complete both courses and demonstrate mastery of at least 75% of the skills presented as measured by criterion reference tests and teacher's judgement.
- 2) Within twelve months, having participated in the bilingual vocational training program at least 90% of the participants will be placed in related jobs or training programs leading to full-time employment as measured by employment and other records.



To reach these objectives, the proposed program:

- \* Uses appropriately trained bilingual staff.
- \* Uses POP Bilingual Electronics, Microcomputer Repair, and General Machinists job training classes and ROP Property Management and Building Maintenance.
- \* Identifies key methodologies, curricula, and techniques used in bilingual vocational training that can be published and distributed to other organizations.
- \* Integrates ESL and Vocational instruction through the daily VESL class that is coordinated to the ROP job training classes.
- \* Coordinates with other existing job related ESL and job training courses to bring about effective vocational educational programs for limited-English Indochinese refugees.
- \* Selects proven and appropriate teaching materials and resources in job related English as a Second Language, literacy, necessary life skills, job skills, and other bilingual vocational training curriculum materials and guides.
- \* Identifies and contacts potential trainees. Screens applicants to select applicants in greatest need and those who have the most skill potential for completing job training courses.
- \* Assesses English, math skills, electronic experience, job training needs, and vocational interests of individual trainees.
- \* Establishes the school district and community linkages necessary for adult Indochinese refugees to acquire basic English and other training to accompany job related ESL and skills training.
- \* Plans and executes appropriate classes for trainees based on individual needs.
- \* Broadens existing contacts with agencies providing social and health services.
- \* Identifies industries, such as electronic and property management/building maintenance companies, to contribute training, materials, equipment, information, and ideas for the training program
- \* Sets up administrative, budgetary, and evaluation methods.
- \* Evaluates the effectiveness of the program delivery configuration both on-going (formative) and annually (summative).

### **3. Scope of Work Plan**

For an outline of the program, see the following table. Classes of 15 to 20 students meet 3 hours per day for job-related English and three hours a day for job training. Job training and VESL classes are held during the day. Students are placed in appropriate levels according to their current proficiency in speaking and understanding spoken English and their literacy needs. Individual participants receive training depending on their level of English, basic education upon entrance into the program, knowledge of electronics and job training needs. Table outlines the 12 month training cycle and follow-up.

The program staff consists of the following: four six-hour bilingual instructional aides employed to work at job training sites and in the job related VESL program. At each job training site, a bilingual instructional aide works with the ROP vocational teacher. The vocational teachers teach the four job training courses. The full-time VESL project teacher teaches full time the job related VESL classes. To support the program's job training counseling, a full-time bilingual job developer/counselor is hired. The job developer/counselor coordinates the recruitment program, conducts the assessment of the participants, and provides counseling and job development. To keep the program operating and coordinated, there is a full-time Project Director.

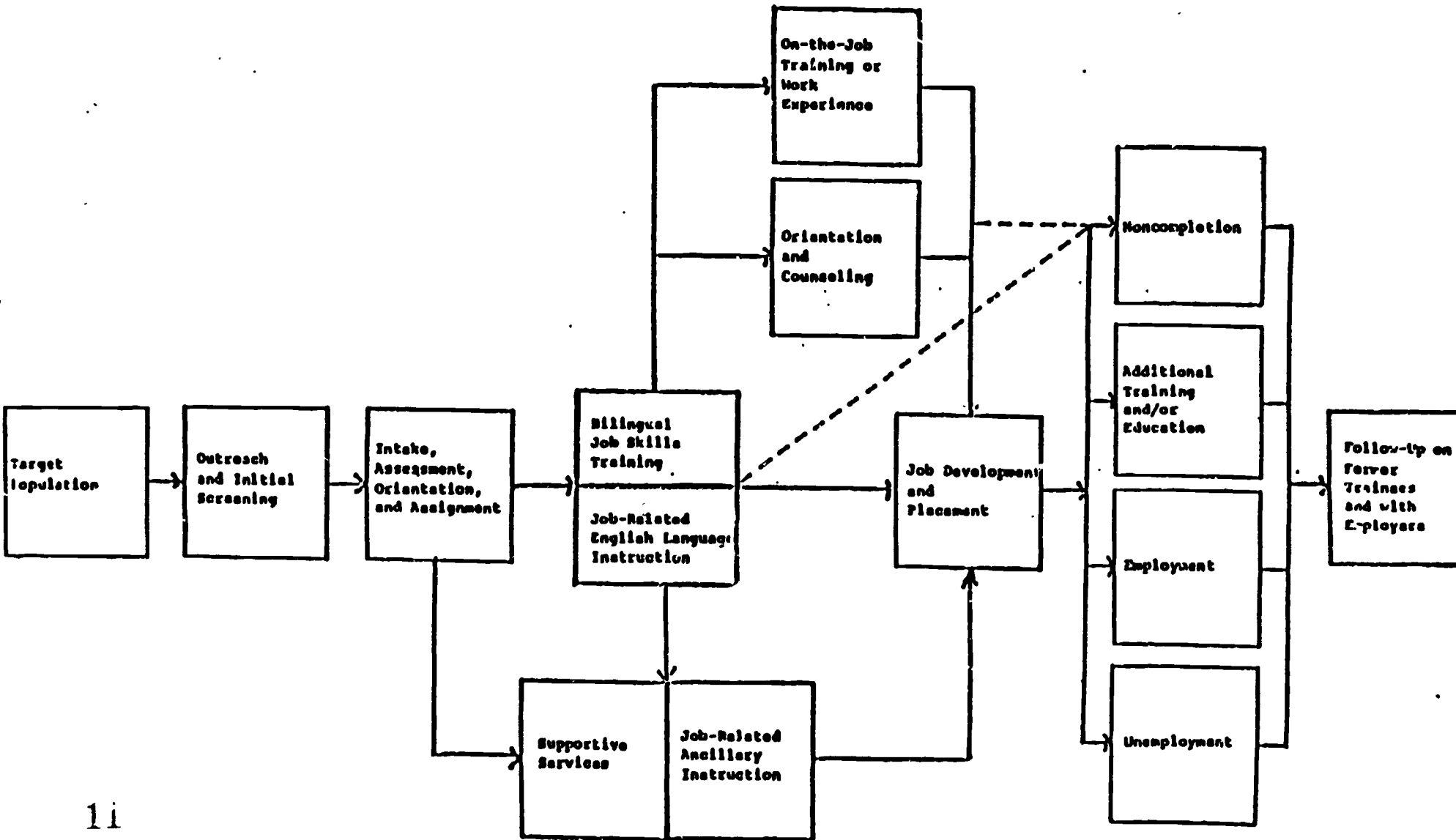
The Elk Grove Unified School District, through the Central Intake Unit of the Sacramento Employment and Training Agency, recruits 75 to 115 project participants during the first months of the project year. The job developer/counselor and the project director conduct the recruitment and outreach program through the school district, Sacramento Employment and Training Agency, newspapers, and presentations to community groups. Other state and federal agencies also notify potential participants; such as, County Welfare Office and California Department of Rehabilitation. Since many Indochinese refugee adults have children attending Elk Grove schools, announcements are made through school bulletins and principal's newsletters. Whenever possible, these announcements are in Chinese, Vietnamese and Laotian languages.

Laotian, Vietnamese and Cantonese women, as well as the handicapped and elderly members of these ethnic groups, are eligible to participate in the Sacramento County Bilingual Vocational Training Project. We currently have several Indochinese women and there are some older adult refugees in the project. We do not have any handicapped refugees; however, our school facilities do provide for this group and they are encouraged to participate.

### **4. Bilingual Job Skill Training Courses and Job Related VESL**

The project focuses on four occupational areas: Property Management and Building Maintenance, General Machinist, Basic Electronics, and Microcomputer Repair. All job training courses are offered through the Sacramento County Regional Occupational Program (ROP). The following is a description of each of these courses. Each course is at least 500 hours of instruction carried over a 30 week period by certificated English speaking vocational teachers using bilingual instructional aides (Vietnamese, Laotian or Cantonese) to provide primary language explanation of terms and concepts.

## TRAINEE FLOW IN A BILINGUAL VOCATIONAL TRAINING PROGRAM



Both the job training classes and the accompanying job related VESL courses are 3 hours in length, offered at times during the day, and at locations convenient to the Indochinese Refugee communities in Sacramento. Transportation is arranged by the participants. Carpooling is encouraged.

Trainees are referred to job skills training classes when it has been determined by assessment and counseling that the trainees have sufficient language and work potential to succeed. NOTE: Though job skills classes are bilingual, it is important the the trainees have sufficient survival English and basic mathematics skills.

The primary purpose of the vocational training program is to provide entry-level job skills. Since trainees are limited proficient, it is critical that the job training utilize their primary language for conceptual explanation and clarification. Since most of the current vocational instructors are mono-English speaking, the project provides bilingual instructional aides to assist vocational teachers. The vocational instruction is completely individualized. The classes are open-entry/open-exit, and students generally work at their own pace.

Vocational instruction is competency-based. The vocational instructors have a competency checklist and progress chart for each student. See attached skill sheets. Student's progress is measured by observing task performance, and in some skill areas, by workbook exercises. Teaching approaches include lecture and discussion, demonstration, and especially hands-on practice. Bilingual instructional aides are used to help students better understand concepts. Vocational instruction and language instruction are coordinated through a joint evaluation team as needed. The vocational instructors, the VESL teacher and the bilingual job developer counselor review student progress. This team reviews the instruction needs of the students and determines the coordination among instructors and support staff necessary to provide these needs.

The English speaking vocational teachers employ second language acquisition methodology to enable the limited English proficient student to better understand the concepts presented in English. Of course, the concepts also are taught in the primary languages of Cantonese, Vietnamese and Laotian following the English lecture. The second language methodologies used to help the LEP student grasp more English are as follows:

- 1) Employ comprehensible input in teaching subject matter in English, i.e. teachers use objects, pictures, and diagrams to explain concepts in English. This is called Total Physical Response.
- 2) To further help the LEP student, the English-speaking vocational teacher speaks slowly.
- 3) Since sometimes in concurrent translation (concepts explained in second language) LEP students "tune out" the explanation in the weaker or second language, the English speaking vocational teacher employs active listening techniques such as outlines on the board, overhead transparencies, and questioning strategies. Overall, there is a real effort to get the LEP students to understand the concept and vocabulary in English. The bilingual instructional aide provides the primary language equivalents for any difficult terms and explains in the primary language the meaning of the concepts being taught in English.

- 4) Though the initial vocational instruction is delivered primarily through the participants native language, there is a gradual increase in the amount of English that is used. Of course, the vocational instructors are sensitive to the levels of understanding and are careful to always remain flexible and use their bilingual instructional aides to explain concepts when needed.
- 5) The Advisory Committee which represents the electronic and service industries make valuable suggestions to the content of the job training courses, and are closely involved in the program.

### **PROPERTY MANAGEMENT AND MAINTENANCE**

This course prepares for entry-level employment in the field of Property Management and Building Maintenance. Students completing a class in Property Management and Building Maintenance will acquire several skills to enhance their employability. They will have multi-skills training in a variety of building and repair areas such as simple plumbing and electrical. The training lays ground work for the following: building superintendent, property manager, hotel and restaurant housekeeping; property rental agent, apartment house manager, building maintenance worker, and building custodian. As a part of the course, participants will receive training in entrepreneurship.

### **WHAT WILL BE LEARNED**

The student will receive instruction in the essential areas of property management and building maintenance. Specifically, the student will learn maintenance and repair; property supervision and management; rentals management; carpentry; plumbing; electricity; exterior and interior maintenance; use of chemicals; painting and decorating; floor cleaning and finishing; roof repair and caulking; glazing; grounds and shrubbery care; overview of basic business practices; receipt of payment; inventory of properties and needed repairs; contracting of services and supplies; and collection practices. This training will be conducted by the ROP Vocational Teacher.

In addition, the student will learn job-seeking skills such as resume writing and interviewing techniques which will help to get a job. Students will also learn how to keep jobs once they get one. This training will be conducted by the ROP Vocational Teacher.

Specific skills taught are indicated on the following page.

## **VOCATIONAL ENGLISH AS A SECOND LANGUAGE**

The goal of Vocational English as a Second Language (VESL) is to prepare participants for employment by teaching listening, speaking, vocabulary, reading, and writing skills directly related to the job training in which they are participating. This course emphasizes language, listening, and speaking skills needed to obtain or retain the job.

Vocational ESL begins with a review of the contexts and tasks of the job and assesses the appropriate linguistic skills - listening, speaking, reading, writing and cultural - needed to function in that job. Performance objectives are determined by reviewing vocational training texts, interviewing vocational trainers and supervisors, and gathering on-the-job language data.

### **WHAT WILL BE LEARNED**

Vocational ESL requires the integration of vocational and linguistic objectives. Students learn linguistic skills necessary for finding and getting a job, keeping a job, and advancing in a job. These linguistic skills are taught in the context of the vocational skills necessary for successful functioning on the job. The most important structures and vocabulary that must be understood or actively used in the job are identified and learned. Additional insight comes from interviewing limited English speakers currently working in the field. Specifically, students will learn how to do the following:

- Find a job and complete an application.
- Handle a job interview.
- Ask and follow directions and commands.
- Discuss work with fellow workers and employers.
- Talk about the tools and materials used in the job.
- Understand and be able to talk about some of the various methods and procedures required by the job.
- Use technical manuals, textbooks, catalogs, and other reading material used in the job.
- Explain what he or she has done or is doing.
- Complete order forms, bills, time cards, health and insurance forms.
- Understand and talk about safety and health.
- Seek clarification or help when needed.
- Socialize with fellow workers and employers.

In order to be able to perform the above actions, participants will acquire the specific vocabulary used on the job: the names of tools, instruments, procedures, processes, requirements and duties, health and safety terms, and general terms of measurement. They will learn the vocabulary required for their vocational training program, which is being taught (at least partially) in English, and they will also acquire a general core of "survival" vocabulary needed for the job. This class is taught by the project VESL Teacher.

**Note:** The vocational ESL course is in addition to the basic ESL program. The basic ESL program is offered by various Adult Education Departments and all students are encouraged to enroll in ESL classes.

## **5. Cultural Orientation**

The SCBVT program provides cultural orientation as an ongoing part of the program. Many Indochinese students have values about time, career choices, hygiene, and social mobility that contrast with U.S. values. Bilingual staff members explain these differences to participants, stressing what is expected by employers, at interviews, and on the job. A wide range of cultural values are discussed in order to lessen their interference with vocational training and employment. The film, AMERICAN SOCIAL BEHAVIORS: SOURCE OF CROSS CULTURAL MISUNDERSTANDING (Alexander, VA., Washington International Center of Meridian House International) is used.

## **6. Job Counseling, Placement, and Follow-up**

The SCBVT provides comprehensive job counseling placement through the Catholic Social Services Organization. The job counseling is provided by the bilingual job developer/counselor and the VESL teacher. Job counseling fosters job search-and-readiness skills, work habits and attitudes, and emphasizes the expectations that employers have of their employees. The bilingual job developer/counselor supplements the classroom counseling with a range of activities, including individual sessions, small group work, industrial site visits, and presentations by employers, former students, and Indochinese persons who now work in business and industry. Participants also receive information about career options in their field of training at the local high school career centers at local colleges.

The bilingual job developer/counselor provides job identification and development, job referral, and follow-up services. The bilingual job developer/counselor informs participants about dress, behavior, and communication techniques. The project emphasizes pre-interview preparation training. As part of the VESL training, participants learn how to find a job, fill out an application, read want ads, and interview.

Follow-up occurs 30, 60, and 90 days after the close of the project. At this interval the bilingual job developer/counselor contacts former students to find out how they are progressing as well as collects information for the SCBVT project records.

## **7. IHE Linkage**

The Los Rios Community College District works closely with the Sacramento County Regional Occupational Programs. The ROP Programs are the intermediate step between high school and college. Thus, the job training programs for the Indochinese Refugees help develop their basic skills, job aptitudes, and confidence to attempt more advanced training at the college level. The Electronics course is equivalent to the first year electronics course at American River College. Through the SCBVT, refugees can acquire credits for this first year college course. The Los Rios Community College District is very supportive of the SCBVT and the work that is being done to prepare refugees for college and/or jobs.

**8. PIC Linkage**

The Private Industry Council (PIC) is kept informed of the SCBVT. The PIC is involved in most of the vocational projects in Sacramento County, such as VEA Title II and Targeted Refugee Assistance Programs. The PIC was involved in the planning of this project. The PIC meets regularly at Sacramento Employment and Training Agency. Progress reports are given by the Project Director to keep the PIC abreast of the Bilingual Vocational Training Project.

**9. Additional Support Services**

Other SCBVT support services include personal counseling, information on legal services, driver's license training, child care information and individual tutoring. All services can be provided in the trainee's primary language, since the project staff is predominately bilingual. Local social service agencies provide specialized personal counseling and day care services (Head Start) through referral linkages.

Trainees will receive a small stipend which amounts to \$20.00 per month while in the project. This stipend is meant to encourage participants to attend both job training and VESL classes regularly. In the past, we found that this stipend acted as an incentive award for regular attendance and has been used as such.

Another support service is a bimonthly newsletter printed in English, Cantonese and Vietnamese. This newsletter has information about community service, job hints, American cultural ways, and other topics appropriate for the project.



## PROPERTY MANAGEMENT AND MAINTENANCE COURSE OUTLINE

## PROPERTY MANAGEMENT & MAINTENANCE

### CHAPTERS

|     |                                      |           |
|-----|--------------------------------------|-----------|
| 1.  | TOOLS                                | 2 weeks   |
| 2.  | CARE OF TOOLS AND EQUIPMENT          | 2 weeks   |
| 3.  | PLUMBING REPAIRS                     | 2 weeks   |
| 4.  | PLASTER AND DRYWALL                  | 2 weeks   |
| 5.  | REDECORATING WITH PAINT              | 1-2 weeks |
| 6.  | REDECORATING W/WALL COVERINGS        | 1 week    |
| 7.  | REDECORATING FLOORS                  | 1-2 weeks |
| 8.  | FASTENERS AND OTHER HARDWARE         | 1-2 weeks |
| 9.  | DOOR REPAIRS                         | 2 weeks   |
| 10. | WINDOW REPAIRS                       | 2 weeks   |
| 11. | EXTERIOR CARPENTRY REPAIRS           | 2 weeks   |
| 12. | ORDERING LUMBER & BUILDING MATERIALS | 1 week    |
| 13. | CEMENT AND TILE WORK                 | 2 weeks   |
| 14. | BASIC ELECTRICAL REPAIRS             | 2-3 weeks |
| 15. | HEATING SYSTEMS MAINTENANCE          | 1-2 weeks |
| 16. | INSULATION                           | 1 week    |
| 17. | SETTING UP A WORKSHOP                | 1 week    |
| 18. | JOB SKILLS                           | 1 week    |

Home Maintenance Textbook, William Weiss,  
Bennett & McKnight, Glencoe Publ. Co.,  
Encino, CA., 1983.

**VESL**

V E S L Curriculum Outline

## VESL Curriculum Outline

- A. VESL Program Design
- B. Lesson Plan for Vocabulary Development
- C. VESL Teaching Activities
  - 1. Recognition Teaching Activities
    - a. Repetition drill
    - b. Substitution drill
    - c. Variation drill
  - 2. Production Teaching Activities
    - a. Dialogue
    - b. Speech
    - c. Pair drill
    - d. Communication grammar
  - 3. Application Teaching Activities
    - a. Total Physical Response
    - b. Reading and writing using context clues
- D. Specific work and Social Language Vocabulary from which specific structures may be chosen for each VESL lesson. (refer to number)

**A. VESL Program Design**

## A. VESL PROGRAM DESIGN

In setting up our vocational-ESL courses, we chose a program that is generally considered the most effective vocational ESL design. Our program combines VESL with bilingual vocational education. The students receive 3 hours a day of vocational training with a bilingual aide to explain difficult concepts in their own language. In addition to this course, there is a 3 hour job-related ESL course which consists of English for the vocational classroom and the workplace. Students who speak only limited English can begin vocational training immediately by receiving training in their own language and English for their future job. At the beginning of the course students receive heavy support in their own language to make certain they understand the basic concepts of the vocational course and to give them enough success to feel confidence. Gradually this support is taken away until the students are able to function almost exclusively in English. Regular meetings between the VESL and vocational instructor are essential to the success of this program.

The following techniques have been followed by our program:

1. Careful and in-depth planning
2. Careful needs assessment of job-market needs of the prospective trainees
3. A staff that is bilingual and committed to the success of the trainees
4. In-service training for staff
5. Personal and job counseling for the trainees
6. Full-time staff
7. Cross-cultural training in American culture, especially in American employment practices for trainees
8. Bilingual vocational instruction closely coordinated with the ESL instruction.
9. ESL instruction that is job-related and closely coordinated with vocational instruction
10. An advisory committee with representatives from minority community, the vocational skills area and the employment sector
11. Follow-up services for trainees who have completed the program and joined the work force.  
(Friedenberg p. 10)

The VESL curriculum of our BVT Program was drawn from a needs assessment of the classroom needs and the job world. During the first 3 months most of the time was spent on classroom subject matter because if the students couldn't understand what was happening in the classroom, it would be impossible for him/her to develop skills needed to survive in the job world.

After that, job getting, keeping and moving ahead skills were emphasized. In determining lesson content, the following steps are suggested:

1. Determine vocational topic, i.e. magnetism, electronic components, filling out application forms.
2. Determine the vocabulary, especially technical. Separate the vocabulary needed for recognition and from the vocabulary needed for speaking. Each category can be taught differently. REMEMBER, TEACH THE STUDENTS WHAT THEY WANT AND NEED TO KNOW.
3. Determine any grammar structures that need to be practiced for clear communication. Don't teach grammar rules for their own sake. If grammar is taught, teach it in a communicative way related to a vocational subject.
4. Determine the language functions needed for speaking.
5. Observe pronunciation problems that impede comprehension of message.
6. Determine the cultural behaviors that are different from American behavior because these differences may cause problems on the job site. Some of the problems that we learned about through our students were as follows:
  - a. Not asking questions when they didn't understand.
  - b. Bringing friends to the work site.
  - c. Working during break.
  - d. Relations with supervisors and American peers.
  - e. Isolating themselves from American workers.
  - f. Interpreting a reprimand as a dismissal.
  - g. Business decisions taken personally as rejection.
  - h. "Cooperation" in tests or in work place where individual ability is necessary.



**B. Lesson Plan for Vocabulary Development**

## B. LESSON PLAN FOR VOCABULARY DEVELOPMENT

Each Job Training Lesson contains Technical and General Vocabulary. The following format is used to teach this vocabulary immediately after vocational lessons. The student demonstrates understanding (listening), speaking, reading, and writing skills using the technical and general vocabulary. For specific VESL teaching activities, see Recognition Teaching Activities, Production Teaching Activities, and Application Teaching Activities.

- RECOGNITION
- ( 1. The teacher presents vocabulary (terms) clearly and slowly. Use actual equipment or tools whenever possible. Do not write vocabulary on board at this stage.
  - ( 2. Students answer simple comprehension questions using yes-no response.

- PRODUCTION
- ( 3. The teacher models key terms in a sentence to demonstrate how vocabulary is used. Ask students alternative or descriptive questions to elicit choice or descriptive answers.
  - ( 4. Put students in pairs. S1 asks S2 using vocabulary, S2 answers. Reverse S2 asks, S1 answers.

- APPLICATION
- ( 5. Write vocabulary (words) on board and explain again.
  - ( 6. Have students read vocabulary list and do a reading-matching exercise.
  - ( 7. Using context clues, have students fill in blanks using vocabulary.
  - ( 8. Dictate vocabulary. Students write words. Check for comprehension.
  - ( 9. Next day, give oral vocabulary test followed by written test.
  - ( 10. Use total Physical Response Activities to check vocabulary comprehension and production.

**C. VESL Teaching Activities**

1. **Recognition Teaching Activities**

## RECOGNITION TEACHING ACTIVITIES

### DRILL FOR TEACHING SENTENCE STRUCTURE, VOCABULARY AND EVERY DAY LANGUAGE.

#### A. TEACHING REPETITION DRILLS

1. Model the item (word, phrase, or sentence) twice, having the students listen.
2. Model the item again, having students repeat chorally.
3. Model the item for each student as they repeat individually.
4. Model the item again as students repeat chorally.

If a student has difficulty, we backward build up. Have him/her begin from the end of the sentence and repeat increasingly longer segments of the sentence until the entire sentence is mastered.

EXAMPLE: I calibrate the volt meter.  
meter.  
volt meter.  
the volt meter.  
calibrate the volt meter.  
I calibrate the volt meter.

#### B. TEACHING SUBSTITUTION DRILLS

1. Model the basic sentence twice, having the students repeat chorally.
2. Roll-play the substitution.
3. Drill the substitution individually.
4. Drill the substitution chorally again.

EXAMPLE: Go get the volt meter.  
soldering iron.  
screw driver  
wires.

#### C. TEACHING VARIATION DRILLS

1. Teacher models item as phrase or sentence to have students generate different sentence patterns.
2. Students transform phrase or sentence items into questions. (interrogative sentences)
3. Students transform phrase or sentence items into commands. (imperative sentences)

#### EXAMPLE:

1. Teacher: Thanh calibrates the volt meter.  
S1 asks: Does Thanh calibrate the volt meter?  
S2 answers: Yes or no.

S1 asks: Who calibrates the volt meter?

S2 answers: Thanh does.

S1 asks: What does Thanh calibrate?

S2 answers: The volt meter.

2. Teacher: Le has the soldering iron.

S1 says to S2: Please get the soldering iron!

S2 says to S1: Solder the chips!

S1 says to S2: Be careful! Don't drop the soldering iron!

S2 says to S1: Watch out! The soldering iron is hot!

## **2. Production Teaching Activities**

## PRODUCTION TEACHING ACTIVITIES

### A. TEACHING A DIALOGUE

A dialogue is a short conversation between at least two people. It is an excellent method for teaching everyday expressions and useful conversation. To be effective a dialogue should be lively, have fairly short sentences and useful language structure or expressions. Remember to make dialogues as true to life as possible. Use realistic props and actions. Students will remember words and expressions better if you use audio-visual and kinesthetic aids to help them learn. Also, remember to use hand signals to direct group participation. Always teach, beginning with large group, then small group and finally call on individuals when you feel certain they will succeed. (Mouth words).

#### Process for Teaching a Dialogue:

1. Give a brief introduction of the content of the dialogue. Improve your explanation by using audio-visual or kinesthetic aids as drawing pictures on the board or using gestures.
2. Act out or read through the dialogue dramatically.
3. Teach 2 lines at a time. Use gestures to help students learn.
  - a. line 1 - teacher models twice alone, students repeat twice.
  - b. line 2 - teacher models twice alone, students repeat twice.
  - c. lines 1 & 2 acted out by teacher and students. Teacher is A and students are B. Exchange roles. One group is A, second group is B.
  - d. Students practice lines 1 & 2 in pairs for a few minutes.
  - e. Call on individuals to play parts in seat.
4. Learn lines 3 and 4, steps a-e.
5. Lines 1,2,3,4 acted out by teacher and students. Teacher is A and students are B. Reverse roles.
6. Students practice lines 1, 2, 3, 4 in pairs.
7. Seated role play.
8. Stand up role play.

If at any time the students are having difficulty remembering their lines, you must provide supportive learning. Return to repetition part of learning until they are sure of themselves.

#### Alternate Method for Teaching Very Large Classes

Break large group into groups of 10. Chain drill instead of practicing in pairs.



EXAMPLE:

- Bob: Hey Bao. Go get the drill and give it to me.  
Bao: Excuse me. Please repeat that slowly.  
Bob: I said, "Go get the drill and give it to me."  
Bao: Now I understand. Thanks.

B. SPEECHES

To give students confidence in speaking English in front of a large group of people, students gave short speeches from time to time. Subjects ranged from topics of general interest to technical. Because of the students varying ability in English, a structured sample was prepared using the language experience method. The instructor often asked a series of sequential questions to the class. The answers given individually to students were put together into a concise paragraph that explained the subject. The paragraph explained the subject in the students' own language. It was used to teach stress, intonation, phrase reading, pronunciation and oral reading. The following day the lower ability students gave a speech on the same topic using any vocabulary and structure they liked from the class's model. The more advanced students gave a speech on the same topic but used their own language. The steps used are as follows:

1. Instructor asks a question.
2. One student answers it.
3. The instructor writes the answer on the board.
4. This procedure is followed until the paragraph is finished.
5. Instructor reads the paragraph to the class.
6. Stress is written in.
7. Students chorally repeat each sentence after the instructor. (two times)
8. Students read paragraph in pairs several times.
9. Several students read paragraphs individually to the class.
10. The following day students give speeches on the same topic.

Sample Lesson - How to Measure Current

Questions asked to individual students.

- 1) What is current?
- 2) What do you use to measure current?
- 3) What is the basic unit of current?
- 4) How do you measure current with an ampmeter?
- 5) What is the last thing you do?

PARAGRAPH WRITTEN COOPERATIVELY BY CLASS

Current is the flow of electrons through a conductor. An ammeter is used to measure current. The ampere is the basic unit of current. To measure current interrupt the circuit and connect the positive terminal of the ammeter to the positive terminal of the power source. Then you connect the negative terminal of the ammeter to the negative terminal of the power source. Read the scale of the meter to know how many amperes you have.

This is an excellent method to use with class when the instructor lacks knowledge about the topic. The instructor asks and students answer. Often argument over the correct answer takes place between students in English. The instructor does not have to feel totally expert in the subject matter.

C. PAIR WORK

The best way to improve English speaking ability is to give the students opportunities to speak. Due to the numbers of students in a class, it is difficult to give each student much individual time to practice. One of the best ways to overcome this problem is to devise speaking practice in pairs. The following example is a pair practice that combines the grammar lesson of count and non-count nouns with the subject matter of electronic components. Use any combination of vocabulary terms and simple grammatical structures.

EXAMPLE - Oral Practice (practice in pairs)

How much, many  
a little, a few

QUESTION

How much \_\_\_\_\_ is required?  
How many \_\_\_\_\_ are required?

ANSWER

2 \_\_\_\_\_s are required.  
3  
Just a few.

or

Just a little \_\_\_\_\_ is required.

A lot of

---

Fold your paper in half  
You ask the question.

1. resistors - 2
2. electrons - 3
3. switches - 5
4. resistance
5. time
6. watt - 7
7. power

You answer the question

1. resistors - 2
2. electrons - 3
3. switches - 5
4. resistance
5. time
6. watt - 7
7. power

- 8. energy
- 9. ampere - 10
- 10. multimeter - 6
- 11. voltage
- 12. current

- 8. energy
- 9. ampere - 10
- 10. multimeter - 6
- 11. voltage
- 12. current

D. COMMUNICATIVE GRAMMAR

You can further improve your students' listening and knowledge of correct verb tense by asking questions about the commands they have learned. Remember to model answers first so they will feel secure. The three kinds of questions you can ask are as follows:

- 1) Yes/no questions
- 2) Choice questions
- 3) Information questions

EXAMPLE

Command                      Go get the drill.

|             | <u>QUESTION</u>                       | <u>ANSWER</u>             |
|-------------|---------------------------------------|---------------------------|
| Yes/no      | Am I getting the pliers?              | No, you are not.          |
| Choice      | Am I getting the pliers or the drill? | You're getting the drill. |
| Information | What am I getting?                    | You're getting the drill. |

Bizarre questions will make them pay attention.

Am I getting the drill or taking a bath?

Verb tense

Examples for asking questions:

Simple present

Hai, put the soldering iron away.

Hai puts the soldering iron away everyday.

- 1. Does Hai put the soldering iron away everyday?  
Yes, he does. or Yes, he puts it away everyday.
- 2. Does Hai put away the soldering iron or the PC board everyday?
- 3. Who puts away the soldering iron?
- 4. What does Hai put away?