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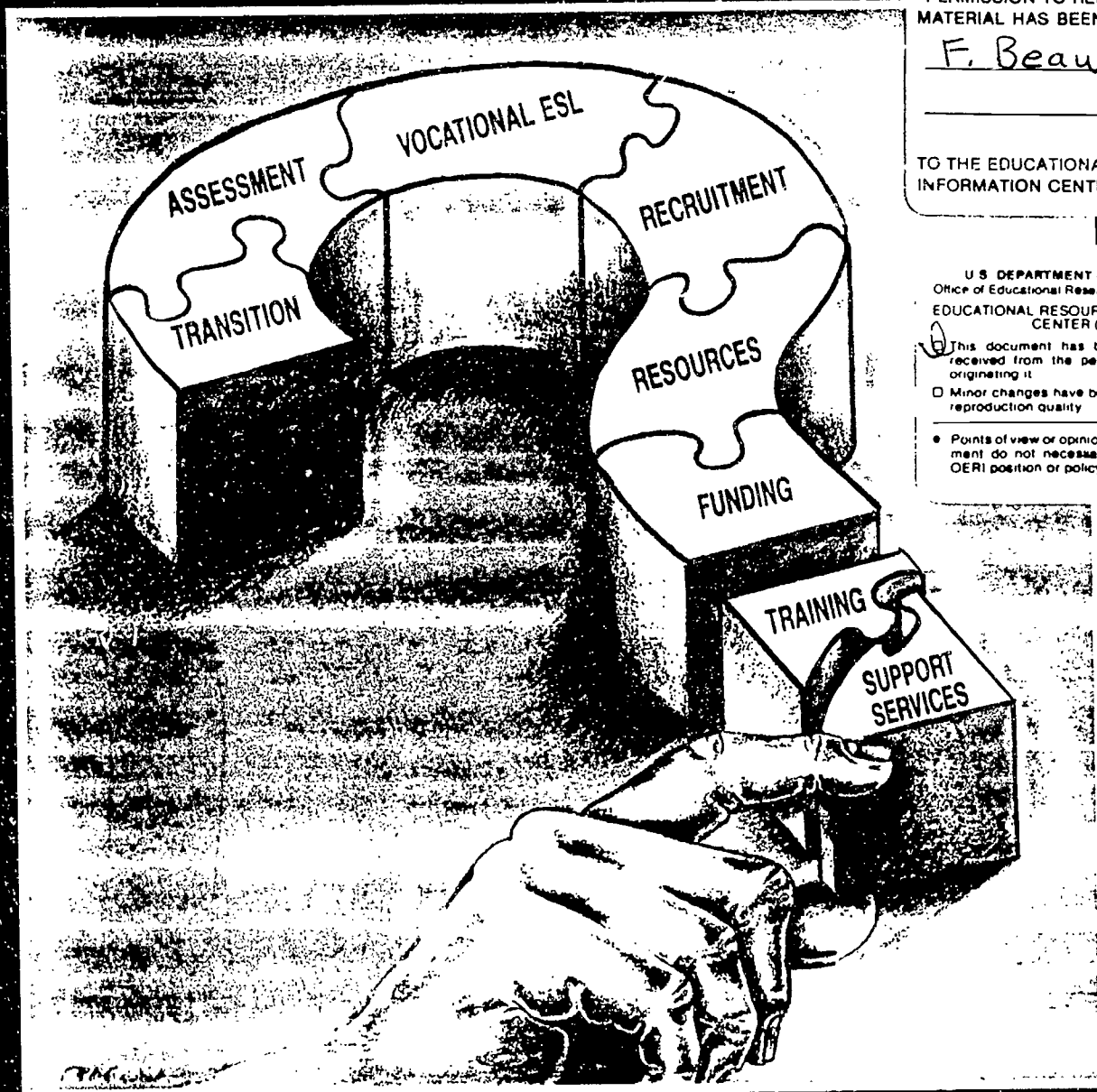
ABSTRACT

This manual is designed to be used as a resource in the planning and implementation of vocational education support services for the limited-English-proficient (LEP) student. The focus of the manual is to address the linguistic and cultural backgrounds of LEP persons and provide them with vocational education that encompasses a wide array of services--targeted recruitment, occupational English, adapted vocational instruction, career counseling and job development--in order to facilitate their participation in training and integration into the workplace. Topics covered include identifying LEP students, training models, assessment of LEP students, instructional adaptation, the role of culture, counseling materials and funding. Appended materials include the following: sample language proficiency descriptions; sample home language surveys; a list of resource agencies; a bilingual vocational program student referral form; the Bilingual Vocational Education project's industrial and technical training curriculum; a list of typing competencies for the LEP student; bilingual vocational training models; ethnic media resources; recruitment brochures; language proficiency assessment tools; excerpts from a technical English test; Vocational English-as-a-Second-Language (VESL) competency checklist for data entry; sources of sample assessment instruments; a list of information and materials clearinghouses; work English VESL competencies; and sample VESL lesson plans. (CK)

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Illinois State Board of Education Adult, Vocational and Technical Education

**Succeeding with
the LEP in Vocational
Education:
Common Concerns
and Solutions**

Jeanne Lopez-Valadez
Bilingual Vocational Education Project

June, 1991

Louis Mervis, Chairman
Illinois State Board of Education

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State Superintendent of Education

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Jeanne Lopez-Valadez
Director
Bilingual Vocational Education Project

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Introduction

Vocational education programs in Illinois, whether at the high school, adult education or community college level, have been providing thousands of students with valuable marketable skills for years. This task is now made more challenging as a result of changing demographics, shifts in the labor market and increasing basic skill requirements for workers.

Illinois has always had a multilingual, multicultural population. One of the fastest growing segments of this population is comprised of linguistic minorities, many of whom are limited English proficient (LEP). Available state data indicates that in Illinois:

- As of the 1980 census, there were an estimated 1,250,000 persons who spoke languages other than English at home, making it the state with the 4th largest number of linguistic minorities in the nation.
- Some 161,709 undocumented aliens have applied for legal status as part of the Amnesty Program under the immigration legislation of 1986.
- The K-12 Public School Bilingual Census (1988-1989) reported that language minority students comprised 10% of the total public school enrollment or 181,721 pupils.
- More than 41% of all adult education students were enrolled in English as a Second Language (ESL) classes, according to the Illinois State Board of Education's FY'89 Performance Report for Adult Education.
- Although Spanish-speakers comprise 75% of those who are LEP, the state serves over thirty distinct language groups.

These language minorities, residents, and recent immigrants will constitute the largest share of new entrants into the labor force in the next twelve years (Hudson Institute, 1987). Unfortunately, these same individuals will also be the most heavily impacted by changes in the labor market. Education, particularly vocational education, will play an increasingly important role in matching the needs of the LEP population and the demands of the workplace.

To address the linguistic and cultural backgrounds of LEP persons, vocational education must provide a wide array of services--targeted recruitment, occupational English, adapted vocational instruction, career counseling, job development, etc. In order to facilitate the participation in training and integration into the workforce of this special needs population.

This manual is designed to be used as a resource in the planning and implementation of these support services. It is most appropriate for vocational administrators, ESL/bilingual coordinators, and special needs personnel. The issues addressed will include those program components mentioned above as well as funding, materials, and program improvement.

I. Who is an LEP Student?

An LEP student is a person with "limited English proficiency". As defined by legislation, LEP students are those who:

- were not born in the United States or whose native language is a language other than English.
- come from environments where a language other than English is dominant.
- are American Indian or Alaskan Native and who come from environments where a language other than English has had a significant impact on their level of English language proficiency.

AND

- by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language as to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

As can be seen, the most important criteria for

designating a student as LEP is his or her native language and ability in English, not place of birth or ethnic surname.

LEP students vary in their degree of English language proficiency as well as in their abilities in each language skill area. For example, one student may be able to comprehend spoken instruction but lack the necessary speaking or writing skills. A second student may have studied English in a foreign country and may be able to read basic instructional materials but lack the ability to understand spoken English.

Various descriptions of language proficiency levels have been developed for purposes of program placement or referral, instruction and job development. Elementary and secondary programs often refer to *Stages of Language Development* which describes the learner's oral language and literacy skills development on a five level scale (I = Preparatory through V = Age Appropriate). Programs serving adults rely on *Student Performance Levels* (SPL) which detail language skills at ten proficiency levels. Each level is described not only in terms of a student's language skills, but also relative ability to communicate with a native speaker and readiness for a particular employment. (See Appendix A for both these documents.)

IMPLICATIONS OF SPLs FOR VOCATIONAL PROGRAMS

STUDENT'S LEVEL	LANGUAGE OF TRAINING	INSTRUCTIONAL SUPPORT SERVICES
SPL 0-II	Native Language	<ul style="list-style-type: none"> • Bilingual materials • Intensive survival and general employment ESL instruction
SPL III-IV	Native language or English limited to simple directions and bilingual assistance in class	<ul style="list-style-type: none"> • Bilingual materials • Intensive vocational ESL instruction
SPL V-VI	Simplified English, Native Language for complex concepts as necessary	<ul style="list-style-type: none"> • Materials written in simplified English • Bilingual tutoring • Job specific ESL instruction
SPL VII+	English	<ul style="list-style-type: none"> • Assistance (Bilingual or in English) only as necessary • Job specific ESL tutoring

LEP individuals bring with them more than language proficiency differences. As with other students, they vary in their abilities, interests, and needs. Some LEP students have little formal education and may be illiterate even in their native language.

Others are highly educated and trained professionals for whom limited English is the major impediment to employment. Both groups, however, are limited by differences in cultural perspectives and by a lack of knowledge of career opportunities and resources in their new community.

LEP CHARACTERISTICS	Illiterate Unskilled	Limited Education Unskilled/Semi-Skilled	Highly Educated Trained Professional
PROGRAM COMPONENTS	<ul style="list-style-type: none"> • Literacy • Language • Voc. Training • Career Awareness 	<ul style="list-style-type: none"> • Language • Training • Career Awareness 	<ul style="list-style-type: none"> • Language • Retraining • Job Development

II. How Does One Identify the LEP Student Population in a District or School?

Vocational programs are generally unaware of the magnitude of the LEP population in their institution or community because of the scarcity of LEP students reported in vocational classes. Yet, for vocational staff to effectively plan services and obtain fiscal support for this target group, they must identify the current and potential LEP population in their areas. For purposes of planning and proposal preparation, useful information to be obtained includes:

- number of LEP persons
- language(s) spoken
- ages
- educational background
- career goals, interests, and experience.

Following are suggested strategies for identifying the LEP population in your school and district:

1. Review existing data

- K-12 Public School Bilingual Census (ISBE, Bilingual Section)
- U.S. Census, (U.S. Dept. of Commerce, Census Bureau, Chicago)
- English as a Second Language (ESL) enrollments (local adult education program or ISBE, Dept. of Adult Education)
- Transitional Bilingual Program enrollments (local program or ISBE, Bilingual Dept.)

2. Conduct home language survey of students and/or parents. (See sample forms in Appendix B.)

3. Contact community agencies and religious institutions servicing ethnic or linguistic minorities.

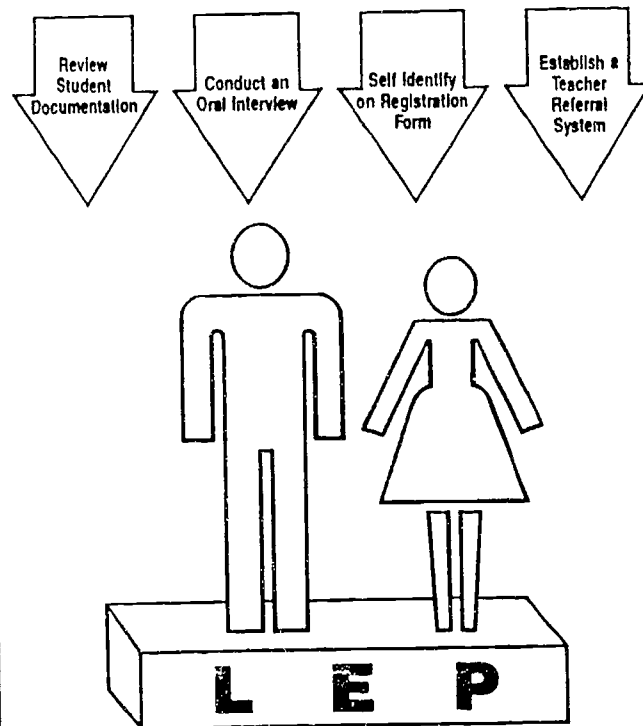
4. Contact technical assistance centers in the state. (See Appendix C for addresses.)

- Illinois ESL/AE Service Center
- Illinois Resource Center
- Bilingual Vocational Education Project
- Midwest Bilingual Multifunctional Resource Center

5. Canvass the area through a door-to-door, telephone or mail survey.

To more accurately report individual students entering the vocational program, it is helpful to establish a systematic approach to identify students who are potentially LEP. This can include methods involving self identification, identification by intake or counseling staff, disclosure by parents or referral by teachers. See chart below. (See Appendix D for sample referral form.)

Identifying the LEP population in your school and district



III. What Training Models Have Been Developed For Serving the LEP?

For educational and employment training agencies to prepare LEP youth or adults for the American workforce, they must determine how to:

1. provide appropriate skill training which will allow LEP students to participate fully, and
2. provide language training which will enable LEP students to function in an English-speaking workplace.

Three programmatic models are presented here. Each has variations and may be implemented independently or in conjunction with another at a single site. The approaches selected should be the one(s) best suited to the target population(s) and available resources.

SUPPLEMENTATION MODEL:

Description:

- Students are mainstreamed into regular courses after extensive, general English as a second language (ESL) instruction.
- Approach relies on supplemental assistance to LEP students in or out of class.
- Support consists of remedial tutoring and/or special materials (eg. glossaries of terms, bilingual resources, audio-visual aids, computer software).
- Tutoring provided to individuals or to a small group of students.
- Curriculum is not modified, only instructional strategies.

Staffing:

- Vocational teacher with training in adapting instruction.
- Support staff: bilingual aide, peer tutors, ESL teacher and/or remedial instruction teacher.

Implementation Considerations:

- Students need to have a high level of English proficiency or previous experience/training in vocational field.
- Model does not develop vocational language competencies only addresses remediation.
- No articulation exists to facilitate transition from one program to another.

Recommendations:

- Tutors must have basic knowledge of vocational area and tutoring techniques.
- Assistance should be regularly scheduled rather than upon request.
- Vocational teachers should receive inservice training on adapting instruction and materials.

TRANSITION MODEL:

Description

- Students are *prepared* for mainstreamed vocational classes through special courses that provide a bridge between general ESL and vocational training.
- Special LEP courses become either a) a part of an ESL sequence or, b) a pre-cursor to a vocational program.
- Special courses integrate language and concept learning.

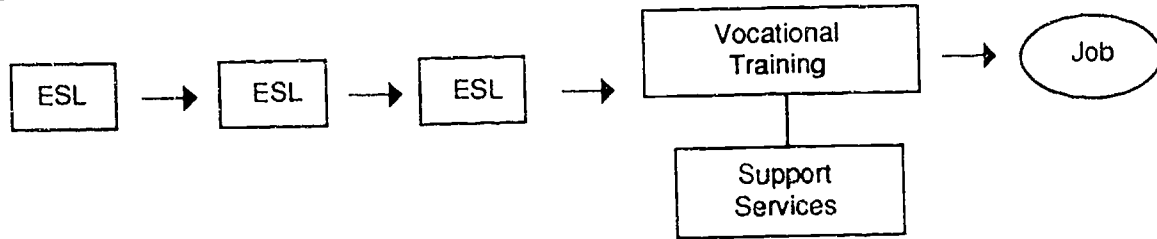
Examples:

- 1) *VESL for Industrial and Technical Training* - a prevocational ESL class for students preparing to enter the trade and industrial cluster area. (See Appendix E.)
 - 2) *Typing for the LEP* - a vocational or prevocational course to teach basic keyboarding and to reinforce English grammar through special materials. (See Appendix F.)
- Support services (materials, tutoring) may also be available for students after mainstreaming.

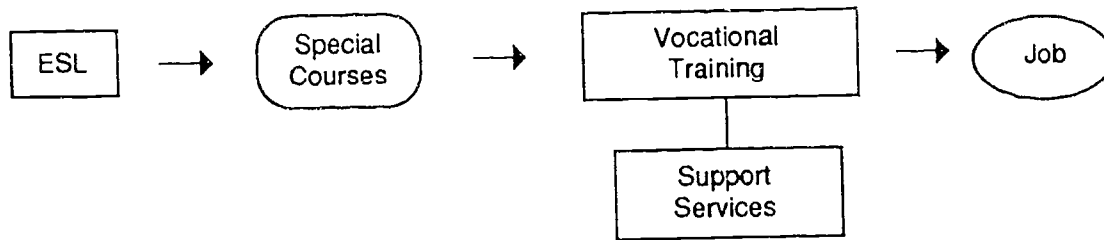
Staffing:

- Vocational teacher with inservice training in ESL techniques, or ESL teacher with basic understanding of vocational area.
- Support staff: bilingual aide, peer tutors, ESL teacher and/or remedial instruction teacher.

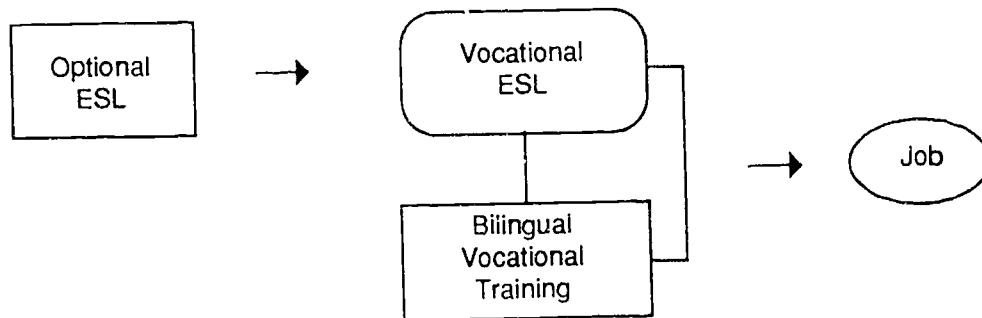
SUPPLEMENTATION MODEL:



TRANSITION MODEL



CONCURRENT MODEL (BVT)



Implementation Considerations:

- Allows students to better prepare for mainstreaming.
- Introduces vocational specific language needed for training.
- Requires adaptation of existing courses (reduced credit, new content, etc.) or development of an entirely new course.
- Best suited for intermediate proficiency level students.

Recommendations:

- Course(s) should be developed jointly by vocational and ESL staff.
- Inservice training should be provided to staff prior to offering special course(s).
- Vocational credit should be offered for course(s) under the heading of applied basics or lab contact hours.

CONCURRENT MODEL (BVT)

Description:

- A bilingual vocational training (BVT) model is a comprehensive, integrated approach with concurrent language and training components. (See Appendix G.)
- A BVT model can either be a special, separate program for the LEP community or an articulated, mainstreamed approach.
- Vocational skills are taught using English and support in the student's native language(s) via bilingual staff (teacher, aide, tutor) and materials.
- The vocational ESL component is designed to teach the occupational or job-specific language and cultural needs of training and the workplace.
- Targeted recruitment, bilingual counseling, and support services are offered to insure access and retention.
- BVT model may be used for single language group or multilingual student population.

Staffing:

- Bilingual vocational teacher, vocational ESL teacher, bilingual counselor/job developer, and coordinator, **or**
- Monolingual vocational teacher, bilingual aide or tutors, vocational ESL teacher, bilingual counselor/job developer, and coordinator.

Implementation Considerations:

- Low level LEP students can access vocational training without an extensive delay for language instruction.
- Language learning is accelerated because it is meaningful to students and practiced in the vocational class.
- Requires ongoing coordination of staff and curriculum.
- May necessitate development or adaptation of curriculum.

Recommendations:

- Coordination between vocational and ESL teachers should be formalized through weekly meetings, joint curriculum development, and joint staff development.
- General life-coping ESL and literacy skills should be addressed prior to or as adjunct to the BVT program.
- Reliance on native language should gradually be diminished to facilitate transition to employment.

Resources:

- Chinatown Resources Development Center (1985). *Promising programs and practices: Vocational education for limited-English proficient students*. San Francisco, CA: Chinatown Resources Development Center.
- Bradley, C.H., Killian, P.A., and Friedenber, J.E. (1989). *Employment training for limited English proficient individuals*. Alexandria, VA: Development Associates.
- Lopez-Valadez, J. (1989). "Training Limited English Proficient Students for the Workplace: Trends in Vocational Education," *Occasional papers in bilingual education*. Silver Spring, MD: The National Clearinghouse for Bilingual Education.

IV. How Do Vocational Programs Recruit LEP Students?

Recruitment is generally conducted to obtain sufficient applicants to make a program viable. It is also a means of ensuring that all persons who are in need of training have an equal opportunity to seek admission. Targeted recruitment attracts special needs groups like the LEP who have been under-represented in vocational education.

As new members of the community, LEP persons are generally unaware of training opportunities available. They are also fearful that their limited English proficiency and/or potentially inadequate educational preparation will present barriers to admission. Therefore, to be effective, recruitment efforts targeting the LEP community should:

- Disseminate information in the target group's primary language(s) since, by definition, LEP persons have limited ability to understand written or spoken English.
- Use printed and visual materials which depict the target ethnic group or are multicultural.
- Explicitly detail bilingual, ESL and other support services which will be provided.
- Involve key decision-makers in the ethnic community such as parents, community leaders, and religious leaders in planning and implementing the outreach.

INFORMATION FOR PLANNING:

Communication network of the target language group(s)

Recruiters should be aware of the network/communication system used by the target ethnic group. One group may rely on the radio, TV, or local newspaper for information. Another may use church meetings or other social gathering places. Yet another may depend on a patriarch/leader. Community leaders or community based agencies serving the target group can be a good source of information on these communication networks.

Literacy levels of the LEP community

In selecting the best outreach approach, one should determine if targeted students are literate in English

or in their native language. If not, recruitment efforts should focus on non-print media and materials which rely heavily on visual messages.

Agencies serving the LEP community

The LEP community is served by a myriad of educational and service agencies which can be a valuable resource both in identifying potential students and in promoting the vocational program. The Illinois State Board of Education, Department of Transitional Bilingual Education or the Department of Urban and Ethnic Education (Chicago) as well as the Illinois Department of Public Aid, Refugee and Naturalization Section, can direct you to service providers or agencies working with LEP persons. (See Appendix C for agencies' addresses).

RECRUITMENT STRATEGIES

Since the ways in which potential students interact in their community is so varied, the avenues of outreach should also be varied.

Curriculum

- Conduct a career or a vocational exploration course.
- Integrate career and program information in ESL courses.
- Host open house or shadowing experiences in vocational classes.

Media

- Submit public service announcements to ethnic radio stations. (See Appendix H).
- Arrange for an article in an ethnic newspaper or on a vocational program.
- Speak on talk shows of non-English stations or those aimed at an ethnic community.

Referrals

- Inform and arrange for referrals from educational programs, social service agencies and churches.

Promotional Materials

- Mail flyers/brochures to the homes of students in ESL, bilingual, literacy, and SLIAG/Amnesty programs.
- Distribute descriptive brochures to incoming students. (See Appendix I).
- Prepare audio-visual aids (slides and cassette or video) for career counseling office and special career days.

Staff assigned to conduct outreach and recruitment should be bilingual and bicultural whenever possible. Using former trainees/students, bilingual education teachers, representatives from community agencies, or paraprofessionals can augment the recruiting staff's language capabilities.

Resources:

Southern Illinois University (1980). *Fair recruitment: model and strategies*. Springfield, IL: Illinois State Board of Education, Dept. of Adult, Vocational and Technical Education.

Friedenberg, J. E., Gordon, R. A., Bradley, C. H., and Dillman, M. A. (1988). *Recruit LEP students for vocational programs*. Columbus, OH: The National Center for Research in Vocational Education.

V. How Does One Assess the LEP?

Assessment is a valuable tool for program planning and accountability. It should not be used for purposes of exclusion, but as a measure of a student's needs and preparation for job performance. Yet when vocational programs employ assessment instruments or set eligibility criteria designed for native English speakers to measure the LEP applicant, they are excluding most on the basis of language. For example, a person able to read at an 8th grade reading level, a common entry requirement, would no longer be considered LEP.

WHY?

Assessment provides useful information for proper placement and design of support services. It is also a measure of achievement.

Assessment of each LEP student's interests, general abilities, and special needs is mandated by federal vocational legislation.

WHAT?

Vocational Assessment generally examines:

- Occupational interests, aptitudes, experience, and
- Educational achievement.

Comprehensive assessment also identifies barriers which might impede the successful completion of the vocational education program or transition to employment. Areas to consider when working with the LEP include:

English Language Proficiency:

- To what degree is the student able to understand instruction and communicate orally in class or on the job?
- Is the student able to comprehend reading materials?
- Will the student be able to complete written assignments or do job related paperwork?
- Does the student possess the specialized vocabulary in English to function in a chosen job skill area?

Native Language Proficiency

- To what degree can the student speak his/her native language?
- Is the student literate in his/her native language?
- Does the student possess a technical vocabulary in his/her native language?

Cultural Adjustment:

- Is the student familiar with the dominant American cultural values and behaviors?
- Is the student familiar with the cultural norms of the American workplace.
- How familiar is the student with the community, available resources and services?

Other Special Needs

- Does the student have the financial resources to participate in the program?
- Does the student have transportation to/from training and work?
- Does the student possess a disability or learning disorder which might necessitate special services?
- Does the student require childcare or other ancillary services?
- Does the student possess the life-coping skills to manage the responsibilities of home, school and work?

HOW?

Achievement, Aptitude, Interest

To avoid the pitfall of testing the LEP person's English language ability instead of his/her basic skills and aptitudes, use instruments or techniques that are:

- 1) translated,
- 2) adapted to second language learners, or
- 3) multisensory and visual with limited reliance on written English.

English Language Proficiency

Standardized reading and language arts tests provide limited useful information on the LEP. More appropriate are teacher-made and commercially developed English as a second language (ESL) tests. These group or individually administered instruments measure general, not occupational, English language ability. Some vocational programs have adapted these tests and other strategies for local placement use or to measure achievement in vocational ESL classes.

Native Language Proficiency

A student's native language proficiency has a direct impact on the types and extent of support services. Though few assessment instruments are available, especially for adults, essential information can be obtained via interviews and other informal strategies.

Exhibit

Areas

English Language Proficiency

Strategies

- ESL test (oral, written)
- Teacher-developed placement tests
- Structured oral interviews
- Writing sample
- Competency checklists
- Cloze test of vocational material

Sample Instruments

- Basic English Skills Test (BEST);
Bilingual Vocational Oral Proficiency Test
- Technical English Test, Waubensee Community College
 - Language Proficiency Rating and simple Interview Questions
 - Criteria for Evaluating Writing Sample
 - VESL Competencies for Data Entry

Native Language Proficiency

- Written language questionnaire
- Structured oral interview
- Oral language tests

- Home Language Survey or
- Family Language Background Survey
- Language Proficiency Descriptions

Basic Inventory of Natural Language (32 languages)
The Woodstock Language Proficiency Battery (Eng./Span.)

- Criteria for Evaluating Writing Sample

Occupational Interest

- Translated inventories
- Visual instruments
- Structured interview

Kuder Occupational Interest Survey (Span./Viet.)

Wide Range Interest and Opinion Test (WRIOT)
Pictorial Inventory of Careers

Occupational Aptitude

- Work samples
- Tests

Valpar Component Work Sample System (Span. Manual)
Choice Work Samples (Span./Eng.)

Apticom (Eng./Span.)
World of Work Inventory (Span.)

General Ability (math, reading, language)

- Standardized tests in native language
- Adapted, vocational related tests

Comprehensive Test of Basic Skills (Eng./Span. for K-12)

Brigance: Comprehensive Inventory of Basic Skills (Eng./Span. for K-12)

Assessment of Basic Vocation-related Skills (16 Occupational Areas)

For many limited English proficient persons, testing, counseling, and college registration practices in the U.S. are new and frightening experiences. It is important to make initial placement testing simple and to have available someone who can communicate in the student's native language.

Resources:

Friedenberg, J.E., Gordon, R.A., & Dillman, M.A. (1988). Conduct intake assessment for LEP vocational students. Columbus, OH: The National Center of Research in Vocational Education, the Ohio State University.

Hamayan, E.V., Kwiat, J.A. & Perlman, R. (1985). Assessment of language minority students: A handbook for educators. Arlington Heights, IL: Illinois Resource Center.

Hayes, P., McCarty-Warren, T., & Lopez-Valadez, J. (1988). Vocational assessment of secondary special needs students. Springfield, IL: Illinois State Board of Education.

VI. How Can Vocational Teachers Adapt Their Instruction?

As professionals, vocational teachers have a highly specialized language that is often unintelligible even to an educated person outside the same field. In contrast, LEP students lack basic vocabulary and language skills most native English speakers bring to the classroom. As a result, it is difficult for LEP students to understand classroom presentations of new procedures and concepts, particularly those that are not demonstrable.

Diversify Teaching Strategies

In response to the student's limited English, the teacher tends to speak louder or in pidgin English, neither of which is helpful. There are several options for reducing the language demands of training without diluting the vocational content. (See Lecture Techniques Checklist.)

- Simplify oral presentations by talking in short, simple sentences, keeping terminology constant, using "body language", and presenting information in small, discrete pieces.
- Use multisensory teaching techniques by incorporating visual aids and demonstrations.
- Encourage cooperative learning structures and other forms of grouping so that peer modeling and tutoring can take place.
- Provide bilingual supports in the form of bilingual resource persons (teacher-aides, tutors, peers) and special materials.

Increase Reading Comprehension

Typically, the literacy and technical language demands of vocational textbooks are above the average student's reading ability. For the LEP student, the reading demands are even greater. Along with basic English, they may lack literacy skills and/or the experiential background to make sense of the reading. Selecting bilingual or adapted materials which are designed for LEP or special needs students is an alternative to traditional texts. (See Appendix N for sources of materials.) When alternative approaches are not feasible, then strategies to increase reading comprehension should be implemented.

- Highlight key passages and words in text or in the margin.
- Supplement the text with illustrations, brief outlines, and tape recordings of reading.
- Teach students reading skills like skimming, finding key information, sequencing information, etc., through practice and worksheets.
- Adapt or rewrite materials into simpler English with illustrations to explain the concepts.

Teach Vocational Language

In order to function in the American workplace, LEP persons must possess both the vocational training and the English proficiency to perform on the job. The main responsibility for developing the LEP student's English proficiency generally rests with an ESL teacher or tutor. However, there is much a vocational teacher can do to help the LEP student learn the specialized vocabulary of the field, and practice job related language.

- Collaborate with ESL or special needs staff to identify vocational language.
- Build a written inventory of key vocabulary—both technical terms new to all students and sub-technical or general words—which help classify, describe or define specialized vocabulary.
- Label important classroom equipment, areas, and tools or make hand-labeled posters or illustrations.
- Provide language practice through micro-counseling lessons, worksheets, language masters, tape recorders, and computer-aided drills.

Modify Testing Procedures

All teachers use testing to ascertain their students' comprehension. With LEP students, culture or language differences often prevent accurate measurements. Testing strategies and instruments must therefore be adapted so that what is measured is content rather than language proficiency or test-taking skills.

- Check comprehension at frequent intervals by asking "wh" or yes/no questions. Ask the student to point to a tool, part or location. Have the student paraphrase information, and use cooperative learning techniques.
- Provide exercises using test formats to teach test-taking skills.

- Adapt the testing situation by modifying time constraints and allowing the use of a bilingual dictionary.
- Select a testing format that requires less reading or one that is rewritten into simpler English (See Chart Below.)
- Pre-teach vocabulary on test both technical and instruction words.

Resources:

Bradley, C.H. and Friedenber, J.E. (1988). *Vocational training for LEPs: Ten tips for teachers*. Bloomington, IL: Meridian Education Corp.

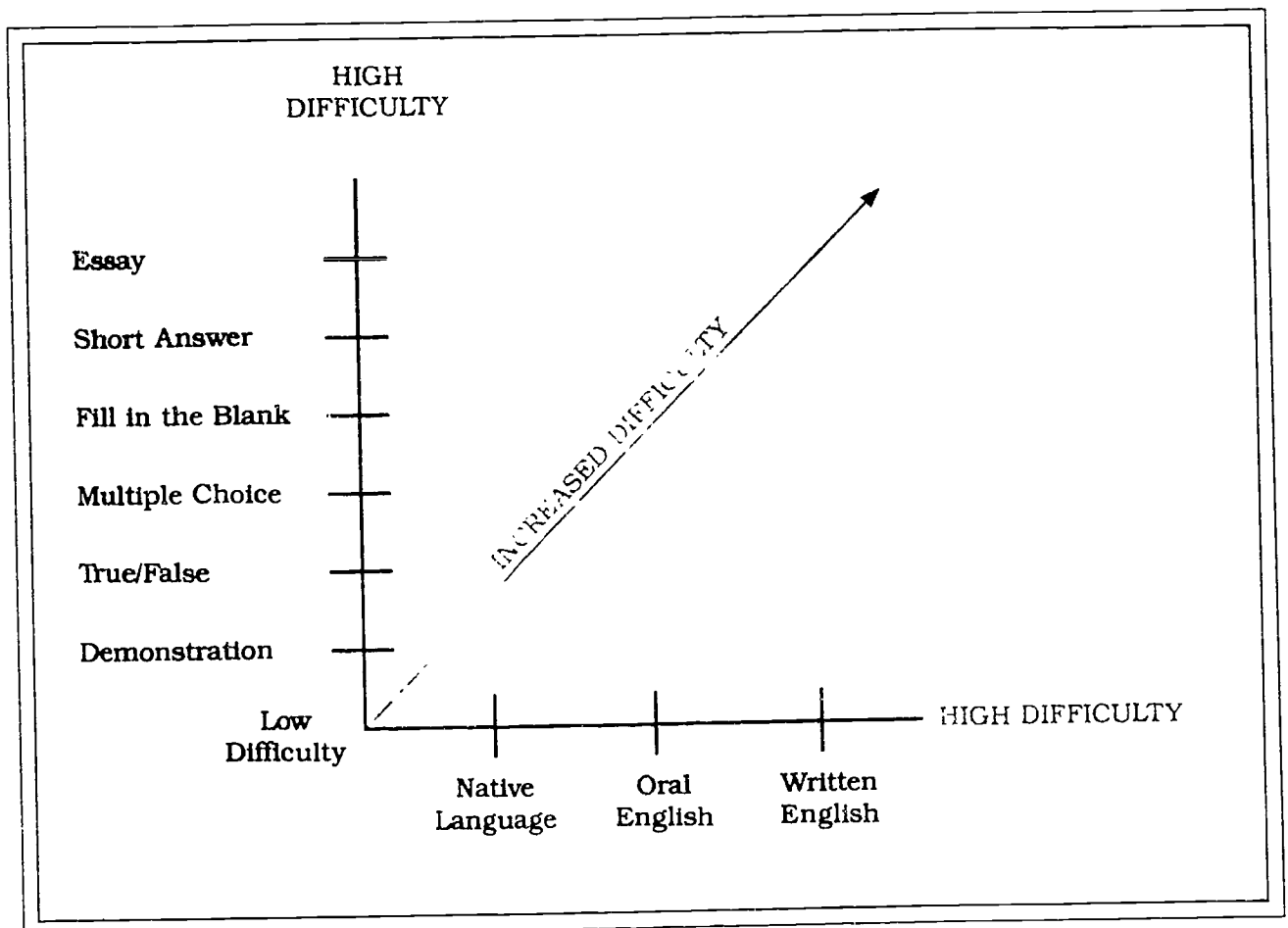
Cockrum, J. (1987). *LEP handbooks*. Austin, TX: University of Texas, Extension Instruction and Materials Center.

Lopez-Valadez, J. (1990). *Bibliography of career, vocational, and VESL materials for the LEP: A List of NEC library holdings*. Macomb, IL: The Curriculum Publications Clearinghouse, Western Illinois University.

Lopez-Valadez, J., & Reed, T.Q.T. (1990). *Building competencies for teaching LEP vocational students: An inservice manual*. Macomb, IL: The Curriculum Publications Clearinghouse, Western Illinois University.

Shay, G.F. (1984). *Activities for VESL vocabulary cards*. Phoenix, AZ: Arizona Department of Education.

Adapting/Selecting Testing Strategies



LECTURE TECHNIQUES CHECKLIST

These techniques for presenting information in a lecture situation are good for any audience, but they are especially effective when working with limited English proficiency (LEP) students.

AFTER YOU TEACH EACH LESSON, EVALUATE YOUR OWN EFFECTIVENESS IN TEACHING LEP STUDENTS BY COMPLETING THIS CHECKLIST.

		1	2	3	4
		Hardly Ever	Sometimes	Often	Consistently
Language	DID YOU . . .				
	1. Speak clearly and at a moderate speed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Form short, structurally simple sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Keep terminology constant; avoid too many alternative expressions and slang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content	4. Repeat key vocabulary, both within sentences and separately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Introduce the main idea before you "dove into" the lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Present information in small, discrete pieces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multisensory Communication	7. State important concepts several times, varying sentence structure to get points across?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Use physical gestures and "body language" to demonstrate a point or procedure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Use visual aids, actual tools and equipment, pictures, charts, your own drawings on blackboard, slides, films, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension Checks	10. Ask comprehension questions during the presentation? - Yes/No or "wh" questions with one or two word answers. - Pointing or demonstrating answers. - "Numbered-heads Together"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Building Competencies to Teach LEP Vocational Students (1990).

VII. What is Vocational English as a Second Language (VESL)?

English as a second language (ESL) refers to classes offered to non English speakers who have settled in an English speaking country. ESL is also called ESOL (English for students of other languages). The purpose of ESL classes is to help LEP students to function more smoothly in a community and workplace where the primary language is English. In these classes, the LEP students are taught vocabulary, grammar, pronunciation, and communication skills (listening, speaking, reading, and writing). Most general purpose ESL classes, particularly at the lower proficiency levels, have a primary focus on acquiring language for life-coping situations—food, housing, health, and social interactions.

While an LEP student's English proficiency is improved by studying ESL, the language taught may not be appropriate or transferable to a vocational setting. Vocational ESL (VESL) specifically addresses the occupational related language needs of LEP persons. It prepares students for successful functioning in employment and/or training. Although VESL teaches the same language skills as general ESL, it differs in that:

- The content (vocabulary and situations) of the VESL class is derived from a particular vocational setting or job.
- The language skills (oral and written) stressed vary according to the language demands of the occupational area targeted.
- The focus is on communicative competence rather than on the manipulation of grammatical structures.

Because one is teaching language within an occupational context, vocational or employability concepts are naturally reinforced. However, a VESL class should not become a tutoring session for the vocational course. The instructional goal of VESL should be to help the LEP student learn English.

VESL takes many forms from generic employment to job specific language development. Based on the content covered, VESL can be classified into three types: *General Employment VESL*, *Occupational or Job Specific VESL*, and *Occupational Cluster VESL*.

GENERAL EMPLOYMENT VESL

The goal of this type of VESL is to enable students to obtain and retain employment. LEP students are taught those language competencies that will facilitate job seeking such as reading want ads, filling out employment applications, and describing experience and skills in a job interview. The classes also stress the language competencies, both language and cultural that are required for job retention. Although these can vary from job to job, there is a set of underlying competencies generic to performing a task, maintaining a safe work environment, following personnel policies, and socializing with co-workers. These include language skills such as following instructions, reporting on work, requesting supplies, clarifying or verifying when something is understood, reading safety signs, and explaining absence or tardiness. (See Appendix O for a sample competency list.)

General employment VESL is appropriate for all LEP students who are seeking employment in unskilled or semi-skilled occupations. It can be taught at any proficiency level, but is most commonly incorporated into language instruction at the beginning or intermediate levels. The type of competencies covered and the level of language complexity depends on the language proficiency of the students as well as the language requirements of the target jobs.

OCCUPATION SPECIFIC VESL

Occupation specific VESL is the most direct and efficient route to the development of language skills specific to a particular vocational training area. Sample course titles are: *VESL for Data Entry Workers*, *VESL for Cooking*, *VESL for Emergency Medical Technicians*, and *VESL for Welding*. (See Appendix P for sample curriculum.) The instructional objectives of such courses are to teach the LEP student sufficient English to be able to:

1. participate more fully in vocational training (listening to lectures, reading a text, test-taking, answering questions, etc.),
2. obtain employment in a given occupation, and
3. function on a job in the area of training.

Instructional language taught (i.e. listening to lectures, writing papers, or answering essay tests) will vary depending on the vocational mode of teaching and the availability of bilingual assistance. Likewise, the job-related language taught will depend on job expectations of fluency, reading, and writing skills. For example, a welder needs English to accomplish his task and to read work orders and blueprints. A nurse's aide, on the other hand, must communicate with patients, doctors, and nursing staff, and must be able to read patient charts and write patient observations. Some jobs, such as electronic technician, require more technical terminology than others such as food service or daycare workers.

At the end of training, when trainees are ready to transition to employment, job-seeking and job-keeping language such as that in general VESL is introduced. However, in an occupation specific VESL class, it is possible to use forms and procedures connected directly to a particular job instead of generalized information.

Occupational specific VESL is designed for students who are enrolled in vocational training. It has also been used to prepare LEP employees who need to improve their language on the job (workplace ESL) and skilled LEP immigrants who need to develop English proficiency for job placement in the U.S. When offered as a component of a vocational program, it is taught concurrent with training and coordinated with the vocational curriculum. Each VESL lesson is derived from a specific classroom topic. Some programs begin the VESL class a few weeks prior to training in order to cover classroom and safety language.

This type of VESL can be offered to students of many proficiency levels. However, when given at a post-secondary institution, students are usually expected to be at least at an intermediate stage of English acquisition. The decision as to the level of English required for the program depends on the length of training, the mode of instruction and supports, and the nature of job placements. The longer the training, the more a student's language proficiency can be improved. In planning, programs should begin with expectations on the job and work backwards.

CLUSTER VESL

In a program where a few LEP students are enrolled in a variety of training areas, it may not be economically possible to provide occupational specific VESL in each area of training. To meet the needs of students in this situation, a new model of VESL instruction has been developed called cluster VESL. This type of VESL teaches language competencies and vocabulary common to occupations within a given vocational cluster, i.e., business, health, home economics, agriculture, industry, and technical occupations. Two examples of this model are:

VESL for Industrial and Technical Training.

Designed for students preparing to enter industrial or technical training (Appendix E).

May I Help You? Learning How to Interact with the Public.

Designed to prepare employees in entry level service occupations.

Cluster VESL has also been used to help prepare students prior to entry into training. This form of cluster VESL is referred to as transitional VESL since it serves as a bridge between general language instruction and vocational training. Typically, transitional VESL takes the place of the intermediate level ESL course. One community college developed an entire branch of ESL for LEP students with vocational goals, beginning with the lowest proficiency levels. As the students master VESL, the content becomes more occupation specific.

	General Employment VESL	Cluster VESL	Occupation Specific VESL	Workplace VESL
Proficiency Level				
Beginning	x		x	x
Intermediate	x	x	x	x
Advanced	x	x	x	x
When Offered				
Prior to Training	x	x		
Concurrent to Training	x	x	x	
On the Job			x	x
Language Covered				
Job Seeking	x		x	
Job Keeping	x		x	x
Sub-Technical Terminology		x	x	x
Technical Terminology			x	x
Safety	x	x	x	x
Instructional		x	x	
Test Taking		x	x	

Resources:

Friedenberg, J.E. and Bradley, C.H. (1984). *the vocational ESL handbook*. Rowley, MA: Newbury Huse.

Smith, N.E. (1984). *Teaching job-related English as a second language*. Washington, DC: U.S. Dept. of Education.

Arizona Dept. of Education (1983). *VESL materials development*. Phoenix, AZ: Arizona Dept. of Education.

Fredenberg, J.E. & Bradley, C.H. (1984). *The vocational ESL handbook*. MA:Newbury House.

Jupp, T.C. & Hodlin, S. (1975). *Industrial English*. London: Heinemann Educational Books, Ltd.

Macdonald, R. (1982). *Improving techniques in teaching English for the job: A handbook*. Rosslyn, VA: InterAmerica Research Associates.

Savage, K.L., Ed. (1989). *VESL approaches* (3-part video series). San Francisco, CA. San Francisco State University.

Smith, N.E. (1984). *Teaching job-related English as a second language*. Washington, DC: U.S. Dept. of Education.

VIII. What Role Does Culture Play?

Culture plays a major role in determining how, when, where, and with whom communication will take place. Cultural values are also reflected in education - the content taught, the method of instruction, and the student-teacher interaction. Workplace behaviors and expectations are affected by cultural norms as well, not only by those of society but also those of a particular occupation.

The LEP vocational student is therefore, constantly bombarded with situations and values which are alien to his/her home culture. Adjusting to a new culture can be traumatic or at least confusing. Achievement of personal, educational, and work-related goals will depend on the quality of communication between cultures. When the LEP person understands the basic assumptions of a new culture, this understanding reduces the friction of cultural diversity. In order to help their students attain this understanding, teachers also must be aware of the student's cultural background. Some common cross-cultural areas in language, the classroom, and the world of work are highlighted in the following charts.

For most LEP students, the school plays a pivotal role in their cultural adjustment process. In many instances, the teacher and the classroom are the only link to the new, often fearful, outside world. The more a program's staff demonstrates respect for the student's culture, the more acceptance the LEP student will have of the U.S. culture. Educational programs have several options for creating cross cultural understanding.

- (1) **Staff Development-** teachers and program staff need to become sensitive and aware of potential misunderstandings and conflicts caused by language and cultural differences. Watching and listening to how your students interact, thinking before you make assumptions is probably the best way to develop cultural sensitivity. Inservice workshops, visits with ethnic community members, readings on specific cultures, or study in a foreign country are additionally very useful.
- (2) **Curriculum Adaptation-** the content and instructional mode should be multicultural. Sample adaptations include: displaying bilingual, multicultural signs or posters in class, discussing multicultural implications of lessons (i.e., child-rearing practices, healthcare remedies,

business letters) and using culturally sensitive teaching approaches.

- (3) **Cultural instruction-** cultural information and expectations should be formally taught. In the vocational ESL class, teachers use readings, role playing, micro-counseling techniques, dialogues, and cultural capsules or assimilators for discussions as means of teaching culture. Vocational teachers model employer behaviors and conduct their class as an employment situation. Field trips or visits by employers help with discussions and role-playing of job hunting. Bilingual counselors or job developers provide native language orientation on cross-cultural issues. In small group sessions, bilingual counselors or job developers provide native language orientation on cross cultural issues commonly confronted by the students.

The overriding role of a responsive program is one in which LEP students are not afraid to make mistakes, where they are encouraged and motivated to succeed regardless of cultural and linguistic differences.

Resources:

- Lopez-Valadez, J., and Reed, T.Q.T. (1990). *Building competencies for serving LEP vocational students: An inservice manual*. Des Plaines, IL: Northwest Educational Cooperative, Capacity Building for States Project.
- Project PRIDE (1984). *Cross-cultural communication in the workplace: A training handbook*. Des Plaines, IL: Northwest Educational Cooperative.
- Pfaffenberger, B. and Hemphill, D. (1988). *Merging cultural horizons in the workplace: A guide for cross-cultural career counseling in the classroom*. San Francisco, CA: San Francisco State University Foundation.
- Arizona Dept. of Education (1983). *VESL materials development*. Phoenix, AZ: Arizona Dept. of Education.
- Fredenberg, J.E. & Bradley, C.H. (1984). *The vocational ESL handbook*. Rowley, MA: Newbury House.
- Jupp, T.C. & Hodlin, S. (1975). *Industrial English*. London: Heinemann Educational Books, Ltd.
- Macdonald, R. (1982). *Improving techniques in teaching English for the job: A handbook*. Rosslyn, VA: InterAmerica Research Associates.
- Savage, K.L., Ed. (1989). *VESL approaches* (3-part video series). San Francisco, CA: San Francisco State University.
- Smith, N.E. (1984). *Teaching job-related English as a second language*. Washington, DC: U.S. Dept. of Education.

Culture and Language

AREAS OF CONFLICT	U.S. CULTURE	OTHER CULTURES
<ul style="list-style-type: none"> • Pronominal references 	<ul style="list-style-type: none"> • Limited number of pronouns in English; denotes informality and equality 	<ul style="list-style-type: none"> • In Spanish and other Romance languages, the informal and formal "you" reflects respect or deference for authority or elders. • Many Asian languages use innumerable references denoting age, sex, social, economic, and family hierarchies.
<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Well-developed specialized terminologies and jargon for advanced technology in every field. 	<ul style="list-style-type: none"> • Limited or no native language equivalents; extensive borrowing of English terminologies.
<ul style="list-style-type: none"> • Body language 	<ul style="list-style-type: none"> • Americans' need for personal privacy is evidenced by the 2-3 foot distance held between people speaking. 	<ul style="list-style-type: none"> • Arab cultures stand in very close proximity to converse ("close enough to feel the other person's breath").
<ul style="list-style-type: none"> • Language Style 	<ul style="list-style-type: none"> • Raising one's voice indicates anger. • Americans, particularly in the business world are very direct, coming to the point quickly. 	<ul style="list-style-type: none"> • The Chinese raise their voice for emphasis. • Japanese and Hispanics must first have a personal conversation before "getting to business." • For Asians, issues are approached indirectly.

Culture and Education

AREAS OF CONFLICT

• Concept of being well educated

• Teacher behavior/role

• Student behavior

• Desirable teaching and learning style

• Role of high school

U.S. CULTURE

• To become "book-learned", knowledgeable

• Friendly, casual

• Facilitator of knowledge

• Primarily a female profession

• Active involvement and participation

• Work independently

• Interactive and active group participation

• Learning by doing

• Complete general educational preparation

OTHER CULTURES

• To become well mannered knowing one's place (Hispanic)

• Formal, keeping a professional distance

• Fountain of knowledge

• Predominately a male occupation

• Reserved, refraining from active discourse (Asians)

• Demonstrative, loyal to teacher (Hispanic)

• Cooperative work, success of group (Hispanic)

• Lectures-one way presentation

• Learning by passive observation and rote memory

• Prepare for area of specialization and employment

Culture and the World of Work

AREAS OF CONFLICT	U.S. CULTURE	OTHER CULTURES
<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Time conscious <ul style="list-style-type: none"> -Punctuality -Calling ahead if late for appointment, work, etc. -Working within given time frame, work schedules -Time is money, a commodity 	<ul style="list-style-type: none"> • Flexible, can be stretched: "Latin time", "Asian time" • Time is fluid, not controlled; concepts of "wait" or "late" cannot be expressed in any American Indian language.
<ul style="list-style-type: none"> • Job-seeking 	<ul style="list-style-type: none"> • Impersonal (e.g. responding to classified ads) • Depends on the strength of the individual's education, work experience and achievement 	<ul style="list-style-type: none"> • Personal and family connections • Provided by government, based on political loyalty or rank (Communist countries)
<ul style="list-style-type: none"> • Job interviews 	<ul style="list-style-type: none"> • Stesses direct and aggressive communication, ability to market one's strengths and achievement 	<ul style="list-style-type: none"> • Passive, self-effacing, indicating a person's unworthiness for job (Asian)
<ul style="list-style-type: none"> • Resources 	<ul style="list-style-type: none"> • Best utilization of manpower; labor costs vs. resources 	<ul style="list-style-type: none"> • Best conservation of materials; labor cheap vs. scarce resources (Poland, Russia)
<ul style="list-style-type: none"> • Promotion 	<ul style="list-style-type: none"> • Officially based on performance and seniority 	<ul style="list-style-type: none"> • Based on connections and loyalties

IX. How Does One Improve Coordination?

The goal of vocational training programs serving LEP students is to prepare these individuals for meaningful employment. In successful programs, this is accomplished by integrating vocational ESL and occupational training components so that students can acquire the needed language along with occupational skills. Each aspect of the program has unique as well as shared responsibilities. The VESL instructor teaches language within an occupational context and in so doing reinforces vocational concepts and workplace cultural norms. Similarly, the vocational instructor provides language practice while teaching occupational skills.

Coordination assures that each staff member is working toward the same goal. By cooperating, each instructor also learns about the other's field, thereby facilitating his/her own job. For example, vocational teachers can help acquaint ESL staff with their occupational area and share training resources. Language teachers can familiarize vocational staff with second language techniques and assist with materials adaptation. Coordination between the ESL and the vocational staff is essential to establish a relevant curriculum and appropriate instruction for the LEP student.

Unfortunately, there are several organizational, attitudinal, and physical barriers which can hinder this coordination. Typically these components are funded by different sources, each having their own distinct priorities. The ESL and vocational programs usually have separate administrative structures which operate independently of other departments. Consequently, LEP students are faced with schedule conflicts where both ESL and vocational training are offered at the same time. Even worse, vocational training may be offered in the morning and ESL classes only at night, making it impossible for working persons to attend both. Additionally, the vocational and the ESL classes are often located in widely separated facilities. These physical barriers and the fact that most ESL staff are part-time, particularly at the adult/post secondary level, interfere with any potential staff interface. The resulting lack of shared information about programs or staff roles and responsibilities, leads to attitudes of indifference or even disdain with each side seeing the other as the cause of whatever problems the LEP student has.

However, these obstacles can be overcome by conscious attention to improving coordination between ESL and vocational departments.

Reduce Physical Barriers:

- Hold VESL and vocational classes in the same classroom or facility.
- Schedule VESL and vocational courses consecutively.
- House student records and progress reports in central location.

Integrate Instruction and Curriculum:

- Use the same texts, worksheets, visual aids, and tools across instructional areas.
- Team teach through special course, unit or weekly lesson (e.g. language lesson in vocational class, or vocational exploration in ESL class).
- Fund joint curriculum development or materials adaptation projects.
- Develop an Individual Education Plan for each student.
- Assign one person to coordinate all services for LEP students across disciplines.

Increase Cross Discipline Understanding:

- Have teachers observe each other's classes.
- Conduct joint inservices or meetings for cross training.
- Develop and disseminate an internal newsletter among departments.

Coordination can best be achieved when: 1) time has been specifically allocated for this function, 2) the departments have clear and shared goals for the LEP student, and 3) staff understands their own and each other's responsibilities vis-à-vis the LEP. Team building sessions which allow for expression of expectations and problem solving are helpful in this regard.

Resources:

Friedenberg, Joan (1988). *Preparing vocational educators to serve LEP students: An inservice package*. Columbus, OH: National Center for Research in Vocational Education. pp. 15-18.

Troike, Rudolph C. (1981). *Assessing successful strategies in bilingual vocational and training programs*. Washington, D.C.: U.S. Dept. of Education. pp. 123-124.

X. What Transition Services Do LEP Students Need

In a vocational context, transition refers to the movement of vocational students from secondary programs to further training, education, and/or employment. The path each student takes varies according to his/her individual needs and goals. Transition has gained in importance as vocational education is subjected to increased scrutiny and accountability. For vocational training, job attainment is considered a major indicator of effective programming, curricula, and support services. Thus, the ultimate goal of transition is sustained employment.

Transitioning is particularly difficult for LEP students, most of whom lack sufficient proficiency in employment related English and the necessary familiarity with educational and labor market opportunities to make informed career choices. The transition process for the LEP is also hampered by the lack of articulation between the secondary and post-secondary levels, and among vocational and ESL service providers. Appropriate placement is often restricted by the paucity of programs with support services for the LEP. Employers' attitudes toward foreign born persons and other LEP individuals, create additional barriers to successful placement. In many cases, an LEP person's capabilities are judged to be limited because of an accent or physical appearance. Therefore, a successful transition usually involves equipping the LEP student, creating linkages between service providers, and facilitating job placement through interaction with employers.

Strategies

• Adapt curriculum and instruction.

- Modify or supplement vocational instruction with bilingual supports (materials, aides, tutors).
- Develop vocational ESL courses (see Chapter VII).
- Incorporate cooperative learning techniques.
- Teach content-area reading skills.
- Infuse life-coping competencies into ESL courses.
- Offer bilingual classes or workshops on independent living skills.

• Present career counseling and career development via:

- Bilingual career awareness materials
- Bilingual counselors or interpreters
- In school shadowing of jobs and vocational classes
- Hands on career exploration modules
- Pre-employment ESL classes
- JTPA summer youth programs
- Peer and/or family counseling activities (i.e. retreats, support groups, workshops)
- Promotion of bilingual career opportunities through materials, role models, co-op education
- Field trips to post-secondary programs and employment sites

• Facilitate articulation with post-secondary agencies.

- Disseminate information on educational and training programs with LEP support services (JTPA, community colleges, community-based organizations, etc.).
- Develop coordination agreements with key agency contacts (special needs coordinator, ESL coordinator, bilingual counselor).
- Offer transition courses (eg. Vocational ESL for Industrial/Technical Training).
- Host orientation session on training and educational agencies in the community/area.
- Help students complete registration and financial aid forms.
- Invite former LEP students to speak about their transition experiences.
- Provide or arrange for bilingual facilitators to assist with registration process at post-secondary site.

• Provide job placement assistance.

- Identify employers who have or could use bilingual employees.
- Involve potential employers on vocational advisory committee(s).
- Disseminate program brochure to potential employers.
- Establish contacts with organizations providing job placement services.
- Teach a job club course for the LEP.
- Develop "try-out employment" opportunities with potential employers.
- Maintain an applicant and job bank service.

• **Create understanding of the LEP labor pool.**

- Provide employers with lists of students' vocational and language competencies attained in the program.
- Host an open house for employers to meet and observe students.
- Offer cross-cultural workshops for employers and supervisors.
- Conduct follow-up services with employers and LEP students to trouble-shoot linguistic or cultural misunderstandings.
- Disseminate information via mailers or news media on events in the ethnic communities.
- Conduct presentation to business and industry organizations on the "new" workforce.

The collaborative effort of vocational and ESL educators, employers, LEP students and their families is essential to addressing such issues as

which occupational areas are most appropriate for the LEP and what type and quantity of English is required for the training or employment desired. Additionally it provides a network for follow-up activities which are necessary to support sustained employment and to continuously refine the model of transition service delivery.

Resources:

Project Pride (1984). *Cross-cultural communication in the workplace: A training handbook*. Arlington Heights, IL: Northwest Educational Cooperative.

Katz, P.H. (1981). *Career counseling materials and techniques for use with Vietnamese*. San Jose, CA: San Jose Community College District.

Mrowicki, L. (1983). *Developing a job club curriculum*. Des Plaines, IL: Northwest Educational Cooperative.

Hess-Grabill, D., Lopez-Valadez, J. & Hathaway, V. (1991). *Planning for Student Success: Inservice Modules*. Normal, IL: Illinois state University.

XI. Are Special Instructional and Counseling Materials Available?

In American classrooms, it is customary for textbooks and handouts to compliment oral instruction. However, vocational materials written for native speakers can pose formidable barriers for the LEP reader. If the LEP student is barely literate in English or his/her native language, the task is nearly impossible. Even an intermediate ESL student will have difficulty with the specialized terminology and the often complex sentence structures. Additionally, the LEP student does not bring the same educational background or preparation to class. If the student comes from a non-technical society, he/she often lacks a cultural context to understand the information presented.

Fortunately, there are both commercially produced and teacher-developed resources that have been created or especially adapted for the LEP student. These materials may be written in the native language, both languages, or in a simplified or sheltered English. The latter can be used with any language group. Many adapted materials incorporate the following principles of writing and formatting to reduce the language load:

- clear organization of content with preview and review sections
- focused and abridged content without extraneous details
- informative visuals, headings, and highlighting
- consistent and repetitive use of key terminology
- simple sentence structures and verb tenses (active voice, subject-verb-object order)

Interestingly, materials that incorporate these features have been found to be extremely helpful with all special needs students not just the LEP. The checklist provided on page 27 can be used to evaluate current or new resources.

Special materials for teaching vocational ESL whether general employment or occupation specific, are also available as are bilingual resources for career exploration. Several bibliographies have been compiled which identify both instructional and professional reference resources for serving the LEP in vocational education. Among the most recent compilations are:

Bilingual Vocational Education Project (1990). *Bibliography of career, vocational and VESL materials for the LEP*. Macomb, IL: Curriculum Publications Clearinghouse, Western Illinois University.

Americas Corporation (1986). *Annotated catalog of bilingual vocational training materials*. Washington, D.C.: U.S. Department of Education, Office of Vocational and Adult Education.

Technical Assistance to Special Populations Program (1990). *Students with limited English proficiency: Selected resources for vocational preparation*. Macomb, IL: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University.

To access additional titles, one can contact a number of clearinghouses and agencies serving the LEP. (See Appendix N.) In Illinois, materials may be previewed or borrowed from:

The Center
1855 Mount Prospect Road
Des Plaines, IL 60018
(708) 803-3535

Illinois Vocational Curriculum Center
East Central Curriculum Coordination Center
Sangamon State University
Building E-22
Springfield, IL 62709
1-800-252-4822

To purchase LEP materials developed in Illinois, contact:

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, Illinois 61455
(800) 322-3905

Resources:

Arizona Dept. of Education (1983). *VESL materials development*. Phoenix, AZ: Arizona Dept. of Education.

Friedenberg, J.E., and Bradley, C.H. (1984). *Instructional materials for bilingual vocational education*. Orlando, FL: Harcourt Jovanovich, Inc.

Readability Checklist

Evaluate the readability of vocational texts by completing this form.
Circle your choice.

Does the text utilize:		Hardly Ever	Sometimes	Often	Consistently Ever
Sentence Structure	1. Short sentences?	1	2	3	4
	2. Limited number of multi-clause sentences?	1	2	3	4
	3. Simple verb tenses?	1	2	3	4
Vocabulary	4. Commonly used terminology?	1	2	3	4
	5. Consistently used terminology?	1	2	3	4
	6. Avoidance of slang/idioms?	1	2	3	4
	7. Definition of key terms?	1	2	3	4
Content/ Organization	8. Logical order of presentation?	1	2	3	4
	9. Examples/Applications of concepts?	1	2	3	4
	10. Preview & Review Sections?	1	2	3	4
Physical Appearance	11. Informative illustrations, charts, photos, etc.?	1	2	3	4
	12. Headings/subheadings?	1	2	3	4
	13. Highlighting?	1	2	3	4
	14. Clearly readable print?	1	2	3	4
	15. Enough open space on the page?	1	2	3	4

XII. Is There Funding for LEP Programs and Services?

The expenses a training program incurs serving the LEP vary according to the model selected. (See pp. 5-7.) Additional costs may arise for:

- * Vocational ESL instruction
- * Instructional support (bilingual aides or tutors)
- * Special materials for recruitment, assessment, VESL, vocational training, career counseling
- * Support services (targeted recruitment, special assessment, bilingual counseling, job development)
- * Staff development
- * Ancillary services (childcare, transportation, financial assistance)

To offer the services needed, a program must explore internal as well as external resources, including such examples as these:

1. *Redirection of existing resources within an institution*

In a high school, the bilingual education staff may cooperate with the vocational program to coordinate the services of bilingual aides and peer tutors, to translate or adapt materials, and to integrate vocational terminology in the ESL component.

In a community college, the adult ESL department may assist with assessment and offer special vocational ESL courses coordinated with the college vocational education classes. The work study program at the college can reserve slots for bilingual students to serve as tutors. Foreign language departments can assist with translations, and the department of early childhood education provide childcare services.

2. *Establishment of cooperative agreements among agencies*

Community colleges or area vocational centers can combine programs with a community-based agency which offers language training

and bilingual counseling. The services are integrated in content and offered at a single site.

A community college can offer vocational ESL, language assessment, and recruitment in conjunction with vocational training offered by a JTPA provider.

3. *Implementation of a cost-sharing strategy*

In areas with limited numbers of LEP students, several vocational programs can share the cost of a bilingual resource person or ESL teacher who visits the various attendance centers. Special materials are jointly purchased and loaned among programs. A single site is designated for vocational assessment and career counseling, providing services based on a per student fee.

4. *Funding sought through grantsmanship*

Programs can turn to various funding sources at the federal and state levels. (See Funding Charts.) Some funding is earmarked specifically for LEP persons, such as bilingual vocational training or Family English Literacy Training. However, programs should also explore more generic categories of financial support for LEP services. Typically the LEP will be eligible under other categories such as economically or academically disadvantaged, single parent, illiterate, ex-offender, potential dropout, etc. Given the limited resources available, programs should plan services using a multi source approach to funding.

Since funding categories and priorities are continuously changing, it is advisable to contact the state and federal agencies which have responsibility for training, education or social services to update funding information.

Funding Chart 1

FUNDING TITLE/PROGRAM	POPULATION TO BE SERVED	CONTACT
VOCATIONAL EDUCATION ACT:		
<ul style="list-style-type: none"> National Cooperative Demonstration 	Adults	<i>U.S. Dept. of Education, OVAE Division of National Programs 400 Maryland Ave. S.W. Washington D.C. 20202</i>
<ul style="list-style-type: none"> Bilingual Vocational Training 	LEP Adults	<i>U.S. Dept. of Education Bilingual Vocational Education Program Mary Switzer Bldg., Room 4090</i>
<ul style="list-style-type: none"> Bilingual Vocational Instructor Training 	Ed. & Adm. Per.	<i>330 C Street, S.W. Washington, D.C. 20202-1100</i>
<ul style="list-style-type: none"> Bilingual Vocational Material, Methods and Techniques 	Ed. & Adm. Per.	
<ul style="list-style-type: none"> Basic State Opportunities Grants 	Youth & Adults	<i>Illinois State Board of Ed. Department of Adult, Vocational, & Technical Education 100 North First Street Springfield, IL 62777-0001</i>
<ul style="list-style-type: none"> State Assistance for Vocational Education 	Youth & Adults	
<ul style="list-style-type: none"> Sex Equity 	Youth & Adults	
<ul style="list-style-type: none"> Support of Community Based Organizations. 	Youth & Adults	
EMPLOYMENT AND TRAINING:		
<ul style="list-style-type: none"> Workbased Occupational Training 	Employees	<i>U.S. Dept. of Labor Office of Workbased Training 200 Constitution Ave., N.W. Washington, D.C. 20218 Employment & Train. Admin.</i>
<ul style="list-style-type: none"> JTPA: National Reserve Grant 	Dislocated/ Displaced Workers	<i>U.S. Dept. of Labor Office of Worker Retraining and Adjustment Program (address same as above)</i>
<ul style="list-style-type: none"> Special Pilot and Demonstration 	Adults	<i>U.S. Dept. of Labor Office of Strategic Planning and Development (address same as above)</i>

Funding Chart 2

FUNDING TITLE / PROGRAM	POPULATION TO BE SERVED	CONTACT
JOBS TRAINING AND PARTNERSHIP ACT. (JTPA):		
<ul style="list-style-type: none"> • Dislocated Workers • Displaced Homemakers • Industrial Training Program • Community Services Block Grants 	Adults Adults Adults Youths & Adults	<i>Illinois Department of Commerce and Community Affairs (DCCA)</i> 100 W. Randolph St. Suite 3-400 Chicago, IL 60601 OR 620 East Adams 3rd Floor Springfield, IL 62701
<ul style="list-style-type: none"> • Summer Youth Program • Classroom Training • On the Job Training 	Youths Adults Adults	<i>Service Delivery Areas Local Private Industrial Councils</i> (contact DCCA for addresses)
JTPA SECTION 123, 8% SET ASIDE:		
<ul style="list-style-type: none"> • Early School Leavers • Work Experience Career Exploration (WECEP) • Innovation & Collaboration • Literacy Plus • Public Housing Initiative • Project Fresh Start • Illinois Pre-Employment Placement (IPREP) • Illinois Youth on Campus (IYOC) • Enhancing Employment Opportunities for Women • Work-based Learning • Special Initiative for Disabled • Public-Private Partnership 	Drop-Outs Youths Youth & Adults Youth & Adults Adults Youths Youths Youths Adults Youths Youths & Adults Youth & Adults	<i>Illinois State Board of Ed. Job Training Section</i> 100 North First Street Springfield, IL 62777 (Same) (Same)
STATE OF ILLINOIS GENERAL REVENUE		
<ul style="list-style-type: none"> • Employer Training Assistance Program • Individual Training Assistance Program 	New/Cur. Empl. Employed/ Unemployed Adults	<i>Prairie State 2000</i> 100 W. Randolph St. Suite 4-800 Chicago, IL 60601

Funding Chart 3

FUNDING TITLE / PROGRAM	POPULATION TO BE SERVED	CONTACT
Title VII, Bilingual Education:		
• Transitional Bilingual Education Program	Elementary/Secondary	U.S. Dept. of Education OBEMLA Division of State and Local Programs 400 Maryland Ave., S.W. Washington D.C. 20202
• Academic Excellence Program	Elementary/Secondary	(Same)
• Special Alternative Instructional Program	Elementary/Secondary	(Same)
• Family English Literacy Program	Adults/Out of School Youth/Parent & Family Members of LEP Students	U.S. Dept. of Education OBEMLA Division of National Programs 400 Maryland Ave., S.W. Washington D.C. 20202
• Special Populations Program	Elementary/Secondary Gifted & Talented/ Pre-School	(Same)
• Educational Personnel Training Program	Elementary/Secondary Educational Personnel	(Same)
• Training, Development and Improvement Program	Higher Education Programs	(Same)
• Short Term Training Program	Elementary/Secondary Educational Personnel	(Same)
Transitional Bilingual Education:		
	Elementary/Secondary	Illinois State Board of Education Bilingual Education Section 100 W. Randolph St. 14th Floor Chicago, IL 60601

Funding Chart 4

FUNDING TITLE / PROGRAM	POPULATION TO BE SERVED	CONTACT
ADULT EDUCATION ACT:		
<ul style="list-style-type: none"> • National Workplace Literacy 	Employed Adults	U.S. Dept. of Education
<ul style="list-style-type: none"> • National English Literacy Demonstration Program for LEPs 	LEP Adults	OVAE Division of National Programs or Division of Adult Education and Literacy Washington, D.C. 20202
<ul style="list-style-type: none"> • State Administered English Literacy 	Adults	Illinois State Board of Education
<ul style="list-style-type: none"> • Adult Education Grant 353 Special Projects 	Employed Adults	Adult Education and Literacy Section 100 N. First Street Springfield, IL 62777
IMMIGRATION ACT/STATE LEGISLATIVE IMPACT ASSISTANCE GRANT (SLIAG):		
<ul style="list-style-type: none"> • CIVICS / ESL / Citizenship 	Eligible Legalized Aliens	Illinois State Board of Education Adult Education and Literacy Section 100 N. First Street Springfield, IL 62777
SECRETARY OF STATE LITERACY PROGRAM:		
<ul style="list-style-type: none"> • Literacy Training 	Adults	Secretary of State
<ul style="list-style-type: none"> • Workplace Literacy 	Employed Adults	Literacy Office 431 South Fourth St. Springfield, IL 62701
WOMEN'S EDUCATION EQUITY ACT:		
<ul style="list-style-type: none"> • Education, employment, training and support services 	Adults	U.S. Dept. of Education Office of Adult and Vocational Education 400 Maryland Ave., S.W. Room 2049, FOB #6 Washington, D.C. 20202
JOB OPPORTUNITIES & BASIC SKILLS ACT AND PROJECT CHANCE:		
<ul style="list-style-type: none"> • Job Placement 	Adults/Welfare Recipients	Illinois Dept. of Public Aid Div. of Employment and Training Services 624 S. Michigan Ave. Chicago, IL 60605 And
<ul style="list-style-type: none"> • Life Skills 	Same	ISBE
<ul style="list-style-type: none"> • Basic Skills/Literacy 	Same	Adult Ed. and Literacy Sect.
<ul style="list-style-type: none"> • Special Projects 	Same	100 N. First Street Springfield, IL 62777

Implementation Checklist

Recruitment and Assessment

- Has the program taken any steps to **recruit** LEP students through outreach activities and special promotional materials? (See Chapter IV.)
- Has the program established a process for **identifying** and reporting students in vocational classes? (See Chapter II.)
- Has the program adapted an **assessment** process which is culturally and linguistically appropriate for the LEP? (See Chapter V.)
- Have **entrance criteria** been set to allow LEP student participation? (See Chapter V.)

Instructional Services

- Has **the curriculum** been modified or new courses developed to meet the needs of LEP students? (See Chapter III.)
- Is **bilingual assistance** (teacher, aide, tutor, materials) available to support vocational and related basic skills instruction? (See Chapter III.)
- Is **vocational ESL** instruction provided or coordinated with other service providers? (See Chapter VII.)
- Have instructional **materials** been acquired, adapted or developed which take into account the culture and language proficiency of the LEP student? (See Chapter X.)
- Does the **scheduling** of vocational classes accommodate supplemental instruction and LEP students' needs?

Counseling and Ancillary Services

- Have **career counseling** materials and activities been adapted linguistically and culturally? (See Chapter XI.)
- Does the program provide or make referral for **ancillary services** (childcare, transportation, financial aid, housing, etc.)?
- Does the program facilitate the LEP student's **transition** to further education, training, or employment? (See Chapter X.)

Management

- Do your local and regional **vocational plans** detail the services to be offered to vocational LEP students?
- Have **fiscal resources** been redirected, coordinated, or sought to support the special services for the LEP? (See Chapter XII.)
- Has **articulation** been established between vocational and other departments or agencies serving the LEP? (See Chapter IX.)
- Have bilingual and/or ESL **staff** been hired, reassigned, or teamed to accommodate the staffing needs of the program? (See Chapter III.)
- Has staff received **inservice training** for serving the LEP?
- Are **facilities** available on site for language and support services?
- Are vocational programs offered at **sites** readily accessible to or in the LEP community?

APPENDICES

APPENDIX A

Stages of Language Development

Student's Name _____
 Last First Date

Grade: _____

Teacher: _____

Based on observation, place an X on the box that best describes the learner's oral language and literacy development in English.

	I PREPARATORY	II EARLY	III EMERGENT	IV INTERMEDIATE	V AGE APPROPRIATE
ORAL LANGUAGE LISTENING AND SPEAKING	learner engages in active listening and observes language usage; demonstrates comprehension through nonverbal responses.	learner produces single words to represent concepts and attempts short phrases which appear as telegraphic speech.	learner communicates meaningfully in social and highly contextualized situations although the use of proper language forms is not consistent	learner exhibits proficiency in academic and more decontextualized situation but lacks vocabulary and mastery of form.	learner's listening comprehension and speech is indistinguishable from that of native English speaking peers.
LITERACY READING	learner recognizes environmental print and has sense of the reading process.	learner makes speech-print connections; begins to process text meaningfully	learner comprehends most material on familiar topics; expands reading repertoire to include various styles and selections of varying lengths	learner applies information gained to new situations; makes inferences	learner's reading comprehension is commensurate with that of native English speaking peers
WRITING	learner engages in symbolic production such as environmental print and drawings and reproduces some known words	learner uses invented spelling to produce single words and phrases	learner exhibits basic elements of writing such as focus, organization, and support but lacks variety in sentence structure and word choice	learner displays adequate facility with language in expository and narrative writing with occasional errors	learner's written expression is comparable to that of native English speaking peers

APPENDIX A.

Student Performance Levels — Abbreviated Version

I Functions minimally
if at all in English.

Can handle only
routine entry-level
jobs that do not re-
quire oral communica-
tion and in which all
tasks can be easily
demonstrated.

A native English speaker used to dealing with
limited English speakers can rarely com-
municate with a person at this level except
through gestures.

II Functions in a
very limited way
in situations
related to im-
mediate needs.

Can handle only
routine entry-level
jobs that do not re-
quire oral communica-
tion and in which all
tasks can be easily
demonstrated.

A native English speaker used to dealing with
limited English speakers will have great dif-
ficulty communicating with a person at this
level.

III Functions with
some difficulty in
situations related
to immediate
needs.

Can handle entry-level
jobs that involve only
the most basic oral
communication and
in which all tasks can
be demonstrated.

A native English speaker used to dealing with
limited English speakers will have great dif-
ficulty dealing with a person at this level.

IV Can satisfy basic
survival needs and
a few very routine
social demands.

Can handle entry-level
jobs that involve some
simple oral com-
munication but in
which tasks can also
be demonstrated.

A native English speaker used to dealing with
limited English speakers will have difficulty
communicating with a person at this level.

V Can satisfy basic
needs and some
limited social
demands.

Can handle jobs and
job training that in-
volve following simple
oral and very basic
written instructions
but in which all tasks
can also be
demonstrated.

A native English speaker used to dealing with
limited English speakers will have some dif-
ficulty communicating with a person at this
level.

APPENDIX A₂ (continued)

VI Can satisfy most survival needs and limited social demands.

Can handle jobs and job training that involve following simple oral and written instructions and diagrams.

A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics but with difficulty and some effort.

VII Can satisfy needs and routine work and social demands.

Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.

A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.

VIII Can participate effectively in social and familiar work situations.

A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.

IX Can participate fluently and accurately in practical, social, and work situations.

A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.

X Ability equal to that of a native English speaker of the same socio-economic level.

APPENDIX B.

Family Language Background Survey

Student's Name: _____
First Last

Complete the following information about the student and his/her parents.

	Mother	Father	Student
Native language	_____	_____	_____
Place of birth	_____	_____	_____
Years of residence in the U.S.	_____	_____	_____
Years of schooling completed	_____	_____	_____
Literate in native language (Yes or No)	_____	_____	_____

Does the family regularly read or listen to the native language via:
 (Check as many as appropriate.)

- Newspaper _____
- Magazines _____
- Books _____
- Radio _____
- TV _____

Sample: Adapt and translate to meet your district's unique needs.

Margot Gottlieb (1989) Illinois Resource Center

APPENDIX B.

Screening for Language Minority Students: A Sample Home Language Survey

Student's Name _____
Last First

ID Number _____

School _____

Grade _____

Teacher _____

Date _____

Circle the appropriate answer to each question.

- | | | |
|--|----------------|-------------------------------|
| 1. Does anyone in your home speak a language other than English? | Yes | No |
| 2. Do you understand a language other than English? | Yes | No |
| 3. Do you speak a language other than English? | Yes | No |
| 4. Which language do you use most often when you speak to your parents? | English | Other
Specify _____ |
| 5. Which language do you use most often when you speak to your brothers and sisters? | English | Other
Specify _____ |
| 6. Which language do you use most often when you speak to your friends? | English | Other
Specify _____ |
| 7. Can you read in a language other than English? | No | Yes
Specify _____ |

A language minority student is the one who answers yes to question 1 or 2.

Once identified, this student needs to be further assessed to determine appropriate educational placement.

SAMPLE: Adapt to meet your district's unique needs.

Margot Gottlieb (1989) Illinois Resource Center

APPENDIX C

Resource Agencies

Illinois Department of Public Aid Refugee and Naturalization Section

527 South Wells
Chicago, IL 60607
(312) 793-7120
Manager: Edwin Silverman

Illinois ESL/AE Service Center

1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535
Director: Dennis Terdy

Illinois Resource Center

1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535
Director: Ronald Perlman

Illinois State Board of Education Department of Transitional Bilingual Education

100 West Randolph Street - 14th Floor
Chicago, IL 60601
(312) 814-3850
Manager: Maria Medina Seidner

Illinois State Board of Education Department of Adult Education & Literacy Section

100 North First Street
Springfield, IL 62777
(217) 782-3370
Manager: Noreen Lopez

InterAmerica Research Associates Midwest Bilingual Education Multifunction Resource Center

2360 East Devon Avenue - Suite #3011
Des Plaines, IL 60018
(708) 296-6070
Director: Minerva Coyne

APPENDIX D
Bilingual Vocational Program
Student Referral Form

STUDENT'S NAME _____
DIVISION _____
VOCATIONAL EDUCATION COURSE _____
TEACHER _____

REASON FOR REFERRAL
CHECK APPROPRIATE BOX BELOW

- Student understands little to no instruction in English.
- Student understands instructions but cannot respond to questions in English.
- Student has difficulty with concepts of the lessons due to language interference.
- Student has difficulty with basic reading materials of the course.
- Student has difficulty with the terminology of the subject matter.
- Student is hesitant to participate in class activities due to language interference.

Other: _____

PLEASE CIRCLE ONE OF THE FOLLOWING:

Level 1: The individual does not speak, understand, or write English but may know a few words or expressions.

Level 2: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

Level 3: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

Level 4: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

From: Project ACCESS • Juarez High School • Chicago, IL

APPENDIX E

The VITT Curriculum: Vocational ESL For Industrial and Technical Training

OVERVIEW:

The Bilingual Vocational Education Project has developed a curriculum intended for ESL (English as a Second Language) students wishing to mainstream into vocational education programs. The curriculum focuses on the skill areas most critical for students making the transition from traditional ESL courses to *technical vocational courses* where English is the language of instruction. A full set of instructional materials adequate for approximately 64 hours of classroom teaching have been developed. A teacher's guide accompanies the materials.

PROGRAM OBJECTIVE:

To provide students with English language skills to successfully participate in training in the construction, manufacturing, mechanical, electronics, or graphic communications occupational areas.

STUDENTS:

ESL students with basic math skills and high beginning to intermediate English proficiency. The materials are appropriate for either secondary or post-secondary students.

CURRICULUM FOCUS:

Eight units organized around rhetorical patterns typically found in technical lectures or readings, such as classification and definition, process description, sequential instructions, etc.

Curriculum stresses:

- Listening comprehension - "mini-lectures", outlining, note taking.
- Reading comprehension - including graphs, charts, and diagrams.
- Vocabulary and grammar - generic technical vocabulary and grammatical patterns stressed in technical readings, such as passive constructions, imperative forms.
- Study and test-taking skills.

STAFFING:

The materials should be used by a qualified ESL instructor. In-depth knowledge of technical vocabulary or concepts is *not* a prerequisite for teaching.

AVAILABILITY:

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, Illinois 61455
(800) 322-3905 (Toll free in Illinois)
(309) 298-1917 (From outside Illinois)

ADDITIONAL INFORMATION:

Jeanne Lopez-Valadez
Bilingual Vocational Education Project
(708) 516-4845

APPENDIX E₂ (continued)

Unit Overview

UNIT	RHETORICAL FUNCTION	LANGUAGE FORMS	LANGUAGE AND STUDY SKILLS	TOPICS
1	Definition and Classifications	Present tense/statements and questions Word forms "There is/are" Adverbs of sequence Modal "must"	Defining Classifying Outlining Reading graphs and charts Taking multiple choice tests	Technical occupations Vocational training
2	Physical and Spatial Descriptions	Descriptive adjectives Prepositions of location Ordinal numbers	Describing physical characteristics Taking lecture notes Expressing numbers orally Using symbols and abbreviations Reading conversion tables Following instructions to make diagrams	Geometric shapes Dimensions Measuring
3	Functional Descriptions	Infinitives and gerunds: "used to," "used for" Passive verb constructions Modals + passives	Describing functions Taking lecture notes Referring to diagrams Reading instructions Taking short answer tests	Shop tools, fasteners and instruments
4	Process Descriptions	Passive verbs Adverbs of sequence Adverbial clauses Simple past and present tenses Comparative expressions	Discussing mechanical processes Reconstructing steps in processes Reading diagrams and flow charts Outlining Taking fill-in the blank tests	Force and work Basic machines Mechanical processes

APPENDIX E (continued)

Unit	Rhetorical Function	Language Forms	Language and Study Skills	Topics
5	Definitions, Examples, and Classifications	Passive verbs Conditionals Relative Pronouns Math word problems	Defining Classifying Outlining Giving examples Reading tables Taking true/false tests	Matter and energy Materials
6	Comparative Descriptions	Descriptive adjectives Comparative adjectives Prepositions of location Passive verbs Adverbial clauses	Comparing and contrasting Notetaking Referring to indexes Reading diagrams Taking multiple choice tests	Electricity Electronics
7	Non-sequential Instructions	Imperatives Adverbs of frequency Modals Modals + passives Conditionals	Giving warnings and precautions Reporting on conditions Reading signs and labels Reading instructions Taking true/false tests	Warnings Safety precautions
8	Sequential Instructions	Imperatives Adverbs of sequence Gerunds Deletion of definite articles	Describing steps in a procedure Asking for instructions Reporting on work done or in progress Recognizing formal versus informal vocabulary Taking open-book, short answer tests	Assembly, repair and maintenance procedures

APPENDIX F

Typing for the LEP

The Typewriter

Language Objectives

- The students will know the names of the parts of the typewriter.
- The students will know the names of all letters, numbers, and symbols on the keyboard.
- The students will know essential vocabulary associated with typing.

Technical Objectives

- The students will know correct posture for typing.
- The students will know correct hand and finger position, stroking technique, and rhythm.
- The students will be able to control the keyboard—letters, numbers, symbols and special service keys, by touch.
- The students will understand the functions of, and be able to manipulate, the special service keys—space bar, backspace key, return key, shift key and shift lock, margin release key, and index key.
- The students will be able to type 25 words per minute.
- The students will know how to insert typing paper and straighten it. (Operate the paper release lever.)
- The students will know how to set margins for different space lines.
- The students will know how to set and clear tabs.
- The students will know how to set the machine for single, double, and triple spacing. (Operate the line-space regulator.)
- The students will know how to center horizontally and vertically.
- The students will know how to arrange and center a table.
- The students will know how to correct errors.
- The students will know how to reinsert paper and align words. (Operate the variable line spacer and stencil.)
- The students will be able to proofread and find their own errors.

Letters

- The students will know the correct form for three kinds of business letters—block, modified block, and modified block with open punctuation.

Grammar

- Students will review the grammar listed below:

Verbs

“to be”—present and past
present simple
present continuous
past simple—regular and irregular
future with “will”
future with “going to”

Nouns

singular vs. plural
count vs. noncount
irregular plurals
a vs. an

Adjectives

comparative
superlative

Punctuation

The students will know the basic rules related to the correct use of:

- Capitals
- The period
- The question mark
- The exclamation point
- The comma
- Personal and business letter punctuation

APPENDIX G.

BVT in Heating, Refrigeration & Air Conditioning for LEP Adults

Project BEST (Building Energy Systems Technology) is a bilingual vocational training program funded by a federal grant from the Office of Bilingual Vocational Education, U.S. Department of Education. The program began in March, 1986 at Oakton Community College at the Des Plaines, Illinois campus. Training is tuition-free, and is offered through MONNACEP, Oakton College's adult continuing education program. In Project BEST, limited English proficient (LEP) students learn the basics of heating, refrigeration and air conditioning. The ultimate goal of training is to enable graduates to obtain entry level jobs in this vocational field. In addition to practical hands-on training, students receive intensive job-specific English as a Second Language instruction. The program also offers support services such as bilingual tutoring, personal counseling and help in both finding and retaining a job. This type of comprehensive approach to vocational education for the limited English proficient individual is based on a model termed bilingual vocational training, or simply "BVT."

The vocational component of BVT programs normally emphasizes hands-on, competency based training as opposed to extensive lecture or theory. In Project BEST a lab manual with step-by-step procedures serves as framework for instruction. Traditionally, most bilingual vocational programs have delivered the vocational content in the student's native language. In our program, however, the vocational content is initially presented in English. This approach has worked well for us, and allows more than one language group to participate in the vocational lab at one time. (Since the program began, each of three training cycles have served speakers of Spanish and Polish.) Although students must thus possess fundamental English skills in order to enter the program, the students of each language group have a bilingual tutor who is present in the lab at all times to reinforce and elaborate on the vocational content in the native language. Given a hands-on, visually oriented teaching style in conjunction with native language tutoring, limited English proficiency is not a substantial barrier to the vocational training.

D. Project BEST Program Specifications

Training Site: Heating Refrigeration, and Air Conditioning Vocational Lab at Oakton Community College, Des Plaines, IL. The vocational lab encompasses app. 3000 sq. ft. and houses all tools, supplies and equipment necessary for coursework in the college's degree programs. Commercial and mock-up trainers are used for hands-on practice in electricity, refrigeration and heating. Space permitting, students are encouraged to bring in their own refrigeration and air conditioning units for further practice.

Number of trainees in each cycle: 20

Languages: Spanish and Polish

Staff: 1 Project Coordinator, Full-time
1 Vocational English as a Second Language (VESL) Instructor, Part-time
1 Vocational Instructor, Part-time
2 Bilingual Tutors (1 Spanish, 1 Polish), Part-time
1 Job Developer, Part-time
1 Counselor, Part-time
1 Clerical Assistant, Part-time

Training Schedule: 15-week cycle, 5 days per week.
M-F, 9:00 a.m.-3:00 p.m.

Class Schedule: 9:00-11:30 VESL Class
11:30-12:00 Lunch
12:00-3:00 Vocational Lab

Source:

Oakton Community College/MONNACEP (1987). *Project BEST program and curriculum overview*. Des Plaines, IL. Oakton Community College/MONNACEP.

APPENDIX G.

A Secondary BVT Model

A new program at Miami Jackson Senior High in Florida takes a more integrated approach to service delivery. The Bilingual Vocational Instructional Program (BVIP) is a joint project of the departments of Dropout Prevention, Bilingual Education, and Vocational Education for the Dade County Public Schools. Its goal is to reduce the dropout rate for LEP students by enabling them to achieve success in school and providing the necessary support services to meet their non-academic needs. It is hoped that LEP students will increase their earning potential, build a positive attitude, and improve their English proficiency.

The previously described model uses a mainstream, transitional approach to vocational training for LEP students. Another program, an enrichment model, uses many of the same intervention strategies but seeks to prepare students both linguistically and vocationally for occupations in which bilingualism is an asset. One such program is the bilingual secretarial program offered by the Essex County Vocational Technical Schools in Newark, New Jersey. The North 13th Street Center, where the program is located, is an open admissions vocational school which recruits its students from the area's feeder schools. Special efforts are made to attract LEP students, including announcements on Spanish radio stations, letters to counselors, and slide presentations to eighth graders. LEP students can choose from a wide range of vocational programs. Spanish speakers can also select one of the bilingual programs—bilingual secretarial or bilingual cosmetology.

LEP students send their applications to the Bilingual/ESL Program Coordinator who oversees services for this population. Students who have applied to a regular program but may be LEP as determined by screening of applications, interview, and/or testing are referred internally to the bilingual counselor. The district places tremendous emphasis on proper identification and placement of the LEP student and equal emphasis on their appropriate exit and transition from the program. The program is designed to ensure that LEP students obtain proficiency in English as quickly as possible so that they can participate effectively in the regular educational program (Essex County Vocational Technical Schools, no date). Parental involve-

ment in this process is also highly valued. Parents are notified of the process, involved in the intake and assessment interview, and invited to a special orientation session for LEP students and parents and parent conferences to give input into their child's Individual Student Improvement Plan (ISIP).

The design of the bilingual secretarial program is comprehensive, allowing students to pursue a four-year vocational and academic sequence that enables them to graduate and acquire employability skills. It provides bilingually taught vocational skills training, structured English language instruction, bilingual support services for the content areas, job development and job placement, and follow-up services. The bilingual secretarial instructors integrate the teaching of Spanish into the vocational course. Stenography in Spanish and bilingual business correspondence classes are also offered.

The beginning vocational courses are special LEP sections; more advanced courses are mainstream classes. If a bilingual vocational teacher is unavailable, bilingual aides assist in class. Bilingual resource teachers help by creating materials or tutoring.

Students, grouped by English proficiency level, receive daily ESL instruction. The classes are a combination of general purpose ESL and vocational ESL (VESL), which teaches the language content and skills to survive in a vocational classroom and on the job. Since students from various vocational areas are in the same class, the approach is not occupational specific VESL.

Source:

Lopez-Valdez, J. (1989). *Training limited English proficient students for the workplace: Trends in vocational education.* *New Focus*, Vol. 11, pp. 5-6. Silver Springs, MD: National Clearinghouse for Bilingual Education.

APPENDIX H. Ethnic Radio Stations

CHICAGO

Spanish Language	WCRW - AM	312-327-6860
	WEDC - AM	312-631-0700
	WIND - AM	312-751-5560
	WOJO - FM	312-649-0105
	WSBC - AM	312-777-1700

Other Ethnic	WCEV - AM	312-282-7600
	WEDC - AM	312-631-0700
	WSBC - AM	312-777-1700
	WSSY - AM	312-489-3350

SUBURBAN

Spanish Language	WONX - AM	708-475-1590	Evanston
	WTAQ - AM	708-352-1300	La Grange
Other Ethnic	WEEF - AM	708-831-5640	Highland Park
	WONX - AM	708-475-1590	Evanston
	WPNA - AM	708-848-8990	Oak Park
	WVVX - FM	708-831-5250	Highland Park

WEST

Spanish Language	WSDR - AM	815-625-3400	Sterling
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APPENDIX H.

Ethnic Newspapers

CZECH

AMERICAN SOKOL

The American Sokol Organization
6424 W. Cermak Road
Berwyn, IL 60402
(708) 795-6671

C.S.A. FRATERNAL LIVE

Czechoslovak Society of America
P.O. Box 249
Berwyn, IL 60402-0249
(708) 795-5800

CZECHOSLOVAK DAILY HERALD (DENNI HLASATEL)

6426 W. Cermak
Berwyn, IL 60402
(708) 749-1891

HLAS NARODA

(THE VOICE OF THE NATION)
Czech and English
Czech American Heritage Center
(Velehrad, Inc.)
2657-59 S. Lawndale
Chicago, IL 60623
(312) 762-2044

DANISH

DANISH PIONEER (Danish & English)

1582 Glen Lake Road
Hoffman Estates, IL 60195
(312) 822-2552

GERMAN

ABENDPOST AND SONNTAGPOST UND MILWAUKEE

DEUTSCHE ZEITUNG (in German)
55 E. Jackson Blvd. #1820
Chicago, Illinois 60604
(800) 228-0089

AMERIKA WOCHTE (in German)

4732 N. Lincoln Avenue
Chicago, Illinois 60625
(312) 275-5054

ENTRACHT

(in German)
9456 N. Lawler Avenue
Skokie, Illinois 60077
(708) 677-9456

GREEK

GREEK PRESS

(in Greek and English)
P.O. Box 99
Wood Dale, Illinois 60191
(708) 766-2955

GREEK STAR

4710 N. Lincoln Avenue
Chicago, Illinois 60625
(312) 878-7331

INDIAN

INDIA TRIBUNE PUBLICATIONS

(in English)
2702 West Peterson Avenue
Chicago, Illinois 60659
(312) 465-5666

ITALIAN

FRA NOI ITALIAN AMERICAN NEWSPAPER

480 North Wolf Road
Northlake, Illinois 60164
(708) 562-2575

KOREAN

JOONG ANG DAILY NEWS (in Korean)

3359 West Irving Park
Chicago, Illinois 60618
(312) 583-2770

LITHUANIAN

DRAUGAS (FRIEND)

Lithuanian Catholic Press Society, Inc.
4545 West 63rd Street
Chicago, Illinois 60629
(312) 585-9500

SANDARA

(in Lithuanian with English Section)
P.O. Box 241
Addison, Illinois 60101
(312) 543-8198

VILNIS (in Lithuanian)

3116 South Halsted Street
Chicago, Illinois 60608
(312) 842-7325

MULTI-ETHNIC

HERITAGE

55 E. Jackson Blvd.-Suite 1880
Chicago, Illinois 60604
(312) 663-5400

APPENDIX H₂ (continued)

Ethnic Newspapers

POLISH

DZIENNIK ZWIĄZKOWY ZGODA
(Polish and English)
6100 N. Cicero Avenue
Chicago, IL 60646
(312) 286-0141

PHILIPPINE

PHILIPPINE NEWS
Nationwide Filipino-American Newspaper
5875 North Lincoln - Suite 248
Chicago, Illinois 60659
(312) 334-1211

SERBIAN

SERBIAN WEEKLY SLOBODA (in Serbian)
3950 West North Avenue
Chicago, Illinois 60647
(312) 775-7772

SLAVENIAN

PROVESTA (in Slovene and English)
166 Shore Drive
Burr Ridge, IL 60521
(708) 887-7660

VOICE OF YOUTH (in Slovene and English)
Slovene National Benefit Society
166 Shore Drive
Chicago, IL 60521
(708) 887-7660

SPANISH

EL HERALDO (in Spanish)
3734 W. 26th Street
Chicago, Illinois 60623
(312) 521-8300

EL MAÑANA DAILY NEWS (Spanish)
2700 South Harding Avenue
Chicago, Illinois 60623
(312) 521-9137

EL PUERTORRIQUEÑO NEWSPAPER
(in Spanish and English)
2748 North Kimball
Chicago, Illinois 60647
(312) 486-1259

LA RAZA (In Spanish)
3909 North Ashland Avenue
Chicago, Illinois 60613-2507
(312) 525-9400

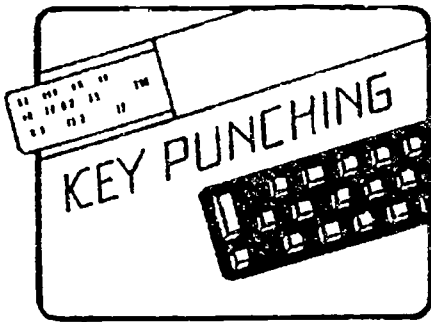
NORTHWEST EXTRA (Spanish/English)
LOGAN SQUARE EXTRA (Spanish/English)
WICKER PARK/WEST TOWN EXTRA
(Spanish/English)
3918 West North Avenue
Chicago, Illinois 60647
(312) 252-3534

UKRAINIAN

NEW STAR UKRAINIAN CATHOLIC WEEKLY
(in Ukrainian and English)
St. Nicholas Diocese
2208 West Chicago Avenue
Chicago, Illinois 60647
(312) 772-1919

APPENDIX 1

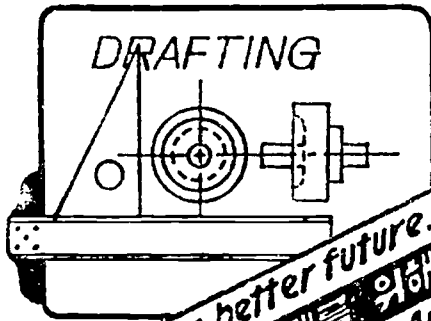
Recruitment Brochures



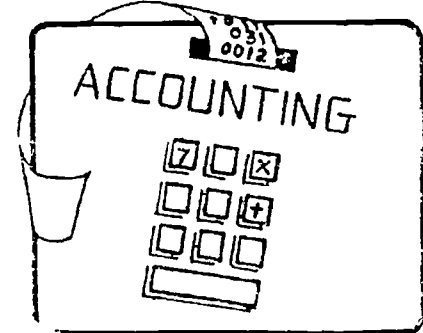
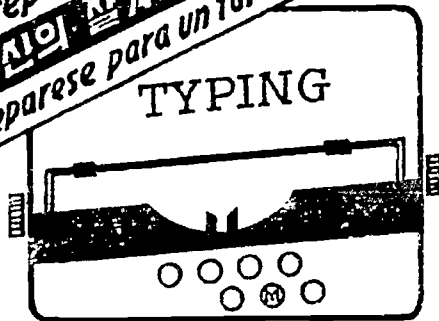
PROJECT
MAINSTREAM

기술교육기

PROYE
MAINSTR



Prepare for a better future. Learn a job skill.
 당신의 미래를 위해 기술을 배우세요.
Preparese para un futuro mejor. Aprenda una habilidad.



DO YOU SPEAK
ESPAÑOL or po polsku
as your native language?

OAKTON COMMUNITY
COLLEGE/MONNACEP
presenta/przedstawia/presents

• Un Programa Bilingüe de Entrenamiento
Vocacional en CALEFACCIÓN/AIRE
ACONDICIONADO

• zawodowy dwu-jezyczny szkoleniowy
program w
HEATING/AIR CONDITIONING.

• Bilingual Vocational Training Program In
HEATING/AIR CONDITIONING

Regis

378-1

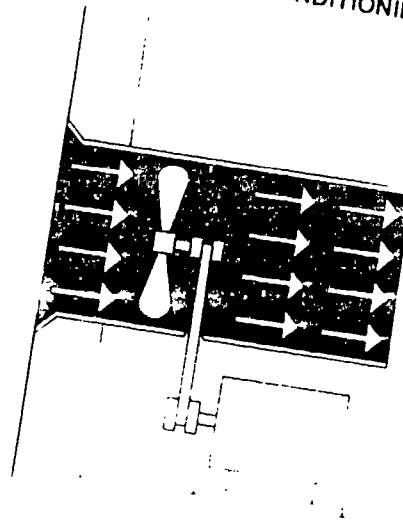
F

Tri

One

114'

Chic



BEST Program
Building Energy Systems Technology
(312) 635-1884

APPENDIX J.

Language Proficiency Rating Scale

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and

survival areas (time, food, family, etc.)

3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

LANGUAGE PROFICIENCY RATING SHEET

Name: _____

Date: _____

Interviewer: _____

District: _____

Accent	1	2	3	4	5	6
Grammar	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Fluency	1	2	3	4	5	6
Comprehension	1	2	3	4	5	6

Total Weighted Score _____

Oral Proficiency Level _____

Comments

Sample Interview Questions

Instructions:

1. What's your full name?
2. Where are you from?
3. Where do you live now?
4. Do you have transportation?
5. Have you had any vocational training?
6. How long have you lived in this area?
7. How did you hear about our program?
8. What jobs have you had in the United States?
9. How much education have you had?
10. What kind of job would you like to have?

Use Oral Language Proficiency Rating Sheet for scoring.

Adapt for use in your program.

APPENDIX J.

Criteria for Evaluating Writing Sample

AREA	CRITERIA	COMMENTS
ORGANIZATION	<p>EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive</p> <p>GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicate • no organization • OR not enough to evaluate</p>	
VOCABULARY	<p>EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p> <p>FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate</p>	
LANGUAGE USE	<p>EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</p> <p>FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured</p> <p>VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate</p>	
MECHANICS	<p>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured</p> <p>VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate</p>	

APPENDIX K

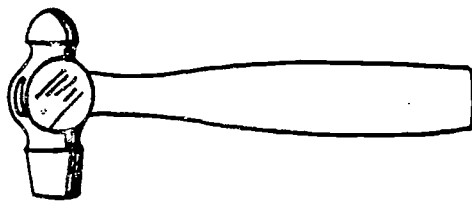
Excerpts from a Technical English Test

Introduction: What is a Machinist?

Everyone wants _____ good job. The United States _____ many factories and industries. Many people work _____ factories and industries. To _____ good jobs in factories, people need technical skills and experience. A person _____ get technical skills and experience in vocational training programs, on the job, and in classes. Everyone depends on machines for transportation, food, homes, employment and much _____. The factories and industries _____ these machines. There _____ many different kinds _____ jobs in factories and industries. Machinists are _____ important group of _____ in factories and industries. Machinists _____ machines to make the parts for other machines. Machinists make _____ at very accurate sizes. Accurate sizes of parts permit mass production. Mass production produces many good quality materials at _____ low price.

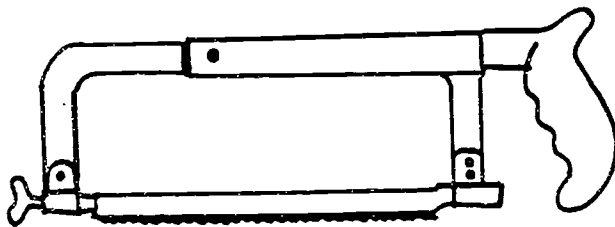
Machine Tool Fundamentals
Technical English Test
Waubonsee Community College
Sugar Grove, IL

APPENDIX K, (continued)



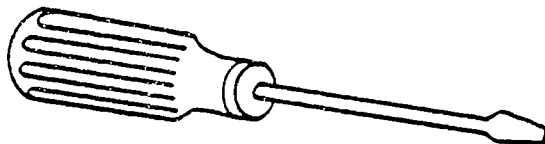
___ 1.

- A. a saw
- B. a screwdriver
- C. a wrench
- D. a hammer



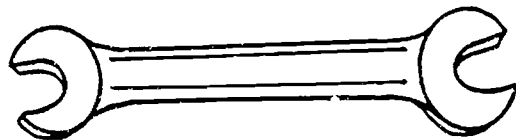
___ 2.

- A. a saw
- B. a screwdriver
- C. a wrench
- D. a hammer



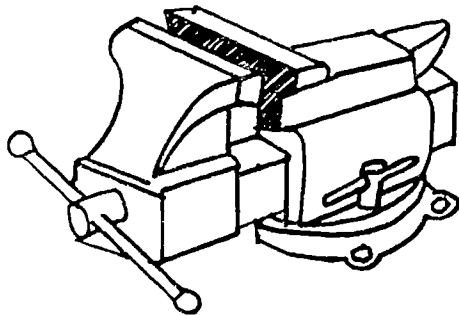
___ 3.

- A. a saw
- B. a screwdriver
- C. a wrench
- D. a drill



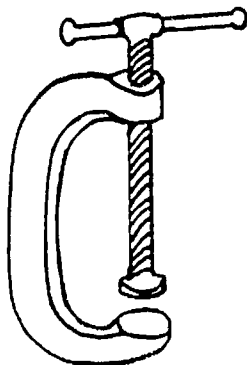
___ 4.

- A. a chisel
- B. a screwdriver
- C. a wrench
- D. a hammer



___ 5.

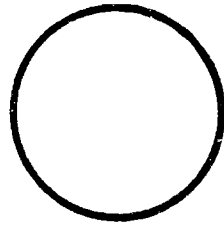
- A. a micrometer
- B. a drill
- C. a screwdriver
- D. a vise



___ 6.

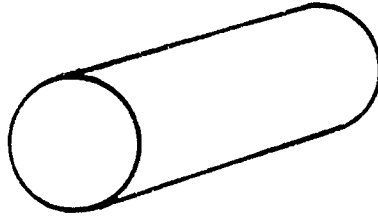
- A. a clamp
- B. a vise
- C. a wrench
- D. a drill

APPENDIX K (continued)



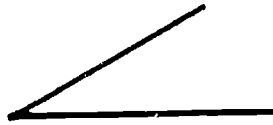
___ 29.

- A. an angle
- B. a square
- C. a cylinder
- D. a circle



___ 30.

- A. an angle
- B. a rectangle
- C. a cylinder
- D. a circle



___ 31.

- A. an angle
- B. a square
- C. a rectangle
- D. a triangle



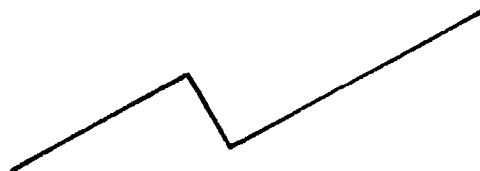
___ 32.

- A. a curved line
- B. a horizontal line
- C. a bent line
- D. a vertical line



___ 33.

- A. a straight line
- B. a curved line
- C. a parallel line
- D. a bent line



___ 34.

- A. a vertical line
- B. a horizontal line
- C. a curved line
- D. a bent line

APPENDIX L

NAME _____

SESSION _____

VESL COMPETENCY CHECKLIST: DATA ENTRY

Rating Scale:

- 4- **Skilled** - uses English appropriately without prompting or assistance; is easily understood - almost always uses correct grammar, spelling, and pronunciation.
- 3- **Moderately skilled** - uses English appropriately, but may require occasional prompting or assistance; usually easy to understand - good control of grammar, spelling, and pronunciation.
- 2- **Acceptable skill** - uses English in a generally appropriate manner; requires some prompting or assistance; can be understood, but may take some effort - mistakes in grammar, spelling, and pronunciation do not usually inhibit ability to be understood; mistakes may be numerous.
- 1- **Limited skill** - has difficulty using English appropriately; often requires prompting or assistance; often difficult to understand - does not control grammar, spelling, or pronunciation; mistakes inhibit ability to be understood.
- 0- **No skill/experience in this area** - cannot use English appropriately; does not respond to prompting or assistance; extremely difficult or impossible to understand - pronunciation may be almost incomprehensible. Use this rating when student has not attended corresponding classes and has not made up work.

Source:
Arizona BVT, Maricopa Technical Community college
Quick Service Mechanic Program VESL Curriculum
Prepared by: Gail F. Shay and Denise Parker

DATA ENTRY VESL COMPETENCIES

Task Performance

State abbreviations for states and business terms.

Alphabetize words and persons' names.

Name and comprehend office materials, equipment and keyboard.

Define data entry terms.

Describe function of keyboard keys and computer peripherals.

Follow and give multi-step instructions.

Report on progress or completion of work.

State problem and request assistance.

Express understanding or lack of understanding.

Respond to positive and negative feedback.

Safety

Report unsafe conditions or equipment malfunction.

Warn a co-worker of unsafe condition.

Telephoning

Answer and terminate an office call.

Take and write a phone message.

Report a message.

Transfer a call.

Job Seeking and Keeping

Request information about a job opening.

Read employment/classified ads.

Write an application letter.

Complete a job application form.

Respond to interview questions.

Describe job skills and education/training for job.

Report tardiness or absence.

4	3	2	1	0

Adapted from: Arizona BVT, Maricopa Technical Community College

APPENDIX M

Sources of Sample Assessment Instruments

APTICOM

Vocational Research Institute
2100 Arch Street, 6th Floor
Philadelphia, PA 19103
(800) 874-5387

Assessment of Basic Vocation - related Skills

Community College and Occupational Education
System

Basic English Skills Test (BEST)

Center for Applied Linguistics
1118 22nd Street NW
Washington D.C. 20032
(202) 429-9551

Basic Inventory of Natural Language (K-12) Checkpoint Systems

1558 N. Waterman, Suite C
San Bernadino, CA 92404

Bilingual Vocational Oral Proficiency Test (BVOPT)

Melton Peninsula, Inc.
161 Pittsburgh
Dallas, TX 75207
(214) 748-0564

Brigance: Comprehensive Inventory of Basic Skills

Curriculum Associates, Inc.
5 E quire Road
North Billerica, MA 01862-2589

Choice Work Sample

Career Research Corporation
65 W. Gordon Avenue
Salt Lake City, UT 84107
(800) 562-7267

Kuder Occupational Interest Survey

Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606
(312) 984-7000

Pictorial Inventory of Careers Vocational

Talent Assessment, Inc.
P.O. Box 5987
Jacksonville, FL 33247-5087
(800) 634-1472

VALPAR Component Work Sample System

Valpar International, Inc.
P.O. Box 5767
Tucson, AZ 85703-5767
(800) 528-7070

Wide Range Interest and Opinion Test (WRIOT)

Jastuk Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806
(302)652-4990

The Woodstock Language Proficiency Battery (Age 3 - Adult)

DLM Inc.
200 E. Bethany
Allen, TX 75002
(214) 727-3346

World of Work Inventory

Riverside Publishing Company
8420 W. Bryn Mawr Avenue
Chicago, IL 60631
(312) 639-0040

APPENDIX N

Information and Materials Clearinghouses

Center on Education and Training for Employment

(Formerly the National Center for Research in Vocational Education)

Ohio State University

1900 Kenny Road

Columbus, OH 43210

(800) 845-4815

East Central Curriculum Network

Illinois Vocational Curriculum Center

Sangamon State University

Building E-22

Springfield, IL 62708

(217) 786-6395

Eric Clearinghouse on Adult, Career, and Vocational Education

The Ohio State University

1900 Kenny Road

Columbus, OH 43210

(800) 848-4815

Eric Clearinghouse on Language and Linguistics

Center for Applied Linguistics

1118 22nd Street N.W.

Washington, D.C. 20037

(202) 429-9292

Intercultural Development Research Association

5835 Callaghan, Suite 350

San Antonio, TX 78228-1190

(512) 684-8180

National Center for Research in Vocational Education

1995 University Ave., Suite 375

Berkeley, CA 94704-1058

(415) 642-4004

National Clearinghouse for Bilingual Education

1118 22nd Street N.W.

Washington, D.C. 20037

1-800-321-NCBE

(202) 467-0867

Northern Illinois University

Office of Applied Innovations

10 W. Main Street, Suite 201B

Cary, IL 60013

(708) 516-4845

Technical Assistance for Special Populations Program The National Center for Research in Vocational Education

University of Illinois

338 Education Building

1310 S. Sixth Street

Champaign, IL 61820

(217) 333-0807

APPENDIX O

Work English VESL Competencies

Retaining a Job

Task Performance

- TP-1. Follow instructions to carry out a simple task.
- TP-2. Respond appropriately to supervisor's comments about quality of work on the job.
- TP-3. Request supervisor to check work.
- TP-4. Report completion of task to supervisor.
- TP-5. Request supplies.
- TP-6. Ask where object is located; follow oral directions to locate an object.
- TP-7. Follow simple oral directions to locate a place.
- TP-8. Read charts, labels, forms or written instructions to perform a task.
- TP-9. State a problem and ask for help if necessary.
- TP-10. Respond to inquiry as to nature or progress of current task; state amount and type of work already completed.
- TP-11. Respond appropriately to work interruption or modification.
- TP-12. Record tally or quantity on inventory, production, or supply request form.
- TP-13. Follow instructions to carry out a multi-step task.
- TP-14. Give simple oral directions to locate an object or place.
- TP-15. Give an explanation for poor quality work.

Clarification/Verification

- CV-1. Clearly state when something has not been/has been understood.
- CV-2. Ask someone to speak more slowly or to repeat something.
- CV-3. Repeat to verify that information has been understood.

Work Schedules/Time Sheets/Paychecks

- WS-1. Respond to requests to work a particular shift or schedule.
- WS-2. Read work schedules and identify days and shifts to be worked.
- WS-3. Read and fill out time sheets.
- WS-4. Read gross and net pay on paychecks.
- WS-5. Report errors on a paycheck.
- WS-6. Read work schedules and verify duties to be performed.
- WS-7. Fill out total hours on time sheets.
- WS-8. Read common deductions on paychecks.
- WS-9. Read and fill out W-4 forms.

General Work Related

- GWR-1. Give appropriate reason for absence or tardiness for self or family member in person or by telephone.
- GWR-2. Request permission to take time off, or to leave early, or to otherwise modify one's work schedule.
- GWR-3. Request appropriate person and state own name and nature of appointment.
- GWR-4. Take and deliver message given in person to the appropriate person.
- GWR-5. Read name and department on employee name tags.
- GWR-6. Read common departmental and directional signs.
- GWR-7. Take and deliver a simple phone message.

Safety

- S-1. Read basic safety signs.
- S-2. Give and respond to oral warnings or basic commands about safety.
- S-3. Identify safe and unsafe work procedures and situations.
- S-4. Report accidents and injuries in simple terms.
- S-5. Explain cause of accident in simple terms.
- S-6. Ask about proper usage of unfamiliar substances or objects.
- S-7. Identify and ask for appropriate safety equipment.
- S-8. Fill out an accident report form.

APPENDIX P:

Data Entry Sample VESL Lesson Plan

Vocational Competency:

Demonstrate ability to select an option from a menu

Language Competencies:

- T.2 Follow and give basic multiple step instructions.
- T.6 State problem and request assistance.
- C.2 Ask someone to repeat a word, phrase, or set of instructions.

Grammatical Focus:

WHAT questions, HOW questions, imperatives, prepositional phrases, modal CAN/COULD, polite expressions, apologetic expressions.

Language Samples: (Listening/Speaking)

- Trainee:** How do I . . .
select an option from the menu?
choose an option from the menu?
get into the _____ program.
- Instructor:** (Imperative sentences with commands relating to selecting an option from a program menu).
- Trainee:** Would you help me, please?
- Trainee:** I'm sorry, I didn't understand that.
Could you repeat it?

(Reading/Writing)

Language encountered on computer screen when selecting an option from menu (will vary depending on computer program used, e.g.)

- create, print, edit, exit
- bold, underline, center
- retrieve, look, other directories

Vocabulary:

Nouns and verbs for Vocational Competency #9, possibly adverbs of sequence, words commonly found in polite and apologetic expressions.

Activities:

- Total physical response: trainees respond to instructor's directions by carrying out oral commands on an actual system.
- Sequence exercise: trainees arrange steps in a procedure in the correct order (can be done using "strip story" activity).
- Two-sided dialogue: trainees practice dialogue involving asking for assistance and giving/taking instructions.
- Role play: trainees develop own scenario and appropriate dialogue which are based on the particular vocational competency (#9).

Materials:

Computer equipment, if feasible; "strip story" outlining a procedure, handouts of various program menus.

Evaluation:

- Given oral instructions, trainees perform a procedure
- Trainees provide short answers to demonstrate knowledge of vocabulary associated with vocational task.
- Trainees state a work-related problem and ask for assistance.
- Trainees give basic instructions for a simple procedure.

Source: *VESL for Data Entry: A Competency-based Curriculum Guide*. Project OSCAER, Northwest Educational Cooperative, Macomb, IL: Curriculum Publications Clearinghouse, 1987.

APPENDIX P, (continued)

Vocational Competency 9: Demonstrate ability to select an option from a menu.

Nouns	Adjectives/ Adverbs	Verbs
batch number		choose
choice		continue
cursor		display
display		enter
file		press
format		return
instructions		select
item		sign on
job name		verify
operator ID		
key		
menu		
mode		
option		

APPENDIX P₂

Heating and Air Conditioning Sample VESL Lesson Plan

Vocational Competency:

Form various tube and fitting connections using soft soldering and silver brazing.

Language Competencies:

- I.4 Comprehend and identify work related supplies.
- T.2 Follow and give basic multiple-step instructions.
- T.3 Follow and give multiple-step instructions.
- T.12 Request supervisor or trainer to check work.

Grammatical Focus:

WHAT/WHICH questions, descriptive adjectives, imperatives, adverbs of time and sequence.

Language Samples: (Listening/Speaking)	(Reading/Writing)
Instructor: What do you have to do before you apply flux to your tubing? Trainees: I have to remove the burr and sand the outside of the tubing.	Descriptions, specifications and warnings found on related supplies and equipment, e.g., - 95/5 compound - "Hold away from clothing."
Trainee: Which fitting do I need? Instructor: A "T" fitting.	

Vocabulary:

Names of supplies needed for Vocational Competency #7, sequence adverbs, SHOULD, HAVE TO, MUST, expressions such as HOW'S THIS?

Activities:

- Substitution drills: practice names of work related supplies and equipment.
- Sequencing exercises: teach comprehension of sequence adverbs.
- Total physical response: emphasize imperatives, sequence adverbs, and important vocabulary items.
- Strip story: instructor conducts sequential steps exercise by passing out individual sentences which are part of a mechanical procedure and then having trainees organize them into the correct sequence.
- Role play: trainees practice giving and following instructions, asking for assistance, etc.

Materials:

Supplies (including packaging) needed for soldering and brazing, "strip story" outlining a procedure.

Evaluation:

- Given oral instructions, trainees perform a procedure.
- Trainees provide short answers to verify comprehension of sequential tasks.
- Trainees give instructions for a procedure using adverbs of sequence.

Source: VESL 1: Heating and Air Conditioning, A Competency based Curriculum Guide, Project OSCAR, Northwest Educational Cooperative, Macomb, IL, Curriculum Publications Clearinghouse, 1987.

APPENDIX P₂ (continued)

Vocational Competency 7: Form various tube and fitting connections using soft soldering and silver brazing.

Nouns	Adjectives/ Adverbs	Verbs
alloy	flared	assemble
bonding	neat	bend
clearance	proper	contain
copper fitting	resistant	draw
copper tubing	strong	flow
degrees		follow
diameter		heat
file		join
flaring tool		melt
flame		prevent
flux brush		silver braze
hacksaw		solder
inside diameter (I.D.)		swage
joining		withstand
lead		
leakproof		
material		
metal		
metal temperature		
molten metal		
outside diameter (O.D.)		
oxy-acetylene torch		
pipe		
pressure		
P.S.I. (lbs./square inch)		
rod		
safety goggles		
sand cloth		
silver brazing		
silver		
soft solder		
soft soldering		
soldering flux		
soldering torch		
spark igniter		
steel		
surface		
swage connection		
swaging kit		
t-connection		
tin		
tube bender		
tube cutter		
tuber cleaning brush		
tubing		
wire brush		

APPENDIX P₃

Cooking Sample VESL Lesson Plan

Vocational Competency:

Clean and prepare fresh fruits and vegetables.

Language Competencies:

- I.5 Comprehend and identify fruits and vegetables.
- F.3 Describe function and usage of basic cutting instruments.
- T.2 Follow and give basic, multiple step instructions.
- C.7 Verify comprehension by repeating a word, phrase, or set of instructions.

Grammatical Focus: WHAT, HOW, YES/NO questions, imperatives, infinitives, present passive, sequence adverbs, prepositional phrases	
Language Samples: (Listening/Speaking) Instructor: What vegetables do you peel? Trainees: You peel carrots, potatoes, and cucumbers.	(Reading/Writing)
Instructor: How are carrots peeled? Trainee: Carrots are peeled with a peeler.	
Instructor: What is a paring knife used for? Trainee: For removing cores and seeds.	
Instructor: First, you wash them in warm, soapy water. Trainee: Soapy? Instructor: Yes, that's right.	

Vocabulary:

Names of fruits, vegetables, and utensils used for preparing them (Vocational competencies #19 & 21); related action verbs; expressions such as USED FOR, USED TO, questions word HOW.

Activities:

- Substitution drills: practice names of fruits and vegetables, utensils, and verbs related to the preparation.
- Sequencing exercises: teach sequence adverbs and emphasize important vocabulary.
- Total physical response: emphasize imperative forms, sequence adverbs, and prepositional phrases related to the vocational task.
- Question/Answer drills: practice grammatical forms and vocabulary.
- Two-sided dialogues and/or role play: practice giving instructions, asking for verification, and describing function of utensils.

Materials:

Actual foodstuffs and utensils, if available; pictures of same; separated pictures and/or written steps of a procedure which students can organize into correct sequence

Evaluation:

- Given oral instructions, trainees perform a procedure.
- Asked questions, trainees give brief answers to demonstrate knowledge of names, functions of utensils, and procedures.
- Trainees give instructions for preparation of a particular fruit or vegetable from start to finish, using appropriate connectors and sequence adverbs.

Source: *VESL for Cooking, A Competency-based Curriculum Guide*, Project OSCAER, Northwest Educational Cooperative, Macomb, IL, Curriculum Publications Clearinghouse, 1987.

APPENDIX P₃ (continued)

Vocational Competency 21: Cut vegetables using various cutting methods.

Nouns	Adjectives/ Adverbs	Verbs
action	across	chop
amount	against	curl
batonnet cut	basic	cut
blades	batonnet (cut)	dice
blonis	broad/clean	feed
box grater	clean	force
chefs knife	coarse	grate
center	correct	grind
cleaver	cutter	grip
cubes	even	guide
cuts	fine	insure
end	fractions (inch)	make
finger	French (cut)	mark
grain	indented	mince
grater	Julienne (cut)	move
grinder	large	pass
heel	long	peep
inch	medium	pound
knife	properly	pulverize
knife. boning	rough	puree
knife. bread	serrated	score
knife. butcher	sharp	sharpen
knife. French	small	shred
knife. paring	thin	slice
line	uneven/even	take
mesh	under	use
method	together	wash
motion	uniform	
preparation		
tip		
shredder		
sieve		
slicer		
slit		
strip		
strokes		
surface		
techniques		