Framework for Post TESL Certificate Training (PTCT)

Higher Level Language Training for Internationally Trained Professionals and Skilled Workers at Stage II/III (CLB 8-10)

Outline developed by Algonquin College of Applied Arts and Technology
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Rationale

While Language Training (LT) programs geared towards higher levels of language proficiency have existed in Ontario and the rest of Canada in various shapes and forms for the past 40 years, it is only in this past decade that we have seen a significant increase in the type of LT designed for English language learners wishing to upgrade their education and skills in post-secondary or continuing education institutions in Canada and quickly integrate in the workforce.[1] One of the reasons for this increase in higher level LT programs is the higher language proficiency expected by CIC of those applying for independent immigration to Canada[2]. Moreover, due to strategic changes over the last decade in immigration policies, the majority of the 250,000 immigrants arriving in Canada annually are highly educated and skilled[3]. However, according to a Statistics Canada study, only 58% of the newly employed immigrants found jobs in their intended field.[4] Yet, according to the conference Board of Canada estimations, with the looming labour shortages Canada will need "375,000 new immigrants annually in order to stabilize the workforce and ensure economic growth"[5]. While many new immigrants begin their LT in CICfunded LINC programs, many also start at higher levels of LINC than in previous

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[1] Association of Canadian Community Colleges. (2008). Colleges and institutes supporting the integration of immigrants into the Canadian labour market. Final Project Report.

[2] Citizenship and Immigration Canada, 2011. Retrieved from http://www.cic.gc.ca/english/immigrate/skilled/applywho.asp

[3] The Conference Board of Canada. (2011). Retrieved from http://www.conferenceboard.ca/topics/immigration/default.aspx

[4] Statistics Canada. (2008). The Daily. May 13, 2008. Canada's immigrant labour market. Retrieved from http://www.statscan.ca/english/html

[5] The Conference Board of Canada. (2011). Retrieved from http://www.conferenceboard.ca/topics/immigration/default.aspx

newcomers and soon require specialized language training programs to meet their ongoing LT needs.

Traditionally, those wishing to continue their post-secondary studies or upgrade their foreign credentials often enroll in academic preparation programs at CLB 4-8. These programs have been funded in a variety of ways over the years in the Ontario college system. One such approach utilized at Algonquin College has been through the tuition short funding by MTCU since the 1980s. Part of the changing landscape in Ontario funding for LT includes the addition of the bridging academic or bridging-to-employment programs being offered in predominately post-secondary institutions in Ontario. Some of these may be co-funded by the CIC and the provincial MCI. In fact, according to Lum (2009), "completion of bridging education programs is usually one component of gaining Canadian licensure for IEPs"[6]. Considering its expertise in developing and providing higher-level LT programs geared towards settlement and integration of new immigrants who are skilled workers and IEPs, Algonquin College Language Institute is well-positioned to offer a post-TESL training course "Higher Level Language Training at CLB 8-10" for reasons outlined below.

The post-TESL course that we propose builds on the curricular expertise Algonquin College has gained in developing "Teaching Advanced ESL", a course to be offered in the TESL program starting Fall 2011 (see Provider Profile below). Unlike the TESL course, the proposed postTESL course ensures a more narrow focus on CLB Stage II/Stage III inasmuch as it focuses on integration to professions and employment as a specific area of advanced ESL programming that is intended for certified ESL teachers of adults who are ready for more depth in their knowledge, skills and awareness.

For employment opportunities to be available to them, IEPs need to demonstrate advanced proficiency in four skills described as Stage II/III (CLB 8-10). These higher level proficiencies realistically represent the more sophisticated skills and behaviours sought by employers in their workplaces and cultures[7]. We have found from our recent experiences working with employers and college vocational/technical content areas that Bridge training for IEPs needs to support both their vocational and employability goals upon graduation from these training programs. This multicultural group requires higher level teaching strategies and approaches that are consistent

[6] Lum, L. (2009). Accommodating learning styles in bridging educational programs for internationally educated professionals. Canadian Council on Learning.

[7] Ontario Council of Agencies Serving Immigrants. (2011). Retrieved from http://settlement.org/sys/faqs_detail.asp?k=WORK_CUL&faq_id=4001128

with developing Post-TESL certification training. Our personal communication with program coordinators at Algonquin College and elsewhere also indicates that teachers inexperienced at CLB Stage III typically struggle with understanding the curriculum, the teaching approaches, learning strategies and student needs in this area of language training. Furthermore, the specialized training in the area of higher level LT would make TESL-certified teachers more competitive in the job market.

The proposed Post-TESL training course is sufficiently different from the SLTE course proposed by Humber College in that it addresses a particular aspect of LT for new immigrants, for instance, the bridging to employment programs offered at CLB Stage II/III. The Humber College course deals specifically with Stage II (CLB 6-8) applied to SLTE. To the best of our knowledge, there are no existing comprehensive post-TESL training programs that address the content of the proposed course.

Provider profile

Algonquin College is the third largest member of the Ontario college system, publically funded and mandated by the Ontario Ministry of Training for Colleges and Universities (MTCU).

Its student population comprises over 18,000 full time and 36,000 part time of which more than 1,000 come from more than 100 countries around the world. There are currently 155 college programs of study offered, including 39 Ontario College Certificates, 65 Ontario College Diplomas, 20 Ontario College Advance Diplomas, 23 Ontario College Graduate Certificates (plus 13 Part-time) as well as 18 apprenticeship programs, 16 Co-op programs and 3 collaborative degree programs.

Algonquin College Language Institute has a history of offering academic and employment related bridging programs at CLB Stage II/III that are government-funded. Algonquin College is among a number of Ontario colleges offering Bridging programs for IEPs with backgrounds in engineering, finance and administration careers and particularly for IENs. The Department of Nursing and the Language Institute have partnered since 2004 to develop and deliver a number of optional pathways to IENs that include a B.Sc. Nursing partnership with University of Ottawa. The pre bridging language training embedded in the program was funded by MCI in 2004-5 and is currently being expanded with MCI funding (2010-12) to include a pre-entry language and culture support course (LEIEN, CLB 7-8) and two Workplace Communication

courses. These courses will be added to the program of study for each of the four options to meet the CNO requirements for re-licensing in the province. Similarly, the Language Institute has partnered with the School of Business and the School of Advanced Technology since 2008/9 and created bridging programs that include Workplace Communications courses for post secondary POS that lead to licensing for IFAP and ITCET clients; the latter one is now nearing the end of its second delivery. Two aspects that make this bridging training for IEP so valuable are: access to professionally related employment through work placements and workplace culture and language in the classroom reflecting the specific industry's labour market norms and expectations.

Our expertise in TESL training resides in the TES/FL graduate program, a one year college graduate certificate program, which is offered full time and part time with significant options to provide more flexible delivery through PLAR. All traditional courses offer hybrid delivery in keeping with the college's vision to also provide a virtual campus by 2020. The TES/FL program is recognized by TESL Ontario and TESL Canada. The TES/FL program at the Language Institute has a 20-year history of offering quality pre-service teacher training and practicum placements for future ESL teachers. This past year the program has undergone major curricular changes in order to keep up with the changing industry of language training in Ontario, Canada, and internationally. Several new courses have been added to the program to be offered in Fall 2011, among which is a course entitled "Teaching Advanced ESL". This course envisions students exploring pedagogical applications of general language teaching methodologies to teaching higher levels, as well as getting initial exposure to language programs offered at CLB 610 in the areas of ESP such as OSLT, ELT, EAP, and Corporate Language Training. The TESL course thus has a broad focus.

The strength of Algonquin's TES/FL program is in its curriculum that exceeds the minimum requirements for accreditation in a number of content areas. In addition to providing basic training in ESL teaching methodologies, linguistics and SLA, and pedagogical grammar, this 620-hour program offers specialized courses in assessment and evaluation, teaching adults literacy and beginner ESL, reading and writing, and, as of 2011, teaching advanced levels of ESL, teaching listening, speaking, and pronunciation, and teaching with CALL. Also, we place a strong emphasis on hands-on and experiential learning by taking advantage of the programs run by the Language Institute and the college in general. In addition to our practicum placements, the pre-service teachers benefit from being involved in conversation clubs, peer tutoring, and independent learning projects.

The TESL program graduates between 28 and 35 students each year. The majority of our graduates find employment in Ottawa and the National Capital Region, many in publicly-funded

ESL programs such as LINC, and community-based ESL programs. The teaching staff includes one full-time professor/program coordinator and seven part-time professors.

Glossary

CIC	Citizenship and Immigration Canada, the federal ministry that deals with immigration
CBLT	Content-based language teaching
CLB	Canadian Language Benchmarks: the national standard for describing, measuring, and recognizing the English language proficiency of adult immigrants and prospective immigrants for living and working in Canada
CLIC	French language acronym for LINC
EAP	English for Academic Purposes, a type of language training that is designed to prepare English as a second language students for further academic studies in English in post-secondary programs
ELT	Enhanced Language Training, a language program for internationally trained professionals at CLB Stage II and higher, funded by CIC through various service providers
ESP	English for Specific Purposes, an umbrella term for the area of English language teaching that addresses specific learning needs, typically for employment and academic purposes
FLAP	French language acronym for OSLT
HLL	Acronym for higher level language or higher level learner
IEN	Internationally educated nurses
IEP	Internationally educated professionals
IFAP	International Finance and Administration Professionals, used here to refer to a one-year bridging program for internationally educated finance professionals funded by the Ontario government. Each semester has a professional workplace communications and culture course developed and taught by TESL certified teachers.
ITCET	Internationally Trained Civil Engineering Technology program, here referred to a one-year bridging program for internationally educated Civil engineers, funded by the Ontario government. Each semester has a professional workplace communications and culture course developed and taught by TESL certified teachers.

L1   First language/mother tongue; language one acquires as a child

L2   Second language; language one acquires as an adult and/or in addition to L1

LEIEN   Language Essentials for Internationally Educated Nurses, a training course
            offered at Algonquin College

LINC   Language Instruction for Newcomers to Canada, a federally-funded language
            training program for new immigrants

LSP   Language for Specific Purposes, a term used interchangeably with English for
            Specific Purposes (ESP) in academic and professional literature; can be used to
            refers to a broader range of languages

LT   Language training

MCI   Ministry of Citizenship and Immigration for Ontario

MTCU   Ministry of Training, Colleges and Universities for Ontario

OLA   Occupation Language Analyses, a descriptor for language competencies linked to
            success in one occupation. It outlines the four communication competencies as
            well as tasks for an occupation. www.itsessential.ca

OSLT   Occupation-Specific Language Training, a language program for internationally
            trained professionals at CLB Stage II, provided by Ontario colleges and funded by
            CIC

TES/FL   Teachers of English as a Second/Foreign Language, a college post-graduate
            certificate teacher training program offered by Algonquin College. Accredited by
            TESL Ontario and TESL Canada.

TESL   Teachers of English as a Second Language associations of Ontario (TESL
            Ontario) and Canada (TESL Canada).

1. Training Content:

[7.1. Training has been developed with the input of both instructors with experience teaching in government-funded language training programs, and content experts who are outside the organization/program or department which provides the training.]

The following eight content areas make up the content of this course, which has been developed by content instructors and program coordinators from Algonquin College.

1. Introduction to higher-level bridging programs for IEP and skilled workers in Canada (CLB Stage II/III)
2. Theoretical underpinnings I: Pragmatics and context-driven communication for IEP
3. Theoretical underpinnings II: Content-based language teaching (CBLT) applied to teaching IEP
4. CLBs and Essential Skills Profiles for occupations
5. Materials development for bridging to employment
6. Curriculum development for bridging to employment
7. Assessment and evaluation in bridging to employment
8. Using technology for teaching in bridging to employment

The following is a detailed breakdown of the content areas.

1. Introduction to higher-level bridging programs for IEP in Canada (CLB Stage III)
   - General overview of bridging programs
   - The adult learner-IEP: needs, learning styles, skill sets, professional background
   - ELT (CLB Stage II) and Bridging to Employment programs (CLB Stage III)

2. Theoretical underpinnings I: Pragmatics and context-driven communication for IEP
   - Producing authentic language
   - Role of fluency and accuracy
   - Speech-act theory

- Relevant areas of communicative competence: sociolinguistic and pragmatics competence in bridging to employment

3. Theoretical underpinnings II: Content-based language teaching (CBLT)
   - Connections between language and content
   - Connections between knowledge of content in L1 and in L2
   - From sheltered language instruction in CLB Stage II to authentic materials in CLB Stage III

4. CLBs and Essential Skills Profiles for occupations
   - OLA (Occupational Language Analyses) as a combination of CLBs, Essential Skills Profiles for occupations, and industry and sector standards
   - Developing relationships with employers

5. Materials development for bridging to employment
   - Teaching and integrating the four skills
   - Selecting ready-made materials
   - Developing own materials while balancing the language and the technical aspect

6. Curriculum development for bridging to employment
   - Modifying an existing curriculum
   - Curriculum development process: program evaluation; needs assessment; setting objectives; peer feedback; material selection; macro- and micro-planning; curriculum evaluation
   - Balancing the language and technical aspects

7. Assessment and evaluation in bridging to employment
   - Testing in bridging programs: reliability and validity issues
   - Assessment criteria in evaluating oral and written production
   - Assessment criteria: CLB and OLAs revisited

8. Using technology for teaching in bridging to employment programs
   - Online authoring tools for bridging programs
   - Using Web 2.0
   - Using language learning software

2. Training Structure (modality, length, and schedule) :

[2.6. Training provides 25 to 35 hours of instructional time in order to effectively address the required outcomes and assessment. In online training, this must include some portion of time devoted to synchronous discussions where the teacher is moderator.]

The anticipated Training model will consist of 32 hours delivered in a combination of traditional classroom and on line components as follows:

- 24 hours (3 hours per session) classroom time

- 8 hours (1 hour per training week) online that will be moderated by trainer

Maximum flexibility in delivery will be supported based on the preferences of trainees and availability of space. We will present below three possible delivery models:

Eight Week Delivery:

The 32 hours would run in the evening or every Saturday for 8 weeks [3 H x 8 W= 24 H] and the online component would be for the same 8 weeks [1 H x 8 W = 8 H]

One Month Delivery:

The delivery time could be doubled to two evenings per week or every Saturday and the training could then be completed in one month:

- 6 H x 4 W = 24 H + 2 H/W online x 4 W= 8 H = 32 H

Intensive Delivery:

Scheduling could also be arranged for an intensive in the May-August period. Consideration of workload would have some impact on the curriculum delivery given the intensive nature of the training, the planned tasks and evaluations. For example, a six-day model could be delivered as:

- Week 1 - Mon-Thurs. as in 4 H x 4 days in classroom and 4H on line = 20 H

- Week 2 – Mon-Tues. as in 4 H x 2 days in classroom and 4 H on line = 12 H

In this case, the online component could be spread across the four days or combined, based on the training requirements described above.

3. Pre-requisite Skills and Knowledge:

[1. 1.Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.

1.2. Participants have a minimum of 600 hours of experience teaching adults in governmentfunded language training programs.

1.3.Participants have pre-requisite skills and knowledge specific to the content area of the training and specified in the training outline.]

Participants in the program have:

- completed a TESL Ontario approved TESL certificate program or hold TESL Ontario accreditation

- a minimum of 600 hours classroom-teaching experience in publicly-funded programs

- experience teaching ESL levels at CLB Stage II and an interest in teaching at Stage III

4. Outcomes:

[2.1. PTCT specifies a minimum of two outcomes that are assessed in graded assignments.]

Upon successful completion of this training, participants will be able to:

1. Apply the principles of Content-Based Language Teaching and language pragmatics to teaching HLL such as IEP and skilled workers in bridge-toemployment programs

2. Demonstrate understanding of the relationship between CLB and the OLA and the relevance of both resources for the purposes of teaching HLL such as IEP and skilled workers in bridge-to- employment programs

3. Demonstrate expertise in selecting, designing, and delivering training tasks using the CLB/OLA, existing teaching materials, and relevant online resources

5. Assessment Assignments:

[2.2. Course completion includes a minimum 70% on assignments overall.

2.3. Assignments are graded according to a rubric of specified criteria.

2.4. Participants must attend a minimum of 80% of the training.

2.5. PTCT requires graded assignments of more than one type.

2.7. The number of graded assignments must be commensurate with training length, i.e., more than the minimum of two assignments when training exceeds 25 hours.

3.2. Training includes at least one graded assignment that facilitates the application of theory or current research to practice.

4.1. At least one of the graded assignments appraises the participant's ability to apply knowledge and skills gained during training to classroom practice.

4.2. Training provides participants options that allow them to customize the graded assignment assessing the application of training to their own employment context and resources.]

Evaluation: To successfully complete the training course, participants must achieve a minimum overall average of 70% on assignments (and no less than 50% on any one graded assignment) graded according to rubrics of specified learning criteria and a minimum of 80% attendance. Note that the progression of course modules/learning outcomes is mirrored in the progression of the assignments, so it is essential that the participants complete the assignments in the order that they presented.

Assignment 1: Online reflection (30% of the final mark; 15% for own reflection + 15% for responding to others)

This assignment facilitates application of theory of language pragmatics (The Speech Act Theory) and the methodology of Content-Based Language Teaching (CBLT) to current teaching practice in the area of higher-level language training for IEP and skilled workers.

The participants are to analyze a specific principle of CBLT as a contributing factor in fostering learners' pragmatic competence as applied to a specific bridge-to-employment setting the participant is most familiar with or is interested in researching. They are then to post their comments on the Discussion Board on Blackboard/WebCT and respond to at least one other post, commenting on the issues raised.

This assignment will be assessed according to the following criteria: -

    Overall grasp of theories/methodologies involved

- Relevance of principles chosen to a specific teaching context

- Creative elaboration on other participants' posts; helpful suggestions for issues raised

Assignment 2: Designing a lesson (30% of the final mark)

Using a lesson plan template provided, design a lesson appropriate to a bridge-toemployment program for IEPs. The lesson objectives should be referenced to a CLB the participant is familiar with in his/her teaching practice, and to an OLA and/or an Essential Skills Profile for an occupation group the participant has had experience teaching.

This assignment is related to outcomes 1, 2, and 3.

This assignment will be assessed according to the following criteria:

- Clearly stated pragmatic and linguistic objectives, level, employment-related context, and the CLB

- Understanding how to apply the principles of Content-Based Language Teaching and language pragmatics related to employment contexts; ability to integrate CLB/OLA with learning objectives

- Well-defined and integrated parts of a lesson plan, such as warm-up, presentation/contextualization, explanation of language (if applicable), practical task, wrap-up, and evaluation of objectives achieved

Assignment 3: Micro-teaching (40% of the final mark, 20% of which is from peerassessment)

This is a culminating performance assignment. The participants are to micro-teach a 15minute segment of the lesson plan developed for Assignment 2 for their colleagues, and provide a one-page reflective response to peer comments.
This assignment will be assessed according to the following criteria:

- A clearly stated purpose

- Clear knowledge of subject matter and language points taught

- Engagement of learners and an interactive approach

- Appropriate pacing for teacher-determined level of ESL learners

- Appropriate length of time for the segment

- Presentation skills (i.e., rapport with and control of class, eye contact and voice projection

- Effective use of teaching aids and/or technology (i.e., blackboard, PowerPoint, industry-specific computer applications)

- Response to peer comments: ability to relate to theories and teaching methodologies discussed in justifying pedagogical choices in the lesson plan/micro-teaching

6.Training Tasks :

[5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.

5.2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals.

6.1.Training facilitates collaborative learning.

6. 2.Training provides an opportunity for instructors to participate in a follow-up session moderated by the course trainer, either on-line or in-class.

6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.

7. 2.Training tasks are applicable to the context of government-funded language training in Ontario.]

-   As a pre-reading activity to L. Lum's "Accommodating learning styles…", participants in groups share their experiences on learning styles of IEP they have worked with, and the pedagogical approaches that have proved effective or less effective. (5.1, 6.2)

-   After reading L. Lum's article, participants discuss in sector-specific groups the extent to which the principles and approaches outlined are in line with the general profiles and learning styles of adult L2 learners. (5.1, 5.2, 6.1)

-   Participants familiarize themselves with the current context and history of bridge-toemployment programs in Canada and internationally. (7.2)

-   Participants analyze specific principles of CBLT as a contributing factor in fostering learners' pragmatic competence as applied to a specific bridge-to-employment setting the participant is most familiar with or is interested in researching. (5.2)

-   Participants post their comments on the Discussion Board on Blackboard/WebCT and respond to their colleagues' posts, commenting on the issues raised. (6.1)

- Participants are encouraged to find and share teaching materials that could be modified to incorporate the HRSDC Essential Skill Profiles. (6.1, 7.2)

- Using a lesson plan template provided, participants design a lesson appropriate to a bridge-to-employment program for IEP. The lesson objectives should be referenced to a CLB the participant is familiar with in his/her teaching practice, and to an OLA and/or an Essential Skills Profile for an occupation group the participant has had experience teaching (5.2, 6.2)

- Participants deliver a short segment of a lesson they designed for their colleagues

- In sector-specific groups, participants discuss the applicability of and the necessary modifications to the CLB Benchmark 8-10 exit assessment tasks (5.2, 6.1, 7.2)

- Using the Hot Potatoes freeware, participants design online learning tasks for specific CLB and OLAs (5.2, 7.2)

- Participants plan and launch an online discussion board on LinkedIn or KEN (Knowledge Exchange Framework) for continued exchange (6.3)

- Course instructor moderates a one-time follow up discussion on the participants' LinkedIn or KEN (Knowledge Exchange Network) discussion board on issues related to teaching in bridge-to-employment programs the participants may be facing in their teaching practice (6.2)

7. Training Resources and Materials:

[3.1.Training draws on material that addresses theory and/or current research relevant to the content area.

5.3.Participants are provided with an annotated list of recommended resources that will allow them to pursue their areas of interest related to the content after training ends.

7.3. Training material explicitly addresses content that is relevant to the government-funded language training in Ontario.]

1. **Required readings and materials**

1.1. Centre for Canadian Language Benchmarks (2009). *Work ready: Resources for counseling, hiring, and working with internationally trained individuals.* CCLB.

The CCLB has produced this kit of resources, tools, information, best practices and case studies to assist counselors, HR professionals and others as they prepare internationally trained individuals (ITIs) for success in the Canadian workplace. (From Acknowledgements)

1.2. Centre for Canadian Language Benchmarks (2007). *Canadian Language Benchmarks 5-10. Exit assessment tasks.* CCLB.

This is set of assessment tools for CLBs Stage II and III, which have been developed by CCLB to promote and support fair and reliable assessments of intermediate to advanced level ESL learners according to the standard described in CLB 2000.

1.3. HRSDC Essential Skills Profiles
http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml

The Essential Skills Profiles describe how each of the key essential skills is used by workers in a particular occupation. They include:

- A brief description of the occupation;
- A list of the most important essential skills;
- Examples of tasks that illustrate how each essential skill is applied;
- Complexity ratings that indicate the level of difficulty of the example tasks;
- The physical aspects of performing the job; and
- The attitudes that workers feel are needed to do the job well. (From www.hrsdc.gc.ca)

1.4. Canadian Language Benchmarks/Essential Skills in the Workplace/OLAs
http://www.itsessential.ca/itsessential/display_page.asp

This website

- Helps internationally-educated adult newcomers and immigrants understand language requirements for particular jobs to inform their learning plans and goals
- Assists job analysts, employers, trainers and government in understanding the secondlanguage requirements underlying specific job competencies described in Essential Skills Profiles
- Supports Canadian Language Benchmarks specialists to develop occupation-specific language training curriculum, course materials and/or assessment tools.
- Helps sector councils, industry organizations, and workplaces to define occupational language requirements and to provide appropriate language training or development opportunities.
- Provides ESL/FLS and Essential Skills teaching aids for those working with adult immigrants and newcomers. The bridging materials support the use of the Canadian Language Benchmarks and Essential Skills. (From website's home page)

1.5. Lum, L. (2009). Accommodating learning styles in bridging education programs for internationally educated professionals. Canadian Council on Learning.

This is a research study commissioned by Canadian Council on Learning. The major objective of the research was to determine if IEPs bring distinctive learning styles and preferences, developed prior to immigrating to Canada, to bridging education classrooms. Using an instrument previously developed for North American students developed by Kolb, this research illustrated that IEPs tend to begin the learning cycle through concrete experience and reflective observation. They are also considered above average in their readiness to be self- rather than teacher-directed learners as measured by a reliable and valid instrument developed by Guglielmino. This aptitude also suggests that IEPs are able to perform well in future jobs requiring problem-solving ability and creativity and change.

Parker, F., & Riley, K. (2010). Pragmatics. In F. Parker, & K. Riley, *Linguistics for nonlinguists: A primer with exercises* (pp. 4 - 25) *(5*[th] *edition). Boston, MA: Pearson Education.

This is a book chapter on pragmatics and the Speech Act Theory that is written in a nontechnical language.

2. Recommended readings:

2.1. Curado Fuentes, A., Edwards Rokowski, P., & Rico Garcia, M. (Eds.) (2007). *Approaches to specialised discourse in higher education and professional contexts.* Cambridge, UK: Cambridge Scholars Press.

This volume includes a number of studies by various authors in the field of Languages for Specific Purposes (LSP) and is intended for languages teachers who may not have specialized training in the methodological approaches and different areas of LSP

2.2. Howard, R., & Brown, G. (Eds.) (1997). *Teacher education for LSP*. Clevedon, UK: Multilingual Matters.

This volume created by teacher trainers and materials writers on the education of LSP teachers features discussion of current ideas on the role of subject knowledge, intercultural differences, learner autonomy and use of computers.

2.3. Stoller, F. (2008). Content-based instruction. In Van Deusen-Scholl, N. & Hornberger, N.H. (Eds.), *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*, 59–78. Springer Science+Business Media LLC.

This encyclopedia entry is an overview of approaches, methodologies, and programs designed and implemented under the umbrella of Content-Based Instruction (CBI) in the second language training industry worldwide.

2.4. Gunnarson, B.-L. (2008). Professional communication. In Van Deusen-Scholl, N. & Hornberger, N.H. (Eds.), *Encyclopedia of Language and Education, 2nd Edition, Volume 4: Second and Foreign Language Education*, 83–95. Springer Science+Business Media LLC.

This encyclopedia entry is an overview of approaches and methodologies in teaching Language for Specific Purposes (LSP), which is referred in the entry as *language for professional communication*.

2.5. Johns, A. M., & Price-Machado, D. (2001). English for Specific Purposes (ESP): Tailoring course to students needs – and to the outside world. In Celce-Murcia, M. (Ed.), *Teaching English as a Second of Foreign Language*, pp. 43-52. Boston, MA: Heinle & Heinle.

In this article, the authors argue that all good teaching is 'specific purpose' in approach. Using Vocational ESL and other examples, this chapter covers key questions such as "Who are the stakeholders?" and "What is authenticity in the classroom?", which are addressed using needs and discourse analysis. Various program models demonstrate how ESL values are realized in different contexts. (Abstract from authors).

2.6. Krzanowski, M. (Ed.) (2008). *Current developments in English for academic, specific, and occupational purposes*. Reading, UK: Garnet.

This collection of articles deals with a wide range of topics and provides a review of current teaching and learning as well as scholarly activity and research practices in the subjects of EAP, ESP, and EOP (English for Occupational Purposes).

2.7. Brinton, D.M., Snow, M.A., & Wesche, M. (2004). *Content-based second language instruction. Michigan classics edition*. Ann Arbor, MI: University of Michigan Press.

The authors provide updates on the field of CBI in second language acquisition since 1989. While the core of the book remains the same, new features discuss important CBI-related research and modifications to the pedagogy in the past years.