# Framework for Post TESL Certificate Training (PTCT)

## Humber Institute of Technology and Advanced Learning: Specialized Language Training for Employment

# Specialized Language Training for Employment (SLTE)

Developed by:

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## *Rationale*

While SLTE programs, such as Enhanced Language Training (ELT) programs, have existed in Ontario for some time, they have not previously been centrally developed and coordinated and, therefore, consist of a wide variety of curricula based on the work of individual providers. In recent years, Citizenship and Immigration Canada (CIC) has moved to systematize the delivery of SLTE programs through the introduction of new initiatives, such as Occupation Specific Language Training (OSLT). In 2008, CIC funded Colleges Ontario to work with Ontario colleges to develop OSLT curriculum for technology, business, and other sectors to "develop and pilot language curriculum that would address the language and communication needs of newcomers who could not apply their experience, skills and knowledge without the level of language proficiency needed in the workplace..." (Colleges Ontario. (2010). *OSLT Curriculum for Technology*, p. 5).

The launch of new SLTE programs such as OSLT has necessitated an expansion of ESL content to include the specific language and communication needs of immigrants looking to join the work force. This has created an increasing need for qualified instructors with the requisite

knowledge and experience to teach such specialized courses. However, as SLTE is not a core component of initial TESL Ontario teacher training programs, instructors seeking credentials in this field have had few options available to them. Thus, the introduction of PTCT to include SLTE provides a key professional development opportunity that will address the knowledge gaps of ESL instructors looking to teach in SLTE programs, thereby benefiting both instructors and SLTE employers. In fact, employment-related language training such as SLTE were identified as a priority area by the PTCT province-wide consultations.

"Language Skills for the Workplace: Piloting Occupation-Specific Language Training in Ontario" is another program in this general field that has been provided for instructors of the first OSLT courses by Colleges Ontario since September 2009. The training has differed from the proposed PTCT program in significant ways. Differences appear in three major program elements:

- Participants" Pre-requisite Skills and Knowledge:

   The Colleges Ontario training was provided for and open to all instructors hired by colleges to teach their OSLT courses.

- Length of training:

   The Colleges Ontario OSLT training began with an introductory two-day, twelve-hour, face-to-face workshop Sept. 1-2, 2009, as compared with 25-35 hours expected for Post TESL Certificate Training.

- Content and outcomes:

   As the program name states, the content of the Colleges Ontario training focused specifically on OSLT classes and their administration, and on networking among OSLT instructors. The central topic of the introductory workshop, which was largely receptive

in nature, was "Using the OSLT Curriculum." There was no evaluative component to the training and certificates were not awarded to participants for completion.

This SLTE PTCT proposes a content of greater breadth and depth, incorporating pragmatic theory and research papers from a variety of fields as texts. In addition to daily in-class tasks and activities drawing on their background, participants are required to complete a number of challenging outside assignments, some for assessment, such as planning and delivering a relevant lesson. Successful completion will result in a certificate.

The following PTCT draft outline provides examples of what might constitute such SLTE . It is designed around four components identified as key to SLTE programming:

- *Language*, building on teaching skills gained in initial TESL training as well as ESL instructors" expertise and experience
- *Context*, situated in the areas of job preparation and specialized job search, reflecting the primary motivation and goals of learners in an SLTE course
- *Content*, grounded in the workplace focus of SLTE and the backgrounds of the learners
- *Culture*, including both general Canadian workplace and sector-specific cultural norms, behaviours, and practices

While all of the above components extend beyond most TESL curricula, the latter three require training participants to engage in areas of largely new content and practice; as such, these are best addressed in an organized, pedagogically sound, professionally delivered PTCT.

*Profile*

## Humber Institute of Technology and Advanced Learning

Humber is currently the largest public college in Ontario, serving a diverse and extensive community of 22,000 full-time and 55,000 part-time students. The institution offers over 40 fields of study, at the diploma, degree, and post-graduate level, across nine academic schools. Humber emphasizes connections with working life and economic development, and offers an academic and practical approach to post secondary education geared to the industrial structure of the region.

Within Humber, the English Language Centre offers intensive academic and professional language preparation to non-native speakers of English who plan to study and work in the Greater Toronto Area and beyond. Programs include English for Academic Purposes (EAP), TESL, Summer Language Immersion, and Specialized Language Training for Employment, such as OSLT (run through the department for Community Outreach and Workforce Development).

Humber has delivered Language Training since the early 1980¨s. The English Language Centre offers full time EAP preparatory courses as well as intensive immersion programs in the summer to bursary students from Quebec and to international students. The TESL program was developed in 1988 as a10-week program. It later evolved into a full-time 15-week one semester program. In 1999, the program underwent further review and was restructured into a full-time two semester program (30 weeks). The TESL program was one of the first to be granted accreditation by TESL Ontario in 2000.

Approximately 500 students are enrolled in EAP and 40 in TESL in a given academic year. Approximately 30 faculty, administration and support staff are involved in delivering ELC programs in a given academic year.

## *Glossary*

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### **ACRONYMS**

CLB            Canadian Language Benchmarks: the national standard used in Canada for describing, measuring, and recognizing the English language proficiency of adult immigrants and prospective immigrants for living and working in Canada. For further information see: http://www.language.ca/

COP

Community of Practice: a term first used by Lave and Wenger (1991) to refer to a process of social learning that occurs when groups of people with a common interest in a subject or area collaborate over an extended period of time, sharing ideas and strategies, determining solutions, and building innovations.

ELT

Enhanced Language Training, a language program for internationally trained professionals at CLB Stage 2 and higher, funded by CIC through various providers.

LMI

Labour Market Information: facts about jobs and workers in specific areas of Canada, such as found at the government web page http://www.hrsdc.gc.ca/eng/workplaceskills/labour_market_information/index.shtm

NOC            National Occupational Classification, which "provides a standardized language for describing the work performed by Canadians in the labour market… The NOC tool classifies occupations with a four-digit code according to skill type and skill level." http://www.hrsdc.gc.ca/eng/workplaceskills/noc/index.shtml

OSLT          Occupation-specific Language Training, a language program for internationally trained professionals at CLB Stage 2, provided by colleges in Ontario and funded by Citizenship and Immigration Canada (CIC).SLT  Specialized Language Training for Employment

TESL          This acronym has various meanings, including Teaching English as a Second Language,  and Teachers of English as a Second Language of Ontario, as in TESL Ontario.

## **TERMS**

bridging program          An Ontario program that helps newcomers prepare to get a license or certificate in their profession or trade. Besides language training, the program may provide assistance with assessment of international education and skills, a workplace experience, skills or academic training, and preparation for a license or certification examination. Funded by the Ministry for Training, Colleges and Universities.  See http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml

elevator speech

A concise professional self-introduction speech lasting about 30-90 seconds (the length of an elevator ride in a tall office building), which is used for networking purposes.

Facebook          A social networking website. See www.facebook.com

LinkedIn          A business (as opposed to social) networking website. See www.linkedin.com

mentor          An individual who advises a newcomer with a similar professional background and helps the newcomer network and achieve success.

pragmatics          A subfield of linguistics that studies the ways in which context contributes to meaning.

suprasegmentals:      The aspects of the English sound system beyond the „segmental" level of individual vowels and consonants; suprasegmentals include rhythm, stress, and intonation patterns.

wiki      A shared and collaborative website which can be edited and added to by anyone with access to it (e.g., Wikipedia).

## 1. Training Content:

The following ten content areas comprise the content of this STLE training, which was developed by an instructor and program administrator from within Humber College and also reviewed by an external content expert.[1]

Orientation to SLTE Curricula

The Instructor˝s Role in SLTE

SLTE Language Focus: Pragmatics

Workplace Culture in the SLTE Curriculum

SLTE Content Focus: Sector-Specific Terminology

Building Job Search Strategies into the SLTE curriculum

SLTE Language Skills Focus: Speaking and Listening

SLTE Language Skills Focus: Reading and Writing

Grammar and the SLTE curriculum

Developing a Community of Practice for SLTE

Provided below is a more detailed breakdown of the content under each heading.

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[1] Standard 7.1. Training has been developed with the input of both instructors with experience teaching in government--funded language training programs, and content experts other than those who will be developing and delivering the training.

**Key Components of Specialized Language Training for Employment (SLTE)**:

- Background to SLTE programming in Ontario

- Language: communication for the workplace

- Context: job preparation / search

- Content: employment / industries in Ontario / sector-specific terminology and tasks 

  Culture: Canadian workplace / general and sector-specific culture

**Orientation to SLTE Curricula:**

- Generic features

- Sector-specific features

- Emphasis on context-embedded communication tasks

**The Instructor's Role in SLTE**:

- Pedagogical approach

- Balancing language and content instruction

- Focusing on communication tasks for employment

**SLTE Language Focus: Pragmatics**

- Theory of speech acts / Pragmatic competence

- Application to SLTE / situation- appropriate language as a foundation for successful communication

- Teaching speech acts in the SLTE curriculum / pedagogical approaches / task development

**Workplace Culture in the SLTE Curriculum**

- Canadian workplace culture

- Cultural dimensions of workplace communication

- Building intercultural competence in the workplace

**SLTE Content Focus: Sector-Specific Terminology**

- Teaching sector-specific language as a non-expert

- Embedding vocabulary development into SLTE communication tasks ⬚ Sector-specific terminology in NOC / LMI / job postings

**Building Job Search Strategies into the SLTE curriculum**

- Job search terminology in NOC / LMI / job postings

- Job interviews: language, body language, cultural expectations

- Building interview techniques through language instruction, video models and role play **SLTE Language Skills Focus: Speaking and Listening:**

- On the job interaction

- Teaching pronunciation: comprehensibility / clarity of communication

- Canadian Language Benchmarks Stage (CLB) II applied to SLTE

**SLTE Language Skills Focus: Reading and Writing:**

- De-coding generic workplace / sector-specific texts

- Embedding short generic / sector-specific writing tasks

- Canadian Language Benchmarks Stage II applied to SLTE

**Grammar and the SLTE curriculum:**

- Accuracy – focus on structure for clarity of expression

- Grammatical competence – focus on workplace / sector-specific syntax / discourse

**Developing a Community of Practice for SLTE:**

- Community of practice (COP): applications to SLTE

- Establishing COP through shared experiences, reflections, and feedback

- Continuing COP beyond training into the professional domain

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

**Modality**:     Face to face

**Length**:     25 hours over five weeks [2]

**Schedule**:     Saturdays from 9:30 to 12:00 and 12:30 to 3:00

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[2] Standard 2.6. In order to effectively address the outcomes and assignments, instructional time will consist of 25 to 35 hours.  In online training, this must include some portion of time devoted to synchronous discussions where the trainer is moderator.

## 3. *Pre-requisite Skills and Knowledge:*

Participants in the program have:

- completed a TESL Ontario approved TESL certificate program [3]

- a minimum of 600 hours classroom teaching experience in publicly-funded programs [4]

- experience teaching ESL levels at Canadian Language Benchmarks Stage II[5]

## 4. *Outcomes:*

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

- apply pragmatics theory to the development of appropriate lesson plans for teaching

  workplace communication [6] (Assessed by Assignment #1)

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[3] Standard 1.1. Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.

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

[5] Standard 1.3. Participants have prerequisite skills and knowledge specific to the content area of the training and specified in the training outline.

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

- explain to SLTE learners in a level-appropriate way how to access, explore, and decode sector-specific and job-search terminology in NOC and Labour Market Information contexts and job postings[7] (Assessed by Assignment #2)

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

## *5. Assessment Assignments:*

**Evaluation**: To successfully complete the training course, participants must achieve a minimum overall average of 70%[8] on assignments graded according to rubrics of specified criteria and a minimum of 80% attendance[9]:

**Assignment #1**

*Assignment description:*

1.1     Using a lesson plan in the Houck & Tatsuki textbook as a model, and based on the draft begun in class, design a lesson on pragmatics appropriate to an SLTE program.

1.2     Teach the lesson in a classroom context.

1.3     Complete a short reflective account of the lesson and what you learned from the experience about teaching communication in the SLTE context [10]

*Outcome:* apply pragmatics theory to the development of appropriate lesson plans for teaching workplace communication

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[8] Standard 2.2. Course completion includes a minimum of 70% on assignments overall and no less than 50% on any one graded assignment.

[9] Standard 2.4. Participants must attend a minimum of 80% of the training.

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

*Assignment Assessment Criteria[11]*

**1.1 The lesson plan** will be assessed according to:

- appropriateness to the objectives of the SLTE class (this to be determined through needs assessment if the actual class goals/objectives do not match general SLTE goals)

- demonstrated understanding of pragmatics theory and how to apply it to the classroom context

- clearly stated topic / thematic and linguistic objectives / lesson stages, including an appropriate warm-up, contextualization, isolation of linguistic features, practice activities / tasks, and wrap-up that assess students" attainment of the lesson objectives

**1.2 The teaching component** is a necessary component of the assignment and must be completed for the assignment to be graded; the teaching component is to be assessed as Pass-Fail. The classroom context need not be an actual ESL class (LINC, EAP, ESP, Adult ESL, English in the Workplace, etc.) if the participant has no recourse to one. Since the lesson focuses on "pragmatics appropriate to an SLTE program" and it is assumed that no participant is already an expert in this field, a customized option of a simulated class with other PTCT participants in the role of students may be conducted (Standard 4.2).

**1.3 The reflective account** is to be assessed on the basis of the inclusion of comments on:

- the effectiveness of the lesson plan as far as meeting its objective/goal (as per class assessment activity)

- students‟ verbal and nonverbal reactions to the pragmatics lesson

[11] Standard 2.3. Assignments are graded according to a rubric of specified learning criteria. Standard 2.7. The number of graded assignments must be commensurate with length of training, i.e., more than the minimum of two assignments when training exceeds 25 hours.

 the participant‟s self-assessment and/or emotive comments on delivering a pragmatics

lesson ("what was learned from the experience").

## Assignment #2

*Assignment description:* Design a lesson plan integrating sector-specific terminology and **either** LMI (workingincanada.com), a NOC description, **or** a job posting. Participants are encouraged to develop a lesson that is relevant to the backgrounds and needs of their

current or prospective SLTE learners as to occupational sector and to set their own goals regarding the labour market resources (e.g. LMI, such as workingincanada.com, NOC or

job postings) to be used. [11] For this assignment, the lesson plan alone fulfills the assignment requirements; there is no requirement for an actual teaching component in an SLTE class.[12]

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[11] Standard 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.

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

*Outcome:* apply sector-specific terminology and knowledge of labour market resources to the development of appropriate lesson plans for teaching job search skills and strategies *Assignment Assessment Criteria*

**The lesson plan** will be assessed according to:

- appropriateness to the objectives of the SLTE class (this to be determined through needs assessment if the actual class goals/objectives do not match general SLTE goals)

- demonstrated knowledge in and understanding of sector-specific terminology and labour market resources and ability to construct an appropriate content-based language lesson leading to participants" mastery of the content and its applications to their particular needs

- clearly stated topic / thematic and linguistic/content objectives / lesson stages, including an appropriate warm-up, contextualization, isolation of content features, practice activities / tasks, and wrap-up that assess students" attainment of the lesson objectives
  **Assignment #3**

*Outcome:* apply an understanding of cultural issues around immigrants" job search experiences and develop a bank of materials for teaching inter-cultural competence in SLTE contexts

*Assignment description:* Review an assigned chapter of the Laroche & Rutherford textbook [or other source approved by the trainer]. Choose one case study of immigrants" experiences of Canadian workplace culture that you consider especially relevant to an SLTE class. Prepare a

one-page summary and analysis based on your case study to share with all participants next week. Participants will graduate with a booklet of examples.[13]

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[13] 2.5. PTCT requires graded assignments of more than one type.

## *6. Training Tasks :*

- Participants read an excerpt from the article "*Language Matters in Global Communication,*" a review of research in the area of the relationship of grammatical to pragmatic errors in workplace communication. Participants discuss how to address their relative weights to learners with various views of the value of grammar in language learning. [1415]

- Participants write a reflective summary on the relevance and usefulness of the materials in this section of the training [dealing with interactions on the job] to their own understanding of cultural and language issues of workplace interactions.[16]

- Participants identify the SLTE sector that they are most interested in exploring and teaching and read the appropriate section of an assigned SLTE curriculum for that field (e.g. Occupation-Specific Language Training Curriculum = sections I. Introduction and II. Guide for Language Instructors).[17]

- In sector-specific groups, participants review an SLTE curriculum and list on flip chart paper any aspects which may present challenges to an ESL instructor; each group presents their list to the class; the class compares lists and notes any common concerns.[18]

- Participants build or plan an on-line platform for continued exchange / community of practice, for example a wiki or a Group in LinkedIn or Facebook.[16]

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[14] 3.1.Training draws on material that addresses theory and/or current research relevant to the content area. [16] 5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.

[15] .2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals. [18] 6.1. Training facilitates collaborative learning.

[16] 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.

- Participants make a list of potential mentors or presenters in a specific field or task (e.g., interviewing practice)[20]


- Participants review excerpts from an SLTE curriculum dealing with interactions on the job; view a video [such as the publically funded website http://www.cftpt.org/Candidates.asp] of an employer interviewing a job applicant and, in groups, prepare a lesson for an SLTE class on job interview preparation and practice; identify one challenging feature of pronunciation at the suprasegmental level for learners in an SLTE classroom and develop a lesson plan on workplace interaction where this feature is integrated in the process and outcomes of the lesson.[21]

[20]      6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.
[21]      7.2. Training tasks are applicable to the classroom context and conditions of government-funded language training in Ontario.


## *7.  Training Resources and Materials:*

**ANNOTATED REFERENCE LIST**

1. Required Reading

Houck, N. & Tatsuki, D., Eds. (2011). *Pragmatics: Teaching Natural Conversation*. Virginia: TESOL.

 Relevant to the topic of pragmatics, putting theory into practice: pedagogical activities for the ESL classroom focusing on natural-sounding conversation. Includes chapters on turntaking, initiations and responses for formal informal conversation (small talk), thanking expressions, apologies, compliments, etc [17]

Progress and Career Planning Institute. (2011). *Winning Strategies for IEPs' Success in the Workplace: Employers' and IEPs' Perspectives*. @
http://www.iep.ca/11documents/2011_IEP_Research_Study_Eng.pdf

 Relevant to the topic of employment barriers for IEPs and effective steps employers can take to lower those barriers. PCPI is dedicated to gathering empirical evidence on the labour market for internationally educated professionals (IEPs). This year˝s report features four case studies of IEPs and how they successfully sought jobs commensurate with their background. Includes a literature review.

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

Laroche, Lionel and Rutherford, Don. (2007). *Recruiting, Retaining, and Promoting Culturally Different Employees*. Burlington, MA: Butterworth-Heinemann (Elsevier).

Provides many examples of internationally trained professionals" struggles with language skills, pragmatics and business culture in their job search and work places in Canada. Written to enhance the cultural awareness of instructors in bridging programs, staff in immigrant agencies, etc., as well as managers in companies hiring these immigrants.

2. Recommended Articles and Blogs (in journals and online)[18]

Bartel, J. (2009, 2010). *Office Soft Skills 1* and *Office Soft Skills 2*. Toronto. Distributed by englishcentral.net.

Relevant to the topic of Canadian employment culture. Provides immigrants with insights into Canadian business culture relevant to many office positions. Activities are quiz-like, based on adult learning principles of discovery, self-discovery and learning by doing, where the "doing" consists of responding to communication situations appropriately. Content is adapted from surveys, research articles and career experts as well as the author"s experience in Preemployment ESL classes in Toronto. [19]

Charles, Mirjaliisa. (2007, July). Language Matters in Global Communication. *Journal of Business Communication* 44(3), 260-282.

Discusses complexities of the use of Business English in international teams of native and non-native speakers, including comfort-levels and stress, self-perception and power-wielding. Based on research on language and communication in multinational companies.

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[18] Standard 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.
[19] Standard 7.3. Training incorporates content material that is relevant to government-funded language training in Ontario.

Colorado State University. (1993-2011). Writing Guide: Email. *Writing @CSU*.

http://writing.colostate.edu/guides/documents/email/list4.cfm

An open-access, educational website on email writing, including "Perspectives on email"
on how engineers use email.

Galt, Virginia. (2005, 21 Sept.). Why new hires bomb: beyond technical skills. *The Globe and
Mail*. @ http://www.theglobeandmail.com/report-on-business/why-new-hires-bomb-
beyondtechnical-skills/article341946/

On the importance of soft skills in the workplace. Cites a survey of 5,247 hiring managers
showing that soft skills are more often the reason for firing new employees than technical skills.
(Article accessible on a fee basis.)

Hahn, Harley. (n.d.). Time Sense: Polychronicity and Monochronicity. *Harley Hahn's Internet
Yellow Pages.* http://www.harley.com/writing/time-sense.html

Discusses conversationally the ideas behind Edward Hall's work on attitudes towards
time, extended into the personal realm. Explains polychronicity to readers in North America with
examples from work culture. Includes a list of online references.

Kallos, Judith. (Ongoing). Business Email Etiquette. Blog.

http://www.businessemailetiquette.com/

An oft-cited, professional-looking Wordpress blog, accessible also to language students,
representing the views of "Miss e-Manners." On at least one topic, though – texting and checking
email during meetings – her opinion will be considered old-fashioned by some.

Lamarre, H. M. & McClughan, K. (2007). *Career Focus Canada*, 4th ed. Toronto: Pearson

Prentice Hall.

Relevant to job search. For those who have not sought employment in Canada yet

(immigrants) or recently (Canadians), this book offers activities and up-to-date explanations for

appropriate self-marketing strategies and the job search process in general. It includes content on

networking, interviewing and career correspondence, all topics that pre-employment ESL

learners need to understand. Amid a plethora of career advice on paper and online from the

United States, this textbook stands out because it is Canadian.

Rogers, Priscilla S. et al. (2004, October). Preparing new entrants for subordinate reporting.

*Journal of Business Communication*, 41(4), 370-401.

Provides research results on managers" expectations of written reports and a framework

for analyzing business students" writing. Cultural comparisons between mid-western Americans

and Singaporeans support the authors" suggested uses of the framework for university Business

and ESL writing classes.

Tatsuki, D. H. & Houck, N. R., eds. (2010). *Pragmatics: Teaching Speech Acts*. Virginia:

TESOL.

Relevant to the topic of pragmatics, this introduction is accessible for ESL teachers with

little experience as well as seasoned instructors. Includes two foundation chapters on pragmatics

and speech acts and many short chapters with sample activities for various ESL settings,

including workplace English.

## *8. Trainer Qualifications:*

**The trainer has the following relevant qualifications:**

- a combination of full-time and part-time experience (equivalent to 1800 hours in total) teaching[20][21] adults in classroom ELT and OSLT language programs in Toronto.

- an undergraduate degree in German from De Pauw University, Greencastle, Indiana, US. [26]

- a graduate degree (M.A.) in Applied Linguistics/ Language Teaching from the University of Bonn; and a TESL Certificate (from Humber College).[22]

- a Certificate in Career & Work Counselling (from George Brown College).[23]

- experience providing training in the Humber TESL program: "Introduction to Language" (45 hrs) Fall 2010 [24]

- has experience delivering presentations on relevant topics:[30]

    "Researching Surveys and Business News for Class Activities", TESL Ontario Conference October 2010. Presentation and webcast

    "OSLT at Humber College" – stand-alone presentations throughout 2010 and as part of:

    "Immigrants at Humber: Making the Connection" Humber College Showcase 2010

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[20] Standard 8.1. Trainers have a minimum of 1800 hours of experience teaching adults in government-funded language training programs in Canada.

[21] Standard 8.4. Trainers meet the minimum English language proficiency standards as outlined in TESL Ontario TESL Trainer Accreditation Guide.

[22] Standard 8.2. Trainers have completed a graduate degree in TESL/TESOL or a related field, such as education, applied linguistics, or second language acquisition.

[23] Standard 8.5.2. Completion of education or training specific to the field of specialization, as documented by a certificate, diploma or degree.

[24] Standard 8.5.3. Experience providing training or professional development in the training content. [30] Standard 8.3. Trainers have a minimum of 100 hours of experience providing training or professional development to adults. In the case of online or mixed modality training, some of that experience must be in the modality of the course being offered.

"Beyond ESL – 5 Bad Office Habits Your Students Need to Know About",  TESL Toronto Conference, May 2010

"Etiquette for Office Sharing in a Multicultural Workplace",  University Teaching Development credit seminar for Graduate Assistants, York Univ., Dec. 2009

"ELT – Balancing the Curriculum for Motivated Participants", Moving Forward Together: Higher Level Language Learning Professional Development Conference, sponsored by CIC, March 2008, and TESL Ontario Conference, November 2008

"Language Programs In and For the Workplace", CIC Conference on Second Language Communication Skills for Immigrant Workers, February 2008

Job Search (Interviewing, Portfolios, etc.) workshops and presentations at: George Brown College, Theory & Practice of Job Search Techniques Class (Feb. 2006, Feb. 2007) , TESL Toronto and TESL P/H/E (2006), York University English Language Institute (Nov. 2006), Humber College (TESL Class and TESL Career Day) annually since 2002

 **is author** of a website and relevant textbooks appropriate for ESL learners and immigrant professionals at CLB levels 6-9:

*The Metropolitan Daily News: Understanding American Newspapers* (1994 Pearson/ Prentice Hall)

*Office Soft Skills 1* and *2* (2009, 2010) – used in at least three OSLT programs as well as an immigrant services agency in Ontario and a university ELI in Colorado (U.S.)

## *Training Outline by Sessions*

*Pre-course Task:*

*Participants identify the SLTE sector that they are most interested in exploring and teaching and read in the appropriate section of an assigned SLTE curriculum for that field (e.g. OccupationSpecific Language Training Curriculum = sections I. Introduction and II. Guide for Language Instructors (p. 3)). Participants should write three questions or issues that they want to discuss in class and identify the relevant day for that discussion.*

### **Day 1**

**In sector- specific groups**:

- participants introduce themselves and discuss how their backgrounds and / or interests are relevant to the occupational sector

- participants discuss responses to questions based on the pre-course readings

**In sector-specific groups**:

- participants review an SLTE curriculum and list on flip chart paper any aspects which may present challenges to an ESL instructor [trainer may collect submissions]

- each group presents their list to the class / class compares with other lists/ notes any common concerns

**Participants**:

- take part in a trainer-led discussion of the differences between teaching, counselling and coaching in general ESL and in SLTE specifically

⬜
identify activities of each kind that might occur in an SLTE classroom

**Homework**:

- participants work individually to read, and prepare responses to questions in, chapters 1 and 2 of *Tatsuki & Houck*

**Day 2**

**In groups, participants**:

- discuss responses to reading, make notes, and reflect on new insights to initial responses

**As a class, participants**:
- play the role of a learner and follow the trainer‟s instructions as s/he leads them through a short activity practicing pragmatic competence within a workplace communicative situation
**In groups, participants**:

- develop a lesson plan, using the trainer‟s model and examples from *Tatsuki and Houck*, on an aspect of workplace pragmatics, for peer review

**Participants**:

- analyze two examples of Canadian workplace culture from an SLTE curriculum (e.g. ELT or OSLT)

 drawing on prior experiences as ESL instructors, discuss the implications of these cultural norms for learners in Ontario SLTE programs and brainstorm activities for raising awareness of these norms in the SLTE classroom

**Homework**:

Assignment #1

## Day 3

**In cross-sector-specific groups, participants**:

- drawing on prior experiences as ESL teachers, list favourite (best practice) vocabulary teaching strategies

- critique selected activities from an SLTE curriculum addressing terminology and identify any potential pedagogical challenges

**In sector-specific groups, participants**:
- examine a list of selected vocabulary in a unit from a sector-specific curriculum or textbook
- correlate the given vocabulary with Canadian Language Benchmarks Stage II and communication tasks

**In a computer lab, participants, in small groups**:
- take notes as the trainer demonstrates accessing NOC and LMI information online
- create level-appropriate instructions for students on how to access and explore the NOC website or workingincanada.com
- jigsaw with other groups; as they follow the instructions of peers, exchange constructive feedback on the instructions each group wrote **Participants**:

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- follow and respond as the trainer models the decoding of job postings

  identify key words in two job postings in their chosen sector-specific field  **Participants:**
- using key terminology in the ESL profession, compose a professional self-introduction ("elevator speech") as their students would be expected to do for their field

**Homework**:

- participants work individually to read assigned excerpts from *Laroche and Rutherford* and prepare notes on miscommunication in the workplace for discussion in class Receive Assignment #2

## Day 4

**Participants, in groups:**
- referring to the readings from *Laroche and Rutherford,* discuss any similar miscommunications they have experienced or observed in a work setting
- poll their group on meeting etiquette and report findings
- share /brainstorm ideas on how to locate / develop appropriate teaching materials for the topic of workplace interactions

**Participants**:
- review excerpts from an SLTE curriculum dealing with interactions on the job
- in groups, identify key features of these interactions which they would need to teach to ESL learners and discuss strategies for how to present/teach them
- view a video of an employer interviewing a job applicant and, in groups, prepare a lesson at Canadian Language Benchmarks Stage II on job interview preparation and practice

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- write a reflective summary on the relevance and usefulness of the materials in this section of the training to their own understanding of cultural and language issues of workplace interactions

**Participants**:

- identify one challenging feature of pronunciation at the suprasegmental level for learners at Canadian Language Benchmarks Stage II in an SLTE classroom and develop a lesson plan on workplace interaction where this feature is integrated in the process and outcomes of the lesson

- based on their classroom experience, identify the major challenges of teaching pronunciation and discuss compensation strategies for common pronunciation problems

**Day 5**:

**Participants**:

- focus on language and cultural expectations in workplace email discourse by taking a quiz on email etiquette and then discussing which aspects may present a challenge to learners

- read an excerpt from the article "*Language Matters in Global Communication,*" a review of research in the area of the relationship of grammatical to pragmatic errors in workplace communication and discuss it; discuss how to address their relative weights to learners with various views of the value of grammar in language learning

**In sector-specific groups**:

- examine a selection of SLTE textbooks and well-known grammar books; comment on their potential usefulness in SLTE, considering their relevance to Canadian Language Benchmarks
Stage II and the communication tasks/outcomes of the SLTE curriculum

**Participants**:

- in the sector-specific groups of Day 1, review their list of expected challenges / issues, reflect on whether the issues were addressed in the course and discuss their confidence level upon completing the course

- in mixed sector-specific groups, present themselves professionally as an SLTE instructor to a potential employer [*Assignment #3*]; as a group, reflect on the difference between their practiced "elevator speech" and the informal introduction they made on Day 1; apply to the situation of SLTE students

- build or plan an on-line platform for continued exchange / community of practice, for example a wiki or a Group in LinkedIn or Facebook; make a list of participants who would consider becoming a mentor or presenter in a specific field or task (e.g., interviewing practice)

- complete an evaluation of this training