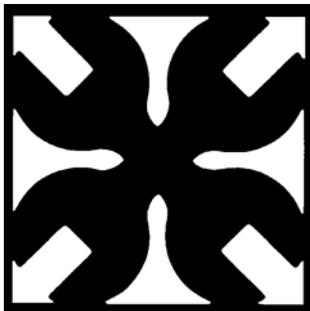




**International Association of
Bridge, Structural,
Ornamental and Reinforcing
Ironworkers**

Limited English Proficient Students: A Guide for Ironworker Instructors



**National Ironworkers and
Employers Apprenticeship
Training and Journeyman
Upgrading Fund**

Limited English Proficient Students: A Guide for Ironworker Instructors

Developed by

**NATIONAL IRONWORKERS AND EMPLOYERS
APPRENTICESHIP TRAINING AND
JOURNEYMAN UPGRADING FUND**

All rights reserved. No part of this book may be reproduced in any form by any means without written permission from the publisher.

Printed in the United States of America

Published July, 2005

Joseph J. Hunt, General President
Michael Fitzpatrick, General Secretary
Walter Wise, General Treasurer
Michael L. White, Executive Director of Apprenticeship and Training

International Association of Bridge, Structural, Ornamental and Reinforcing Ironworkers

TABLE OF CONTENTS

Preface	iii
Acknowledgments	v
Section 1: An Introduction to Individuals with Limited English Proficiency	1
Section 2: Second Language Learning	7
Section 3: Cultural Considerations in the Ironworker Classroom	13
Section 4: Instruction Strategies and Resources for Ironworker Instructors	21
Local Union Interviews	45
Appendix A: Internet Resources for LEP Students	69
Appendix B: Community Resources	75
Appendix C: Instructional Tools	85
Appendix D: Spanish Vocabulary and Expressions Helpful for use in the Classroom	89
Appendix E: Constructionary English – Spanish Guide (excerpt)	101
Appendix F: Internet Resources for Instructors	109
References	113

PREFACE

In 2005 there were about 25.5 million U.S. adults ages 18 and older who spoke a language other than English at home, up from 17.9 million a decade earlier. Individuals who are limited English proficient (LEP) often come not only from a different language background but also from a very different cultural background.

There is no question that both the workforce and education/training programs will be more culturally diverse in the future and that the preparation of future Ironworkers must include methods and techniques that address the needs of LEP students. Instructors must continually reflect on their teaching practices to address the needs of this population, placing a strong emphasis on the human side of teaching. Instructors must continually focus on these students and find effective ways to help them achieve success in our industry.

As the number of LEP students in Ironworker programs continues to increase, instructors should become more aware of strategies and resources that will be effective in working with them. This guide has been written for that purpose. The contents include the following:

Section 1: An Introduction to Individuals with Limited English Proficiency

This section contains a definition of LEP individuals as well as a description of general characteristics that these learners may display.

Section 2: Second Language Learning

This section contains information about the obstacles that LEP individuals encounter in their efforts to learn the English language. An overview is provided of English as a Second Language (ESL) programs. A variety of options for assisting LEP students are also included.

Section 3: Cultural Considerations in the Ironworker Classroom

Culture and language are closely related. Learning a new language involves learning about new ways of thinking, feeling and expressing. Cultural differences can mean difference in perception and meaning that can contribute to making learning a difficult and confusing process. This section contains suggestions for instructors to communicate with LEP students in classroom and shop situations.

Section 4: Instructional Strategies and Resources for Ironworker Instructors

This section contains instructional strategies that are effective in working with LEP students.

Interviews with Apprenticeship Coordinators

Ironworker Apprenticeship Coordinators from locals who are actively making accommodations for LEP students were interviewed for this guide. Their suggestions

are included in this section.

Appendix A: Internet Resources for LEP Learners

This section contains a variety of internet resources that will assist LEP students to improve their use of the English language.

Appendix B: Community Resources

This section contains suggestions of community resources that can be helpful to Ironworker instructors and LEP students.

Appendix C: Instructional Tools

This section contains blank forms mentioned in Section 4 that the instructor can copy and use in planning or and working with LEP students.

Appendix D: Spanish Vocabulary and Expressions Helpful for Use in the Classroom

This section contains basic expressions and vocabulary terms that can assist instructors in communicating with Spanish speaking LEP students.

Appendix E: Constructionary English-Spanish Guide

This section contains an excerpt from the Constructionary English-Spanish Guide that is used in many apprenticeship classes with Spanish-speaking students.

Appendix F: Internet Resources for Instructors

This section contains resources for Ironworker instructors who are working with LEP students in their classes.

References

This section contains all of the references cited in the manual.

It is our hope that the information contained within this manual will assist instructors to prepare skilled Ironworkers to meet the needs of our employers and contractors.

ACKNOWLEDGEMENTS

The Ironworkers would like to thank Dr. Mickey Wircenski of the University of North Texas for developing this manual.

Mickey would like to offer her sincere appreciation to the following for their support during this project:

Mr. Mike White
Executive Director of Apprenticeship and Training

Dr. Rick Sullivan
IMPACT Senior Training Advisor

Dr. Jerry Wircenski
University of North Texas

Thanks and gratitude to the following individuals who provided time and wisdom in developing the case studies for this guide:

Larry Brown
Apprenticeship Coordinator
Local # 397
Mango, Florida

Kevin Bryenton
Apprenticeship Coordinator
Local # 721
Etoieoke, Ontario
Canada

Dana Fairchild
Apprenticeship Coordinator
Local # 377
Santa Clara, California

Jack Gavett
Apprenticeship Coordinator
Local # 229
San Diego, California

Russ Gschwind
Director of National Ironworker Programs for American Indians
Broadview, Illinois

Joe Hunt, Jr.
Apprenticeship Coordinator
Local # 396
St. Louis, Missouri

Paul Martinez
Apprenticeship Coordinator
Locals # 433 and # 416
La Palma, California

Bob Migliaccio
Apprenticeship Coordinator
Local # 201
Washington, D.C.

Jeff Norris
Iron Worker Locals 720/725
Edmonton, Alberta
Canada

Luis Recendez
Apprenticeship Supervisor
Locals # 433 and # 416
La Palma, California

Larry Robertson
Apprenticeship Coordinator
Local # 272
Ft. Lauderdale, Florida

Rick Rowe
Business Agent/Organizer
Local # 63
Broadview, Illinois

Ray Simpson
Apprenticeship Coordinator/President
Local # 700
Maidstone, Ontario
Canada

Dick Zampa, Jr.
Apprenticeship Coordinator
Local # 378
Benicia, California

SECTION 1

AN INTRODUCTION TO INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Several national and worldwide changes are taking place as the United States enters the twenty-first century. The face of America is changing. "If you gave America a face in 1990, it would have shown the first signs of wrinkles [and] it would have been full of color." At least 32 million individuals in the United States speak a language other than English, from Spanish and Chinese to Yupik and Mon-Khmer (Kirsch, et al., 1993).

Canada's two official languages are English and French. More than 98 percent of Canadians speak either English or French or both. While multiculturalism is official policy, to become a citizen one must be able to speak either English or French. However, languages other than the official languages are also important in Canada, with 5,470,820 people listing a non-official language as a first language. Among the most important non-official first language groups are Chinese (853,745 first-language speakers), especially Cantonese (322,315); Italian (469,485); and German (438,080).

A person is defined as limited English proficient (LEP) if he or she has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny the individual the opportunity to learn successfully in Ironworker classrooms where the language is English or participate fully in our society due to one of the following reasons:

- Whose native language is a language other than English and comes from an environment where a language other than English is dominant;
- Who comes from an environment where a language other than English has had a significant impact on an individual's level of English language proficiency.

Some of the general characteristics that limited English speaking students may display include:

- General language difficulties
- Low self-esteem
- Difficulty establishing interpersonal skills
- Cultural differences
- Low reading level/skills
- Difficulty in comprehension (written and verbal)

- Lack of job “survival” skills
- Lack of employability skills
- Native customs may be in direct conflict with good work habits
- Difficulty speaking, reading, writing or understanding English
- May require English-as-a-Second Language (ESL) services
- Speaks at a slow pace
- Hesitant to acknowledge that they don’t understand
- Incomplete documentation of past academic experiences.

Learners who have limited English proficiency may exhibit the following characteristics in the classroom:

- Be apprehensive about speaking out in a group
- Resist participation in physical activities
- Perceive physical closeness differently
- Refrain from asking for help
- Be reluctant to answer voluntarily
- Avoid eye contact
- Prefer to work by themselves
- Misunderstand messages/communication

Individuals who are limited English proficient may require assistance in developing their English-speaking skills in order to:

- Ask for directions and commands
- Talk about the tools and materials used in ironworking and in performing the technical skills associated with specific Ironworker jobs
- Discuss work with other apprentices, their instructors and others
- Understand and be able to discuss some of the methods and procedures required by a job
- Use technical manuals, textbooks, manufacturer catalogs and other reading materials to study for the Ironworker trade or to practice performing the skills required on the job
- Explain processes while doing them or after completing them in the shop or on the job
- Complete work orders, check inventory lists, fill out time cards, and complete health, insurance and tax forms
- Respond to offers of assistance and be able to offer assistance in return
- Seek clarification on assignments or job tasks
- Socialize appropriately with other apprentices, instructors or foremen

STRENGTHS AND CHALLENGES

With immigrants flowing into the country, the United States is experiencing increasing difficulties with LEP students in education and training programs. The non-native

English speaking adult population in the United States is large and diverse, and represents people with very different backgrounds and needs. The United States Department of Education (2004) provided the following characteristics of the LEP population to illustrate the strengths they bring to our country, the challenges they face and the considerations that instructors should keep in mind when planning and delivering instruction:

Immigration Status. Apprentices in a program may include permanent residents, naturalized citizens, legal immigrants, refugees, and individuals seeking asylum.

Numbers. More than 35 million adults in the United States are native speakers of a language other than English. In 2004, 43 % of participants in adult education programs were enrolled in ESL classes.

Locations of residence. In 2000, 68 percent of the nation's foreign-born population lived in California, Florida, Illinois, New Jersey, New York, and Texas. At the same time, states that had not previously had significant numbers of immigrants witnessed a rapid growth of their immigrant populations. Between 1990 and 2000, the immigrant population in 22 states grew twice as fast as it did in the six states mentioned previously. The following states experienced more than 125% growth: Arizona, Arkansas, Colorado, Georgia, Kentucky, Nebraska, Nevada, North Carolina, Tennessee, and Utah.

Countries or origin. The foreign-born population comes from all over the world, but most people come from Latin America or Mexico. In 2000, more than one-quarter of the foreign-born population came from Mexico, and over half from Latin America (primarily Cuba, the Dominican Republic, and El Salvador). Of the remaining immigrants from Latin America, 2.8 million were born in Caribbean countries and 1.9 million were born in South America. The next largest group of people came from Asia.

First language background. The second most prevalent language is Chinese. The remaining six of the top 10 languages spoken are (in descending order) French, German, Vietnamese, Italian, Korean, and Polish.

Data shows that the non-English speaking population in the United States is growing and represents sizable numbers. Of the 31.8 million Americans (14% of the total American population) who speak a language other than English, 17 million (54%) speak Spanish. This represents an increase of over 6 million since 1980 (Macías, 1993). Spanish is the prevailing non-English language spoken in 39 states. Our country may not be realizing the literacy potential of a major segment of our society unless we examine the native language literacy levels and resources of that group.

Educational background. Adult English language learners have a variety of educational backgrounds, ranging from no education at all to advanced degrees.

English speaking ability. The English speaking ability of adults learning English ranges from low beginning, with limited opportunities to use English outside of class, to high advanced (near native proficiency). Of the English language learners enrolled in adult education programs in 2002, over half were enrolled in beginning literacy or beginning ESL classes.

In addition to meeting the need for improved instruction and assessment programs for LEP adults, the problem becomes even more critical because of the growing non-English speaking population, the resulting increases in our nation's ESL adult enrollments, and the problems of determining the exact nature and extent of the illiteracy rate of non-English speaking adults.

Because of the demographic changes taking place in America today, the issue of ESL and/or instruction for LEP adults has gained more prominence, and because of the low literacy levels of many Hispanics, more urgency.

English literacy. The increase in English language learners has been accompanied by an increase in adults with limited literacy in English. The National Adult Literacy Survey (NALS) found that over half of the population studied had low English literacy skills and that a higher percentage of non-native English speakers than native English speakers read English at the lowest levels.

Employment and income. In the 1990s, half of all workers entering the workforce were immigrants. While many had strong academic credentials and skills, many did not. Some studies indicate that immigrants have a positive effect on the overall U.S. economy, contributing more in taxes than they use in services over a lifetime.

BARRIERS TO LEARNING ENGLISH

The National Center for Education Statistics (1995) listed the following major barriers to learning English for LEP individuals:

Logistical challenges. Lack of transportation seems to be a problem in both rural and urban areas.

Program availability challenges. Even when programs are accessible, potential ESL learners may have difficulty finding a program and class that meets their needs and goals, offers the right instructional level, and allows them to make the transition to other levels of education.

Housing, language and medical issues. The lack of adequate and affordable housing is a common challenge for immigrants to the United States. The language barrier in finding housing is another. Adults seeking assistance often find the system complicated, confusing, and unresponsive and have difficulty communicating with service agency personnel. A third challenge is health care. Immigrant families may

have physical and other health issues that need to be addressed, and limited access to treatment and preventive care can result in even more illness. Lack of medical insurance, lack of transportation, and communication problems with medical personnel all make it difficult for individuals to get the care they need.

Psychological and social issues. The demands of juggling family responsibilities and education make daily life management extremely difficult. Added to this general stress are other emotional issues. Many immigrant adults feel embarrassed about their limited education. Some are living in fear about their legal status in this country. Even with supportive families and neighbors, on the job they may feel isolated and alone.

THE CHALLENGE

There is no question that both the workforce and education/training programs will be more culturally diverse in their demographic make-up, and that the preparation of future workers must include methods and techniques that address workforce skills and competencies in a linguistically and culturally sensitive manner. This presents a unique challenge for Ironworker instructors as they strive to help these students achieve success in apprenticeship programs. Instructors must continually reflect on their teaching and update their practices to address the needs of this population, placing a strong emphasis on the human side of teaching. Instructors must continually focus on these students and find effective ways to help them become skilled Ironworkers to meet the needs of our employers and contractors.

SECTION 2

SECOND LANGUAGE LEARNING

“A different language is a different vision of life.”

Frederico Fellini (1920 – 1993) Italian film director

Along with increasing ethnic diversity comes increasing language diversity. Both the number and the percentage of individuals who have difficulty speaking English have risen in recent years.

In 2000, there were about 25.5 million U.S. adults ages 18 and older who spoke a language other than English at home, up from 17.9 million a decade earlier. Many of these non-English speakers were new immigrants. However, some immigrants have lived here for many years, and some non-English speakers were born in the United States. Many of these adults reported that they have difficulty speaking English, but they were highly motivated to learn the language, especially to obtain jobs and gain access to educational opportunities.

Individuals with limited English proficiency encounter many obstacles in their efforts to learn the English language. They often come to realize that in order to be fully accepted, they must abandon their native language, surrendering an aspect of their identity. They are caused to feel they must either speak English or nothing at all. Thus, they become caught in a painful power struggle over the use of English and their native language.

Acquiring English language skills can mean many things. It may refer to general listening, speaking, reading, and writing, or it may only refer to the social language necessary for the classroom or on the job.

 Language barriers can add to the cultural “shock” for new immigrants. They often assume that a complicated language like English can be learned quickly and easily, which is often not the case. The problem becomes more difficult if the background language is very different from English and the individuals lack literacy and spoken or written fluency in their first language.

Many people have experienced confusion with regard to the English language barrier. They recognize that learning English is a major stumbling block and the key to understanding and being happy in an English speaking society. Many immigrants describe the “English merry-go-around” when, after completing several English courses, they find themselves having difficulty. These people believe that they have failed and will never be able to participate fully in American society.

UNDERSTANDING ENGLISH AS SECOND LANGUAGE PROFICIENCY LEVELS AND PROGRAMS

English as a Second Language (ESL) is most commonly used to represent the learning of English in an environment where English is the native language. It usually refers to the comprehensive learning of the language: listening and speaking as well as reading and writing, pronunciation as well as grammar. The goal is to enable the individual to function in English in a variety of contexts. There are a number of English language proficiency levels, from beginning literacy to advanced ESL, based on what people know and can do in three areas – speaking and listening, basic reading and writing, and functional and workplace skills. These levels are shown in **Table 1**.

ESL FACTS

Here are some important facts about ESL:

- Adults take ESL classes to learn to speak, understand, read and write English. Some reasons they want to improve their language skills are to learn the trade, to get promoted in the job they have, to communicate with neighbors and coworkers, and to participate more fully in society. Most adult ESL learners are immigrants who are learning English and learning about culture at the same time.
- ➡ • The length of time to learn the language depends on such factors as the individual's age, educational background, level of literacy in their native language, and what opportunities they have to interact with native English speakers. However, for most foreign-born adults, it takes up to two years to progress beyond basic survival English and five to seven years to understand and speak English well.
- Every year, many LEP adults are tutored by volunteers in churches, schools, and libraries. Others, eager to learn English, may have to wait for months or years to get into ESL classes. In large cities across the country, ESL programs frequently have waiting lists for classroom space. Some rural areas have no available classes.
- ➡ • ESL programs vary in scope and content. Some programs, especially those for recent arrivals, emphasize survival or life skills in the curriculum and focus on improving listening and speaking abilities. Others stress vocational or work-related topics, citizenship and civics education, family literacy, or academic or GED preparation. Learners who lack literacy skills in their native language or are new to the Roman alphabet may be placed in classes that focus on developing basic literacy skills. Classes are provided by local educational agencies, community colleges, local businesses, unions, community based organizations, volunteer groups, churches, and for-profit language schools.

Table 1 – English Language Proficiency Levels

Levels	Functional Skills	Reading and Writing	Speaking and Listening
Beginning literacy	The individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. The individual may lack literacy in the native language and has had little or no formal schooling.	The individual cannot read or write or can read or write only isolated words. There may be little or no alphabet recognition.	The individual cannot speak or understand English or can understand only isolated words or phrases.
Beginning ESL	The individual functions with difficulty in situations related to immediate needs and in limited social situations. The individual has some simple oral communication abilities using simple learned and often repeated phrases.	The individual has a limited understanding of print only through frequent re-reading. The individual can copy words and phrases and write short sentences.	The individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition. Survival needs can be communicated simply and there is some understanding of simple questions.
Intermediate ESL	The individual can meet basic survival and social needs. The individual can follow some simple oral and written instruction and has some ability to understand on the telephone.	The individual can read simple material on familiar subjects, but has difficulty with more complex materials. The individual can write simple paragraphs on survival topics and personal issues with some errors.	The individual can understand simple learned phrases and new phrases containing familiar vocabulary. The individual can converse on familiar topics beyond survival needs and can clarify speech through rewording and asking questions. The individual also uses and understands basic grammar.
Advanced ESL	The individual can understand general conversations, participate effectively in familiar situations, satisfy routine survival and social needs and follow oral and written instructions. The individual also can understand conversation containing some unfamiliar vocabulary on many everyday subjects, but may need repetition, rewording or slower speech.	The individual can read materials on abstract topics, descriptions and narrations of factual material. The individual can write descriptions and short essays and can complete complex forms and applications. The individual has a general ability to use English effectively to meet most routine social and work situations.	The individual can converse with no or minimal difficulty in conversation. The individual can communicate over the telephone on familiar subjects and has basic control of grammar, understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.

U.S. Department of Education, 1996, pp 3 – 4

- ESL teachers use a variety of approaches to teach adult learners to speak, read and write English. Some approaches focus on teaching the grammar rules of the language, others focus on the language functions such as asking for assistance and expressing likes and dislikes. Still others focus on competencies, the knowledge and skills needed to function in society (example - following directions on the job).

There are a number of reasons for slow progress in learning English:

- Limited academic skills in a learner's native language due to limited previous education
- Lack of effective study habits
- The interference of a learner's native language (particularly if the learner is used to a non-Roman alphabet)
- A mismatch between the instructor's teaching style and the learner's expectations of how the class will be conducted
- Stress or trauma that immigrants have experienced, causing symptoms such as difficulty in concentration and memory
- Sociocultural factors such as age, physical health, and social identity
- External problems with work, health, and family
- Sporadic attendance
- Lack of practice outside the classroom.

WHERE LEP LEARNERS CAN GO FOR HELP

There are a variety of options for assisting LEP students. Many of these are located throughout the community:



- **Individual tutors:** One-to-one tutoring programs may use volunteers or paid staff as tutors. Typically, the tutor and student arrange a mutually convenient time to meet. They may meet for as little as 30 minutes per week or several hours per week.
- **Small groups:** A small group setting is an expansion of the individual tutor model – one teacher or tutor (paid or volunteer) meets with a small group (3-5) learners at a regularly scheduled time. (This might be a good option in an Ironworker apprenticeship program.)

- **Class:** If you have more than 5-10 learners, you may consider offering a class in order to divide learners by their English levels (e.g., beginning and intermediate classes). The class may be taught by a volunteer or paid teacher. Classes may be open-entry (new students may begin and/or end at any time) or closed-entry (learners begin and end on specific dates). (Another excellent option in an Ironworkers apprenticeship program.)

➡ • **Computer Assisted Instruction (CAI):** Access to technology can be a wonderful asset to LEP adults. A variety of software programs exist for these learners. Computer stations can be equipped and accessed individually, or integrated into small group and class instruction. A computer lab may allow for new students to begin learning very soon after registration if it is open entry. (See Appendix A for Internet Resources for LEP Learners.)

- **Family literacy:** A family literacy class may include parents and children in activities, or it may take on an intergenerational nature by including grandparents, aunts, uncles, etc. An ESL family literacy class may include child care and activities for children, ESL classes for parents and/or other adult family members.

➡ • **Workplace ESL:** A workplace ESL class may be held at the local or apprenticeship school. Workplace ESL classes teach apprentices the needed English language skills they need in their jobs. Employers may support enrollment in a workplace ESL class by compensating employees or providing benefits for attending the class, providing space for the class, and providing work-release time to attend class.

➡ • **Collaborating with the community:** Another option for meeting the needs of learners is to collaborate with other community agencies. Working together, two or more agencies may build upon the strengths of each organization without “reinventing the wheel” and duplicating services. Collaborating agencies may include libraries, private schools, businesses, public schools, community college, the human services department, or health department (Virginia Adult Learning Resource Center, 2002, p. A-48). (See Appendix B for a listing of Community Resources.)

Individuals with limited English proficiency can informally learn English in a number of ways:

- Talking to English speaking friends outside of the apprenticeship school
- Watching TV/videos (with closed captions)
- Watching movies
- Listening to the radio
- Using the phone (including listening to recordings like the weather, leaving messages...)
- Reading the newspaper (including following current events)
- Volunteering in the community
- Mingling/talking with English speaking apprentices

- Playing grammar/vocabulary games
- Using repetition in the classroom and on the job
- Listening to music
- Speaking (inside and outside the classroom)
- Listening (including tapes)
- Reading books or magazines
- Writing (letters, journals, reports, homework)
- Working in teams in the classroom and on the job
- Working in group on class assignments
- Doing “real-world” activities (shopping, ordering in a restaurant)
- Solving real problems (traffic ticket)
- Experiencing the culture by going to sporting events, etc.
- Learning good grammar skills
- Studying manuals, reference materials related to the trade
- Learning vocabulary (using words in sentences, using a dictionary, asking the meaning of words in the classroom).

SECTION 3

CULTURAL CONSIDERATIONS IN THE IRONWORKER CLASSROOM

“Language is the road map of a culture. It tells you where its people come.”

Rita Mae Brown (1944 -) U.S. writer, playwright

Culture refers to the shared beliefs, values, and rule-governed behavioral patterns that define a group and are required for group membership. Culture involves what people know, believe, and do. Some elements of culture include:

- Age
- Educational background
- Ethnicity
- Family status
- Gender
- Income
- Ethics
- National, regional or other geographical areas of origin
- Race
- Social class
- Spiritual practice (religion)
- Work experience.

Individuals who are limited English proficient (LEP) often come not only from a different language background but also from a very different cultural background. Immigrants in particular may experience profound adjustment problems.



Many families in this country have experienced the stresses of immigration and migration. While ethnic heritage may have become dimmed or forgotten, it continues to influence outlook and interaction with others. Under the pressure of accommodating to new situations, many groups have been forced to abandon much of their ethnic inheritance. To understand ethnic identities, it is important to realize the impact immigration has on families over succeeding generations. Second generations are more likely to reject the “cultural” values of their parents and to strive to become part of their current culture. Third or fourth generation immigrants frequently reclaim aspects of their heritage that were sacrificed by previous generations as they sought to assimilate with society.

As the cultural makeup of our society becomes more diverse, Ironworker instructors must become familiar with a variety of cultures and grasp both the advantages and challenges that accompany serving a more diverse LEP population. Specific cultural factors that may influence the learner and instructor in the classroom include:

- ➡ • Roles of learners and instructors – Learners may expect more traditional, formal, authoritarian, ordered, structured instructional style and activities and may be put off by informal practices such as using first names and moving freely around the room. Likewise, instructors may expect learners, to be self-reliant, expressive, and assertive – a potential conflict with learners who are carefully reserved.
- Gender-related issues – Some LEP learners may expect different behaviors from males and females and may not even have experienced mixed-gender classes. Likewise, male-female issues might affect classroom interactions or activities.
- ➡ • Appropriate behavior – Different LEP cultures define “appropriate” differently. Some learners may expect a quiet, orderly classroom. Other learners may expect to be able to eat, drink, smoke, or litter freely in the classroom (Wonacott, 2000).

Culture and language are closely related. Learning a new language involves learning about new ways of thinking, feeling, and expressing. This process can put tremendous pressure on adults who have a well-developed sense of self in their native language and culture. Because immigrants are frequently changing their views of themselves in relation to a new environment, they may at times be ambivalent, confused, or even hostile to the process of adapting to a new culture. Instructors can help ease this process in a variety of ways:

- ➡ • Become acquainted with your learners’ cultures to better understand their perspectives and expectations both inside and outside the classroom. Avoid generalizing and stereotyping learners. Acknowledge and respect differences. When discussing cultural differences and traditions in class, focus on positive descriptions rather than negative judgments.
- Learners may not be willing or able to participate in activities that involve discussion of culturally inappropriate subjects, revelation of personal information, or reliving of painful experiences.
- ➡ • Remember that culture can play a role in all facets of language, including response time. Many LEP learners will come from cultures where silence is not uncomfortable. Also, the reality of a slower process time for listening comprehension in a second language, suggests that waiting after asking a question (possibly as long as 10 seconds) is important before repeating or restating the question (Florez & Burt).

Cultural differences can mean difference in perception and meaning that can contribute to making learning a difficult and confusing process. This is especially true if the material presented or its manner of presentation is culturally inappropriate or does not compensate for cultural differences. Cultural values and experiences that students bring to the educational environment may significantly contribute to their individual learning preferences.

Research indicates that a close association exists between students' cultural background and their preferred learning styles. Students' individual learning preferences are typically accompanied by culturally determined tools that influence the way they process information and, depending on the fit between teaching and learning styles, facilitate or hinder their educational achievement. Sanchez (2000) cited two concurrent studies examining the impact of culture on the learning preferences of Hispanic and Native American college students in the southwestern United States. In comparison to white students, both Hispanic and Native American students exhibited a high propensity for participation in active, concrete learning experiences, and cooperative situations (Palma-Rivas, 2000).



Instructors who are aware of cultural differences in their classes:

- Use gestures and body movements to support their lessons.
- Create many connections between students' prior knowledge and new information.
- Are enthusiastic and sensitive to cultural issues and differences.
- Invest time in developing personal relationships with LEP students.
- Affirm differences among all students and teach them to appreciate diversity.
- Have high expectations for all students and effectively communicate their expectations to their students.
- Provide opportunities for students to create meaning through interactions and partnerships with others in class.
- Use conversation and discussions as a fundamental aspect of classroom interaction.
- Create inviting, interesting classroom environments (Zygouris-Coe, 2001).



Ironworker instructors must take a close look at their own cultural background, understanding the effects their biases may have when interacting with LEP students. Only then can they examine the backgrounds and needs of their students and understand their students' cultural biases as well. Some helpful suggestions:

- Recognize and understand the cultural differences among students from diverse backgrounds and treat such differences with respect.



- Intervene immediately, should one student comment on another student's culture or language

- Value the broad and varied experiences students bring to the classroom and promote their acceptance.



- Avoid segregating students by cultural groups, and do not allow the students to segregate themselves.

- Expand students' capacity to appreciate and deal with the differences in others and help students to perceive themselves in a multi-cultural perspective.



- Demand the same level of excellence from all students.
- Have high expectations for all students; positive expectations increase student achievement.
- Be aware that cultural conflict is more likely to emerge when students are unaware of cultural differences.
- Realize that everyone is a product of his or her culture, and a tolerance and understanding of differences must exist in such a diverse society as ours.
- Do not base students learning capability on their limited English proficiency.
- Students should be judged based on current situations and circumstances, not on previous mistakes.
- There may exist a difference between a student's learning style and the instructor's teaching style.
- Recognize and discuss with students potential conflicts between classroom-based expectations and their cultural background.
- To be an effective instructor, it is important to understand how the background of students can affect their relationships with both their instructor and their peers.

COMMUNICATING WITH INDIVIDUALS WHO ARE LIMITED ENGLISH PROFICIENT

When people from differing cultural backgrounds interact, it is natural to experience discomfort and even conflict. This occurs because people from different cultures behave in ways that seem unpredictable and even threatening from our own cultural viewpoint. Keep in mind the following tips:



- Try to look at a situation from the other person's cultural point of view. The LEP individual may be doing what he or she feels is appropriate because that is the way he or she has learned to do it.

For example - Every country has different customs about what is polite or impolite behavior. While we usually get the instructors attention in class by "raising a hand," in another culture the appropriate behavior would be to call out the instructor's name.

- Consider whether the conflict is due to personality differences or cultural differences. Are students **deliberately** acting in a manner we might consider rude, or do they **not know** how to act in class?

- Remember that fluency in English does not mean fluency in the culture. Many people know the language very well but are still learning about the culture.

For example, in our culture we form a line when waiting for someone and we value our own “personal” space while in those lines.

- Try to be patient. Perhaps this is the most difficult part about communicating with a LEP learner, particularly when we have so much to do in a very short amount of time. It **does** take time to communicate effectively, but it will be worth it if both parties are, in the end, able to understand each other.



- When at all possible, address situations of miscommunication or conflict as they happen. When people feel offended or hurt, they carry those feelings with them for a long time. If someone appears to have become angry based on what we said, it is best to talk about it at that moment.

- Ask for help. Contact someone experienced in working with LEP individuals (Romstedt, 1994).

COMMUNICATION TIPS FOR THE INSTRUCTOR

Below are some points to keep in mind when communicating in the classroom with those for whom English is a second language. While these suggestions are meant to focus on communication with LEP students, one can easily see how some of these tips could be helpful when communicating with all students.

Two-Way Street

A good attitude is the cornerstone of good communication. The expression that communication is a “two-way street” is very true. It is the responsibility of both the instructor and student to want this interaction to be successful. It is not so much what we say as how we say it. We attempt to speak more often with someone when we know they are open and willing to talk to us.

Eye Contact

In our culture it is not uncommon for us to do something while we are talking – putting papers into a briefcase, straightening up a desk, looking through files. When trying to talk to someone from another culture, it is essential to “keep an eye” on that person (even if they are not looking at you), in order to watch for signs of understanding, confusion, or miscommunication. Watch for the dazed look (the “glassy-eyed stare”) that each of us has shown at one time or another when we are confused or don’t understand something.

Gestures

Be aware that gestures do not mean the same all over the world. Something which is perfectly acceptable here may be offensive in another country. The LEP student may not know which gesture is acceptable here.

For example, the “A-OK” gesture is offensive to many Hispanics. This does not mean that you should stop using this gesture for fear of offending someone. However, if after using a gesture, you notice that the other person looks surprised, confused, or angry, that is a good indication that there might be a problem with that gesture, and that an explanation may be in order.

Allowing time for response

Give the other person with whom you are speaking extra time to respond – pause time. Pause time is the amount of time it takes for one person to respond orally to another person. Everyone has a different pause time. Some people are very quick to respond, while others seem to take their time. How many times have we “jumped the gun” and answered for someone who did not respond in what we felt was an appropriate time? Keep in mind that when people learning English are trying to carry on a conversation in English, their brain is going through a very complicated process. It first receives the information from the other person and translates the English into their first language. The brain then comes up with the response in the first language and has to translate it into English. After all these steps, the LEP learner finally has to actually say the words out loud. All this processing and translating and verbalizing takes time. It can seem like an eternity waiting an extra few seconds for learners to respond, but in most cases, they will respond. They may not give the response you expect, but at least you will have some sense of how much they understand.

Literal Interpretation

Many people learning a second language have difficulty following “context clues”. That is, following a conversation and remembering what was said before and its relation to what is being said now. The same holds true with the written word. They take each word or sentence literally. They also have difficulty distinguishing between important (key) words and less essential words. In both oral and written communication, use simple sentences in logical order, avoiding unnecessary information. Give no more than two steps of directions at a time. It is easier for the other person to process the information.

It can also be helpful to use nouns to replace pronouns. Many people learning English have great difficulty distinguishing among the different pronouns, (he, her, ours, them, etc.). For example, instead of saying, “He said to give it to him,” it would be clearer to say, “Mr. Jones said to give the paper to Tom.”

Idioms

Avoid using “idioms” or expressions (“I need it yesterday.”) unless you are sure the person you are speaking with clearly understands what you are talking about. Idioms are the most difficult part of the language to learn because in many cases the actual words have no relation to the meaning, and we use them all the time. Idioms dealing with sports (“He’s out in left field.”) or animals (“I’m happy as a clam.”) can be potential causes of communication breakdown because LEP learners may focus all their attention trying to figure out the idiom (“Why does he think he’s a clam?”) instead of concentrating on the rest of the conversation. Rewrite or rephrase idioms into English that literally say what they mean. (Say “He’s very busy doing a lot of different things.” instead of “He’s juggling a full schedule.”)

Explain and emphasize words that are important to the meaning of the conversation. If it is important for a student to know that tomorrow’s class has been cancelled, say it one way and, if necessary, repeat it using different words. “There is no class tomorrow. The apprenticeship school is closed tomorrow.”

Show when you tell

Keep in mind that there are all types of learners. Some learn best by reading, some with pictures, some by doing, and some by hearing information. Provide examples, charts, pictures, or diagrams to support what you are saying. Demonstrate using real objects to show what you would like done. Write down the information you want to give the other person. They may be proficient in reading the language, or they can take it home and translate it themselves or have someone else help them.

If necessary, follow-up the conversation by asking the other person clarification questions starting with who, what, where, when, how, or why. (“When is your next class?” Who are you going to work with in the shop?”) Avoid questions with negatives. (“You do understand, don’t you?”) This can be confusing, as the learner many not know whether a yes or no answer is appropriate. Some instructors worry that they may sound rude asking these follow-up questions. Demonstrating a positive attitude and asking the questions tactfully can help things go more smoothly.

What about when the instructor doesn’t understand what the other person is saying? Repeating back what they think they heard can help. Instructors can use those same clarification questions to make sure they are clear on what information has been given to them. (“You said you are coming to class on Tuesday, right?”) Asking students to slow down, repeat the information, or show instructors what they want provides another chance to understand what was just heard.

Sometimes it is difficult to have the right attitude and to be patient, especially when it’s the end of a long work day and everyone is ready to go home. While these practical steps may take more time at first, they will save time in the long run if they help both parties feel more comfortable and confident about communicating effectively (Romstedt, 1994).

SECTION 4

INSTRUCTIONAL STRATEGIES AND RESOURCES FOR IRONWORKER INSTRUCTORS

- Think of a time when you were an outsider in a group. What was it like? How did you feel?
- Have you ever been “caught” misjudging someone because of your own incorrect assumptions? What happened? How did it feel? What was the result?
- Have you ever been misjudged by someone else? What happened? How did it feel? How did you handle it?

It is important that instructors not have misconceptions about individuals who are limited English proficient (LEP). Misconceptions often lead to misunderstanding and frustration in the classroom or on-the-job. Key points for instructors to remember are:

- Do not assume everyone from a specific country has the same background (students from Central America are all economic refugees, students from Southeast Asia are all fleeing communism, students from Korea are all academically motivated).
- ➡ • Do not assume that students understand what you are saying just because they indicate that they do. Some students may also say they do not understand when they do.
- Do not assume that LEP students cannot learn in a regular classroom.
- ➡ • Do not assume that the key to success in teaching LEP students is to translate everything into their native language.
- Do not assume that lack of language equals a lack of knowledge.
- Do not assume that a student with good verbal skills in English also has a high ability in reading and writing English.
- Do not assume that knowing another language will be a big advantage in teaching LEP students, although it may help in some cases.
- Do not expect immediate results in language acquisition on the part of LEP students. The development of proficiency in a new language can take several years.

- Do not expect to be able to pronounce many foreign students' names. Most of the students do appreciate and respect a sincere effort, and will be both amused and pleased by your attempts.
- Do not expect English as second language (ESL) teachers to have all the answers to your questions or solutions for your problems, but they can be a big help.

Self-Evaluation

Effective instructors continually evaluate their teaching to ensure that all learners are learning effectively, but it is even more important when working with LEP students. Take a moment to answer the questions in **Table 2** as a checklist of key points to remember when planning and delivering instruction.

The major reasons given by LEP learners for their learning difficulties are the technical terminology used by instructors, the limited vocabulary of students, poor English skills, a lack of confidence in oral and written communication, poor classroom facilities, difficult assessment procedures, and difficulties in understanding questions. These all create learning problems in the classroom.

Table 2 – Self-Evaluation for the Ironworker Instructor

	Always	Often	Seldom
1. I know my learners' names, and I greet each of them as they enter the room.	2	1	0
2. I provide a comfortable, risk-free classroom environment. (I do not intimidate my learners.)	2	1	0
3. My instruction has a purpose, and I make sure my learners understand that purpose.	2	1	0
4. I plan my lessons to meet my learners' needs and goals as they relate to the Ironworker trade.	2	1	0
5. My lessons directly relate to my learners' on-the-job needs.	2	1	0
6. I give my learners lots of opportunities to read, write, listen to, and speak English.	2	1	0
7. I use a variety of activities that accommodate different learning styles (visual, oral, hands-on).	2	1	0
8. I use a variety of teaching materials (handouts, diagrams, charts, objects, prints, models, work samples etc.).	2	1	0
9. My lessons include an effective introduction, illustrated presentation, practice application opportunities and review activities to help my learners learn.	2	1	0
10. I make sure my learners understand what has been taught before I move on to the next topic.	2	1	0
11. I demonstrate activities/skills before asking my learners to complete a task.	2	1	0
12. I give lots of positive feedback and encouragement to my learners.	2	1	0
<p>NOTE: If you circled "Always" <u>or</u> "Often" most of the time, you are well on your way to providing a learner-centered, interactive environment for all students, especially LEP students. If you frequently circled "Seldom," you may need to explore ways to involve your learners more in communication and dynamic activities. (Adapted from Virginia Adult Learning Resource Center, 2000, p. E-41)</p>			

CREATING A POSITIVE LEARNING ENVIRONMENT

A supportive learning environment is built by the Ironworker instructor on several grounds. There is acceptance, interest, and understanding of different cultural backgrounds, beliefs, and customs. Explicit information on what is expected of learners is provided and is reinforced through clearly structured class activities. These provide important social and practical bases for all learners, especially those with limited English proficiency. When learners are freed of the need to interpret expectations and figure out assignments, they can concentrate on learning.

Tips for establishing a positive learning environment include:

- For all students, a clear, shared understanding of the rules for participating in the class, as well as acceptable behavior during and after class, are important.
- Use clear, normal speech in communicating with LEP students.
- Use nonverbal cues (such as gestures, pictures, prints, models, and real objects) in your teaching to assist students' comprehension.
- Make sure that students are seated where they can see and hear well. Involve them in some manner in all classroom activities (discussions, question and answers, etc.).
- Fill your classroom environment with printed materials, photos, prints which are interesting things to talk, read, and write about. This will create a classroom environment which will allow students to learn even when you are not directly teaching them.
- Keep in mind that LEP students are developing communication skills in oral and written English as they are being exposed to content instruction. Try to highlight the English in all classroom activities (even routines). Focus on developing the ability to communicate rather than on the ability to memorize and repeat words.
- Encourage students' efforts to participate by giving lots of positive reinforcement and seeking out new opportunities for them to take part directly in learning activities.
- Provide opportunities for LEP students to use English language concepts that you are teaching them in meaningful situations. Include a variety of ways of participating (such as paired activities, cooperative groups, and independent work) in addition to full group instruction.
- Treat students as full, equal members of the classroom community. Help LEP students to feel comfortable and integrate them into the class as quickly as possible. Refer to students by name, and make it clear that you expect all students to work and learn. Then ask for more and more participation and work, as LEP students become able to accomplish it.

- Encourage all of your students to work with and to help their LEP peers. Use cooperative learning groups to encourage peer language teaching and learning.
- Learn as much about your LEP students as you can. The more you know about them and their backgrounds, the easier it will be to incorporate them into your classroom.

INSTRUCTIONAL STRATEGIES AND ACCOMMODATIONS

There are a variety of instructional strategies that should be considered in working with students with limited English proficiency.

- Be aware of the student's cultural background and allow for individual differences.
 - Support students' home language and culture. Ask them to share their customs and information about their culture, religion, and family life.
 - Help fluent English-speaking learners see LEP students as knowledgeable people from a respected culture.
-  • Instructors cannot, and need not, be an expert on the aspects of different cultures represented in the class, but they should be sensitive to the fact there are differences and that such differences must be treated respectfully.
- When taking attendance during the first few days of class, have students introduce themselves. This will provide an opportunity for instructors to hear the proper pronunciation of names.
 - Use as many learning styles (sight, hearing, speaking, touch) as possible when presenting material. Making information available through different senses helps students to be active learners who use their strongest learning styles to get information (See **Table 3**).

Table 3 - Learning Style Characteristics

Area Observed	Visual	Auditory	Hands-on
Learning Style	Learns by seeing; watching demonstrations	Learns through verbal instructions from others or self	Learns by doing; direct involvement
Reading	Likes description; sometimes stops reading to stare into space and imagine a scene; intense concentration	Enjoys dialogue, plays, avoids lengthy description; unaware of illustrations; moves lips or sub vocalizes	Prefers stories where action occurs early; fidgets when reading, handling books; not an avid reader
Spelling	Recognizes words by sight; relies on configuration of words	Uses a phonic approach; has auditory word attack skills	Often is a poor speller; writes words to determine if they "feel" right
Handwriting	Tends to good, particularly when young; spacing and size are good; appearance is important	Has more difficulty learning in initial stages; tends to write lightly	Good initially, deteriorates when space becomes smaller; pushes harder on writing instrument
Memory	Remembers faces, forgets names; writes things down, takes notes	Remembers names, forgets faces; remembers by auditory repetition	Remembers best what was done, not what was seen or talked about
Imagery	Vivid imagination; things in pictures, visualizes in details	Thinks in sounds; details less important	Imagery not important; images that do occur are accompanied by movement
Distractibility	Generally unaware of sounds; distracted by visual disorder or movement	Easily distracted by sounds	Not attentive to visual, auditory presentation; seems distractible
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems	Talks problems out, tries solutions verbally; talks self through problem	Attacks problems physically; impulsive; often selects solutions involving greatest activity
Response to Periods of Inactivity	Stares; doodles; finds something to watch	Hums; talks to self or to others	Fidgets; finds reason to move; holds up hand
Response to New Situations	Looks around; examines structure	Talks about situation pros and cons, what to do	Tries things out; touches; feels; manipulates

Area Observed	Visual	Auditory	Hands-on
Emotionally	Somewhat repressed; stares when angry; facial expression is a good index of emotion	Shouts with joy or anger; blows up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume, pitch of voice	General body tone is a good index of emotion
Communication	Quiet; does not talk at length; becomes impatient when extensive listening is required; may use words clumsily; describes without embellishment; uses words such as see, look, etc.	Enjoys listening but cannot wait to talk; descriptions are long and repetitive; likes hearing self and others talk; uses words such as listen, hear, etc.	Gestures when speaking; does not listen well; stands close when speaking or listening; quickly loses interest in details; uses words such as get, take, etc.
General Appearance	Neat, meticulous, likes order; may choose not to vary appearance	Matching clothes not so important, can explain choices of clothes	Neat but soon becomes wrinkled through activity

(Barbe, W., Swassing, R. & Milone, M. , 1979)

- Plan and deliver your content in a format that enhances learning (see **Sample 1**).
- Use a lecture or presentation outline to provide LEP students with a basic outline of information to be delivered during an illustrated lecture. This should be passed out (to all students!) at the beginning of each class. Pairing LEP students with bilingual peers can be helpful, as notes and/or native language translations can be written to the right of the English outline (see **Sample 2** for a sample presentation outline).

Sample 1 - General Lesson Plan Guidelines

Sequencing the Class Session

- A. Introduction
Purpose
- Share lesson plan and objectives
 - Focus the learners
 - Establish rapport
 - Review previous content/information
 - Provide a rationale for the session content
 - Motivate learners
- B. Presentation
Purpose
- Introduce new information
 - Relate previous knowledge or experience to the information
 - Check for understanding of the new material
 - Introduce and model tasks that will be expected in the practice part of the session
- C. Practice
Purpose
- Provide opportunities to review the new information (Students)
 - Monitor student work and learning (Instructors)
 - Provide feedback (Instructors)
- D. Application
Purpose
- Use the information from the presentation in a new or familiar situation (Student)
 - Transfer already acquired skills to a new situation (Student)
- E. Closure
Purpose
- Review, discuss, clarify new information

Note: See Appendix C for a General Lesson Plan Form

Sample 2 – Presentation Outline for Glazing Systems

<u>Outline:</u>	<u>Notes/Native Language Translation</u>
I. Pre-Glazed Systems	
A. Definitions of Pre-Glazed Systems:	
1. Units composed of frames and glass	
B. Characteristics are:	
1. Units are <i>fabricated in the shop</i>	
2. Shipped <i>to job site</i>	
3. Generally <i>do not leak</i>	
4. Erected <i>with power cups</i>	
5. Tongue and <i>groove connection</i>	
6. Caulk is applied <i>at the connections</i>	

HELPFUL TIPS AND SUGGESTIONS FOR THE IRONWORKER INSTRUCTOR

- Start each class with an agenda or outline on the board or flipchart.
- Clearly state what is expected from students in terms of performance objectives. Follow these objectives when presenting material and evaluating learner performance.
- Do not assume that because LEP students can speak English that they are just as competent in their ability to read and write it. Usually their ability to comprehend and speak the language occurs much more quickly than the ability to write and read it.
- Encourage LEP students to sit in the front of the classroom where they have a clear view of the writing board, projector screen, flipchart, etc.
- Be organized and follow your lesson plan.
- Present class information in small, discrete and sequential steps.
- Make sure LEP students have acquired one skill before presenting the next skill in the sequence of learning tasks.
- Short breaks (periodic 10 minute breaks) are better than one long break for comprehension.

- Encourage LEP students to bring dictionaries to class.
- Have LEP students build their own bilingual technical dictionary from program material (see **Sample 3**).

The Ironworker instructor can give this form to LEP students at the beginning of each new unit. Technical terms, tools and equipment should be stated in English in the first column. It is highly recommended that a picture or illustration for the term be placed in the third column. The second column is then filled out using a bilingual dictionary (example: Constructionary- see appendix for details). Completed copies should be used by both instructor and students. If kept or filed these forms are then ready to be duplicated and used with other LEP students.

Sample 3 - Bilingual Technical Terms, Tools and Equipment

Name _____ Course _____ Unit _____

English	Native Language	Illustration/Notes

- Make sure you have and keep your students' attention (ask questions to check for understanding.) Don't insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in some cultures.
- Modify your speech. For example:
 - ✓ Talk at a slow-to-normal pace, in short sentences.
 - ✓ Use a pleasant tone.
 - ✓ Use simple sentence structures (subject-verb-object) and high-frequency words.
 - ✓ Use names.
 - ➡ ✓ Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language.
 - ✓ Avoid using complex sentences.
 - ✓ If you have something important to convey, speak one-on-one to the LEP learner rather than in front of the class. The anxiety of being in the spotlight interferes with comprehension.
 - ✓ Ask simple yes/no questions so that LEP learners have an opportunity to respond.
 - ✓ Accept one-word answers or gestures.
 - ✓ Avoid unnecessary slang.
 - ✓ Define technical words each time you use them.
- ➡ • Speak at an even speed, emphasizing important points. If there are three points, it helps to say, "My first point is...", and "now, the second important point is..."
- Reinforce main ideas and concepts through rephrasing or examples rather than through repetition.
- Be conscious of your body language. Hand and body gestures vary in meaning from culture to culture.
- Learn at least a few words in the LEP students' native language. If you know how to speak the LEP students' language, however, use it sparingly. Otherwise, they will become dependent on your translations and not learn how to find out the information on their own. Instead, direct them to a bilingual dictionary or rephrase what you are trying to communicate.
- Be an active listener by:
 - ✓ Giving full attention to your LEP learners and make every effort to understand their attempts to communicate.
 - ✓ Smiling.
 - ✓ Talking in a calm, quiet manner. (Raising your voice does not help comprehension.)

- ✓ Demonstrating your patience through your facial expressions and body language.
 - Use a translator (example - other bilingual learners in class) to translate important concepts and to share with you any problems that LEP students are having.
 - Encourage new learners of English to act out, draw pictures, and/or use dictionaries to get their meaning across.
 - Don't jump in immediately to supply the words for the LEP student.
 - If the student response is heavily accented, correct the response by saying it correctly. Do not ask the student to repeat the correction. This can be very embarrassing.
 - Resist the urge to over correct. This will inhibit LEP learners so that they will be less willing to speak.
 - Give and receive verbal confirmation to make certain that you were understood or that you understand what was said.
- ➡ • To check for comprehension, ask students what you have said. Refrain from asking them if they understand. Individuals from some cultures will often say "yes" even if they do not understand.
- ➡ • If possible, provide LEP students an opportunity to repeat verbally or paraphrase what has been taught as a check for accuracy. This can take place anytime during the lesson, at the review or summary.
- Teach the phrases (or have a bilingual volunteer teach them) "I don't understand," "Slowly, please," and "Please repeat."
 - Write down key points or steps so students have visual reminders as well as hearing you. Ask a bilingual volunteer to work with students on those phrases.
 - Keep terminology constant. Begin by using simple terms students may already know. Use one main term rather than multiple meanings for terms.
- ➡ • The Technical Terms Teaching Form (see **Sample 4**) can be used by the instructor to plan how to teach technical terms from a unit to LEP students. The more repetition there is in teaching technical terms and the more variety is used in teaching the terms the quicker the learning of these terms should occur.

Sample 4 – TECHNICAL TERMS TEACHING FORM

Name _____ Reference Manual _____

Date _____ Unit _____ Page _____

Application in
Reference Manual

Teaching Strategies

Technical Term	Defined in Reference Manual	Illustrated	Included in glossary	Included in review questions	Instructor Illustrated lecture	Instructor demonstration	Assignment sheet	Job sheet	Comments
Sealant									Show Samples
Caulking									Show Samples
Oil Base Compounds									Show PPT's and Show Samples
Latex Caulk									Show PPT's and Show Samples
Acrylic Latex Caulk									Show PPT's and Show Samples
Butyl Caulk									Show PPT's and Show Samples
Solvent Based Acrylics									Show PPT's and Show Samples
Polysulfide Sealants									Show PPT's and Show Samples
Polyurethane Sealants									Show PPT's and Show Samples
Silicone Sealants									Show arms
Sealant Tape									Show PPT's and Show Samples

- Use as many hands-on experiences and demonstrations as possible.
- Allow a variety of LEP student responses (oral, visual, and translations by other students).
- Be aware that LEP learners often can take in information but may have difficulty using it.
- Allow time for thought. LEP students may have to translate the question into their native language, think about it, and then translate their answer into English before they can reply.
- Recognize that cultural backgrounds may discourage some LEP students from active participation in activities. (In some ethnic cultures, volunteering a response or a comment is a sign of disrespect of authority.)
- Some LEP students are particularly self-conscious about talking in front of groups. Ask these students questions with short answers, or start the answer, trying not to interrupt once the student begins to respond.



- Determine the reading level and the degree of difficulty of materials being used (an English teacher could assist you with this task). See

Sample 5.

Sample 5 – Readability Example

The three sections of text below are taken from an architectural and ornamental training manual.

Section 1

The first liquid applied sealant is oil based caulks.

1. Oil based compounds were the first sealants to be used commercially before the introduction of elastomers in the 1950's.
2. Oil based caulks were virtually unchallenged and used exclusively for sealing joints against air, dust, and water infiltration.
3. They were inadequate for sealing the massive stone and brick structures with walls several feet thick and relatively small lights of glass framed in wood.
4. The type of design, in conjunction with the nature of the building components employed minimized movement and allowed the oil based compounds to satisfy the needs of that period.

Section 2

1. Extension ladders are often used on sealant jobs. When using a ladder, always place it at the proper angle, which is indicated when the horizontal distance from the base of the ladder to a point directly below the upper support is about $\frac{1}{4}$ of

- the inclined length of the ladder, from the base to the point of support.
2. Stepladders can also be used for sealant work. Stepladders should bear evenly on all four legs on a plane surface or floor. They should have the truss rods under the treads or step brackets in good condition and drawn tight. The spreader bars should operate properly and should not present.....

Section 3

1. Drawing sheet glass begins by introducing the bait – an iron bar – into the molten glass. The glass adheres to the bar and while still in a hot, plastic state, is pulled over a bending roll and onto powered horizontal rollers. There the bait is removed and the glass moves forward in an endless ribbon on the powered rollers. As the glass leaves the draw pot, both edges pass between water-cooled knurled rolls which keep the sheet width constant.
2. The glass then enters the lehr, or annealing oven where the temperature is slowly lowered, under carefully controlled conditions, to make....

The readability level of a manual, book, magazine, etc. depends on:

- The number of words.
- The complexity of the words (one-syllable words are easier to read than words that have multiple syllables – for example - “and” versus “horizontal”
- The number of sentences and the length of the sentences.
- When the reading involves a great number of technical terms, this causes the readability level of the material to increase.

Using the Fog Readability Formula (a commonly used readability formula) with the three samples taken from the architectural and ornamental training manual (**Sample 5**), the **readability level of this manual is about grade 9**.

- Use a variety of labels, signs, and visual aids in the classroom and shop, both in the student’s native language and in English (e.g., tools, materials, equipment).
- Use brightly colored markers to draw arrows, underline or circle important words, statements and illustrations in instructional materials. This can be done on the original material or placed in a special notebook of photocopied pages. Once a master set of modifications is completed, any student can make a copy of it for personal use. The copy can also be shared with support personnel, peer tutors or volunteers.

- Technical material presented in text form should be illustrated whenever possible using tables, graphs, blueprints, schematic diagrams and illustrations.
- Use bright felt tip markers or highlighters to list important words, passages, or illustrations as you teach.
- Identify the key points on a page of text or instructional material with a highlighter or marker.
- Provide written outlines for large sections of reading material. Write on the board or flip chart key vocabulary words and phrases. Once they are introduced and explained, continue to repeat them throughout the session.
- An assigned Reading Unit Outline (see **Sample 6**) can be used to outline the major points, concepts and illustrations from a unit that is assigned for students to read. The instructor can develop this outline form and pass it out (to all students!) when the unit is assigned to be read. Bilingual peers and English/Native Language dictionaries would also be helpful with this form. (A blank Assigned Reading Unit Outline Form can be found in Appendix C.)

Sample 6 - ASSIGNED READING - UNIT OUTLINE

Course _____
Instructor _____
Date _____

Manual _____
Unit _____
Pages _____

Major Points/Concepts

Working (Moving) Joints
Non-working (Non-moving) Joints

New Terms

Concave Sealant Bead
Joint Backing
Control Joint
Fillet Joint
Structural Joint
Lap Joint
Cap Bead Joint
Bridge Joint
End Dams
Pictures and Illustrations
Picture of Control Joint
Picture of Fillet Joint
Picture of Structural Joint and Weather Seal
Picture of Lap Joint
Picture of Butt Joint
Picture of Cap Bead Joint
Picture of Bridge Joint
Picture of Two Types of Non-working Joints
Picture of End Dams

Content Outline: (Topics, sections)

- I. Common Joints
 - A. Working (Moving)
 - B. Non-working (Non-moving)
- II. Most Common Joints
 - A. Control Joints
 - B. Fillet Joints
 - C. Structural Joint
 - D. Lap Joint
 - E. Butt Joint
 - F. Cap Bead Joint
 - G. Bridge Joint
 - H. Two Types of Non-working Joints
 - I. End Dams

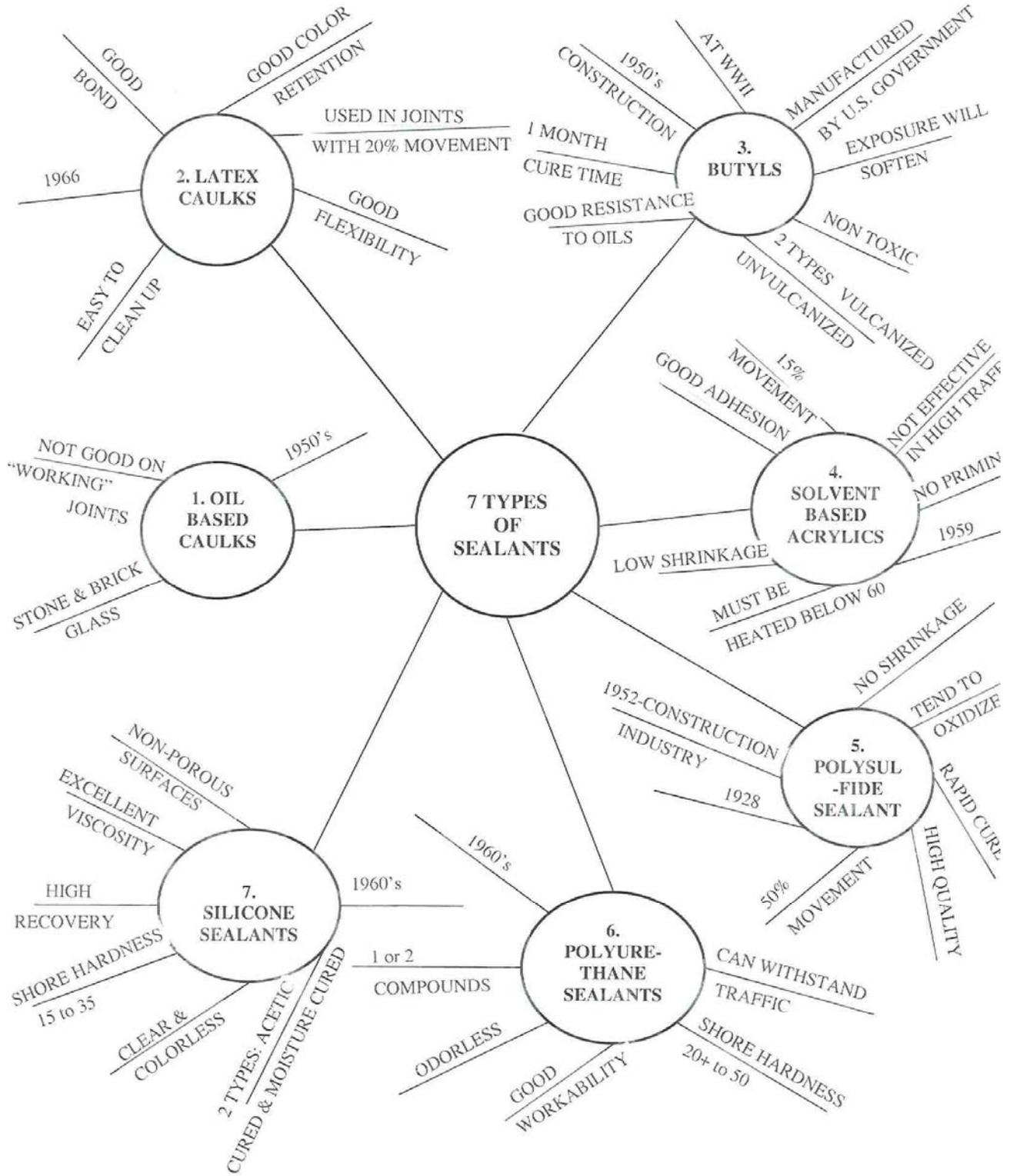
Learner Requirements (Study skills, abilities)

Complete Job Sheets in Unit

- Help the LEP student to visualize the material. The more a student can visualize as well as hear what is presented, the better the material will be understood. Visual aids can include films, computer slides, writing boards, flip charts, computer graphics, and illustrations.
- Use a Mind Map to help learners to take notes.
 - ✓ A Mind Map is graphic note taking technique. The instructor or learner places the unit topic in the center circle and the sub-topics and key points are filled in during the illustrated lecture.
 - ✓ Similar to a road map, a Mind Map will help a learner to:
 - See an overview of a topic and its key points
 - Gather and hold large amounts of information
 - Encourage problem solving by showing new creative pathways to learning material
 - Be extremely efficient
 - Look at, read, review, study and remember
 - See the whole picture *and* the details at the same time
 - See **Figure 1** on the following page

MIND MAP

Class _____
Topic _____



- Simplify written English by turning narratives into lists with large, clear print.
 - Adjust the length of assignments. It may require two or more hours for a LEP student to accomplish what a native English speaker can accomplish in half that time.
 - When making technical term, equipment or tool cards, simply glue a picture of the object on one side of an index card and print the word on the opposite side. That way the index card can be used for a dual purpose. Does the student know the name of the object and can he or she read the word? Start with the picture first to reinforce recognition and speaking skills.
-  • Individualize instruction as much as possible. Specially designed handouts with illustrations and technical terms in both the learner's native language and English can be invaluable. Volunteer peers or others can help to develop these handout materials.
- Use a Unit Modifications Form (see **Sample 7**) to record modifications or accommodations that will assist the LEP student in succeeding in the learning environment. The instructor would use this to make individual modifications for a specific learner. Notes regarding student progress or changes to be made can be recorded on the right side of the form (see **Sample 7**).

Sample 7 - UNIT MODIFICATIONS

Instructor: _____
Course: _____

Student: _____
Unit: _____

ADAPTATION OF MATERIALS:

Notes/Comments:

Provide

- _____ Reading materials at _____ grade level
- _____ Peer to read materials
- _____ Peer to take notes
- _____ Peer or small group discussion of materials
- _____ Tape recording of required readings
- _____ Highlighted materials for emphasis
- _____ Outlines and study guides
- _____ Other: _____

MODIFICATIONS OF INSTRUCTION:

Provide

- _____ Shortened; simplified instructions
- _____ Repeated instructions
- _____ Visual aids (flash cards, illustrations, diagrams, etc.): _____
- _____ Extra time for oral response
- _____ Extra time for written response
- _____ Exams of reduced length
- _____ Oral exams
- _____ Preview of test questions
- _____ Frequent feedback
- _____ Immediate feedback
- _____ Checks for understanding
- _____ Encourage participation
- _____ Other: _____

ALTERATIONS OF ASSIGNMENTS:

Provide

- _____ Taped assignments
- _____ Extra time for assignments
- _____ Opportunity to respond orally
- _____ Individual contracts
- _____ Emphasis on major points
- _____ Exemption from reading before peers
- _____ Assistance in class discussions
- _____ Special projects instead of assignments
- _____ Others: _____

- Audio or videotape your lessons and make them available to LEP students.
- Technology has the potential for assisting LEP learners. In fact, adult LEP learners who have had limited success in learning English report that working one-on-one on a computer seems more comfortable and productive than being one of many students in a crowded classroom. Using technology can build self-esteem as well as provide immediate feedback, two things from which all adult language learners can benefit.
- Encourage students to obtain help such as:
 - ✓ Note takers and/or readers.
 - ✓ English language tutors.
 - ✓ Tape recorders for taping classroom instruction, preparing homework, and taking tests.
 - ✓ Word processing equipment, calculators, computers and other types of equipment.
 - ✓ Audiocassettes for instruction and test taking
 - ✓ Tape recorded textbooks.

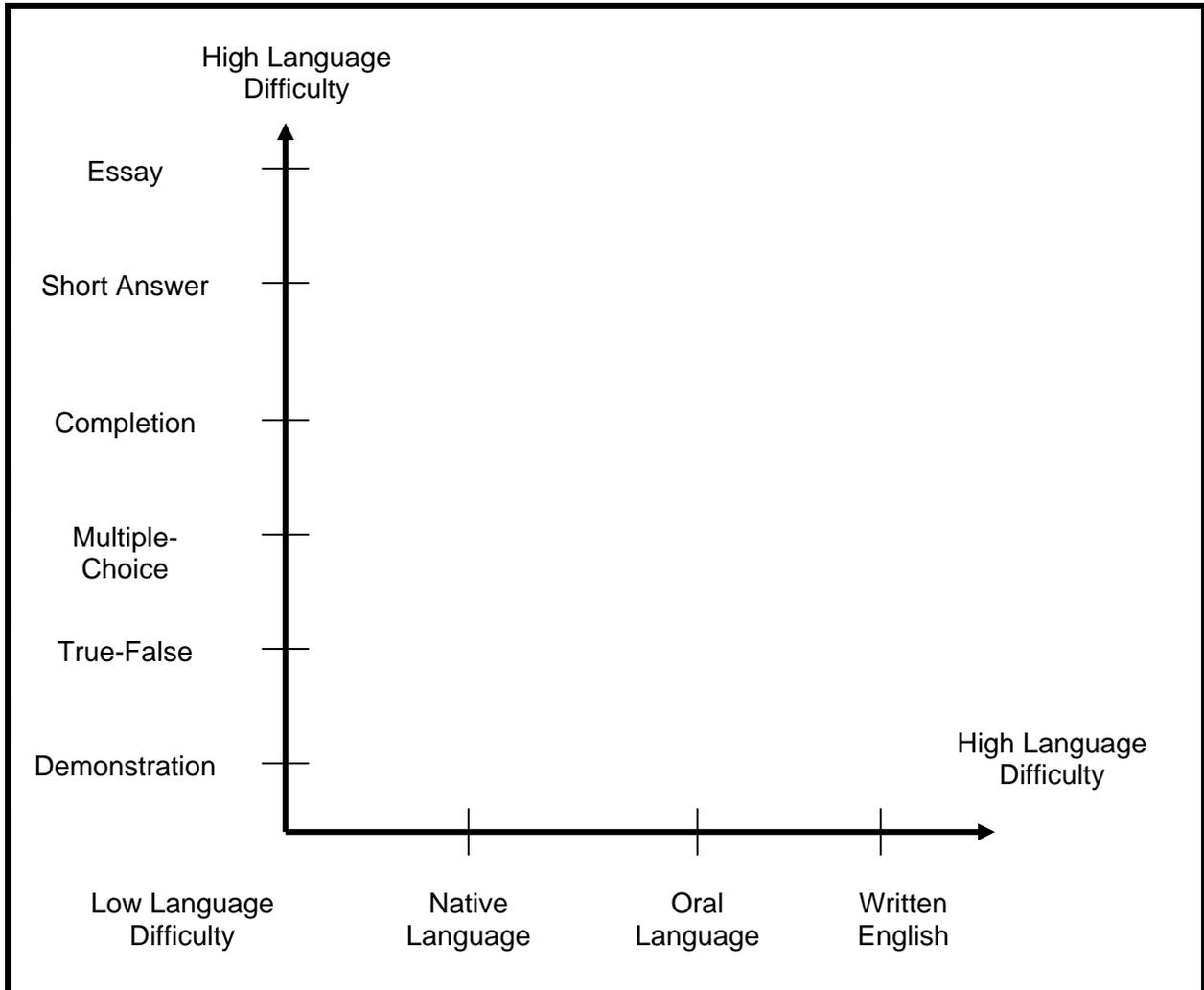


- Avoid segregating students by cultural groups, and do not allow the students to segregate themselves.
- Encourage group projects so that peer modeling and tutoring can occur. Pair LEP students with bilingual students of their own language background if possible.
- Pair or group LEP students with native speakers. Give students tasks to complete that require interactions from each member of the group.
- Provide performance feedback:
 - ✓ **Immediate** – When students are learning a new skill, give feedback immediately so they won't practice mistakes. Self-correcting materials can be used for immediate feedback.
 - ✓ **Precise** – Precise feedback can help students to correct for minor errors and appreciate small gains in performance.
 - ✓ **Self-scoring** – Self-scoring helps students to become more keenly aware of the strengths and weaknesses of their performance. Students tend to be fairly truthful, but the truth of their self-evaluations may be increased through random checks by the instructor.
 - ✓ **Praise** – Praise can be motivating. Praise both improvements in work behavior and in skill development. Be specific when using praise.

TESTING AND ASSESSMENT STRATEGIES

Literacy in English, when it is not essential to what is being tested, should not become a barrier. Tests often fail to distinguish between situations in which the learner is unfamiliar with the language used in the test items and content being tested. Certain testing strategies are better suited to LEP learners than others (see **Figure 2** for a review of testing strategies for LEP students.)

Figure 2 – Testing Strategies for LEP Learners



Appropriate testing accommodations for LEP students may include:

- Allowing answers to be dictated or given orally
- Allowing additional time
- Giving no “timed” tests
- Giving a choice of test type (multiple-choice, essay, true-false)

- Accepting short answer or one word answers
- Allowing open book or open note tests
- Shortening the number of items on the test
- Reading test questions to the student
- Providing a study guide prior to the test
- Highlighting key words in the directions
- Giving the test at an alternative site (in the shop orally instead of paper and pencil test in the classroom)
- Allowing the use of a calculator, word processor, etc.

When testing LEP students, follow these suggestions:

- Use simple sentences in writing test items so learners can concentrate on responding to the content of the questions rather than deciphering the language.
- Provide frequent check points prior to the test.
- Provide exercises and reinforcement activities using test formats to teach test-taking skills.
- Allow the use of a bilingual dictionary.
- If extensive reading or essay writing is required, divide the test into sections. LEP students need more time to read a test and to develop a written response.

See Appendix D for listing of Spanish Vocabulary Words and Expressions Helpful for Use in the Classroom.

See Appendix E for a sample from the Constructionary (English – Spanish Guide) of Words Commonly Found in the Construction Trades.

See Appendix F for Internet Resources for Instructors.

Working With Limited English Proficient Students

Local Union Interviews

Local 63

Name: Rich Rowe
Title: Business Agent/Organizer
Local: 63
Location: 2525 West Lexington Avenue
Broadview, Illinois 60155
Phone: 708.344.7727
E-mail: rroweiw63@sbcglobal.net

.....

Background Information

- About 7-10% of the apprentices are Spanish speaking.
- The fence work portion of the industry, representing about 15% of the man-hours for the local, is comprised of about 50% of Spanish speaking individuals.
- In addition, about 10 years ago, the local began organizing non-union Polish workers.
- Currently, the local is working with Czech, Russian and Rumanian individuals. Some are illegal immigrants. Many are being exploited by their own countrymen who bring them to this country and place them on 1099 forms.
- This diversified group has many problems, including housing and lack of benefits.

Issues with LEP Learners

- There are great problems in organizing them, as they don't get along.
- The local works with many social service agencies to assist these students.
- Students are placed in blended classes with bilingual Spanish speaking instructors.
- Teamwork is encouraged with students in classes.
- The local is thinking about establishing a collaborative relationship with the local community colleges to direct LEP students to classes for GED and/or English as a Second Language (ESL).
- The Chicago building trades are talking about establishing a pre-apprenticeship program to help LEP individuals prepare for the apprenticeship exam. This would help the local because there are times when it has difficulty meeting quotas for projects (e.g., minority, resident, female, etc.).

Local 201

Name: Bob Migliaccio
Title: Apprenticeship Coordinator
Local: 201
Location: 1507 Rhode Island, NE
Washington, D.C. 20018
Phone: 202.529.9151
E-mail: iw201jac@aol.com

.....

Background Information

- About 60% of the apprentices are limited English proficient (LEP).
- There is one full-time instructor and four part-time instructors.
- One-third of the members in the local are Latino.
- One-half of active members have less than five years in the trade.

Issues with LEP Students

- Shortage of training materials in Spanish.
- The image of union membership sometimes carries a negative image as a result of experiences in the native country. Trust must be developed for organizing and recruiting purposes.
- Diverse backgrounds make it difficult for LEP apprentices to get along. Differences are seen at union meetings, during on-the-job training experiences and during breaks in classes.
- Organizers report that Latinos are now accepted as members of the brotherhood of the trade, a big difference from the past.

Strategies used by the Local for LEP Students

- The Safety/OSHA materials have been translated into Spanish.
- The post tensioning materials have been translated into Spanish.
- Almost all local forms are in English and Spanish.
- Legal forms have been translated into Spanish by a bilingual lawyer.
- A bilingual secretary works with students and families.
- Four of the instructors are bilingual and the fifth instructor is picking up Spanish quickly. They verbally translate in class and write out Spanish translations for LEP students. Some students who have participated in these classes are now foremen.
- Class handouts are translated into Spanish.
- Lots of peer support in and out of class.
- In class focus on union principles, benefits, pension program and health plan, with a strong emphasis on teamwork.
- A bilingual English teacher provides classes once a week. Reading, writing and speaking are emphasized in basic and advanced level classes.

- There are translators at all union meetings for LEP members. The translators are members.
- Strong network between the union and the community.
- A bilingual labor lawyer from the community provides important information (e.g., workmen's compensation information) in English and Spanish.
- Church groups from the community assist LEP learners.
- English as a Second Language (ESL) classes are available in the community. Some LEP students are attending these classes five nights a week to improve their English.
- Community-based organizations provide LEP learners information on immigration issues, Davis Bacon violations, compensation cases, etc.
- CASA of Maryland, a community organization, has a bilingual lawyer whose salary is paid for by the union. This lawyer assists LEP individuals.

Local 229

Name: Jack Gavett
Title: Apprenticeship Coordinator
Local: 229
Location: 5155 Mercury Point, Suite A
San Diego, CA 92111
Phone: 858.505.9414
E-mail: iw229jac@msn.com

Background Information

- Currently have about 200 apprentices in the program.
- About 50% of the apprentices are Hispanic.
- About 10-15% of the Hispanic apprentices would be considered limited English-speaking proficient.

Issues with LEP Students

- All apprentices must score a certain percentage score to pass each course.
- LEP students have difficulty accomplishing this due to their lack of English speaking and comprehension skills, especially during lectures.
- LEP students often have limited skills in their own native language.
- LEP students have a lack of basic skills.
- Contractors put together teams that are composed of supervisors and crew members that all speak Spanish.

Strategies used by the Local for LEP Students

- There is one full-time instructor and five part-time instructors.
- 80% of instructors understand Spanish.
- Instructors pair LEP students with bilingual peers. This can be helpful in situations where the instructor understands Spanish. However, if the instructor doesn't understand Spanish, it can be distracting in class when bilingual mentoring is occurring.
- LEP students use the Constructionary, an English/Spanish bilingual dictionary of construction terms, in class. (See Appendix for an example from the Constructionary).
- English as a Second Language (ESL) classes are offered in community adult education classes. They are free and LEP students are encouraged to attend classes.
- Since apprenticeship classes have been moved from evenings to daytime hours, ESL classes are offered in the evening at the local. LEP apprentices and journeymen are welcome to attend.
- There is a strong focus on family involvement in the program.

Local 272

Name: Larry Robertson
Title: Apprenticeship Coordinator
Local: 272
Location: 1201 NE 7th Avenue
Ft. Lauderdale, Florida 33304
Phone: 305.652.1366
E-mail: lu272jatc@aol.com

.....

Background Information

- Local currently has 74 apprentices.
- Great diversity in backgrounds of apprentices: Dominican Republic, Peru, Columbia, Puerto Rico, Argentina, Cuba, Haiti, Caribbean.
- The LEP population is very migratory with no ties to any location.
- There are two Apprenticeship Coordinators in the local due to the large numbers of apprentices.

Issues with LEP Students

- Sometimes students form separate groups by isolating themselves. This hampers the teamwork that they will have to work in when on the job.

Strategies used by the Local for LEP Students

- The program requires a high school diploma or GED before being admitted.
- There are four basic classes.
- On the first day of class the class rules and JATC rules are explained by having learners read them out loud in class. Those learners who are having difficulty with English are identified so that assistance can be provided.
- Instructors pair LEP students with bilingual peers in class.
- Instructors promote teamwork throughout the program...no one is left behind...we are all in this together.
- The public schools offer English as a Second Language (ESL) for free. LEP students are encouraged to take advantage of this resource.
- There are strong linkages between the local and the community. Resources for basic English literacy development and English as a Second Language (ESL) classes are promoted by instructors.
- Instructors used positive role models to motivate apprentices. A newly elected President of the local, a native of Jamaica, is a strong role model for LEP apprentices. One member of Congress, a Haitian, addressed the graduating class one year. The head of the local Caribbean Coalition and the Mayor of North Miami Beach have each addressed the graduating classes for the past six years. This has a positive effect on the apprentices.

Local 377

Name: Dana Fairchild
Title: Apprenticeship Coordinator
Local: 377
Location: 3591 Thomas road
Santa Clara, CA 95054-2040
Phone: 408.988.5511
E-mail: danafairchildiw377@msn.com

.....

Background Information

- There are currently between 40-60 apprentices in two classes weekly.
- There is a new generation of apprentices within the last ten years, representing a greater diversity than ever before.
- About 25-40% of apprentices are limited English proficient (LEP).
- There is a growing Chinese population, representing 2-3 different dialects.
- There are currently 8 instructors, two full-time and 6 part-time.

Issues with LEP Students

- The LEP learners slow down the instructional process.
- The English speaking students in the classroom become bored when time is spent translating for LEP students.
- This situation creates a frustrating learning environment for both instructors and students.

Strategies used by Locals for LEP Students

- The full-time instructors are taking bilingual classes.
- Training classes for both Spanish and Chinese speaking students used to be separate. Now LEP students are integrated into regular training classes.
- All LEP students are encouraged to enroll in ESL classes near their home.
- 40-hour classes have been changed to smaller size groups to allow for more individualized instruction with integrated LEP students.
- Each class has at least one bilingual apprentice (Spanish, Chinese) to assist LEP students.
- The Instructor has a list of terms and phrases on his desk that he continues to add to. Key phrases, words and terms are listed in English, Spanish and Chinese.
- Some of the orientation materials have been translated into Spanish.
- The rules and regulations have been translated into Spanish and Chinese.
- The blueprint book is currently being translated into Spanish, with all key terms remaining in English.
- There are instructors within the Council who help to translate materials.
- There was a bilingual business agent on the JATC at one time, which was a tremendous asset.

- State Consultants for the JAC's are bilingual.
- New instructors must agree to take Spanish/Chinese classes.
- An "Emersion in Spanish" class (3-4 days) is being established for instructors.
- There are bilingual secretaries at the apprenticeship and local levels who can address Spanish-speaking questions and present information.
- Instructors pair LEP students up with bilingual peers in class.
- Each morning there is a quiz on trade related subjects in English. The instructor goes over the correct answers before instruction begins.
- A study guide is given out at the beginning of each week outlining what is going to be covered in class.
- Family involvement is encouraged.
- Community Based Organizations (CBOs) are used to provide outreach services for LEP students.
- Representatives from community colleges are represented in Coordinator Association meetings.

Local 378

Name: Dick Zampa, Jr.
Title: Apprenticeship Coordinator
Local: 378
Location: 3130 Bayshore Road
Benicia, California 94510
Phone: 707.746.7666
E-mail: iw378jac@msn.com

.....

Background Information

- About 15-20% of the apprentices are Spanish speaking.

Issues with LEP Students

- LEP students tend to distance themselves.

Strategies used by the Local for LEP Students

- Apprenticeship has a bilingual secretary.
- Union Hall has a bilingual secretary.
- Local has bilingual business agents and organizers.
- When apprentices sign in for an application, and again once they are indentured, they are offered materials in Spanish or English.
- Orientation classes have two bilingual instructors.
- The orientation manual has been translated into Spanish. The Blueprint book is being translated now.
- The 8 day (64 hour) orientation classes are taught by a bilingual instructor.
- Information in class is provided in both English and Spanish.
- Tools of the trade are placed under glass for display. They are labeled in both English and Spanish.
- There is a ruler blown up in size. Measurements are labeled in both English and Spanish.
- Crane signals are labeled in both English and Spanish
- All safety instructions are translated in both English and Spanish.
- Tests in classes are written in both English and Spanish.
- Citation letters for students are in both English and Spanish.
- A bilingual tutor, a journeywoman in the program, offers tutoring after work once a week for two hours. LEP students are encouraged to attend. LEP students who are having difficulty in classes are referred to these tutoring sessions by instructors.
- The District Council is working on a hands-on skill testing process so that learners can demonstrate what they can do. This can be used in conjunction with other apprenticeship written entrance tests.
- Plans are being made for a 3 to 4 day crash course in Spanish which the instructors and staff attend.

- The Local Education Agency (LEA) has an adult school which LEP students can attend for a crash course to learn English.

Local 397

Name: Larry Brown
Title: Apprenticeship Coordinator
Local: 397
Location: P.O. Box 18
Mango, Florida 33550
Phone: 813.621.4426 ext. 23
E-mail: i397jatc@tampabay.rr.com

.....

Background Information

- There are currently about 80 apprentices in the local.
- Only about 2% of the apprentices are limited English proficient (LEP). These apprentices are from Puerto Rico and Mexico.
- However, it is anticipated that five years from now the LEP population will be quite large.

Issues with LEP Students

- The LEP apprentices come in with different basic skill levels.
- There are not enough LEP apprentices to have a separate LEP class. Therefore, they are scattered throughout existing classes with English speaking apprentices.
- Comprehension continues to be a problem with LEP apprentices in class.

Strategies used by the Local for LEP Students

- Instructors encourage LEP students to watch television to help them learn English. It is emphasized that students must learn English in order to succeed in classes and on the job.
- Instructors focus on hands-on instruction.
- Instructors go back over class information one-on-one with LEP students who are having difficulty with English.
- Instructors pair LEP students with bilingual peers.
- Bilingual apprentices volunteer to interpret during class.
- Sometimes the wives of apprentices will come into class
- Instructors administer oral tests for LEP students.
- Local refers LEP students to the county school system where there are free classes to help individuals develop English speaking and math proficiency.
- Community colleges also provide literacy services for LEP students.
- In the future, instructors will be encouraged to attend Spanish classes.

Locals 433 and 416

Name: Paul Martinez
Title: Apprenticeship Coordinator
Locals: 433 and 416
Location: 5555 Fresca Drive
La Palma, California 90623
Phone: 714.228.9744
E-mail: IW433416LAJAC@msn.com

.....

Background Information

- There are 635 apprentices and 7200 active journeymen in these two locals.
- Local # 433 focuses on Structural, Ornamental and Rigging. Local # 416 focuses on Reinforcing.
- Less than 20% of the membership represents generational Ironworkers.
- Many LEP apprentices have a migrant background.
- Organizers are heavily involved in recruiting LEP individuals.

Issues with LEP Students

- A lack of formal education on the part of the LEP apprentices.
- A lack of basic skills creates problems in the classroom.

Strategies used by the Local for LEP Students

- There is a bilingual secretary.
- Students are grouped according to ability level.
- Classes are team taught with one instructor who is bilingual.
- The bilingual instructor puts a binder together and breaks down selected information into English and Spanish ("Spanglish", a combination of both Spanish and English).
- Lots of visual instruction is provided in classes.
- Instructors focus on helping LEP apprentices to become better at reading and writing along with learning about the industry.
- Instructors provide oral tests and hands-on tests to allow LEP apprentices to demonstrate their knowledge and skills.
- In a recent class composed of 23 LEP apprentices, the students were provided with a half-day of English speaking skills and basic education skills. The remaining half-day was devoted to Ironworker skills training. As a result, 19 out of 23 members of this class graduated from the three-year program.
- Local collaborates with adult programs that are available to help LEP students improve their English speaking skills. It is emphasized that this is a responsibility of the individual student.
- The community college system is used for English as a Second Language (ESL) classes.

Locals 433 and 416

Name: Luis Recendez
Title: Apprenticeship Supervisor
Locals: 433 and 416
Location: Ironworkers Training Center
5555 Fresca Drive
La Palma, California 90623
Phone: 714.228.9744 ext. 15
E-mail: iwadmjac@msn.com

.....

Background Information

- District Council vicinity includes California, Nevada and Arizona.
- There are 2000 apprentices within the District Council. 35-40% are considered LEP.
- Various languages are involved. In some areas, Spanish is the native language spoken. In Sacramento, Russian is the native language spoken. In San Francisco, Chinese is the native language spoken.

Issues with LEP Students

- LEP students do not comprehend instruction provided in English.
- Instructors are frustrated.
- LEP students tend to group together. This is an issue when teamwork must be promoted in the industry.

Strategies used by the Local for LEP Students

- Hire bilingual instructors. In this District Council there are English as a Second Language (ESL) instructors paired with English speaking instructors.
- In San Francisco a separate class has been set up for Chinese speaking students with a Chinese bilingual instructor.
- Pair LEP students in class with peers who are bilingual.
- Orientation book has been translated into Spanish and Chinese for use by LEP students.
- The Blueprint Manual is being translated into Spanish.
- District Council suggests that the first period Orientation class be conducted in a bilingual format with ESL assistance followed by classes taught in English with ESL assistance.
- Hands-on training is emphasized in all classes.
- Teamwork is promoted in all classes.
- LEP students are encouraged to take advantage of ESL classes at the community college.
- Local education agencies (LEAs) offer free ESL services which LEP students are encouraged to take advantage of.

National Ironworker Program for American Indians

Name: Russ Gschwind
Title: Director-National Ironworker Programs for American Indians
Location: 1819 Beach Street
Broadview, IL 60155
Phone: 773.206.3312
E-mail: rjg422@aol.com

.....

Background Information

- All the apprentices speak English. Yet, each of them has his own native language that is spoken back in their Native American community, so English is their second language.
- There is a great transition from the reservation to the urban setting and the apprenticeship classroom.
- Many of the Native American apprentices do not successfully make the transition and return to the reservation.

Issues with American Indian Apprentices

- These apprentices are used to being in a different environment. The transition to the classroom is a difficult one for them.
- Trust is a huge issue with these apprentices.
- There is a great diversity in the basic skill levels that students come in with.
- There is an issue with processing time. Students hear the information in English and have to have time to process it to their native language and then prepare a response in English.
- There are sometimes issues which arise among the apprentices. Different tribes are represented in the classes. Therefore, there are cultural conflicts, especially when they are expected to work together.
- American Indian apprentices at times find it difficult to make eye contact with others. There is no problem if instructors attempt to make eye contact with the students, but must understand if they are not successful.
- Many of these apprentices are soft spoken. It is very hard to hear them, especially in a construction environment. They must learn to speak up in classroom and laboratory situations. Instructors explain that it is normal to talk loud while in a shop or jobsite in order to be heard.

Strategies used to work with American Indian Students

- There is a Native American instructor in the program.
- This instructor has a natural trust with the students.
- Students are discouraged from speaking in their native languages in class, during breaks and outside of class because it creates barriers.

- Instructors make the apprentices work with people from other tribes or areas on purpose to promote acceptance and to show them that on a jobsite you do not have a choice of who you work with.
- There is a Native American community in Chicago. Students are encouraged to link with community members and use this as a home-base where immediate trust can be fostered.

Appendices

Appendix A

Internet Resources for LEP Learners

1. <http://www.soundsofenglish.org>

Sounds of English

This site offers pronunciation instruction. It explains how each sound is made and offers audio and video with exercises.

2. <http://www.real-english.com/>

Real English ONLINE

Real English Online requires registration but then offers a free subscription with authentic video interviews with ordinary English speakers, and interactive ESOL/ESL lessons for beginner, pre-intermediate, intermediate, upper-intermediate and advanced ESOL/ESL learners. Each video interview includes related short audio or video segments used in practice exercises.

3. <http://www.rong-chang.com/main.htm>

English as a Second Language (ESL)

This English as a Second Language site is a starting point for ESL learners who want to learn English through the Web. The variety of materials includes:

- Take ESL Course at Home
- Learn to Speak English
- Learn English Grammar
- Online Grammar Tutorials
- Improve Your English

This site includes links to:

- Chat with a robot: An intelligent, tireless robot will chat with you like a real native speaker.
- News in Special English from Voice of America.
- Encarta World English Dictionary: You can click to hear the pronunciation.
- Merriam-Webster Thesaurus: To discover the right word you need to express what you want to say.
- Cambridge International Dictionary: Including idioms and phrasal verbs with example sentences.
- Translation: This site can translate all the major languages, including Chinese.
- Dave's ESL Help Center: Open 24 hours a day, and 7 days a week.

4. <http://www.manythings.org>

A fun study site for students of English as a Second Language, word games, puzzles, quizzes, exercises, slang, proverbs and much more.

Menu includes:

- What's New: Games, Find, Matching, Eyes, Arrow, Pairs, Memory Quizzes: Flash Quizzes, Flash Matching Quizzes, Slang (280+ Expressions), Proverbs (230+ commonly used Proverbs), Super Quiz Machine – 3,000+ Questions, Easy vocabulary Quizzes, Quiz Show
- Vocabulary Study: Vocabulary Study Using a Cell Phone, Flash Flashcards, Dictionary Flashcards, Online Dictionary Flashcards, English Vocabulary Games with Pictures (there are 7 games on each set of 9 words.)
- Spelling & Vocabulary Study: Catch the Spelling Games, spelling Quizzes for all, Special English Words
- Word Puzzles: Word Web Games, Anagrams (600+), Word Find/Word Search, Scrambled Words, Crossword Puzzles
- Sentence Puzzles: Scrambled Sentences
- Grammar Fun: Random Sentence Generator, English Sentence Machine
- Reading: Reading English Signs (700+ Photos)
- Special: Daily Page (New Every Day)
- Word Games: Flash Hangman, WordMeister, Word Based Games: Jig Words, Match Words & Speed Words, Joggle for advanced students
- Pages with Sound: American English, Pronunciation Practice, Listening Room, Audio Concentration/Memory Games
- Experimental: Experimental Ideas for Studying ESL on the Web –Sentence Singer, Computer-assisted Writing, Travel Survival, Miranda Warning.

5. <http://sppro.ocdsb.edu.on.ca/oriac/>

Computer Resources for ESL

This site is a searchable, online database of over 300 items of reviewed software, Web sites and other materials which are available to assist in the

learning of ESL/ESOL. It is impressively comprehensive, complete and searchable.

6. <http://www.eslgold.com>

ESL gold

This is a free commercial site with phrases for conversion, lots of listening, speaking, reading and writing exercises, grammar explanations, and ideas for teaching and links to other ESL/ESOL sites. It includes audio, pictures, handouts, and quizzes. All materials are free to ESL students and teachers, and are categorized by skill and level. ESL gold contains, for example:

For students:

- Phrases for Conversation (complete with audio for repetition and pronunciation)
- Picture Dictionary (hundreds of pictures of everyday items for vocabulary development)
- Academic Vocabulary Exercises (for self-study and practice)
- Great Links to the best ESL/EFL materials on the Internet.

7. <http://eslcafe.com/slang>

ESL Slang Page

A search-able list of American slang words and phrases with short definitions.

8. <http://www.literacynet.org/esl>

LINCS ESL Special Collection

Includes reviewed resources for learners, teachers, and tutors and a showcase of ESL/ESOL resources on the Web.

9. <http://www.esl.about.com/mbody.htm>

English as a Second Language

This site includes a list of the top 1000 words used in the English language. It contains a section entitled “Quiz Central” where you can find quizzes of all types.

Appendix B

Community Resources

ADULT ENGLISH AS A SECOND LANGUAGE PROGRAMS

Adult English as a Second Language (ESL) programs in the United States work with adults (16 years and older), whose first language is not English and who are no longer attending public schools, to help those not fully fluent and literate in English to communicate effectively in English. This means developing their listening, speaking, reading, and writing skills. Programs are designed to help these adults acquire the skills they need to meet their personal, vocational, academic, community, and employment goals. Many adult basic education (ABE) programs that serve native English speakers also serve “LEP” adults learning English.

Adult ESL and family literacy programs serve a diverse population through a variety of funding streams depending on learners’:

- Status (e.g., immigrants, refugees, asylum seekers)
- Goals (e.g., basic or functional literacy, family literacy, workplace education, citizenship preparation, academic credentialing or preparation)
- Circumstances (e.g., parents with young children, young adults needing a high school diploma, employed or displaced workers).

The diversity of learner populations served, program settings, system of delivery, and instructional philosophies embraced result in a wide range of program designs and instructional practices. To be effective, programs need to offer classes that vary in terms of class schedules, location, duration, and content in order to maximize access to learning opportunities while accommodating the realities and constraints of adult learners’ lives.

ESL Program Types

The most common types of programs in which adult ESL instruction is offered include the following:

Lifeskills or general ESL classes. These programs focus on developing English language skills in the context of topics or functions of daily life, such as going to the doctor, getting a job, shopping, or managing money.

Family ESL literacy programs. Family ESL literacy programs address the family as a whole, providing English language and literacy instruction for adults and children.

Vocational ESL (VESL) programs. VESL programs prepare learners for jobs. These programs may concentrate on general pre-employment skills such as

finding a job or preparing for an interview, or they may target preparation for jobs in specific fields.

Workplace ESL classes. Workplace ESL classes are offered in work settings and focus on the development of language that is directly relevant for employees in that setting. (These would be excellent programs for a local to work with for their ESL apprentices).

Pre-academic ESL programs. These programs concentrate on preparing learners for further training and education in post secondary institutions, vocational education classes, or ABE and GED classes.

One choice that all types of programs must make is whether to have an open or closed entry and exit system for students. Open entry and exit programs allow students to enter and leave when they can or need to. Some programs (example - community colleges) provide self-paced courses designed for students to progress through the course content at their own pace without attending regularly scheduled classes. Students meet with instructors and mentors and work at home or in a computer lab. However, open entry systems make it difficult for programs to gather information on learner progress in English. Furthermore, educators report that adult learners themselves prefer structured programs with stated beginnings and endings and clear criteria for completion and promotion. For these reasons, some programs have chosen to follow a closed entry and exit system (also referred to as managed enrollment), where students can enroll and enter classes only at specific times (for example, in a 12-week course at the beginning, after three weeks, and after six weeks) (National Center for Family Literacy, 2004).

COMMUNITY COLLEGE RESOURCES

Many community colleges offer English as a Second Language (ESL) courses for students whose native language is not English. Students learn to speak, read, write, and understand English. They can move from beginning to intermediate and advanced levels as their skills improve. They also learn day-to-day survival skills to help them adjust to life in a new country.

English as a Second Language (ESL) instruction has become one of the fastest growing programs in the community college curriculum. The role of the community college in providing instruction and other services to adult ESL learners varies. In some districts, the community college is the major provider of adult ESL services. In others, its focus is credit-bearing or more advanced academic ESL courses leading to admission to postsecondary education. In these districts, lower-level adult ESL is provided by local education agencies and a host of private or nonprofit organizations, sometimes under contract with the community college. In still other cases, the community college has become the

leader in developing a range of programs to address the needs of increasing numbers of adult ESL students.

Community colleges can be an extremely valuable resource. Programs and services for LEP individuals can be accessed directly from the community college. Community colleges are also a terrific resource to other linkages (agencies, programs, referrals) in the immediate geographic area. An example of community college outreach information is provided below:

EXAMPLE
GRAND RAPIDS COMMUNITY COLLEGE
ENGLISH AS A SECOND LANGUAGE
COMMUNITY RESOURCE GUIDE
<http://www.grcc.edu/eslresources>

The following information has been gathered by Grand Rapids Community College. You will find program information and referrals for Adult Community Education, Social Service Agencies, Church Sponsored Classes, and Naturalization and Immigration information. Grand Rapids welcomes many new residents from different countries each year. There are many people in the community who work to make the transition to American life possible for new residents and visitors.

The example that follows is for the Grand Rapids/Western Michigan area. It is provided as an example only so that Ironworker instructors can get a better “feel” for the scope and nature of services, costs and age requirements that are available. Check your local community college to see what is available in your area to assist ESL learners.

ESL Classes in the Western Michigan Area
(Note – one shown for each type of resource)

Higher Education
DAVENPORT UNIVERSITY 415 E. Fulton Grand Rapids, MI 49503 Contact Person: Etsuko Yoshida
GRAND RAPIDS COMMUNITY COLLEGE 143 Bostwick NE Grand Rapids, MI 49503 Contact: Counseling Office ➤ Cost: Tuition based on residency. Classes are 4 contact hours

Adult Community Education

GRAND RAPIDS COMMUNITY EDUCATION

Vandenberg Adult Education Center

409 Lafayette St

Grand Rapids, MI 49503

Contact Person: Kathleen Sullivan

- On site classes offered at local businesses
- Next Registration: Call for registration dates. Generally, every 3 months
- Age requirements: Must be 20 years or older. Those 18 and 19 must show proof of high school graduation
- Cost: Free
- Child care provided
- Six levels of ESL instruction, Citizenship Classes, GED classes

Social Service Agencies

LUTHERAN SOCIAL SERVICES

2976 Ivanrest SW

Grandville, MI 49418

Contact Person: Linda Barr, Case worker or

Erica Spohr, VELT Coordinator

- Comprehensive employment services available including translation, on-the-job training, and job upgrade services. Refugees of all English speaking levels available for employment.
- Serving all refugees and asylees for up to five years of being in the USA.
- English as a Second Language (ESL) available as Vocational English Language Training Program (VELT) on employer site, community based, and agency based sites. No cost to the employer or refugees/asylee for these classes.
- Intensive case management available for refugees needing specialized employment services.
- Holds the prime contract for Refugee Employment Service for the State of Michigan.
- Services free of charge. Not-for-profit agency.
- ITP Route # 8. Easy access from other bus routes.

Church Sponsored Classes

CHURCH OF THE SERVANT

3835 Burton SE

Grand Rapids, MI 49508

- Tuesday and Thursday evenings 6-8 pm (no summer classes)
- ESL certified instructor
- Open to all

LIBRARY RESOURCES

The history of libraries in the United States reflects active support for literacy, ESL instruction, and citizenship education. At the beginning of the twentieth century, libraries took on the role of social educator by providing library-sponsored ESL and adult literacy classes for large numbers of immigrants. As natural community centers, libraries are in a pivotal position to bring together newcomers to the United States and the general population to share traditions, discover more about one another, and celebrate the diversity of language and culture. Libraries feature lectures and concerts and include library materials for newcomers in their native languages.

New waves of immigrants, especially those who have arrived in the United States since the 1980s, present new challenges to libraries. This new population is straining the ability of communities to meet the ever increasing demand for instruction in ESL and survival skills. Therefore, libraries are called upon to help communities keep pace with the needs of new and underserved community members for whom English is not the primary language, while at the same time that they continue to serve their long-time constituents.

Therefore, libraries are also establishing themselves as centers for literacy education. Some provide space and promotion for small group or one-on-one ESL instruction, often in cooperation with local literacy providers and volunteer organizations. The local library is also often a favorite field trip destination for ESL classes held at other sites.

Library support for literacy includes the following areas:

1. Adult new reader or instructional materials for use by adult learners, tutors or materials which are used by other adult education programs.
2. Literacy support services including: space for tutor training/in-services, coordination of one-on-one or small group instruction at the library in adult basic education, English for Speakers of Other Languages (ESOL) and GED preparation.
3. Computer-assisted instruction for new learners.

Examples of specific community contributions by libraries include the following:

- The new Americans project at the Queens Borough Public Library in Queens, New York features an active ESL program and an outstanding collection of Spanish language materials, a Spanish books-by-mail program, and ongoing events celebrating Hispanic music, literature, dance, and culture.

- For the past six years, the Jones Library in Amherst, Massachusetts, has run an ESL tutoring program serving a community of immigrants from Cambodia. The library staff have recently set up a Citizenship Education Center to prepare newcomers for naturalization and have convinced the Immigration and Naturalization Service in Boston to travel two hours to Amherst to process green card applications for almost seventy Cambodian refugees. This kind of proactive support for the needs of the refugee community is redefining the concept of “basic library services.”
- In California, 52% of the state’s school age population is American Indian, African-American, Hispanic, or Asian-American. A California State Library program called Partnerships for Change has provided funding for community-based needs assessments, the development of local coalitions, and the expansion of new collections reflecting the ethnic and multicultural diversity of the communities (Quezada, 1991).

VOLUNTEERS AND CLASSROOM AIDES

Working with limited English proficient learners requires time and patience. A wonderful resource is volunteers – members of the community who want to help a newcomer learn English in order to live and work in the United States.

If there are no aides or volunteers available at this time, there are many possibilities instructors can pursue: former students, retired people, or students in teacher training programs. You may wish to use a former, successful student who has a couple of hours a week to spare. Using a former student has an advantage because he/she can empathize fully with the students. Instructors may also wish to approach local retired teachers’ organizations or other community groups. Retired teachers and older people usually have the time, patience, and skills that younger people do not have. Still another possibility is a local institution of higher education which offers a teacher training program. Prospective teachers may welcome the opportunity for experience; you might try to arrange with the director of the ESL teacher training program for students to receive some credit (such as one credit for independent study) for their effort.

Here are some steps to follow and tips for working with volunteers:

Recruiting volunteers. The initial contact is extremely important. Be clear and concise about the goals of your program or class, the apprentices that you serve, the opportunities for volunteers, and steps to getting involved. Contact local community groups, to see if they have members who want to volunteer individually or as a group. Consider recruiting other students (those who have exited from your class, advanced students) to assist with newcomers or lower level students.

Providing an orientation. Hold an orientation meeting for your new volunteer(s). Inform them about your program (mission, services, students) and, if possible, encourage them to visit a classroom and then provide time to “de-brief” them after the classroom visit. It is also important to explain what you expect from the volunteers and for them to know who their contact is at your school.

Training. Provide appropriate training for your volunteers. Topics may include how to work with adult learners, teaching techniques, special needs, etc. If you do not have the expertise to lead the training sessions, look for outside presenters (examples - colleagues, long-time volunteers, public school programs, community college or university ESL staff, or local, state or national organizations). You may also wish to consult other similar programs to find out if your volunteers can join their training sessions. Training should be on-going and provided at a time convenient for the volunteers.

Working as a volunteer. There are many ways that volunteers can contribute to your program, including working as classroom aides, preparing materials, marketing your program, or coordinating your growing volunteer program. As you discuss the assignment with your new volunteers, consider how their interests and goals can match program needs. Be flexible and offer a variety of options that can meet everyone’s needs.

Staying in touch. Maintaining communication and contact with your volunteers is very important, especially if you do not see them regularly. Some suggestions for keeping in touch include keeping a log book at the location where your volunteers work to write notes and leave messages, posting information on a central bulletin board or distributing a newsletter or monthly update.

Saying thank you. Recognizing your volunteers for their help, expertise, ideas, and time is crucial to keeping them involved. Some (inexpensive) ways to show your appreciation include remembering their names, introducing them to other staff members, saying “thank you”, awarding certificates of appreciation, throwing a potluck in honor of the volunteers, asking for suggestions on improving or developing the program, and providing letters of reference for the volunteers.

NATIONAL AND STATE ASSOCIATIONS

National Clearinghouse for Bilingual Education (NCBE)

1118 22nd Street, N.W.

Washington, DC 20037

(202) 467-0867; (800) 321-6223

(800) 531-9347 (fax)

E-mail: Askncbe@ncbe.gwu.edu

Web: <http://www.ncbe.gwu.edu>

NCBE, funded by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA), collects, analyzes, synthesizes, and disseminates information relating to the effective education of linguistically and culturally diverse students. Although its focus is K-12, its weekly newsletter, *Newsline*, contains articles pertinent to family literacy and to parents of bilingual students. Also, its on-line database contains information on software, employment opportunities, and a directory of non-profit resources on the Internet arranged by both topic and geographic location.

National Clearinghouse for ESL Literacy Education (NCLE)

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
(202) 429-9292, extension 200
(800) 659-5641 (fax)
E-mail: ncle@cal.org
Web: <http://www.cal.org/ncle>

NCLE is an adjunct ERIC clearinghouse that provides information and referral service and publishes many free and low-cost resources for practitioners about literacy instruction of limited English proficient adults and out-of-school youth. Free NCLE publications include *NCLE Notes*, a semi-annual newsletter; ERIC digests a series of information sheets on adult education topics; and minibibs, annotated bibliographies. Most of the free publications can be downloaded at NCLE's website. Other resources include the Issues in Workplace and Vocational ESL Instruction series and the Language in Education series of monographs.

U.S. Department of Education, Division of Adult Education and Literacy Clearinghouse, Office of Vocational and Adult Education

600 Independence Avenue, S.W.
Washington, DC 20202-7240
(202) 205-9996
(202) 205-8973 (fax)
E-mail: Tammy_Fortune@ed.gov
Web: <http://www.ed.gov/offices/ovae>

The Clearinghouse provides referral services and disseminates publications of state and national significance and other reference materials on adult education and literacy-related activities. Resource publications include information on English as a second language, state literacy resource centers, family literacy, workplace literacy, teacher training, and staff development, working with volunteers, and the use of technology.

Appendix C

Instructional Tools

General Lesson Plan – Planning Form

Date: _____

Topic: _____

Introduction: Objective(s), warm-up, review, retreach	Materials
Presentation	
Practice	
Application	
Closure	

Appendix D

Spanish Vocabulary and Expressions Helpful for use in the Classroom

Source: Wilson, J. (2001). Handbook for teachers with LEP students. Fulbright
- Hays Summer Seminar.

http://lacc.fiu.edu/events_outreach/fulbright/project_04.pdf

Spanish Language

This section will serve as a resource of vocabulary and expressions necessary for the typical classroom. The growing number of Spanish-speaking students in apprenticeship programs indicates a real need for truer and more authentic, personalized service from instructors. The focus of this section is to provide terminology and expressions that are applicable to the classroom setting.

La Pronunciación

Spanish, like English, has five vowels; however in Spanish these vowels are only pronounced one way. They are short and crisp, without breath, and spoken at the front of the mouth. The mouth is somewhat more tense when speaking Spanish, and the corners of the mouth tend to “smile.”

A = as in “a” in father

E = as in “ei” in eight

I – as in “ee” in keep

O = as in “o” in open

There are no short vowels, long vowels, etc. in Spanish. In addition, neither is there an “uh” sound as when many people try to say “chips and salsuh.” It should be two “a”s. Salsa!

Most of the consonants are pronounced just about like English, with some notable exceptions. However, remember, keep the sounds to the front of the mouth and speak with the lips fairly tense in order to imitate a perfect Spanish accent.

C = has two sounds: like an “s” before “e” and “i”; and like a “k” before “o”, “u”, and “a”.

D = pronounced much softer than in English, and the middle or end of a word, like a “th”.

Donde Verdad Edad Sed Derecho Codo

G = also has two sounds: like and “h” before “e” and “i”; and like a “g” as in “go” elsewhere.

Argentina Meningitis Gringo Gato

H = is always a silent letter. Never make the “h” sound.

Hola Hoy Ahora Hospital

J = is always a hard “h” sound.

Jorge Oho Jarabe Traje Oreja

LL = two “l” combined make one sound-the sound of an English “y” more or less.
Rodilla Amarillo Calle Tobillo Costilla

Ñ = the letter “ñ” makes the sound like the “ny” in the English word “canyon” or like “nio” in onion”.
Año Uñas Niño Niña Muñeca

R = the single “r” makes the sound like the English word “ring”.
Cara Doctor Mira Oreja Para

RR = a strongly trilled sound. Single “r” also has this sound if it begins a word.
Rodilla Ramón Arroz Carro Hierro

Q = is always followed by either ue or ui. Que = kay as in the English name “Kay”. Qui = key as in the English word “key”.
Quién Quitar Quedar Saque

Basic Expressions and Phrases

(English = Español)

Greetings and Courtesies

Yes = Si

No = No

Again = Otra vez

Once again = Una vez más

One at a time = Uno(a) a la vez

All together = Todos juntos

Out loud = En voz alta

In Spanish = en español

In English = en inglés

Repeat = Repita

Slower = Mas despacio

I don't understand = Noentiendo

Thank you = Gracias

Thank you very much = Muchas gracias

You're welcome = De nada

Please = Por favor

Excuse me = Disculpeme or Perdon

Nice to meet you. = Encantado de conocerte.

Attention. = Atencion

Your attention, please. = Su atencion, por favor.

Silence = Silencio

Careful = cuidado

For tomorrow = Para mañana

Do you understand? = ¿Comprendes?

Can you hear me? = ¿Me oyes?

Are there any questions? = ¿Hay preguntas?
How are you? = ¿Como estas? ¿Que pasa? ¿Que tai?
Good = Bien
Bad = Mal
So so = Mas o menos
Hello = Hola
Goodby = Adios
So long = Hasta luego
Good morning = Buenos dias
Good afternoon = Buenal tardea
Good evening = Buenas tardes
Good night = Buenas noches

Classroom Objects

Paper = El papel
Sheet of paper = La hoja de papel
Notebook = La pluma
Ballpoint pen = El bolígrafo
Pencil = El lápiz
Chalk = La tiza
Blackboard = La piazarra
Eraser = El borrador
Waste basket = La cesta
Student desk = El pupitre
Row = La fila
Chair = La silla
Screen = La pantalla
Projector = El proyector
Book = El libro
Ruler = La regla

Common Classroom Expressions

What is your name? = ¿Como te llamas? ¿Cual es su nombre?
How do you say this in English? = ¿Como se dice esto en inglés?
Where is the bathroom? = ¿Dónde está el baño
Do you speak... = Hablas...
English = inglés
French = francés
German = alemán
Spanish = español
Chinese = chino
Japanese = japon és
Do you have...? = ¿Tienes...?
A problem = un problema
What problem do you have, does he have, does she have? = ¿Que problema tiene...(usted, el, ella)?

For how long? = ¿Por cuánto tiempo?
 When did it begin? = ¿Cuándo empezó?
 What happened? = ¿Qué pasó?
 Do you know...? = ¿Sabes...?
 Do you understand? = ¿Entiende?
 Does he/she study? = ¿Estudia?
 A lot or a little? = ¿Mucho o un poco?
 May I help you? = ¿En qué puedo ayudarte?
 Excuse me. = Disculpe.
 Do you need help? = ¿Necesitas ayuda?
 What's the matter? = ¿Qué te pasa?/¿Qué tienes?
 Where are you going? = ¿A dónde vas?
 What is this called? = ¿Como se llama esto?
 Please sit here. = Siéntate aquí, por favor.
 I am studying (learning) English. = Soy estudiando (aprendiendo) ingles.
 Don't worry. = No te preocupa.
 It was a pleasure talking to you. = Me di mucho gusto hablar contigo.
 What do you want? = ¿Qué quieres?
 What grade (period, class) are you in? = ¿En qué año (period, clase) estás?
 Who is your teacher? = ¿Quién es tu maestro(a)?
 What is your room number? = ¿Cuál es el número de tu clase?
 Why were you late? = ¿Por qué llegaste tarde?
 Why were you absent? = ¿Por qué faltaste?
 Please wait a minute. = Espera un momento, por favor.
 It's your turn. = Te toca a ti.
 Please help me. = Ayúdame, por favor.

Classroom Commands

Singular	Plural	English
Ven	Vengan Uds	Come
Ve	Vayan Uds	Go
Pasa	Pasen Uds	Enter
Sal	Salgan Uds	Leave
Espera	Esperen Uds	Wait
Pon	Pongan Uds	Put
Dame	Denme Uds	Give me
Dime	Diganme Uds	Tell me
Traeme	Traiganme Uds	Bring me
Repite	Repitan Uds	Repeat
Practica	Practiquen Uds	Practice
Estudia	Estudien Uds	Study
Contesta	Contesten Uds	Answer
Singular	Plural	English
Aprende	Aprendan Uds	Learn
Escoge	Escojan Uds	Choose
Prepara	Preparen Uds	Prepare

Mira	Miren Uds	Look at
Describe	Discriban Uds	Describe
Empieza	Empiecen Uds	Begin
Pronuncia	Pronuncien Uds	Pronounce
Escucha	Escuchen Uds	Listen
Habla	Lablen Uds	Speak
Lee	Lean Uds	Read
Escribe	Escriban Uds	Write
Pregunta	Pregunten Uds	Ask
Sigue	Sigan Uds	Follow
Saca	Saquen Uds	Take out
Abre	Abran Uds	Open
Cierra	Cierren Uds	Close
Dobla La Página	doblen Uds. La pagina	Turn the page
Borra	Borren Uds	Erase
Continúa	Continúen Uds	Continue
Siéntate	Sientense Uds	Sit down
Levántate	Levántense Uds	Get up
Levanta	Levanten Uds	Raise
Cállate	Cállense Uds	Be quiet
Presta atención	Presten Uds. Atención	Pay attention

Pronouns

I = Yo

We = Nosotros

You (singular, familiar) = Tú

You (singular, formal) = Usted

You (plural) = Ustedes

They = Ellos (m), Ellas (f)

Family

Wife = Esposa

Brother = Hermano

Sister = Hermana

Cousin = Primo

Cousin = Prima

Uncle = Tio

Aunt = Tia

Husband = Esposo, Marido

Grandfather = Abeulo

Grandmother = Abuela

Daughter = Hija

Son = Hijo

Mother = Madre

Father = Padre

Friend = Amigo (m), Amiga (f)

Question Words

What? = ¿Que?
Which? = ¿Cual?
When? = ¿Cuando?
How? = ¿Como?
Who? = ¿Quien?
Why? = ¿Por que?
How much? = ¿Cuanto(s)?
Where? = ¿Donde?
Whose? = ¿De quien?

Student Information

The Student = El estudiante/La estudiante
His/Her/Your family = Su familia
His/Her/Your relative = Su pariente
His/Her/Your full name = Su nombre complete
Mr. = Señor
Mrs. = Señora
Miss or Ms. = Señorita
His/Her/Your address = Su direccion
His/Her/Your street = Su Calle
His/Her/Your city = Su ciudad
His/Her/Your zip code = Su zona postal
His/Her/Your apartment number = Su número de apartamento
His/Her/Your telephone number = Su número de teléfono
His/Her/Your date of birth = Su fecha de nacimiento
His/Her/Your age = Su edad
His/Her/Your license number = Su número de licencia
His/Her/Your sex = Su sexo
His/Her/Your study/workplace = Lugar donde estudia/trabaja
His/Her/Your marital status = Su estado civil
Single = Soltero(a)
Married = Casado(a)
Divorced = Divorciado(a)
Separated = Separated
Widow/Widower = Viudo(a)
Admission to the school = El ingreso
Registration = Inscripcion, matricula
Your complete name = Su nombre completo
Your address = Su dirección
Your phone number = Su número de teléfono
Your date of birth = Su fecha de nacimiento
Your place of birth = Su lugar de nacimiento
Your closest relative = Su pariente más cercano
Your siblings = Sus hermanos

Parent's names = Los nombres de sus padres
 This form = Esta forma/planilla
 This document = Este documento
 Identity number = Su número de identidad
 The name of the person responsible... = El nombre de la persona responsable...
 The administration office = La secretaria
 The room/area = La sala
 Classroom = La sala de aula
 Exam = El examen
 Courses = Los cursos
 Lunch = El almuerzo
 Break/Snack = La merienda
 The front desk = La mesa
 The second floor, third floor = El piso 2, el piso3, etc.
 The ground floor = La planta baja

Los Números

0 = cero	80 = ochenta
1 = uno	90 = noventa
2 = dos	100 = cien
3 = tres	101 = ciento uno
4 = cuatro	102 = ciento dos
5 = cinco	200 = doscientos
6 = seis	300 = trescientos
7 = siete	400 = cuatrocientos
8 = ocho	500 = quinientos
9 = nueve	600 = seiscientos
10 = diez	700 = setecientos
11 = once	800 = ochocientos
12 = doce	900 = novecientos
13 = trece	1000 = mil
14 = catorce	
15 = quince	
16 = diez y seis	
17 = diez y siete	
18 = diez y ocho	
19 = diez y nueve	
20 = veinte	
21 = veinte y uno	
22 = veinte y dos	
30 = treinta	
40 = cuarenta	
50 = cincuenta	
60 = sesenta	
70 = setenta	

THE MOST USED VERBS IN SPANISH

Accept	aceptar	open	abrir
Allow	permitir/dejar	organize	organizer
Ask	preguntar	pay	pagar
Believe	Creer	put	poner
Borrow	prestar	read	leer
Break	romper	reply	responder
Bring	Traer	run	correr
Buy	comprar	say	decir
can/be able	Poder	see	ver
Cancel	cancelar	sell	vender
Change	cambiar	send	enviar
Clean	Limpiar	sign	firmar
Close/shut	Cerrar	Sit	sentarse
Complain	quejarse	sleep	dormir
Count	Contra	smoke	fumar
Cut	Cortar	speak	hablar
Draw	Dibujar	spell	deletrear
Drink	Beber	spend	gastar
Drive	conducir	stand	ponerse de pie
Eat	Comer	start/begin	comenzar
Explain	explicar	study	estudiar
Fall	Caerse	succeed	tener éxito
Fill	Llenar	take	* tomar
Find	encontrar	talk	hablar
Finish	terminar	teach	enseñar
Fit	Caber	tell	decir
Fix	reparar	think	pensar
Forget	Olvidar	translate	traducir
Give	Dar	travel	viajar
Go	Ir	Try	intentar
Have	* tener	turn off	apagar
Hear	Oír	turn on	encender
Hurt	dañar, herir	type	escribir a máquina
Know	saber/conocer	understand	entender
Learn	aprender	use	utilizar/usar
Leave	*salir/marcharse	wait	esperar
Listen	escuchar	wake up	despertar
Live	Vivir	want	querer/desear
Look	Mirar	watch	mirar
Lose	Perder	work	trabajar
Make/do	Hacer	worry	preocuparse
Need	necesitar	write	escribir

Appendix E

Constructionary
English – Spanish Guide
(excerpt)
(2000)

Source:
International Conference of Building Officials
5360 Workman Mill Rd.
Whittier, CA 90601

800.423.6587 (phone)
562.699.0541 (phone)
562.699.9721 (fax)
products@icbo.org (e-mail)

Constructionary English – Spanish

Pocket size guide to over 1,000 construction terms
Includes Phonetic Pronunciation
Useful On-the-Job Phrases
Easy-to-Use Tools Section
Practical Tables

Preface

The *Constructionary*[™] was developed to facilitate communication among the Spanish and English-speaking communities in the construction field to increase quality and public safety on the job site. It is the result of extensive research done at different levels of the construction industry and of hard work of volunteers and ICBO staff members. One of the goals of the *Constructionary* is to improve efficiency and communications on the job site and in the office – a goal shared with the Spanish version of the *Uniform Building Code*[™]. It also provides a solid basis toward unifying the use of construction terms in Latin America and in the Hispanic sector of the U.S.

This guide is a simple tool that contractors, construction workers, engineers, architects, building officials and inspectors will find handy in their everyday tasks. Whether at the job site, in the office, or at the municipal countertop in the U.S. or in Latin America, this tool will help you find the most common construction terms used in the workplace.

The *Constructionary* is addressed to the building industry and contains an unmatched collection of construction terms, useful phrases, names of tools and useful tables. However, this is a living document and will continue to grow and improve.

Sergio M. Barrueto, P.E.

Table of Contents

Preface	iii
Acknowledgements	v
Pronunciation Guide	viii
English-Spanish A – Z	1
Tools	85
Useful Phrases	93
The Numbers	101
The Months of the Year	103
The Days of the Week	103
Unit Conversion Tables	105
Conversion Factors	107

Simplified Pronunciation

➤ Accents are indicated by uppercase syllables.

➤ Vowels (5)

A – pronounced – AH as in *father*.

E - - EH as in *mess*.

I - - EE as in *see*

O - - OH as the first sound in *owe*

U - - OO as in *boot*

➤ Diphthongs:

The most common used here are:

Io - - EEOH

Ie - - YEH (the y sounds like ee)

Ui - - WEE

Ua - - WAH

Ue - - WEH

➤ Consonants:

Same as in English except:

D is voiced

T and P are soft

Ny as in onion

R soft, rr rolled

Ch always as in church

English – Spanish

Abate

Remover

(*reh-moh-VEHR*)

Anular

(*ah-noo-LAHR*)

Abatement

Remoción

(*reh-moh-SYON*)

Anulación

(*ah-noo-lah-SYON*)

Access

Acceso

(*ahk-seh-son*)

Access cover

Tapa de acceso

(*TAH-pa deh ahk_SEH-son*)

Cubierta de acceso

(*koo-BYEHR-tah deh ahk-SHE-son*)

Acoustical tile	Panel acústico (<i>pah-NEL ah-COOS-tee-koh</i>)
Adapter fitting	Dispositivo adaptador (<i>dees-pho-see-TEE-voh ah-dahp-tah-DOHR</i>)
Addition	Ampliación (<i>ahm-plee-ah-SYON</i>) Expansión (<i>ehk-sahn-SYON</i>)
Additives and admixtures	Aditivos y mezclas (<i>ah-dee-TEE-vos ee mehs-Klahs</i>)
Air compressor	Compresor de aire (<i>kohm-preh-SOHR deh AH-ee-reh</i>)
Aisle	Pasillo (<i>pah-SEE-joh</i>) Hilera (<i>ee-LEH-rah</i>)
Alley	Callejón (<i>kah-jeh-HOHN</i>)

Spanish – English

Abanico	Fan (<i>fan</i>)
Abertura	Opening (<i>opening</i>)
Abertura de limpieza	Cleanout (chimney) [<i>klinaut (chemni)</i>]
Acabado	Finish (<i>fenesh</i>)
Acanalado	Splined (<i>splined</i>) Riffled (<i>ref-id</i>)
Acanaladura de chimenea	Chimney chase (<i>chemni cheis</i>)
Acceso	Access (<i>aces</i>)
Acceso para bomberos	Fire department access (<i>fáier d-partment aces</i>)
Accesorio	Fitting (<i>feting</i>) Fixture (<i>fextiur</i>)
Acera	Sidewalk (<i>saidwak</i>)

Acero	Steel (<i>stil</i>)
Acero fundido/ Moldeado/colado	Cast steel (<i>kast stil</i>)
Acero galvanizado	Galvanizad steel (<i>galvanaizt stil</i>)
Acero inoxidable	Stainless steel (<i>steinles stil</i>)
Acoplamiento	Coupling (<i>kapling</i>)

Tools

Axe	Hacha (<i>AH-chah</i>)
Ball-peen hammer	Martillo de bola (<i>mar-TEE-joh deh BOH-lah</i>)
Bar	Barreta (<i>bah-RREH-tah</i>)
Basin wrench	Llave pico de ganso (<i>JAH-veh PEE-koh deh GAHN-soh</i>)
Blower	Sopladora (<i>soh-play-DOH-rah</i>)
Brace and bit	Taladro de mano (<i>tah-LAH-droh deh MAH-no</i>)
Broom	Escoba (<i>ehs-KOH-Bah</i>)
Brush	Pincel (<i>preen-sehl</i>) Brocha (<i>BROH-chah</i>) Cepillo (<i>she-PEE-joh</i>)
Bucket	Cubeta (<i>koo-BEH-tah</i>) Balde (<i>BALH-deh</i>)
Carpenter's apron	Mandil (<i>mahn-DEEL</i>) Delantal (<i>deh-lahn-TAHL</i>)
Carpenters square	Escuadra (<i>ehs-KWAH-drah</i>)
C-clamp	Prensa en c (<i>PREN-sah en she</i>)

Chain pipe wrench	Llave de cadena (JAH-veh deh kah-DEH-nah)
Chain saw	Sierra de cadena (SYEH-rrah deh kah-DEH-nah)

Useful On-the-Job Phrases

- Do you speak English?
¿Habla inglés?
(AH-blah een-GLEHS)
- What is your name?
¿Cómo se llama (usted)?
[KOH-moh seh JAH-ma (oos-TEHD)]
¿Cuál es su nombre?
(KWAL ehs soo NOHM-breh)
- My name is.../I am...
Mi nombre es.../Me llamo...
(mee NOHM-breh ehs.../ Me JAH-mo...)
- Pleased to meet you.
Mucho gusto (en conocerlo)
[MOO-choh GOOS-toh (en koh-noh-Sehr-loh)]
- What is your phone number?
¿Cuál es su número de teléfono?
(KWAHL ehs soo NOO-meh-roh deh teh-LEH-fon-noh)
- Please fill out this application.
Por favor, complete (usted) ésta solicitud.
[pohr fah-VOR com-PLEH-teh (oos-TEHD) EHS-ta soh-lee-see-TOOD]
- I need you to fill out this federal tax form.
Necesito que complete éste formulario de impuestos federales.
(neh-ceh-SEE-toh keh com-PLEH-teh EHS-teh for-moo-LAH-ree-oh deh eem-PWES-toss feh-deh-RAHless)
- And this one for state taxes.
Y éste de impuestos estatales.
(EE EHS-teh deh eem-PWES-toss ehs-tah-TAH-less)
- Also this I-9 form from the government.
También éste formulario I-9 del gobierno.
(tam-BYEN EHS-teh for-moo-LAH-ree-oh EE-NWEH-veh dehl go-BYER-noh)
- I need to see the actual identification you list on the form.
Necesito ver la identificación que indicó (usted) en el formulario
[neh-ceh-SEE-toh vehr la ee-den-tee-fee-kah-SEEHON keh een-dee-KOH (oos-TEHD) ehn el for-moo-LAH-ree-oh]

Appendix F

Internet Resources for Instructors

1. <http://www.internet4classrooms.com/esl/htm>

Interactive Sites for Learning English – computer activities to help students learn English. This site includes the following links:

- American English Pronunciation – Fantastic site! Lessons are available on quite a few topics. Each lesson provides the pattern, gives examples, provides practice (a lot of practice), and ends with a quiz. Each word in the quiz can be pronounced for the student by clicking on the speaker icon.
- Casa de Joanna – Language Learning Resources – French and Spanish languages websites to explore, including thematically organized authentic links for French and Spanish.
- EFLWEB an on-line magazine for those teaching and learning English as a Foreign Language.
- English as a Second Language can be a starting point for ESL learners who want to learn English through the Web.
- English Study Materials and Worksheets – scroll down to find free resources.
- English Workbook – worksheets to help improve your vocabulary and understanding of English.
- ESL Blues – Pre-intermediate to high-intermediate level English.
- ESL Café Help Center – receive help from ESL teachers from around the world 24 hours a day, 7 days a week. Having problems with Grammar? Writing? Vocabulary? Slang? Don't be shy- ask a question! Afterwards, an ESL teacher will try to quickly post an answer onto this page.
- ESL Flashcards – many to choose from.
- ESL Lab – Listening exercises and quizzes. Listen to the conversation and answer the corresponding questions. Your score is immediately tabulated. **Note:** An Audio Player is needed for this site.
- ESL Vocabulary Quizzes – online quizzes for beginning English speakers.

2. http://www.byki.com/free_lang_software.pl

Learn basic words and phrases in any of the languages listed below in minutes! We have put together a collection of lists – such as common greetings, foods and beverages, and months and seasons – for each language and loaded them into a copy of **Before You Know It Lite**. By choosing your language and registering your email

- ESL-English as Second Language
- Games
- Handheld Dictionary
- Spell Checking

This special release has Bosnian, Bulgarian, UK English, Croatian, Czech, Danish, Dutch, Finnish, French, German, Greek, Hungarian, Icelandic, Italian, Latin, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Slovenian, Spanish and Swedish.

REFERENCES

- Barbe, W., Swassing, R. & Milone, M. (1979). Teaching Through Modality Strengths: Concepts and Practice. Columbus, OH: Zaner-Blouser, Inc.
- Florez, M. & Burt, M. (October, 2001). Beginning to Work with Adult English Language Learners: Some considerations. Washington, D.C.: Center for Applied Linguistics.
- Kirsch, I., Jungeblut, A., Jenkins, L. & Kolstad, A. (1993). Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.
- Kuo, E. (2000). English as a second language: Program Approaches at Community Colleges. Los Angeles, CA: ERIC Clearinghouse for Community Colleges. ED 447859.
- Marcias, R. (1993). Language and ethnic classification of language minorities: Chicano and Latino students in the 1990's. *Hispanic Journal of Behavioral Sciences*, 15 (2), 230 - 257.
- National Center for Education Statistics (1995). Participation of Adults in English as a Second Language Classes: 1994-1995. Washington, D.C.: Author.
<http://nces.ed.gov/pubs97/web/97319t.asp>
- National Center for Family Literacy (2004). Practitioner toolkit: Working with Adult English Language Learners. Louisville, KY.
- Palma-Riva, N. (Winter, 2000). Using Technology to Facilitate Learning for Minority Students. In Aragon, S. (Ed.). New Directions for Community Colleges, San Francisco: Jossey-Bass.
- Quezada, S. (1991). The role of Libraries in Providing Services to Adults Learning English. Washington, D.C.: National Clearinghouse on Literacy Education. ERIC ED 334868.
- Romstedt, L. (1994). Communicating with Nonnative Speakers of English. Fairfax, VA: Fairfax County Public Schools, Parenting Education Center.
- U.S. Department of Education (1996). Annual Performance and Financial Reports, State Administered Adult Education Programs. Washington, D.C.: Office of Vocational and Adult Education, Division of Adult Education and Literacy, pp. 3 – 4.
- U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy (2004). State Administered Adult Education Program Enrollment: 2002 – 2003. Washington, D.C.: Author

Virginia Adult Learning Resource Center (2002). ESOL Starter Kit. Richmond, VA.
<http://www.aelweb.vcu.edu/vdesk@vcu.edu>

Wilson, J. (2001). Handbook for Teachers with LEP Students. Fulbright-Hays Summer Seminar. http://lacc.fiu.edu/events_outreach/fulbright/project_04.pdf

Wonacott, M. (2000). Preparing limited English Proficient Persons for the Workplace, ERIC Digest No. 215. Columbus, OH: Eric Clearinghouse on Adult, Career and Vocational Education. <http://www.ericacve.org/fulltext.asp>

Zygouris-Coe, Y. (2001). Literacy for limited English Proficiency (LEP) Students: FLaRE Document #5-001. Orlando, FL: University of Central Florida, Florida Literacy and Reading Excellence Center.