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English for Vocational Purposes: Language uses in trades education. Averil Coxhead, Jean Parkinson, James Mackay, and Emma McLaughlin (1st Edition). Routledge, Taylor & Francis Group, London (2019).

With globalization, there is an increasing demand for English-speaking workers in the trades, which leads to the need for providing vocational students with effective training for their future careers. Yet, language use in trades education has not been sufficiently addressed in ESP research. *English for Vocational Purposes* by Coxhead, Parkinson, Mackay, and McLaughlin is a timely response to this gap. This book was written based on the Language in the Trades (LATTE) project, which investigated language use in courses in construction and engineering at a polytechnic institute in New Zealand. The value of the book, however, is beyond a specific context. Following a coherent structure throughout 10 chapters, the authors offer a systematic overview of key concepts and discuss how the findings can be transferred both to the local context and to the wider community.

Chapter 1 provides an overview of the book. The authors introduce the concept of trade in ESP and the vocational education focus of the book. Then, they provide an in-depth review of the literature to highlight the need for investigating linguistic demands in vocational education contexts. After that, they introduce the LATTE project intended to address this need. They also present the two aims of the book: providing a linguistic description of the language of vocational education from the perspectives of discourse, visual elements, and lexis; and applying the findings of the study to materials development for trades learners and tutors. The chapter concludes with an overview of the book structure.

Chapter 2 gives a summative preview of the methodology of the LATTE project. In addition to developing a spoken corpus of vocational classroom teaching and two written corpora, one of course materials written by professional writers and trades educators and one of builders' diaries written by students, data included interviews, class observations, workshops, and questionnaires with tutors and students in carpentry, plumbing, automotive technology, and fabrication. Corpus data, in particular, were analyzed in terms of discourse, visual elements, and lexis. The discourse analysis focused on language-related episodes in the spoken corpus and on stylistic and genre features in the builders' diaries corpus. The visual elements in the two written corpora were examined following Kress and van Leeuwen's (1996) grammar of visual design and Dimopoulos, Koulaidis, and Sklaveniti (2003) analytical framework. Lexical analysis focused on single words and multi-word units in all corpora.

Chapters 3 to 8 present detailed findings from the project. Both Chapters 3 and 4 are dedicated to discourse. Chapter 3 discusses the discourse features in vocational classroom teaching. It shows that although the initiation-response-evaluation sequence (Sinclair & Coulthard, 1975) was very popular in the vocational educational context, there were still instances in which students did not follow this structure. Moreover, teaching in vocational classrooms involved some rapport-building strategies (e.g., casual swearing and the creation of a 'blokey' atmosphere), which differed from teaching in other contexts. Chapter 4 further outlines the typical moves of builders' diaries (setting the context, detailing materials and equipment, and detailing building work). It also reports linguistic and visual changes over time based on both the diaries corpus and the

interviews with tutors. Specifically, early training diaries were written in a personal discursive style, in full sentences, with frequent use of personal pronouns, and visual depictions of themselves and their colleagues. However, the diaries of builders employed in the trades were impersonal, with fewer pronouns, and with more bare infinitives.

Chapter 5 explores the visual elements in trades education textbooks from the same four trades. Interestingly, drawings were the most popular form of visual elements in all trades. The density of visual elements was higher than in other disciplines but as high as that in secondary science textbooks. Multiple images were typically connected in two ways: through a temporal connection where a sequence of images presented steps in a procedure, and through a functional connection where multiple images were linked to express an overall picture of an artifact.

Chapter 6 examines lexis in these trades. A list of technical vocabulary was developed for each trade. To be selected, items in these lists had to: occur frequently in the written corpora as measured by the frequency and range criteria, appear in trades corpora and dictionaries based on the authors' manual checking, and be rated as technical vocabulary by trades tutors in a lexical decision task. The authors also identified typical multiword sequences in these trades (e.g., *form work, plaster board, health and safety, building consent*). Overall, they found that technical vocabulary accounted for more than 30% of the words in the written corpora and around 10% of the words in the spoken corpus. Importantly, the technical vocabulary lists were used to develop bilingual English-Tongan word lists, as Tongan is a language that students at the target polytechnic institute need to use in their future career.

The next two chapters draw on the data from class observations, workshops, interviews and questionnaires with tutors and students, as well as on vocabulary load analysis of the spoken and written corpora in order to examine listening, speaking, and reading in the four trades. Chapter 7 shows that listening to tutors and peers was the main source of input for students in all trades, but they found it challenging because they had to remember what they were hearing and at the same time follow complex instructions. Apart from that, students also needed to talk through a process and interact with their tutor and peers in informal discussions, which was also hard for them. The vocabulary loads of vocational classroom teaching were the same, which was similar to general conversation but lower than academic speech. Similarly, Chapter 8 reveals that reading was challenging both during training and when entering the workforce. Fabrication texts had a heavier vocabulary load than carpentry, plumbing, and automotive technology. In general, corpus analysis showed that reading texts in the trades had a heavier vocabulary load than other non-specialized genres, which may negatively impact comprehension. In their interviews, the tutors explained that they had used various strategies to help students overcome reading difficulties.

Capitalizing on Chapters 3 to 8, the last two chapters suggest implications for the local and broader contexts. In Chapter 9, the authors remind the readers of the features of the local context and present the principles of the apprenticeship, language and identity, literacy, and strengths-based approaches that guided the application of their research findings to practice. Then, they cover implications related to writing, technical vocabulary, and reading. For example, a writing guidebook with planning tools and activities was developed to help students master the genre of builder diaries. Or, following the 'learning by doing' and 'learning through practice' approach,

the authors designed an organisational guide (*Working Around the Words: Unpacking Language Learning in Vocational Training*), which consists of a range of poster, video, and glossary resources for technical vocabulary. Looking beyond their immediate context, in Chapter 10 the authors discuss how their project can inform other researchers and practitioners. Here, they summarize key findings, link them with existing literature in ESP and vocational literacy, and provide suggestions for future research with regards to: teaching in vocational classrooms, vocational student writing, multimodal meaning in vocational textbooks, vocabulary in trades educations, listening and speaking, reading, and integrating language and literacy into vocational teaching.

The varied expertise of the research team is a significant asset of this work. Two applied linguists, Averil Coxhead and Jean Parkinson, brought in their expertise in lexical and discourse analysis. Two specialists working in the vocational sector, Emma McLaughlin and James Mackay, contributed with complementary expertise in language, literacy, numeracy, and material design and science education. Together, these experts created a vivid depiction of language used in the trades through an impressive collaboration between ESP researchers and subject specialists, which is highly informative in ESP (Johns, 2014).

As the authors point out, ESP research has mainly focused on undergraduate students rather than those having to enter the workplace. Their book is remarkable because it centers on vocational education and the linguistic challenges faced by trade students before they join the workforce. Moreover, expanding previous research, which has mainly focused on supporting those whose first language is not English, this book makes it clear that those studying a new discipline need support irrespective of their first language. With that, the authors effectively respond to calls for attention to varied locales such as vocational and professional schools (Belcher, 2014; Johns, 2014) and to both native and non-native speaking learners new to vocational education (Feak, 2013). Another strength is that the methodology employed in this study robustly combined quantitative and qualitative analysis for a comprehensive analysis of both spoken and written language from various perspectives, including multimodal analysis. Last but not least, this book does not stop at simply presenting research findings; it applies these findings to practice by designing materials for the target context. The rich resources developed from this project, which are available in various formats (e.g., hard copies, e-copies, videos), can serve as models for ESP pedagogy.

Coxhead, Parkinson, Mackay, and McLaughlin's book is an excellent resource, and future editions will be much awaited for. It might be useful if the next edition could have an introduction chapter presenting a comprehensive overview of the book. Additionally, even though findings related to the speaking and listening tasks and multiword combinations are well presented, they appear to be more complex and more interesting than the description in this book could afford. Perhaps the next edition could elaborate more on these datasets, findings, and implications. Overall, the book represents a significant contribution to the field of ESP by focusing on an important but underexplored area: vocational education. It is highly recommended as a unique resource for advanced ESP students, researchers, and practitioners interested in trades education and vocational education.