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The Development of an ESP Vocabulary Study Guide
for the Utah State Driver Handbook

Kirsten M. Brown

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

The Development of an ESP Vocabulary Study Guide for the Utah State Driver Handbook

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This thesis project details research conducted and the method employed to create a tool for acquiring the technical vocabulary from the Utah Driver Handbook. Technical terms were compiled into a vocabulary tool for English as a Second Language (ESL) learners. ESL programs within the state have noted the need for materials to help learners acquire this vocabulary. The tool will assist ESL learners preparing for the written driving exam by reinforcing the vocabulary through various iterations, including flash cards, simplified definitions, and an L1 gloss. Learners preparing for the exam will be able to study difficult vocabulary terms using the tool. The tool includes flashcards containing definitions and images, a list of terms with simplified learner definitions, and a list of terms in English with their Spanish equivalent. The tool was created with the intent of providing learners with the ability to revisit difficult terms in a number of ways (i.e. Quizlet, images, simplified definitions, and an L1 gloss). The intended outcome of this research is that the tool will be useful to ESL learners preparing for the written driving exam and be made applicable to learners in other settings.

Keywords: Vocabulary, ESP, ESL, Flashcards, Immigrants, Frequency

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Chapter One: Introduction

In 2009, the State of Utah eliminated the illustrated version of the driving test. Neither interpreters, nor tests taken in a language other than English are permitted for second language learners seeking to obtain a driver license (Jarvik, 2010). In 2011, the law was amended to allow a refugee or approved asylee to take the test in their native language with an interpreter in order to obtain a limited-term license certificate (a certificate which provides evidence of the privilege to drive a motor vehicle). Upon the certificate's expiration, usually within four years, the refugee or asylee must re-take the exam in English (Uniform Driver License Act, 2011).

According to the Uniform Driver License Act, the Driver License Division has the ability and obligation to test an applicant's "ability to read and understand highway signs regulating, warning, and directing traffic; ability to read and understand simple English used in highway traffic and directional signs; knowledge of the state traffic laws" (Uniform Driver License Act, 2011, p. 22). This requirement poses a difficulty for members of the refugee and immigrant population in a state where public transportation is sparse and where a driver license is oftentimes necessary in order to commute to work, or for errands such as grocery shopping, doctor visits, and taking children to school.

The State of Utah allows applicants to take the written exam no more than three times within a six month period, unless an applicant pays an additional \$20 fee on top of the original application fee, which allows for two more attempts (Uniform Driver License Act, 2011). The limited number of attempts and subsequent fees, combined with the fact that a driver license in Utah is not only useful, but often necessary, creates a high stakes testing environment for English as a Second Language (ESL) learners. High stakes testing can be damaging to ESL learners when the perceived chance for success is slim.

However, motivation to learn increases when there is a need for achievement coupled with learner self-confidence (Dörnyei, 1994; Laufer & Hulstijn, 2001). The written driving test, and any supplemental materials, should allow learners to recognize that they have the opportunity for success. High expectations in language learning can help motivate learners, but if the margin for success is narrow, it will negatively affect their learning and lead to *learned helplessness* (a state in which a learner believes that success is beyond his or her ability) (Dörnyei, 1994). It is this sense of helplessness which often leads ESL learners in Utah who fail the exam multiple times to travel to states where an illustrated driving test is offered, or forces them to adapt to life without a license (Jarvik, 2010).

According to the National Research Council, “a test cannot provide valid information about a student’s knowledge or skills if a language barrier prevents the students from demonstrating what they know and can do” (National Research Council, 2000, p. 20). In the case of many ESL learners, the written driving test presents such a scenario. Unfamiliar and complex vocabulary creates a barrier for many learners who already possess the necessary driving skills but lack the necessary linguistic competence. It also creates a barrier for other learners who might more easily acquire the necessary driving skills were it not for the difficulty presented by the gap in their linguistic knowledge.

The requirement for non-native speakers to pass the driving test in English poses a problem for a large number of ESL learners who have not obtained the linguistic competency needed to understand the vocabulary used in both the Utah State Driver Handbook, and the written exam. Multiple English language programs within the state of Utah (for instance, the English Skills Learning Center in Salt Lake City, and Family Literacy Center in Orem) have identified a need for materials to enable them to teach this complex vocabulary to students in

their programs. Currently these programs have limited, if any, resources for teaching the vocabulary necessary to pass the written exam. This places another burden on top of the task of teaching driving skills and knowledge of state traffic laws. In addition, for most non-native speakers studying without the aid of a driving program or English language instruction, the Utah Driver Handbook is the only source to study for the driving test.

Without any kind of vocabulary gloss, there is some substantial difficulty in learner ability to recognize multi-word items, abbreviations, and synonyms found in the Handbook. To illustrate this difficulty, the concept of a seatbelt is represented in the Driver Handbook using at least four different terms: *seatbelt*, *safety belt*, *restraint*, or *child restraint* (UDPS, 2013). A tool for vocabulary instruction is needed that will not only provide a means for acquiring the specialized vocabulary, but also help learners to recognize multi-word items, abbreviations, and synonyms found within the Handbook.

The following chapters will explore the difficulties in teaching and learning vocabulary, identify the parameters necessary for ESL learners to learn specialized—or technical—vocabulary, and describe the processes used to create a tool to assist ESL learners in acquiring that vocabulary. This thesis will also identify the learning burden of the vocabulary in the Handbook and highlight the benefit of using vocabulary tools that incorporate a variety of strategies to help learners improve vocabulary retention and overcome the learning burden they so often encounter.

Chapter Two: Literature Review

Vocabulary knowledge is considered a critical aspect of a learner's ability to access learning through reading (Laufer, 2013; Nation, 2005b, 2009; Waring & Nation, 2004) and unknown vocabulary is a burden to learners. Although incidental acquisition of vocabulary can and does occur while reading, it does not always prove to be the best method of acquisition (Folse, 2004; Schmitt 2000). Factors that may increase a word's learning burden and make it more difficult to acquire without explicit instruction have been delineated by several vocabulary scholars (e.g. Folse, 2004; Gardner, 2013; Nation, 1990; Schmitt, 2000; Zimmerman, 2009) and include the frequency of the word's occurrence, technical vocabulary, multi-word items, polysemous words, and the L1 of the learner.

Native speakers are able to acquire roughly 20,000 of the estimated 54,000 word families in English by the time they reach university level (Nation & Waring, 1997), and much of a native speaker's vocabulary is acquired incidentally through reading (Folse, 2004). On the one hand, many ESL learners often do not have the time or resources necessary to develop the kind of functional vocabulary necessary for reading texts at the optimal level for incidental acquisition to occur. On the other hand, they face deadlines and legal requirements that make their ability to comprehend texts, such as the Utah Driver Handbook, necessary.

Readability of the Text

In order to understand the learning burden presented to ESL learners as they read and study the Utah Driver Handbook, it is helpful to examine the readability of the Handbook, as well as the vocabulary found within. This will provide a better understanding for the strategies required to learn the vocabulary necessary for comprehension of the text.

The Utah Driver Handbook has a combined readability score of 9.3. This score represents the average grade level that is required for comprehension of the text and is an average of five readability scores (Flesch-Kincaid, Gunning-Fog, Coleman-Liau, SMOG, and Automated Readability Index). The Flesch-Kincaid Reading Ease score of the text is 60.6. Scores between 60.0 and 70.0 are accessible to 8th and 9th grade readers and are considered standard, or in other words, neither fairly easy nor fairly difficult to comprehend (Flesch, 1979). This means that in order for ESL learners to comprehend the vocabulary used in the Utah Driver Handbook, they must first have a Mid to High Intermediate language ability on the ACTFL scale or be reading at a 9th grade level on the Flesch-Kinkaid Readability score.

Incidental Acquisition through Reading

According to Krashen (1989), many students acquire *more* vocabulary through extensive reading than through direct instruction. However, considering the breadth and diversity of vocabulary that can be encountered in the English language, learners are likely to encounter contextual variation and polysemy that causes misdirection in determining the meaning of the words they encounter (Gardner, 2013; McKeown, 1993).

Native speakers have learned to rely on clues in the text in order to determine the meaning of an unknown word. On the other hand, for incidental learning to occur for ESL learners, a reading passage must provide significant contextual clues and include frequent repetitions and/or promote noticing (i.e., a word is repeated a number of times, or is visually unique from the rest of the context; Folse, 2004). In a formal language learning context, such passages are readily available and learners are given sufficient practice to learn and use strategies for acquiring word knowledge through context. Real world texts, on the other hand, are not altered or enhanced for language learners. The Utah Driver Handbook does not gloss unfamiliar

words or provide context clues. The unique vocabulary found within the Handbook does promote noticing, but ESL learners are left to identify, learn, and retain this vocabulary on their own. This is a heavy burden for learners as there are various aspects of word knowledge required in order to be able to effectively understand and use new vocabulary. In addition, there are multiple factors at work in this situation that make vocabulary from the Handbook difficult for ESL learners to acquire.

Difficult Aspects of Vocabulary Knowledge

As Schmitt (2000) explains, it is difficult to acquire full knowledge of a word at one time or in one exposure; rather, this knowledge is developed slowly over time. A learner might acquire the written form of a word long before the spoken form, and vice versa. Full productive knowledge of a word is intricate, and it takes time and many different exposures to fully acquire (Nation, 2001). Even partial knowledge of a word is difficult to acquire (Wesche & Paribakht, 1996). Craik and Lockhart (1972) differentiate between learning phonetic and phonological aspects of a word (which can be done implicitly with repeated exposure), and learning the meaning of the word which is best done through explicit instruction or study. In addition, the ability to understand a word through reading only adds the word to receptive knowledge; in order to completely know a word, one must be able to use a word in written or spoken text through productive knowledge (Nation, 1990; Zimmerman, 2009). Words that can be both recognized completely (form and meaning), and used correctly are considered part of a learner's functional vocabulary (Nation, 2001). Though its usefulness should not be ignored, incidental acquisition often requires supplemental instruction of some sort, in order for students to sufficiently acquire the necessary vocabulary. The complexities of functional word knowledge, along with other

challenges described in this section, help to demonstrate the need for explicit instruction of the vocabulary in the Handbook.

Insufficient word exposure. Studies suggest that once an unknown word is initially encountered, it takes approximately sixteen repetitions for incidental acquisition to occur (Nation, 1990), and that as many as twenty exposures might be necessary in order to retain a word long-term (Waring & Nation, 2004). Additionally, it is difficult to encounter a word enough times for it to move from receptive to productive vocabulary solely through incidental acquisition (Laufer, 2003; Nation, 2005b; Waring & Nation, 2004). According to Corson (1997), learners have a 10-15 percent chance of learning a word they have only encountered once in the text. Corson (1997) and Hulstijn (2001) both argue that a word must be encountered repeatedly in order for a learner to understand it well enough to use in production. Much of the vocabulary from the Handbook is not likely to appear frequently enough—either in the Handbook or elsewhere—to provide the amount of exposure learners need for incidental acquisition.

Technical vocabulary. Technical vocabulary is made up of words that occur frequently in specific texts, or across a range of texts, from a specific discipline or related to a specific theme (Gardner, 2013; Nation, 2001; Sutarsyah, Nation, & Kennedy, 1994). Such words, though not common in general use of the language, are considered to be critical to comprehension of the text, or texts, in which they occur, and therefore necessary to learn (Nation, 2001). The Utah Driver Handbook contains a great deal of vocabulary that occurs fairly frequently within the Handbook, but is unlikely to be encountered frequently, if at all, in other texts. Words such as *collision*, *freeway*, and *intersection* are specific to the theme of driving, but are not common in other texts. These words have a heavier learning burden than the high-frequency vocabulary

found in the Handbook. The method for identifying technical vocabulary within a text will be discussed in the next chapter, but it is important to note that much of the vocabulary from the Handbook is considered technical vocabulary and should be taught through explicit instruction and the use of vocabulary strategies.

Multi-word items. Phrases that consist of two or more words whose combined meaning is inseparable are considered multi-word items (Moon, 1997). The meaning of the whole phrase is often more than the combination of meanings from the individual words in the phrase (Wray, 2002), causing multi-word items to be problematic for learners (Webb & Nation, 2008). Many multi-word items in the Handbook are not predictable, and it is especially difficult for learners to form associations for the whole based solely on the meaning of the parts (e.g. phrases such as *right-of-way* and *following distance*). For example, learners may understand the basic meaning of the words *right*, *of*, and *way*, but are unable to understand the meaning of the complete phrase in the context of driving. Multi-word items are a critical concept to consider when approaching instruction of the vocabulary found in the Handbook.

Polysemy. Many English words are polysemous, or have multiple meanings or senses (Folse, 2004). In the Handbook polysemous words occur primarily as words that have both a noun and a verb meaning, such as the word *crossing*, which can be a place where two things (such as a street and a railroad track) cross each other (noun meaning) or the act of going across something (verb meaning). Polysemous words are difficult for ESL learners since one, but not all, meanings may be known to the learner, and the known meaning may not be the meaning used in a particular context. Folse also argues that each meaning of a polysemous word represents its own word, meaning that in the example of the word *crossing* above, the noun meaning would represent one word and the verb meaning would represent a second word. This

increases the learning burden of the word since learning multiple meanings is just as difficult as learning multiple words (Schmitt, 2000), and in some cases, even more so. For polysemous words, trying to guess the word's meaning from context runs the risk of learners gaining an incorrect or incomplete knowledge of the word (Abraham, 2007; Laufer, 1987, 2003; Sökmen, 1997; Sun & Dong, 2004). Sökmen (1997) argues that depending on word context to acquire meaning is a slow and inefficient process, and not all learners are good at making inferences. Contextual clues may cause misdirection and confusion. Therefore it is critical that polysemous words be taught explicitly. When such words are taught through explicit instruction, it is sometimes possible for the teacher to identify what Schmitt (2000) calls the core meaning sense, or the most "basic, frequent, neutral, or substitutable" sense (p. 124) and teach that meaning directly, thus avoiding confusion over multiple meanings.

Vocabulary Strategies and Explicit Instruction

As mentioned above, in order to relieve the learning burden of the vocabulary in the Handbook, the vocabulary should be taught directly using additional strategies to help learners gain sufficient exposure to the words and their meanings. Vocabulary acquisition occurs through various levels from simply recognizing a word to deeper processing of the word, which includes making more elaborate associations to background knowledge and developing a greater ability to analyze and retain meaning (Craik & Lockhart, 1972). Different vocabulary strategies serve to help learners process a word in different ways and move it from receptive vocabulary into productive vocabulary. Schmitt (2000) discusses mechanical strategies (which are shallow) and those that require active manipulation of information (deep processing). Schmitt and Schmitt (1993) created a list of vocabulary strategies that are categorized by strategies used for initial

learning of a word's meaning to strategies used to remember a word's meaning once it has been learned. These categories are consistent with depth of processing.

A number of scholars and researchers advocate the use of various strategies in order to facilitate vocabulary acquisition (Folse, 2004; Gardner, 2013; Mixan, 2013; Varela, 2012; Schmitt, 2000; Zimmerman, 2009). Folse (2004) emphasizes that not all strategies are equally effective, and both instructors and learners should exercise discernment when selecting vocabulary strategies. Additionally, variables should be taken into account such as the text being used, proficiency level, and student culture, purpose, and motivation (Schmitt, 2000). ESL learners should consider their own strengths, needs, and method of studying, and teachers should consider the needs, personalities, and L1 of the students as well as the teaching methods currently being used in the classroom (Schmitt & Schmitt, 1993).

Strategies should provide learners with the ability to practice rapid word recognition and automaticity in connecting the form to the meaning (Gardner, 2013). Vocabulary activities should promote deep processing where students are required to manipulate words and relate them to known entities and concepts. As a result of such activities, word associations can be reinforced (Sökmen, 1997). Sökmen suggests using common games such as Scrabble, Bingo, Concentration, Password, and Jeopardy to recycle vocabulary words. This promotes frequent encounters with target items. In order to assist learners with word repetition, automaticity, and deep processing, several strategies (listed below) were incorporated into the tool for the current study.

Word lists and L1 glosses. There is evidence that decontextualized word lists can be beneficial to language learners, particularly beginners (Folse, 2004). Word lists are a basic, but helpful vocabulary strategy. The vocabulary in a word list can include an L1 gloss, an English

synonym, a brief explanation in English, or the word in context. Although this strategy does not provide learners with a robust knowledge of the word, it is an excellent first step toward acquisition. Word lists can help learners identify words to be learned, and come back to them later (Schmitt, 2000). Word lists can also help students see what they do and do not already know (Folse, 2004). In addition, by exposing learners to word lists, learners can become familiar with the orthographical form of vocabulary words, helping to increase their knowledge of the word and improve their language processing ability (Schmitt, 2000).

Glosses are an excellent way for learners to relate unknown words to known words as learners compare an unknown English word to a known word in their L1. Schmitt and Schmitt (1993) note that bilingual dictionaries, along with a few other strategies, were the most favored of 600 Japanese respondents. Lists of words with a translation or synonym is a good first step to learning, and word translations help with recall better than learning a word from context (Folse, 2004). Webb and Nation (2008) also recommend using a gloss when there is a large number of unknown words. Learners can quickly look at L1 definitions of the words in question. L1 glosses also help learners conceptualize the word, provided they know it in their L1 already (Gardner, 2013).

Word repetition. In order for vocabulary retention to occur, learners must be exposed to new words multiple times (Loucky, 2010; Nation, 1990; Wesche & Paribakht, 1996). Word repetition of target words is a good way for learners to reach that number of exposures. Some researchers advocate spaced learning where words and/or definitions are studied, studied again after a brief period of time, and then again after a longer period of time (Nation, 2006; Schmitt, 2000). If meaningful repetition occurs before the words can be forgotten, learners can transfer words from short-term to long-term memory.

Aspects of repetition can include oral or written repetition of words (Schmitt, 2000). Oral repetition allows learners to process pronunciation and meaning, and to further connect vocabulary to background knowledge, which in-turn allows for deeper processing and greater retention. Meanwhile, written repetition can allow learners to say or visualize word meaning each time the word is written (Sökmen, 1997). Writing the words also helps learners increase meaning-focused output (Laufer et al., 2005) and better recognize the orthographic form of a word (Nation, 2001; Schmitt, 2000). Although repetition strategies generally only require shallow processing, they provide essential groundwork for deeper processing strategies and are extremely beneficial for beginners (Schmitt, 2000).

Dictionaries. Dictionaries can be very useful in the study of vocabulary if they are used appropriately. Although polysemy may still cause misdirection, dictionaries can provide an explicit definition of a word rather than leaving learners to use context clues (which are not always present) to determine the meaning of the word (Folse, 2004). Dictionaries provide a critical reference aid, but occasionally they can present too much information which can be confusing to learners (Zimmerman, 2009). In order to diminish the risk of overloading learners, McKeown (1993) recommends using simplified definitions that are more accessible to learners. Nation (2006) also advocates the use of short and clear definitions over complex and lengthy ones. Such definitions can be found in any of the major learner dictionaries, along with definitions that are based on corpus evidence and therefore more congruent with how words are actually used in speech (Schmitt, 2000).

Pictures. Teachers can often help learners conceptualize new words by showing or drawing a picture of a new word (Karbal, 1975). Pictures are a simple way—and in some cases, the best way—to help learners identify new terms. In addition, cases where new words are

presented with both a definition and a picture often allow learners to have better retention of the word in their receptive vocabulary (Nation, 2001). When the word is already known in the L1, pictures allow learners to connect the new word to their background knowledge, creating and reinforcing word associations that will help transfer the word into long-term knowledge (Laufer & Hulstijn, 2001; Laufer, Meara & Nation, 2005; Sökmen, 1997).

Flashcards. Using Flashcards is a common strategy for learning and reviewing new vocabulary words. They are easy to use and very accessible, and computer based flashcard programs, such as Quizlet, have made them even more versatile and accessible (Gardner, 2013). Learners can easily carry a set of flashcards with them for studying, and a Quizlet app is available for smartphones and tablets. Flashcards provide focused intentional learning as learners use them to study the definition, part of speech, collocates, synonyms, and L1 translations of words (Nation, 2001). The possibility for word recall increases greatly when students connect target terms to images, synonyms, L1 terms, and/or definitions (Sökmen, 1997). Flashcards provide an excellent means for easily accessing all of these aspects of word knowledge.

Mnemonic devices. The use of mnemonic devices requires the learner to engage background knowledge by using imagery or grouping to categorize and remember vocabulary words (Schmitt, 2000). Learners often connect words from the L2 to similar sounding words in the L1 (Laufer, 1990), use pictures to create mental links, or connect words through rhyming or song (Sökmen, 1997). Connecting vocabulary to background knowledge in these ways allows learners to remember new words long enough to convert them to their productive vocabulary (allowing for long-term retention) and is considered an efficient way to learn vocabulary (Folse, 2004; Laufer et al., 2005; Schmitt, 2000, Sökmen, 1997).

Social strategies. Negotiation requires that learners use their passive knowledge of a word and put it into active use in a group context where differences in understanding can be brought into greater alignment. Vocabulary acquisition is not often thought of as a group activity; however, in their list of common strategies for studying vocabulary, Schmitt and Schmitt (1993) included a section of strategies that require asking for information from others and working with others. By participating in social strategies, learners pay more attention to the words and increase vocabulary acquisition (Nation, 2006). Social strategies can also enhance learner motivation and promote deeper processing as learners negotiate meaning with one another (Schmitt, 2000).

Technology and multimedia. Research shows that, overall, technology aids and tools can be very beneficial in the acquisition of vocabulary. According to Nation (2001), computers allow learners to easily put vocabulary strategies—such as associational learning, noticing, spaced repetition, and word retrieval—into practice. A study conducted by Horst, Cobb, and Nicolae (2005) tested the benefits of five different online vocabulary tools as part of an experimental ESL course at a Canadian university. Results of the study showed the tools to be highly beneficial in promoting deep processing of vocabulary as well as improving both receptive and productive acquisition of the target vocabulary. Mondria and Mondria-De Vries (1994) tested multimedia that allowed learners to repeat words over and over through spaced repetition, all while transferring the words into long-term retention. Abraham (2007) found that overuse of technology could cause learners to experience a cognitive overload, but that overall the use of multimedia resources helped students perform significantly better on a productive vocabulary test. Sun and Dong (2004) also discuss the results of several studies that incorporate

multimedia into language learning and found the use of such tools to be beneficial for the retention of vocabulary, particularly for adult learners.

Conclusion

There are many aspects of word learning that increase the learning burden for ESL learners and make accurate, productive knowledge difficult to acquire. These difficulties can be overcome by using vocabulary tools and teaching methods that employ explicit vocabulary instruction along with a variety of strategies for studying vocabulary. The next chapter will describe the process for creating a tool that incorporates these strategies in order to facilitate acquisition of the vocabulary from the Utah Driver Handbook.

Chapter Three: Methodology

As noted in the previous chapter, complete knowledge of a word is intricate and difficult to acquire. Nation (1990) lists the various aspects that constitute a full and functional knowledge of a given word, including the following four major types of word knowledge: (a) the form of the word, both written and spoken; (b) the position of the word, which includes the grammatical patterns of the word and its common collocates; (c) the function of the word, its frequency and appropriate registers; and (d) the meaning of the word, including synonyms and antonyms. The list is divided into aspects common in receptive knowledge (what does the word look like?), and productive knowledge (how is it spelled?). Both Laufer (1990) and Zimmerman (2009) have similar lists that focus on understanding of a word's form, structure, syntactic pattern, meaning, and collocations/associations for complete word knowledge.

The Vocabulary Study Guide for the Utah Driver Handbook and online flashcard set were designed to provide ESL learners with word lists, definitions, flashcards, and a variety of activities for studying the vocabulary from the Utah Driver Handbook in order to help learners develop a more robust knowledge that incorporates the four aspects of word knowledge listed above. By using the Vocabulary Study Guide, learners may develop functional knowledge of driving vocabulary, whether they are studying as part of a class or on their own. In fact, the primary goal is for this tool to make vocabulary much more accessible to learners who are studying on their own. This chapter will detail the process and rationale for identifying technical vocabulary terms in the Handbook, developing the online flashcard set, and compiling the Vocabulary Study Guide booklet.

Text Analysis

To begin with, the technical vocabulary from the Utah Driver Handbook needed to be identified. Sutarsyah, Nation, and Kennedy (1994), along with Schmitt (2000), emphasize the

benefits of identifying and teaching vocabulary from a specific field of interest, preferably once learners have acquired high frequency general vocabulary.

One of the best ways to identify technical vocabulary in a text is to use a software program that will compare the words in the text against high frequency lists of English vocabulary (Chung & Nation, 2004). The Range program, developed by Paul Nation and his colleagues (Heatley, Nation, & Coxhead, 2002), compares the vocabulary from any text file (in plain text format) to West's (1953) General Service List (GSL) and Coxhead's (2000) Academic Word List (AWL). When a text file is processed in Range, the resulting analysis is compiled into a notepad file which lists all the words within the text as *types* according to the frequency list in which they are found. A *type* is considered a letter, or group of letters, that form a word (Gardner, 2013). Adding a plural or –ing morpheme to a word creates a different type (Mármol, 2011). In Range, any words classified as “Types Not Found in Any List” are words that cannot be found in the 2,570 word families from the General Service List and Academic Word List (Nation, 2005a). As mentioned previously, words with low frequency are often more difficult to learn (Folse, 2004) due to the limited number of encounters learners may have with such words. When specific vocabulary occurs frequently within a text, or across a range of texts, but does not occur on high frequency lists, it is considered to be technical vocabulary (Chung & Nation, 2004; Nation & Kyongho, 1995), which is critical to the comprehension of the text(s) in which it occurs (Gardner, 2013).

Range analysis. The Utah Driver Handbook is available to download online from the Utah Department of Public Safety at <http://dld.utah.gov/handbooksprintableforms/> in a PDF format. The Handbook was downloaded and reformatted as a plain text file. The Range program with GSL/AWL lists (Heatley, et al., 2002) was used to analyze plain text files of both

the 2011 and 2013 editions of the Handbook (see Appendix A). The first 100 types not found in any list provided the base list for identifying the technical vocabulary from the Handbook. This list included some abbreviations and multi-word units (words that include hyphens, such as *out-of-state*, are considered by Range to be a single type). The list was transferred into an Excel spreadsheet where the abbreviations and hyphenated multi-word units were sorted into a separate list. The remaining list contained only individual types, or words. Of these words, singular and plural forms of the same word were identified and combined. (Since Range counts types, then singular and plural forms of a word are counted as different types.) There were a number of singular and plural words among the types not found in any list, e.g. *pedestrian* and *pedestrians*, and *emission* and *emissions*, which were combined for the tool. After multi-word units and abbreviations were removed, and singular/plural types were combined, the remaining top 60 most frequent words were selected for the vocabulary tool (see Appendix B).

The hyphenated multi-word units and abbreviations that had been separated out earlier were also analyzed. Ten hyphenated units (some were not included since their definitions were provided by individual words already included in the tool, e.g. *on-ramp* and *ramp* were both frequently occurring in the Handbook and *ramp* had already been selected for the tool) and seven abbreviations (e.g. *DUI* and *MPH*) were identified (see Appendix C). These additional 17 items were added to the vocabulary tool (excluding *http* and *www*, which were not included since they are only in the Handbook as part of a website URL and are easy to recognize).

Another ten words identified in an earlier Range analysis of the 2011 Handbook were also included (e.g. *roundabout* and *steering*). These words were part of an original word list that I compiled prior to the release of the 2013 Handbook. Later, when both the 2011 and 2013 Handbooks were analyzed in Range, these ten words were not among the 60 most frequent

words. However, because definitions, translations, and pictures had already been compiled for these words, they were included in the final vocabulary tool. A list of these words can be found in Appendix B.

It should be noted that the Range program identifies the frequency of types, but does not identify polysemous words. However technical vocabulary is generally less polysemous than high frequency vocabulary (Gardner, 2013) and any polysemous words in this list were identified during the compilation of the Vocabulary Study Guide.

AntConc analysis. The text of the Handbook was also analyzed using AntConc (Anthony, 2012) to identify any additional multi-word units. AntConc is a software program that allows users to analyze a corpus or text for n-grams, where n is the number of words in a phrase and grams represents the grouping of words. An AntConc analysis provides a list of words that frequently occur together in the text; however, these groupings of words may or may not constitute a multi-word unit. As mentioned in the previous chapter, multi-word units are understood as one unit of meaning. These phrasal units can be problematic for ESL learners, since the meaning of the phrase cannot be determined by the meaning of each individual word within the phrase (Webb & Nation, 2008).

The Handbook was analyzed to determine if there were any two, three, four, and five word phrases that occurred frequently and would therefore merit explicit instruction. The resulting lists generated by AntConc were sorted in an Excel spreadsheet to determine which groupings of words actually constituted a multi-word unit. Many of the groupings in each list were simply frequent occurrences of individual words rather than unique phrases, e.g. *presence in the United States* (five words), *under the age of* (four words), *side of the* (three words), or prepositions combined with articles, e.g. *of the*, *to the*, and *in the*. However, the lists from the

AntConc analysis yielded 11 additional two- and three-word phrases that are included in the vocabulary tool (see Appendix C). These results included phrases such as *driver license division*, *lawful presence*, and *learner permit*.

Compiling Pictures, Definitions, and the Spanish Gloss

Once both individual and multi-word technical vocabulary were identified, the next step in the creation of the tool was to provide ways for learners to acquire meaning for the words. In order to provide multiple and various exposures to each term, it was determined that pictures should be included for as many words as possible, that a simplified definition of each term would be included, and that a Spanish gloss would be provided.

Pictures. First, the list was reviewed to determine which terms could be explained using pictures. Students who study unknown words using pictures and definitions have been found to remember the new words better than those who study without pictures (Yoshii & Flaitz, 2002). In addition, showing pictures can provide a quick way to help learners understand the basic meaning of a word (Karbal, 1975). Gardner (2013) explains that in some cases the use of pictures can be beneficial in helping learners associate a new word with a known concept (or a familiar image) as well as to help learners identify new words with new concepts (images they are not already familiar with). Helping learners connect new words with known concepts allows them to make critical word associations that will help move new vocabulary into their active lexicon (Laufer, Meara, & Nation, 2005).

Not all of the words selected for the vocabulary tool could be explained using pictures. However, for those that could, pictures were chosen from an online stock photo website (MorgueFile <http://www.morguefile.com/>) where images have been made available for creative use—with the exception of a few images that were obtained from Google Maps (*the United*

States and *ramp*; <https://www.google.com/maps>) and the Handbook (*intersection*, *roundabout*, *two-way*, and *U-turn*), as well as several pictures that were taken by me (*curb*, *mirror(s)*, *reflector(s)*, *roadway*, *UTV*, and *windshield*). Each picture was edited as needed in Picassa 3.9 (<https://picasa.google.com/>).

Definitions. Dictionary definitions can be difficult for ESL learners to understand, especially when the definitions themselves contain vocabulary that is unknown to learners (Gardner, 2013). Definitions can be simplified in order to clarify difficulty in meaning. McKeown (2003) highlights the benefits of using simplified definitions that are characterized by the following four points: (a) identifies the role of the word in the language, (b) characterizes the word's meaning or prototypical use, (c) makes the meaning accessible and does not require interpretation, and (d) allows the learner to pay attention to the whole definition, rather than just a fragment. Nation (2006) also promotes the benefits of using short and clear definitions to increase the learner's ability to understand them.

According to Gardner (2013), learner dictionaries provide the best simplified definitions based off of the guidelines recommended by McKeown and Nation. For the vocabulary tool, simplified learner definitions were selected from the Merriam-Webster Online Learner's Dictionary (2015). Although the definitions were already simplified, some of them required additional editing, either to better fit the context used in the Handbook, or because the definition was somewhat circular and did not make the meaning accessible. For example, the simplified definition for *revocation* is "the act of revoking" (Merriam-Webster, 2015). If the definition of the word *revocation* is unknown, it is unlikely that either the words *revoke* or *revoking* would be known. In order to make the meaning more clear the definition was edited to read "the act of taking away." In other cases where definitions were not circular, but still complex, simpler

synonyms were selected (e.g. for the definition of *traffic*, the phrase “a certain” was changed to “the same” and for *slow-moving* “moving at a slow rate” was changed to “moving at a slow speed”).

To avoid confusion for words that are polysemous, the context of each word from the Handbook was examined in order to ensure that the definition provided was specific to the context. For example, two words from the list—*steering* and *crossing*—are used in the Handbook as both verbs and nouns. A definition for each sense was included in the booklet.

The list of definitions was reviewed by four ESL teachers who provided input as to which definitions might still be difficult for learners to understand, and how they could be simplified further. Where circular definitions or complex/technical terms were found, simpler synonyms were used or the definition was reworded. In addition, the reviewers recommended that examples be given for some of the abbreviations in the list, such as the abbreviations *ATV* (all-terrain vehicle) and *UTV* (utility task vehicle). Pictures were included with these terms to provide visual examples.

Spanish gloss. An L1 gloss is considered a highly effective way for ESL learners to improve reading comprehension (Lomicka, 1998) and quickly identify new terms with concepts already known in the L1 (Folse, 2004; Gardner, 2013; Nation, 2006). Glosses can also be as effective as studying words in context (Sun & Dong, 2004) and are viewed as useful by language learners (Loucky, 2010).

In order to determine the language of the L1 gloss, census data was used to identify the most common language other than English spoken in the state of Utah. Census data from 2000 notes that of the 12.5% of persons living in Utah who speak a language other than English, 7.4% speak Spanish—more than any other language (U.S. Census Bureau, 2000). Data collected by

the U.S. Census Bureau from 2009-2013 shows that roughly 245,947 Utahns speak Spanish or Spanish Creole, more than any other foreign language spoken in Utah (the next highest is French with 6,661 Utahns who speak French, Patois, and Cajun; U.S. Census Bureau, 2015). Since Spanish is the language other than English most spoken by people in Utah, it was determined that the vocabulary tool should include a Spanish gloss, rather than a gloss in a language less commonly spoken, or no gloss at all.

The complete list of terms was copied from Excel into Google Translate (<https://translate.google.com/>) via the copy and paste feature and then translated into Spanish. The Spanish terms were copied back into the Excel spreadsheet. A copy of this spreadsheet, with the original term, the Spanish translation, and the simplified definition, was sent to three native Spanish speakers, two from Mexico and one from Argentina, who were asked to review the translated terms and make any necessary corrections in an additional column of the spreadsheet. Their corrections were sent back and compiled into a spreadsheet with the term followed by the original translation from Google and the three corrections from each of the three Spanish speakers. Many of the original Google translations were marked as correct by these reviewers and most of the corrections they made were the same; however, there were some discrepancies among the translations (e.g. *u-turn* was translated as *vuelta en u* by one reviewer and *vuelta de u* by another, *street-legal* as *vehículo legalizado para conducir* by one and *vehículo permitido en carretera* by another, and *automobile* was translated as *automóvil*, *vehículo*, and *carro*).

As a result of these discrepancies, I met with one of the reviewers who works as a certified English to Spanish interpreter for a local hospital. Together we reviewed the spreadsheet with the original Google translations, and the compilation of the translations from all

three reviewers. Each translation discrepancy was discussed and context was provided for the terms in order for the certified interpreter to understand how the word would be used in the manual. From this discussion, the interpreter was able to determine which Spanish word or phrase would be most appropriate for the context. Her final translations (Appendix D) were based on the context in the Handbook, her experience as an interpreter, and the Real Academia Española (2015), a dictionary which aims to promote unity between dialects of Spanish.

Creating the Booklet and Online Application

Quizlet. Flashcards are considered a popular and versatile way to study vocabulary and a beneficial tool for Direct Vocabulary Instruction (Folse, 2004; Gardner, 2013). Quizlet, an online vocabulary application found at www.quizlet.com, provides a quick and easy platform for creating flashcards and studying vocabulary. It is free of charge, easy to access, and does not require users to create an account (although a free account can be created in order to save flashcard sets to the user's profile). The flashcards were initially created through Quizlet because its interface provides a clear format for creating flashcards, and makes it easy to edit them in the future if changes are necessary. Quizlet also allows the flashcards to be publicly available and used independently, which makes them easy to incorporate in a classroom setting, or to use for studying alone.

The terms, pictures, and simplified definitions, were uploaded into Quizlet, and are available at the following link: <https://quizlet.com/67844077/english-driving-vocabulary-definitions-by-merriam-webster-httpwwwlearnersdictionarycom-flash-cards/> under the name "English Driving Vocabulary." A similar process was used to create a Spanish gloss flashcard set, "Vocabulario de Conducción Inglés." This set is available at

<https://quizlet.com/84917731/vocabulario-de-conduccion-ingles-flash-cards/> and includes the terms, pictures, and Spanish translations.

Once users have access to either list, there are several tools available through Quizlet to study the vocabulary words. The primary feature of Quizlet is the ability to study the vocabulary in flashcard form. For learners who are more computer literate, or have the ability to become so, Quizlet provides a number of other features for studying the vocabulary words. These features are listed below.

- Main Screen—from the main screen in Quizlet, learners can view a report on their progress; a list of the words organized according to those often missed, sometimes missed, never missed, and not studied yet; or select a star next to terms they consider more important. This enables them to study only the starred terms together rather than the entire list. Users could easily compile a list of the most difficult or important terms by starring them and then study that list rather than all the terms. There are also options to play an audio recording of the word by selecting the speaker icon next to each word. This feature would allow users to easily practice their pronunciation of the terms in question.
- “Flashcards”—by accessing the flashcard feature, users may study the words and their definitions. Users have the option to view the flashcards with the word or phrase showing, the definition showing, or both. Similar to paper flashcards, the definition (or term, depending on the option chosen) will show on the reverse side of the card. This provides users with the ability to connect form to meaning as they begin by studying both the term and definition simultaneously. They may work towards testing their vocabulary knowledge by selecting either only the term, or only the definition to show until the card

is “flipped.” The cards also include an audio feature which, when turned on, allows users to listen to the pronunciation for each term.

- “Learn”—selecting this feature will show the definition (and picture, where available) for a given vocabulary word and require the user to type in the correct term. The learner is quizzed on all terms in the list while a tally of correct and incorrect answers is kept on the left-hand side of the screen. Selecting the “don’t know” option in the upper right-hand corner of the screen will reveal the correct answer and allow the learner to type it into a blank space below. Learners can also select a “play audio” option which allows them to hear the definition as well.
- “Speller”—this feature provides audio playback for each term or definition. Learners first listen to a term and then type what they hear. (There is also an option for learners to type the definition rather than the term, but this option would be more challenging than useful.) Learners must retype any words that are spelled incorrectly. Additional options in this feature include the ability to replay the audio and change the speed of the audio playback. Progress bars in the upper left-hand corner of the screen show learners how many correct answers they have given and the percentage of the list they have covered.
- “Test”—allows learners or teachers to create a test from all the terms in the list. There are four options for question types: (a) written, (b) matching, (c) multiple choice, and (d) true or false. Users can select the number of questions they would like included on the test, whether the questions should begin with the term, definition, or both, and which types of questions to include from the four options above. Once the format of the test has been determined, the test can be taken online, or printed for paper testing. Upon completion of the test, users receive a score by selecting the “check answers” button in

the lower right-hand corner of the screen to verify their answers. The test feature is not only a good strategy to help learners test their vocabulary knowledge, but it is also an easy way to test an entire class should this tool be incorporated as part of classroom instruction.

- “Scatter”—this is a game that scatters the terms and their definitions across the screen. Learners must drag the correct term to its definition (or vice versa) while a stop-watch in the upper right-hand corner records their time. After completing the game, learners have the option to try to beat their time.
- “Race”—in this game, definitions scroll across the screen while learners must type the corresponding term before the definition makes it to the other side. If the word is typed incorrectly or is unknown, a pop-up appears with the definition and the correct term, followed by a blank that allows the learner to copy the correct answer. This game allows learners to practice their vocabulary knowledge, spelling, accuracy, and speed.
- Accessibility—Quizlet also includes the ability to print out the flashcards in a variety of sizes, the ability to export terms and their definitions to an Excel spreadsheet, and the ability to embed the flashcard sets into a blog or website. These options make it easier for learners to study the terms, even where there is no internet access, with either a printed copy or the Excel file. It would also be fairly simple for schools and classes using the tool as part of their curriculum to allow learners to access the tool directly from a class or school website.

As demonstrated in chapter two, the features in Quizlet provide a variety of strategies that are beneficial for initial learning of a word’s meaning, and reviewing the meaning of a word once it is known. These features allow learners to incorporate a variety of receptive and

productive strategies into their vocabulary study that can increase their success in vocabulary learning (Schmitt & Schmitt, 1993; Zimmerman, 2009).

The Vocabulary Study Guide booklet. The Vocabulary Study Guide for the Utah Driver Handbook was created to provide a means for studying the vocabulary in a variety of ways without a computer. The basic structure and organization of the booklet was adapted from Clark's (2013) Vocabulary Support Booklet for the U.S. Citizenship test. The booklet was designed to be printed double-sided at a low cost in order to be made available to ESL learners studying the Utah Driver Handbook.

The booklet contains an introduction to help learners understand the use of the flashcards, how to access them online, and the various features of Quizlet. It also includes suggestions for studying the vocabulary individually, as a group, and in a classroom setting. These suggestions are intended to help learners incorporate a variety of strategies into their studies in order to maximize their ability to acquire this vocabulary (Folse, 2004). Not all strategies work for all learners (Folse, 2004; Schmitt & Schmitt, 1993). The list in the booklet contains a total of 38 strategies (developed from the research on strategies contained in the previous chapter) in the hopes that learners will be able to find strategies that work best for them, utilize a wide variety of individual and group strategies to become familiar with the words in the list, and ultimately transfer the words to their productive vocabulary (Loucky, 2010; Sun & Dong, 2004). The list of strategies was reviewed by five ESL students from beginning-high to intermediate-mid levels to ensure that the suggestions could be understood by ESL learners.

Following the introduction and Suggestions for Studying, the booklet contains the complete list of words with their simplified definitions, the words with a Spanish gloss, and finally a selection of sentences using each word in context. These sentences were selected

directly from the Utah Driver Handbook and were reviewed by two ESL teachers to determine that each sentence was clear and helpful for understanding the meaning and use of the target word. The Words in Context section corresponds directly with some of the suggested activity ideas from the Suggestions for Studying and is intended to allow learners to do several things, such as: compare the simplified definition of the word with its use in context, identify common collocates for each word in the context of driving, and practice reading and writing sentences using these vocabulary words.

The booklet was compiled in a Word document and converted into a PDF document that was merged with PDF files of the two Quizlet flashcard sets. The completed booklet (Appendix F) allows learners to use the flashcards, complete with pictures, definitions, and the Spanish gloss, in combination with the suggestions for studying at the beginning of the booklet. The flashcards may be used either in the booklet form, or by cutting out the flashcards to study at any time.

Chapter Four: Results

Final Product Overview

The final product includes a sixty-eight page booklet that contains a printable copy of both the English and Spanish flashcard sets. The booklet also includes instructions for use, suggestions for activities to help study the vocabulary, the vocabulary words and their definitions, an English to Spanish translation, and sentences using the vocabulary words in context. Both flashcard sets are also available online at the Quizlet website.

The booklet and flashcard sets were presented to twelve teachers and program directors from programs that focus on the needs of immigrants in the U.S. to determine whether the tool would help meet the needs of ESL learners studying the Utah Driver Handbook.

Feedback and Assessment

Method of assessment. The primary method of assessment was a Qualtrics questionnaire designed to illicit feedback on the tool as a whole, as well as on individual features of the tool. Items on the questionnaire were intended to assess whether or not the tool could be understood by ESL learners and whether or not the various portions of the tool would be useful study aids to ESL learners. These items were also designed to determine specific aspects of the tool that require additional explanation, clarification, or redesign, as well as any suggestions for changes or additions to the tool overall. The questionnaire (see Appendix E) is included below, along with the responses to each item.

Description of the reviewers. Ten programs throughout the state of Utah were contacted to provide feedback on the vocabulary tool. Each program contacted was selected because it fit one or more of the following criteria: (a) an organization with experience dealing with ESL immigrants and refugees, (b) an organization that had previously mentioned the need for materials that help learners acquire driving vocabulary, (c) an organization with teachers who

have extensive experience teaching English as a second language in Community Education and Intensive English Programs, and (d) an organization where teachers or administrators have experience in teaching vocabulary and in vocabulary acquisition research.

Of the ten programs initially contacted, seven responded expressing their willingness to review the tool. They were each sent the Vocabulary Study Guide and the links to the Quizlet flashcard sets, along with a link to the Qualtrics questionnaire. The following programs responded:

- Utah Office of Multicultural Affairs—a department within Utah’s state government, commissioned by executive order of the Governor to “identify needs, goals, and deliverables that will directly impact the most significant needs of the ethnic community” (Executive Order No. 1, 2012).
- Intensive English Language Institute, Utah State University—a member of the English USA (AAIEP) and UCIEP, a consortium of university and college intensive English programs (Utah State University Intensive English Language Institute, n.d.).
- American One English Schools—an adult education program that provides ESL, TOEFL, GED, and U.S. Citizenship preparation (American One English Schools, 2009).
- Family Literacy Center, Alpine School District—an adult education program that helps adult immigrants learn English so they can provide for their families and communicate with their children’s teachers.
- Department of English Language Learning, Utah Valley University—a department that “focuses on preparing students to improve their language skills so

they can reach their academic goals and succeed in the professional workplace” (UVU Department of English Language Learning, 2015) and includes a community English program.

- Executive Council for the English Language Center, Brigham Young University—a body comprised of teachers who have been trained in best practices for vocabulary acquisition and instruction. They also have experience teaching in a variety of English programs, including community English.
- Department of ESL, Snow College—a department which also includes a community ESL program for adults in Southern Utah.

Questionnaire responses. In total, four complete questionnaire responses were collected along with various comments through email. The items from the questionnaire, and their responses, are listed below.

1. Please indicate to what level you agree or disagree with the following statements.

Table 1

Responses to Item 1

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Introduction and information about flashcards are clear enough for a student to understand their purpose.	2	2	0	0	0
The Suggestions for Studying on pp. 3-4 are easy to understand.	1	3	0	0	0
The Suggestions for Studying on pp. 3-4 are helpful for practicing and learning the vocabulary.	1	3	0	0	0
The English Words and Definitions list on p. 5 clarifies the meaning of the vocabulary terms.	0	4	0	0	0
The English to Spanish Translation on p. 10 successfully provides Native Spanish speakers with the applicable L1 term or explanation.	0	1	3	0	0

The Words in Context portion of the booklet (p. 14) could help learners to understand word meaning and use.	3	1	0	0	0
The flashcards are easy to use.	3	1	0	0	0
The vocabulary definitions in English are easy to understand.	1	3	0	0	0
The pictures clarify the meaning of the English terms.	3	1	0	0	0

2. *You may use the space below to explain your reasoning for selecting "Disagree" or "Strongly Disagree" for any of the previous statements. For example, what aspect of the study guide could be made clearer or explained in a more helpful way?*

- Q#2 I think you mean pp. 2-4? Two-Way (adj.) allowing movement in both directions on the street. p. 10 I can't agree or disagree because I don't speak Spanish (n.) a clear liquid that has a strong smell (used in beer, wine, or whiskey) that can = this is the definition for "alcohol" in your booklet (something is missing at the end.....)
- The alcohol picture looks like normal drinks. Some of the flashcards have the bottom of the last line hidden.
- A few things could be clarified.
- On page 10, maybe there should be pronunciation of both, therefore the ESL learners, can say learn to say it correctly.

3. *Are there any definitions that may be confusing or unhelpful to learners? If so please list their accompanying vocabulary words below.*

- Alcohol (I included more info in the previous text entry box) Endorsement -- definition is unclear to me or maybe too simple Pollution-- I would delete "and not safe to use" I think just saying "dirty" is fine
- I suddenly had this idea that some words are explained in the handbook, so it might be helpful to include the page number. That will be a lot of work for you. Is there a reason why you listed "steering" with two parts of speech instead of separating them? I'm being picky. The word "crossing."
- I think the definitions are fine. You may want to add some information to Learner perm [sic]
- It depends on who translated the material, but if google translate was used, it won't translate it correctly.

4. Are there any pictures that may be confusing or unhelpful to learners? If so please list their accompanying vocabulary words below.

- Roundabout -- I like the picture, but it will probably be extremely small when printed out and difficult to see if not printed in color Two-way I would crop out JUST the image of the street, removing the black box and accompanying words
- Alcohol. I think everyone knows what that is.
- Motorcyclist - my initial thought was that the arrow was pointing to the helmet.
- The flash cards seem great and really helpful

5. Are there any additional activity ideas that you think the Vocabulary Study Guide could benefit from? If so please list them below.

- It's awesome! I can tell you put a TON of work into this!!!!
- Lowercase letters are easy to read

6. Please indicate to what level you agree or disagree with the following statements.

Table 2

Responses to Item 6

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The instructions for using Quizlet included in the booklet are clear enough for a student to understand.	2	2	0	0	0
The Quizlet application is easy to use.	3	0	1	0	0
The online flashcards within Quizlet are easy to use.	3	1	0	0	0
The Quizlet application provides effective practice for the driving vocabulary.	3	0	1	0	0

7. You may use the space below to explain your reasoning for selecting "Disagree" or "Strongly Disagree" for any of the previous statements. For example, what aspect of the Quizlet application could be made clearer or explained in a more helpful way?

- Is it only for Spanish speakers? I can only do the picture ones. A lot of them are very Spanish speaker targeted.
- I think this is my favorite idea, because others are visual and auditory learners so this helps a lot in that sense

8. *What is the most helpful feature of the Vocabulary Study Guide and online Flashcards? If you feel that multiple features are helpful, please list them.*

- Most helpful = definitions pp. 5-9
- alphabetical order; activities for study; online tool (it can talk, haha)
- I like that you have created the Quizlet flashcards. I also think the sentences are helpful. This looks like a useful tool.
- Quizlet is really helpful

9. *What suggestions do you have for improving the Vocabulary Study Guide and online Flashcards?*

- On the very front cover I don't love the designs (they are gray--not sure what they're called). I think it causes the booklet to look less professional and it doesn't fit the context because everything else associated with driving (like the Utah driver's handbook and the DMV) is really dry and straightforward. I would favor removing those designs and maybe finding a more appropriate image or just having no image altogether.
- Super lower level students will still be unable to understand a lot. Maybe you need to indicate that in the front?
- I noticed a few minor typos - Hazardous: the sentence about tailgating; Ignition: the second sentence and should be an. In your suggestions for study I would reword #17 - Use one or more words in a sentence or use one or more words to make a sentence. In the group suggestion #3 - when you say "context" are you referring to the context from the example sentence - or having the student explain [sic] the context where the word would be used
- Definitely more pictures for those missing the pictures.

10. *How likely are you to recommend the Vocabulary Study Guide and/or online Flashcards to ESL learners or other programs?*

Table 3

Responses to Item 10

	Certain	Highly Likely	Somewhat Likely	Neutral	Somewhat Unlikely	Highly Unlikely	Not At All
2	2	0	0	0	0	0	0

11. *You may use the space below to explain your answer to the previous question.*

- I wish I were still teaching at UVU so I could recommend these materials to my former students! I had two particular students from Armenia who I remember very vividly. They were studying for the driving test (this was about 3 years ago) and they were desperate for resources like these. I felt that I couldn't really help them and that I had inadequate knowledge to help them.
- I would definitely use this, and tell those in the community about it, especially because language is a barrier for some that want to get their license.

Other feedback. Additional comments made by reviewers at UVU and Snow College were that the “project sounds very worthwhile” (B. R. MacKay, personal communication, September 30, 2015) and that the tool “would be very useful for anyone who is preparing to take the writing test for a driver license” (O. U. Bumandalai, personal communication, October 3, 2015). Suggestions for improvement included the addition of a pronunciation guide within the booklet, in addition to the pronunciation feature in Quizlet (S. Thayne, personal communication, October 8, 2015).

More feedback was given at the international TESOL convention held in Toronto in March of 2015. The Quizlet flashcard set containing the words and their simplified definitions was presented during the Graduate Student Forum. A few community English teachers expressed a desire to use the tool in their own classes in California to provide their students with a means for studying driving vocabulary. An international student from Saudi Arabia studying at a university in Ohio described the benefit of having a tool like this available in his state, stating that several international students he knew had failed the driving test because they did not know the vocabulary.

Discussion

Responses to the tool indicate that the instructions for use, word lists, definitions, and pictures are easy to understand and that the flashcards and words in context are useful for ESL

learners. Overall, Quizlet was viewed as a beneficial aspect of the tool. A few of the vocabulary definitions and pictures need to be expanded or clarified. Other suggestions included changing the instructions to show that low-level learners could also use the vocabulary tool, making corrections to a few of the words in context sentences, and making a few formatting changes. Corrections to the instructions, definitions, and words in context will be made. Some of the formatting changes, such as changes to the front cover, are more dependent upon preference and will ultimately depend on the preferences of any programs that use the tool. In addition, a few of the reviewers recommended the inclusion of more pictures. As mentioned in chapter three, not all of the vocabulary words can be explained using pictures. Pictures have already been included for all terms possible and excluded from other terms in an effort to prevent misdirection.

The only portion of the tool that did not receive positive comments was the English to Spanish translation of the vocabulary words. Most of those who reviewed the tool had a neutral response toward this feature. Some stated that they do not speak Spanish and were therefore hesitant to comment on the benefit of the Spanish gloss. Additional feedback from teachers and administrators who speak Spanish, as a first or second language, is necessary in order to better determine the way ESL teachers feel about the English to Spanish translation; however, the research about L1 glosses described in chapter two indicates that the gloss would still be a useful feature of the tool.

The feedback was very helpful in identifying aspects of the tool that may not be clearly understood by ESL learners. Additional feedback is needed to better identify features of the tool that could be improved or items that need to be clarified. It would also help to determine the value of including a pronunciation guide in the Vocabulary Study Guide, as some reviewers have already suggested. Additional editing will be undertaken to resolve problems identified in the

questionnaire responses. The overall response to the tool has been positive, and general feedback indicates that this tool can benefit ESL learners in studying the Handbook. Those who responded to the questionnaire indicated that the vocabulary tool would provide a useful resource to ESL learners and stated they would recommend this tool as a resource.

Chapter Five: Conclusion

Summary

The Vocabulary Study Guide for the Utah Driver Handbook and online flashcards are a supplemental resource for ESL learners who are trying to comprehend the vocabulary in the Utah Driver Handbook. The use of this tool is intended to decrease the learning burden of the vocabulary in the Handbook, narrow the gap between learners' linguistic ability and the highly technical vocabulary in the Handbook, and alleviate some of the pressure that is brought on by a high stakes testing environment where learners must test in their second language. The tool is also designed to provide learners with a wide variety of vocabulary learning strategies that will enable them to increase retention of new words and become better vocabulary learners. The primary strategies employed by the tool—the ability to study new words with simplified definitions, in a word list, with an L1 gloss, and on flashcards—have been demonstrated to be some of the most critical and easily employed methods for studying vocabulary. All of the strategies also enable learners to participate in both receptive retrieval and productive retrieval, resulting in better retention of the vocabulary (Folse, 2004).

Based on research of methods for identifying technical vocabulary in texts, Paul Nation's Range program provided a good platform for analyzing the text to find technical words that occurred with important frequency in the Handbook. AntConc was used to identify frequent multi-word units. The results of the text analysis were combined into word lists and flashcards (available on Quizlet and in the Vocabulary Study Guide), along with instructions and various strategies that have been identified as useful strategies for studying vocabulary. The complete tool is best used by learners with an intermediate English proficiency level, or by lower proficiency learners with the aid of a tutor or teacher. The tool is primarily intended for individual use for learners who are studying the Handbook, but may also be used in study groups

and classes—particularly in driving programs—as a supplement to help ESL learners understand the vocabulary.

Implications

The implications for the tool are broad when used appropriately. The tool has the potential to make previously difficult vocabulary much more accessible to English language learners in the state of Utah, and thereby alleviate some of the pressure typical in a high stakes testing environment. It can also help increase understanding in other situations where driving is the primary topic. The target of this thesis was the vocabulary in the Utah Driver Handbook, but driving vocabulary across states is similar. Therefore, the vocabulary in this tool could be very beneficial to learners in any state. This tool could easily be made available to ESL learners across the U.S. to help improve their understanding of driving vocabulary and to prepare them for classes and tests meant to help them obtain licenses. Additionally, the same method used in this project could be applied to the driver handbooks of other states to ensure that learners in those states can study the vocabulary most applicable to them.

The method used here can also be applied to legal, medical, and technical documents to make the vocabulary in those texts more accessible to ESL learners. Many aspects of this tool can be used by ESL learners regardless of L1 background, thereby making it easier to reach a diverse population. An application of this type could provide a substantial benefit to immigrants and refugees in the U.S. It could also help bridge the gap between the vocabulary learners know and the vocabulary they need to know, and reduce the difficulties caused by high stakes testing environments and other high pressure situations.

Limitations

Range. Although the Range program is a good method for identifying technical vocabulary, there may be vocabulary from the Handbook that is not considered technical, but still difficult for ESL learners. In addition, the results of the Range analysis may not adequately identify the learning burden of words within a text. The Range program identifies types, or “contiguous letters ... that form a distinct word” (Gardner, 2013, p. 9), but does not identify word sense or polysemy. Examining the use of each word within the context of the Handbook should help to overcome some of the difficulty of polysemous words, as the definition of each word given in the Vocabulary Study Guide is based upon the use of the word in the Handbook.

Vocabulary tool. The Suggestions for Studying from the booklet are meant to incorporate a variety of vocabulary strategies and were compiled based on research of strategies that aid acquisition. Though intended to be useful, the use of the strategies is dependent upon the teachers and learners who utilize the booklet. Users must take advantage of the suggestions for studying in order to reap the benefits of the strategies. In addition, all strategies are not beneficial to all learners. Learners must be aware of their own learning styles and determine which strategies work best for them (Folse 2004; Schmitt & Schmitt, 1993).

Finally, the Vocabulary Study Guide for the Utah Driver Handbook and online flashcard sets are intended to be supplemental tools for ESL learners studying the Utah Driver Handbook. They are not meant to be used in place of the Handbook, nor will the use of these tools guarantee that ESL learners will pass the written driving exam. The written exam may contain additional vocabulary or syntactical structures that are difficult for ESL learners to understand, but it is assumed that most of the important technical words are addressed by the tool.

Suggestions for Future Research and Recommendations

It is outside the scope of this project to study the long-term benefits of use of this tool and its effects on ESL learners' exam scores. The purpose was to create the tool and discuss the uses for it, vocabulary strategies therein, and the benefits to learning vocabulary by using such strategies. Indeed, much research has already been conducted to determine the benefits of such vocabulary strategies. However, future research could be done to determine the benefits of studying the Handbook or preparing for the written driving exam with the tool versus without the tool.

Webb and Nation (2008) recommend simplification of a text if the vocabulary size of language learners is insufficient to reach a desired comprehension/coverage of the text. They also recommend that difficult texts be eliminated and more appropriate texts be chosen. Unknown words can be replaced with words and phrases that learners already know or are more likely to know. As mentioned in the implications, future research could also include the application of the method used here to other texts, either to simplify them or to make the vocabulary more accessible to ESL learners across the United States.

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Appendix A

100 Most Frequent Words from Range Output

Type	Range	Freq	2011 Handbook	2013 Handbook
Traffic	2	383	176	207
Utah	2	375	172	203
Lane	2	246	117	129
Motorcycle	2	118	56	62
Privilege	2	113	57	56
Lanes	2	112	56	56
Roadway	2	101	46	55
Intersection	2	94	42	52
Rear	2	94	47	47
Pedestrians	2	89	41	48
Emergency	2	86	38	48
Freeway	2	79	39	40
MPH	2	72	38	34
Alcohol	2	71	36	35
Motorcyclist	2	66	33	33
Pedestrian	2	58	27	31
Motorcycles	2	57	27	30
Brake	2	56	29	27
Right-Of-Way	2	54	26	28
Bicyclists	2	50	25	25
Certificate	2	50	19	31
Brakes	2	48	24	24
Revoked	2	48	24	24
Automobile	2	47	21	26
Intersections	2	47	22	25
Convicted	2	46	23	23
Ramp	2	46	19	27
CDL	2	43	22	21
Crossings	2	42	19	23
Truck	2	42	21	21
Markings	2	40	20	20
Emission	2	36	13	23
Hazards	2	36	18	18
Renewal	2	36	17	19
Trucks	2	36	18	18
Zone	2	36	14	22
Crosswalk	2	34	17	17
Zones	2	34	17	17
Drugs	2	33	17	16

Type	Range	Freq	2011 Handbook	2013 Handbook
Verification	2	33	16	17
Curb	2	31	16	15
GOV	2	31	12	19
Certificates	2	30	15	15
Motorcyclists	2	30	15	15
WWW	2	30	8	22
Bicyclist	2	29	14	15
Flares	2	28	14	14
Mirrors	2	28	13	15
Oncoming	2	28	12	16
Pavement	2	28	14	14
Revocation	2	28	14	14
DUI	2	27	13	14
Headlights	2	27	14	13
Ignition	2	27	12	15
ATV	2	26	12	14
Sidewalk	2	26	13	13
Endorsement	2	25	11	14
Windshield	2	25	15	10
Emissions	2	24	7	17
Two-Way	2	24	10	14
Conviction	2	23	11	12
Interlock	2	23	10	13
Alert	2	22	11	11
Collision	2	22	10	12
Exit	2	22	11	11
One-Way	2	22	9	13
Photo	2	22	12	10
Privileges	2	22	12	10
DMV	2	21	10	11
Street-Legal	2	21	11	10
Trailers	2	21	10	11
UTV	2	21	11	10
Hazardous	2	20	9	11
Unsafe	2	20	10	10
Liability	2	19	10	9
Mounted	2	19	9	10
Bike	2	18	9	9
CFI	2	18	8	10
Drug	2	18	10	8
Fraud	2	18	8	10
Interchange	2	18	7	11
Limited-Term	2	18	8	10

Type	Range	Freq	2011 Handbook	2013 Handbook
Reflectors	2	18	9	9
Reinstatement	2	18	9	9
Authorized	2	17	9	8
Donor	2	17	9	8
Emotional	2	17	8	9
Homicide	2	17	8	9
Mirror	2	17	8	9
Two-Lane	2	17	9	8
Alien	2	16	8	8
All-Terrain	2	16	8	8
Amber	2	16	8	8
County	2	16	8	8
Courtesy	2	16	7	9
Fuel	2	16	5	11
HTTP	2	16	6	10
ID	2	16	5	11
Motorboat	2	16	8	8
Reckless	2	16	8	8
SSA-1099	2	16	6	10

Appendix B

Top 60 Most Frequent Words from Range Output (Post Consolidation)

Type	Range	Freq
Traffic	2	383
Lane/Lanes	2	358
Motorcycle/Motorcycles	2	175
Pedestrians/Pedestrian	2	147
Intersection/Intersections	2	141
Privilege/Privileges	2	135
Brake/Brakes	2	104
Roadway	2	101
Motorcyclist/Motorcyclists	2	96
Rear	2	94
Emergency	2	86
Certificate/Certificates	2	80
Bicyclists/Bicyclist	2	79
Freeway	2	79
Truck/Trucks	2	78
Alcohol	2	71
Zone/Zones	2	70
Emission/Emissions	2	60
Drug/Drugs	2	51
Revoked	2	48
Automobile	2	47
Convicted	2	46
Ramp	2	46
Mirror/Mirrors	2	45
Crosswalk	2	44
Crossings	2	42
Markings	2	40
Hazards	2	36
Renewal	2	36
Sidewalk	2	36
Verification	2	33
Curb	2	31
Flares	2	28
Oncoming	2	28
Pavement	2	28
Revocation	2	28
Headlights	2	27
Ignition	2	27
Endorsement	2	25
Windshield	2	25

Type	Range	Freq
Conviction	2	23
Interlock	2	23
Alert	2	22
Collision	2	22
Exit	2	22
Photo	2	22
Hazardous	2	20
Unsafe	2	20
Liability	2	19
Mounted	2	19
Fraud	2	18
Interchange	2	18
Reflectors	2	18
Reinstatement	2	18
Authorized	2	17
Donor	2	17
Emotional	2	17
Homicide	2	17
Fuel	2	16
Pollution	2	15

Additional Words from 2011 Range Analysis

Type
Applicant
Arrow
Caution
Gasoline
Moped
Obey
Railroad
Roundabout
Slow-Moving
Steering

Appendix C

Abbreviations and Multi-Word Units

Abbreviations

Type	Range	Freq	F1	F2
MPH	2	72	38	34
CDL	2	43	22	21
GOV	2	31	12	19
DUI	2	27	13	14
ATV	2	26	12	14
DMV	2	21	10	11
UTV	2	21	11	10

Hyphenated Words: Range

Type	Range	Freq	F1	F2
Right-Of-Way	2	54	26	28
Two-Way	2	24	10	14
Street-Legal	2	21	11	10
Limited-Term	2	18	8	10
U-Turn(s)	2	16	8	8
Out-Of-State	2	14	7	7
Alcohol-Related	2	13	7	6
Tractor-Trailer	2	12	6	6
Alcohol-Restricted	2	11	6	5
Right-Hand	2	9	4	5

Multi-Word Units: AntConc

N-Gram	Range	Freq
Driver License	2	216
Motor Vehicle	2	144
Driving Privilege	2	72
Identification Card	2	50
Driver License Division	2	46
The United States	2	42
Lawful Presence	2	32
Driving Privilege Card	2	31
Following Distance	2	30
Learner Permit	2	29
Warning Devices	2	29

Appendix D

English to Spanish Dictionary

English	Spanish
Alcohol	Alcohol
Alert	Alerta
Applicant	Solicitante
Arrow	Flecha
Authorized	Autorizado
Automobile(s)	Automóvil(es)
Bicyclist(s)	Ciclista(s)
Brake(s)	Freno(s)
Caution	Precaución
Certificate(s)	Certificado(s)
Collision(s)	Colisión(es)
Convicted	Condenado
Conviction	Convicción
Crossing(s)	(n.) Cruce(s) (v.) Cruzar
Crosswalk(s)	Paso Peatonal (Pasos Peatonales)
Curb	Cuneta
Donor	Donador
Drug(s)	Droga(s)
Emergency	Emergencia
Emission(s)	Emisión(es)
Emotional	Emocional
Endorsement	Endoso
Exit	(n.) Salida (v.) Salir
Flare(s)	Luz de Bengala(s)
Fraud	Fraude
Freeway	Autopista
Fuel	Combustible
Gasoline	Gasolina
Hazard(s)	Fuente de Peligro(s)
Hazardous	Peligroso
Headlights	Faros
Homicide	Homicidio
Ignition	Encendido
Interchange	Intercambio
Interlock	Interbloqueo
Intersection(s)	Intersección(es)
Lane	Carril
Liability	Responsabilidad
Markings	Marcas
Mirror(s)	Espejo(s)

English	Spanish
Moped Motorcycle(s) Motorcyclist(s) Mounted Obey Oncoming Pavement Pedestrian(s) Photo Pollution Privilege(s) Railroad Ramp Rear Reflector(s) Reinstatement Renewal(s) Revoked Revocation Roadway Roundabout(s) Sidewalk(s) Steering Traffic Truck(s) Unsafe Verification Windshield(s) Zone(s)	Motoneta Motocicleta(s) Motociclista(s) Montado Obedecer Inminente Pavimento Peatón(es) Foto Contaminación Privilegio(s) Ferrocarril Rampa Trasero Reflector(es) Restablecimiento Renovación(es) Revocado Revocación Carretera Rotonda(s) Banqueta(s) (n.) Dirección (v.) Conducir Tráfico Camión(es) Inseguro Verificación Parabrisas Zona(s)
Multi-Word Units	
Alcohol-Related Alcohol-Restricted Driver License Driver License Division Driving Privilege Driving Privilege Card Identification Card Lawful Presence Learner Permit Limited-Term Motor Vehicle Out-of-State Right-Hand	Relacionado con el Alcohol Alcohol Restringido Licencia de Conducir División de la Licencia De Conducir Privilegio de Conducir Tarjeta de Privilegio para Conducir Tarjeta de Identificación Presencia Legal Permiso de Aprendiz Plazo Limitado Automóvil Fuera del Estado En la Derecha

English	Spanish
Right-of-Way Slow-Moving Street-Legal Tractor-Trailer(s) Following Distance Two-Way The United States U-Turn(s) Warning Devices	Preferencia De Lento Movimiento Vehículo Permitido en Carretera Camión Semiremolque(s) Distancia de Seguimiento Doble Sentido Los Estados Unidos Vuelta en U Dispositivos de Advertencia
Abbreviations	
ATV CDL DMV DUI GOV MPH UTV	Cuatrimoto Licencia de Conducir Comercial División de Vehículos Motorizados Conducir Bajo la Influencia Abreviatura de Gobierno utilizado en sitios web del Gobierno Millas por Hora Vehículo de Uso Recreativo

Appendix E

Teacher Questionnaire

Vocabulary Study Guide - Tool Review

Dear Participant: Thank you for taking the time to review the Vocabulary Study Guide for the Utah Driver Handbook. I appreciate your willingness to provide input that will help make this study guide more accessible to ESL learners. Please take a few minutes to answer the following questions about the booklet and online application.

First there are four questions about the Vocabulary Study Guide. Please indicate to what level you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Introduction and information about flashcards are clear enough for a student to understand their purpose.					
The Suggestions for Studying on pp. 3-4 are easy to understand.					
The Suggestions for Studying on pp. 3-4 are helpful for practicing and learning the vocabulary.					
The English Words and Definitions list on p. 5 clarifies the meaning of the vocabulary terms.					
The English to Spanish Translation on p. 10 successfully provides Native Spanish speakers with the applicable L1 term or explanation.					
The Words in Context portion of the booklet (p. 14) could help learners to understand word meaning and use.					
The flashcards are easy to use.					
The vocabulary definitions in English are easy to understand.					
The pictures clarify the meaning of the English terms.					

Are there any definitions that may be confusing or unhelpful to learners? If so please list their accompanying vocabulary words below.

Are there any pictures that may be confusing or unhelpful to learners? If so please list their accompanying vocabulary words below.

Are there any additional activity ideas that you think the Vocabulary Study Guide could benefit from? If so please list them below.

The next question is about the online Quizlet application. Please indicate to what level you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The instructions for using Quizlet included in the booklet are clear enough for a student to understand.					
The Quizlet application is easy to use.					
The online flashcards within Quizlet are easy to use.					
The Quizlet application provides effective practice for the driving vocabulary.					

You may use the space below to explain your reasoning for selecting "Disagree" or "Strongly Disagree" for any of the previous statements. For example, what aspect of the Quizlet application could be made clearer or explained in a more helpful way?

The final four questions are about both the Vocabulary Study Guide and online Flashcards.

What is the most helpful feature of the Vocabulary Study Guide and online Flashcards? If you feel that multiple features are helpful, please list them.

What suggestions do you have for improving the Vocabulary Study Guide and online Flashcards?

How likely are you to recommend the Vocabulary Study Guide and/or online Flashcards to ESL learners or other programs?

Certain

Highly Likely

Somewhat Likely

Neutral

Somewhat Unlikely

Highly Unlikely

Not At All

You may use the space below to explain your answer to the previous question.

Appendix F
Vocabulary Study Guide



Vocabulary Study Guide for the Utah Driver Handbook

Driving Vocabulary for ESL Learners



Vocabulary Study Guide for the Utah Driver Handbook

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Introduction

This booklet is designed to help ESL Learners learn and study vocabulary from the Utah Driver Handbook. Learning this difficult vocabulary will help learners prepare for the written exam and be able to understand and use this vocabulary in future situations. The English definitions used are found online at <http://www.learnersdictionary.com/> from the Merriam-Webster learner dictionary. Images are from <http://www.morguefile.com/> a stock photo website. The booklet contains a list of all the vocabulary words along with their definitions, pictures (for some words only), and a Spanish translation. It also includes two sets of flashcards: one with a simplified definition and another with a Spanish translation. These flashcards can be removed from the booklet and used along with the suggestions for studying on pages 2-3.

The flashcards in this booklet were made online using Quizlet.com and can also be found at these links: <https://quizlet.com/67844077/english-driving-vocabulary-definitions-by-merriam-webster-httpwwwlearnersdictionarycom-flash-cards/> and <https://quizlet.com/84917731/vocabulario-de-conduccion-ingles-flash-cards/>. You can also search for them on www.quizlet.com using the words “Utah Driving Vocabulary” for the English definitions or “Vocabulario de Conducción en Inglés” to find the English to Spanish translation.

Using Quizlet to Study

You can study the vocabulary words using the online Quizlet program by using the links listed above. If you have a computer, Quizlet is a great way to learn the vocabulary words. Quizlet is free to use, and you do not need to set up an account to access the flashcards. Quizlet also has several study tools that will help you practice the words. Here are just a few of the ways you can study using Quizlet:

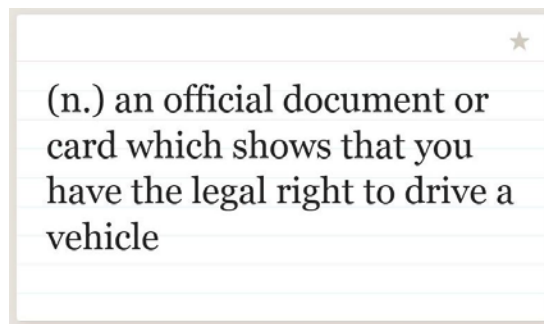
- Flashcards (see the next section): Use online flashcards to study the vocabulary words and their definitions. Turn on the audio option to listen to the pronunciation of each word.
- Speller: Listen to the word being pronounced and then practice typing it. This is a great way to review the words after you have learned them.
- Scatter: Match words and definitions by dragging a vocabulary word to the correct definition.
- Space Race: Practice thinking of the words fast. Definitions will appear on one side of the screen and you must type the matching word before the definition reaches the other side of the screen.
- Learn Mode: Test your knowledge of the words and their definitions. In this mode you will see the back or the front of a flashcard and a blank space. You must type the correct answer in the blank (i.e. what is on the other side of the flashcard). Quizlet will retest you on the incorrect words at the end of each round.
- Test Mode: Take a practice test online, or print it out and practice on paper. You can choose to be tested with matching, multiple choice, true/false, or written questions.

What is a Flashcard?

A flashcard is a useful way to study new vocabulary words. A flashcard is made with a piece of paper that has a new word on one side and the meaning, translation, or picture on the other side.



Front of Card



Back of Card

You can use the flashcards at the end of this book to learn and study important vocabulary words that will be helpful for learning how to drive in the state of Utah.

Other Important Information

Some of the vocabulary words in this list can be both singular and plural. That means the word can be used to count just one thing or many things. To make a word plural in English, many times the letter “s” can be added to the end of the word. When a word is used in the Driver Handbook as a singular and plural word, the flashcard or vocabulary list will have **(s)** at the end of the word, like with the word **Automobile(s)**. This means when you read about one automobile in the Handbook you will see the word “automobile” and when you read about more than one you will see the word “automobiles.”

Suggestions for Studying

The best way to learn new vocabulary is to practice a lot and use many different strategies. Use this list to help you find new ideas for studying the vocabulary words from the Utah State Driver Handbook. If you are using this booklet to study these words on your own or as part of a driving course or English class, here are some suggestions and strategies you can use to help you learn these words:

Studying on Your Own

1. Study the words on pages 5-9 of this booklet, or use the flashcards on Quizlet. Read the words and their definitions.
2. Study the English to Spanish wordlist on pages 10-13 of this booklet, or use the Spanish flashcards on Quizlet to learn the vocabulary words.
3. Study the Words in Context on pages 14-23 of this booklet. Use the sentences to help you understand the meanings of the vocabulary words.
4. Study the flashcards that have pictures on them. Use the pictures to help you understand the meaning of the words.
5. Take a few minutes each day or each week to review words you have already learned. Decide on a specific time to review these words.

Vocabulary Study Guide for the Utah Driver Handbook

6. Study some of the vocabulary words for 10 minutes. In one hour, study them for another 10 minutes, and then again in 4 or 5 hours. Repeat this for a few days.
7. Look over the vocabulary list, and review the definition of any words you can't remember.
8. Look at a vocabulary word in the list. Try to remember the meaning of the word without looking at the meaning.
9. Choose a vocabulary word from the list and look it up in a dictionary. Study its meaning, spelling, and part of speech (if the word is a verb, noun, or an adjective).
10. Play a matching game with the flashcards by matching each word to the correct meaning.
11. Use the "speller" tool on Quizlet to listen to a word's pronunciation and practice spelling it correctly.
12. Play the "scatter" game on Quizlet.
13. Play the "space race" game on Quizlet.
14. Use the "learn mode" in Quizlet to test yourself.
15. Take a practice test in Quizlet using the "test mode."
16. Study the verbs in the list. Say them out loud and perform an action to help you remember the meaning as you say the word.
17. Take one or more words from the list and use them in a sentence.
18. Practice writing the words in sentences. You can use sentences from the Driver Handbook or pages 14-23 of this booklet.
19. Read a portion of the Driver Handbook and try to find vocabulary words from the list. Try to remember what each word means as you read.
20. Find words in the list that are related to each other and think of how they are related (for example, revocation is the noun form of revoke).
21. Read the vocabulary words out loud, or use the "speller" feature on Quizlet to listen to the words. As you hear each word, try to picture what the word looks like and how it is spelled.
22. For vocabulary words with no picture, try to create a picture in your mind that helps you remember the meaning of the word.
23. Write the Spanish word under the English word (or write the English word under the Spanish word).
24. Match the English-Spanish cards with the words and definitions in the other set of cards.
25. Try to connect the vocabulary words to other words that will help you remember them. You can connect them to words in your first language that sound the same or have a similar meaning, or you can connect the words to other English words that help you to remember them.

Studying with a Group or Class

1. In a group or with a partner, choose a vocabulary word from the list, and without using the word, try to explain its meaning to the other students. You can also say the word out loud and have the other students explain its meaning to you.
2. In a group or with a partner, read a portion of the Handbook and try to find vocabulary words from the list. Review the meaning of each word and discuss the sentence where it is found.
3. In a group, take turns explaining the meaning, context, and part of speech of each vocabulary word.
4. Practice saying the words out loud with a friend or classmate.
5. In a group or with a partner, practice writing the words in sentences. You can use sentences from the Handbook or pages 14-23 of this booklet.

Vocabulary Study Guide for the Utah Driver Handbook

6. Have a friend or classmate read the vocabulary words out loud. As you hear each word, try to picture what the word looks like and how it is spelled.
7. In a group or with a partner, play a matching game with the flashcards by matching each word to the correct meaning.
8. In a group or with a partner, match the English-Spanish cards with the words and definitions on the other set of cards.
9. Take turns using one or more of the words from the list in a sentence.

Suggestions for Teachers

You may use any of the suggestions from the two previous lists in your classroom, as well as any of the following suggestions:

1. Give students a definition and have them pick out the vocabulary word that matches the definition.
2. Use the word list on pages 5-9 of this booklet and have students fold the page in half or cover the words so they can see only the word meanings. Say a word and give students three chances to find the correct meaning in the list, then say the answer. Continue this with other words from the list.
3. Give students sentences that include vocabulary words from the list (or use the sentences on pages 14-23 of this booklet). Have students listen to each sentence and write down the vocabulary words that are used. Review the spelling of the vocabulary words together.
4. Take sentences from the Handbook, or pages 14-23 of this booklet, and remove the vocabulary words from them. Provide a list of the words you removed and have the students fill in the blanks from the selection of words.

English Words and Definitions

Alcohol	(n.) a clear liquid that has a strong smell (used in beer, wine, or whiskey) that can make a person drunk and not able to drive
Alcohol-Related	(adj.) something that involves the use of alcohol
Alcohol-Restricted	(adj.) used to describe a location or situation where alcohol is not allowed
Alert	(adj.) able to think clearly and to notice things
Applicant	(n.) person who applies for or requests something, such as a driver license
Arrow	(n.) a mark that is used to show direction
ATV	All-Terrain Vehicle (n.) a small open vehicle with three or four large wheels that is used to drive over very rough ground
Authorized	(adj.) to give legal or official permission for something
Automobile(s)	(n.) car; a vehicle used for carrying passengers on streets and roads
Bicyclist(s)	(n.) a person who rides a bicycle
Brake(s)	(n.) a device for slowing or stopping something (such as a car)
Caution	(n.) being careful to avoid danger or risk
CDL	Commercial Driver License (n.) a special driver license that is required to drive any vehicle that: - weighs 26,001 pounds, or 10,001 pounds with any type of trailer towed - transports certain amounts of hazardous items - requires warning signs under Department of Transportation regulations - is meant for 16 or more passengers (including driver) or more than 8 passengers (including the driver), for payment.
Certificate(s)	(n.) a document that shows evidence (proof) of status
Collision(s)	(n.) crash; coming violently into contact with another object and causing damage
Convicted	(v.) to prove that someone is guilty of a crime in a court of law
Conviction	(n.) the act of proving that a person is guilty of a crime in a court of law

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Crossing(s)	(n.) a place where two things (such as a street and a railroad track) cross each other (v.) the act of going across something
Crosswalk(s)	(n.) an area for pedestrians to cross the street
Curb	(n.) stones or concrete that form an edge for the sidewalk
DMV	Division of Motor Vehicles (n.) a state-level government agency that provides vehicle registration title services (Wikipedia)
Donor	(n.) a person who gives something (such as blood or a body organ) so that it can be given to someone who needs it; for example, a donor card says that you want to donate your body organs when you die
Driver License	(n.) an official document or card which shows that you have the legal right to drive a vehicle
Driver License Division	(n.) the part of the Utah Department of Public Safety that provides driver license services
Driving Privilege	(n.) the right or ability to legally drive
Driving Privilege Card	(n.) a card that is used instead of a driver license and is given to someone with no evidence of legal presence in the United States or Social Security number
Drug(s)	(n.) an illegal and often harmful substance (such as heroin, cocaine, or marijuana) that people take for pleasure, or a legal drug that is used incorrectly
DUI	Driving Under the Influence - a term used when drivers are affected by drugs or alcohol
Emergency	(n.) a sudden and usually dangerous situation that requires immediate action
Emission(s)	(n.) something sent out or given off from a source (such as energy or gas)
Emotional	(adj.) showing strong feelings
Endorsement	(n.) permission
Exit	(v.) going out or away; to leave (n.) something that is used as a way to go out of a place
Flare(s)	(n.) a bright blaze of fire or light used as a signal
Following Distance	(n.) the rule of keeping a safe distance between your vehicle and the vehicle ahead of you
Fraud	(n.) the crime of lying in order to take money or goods from someone

Vocabulary Study Guide for the Utah Driver Handbook

Freeway	(n.) an express highway with no intersections
Fuel	(n.) a material (such as coal, oil, or gasoline) that is burned to produce heat or power
Gasoline	(n.) liquid made from petroleum and used especially as a fuel for engines; gas
GOV	An abbreviation for government used in government websites
Hazardous	(adj.) involving risk or danger
Hazard(s)	(n.) a source of danger
Headlights	(n.) the lights on the front of a car
Homicide	(n.) the act of killing another person
Identification Card	(n.) a card that has your name and other information about you and that often includes your photograph
Ignition	(n.) the device that is used to start a car's engine along with the key
Interchange	(n.) an area where two or more highways meet
Interlock	(v.) to connect or lock two or more things together
Intersection(s)	(n.) a place where two or more roads meet
Lane	(n.) a part of road that is marked by painted lines and that is for a single line of vehicles moving in the same direction
Lawful Presence	(n.) the ability to live in a particular place or area that is allowed by the law
Learner Permit	(n.) a document (piece of paper) that allows a person to learn how to drive a car
Liability	(n.) when a person is legally responsible for something
Limited-Term	(adj.) when something lasts for a short period of time
Markings	(n.) marks, shapes, or words that are written or drawn on something; for example, road markings
Mirror(s)	(n.) a piece of glass that reflects images
Moped	(n.) a small motorcycle
Motorcycle(s)	(n.) a motor vehicle similar to a bicycle, but larger and heavier
Motorcyclist(s)	(n.) the person who rides a motorcycle
Motor Vehicle	(n.) a machine that is used to carry people or goods from one place to another; cars, trucks, and other vehicles

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Mounted	(adj.) attached to something, such as a car
MPH	Miles per Hour - the speed at which a car or other vehicle travels
Obey	(v.) to follow a command or instruction
Oncoming	(adj.) when something is coming from the opposite direction
Out-Of-State	(adj.) from outside of a state's boundaries
Pavement	(n.) the hard surface of a road or driveway
Pedestrian(s)	(n.) a person who is walking alongside a road or in a crosswalk
Photo	(n.) a picture made by a camera
Pollution	(n.) things that make land, water, and air dirty and not safe to use
Privilege(s)	(n.) a benefit that is given to some people and not to others
Railroad	(n.) a permanent road with rails, for trains
Ramp	(n.) a sloping surface; the roadway entrance or exit to a highway or freeway
Rear	(n.) the back part of something
Reflector(s)	(n.) an object that is used to reflect light
Reinstatement	(n.) the process of putting (someone) back in a job or position that had been taken away
Renewal(s)	(n.) the act of extending the period of time when something is effective or valid; the act of renewing something
Revocation	(n.) the act of taking away
Revoked	(v.) to take back or take away
Right-Hand	(adj.) describes something that is on the right side of a person or object (for example, the right-hand side of the road)
Right-Of-Way	(n.) the rule that allows one vehicle or pedestrian to move before another vehicle or pedestrian moves
Roadway	(n.) the surface of a road
Roundabout(s)	(n.) a circle-like area where two or more roads meet and where all vehicles must move in the same direction
Sidewalk(s)	(n.) the walkway or path beside a road
Slow-Moving	(adj.) moving at a slow speed

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Steering	(v.) to control the direction in which something (such as a car) moves; (n.) the mechanical parts of a car that are used to control its direction
Street-Legal	(adj.) used to describe a vehicle that has been modified (changed) to operate on highways
Tractor-Trailer(s)	(n.) a large vehicle consisting of an engine with an attached trailer
Traffic	(n.) all the vehicles driving along a the same road or in the same area
Truck(s)	(n.) a very large, heavy vehicle that is used to move large or numerous objects; a vehicle that has an open back with low sides
Two-Way	(adj.) moving or allowing movement in both directions on the street
The United States	(n.) a country in North America
Unsafe	(adj.) not safe; able or likely to cause harm or damage
U-Turn(s)	(n.) When a person driving in one direction turns around to go the opposite direction
UTV	Utility Task Vehicle (n.) a small 2-person or 6 person four-wheel drive off-road vehicle, usually equipped with a cargo box in the rear of the vehicle
Verification	(n.) evidence that confirms (shows) the truth of something
Warning Devices	(n.) an object, machine, or piece of equipment that has been made to tell someone about possible danger or trouble
Windshield(s)	(n.) the glass that forms the front window of a car
Zone(s)	(n.) an area that has a specific purpose, for example, a pedestrian zone is an area where vehicles are not allowed so that people can walk safely

English to Spanish Translation

Alcohol	Alcohol
Alcohol-Related	Relacionado con el Alcohol
Alcohol-Restricted	Alcohol Restringido
Alert	Alerta
Applicant	Solicitante
Arrow	Flecha
ATV	Cuatrimoto
Authorized	Autorizado
Automobile(s)	Automóvil(es)
Bicyclist(s)	Ciclista(s)
Brake(s)	Freno(s)
Caution	Precaución
CDL	Licencia de Conducir Comercial
Certificate(s)	Certificado(s)
Collision(s)	Colisión(es)
Convicted	Condenado
Conviction	Convicción
Crossing(s)	(n.) Cruce(s) (v.) Cruzar
Crosswalk(s)	Paso Peatonal (Pasos Peatonales)
Curb	Cuneta
DMV	División de Vehículos Motorizados
Donor	Donador
Driver License	Licencia de Conducir
Driver License Division	División de la Licencia De Conducir

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Driving Privilege	Privilegio de Conducir
Driving Privilege Card	Tarjeta de Privilegio para Conducir
Drug(s)	Droga(s)
DUI	Conducir Bajo la Influencia
Emergency	Emergencia
Emission(s)	Emisión(es)
Emotional	Emocional
Endorsement	Endoso
Exit	(v.) Salir (n.) Salida
Flare(s)	Luz de Bengala(s)
Following Distance	Distancia de Seguimiento
Fraud	Fraude
Freeway	Autopista
Fuel	Combustible
Gasoline	Gasolina
GOV	Abreviatura de Gobierno utilizado en sitios web del Gobierno
Hazardous	Peligroso
Hazard(s)	Fuente de Peligro(s)
Headlights	Faros
Homicide	Homicidio
Identification Card	Tarjeta de Identificación
Ignition	Encendido
Interchange	Intercambio
Interlock	Interbloqueo

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Intersection(s)	Intersección(es)
Lane	Carril
Lawful Presence	Presencia Legal
Learner Permit	Permiso de Aprendiz
Liability	Responsabilidad
Limited-Term	Plazo Limitado
Markings	Marcas
Mirror(s)	Espejo(s)
Moped	Motoneta
Motorcycle(s)	Motocicleta(s)
Motorcyclist(s)	Motociclista(s)
Motor Vehicle	Automóvil
Mounted	Montado
MPH	Millas por Hora
Obey	Obedecer
Oncoming	Inminente
Out-of-State	Fuera del Estado
Pavement	Pavimento
Pedestrian(s)	Peatón(es)
Photo	Foto
Pollution	Contaminación
Privilege(s)	Privilegio(s)
Railroad	Ferrocarril
Ramp	Rampa
Rear	Trasero

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Reflector(s)	Reflector(es)
Reinstatement	Restablecimiento
Renewal(s)	Renovación(es)
Revocation	Revocación
Revoked	Revocado
Right-Hand	En la Derecha
Right-of-Way	Preferencia
Roadway	Carretera
Roundabout(s)	Rotonda(s)
Sidewalk(s)	Banqueta(s)
Slow-Moving	De Lento Movimiento
Steering	(v.) Conducir (n.) Dirección
Street-Legal	Vehículo Permitido en Carretera
Tractor-Trailer(s)	Camión Semiremolque(s)
Traffic	Tráfico
Truck(s)	Camión(es)
Two-Way	Doble Sentido
The United States	Los Estados Unidos
Unsafe	Inseguro
U-Turn(s)	Vuelta en U
UTV	Vehículo de Uso Recreativo
Verification	Verificación
Warning Devices	Dispositivos de Advertencia
Windshield(s)	Parabrisas
Zone(s)	Zona(s)

Words in Context

Alcohol

- **Alcohol** affects those parts of your brain that control your judgment and motor skills.
- Remember, one of the most dangerous things about **alcohol** is that your judgment is the first thing to be impaired.

Alcohol-Related

- All **alcohol-related** violations, suspensions, and revocations stay on the record for ten years.

Alcohol-Restricted

- When action is taken against a driving privilege for an alcohol-related offense, the driver is placed under an **alcohol-restricted** status

Alert

- Remain **alert** for potential problems from brakes that are dragging or overheated.
- Remember, traffic signals are effective only when drivers are **alert** and attentive to their driving.

Applicant

- An **applicant** who is under 18 years of age is required to hold a learner's permit for six months before applying for a license.
- To assist each driver license **applicant**, brief health questions are required to be answered at the time of license application.

Arrow

- A driver turning left may see either the green **arrow** (protected), or the solid green light (permitted) signal.
- Vehicles may proceed only in the direction of the **arrow** after yielding to vehicles and pedestrians still in the intersection at the time of the light change.

ATV

- It is possible to register an **ATV** or a utility type vehicle (UTV) as a street-legal all-terrain vehicle when certain conditions are met.
- For **ATV** classes call 801-538-7433.

Authorized

- Only **authorized** emergency vehicles may be equipped with sirens.
- Non-clear headlight covers are not **authorized**.

Automobile(s)

- Since **automobiles** are often backed out of driveways, the driver may have difficulty seeing an oncoming motorcycle.

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- Bicycle riders on public streets and highways have the same rights and responsibilities as **automobile** drivers.

Bicyclist(s)

- Do not honk or yell at a **bicyclist** except in an emergency.
- Special care must be used near **bicyclists** because any collision with them may result in serious injury.

Brake(s)

- Allow extra distance for stopping in the rain or on wet surfaces because **brakes** are less effective when wet.
- All vehicles, except motorcycles, must be equipped with one functional parking **brake**.

Caution

- Use **caution** as you are driving near school buses and adjust your speed accordingly.
- Use extreme **caution** when driving through night work zones.

CDL

- **CDL** testing requires a specific written test or tests for the required license and/or endorsements.
- Those applying for **CDL** must take a skills test in the type of vehicle they will be driving.

Certificate(s)

- Safety inspection **certificates** are an accepted means of verification for cars, trucks, and motorcycles.
- A **certificate** of completion of the course must be furnished to the examiner at the time application is made.

Collision(s)

- Drivers and pedestrians both need to use great caution to avoid any **collisions**.
- The risk of a pedestrian dying from a **collision** rises rapidly with increasing speeds.

Convicted

- If you are **convicted** for driving without insurance, you will be required to carry an SR-22 for three years and pay a \$30 reinstatement fee.
- Your driver license will be suspended or revoked if you are **convicted** of DUI or alcohol-related reckless driving in a motorboat.

Conviction

- A mandatory jail sentence or requirement to perform community service will be ordered upon **conviction** of driving under the influence.
- You may receive similar fines and jail sentences for any additional **convictions** for drunk driving or driving under the influence of drugs.

Crossing(s)

- As the number of driver's increases, more and more people die at railroad **crossings**. (Noun Meaning)
- You may not drive through, around, or under any **crossing** gate or barrier at a railroad **crossing** while they are down or being opened or closed. (Noun Meaning)
- If a pedestrian is **crossing** the street, you must yield the right-of-way. (Verb Meaning)

Crosswalk(s)

- Pedestrians have the right-of-way at intersections, whether or not the **crosswalks** are marked by painted white lines.
- Do not pass any vehicle that has stopped at a **crosswalk**.

Curb

- You are required to signal any time you pull away from the **curb**.
- If parking next to a **curb**, the back wheel of your car must be no further than 12 inches away from the **curb**.

DMV

- Regardless in which state your vehicle was last registered, you must take the most recent registration to the **DMV**.
- If you move, it is very important that you submit an address correction in writing to the **DMV**.

Donor

- When applying for or renewing your driver license or state ID, you will have the opportunity to register your wish to be an organ, eye, or tissue **donor**.
- One organ **donor** can potentially save the lives of nine people.

Driver License

- When you are ready to take the **driver license** examination, go to any Driver License Division office.
- Please review the new requirements to obtain a **driver license** on page five.

Driver License Division

- There are many services provided by the **Driver License Division**.
- The **Driver License Division** staff will be happy to provide information about the medical guidelines as they apply to the licensing program.

Driving Privilege

- Some reasons the Division may suspend your **driving privilege** are found on page 54.
- If an individual does not complete a required review examination, the **driving privilege** will be withdrawn.

Driving Privilege Card

- The **Driving Privilege Card** may be used for driving purposes only; it is not valid identification or age verification.
- **Driving Privilege Cards** expire each year on the applicant's birthday.

Drug(s)

- In recent years, **drugs** have become a problem with many drivers on the roads.
- Most of the **drugs** for headaches, colds, hay fever, allergies, or nerves can make you sleepy and affect your control of the vehicle.

DUI

- A lifetime alcohol-restricted status will result when a driver is convicted for automobile homicide or a felony **DUI**.
- If a driver is arrested for **DUI**, the officer may have the vehicle or motorboat impounded.

Emergency

- Only authorized **emergency** vehicles may be equipped with sirens, whistles, or bells.
- In addition, most cars have an **emergency** flasher system for use when your car is disabled on the highway.

Emission(s)

- Vehicles with model years six years old and older (to 1968) must have an **emissions** test each year.
- Follow the instructions provided for safety and/or **emission** inspections to obtain the required certificates.

Emotional

- Remember, it is your responsibility to find out about and report mental or **emotional** problems.
- Mental and **emotional** conditions are just as important as physical health concerns.

Endorsement

- To drive a taxicab, you must have a taxicab **endorsement**.
- To operate a motorcycle on Utah highways, your driver license must have a motorcycle **endorsement**.

Exit

- There is a lane which is part of the **exit** ramp and which is meant for slowing down. (Noun Meaning)
- Do not use an entrance ramp to **exit** the freeway. (Verb Meaning)
- It is recommended that vehicles **exit**† the Express Lanes at least one interchange before the desired **exit**‡. († Verb Meaning, ‡ Noun Meaning)

Flare(s)

- Emergency **flares**, reflectors, and lights must be capable of being seen and distinguished at a distance of not less than 600 feet.
- **Flares** must be capable of burning for twelve hours.

Following Distance

- Maintain a proper **following distance** as you approach the vehicle you intend to pass.
- You should always remain at least two seconds in **following distance** behind the vehicle ahead of you.

Fraud

- Identity **fraud** is a felony.
- The issue of preventing identity **fraud** has always been a key concern for the Division.

Freeway

- Do not back up on a **freeway** or interstate.
- A **freeway** gets us where we are going faster and safer than ever before.

Fuel

- Be sure your vehicle has a sufficient amount of **fuel**.
- Check your owner's manual to see what type of **fuel** is recommended for your car.

Gasoline

- Fighting a **gasoline** or oil fire with water will only spread the fire.
- Spilled **gasoline** pollutes the air when it evaporates.

GOV

An abbreviation for government used in government websites, for example:

- www.driverlicense.utah.gov
- <http://renewalexpress.utah.gov>

Hazardous

- By stopping a fire in its early stages, you can avoid expensive property loss and prevent an extremely **hazardous** condition.
- Tailgating is a **hazardous**, unwise practice.

Hazard(s)

- Bridges, tunnels, and overhanging trees that were no problems when you were driving a smaller car can be a definite safety **hazard** when driving a larger vehicle.
- The **hazards** of driving through highway work zones are increased at night.

Headlights

- All vehicles, except motorcycles, must have at least two operational **headlights** (one on each side) which are white in color.
- Turn on your **headlights** no later than half an hour after sunset and keep them on until half an hour before sunrise.

Homicide

- Automobile **homicide** carries a ten (10) year IID restriction.
- A lifetime alcohol-restricted status will result when a driver is convicted for automobile **homicide** or a felony DUI.

Identification Card

- The legal/lawful status of an individual will determine what type of driving certificate or **identification card** the applicant is eligible to obtain.

Ignition/Interlock

- It is dangerous to turn your vehicle's **ignition** to the lock position while it is in motion.
- If you are convicted in court for an alcohol-related offense, the court can issue a court order that requires that you have an **ignition interlock** device (IID) installed in your vehicle.

Interchange

- It is recommended that vehicles exit the Express Lanes at least one **interchange** before desired exit.
- There are some things that may help drivers when passing through a single point urban **interchange**.

Intersection(s)

- A substantial number of car-truck collisions take place at **intersections** because the driver of the car does not realize how close the truck is or how quickly it is approaching.
- If you arrive at an **intersection** at approximately the same time as vehicles from different directions, the driver on the left shall yield the right-of-way to the vehicle on the right.

Lane

- When you travel through a work zone, adjust your **lane** position away from workers and equipment.
- The color of **lane** markings will give you an indication of what type of traffic you can expect to have on the roadway on which you are traveling.

Lawful Presence

- A Driving Privilege Card is the evidence of the privilege to drive a motor vehicle and was obtained without providing evidence of **lawful presence** in the United States.
- Applicants who are not U.S. Citizens who have proof of legal/**lawful presence** in the United States are eligible to apply for a "limited-term" Utah driver license.

Learner Permit

- If you are at least 15 years old, you may apply for a **learner permit**, if desired or needed.

Liability

- All motorcycles licensed for street use must have **liability** insurance coverage.

Limited-Term

- Applicants who are not U.S. Citizens who have proof of lawful presence in the United States are eligible to apply for a “**limited-term**” Utah driver license.

Markings

- Pavement **markings** are useful aids to the driver.
- The 65/75 mph transition zones in Utah are indicated with pavement **markings** and additional signs.

Mirror(s)

- Many drivers feel that using only their **mirrors** to check for other traffic is adequate for changing lanes.
- Wait until the vehicle you have just passed can be seen in your inside rearview **mirror**.

Moped

- Follow the same rules as a bicycle, **moped**, or motorcycle.
- A new Utah law allows you to pass a bicycle or **moped** proceeding in the same direction left of the center lane if the bicycle or **moped** is travelling at a speed less than the reasonable speed.

Motorcycle(s)

- A windshield is required on all vehicles except **motorcycles**.

Motorcyclist(s)

- The **motorcyclist** maintains steering control with his/her hands.
- The **motorcyclist** relies on all his/her senses, including touch, in operating the motorcycle.

Motor Vehicle

- All individuals who have never been licensed to drive a **motor vehicle** must complete an approved driver education course before being licensed in Utah.
- Drivers of **motor vehicles** must treat bicycle riders the same as drivers of other vehicles.

Mounted

- All vehicles are required to have two rear view mirrors; a left outside mirror, and either an interior center-**mounted** mirror or a right outside mirror.
- Vehicles must have two red tail lights **mounted** on the rear of the vehicle.

MPH

- Do not forget, the school speed law is 20 **mph**.
- Your car may start to “hydroplane” at speeds over 35 **mph**.

Obey

- Observe and **obey** all warning signs and signals.
- The operator of a bicycle must **obey** the same rules of the road.

Oncoming

- You must first yield to **oncoming** traffic and pedestrians.
- If your vehicle’s high beam lights are on and a car is coming toward you, dim your lights before you get within 500 feet of the **oncoming** car.

Out-Of-State

- Visitors with a valid **out-of-state** or out-of-country license may drive in Utah for up to six months.

Pavement

- A stop line, an “X” and the letters “RR” may be painted on the **pavement** in front of railroad crossings.
- **Pavement** markings are useful aids to the driver. They must be understood if you are to drive legally and safely.

Pedestrian(s)

- Bicyclists and **pedestrians** may dart in front of your car without warning.
- When riding a bicycle on a sidewalk or crosswalk, bike riders must ride slowly, and must yield the right-of-way to any **pedestrian**.

Photo

- When you apply for a license or identification card, your **photo** will be taken.
- You will receive a temporary license with a **photo** that day.

Pollution

- Cars are a major source of air **pollution** in the United States.
- Individual driving habits make a big difference in the amount of **pollution** a car produces.

Privilege(s)

- Those drivers can expect revocation, suspension, denial, or disqualification of their driving **privileges**.
- The driver’s home state will suspend the driver’s **privilege** to drive.

Railroad

- Never pass a car that is going your direction at a **railroad** crossing.
- Train tracks are private property, no matter which **railroad** owns them.

Ramp

- There is a lane which is part of the exit **ramp** and which is meant for slowing down.
- Do not use an entrance **ramp** to exit the freeway; it is illegal, even in a traffic jam.

Rear

- If your **rear** wheels skid to the right, turn your front wheels to the right.
- Before riding through an intersection, check for traffic from the right, left, **rear**, and front.

Reflector(s)

- Vehicles must have one amber **reflector** on each side of the vehicle.
- Some loads may also require red **reflectors** in addition to the lights.

Reinstatement

- After **reinstatement** of the driving privilege, the driver will retain full driving privileges.
- To regain these items, you must pay required **reinstatement** fees.

Renewal(s)

- This will enable DMV to send your **renewal** notice to the correct address.
- Vehicle registration **renewals** may be completed through a number of options.

Revocation

- Those drivers can expect **revocation**, suspension, denial, or disqualification of their driving privileges.
- You have been convicted of careless driving and a judge has ordered **revocation** of your driver license.

Revoked

- The Department of Motor Vehicles is required to **revoke** the vehicle registration unless insurance is purchased within 30 days.
- If you drive while your license is denied, suspended, or **revoked** you may be sentenced to jail for 90 days and be required to pay a fine.

Right-Hand

- Keep your vehicle on the **right-hand** side of the road.
- Merge into the **right-hand** lane without disrupting the flow of traffic on the freeway.

Right-Of-Way

- It is more important to avoid crashes than to insist on your **right-of-way**.

Vocabulary Study Guide for the Utah Driver Handbook

- If you are in an intersection and want to turn left, you must yield the **right-of-way** to any vehicle approaching from the opposite direction.

Roadway

- Pull over to the right side of the **roadway**.
- Remember, it is illegal to leave the **roadway** when passing on the right.

Roundabout(s)

- **Roundabouts** were created in an effort to reduce the number of points where conflict can occur between vehicles and other vehicles or pedestrians.
- Always enter the **roundabout** to your right.

Sidewalk(s)

- When driving across a **sidewalk**, you must yield to pedestrians.
- Pedestrians have the right-of-way on all **sidewalks**.

Slow-Moving

- When the lane is too narrow to pass a cyclist safely, wait until the next lane is clear and give the bicycle all the rights of any other **slow-moving** vehicle.

Steering

- As you go faster, the problem becomes worse and you will lose control of your **steering**.
- In addition, the motorcyclist maintains **steering** control with his/her hands.

Street-Legal

- It is possible to register an ATV or a utility type vehicle (UTV) as a **street-legal** all-terrain vehicle when certain conditions are met.

Tractor-Trailer(s)

- **Tractor-trailers** take longer to stop than a car traveling at the same speed.
- Always pass a **tractor-trailer** completely and always on the left side.

Traffic

- Check carefully for vehicle **traffic** before you step into the intersection.
- Children are often not careful around **traffic**.

Truck(s)

- Be prepared to stop when you are following buses or **trucks** which are required to stop at railroad crossings.
- You should avoid riding too closely behind large **trucks**.

Two-Way

- On a **two-way** street, uphill curb parking requires your steering wheel to be turned to the left.

Vocabulary Study Guide for the Utah Driver Handbook

- On a highway with **two-way** traffic, get back to the right-hand side of the road before coming within 200 feet of any vehicle approaching from the opposite direction.

The United States

- **The United States** has adopted an international-type system of traffic control devices which uses pictures rather than written messages.

Unsafe

- Skills tests will not be given when conditions exist that could create **unsafe** driving.
- It is illegal to drive any vehicle which is in **unsafe** condition.

U-Turn(s)

- Each city has its own law concerning **U-turns**.
- Do not make **U-turns** on the freeway, it is illegal.

UTV

- A Utility Type Vehicle **UTV** is, any recreational vehicle designed for and capable of travel over unimproved terrain.

Verification

- Safety inspection certificates are an accepted means of **verification** for cars, trucks, and motorcycles.
- You must provide acceptable proof of residency **verification**.

Warning Devices

- Use your flares or other emergency **warning devices** to warn other drivers.
- Public railroad crossings have been marked with **warning devices** for your safety by highway departments and the railroad companies.

Windshield(s)

- Safety glass is required equipment for all car windows and **windshields**.
- A **windshield** is required on all vehicles except motorcycles.

Zone(s)

- Highway work **zones** are those portions of a street or highway where construction, maintenance or utility work is being done to the road.
- Many work **zone** crashes are preventable.

Alcohol



(n.) a clear liquid that has a strong smell (used in beer, wine, or whiskey) that can make a person drunk and not able to drive

Alcohol-Related

(adj.) something that involves the use of alcohol

Alcohol-Restricted

(adj.) used to describe a location or situation where alcohol is not allowed

Alert

(adj.) able to think clearly and to notice things

Applicant

(n.) person who applies for or requests something, such as a driver license

Arrow



(n.) a mark that is used to show direction

ATV



All Terrain Vehicle (n.) a small open vehicle with three or four large wheels that is used to drive over very rough ground

Authorized

(adj.) to give legal or official permission for something

Automobile(s)



(n.) car; a vehicle used for carrying passengers on streets and roads

Bicyclist(s)



(n.) a person who rides a bicycle

Brake(s)

(n.) a device for slowing or stopping something (such as a car)

Caution

(n.) being careful to avoid danger or risk

CDL

Commercial Driver License (n.) a special driver license that is required to drive any vehicle that:

- weighs 26,001 pounds, or 10,001 pounds with any type of trailer towed
- transports certain amounts of hazardous items
- requires warning signs under Department of Transportation regulations
- is meant for 16 or more passengers (including driver) or more than 8 passengers (including the driver), for payment.

Certificate(s)

(n.) a document that shows evidence (proof) of status

Collision(s)

(n.) crash; coming violently into contact with another object and causing damage

Convicted

(v.) to prove that someone is guilty of a crime in a court of law

Conviction

(n.) the act of proving that a person is guilty of a crime in a court of law

Crossing(s)

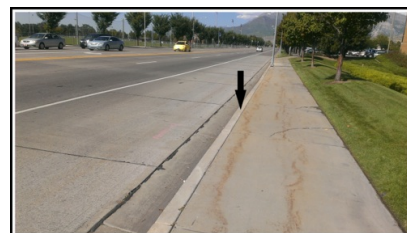
(n.) a place where two things (such as a street and a railroad track) cross each other
(v.) the act of going across something

Crosswalk(s)



(n.) an area for pedestrians to cross the street

Curb



(n.) stones or concrete that form an edge for the sidewalk

DMV	Division of Motor Vehicles (n.) a state-level government agency that provides vehicle registration title services
Donor	(n.) a person who gives something (such as blood or a body organ) so that it can be given to someone who needs it; for example, a donor card says that you want to donate your body organs when you die
Driver License	(n.) an official document or card which shows that you have the legal right to drive a vehicle
Driver License Division	(n.) the part of the Utah Department of Public Safety that provides driver license services
Driving Privilege	(n.) the right or ability to legally drive

Driving Privilege Card

(n.) a card that is used instead of a driver license and is given to someone with no evidence of legal presence in the United States or Social Security number

Drug(s)

(n.) an illegal and often harmful substance (such as heroin, cocaine, or marijuana) that people take for pleasure, or a legal drug that is used incorrectly

DUI

Driving Under the Influence - a term used when drivers are affected by drugs or alcohol

Emergency

(n.) a sudden and usually dangerous situation that calls for immediate action

Emission(s)

(n.) something sent out or given off from a source (such as energy or gas)

Emotional

(adj.) showing strong feelings

Endorsement

(n.) permission

Exit



(v.) going out or away; to leave

(n.) something that is used as a way to go out of a place

Flare(s)

(n.) a bright blaze of fire or light
used as a signal

Following Distance

(n.) the rule of keeping a safe
distance between your vehicle
and the vehicle ahead of you

Fraud

(n.) the crime of lying in order to take money or goods from someone

Freeway



(n.) an express highway with no intersections

Fuel

(n.) a material (such as coal, oil, or gasoline) that is burned to produce heat or power

Gasoline



(n.) liquid made from petroleum and used especially as a fuel for engines; gas

GOV

An abbreviation for government used in government websites

Hazardous

(adj.) involving risk or danger

Hazard(s)

(n.) a source of danger

Headlights



(n.) the lights on the front of a car

Homicide

(n.) the act of killing another person

Identification Card

(n.) a card that has your name and other information about you and that often includes your photograph

Ignition



(n.) the device that is used to start a car's engine along with the key

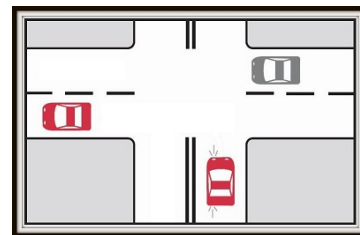
Interchange

(n.) an area where two or more highways meet

Interlock

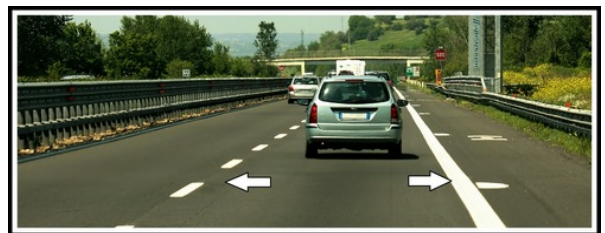
(v.) to connect or lock two or more things together

Intersection(s)



(n.) a place where two or more roads meet

Lane



(n.) a part of road that is marked by painted lines and that is for a single line of vehicles moving in the same direction

Lawful Presence

(n.) the ability to live in a particular place or area that is allowed by the law

Learner Permit

(n.) a document (piece of paper) that allows a person to learn how to drive a car

Liability

(n.) when a person is legally responsible for something

Limited-Term

(adj.) a short period of time

Markings

(n.) marks, shapes, or words that are written or drawn on something; for example, road markings

Mirror(s)



(n.) a piece of glass that reflects images

Moped



(n.) a small motorcycle

Motorcycle(s)



(n.) a motor vehicle similar to a bicycle, but larger and heavier

Motorcyclist(s)



(n.) the person who rides a motorcycle

Motor Vehicle



(n.) a machine that is used to carry people or goods from one place to another; cars, trucks, and other vehicles

Mounted

(adj.) attached to something,
such as a car

MPH

Miles Per Hour - the speed at
which a car or other vehicle
travels

Obey

(v.) to follow a command or
instruction

Oncoming

(adj.) when something is coming
from the opposite direction

Out-of-State

(adj.) from outside of a state's
boundaries

Pavement



(n.) the hard surface of a road or driveway

Pedestrian(s)



(n.) a person who is walking alongside a road or in a crosswalk

Photo

(n.) a picture made by a camera

Pollution



(n.) things that make land, water, and air dirty and not safe to use

Privilege(s)

(n.) a benefit that is given to some people and not to others

Railroad



(n.) a permanent road with rails, for trains

Ramp



(n.) a sloping surface; the roadway entrance to a highway or freeway

Rear

(n.) the back part of something

Reflector(s)



(n.) an object that is used to reflect light

Reinstatement

(n.) to put (someone) back in a job or position that had been taken away

Renewal(s)

(n.) the act of extending the period of time when something is effective or valid; the act of renewing something

Revocation

(n.) the act of taking away

Revoked

(v.) to take back or take away

Right-Hand

(adj.) describes something that is on the right side of a person or object (for example, the right-hand side of the road)

Right-of-Way

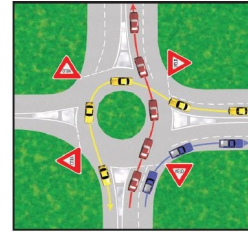
(n.) the rule that allows one vehicle or pedestrian to move before another vehicle or pedestrian moves

Roadway



(n.) the surface of a road

Roundabout(s)



(n.) a circle-like area where two or more roads meet and where all vehicles must move in the same direction

Sidewalk(s)



(n.) the walkway or path beside a road

Slow-Moving

(adj.) moving at a slow speed

Steering

(v.) to control the direction in which something (such as a car) moves;
(n.) the mechanical parts of a car that are used to control its direction

Street-Legal

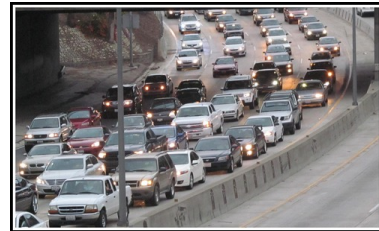
(adj) used to describe a vehicle that has been modified (changed) to operate on highways

Tractor-Trailer(s)



(n.) a large vehicle consisting of an engine with an attached trailer

Traffic



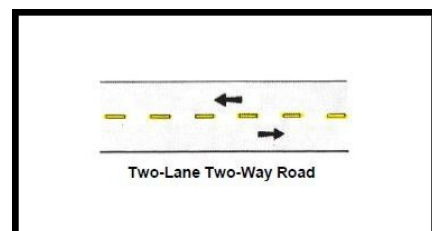
(n.) all the vehicles driving along a the same road or in the same area

Truck(s)



(n.) a very large, heavy vehicle that is used to move large or numerous objects; a vehicle that has an open back with low sides

Two-Way



(adj.) moving or allowing movement in both directions on the street

The United States

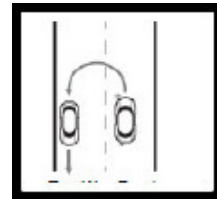


(n.) a country in North America

Unsafe

(adj.) not safe; able or likely to cause harm or damage

U-Turn(s)



(n.) When a person driving in one direction turns around to go the opposite direction

UTV



Utility Task Vehicle (n.) a small 2-person or 6 person four-wheel drive off-road vehicle, usually equipped with a cargo box in the rear of the vehicle

Verification

(n.) evidence that confirms (shows) the truth of something

Warning Devices

(n.) an object, machine, or piece of equipment that has been made to tell someone about possible danger or trouble

Windshield(s)



(n.) the glass that forms the front window of a car

Zone(s)

(n.) an area that has a specific purpose, for example, a pedestrian zone is an area where vehicles are not allowed so that people can walk safely

Alcohol



Alcohol

Alcohol-Related

Relacionado con el
Alcohol

Alcohol-Restricted

Alcohol Restringido

Alert

Alerta

Applicant

Soliciatante

Arrow



Flecha

ATV



Cuatrimoto

Authorized

Autorizado

Automobile(s)



Automóvil(es)

Bicyclist(s)

Ciclista(s)

Brake(s)

Freno(s)

Caution

Precaución

CDL

Licencia de Conducir
Comercial

Certificate(s)

Certificado(s)

Collision(s)

Colisión(es)

Convicted

Condenado

Conviction

Convicción

Crossing(s)

(n.) Cruce(s)
(v.) Cruzar

Crosswalk(s)



Paso Peatonal (Pasos Peatonales)

Curb



Cuneta

DMV

División de Vehículos
Motorizado

Donor

Donador

Driver License

Licencia de Conducir

Driver License Division

División de la Licencia de
Conducir

Driving Privilege

Privilegio de Conducir

Driving Privilege Card

Conducción Tarjeta de Privilegio

Drug(s)

Droga(s)

DUI

Conducir Bajo la Influencia

Emergency

Emergencia

Emission(s)

Emisión(es)

Emotional

Emocional

Endorsement

Endoso

Exit



(v.) Salir
(n.) Salida

Flare(s)

Luz de Bengala(s)

Following Distance

Distancia de Seguimiento

Fraud

Fraude

Freeway



Autopista

Fuel

Combustible

Gasoline



Gasolina

GOV

Abreviatura de Gobierno
utilizado en sitios web
del Gobierno

Hazardous

Peligroso

Hazard(s)

Fuente de Peligro(s)

Headlights



Faros

Homicide

Homicidio

Identification Card

Tarjeta de Identificación

Ignition



Encendido

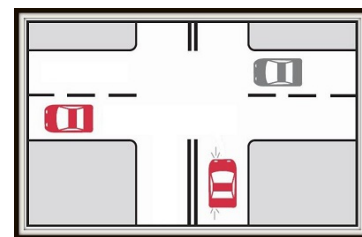
Interchange

Intercambio

Interlock

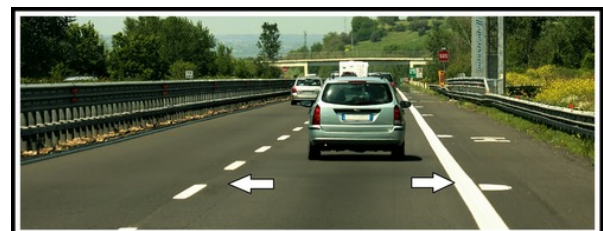
Interbloqueo

Intersection(s)



Intersección(es)

Lane



Carril

Lawful Presence

Presencia Legal

Learner Permit

Permiso de Aprendiz

Liability

Responsabilidad

Limited-Term

Plazo Limitado

Markings

Marcas

Mirror(s)



Espejo(s)

Moped



Motoneta

Motorcycle(s)



Motocicleta(s)

Motorcyclist(s)



Motociclista(s)

Motor Vehicle



Automóvil

Mounted

Montado

MPH

Millas por Hora

Obey

Obedecer

Oncoming

Inminente

Out-of-State

Fuera del Estado

Pavement



Pavimento

Pedestrian(s)



Peatón(es)

Photo

Foto

Pollution



Contaminación

Privilege(s)

Privilegio(s)

Railroad



Ferrocarril

Ramp



Rampa

Rear

Trasero

Reflector(s)

Reflector(es)

Reinstatement

Restablecimiento

Renewal(s)

Renovación(es)

Revocation

Revocación

Revoked

Revocado

Right-Hand

En la Derecha

Right-of-Way

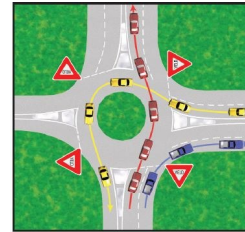
Preferencia

Roadway



Carretera

Roundabout(s)



Rotonda(s)

Sidewalk(s)



Banqueta(s)

Slow-Moving

De Lento Movimiento

Steering

(v.) Conducir;
(n.) Dirección

Street-Legal

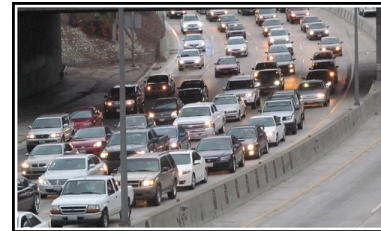
Vehículo Permitido en Carretera

Tractor-Trailer(s)



Camión Semiremolque(s)

Traffic



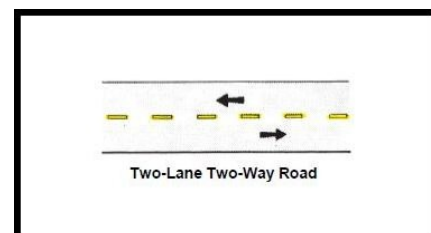
Tráfico

Truck(s)



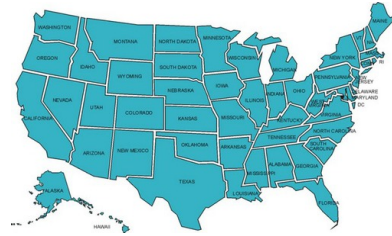
Camión(es)

Two-Way



Doble Sentido

The United States

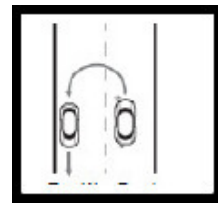


Los Estados Unidos

Unsafe

Inseguro

U-Turn(s)



Vuelta(s) en U

UTV



Vehiculo de Uso Recreativo

Verification

Verificación

Warning Devices

Dispositivos de
Advertencia

Windshield(s)



Parabrisas

Zone(s)

Zona(s)
