

Learning Together

**A resource for volunteers
working with Adult EAL learners**

September 2009

**Adult Language Training Branch
Manitoba Labour and Immigration**

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Welcome to volunteering in Adult EAL (Adult English as an Additional Language)

Volunteering is the most fundamental act of citizenship and philanthropy in our society. It is offering time, energy and skills of one's own free will. It is an extension of being a good neighbour, transforming a collection of houses into a community, as people become involved in the improvement of their surroundings and choose to help others. By caring and contributing to change, volunteers decrease suffering and disparity, while they gain skills, self-esteem and change their lives. People work to improve the lives of their neighbours and, in return, enhance their own.

– *Making a Case for Volunteer Centres*, Volunteer Ontario, 1996

We welcome and value a diverse group of volunteers and the contribution that they make. Volunteers play a vital role in Canadian society. As organizations we are committed to working toward:

- involving volunteers in meaningful ways in our programs – using their various abilities, skills and backgrounds
- welcoming and valuing a diverse group of volunteers
- providing orientation to our organizations and to our policies and procedures
- providing training through workshops on a variety of topics and sharing information about other activities, courses and workshops that may help them to gain skills
- supervising, supporting, giving feedback and acknowledging our volunteers' work and contributions

Introduction to volunteering in Adult EAL

Manitoba welcomes about 11,000 newcomers each year. People come here from all over the world for different reasons. Manitoba recognizes the important contributions that immigrants and refugees have made and continue to make to the community. One of the critical needs of many newcomers is to learn English. With your help, this barrier may be more easily overcome.

Volunteering with Adult EAL learners can be an exciting two-way learning experience. You can learn about another country, language and culture while supporting a newcomer in understanding the Canadian culture and English language.

There are different kinds of volunteers.

1. A volunteer in an EAL classroom works with an experienced professional during class time. Classroom volunteers can be post-secondary students planning to teach abroad, potential Adult EAL teachers, retired school teachers and Teaching English as a Second Language students. See the section Volunteers in an Adult EAL classroom.
2. A language partner volunteer agrees to meet with an Adult EAL learner outside of class time to practise English. Anyone who has extra time, speaks English and likes to meet new people may be interested in this type of volunteering. Language partners meet face to face in mutually agreed upon places. See the section Language partner volunteers.
3. A volunteer tutor is sometimes needed when a learner cannot access a language class. Ideally, a volunteer tutor is someone who has a background in adult education, has lived or worked in a non-English speaking country, has learned a second language as an adult, is cross-culturally sensitive, understands the needs of newcomers to Manitoba, can access appropriate resources, has time to develop and deliver lessons and is looking for a challenge. See the section Volunteer tutors.

Professionals and Adult EAL classes

Adult EAL classes are free for immigrants in Manitoba. These programs are government funded and employ qualified Adult EAL teachers. The teachers use current Adult EAL teaching methods, have access to educational resources, attend professional development in-services, have experience working in a cross-cultural setting, and have training in curriculum design, material development, lesson planning, assessment procedures, language learning styles and strategies, applied linguistics and language acquisition theory.

Rewards of your volunteer experience

Some of the rewards of your volunteer experience may include:

Improved communication skills

The primary goal of the volunteer experience is to help newcomers learn English.

Friendship

What starts as a volunteer activity may result in the creation of a friendship.

Reduced isolation

Newcomers and Canadian-born people can experience loneliness when family members and friends are far away. Your regular volunteer activity may prove to be of mutual benefit.

Raised awareness of the needs of new Canadians

As you get to know Adult EAL learners you will become aware of the needs of newcomers and you can educate others in your community or workplace about the barriers facing newcomers.

Orientation to a new culture and increased cross-cultural understanding

Many people discover that there are as many similarities between cultures as differences. We all have concerns or feelings about family, employment, social and political issues.

Improved quality of life

Our lives are enriched by the contributions of newcomers and the sharing of knowledge and skills creates opportunities for personal growth and the fostering of healthy families and communities.

It is one of the beautiful compensations of life that no man can sincerely help another without helping himself.

– Ralph Waldo Emerson

Each year Canada resettles thousands of refugees from around the world under its refugee and humanitarian resettlement program. In 2008, Canada welcomed 7,295 government-sponsored refugees and 3,512 privately sponsored refugees.

–*Facts and Figures*, Citizenship and Immigration Canada, September 2009

What you should know about EAL learners

Adult immigrants and refugees come to Manitoba with experience and information acquired over many years. You can use their past experience and cultural differences as a resource. It is often useful to start a discussion, in English, about what they already know about a topic. Real communication happens when you genuinely want to learn something, so invite the newcomer to talk about customs or systems in his/her native country. Be careful not to pry on sensitive or uncomfortable areas of previous experience such as political conflicts.

Adults learn best when they are actively involved in the learning process. Active involvement can mean deciding how to work together and what to study or talk about. It is important to explain why you are giving information or doing a certain language learning activity. Also, you should reinforce the notion that you are not an authority on Canadian customs, teaching methodologies or the English language.

The content of the language learning activity should be directly related to daily life, i.e., the material or topic must be relevant. It should be focused on the EAL learner's needs to communicate in his/her life. Often the use of real, meaningful texts such as actual bills, directories, receipts, recipes, notices and maps are more useful than worksheets and school textbooks.

Adults learn in many different ways. There is no one best way to learn or teach. New information and language can be learned through a variety of activities. Some people learn by step-by-step instruction. Others prefer informal conversation. Other learning ways can include research, discussion, demonstration, videos, pictures, outings, etc.

Sufficient time is needed to integrate new information and knowledge. It can be an overwhelming experience to settle in a new country, learn a new language and understand the new culture. You can talk about the newcomer's readiness to receive information and/or learn and practise English.

Adults find it difficult to learn when they are over stimulated, stressed or anxious. Be aware of the cultural adaptation phases. Warning signs of deep depression or intense family conflict may necessitate referral to a trained professional. (See the section Summary of services for immigrants in Manitoba.) Lethargy, loss of appetite, and lack of concentration may be signals of emotional problems.

Frequent, meaningful feedback should be built into the learning activities. You can review previous discussions and provide follow-up or enhancement opportunities. Also, you can ensure understanding by comprehension checks (See Glossary.)

Choose processes that help the newcomer learn to transfer their knowledge and skills from one topic to another. You do not want to foster a dependency so you might want to emphasize how to access information and engage in language activities such as practising how to use the telephone directory, how to check if information is current and how to clarify a message. Use key phrases such as:

"I need information about..."

"Who can I talk to about...?"

"I need a translator."

"Do you mean (paraphrase)...?"

Canada's citizenship and immigration programs help build a community of citizens in several different ways. Immigrants are accepted into Canada under a variety of categories.

Some people come to Canada as immigrants who have chosen Canada as their new home (independent immigrants, entrepreneurs, self-employed, investors).

Some people come to reunite with family members already living here (family class, assisted relatives). Some have come to Canada as refugees – people who cannot return to their country because of war or fear of persecution.

Manitoba has a special immigration program. In June 1998, the governments of Canada and Manitoba signed the Canada-Manitoba Immigration Agreement. It allows Manitoba to recruit, screen and nominate prospective immigrants who have the skills to fill specific Manitoba labour market demands and contribute to Manitoba's industrial and economic growth.

To learn more about the immigration process, visit the Citizenship and Immigration Canada website at cic.gc.ca/english/index.asp or Manitoba's immigration and settlement website at www.immigratemanitoba.com.

Volunteers in an Adult EAL classroom

Although your job is a volunteer one, the commitment and responsibility are professional.

Expectations

- Adult EAL teachers rely on volunteers. They plan their lessons around the use of a volunteer, i.e., the timing, group work and activities are developed with the understanding that another helper will be available. After a schedule is developed it is expected that the volunteer will honour the time commitment that is established. It is important that volunteers arrive on time and let the teacher, program co-ordinator or language partner know if they are unable to be there.
- The classroom teacher works hard on developing routines, e.g., how to conduct language drills. He or she follows a sound, logical, systematic progression for learning. It is important that the volunteer observes the ways of the teacher and continues in the same manner, following the teacher's directions when asked to work with the learners.
- A volunteer is expected to observe the teacher and watch for cues to offer assistance to one or a number of learners. The teacher's primary focus is the learners and after some initial observation and discussion the teacher and volunteer can develop a working relationship that is efficient and does not interfere with the precious class time of the learners.
- The volunteer provides the learners with an additional opportunity to interact with a native English speaker. This expectation of good modelling requires no extra effort, as it is the natural stress and intonation patterns (the emphasis of words in a sentence, in a phrase, etc.), use of common vocabulary including idioms and socially appropriate verbal and non-verbal behaviours that are so important for Adult EAL learners to observe.
- The classroom volunteer must be flexible. Working with adult newcomers requires empathy towards complicated and unsettled lives. It may mean that learners are absent because of family responsibilities, or the teacher may change the lesson plan to respond to immediate needs or seize an opportunity to exploit a language-learning situation.
- From time to time newcomers may share sensitive information with you. Please respect this trust and maintain confidentiality. Please do not discuss learners, teachers or confidential information from schools or about learners with anyone other than the staff with whom you are working.

Types of activities

Classroom teachers will request volunteers for a variety of reasons. Some classes are very large and the teacher is not able to provide enough speaking and listening opportunities for all the learners during the class time and he/she needs another English speaker to be a good model and/or to work with individuals or groups.

A volunteer may be requested to work with an individual or a very small group that is not at the same level as the rest of the class.

The teacher will give the volunteer instructions and/or materials to work with in the small group or one-to-one situation.

The instructions may include some of the following activities.

Drill words and phrases

Drilling is a technique used to reinforce vocabulary, learn pronunciation or practise short grammatical phrases. The learners repeat after the model many times. There are variations of drilling. Some drills are done with single words, then a short phrase, and then a whole sentence. For example:

First	Then	And then
Teacher/volunteer says, "weekend"	learner/s repeat	Teacher and learner/s repeat several times
Teacher/volunteer says, "on the weekend"	learner/s repeat	Teacher and learner/s repeat several times
Teacher/volunteer says "I went fishing on the weekend."	learner/s repeat	Teacher and learner/s repeat several times

Each part is repeated five to 10 times. Sometimes drills are used to develop patterns. Substitution drills help learners to learn a phrase that can be used for many different situations such as:

"I went fishing on the weekend."

"I went shopping on the weekend."

"I went golfing on the weekend."

Drills can be done with picture cues or written words and phrases. In large groups, sometimes the teacher drills the target words with the whole class, then one group, and then individual learners. Note how the teacher conducts drills and follow the same pattern when working with individuals or small groups.

Work on pronunciation

This is often the area that teachers feel needs to be addressed with individuals because each person has his/her own specific problems. The teacher will give you a list of words or phrases or exercises to do with the learner. You may need to use an audio recorder. It is interesting to note that often pronunciation errors occur because the learner has not been able to discriminate the sound aurally, so some listening exercises may be required first. Also, having the learner hear his/her own voice helps tremendously in overcoming pronunciation difficulties. Although single sounds and words are important, do not overlook the stress and intonation of the entire sentence or phrase.

Do a dialogue

A teacher may give you the transcript of a dialogue to practise with the learner/s. It may be additional practice after the whole class has been introduced to it or it may be a new dialogue. It is important that the situation (who and where the speakers are, what their relationship is and what are they talking about) is established and the new words or phrases are understood.

Read it aloud a couple of times, and then read it line by line with the learner/s repeating after you. Continue to have the learner/s repeat, especially if their pronunciation is hard to understand. Then assign the parts of the dialogue (role-play).

For example, if it is a dialogue about making an appointment, you take the part of the receptionist and the learner makes the appointment. Try it several times with the transcript and then try it without looking at the transcript. You may want to do comprehension checks periodically. (See Glossary.) If you have access to an audio recorder, you may want to record a version of the dialogue after it has been practised so the learner/s can hear their own voices. If time permits, you can expand the dialogue (what is said before, after or at the next meeting), add substitutions (change the time, the problem, etc.) or personalize it (using your own information or information from the learner/s).

Reading

If the teacher asks you to work with learner/s on a reading, it may be helpful for you to read it aloud first. Then have the learners read. Pick out the vocabulary that is not known. Discuss each new word or phrase. Read it again. Then ask some comprehension questions (use the 5 Ws – who, what, where, when and why).

Depending on the level, learners can be asked to form the questions. Often this work is done orally first. You may have time to get personal reactions to the reading such as "Have you ever had that experience?" or "What do you think about...?"

Writing

A teacher may ask you to support an individual as he/she works through a writing exercise. Be sure the learner understands the instructions. Give him/her a chance to work on his/her own but be available to answer questions, confirm understanding, etc. Immediate correction and feedback is possible when working one to one, so try to offer it as soon as you can.

Language partner volunteers

The purpose of this type of volunteer activity is to provide opportunities for Adult EAL learners to develop and practise their language skills and learn about their community, workplace or school. It can also provide you with a great opportunity to get know someone in your neighbourhood, workplace or school.

Expectations

You can help EAL learners gain a feeling of belonging as well as develop the confidence needed to use English with others. You may be one of the only English-speaking Canadians that he/she talks to regularly. With your help, new Canadians can more easily take steps to adapt to life in Canada successfully.

- Although language partner relationships are very informal, there is an expectation that both language partners will make efforts to make the experience a successful one. It is anticipated that you will meet at least a few times before changing partners or abandoning the idea.
- There is no training or preparation needed to become a language partner although reading this manual and attending the Adult Language Training Branch's volunteer training workshops may be advantageous. For a workshop schedule see www.immigratemanitoba.com. Go to For EAL Teachers – Volunteers.
- The volunteer provides an opportunity for an Adult EAL learner to interact with a native English speaker. This expectation of good modelling requires no extra effort as it is the natural stress and intonation patterns, use of common vocabulary, including idioms and socially appropriate verbal and non-verbal behaviours, that are important for language learner to observe. You can give a newcomer a chance to practise and listen to authentic English. You are not a teacher but you can do something that cannot be done in a language class.
- There should be no costs incurred by becoming a language partner.

Culture note – Which hand do you use?

In Islamic cultures, the right hand is used for eating and the left for bathroom functions. It is very insulting to be handed something with the left hand. Asians and Africans are taught to use both hands when presenting or receiving something. Often the North American way of casually using either hand is seen as a sign of rudeness.

(Rubin and Thompson, 1994)

First meeting

Once you have been matched with a partner and the first meeting has been arranged, you can get to know one another as you would when meeting anyone new, i.e., exchange information about name, background, work, etc. You may want to talk about why and how each of you got involved in the language partner volunteer program.

You need to discuss when and where you will meet in the future. If you are very clear about this at the beginning you can prevent misunderstandings and hurt feelings later on. You can arrange to meet once a week at a certain time and plan for only four weeks. This can be renewed if desired or you can both arrange to change partners at the end of the prearranged time period.

You may want to limit some of the initial meetings to about 15 minutes because for some people speaking and listening in their new language can be very tiring and stressful. This time limit will vary from person to person or may increase as the weeks go on. Here are some examples of scheduled meetings:

- At work, meet every Tuesday morning at coffee break.
- At school, meet every Wednesday after class in the learner lounge.
- In the community, meet Friday at 10 a.m. in the library or at a seniors' or community centre.

Make a list of the things you are both interested in or copy the following two pages and use it as a checklist for topics to discuss at each meeting or simply let the conversation flow naturally.

Suggested conversation starters

My country - (size, population, capital cities, geography, history, special days) Perhaps maps, pictures, books will be useful to promote discussion. It may be interesting to compare Canada to your partner's first country.

Hobbies - Music, gardening, chess, stamps or some other past time may provide a common subject to discuss. You can talk about your favourite sport and/or leisure activity (active or spectator sports, festivals, taking courses, museums, galleries and libraries). You could teach each other a game.

Current events - You and/or your partner can bring a newspaper clipping or magazine article to discuss. Information about sporting events, world news, employment, taxes, elections, etc. can promote discussion.

Weather - It is interesting to note that most small talk between native speakers begins with comments about the weather. Certainly, winter in Manitoba can be

the subject of many discussions. Our extreme cold temperatures and the need to dress appropriately to avoid frostbite and hypothermia can be a valuable exchange of information. Also stories about road conditions, accidents and storms, although not pleasant, can offer valuable preventive information as well as good language-learning opportunities.

Shopping and consumerism - Many people like to talk about great deals they have gotten. You may want to discuss shopping for food, appliances, cars, houses, types of stores, flyers, exchange, refund, reading bills and receipts, garage sales, second hand shopping, "too good to be true" offers, telephone and door-to-door solicitation.

Food - You can compare likes and dislikes. Discuss eating in or going out to eat, favourite recipes, favourite restaurants, typical dishes, what food is eaten on special occasions. What is your main meal? Who prepares the food at your house? What are appropriate topics to discuss during a meal?

Employment - This topic may be of interest to newcomers who are actively seeking work or people who need to understand the system. You can talk about how you found your job. You can talk about how your workplace is organized, how people communicate, and how decisions are made – or even what people talk about at coffee break.

Health care - This is always in the news. Some people may want to talk about their own ailments and medication. You can talk about dentists, walk-in clinics, previous injuries, hospital stays and/or specialists.

My home - Do you live in a house or apartment? How did you find it? Are the houses and yards different in Canada from those in your first country? You can talk about garbage pickup, recycling, insurance, moving, yard maintenance, etc.

My family - How many people are there in your family? How did they come to Canada? Where are they all living now? Talk about marriage. How did you meet your spouse? Talk about children (ages, interests, etc.). Discuss articles in the *Winnipeg Parent Newsmagazine* or local community papers. Photographs can help the conversation flow.

Gender roles - You may want to talk about attitudes towards the roles of women and men in today's society. Talk about the differences between people from different generations and from different countries.

Money - While this is usually only talked about in general terms in Canada (it is considered rude to ask how much money people make, how much they have in the bank and what they paid for items), it can be very interesting to compare costs here with your partner's first country. Compare attitudes towards money and savings. Talk about bank machines, writing a cheque, interest, budgeting, paying bills, paying taxes and RRSPs.

Education - It may be interesting to compare education systems. Talk about personal attitudes and experiences towards school, parental involvement in children's education, post-secondary education, costs, bursaries, scholarships.

Getting around – Cars can be the focus of a conversation. Again, compare the system here to your partner's previous country. You might consider topics such as taking a bus, route names and numbers, reading a bus schedule, calling a taxi, getting a driver's licence, buying a car, accidents, merits, traffic tickets, Autopac, winter driving, and car maintenance.

Use your language partner experience to challenge your own assumptions. There may be more than one "Canadian way" of doing something. Canadian ways are not necessarily the only or the right ways.

Tips for helping someone improve his/her English

- If the person doesn't understand, repeat your point using different words. Sometimes in our desire to help, we tend to speak louder. This is only helpful for some seniors.
- Relax, be yourself. Have a sense of humour. Smiles are universal and overcome the language barrier.
- Use correct, everyday language. Don't speak broken English or drop articles or subjects such as "Sign name on paper." instead of "Sign your name on the paper." This is not helpful in the long run.
- When you get together with your partner it is important to use the same kind of comments that you would with any of your friends. Often the phrases are full of idioms that set an informal tone to the meetings and can help break the ice. "Hiya" may be more common for you to say than "Hello, how are you?" These informal phrases are important but rarely taught or learned in English school. Talk about the phrases and what they mean and when they are used. Ask your partner to listen for greetings and expressions on the bus, at work or school that you can discuss together.
- Speak naturally. Do not exaggerate your speech or slow down your rate although there may be times when your partner asks you to speak slowly or repeat something in an exaggerated way for pronunciation or spelling purposes.
- Be patient. Sometimes you may have to wait while your partner thinks before responding. Some days the conversation may flow more freely than other days. Be willing to accept that it takes time to process language and that there

are often frustrating moments for language learners who want and need to learn the language quickly.

- Encourage your partner but avoid false praise. It is insincere and patronizing but when noticeable improvement has been made it is important to acknowledge it. At the same time, sympathize with struggles.
- Show respect to your partner. Learn from your partner. Ask about his/her culture, history and/or experiences. You may want to try to learn a few phrases in his/her first language. Learning a second language can be very frustrating for many people because their ideas and wisdom cannot be shared easily.
- Check comprehension frequently, not by saying, "Do you understand?" but by asking specific questions such as "Do you know the word 'deposit'?" or "Have you taken the bus there before?"
- Guide and support but do not foster dependency. Remember that your partner is a capable individual who wants to function independently in the community. He/she needs information and language skills in order to do that. He/she does not need someone to take over and do things for him/her. Help out, give information, but encourage and facilitate independence.
- Ask your partner if he/she wants to be corrected. Mutually develop a pattern of correcting. Choose one or two areas for correction at a time; perhaps the pronunciation of a few key words (supervisor, application form, etc.), the use of a phrase (**pick up** the kids, **take out** the garbage), vocabulary (waiting room, receptionist) or structure (**in the** morning, **in the** afternoon, **on the** weekend).
- Pay attention to the facial and body language of you and your partner. These are important signals in communication and can be misunderstood. Gestures can provide you with lots to talk about.
- It is more useful to recognize patterns of the language than memorize grammatical rules. When possible compare the similarities of structure to allow the individual to develop skills of transferring. For example, when talking about actions in the past we usually add "ed" to the verb and the ending sounds like "d" or "t." You may want to use sentences such as: "I walked to the store yesterday." "Yesterday I worked." "She played in the park last weekend." to illustrate the point. Standard question patterns such as "Do you like...?" "Do you play...?" and "Do you have...?" can have many substitutions and allow for real communication while reinforcing the structure.
- Remind the individual that making errors is considered part of the learning process.

- Avoid making the sessions interviews with you asking all of the questions and your partner answering. This will become boring. If things get too quiet pull out the list of suggested conversation starters that you have agreed to talk about. Before the end of the session decide together if there is something on the list of topics you both want to talk about next time.
- Offer to go over some schoolwork or other material with your partner. Adult learning principles teach us that material should be relevant to the learner. Using real items such as the mail you received today, a work dental form, notes from a child's school, schedules, bills or pay stubs may be helpful as well as interesting to your partner.

Immigration to Manitoba in 2007 by mother tongue

Tagalog	24.9%	Russian	4.7%
German	13.0%	Mandarin	4.3%
Punjabi	7.0%	Korean	2.5%
Spanish	5.9%	Amharic	1.8%
English	5.4%	Ukrainian	1.7%

Source: Manitoba Immigration Facts

Doing things together

Volunteer language partners are not expected to arrange or pay for outings. The language partner activity can be done at the same time in the same place each session. However, if it is mutually agreed upon, language partners can engage in any number of free or inexpensive activities that not only provide opportunities for real English but also result in a shared experience that can enhance the relationship and serve as the basis for future discussions. Outings can also help a newcomer develop confidence, learn more about the community and provide an opportunity to talk about the Canadian way of life.

Check newspapers (*Uptown*, the *Winnipeg Free Press*, the *Winnipeg Sun*, community newspapers, etc.), TV, radio and print notices for free activities that may be of interest to you and your partner. For example:

- A trip to the library – Public libraries carry books about learning English, books in other languages, tapes and CDs. There is a new Adult EAL collection at Winnipeg's Millenium library in the special services section. There are books, kits and CD-ROMs for learners, teachers and tutors. You can check at your local library for special events or activities such as family literacy programs or guest speakers.

- A walk in the park – Why not get some exercise as you talk with your partner? The two of you may want to go to your local park or explore others in the city. You may want to walk in a mall in the wintertime.
- Universities often host concerts or guest speakers.
- Visit the Winnipeg Art Gallery, Manitoba Legislative Building, the Assiniboine Park Zoo or the Winnipeg Mint. Check for free-admission days.
- Some senior centres are very active places. You can sign up to take a course together, take advantage of the low-cost planned trips such as strawberry picking in the summer or drop in to play pool or have coffee.
- Large bookstores have seating areas to talk or read.
- Your local community centre may offer courses of interest or special events.
- Be spectators together as you watch your children swim, skate or play soccer.
- Watch for announcements about free concerts in the downtown area such as the summer noon hour series at Old Market Square, Air Canada Building and The Forks.
- Go to garage sales or flea markets to get deals on second-hand goods. (Note: For some cultures, using second-hand items is not acceptable.)
- Be volunteers together with the Christmas Cheer Board or a local food bank. Volunteering, in addition to providing valuable work experience, can assist the newcomer in making friends. For further information contact the Volunteer Centre of Winnipeg at 477-5180.

Volunteer tutors

Expectations

- A volunteer tutor and the learner/s should mutually develop the learning schedule. It is important to meet regularly. More often for shorter times is preferable to less often for longer periods. The learning time can be any combination of class meetings, phone lessons, homework (videos, tapes, journals, or texts) or contact assignments.
- The tutor and learner/s should identify needs together. It is important to discuss the goals of the learner/s. For more information, see the section *Where to start?* and *A Guide for Tutoring Adult ESL Learners* by Jennifer House. This publication is available from the Adult Language Training Branch resource collection at 500-213 Notre Dame Avenue in downtown Winnipeg (phone 945-7305). Volunteers working in a program funded by the Manitoba Immigrant Integration Program may register to borrow materials. You may also want to look at *English as a Second Language Tutor Training Kit*, which is available on the Internet at <http://www.nald.ca/clr/ttk/ttm/TKKTTM.pdf>.
- A long-term plan should be developed. It can be an outline of the needs identified at the first meetings and can be modified as the class progresses, but it is important to have mutually established long-range goals.
- At each meeting the tutor should have a day plan (☆See below.) that includes a lesson plan. It should include objectives, skill-building and skill-using activities, review, new material, opportunities for feedback to and from the learner/s.
- It is expected that a volunteer tutor will follow the principles of adult learning and choose materials that are relevant to the learners' lives, i.e., real items such as dress patterns, medical forms, and parking tickets can be the texts that are used, as opposed to children stories or isolated words.
- Tutors are expected to give ongoing constructive feedback to the learner/s.
- Learning styles and learning strategies should be explored with the learner/s. (See the section Adult EAL resources.)
- Volunteer tutors are encouraged to take advantage of the professional development in-services and workshops that are offered in his/her area.

☆ A day plan will provide you and your learner/s with a framework for what is going to happen during your time together. Share it with your learner/s. Pre-planning not only allows for an efficient use of the time, it indicates that there is a logical progression in the teaching. A typical two-hour session might look like this:

(10 minutes) **warm up** – greetings, news, fun activity, etc.

(15 minutes) **review** from last day's lesson, check homework

(35 minutes) **new lesson** – presentation (or introduction), activities

(10 minutes) **break** (important for sessions over two hours)

(30 minutes) **new lesson continued** – activities

(10 minutes) **closing** (questions, summarize, assign homework)

(10 minutes) **evaluation and reflection** (two-way feedback, tutor takes notes for next lessons & offers encouragement and/or helpful learning strategies to the learner/s)

Where to start?

Your learners need to be able to communicate orally and in written form in order to settle and live in your community. Here are some things you can do to get started helping them acquire English skills.

- Ask your learners (or yourself) whom they are likely to communicate with in the community. Who do they talk to at home – landlord, utilities people, paperboy/girl, door-to-door sales people, neighbours? Who do they talk to in the community – at the bank, store, gas station, doctor, pharmacy, post office, etc.? Who do they talk to at work – supervisor, co-workers, cafeteria workers, etc.?
- Ask your learners which of the above situations is most important to them. Prioritize these topics.
- For each topic, ask yourself:
 - Will they hear anything? What? From whom?
 - Will they need to say anything? What? To whom?
 - Will they need to write anything? What?
 - Will they need to read anything? What?

The answers to these questions provide you with important content to teach your learners language skills and situational information including different levels of formality appropriate for different situations or people. This information will help you focus on the essential information, language and cultural context the learners need. It's important that learners are able to communicate in culturally appropriate ways and it's important that they learn

the really essential language they need to settle in the community. Asking yourself the questions listed above also helps you ensure that you are not spending time teaching your learners to understand, say, read, or write things they will never need in real life.

- Select and use real materials from the community as much as possible – flyers, coupons, bills, packages and containers, labels, newspapers, taped radio ads, news items, phone messages, etc.
- For oral exchanges, try to listen to real examples so the language you teach is really what they will hear and need to say. For example, we often teach “What is your name?” but it’s also important to teach “Name, please” because that is what they will usually hear. Remember the pronunciation of words in phrases and sentences is as important as grammar and vocabulary.
- Examine different kinds of written material such as forms, bills, children’s report cards, letters, ads and prose and look for vocabulary, useful headings and other format issues, abbreviations, key phrases or idioms, etc. In addition to the items, ask yourself what background information learners need to understand the items or material. For instance, in order to use coupons, learners need to know what they are and how and when to use them as well as the language items on them.
- For writing skills remember that writing is more than labelling items or filling in blanks in sentences. The goal is to be able to communicate messages in writing, so even things like the format of items like letters, memos, etc., which may be different in this country, need to be taught.
- Plan two kinds of activities: 1) Skill getting activities let learners practise and repeat new language items orally or in writing with you as a model of good language and as an error corrector. 2) Skill using activities let learners use their new language in real communication to complete real, meaningful tasks with you noting problem areas for remediation later. Learners need a chance to do both kinds of activities.
- Remember that your learners are capable individuals who want to be able to function independently in the community. They need information and language skills in order to do that, but they don’t need someone to take over and do things for them. This fosters dependence. Help out, give information, go along, and assist if communication problems occur until the individual can cope on his/her own, but encourage and facilitate independence. Be a friend and have fun.

Help your learners help themselves by teaching listening strategies such as:

- Asking for repetition. "Can you repeat that please?"
- Asking someone to speak slowly. "Please speak slowly."
- Getting clues from the situation. Who is talking? Where are you? What items are present? These are often good indicators as to what the message might be. Have learners guess what people may be saying in different situations.
- Telling the speaker when he/she is not following. Teach the phrases "I don't understand." and "What does ... mean?"
- Asking for clarification. "Can you clarify that?" "What do you mean?" "What exactly do you want me to do?"
- Repeating or rephrasing what has been heard as a way of confirming understanding. "Do you mean ...?" "Do you want me to ...?"
- Getting clues from the intonation and tone of voice.
- Recognizing question words (who , what, where, etc.)

Language activities from pictures, stories & articles

Listening

- Make an audiotape or CD of an article, preferably with someone unfamiliar to your learner, and use it for a variety of listening activities:
 - a) Before reading the article, listen to the tape several times. Ask your learner questions about the content.
 - b) Put the title of the article on a board or page. Read it and then ask the learner to make questions, which might be answered in the story. e.g., "Who is the story about?" "What happened?" "When ...?" etc. Then listen to the tape and find the answers.
Variation: Put "Wh" questions on the board, which elicit factual answers found in the story. e.g. "Who ...?" "When ...?" "What ...?" "Why ...?" "Where ...?" "How many?"
 - c) Make a cloze exercise of an article. (See Glossary.) Let him/her listen to the tape for the missing words.
Variation: Put the missing words on the board. Practise saying them. Then listen to the tape and do the cloze exercise.
- Do true/false exercises after studying an article or photograph and doing vocabulary/comprehension development. Read statements about it. The learner can indicate whether the statement is true or false. This provides an opportunity to listen for correct vocabulary, tense, negatives, prepositions, etc.
- Give beginner and/or literacy learners one paragraph of an easy article (you may want to have the article retyped with larger type and double spacing). Read out a series of individual words in the paragraph. The learner must find and circle them. For variety, put the words on tape for the learner to listen to.
- Put words or short sentences on a tape. Use it for dictation.
- Listen to the radio. Visit Learning English with CBC at <http://www.cbc.ca/manitoba/eal/> for audio lessons and ideas on practising English.

Manitoba Immigration Summary 2007	
By immigration classification	
Family	1,343
Economic	641
Provincial nominees	7,689
Refugees	1,170
Other	112
Top source countries for newcomers	
Philippines	Israel
Germany	Ethiopia
India	Korea
China	Ukraine
El Salvador	United States

Speaking

- Question formation: Practise yes/no and information questions. This provides the cue in statement word order.

Tutor says "Learner 1 ask learner 2 where you can go snowshoeing."

Learner 1 makes the question. "Where can you go snowshoeing?"

Learner 2 answers the question with a complete sentence or phrase. "You can go snowshoeing at the Fort Whyte Centre." or "at the Fort Whyte Centre." This is an opportunity to practise tenses and check comprehension.

Ask learners to retell the story in their own words.

- Practise pronunciation of words, both alone and in phrases for correct intonation.

Read an article to the learner. Have him/her follow along silently, listening to the stress and intonation you use. Then read the article in unison. Follow up by taking turns reading aloud.

Discuss what is happening in pictures in different tenses. Photo stories provide a good opportunity for this.

e.g. Tutor: "What is the doctor doing now?"
 Learner: "He is examining the boy's arm."
 Tutor: "Yesterday Martin broke his arm. What did the doctor do?"
 Learner: "He examined the boy's arm."

- "Here is the answer. What is the question?" Provide statements from an article and have the learners make the appropriate questions.

e.g. Tutor: "Jorge (pronounced Hor-hay) is from El Salvador."
Learner: "Where is Jorge from?"

- Modals: Use advice articles to practise modals. Modals are words used in an auxiliary role. They express requests, offers, and suggestions. Modals are often used to express something in a polite or tactful way, for example, **Could** you open the window? **Should** we start now? They can be used to indicate ability, possibility, likelihood and acceptability.

Modals	
can = be able to	should, ought to = be supposed to
May = be allowed to	must = have to, have got to
must = have to, have got to	will = be going to, be about to

- Use various articles to increase the learner's awareness and understanding of customs_of Canadians and other nationalities. Discussion topics might be:

a) "What are the attitudes to this subject in your country?" "What are the laws?"
e.g. drinking and driving

b) Discuss customs:

Which ones are similar/different to theirs?

Which Canadian customs do they like?

Would they adopt Canadian customs or not? Why? Which ones?

- Use articles to help learners learn about different services in the community such as Women's Health Clinic, Senior Centres and Immigrant Centre. Articles on different services or agencies can be used to develop language skills necessary to receiving services.
 - a) Discuss the things that prevent them from going somewhere or doing something. (fear, embarrassment, lack of information, etc.)
 - b) Practise dialogues and role plays.
- Attend a community forum about a topic studied. For example, a library series of public service information or a seniors' centre's information session on foot care or diabetes.
- Small group work - One learner has a story. Others have a questionnaire or form to fill out. They must ask the learner with the story questions to find the answers.
- Make a questionnaire based on a story. The first set of questions should all have yes/no answers. They should all be answered before moving to a set of information questions. This gives lower level learners more practice asking and answering simple questions.

"In your country, do you go shopping everyday?"

- "Do you have shopping centres?"
- "Do you have outdoor markets?"
- "Do you buy frozen food?"
- "Do you buy fresh vegetables?"
- "In Canada, do you go shopping everyday?"

Learners make up dialogues for the picture stories. They can practise them in small groups, with family or friends who are language learners or with the tutor.

Pronunciation

It is important that learners begin to develop their pronunciation of English right from the beginning. Bad pronunciation habits become hard to change and without comprehensible pronunciation, good grammar and sophisticated vocabulary mean little. Without comprehensible pronunciation, learners will struggle to communicate successfully.

Comprehensible pronunciation does not mean speaking like a native English speaker. Only a very small portion of adult learners can develop native-like pronunciation but they can develop comprehensible pronunciation.

The most important aspects of pronunciation to focus on are:

- stress and intonation (suprasegmentals)
- sounds of individual vowels, consonants, digraphs, diphthongs and blends (segmentals)
 - Vowels are the letters a, e, i, o, u, and sometimes y.
 - Consonants are all the other letters.
 - Digraphs are two or more letters which blend to make one sound, such as th, sh, ch, wh, ea in bread.
 - Diphthongs are vowel sounds which glide from one sound to another, such as the sound of oy in boy, ee in tree, ou in shout.
 - Blends are two or more letters that are combined but still keep their individual characteristics, such as bl in blend, sch in school.

Stress

Words are made up of sections called syllables. Some words have only one syllable. Most words have more.

e.g. dog (1 syllable) mo ney (2 syllables) a part ment (3 syllables)

In words with more than one syllable, one of those syllables will be said louder and longer than the others.

e.g. MO-ney a-PART-ment

Even one syllable words like "dog" have sliding stress on the syllable.

e.g. "Dog" sounds a little like DAW-uhg

Intonation

Intonation is like the music of the language. It is how the voice rises and falls through a phrase or sentence. A lot of meaning is carried by intonation. You can say sentences in different ways and change the meaning entirely.

For example, say the following sentence so it is a statement that is just giving information. "You want me to close the window."

Now say the same sentence as if you are asking a question. Now say it as if you are angry.

You probably noticed that sometimes your voice went up at the end and sometimes it dropped. Sometimes the stress was in one part of the sentence and sometimes it was in another. Learners must learn to recognize the intonation of a sentence and what it means. Learners must also learn to use the correct intonation to communicate their intended meaning.

Individual sounds of letters and digraphs (segmentals)

Some segmentals are very difficult for learners from certain language backgrounds to say, especially if the sound does not exist in their language. Probably the most difficult digraph in English is *th*. Very few learners are able to acquire that sound and often substitute *d*. Usually, this substitution does not matter. Even if it is mispronounced, we can usually understand what the *book* is.

Sometimes the placement of a sound makes it difficult for a learner to say the sound. Many Asian learners have difficulty with consonant sounds at the ends of words and often drop them off. For example, the word *eight* may sound like *ay*. This makes it really difficult for listeners.

Teaching tips

Always use a natural stress and intonation pattern when speaking to your learners. Do not say one word at a time. Do not use baby talk, such as "Me go store."

Always have learners repeat new words and phrases four or five times. Say the word several times and have learners just listen. Then, say the word and have them repeat it several times. Then say the word in a phrase or sentence depending on their level and have them repeat it using the correct stress and intonation.

For longer words or phrases try backward buildup. Break the word or phrase into smaller chunks and have the learners repeat the last piece first after your

model. Then add the next to last piece and have the learners repeat this new unit several times. Keep adding a piece until they are saying the whole word or phrase.

e.g.

For apartment, have learners repeat:

“ment, ment, ment”

Then have them repeat:

“PARTment, PARTment, PARTment.

Then have learners say:

“aPARTment; aPARTment, aPARTment”

For I'd like an appointment with Dr. Brown have learners repeat:

“with Dr. Brown, with Dr. Brown, with Dr. Brown”

Then have them repeat:

“an appointment with Dr. Brown, an appointment with Dr. Brown,
an appointment with Dr. Brown”

Finally have them repeat the whole sentence several times:

“I'd like an appointment with Dr. Brown. I'd like an appointment
with Dr. Brown. I'd like an appointment with Dr. Brown.”

Help learners develop natural sounding intonation by addressing reductions, which are created when people eliminate certain sounds or syllables in words when they speak naturally. When we speak naturally we slide from the end of one in word into some others. Some learners think they need to say each word separately, but they are wrong. For example, when one word ends with a consonant sound and the next word begins with a vowel sound, we usually link the final consonant sound to the front of the next word. We don't say “get off,” we say “ge –toff.” We don't say “want to,” we say “wanna.”

To pronounce one-syllable words correctly, learners must stretch out the vowel sound. We don't say “dog,” we say “DAW ug” (but there is no break in the vowel sound.) To help them learn to draw out the vowel sound, many teachers have learners hold a heavy rubber band and stretch the band open as they say the word.

To help learners say last consonant sounds on words it sometimes helps to add the syllable “uh.” If a learner always says “ca” instead of “cat,” have them try to say “CATuh.” Then, little by little have them make the “uh” quieter and quieter until it is gone.

Some learners like to add an extra syllable that isn't there after digraphs, such as ch, sh, th. To help these learners, have them try to draw out the digraph sound until they run out of air.

e.g. fish sounds like fi shhhhhhhhh

Have them do that many times and then begin to shorten the digraph until it is being held for an almost normal length of time.

There are many useful pronunciation resources in the ALT Branch Resource Collection and many useful pronunciation websites that are easy to find on the Internet with a search engine such as Google.

Reading

- Have learners search for headlines, picture captions or sentences from various articles.
- Read sentences or articles chorally to practise stress and intonation.
- Develop comprehension questions for facts, main ideas, sequence of events, cause and effects and inference.
- Have learners get more information about something in an article by looking it up on the Internet, in the Yellow pages or other sources.
- Pronoun reference: Locate the pronouns in an article and identify the words they refer to.
- Skim articles or the newspaper for specific information.
- Make lists of acronyms and abbreviations from stories or articles. Practise the pronunciation of each and ensure that learners know what they stand for. Examples are EAL, TOEFL, EAP. (See Glossary.)
- Practise synonyms (words with similar meanings), antonyms (opposites) and homonyms (words that sound the same but have different meanings). Use the newspaper to increase vocabulary by replacing words with synonyms, looking for opposite meanings and finding words with similar sounds but different meanings/spellings.
- Have beginner and/or literacy learners circle all words in an article that begin with a certain letter. Count how many words they find.
- Give beginner and/or literacy learners five or six words. Have learners find and circle them in an article.
- Use the pictures to write a language experience story. If you have more than one learner, get sentences from the lowest level first. They will be able to see their sentences longer and hear them read more often. Use the story as a cloze exercise the next day.

Most reading teachers use a combination of the following three approaches.

Sight-Word Approach, or Look/Say Approach, emphasizes learning to read a whole word by recognizing the appearance of the word.

Phonics or Decoding Approach emphasizes learning to read by sounding out individual letters and combinations of letters.

Language Experience Approach emphasizes learning to read by developing reading materials based on the learner's own experiences.

A Guide for Tutoring Adult ESL Learners, Jennifer House

Writing

- Cut out pictures and make copies of them on a sheet. Have learners write a story about each picture.
- Make sentences (oral/written) with new vocabulary items.
- Follow up oral questions with the same ones in written form. This allows learners to practise answers first, to check out facts and structure of responses before putting them on paper.
- Rewrite a couple of paragraphs of an article leaving out the punctuation marks and capital letters. Ask learners to replace them.
- Rewrite complex sentences into simple ones.
- Combine simple sentences into more complex ones.
- Have beginner and/or literacy learners alphabetize words.
 - a) Use words with different first letters.
 - b) Use words with the same first letter.
- Give beginner and/or literacy learners five or six words from a short article with a letter missing from each word. Learners must find the words in the article and fill in the missing letter.
- Give learners a list of sentences about a topic. Have them identify the main sentence, then have them rewrite the sentences into a paragraph format using appropriate connectors, such as "then," "after that," "however," etc.

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.

- Mahatma Gandhi

Planning and reflection

An important consideration when working with adults is learning styles and strategies. As a volunteer, you can explain to the learner how you learn best. You can explore the various ways to teach and learn. You can document what works best and what lessons or activities are not successful. By keeping a journal you can reflect on your teaching and identify areas that you may want to develop. A journal can be useful for planning future lessons.

Learner journals are also important. You may want to encourage the learner you are working with to keep a journal in English or in his/her first language. The reflection on what is learned and how it is learned can be valuable for future learning. A journal in English may also be a good way to encourage writing in English and may serve as documentation of the learning that is taking place.

Talking about customs

- How do you form a line while waiting?
- How do you greet someone when you are introduced?
- What are you expected to do when you receive a present?
- What colours are significant of good luck? of funerals?
- What colours or types of flowers are not good choices to take to a hostess?
- When do you make/avoid eye contact?
- When and to whom do you give compliments?
- Do you have superstitions?
- Do you tip? Whom?
- How do you get the waiter's attention in a restaurant?
- What is your concept on arriving exactly at a stated time?
- What do you joke about?
- Do you challenge a teacher if he/she makes a mistake?

Glossary of terms and acronyms

acronym	A word formed from the initial letters of each of the successive parts or major parts of a compound term, e.g., TOEFL
AEPUCE	Academic English Program for University and College Entrance
authentic English	Refers to language that is not manipulated or contrived to be easily understood. It is the language used daily by native speakers. It includes idioms, hesitations, incomplete sentences, inferred meanings, cultural appropriateness, etc.
blends	Two or more letters that are combined but still keep their individual characteristics, such as bl in blend, sch in school
CLB	Canadian Language Benchmarks are nationally used descriptors of language levels. For information visit http://www.language.ca/
CLBPT	Canadian Language Benchmarks Placement Test – the newer streamlined CLB test. For information visit http://www.language.ca/display_page.asp?page_id=224
cloze exercise	A reading comprehension activity or test that asks learners to supply words that have been systematically deleted from a text.
coherence	In discourse (text) following a logical sequence of development of ideas, arguments, exchanges.
cohesion	Connection between elements of text achieved by grammatical reference within and between clauses by words which are semantically related and by organization patterns such as classification, comparison, contrast, analogy, cause and effect.
compensatory strategies	Strategies that are employed to express and interpret meaning in a second language when there is inadequate knowledge of vocabulary or rules to govern the exchange.
comprehension checks	In language teaching teachers ask learners comprehension questions about the topic they are studying to be sure they understand the meaning. The questions are not as vague as “Do you understand?” They are more specific such as “Do you know what ‘salary’ means?” or “How much is bus fare?”

consonant	All the letters of the alphabet, except a, e, i, o, u. We make the sound of consonants by using our lips or tongues to stop or partially stop the air coming from our mouths.
contact assignment	A language learning activity that is done outside of the regular learning period that puts a learner in contact with a member of the community to complete an assignment such as getting information about the hours of operation and costs to the museum or interviewing a supervisor.
cultural adaptation phases	<p>Newcomers experience a variety of feelings during their first years in a new country. It has been documented that newcomers pass through three emotional phases as they resettle. It is important to understand that this is a normal process. If a person is aware of the phases they may be able to cope with them more effectively.</p> <p>Phase One: This is sometimes called the honeymoon stage. Just before or shortly after arriving in Canada the newcomer may have high hopes and expectations. This is an exciting time and some people feel very confident and can deal easily with problems and stress during this period.</p> <p>Phase Two: During the first six months, the newcomer will have many good experiences and some less enjoyable ones as well. The newcomer may feel very happy about the challenges that he/she has overcome. The newcomer may also find that the language barrier, cultural differences and lack of employment opportunities create a great deal of anxiety. As a result, the newcomer may sometimes feel frustrated, confused or depressed. It is not uncommon to feel very positive one day and very negative the next. All of this is very normal. There may be a period of sadness. Some physical problems may occur, such as loss of appetite and sleeping problems.</p> <p>Phase Three: Most people eventually become comfortable and more confident. The frustrations due to lack of employment and language barriers subside. For older people with strong traditional habits and customs, this may take several years. Others, especially young people, may adjust fairly quickly. Sooner or later, most newcomers adapt and begin to feel at home. (Adapted from <i>A Newcomer's Introduction to Canada</i>, 1993.)</p>
dialogue journals	Two people share the same journal. They converse with each other in writing. In language teaching the tutor often repeats or rephrases what the EAL learner has written in order to model the correct sentence structure or spelling. e.g., The EAL Learner writes "I go to shopping yesterday. I bought jacket for me for cold." The tutor replies "I went shopping too. I bought a winter jacket for my daughter."
digraph	Two or more letters that blend to make one sound, such as th, sh,

	ch or the ea in bread
diphthong	A vowel sound that glides from one sound to another, such as the sound oy in boy, ee in tree, ou in shout.

EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language. This is the term that would be used for English language teaching in a non-English speaking country.
ELTPA	Enhanced Language Training Placement Assessment – a newer, CLB-based placement test that measures CLB 6 or lower to 10 and higher.
ESL	English as a Second Language
ESP	English for Specific Purposes. Programs that focus on the language needed for a particular occupation or single purpose. e.g., English for Engineering Professionals and English for Health Care Aides
idioms	Common expressions that are known by native speakers but are not necessarily found in the dictionary. e.g., “look after someone” and “run a business”
immigrant	A person who comes to another country to take up permanent residency.
intonation	The rise and fall of pitch in the voice, the change of speech rhythm. Intonation is used to carry information over and above that which is expressed by the words in the sentence.
L1	First language is the language in which a person first acquired communication skill or the language in which a person communicates most effectively.
LEA	Language Experience Approach – this is a teaching technique that is often used in teaching reading. It is motivating for learners. Learners offer their own words to tell a story and the teacher writes them on a board or large flip chart. Learners read exactly what they have said.
minimal pairs	Pairs of words in which the only sound difference is the sound being practised. e.g., sit/seat, live/leave. These pairs are used for isolating and practising particular sounds. For more information see

	Nilson & Nilson's <i>Pronunciation Contrasts in English</i> .
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needs assessment	A needs assessment is conducted before the lesson plans are developed. It is imperative in Adult EAL that the learners voice their needs for learning the language. Many people identify basic needs, e.g., talking to store clerks, getting a job, enrolling children in school, etc. The teacher then plans the classes around the identified needs.
newcomers	Immigrants and refugees
PD	professional development
realia	Realia means real materials, i.e., materials that are not made specifically for EAL learners. e.g., library card forms, prescription labels, school notices, hydro bills, telephone books, flyers, catalogues, recipes and traffic signs. Volunteers are encouraged to use realia as much as possible.
reduction	Occurs when people eliminate certain sounds or syllables in words when they speak naturally, such as "wanna" for "want to," "gonna" for "going to"
refugees	Refugees had to leave their homeland for fear of death or persecution.
role-play	This is a popular technique used to simulate real world communication. e.g., "Practise calling for an appointment. I will be the receptionist and you are the patient."
segmental	Sound of individual vowels, consonants, digraphs, diphthongs and blends
settle	Settle is taking root in a new county. It has a very broad meaning that includes finding work, establishing a residence and being part of a community.
sight words	Words that we can recognize or read without sounding out letter by letter or syllable by syllable.
small talk	Small talk is the pleasant inconsequential verbal exchange that Canadians engage in at bus stops, in lineups and when meeting new people. Topics are not personal and are often about weather and news. There are unwritten rules about personal taboo subjects such as income level.

stress	The pronunciation of a word or syllable with more force than the surrounding words or syllables
suprasegmental	Sound that impacts units of language, such as stress, intonation
survival English	The English that is used to obtain goods and services for day to day living such as buying food, taking a bus, getting medical attention, etc.
TEAM	Teaching English as an Additional Language to Adults in Manitoba – an organization
TESL	Teaching English as a Second Language
TEAL Manitoba	Teachers of English as an Additional Language in Manitoba – a professional organization
TOEFL	Test of English as a Foreign Language
vowel	The letters a, e, i, o, u, and sometimes y. We make the sounds of these letters with an open or partially open mouth.

Answers to frequently asked questions

1) **How long does it take to learn English?**

The length of time it takes to learn English depends on factors such as educational background, age, motivation, level of literacy in native language, and what opportunities are available to interact with native English speakers. However, for many newcomers, it takes up to two years to progress beyond the basic survival English and five to seven years to understand and speak English well.

2) **Do I need to speak another language to help someone learn English?**

No, there can be advantages to only speaking English. There are many different ways to get messages across. Pantomime, pictures and gestures can help to convey meaning.

3) **How and when should I correct someone's English?**

There is a fine line between too much correction and not enough. Some EAL learners have said they want to be corrected every time they make a mistake. "If you don't correct me, who will?" Others find it frustrating to be interrupted while they are getting a message across. You must use your judgement and talk over this issue with the learner/s you are working with. In many instances, confidence and fluency are the main goals. If you are working with a teacher, follow her/his lead.

4) **What is the difference between an immigrant and a refugee?**

An immigrant makes a choice to leave his/her native country. A refugee cannot remain in his/her native country for fear of death or persecution.

5) **How can I support one of the learners who seems to be very unhappy? She often tells me about her unpleasant home life.**

You can be a friend and a good listener but she may need the services of a trained counsellor. You can help her make an appointment with one of the agencies that provides counselling for immigrants (See the section Summary of services.)

6) **I am not familiar with many other cultures. How can I be sure that I am not offending a newcomer by some of my actions or words?**

Relax. Talk about your worry of causing offence. Use it as a wonderful learning opportunity. You can discuss customs of address (to someone your own age and to someone older), hand gestures (for calling someone, for counting) invitations (what is expected), etc.

- 7) **The learner I am working with has given me money for helping him. What should I do?**
Obviously, he is grateful for your help and it may be the appropriate thing to do within your learner's culture. You should talk about your volunteer commitment and insist that monetary rewards are not warranted. If the learner presses the issue discuss using the money for something that you can enjoy together such as going to a restaurant or attending something that is of mutual interest.
- 8) **Adult EAL learners only want to learn grammar and I am not very good at grammar. What can I do?**
There is a place for grammar teaching within Adult EAL instruction and there are many good books available to help you and your learners. As a volunteer you can explain to your learner that grammar is not your field. Although you may not know the rules and reasons for some grammatical structures, you will know the application. Emphasize the usage not the rules.
- 9) **Should I prepare tests for my learners?**
No, test development is very complex. If you are a volunteer tutor you may want to present challenges and review what has been covered. The format, content and timing of such challenges and review should be decided with the learners.
- 10) **My language partner is a beginner. He only knows a few words. I find it's difficult to carry on a conversation. What can I do?**
You can limit the sessions to only 10 to 15 minutes. At each session, you can use pictures or photographs to practise some vocabulary. Don't be afraid to review or repeat the words or phrases. It may seem tedious to you but a beginner learner needs a lot of practice and will not get tired of repeating after you as long as the words have some meaning to him/her. Your partner may be content to listen to you tell something about your life. Some people need to listen to the language for a long time before they are comfortable speaking it.

Direct questions about services for newcomers to:

Manitoba Labour and Immigration
Immigration, Settlement and Multiculturalism Division
5th floor - 213 Notre Dame Avenue, Winnipeg, Man. R3B 1N3
Phone: 204-945-6300 Fax: 204-948-2148
Website: www.immigratemanitoba.com

11) **What are language benchmarks?**

In Manitoba, Adult English as an Additional Language schools use the Canadian Language Benchmarks 2000 (CLB) for teaching and testing. The CLB is used in EAL schools all across Canada. It gives information about 12 levels of English listening, speaking, reading and writing. Level 1 learners have little or no English. Level 12 is the highest level of English. If you would like to look at the complete CLB visit the Centre for Canadian Language Benchmarks at language.ca.

The Canadian Language Benchmarks tells what people can do in English in daily communication, such as:

- answer questions about name, address and phone number (Level 1)
- make a doctor's appointment on the phone (Level 4)
- understand a news report on the radio (Level 5)
- find a phone number in the phone book (Level 3)
- fill out an application form (Simple – Level 4, Complex – Level 6)
- write a research report (Level 9)
- write a formal letter (Level 8) in English

Canadian Language Benchmarks Posters.

The Adult Language Training Branch has developed Canadian Language Benchmarks posters. The posters help to support learners in understanding the CLB levels in order to mark their own progress, articulate goals and understand the Adult EAL system. Each poster contains descriptors and outlines the tasks for listening, speaking, reading and writing at each benchmark level. The language of the poster is simple so that learners at each level should be able to read and understand the description with a minimum of help.

These posters are available as text-only versions on our website www.immigratemanitoba.com in the For EAL Teachers section.

Volunteers interested in purchasing posters can order them through the Centre for Canadian Language Benchmarks. There are also Can Do Checklists with checkboxes for each item so that learners can indicate what they can do or need to learn.

Post-secondary educational institutions, such as Red River College, also recognize CLB test results for program admission. Learners at Level 9 or above usually have enough English for university, college or professional communication. Some businesses, industries and professions are using the CLB to identify the language requirements for various jobs

In Winnipeg, before newcomers begin EAL classes they take a CLB test. The test is called the Canadian Language Benchmarks Placement Test. It is not a grammar test or a spelling test or a vocabulary test. This test finds out what the person can do in English. In the CLBPT, the four skills (listening, speaking, reading and writing) are assessed through a number of task-based activities.

After the test, the assessor gives CLB scores. Then, the learner talks with the assessor about the English level and the kind of school he/she needs. Learners choose schools based on language needs, goals, location, schedules and courses available.

In the new class, the teacher will find out where the learners need to use English and what they want to be able to do. Then, the teacher will use this information and the Canadian Language Benchmarks to teach English for communication. All government-funded Adult EAL programs use the CLB as guide for teaching.

Adult EAL learners do not need to return to an assessment centre for an exit CLB score if they have attended a government-funded EAL program in Manitoba. During the English classes the teacher will assess progress in English. The teacher will assess how well the learner can understand and communicate spoken and written messages. At the end of the course or at the end of the school term, the learner will receive a report about his/ her English. It will give the current CLB scores.

The chart on the next page gives a brief outline of the benchmarks.

Canadian Language Benchmarks

Information developed by Lisa Petit from Canadian Language Benchmarks documents.

LEVEL	STAGE 1
1 2	Beginners. May be able to copy text accurately in order to fill in personal information forms. Can perhaps recognise single vocabulary items or short phrases. May be able to recognize and say the numbers and letters in order to identify themselves. May be able to answer basic questions about personal information. May respond to familiar greetings.
3 4	Simple structure is mastered at this stage. Messages are short and are limited to very basic, daily routine situations. There are frequent errors and often a need for clarification and repetition. Can read and write very short simple texts with recognizable spelling and punctuation. Vocabulary is quite limited.
STAGE 2	
5 6	The second language learner can handle familiar, everyday situations in the community or at the workplace. They are able to ask for explanations, clarify their meaning, listen to short talks or read about a variety of subjects. Errors in pronunciation, grammar, spelling and punctuation may cause misunderstanding at times.
7 8	Learners have mastered the more complex grammatical structures and have expanded vocabulary to comfortable speak and write on a wide variety of everyday topics. They can identify levels of formality and adjust their language to familiar situations. They can offer opinions and advice properly. They can read texts of up to 10 pages on familiar topics or follow complex instructions. They are beginning to use language for academic purposes.
STAGE 3	
9 10	Learner is no longer learning to read, write and listen. Rather she/he is reading, writing and listening to learn. This is the area identified by Red River College for many of its training programs. The learner is conscious of how language is used to persuade and influence and can begin to develop an appreciation for literary style and nuance. This is the level of much high school English.
11 12	Learner uses English at a very high level, higher than average mainstream speakers of English. Able to cope with academic, business, social and technical situations. Can negotiate and manage conflictive situations, write proposals, persuasive articles, research papers and abstracts, read and view authentic materials for pleasure. Can evaluate and revise the writing of others.

Pitfalls (Things to avoid)

1. Hand gestures can be very distracting and offensive to some people. Be aware of how you use your hands.
2. Physically proximity, eye contact and touching can change from culture to culture or person to person.
3. Talking louder or distorting your speech by changing from correct sentence structure to broken English or altering the correct stress and intonation is not helpful. In fact, it is patronizing.
4. Some people behave towards people who do not speak English as if they were children. Some people equate lack of English with lack of intelligence.
5. A short EAL teacher-training program that is expensive may seem like a bargain but it takes years of experience and education to be considered an EAL professional.

Culture note: Food for thought

Table manners vary from culture to culture.

- Many Canadians often consider it impolite to make noise while eating or drinking. In other homes, it is acceptable to slurp soup or noodles.
- The way utensils are handled can be different. In Europe, diners tend to keep their fork in their left hand during the meal but in North America the fork is often switched to the right after the food is cut. In China, the food is cut in the kitchen so no knives are on the table.
- In Canada, the dinner host often offers second helpings once and will accept a refusal. In some other cultures it is polite to wait until the third time the food is offered before accepting more.

For regional volunteers

Many of the suggestions and resources found in this guide refer to programs and supports found in Winnipeg. Volunteers in other areas of the province are needed and are valued.

In rural Manitoba, EAL classes may not be organized due to low enrolment. Therefore, an EAL volunteer is often required to be a tutor and take on a teaching role.

To find out about EAL volunteer opportunities in your area, contact the ALT Branch at 204-945-6300 (or for the name of the contact person in your area see the section Volunteer co-ordinating committee, names and numbers), or call the local literacy office. Literacy programs often have EAL learners in them.

Volunteers can be found at the school or local church. Also, retired teachers have provided excellent tutorials for newcomers.

If you are looking for books and a library is not close at hand, try the nearest school's resource section.

A linguistics professor was lecturing to his class one day.

"In English," he said, "a double negative forms a positive. In some languages though, such as Russian, a double negative is still a negative."

"However," he pointed out, "there is no language wherein a double positive can form a negative."

A voice from the back of the room piped up, "Yeah. Right."

Adult EAL resources

For an annotated list of EAL resources visit www.immigratemanitoba.com and follow the links under For EAL Teachers.

Books

The following list contains books that have been mentioned in this manual as well as a few others that may be useful to new volunteers. There are thousands of Adult EAL resources available on the market. You may want to get catalogues from the publishers of Adult EAL materials such as, Oxford University Press, Cambridge, Heinle & Heinle and Prentice Hall.

Bell, J., Burnaby B. A Handbook for ESL Literacy. Ontario: OISE Press, 1986.

House, J., Rabinowitz, M. A Guide for Tutoring Adult ESL Learners. British Columbia Ministry of Advanced Education and Training, 1988.

Lewis, M. (ed.), New Ways in Teaching Adults. Virginia: TESOL, 1997.

Moskowitz, G. Caring and Sharing in the Foreign Language Class. Boston, Massachusetts: Heinle & Heinle Publishers, 1978.

Nilson, D., Nilson, A. Pronunciation Contrasts in English. New York: Regents Publishing Company, Inc., 1971.

Oxford, R.L. Language Learning Strategies: What Every Teacher Should Know. Boston, Massachusetts: Heinle & Heinle Publishers, 1990.

Rubin, J., Thompson, I. How To Be a More Successful Language Learner. Boston, Massachusetts: Heinle & Heinle Publishers, 1994.

Viney, P., Viney, K. Handshake: A Course in Communication. Oxford University Press, 1997.

The Best of Prairie Reader & Welcome News, A Resource for Adult ESL Teachers. Volume 1, Manitoba Culture, Heritage and Citizenship, 1998.

CLB Listening and Speaking Resource (AudioTapes, Transcripts and Teacher's Notes) Citizenship and Immigration Canada, 1998.

A Newcomer's Introduction to Canada. Citizenship and Immigration Canada, 2002, <http://www.cic.gc.ca/english/resources/publications/guide/index.asp>

Other resources

Centre for Canadian Language Benchmarks language.ca

This website has information about the Canadian Language Benchmarks. You can download copies of the benchmark documents and other information. The CLB posters are available for purchase.

Center for Adult English Language Acquisition cal.org/caela/

4646 40th Street, NW
Washington, DC 20016-1859
E-mail: caela@cal.org

Maps

Available from Explore Manitoba Centre, The Forks, Johnston Terminal or Travel Manitoba: 1-800-665-0040, travelmanitoba.com/

Canada Day to Day

Audio-Visual and Exhibits Unit. Hull/Ontario: Employment and Immigration Canada, 1991. Available in French, Cantonese, Punjabi, Somali, Spanish, Tamil, Vietnamese, English. This 50-minute video provides immigrants to Canada with a realistic view of what to expect when they arrive: a new culture and climate; and outlines what Canada will do for them and what they will be expected to do for themselves. The units: Canadian Life, A Day to Remember (first day in Canada), Your Community, Work in Canada, Family and the Law, Learning in Canada, are presented in a magazine format. There are two versions: one for government-assisted refugees and the other for all immigrants.

Winnipeg Public Library wpl.winnipeg.ca/library

The library has books and audio-visual materials on a variety of subjects including EAL, looking for work, travel in Canada, culture and foreign language books. They have more than 16,000 videos for adults and children. Subjects include cooking, history, nature, physical fitness, travel, home repairs, gardening, Shakespearean plays and others. There is also a wide selection of National Geographic, National Film Board and children's videos. Collections are also located at most branch libraries. For more information contact the Special Services Department, Millennium Library, 251 Donald St., Winnipeg Man. R3C 3P5, phone: 986-6489, fax: 986-7298

Other resources (realia)

Bus schedules, transfers, forms (medical, library, video, contests, employment), mail (junk mail, bills, coupons, flyers), newspapers, magazines, labels (washing instructions, medicine, food packages and cartons), telephone books, signs (traffic, in public places, in stores), directories, letters, postcards, birthday cards, notes from school, announcements, etc.

There are many Internet web sites for EAL learners who want to improve their English skills. Some good sites are:

- **Dave's ESL Café** at www.eslcafe.com/ This website is very popular. It has activities to learn vocabulary, grammar, slang and much much more. It also has links to many other EAL web sites.
- **English Listening Lounge** at www.englishlistening.com let you listen to real people speaking English. Your computer system must have Real Audio.
- **English Learner.Com** at www.englishlearner.com has a variety of activities and tests to help you learn English.
- **Spelling it right** at www.spelling.hemscott.net has lessons to help families improve their spelling.
- **Free English and Spelling Lessons** at www.say-it-in-English.com has lessons for learner at different levels of difficulty.
- **The Ontario settlement website** at www.settlement.org/index.asp has many links to EAL, settlement and citizenship resources and activities.
- **Canadian Citizenship Preparation and language activities** for learners at www.mavis.ca. Mavis Harper is a Winnipeg EAL teacher, materials developer and volunteer trainer.
- **Free Short Self-Study English Lessons** and Quick Tips for EAL Learners www.5minuteenglish.com
- **The Web English Teacher** at www.webenglishteacher.com has links to many different websites and also has some lessons and activities on line.
- **Listening practice** with accents from all over the world. Recorded conversations and exercises related to the conversations www.elllo.org .
- For more ideas look at the Self Study Guide at immigratemanitoba.com in the Learn English on your own section under Practise English on your own.

Adult English as an Additional Language classes

In Winnipeg, newcomers are referred to language training after their language assessment. As circumstances change (e.g., changing addresses, starting or leaving a job, changing family situations) some people may wish to change programs.

The Canadian Language Benchmarks Placement Test is used in Manitoba to assess English language competency in listening and speaking, reading, and writing. The Canadian Language Benchmarks is a nationally used and recognized set of criteria which describe a person's ability to use the English language to accomplish a set of tasks. The CLBPT tests Levels 1 to 8. A client at Level 8 is considered ready to enter post-secondary studies.

Funded Programs

Adult EAL classes that are funded by the Manitoba Immigrant Integration Program are free for learners who are citizens born outside Manitoba, permanent residents or refugee claimants.

ENTRY Program

- for newcomers who have been in Canada three months or less
- four-week introduction to English and living in Manitoba
- first step for learners planning to attend day EAL programs
- Classes run days and during evenings for four weeks; also one-week “express” orientation
- 400 – 259 Portage Ave., Winnipeg, phone 944-0133, entryprogram.ca

After Entry, learners will have an appointment for a language assessment at the Winnipeg English Language Assessment and Referral Centre, then be referred to an Adult EAL class that is right for them.

List of programs

For up to date information on EAL programs in Winnipeg and in Manitoba regional centres go to immigratemanitoba.com under Learn English.

There is a variety of classes, full time and part time, to meet the different needs of newcomers. Assessors at the assessment centres will help newcomers choose the program that best meets their needs.

Fee-payer programs

Please note that Adult English as an Additional Language programs are not regulated in Manitoba. This list is for information only and is not a recommendation for any particular program. Consumers are responsible to investigate the curriculum, the teachers' qualifications and details of course length and costs on their own.

Brandon University English for Academic Purposes Program

For more information visit <http://www2.brandonu.ca/eap/>.

Heartland International English School

- For more information on these classes visit heartlandenglish.com.

Red River College Language Training Centre

For more information visit rrc.mb.ca.

St. Boniface College

For more information visit ustboniface.mb.ca.

University of Manitoba English Language Centre & continuing education

For more information visit umanitoba.ca/learner/elc/index.html.

University of Winnipeg English Language Program & part-time programs

For more information visit uwinnipeg.ca/index/elp-information.

English Skills Centre

For more information visit englishskills.ca

Language assessments, tests and test preparation

All newcomers to Manitoba who want to take English classes in Winnipeg must first have a language assessment. The assessment is free. Contact:

Winnipeg English Language Assessment and Referral Centre
4th floor, 275 Portage Ave.
Winnipeg, Man. R3B 2B3
Phone 943-5387 for an appointment.

For information about language assessment centres outside of Winnipeg visit www.immigratemanitoba.com and go to Learn English – Language Assessment.

Who is eligible for assessment and referral to classes?

Manitoba residents who are:

- permanent residents or Canadian citizens born outside Canada
- refugee claimants following the Immigrant Refugee Board acceptance
- provincial nominees (including spouses and adult children) who have received their letter of approval from the province

What type of assessment is used?

The Canadian Language Benchmarks Placement Test is used in Manitoba to assess English language competency in reading, writing, listening and speaking. The CLBPT assesses benchmark levels 1 to 8. A person at Level 8 is considered ready to enter post secondary studies.

How long does it take for an assessment?

The length of time needed for an assessment depends on the level of English. The assessment includes reading, writing, listening and speaking and can take up to three hours.

Do I take anything to the appointment?

When clients arrive for their appointment they must show their landing paper or permanent resident card, refugee claimant papers or proof of Canadian citizenship and their Manitoba Health card.

What happens after the language assessment?

The assessors use information from the language assessment and information given by the clients during the interview to make referrals to:

- the Adult EAL program that can best meet their needs for language training
- organizations that they meet their settlement and employment needs:
 - settlement services such as the Immigrant Centre or Welcome Place
 - employment preparation services such as Employment Solutions for Immigrant Youth and Success Skills Centre
 - the Manitoba Credentials Recognition Program

Other tests

Canadian Test of English for Scholars and Trainees

CanTEST costs \$140 for the test and oral interview.

For more information visit www.cantest.uottawa.ca

Test of English as a Foreign Language

TOEFL costs US \$200. For more information visit www.toefl.org

TOEFL preparation classes are offered at:

- University of Winnipeg, Continuing Education (982-6633)
- University of Manitoba, English Language Studies (477-9921)

Academic English Program for University and College Entrance

Learners who successfully complete this program will be considered to have met the English language requirements for admission to degree credit programs at the University of Winnipeg and the University of Manitoba and to college programs at Red River College. The course is offered at:

- University of Manitoba, English Language Centre (474-9251)
- Red River College, Language Training Centre (945-6151)
- University of Winnipeg, Continuing Education (982-6633)

Canadian English Language Benchmarks Assessment for Nurses

This is the first occupation-specific, CLB-referenced assessment tool. CELBAN is endorsed by most of the regulatory bodies that license nurses in Canada. There is a readiness self-assessment online. Visit: celban.org

Test of Workplace Essential Skills

TOEWS assesses basic literacy skills demanded by Canadian workplaces. For more information visit www.towes.com

Test of English for International Communication

For more information visit www.toeic.ca

Canadian Academic English Language

CAEL assessment approximates the experience of joining a first-year, introductory university course. There is an oral assessment, a taped lecture to listen to, some reading tasks and essay-writing task on the topic of the test itself. There are practise materials online. Website: cael.ca

International English Language Testing System

This is a Citizenship and Immigration Canada-approved test. There is a speaking/listening section, a reading section and two writing tasks. For more information visit ielts.org/

Workplace testing

Many workplaces ask perspective employees to take a language test. These tests differ from company to company. It is in the best interest of the applicant

to inquire about form, content and length of the test at the time when he/she submits an application or resumé.

Michigan English Language Assessment Battery

For more information visit www.lsa.umich.edu/eli/testing/melab. This test is available at the University of Manitoba (e-mail John Brian Salt at Brian_salt@umanitoba.ca)

Canadian Adult Achievement Test

CAAT is one of the tests used for admission into courses at Winnipeg Technical College but is not used to test English language proficiency. This test is designed to measure the level of educational achievement of adults who have had varying amounts of formal schooling.

Certificate of Proficiency in English

Cambridge ESOL (English for Speakers of Other Languages) exams include a range of assessment tools.

Canadian English Language Proficiency Index Program (CELPIP)

CELPIP is a set of computer-delivered English language proficiency tests used to assess functional skills in English for listening, speaking, reading, and writing. For information visit www.ares.ubc.ca/CELPIP/.

Teacher educational opportunities

There is a variety of courses and programs for individuals in Manitoba interested in becoming Adult EAL teachers. The following information is a brief summary of those teacher education opportunities. For more information contact the programs directly.

University of Manitoba

Electives

The Faculty of Education of the U of M offers courses at three levels of study. The Bachelor of Education (BEd) offers elective courses in TESL (Teaching English as a Second Language), and encourages BA linguistics courses. The Post-Baccalaureate Certificate in Education (PBCE) allows for a concentration of TESL courses. The Master of Education (MEd) and the Doctorate in Language and Literacy (PhD) provide for majors in TESL for experienced EAL teachers to take advanced courses and to do research and development in TESL. For more information and/or an application phone 474-9004.

Certificate in Teaching English as a Second Language

In addition to the above course, the U of M Faculty of Education works in partnership with Continuing Education to offer a Certificate in Teaching English as a Second Language (CTESL). This certificate program of five courses is intended to provide initial preparation for teaching EAL. For more information, contact U of M Continuing Education at 474-9921 or Faculty of Education at 474-9004.

Certificate in Adult and Continuing Education

The universities of Manitoba, Alberta, Saskatchewan and Victoria have formed a consortium and collaborated on the design and delivery of a Certificate in Adult and Continuing Education (CACE) program, which offers campus-based and distance education courses. Included in the certificate program are a variety of elective TESL courses. For more information on admission and program content contact:

University of Manitoba, www.umanitoba.ca/coned/mpcp/cace/

University of Alberta, www.extension.ualberta.ca/cace/program.aspx

University of Calgary, conted.ucalgary.ca/cal/

University of Saskatchewan,
www.extension.usask.ca/ExtensionDivision/credit/Certificate/CACE.html

University of Victoria, www.uvcs.uvic.ca/csie/cace/

University of Winnipeg

Electives

The University of Winnipeg offers a TESL course and others related to second language instruction through its Bachelor of Education program and its Faculty of Arts and Science. For information visit

www.uwinnipeg.ca/academic/as/education/index.htm

Certificate

U of W offers an English as a Second Language Teacher Certification Program for individuals with the background to teach English as a second or foreign language. For information visit www.uwinnipeg.ca/index/elp-esltcp.

Providence College and Seminary

Providence College and Seminary, located in Otterburne, Man., offers a Certificate of Teaching English to Speakers of Other Languages. The certificate can be taken for undergraduate or graduate level credit. The program can be completed in one year of full-time study by those without Bible college training. Those who hold appropriate Bible college credits can complete the one-month intensive training program that is offered in both June and August or by attending classes at the college during the regular semester.

Providence also offers a BA in Intercultural Studies, with a concentration in TESOL. Also offered is an MA in Educational Ministries and an MA in Global Christian Studies. Both have concentrations in TESOL.

For information visit prov.ca/college/tesol.aspx.

University of Saskatchewan

The University of Saskatchewan offers a distance education Certificate in Teaching English as a Second Language. This is a home-study program designed to meet the instructional needs of current and prospective teachers of EAL.

For more visit extension.usask.ca/ExtensionDivision/credit/Certificate/CERTESL.html.

TESL Canada Certification

TESL Canada Federation offers professional certification based on level of education, TESL training, teaching experience and positive performance reviews. Information on the National Professional Certification Standards and application forms are at tesl.ca.

Professional Organizations

Professional organizations provide a vital opportunity for those interested in teaching EAL to meet colleagues, explore areas of interest and further develop their professional expertise.

TEAL Manitoba

TEAL Manitoba holds an annual conference. This one-day conference holds workshops and presents internationally known EAL authorities as well as a variety of local experts. For information visit tealmanitoba.ca.

TEAM

Teaching English as an Additional Language to Adults in Manitoba provides a variety of professional development opportunities throughout the year including an annual teacher conference. For information visit manitobateam.com.

Summary of services for immigrants in Manitoba

Manitoba funds organizations to provide services to newcomers in areas of settlement, health, employment and language learning. For a list of organizations visit Immigratemanitoba.com.

Volunteer co-ordinators

Name of organization or program	Volunteer opportunities	Phone
Adult Language Training Branch 500 – 213 Notre Dame Ave. Winnipeg, MB R3B 1N3 Email: Website: www.immigratemanitoba.com	Facilitator, volunteer co-ordinating Group	945-6300
Adult EAL Centre Winnipeg School Division Heather Rempel Volunteer co-ordinator 700 Elgin Ave. Winnipeg R3E 1B2 E-mail: hrempel@wsd1.org Website: http://eal.wsd1.org	Volunteers in EAL classroom	775-0416 ext. 292
Immigrant Centre 100 Adelaide St., Winnipeg Marsha Palansky Volunteer service co-ordinator E-mail: marshap@international-centre.ca Walter Luzzi ESL volunteer co-ordinator Email: walterl@international-centre.ca	Language partners Volunteer tutors Conversation group leaders	943-9158 Marsha – ext. 260
Welcome Place Wanda Yamamoto Manager, volunteer services E-mail: wanday@miic.ca Fredy Perez Volunteer co-ordinator Email: fredyp@miic.ca 397 Carlton St. Winnipeg R3B 2K9 Website: www.miic.ca	Volunteers for language and settlement	977-1000
NEEDS Centre Sheila McBeath Volunteer co-ordinator 251 A Notre Dame Ave. Winnipeg R3B 1N8 Email: volunteers@needsinc.ca Website: www.needsinc.ca	Homework help and youth activities Computer assistants	940-1265

<p>Age and Opportunity Lan Doan Co-ordinator EAL services 200 – 280 Smith Street Winnipeg R3C 1K2 E-mail: esl@ageopportunity.mb.ca Website: www.ageopportunity.mb.ca</p>	<p>Language partners for seniors Teacher assistants</p>	<p>956-6440</p>
<p>University of Winnipeg Julie Sakuta Language partner program co-ordinator 515 Portage Ave., Winnipeg E-mail: j.sakuta@uwinnipeg.ca Website: www.uwinnipeg.ca/index/elp-volunteering</p>	<p>Language partners and volunteers for foreign learners in EAL programs</p>	<p>982-1151</p>
<p>University of Manitoba English Language Centre 520 University Centre Winnipeg R3T 2N2 Learner Life Coordinator Website: www.umanitoba.ca/elc</p>		<p>480-1478 or 474-9251</p>
<p>International Centre for Learners University of Manitoba Lois Ward 541 University Centre Winnipeg, MB R3T 2N2 E-mail: lois_ward@umanitoba.ca</p>	<p>Volunteer English practice One-on-one or small-group conversation</p>	<p>474-9506</p>
<p>South Eastman English and Literacy Services Dolores Thiel Instructor co-ordinator Steinbach R5G 1N5 E-mail: seels@mts.net</p>	<p>Volunteers for Steinbach and area</p>	<p>204-326-4225</p>
<p>Westman Immigrant Services Cherry Hunt Volunteer co-ordinator 729 Princess Ave. Brandon R7A 0P4 E-mail: volun@mts.net</p>	<p>Settlement partners Volunteer EAL tutors Tutors Conversation group facilitators Canadian cooking class</p>	<p>204-727-6031</p>

<p>Interlake Adult Learning Association Judith Cameron Executive director Gimli R0C 1B0 E-mail: IALA@mts.net</p>		<p>204-642-5759 OR 1 -866-606-7650</p>
<p>Portage Learning and Literacy Centre Abe Friesen Volunteer co-ordinator 110 Saskatchewan Avenue West Portage la Prairie R1N OM1 E-mail: amf@mts.net</p>		<p>204-857-6304</p>
<p>Pembina Valley Language Education for Adults Gail Reichert Co-ordinator 2-571 Main Street Winkler R6W 1G3 E-mail: pemvalla@mts.net</p>		<p>204-325-7718</p>
<p>Multicultural Centre Claudia Erickson Co-ordinator: 97-A McGill Place Thompson R8N OH9 E-mail: tmccsb@mts.net</p>		<p>204-677-3981</p>

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

EAL volunteer training

The Adult Language Training Branch of Manitoba Labour and Immigration holds a series of workshops specifically for Adult EAL volunteers.

For a description of workshops and the current schedule visit immigratemanitoba.com For EAL Teachers / Volunteers.