

**Learning Together**  
**A Resource for Volunteers Working with**  
**Adult EAL Learners**

**2005**

# **Learning Together**

## **A Resource for Volunteers working with Adult ESL Learners**

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# Welcome to Volunteering in Adult EAL

(Adult English as an Additional Language)

**V**olunteering 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 and agencies, 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 agencies 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 and
- 🌐 supervising, supporting, giving feedback and acknowledging our volunteers' work and contributions.

The Adult Language Training Branch is implementing a change from the term English as a Second Language (ESL) programs to **English as an Additional Language (EAL)** programs. For background information, see the Learning English section on our website: [www.immigratemanitoba.com](http://www.immigratemanitoba.com)



## ***Introduction to Volunteers in Adult EAL***

Manitoba welcomes many 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 students 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 the class time. Classroom volunteers have included Education students who are planning to teach abroad, potential Adult EAL teachers, retired teachers and TESL students. See *Volunteers in an Adult EAL Classroom*, page 6.
2. A language partner volunteer agrees to meet with an Adult EAL student outside of class time to practice informal English. Anyone who has some 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 *Language Partner Volunteers*, page 9.
3. Sometimes a volunteer tutor is needed when a student cannot access a language class. Ideally, a volunteer tutor is someone who; has a background in education; has taught adults; 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. For more information, see *Volunteer Tutors*, page 16.

## ***Professionals and Adult EAL Classes***

There are free Adult EAL classes for newcomers in Manitoba. (See page 43) 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 in-services for their continued professional development, have experience working in a cross-cultural setting, 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 that goes beyond language learning. Do not be disappointed if this does not happen (just as with other new people you meet, not everyone becomes a friend).
- ☺ 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 a much anticipated event of mutual benefit.
- ☺ raised awareness of the needs of new Canadians;  
As you get to know Adult EAL students you will become aware of the needs of newcomers and you can educate others in your community or workplace of 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.
- ☺ and an 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 2004, Canada welcomed 7,411 government-sponsored refugees and 3,115 privately sponsored refugees.**

(Source: Citizenship and Immigration Canada, Prepared by Manitoba Labour and Immigration, July 2005.)

## What You Should Know About Newcomer Adult Language Students

**A**dult immigrants and refugees come to Manitoba with experience and information acquired over many years. You can use the past experience and cultural differences as a resource. It is often useful to start a discussion about what is already known about the 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.*

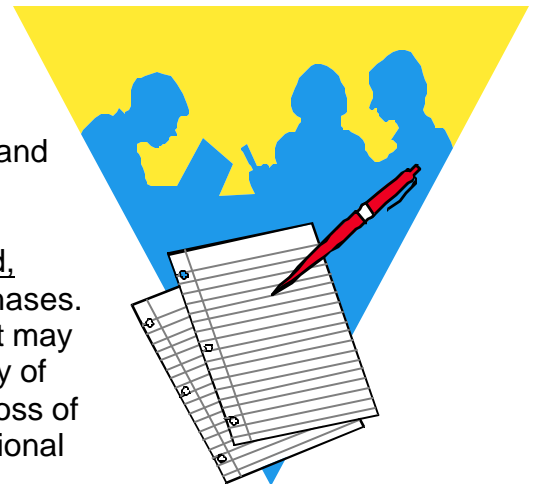
Adults learn best when they are actively involved in the learning process. Active involvement can mean deciding how to work together and what to study or talk about. It is important to explain 'why' you are giving information or doing a certain language learning activity. Also, you should reinforce the 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 Summary of Services for Immigrants in Manitoba, page 55). 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, pages 28 – 32).

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 emphasise 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, how to clarify a message by practising 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 Convention Refugees - people who cannot return to their first country because of war or fear of persecution.**

**Manitoba also has a special immigration program. In June 1998, the governments of Canada and Manitoba signed the Provincial Nominee Agreement, which 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 <http://www.cic.gc.ca/english/index.html> or the Province of Manitoba Provincial Nominee program website at [www.immigratemanitoba.com](http://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 it for 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, - for example how to conduct language drills. He/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 students.
- A volunteer is expected to observe the teacher and watch for cues to offer assistance to one or a number of students. The teacher's primary focus is the students 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 students.
- The volunteer provides the students with an additional opportunity to interact with a native English speaker. This expectation of good modeling 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 students to observe.
- The classroom volunteer must be flexible. Working with adult newcomers requires empathy towards complicated and unsettled lives. It may mean that students 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***

**C**lassroom 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 students 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 students 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:

<b>First:-</b>	<b>Then:-</b>	<b>And then:-</b>
teacher/volunteer says, “ <i>weekend</i> ”	student/s repeat	<i>Teacher and student/s (repeat several times)</i>
teacher/volunteer says, “ <i>on the weekend</i> ”	student/s repeat	<i>Teacher and student/s (repeat several times)</i>
teacher/volunteer says, “ <i>I went fishing on the weekend.</i> ”	student/s repeat	<i>Teacher and student/s (repeat several times)</i>

Each part is repeated five to ten times. Sometimes drills are used to develop patterns. Substitution drills help students 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 students. 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 student. You may need to use a tape recorder. It is interesting to note that often pronunciation errors occur because the student has not been able to discriminate the sound aurally, so some listening exercises may be required first. Also, having the student 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.

For more information on ideas to help learners improve pronunciation, go to page 22.

### Do a dialogue

A teacher may give you the transcript of a dialogue to practice with the student/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 i.e., 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 student/s repeating after you. Continue to have the student/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 student 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', (see glossary) periodically. If you have access to a tape recorder, you may want to tape a version of the dialogue after it has been practised so the student/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 personalise it (using your own information or information from the student/s).

### A reading (informational or instructional text)

If the teacher asks you to work with a student(s) on a reading, it may be helpful for you to read it aloud first. Then have the students 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 W's – who, what, where, when and why). Depending on the level, students 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...?", etc.

### Writing

A teacher may ask you to support an individual as he/she works through a writing exercise. Be sure the student 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 students 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.

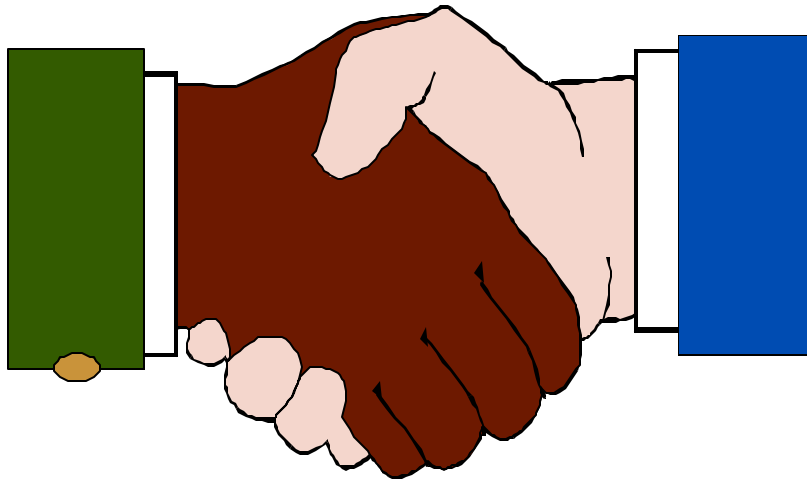
### **Expectations**

You can help EAL students 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 will talk 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 volunteer training sessions may be advantageous. For a volunteer training workshop schedule, see the website ([www.gov.mb.ca/labour/immigrate/learningenglish/4\\_1.html](http://www.gov.mb.ca/labour/immigrate/learningenglish/4_1.html)) or contact your volunteer coordinator.
- The volunteer provides an opportunity for an Adult EAL student to interact with a native English speaker. This expectation of good modeling requires no extra effort as it is the natural stress and intonation patterns, use of common vocabulary including idioms (see glossary) and socially appropriate verbal and non-verbal behaviours that are important for language student 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 15-20 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 student lounge.
- In the community, meet Friday at 10:00 a.m. in the library or at a senior 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 Issues** - 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.



**. . . continued**

## Suggested Conversation Starters (continued)

- ❑ **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 pick-up, recycling, home 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 (their ages, interests, etc.). Discuss articles in the Winnipeg Parent Newsmagazine or local community papers. Photographs can help the conversation flow.
- ❑ **Roles of Men and Women** - 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 RRSP's.
- ❑ **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, etc.
- ❑ **Getting Around** – Cars can be the focus of a conversation. Again, compare the system here to your partner's first 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.

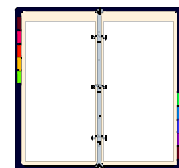


Use your language partner experience to challenge your own assumptions. There may be more than one "Canadian way" of doing something. The Canadian way(s) are not necessarily the only or the right way(s).

## ***Tips for Helping Someone to Improve His/Her English***

1. 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.
2. Relax, be yourself. Have a sense of humour. Smiles are universal and overcome the language barrier.
3. 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," or "me go downtown". This is not helpful in the long run.
4. 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.
5. 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.
6. 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 students who want and need to learn the language quickly.
7. Encourage your partner, but avoid false praise. It is insincere and patronising, but when noticeable improvement has been made, it is important to acknowledge it. At the same time, sympathize with struggles.
8. 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.
9. 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?"

10. 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.
11. 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).
12. 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.
13. 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. A standard question patterns such as "Do you like . . .?", "Do you play . . .?", "Do you have . . .?" can have many substitutions and allow for real communication while reinforcing the structure.
14. Remind the individual that making errors is considered part of the learning process.
15. 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.
16. Offer to go over some schoolwork or other material with your partner. Adult learning principles teach us that material should be relevant to the student. 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.



<b>Immigration to Manitoba in 2004 by Mother Tongue</b>			
Tagalog	19.68%	Russian	5.12%
German	13.42%	Punjabi	5.05%
English	6.99%	Other African	4.62%
Korean	5.39%	Amharic	3.84%
Spanish	5.26%	Mandarin	2.79%

Source: Manitoba Immigration Facts – 2004 Statistics Report



## 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. The public libraries carry books about learning English, books in other languages, tapes and CD's. There is a new Adult ESL collection at the Centennial 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.
- The universities often host concerts or guest speakers in conjunction with their annual events.
- Visit the Art Gallery, Legislative Building, the Zoo or the 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.
- The large bookstores in Winnipeg 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.
- 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 at 477-5180.



**Cultural Note:** For some cultures, using second hand items is not acceptable.

# Volunteer Tutors

## Expectations

- A volunteer tutor and the student/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 student/s should identify needs together. It is important to discuss the goals of the student/s. For more information, see *Where to Start?* (next section) and [A Guide for Tutoring Adult ESL Students](#) by Jennifer House. Volunteers working in a program funded by the Manitoba Immigrant Integration Program may register to borrow materials from the Adult Language Training Branch resource collection at 5-213 Notre Dame Avenue (phone 945-7305). 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/TTKTTM.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 for the program.
- 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 student/s.
- It is expected that a volunteer tutor will follow the principles of adult learning and choose materials that are relevant to the students' 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 student/s.
- Learning styles and learning strategies should be explored with the student/s (see 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 student/s with a framework for what is going to happen during your time together. Share it with your student/s. Preplanning not only allows for an efficient use of the time, it indicates that there is a logical progression in the teaching. A typical 2-hour session might look like this:

- 1 (10 minutes) **warm up** - greetings, news, fun activity, etc.
- 2 (15 minutes) **review** from last day's lesson, check homework
- 3 (35 minutes) **new lesson** - presentation (or introduction), activities
- 4 (10 minutes) **break** (important for sessions over two hours)
- 5 (30 minutes) **new lesson continued** - activities
- 6 (10 minutes) **closing** (questions, summarize, assign homework)
- 7 (10 minutes) **evaluation and reflection** (2-way feedback, tutor takes notes for next lessons & offers encouragement and/or helpful learning strategies to the student/s)

## Where to Start?

**Y**our students 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.

1. Ask your students (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.?
2. Ask your students which of the above situations is most important to them. Prioritize these topics.
3. 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 students, 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 students need. It's important that students 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 students to understand, say, read, or write things they will never need in real life.
4. Select and use real materials from the community as much as possible – flyers, coupons, bills, packages/containers, labels, newspapers, taped radio ads, news items, phone messages, etc.
5. 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.



6. Examine different kinds of written material, such as forms, bills, children's report cards, letters, ads, as well as 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 students need to understand the items or material. For instance, in order to use coupons, students need to know what they are and how and when to use them as well as the language items on them.
7. 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.
8. Plan two kinds of activities: a) *Skill getting* activities let students practise and repeat new language items orally or in writing with you as a model of good language and as an "error corrector." b) *Skill using* activities let students use their new language in real communication to complete real, meaningful tasks with you noting problem areas for remediation later. Students need a chance to do both kinds of activities.
9. Remember that your students 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.

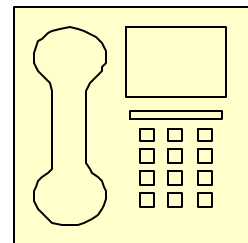
Help your students help themselves by teaching listening strategies such as:

1. Asking for repetition. **"Can you repeat that please?"**
2. Asking someone to speak slowly. **"Please speak slowly."**
3. 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 students guess what people may be saying in different situations.
4. Telling the speaker when he/she is not following. Teach the phrases, **"I don't understand."** **"What does . . . . mean?"**
5. Asking for clarification. **"Can you clarify that?"** **"What do you mean?"** **"What exactly do you want me to do?"**
6. Repeating or rephrasing what has been heard as a way of confirming understanding. **"Do you mean . . . ?"** **"Do you want me to . . . ?"**
7. Getting clues from the intonation and tone of voice.
8. Recognizing question words (who, what, where, etc.)

# Language Activities from Pictures, Stories and Articles

## Listening

1. Make an audiotape of an article, preferably with someone unfamiliar to your student, and use it for a variety of listening activities:
  - a) Before reading the article, listen to the tape several times; ask your student questions about the content.
  - b) Put the title of the article on a board or page. Read it, and then ask the student 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.
2. Do True/False exercises after studying an article or photograph and doing vocabulary/comprehension development. Read statements about it. The student can indicate whether the statement is true or false. This provides an opportunity to listen for correct vocabulary, tense, negatives, prepositions, etc.
3. Give beginner and/or literacy students 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 student must find and circle them. For variety, put the words on tape for the student to listen to.
4. Put words or short sentences on a tape. Use it for dictation.



**Suggestion:** Use the talking Yellow Pages for a contact assignment.  
(see glossary).

## Speaking

1. Question Formation: Practice yes/no and information questions. Provides the cue in statement word order.  
Tutor says, "Student 1 ask student 2 where you can go snowshoeing."  
Student 1 makes the question. "Where can you go snowshoeing?"  
Student 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.
2. Ask students to retell the story in their own words.
3. Practice pronunciation of words, both alone and in phrases for correct intonation. (for more information, see pages 22 – 24)
4. Read an article to the student. 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.
5. Discuss what is happening in pictures in different tenses. Photo stories provide a good opportunity for this.  
Example: Tutor: What is the doctor doing now?  
Student: He is examining the boy's arm.  
Tutor: Yesterday Martin broke his arm. What did the doctor do?  
i. Student: He examined the boy's arm.
6. Here is the answer; what is the question?
  - a. Provide statements from an article and have the students make the appropriate questions.  
Example: Tutor: Jorge (pronounced Hor-hay) is from El Salvador.  
Student: Where is Jorge from?
7. 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

8. Use various articles to increase the student's awareness and understanding of customs of Canadians and other nationalities. Some discussion topics might be:
  - a) What are the attitudes to this subject in your country? What are the laws?  
Example: 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?
  
9. Use articles to help students learn about different services in the community such as Women's Health Clinic, Senior Centres, and International 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.
  
10. 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.
  
11. Small Group Work - One student has a story. Others have a 'questionnaire' or form to fill out. They must ask the student with the story questions to find the answers.
  
12. 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 students 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?
  
13. Students 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 stages. 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 native-like pronunciation. 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.

Examples: 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.

Examples: **MO**-ney      a-**PART**-ment

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

Example: “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.

Examples: 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 *de 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 4 or 5 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 build-up. 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. Keeping adding a piece until they are saying the whole word or phrase.

Example

For *apartment*, have learners repeat:

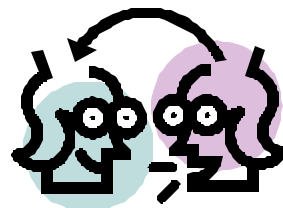
*ment, ment, ment.*

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 a 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.

Example: *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, many useful pronunciation web sites that are easy to find on the internet with a search engine, such as Google.

## Reading:

1. Have students search for headlines, picture captions or sentences from various articles.
2. Read sentences or articles chorally to practise stress and intonation.
3. Develop comprehension questions for facts, main ideas, sequence of events, cause and effects, and inference.
4. Have students get more information about something in an article by looking it up on the Internet, in the Yellow pages or other sources.
5. Pronoun Reference: Locate the pronouns in an article and identify the words they refer to.
6. Skim/Scan articles or the newspaper itself for specific information.
7. Make lists of acronyms and abbreviations from stories or articles. Practise the pronunciation of each and ensure that students know what they stand for. Some examples are E.S.L., T.O.E.F.L., E.A.P. (see glossary), etc.
8. 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.
9. Have beginner and/or literacy students circle all words in an article that begin with a certain letter. Count how many words they find.
10. Give beginner and/or literacy students 5 or 6 words. Have students find and circle them in an article.
11. Use the pictures to write a language experience story. If you have more than one student, 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.

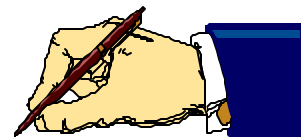


Most reading teachers use a combination of the following three approaches.

- 1 The **Sight-Word Approach**, or Look/Say Approach emphasizes learning to read a whole word by recognizing the appearance of the word.
- 2 The **Phonics or Decoding Approach**, emphasizes learning to read by sounding out individual letters and combinations of letters.
- 3 The **Language Experience Approach** (LEA) emphasizes learning to read by developing reading materials based on the student's own experiences.  
(from A Guide for Tutoring Adult ESL Students by Jennifer House)

### **Writing:**

1. Cut out pictures and make copies of them on a sheet. Have students write a story about each picture.
2. Make sentences (oral/written) with new vocabulary items.
3. Follow-up oral questions with the same ones in written form. This allows students to practice answers first, to check out facts and structure of responses before putting them on paper.
4. Re-write a couple of paragraphs of an article leaving out the punctuation marks and capital letters. Ask students to replace them.
5. Re-write complex sentences into simple ones.
6. Combine simple sentences into more complex ones.
7. Have beginner and/or literacy students alphabetize words.
  - a) Use words with different first letters;
  - b) Use words with the same first letter.
8. Give beginner and/or literacy students 5 or 6 words from a short article with a letter missing from each word. Students must find the words in the article and fill in the missing letter.
9. Give students 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 student 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.

Student journals are also important. You may want to encourage the student 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? Who?
- ? 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. Example: 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 <i>bl</i> in blend, <i>sch</i> in school
CLB	Canadian Language Benchmarks are nationally used descriptors of language levels. For more information, visit the site: <a href="http://www.language.ca/">http://www.language.ca/</a>
CLBA	Canadian Language Benchmarks Assessment is a national language assessment. See Language Assessments, Tests and Test Preparation or visit the site: <a href="http://www.clba.com/">http://www.clba.com/</a>
CLBPT	Canadian Language Benchmarks Placement Test - the newer streamlined CLB test. For more information, visit the site: <a href="http://www.language.ca/clbpt.html">http://www.language.ca/clbpt.html</a>
cloze exercise	A reading comprehension activity/test that asks students 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 students 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 <i>a, e, i, o, u</i> . 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' which puts a student 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 <b>normal</b> process. If a person is aware of the phases, they may be able to cope with them more effectively.</p> <p><b>Phase One:</b> 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><b>Phase Two:</b> 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><b>Phase Three:</b> 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: <u>A Newcomer's Introduction to Canada</u>, 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 student has written in order to model the correct sentence structure or spelling. Example: The EAL Student writes: <i>I go to shopping yesterday. I bought jacket for me for cold...</i> The Tutor replies: <i>I <b>went shopping</b> too. I bought <b>a</b> winter jacket for my daughter ...</i>
digraph	Two or more letters that blend to make one sound, such as <i>th, sh, ch</i> or the <i>ea</i> in bread
diphthong	A vowel sound that glides from one sound to another, such as the sound <i>oy</i> in boy, <i>ee</i> in tree, <i>ou</i> 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.
ESL	English as a Second Language.
ESP	English for Specific Purposes. Some EAL programs focus on the English needed for a particular occupation or single purpose. Examples: English for Restaurant Workers and English for Health Care Aides
idioms	Idioms are common expressions that are known by native speakers but are not necessarily found in the dictionary. For example: 'to look after someone' does not mean to view them as they walk away. 'To run' a business is an idiom.
immigrant	A person who comes to another country to take up permanent residency. Reasons for immigrating vary from person to person.
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. Students offer their own words to tell a story and the teacher writes them on a board or large flip chart. Students read exactly what they have said.
minimal pairs	Pairs of words in which the only sound difference is the sound being practiced. Examples: sit/seat, live/leave. These pairs are used for isolating and practicing particular sounds. For more information, see Nilson & Nilson’s <u>Pronunciation Contrasts in English</u> .
needs assessment	A needs assessment is conducted before the lesson plans are developed. It is imperative in Adult EAL that the students 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	Newcomers are immigrants and refugees.
PD	professional development
realia	Realia means real materials, i.e., materials that are not made specifically for EAL students. Examples: 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 when working with Adult EAL students.
reduction	Occurs when people eliminate certain sounds or syllables in words when they speak naturally, such as <i>wanna</i> for <i>want to</i> , <i>gonna</i> for <i>going to</i>
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. For example, “practice 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 implies 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 line-ups 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 ESL to Adults in Manitoba – an organization
TESL	Teaching English as a Second Language
TESL Manitoba	Teachers of English as a Second Language in Manitoba - a professional organization
TOEFL	Test of English as a Foreign Language
vowel	The letters <i>a, e, i, o, u</i> , and sometimes <i>y</i> . 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 students 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 student(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?**

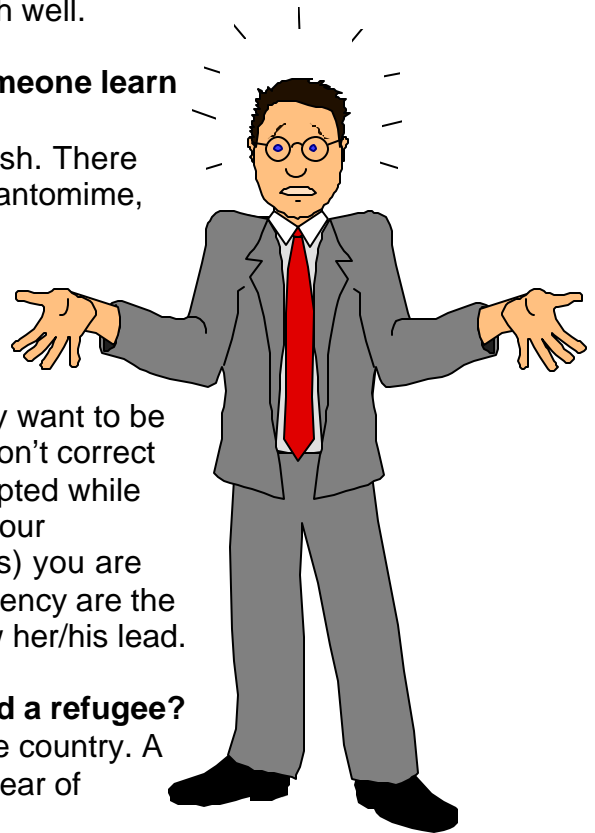
An immigrant makes a choice to leave his/her native country. A refugee cannot remain in his/her native country for fear of death or persecution.

### 5) **How can I support one of the students 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 page 55).

### 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 student 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 student/partner's culture. You should talk about your volunteer commitment and insist that monetary rewards are not warranted. If the student/partner 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) **The Adult EAL students 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 students. As a volunteer, you can explain to your student/partner 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 students?**

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 students.

10) **My language partner is a beginner; he only knows a few words. I find that it's difficult to carry on a conversation. What can I do?**

You can limit the sessions to only 10-15 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 student 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.

You can direct questions about services for newcomers to:  
**MANITOBA DEPARTMENT OF LABOUR AND IMMIGRATION**  
Immigration and Multiculturalism Division  
5th floor - 213 Notre Dame Avenue, Winnipeg MB R3B 1N3  
Phone: 945-6300 Fax: 948-2148  
Web site: [www.immigratemanitoba.com](http://www.immigratemanitoba.com) .

## 11) What are language benchmarks?

In Manitoba, Adult English as an Additional Language (EAL) 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 students have little or no English. Level 12 is the highest level of English. If you would like to look at the complete Canadian Language Benchmarks 2000, you can visit the web page for the Centre for Canadian Language Benchmarks at: <http://www.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 (Benchmark 1),
- ❑ make a doctor's appointment on the phone (Benchmark 4),
- ❑ understand a news report on the radio (Benchmark 5),
- ❑ find a phone number in the phone book (Benchmark 3),
- ❑ fill out an application form (Simple – Benchmark 4; Complex – Benchmark 6),
- ❑ write a research report (Benchmark 9) or
- ❑ write a formal letter (Benchmark 8) in English.

These are things people can do at different levels of the Canadian Language Benchmarks.

### Canadian Language Benchmarks Posters.

The Adult Language Training (ALT) Branch has developed Canadian Language Benchmarks (CLB) 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 students 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.gov.mb.ca/labour/immigrate/learningenglish/clb.html](http://www.gov.mb.ca/labour/immigrate/learningenglish/clb.html)).

Volunteers interested in purchasing posters can order them through the Centre for Canadian Language Benchmarks ([www.language.ca](http://www.language.ca)). 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. Students 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

For more information on courses and occupations that have been benchmarked, see the CLB Report on our website at <http://www.gov.mb.ca/labour/immigrate/learningenglish/2.html>

In Winnipeg, before newcomers begin EAL classes, they take a Canadian Language Benchmarks test. The test is either the Canadian Language Benchmarks Placement Test (CLBPT) or the Canadian Language Benchmarks Assessment (CLBA). 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 student talks with the assessor about the English level and the kind of school needed. Learners choose schools based on language needs, goals, location, schedules and courses available.

In the new class, the teacher will find out where the students 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 students do not need to return to the 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 student can understand and communicate spoken and written messages. At the end of the course or at the end of the school term, the student 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.

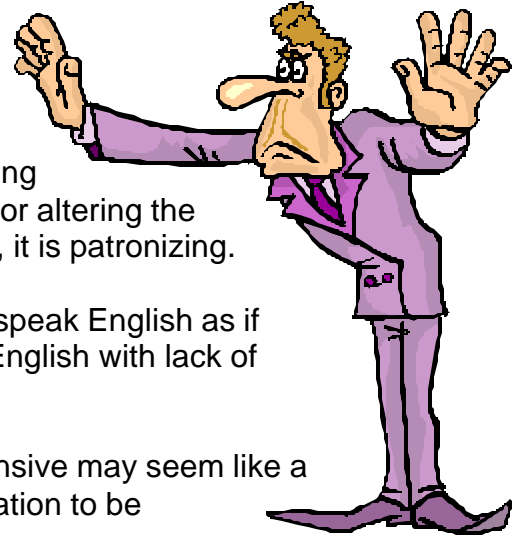
# Canadian Language Benchmarks Overview

Developed by Lisa Petit from the Canadian Language Benchmarks Documents

<b>STAGE 1</b>	
<b>1</b> <b>2</b>	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 recognise 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.
<b>3</b> <b>4</b>	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 recognisable spelling and punctuation. Vocabulary is quite limited.
<b>STAGE 2</b>	
<b>5</b> <b>6</b>	At this point, 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.
<b>7</b> <b>8</b>	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.
<b>STAGE 3</b>	
<b>9</b> <b>10</b>	Learner is no longer learning to read, write and listen; rather s/he is reading, writing and listening to learn. This is the area identified by Red River College for many of its training programmes. 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.
<b>11</b> <b>12</b>	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)

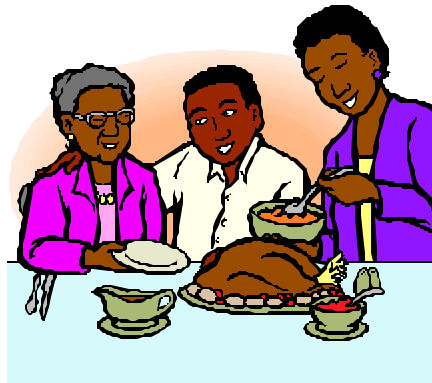
1. Hand gestures can be very distracting and offensive to some people. Be aware of how you use your hands.
2. Physically proximity, eye contact and touching can change from culture to culture or person to person.
3. Talking louder or distorting your speech by changing from correct sentence structure 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

**M**any 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 945-6300 (or for the name of the contact person in your area, see Volunteer Coordinating Committee, Names and Numbers page 58), 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 the website at [www.immigratemanitoba.com](http://www.immigratemanitoba.com) and follow the links under **Learning English**.

### 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 /ESLresources 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 Students. 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 Student. 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/newcomer/guide/section%2D01.html>

## **Other Resources**

### **Centre for Canadian Language Benchmarks** – [www.language.ca](http://www.language.ca)

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

### **The Center for Adult English Language Acquisition (CAELA)**- <http://www.cal.org/caela/>

4646 40th Street, NW  
Washington, DC 20016-1859  
E-mail: [caela@cal.org](mailto:caela@cal.org)

**Maps** - Available from Explore Manitoba Centre, The Forks, Johnston Terminal or Travel Manitoba Phone: 1-800-665-0040, <http://www.travelmanitoba.com/contents.html>

**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.

**The Winnipeg Public 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 Street, Winnipeg MB R3C 3P5, Phone: 986-6489, Fax: 986-7298 Website: <http://wpl.winnipeg.ca/library/>

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/](http://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.
- ❑ **OZ ESL Online** at <http://www.powerup.com.au/~ozes/> also has lots of good activities. This web site is from Australia and includes a lot of information about Australian culture.
- ❑ **The English Listening Lounge** at <http://www.englishlistening.com> let you listen to real people speaking English. Your computer system must have Real Audio.
- ❑ **English Learner.Com** at <http://www.englishlearner.com> has a variety of activities and tests to help you learn English.
- ❑ **Spelling it right** at <http://www.spelling.hemscott.net> has lessons to help families improve their spelling.
- ❑ **Free English and Spelling Lessons** at <http://www.say-it-in-English.com> has lessons for learner at different levels of difficulty.
- ❑ **The Ontario settlement web site** at <http://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](http://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 Students [www.5minuteenglish.com](http://www.5minuteenglish.com)
- ❑ **The Web English Teacher** at [www.webenglishteacher.com](http://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](http://www.elllo.org) .
- ❑ For more information, look at the **Self Study Guide** on the website at [www.immigratemanitoba.com](http://www.immigratemanitoba.com). Go to Learning English and look for Practise English on Your Own.

# Adult English as an Additional Language Classes

In Winnipeg, newcomers are referred to language training after their 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 (CLBPT) or Canadian Language Benchmarks Assessment (CLBA) are used in Manitoba to assess English language competency in listening and speaking, reading, and writing. The Canadian Language Benchmarks (CLB) 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 and CLBA test levels 1 – 8. A client at Benchmark 8 is considered ready to enter post secondary studies.

## ***Funded Programs (Programs are free for learners)***

### **1. ENTRY Program: Language and Orientation for Newcomers**

4th floor, 259 Portage Ave. Phone 944-0133

A 4-week introduction to English and living in Manitoba

- ❑ For newcomers who have been in Canada 3 months or less
- ❑ First step for learners planning to attend day EAL programs

### **2. Winnipeg School Division, Adult ESL Centre Day Program (Continuous Intake)**

700 Elgin Ave. Winnipeg, MB R3E 1B2 Phone 775-0416 Fax 786-3401

Email: [ljohansson@wsd1.org](mailto:l johansson@wsd1.org)

Website: <http://www.wsd1.org/aesl/>

- ❑ Classes are at The Adult ESL Centre – (700 Elgin Ave.), Sir William Osler School (1600 Grant Ave.) and Elmwood School (505 Chalmers Ave.)
- ❑ Class times:
  - ❑ Morning classes (9:15 – 12:15. Monday to Friday)
  - ❑ Afternoon Classes (12:45 – 3:45, Monday to Friday) (Osler and 700 Elgin only)
- ❑ Types of classes
  - ❑ CLB levels 1-6
  - ❑ EAL/ESL Literacy

### **3. Winnipeg School Division, Adult ESL Evening Program (Continuous Intake)**

Winnipeg Adult Education Centre 310 Vaughan St. Winnipeg, MB R3B 2N8

Phone 947-1674 Fax 956-5049

- ❑ Class times: 5:15–7:15 p.m. or 7:30–9:30 p.m., Monday to Thursday or 6:30 p.m. – 9:00 p.m. Monday and Wednesday or Tuesday and Thursday
- ❑ Types of Classes
  - ❑ CLB levels 1-8
  - ❑ EAL/ESL Literacy

4. **Red River College Language Training Centre** (Sept.- Jan. and Feb.- June)  
3rd floor, 123 Main St. Winnipeg, MB R3C 1A3 Phone 945-6151 Fax 948-3214  
Email: [sbates@rrc.mb.ca](mailto:sbates@rrc.mb.ca)

- ❑ Full time classes (8:50 a.m. – 3:10 p.m., Monday to Friday)
- ❑ Computer and Language labs
- ❑ Types of classes (not all classes are offered every session)
  - ❑ Intensive English (CLB levels 3-8)
  - ❑ Workplace Communication for Community Service Workers
  - ❑ English for Business Purposes
  - ❑ English for Professional Purposes
  - ❑ English for Technical Purposes
  - ❑ English for Nursing Purposes
  - ❑ English for Health Care Aides
  - ❑ AEPUCE (Academic English Program for University and College Entrance)
  - ❑ Canadian Communications for Allied Health Professionals
  - ❑ Canadian Communication for Physicians Trained Abroad (CCPTA)

5. **Applied Linguistics Centre** (Continuous Intake)  
575 Wall St. Winnipeg, MB R3G 2T5 Phone 774-4689 Fax 772-3145  
Email: [alcentre@alcentre.com](mailto:alcentre@alcentre.com) Website: <http://www.alcentre.com>

- ❑ Full time classes (9:00 a.m. – 2:45 p.m., Monday to Friday)
- ❑ Computer lab
- ❑ Types of classes
  - ❑ CLB levels 1- 8

6. **St. Boniface College** (Sept. to Dec. and Jan. to Apr.)  
200 Cathedral Ave. Winnipeg MB R2H 0H7 Phone 233-0210 Fax 235-4489  
Email: [lforbes@ustboniface.mb.ca](mailto:lforbes@ustboniface.mb.ca) Web Site: <http://www.ustboniface.mb.ca>

- ❑ Types of classes
  - ❑ CLB levels 2 – 6
  - ❑ Part time classes for French speaking immigrants with academic goals

7. **St. Vital Adult ESL Program** (Continuous Intake)  
511 St. Anne's Rd. Winnipeg, MB R2M 3E5 Phone 255-5390  
Email: [Audrey.Owens@rielsd.org](mailto:Audrey.Owens@rielsd.org)

- ❑ Classes at Ecole Lavallee (511 St. Anne's Rd.)
- ❑ Morning classes 9:00 – 11:30 a.m.
- ❑ Afternoon classes 12:30 – 3:00
- ❑ Types of classes
  - ❑ CLB levels 1 – 8
  - ❑ Child-minding available for preschool age children

**8. Louis Riel Division Adult ESL Evening Program** (Sept. – Dec./Jan. – Mar./Apr. – June)

- ❑ Classes at Ecole Lavallee (511 St. Anne's Rd.)  
Phone 257-7827 ext. 222
- ❑ Class time 7:00 – 9:30 p.m. Monday and Wednesday
- ❑ Types of classes
  - ❑ CLB levels 5-8

**9. Community Based Language Training** (Sept. – Mar.)

Classes are held in a variety of locations. Supports such as child-minding, and/or transportation may be offered.

- ❑ Types of classes
  - ❑ Community EAL Classes for Women (Mothers isolated due to child care responsibilities)  
Contact Frances Molaro @ 945-2593 or Antonio Alfaro @ 945-0507
  - ❑ ESL for Seniors (Learners over 55 years of age and no longer in the labour force)  
Contact Lan Doan @ 956-9739 at Age and Opportunity Centre Inc.

**10. English Skills Centre**

259 Portage Ave., 4th floor, Winnipeg, MB R3B 2A9 Phone 927-4ESL (375)  
Fax 944-8062 Email: [michaela@englishskills.ca](mailto:michaela@englishskills.ca)

- ❑ English for business and professionals. Classes in Pronunciation, Listening, Reading, Writing Centre.
- ❑ Classes for specific language/employment needs.
- ❑ Part time. Afternoons, evenings and Saturdays.
- ❑ CLB levels 5 to 8

**11. English at Work**

- ❑ Job-specific English language classes for employees, from beginner to advanced levels
- ❑ Classes on-site at the workplace, usually two-hour classes twice a week
- ❑ Must be initiated by the employer
- ❑ Employers contact Dale Klassen @ 945-6016 Email: [dklassen@gov.mb.ca](mailto:dklassen@gov.mb.ca)

**12. Enhanced Language Training**

- ❑ Sector Specific English language classes for immigrants seeking employment
- ❑ Contact Anna Bird @ 945-4310 Email: [anbird@gov.mb.ca](mailto:anbird@gov.mb.ca)

**13. Volunteer Training**

- ❑ Training for volunteers working with adult EAL learners
- ❑ Contact Judy Johnson @ 945-5473 Email: [jujohnson@gov.mb.ca](mailto:jujohnson@gov.mb.ca)

## ***Regional Programs for English as an Additional Language (EAL)***

### **Pembina Valley Area**

#### **Pembina Valley Language Education for Adults (PVLEA)**

#2 - 571 Main Street

Winkler MB R6W 1G3

Contact: Laurie Sawatzky

Phone: 325-7718

Fax: 325-5945

Email: [pemvalla@mts.net](mailto:pemvalla@mts.net)

### **South Eastman Area**

#### **South Eastman English and Literacy Services**

Box 2513

Steinbach, MB R5G 1N9

Learner Coordinator: Dolores Braun

Phone: (204) 326-4225

Fax: (204) 326-3380

Email: [seels@mts.net](mailto:seels@mts.net)

### **Southwest Area**

#### **Westman English as a Second Language Services (WESLS)**

729 Princess Ave

Brandon, MB R7A 0P4

Contact: Doreen Cooper

Phone: 727-6031

Fax: 725-4786

Email: [weslss@mts.net](mailto:weslss@mts.net)

### **Interlake Area**

#### **Interlake Adult Learning Association**

P.O. Box 2240,

Gimli, MB, R0C 1B0

Contact: Gary Einarson

Phone: (204) 642-5759 or 1-866-606-7650

Fax: (204) 642-5759

Email: [IALA@mts.net](mailto:IALA@mts.net)



**Portage la Prairie**

**Portage Learning and Literacy Centre**

110 Saskatchewan Avenue West

Portage la Prairie MB R1N 0M1

Contact: Phillip Evans

Phone: 857-6304

Fax: 857-6358

Email: [learningcentre@yahoo.com](mailto:learningcentre@yahoo.com)

**Parklands Area**

**Parklands Immigration and Language Regional Services (PILRS)**

P.O. Box 487

Birtle MB R0M 0C0

Contact: Elaine Masur

Phone: (204) 773-0379

Email: [pilrs@mts.net](mailto:pilrs@mts.net)

**Northern Area**

**Thompson Multi Culture Centre**

97 - A McGill Place

Thompson MB R8N 0H9

Contact: Sukh Kokar, Executive Director

Phone: 677-3981

Fax: 677-3980

Email: [tmccsb@mts.net](mailto:tmccsb@mts.net)

<b>Manitoba Immigration Summary, 2004</b>	
<b>By Immigration Classification</b>	
Family Class	1,116
Economic Class	952
Provincial Nominees	4,048
Refugees	1,252
Other	59
<b>Top Source Countries for Newcomers</b>	
Philippines	Ethiopia
Germany	China
India	Sudan
Korea	Ukraine
Israel	England

## **Fee-Payer Programs (tuition)**

### **Applied Linguistics Centre**

575 Wall St. Winnipeg MB R3G 2T5 Phone 774-4689 Fax 772-3145

E-mail: [alcentre@alcentre.com](mailto:alcentre@alcentre.com) Web Site: <http://www.alcentre.com>

- ❑ Some fee-payer spots are available each session

Brandon University English for Academic Purposes Program (EAP)

270 – 18<sup>th</sup> St. Brandon MB R7A 6A9 Phone (204) 727-7308 Fax (204) 725-7471

Email: [cooperd@brandonu.ca](mailto:cooperd@brandonu.ca) Website: [www.brandonu.ca/EAP/](http://www.brandonu.ca/EAP/)

- ❑ Full time, 13 week sessions September, January and May

### **Heartland International School**

161 Portage Ave. Ste 401 Winnipeg, MB R3B 0Y4 Phone 989-8448 Fax 989-2232

E-mail: [info@heartlandenglish.com](mailto:info@heartlandenglish.com) Web Site: <http://www.heartlandenglish.com/>

- ❑ Full time instruction – 25 hours per week, Basic to advanced

### **Red River College Language Training Centre**

3rd floor, 123 Main St. Winnipeg MB R3C 1A3 Phone 945-6151 Fax 948-3214

E-mail: [sbates@rrc.mb.ca](mailto:sbates@rrc.mb.ca)

- ❑ Some fee-payer spots are available each session.

### **St. Boniface College**

200 Cathedral Ave. Winnipeg MB R2H 0H7 Phone 233-0210 Fax 235-4489

E-mail: [iforbes@ustboniface.mb.ca](mailto:iforbes@ustboniface.mb.ca) Web Site: <http://www.ustboniface.mb.ca>

- ❑ Part-time credit and non-credit courses for speakers of French who are learning English.

### **University of Manitoba**

**English Language Centre** – 520 University Centre Winnipeg, MB R3T 2N2

Phone 474-9251 Fax 275-8098 Web Site: <http://www.umanitoba.ca/student/resource/english/>

- ❑ Part time courses of English for Academic purposes
- ❑ AEPUCE (full time 9:00 a.m. to 3:00 p.m. Monday to Friday)
- ❑ Intensive Academic English Program (full time 9:00 a.m. to 3:00 p.m. Monday to Friday)

**Continuing Education**, Language Studies Area

Room 166 Continuing Education Complex, Winnipeg R3T 2N2

Phone: 474-8190

### **University of Winnipeg** (fall, winter, spring sessions)

Continuing Education – 294 William Ave. Winnipeg, MB R3B 0R1

Phone 982-6633 Fax 944-0115 Web Site: <http://www.coned.uwinnipeg.ca>

- ❑ ESL classes full time 9:00 a.m. to 3:00 p.m. Monday to Friday
- ❑ Other courses evenings and Saturdays

### **Winnipeg Transition Centre – English Skills Program**

259 Portage Ave., 4th floor, Winnipeg, MB R3B 2A9

Phone 927-4ESL (375) Fax 944-8062 Email: [michaela@winnipegtransitioncentre.com](mailto:michaela@winnipegtransitioncentre.com)

- ❑ English for business and professionals. Classes in pronunciation, listening, reading & Writing centre.
- ❑ Classes and tutoring for specific language /employment needs. Must be Benchmarks 5 - 8
- ❑ Part time. Afternoons, evenings and Saturdays

# 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:

**Adult Language Training Branch**  
5th floor, 213 Notre Dame Ave.  
Winnipeg, MB R3B 1N3  
Call 945-6300 for an appointment.

## 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.

## What type of assessment is used?

The Canadian Language Benchmarks Placement Test (CLBPT) or the Canadian Language Benchmarks Assessment (CLBA) are used in Manitoba to assess English language competency in reading, writing, listening and speaking. The CLBPT and CLBA assess Benchmark levels 1 - 8. A person at Benchmark 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 3 hours.

## Do I take anything to the appointment?

When clients arrive for their appointment, they must show their landing papers or permanent resident's 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 English as an Additional Language (EAL) program that can best meet their needs for language training (see list starting on page 43);
- ❑ Organizations that can assist in meeting their needs for settlement and employment, such as:
  - ❑ Settlement Services such as International Centre or Welcome Place (Refugees)
  - ❑ Employment Preparation Services such as International Centre, Employment Projects of Winnipeg or Success Skills Centre
  - ❑ Credentials Recognition Program
  - ❑ Academic Credentials Assessment Service
  - ❑ Other settlement services and agencies

## Other Tests

**Canadian Test of English for Scholars and Trainees (CanTEST)** – The CanTEST costs \$140.00 for the test and oral interview. For more information, visit the website at [www.cantest.uottawa.ca](http://www.cantest.uottawa.ca). CanTEST can be taken at:

- ❑ The University of Manitoba, 520 University Centre (Phone: 474-9251)
- ❑ The University of Winnipeg, Division of Continuing Education, Massey Building 294 William Avenue (Phone: 982-6633)

**Test of English as a Foreign Language (TOEFL)** – The TOEFL test can be taken at Thompson Prometric at Sylvan Learning Centre, 17 – 200 Meadowood Drive. It costs \$150.00 US. For more information, call 988-5055 or visit the website at [www.prometric.com](http://www.prometric.com). Information about the TOEFL test is available on the website at [www.ets.org/toefl](http://www.ets.org/toefl).



TOEFL preparation classes are offered at:

- ❑ Applied Linguistics Centre (774-4689)
- ❑ University of Winnipeg, Continuing Education (982-6633)

**Academic English Program for University and College Entrance (AEPUCE)** – Students 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:

- ❑ The University of Manitoba, English Language Centre, Phone: 474-9251.
- ❑ Red River College, Language Training Centre. Phone Shelley Bates: 945-6151
- ❑ The University of Winnipeg, Continuing Education, Phone: 982-6633
  - Course called Academic 5 – accepted at U of W

### **Canadian English Language Benchmarks Assessment for Nurses (CELBAN)**

This is the first national, occupation specific, CLB referenced assessment tool. CELBAN is endorsed by most of the licensing bodies that license nurses in Canada. There is a readiness self-assessment available on line. Website: <http://www.celban.org>

**Test of Workplace Essential Skills (TOEWS)** – TOEWS assesses basic literacy skills demanded by Canadian Workplaces. Phone (403) 410-3200 Web site: [www.towes.com](http://www.towes.com)  
E-mail: [gbigelow@bowvalleycollege.ca](mailto:gbigelow@bowvalleycollege.ca).

### **Test of English for International Communication (TOEIC)**

Educational Testing Service Canada Inc., 212-133 Princess Street, Kingston, ON K7L 1A8  
Phone 1-800-615-8666 Web Site: [www.toeic.ca](http://www.toeic.ca)  
Winnipeg Testing Centre – Applied Linguistics Centre, 575 Wall Street, Winnipeg MB  
Phone: 774-4689

### **Canadian Academic English Language (CAEL)**

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. This test is not available in Manitoba. Website: <http://www.cael.ca>

### **International English Language Testing System (IELTS)**

This is a Citizenship and Immigration (CIC) approved test and is used by British universities to assess the proficiency of applicants whose first language is not English. There is a speaking/listening section, a reading section and 2 writing tasks. There are some specimen materials available. The test is not available in Manitoba. There are only 4 test sites in Canada. For more information, visit the website at <http://www.ielts.org/>

### **Michigan English Language Assessment Battery (MELAB)**

Website: <http://www.lsa.umich.edu/eli/melab.htm>

The MELAB consists of three parts: a composition, a listening test, and a written test containing grammar, cloze, vocabulary, and reading comprehension problems. An optional speaking test is also available. A variety of English language learning materials is available at bookstores and libraries. This test is available at the University of Manitoba. For more information, contact John Brian Salt at [Brian\\_salt@umanitoba.ca](mailto:Brian_salt@umanitoba.ca)

### **Certificate of Proficiency in English**

Cambridge ESOL (English for Speakers of Other Languages) exams include a range of assessment tools. The exams are linked to the [Common European Framework of Reference for Languages](#), published by the Council of Europe. There are several general English tests as well as the [CAE \(Certificate in Advanced English\)](#), an advanced exam, and the [CPE \(Certificate of Proficiency in English\)](#) which is a very advanced level exam. Cambridge also has a skills-based assessment called [CELS \(Certificates in English Language Skills\)](#), which provides modular assessments of the four English language skills (listening, reading, writing, speaking). There are some Business English certificates and the [YLE \(Cambridge Young Learners English Tests\)](#) which is assessment of English of children between the ages of 7 and 12. Website: <http://www.cambridgeesol.org/index.htm>

### **Canadian English Language Proficiency Index Program (CELPIP)**

Citizenship and Immigration Canada (CIC) has approved the CELPIP tests as measures of [English language proficiency](#), and awards immigration points based upon CELPIP test score levels. It is a set of computer-delivered English language proficiency tests used to assess functional skills in English for listening, speaking, reading, and writing. There are two test types. A general assessment of proficiency levels consists of five parts based on everyday general reading and writing tasks. This general assessment is accepted by CIC and is suitable for use in certain post-secondary and employment training programs. The other test is the Academic assessment for testing the proficiency of beginning college or university-level reading and writing. The academic test consists of four subtests: sentence structure, reading comprehension, English usage, and essay writing. The test is available only in British Columbia and China. Website: <http://www.ares.ubc.ca/CELPIP/>

**Canadian Adult Achievement Test (CAAT)** measures an adult's functional levels in Mathematics, Reading and Language. CAAT helps determine an individual's present educational level and readiness for literacy instruction, general academic upgrading, core skills development and vocational selection. It is one of the tests used for entrance into courses at Winnipeg Technical College. It costs \$25.

↳ Many workplaces ask perspective employees to take a 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 resume.

## Teacher Education Opportunities

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

### The University of Manitoba:



1. The Faculty of Education of the U of M offers courses at three levels of study. The Bachelor of Education (B. Ed.) offers elective courses in TESL, and encourages B. A. Linguistics courses. The Post Baccalaureate Certificate in Education (PBCE) allows for a concentration of TESL courses. The Master of Education (M.Ed.) and the Doctorate in Language and Literacy (Ph.D.) provide for majors in TESL for experienced ESL teachers to take advanced courses and to do research and development in TESL. For more information and/or an application, phone (204) 474-9004.

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 or EFL. For more information, contact U of M Continuing Education at (204) 474-9921 or Faculty of Education at (204) 474-9004.

2. 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:

- ? **The University of Manitoba** (204) 474-6685 or toll free in Manitoba 1-888-216-7011 ext. 6685. Email: [sandra\\_stechisen@umanitoba.ca](mailto:sandra_stechisen@umanitoba.ca) Web site: [www.umanitoba.ca/coned/mpcp/cace/](http://www.umanitoba.ca/coned/mpcp/cace/)
- ? **The University of Alberta** (780) 492-7237 Email: [adulthood@ualberta.ca](mailto:adulthood@ualberta.ca) Web site: [www.extension.ualberta.ca/cace/](http://www.extension.ualberta.ca/cace/)
- ? **The University of Calgary** (Certificate in Adult Learning) 1-866-220-4994 Web site: [www.cted.ucalgary.ca/CAL/](http://www.cted.ucalgary.ca/CAL/)
- ? **The University of Saskatchewan** (306) 966-5562. Email: [Grace.Milashenko@usask.ca](mailto:Grace.Milashenko@usask.ca) Web site: [www.extension.usask.ca/ExtensionDivision/credit/Certificate/CACE.html](http://www.extension.usask.ca/ExtensionDivision/credit/Certificate/CACE.html)
- ? **The University of Victoria** Phone: (250) 721-7860 Email: [danderson@uvcs.uvic.ca](mailto:danderson@uvcs.uvic.ca) Web site: [www.uvcs.uvic.ca/csie/cace/](http://www.uvcs.uvic.ca/csie/cace/)

## **The University of Winnipeg**

1. 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, Website: [www.uwinnipeg.ca/academic/as/education/index.htm](http://www.uwinnipeg.ca/academic/as/education/index.htm) Phone (204) 786-9491 or Email: [education@uwinnipeg.ca](mailto:education@uwinnipeg.ca)
2. The University of Winnipeg offers an English as a Second Language Teacher Certification Program (ESLTCP) for individuals with the background to teach English as a second or foreign language. Website: [www.uwinnipeg.ca/index/elp-esltcp](http://www.uwinnipeg.ca/index/elp-esltcp) Phone: (204) 982-6633 Email: [infodce@uwinnipeg.ca](mailto:infodce@uwinnipeg.ca)

## **Providence College and Seminary**

1. Providence College and Seminary, located in Otterburne, Manitoba, offers a Certificate of Teaching English to Speakers of Other Languages (CTESOL). 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.
2. Providence College and Seminary also offers a BA in Intercultural Studies which has a concentration in TESOL, as well as an MA in Educational Ministries and an MA in Global Christian Studies which have concentrations in TESOL. For more information, visit the website at [http://prov.ca/college/col\\_academics.aspx#T.E.S.O.L](http://prov.ca/college/col_academics.aspx#T.E.S.O.L). or Phone: 1-800-668-7768

## **The University of Saskatchewan**

The University of Saskatchewan offers a distance education Certificate in Teaching English as a Second Language (CERTESL). This is a home study program designed to meet the instructional needs of current and prospective teachers of EAL. For more information, visit the website at <http://www.extension.usask.ca/ExtensionDivision/credit/Certificate/CERTESL.html> Phone (306) 966 - 5563. Email: [grace.milashenko@usask.ca](mailto:grace.milashenko@usask.ca)

## **TESL Canada Certification**

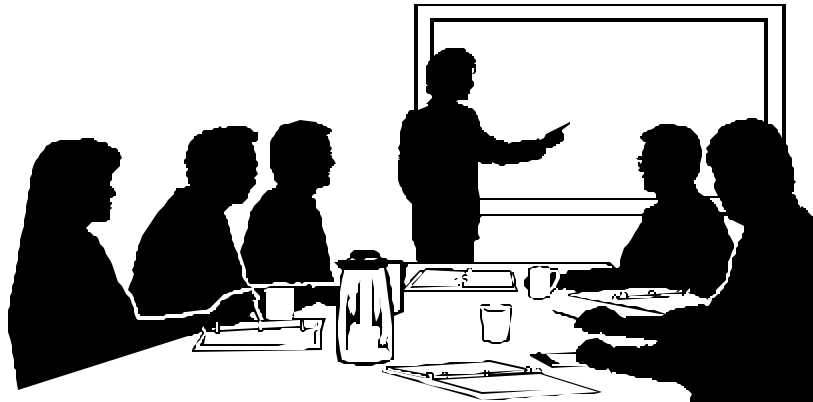
TESL Canada Federation offers Professional Certification based on level of education, TESL training, teaching experience and positive performance reviews. Information on the National Professional Certification Standards as well as the application form are available on the TESL Canada web site at [www.tesl.ca/](http://www.tesl.ca/)

## ***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. The following organizations address the needs of EAL/ESL teachers.

### **TESL Manitoba**

TESL Manitoba sponsors the TESL Manitoba Conference in February of each year. This one-day conference presents internationally known EAL authorities as well as a variety of local experts. There are a number of workshops for teachers working with EAL learners in the early years, K - S4, and adult levels. For more information, visit the website at [www.teslmanitoba.ca/](http://www.teslmanitoba.ca/) or write: TESL Manitoba, c/o MTS, 191 Harcourt Street, Winnipeg, MB R3J 3H2.



### **Teaching ESL to Adults in Manitoba (TEAM)**

TEAM provides a variety of professional development opportunities throughout the year, including an annual Teacher Conference in the fall. For more information, write: TEAM, c/o 300-123 Main Street, Winnipeg, MB R3C 1A3 or visit the website at [www.team-eal.org](http://www.team-eal.org)

### **Overseas Work (Paid and Volunteer)**

Organizations that provide opportunities to teach EFL overseas are listed in books such as **What in the World is Going On?**, a CIDA/CBIE publication. This publication is also available on the Internet at [http://www.destineducation.ca/cdnstdnt/witwigo\\_e.htm](http://www.destineducation.ca/cdnstdnt/witwigo_e.htm).



## Summary of Services for Immigrants in Manitoba

This list is not exhaustive. These agencies will be able to refer you to the appropriate resources.

### **Manitoba Department of Labour and Immigration**

#### **? Immigration And Multiculturalism Division**

- ? **Immigration Promotion and Recruitment Branch**
- ? **Settlement and Labour Market Services Branch**
- ? **Adult Language Training Branch**  
500-213 Notre Dame Avenue  
Winnipeg MB R3B 1N3  
Phone: 945-6300 Fax: 948-2148  
Website: [www.immigratemanitoba.com](http://www.immigratemanitoba.com)

- ? Manitoba's Provincial Nominee Immigration program
- ? Provides funding and staff support for immigrant settlement services and Adult English as an Additional Language Services
- ? Credentials Recognition Program
- ? Academic Credentials Report
- ? Coordination and support for EAL classes
- ? Canadian Language Benchmarks Placement Test (CLBPT) and Canadian Language Benchmarks Assessment (CLBA)

**Citizenship and Immigration Centre**  
Johnston Terminal, Room 400  
25 Forks Market Road  
Winnipeg MB R3C 4S9  
Phone: 1-888-242-2100  
Website: [www.cic.gc.ca](http://www.cic.gc.ca)

- ? Immigration information, sponsorship, visas.
- ? Administers funds for government-sponsored refugees
- ? Processes applications for citizenship.

### **International Centre - Citizenship Council of Manitoba**

2nd Floor - 406 Edmonton Street  
Winnipeg MB R3B 2M2  
Phone: 943-9158 Fax: 949-0734  
Email: [info@international-centre.ca](mailto:info@international-centre.ca)  
Website: [www.international-centre.ca](http://www.international-centre.ca)

- ? Integrated services for Family Class, Independent, Provincial Nominee, Entrepreneurial and Self-employed immigrants;
- ? 24-hour emergency interpreter service (after hours 943-7954)
- ? Employment counselling
- ? Educational counselling
- ? Citizenship Classes
- ? Career Mentorship program
- ? Computer classes

**Welcome Place – Manitoba Interfaith Immigration Council, Inc.**  
397 Carlton Street  
Winnipeg MB R3B 2K9  
Phone: 977-1000 Fax: 956-7548  
Website: <http://www.miic.ca/>

- ? Services for refugee newcomers, including reception & temporary accommodation, settlement & orientation, sponsorship services and inland refugee claim assistance

**Employment Projects of Winnipeg/  
Immigrant Employment Counselling  
Service**

990 - 167 Lombard Avenue  
Winnipeg MB R3B 2N8  
Phone: 949-5300 Fax: 944-4918  
Email: [epwinc@epw.ca](mailto:epwinc@epw.ca)  
Website: [www.epw.ca](http://www.epw.ca)

- ? Employment assistance for immigrants:- resumes, training and referrals,
- ? Computer classes

**Success Skills Centre**

440 - 500 Portage Avenue  
Winnipeg, MB R3X 3C1  
Phone: 975-5111 Fax: 975-5108  
Email: [ssc@successskills.mb.ca](mailto:ssc@successskills.mb.ca)  
Website: [www.successskills.mb.ca](http://www.successskills.mb.ca)

- ? Orientation and employment assistance services for immigrant professionals

**Osborne Village Resource Center (OVRC)**

Unit 1 – 107 Osborne  
Winnipeg, MB R3L 1Y4  
Phone: 989-6503 Fax: 477-0903  
Website: <http://www.ovrc.ca/>

- ? Offers introduction to computer classes, counselling on employment opportunities, life skills training.

**Needs Centre for War Affected Families**

251 Notre Dame Ave.  
Winnipeg MB R3B 1N8  
Phone: 940-1260 Fax: 940-1272  
Website: [www.needsinc.ca](http://www.needsinc.ca)

- ? Individual and family counselling for adaptation difficulties, stress/trauma associated with violence, torture, depression
- ? Activities for children and families
- ? Computer program
- ? Drop in programs
- ? Tutoring for youth and adults

**Immigrant Women's Counselling Services**

200 – 323 Portage Ave.  
Winnipeg MB R3B 2C1  
Phone: 940-2172  
Director: Kim Storeshaw

- ? Workshops, family violence counselling, advocacy

**Health Action Centre  
Outreach Service**

425 Elgin Avenue  
Winnipeg MB R3A 1P2  
Phone: 940-1626 Fax: 940-2116

- ? Full range of health and dental services
- ? Counselling services

**Contact Community Information**  
4rd Floor - 5 Donald Street  
Winnipeg MB R3C 2T4  
Phone: 287-8827 Fax: 287-8785  
Web Site: [www.contactmb.org](http://www.contactmb.org)

- ? Gathers information on community programs, self-help groups, government agencies and others and makes that resource file available
- ? Also available at the Centennial Library, 251 Donald Street, Winnipeg

**Sexuality Education and Resource Centre (SERC)** (formerly Planned Parenthood)  
2nd Floor- 555 Broadway  
Winnipeg MB R3C 0W4  
Phone: 982-7800  
Web Site: [www.serc.mb.ca](http://www.serc.mb.ca)

- ? Reproductive health information, pre-natal and post natal classes, immigrant outreach unit



During the first half of 2005, 75 Manitoba communities welcomed newcomers.

The top destinations were:

- |             |              |
|-------------|--------------|
| o Winnipeg  | o Kleeefeld  |
| o Winkler   | o Minnedosa  |
| o Steinbach | o Stonewall  |
| o Brandon   | o Dauphin    |
| o Morden    | o Grunthal   |
| o Carberry  | o Niverville |

Source: Citizenship and Immigration Canada  
Prepared by Manitoba Labour and Immigration October 2005 from preliminary data.

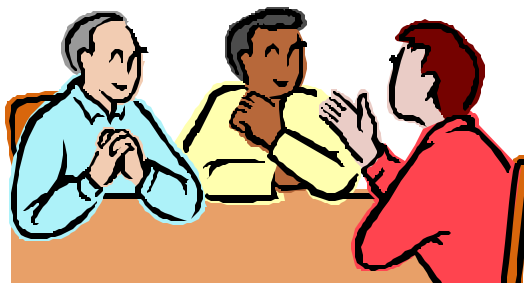
## Volunteer Coordinators – Names and Numbers

Name of Organization or Program	Volunteer Opportunities	Phone Number
<p><b>Judy Johnson</b>  <b>Adult Language Training Branch</b>                      500 – 213 Notre Dame Ave.                      Winnipeg, MB R3B 1N3                      Email: <a href="mailto:jujohnson@gov.mb.ca">jujohnson@gov.mb.ca</a>                      Website: <a href="http://www.immigratemanitoba.com">www.immigratemanitoba.com</a></p>	<p>? Facilitator, Volunteer Coordinating Group</p>	<p>945-5473</p>
<p><b>Heather Rempel</b>  <b>Volunteer Coordinator</b>                      Adult ESL Centre                      Winnipeg School Division                      700 Elgin Ave.                      Winnipeg, MB R3E 1B2                      Email: <a href="mailto:hrempel@wsd1.org">hrempel@wsd1.org</a>                      Website: <a href="http://www.wsd1.org/aesl/">www.wsd1.org/aesl/</a></p>	<p>? Volunteers in the EAL classroom</p>	<p>775-0416                      ext. 292</p>
<p><b>Marsha Palansky</b>  <b>Volunteer Services Coordinator</b>                      Email: <a href="mailto:marshap@international-centre.ca">marshap@international-centre.ca</a>  <b>Vicki Newell</b>  <b>ESL Volunteer Coordinator</b>                      Email: <a href="mailto:vickin@international-centre.ca">vickin@international-centre.ca</a>                      International Centre                      406 Edmonton St.                      Winnipeg, MB R3B 2M2                      Website: <a href="http://www.international-centre.ca/">www.international-centre.ca/</a></p>	<p>? Language Partners                      ? Volunteer tutors                      ? Conversation group leaders</p>	<p>943-9158                      Marsha – ext. 260                      Vicki – ext. 244</p>
<p><b>Wanda Yamamoto</b>  <b>Manager, Volunteer Services</b>                      Manitoba Interfaith Immigration Council Inc. - Welcome Place                      397 Carlton St.                      Winnipeg, MB R3B 2K9                      Email: <a href="mailto:wanday@miic.ca">wanday@miic.ca</a>                      Website: <a href="http://www.miic.ca">www.miic.ca</a></p>	<p>? Volunteers for language and settlement</p>	<p>977-1000</p>

<p><b>Leonie Bailon</b>  <b>Volunteer Coordinator</b>  Needs Centre for War Affected Families  251 A Notre Dame Ave.  Winnipeg, MB R3B 1N8  Email: <a href="mailto:volunteers@needsinc.ca">volunteers@needsinc.ca</a>  Website: <a href="http://www.needsinc.ca">www.needsinc.ca</a></p>	<p>? Volunteers for EAL,  ? Tutoring,  ? Homework help and activities for adults and youth  ? Computer drop in assistants</p>	<p>940-1262</p>
<p><b>Dianne Frost</b>  <b>Coordinator of Volunteers and Staff Development</b>  Age and Opportunity, Inc.  200 – 280 Smith Street  Winnipeg, MB R3C 1K2  <a href="mailto:dfrost@ageopportunity.mb.ca">dfrost@ageopportunity.mb.ca</a>  Website: <a href="http://www.ageopportunity.mb.ca">www.ageopportunity.mb.ca</a></p>	<p>? Language partners for seniors  ? Teacher assistants</p>	<p>956-6440</p>
<p><b>Valerie Unwin</b>  <b>Language Training Coordinator</b>  Palliser Furniture, Education Department  80 Furniture Park  Winnipeg, MB R2G 1B9  Email: <a href="mailto:vunwin@palliser.ca">vunwin@palliser.ca</a></p>	<p>? Volunteers for Palliser Workers  ? Language Partners</p>	<p>954-7023</p>
<p><b>Rina Monchka</b>  <b>Language Partner Program Coordinator</b>  The University of Winnipeg  Division of Continuing Education  294 William Ave.  Winnipeg, MB R3B 0R1  Email: <a href="mailto:r.monchka@uwinnipeg.ca">r.monchka@uwinnipeg.ca</a>  Website: <a href="http://www.dce.uwinnipeg.ca">www.dce.uwinnipeg.ca</a></p>	<p>? Language Partners and volunteers for foreign students in ESL programs in Continuing Education at U of W</p>	<p>982-1151</p>
<p><b>Corrie Thiessen-Barg</b>  <b>Student Life Coordinator</b>  English Language Centre  University of Manitoba  520 University Centre  Winnipeg, MB R3T 2N2  Email: <a href="mailto:corrie_thiessen@umanitoba.ca">corrie_thiessen@umanitoba.ca</a>  Website:  <a href="http://www.umanitoba.ca/student/resource.english">www.umanitoba.ca/student/resource.english</a></p>		<p>298-6937 or  480-1478</p>

<p><b>Lois Ward</b>  <b>International Centre for Students,</b>  University of Manitoba  541 University Centre  Winnipeg, MB R3T 2N2  Email: <a href="mailto:lois_ward@umanitoba.ca">lois_ward@umanitoba.ca</a>  Website: <a href="http://www.umanitoba.ca/student/ics">www.umanitoba.ca/student/ics</a></p>	<p>? Volunteer English Practice Program  ? One on one or small group conversation</p>	<p>474-9506</p>
<p><b>Dolores Braun</b>  <b>Instructor Coordinator</b>  South Eastman English and Literacy Services  Box 2513  Steinbach, MB R5G 1N9  Email: <a href="mailto:seels@mts.net">seels@mts.net</a></p>	<p>? Volunteers for Steinbach and surrounding areas</p>	<p>(204) 326-4225</p>
<p><b>Cathy Davis</b>  <b>Volunteer Coordinator</b>  Westman Immigrant Services  729 Princess Ave.  Brandon, MB R7A 0P4  Email: <a href="mailto:volun@mts.net">volun@mts.net</a></p>	<p>? Settlement partners  ? Volunteer EAL tutors  ? Tutors  ? Conversation group facilitators  ? Canadian Cooking Class volunteers</p>	<p>(204) 727-6031</p>
<p><b>Gary Einarson</b>  <b>Coordinator</b>  Interlake Adult Learning Association,  P.O. Box 2240  Gimli, MB, R0C 1B0  Email: <a href="mailto:IALA@mts.net">IALA@mts.net</a></p>	<p>? Interlake</p>	<p>(204) 642-5759  OR  1 -866-606-7650</p>
<p><b>Abe Friesen</b>  <b>Volunteer Coordinator</b>  Portage Learning and Literacy Centre  110 Saskatchewan Avenue West  Portage la Prairie, MB R1N 0M1  Email: <a href="mailto:amf@mts.net">amf@mts.net</a></p>	<p>? Portage la Prairie and area</p>	<p>(204) 857-6304</p>

<p><b>Laurie Sawatzky</b>  <b>Instructor Liaison</b>  Pembina Valley Language Education for Adults (PVLEA)  2-571 Main Street  Winkler, MB R6W 1G3  Email: <a href="mailto:pemvalla@mts.net">pemvalla@mts.net</a></p>	<p>? Pembina Valley, i.e. Winkler, Morden, Carmen, Altona, Morris and surrounding areas:</p>	<p>(204) 325-7718</p>
<p><b>Elaine Masur</b>  <b>Coordinator</b>  Parklands Immigration and Language Regional Services  P.O. Box 487  Birtle MB ROM 0C0  Email: <a href="mailto:pilrs@mts.net">pilrs@mts.net</a></p>	<p>? Volunteers for language and settlement in the Parklands area</p>	<p>(204) 773-0379</p>
<p><b>Sukh Khokhar</b>  <b>Executive Director:</b>  Multicultural Centre,  97-A McGill Place  Thompson, MB R8N 0H9  Email: <a href="mailto:tmccsb@mts.net">tmccsb@mts.net</a></p>	<p>? Thompson</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 following is a description of workshops for EAL volunteers. The schedule including dates, times and locations of the workshops is updated on our website: [www.immigratemanitoba.com](http://www.immigratemanitoba.com). See Learning English, Volunteers. If you are interested in attending any of these workshops, please call Marsha at 945-0219 to register. Workshops are free and are repeated throughout the year.

## Description of Workshops

**Introduction to Adult EAL:** This is the introductory workshop in the series and examines some of the key factors in Adult EAL teaching and learning, such as characteristics of adult learners, the settlement process, the role of culture, language diversity, and the roles of EAL Volunteers. This workshop is highly recommended for all volunteers working with adult immigrants whether they are new to the field or experienced.

**ESL Benchmarks:** This workshop will introduce volunteers to the Canadian Language Benchmarks. There will be an opportunity to view a video of actual speaking situations and relate them to Speaking Stage 1 Benchmarks 1, 2, 3 and 4. This is also an opportunity to learn more about the acquisition of English and a chance to pick up techniques for teaching speaking and listening.

**Reading and Writing:** This workshop looks at some key issues related to learning to read and write in a second language. It also provides some practical approaches to teaching reading and writing to learners with a wide range of literacy skills. Differences between native and non-native speaker literacy issues will be briefly reviewed.

**Listening and Speaking:** This workshop introduces participants to the goals of Adult EAL instruction as well as a variety of methods for teaching and practicing listening and speaking. It is of practical value to anyone working as a teacher's assistant, a tutor or a Language Partner.

**Language and Culture:** This popular workshop offers practical tips about sensitive cultural issues. It is useful for volunteers who are working in classrooms, one-on-one or with a language partner.

**CALL (Computer Assisted Language Learning):** This workshop will introduce you to some of the EAL websites that are available to EAL students and teachers. This is a hands-on workshop. A basic knowledge of computers and the ability to use a mouse are necessary for this workshop.



