

ERPAC is Now Available in PDF

The ESL Resource Package for Alberta Communities (ERPAC) is now available as a free download. Go to www.norquest.ca and click on the heading Corporate Services. Next click Educational Resources on the left menu. ERPAC is available in PDF version under English as a Second Language.

Travelling ESL Trunks Available

The Literacy Alberta Library and the Calgary Learning Centre are in the process of amalgamating their libraries. The new library will be housed at the Calgary Learning Centre. New name to be announced! The Travelling Trunk service is available during this process and Laura Godfrey would welcome all inquires regarding the Trunks. You can reach Laura by email at library@literacyalberta.ca or by phone at 403-410-6993 or 403-686-9300.

Teaching Tip

Making the most of authentic materials

Using authentic materials with ESL learners is very beneficial because it brings the real world into the classroom or tutoring session. Authentic materials are inexpensive, readily available, and easily used.

What are authentic materials?

They are materials that learners must deal with in all aspects of their lives. They may be found in the home, or they can be obtained from local businesses. They could include junk mail, telephone books, brochures, maps, newspapers, taped radio or television clips, magazines, calendars, food labels, letters from schools, report cards, job applications, bills, receipts,

Teaching Technique

Talk to the Grid

Here's a technique that you can use over and over. You can focus on conversation or writing. Draw a box and divide it into 4 quadrants. Have two learners (A and B) work as partners. Give them a topic such as "food" or "places they have visited." They must chat with each other to find 3 things they have in common, 2 or 3 things that apply only to A, 2 or 3 things that apply only to B, and 3 things that neither of them like/do related to the topic. As they chat, they must fill in the grid.

Both A and B • • •	Only A • • •
Only B • • •	Neither A nor B • • •

bulletin board notices, agendas and event flyers, or menus.

When selecting authentic materials to use with learners, choose ones that:

- learners come in contact with in their daily lives
- are relevant to the learners' interests and needs
- are current (examples are recent flyers, menus, forms, brochures)

As you find and collect authentic materials, write down ideas about how you will use them. For example, you could have learners write a grocery list using a flyer or use a catalogue to make flashcards. You could have learners find a job advertisement in the newspaper then make up interview questions and interview each other.

Using authentic materials allows learners to become familiar with and practise their new language in cultural context so that they can interact successfully in the community and the workplace.

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Upcoming Workshops

Introduction to ERPAC

Jasper, March 10, 2007

contact: ginemarc@yrec.ab.ca

ESL Teaching Strategies

Red Deer, February 3, 2007

We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction.

Malcom Gladwell

Focus on Resources

ESL Mentoring Support

Lorene Anderson and Dawn Seabrook de Vargas are still available to provide ESL support to your community.

Contact:

lorene.anderson@shaw.ca

vargas@telusplanet.net

Town and Country

Conversations

Developed by the Lac La Biche Program for Adult Learning (1999).

This resource includes 30 dialogues on topics of interest to smaller communities. It uses authentic conversations and suggests ways that tutors can use them with their learners.

Grammar Games and Activities (Books 1 & 2)

Editor Peter Watcyn-Jones

Usually we try to recommend Canadian resources but this one from England is full of great ideas that can easily be adapted. Each book costs \$50 and offers sixty different activities such as bingo, pair work, questionnaires and many more. It also includes teacher notes and material for photocopying.

Purchase from

Pearson Education Limited

Edinburgh Gate

Harlow, Essex, CM20 2JE, England

ESL Teacher Occupational Profile

The following is an Alberta Occupational Profile for ESL teachers. It contains useful information for people who are thinking of getting into teaching Adult ESL or for those who need to hire Adult ESL instructors.

It is available at this website.

www.alis.gov.ab.ca

Select the OCCinfo (Occupational Profiles) from the left navigation bar and select Search by Title.

English as a Second Language Teacher - Adults

Produced November 2005

English as a second language (ESL) teachers provide English language and lifeskills instruction to immigrants, international students and others whose first language is not English.

NOC Number(s): 4131

Minimum Education:

Education/training requirements vary

Employment Outlook:

Employment turnover plus average occupational growth in Alberta

Duties

The main objective of ESL instruction is to develop the second language proficiency of new immigrants and international students to the point where they can participate effectively in an English-speaking environment. Traditionally, ESL programs have been designed to improve the following skills:

- listening comprehension
- reading comprehension
- pronunciation and intonation
- oral fluency
- writing and composition
- grammar and vocabulary.

Beginning ESL courses generally focus on topics that help newcomers participate in their communities or help overseas students begin to develop basic English proficiency. For example, themes for new

immigrants may include:

- renting accommodation
- using public transportation
- banking and shopping
- using telephones
- health or medical care
- travel
- making friends
- citizenship education.

Cultural orientation as well as language instruction is provided to help students adjust to Canadian life as quickly and successfully as possible. Field trips (to banks, grocery stores, shopping malls, cultural and job sites), guest speakers and research projects help immigrants learn about their new country and share aspects of their own culture and country.

Intermediate and advanced level classes generally focus on improving fluency and correctness in English, and providing transitional support for those wishing to go on to further training or educational opportunities. International students often plan to return to their own countries but expect to use English for personal development, to complement studies in their home countries or for business and commerce.

Some ESL classes include an employment component with topics such as interview strategies, work vocabulary and workplace communication strategies. Some ESL classes are designed specifically to help people prepare for work in particular types of workplaces or occupations, or to prepare for further education.

Working Conditions

Classroom facilities vary greatly. Classes may be taught:

- in academic environments (public schools, language centres, post-secondary institutions, private institutes)
- in community facilities (community centres, churches, temples, synagogues)
- at jobsites (factories, hospitals, hotels, offices).

Class sizes vary from one-on-one tutoring situations to academic classes of 20 or more students.

Personal Characteristics

ESL teachers need the following characteristics:

- excellent communication skills
- an interest in language
- imagination, energy, creativity, patience, enthusiasm, commitment and adaptability
- a sense of humour
- the ability to work well in a multicultural environment and demonstrate respect for other values and cultures
- the ability to create an environment in which students feel comfortable and will participate
- the ability to make classes relevant to the needs and interests of diverse groups.

They should enjoy co-ordinating information and preparing teaching materials, supervising and evaluating student progress, and helping others.

Educational Requirements

section revised January 2006

No consistent academic requirement has been established for teachers of adult ESL classes. Each employer sets its own hiring policies, requirements and standards. Consequently, required qualifications vary greatly. However, many employers prefer to hire applicants who have a bachelor's degree and accreditation from Alberta Teachers of English as a Second Language (ATESL) or TESL Canada (Teaching English as a Second Language in Canada).

It is not necessary to be fluent in another language to teach adult ESL, although learning a second language does provide insight into the language learning process. Work-related expertise is required to teach courses that are designed to prepare people for work in particular types of workplaces or occupations.

Accreditation requirements for ATESL members include:

- a bachelor's degree
- a diploma program in ESL instruction which includes at least 250 hours of course work

- 250 hours of classroom ESL teaching experience.

Candidates for ATESL accreditation who do not have these qualifications may be considered on an individual basis.

Accreditation requirements for TESL Canada members include a university degree and instruction in methodology and theory, a supervised adult ESL classroom practicum and a minimum number of hours of teaching experience:

- Professional Standard I requires a bachelor's degree, 100 hours of methodology and theory, 20 hours practicum and 1,000 hours of teaching experience.
- Professional Standard II requires a bachelor's degree, 250 hours of methodology and theory, 20 hours of practicum and 1,500 hours of teaching experience.
- Professional Standard III requires a master's degree in applied linguistics or TESOL and 20 hours practicum, or a Professional Standard I, master's degree in a related field and 2,000 hours of teaching experience.

.....
*"A man who knows
two languages
is worth two men."*

French Proverb

.....
Professional Standard I is entry level. Employment in Canada often requires Professional Level II.

Both ATESL and TESL Canada offer interim accreditation to recent graduates of ESL training programs which can become permanent when the required hours of teaching experience have been reached.

School boards and most post-secondary institutions require a Bachelor of Education (B.Ed.) degree or teacher's certificate with a specialization in teaching English as a second language (TESL). Some institutions require a graduate diploma or Master's degree in TESL or applied linguistics. For information about B.Ed. degree programs, see the Elementary School Teacher and Secondary School

Teacher occupational profiles.

In Alberta, the following institutions offer training programs that may lead to ATESL or TESL Canada accreditation:

- The **University of Alberta** in Edmonton offers an eight-course Teaching English as a Second Language diploma program and a course-based Master of Education (M.Ed.) degree program. The entrance requirement for both programs is a bachelor's degree. Applicants for the diploma program must have completed Linguistics 101.
- The **University of Calgary** offers a four course Teaching English as a Second Language certificate, an eight course diploma program, and a course-based M.Ed. degree program. The entrance requirement is a bachelor's degree with a grade point average (GPA) of at least 3.0/4 including Linguistics 201 and 203 or Linguistics 205 and 207.

The above diploma programs meet requirements for TESL Canada Professional Standard II and the master's degree programs meet requirements for Professional Standard III.

TESL Canada also accredits graduates of the ACE TESOL (Teaching English as a Second Language) certificate program offered at **Mount Royal College** in Calgary. This program meets Professional Standard I requirements. Applicants must be at least 18 years of age.

For current information about programs, admission requirements and mature student admission policies, please check post-secondary calendars or websites.

Other private and public post-secondary institutions may offer short training courses for people planning to teach English as a second language overseas.

Employment and Advancement

section revised August 2006

Adult ESL classes are taught in:

- universities
- colleges
- private schools
- community centres
- churches, synagogues and temples
- agencies and organizations serving immigrants.

There are few permanent teaching positions available in this occupation. For most ESL teachers, work tends to be on a short-term contract basis or part-time.

ESL teachers are part of the larger National Occupational Classification 4131: College and Other Vocational Instructors. In Alberta, over 80 per cent of people employed in this classification work in the Educational Services industry.

The employment outlook in this occupation will be influenced by a wide variety of factors including:

- trends and **events** affecting overall employment (especially in the Educational Services industry)
- **location** in Alberta
- changes in government policies
- **employment turnover** (work opportunities generated by people leaving existing positions)
- **occupational growth** (work opportunities resulting from the creation of new positions that never existed before)
- **size of the occupation.**

Over 11,150 Albertans are employed in the College and Other Vocational Instructors occupational group which is expected to grow 1.6 to 2.6 per cent each year from 2005 to 2010 in Alberta. It is forecasted that 170 to 290 new positions will be created each year in addition to job openings created by employment turnover. (Note: Since ESL teachers form only a part of the larger occupational group on which this forecast is based, only a portion of the new

positions created will be for ESL teachers.) Employment turnover is expected to increase as members of the baby boom generation retire over the next five to ten years.

Salary

Hourly wages for teaching adult ESL courses range from \$15 to \$40 an hour in the private sector and \$30 to \$50 an hour in publicly funded institutions (2005 estimates). However, many teachers are only paid for actual classroom teaching time (contact hours) and not for the substantial amount of time they spend preparing. Some teachers are hired on short-term/sessional contracts; others have permanent positions with benefits and a negotiated pay grid.

According to the 2005 Alberta Wage and Salary Survey, Albertans in the College and Other Vocational Instructors occupational group working part-time or full-time earned from \$13,600 to \$76,000 a year.

The average salary was \$48,200 a year.

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Other Sources of Information

Post-secondary institution calendars and websites (see Educational Requirements above)

EDinfo website: www.alis.gov.ab.ca/edinfo

Alberta Teachers of English as a Second Language (ATESL) website: www.atesl.ca

TESL Canada (Teaching English as a Second Language in Canada) website: www.tesl.ca

Teachers of English to Speakers of Other Languages (TESOL)

website: www.tesol.org

ESL Rural Routes

Has anyone developed a great resource that you would like to share in this newsletter?

Contact

Lorene at lorene.anderson@shaw.ca

or

Dawn at vargas@telusplanet.net

We'll feature it in an upcoming issue of Rural Routes newsletter.

