

Rural Routes Featured!

Alberta Rural Development Network has highlighted the Rural Routes Initiative in its February 5th newsletter! As the article explains, the Rural Routes initiative began in 2002. Its purpose is to build capacity in communities. Rural Routes consultants have supported small ELL providers to develop and deliver innovative programming to meet the needs of their immigrant population. Read more at <http://www.industrymailout.com/Industry/View.aspx?id=181018&q=182622302&qz=87c946>

June 2010

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Introduction to Teaching English as a Second Language can come to your community!



This popular course gives students an introduction to the field of teaching ESL, whether they are packing their bags to go overseas, or are interested in expanding their skills as teachers or volunteers in Canada. Learn practical knowledge, gain resource materials and creative advice. Our experienced instructors introduce effective techniques for teaching speaking, listening, grammar, reading, writing, and pronunciation. Other topics include classroom management, cross-cultural communication, material development, and lesson planning.

Summer classes run from July 19 to 30th, 9 am to 2:30 pm, Monday to Friday at the Downtown Edmonton Campus. For more information, please contact Sean Beach at NorQuest College: 780-644-5875 or sean.beach@norquest.ca. To register, phone 780-644-6000. Please quote course code ESLG 1120. The cost is \$555.20 plus college fees.

NorQuest can also deliver its "Introduction to Teaching English as a Second Language" program in your community! This program was offered in Taber in the summer of 2009 and was a great success. Again, contact Sean Beach at 780-644-5875 or sean.beach@norquest.ca for more information.

"Differences of habit and language are nothing at all if our aims are identical and our hearts are open."

J.K. Rowling

"...the problems of real world practice do not present themselves to practitioners as well-formed structures. Indeed, they tend not to present themselves as problems at all but as messy, indeterminate situations."

(D.Schon, 1987)

Intercultural Coach

This online resource was recently developed by the NorQuest College Centre for Excellence in Intercultural Education. Its purpose is to develop intercultural sensitivity and competence. It takes approximately one hour to complete all the activities in each of the three sections: developing cultural awareness, developing cultural knowledge, and developing cultural competency. You can print off the glossary of terms and access a list of recommended resources. Check out this valuable tool at:

http://www.norquest.ca/corporate/edresources/intercultural_coach/index.htm

Hint: Why not set up an evening to invite local employers and supervisors to an intercultural learning experience? Book a computer lab at your local school or college. Take one hour to go through the website together as a group, then allow time for the employers and supervisors to discuss their challenges and successes in working with immigrant employees.

LINC Home Study

Our last Rural Routes newsletter (March, 2010) detailed information about LINC's Rural Delivery program. Now we'd like to introduce you to LINC's Home Study component. Learners who cannot attend classes can enrol in the home study LINC program. Learners who wish to supplement other part-time ELL training may also enrol. Those learners who have access to a computer with Internet or who can use a correspondence book and CD can opt to work online. All learners have weekly telephone sessions with an instructor.

This program requires a minimum of four to five hours of study per week. Criteria that learners must meet to be eligible include the following:

- Minimum CLB level 2 in reading and writing
- Minimum CLB level 3 in speaking and listening
- Minimum 18 years of age
- Not in high school
- Permanent resident of Canada or a conventional refugee

To find out more details, contact Tom Jiry at 780-644-6738 or 1-866-534-7218, or tom.jiry@norquest.ca

Got any unique tidbits to share? Ways that you have met your community's needs, or resources that you have developed? If so, send them to *Martha Urquhart* to be shared in this newsletter! Phone 780-805-0091 or email: martha.urquhart@norquest.ca



Connections

One evening per week, Slave Lake's Community Reading Program offers an ELL Music Class. Learners in this class have examined how music can be used as a tool to further their ELL abilities. They have explored word and sentence stress, syllables, and rhythm. They have fun with parodies, homophones, and poetry/song lyric forms. They even made their own pieces of music, complete with lyrics, using "Garage Band" (software for Mac computers).

Also one evening per week, the Community Reading Program offers an ELL Film Night. Learners are invited to watch a variety of films, which have included these:

- *This Is It* – Michael Jackson's film (2009).
- *Global Metal* – a documentary of heavy metal music from around the world (2008).
- *War Dance* – an incredible documentary about children from northern Uganda in a school sponsored music/dance contest (2007).

- *Iceman* – a film with Timothy Hutton about the finding of a frozen Neanderthal man who comes back to life and must communicate in the 20th century (1984).
- *Calle 54* – a documentary about Cuban Jazz artists (2000).

The students enjoy a film, some popcorn, and discuss the movie afterwards. The Music Class and Film Night have increased learners' exposure to ELL by four hours each week in a fun, social atmosphere that doesn't require a lot of heavy thinking.



Past Issues of this Newsletter

This is Issue 9 of the Rural Routes Newsletter! The following topics and teaching techniques have been discussed in the previous issues, which you can view at:

<http://www.norquest.ca/corporate/edresources/eslruralroutes.htm>

Newsletter	Topics	Teaching Techniques	Resources	Connections
Issue 1 November 2006	CCLB Website	Labelling		
	Essential skills and your curriculum	Increasing student talking time		
Issue 2 January 2007	ERPAC	Using a grid	Town and Country Conversations	
	Occupational Profile: ESL Teachers	Using authentic workplace materials	Grammar Grams	
			ESL travelling trunks	
Issue 3 April 2007	Definitions: ESL Literacy Learner / ESL Learner	Homework	NorQuest's Online Professional Development workshops	
	ESL Curriculum	Sharing food	ERPAC mini-modules	
	English/Integration in the Workplace Guide	Working with ESL Literacy Learners		
	Resources			
Issue 4 May 2008		Using movement	Attracting and Retaining Immigrants: A Tool Box	
		How to use one exercise with ten different activities	Packaged workshops: ESL Literacy and ERPAC	
		Hot tips for summer		
Issue 5 January 2009	Assessment Centres	Letting go of the bicycle seat	Assessment Resources	
Issue 6 September 2009	The iCCAN Project	Using English Express	Software	Brooks Public Library: Online Resources
	Technology	Tips on using software and technology in your program	Online resources	
Issue 7 December 2009	Pronunciation	Ways to teach pronunciation		Rainbow Literacy: Driver's Manual
	Steps to improving pronunciation			
	Having fun with English			
Issue 8 March 2010	LINC Rural Delivery Program		LINC resources	Lethbridge Public Library Read On: ESL Programming
	Effective Goal Setting		Common Ground Initiative by NorQuest	

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ESL Rural Routes



Extracurricular Activities

Learning a language is about real world communication. In order to help your learners put their learning into action, assign them some extracurricular activities that require their moving out of the classroom and into the community.

One idea is to have them do a “scavenger hunt” of businesses. Give them a list of questions they need to ask local business owners, such as these:

- How long have you been in business in this town?
- How would you categorize your business (service industry, hospitality, retail, manufacturing, other)?
- Does your business have a main message, slogan, or logo?
- Do you have a poster, brochure, or business card that I can take to show my ELL class?

Create a worksheet with instructions for the activity and list all the questions for your learners to take with them. Limit the questions to four or five. Be sure your learners know they are to introduce themselves; ask for the owner, manager, or supervisor; and thank the interviewee for her/his time.

The lower the CLB level of your learners, the more role playing opportunities you will have to provide for them in the classroom. First, have them practise interviewing each other (low risk activity). Then invite some community members to attend your class for the purpose of being interviewed. This is a medium risk activity. The third step is for the learners to carry out the interviews themselves, with their chosen businesses: a high risk activity.

One idea is to start this activity at the beginning of your 10-week session, semester, or any other period of time allocated for your set of classes. Begin by teaching the concepts the learners will need to know in order to successfully complete the activity. Consider including these scaffolding activities:

- Appropriate greetings when approaching strangers

- Appropriate ways to ask for the manager, supervisor, or owner
- Appropriate ways to end the interview
- A lesson on the types of businesses: retail, manufacturing, hospitality, service industry, etc.
- Examples of brochures, posters, letterheads, business cards, flyers, etc.
- Differences between slogans and logos

As your session or semester progresses, you can incorporate expansion activities that build upon the learners’ skills. Depending on the level of your learners, you could have them complete these activities:

- Mark the location of the businesses they targeted on a map of the town
- Choose one of the businesses they interviewed and create an advertisement (radio script, poster, newspaper article, etc).
- Describe (in writing or orally) how to get to one business from the classroom, or how to get from one business to another
- Create a table, listing all of the businesses interviewed, their categories, and the length of time the businesses have been operating
- Do the activity with community organizations instead of (or as well as) the businesses
- Act out a skit involving shopping at the different businesses
- Role play utilizing the services of a particular business (setting up an account, returning an item, purchasing a product, paying a bill, applying for a job, etc.)
- Present the information they collected to the class

The final activity could be to invite all the businesses interviewed to a presentation, to the graduation ceremonies, or to another similar event. This would help to bridge a connection between your ELL learners, your program, and the business sector.

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