

**MANITOBA ADULT ENGLISH AS AN ADDITIONAL LANGUAGE
(EAL)**

CURRICULUM FRAMEWORK FOUNDATIONS: 2009

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TABLE OF CONTENTS

FOUNDATIONS: INTRODUCTION	1
Curriculum companion documents.....	1
Curriculum support documents	1
Goals and context of Adult EAL instruction in Manitoba	2
Goals	2
Context	2
Language and culture.....	4
Importance of first language and culture.....	5
Culture and membership in a group	5
Learning an additional language and culture	5
EAL and literacy	6
EAL Literacy	7
Background on Adult EAL programming in Manitoba	8
The Canadian Language Benchmarks.....	9
Principles and key features	9
PLANNING THE CURRICULUM	11
Needs assessment	11
Needs assessment principles.....	12
Determining objective needs	13
Module planning	13
Manitoba Module Planning Framework	14
Themes.....	14
Modules	14
Real-world language task goals	14
Context information	15
Communicative competence	15
Essential Skills.....	16
Essential skills-focused learning activities	16
Assessment tasks.....	17
TASK AND TEXT-BASED INSTRUCTION	19
Language tasks and task-based instruction	19
Text and genre.....	20
Teaching receptive skills: listening and reading	20
Teaching listening.....	21
Teaching reading.....	22
The role of grammar in language teaching.....	22
Learning activities	23
Awareness-raising activities	24
Appropriation activities	25
Autonomy activities.....	25
LESSON PLANNING	29
Motivation in Adult EAL.....	29
Learning styles.....	32
Multilevel teaching	33
Continuous intake	34
Effective lessons.....	35
Factors to consider	35
Lesson plan format.....	38
Selecting resources	38
Authentic materials	38
Publishers' texts and other resources	39
Suggested Resources for Teaching Adult EAL.....	39
LANGUAGE ASSESSMENT AND EVALUATION	41
Principles of assessment and evaluation	41

Stages in assessment and evaluation	43
Initial assessment	43
Formative assessment	44
Outcome assessment.....	45
Evaluation and progress report writing	46
Discussing progress	46
Collaborative Language Portfolio Assessment.....	47
Benefits of Collaborative Language Portfolio Assessment	47
Type of portfolios to be developed in Adult EAL	48
Portfolio contents.....	48
FEEDBACK PROCESS AND ACCOUNTABILITY.....	51
Student feedback.....	51
Teacher feedback.....	52
PROGRAM-SPECIFIC CURRICULUM FOCUS	53
Language training for settlement	53
Language training at work	53
Language training for specific purposes.....	54
Skills training.....	55
Language training for women with pre-schoolers.....	56
Language training for seniors	57
Language training for initial settlement orientation.....	57
Language training for mature student high school credits.....	58
LITERATURE REVIEW	61
Summary of key findings	61
REFERENCES.....	69
GLOSSARY	73
APPENDICES.....	79
Appendix A: Summary of the Gregorc Model of Learning Styles	79
Appendix B: Lesson Plan Template	81
Appendix C: Lesson Plan Example – CLB 3 - 4	83
Appendix D: Teacher Self-assessment Checklist.....	91
Appendix E: CLPA – Portfolio Contents Checklist.....	93
Appendix F: Simplified Student Feedback Form	95
Appendix G: Useful websites for curriculum support.....	97
Manitoba Adult EAL curriculum support.....	97
Canadian Language Benchmarks	97
Canadian Language Benchmarks 2000 and Essential Skills.....	97
TOWES (Test of Workplace Essential Skills).....	98
Learning English with CBC Manitoba.....	98
Canadian Consumer Information Gateway	98
Canadian Foundation for Economic Education Virtual Advisor	98
Career Destination MANITOBA for Newcomers	99
Manitoba WorkinfoNET	99
National Adult Literacy Database	99
Winnipeg Public Library.....	99
Manitoba Public Library Services.....	99
Manitoba Education.....	100

FOUNDATIONS: INTRODUCTION

Manitoba Adult English as an Additional Language (EAL) Curriculum Framework Foundations: 2009 comprises a compendium of companion and curriculum-support documents intended to provide guidance and support to Adult EAL teachers in their development of specific curricula, instructional plans and assessment and evaluation practices.

The curriculum framework may also be of assistance to the developers of teaching and learning resources. It is not intended to be a TEAL training manual, although TEAL programs (Teaching English as an Additional Language) may find it a useful supplementary resource.

In addition to the foundations document, the framework comprises the following companion and curriculum support documents:

Curriculum companion documents

The curriculum framework companion documents set out the language proficiency standards on which curriculum is based and which direct the curriculum-development process. They include:

- *Canadian Language Benchmarks 2000 and Canadian Language Benchmarks 2000: ESL for Literacy Learners*
- *Canadian Language Benchmarks 2000: A Guide to Implementation*
- *Manitoba Module Planning Framework*
- *Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide*
- *Integrating CLB Assessment into your ESL Classroom*
- *English at Work Instructors' Guide*
- *Community EAL Classes for Women: Program Guidelines*

Curriculum support documents

The support documents noted in this publication are authorized tools and recommended resources that teachers can draw on for teaching and assessment purposes. They include:

- *Manitoba Adult EAL Curriculum Module Bank*
- *Collaborative Language Portfolio Assessment (CLPA) Binder Divider*
- *Writing Assessment Rubrics based on the Canadian Language Benchmarks 2000*
- *Reading Assessment Rubrics based on the Canadian Language Benchmarks 2000*
- *Speaking Assessment Rubrics based on the Canadian Language Benchmarks 2000* (forthcoming)
- *Listening Assessment Rubrics based on the Canadian Language Benchmarks 2000* (forthcoming)
- *Suggested Resources for Teaching Adult EAL in Manitoba*
- *Database of Theme-based Resources*
- *On the Job: ESL and Essential Skills for Work*

As well, Manitoba continues to develop additional curriculum support resources and tools, which are available at immigratemanitoba.com in the For EAL Teachers section.

Fundamental to the curriculum framework is recognition that Adult EAL instruction in Manitoba occurs with a variety of learners, in diverse contexts, and for a range of purposes. A standardized curriculum could not be responsive to all the needs of this diverse group.

Consequently, this is a curriculum framework, which addresses the commonalities of Adult EAL instruction in the province, including shared beliefs and principles, and provides direction for specific application. It should be noted that the curriculum elements laid out here are program requirements and contribute to overall program evaluation.

Goals and context of Adult EAL instruction in Manitoba

The following goals of Adult EAL instruction in Manitoba were developed in 1997 and endorsed by both the federal and provincial governments:

Goals

The goals of Adult EAL instruction in Manitoba are to assist students to:

- develop communicative competence¹ in EAL
- acquire necessary, appropriate and timely settlement information
- pursue their personal, academic and employment goals and live lives of dignity and purpose in Canada²

Context

Adult learners

Manitoba recognizes that Adult EAL students are diverse in their characteristics. They come to the learning environment:

- with a personal sense of purpose and motivation
- with a variety of educational and language learning experiences
- in different stages of the settlement process
- with a wealth of life experience

While this range of characteristics must be accommodated in the adult language learning experience, Manitoba also recognizes that the experiences, knowledge and skills that Adult EAL students bring to language learning are tremendous resources. Manitoba, therefore, rejects any and all deficit views of Adult EAL students.

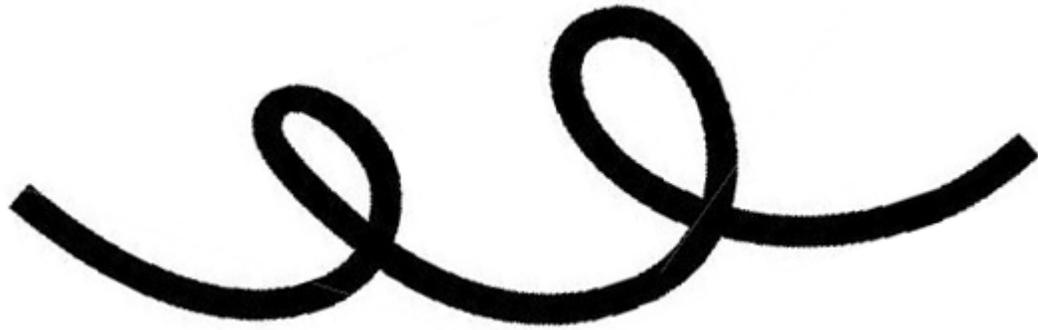
Settlement

The settlement process by which newcomers integrate into their new home, culture and society is a lengthy, complex and recursive process requiring flexibility on the part of both the newcomers and their new community to change. The settlement process is often portrayed as a continuum of three stages – acclimatization, adaptation and integration – through which newcomers move at different rates and in different ways depending on a variety of factors.

It is important to note that settlement is not a direct, linear process. Newcomers may move ahead then spiral back as additional factors exert influence. In addition, they may be at different stages of the settlement process in different aspects of their life.

¹ See p. 15 for Manitoba's definition of communicative competence.

² Language is used for a range of purposes, including aesthetic and emotive. Students need to be able to express their emotions and tell their personal stories. However, the emphasis in government-funded language training is on language learning for interactive, instructional, persuasive and informative purposes. Purposes such as reading for pleasure or writing for poetic purposes should be addressed as a complement to instruction rather than as an integral focus.



Acclimatization

Adaptation

Integration

Acclimatization: When immigrants deal with their immediate basic needs and are becoming familiar with their new environment, including customs, language, governmental and social systems, rights and responsibilities, even weather. Life is in a state of flux.

Adaptation: When immigrants gain more in-depth and specific knowledge about their new environment, reassess personal goals, develop social networks and become more independent. Life is reasonably stable but still in transition. Energy is spent mostly on improving their level of overall functioning.

Integration: When immigrants have developed a sense of “connectedness” to Canada and their new community. They have attained a stable means of livelihood and function independently and confidently as members of society. They are reasonably satisfied with life and their status. Manitoba Labour and Immigration (2007).

Developing Immigrant Settlement Services: A Guide for Communities, downloaded May 1, 2008, immigratemanitoba.com

Language training is often regarded as key in successful settlement as it has such an impact on employment opportunities as well as on an individual’s self-confidence and ability to communicate with members of the broader community. However, the settlement process itself may significantly impact an individual’s language learning. Individuals encountering urgent challenges while settling may be distracted and unable to focus on learning English. Also, on occasion, individuals subconsciously sabotage their language learning because of fears or regrets about loss of identity.

It is important for EAL teachers to be aware of the settlement process and its interrelationship with language learning so they can provide support and information to their students throughout the instructional process. It is also important that teachers be able to recognize the limits of their knowledge, skill and ability to assist their students. Teachers are not trained to be counsellors, nor is it their job.

Individuals needing more than encouragement and basic information, for example those needing in-depth settlement or emotional support, should be referred to the appropriate settlement services. This is especially critical if individuals have been traumatized by war or natural disasters. Generally, referral should be done in consultation with the Adult EAL program co-ordinator. For further information about the range of centralized and neighbourhood settlement programming refer to the Arrive and Settle section of immigratemanitoba.com.

Professionalism

EAL instruction is recognized as an area of professional expertise. It has theoretical foundations informed by research and guided by principle. It is Manitoba's intent that all³ Adult EAL instruction be provided by trained, experienced instructors – teachers who have completed a TEAL program at the undergraduate or graduate level, or a certificate course offered by a program recognized by TESL Canada (Teaching English as a Second Language in Canada). In Manitoba, such certificate courses are offered by:

- University of Manitoba, Extended Education Division/Faculty of Education
- University of Winnipeg, Division of Continuing Education
- Providence College and Seminary

In addition, Adult EAL teachers who have worked in other fields, such as accounting or trades, may find their experience in these fields provides significant insight and knowledge in English for Specific Purposes contexts.

Adult EAL instruction in Manitoba is influenced by the field's commitment to excellence and professionalism. The field's work is guided by an understanding that language is for communication in specific social, academic or work-related situations for specific purposes.

Manitoba recognizes that professional development is essential to remain current with developments in the field. To this end, Manitoba funds its teachers to participate in several provincial conferences annually. Manitoba also encourages its teachers to make a personal commitment to ongoing professional development by:

- reading professional texts and journals
- observing colleagues
- participating in discussion groups
- undertaking curriculum or materials development projects at the program, community or provincial level

Language and culture

Manitoba recognizes that language and culture are inextricably linked. They each inform and influence the other, and each is a fundamental aspect of identity. Culture determines how individuals view the world and make meaning out of experience.

Culture is often described metaphorically as an iceberg, with the visible tip (about 10 per cent) representing the tangible manifestations of culture, which we experience through our five senses, such as food, style of dress, greetings, style and layout of buildings, wedding customs, gestures and language. The hidden 90 per cent of the iceberg represents the implicit or intangible manifestations of culture. These include the unwritten rules or assumptions that define thought patterns and guide behaviour, such as relationships between men and women, the concept and use of time, and how we show respect, persuade or build rapport. It is this hidden portion of the culture iceberg that frequently gives newcomers significant problems and can result in difficulties in their settling successfully and achieving employment goals.

³ Many teachers began teaching in government-funded programs before the requirement for a TEAL credential. They do not have the credentials currently required of new teachers for employment in government-funded Adult EAL programs. However, the expertise they have acquired (knowledge of Canadian Language Benchmarks and its uses, specialized instruction, etc.) is considerable. Teachers with experience in one government-funded Adult EAL program in Manitoba are not required to hold a TEAL credential for consideration for employment in another government-funded program in the province.

Importance of first language and culture

Manitoba values the first language and culture of newcomers and recognizes that they continue to play important roles in the lives of individuals. Families are enriched when they are able to maintain and celebrate their links to their heritage and share this connection not only among generations but with other Canadians.

Culture and membership in a group

Culture is not just an aspect of a national or ethnic identity. Being part of any society or group means sharing the culture, that is, the values, beliefs, customs, expectations, language and behaviours of the group. Everyone belongs to a variety of groups that have specific cultures and cultural identities. People are members of gender groups, family groups, professional groups, political, religious and interest groups to name just a few (Laroche and Rutherford, 2007).

Generally, however, the culture of the group functions at the subconscious level. Group members may not examine their values and practices. They generally operate from a “this is how it’s done” perspective. This includes practices related to language choices. There are consequences related to group membership of ignoring particular cultural values, beliefs and practices. However, if students are not aware of the group culture, they cannot make informed decisions and may face unnecessary barriers. This is important to all immigrants intending to live and work in Canada. But for skilled workers and professionals, understanding Canadian expectations of their profession is critical.

Learning an additional language and culture

The goals of Adult EAL instruction are furthered by providing opportunities for students to explore language and culture simultaneously to:

- learn about Canadian culture, not only its cultural artifacts, symbols, historical events, literature, music, dance and art, but also its values, beliefs, customs and conventions associated with communication. The development of communicative competence necessitates opportunities for students to examine, share observations about and develop insight into their own cultures, Canadian culture and society, and the cultures of their classmates.
- explore general Canadian workplace culture and expectations as well as the culture of specific workplaces, occupations or professions, including their styles, conventions, expectations and specialized vocabulary
- approach the examination of culture from a critical pedagogical perspective. That means teachers encourage both an exploration of beliefs and practices to understand the ideology, social context and roots that underpin them and an examination of the personal consequences of embracing or rejecting those beliefs and practices.
- learn language strategies to assist them to establish and maintain a range of relationships (social, academic and work)
- explore gender differences in communication and become familiar with appropriate communication styles

Teachers need to investigate the cultural expectations related to the contexts they are preparing students for to ensure that they are providing current, accurate and relevant instruction.

EAL and literacy

There is often confusion about the inter-relationship between EAL and literacy. Although usually not spelled out explicitly, there is an assumption that the various definitions of literacy pertain to literacy in the first or primary language of the country. Literacy has been defined in a variety of ways, including the following narrow definitions collected from several different countries and compiled by the Canadian Education Association:

- **Pakistan:** one who can read a newspaper and write a simple letter in any language
- **China:** one who can recognize more than 1,500 Chinese characters (for a farmer) and 2,000 characters (for an office worker or urban resident)
- **India:** a person is literate who has attained skill in reading and writing simple text and numeracy
- **Bangladesh:** a literate person is one who can read, write, calculate and be socially aware
- **Nepal:** a person who is able to read and write short and simple sentences related to daily life in his/her mother tongue or national language with understanding and who is able to communicate with others and perform simple tasks of calculation
- **Thailand:** a literate person is one who can read, write and calculate as well as know how to solve problems through "Khit-pen" process, which consists of information on academic knowledge, self-knowledge and environmental knowledge
- **Sierra Leone:** basic reading and writing skills

Canadian Education Association, www.cea-ace.ca/home.cfm, downloaded May 6, 2008

In 2004, the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocated a new, plural definition of literacy, proposed by an education sector working group. This definition recognizes the literacy demands of technological and knowledge-based societies functioning in a global context:

Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

UNESCO, unesdoc.unesco.org/images/0013/001362/136246e.pdf, downloaded May 6, 2008

The following statement derived from the 1990 Australian Council for Adult Literacy could also be added to the UNESCO proposal:

[Literacy] includes the cultural knowledge [that] enables a ... writer or reader to recognize and use written language appropriate to different social situations.

Australian Council for Adult Literacy 1990, www.literacy.sa.edu.au/, downloaded May 5, 2008

It is important to note that in most current conceptions literacy is recognized as not static. It is dynamic, continually evolving over time and as a consequence of changing circumstances. The development of literacy, therefore, is a lifelong endeavour.

Confusion occurs because there is often an assumption that definitions of literacy refer only to literacy in English. Because immigrants may not be able to read and write effectively in English they are often considered to be lacking literacy skills. This deficit view does a disservice to most immigrants to Canada. The majority of immigrants who come to Canada are well educated, highly skilled and consequently literate in one and often more languages.

Although they may not be able to communicate effectively in English, they bring their literacy skills to their language learning experiences and use their literacy and numeracy knowledge and skills to settle and work here.

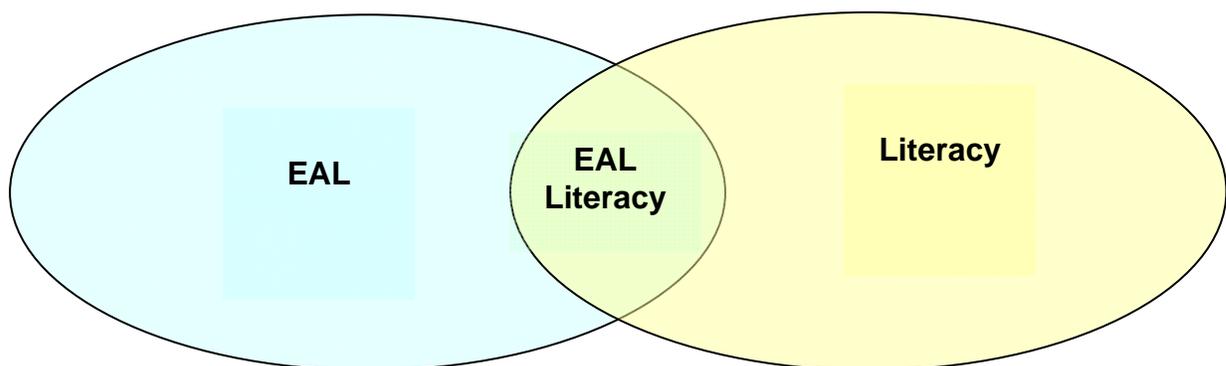
In language learning situations, immigrants with literacy skills typically:

- understand that written text encodes language
- understand that written text has structure and meaning
- seek out written texts to learn about and practise English
- use reference material such as dictionaries because they understand what they are, how they are organized and how to use them
- use their first language (L₁) literacy skills to record, remember, and make sense of information. For example, they will write out definitions, record the English sounds of words and phrases in an L₁ approximation, and make notes to themselves of pertinent information given by a teacher. They will read text and highlight key points, and they will gloss text, such as new vocabulary, in the margins of their textbooks.
- use sophisticated cognitive knowledge and analytical skills to make sense of their environment and experiences
- have sophisticated metacognitive skills and classroom experiences that they bring to new learning experiences
- have expectations and assumptions about the roles and responsibilities of teachers and learners as well as appropriate classroom behaviour

EAL students who have well-developed literacy skills in their L₁ (for example those who have more than 10 years of formal education in their L₁) are best served in Adult EAL classes with teachers who have expertise in second language acquisition, the language/culture inter-relationship, TEAL methodology, and who can attend to the students' oral as well as written language development.

EAL Literacy

EAL Literacy learners are those immigrants who have little or no literacy skills in their first language usually because of limited or interrupted formal education. They have limited numeracy skills, do not read and write well in their L₁ and are now attempting to learn English. This group of students shares many characteristics of typical first-language literacy learners with the added challenge of learning an additional language. Visually, the relationship between these groups might be portrayed as represented in the following diagram:



Typically, for EAL Literacy learners, print material is not a support to their learning. However, they may have considerable auditory and visual strategies and capacities to help them make sense of their environment and remember information.

EAL Literacy teaching requires special expertise and resources to help students effectively. *Canadian Language Benchmarks 2000: ESL for Literacy Learners* is the standards document used in EAL Literacy contexts. The benchmarks in this reference replace the reading and writing benchmarks in the *Canadian Language Benchmarks 2000: ESL for Adults* and also describe numeracy benchmarks. The introduction to the document, as well as the many suggestions for tasks and texts, offer teachers a helpful insight into EAL Literacy. For further insights, teachers should consult Bell and Burnaby's *A Handbook for ESL Literacy*. (Find teaching resources in the For EAL Teachers section of immigratemanitoba.com.)

Background on Adult EAL programming in Manitoba

Manitoba offers a co-ordinated and comprehensive range of EAL programs and services for adults throughout the province. Funding for these programs comes from the governments of Canada and Manitoba through the Manitoba Immigrant Integration Program (MIIP). Federal dollars constitute more than 90 per cent of the funding. As a result of an agreement, unique within Canada (Annex A of the *Canada-Manitoba Immigration Agreement*), Manitoba administers all settlement and language training funding on behalf of both levels of government⁴.

In response to the diverse needs of individuals needing English language skill development, Manitoba has worked closely with service providers and other organizations, professional bodies and agencies to provide a variety of full-time and part-time, day, evening and weekend courses and classes. There are general, intensive English programs, settlement, workplace and academic-focused classes as well as a variety of English for Specific Purposes courses. Language learners can also access online language training, take part in informal conversational practice activities or access self-study resources.

These programs and services are co-ordinated, funded and monitored through Manitoba Labour and Immigration, Adult Language Training Branch. In addition, ALT Branch staff work closely with staff of other government departments to address the needs of newcomers that overlap with mainstream services and responsibilities. For example, ALT staff work with Manitoba Adult Learning and Literacy to address the needs of long-term residents of Manitoba who came as immigrants and no longer need settlement information but who require further literacy development. The ALT Branch also works closely with Manitoba Competitiveness, Training and Trade to help immigrants learn about and improve their Essential Skills⁵ profile.

ALT Branch staff are field experts in Adult EAL who function as project officers.

They are responsible for advising, supporting and monitoring Adult EAL programs in Manitoba.

⁴ It is important to note that as a consequence of established accountability measures, Manitoba collects and remits data from MIIP-funded programs to the Government of Canada related to the expenditure of federal program dollars.

⁵ For information about Essential Skills, see the section Planning the curriculum in this document.

In 1998, Manitoba developed an Adult EAL curriculum framework based on the *Canadian Language Benchmarks: 1996 Working Document*, which included Manitoba CLB core language learning objectives and core EAL literacy objectives. In 2000 *Canadian Language Benchmarks 2000 (CLB)* was published by the Centre for Canadian Language Benchmarks.

Manitoba has provided a comprehensive range of professional development opportunities for pre and in-service Adult EAL teachers and has developed resources to assist programs and teachers in developing and implementing CLB-related curriculum.

The writing of this document was influenced by recent developments in the field. This framework replaces *A Framework for Implementing the Canadian Language Benchmarks in Manitoba (1998)*.

The Canadian Language Benchmarks

The CLB provides educators, administrators and program developers with a:

- common language for discussing the communicative competence of students
- stimulus for reflection on second language acquisition and learning in Adult EAL students
- basis for curriculum and material development
- basis for language assessment

The CLB is a:

- national standards document
- set of descriptors of what people can do with English at 12 levels of competency
- common professional foundation of shared philosophical and theoretical views on language and language learning
- basis for curriculum and syllabus development, lesson planning, materials development, resource selection and assessment practices

The CLB is not a test, curriculum or syllabus nor does it define ideology, policy, content or process of instruction.

Principles and key features

The CLB is learner-centred.

- Instruction should be based on needs of learners.
- Learners should be involved in decision making.

The CLB is task-based.

- Performance can be best determined through task-based assessment.
- Instruction should also be task-based.
- Tasks should be real-world and use authentic text.

The CLB stresses community, academic and work-related tasks.

- Outcomes are free of context and can be contextualized in various topics or themes. For example, simple three to five-step instructions can be taught related to following instructions on medication, for a research project or other assignment, or on a worksite.

The CLB is competency-based.

- Competency statements describe what the learner can do.
- It involves linguistic, textual, sociocultural, strategic and functional competence.

PLANNING THE CURRICULUM

In MIIP-funded Adult EAL programs, curriculum is not standardized. That is, it is not the same for all students in all programs nor is it based on a central textbook series. Programs and/or teachers are expected to develop curricula consistent with their particular mandate and student needs. Consequently, teachers need to be, in many ways, curriculum developers, able to identify language and content needs, develop appropriate learning opportunities, and assess outcomes.

All MIIP-funded Adult EAL curricula in the province share some fundamental commonalities, however. In particular, all the curricula are based on the *Canadian Language Benchmarks 2000*. The CLB is an outcomes-based standards document. Consequently, curriculum design is expected to be outcomes-based. That means that instruction should focus on what the students can do in English (tasks they can perform appropriately for a specific context) rather than what students know about the language (decontextualized rules about language usage). Manitoba's direction for all curriculum planning has been strongly influenced by principles of English for Specific Purposes (ESP) instruction.

Planning an outcomes-based course or class curriculum involves three major decisions:

- what to teach
- how to teach it
- how to assess learning

Deciding *what* to teach is determined through two processes: needs assessment and module planning. Deciding *how* to teach it is achieved through lesson planning. Deciding *how* to assess learning is informed by the CLB, which states that students are expected to demonstrate learning by carrying out specific language tasks. (See Language assessment and evaluation in this document for more information). Assessment and evaluation are complemented by a collaborative language learning assessment approach.

Needs assessment

The CLB, as has been pointed out above, is learner-centred.⁶ As a consequence, instruction should be based on the needs, interests, learning styles, circumstances and goals of the learner. Students are learning English for a variety of purposes: to participate in community life, establish and maintain social relationships, attain and be successful in employment or to enrol and be successful in upgrading, skills-training or further education. They also learn in a variety of ways. Consequently, the language tasks they need to be able to carry out, the systemic and cultural information they require, and the ways in which they learn most effectively can vary considerably. In order to decide what to teach, the teacher must determine and monitor the needs and goals of the students. If others also have a vested interest in the students' language learning, such as employers who set up English classes at the worksite, they too need to be consulted. Only then can the teacher begin to plan for instruction.

⁶ English at Work teachers should refer to the curriculum companion document, English at Work Instructors' Manual for the specified process to be used in conducting workplace needs assessment.

Needs assessment principles

In Manitoba government-funded programs, it is expected that, consistent with Adult EAL best practices, needs assessments will be undertaken to identify and examine:

- the contexts in which students live and work
- the knowledge and skills students bring to functioning in those contexts
- the knowledge and skills they need to develop for those contexts
- the background, affective characteristics and language learning styles of the students
- the students' personal goals and interests

In keeping with the goals of Adult EAL instruction in Manitoba the following needs assessment principles are acknowledged:

- A needs assessment acknowledges that needs are diverse and may include both objective needs (related to use of language in real-life communication situations, language proficiency and language difficulties) and subjective *needs* (related to cognitive and affective factors such as personality, confidence, attitudes, students' wants and expectations with regard to the learning of English, cognitive and learning style).⁷
- A needs assessment is a fundamental aspect of the Adult EAL instructional planning process and is "a vital pre-requisite to the specification of language learning objectives."⁸ Needs assessment is also essential to student goal setting, ongoing program monitoring, evaluation of and accountability to students.
- A needs assessment must involve all stakeholders – administrators, the teacher, students and, depending on the language training environment, others such as employers, supervisors or credentialing bodies.
- A needs assessment examines needs from the perspective of the students; therefore, tools and strategies are open-ended to invite student input, not just reaction to pre-determined options, and sufficient care is given to clarifying the issues raised.
- A needs assessment is an on-going, cyclical process, not a once-only event and results in ongoing negotiation of curriculum.
- A needs assessment focuses and builds on students' accomplishments and abilities rather than on deficits.
- A needs assessment also includes pre and post-assessment information sharing to ensure stakeholders understand both the purpose(s) of the assessment and the results.
- A needs assessment is carried out in a way that is timely, efficient and appropriate for the circumstances of the class.

⁷ Brindley, G. (1989). The role of needs analysis in Adult EAL programme design. In R.K. Johnson (Ed.), *The Second Language Curriculum*. (63-78). Cambridge, England: Cambridge University Press.

⁸ *ibid.*

Once the initial needs assessment has been carried out, the teacher can begin to analyze the resulting data to plan for instruction by determining the themes, language tasks and skills on which to focus.

Determining objective needs

There are a variety of ways to carry out a needs assessment with students depending on their language levels. Basically, each approach attempts to identify the following:

- the contexts in which the learner wants/needs to communicate
- the individuals with whom the learner wants to communicate
- the language tasks that the learner must carry out

For beginner level students in classes where the teachers and students do not share a language or in classes where the students have limited formal education, pictorial needs assessments are encouraged. (For an approach to conducting pictorial needs assessments please see Chapter 3 in *Canadian Language Benchmarks 2000: Guide to Implementation*.)

For students at higher levels of language proficiency, surveys, questionnaires and discussions can reveal the prioritized language learning needs of the class. Again, Chapter 3 in *Canadian Language Benchmarks 2000: Guide to Implementation* has a variety of suggestions. Teachers in English at Work programs should refer to the *Workplace Teachers' Guide*, which can be found online at immigratemanitoba.com in the For EAL Teachers section.

Once determined, Manitoba requires that student needs assessments become part of the student's language portfolio and should be used to inform student goal setting. (See Collaborative Language Portfolio Assessment in this document.) Class results should be collated and the results used to inform subsequent curriculum decisions. The collated results need to be available as part of a teacher's overall instructional plan, and teachers need to be able to demonstrate how their instructional plan addresses identified student needs.

Module planning

The initial needs assessment process reveals the general contexts the students need to be able to communicate in and the individuals with whom they need to communicate. The needs assessment process may also indicate the modes (oral or written) of communication and the skills (listening, speaking, reading and writing) involved. It may also indicate specific language tasks the students want to be able to carry out. The data enable teachers to begin to develop the curriculum outline for their program, course or class.

Manitoba employs a thematic approach to task-based instruction, an approach that provides a unifying structure contextualizing the selected language tasks. In a theme-based approach, the language tasks are inter-related, which creates a coherence and cohesion so that language elements and cultural aspects as well as systemic information, such as information about the health system or the legal system, can be addressed and revisited through the four language skills.

Manitoba Module Planning Framework

To capture in a consistent manner the elements that will be the teaching focus in various curriculum modules (what to teach), Manitoba has developed the *Manitoba Module Planning Framework*. The framework and a bank of completed module plans can be found in the For EAL Teachers section of immigratemanitoba.com.

The use of the planning framework and/or plans from the module bank for curriculum development in Manitoba Adult EAL programs enables teachers and programs to share resources and build on each other's expertise. It is a systemic organizational structure that allows for individual program development within a consistent framework. It also facilitates conversation and collaboration among teachers and enhances the planning process.

Specifically, the framework describes:

- thematic real-world language tasks aligned to CLB competencies
- suggestions for context information
- specifications of the language focus and strategy development
- indications of the Essential Skills being addressed
- suggestions for possible teaching activities to address other Essential Skills
- suggestions for thematically aligned resources
- suggestions for appropriate language outcome assessment tasks

The framework uses the following terms:

Themes

Themes are major topics that provide the general context for instruction. Typical themes are health, education, work, consumerism, transportation, recreation, history, the environment and law.

Modules

Modules are units of instruction focused on a specific topic in a theme that incorporates lessons and inter-related language tasks. In a theme on health, modules may include:

- going to a walk-in clinic
- getting a check-up
- visiting the dentist
- being in the hospital

Grammar items are never a theme, nor should they be the focus of a module.

See the section The Role of Grammar in Language Teaching for more.

Real-world language task goals

Language tasks are purposeful communicative (real-world) tasks that someone would need to carry out in a specific social (community, work, school) context. They are also the source of the language-focus items to be addressed through instruction. For example:

- writing a note to a child's teacher to explain an absence
- following a set of oral instructions to change a part in a machine

Completing a fill-in-the-blank grammar exercise is a learning activity, *not* a language task.

Context information

Fundamental to effective planning is the identification of the essential context information students require in order to carry out the specified language tasks effectively. Without fundamental context information, language instruction will be incomplete. Context information includes information about how systems in that context are organized or how they function.

For example:

- In a module on looking for work in a general Adult EAL class, students need to learn about employment services, especially those that serve newcomers. It is also critical that students understand that in Canada, although employment services may help people develop job search skills, identify resources and possibly identify potential employers, they do not give people jobs outright. People are expected to approach employers themselves, apply for jobs and, if required, participate in an interview to convince employers that they are the best candidate for the position. This may be a significant change from looking for work in their former country. In a module on looking for work in an ESP program, context information must be much more specific.
- In a health-focused module, students need to know about differences in services between a family doctor, a walk-in clinic, urgent care and hospital emergency services. Not only do they need to know the differences in each service, they need to understand the various medical situations that each one deals with.
- In modules on education, students need to become familiar with the education system, differences between public and private schooling, role of adult education, mature students, and expectations related to lifelong learning, etc.

Communicative competence

For Manitoba's purposes, communicative competence is defined as the ability to appropriately understand and communicate purposeful, meaningful messages involving specific individuals in specific contexts.

When teachers are deciding what to teach, they must also determine for each task what elements of communicative competence to address and at what level.

There are many descriptions of the elements of communicative competence in the literature. *Canadian Language Benchmarks 2000: Guide to Implementation* states that communicative competence includes:

- **Functional** (actional): includes functions and speech acts
- **Discourse** (textual): includes genre, text type and text-structure information, coherence and cohesion devices
- **Linguistic**: includes grammar, vocabulary and pronunciation/orthographic elements
- **Sociocultural**: includes sociolinguistic information and pragmatic conventions related to context variables
- **Strategic**: includes metacognitive, language skill, enhancement and compensatory strategies

Once teachers decide on the real-world language task goals they will address in a module, they must conduct an analysis of authentic tasks and texts. This will reveal the elements of

communicative competence, that is, the functional, discourse, linguistic, sociocultural and strategic elements related to each task.

There may be more elements revealed than a teacher can reasonably address during the instructional period. Consequently, teachers must decide which of those elements to focus on. Teachers must consider:

- how essential the element is to the task and text
- the appropriateness of the element for students' benchmark level
- how the element can be simplified – if it is important but seems too linguistically or conceptually complex

For example, an analysis of the text related to making an appointment is likely to reveal that a person often uses indirect language to request an appointment. They might typically say, “I was wondering if I could make an appointment with Ms Nguyen.” An indirect request using this complexity of language might be addressed at CLB 6 or 7. A teacher working with CLB Level 3 students is likely to consider indirect requests too linguistically complex so might decide to teach “I want to make an appointment with Ms Nguyen.”

For an approach to task and text analysis, see Chapter 4 in *Canadian Language Benchmarks 2000: Guide to Implementation*.

Essential Skills

Human Resources and Social Development Canada has identified nine Essential Skills that individuals need for success in the workplace and community. They are:

- oral communication
- reading text
- numeracy
- computer use
- continuous learning
- writing
- document use
- working with others
- thinking skills

It is important that these skills be addressed in Adult EAL instruction in Manitoba. A number of the Essential Skills align to skills typically developed in language classes. Others may correspond to communication tools used in instruction (computers) or be reflected in the types of teaching activities used (e.g. group work addresses “working with others”; problem-solving activities develop thinking skills).

There are useful resources on Essential Skills and a growing body of resources that consider the integration of CLB levels and Essential Skills. For more information about Essential Skills visit www.itsessential.ca.

Essential skills-focused learning activities

It is important to remember that using a skill to do something is not the same as learning a skill. For example, having students read a text on a topic is not the same as teaching them the reading skills, such as skimming or scanning or using context clues to understand text. Having students write sentences with new vocabulary is practising vocabulary, not teaching writing. In the same way, having students work in a group is not teaching students the necessary skills needed to work in a group and having students write a text on the computer is not necessarily teaching computer skills.

It is important therefore that teachers design learning activities that develop Essential Skills, not just use them to practise something else.

Some learning activities that might help students learn to work in a group might include:

- teaching and practising body language, gestures, such as leaning forward, nodding, making eye contact, slightly raising a hand and phrases, such as “May I just say something?” or “I’d like to add to that,” so they can enter conversations
- assigning someone in a discussion group the role of making sure everyone gets a chance to speak

Continuous learning is an Essential Skill that can be explored in discussions about goal setting and learning outside the classroom. It is important that students understand the emphasis on continuous learning in Canada and explore ways they can engage in it, such as:

- formal learning through credentialed courses of study in professional or academic institutions
- non-formal learning through participation in non-institutional courses or programs
- informal learning from friends and colleagues or through self-study

Assessment tasks

It is at the module planning stage that teachers need to consider the strategies or activities they will use to assess how well students can carry out the language tasks that are the focus of instruction. The assessment task should reflect the language task that is the focus of instruction in the module.

For example, if the specified listening task is to follow a set of instructions to assemble a machine part, then an appropriate assessment task might be that students will listen to a set of instructions and number a set of pictures in order corresponding with the oral instructions.

For further information on language assessment please refer to the section Language assessment and evaluation in this document.

TASK AND TEXT-BASED INSTRUCTION

A review of the literature on Adult EAL instruction reveals developments that are consistent with the goals for Adult EAL instruction in Manitoba as well as with principles inherent in the CLB. These developments inform approaches to instruction recommended here.

Language tasks and task-based instruction

The CLB is task-based. Students demonstrate their proficiency by carrying out specific language tasks. Consequently, it is essential that instructional practices are consistent with that principle. Good teaching practices ensure a consistency between assessment and instruction so that the most optimal conditions exist to elicit the learner's best communicative performance.

There are various interpretations of task-based instruction in the literature. The approach recommended in Manitoba has been informed by developments in genre, discourse and text-based instructional practices. Essential to the approach is the conception of "language task."

In *Canadian Language Benchmarks 2000* a language task is understood to be a real-world use of language to accomplish a specific purpose (language function) in a specific social situation.

Canadian Language Benchmarks 2000: Guide to Implementation (p. 64)

These are examples of language tasks:

- filling out a job application form
- following a set of 5-7 oral instructions to assemble a piece of furniture
- reading a pharmacy label
- writing an incident report

Completing a fill-in-the-blank grammar exercise is *not* a language task. It is a skill-building⁹ learning activity. Given that definition, in Manitoba, task-based instruction is considered to be organized around:

... a variety of different kinds of (language) tasks which the learners are expected to carry out in the language, such as using the telephone to obtain information, drawing maps based on oral instructions, performing actions based on commands given in the target language ... etc.

Longman Dictionary of Language Teaching and Applied Linguistics (p. 373)

In Chapter 5 of the *Canadian Language Benchmarks 2000: Guide to Implementation*, the authors use the terms *language task* and *language learning task*. Language learning tasks are described as:

... tasks developed or used by the teacher to facilitate the language learning process. There is a continuum of language learning tasks, from real-world to enabling, that we can develop and use.

Canadian Language Benchmarks 2000: Guide to Implementation (p.65)

⁹ Skill-building learning activities focus on discrete skills. They may also be referred to as *form-focused* activities or *appropriation* activities.

Longman Dictionary of Language Teaching and Applied Linguistics describes a teaching/learning task as “an activity which is designed to help [students] achieve a particular learning goal” (p. 373).

N.B. Because the terms, *language task* and *language-learning task* are similar and may cause confusion, Manitoba is using the term *learning activity* rather than learning task.

Text and genre

In the literature on second language, the terms *genre* and *text type* are frequently used interchangeably. Paltridge (2002), however, distinguishes between the two terms, suggesting that:

- **Genre** characterizes texts “on the basis of external characteristics, such as a text that is written or spoken by a particular person, for a particular audience, in a particular context, for a particular purpose, and viewed by the discourse community as being an example of the particular genre” (Paltridge, p. 74). Research reports, essays, debates, lectures, and tutorials are all genres typical in an academic environment.
- **Text type** “represent rhetorical modes” (ibid. p. 74) that display particular discourse patterns. Some text types used in various genres, including academic genres, are problem-solution, cause and effect, and recount. Different genres may use the same text type. For example, both advertisements and police reports utilize problem-solution text types.

In the past, two approaches to genre instruction have been prevalent: those that attend to textual features and those that attend to contextual features. Pang’s study reported in Johns (2002) indicates that both approaches yield similar results. Consequently, integrating the best features of the two approaches in the Manitoba teaching context is recommended. That means a genre should be examined from both the general text features and the specific social conventions related to using the genre in a specific context.

Teaching receptive skills: listening and reading

It is important to note that although listening and reading are often described as receptive skills they are also active and dynamic processes. Many teachers struggle with teaching listening and reading. Teachers use listening activities in their classes to support other skill development. However, this is not the same as teaching listening. Similarly, reading is a common activity in Adult EAL classes. New vocabulary anticipated in a reading passage may be taught. However, vocabulary is not the only key to reading and understanding written text.

It is not the purpose of this document to instruct teachers in methodology. This section is intended to make explicit some of the important issues in teaching listening and reading that impact on task-based instruction, and that Manitoba believes should be addressed through the instructional process. (For methodological suggestions, please see the curriculum support document, *List of Suggested Resources for Teaching Adult EAL in Manitoba* available at immigratemanitoba.com in the For EAL Teachers section.)

Teaching listening

In order to understand oral messages effectively, students must be able to apply a complex range of discrete skills. Listening instruction involves ensuring students learn about and practise the discrete skills before they are asked to listen to a text and answer comprehension questions.

Rost, (2002, p. 110) suggests the following hierarchical structure of learning to listen. Lower order goals, Rost says, must be acquired with some degree of completeness before a student can achieve first order goals.

	First-order goal	<ul style="list-style-type: none"> • respond to relevant aspects of what is heard
	Second-order goals	<ul style="list-style-type: none"> • establish appropriate connection with speaker or content • activate relevant knowledge to understand speaker and topic • understand social meaning of input, including speaker's intentions
	Third-order goals	<ul style="list-style-type: none"> • understand gist of input • understand cohesion between utterances • understand words and structures • understand pragmatic conventions
	Lower-order goals	<ul style="list-style-type: none"> • understand sounds speaker uses

Rost (p. 119) provides this taxonomy of general listening skills that need to be developed:

- hearing prominent words
- hearing pause unit boundaries
- hearing assimilations, elisions and reductions
- hearing differences in intonational patterns
- guessing the meaning of “weakened words” in an utterance
- guessing the meaning of unknown words
- discriminating between similar words
- parsing an utterance into relationships (agent, object, location, etc.)
- deciding the meaning of an ambiguous utterance
- finding correct references for elliptical forms and pro-forms
- understanding the function of an utterance when the speaker is indirect
- using gestures to guide our understanding
- activating images or memories when we listen to a story or description
- making predictions when we listen
- filling in missing information (or information that was not heard clearly)
- using reasoning as we listen, such as filling in the “supporting grounds” of an argument and making “bridging inferences”
- understanding the speakers’ intended function for an utterance

- understanding differences in conversational styles and discourse patterns
- understanding organizational patterns of the speaker
- holding information in short-term memory; building up long-term memory of relevant information
- responding to what the speaker says

Teaching reading

EAL learners who have 10 or more years of formal education and can be considered literate in their principal language bring many reading skills to learning to read in English. Certainly, vocabulary and grammar are critical. Research suggests that most students entering post-secondary programs will experience difficulty if their vocabulary is fewer than 10,000 words. However, it cannot be assumed that acquiring a substantial vocabulary and understanding of English grammar will enable them to read comfortably in English.

Awareness of genre, text type and structure, cultural referents, values, beliefs and conventions, and approaches to critical reading are but some of the fundamental issues that must also be addressed. These issues are important for all EAL students. In English for Specific Purposes programs these issues are particularly complex and prescribed and need to be explored and addressed comprehensively.

The development of reading fluency should also be a focus in reading instruction. *Rauding* – reading for general comprehension – occurs for native speakers of English at about 200 words per minute, although reading for deep understanding is slower. It is important for students to develop the fluency they need to function satisfactorily in the community, at work or in school.

As an approach to reading instruction, Neil Anderson (1999) proposes a set of teaching strategies for EAL reading instruction that teachers may find helpful:

A	Activate prior knowledge
C	Cultivate vocabulary
T	Teach for comprehension
I	Increase reading rate
V	Verify reading strategies
E	Evaluate progress

Hood, S., Solomon, N., and Burns, A. (2002) suggest the following types of activities that complement Anderson's suggestions and are consistent with Manitoba's principles:

- activities that prepare, motivate and help students activate prior knowledge and understand the type of text they will read
- activities that develop reading skills that competent readers use to complete different tasks successfully
- activities that focus on critical, analytical reading
- activities that focus on language awareness

The role of grammar in language teaching

There is no doubt that grammar is one of the cornerstones of communication in a language and must be included as an important aspect of language teaching. However, it is most

important that students are able to *use* grammar to understand and create comprehensible messages, not that they are able to recite grammar rules or complete grammar workbook exercises. Consequently, what grammar is taught and the way it is taught is crucial.

Manitoba advocates a contextualized approach to grammar instruction. That means:

- Grammar is taught because it is needed to carry out specific language tasks. It is not taught as a separate subject. Teachers should not approach grammar instruction by beginning with page 1 of a grammar text and proceeding sequentially through the book to the end. For example, regular and irregular verbs, modals or gerunds, etc. as general topics should not be the focus of instruction. Teachers should not go into class and say, “Today we’re going to learn irregular verbs.” If a particular verb is needed for a language task and it happens to be irregular, the irregular verbs of that pattern might be addressed in relationship to the language task and the context. When teaching students to give oral advice, modals used for advice would be a logical grammar topic. Describing hobbies or favourite recreational activities might require students to use gerunds to make statements such as: “I like swimming. I like reading.”
- Grammar should be taught in context. That means, the grammar point should be presented in a thematically appropriate language text and task, practised in meaningful and relevant contexts and embedded in an appropriate outcome assessment task.
- An awareness-raising learning activity should introduce and examine the grammar point in context. There should be discussion about the meaning and use of the grammar point to accomplish a communicative purpose in the language task as well as the form of the grammar item. This introduction should be followed by a variety of appropriation (skill-building) and autonomy (skill-using) learning activities. (See next section for examples of learning activities.) Instruction should then help students see other situations where they might use the same grammar point. (See suggestions for transfer in the next section.)
- The depth of examination of a grammar item may vary according to the student’s level of competency. For example, the past tense might be explained, at a very basic level, with some examples and a wave of the hand over the shoulder to indicate yesterday or the past. The grammar instruction is likely to be more elaborate at higher benchmark levels.
- The level of the student does not determine the grammar taught. Rather, the language task needs of the students determine the grammar to be taught. If beginner students need a rather “advanced” grammar form, then it should be taught in a manner that makes it accessible to learners, even as a language “chunk.” For example, students at CLB level 2 or 3 might learn to use the passive voice to say, as a memorized language chunk, “I was born in 1970.” It would not be appropriate at that level to focus on the formation of the passive voice, the meaning or typical uses.

Learning activities

Integrating a genre and text type focus into task-based instructional practices enhances instructional effectiveness. It assists learners to understand the inter-relationship of genre and text type, interactants/audience, purpose and situation in interpreting or producing appropriate texts for the language task demands of a specific context. It helps learners acquire the understanding they need to select appropriate genres and text types for particular purposes in particular situations, and it helps them to make appropriate linguistic decisions. There are several approaches to focusing on genre and text type that teachers can consider. One approach, outlined by Scott Thornbury, involves several stages:

- awareness-raising activities
- appropriation (skill-building) activities
- autonomy (skill-using) activities

Awareness-raising activities

Awareness raising activities are those activities that engage students mindfully in the language task.

They are activities to help students actively think about the language they need for the purpose and context of their communication and develop their own rules and understandings about language use. It is also an opportunity for the students and teacher to explore and discuss possible differences in the cultural conventions associated with the task.

Awareness-raising activities involve three processes:

- paying attention
- noticing
- understanding

If students are not consciously aware, paying attention and noticing, then understanding and learning does not take place.

When students are paying attention they are on alert – interested, curious and ready to notice particular features of the language use. When they are noticing, there is “conscious registering of the occurrence of some event or entity” (Thornbury, 2005, p. 41). This may be because the event or occurrence was in some way surprising, frequent or useful; or the feature may have been pointed out to the students through direct instruction by the teacher.

Importantly, although there are times when it is expeditious to “give” students language information in a direct way, when teachers do so students may not pay attention in the same way or engage their analytical skills.

Learning may be less effective than if students are actively involved in discovering the language they need and generating the rules of use. However, in general, awareness-raising activities can help students to pay attention and to think about the context in which they will be speaking, with whom they will be speaking, what they want to do with the language, and the elements of language they need to achieve that goal.

Awareness-raising activities should also help students to notice selected language features, whether related to genre, discourse, grammar, vocabulary or sociocultural conventions, etc. and to prime students for learning. Noticing is more than just paying attention. It is having your attention directed or focused on some specific feature.

But, rather than just giving students the language to use or telling them what features are important, noticing activities involve the students in a process of discovery and distribute responsibility between the teacher and the learner.

It might be seen as the difference between giving someone a puzzle piece and saying “This goes there,” and “What goes in this spot?” or “This has a straight edge. Where do you think it goes?”

Awareness-raising activities then also help students hypothesize and understand the general rule, pattern or principle of the language in use. Research suggests that this understanding is more likely if students encounter several instances of the target language. Students can significantly improve their ability to process and produce speech acts when they have been exposed to and analyzed many authentic instances of the speech act occurring in different contexts.

Considering these factors, it can be seen that teachers need to present the target language in several similar situations for examination and rule or pattern hypothesizing through direct or discovery teaching strategies.

Appropriation activities

Thornbury (2005) refers to appropriation activities as practising control or demonstrating progressive control of a skill. These activities can be compared to the skill-building phase of language learning, where the focus is on gaining increasing sureness and accuracy over language features through carefully scaffolded practice. Skill-building activities focus on discrete skills of communication (grammar, pronunciation, genre features, etc.) through modeling, repetition, and error correction.

Appropriation activities range from teacher-controlled to student-managed. However, they should be contextualized in relevant and meaningful content. (See Chapter 5 in the *CLB Guide to Implementation*.) Student interaction and communicative language use can be enhanced in appropriation activities in a variety of ways.

For example, teachers can use referential questioning strategies in addition to display questions to personalize and add meaning. Typically, teachers ask questions for which they already know the answers. These display questions serve little or no communicative purpose other than to test knowledge. In contrast, referential questions are meaning-based. Referential questions refer to something and require students to use their world knowledge, opinion, and experience in order to answer.

Examples:

Display question: Students each have a picture showing a grocery store floor plan, a cashier, shoppers, grocery shelves and displays of various products. The EAL teacher asks “Where is the milk?” (Everybody can see where the milk is in the picture. It is not unknown information.) The question is posed to test student’s ability to recognize vocabulary and answer using prepositional phrases.

Referential question: Using the same picture as above, the teacher asks questions such as “Where do you usually shop for groceries?” or “How often do you shop for groceries?” These referential questions let students share information unknown to others and to communicate about events in their lives. They encourage interaction among the students and the teacher.

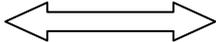
Autonomy activities

Thornbury calls those activities that focus on fluency development, autonomy activities. Teachers may be more familiar with the term skill-using activities. Autonomy activities help the learner apply the skills and knowledge they have been acquiring through appropriation activities in real or simulated real-world contexts to negotiate meaning in appropriate ways with specific individuals in specific contexts.

Autonomy activities typically provide little or no scaffolding, and circumstances are less predictable and are more like real communication events. They generally require students to select the most appropriate mode, genre and text type for the communication as well as choose the most appropriate grammar, vocabulary, formality, and style conventions, etc.

N.B. It is important that teachers not only have students perform language tasks using specific genres and text types, but that they set up activities so that students can demonstrate they are able to select the appropriate mode (oral or written) and genre/text type for the task.

The following chart compares appropriation and autonomy activities.¹⁰

Appropriation activities		Autonomy activities
<ul style="list-style-type: none"> • skill-building 		<ul style="list-style-type: none"> • skill-using
<ul style="list-style-type: none"> • develop isolated, pre-requisite skills 		<ul style="list-style-type: none"> • provide rehearsal for authentic tasks beyond the classroom
<ul style="list-style-type: none"> • focus on form and accuracy 		<ul style="list-style-type: none"> • focus on fluency and making meaning
<ul style="list-style-type: none"> • provide maximum scaffolding 		<ul style="list-style-type: none"> • provide minimum scaffolding
<ul style="list-style-type: none"> • require limited language choices, and/or memorized chunks of language 		<ul style="list-style-type: none"> • require repertoire of linguistic and non-linguistic resources to accomplish goal
<ul style="list-style-type: none"> • may involve controlled practice through manipulation of discrete grammatical or phonological forms 		<ul style="list-style-type: none"> • may require negotiation of meaning to ensure message is understood
<ul style="list-style-type: none"> • require limited cognitive resources 		<ul style="list-style-type: none"> • need comprehension to complete task
<ul style="list-style-type: none"> • may or may not be communicative 		<ul style="list-style-type: none"> • are communicative
<ul style="list-style-type: none"> • are teacher-managed 		<ul style="list-style-type: none"> • are learner-managed

Examples:

Appropriation (skill-building) activity

1. Students practise asking each other personal-information questions while the teacher focuses on correcting errors in their grammar, vocabulary and pronunciation.
2. Students do activities to familiarize themselves with alphabetization and with the organization of directories, such as phone books.

Autonomy (skill-using) activity

Each student is asked to make a class phone book. The students must decide how to collect the information and how to assemble it into a phone book. The teacher circulates and notes any difficulties that will need to be addressed to support students' effective engagement with the task and successful communicative outcome.

¹⁰ Adapted from: Holmes, T., Kingwell, G., Pettis, J., and Pidlaski, M. (2001) CLB 2000: A Guide to Implementation. Ottawa, Ontario. Centre for Canadian Language Benchmarks, p. 66.

Transfer (beyond the classroom, other contexts)

The purpose of language instruction is to enable students to perform certain language tasks outside the classroom and in contexts that are different from the contexts in which they practised the language task.

For example, if students are taught how to request service in one context by saying “I’d like to have this prescription filled,” they are also helped to recognize other situations in which they could use similar phrases (“I’d like to have my oil changed. I’d like to have these photos developed. I’d like to have my hair cut.”)

In another situation, students who learn to use the modal “would + verb” to talk about habitual activities in the past (“When I was a child I helped my family take care of our goats. I’d feed and water them everyday.”) might be helped to recognize that the same structure could be used in job interviews to talk about work experience (“In my last job, I was responsible for estimating project costs. I’d meet with clients to determine needs. Then I’d estimate the costs for materials and labour.”)

Instruction should include intentional debriefing or transfer activities that help students look for and recognize opportunities to use their language skills in different ways outside the classroom.

LESSON PLANNING

Lesson planning can be a complex process as teachers attempt to attend to multiple considerations, including how they will create and maintain an environment that motivates their students to continued commitment to and perseverance in language learning.

Motivation in Adult EAL

Students join language-training programs, teachers may assume, because they have been motivated to do so. Motivation affects not only a student's willingness to communicate but also a student's:

- expectation of success
- readiness and willingness to engage in learning activities
- perseverance in continuing learning in the face of challenges or barriers
- engagement
- achievement

However, motivation is a fragile state and can easily be undermined if students do not:

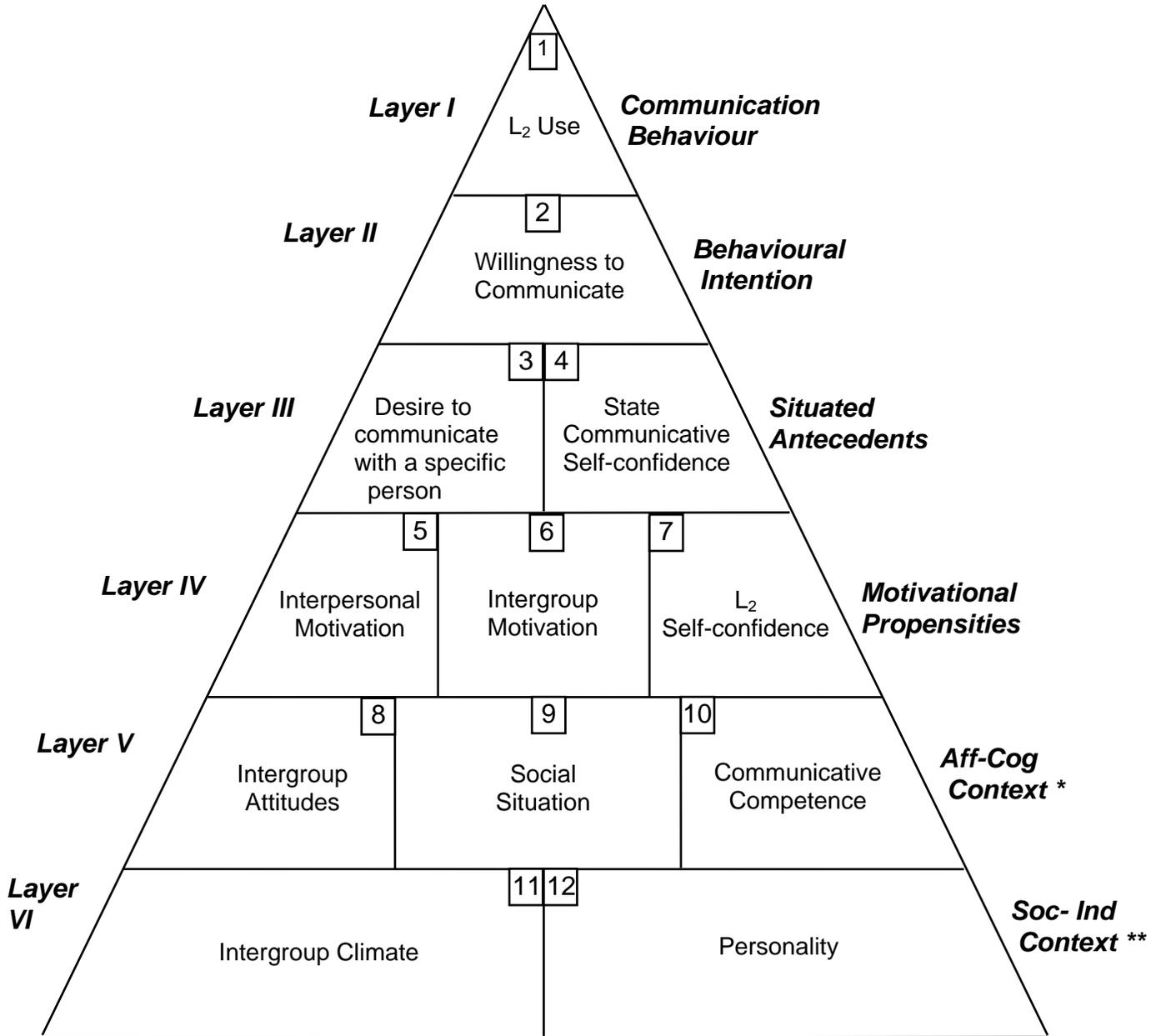
- feel secure in the language classroom
- believe that the teacher is interested in them and has their best interests in mind
- have a sense of belonging in the class
- feel connected to their classmates
- experience success in their language learning

All of these factors and more affect a student's willingness to communicate in the new language both inside and outside the classroom. As a 1998 article in *Modern Languages Journal* by Dr. Peter MacIntyre and colleagues points out, "a program that fails to produce students who are willing to use the language is simply a failed program" (MacIntyre, P., Dörnyei, Z., Clément, R., and Noels, K. p. 547). This is a profound statement. It is important, therefore, to understand what is meant by the term "willingness to communicate" and how teachers can motivate this in their students.

Willingness to communicate

Willingness to communicate has been described as "the probability that one will choose to initiate communication given the opportunity to do so" (MacIntyre, P. 2008. ALT Branch Conference, keynote address). Teachers know that communicative competence is an important factor in a student's willingness to communicate. However, MacIntyre and others have demonstrated that a web of complex motivational factors are also at play and may in fact exert a more profound influence on willingness than does communicative competence. (See diagram on the following page.)

The following illustration is from MacIntyre, P., Dörnyei, Z., Clément, R. and Noels, K. (1998). Conceptualizing willingness to communicate in a L₂: A situational model of confidence and affiliation. In *Modern Languages Journal* 82(4), p. 547. Used with the permission of the authors.

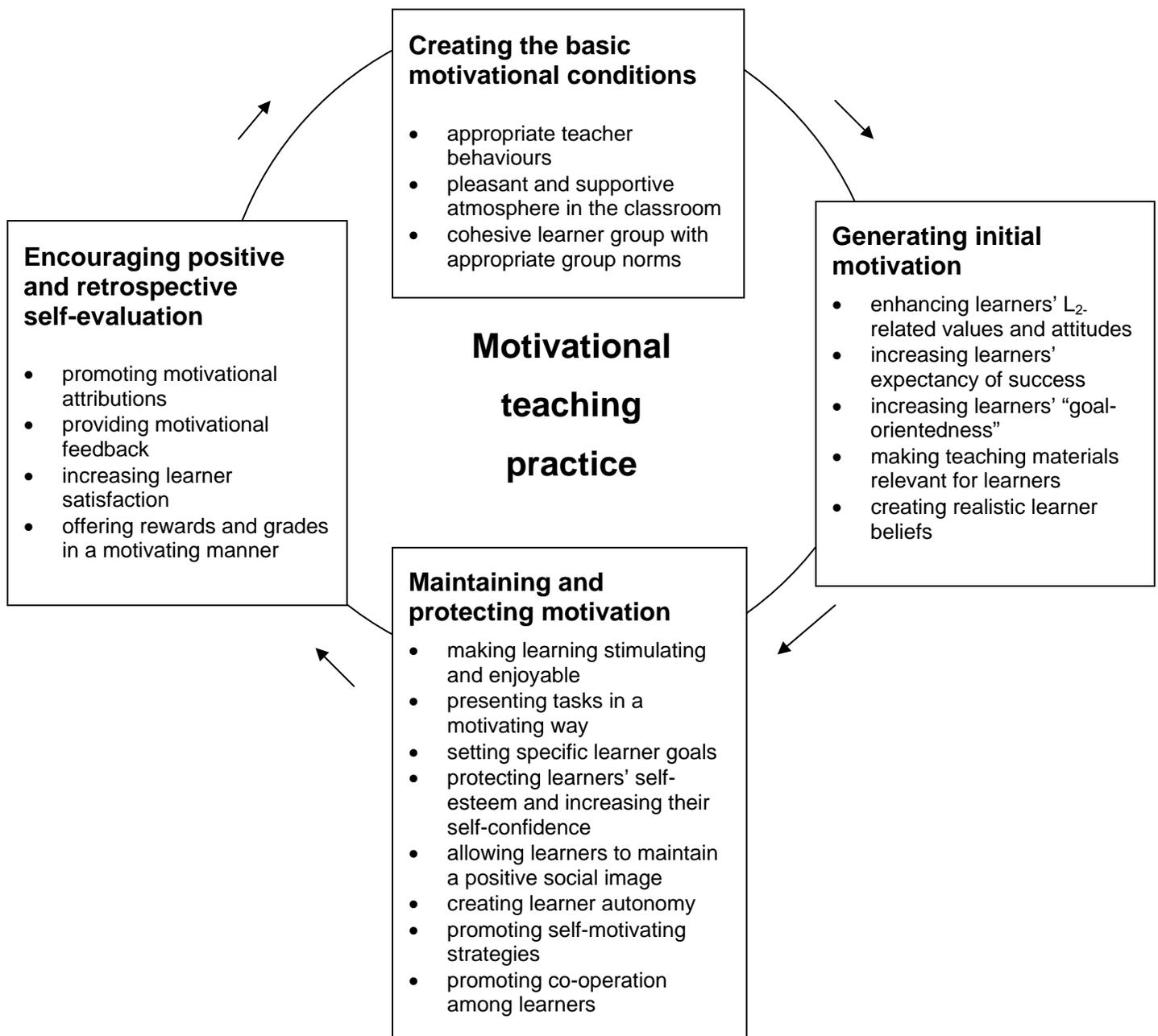


* Aff-Cog Context = Affective-Cognitive Context

** Soc-Ind Context = Social-Individual Context

As teachers plan for instruction they must give significant consideration to the motivational dimension of their teaching to ensure students develop confidence in their ability to communicate in English. Zoltan Dörnyei has outlined a model of motivational teaching practice. (For more information, see References in this document.)

The illustration below, the components of motivational teaching practice in the L2 classroom, is from Dörnyei, Z. (2001), *Motivational Strategies in the Language Classroom*. Cambridge, U.K.: Cambridge University Press, p.29. Used with the permission of the author.



On a final note, culture plays a significant role in motivation. Appropriate teacher behaviours, classroom management and student norms are very culturally based. Teachers need to be aware of their students' understanding of and expectations related to learning, the learning environment, teacher/student roles and behaviours. Teachers need to consider how they will address the differences within the group while fostering an appreciation of the norms and expectations in Canada and in their particular classroom. (For more information on motivation in EAL, see the References.)

Learning styles

Individuals are usually able to learn in a variety of ways. However, they generally have preferred ways of learning, called "learning styles." Learning styles are personal preferences. They are also influenced by culture. A student educated in one culture may have been influenced by a particular approach to learning, which may over the years have become the student's dominant learning style.

Learning styles can be clustered under the following preferences:

- **Affective:** related to personality factors (represented for example by the Myers-Briggs learning style taxonomy)
- **Physical:** related to visual, auditory or tactile preferences
- **Cognitive:** related to how individuals organize and process information (represented for example by the Gregorc learning style model)

Motivation can be positively enhanced when teachers understand their own and their students' learning style preferences and how their own preferences may be reflected in their instructional planning. Teachers generally design learning opportunities that appeal to their own learning style preferences. It is important, therefore, that teachers be aware of their own learning style to ensure they are providing activities that will appeal to the range of styles represented in their classroom. It is important, too, that students have opportunities to engage in learning activities that appeal to their learning style preferences. However, it is advisable that teachers encourage students to style-stretch. That is, to do some activities that require them to utilize learning styles in which they may be less comfortable.

The following examples from Chapter 5 of *CLB 2000: Guide to Implementation* show a range of activities a teacher might prepare so that students can not only utilize their preferred style, but also try out activities that stretch their style preference.

In a consumer unit for CLB Level 8 learners, the teacher might present the following activities and let learners form groups based on the activity each would prefer to do. In a follow-up activity, learners might discuss why they chose the activity they did and what it tells them about their own learning styles.

- a) You have \$150 to spend on gifts for the members of your group. Set up a budget for the number of people in your group and use catalogues and flyers to select gifts which will both appeal to your various group members and be good consumer buys.
- b) Tape three or four different television commercials. Interpret how advertising techniques in each attempt to attract buyers and present your interpretation in visual or written form.
- c) Use the Internet to research the history of credit cards and summarize your findings in a short report.

- d) Interview several different people to find out if/how computers have changed their spending habits, and write an opinion piece, such as an editorial for a magazine or newsletter.¹¹

As part of the teaching/learning process, teachers can introduce different language learning techniques and give learners opportunities to practise them. For example, in learning vocabulary, learners can be asked to work in a small group to read a text related to a particular task and each make a list of unfamiliar words. They then work together to provide each other with the meanings of any words already known by other group members. The group then looks up all the unfamiliar words in a dictionary to confirm or correct definitions provided by the group, and to find out missing definitions. Other techniques might be the use of learner-prepared flashcards, key words or mind maps.

Rebecca Oxford's book *Language Learning Strategies: What Every Teacher Should Know* is an excellent resource. *Learning and Teaching Style in Theory and Practice* by Kathleen Butler, although not current (revised second edition, 1987) and not specifically intended for EAL contexts, continues to be a valuable resource on Anthony Gregorc's model of learning styles. These styles can easily be applied in the EAL setting. (See References.) In addition, a summary of the Gregorc model of learning styles can be found in Appendix A.

Multilevel teaching

The reality is that once a teacher has more than one student in a class, the teacher has a multilevel group. Students frequently are at different CLB levels in all four skills, and all students have different goals, needs, experiences, motivating factors, language learning strengths and weaknesses, which require the conscientious professional to differentiate instruction. However, attempting to develop individual learning experiences for each student each day will quickly exhaust the teacher and will likely not lead to good learning outcomes for the students. Even in classes that are somewhat homogeneous, it is beneficial to use flexible teaching methods and grouping to address commonalities and apparent differences. There are several different ways to develop appropriate and effective curriculum and manage multi-level groupings:

- **Find commonalities:** Use needs and interest assessments to inform grouping clusters and project ideas.
- **Use grouping to address different needs:** Grouping types include whole class grouping, equal-ability grouping, different ability grouping, L₁ grouping. Each class time should include some whole group activities to build community, share experiences and address shared language needs. However, other grouping should also be employed so that students can practise skills at their particular proficiency level or engage in projects of mutual interest.
- **Involve students in helping each other:** Although this strategy should be used sparingly, asking more advanced students to assist students at a lower level can benefit both individuals. It assists the advanced student to consolidate her knowledge and it provides immediate support and feedback to the lower level student. However, teachers must avoid exploiting advanced students by using them as teacher aides on an ongoing basis.

¹¹ Although not specified in the *CLB 2000: Guide to Implementation*, these activities are based on the Gregorc Learning Style models. Activity a) is intended for concrete-sequential students, b) is for abstract random, c) is for abstract sequential and d) is for concrete random.

- **Engage volunteers:** Volunteers can be invaluable support in multilevel classes. They can help students do written exercises, practise new language skills, make recordings of speaking tasks, do Computer-assisted Language Learning (CALL) activities, etc. It is important that teachers remember:
 - the teacher is the educational decision maker. The teacher is responsible for planning. Volunteers should not be planning instructional activities.
 - the teacher should direct volunteers on what activity they should do with students, how the activity should be done, and what their role is.
 - volunteers should not work only with the lowest groups or most demanding individuals. It is important that these high-need students have opportunities to benefit from the teacher's expertise while volunteers assist others in the class.

A very good resource for practical multilevel teaching ideas is Jill Bell's *Teaching Multilevel Classes in ESL*. (See References.)

Continuous intake

Continuous intake means new students are continually joining a class as "seats" become available. Continuous intake is the norm in some Adult EAL programs in Manitoba.

Teachers regularly review material with their students. Research indicates that appropriate spacing and pacing of new content and skills contributes to effective learning. However, in continuous intake classes the need to "spiral" and constantly revisit previously taught material is particularly important. At the same time, teachers do not want to bore or waste the time of other students by continually revisiting the same content or skills. Some suggestions for implementing curriculum in continuous intake contexts are:

- Include periodic needs assessments to check if the needs identified by students at the outset of the course are still relevant. In this way, the needs of newer students can be incorporated into curriculum planning.
- Include a review period in each class.
- Have students practise previously taught skills in a new context.
- Use previously learned content to introduce new language skills.
- Maintain a collection of well-organized, sequenced work sheets that can be given out to new students to work on as homework.
- Have "old" students work with new students on tasks that the newcomers may not be fully prepared for.
- Assign a "buddy" to the new students to help them become familiar with classroom routines.
- Use a variety of structured homogeneous and then heterogeneous co-operative groupings. In this way, the teacher is able to spend some time with just the newcomers, and at others, the newcomers can work with a peer group.
- Involve the more experienced students in the review process so that they are in fact "teaching" what they should already know – of course, in teaching it, they are reviewing/learning it themselves.

Effective lessons

Prior to lesson planning teachers need to have determined what they intend to teach. This should reflect the needs assessment results. In other words, before you map out the route, you need to determine the destination. Without this information in advance, teachers cannot make decisions about what to teach now and what to teach in another task, they can't ensure that they are addressing the range of language issues students need to cover at their level, and they cannot begin to block out their lessons so that the elements are addressed systematically and comprehensively. See the section Planning the Curriculum, above, for assistance in specifying your content.

Factors to consider

Once the content is determined, planning effective lessons becomes easier, even though there are many factors to consider in the process. These factors can be clustered into the following categories:

Learner factors include cognitive, affective and physical factors – cognitive and physical learning styles, motivation, needs and goals, prior experience, confidence, expectations

Teacher factors, such as professional knowledge, attitudes and language teaching skills, strategies, other talents, classroom management and facilitation skills

Other stakeholders, such as funders, employers, sponsoring agencies and educational institutions, may also have expectations

Teachers also have to recognize the time and environmental constraints that they need to consider such as whether they work full-time or part-time, days or evening, in their own permanent classrooms, in a church basement or on a factory floor, and even the number of students they teach at one time.

Of course, teachers must also consider curriculum factors in government-funded Adult EAL programs such as the centrality of the CLB, the need to address Essential Skills, the emphasis on task-based instruction, and the approach to assessment.

When teachers consider all these factors, it becomes apparent that each teacher is the only person who can lesson plan for his/her learners. Teachers can get advice from others but ultimately they have to find an approach that works for themselves. One of the mistakes novice teachers may make is to ask a variety of people for assistance in lesson planning. This can be problematic because each person will advise from his/her own perspective. If a teacher constantly goes to different people for help, that teacher will constantly be changing his or her approach. This will be hard on the teacher and harder on the students.

CHARACTERISTICS OF EFFECTIVE LESSONS

Effective lessons ...	This means ...	
Are well-planned	<input type="checkbox"/>	Teacher should have a written plan every day. Activities should be planned to address the students' needs and goals. Time and teaching emphasis should be given to the critical issues reflected in the needs assessment. Every activity planned should have a clear language learning and/or community-building purpose.
	<input type="checkbox"/>	Generally, teachers should have at least the following sections: <ul style="list-style-type: none"> • welcome and warm-up • agenda review • skill-building and skill-using learning activities • intended materials • wind-up and reflection
	<input type="checkbox"/>	Plans should contain sufficient detail so that the teacher can follow them effectively. This is especially important in a situation when a substitute teacher must step in at the last minute. <ul style="list-style-type: none"> • Teachers may be brief when activities are done repeatedly and the procedure is known. • Plans should be detailed when teachers are trying out a new activity or strategy and want to be precise in how they do it and what they say.
Reflect needs assessment results	<input type="checkbox"/>	Lessons should focus on language tasks, cultural and systemic information and other skills that the students need to reach their goals and that are appropriate for the CLB level. <ul style="list-style-type: none"> • Any grammar or vocabulary that is taught should be necessary for a specific language task.
Build on prior experience	<input type="checkbox"/>	Lessons are like building blocks. <ul style="list-style-type: none"> • Teachers need to know what students already know or think they know and build on that. • Students should not be asked do an activity or task until the teacher is sure they have the language they need for the activity.
	<input type="checkbox"/>	Activities should be structured so that students hear new language before they say it, say it before they read it, and read it before they write it.
Focus on the learners	<input type="checkbox"/>	Lessons should focus on the learners' needs, interests and goals. Teachers should try to: <ul style="list-style-type: none"> • have more student talk than teacher talk • make sure the tasks and the texts used are appropriate for the level of the students. If teachers can't tell off hand, then they should refer to the CLB, especially the performance conditions on the left hand page, to make sure what they do conforms to those requirements.
	<input type="checkbox"/>	Learning activities should focus on an appropriate number of new language concepts. <ul style="list-style-type: none"> • At CLB Stage 1 students should be introduced to no more than five or six essential new vocabulary items in a day. Assessment should show comprehension before additional words or phrases are introduced. • At CLB Stage 2 students should be introduced to no more than eight or 10 essential new vocabulary items in a day. Assessment should show comprehension before additional words or phrases are introduced.
	<input type="checkbox"/>	Students in multilevel classes should be grouped. Teachers should: <ul style="list-style-type: none"> • do whole group activities as well as same-ability or cross-level group work • modify performance conditions for tasks; if there are CLB levels 3 and 4, the level 3s can do

		<p>tasks face-to-face and the level 4s can do them on the phone</p> <ul style="list-style-type: none"> include easier questions at the beginning of a worksheet and more difficult following; then beginners can do questions 1 - 5 and higher level students can do all 10 questions vary instruction by modifying the expectations for the different students provide alternative activities, such as one group having to write a paragraph and the other group completing sentence stems
Are coherent & cohesive	<input type="checkbox"/>	<p>Maintain cohesion by not bouncing around from one disconnected topic to another.</p> <ul style="list-style-type: none"> There should be a flow and a rhythm to the lessons. One activity should somehow transition into another. Teachers should plan thematically so they can use and reuse language throughout the listening, speaking, reading and writing activities.
Reflect the difference between “teaching” & “testing”	<input type="checkbox"/>	<p>Ensure students have been introduced to and practised skills before they are tested.</p> <ul style="list-style-type: none"> In listening, for example, students should be taught to listen for sentence stress to identify key words as a strategy leading towards comprehension before being tested on their listening and comprehending of text skills.
Are varied, purposeful, engaging, enjoyable & well-paced	<input type="checkbox"/>	<p>Include a variety of activities.</p> <ul style="list-style-type: none"> Do individual work. Work in pairs or in small or whole groups. Include activities focused on different skills.
	<input type="checkbox"/>	<p>Learning activities should be purposeful and lead to skills the students need and can use immediately in real life.</p>
	<input type="checkbox"/>	<p>Learning activities that help students learn meaningfully related language are useful. For example, in a grocery shopping module:</p> <ul style="list-style-type: none"> using foods typically eaten by the students, categorizing them into different food groups and learning the words in the group (e.g. dairy products) is meaningful and useful. Using foods students do not eat, categorizing them according to the letter of the alphabet (e.g. foods that begin with the letter “p”) and learning them is meaningless and useless.
	<input type="checkbox"/>	<p>Incorporate authentic materials, music or art or drama.</p>
	<input type="checkbox"/>	<p>Keep the lesson moving. Do not spend hours doing the same thing, especially at lower levels.</p> <ul style="list-style-type: none"> Teachers should work in 15-20 minute chunks. This is especially critical in EAL Literacy, CLB Stage 1 and also in evening classes when students are tired.
	<input type="checkbox"/>	<p>If teachers don’t have energy and don’t look like they love what they are doing, the students won’t.</p>
Develop language and genre awareness, accuracy, fluency & transfer to other contexts	<input type="checkbox"/>	<p>Teachers should ask themselves “Would I enjoy this lesson? Would I learn anything practical?”</p> <ul style="list-style-type: none"> A teacher could take in an audio recorder and record one of the lessons. They can listen to it afterwards and ask themselves if it sounded stimulating, clear and coherent and enjoyable.
	<input type="checkbox"/>	<p>For any one module, teachers will likely be working on four tasks (listening, speaking, reading and writing). They will need to move between awareness raising, autonomy (SB) and fluency (SU) focused activities each day.</p> <ul style="list-style-type: none"> Teachers need to stagger the intro of new material so all tasks are not introduced on the same day. However, they should try to attend to a variety of skills each day. Good teaching begins with making students aware of the language in context. It also includes providing lots and lots of practice and repetition opportunities. It is in skill-building activities that teachers focus on error correction and accuracy.

	<ul style="list-style-type: none"> Teachers should not limit themselves to those types of activities. They need to make sure students have opportunities to use their new language to do real, purposeful things – solve problems, plan, discuss, role play. It is in these fluency-focused, skill-building activities that they get practice in making choices to negotiate meaning in a particular context. During fluency-focused activities it is the teacher’s role to note errors and language needs for remediation or new teaching.
<input type="checkbox"/>	<p>When any activity is introduced, teachers should make sure to build in a sufficient demonstration or practise segment. Teachers should:</p> <ul style="list-style-type: none"> do a few examples with the students first, before they do the exercise or activity make sure students know what they are supposed to do
<input type="checkbox"/>	<p>Teachers should help students recognize where they can use these new skills outside of class in similar and different situations. They should:</p> <ul style="list-style-type: none"> debrief activities to show how the language or other skills can be applied in the community, work and academic contexts

Lesson plan format

Teachers can find various lesson plan formats in TESL texts and online. Some may seem somewhat constraining, while others too unstructured. In Appendix B, there is a lesson plan format developed by Manitoba. (It is also available in the For EAL Teachers section of immigratemanitoba.com.) This lesson plan format is open-ended with enough reminders that teachers might find it helpful. Teachers may not need all the activity sections provided so can use just what is required. It is always useful for teachers to estimate the amount of time they will allocate for each activity. Sometimes teachers are unable to stick to the planned schedule, but it is a helpful guide, especially if teachers tend to get off track. There are also columns for teachers to identify the skill focus and type of activities they are planning. This is a good idea so that the teacher can see at a glance if they are providing a good balance of skills, including a variety of learning activity types for all the lesson plan phases.

(Appendix C has an example of a lesson plan for a full-time, settlement-focused CLB 3 - 4 class.)

Selecting resources

As indicated at the outset of this document, Manitoba does not stipulate specific texts or resources. Teachers in consultation with their program administrators need to select resources that meet the instructional needs of learners.

Authentic materials

Teachers are expected to base their language teaching on authentic language (text). Although EAL Literacy students and students in CLB levels 1 - 3 may require scaffolding in the form of modified authentic text, teachers should introduce authentic materials into their classroom instruction as much as possible.

In those classes where modified text is required, teachers should facilitate transfer of learning to real-world contexts by helping students recognize familiar text features and apply various strategies to understand or communicate key information.

(For suggestions of thematically related resources see the For EAL Teachers section of immigratemanitoba.com.) This list notes various online and printed resources that teachers can use either directly with students or as the basis for developing teaching materials or language learning opportunities. The list describes the resources and provides information about the location and access.

Publishers' texts and other resources

Many useful publisher resources are available for teachers to use to enhance their students' language learning and practice. When selecting a resource, teachers should consider the following:

- Is the resource intended for adults or children? If it is intended for children, do *not* use it.
- Does the resource reflect Canadian culture? (Many do not; however those that do are particularly useful. If using American, British or Australian resources, differences in culture or information need to be clarified for students.)
- Will your students see themselves in the materials?
- What CLB levels are the resource suitable for?
- What skills are addressed?
- Are receptive skills (listening and reading) taught or just tested?
- How would you use the resource (for awareness-raising, or appropriation [skill-building] activities or autonomy [skill-using] practice)?
- Does the resource utilize current practices consistent with functional, task and text-based instruction?
- Are there activities to facilitate transfer to other contexts beyond the classroom?

Suggested Resources for Teaching Adult EAL

Manitoba has developed *Suggested Resources for Teaching Adult EAL*. This annotated list is organized into two sections: resources for teachers so they can enhance their professional expertise, and resources for classroom use. These resources are categorized under headings, such as listening, speaking, reading, writing and grammar. The list also suggests the CLB levels for which the resource would be best used. Publisher information is also provided. Find this list in the For EAL Teachers section of immigratemanitoba.com.

Teachers are not limited to the resources in the aforementioned list. They may utilize other sources to select materials to best meet the language learning needs of their students.

LANGUAGE ASSESSMENT AND EVALUATION

Although many individuals use the terms evaluation and assessment interchangeably, they in fact have different meanings.

- Assessment is the process of collecting information about student learning. Throughout the learning process, assessment is used to inform teaching and student learning. As a result of assessment, teachers can adjust their teaching. Students also benefit from assessment. They need to receive a considerable amount of descriptive feedback to enable them to continue or adjust what they are doing to be effective learners.
- Evaluation is the process of reviewing collected evidence and making a judgment about whether or not students have learned what they need to learn and how well they have learned it. Evaluation is used to tell students how well they have performed as compared to a set of standards. Typically, evaluative feedback is encoded, i.e., it is reported using numbers, letters, check marks, etc.

Principles of assessment and evaluation

Manitoba's approach to language proficiency assessment and evaluation is informed by the following principles:

- **Ongoing assessment is critical in the teaching/learning process.**
Without ongoing assessment, how does a teacher know what to teach? Teachers assess constantly – they listen to or observe their students and reflect on whether or not they understood or could do the activity. Teachers make decisions about whether or not students need more work, etc. This is assessment.
- **Students need to understand and be part of the assessment and evaluation process.**
At the outset of instruction, students need to be informed about the assessment process and introduced to the standards against which they will be evaluated. This helps them to set appropriate language learning goals and develop independence as language learners.
- **Making time to give learners feedback on their progress is essential.**
If we regard giving feedback as essential, then finding time to do so is essential. It contributes to the teaching/learning process and can foster increased self awareness.
- **Learners have a right and a need to know how they are progressing in their language development.**
Students, especially adults, have a right to know how they are doing and should not find out only at the end of a program. There is a difference between encouragement and feedback. Both are essential aspects of student motivation and adjustment to improve learning.
- **Being involved in their language assessment helps students develop independence as language learners.**
The more students understand their strengths and weaknesses, and their level, the more they can monitor and focus their learning and the more realistic they can become in their goal setting.

- **Anecdotal information is required to inform or explain letter or number grades.**
Numbers and grades are symbols and as such meaningless, unless students understand what these symbols mean in concrete terms. If number or letter grades are used, they need to be accompanied by anecdotal description and concrete evidence to become meaningful.
- **Assessment practices should be consistent with instructional practices.**
Assessment practices should match instructional practices. Students shouldn't encounter a particular assessment procedure for the first time during a test. They should have had ample opportunity to practise the test-taking or assessment process in class. In other words, if you're going to use multiple-choice tests, make sure students have learned how to do them first. In CLB-based programs, instructional practices are task-based; therefore assessment practices should be task-based.
- **Language assessment should focus on what students can do in language rather than on what they know about language.**
Again, in a task-based approach – which focuses on what students can do or perform in language – assessment should examine what they can do competently and appropriately and should not focus on de-contextualized rule knowledge. In other words, teachers should be interested, not in whether or not students can do a grammar exercise, but if they can use grammar effectively to negotiate meaning.
- **Teachers and learners need to be familiar with the CLB levels, especially in terms of goal setting.**
Teachers must be able to assess progress accurately and therefore must be familiar with the CLB levels to set appropriate tasks. Reports will be meaningless to students if they do not have some understanding of the CLB levels.
- **Regular classroom performance on a range of tasks is a better indicator of communicative proficiency than are the results of a standardized test.**
Students are often anxious about formal testing and may not exhibit their best language competence. Also, standardized tests capture performance at one moment and if the student is having an off day, the results may be inaccurate. Teachers can observe students over time and get an overall picture of their general level of competence in a variety of situations.

Teachers need to begin planning for assessment during the curriculum or module planning phase. Assessment decisions should not be made after instruction has occurred. The *Manitoba Module Planning Framework*, which is a curriculum companion document, is a tool that teachers can use to specify language assessment tasks. (See the section Planning the Curriculum.)

Planning for assessment begins with understanding that proficiency at a specific CLB level means the student can carry out specific language tasks, under specific conditions, and the language will have certain characteristics.

The *Canadian Language Benchmarks 2000* contains this key information to guide teachers in the process of assessing their students. The chart shown on the next page is compiled from pp 8 and 9 in the *Canadian Language Benchmarks 2000*.

They can do this...

WHAT THE PERSON CAN DO
<p>I. Social interaction</p> <ul style="list-style-type: none"> • Use and respond to a few courtesy formulas, greet someone known and not known. • Respond appropriately to introductions by other people. • Indicate communication problems in a number of ways.
<p>II. Instructions</p> <ul style="list-style-type: none"> • Give a number of short common daily instructions. • Give positive and negative commands.
<p>III. Suasion (getting things done)</p> <ul style="list-style-type: none"> • Express and respond to a number of requests. • Express and respond to caution and warning.
<p>IV. Information</p> <ul style="list-style-type: none"> • Provide expanded basic personal information appropriate to the context. • Give a basic description. • Talk about things one enjoys.

In this way...

Global Performance Descriptor

- Learner can communicate in a very limited way some immediate and personal needs in familiar situations.
- Asks and responds to simple, routine, predictable questions about personal information.
- Demonstrates little control of basic grammar structures and tenses.
- Demonstrates limited vocabulary and a few simple phrases.
- No evidence of connected discourse.
- Makes long pauses and depends on gestures in expressing meaning.
- Pronunciation difficulties may significantly impede communication.
- Needs frequent assistance.

Under these conditions

PERFORMANCE CONDITIONS

- Interactions are short, face to face, informal, and with one person at a time.
- Speech is slow.
- Context strongly supports the utterance (e.g., by gestures, objects or location).
- Instructions are simple imperative clauses, two to seven words long and practised in a classroom setting.
- Learner's speech is largely guided and encouraged by questions from the interlocutor (e.g., *um, aha, I see, nod*).
- Topics are about common everyday matters.

Stages in assessment and evaluation

There several stages in the assessment and evaluation process:

- initial assessment
- formative assessment
- outcome assessment
- evaluation and reporting

Initial assessment

Initial language assessment is undertaken to determine the CLB level at which the individual is functioning at the outset of instruction. Whether done formally through a standardized assessment or informally by the receiving teacher, it is imperative that teachers know what the student is able to do as a first step in planning for instruction.

Manitoba uses the *Canadian Language Benchmarks 2000 Placement Test (CLBPT)* in several regions to assess individuals for placement into a language class.

This is a low-stakes assessment tool that provides a general picture of a person's language level in four skills: listening, speaking, reading and writing. The CLBPT results indicate the general CLB levels that the individual seems to be functioning in at the time of assessment.

Although the results of a CLBPT are considered reliable, they're considered to have a valid range of one benchmark. That is, a student assessed as a CLB Level 3 could very well be a CLB level 2 or 4. Because a teacher might find that a student does not seem to be working well in the assigned class and should be moved up or down, it should not suggest in any way that an error has been made on the CLBPT assessment.

In regions of Manitoba where teachers do not have access to a CLB assessor, teachers need to use various strategies to get a picture of the approximate CLB levels of their students at class start up. The first decision that teachers must make is to decide the general CLB stage within which their students are likely functioning. Then, teachers need to develop and administer tasks in each skill that they can evaluate using the CLB descriptors. (These "descriptors" correspond to the columns What the Person Can Do, Global Performance Descriptors, and Performance Conditions in the previous illustration.)

Formative assessment

Formative assessment is generally regarded as the ongoing and diagnostic use of assessment and feedback over the course of instruction to provide constructive input to teachers and students so that teaching and learning can be modified to meet student needs. Formative assessment enables teachers to monitor student progress and identify problems so they can re-teach, adjust instructional practices, or provide additional practice. Carol Boston (2002) reports on research that suggests strengthening formative assessment can lead to significant gains in learning.

Regular feedback provides students with information about their language learning strengths and any gaps between their intended goal and their current proficiency. While feedback may be teacher-initiated, student goal setting and self-assessment can play important roles.

Research suggests that students who understand the language learning objectives and assessment criteria, who are involved in goal setting and who have opportunities to reflect on their work, show greater progress than those who do not (Brown, 2002; Davies, 2000). Davies (ibid. p. 7) suggests self-assessment activities can be organized under three headings, as follows:

Pause and think: Students assess their work by taking a few minutes to pause and think or reflect about what they are learning. Keeping "learning journals" is a regular part of language portfolios in some classes. Even at beginner CLB Stage 1 levels, students can complete short, reflections on their learning.

In the following example, the teacher might list some of the tasks and teaching activities focused on in an instructional period and have students complete the sentence stems:

This week I learned to _____

I can use this when I _____

I can do it well

I can do it with help

I can't do it yet

The activity I liked best was _____

I want to do more _____

Look for evidence: Students go one step beyond pause and think activities. They select a work sample as evidence of an aspect of their learning and comment about their work. Having students maintain language portfolios addresses this recommendation.

Connect to criteria: Students assess their work in relation to criteria that have been set for a task or project and find evidence to show they have met the criteria. Students need to become familiar with the expectations related to their CLB levels and regularly take part in self-assessment activities. The Canadian Centre for Language Benchmark's posters and Can Do Checklists are useful resources. Both are available online. These can be used by teachers to make their own checklists with specific examples of tasks and skills related to their class.

Formative assessment involves the ongoing collection of assessment evidence through:

- teacher observation of learning
- samples of work
- teacher/student conversations about learning

Outcome assessment

For outcome assessment purposes, Manitoba holds that teachers are in the best position to observe their students' language proficiency over time as students carry out a range of classroom activities and curriculum-specific assessment tasks. Consequently, Manitoba does not endorse standardized outcome assessment in its programs. In addition to evidence of learning collected through conversation, observation and work samples, teachers should also undertake formalized assessment.

Good assessment tasks meet the following criteria:

1. They are in-class demonstrations of the real-world, communicative language tasks that have been the focus of instruction.
 - If the language task is to make a doctor's appointment, an outcome assessment task might be to have students use cue cards to role-play while the teacher observes and uses a rubric to assess the performance.
2. They relate to what has been done in class.
 - They are carried out to see if the learners can perform tasks similar to the tasks that the learners have been practising in class.
3. They are consistent with CLB statements, task and performance conditions.
4. They have clear instructions for the students.
5. They provide the context in which the individual is to perform the task.
 - situation/location of the task
 - role of the individual
 - relationship between listener/speaker or reader/writer
 - purpose of the communication
 - the urgency of the situation
6. They provide complete and logical *details* required to carry out the task.
 - Information in texts or visual aids must be sufficient for the writer to achieve the specified outcome
7. They have a well-developed set of rubrics based on specific CLB-related criteria to guide teachers in their assessment of the task.

Manitoba has developed reading and writing rubrics to assist teachers in outcome assessment. They can be found at immigratemanitoba.com. For further information on designing assessment tasks, refer to the *Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide* also on the website.

Evaluation and progress report writing

Evaluation and report writing are concluding steps in a process begun much earlier. Evaluation involves reviewing all the data or evidence, both formally and informally collected (observation data, work samples, tests and quizzes and conversations), comparing it to the anticipated outcomes (standards) and deciding whether or not and to what degree the student has met the expectations for the level. Typically, the decision is encoded. For example, the conclusion is presented in a numerical or letter form. In Manitoba, the result of evaluation is often portrayed as a progress point within a CLB level, for example CLB 3 Beginning, CLB 5 Developing or CLB 6 Completing.

On the progress reports, the section on language learning comments should highlight what the student is able to do, with comments such as “You are beginning to do common, everyday listening and speaking tasks such as greet people, give two or three word instructions, get help and answer basic personal information questions.” It is not necessary to specify every task the student is able to perform. A few examples are sufficient.

The language learning comments should also briefly describe the strengths the students are bringing to their language learning and point out any difficulties they are having. Teachers might suggest, “You are learning and using many new words but need to make sure you don’t drop the last sound of the words.” The language learning comments should offer concrete advice. In another example, the teacher might suggest, “Try to practise English outside the classroom. This will help you progress.” There should not be anything in the comments that will surprise the students. Through formative assessment, the teacher and student should have talked openly about what the student is able to do and to what degree so that the progress report just captures these discussions in a formal manner.

The general comments section, on the other hand, should comment on issues other than language. In particular, general comments should focus on skills and characteristics that are important in work or school settings. For example, “You are always prompt for class and ready to begin immediately. Promptness is valued in the Canadian workplace.” Another example might be, “You work well in a team and always do your share of the task. Team work is often important in the Canadian workplace.”

For more information on the protocol related to progress reports as well as suggestions related to the comments sections, refer to the *Teachers Information Handbook: Manitoba Adult English as an Additional Language, Appendix C*.

Discussing progress

It is important that teachers and students have the opportunity to sit down periodically and discuss the student’s progress, especially in association with progress reports. The discussion should include a reference to materials collected and used to evaluate progress, in particular the data available in the student’s language portfolio. It should also provide an opportunity for students to talk about their self-assessment of their learning with reference to their goals, CLB standards and the collected data.

Students should feel encouraged by the progress discussion. However, it is important that teachers not indicate that progress is greater than it really is. If progress has plateaued, teachers need to discuss reasons and options for the students to consider.

Collaborative Language Portfolio Assessment

Collaborative Language Portfolio Assessment is the authorized assessment protocol in Manitoba. CLPA privileges the assessment and evaluation principles endorsed by the province. Programs, services and individuals funded by the Manitoba Immigrant Integration Program to provide Adult EAL instruction are required to employ CLPA as their assessment protocol. To this end, Manitoba provides students with a Manitoba CLPA divider to insert into the binders they use in their language training. The divider is an authorized resource with Manitoba government identifiers. The divider provides a brief explanation of CLPA for students in simplified English. It points out that their portfolio contents, augmented by additional data collected by the teacher, will be the basis on which their CLB levels are determined at the end of the course or program. In addition, it outlines the required portfolio sections and contents. It also specifies the students' responsibilities, such as:

- having the portfolio available at class time
- maintaining the portfolio and adding appropriate contents
- taking their portfolios to new classes or programs

One of the principal features of the Canadian Language Benchmarks is that learners demonstrate their language proficiency by carrying out language tasks. Collaborative Language Portfolio Assessment is a means through which learners can compile examples of language tasks and document their language learning progress. Therefore, it is compatible with CLB principles.

Benefits of Collaborative Language Portfolio Assessment

Portfolio assessment has many benefits to learners:

- Portfolio use in Adult EAL familiarizes learners with a tool that is being increasingly used in the workplace.
 - Many employers require applicants to submit presentation portfolios as part of the application process.
 - Several professions require practitioners to maintain learning portfolios as part of their ongoing professional development.
- Portfolio assessment helps prepare EAL parents to participate in student-led conferences at their children's schools.
 - Many public schools use learning portfolios at all grade levels and parents review the contents during the student-led conference.
- Portfolio assessment encourages self-reflection, an important aspect of self-directed learning.
 - Students can focus on the learning process, not just learning outcomes. Students who are making slower progress or who are in classes that meet infrequently can see they are developing language skills even though they may not have completed all the competencies of a particular level.
 - It can help students set realistic goals and monitor their progress.

- Portfolio assessment encourages dialogue between the learner and teacher and is thus a part of the teaching-learning process.
 - It provides a basis for a holistic framework for planning, assessing and giving direction to learner-driven programs.
- Portfolio assessment also allows learners to “see” their progress, to compare their current language competence with the competence displayed on entry to the class/program.
 - It provides students with a concrete connection between their classroom activities, their progress and the CLB levels and competencies.
- Portfolio assessment encourages assessment based on actual performance over a range of tasks and is not limited to test performance.
 - It allows learners to see growth or lack of progress in a particular area. It also draws attention to what they need to focus on or improve for a change of level.

Portfolio assessment also has benefits for teachers:

- It provides tangible evidence of learner performance when teachers are completing report cards.
- It provides concrete samples of work to refer to when meeting with learners about their progress.
- It helps teachers explain or justify their assessment to learners or to administration.
- It provides material for a quick reference if learners require a CLB assessment to support an application to a mainstream training program or post-secondary institution.

Type of portfolios to be developed in Adult EAL

Teachers and learners using CLPA in government-funded Adult EAL programs in Manitoba use learning portfolios, which are different from presentation portfolios.

- **Learning** portfolios document learning development and typically include material that reflects where the learners are when they enter the course, what they want to learn, and samples of work that show development of skill over time.
- **Presentation** or display portfolios are often used by people applying for jobs. Typically, they include a résumé and/or a curriculum vitae, copies of certificates, samples of work, references.

Portfolio contents

Portfolio contents can be collected in a variety of containers, such as folders or envelopes. However, the easiest method is to dedicate a section of each student’s binder to CLPA. The portfolio should have five sections:

- personal data
- listening task samples
- speaking task samples
- reading task samples
- writing task samples

For assessment purposes each skill section should have examples of material related to each of the four competencies specified in the *Canadian Language Benchmarks 2000*. For example, in the speaking category the four competencies specified under the What the Person Can Do column are:

- social interaction
- instructions
- suasion
- information

A checklist of required portfolio contents is available in Appendix E of this document. For further information and guidance in implementing CLPA, refer to the curriculum support document, *Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide*, available in the For EAL Teachers section of immigratemanitoba.com. This guide outlines in detail Manitoba's expectations for student language learning portfolios. It provides a range of content suggestions for specific groups of students and teaching contexts. The guide also recommends ways in which CLPA can be incorporated into the teaching-learning cycle in various instructional contexts.

N.B. As part of the accountability to students, programs and funders, teachers may be requested to produce student portfolios for their administrators or program project officers and discuss the contents as they relate to demonstrating a student's progress over time.

FEEDBACK PROCESS AND ACCOUNTABILITY

An essential culminating stage in curriculum planning in a learner-centred program is to solicit feedback at the end of the program, course or term on the satisfaction of the stakeholders, as well as successes, challenges and emerging or continuing needs. This information is especially helpful in demonstrating accountability to funders and stakeholders and in making program planning and curriculum decisions for future learning. Manitoba collects outcome data and feedback from the government-funded programs. In addition, as an aspect of its accountability measures and to inform program planning, Manitoba requires that programs collect program and curriculum-related feedback from students and teachers.

Student feedback

Feedback from students should also address the:

- degree to which student goals and needs were met
- appropriateness of the student's placement in the class, i.e. the ease or difficulty of the class
- degree to which students felt able to contribute to the development of curriculum
- degree to which students understood the Canadian Language Benchmarks and the competencies for their CLB levels
- comfort level in the class
- effectiveness of the teacher, including:
 - knowledge of subject area
 - preparation
 - organization
 - enthusiasm
 - quality and variety of teaching activities
- usefulness and sufficiency of resources
- degree to which students felt motivated to continue learning English
- whether or not students had a plan to meet their long-term language learning and employment goals
- what they perceived as the strengths of the program
- what they thought needed changing

Student feedback can be captured in a variety of ways. Several of the most common are:

- focus or discussion groups
- surveys or questionnaires

It is much easier to explain the purpose and process of collecting student feedback, including issues of confidentiality, to students in CLB Stage 2. It is also much easier to design activities and tools to collect that feedback. Just as there are challenges to carrying out needs assessments with students with lower language proficiency, collecting student feedback can be equally challenging and may require interpreters or translation of questionnaires. Where those resources are not available, programs may find simplified questionnaires can elicit some basic data. Appendix F has an example of a simplified student feedback form that teachers may want to use with their CLB Stage 1 students.

Teacher feedback

Teachers are important stakeholders in effective program planning and should also be included in the feedback process. Teachers have an opportunity to acquire insights that can contribute to better program planning and delivery to meet student needs in the best possible way.

Teacher feedback might address:

- student outcomes
- program strengths and weaknesses
- curriculum development or teaching support
- curriculum design and implementation
- appropriateness of teaching space
- availability and appropriateness of resources
- other supports for both students and teachers

Because programs are funded to provide different supports and services, it is important that any feedback focus on aspects the program or agency was funded to deliver. For example, in an agency that was funded to connect Adult EAL students with other services and programs offered by the agency as well as provide language training, the program might invite feedback from teachers on how well they think this was accomplished. In a program funded to provide counselling to students, teachers might be invited to comment on their perceptions of this service.

PROGRAM-SPECIFIC CURRICULUM FOCUS

Manitoba offers a range of language training programs throughout the province from general language training to programming for specific groups of learners. Each program is mandated to provide a particular curriculum focus. The list below outlines the curriculum focus of various program streams. It begins with a description of general, settlement-focused language training then describes the specific focus of programs for seniors, workers, moms with pre-schoolers, etc.

Language training for settlement

Language training for settlement is intended to help a wide range of students develop communicative competence and acquire information for a variety of community, work and academic purposes. There is an emphasis on language training and Essential Skills development for finding work and on-the-job needs.

Curriculum and teaching should include:

- a curriculum based on needs assessment
- thematic task and text-based instruction based on authentic language¹²
- equitable attention to the development of listening, speaking, reading and writing skills
- daily pronunciation instruction
- consideration of the settlement focus and its impact on learners
- Essential Skills awareness and development
- information about and connection to community, settlement and employment services and resources
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- authentic materials and realia
- inclusion of CALL and encouragement of students to use Internet resources to extend learners' language learning and practice
- Collaborative Language Portfolio Assessment

Language training at work

English at Work language training is intended to help students learn specific language tasks and acquire job-related skills and information for work and community purposes with an emphasis on language training and information related to their needs as employees in specific professional, skilled or unskilled occupations.

Language training at work is a type of English for Specific Purposes (ESP) programming. (See below.) As such, it is distinct from general, settlement-focused Adult EAL instruction in several ways.

- Programs are usually short and intensive.

¹² For EAL Literacy and CLB Stage 1 students, scaffolding is required to facilitate learning. However, the goal is that students will be able to interact with authentic texts in "real-world" conditions. This necessitates the introduction of strategies to assist students in accessing and using information and in getting messages across.

- Teachers must understand the difference between general and specific language training. This understanding is critical to the success of the program.
- Teachers need familiarity with the occupational skills and language demands. Previous work experience in the occupation is an asset.
- Teachers also need to be able to develop strategies to assist students to perform linguistically demanding tasks beyond their general language proficiency.
- Teachers must be able to meet the needs of a multilevel class often with a very wide range of CLB levels.
- Teachers must be flexible and comfortable working in an informal, non-traditional “classroom.”

Curriculum and teaching should include:

- curriculum based on needs assessment of stakeholders
- thematic task and text-based instruction based on authentic language
- attention to learning-specific listening, speaking, reading and writing tasks, which are sometimes at a more linguistically demanding level than the students’ general language level
- Essential Skills awareness and development related to specific occupations of the students
- daily pronunciation instruction
- authentic materials and realia
- encouragement of students to use Internet resources to extend their language learning and practice
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- Collaborative Language Portfolio Assessment

Language training for specific purposes

Language training for specific purposes (English for Specific Purposes – ESP) is intended to help particular groups of skilled workers, professionals or academic students acquire the field-specific culture and language skills they need to successfully re-enter their occupation or pursue their professionally related academic goals.

ESP is distinct from general, settlement-focused EAL instruction in different ways.

- Programs are usually one facet of a broader continuum of preparation.
- Teachers must understand the difference between general and specific language training. This understanding is critical to the success of the program.
- Teachers need familiarity with the occupational skills and language demands. Previous work experience in the occupation is a significant asset.
- Teachers must be able to identify and prioritize language tasks based on their impact on the students’ employability.
- Teachers must also be able to negotiate the priority of learning objectives with stakeholders.
- Teachers may need to be able to develop strategies to assist students to perform linguistically demanding tasks beyond their general language proficiency.
- Teachers must be able to meet the needs of a multilevel class often with a wide range of CLB levels.

- Teachers must have an understanding of the qualifications recognition (QR) process, services and supports. *
- Teachers must be able to develop a sense of community among students who may be at different stages of returning to their field and maximize the insights and information from those already working in the field.
- Teachers must be able to support students who have lost confidence or become disillusioned in their efforts to return to the field, recognize the stress they may be feeling and create a positive, optimistic learning environment.

* Qualifications Recognition is the assessment and review process that some foreign-trained professionals and skilled workers must undertake to become licensed in Manitoba. For more information visit immigratemanitoba.com and follow the links to Work in Manitoba – Work in Your Profession – Getting Licensed.

Curriculum and teaching should include:

- curriculum based on needs assessment of stakeholders
- thematic task and text-based instruction based on authentic language
- attention on learning genre-specific listening, speaking, reading and writing tasks
- awareness of the cultural conventions and expectations of the field
- Essential Skills awareness and development related to the demands of the occupations or field
- daily pronunciation instruction
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- inclusion of CALL and encouragement of students to use Internet resources to extend their language learning and practice
- authentic materials and realia
- Collaborative Language Portfolio Assessment

Skills training

Skills training is intended to help students improve their communicative competence in a specific language or academic skill to enhance their potential for success in achieving their academic and/or employment goals.

Skills training is distinct from general, settlement-focused Adult EAL instruction in different ways.

- Instruction is focused on one skill only.
- Instruction is intended to develop competence in a particular skill and not necessarily move a student from one benchmark level to another, although that may be an outcome.
- Skills-based instruction, rather than task/text-based instruction is used. Students are taught specific skills that are then practised using a variety of texts and tasks.
- Students frequently need to improve their proficiency in the skill in order to enter an academic or career-related course of study and may be very anxious about their performance and outcome.

Curriculum and teaching should include:

- curriculum informed by current literature in the skill area in response to identified needs based on student assessments and feedback
- instruction based on authentic language
- awareness of the cultural conventions and expectations of the field
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- authentic materials and realia
- Collaborative Language Portfolio Assessment

Language training for women with pre-schoolers

Language training for women with pre-schoolers is intended to help mothers acquire communicative competence for their settlement and community purposes with an emphasis on language training and information related to their needs as parents.

Language training for women is a type of ESP programming and is distinct from general, settlement-focused EAL instruction in different ways.

- Classes are usually all women and multilevel, often with a wide range of learner abilities.
- Pre-school children are cared for onsite. However, for many mothers this is the first experience of separation from their young child. Because separation of mother and infant or toddler is unusual in many cultures, both child and mother may have difficulty adjusting. This may impact the learning environment for a period of time.
- This program is often the first opportunity for newcomer mothers to explore inter-cultural parenting issues.
- Many learners are non-confident learners and may be isolated from the wider community by parenting responsibilities. Building confidence and independence is an important focus of instruction.
- In addition to the language learning opportunities for the mothers, the program plays an important role in providing early learning opportunities and school readiness activities for the children.
- Insight into, experience and interest in the parenting practices of different cultures is a teaching asset.

Curriculum and teaching should include:

- curriculum based on needs assessment
- thematic task and text-based instruction based on authentic language
- attention to the development of listening, speaking, reading and writing skills with an emphasis on listening and speaking
- daily pronunciation instruction
- awareness of and connection to community and parenting services and resources
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- emphasis on enhancing self-esteem and encouraging independence
- inclusion of CALL and encouragement of students to use Internet resources to extend their language learning and practice

- authentic materials and realia
- Collaborative Language Portfolio Assessment

Language training for seniors

Language training for seniors is intended to help seniors acquire communicative competence for their settlement and community purposes with an emphasis on language training and information related to their needs as seniors.

Language training for seniors is a type of ESP programming and is distinct from general, settlement-focused EAL instruction in different ways.

- Classes are usually multilevel, often with a wide range of learner abilities.
- Many learners are non-confident learners and may be isolated from the wider community by mobility challenges and family responsibilities (grandparents often are the caregivers of their grandchildren while their adult children are at work). Building confidence and independence is an important focus of instruction.
- The social aspect of getting together with other seniors is often as important as the language learning opportunities of the class.
- Awareness of the physical challenges, needs and concerns of seniors is a teaching asset.

Curriculum and teaching should include:

- curriculum based on needs assessment
- thematic task and text-based instruction based on authentic language
- attention primarily on the development of listening and speaking skills with some focus on specific reading and writing tasks
- daily pronunciation instruction
- awareness of and connection to community and seniors services and resources
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- emphasis on the seniors' depth and richness of histories, narratives, lore and insights
- emphasis on enhancing self-esteem and encouraging independence
- inclusion of CALL and encouragement of students to use internet resources to extend their language learning and practice
- authentic materials and realia
- Collaborative Language Portfolio Assessment

Language training for initial settlement orientation

Language training for initial settlement orientation¹³ is intended to help students learn language tasks related to specific settlement orientation topics in order to embark confidently on their settlement and language learning journey in Manitoba.

Language training for initial settlement is distinct from general, settlement-focused Adult EAL instruction in different ways.

¹³ Language training for initial settlement orientation is often provided through a program modelled on the ENTRY Program in Winnipeg.

- The program is short and intensive, and focused on select key settlement and orientation information and related language tasks.
- The delivery of settlement information is often done with the assistance of interpreters.
- Students are usually in their early days of settlement and may be disoriented or focused primarily on task including locating a place to live, getting children into school and finding their way around the city.
- Students are grouped around general proficiency levels. However, CLB assessments have not yet occurred.
- Teacher awareness of the stresses on individuals related to the early stage of settlement is crucial.
- No outcome assessments are conducted, nor are progress reports given.

Curriculum and teaching should include:

- curriculum reflecting current settlement information and student needs
- instruction based on authentic language
- information about and connection to settlement and community resources
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- authentic materials and realia

Language training for mature student high school credits

Language training for high school courses is intended to help mature immigrant students working toward or intending to take a high school credit¹⁴ course to acquire communicative competence for their academic and community purposes. The emphasis is on language training and information related to their needs as mature high school students.

Language training for high school courses is distinct from general, settlement-focused EAL instruction in different ways.

- The focus is on academic language and content related to attaining a meaningful high school credit or entering a high school credit course.
- Familiarity with high school curriculum is an essential complement to Teaching English as an Additional Language (TEAL) expertise.
- Awareness of the limited situations in which individuals actually need a Manitoba high school credit or specific high school course is essential to ensure students are not enrolled in the program unnecessarily.
- Awareness of and ability to administer the *CLB 7 Screener: A Canadian Language Benchmarks-referenced Assessment Tool for Use in Adult Learning Centres* is an asset.
- Awareness of the range of available Adult EAL and educational options and ability to refer students to appropriate programming is essential.

¹⁴ It is important to note that immigrants with high school or post-secondary credentials from another country do not generally need a Manitoba high school diploma for employment or additional training in the province.

Curriculum and teaching should include:

- curriculum based on needs assessment related to the academic language and content area requirements¹⁵
- authentic academic materials and realia
- information about and connection to settlement and community services and other language training programs and resources
- an exploration of the role and expectations of students and teachers from a multicultural perspective
- attention to the development of effective metacognitive strategies
- value placed on the strengths and insights learners bring to language learning from their first language and culture
- inclusion of CALL and encouragement of students to use internet resources to extend their language learning and practice
- Collaborative Language Portfolio Assessment

¹⁵ Regular, mature high school courses that have EAL students enrolled are not EAL courses. The intent in regular, mature high school courses is for students to acquire a content-specific credit. It is not to develop English language and cultural competence although some language learning may occur incidentally.

LITERATURE REVIEW

The topics addressed in *Manitoba Adult EAL Curriculum Framework 2009: Foundations* are diverse. A review of current literature on each of the topics was considered beyond the scope of this project. Therefore, the reviewer was asked to explore current literature related to the implementation of the principles of the *Canadian Language Benchmarks 2000* in curriculum and language instruction. The following is a summary of the key findings in a review of literature that informed the development of this document. Annotations of the articles read for this review are available online at immigratemanitoba.com in the For EAL Teachers section.

Summary of key findings

Canadian Language Benchmarks 2000: ESL for Adults provides both a framework for the EAL education of adults and national standards in Adult EAL. The CLB is not a syllabus or curriculum, nor does it define policy, ideology, content, or specific lessons in instruction. Rather, it provides the basis for development of curriculum and materials, a basis for language assessment, a common language for discussing the communicative competency of students and the stimulus for reflection on adult second language acquisition in EAL. Four major guiding principles are articulated in the CLB. It is learner-centred, task-based, competency-based, and stresses community, academic, and work-related tasks.

The following is an exploration of current literature related to these principles that might inform their implementation in Adult EAL curriculum.

Research in learner-centred instruction suggests that the involvement of learners in decisions about their instruction is preferable to a teacher-centred, dogmatic approach. Interest in learner-centred issues has been particularly apparent in work carried out by researchers in adult education. It has led researchers to explore topics such as andragogy and self-directed learning.

As Knowles suggests, "the classroom climate should be one of 'adulthood', both physically and psychologically (in which) adults 'feel accepted, respected, and supported'..." (Merriam, 2001, p. 5). Merriam reports that the scholarship on andragogy has moved from one that differentiated adults from children generally, to one placing the two on a continuum representing the learning situation more specifically. That is, one in which teacher-directed learning is situated on the opposite end from student-directed learning. This change in thinking has led to the conclusion that a learner-centred approach is more conducive to adult instruction because learners become more self-directed as they mature.

Collins also supports the idea that adult learning principles rely heavily on a learner-centred approach to the classroom. Also citing the work of Knowles in andragogy, she further suggests that teacher flexibility is key, and that teacher education in the field is crucial. Collins is careful to offer the caveat that "the approach should be based on the goals of the learners, the educational content, and other factors" (Collins, 2004, p. 1484), but overall sees adult learning as one in which the adult students are collaborators in the instructional process.

Further to learner-centred instruction, self-directed learning is a notable development in the field of adult education. The value of independent study is heralded repeatedly as a way in which to encourage students' further exploration of topics at an individual pace. These ideas, extended in the study of learning styles and which explore how individual preferences affect learning, have been applied to language learning (Oxford, Cho, Leung, & Kim, 2004; Hsiao & Oxford, 2002; Oxford 2001). In her 1990 overview of learning styles and strategies, Oxford suggests that students may expand their own learning potential by studying strategies to assist in their language learning. The understanding and use of learning styles by students can be interpreted as an aspect of self-directed learning. Even though it requires instructors to first introduce the appropriate use of strategies and then provide opportunities for practice, it offers the potential of furthering the student's ability to self-direct.

Scholarship in the learning styles of adults also suggests that activities that address a variety of learner styles offer the widest range of possibility to target the preferences of learners. Acknowledging learner styles additionally supports the notion of student-directed instruction by advancing the belief that it is the student, his/her preferences and proclivities that direct the instructional material and its potential success rather than the archaic notion that the teacher knows best and should make all the decisions of what will be taught and how.

Motivation is another area of research that can inform our understanding of learner-centredness. Some research reported in the area of motivation in adult learning is contradictory, both supportive and sceptical of the value of student-directed learning. Cotterall (2006) reports an unprecedented level of motivation among students who were actively engaged in the design of their curriculum and explicitly informed about the specifics of language learning instruction. By offering a simplified model of the process of learning, her students were able to identify, chart and reflect on their stages within the model, thereby taking ownership and directing themselves in their learning.

On the other hand, an earlier study by Newcombe and Newcombe (2001) reports that motivation did not influence learners' ability to use Welsh and that, in fact, opportunity to practise made a greater impact on language competency. Ultimately, in their study, motivation proved to be associative to successful usage, and only frequency of opportunity was significant to ameliorated usage. This may be interpreted as separate from instructional decision-making since educators may not be in a position to arrange for such occasions for practice. It is noteworthy that Newcombe and Newcombe suggest not altering the balance between teacher-centred and student-directed classroom activities in their classes because students reported being engaged by both. In any case, both Cotterall and Newcombe and Newcombe single out motivation as a contributing agent to language learning, the latter to the pre-instructional phase and the former to the instructional and post-instructional phases. It is noteworthy, however, that Newcombe and Newcombe seem to imply that motivation is a somewhat separate issue from what goes on in the classroom. This is contradictory to the positions of other researchers.

MacIntyre (2007), Dornyei (2003), and MacIntyre, Clement and Knowles (2007), for example, convincingly situate motivation as an intrinsic aspect of the instructional cycle. They argue that a student's motivation or willingness to communicate is influenced by a number of complex factors including classroom instruction. Dornyei

(2001) in particular, proffers a model for motivational teaching praxis that recognizes different motivational phases in instruction. Research that explores willingness to communicate has noted that decisions to communicate or not are made quickly based on a complex interplay of situational factors in which communicative competence may be of modest importance. The developments in these complementary areas of study suggest important considerations for curriculum development in the field of Adult EAL that are premised on the principle of learner-centredness.

Developments in the relatively new field of critical pedagogy also have implications for our understanding of learner-centredness in language instruction, although critical pedagogy research has primarily focused on English as a Foreign Language instruction. Critical pedagogy has been centrally concerned with language and power, that is, the hegemonic Western attitude to language teaching that fails to consider the interrelationship of social context and instructional design.

Akbari (2008) argues that lessons should be based on the culture of the students not on the language targeted, in order to avoid the centralization of Anglo-American culture. This, he suggests has the added benefit of providing students with the ability to discuss issues related to their lives and experiences. Secondly, by addressing real-life concerns in an authentic manner, critical pedagogy offers a more relevant use of the language by students. Thus, by focusing instruction around issues such as marginalization, oppression and power, language teachers provide their students with the task of reflecting on and potentially changing the world around them through the use of authentic, relevant materials and discussion. However, Crookes and Lehner (1998) suggest that this kind of radical instruction is not possible for most educators because they have never experienced it themselves. Therefore, the education of language teachers needs to include critical pedagogy if only to expose them to the options. Crookes and Lehner also point out that this approach is not popular among many educators, especially in an EAL context, where understanding of and engagement in a new culture and language is the intention.

In spite of some of the concerns regarding critical pedagogy there are implications of the research for Adult EAL instruction in Manitoba, particularly related to the value of authentic materials and a methodology that invites students. For example, instructional approaches that encourage students to examine and compare values, customs, language conventions and systemic ways of doing things in their countries of origin and here in Manitoba may be of value. In addition, research related to the value of authentic materials is relevant. Ohara, Saft and Crookes (2000), for example, found that the introduction of authentic material in a Japanese language course led to students choosing when and if to use gender-specific language. In this instance, both the communicative task and empowerment were fulfilled and achieved.

One of the key ways in which to integrate authentic materials into the classroom is through text-based instruction. This has been an accepted form of language instruction for a long time. However, it is now being considered in new ways. Kramsch and Nolden (1994) suggest that the teaching of literature in a foreign language has been separated from language instruction with negative consequences. They argue that this denies language students the opportunity to engage with texts. While they do not mention critical pedagogy by name, they are clearly advocating aspects of the theory by urging educators to allow interaction and multiple interpretations of texts. Rather than perpetuating the analytical regurgitation of a narrative, students may summarize

texts by bringing their personal beliefs and experiences to the topics and stories. In addition, the students' ability to manoeuvre in the target language empowers them to define and redefine their worlds, thus fulfilling the central tenet of critical pedagogy. Therefore, a novel approach to text-based instruction in literature offers new benefits to language learners and may be applied to instruction related to other not literature texts. Text-based instruction is now examining the viability and instructional approaches to new forms of text. Online and electronic forms of text are becoming widely accepted as a necessary part of language education. Finnegan (2006) states that electronic media require a different set of reading skills, which should be addressed in the classroom. Therefore, text-based instruction, while still integral to the process of language learning, is undergoing radical changes in approach thanks to critical pedagogy and changes in form, by virtue of the Internet.

The types of learning tasks (or, as Manitoba prefers, "learning activities") are of importance in critical pedagogy. One study (Lanteigne, 2006), states that identifying learning tasks is made more complicated when one considers the non-Western world and the wide range of English communicators. As educators of English, instructors carry the responsibility of deciding if they are to acknowledge cultural appropriateness in places outside of the inner circle. If, as critical pedagogy suggests, language instruction should provide learners with the ability to discuss and evaluate their own lives, then tasks must be tailored to cultural appropriateness. Lanteigne suggests that this can be achieved through careful evaluation and rewording in some cases of learning tasks assigned to students. Otherwise, without attention being paid to the culture of local communities, educators run the risk of assigning inauthentic or even offensive tasks to their students.

It is perhaps unrealistic for teachers to be able to forecast what learning tasks will be deemed offensive in the average classroom comprising multiple cultures. None of the literature surveyed suggested strategies for this. However, it is perhaps a gentle reminder that to assign tasks as a part of language instruction cannot be done blindly.

As previously noted, *Canadian Language Benchmarks 2000* is also task-based. The CLB also stresses community, study and work-related tasks. Consequently, approaches to task-based instruction that have been informed by developments in studies on genre, text-type and communities of practices are of particular relevance to curriculum development and instructions. Furthermore, curriculum and syllabus design needs to be based on communicative language tasks, which the CLB describes as the basis for "effective planning units for language instruction" (p. viii). It is fundamental to the process of identifying language tasks that such tasks be relevant to students, be authentic and real-world.

A traditional approach to genre targets a particular discourse, identifies content and style as well as stages within the discourse (most notably a beginning, middle and end). It seeks to unlock consistent pattern and "comprises a class of communicative events, the members of which share some set of communicative purposes" (Swales, 1990, p. 58). Kay and Dudley-Evans (1998) suggest that genre is beneficial to the language classroom because it provides a way of looking at the various discourses that students need to understand and implement linguistically, both in speech and text. It also provides tools for unlocking why a discourse is the way it is. This is achieved through an evaluation of the purpose and social context of a particular discourse.

Genre has been researched in a variety of ways: in its applicability to various discourses (such as academic writing, non-academic writing, and language use in professional settings); as well as what instructors feel are the benefits of using it in the classroom. There would appear to be little doubt that a genre-based framework has merit. Discussion and research seeks simply to illuminate new and/or better ways to implement it. Flowerdew (2000) argues that a problem-solution approach to academic writing offers valuable insights into a genre and suggests exercises for sensitizing students to the structures. Henry and Roseberry (1998) state that an awareness of structure makes it easier for students to organize their thoughts and material, thus resulting in students producing their own genre-specific and linguistically appropriate texts. They offer evidence that a group of students that did not study genre did not make significant improvements in their writing, thereby theoretically proving the value of the genre-based approach. Thus, genre offers a powerful and progressive educational tool for task-based, contextualized instruction.

In its current conception, genre is recognized as a “term that refers to complex oral or written responses by speakers or writers to demands of a social context” (Johns, 2002, p. 3). Current approaches to genre instruction, especially those coming out of the Sydney School, reflect developments in ideas of communities of practice and have had a significant effect on language instruction over the years. While genre attends to contextualized tasks, the notion of communities of practice turns its attention to a slightly different notion of the same. Communities of Practice (also known as C of P) considers discourse from a socio-cultural and social psychological framework. It has a great deal to offer in its exploration of the relationship between language and society.

This is also relevant to the design of assessments in communicative competency. As Lantaigne reports, many placement tests and benchmarking assignments are based on tasks that cannot be achieved by students who consider them offensive or irrelevant. On the other hand, tests such as TOEFL and TOEIC (Test of English as a Foreign Language, Test of English for International Communication), which strive to separate cultural content from language competency, run the risk of assessing language in non-authentic usage.

The CLB is competency-based in the sense that it describes what learners can do linguistically, strategically, socioculturally, textually and functionally. Competency, of course, requires assessment. The CLB assumes assessment will be task-based, that is, focused on what the person can do in English not on what they know abstractly. However, one of the pervading themes of second language research is how best to assess this competency. As language instruction shifts from a focus on objectives to competencies, alternatives – such as portfolios and standardized testing as well as the possibility of student-directed assessments – are frequently explored and debated. All of these strive to assess what individual learners can do and demonstrate. However, their underlying principles may be quite different.

Competency-based Education (CBE) required subsets of skills to be established and for these to be constantly refined to assess performance in a variety of settings. Measurable objectives that are achievable need to be earmarked in order for students to maintain motivation and to advance through a set of levels. This is crucial to a system such as the CLB, in which benchmarks are described in terms of performance indicators. Research indicates that competencies need to be regularly reviewed by both educators and students in order to remain current.

Portfolios are increasingly considered an appropriate tool for assessment and have the advantage of being student as well as teacher-directed. They also have the added bonus of providing additional qualitative evaluation as opposed to the quantitative evaluation of standardized testing (Kohonen, 2000). Portfolios offer a more holistic approach to linguistic competency by targeting a wider range of skills and outcomes. These may be collected and displayed in a range of forms – diaries, albums, narratives, video and audio recordings or a combination. Ali (2005) suggests that educators explore electronic portfolios with their students because they are infinitely more accessible than paper-based models. Regardless, a key advantage to any kind of portfolio assessment is that the students become involved in their assessments and, as Cotterall reported, student involvement in course planning (of which assessment is a key component) can lead to unprecedented motivation.

If educators working with the CLB are utilizing real-world tasks in the classroom, they may wish to consider incorporating project-based learning into instructions. Project-based Learning (PBL) shifts away from short, isolated, teacher-centred lessons and focuses instead on longer-term, student-driven, interdisciplinary activities. PBL is also linked to higher motivation (Tiangco, 2005) and provides a wealth of material for assessment purposes. Tiangco states that assessment that incorporates project work has the added bonus of preparing students for the world generally and employment specifically (harkening back to the nature and need for authenticity that is addressed in the CLB) rather than preparing them for a culture of testing.

The culture of testing is best exemplified by the highly unpopular notion of standardized testing. As Kohonen (2000) argues, standardized testing measures only quantifiable language learning outcomes that are visible to assessors. No invisible or qualitative assessment takes place. In addition, as stated earlier, standardized tests carry the possibility of cultural inappropriateness, in which case they measure students' willingness to answer rather than their linguistic competency.

The question of the validity of standardized testing is addressed in the study conducted by Liu (2001), where scores on tests were compared to scores achieved when tests were followed by interviews and rescored to accommodate new information about the test-takers (accommodations were made for lack of cultural awareness and guessing). Liu found that the scores did not significantly change after the interventions took place, thereby leading to the conclusion that standardized testing may be a reasonable if narrow assessment.

The best practices in language assessment all seem to agree on student participation in the design or decision of assessments. Litaz (2007) offers a way to have students participate in designing rubrics for writing assignments. In the course of preparing to set the rubrics, students were exposed to a variety of texts and encouraged to reflect on them. Again, research shows that student engagement leads to stronger motivation and empowerment. Others (Chang, 2001; Davies, 2000; Delett, Barnhardt & Kevorkian, 2001; Miholic & Moss, 2001) also advocate the use of language learning portfolios as an assessment protocol that privileges student involvement, concrete evidence of learning and student reflection.

Canadian Language Benchmarks 2000 is centred on four key principles that emerge repeatedly in current literature. These guiding principles may help educators, administrators and program developers to develop curricula that incorporate the basic principles of adult language learning, the wide variety of learning styles, and the best methods for fostering motivation.

By focusing instruction on authentic materials and situated real-world tasks, instructors offer students the opportunity to apply language skills to their own lives.

By introducing aspects of critical pedagogy to the classroom, educators may foster empowerment and provide tools for social change while simultaneously nurturing linguistic development.

Because the CLB focuses on tasks related to community, academics and employment, learners may find that approaches that consider genre and Communities of Practice provide them with the tools necessary for participation in groups and networks in which their language competencies are assuredly necessary.

In addition, the CLB is based in competency and it is the assessment of these competencies that is both crucial to students' linguistic progression and necessary for their motivation and achievement of goals. Recent scholarship suggests that this is a most contentious issue as educators attempt to find ways in which to measure student progress while maintaining motivation, removing cultural contexts, and preserving student involvement in the process. However, developments in the uses of portfolios in monitoring and assessing language learning progress are encouraging.

In conclusion, research current in a multiplicity of fields has expanded our understanding of the principles inherent in the *Canadian Language Benchmarks 2000* and has informed the development of this *Manitoba Adult English as an Additional Language Curriculum Framework 2009: Foundations*.

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GLOSSARY

Sources include *Canadian Language Benchmarks 2000*, *Canadian Language Benchmarks 2000: Guide to Implementation* and *Longman Dictionary of Language Teaching and Applied Linguistics*.

Term	Meaning
Actional Competence	Also called functional competence. Helps to convey and interpret communicative intent (functions) behind a sentence, utterance or text. It is knowledge of the macro functions of language use (such as transmission of information, social interaction and suasion, learning and thinking, etc.) and micro functions, or speech acts (such as request, threat, warn, plea, etc.) and conventions of their use.
Aesthetic Text	A spoken or written composition that uses figurative, descriptive or poetic language for playful or imaginative purposes.
Appropriation Activities	Those learning activities that enable students to practise or demonstrate progressive control of a skill. Similar to skill-building activities.
Assessment	The process of collecting information about student learning. Throughout the learning process, assessment is used to inform teaching and student learning. As a result of assessment, teachers can adjust their teaching. Students also benefit from assessment. They need to receive a considerable amount of descriptive feedback to enable them to continue or adjust what they are doing to be effective learners.
Authentic Text	A “real life” example of oral or written language in use. An authentic text is one that is used to communicate in real situations. It has not been developed or revised just for use in instructional situations. Authentic texts are invaluable in Adult EAL instruction as sources of grammar, vocabulary, discourse and genre items for instruction. It is important for teachers to incorporate authentic texts at all CLB levels.
Autonomy Activities	Those learning activities that focus on development of independence and fluency. Similar to skill-using activities.
Awareness-raising Activities	Those learning activities that engage students mindfully in the language task. Awareness-raising activities involve three processes: <ul style="list-style-type: none"> • Paying attention • Noticing • Understanding
CALL	Computer-assisted language learning
Communication Event	A series of L, S, R, and W language tasks related to a specific goal or purpose. For example, getting a plugged drain fixed may include: finding a plumber in the yellow pages, calling and arranging for a plumber to come out,

Term	Meaning
	explaining the problem on-site, reading a bill and making payment.
Communicative Competence	The ability to appropriately understand and communicate purposeful, meaningful messages involving specific individuals in specific contexts.
Community of Practice	A group of individuals participating in communal activity and experiencing/continuously creating their shared identity by engaging in and contributing to the practices of their community. Engineers are a community of practice, as are teachers, health care aides, etc. (Often abbreviated to CoP)
Context	The social situation in which a message occurs, such as in a workplace, at school or library, grocery store, etc. The social context informs choices a person makes when communicating because each context has certain expectations and conventions. Communicating effectively in a particular context may also require knowledge, such as how that system is organized or how it functions.
Conventions	The cultural practices or behaviours associated with particular types of language use. For example, business letters have particular conventions of style, format, and formality of language use that are different from the conventions of friendly letters or email messages.
Curriculum Framework	A compendium of companion and curriculum support documents intended to provide guidance and support to Adult EAL teachers in their development of specific curricula, instructional plans and assessment and evaluation practices.
Discourse	A unit of oral or written language in use. It usually refers to larger chunks of language, such as paragraphs, conversations or interviews, etc.
Discourse Competence	Also called textual competence. Enables the connecting of utterances (oral language) or sentences (written language) into cohesive, logical and functionally coherent conversation structures or written texts.
Discourse Markers	Words or phrases that signal intention, hold the conversation turn, mark boundaries in topics, and signal a relinquishing of turn. Particularly important in terms of the “fluid management of interactive talk.” Some examples include: <i>well, OK then, you know, by the way</i> , etc.
EAL Literacy Students	Those immigrants who have little or no literacy skills in their first language usually because of limited or interrupted formal education.
English for Specific Purposes	English instruction for a particular context or use, e.g. English for professional purposes, English for Nurses, English for Academic Purposes.
Essential Skills	The nine skills that HRSDC says individuals need for success in the workplace and community. They are:

Term	Meaning
	<ul style="list-style-type: none"> • Oral Communication • Reading Text • Numeracy • Computer Use • Continuous Learning <ul style="list-style-type: none"> • Writing • Document Use • Working with Others • Thinking Skills
Evaluation	Evaluation is the process of reviewing collected evidence and making a judgment about whether or not students have learned what they need to learn and how well they have learned it. Evaluation is used to tell students how well they have performed as compared to a set of standards. Typically, evaluative feedback is encoded , i.e., it is reported using numbers, letters, check marks, etc.
Expository Text	A spoken or written composition, intending to set forth or explain. <i>Note:</i> Good exposition is clear in conception, well organized and understandable. It may include limited amounts of argumentation, description and narration to achieve this purpose.
Diagnostic Assessment	Assessment, usually at the outset of a course, to identify what learners can do; their strengths and difficulties.
Formative Assessment	The ongoing collection of information and feedback about the effectiveness of teaching and learning activities in order to inform or modify instruction.
Function	The purpose for which language is used. In language teaching, functions are often referred to as categories of behaviours, such as greet, request, offer, describe, etc.
Functional Competence	Also called actional competence. Helps to convey and interpret communicative intent (functions) behind a sentence, utterance or text. It is knowledge of the macro functions of language use (such as transmission of information, social interaction and suasion, learning and thinking, etc.) and micro functions, or speech acts (such as request, threat, warn, plea, etc.) and conventions of their use.
Genre	A culturally specific oral or written text that results from using language in a conventionalized way to do something. A report is a genre. N.B. In applied linguistics, the term <i>register</i> is often used to describe a genre used in a specific situation, such as a weather report or an accident report. However, in Manitoba, the term <i>situated genre</i> has been adopted for that purpose because teachers often use the term register to mean level or type of formality.
Global Performance Descriptor	In the <i>Canadian Language Benchmarks 2000</i> , refers to the brief account of a student's general language ability in EAL (the typical characteristics of the student's language at a particular level).

Term	Meaning
Gloss	A brief summary of a word's meaning. It is typically used for the meaning of a word in another language and hence, is a simple translation. A gloss often also refers to a note made in a margin or between the lines of a book, in which the meaning of the text is explained. A collection of glosses is called a glossary.
Interlocutor	A person actively engaged in a conversation. Sometimes referred to as an "interactant."
Language Task	A purposeful communicative task that someone would need to carry out in a specific social (community, work, school) context.
Language Learning Strategies	Processes or procedures used to improve language learning effectiveness.
Language Learning Outcome	Describes what a person can do in language as a result of instruction as compared to a standard.
Learning Portfolio	A collection of samples of student work that demonstrates the student's progress in learning. In some ESP programs, it may contain a presentation portfolio.
Learning Style	The particular cognitive, affective and physical ways a person prefers to learn something.
Lesson Plan	A description or outline of the schedule of activities and procedures a teacher will use to achieve learning objectives. Often includes the materials and resources that will be used.
Linguistic Competence	Enables the building and recognition of well-formed (grammatically accurate) utterances or sentences, according to rules of syntax, semantics, morphology, phonology or graphology. Includes the knowledge of grammar, vocabulary and pronunciation or graphology at a sentence level.
Module	A unit of instruction focused on a specific topic in a theme that incorporates a number of lessons and inter-related language tasks.
Module Plan	The organized collection of the intended instructional elements for a module.
Parse	The identification of parts (subject, predicate, object, etc.) and words (nouns, verbs, articles, adjectives, etc.) of a sentence.
Performance Conditions	The specific conditions that give us the purpose of communication, setting/place, audience, topic, time constraints, length of task, supports allowed, etc.

Term	Meaning
Performance Criteria	Indicators of successful achievement of an outcome.
Persuasive Text	A spoken or written use of language intended to persuade or convince. Typically uses rhetorical devices (ethical, emotional or logical devices).
Pragmatics	The study of contextualized speaker meaning, including the expression of relative distance. It has to do a number of issues, including how we communicate directly or indirectly, how we show politeness or interest, how we avoid or hedge, etc.
Presentation Portfolio	A collection of samples of a person's work that demonstrates expertise. Often used in job interviews.
Realia	Real items rather than a picture or drawing.
Rubric	A fixed scale with a list of characteristics that describe each score for a particular outcome.
Skill-building Activities	Teacher-managed or directed learning activities that focus on the development of control or accuracy of a discrete language element. The teacher's role is to model and correct error.
Skill-using Activities	Student-managed learning activities that focus on the development of fluency in negotiating messages. The teacher's role is to facilitate as necessary and note any need for more skill-building.
Sociolinguistic Competence	Although often called sociocultural competence it is broader in scope. Focuses on the considerations of the relationship between the uses of language and the social structures in which the users of language function in producing and understanding oral and written messages appropriately in a specific context.
Speech Act	An utterance as a functional unit in communication, such as a request. Speech acts usually have two meanings: the literal meaning and the actual effect or intended meaning. For example, literally, the statement, <i>I am thirsty</i> is a comment on a physical state; however, it may be intended as an indirect request for a drink.
Strategic Competence	The ability of speakers to use verbal and non-verbal communication strategies to compensate for breakdowns and effectiveness in communication.
Summative Assessment	Information and feedback collected at the end of a learning unit or program to document progress and achievement of communicative proficiency.
Syntax	The way in which sentences are formed; the grammatical rules that govern their formation; the pattern or structure of word order in sentences, clauses and phrases.

Term	Meaning
Systemic Information	Information about a specific social system or institution needed by individuals in order to carry out communication effectively and appropriately.
Text Structure	An author's method of organizing a text (e.g., sequencing, compare and contrast, cause and effect or problem-solution).
Text Type	Describes texts that share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features - patterns of language, structure, vocabulary - which help them achieve this purpose may be described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.
Textual Competence	Also called discourse competence. Enables the connecting of utterances (oral language) or sentences (written language) into cohesive, logical and functionally coherent conversation structures or written texts.
Theme	The major topic that provides the general context for instruction
Transfer	The carrying over of learned behaviour from one situation to another.
Utterance	What is said by one person before or after another person begins to speak. An utterance may be one word, one sentence or many sentences.
Willingness to Communicate (WTC)	The probability that one will choose to initiate communication, given the opportunity to do so.

APPENDICES

The appendices include tools teachers may find useful in teaching the learning process and several examples of how the tools have been used.

Appendix A: Summary of the Gregorc Model of Learning Styles

<p>Concrete Sequential (CS) prefer:</p> <ul style="list-style-type: none"> to learn in an orderly and sequential way to focus on information, detail, facts and right answers to use their physical senses to work on group projects to organize and behave like on-the-job workers to keep busy and involved in specific projects, tasks and activities to prepare in advance for things <p>They like set procedures and limits.</p>	<p>Concrete Random (CR) prefer:</p> <ul style="list-style-type: none"> to work with few rules to use problem solving and discovery learning approaches to engage in “why” questions to investigate and experiment to try out their ideas and apply their learning to test hypotheses to brainstorm alternative solutions to problems to challenge the norm <p>They like change and looking for different ways of learning, working and creating.</p>
<p>Abstract Sequential (AS) prefer:</p> <ul style="list-style-type: none"> to learn by extensive reading and working with ideas to focus on ideas, intellectual discussions, theories and logical analysis to be challenged with ideas to read about ideas and problems to engage with “big picture” overviews and concepts to work with logical, systematic progress, keep detailed and accurate notes <p>They work for grades and the approval of respected teachers.</p>	<p>Abstract Random (AR) prefer:</p> <ul style="list-style-type: none"> to work with others to work with materials that invite impressions and feelings not to work within exact rules or directions to be personally involved in learning to engage in discussions and work on problems involving people to work in empathetic, cooperative environments to engage in personal interaction and open communication <p>They like visual and performing arts, interpretive reading and writing.</p>

N.B. A style profile of an individual provides an overview of an individual’s style preferences. For example:

CS	AS	AR	CR

This individual prefers orderly, sequential learning through reading and discussion. The student likes rules, right answers, tests and grades. In an EAL class, this student is likely concerned with grammar rules and may hesitate to take risks because of fear of making errors. The student may not want to brainstorm ideas or solutions with other students, preferring the teacher to provide the “right” answer.

Appendix B: Lesson Plan Template

Theme: _____

Module: _____

Date: _____

LESSON PLAN

Tasks focused on in today's lesson	Language focus in today's lesson

Learning Activity Key

Warm-Up/Review – **WU-R**
Autonomy – **AUT**

Awareness-Raising – **AWR**
Closure – **CL**

Appropriation – **APP**

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
			Resources/Materials Activity

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
			<p>Resources/Materials</p> <p>Activity</p>

Reflections and Reminders for next class

Appendix C: Lesson Plan Example – CLB 3 - 4

This plan is intended for a full-time class (five hours per day). It is one of a number of lessons on grocery shopping in this module. This lesson is not the first in the series.

Theme: Consumer

Module: Grocery Shopping

Date: _____

LESSON PLAN

Tasks focused on in today's lesson	Language focus in today's lesson
Listening – for information	Grammar – simple present tense and present continuous Stress and Pronunciation – words and phrases Vocabulary – shopping
Speaking – talk about a routine	Grammar – simple present tense and present continuous Stress and pronunciation – words and phrases Vocabulary – shopping
Reading – Use flyers to make a grocery list	Text features – headings, format, organization
Writing – leave a note for a friend	Genre/text features – text structure, formality

Teaching Activity Key

Warm-up/Review – **WU-R**
Appropriation – **APP**
Closure – **CL**

Awareness-Raising – **AWR**
Autonomy – **AUT**

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
9 – 9:15 a.m.	L/S	WU-R	<p>Resources/Materials</p> <p>Activity</p> <p>Welcome and announcements</p> <p>Pose question generally “What’s new?” Then ask a specific student.</p> <p>Follow up on the response. Ask class what the first student said.</p>

TIME	SKILL	ACTIVITY TYPE	ACTIVITY																						
9:15 – 9:45 a.m.			<p>Have one student ask another student, etc.</p> <p>Debrief homework assignment</p> <p>Assignment: Students had to find out the hours of operation of their favourite grocery store and copy the information to bring to class.</p> <p>Ask these questions and fill in the following grid:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. Whose store is open seven days a week?</td> <td style="width: 50%;">5. Whose store is open in the evening?</td> </tr> <tr> <td>2. Whose store is closed on Sunday?</td> <td>6. Whose store closes at 6 p.m. on Sunday?</td> </tr> <tr> <td>3. Whose store opens before 9 a.m.?</td> <td>7. Whose store closes after 9 p.m. daily? When does it close?</td> </tr> <tr> <td>4. Whose store is open 24/7?</td> <td></td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 14%;">Open seven days a week</th> <th style="width: 14%;">Closed on Sunday</th> <th style="width: 14%;">Opens before 9 a.m.</th> <th style="width: 14%;">Open 24/7</th> <th style="width: 14%;">Open in the evening</th> <th style="width: 14%;">Closes at 6 p.m. on Sunday</th> <th style="width: 14%;">Closes after 9 p.m. daily</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table> <p>Ask how we would use the information in the first box in a sentence. Write on board as example.</p> <p>Homework: Write sentences for the information in the other boxes.</p>	1. Whose store is open seven days a week?	5. Whose store is open in the evening?	2. Whose store is closed on Sunday?	6. Whose store closes at 6 p.m. on Sunday?	3. Whose store opens before 9 a.m.?	7. Whose store closes after 9 p.m. daily? When does it close?	4. Whose store is open 24/7?		Open seven days a week	Closed on Sunday	Opens before 9 a.m.	Open 24/7	Open in the evening	Closes at 6 p.m. on Sunday	Closes after 9 p.m. daily							
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Open seven days a week	Closed on Sunday	Opens before 9 a.m.	Open 24/7	Open in the evening	Closes at 6 p.m. on Sunday	Closes after 9 p.m. daily																			
9:45 – 9:50 a.m.			<p>Review agenda</p> <p>Continue with shopping theme</p> <ol style="list-style-type: none"> 1. Speaking – Talk about a routine, an activity you do regularly like a habit. 2. Listening – for information 3. Grammar – simple present tense and present continuous 4. Stress and Pronunciation – words and phrases 5. Discussion – “Some people shop everyday and some people shop weekly. What did you do in your former country? What do you do in Canada? Which is better?” 6. Reading – Use flyers to make a grocery list. 7. Writing – Leave a note for a friend. 																						

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
9:50 – 10:20 a.m.	Speaking	APP (SB) grammar & vocabulary	<p>Resources/Materials</p> <p>Shopping picture story (adapted from <i>Picture Process Dictionary</i>) – one per student</p> <p>Set of individual pictures from story – enough for one picture per student</p> <p>Sets of captions for group work – one set per group</p> <p>Activity</p> <p>Language task: Describe a weekly routine</p> <p>Ask class if anyone went shopping the previous evening. Ask where the student shopped. Ask a student “How often do you go shopping?” Ask another student same question, then have that student ask the next person and so on. Hand out picture story.</p> <p>Describe story pictures using simple present tense. (Number the pictures before you begin.)</p> <ul style="list-style-type: none"> • Prompt: “Every week, Tom goes shopping. Usually, he goes on Friday, after work. I want you to look at the pictures and tell me what Tom does at the store. Look at the first picture. What does Tom get when he goes in the store?” (Model each response and have students repeat several times to focus on accuracy of response and correct pronunciation, stress and intonation.) Do all. • Hand out individual pictures in random order. (Do not give out picture No. 2.) • Say: “Look at your picture. Do not show your picture to anyone.” • Ask Student 1 “What does Tom do at the grocery store?” Student 1 answers using the picture for the answer. Correct pronunciation as necessary. Have student 1 ask student 2. After student 2 answers, ask the whole group, “What does Tom do?” The whole group must repeat student 2’s answer (keeps class attentive). Continue until all the students have had a chance to ask and answer a question. • Say “Now, I will describe a picture. (Or, ‘tell you what’s in a picture.’) If you have this picture please give it to me.” Read down list of pictures. Collect all pictures.
10:20 – 10:35 a.m.		BREAK	
10:35 – 11 a.m.	(cont’d)		<p>Resources/Materials</p> <p>Sets of story captions</p>

TIME	SKILL	ACTIVITY TYPE	ACTIVITY								
			<p>Activity Matching captions and pictures Use the big sheet. Hand out packages of captions to partners.</p> <p>Have students work in partners to match captions to pictures.¹⁶</p> <p>Circulate and check progress. Debrief students by having them read the caption aloud. Emphasize the stress and intonation in joining phrases.</p> <p>Have students copy the sentences onto their picture sheet.</p>								
11 – 11:30 a.m.	Speaking	APP (SB) grammar	<p>Resources/Materials Diagram of tense comparison Grammar Exercise, p. 14-15, Azar, <i>Understanding & Using English Grammar</i></p> <p>Activity Grammar: Tense comparison</p> <p>Do grammar exercise orally with class – pens down. Conclude exercise by emphasizing the difference in present simple and present continuous.</p> <table border="1" data-bbox="675 1171 1448 1530"> <thead> <tr> <th data-bbox="675 1171 1049 1224">Present simple</th> <th data-bbox="1049 1171 1448 1224">Present continuous</th> </tr> </thead> <tbody> <tr> <td data-bbox="675 1224 1049 1320">A habit, an action you repeat</td> <td data-bbox="1049 1224 1448 1320">An action that continues for a while</td> </tr> <tr> <td data-bbox="675 1320 1049 1425">Every, frequently, often, usually, always, sometimes, never...</td> <td data-bbox="1049 1320 1448 1425">Now</td> </tr> <tr> <td data-bbox="675 1425 1049 1530">X-----X-----X-----X-----X</td> <td data-bbox="1049 1425 1448 1530">X → → → → → → → X→</td> </tr> </tbody> </table> <p>Useful questions: “What time is it? What do you usually do at XXX? What does ‘Joe’ usually do at XXX? What are you doing now? What is Joe doing now?”</p> <p>Homework: Assign grammar exercise as a written exercise.</p>	Present simple	Present continuous	A habit, an action you repeat	An action that continues for a while	Every, frequently, often, usually, always, sometimes, never...	Now	X-----X-----X-----X-----X	X → → → → → → → X→
Present simple	Present continuous										
A habit, an action you repeat	An action that continues for a while										
Every, frequently, often, usually, always, sometimes, never...	Now										
X-----X-----X-----X-----X	X → → → → → → → X→										

¹⁶ Although this activity involves some reading, the focus continues to be on using and reinforcing oral skills related to the speaking task. There is little focus on developing reading skills.

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
11:30 a.m. – 12 noon	Speaking	AUT (SU)	<p>Resources/Materials</p> <p>Activity</p> <p>Discussion</p> <p>Form small groups, preferably of three to four students from different countries.</p> <p>Topic: Some people shop everyday and some people shop weekly. What did you do in your former country? What do you do in Canada? Which is better?</p>
12 – 12:45 p.m.		LUNCH	
12:45 – 1 p.m.		WU-R	<p>Activity</p> <p>Welcome back</p> <p>Welcome back from lunch. Remind students what was addressed in the morning. Ask what they can do now. Ask if there are any questions. Set stage for afternoon activities.</p> <p>Ask if students make lists before they go shopping. Find out what students know about grocery flyers and if any students use them.</p>
1 – 1:45 p.m.	Reading	APP (SB) flyer format features vocabulary	<p>Resources/Materials</p> <p>Activity</p> <p>Language task: Reading a flyer to make a grocery list</p> <p>N.B. Grocery store sections and names of food items have been introduced in previous lessons.</p> <p>Distribute grocery store flyers to students. (N.B. Try to have matching flyers.) Ask if anyone knows what they are. Elicit the term <i>flyers</i> and what they're for. Elicit the word <i>specials</i>. Explain and practise the words in context (focus on stress and intonation).</p> <ul style="list-style-type: none"> • There are many SPEcialS this week. • BaNANas are on SPEcial. • ARE there any SPEcialS this week? <p>Have students look through their flyers to see what is in them and how the flyers are organized (like items are grouped together).</p> <p>Go through flyer and review the categories, such as baking, produce, meats, deli, dairy, household, toiletries. (Elicit from learners.) Review food products in each category.</p>

TIME	SKILL	ACTIVITY TYPE	ACTIVITY																		
			<p>Elicit, explain and practise the following:</p> <ul style="list-style-type: none"> • a good buy • rain cheque/check (both spellings may occur) • limited quantities • while supplies last <p>Look for specials in each category using prompts such as:</p> <ul style="list-style-type: none"> • What's on special this week? • Are _____ on special? • Check for conditions, such as limited quantities. 																		
<p>1:45 – 2:15 p.m.</p>	<p>Essential Skills</p> <p>Working Together and Thinking Skills – Problem-solving</p>	<p>AUT (SU)</p>	<p>Resources/Materials</p> <p>Grocery list blank with headings</p> <p>Activity</p> <p>Problem solving</p> <p>Have students form small groups. Give students the following scenario and task:</p> <p>You have a family of five (mother, father, son, 14, daughter, 10, and a 1-1/2-year-old baby who's not toilet-trained). You just moved into your first apartment and you have to go grocery shopping for the first time. You have a budget of \$300 to buy groceries and supplies. Work with your partners and use your flyer to fill out the following grocery list. Put the products in the correct categories.</p> <table border="1" data-bbox="760 1262 1495 1900"> <thead> <tr> <th colspan="2" data-bbox="760 1262 1495 1335">Grocery List</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 1335 1122 1388">Bakery</td> <td data-bbox="1122 1335 1495 1388">Baking</td> </tr> <tr> <td data-bbox="760 1388 1122 1440">Produce</td> <td data-bbox="1122 1388 1495 1440">Condiments</td> </tr> <tr> <td data-bbox="760 1440 1122 1493">Dairy</td> <td data-bbox="1122 1440 1495 1493">Tinned Goods</td> </tr> <tr> <td data-bbox="760 1493 1122 1545">Meats</td> <td data-bbox="1122 1493 1495 1545">Deli</td> </tr> <tr> <td data-bbox="760 1545 1122 1598">Cereals/Breakfast foods</td> <td data-bbox="1122 1545 1495 1598">Frozen Foods</td> </tr> <tr> <td data-bbox="760 1598 1122 1650">Jams, Jellies, Spreads & Syrups</td> <td data-bbox="1122 1598 1495 1650">Toiletries</td> </tr> <tr> <td data-bbox="760 1650 1122 1703">Rice/Pasta</td> <td data-bbox="1122 1650 1495 1703">Household</td> </tr> <tr> <td data-bbox="760 1703 1122 1755">Oils & Vinegar</td> <td data-bbox="1122 1703 1495 1755">Child care</td> </tr> </tbody> </table>	Grocery List		Bakery	Baking	Produce	Condiments	Dairy	Tinned Goods	Meats	Deli	Cereals/Breakfast foods	Frozen Foods	Jams, Jellies, Spreads & Syrups	Toiletries	Rice/Pasta	Household	Oils & Vinegar	Child care
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Rice/Pasta	Household																				
Oils & Vinegar	Child care																				

TIME	SKILL	ACTIVITY TYPE	ACTIVITY		
			<p>Debrief activity</p> <p>Did everybody in your group participate? If not, why? What was most difficult thing to decide? When could you do this outside class?</p>		
<p>2:15 – 2:45 p.m.</p>	<p>Writing</p>	<p>AWR genre features; register</p>	<p>Resources/Materials</p> <p>Activity</p> <p>Language task: Write a short note</p> <p>Show the following writing samples. Ask students what is the same and what is different. Elicit <i>note</i> and <i>letter</i>. Explain the purpose is to tell your friend or roommate where you went. Which sample is better? Why? Discuss different uses of notes and letters.</p> <table border="1" data-bbox="680 837 1549 1509"> <tr> <td data-bbox="680 837 1102 1509"> <p>Maria</p> <p>I went grocery shopping. I'll be back by 4 p.m. Jose may call. Please remind him to be home by 6 p.m. We have to go out tonight.</p> <p>Thanks,</p> <p>Kristina</p> </td> <td data-bbox="1102 837 1549 1509"> <p style="text-align: right;">321-1234 Smith Street Winnipeg MB M4V 2G9 May 13, 2007</p> <p>Dear Maria</p> <p>How are you? I am fine.</p> <p>I went grocery shopping. I'll be back by 4 p.m. Jose may call. Please remind him to be home by 6 p.m. We have to go out tonight.</p> <p>Thank you.</p> <p>Sincerely,</p> <p>Kristina</p> </td> </tr> </table> <p style="text-align: center;">Notes and Letters</p> <p>Read the following situations. Decide if you need a note or a letter. Write a short message for each one.</p> <ol style="list-style-type: none"> 1. You want to tell a friend in your country that you just moved into your first apartment. 2. You want to go for coffee after class with your friend, Isa. Tell your friend you will meet her after class at the front 	<p>Maria</p> <p>I went grocery shopping. I'll be back by 4 p.m. Jose may call. Please remind him to be home by 6 p.m. We have to go out tonight.</p> <p>Thanks,</p> <p>Kristina</p>	<p style="text-align: right;">321-1234 Smith Street Winnipeg MB M4V 2G9 May 13, 2007</p> <p>Dear Maria</p> <p>How are you? I am fine.</p> <p>I went grocery shopping. I'll be back by 4 p.m. Jose may call. Please remind him to be home by 6 p.m. We have to go out tonight.</p> <p>Thank you.</p> <p>Sincerely,</p> <p>Kristina</p>
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TIME	SKILL	ACTIVITY TYPE	ACTIVITY
			<p>door but you may be a little late.</p> <p>3. You want to tell your teacher that you will be late for class tomorrow because you have a doctor's appointment.</p>
2:45 – 3 p.m.		CL	<ul style="list-style-type: none"> • Review agenda – What was accomplished? • Ask several students what activities they liked best. • Ask what they want more of. • Explain that they reviewed the simple verb tense to talk about grocery shopping every week. What other routines could they use the present tense for? They also learned about the present continuous to talk about grocery shopping now. What other times could they use the present continuous tense? • Ask students what they will do before tomorrow to use the English they practised today.

Reflections and reminders for next class

Activity to compare notes for formality for audience worked well. Use similar model again.

Do pronunciation lesson on “Th” segmentals – discriminate between voiced and unvoiced sound. Play Pronunciation Bingo.

Appendix D: Teacher Self-assessment Checklist

The following general checklist is provided to assist teachers in reflecting on their instructional preparedness and delivery.

N.B. The competencies and scale outlined here may be different from the performance review tools used in specific programs.

Scale

4	Outstanding	Always exceeds instructional standards and expectations
3	Above Average	Demonstrates above average teaching
2	Satisfactory	Satisfactory teaching performance
1	Support Needed	Rarely meets instructional standards and expectations

Teaching Competence	4	3	2	1
A. Subject Area Competence – I have sufficient knowledge of the lexis, grammar, discourse and social conventions (pragmatics) of English to be able to create appropriate lessons and answer my students' questions.				
B. CLB – I have sufficient knowledge of the Canadian Language Benchmarks to be able to use it effectively for planning and assessment purposes.				
C. Planning – I plan effective and coherent curriculum and lessons based on my students' needs. I always have a lesson plan to guide my teaching; however, I attempt to take advantage of teachable moments.				
D. Delivery – I motivate my students by creating dynamic, positive learning environments with a variety of appropriate activities that take into account student learning styles and life experiences. I provide sufficient opportunities for students to repeat and practise new skills. I strive for transfer of learning from the classroom to other contexts. I encourage student self-reflection and independence.				
E. Materials – I seek out and use appropriate authentic and published materials and/or create my own in order to meet student needs.				
F. Class Management – I maximize the students' time learning and practising English. I am prompt and don't keep my				

<p>students waiting. I minimize unnecessary teacher talk. I group students appropriately and effectively. I encourage positive relationships among students. I create a safe environment for learning.</p>				
<p>G. Assessment and Feedback – I provide effective and appropriate error correction and feedback. I assess student progress appropriately based on the Canadian Language Benchmarks. I am confident in my assessments.</p>				
<p>H. Reporting Requirements – I am prompt and accurate in the completion and submission of required reports and forms.</p>				
<p>I. Collegiality – I am a team player and attempt to contribute to positive relationships among my colleagues. I am open and share ideas and materials with colleagues, especially new teachers. I carry my weight, take responsibility for and participate in staff activities.</p>				
<p>J. Professionalism – I continually strive to develop professionally. I attend conferences and workshops and I read professional literature (newsletters, journal articles, texts, etc.)</p>				

Appendix E: CLPA – Portfolio Contents Checklist

This checklist is provided to help teachers ensure that student language portfolios have sufficient and varied evidence to demonstrate student progress and facilitate progress report writing. The following five sections, personal data, listening task samples, speaking task samples, reading task samples and writing task samples are required in each student portfolio. By report-writing time, there should be a sufficient variety of samples in each section to inform relevant, accurate, appropriate and defensible assessment and evaluation by the teacher.

In English for Specific Purposes and English at Work programs, teachers need to add a section related to the focus of the program or course.

Students must:

- have their portfolio available at class time
- maintain the portfolio and add appropriate contents, and
- take their portfolios to new classes or programs.

<input type="checkbox"/>	Personal Data	
	<input type="checkbox"/> CLB levels on intake <input type="checkbox"/> Needs Assessment Results <input type="checkbox"/> Language Learning Goal Statement <input type="checkbox"/> Biography	<input type="checkbox"/> Learning, Working, Living in the Community - Skills Self-Assessment <input type="checkbox"/> Volunteer/Work Experience <input type="checkbox"/> Resume <input type="checkbox"/> Volunteer/Work Goals <input type="checkbox"/> Next Steps
<input type="checkbox"/>	Listening Task Samples	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	Speaking Task Samples	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Instructions <input type="checkbox"/> Suasion <input type="checkbox"/> Information	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-assessment Checklists of CLB Competencies

<input type="checkbox"/>	Reading Task Samples	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction texts <input type="checkbox"/> Instructions <input type="checkbox"/> Business/service texts <input type="checkbox"/> Informational texts	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies
<input type="checkbox"/>	Writing Task Samples	
	<input type="checkbox"/> Dated Inventory List <input type="checkbox"/> Social Interaction <input type="checkbox"/> Recording/Reproducing Information <input type="checkbox"/> Business/service messages <input type="checkbox"/> Presenting Information/Ideas	<input type="checkbox"/> Computer Use <input type="checkbox"/> Numeracy <input type="checkbox"/> Projects or Group Work <input type="checkbox"/> Student Reflection <input type="checkbox"/> Self-Assessment Checklists of CLB Competencies

Appendix F: Simplified Student Feedback Form

N.B. Form can be enlarged to make it easier for students to read. (Teachers should do the example with the students.)

Student Feedback

Program: _____

Date: _____

My English Class

Please think about your English class. What do you like? What would you change? Please discuss your ideas with your classmates. Then, complete this form.

You can write your answers here, or your facilitator will write them for you!

1. Things I like about this class:

2. Things I would change in this class:

3. Things I can do now that I couldn't do before:

Please check ✓ the best response	Yes	So-So	No	
				
For example: The students are friendly.				
1. The teacher prepares useful lessons.				
2. The books and materials are good.				
3. The level is good for me.			Too easy	Too hard
4. I feel happy in this class.				
5. This class helps me.				
6. I will continue to study English. If yes, where? _____				

Appendix G: Useful websites for curriculum support

The following websites provide Adult EAL teachers with a range of information, language learning tools and resources:

Manitoba Adult EAL curriculum support

immigratemanitoba.com

This is the main website for Adult EAL teachers in Manitoba. It is the website of the Immigration and Multiculturalism Division of Manitoba Labour and Immigration (the provincial government department responsible for administering Adult EAL instruction and service). The site includes pages for Adult EAL learners here and abroad, pages for prospective and newly arrived immigrants. It also has pages for employers, ethnocultural communities, service providers and regional communities. The For EAL Teachers section has information and resources for teachers, prospective teachers and volunteers. Teachers will find the curriculum support documents they need as well as professional development information and resources. There is also a wealth of additional settlement and employment information in the other sections of immigratemanitoba.com. Teachers are encouraged to explore them with an eye to finding information for their students that can be the basis of lesson development.

Canadian Language Benchmarks

www.language.ca

This is the website of the Centre for Canadian Language Benchmarks. Teachers can find information about the *Canadian Language Benchmarks 2000* research, projects, additional CLB resources and products. (Some products are available for purchase. Others are free or downloadable.) Resources such as the Can Do Checklist are available for purchase in pads of 50 and are also available for free downloading. In addition, the centre offers free self-directed online professional development to familiarize teachers and others with the CLB.

Visit: elearning.language.ca/login/index.php

Canadian Language Benchmarks 2000 and Essential Skills

www.itsessential.ca

This website supports Canadian Language Benchmarks specialists in developing occupation-specific language training curriculum, course materials and/or assessment tools. It provides Essential Skills and English and French second language teaching aids for those working with adult immigrants and newcomers. The bridging materials support the use of the Canadian Language Benchmarks and Essential Skills.

TOWES (Test of Workplace Essential Skills)

www.towes.com/home.aspx

TOWES is a test of workplace essential skills in Canada. Through the TOWES project, a bank of test items was developed to collectively form the basis for an assessment tool to measure essential skills in workplace settings.

Learning English with CBC Manitoba

www.cbc.ca/manitoba/eal/

Here you will find weekly Adult EAL lessons based on the CBC Radio program *Manitoba This Week*, which is a collection of the week's stories broadcast on CBC Radio One 89.3 FM and 990 AM. The site provides self-study practice for students as well as instructional resources for teachers who want to use the website to complement their classroom instruction.

Canadian Consumer Information Gateway

www.consumerinformation.ca/

This website brings consumers the best consumer information, tools and services available from a variety of objective and reliable sources. There are a number of themes under which information is organized. Navigation through the site is easy and users can access province-specific resources. The site is a very good resource for teachers and students.

Canadian Foundation for Economic Education Virtual Advisor

www.virtualadviser.ca/home

This is the website of the CFEE. It provides to teachers/facilitators and students advice related to decisions and challenges over money and work. Teachers may find useful information and resources to support module and lesson planning.

Career Destination MANITOBA for Newcomers

www.immigrantsandcareers.mb.ca

This site offers career stories in video format from immigrants who have successfully integrated into Manitoba's workforce. They talk about their experiences in their own words. They share their success stories to help newcomers build their own success in Manitoba.

Manitoba WorkinfoNET

www.mb.workinfo.net.ca

This website is an Internet directory that provides information on different aspects of the Manitoba labour market. It helps Manitobans connect to the information and resources they need for success in the changing job market.

National Adult Literacy Database

www.nald.ca

NALD provides a wealth of resources, information and links related to literacy worldwide, including a substantial number of links to websites related to EAL. By submitting your e-mail address you can receive weekly updates.

Winnipeg Public Library

wpl.winnipeg.ca/library

The Winnipeg Public Library has a wealth of resources and information for EAL teachers and their students. There is a collection of EAL resources for teachers and students provided to the library through the fund-raising efforts of TEAM (the organization Teaching English as an Additional Language to Adults in Manitoba). There are also bilingual and multilingual resources and online software, such as *Tell Me More*, that let library patrons practise English (or other languages) online. There are also online books, and for parents, talking children's books.

Manitoba Public Library Services

www.gov.mb.ca/chc/pls/index.html

This division of Manitoba Culture, Heritage, Tourism and Sport ensures that all Manitobans have access to public library services and resources. It provides a books by mail program for patrons unable to access a public library and also enables any patron

of a Manitoba public library to search and request resources. Not only is Public Library Services building a collection of EAL resources which will be available to library patrons throughout the province, they also maintain an extensive collection of fiction and non-fiction works in these collections (including German, Ukrainian, Russian, Spanish, Chinese, Korean and Amharic).

Catalogues of the multilingual collections held in the South Central Regional Library in Winkler and the Western Manitoba Regional Library in Brandon can be accessed at the following websites:

South Central Regional Library: www.scribrary.mb.ca

Western Manitoba Regional Library: www.wmrlibrary.mb.ca

Manitoba Education

Advanced Education and Literacy
Competitiveness, Training and Trade
Education, Citizenship and Youth

www.edu.gov.mb.ca

Through this portal, individuals can access Manitoba government departments related to education, literacy, and training. There is also information and support for job seekers.

At www.gov.mb.ca/tce/jobseek/jobprep.html there are job preparation resources that Adult EAL teachers may find useful for their students. At Manitoba Education, Citizenship and Youth there is information and resources related to EAL and the K-12 curriculum.