

ESL Teacher Training in NL Background Information from Stakeholder Organizations

Introduction: How we got to the present stage of action

On January 20th, 2011, the Coalition on Richer Diversity (CORD) convened a community meeting in St. John's. The discussion focussed on access by newcomer adults and youth to English as a Second Language (ESL) and Adult Basic Education (ABE) training, especially for those seeking employment. Following a lively and wide-ranging discussion at that meeting, CORD prepared a report on the outcomes of the day's conversations (see Appendix A below). The analysis of the points raised at the meeting identified about six main topics for further work:

- ESL Teacher Training Program(s)
- Appropriateness of (ESL and ABE) programming
- Documentation (of newcomers' credentials) and placement
- Access to information for newcomers and service providers
- Barriers to (newcomers') participation
- Issues specific to youth

Because of the complexity of the issues, CORD has taken the approach of starting to work on these topics one or two at a time. To begin with, we chose ESL teacher training and issues specific to youth as two good launching places. We are currently working on youth issues separately and will report on that work later.

First ESL Teacher Training Meeting

An ESL Teacher Training Steering Committee of Barbara Burnaby (CORD), Xuemei Li (Faculty of Education) and Marcia Spence (TESL NL) was set up. We arranged for a meeting on February 22nd at the MUN Faculty of Education. This meeting, attended by people from a number of stakeholder organizations, was active and far-reaching. (See Appendix B for notes from that meeting.) Many questions were raised, and some strategies we might follow included:

...it seems that two specific activities are needed:

(1) to find answers to the policy and practice questions raised in sections III [*identification of stakeholders in NL providing ESL or related supports to newcomers*] and IV [*what standards the various education program delivery*

stakeholders have for ESL teacher qualifications] so that all stakeholders know what the starting point is for developing ESL teacher training; and

(2) to call a meeting of the major educational delivery stakeholders to refine the perspective given here concerning what action is needed on ESL teacher qualifications and training.

(Notes from the February 22nd meeting)

When we circulated the ESL teacher training meeting report to our whole Access to ABE and ESL list, we soon got answers from most of the major delivery institutions about ESL teacher qualifications they required. Because of the range of unique needs of the ESL learners involved and differences in the ways various programs are administered, it seems that the best way to consider the programs and related teacher qualifications is to divide them into three groups: ESL in early childhood education; ESL in Kindergarten to Grade 12 provincial education; and ESL for adults. A study of current qualifications are crucial to working out what ESL teacher training must consist of, and may also lead to other issues in ESL training which might be improved.

The group at the meeting on ESL Teacher Training also called for a study of the viewpoints of ESL learners to complement the views of the service deliverers of ESL. We haven't forgotten this need, but the process of finding out the answers is more challenging. We're working on that. We note here that an important factor from the ESL learners' perspectives is the need for ESL Literacy for those adult and youth learners who have had little formal schooling.

ESL Teacher Qualifications Required in NL

ESL in Early Childhood Education (ECE)

We learned that (1) there is a regulatory body for early childhood educators, the Association of Early Childhood Educators in Newfoundland and Labrador (AECENL, website www.aecenl.ca), and (2) there is also a licensing agency for private daycare facilities. We read through the information on the AECENL website and were not particularly surprised that there was no mention of training for those responsible to work with non-English-speaking pre-schoolers. We know of several sites where teaching is provided for young children of newly arrived immigrants, but we don't know how these programs are regulated or what their approaches are to working with newcomer children.

Conveniently for our purposes, a discussion guide was circulated by the NL Department of Education (for the Ministerial Council on Early Childhood Learning) in September 2010, called *Developing a Provincial Early Childhood Learning Strategy*. In light of its invitation for input to this strategy, we have an excellent opportunity to inject the topic of ECE for children who do not speak English. Any further information about the role in ECE of work with ESL learner children below the age of 5 would be welcome.

ESL in the Kindergarten to Grade 12 School System

We were helpfully advised about current regulations on teacher qualifications in NL administered schools. See Appendix C for details from the Department of Education about provincial regulations on teachers' qualifications from the B.Ed. level up. A preamble to this information indicates that

Teaching certificates are endorsed according to the type of professional study completed: primary/elementary; secondary; or primary/elementary/secondary. There are no endorsements for subject areas. Certificate holders may teach any subject area within the grade level endorsement which they hold.

We found no other information here about identifying and specifying teachers' qualifications for specific subject areas, particularly ESL.

The Department of Education also told us that "The School Districts have discretion in hiring, based on the Collective Agreement" and gave us the Newfoundland and Labrador Teachers Association (NLTA) website address (https://www.nlta.nl.ca/public_publications#pub_c). As far as we could see, there isn't any mention there of teachers' specific qualifications for "teachable subjects" or ESL related topics. A document called "Guide to Reading and Language Difficulties" was on the NLTA website. It does not seem to have been updated since 1996, and makes no mention of how teachers are to approach learners whose first language isn't English. Clearly, we need to continue to look for a description of how and by whom ESL teachers in K to 12 are identified and placed in appropriate teaching situations.

We also attach (Appendix D) recommendations on ESL provisions in NL, particularly in the provincial school system, written by the NL chapter of the Canadian Coalition for Immigrant Children and Youth in 2006 in response to a request for input into the development of the NL Strategy on Immigration (promulgated in 2007).

Finally in this section, it would be useful to know how it is that K to 12 school authorities (provincial or at district level) identify children in their systems as ESL students, and further (where appropriate) as needing basic literacy support as well. Once such students are identified, what special services are they entitled to receive and for how long?

We would welcome more information, particularly regulations, on NL teacher qualifications and ESL in the K to 12 area.

ESL for Adult Learners

We requested information from the College of the North Atlantic for its ESL program in NL, MUN's Intensive English Program, and the Association for New Canadians' LINC Program, and received information from two of these institutions. We did not request information about part-time ESL programs offered by various NGOs. Since the full-time ESL teaching qualifications required were similar, the following is a condensed version.

Minimum

Related undergraduate degree (not necessarily a B.Ed.)

TESL Canada certification or equivalent including courses (at least 120 hours) and a practicum

At least one year of adult formal EFL/ESL teaching experience

Preferred

Post-graduate Bachelor or Masters of Education in TESL, Applied Linguistics or equivalent

In sum, this information is a good start to understanding the positions taken by ESL program deliverers on what qualifications they require. The next step is to consider suitable ESL teacher training options for present and future needs.

Options in ESL Teacher Training for Adult Learners

Over the past three decades structures and formats for training ESL teachers to learners of any age have slowly developed in Canada. Generally, these programs have grown out of new initiatives for providing ESL support for newcomers, francophones, and Aboriginal peoples. Below, we feature just two programs; (1) the diploma program at MUN which has provided training in-province for local ESL teaching for adults, but is now closing; and (2) the TESL Canada framework which is used as a qualification standard for ESL teachers of adults in various institutions in Canada.

MUN Diploma in English as a Second Language

The MUN Diploma in ESL has been available to people in NL wishing to gain skills in adult ESL teaching. This program has now been disbanded. The following is the MUN Calendar description of that program.

The diploma in English as a Second Language (ESL) is offered to students currently enrolled in the bachelor of arts program at Memorial University and to students who have completed a bachelor of arts (honours or general) at this or another university.

This program prepares students for positions in private language schools and community colleges in Canada and overseas, working primarily with adults whose first language is not English. The diploma combines expertise from the Department of English Language and Literature, the Department of Linguistics, and the Faculty of Education. The required courses provide a solid understanding of the characteristics and needs of adult ESL learners.....

Program of Study

Students shall complete a minimum of 27 credit hours of work: 15 credit hours in

required language courses in English and/or linguistics, six credit hours of required education studies, and an instructional field placement equivalent to six credit hours. The program requires completing six credit hours beyond the minimum requirement for an undergraduate degree. The Instructional Field Placement (Practicum) will include observation of English as a Second Language classrooms, group discussion of observations, one to one tutoring practice and classroom teaching practice. A brief research report on issues related to the topic or topics that students have elected to teach, as well as completed lesson plans will be required before the teaching practice sessions. Students will be required to keep a journal of their observations and to attend a weekly, supervised discussion group that will allow them to reflect classroom interactions with adult learners of English. Students will prepare final reports based on their class observations and on their teaching practice sessions, incorporating the research reports on their teaching topics. This practicum will normally be done in the spring/summer session. This session allows for exposure to a range of English language class levels because of the variety of courses offered by the ESL program.

Required Courses

- * English 2390: Introduction to Modern English Structures
- * Linguistics 2104: Introduction to Linguistics: Phonetics and Phonology
- * Linguistics 3155: Introduction to Second Language Acquisition
- * English 3650: Structure of Modern English: Phonology and Morphology
- * English/Linguistics 3105: Issues in the Acquisition of English and the Adult Learner
- * Education 2222: Teaching English as a Second Language
- * Education 4950: Evaluation of Teaching and Learning
- * English 5100: Instructional Field Placement (Practicum)

TESL Canada Standards

TESL Canada and some provinces have created their own set of qualifications for teachers of adult, non-credit ESL programs (i.e., not for credit in secondary, college or university systems). In some provinces, TESL Canada's standards are the guideline for hiring ESL teachers of adults in non-credit programs, while in other provinces the standards are different. The standards thus defined may be used for hiring teachers for LINC or other programs. (See www.tesl.ca for a full description of those qualifications). Also on this website is a list of the Canadian institutions whose teacher training programs are deemed to meet TESL Canada's standards for some or all the TESL Canada professional levels.

Any comments and corrections on the adult ESL teacher training programs or potential needs are welcome.

Next Steps

The information discussed above provides a sketch of general standards expected for ESL teachers in ESL programs in the province. There is more to learn, particularly about teacher qualifications for the K to 12 system and early childhood education. Also, before these findings are acted upon, we need to know more about some broader factors. In no particular order, questions include:

- What views do newcomer (and Innu) ESL learners have about current programs (past or present), and what are their recommendations for changes or expansion?
- What else do we need to know about the K to 12 system and ECE in relation to ESL learners' needs (for example, identification and assessment of children who potentially need ESL help, specific programming and support options, ESL qualified staff available, how long resources are provided to an individual, etc.)?
- Are any institutions planning changes to their approaches to ESL which then will need to be taken in account in the development of new teacher training offerings?
- Would the NLTA be prepared to update its advice to K to 12 teachers, especially to include strategies for working with non-English speaking children?

The actions we propose are:

1. find support to conduct a study of the views of newcomers (and Innu?) on ESL training and support provisions for learners of any age;
2. approach the Ministerial Council on Early Childhood Learning to learn more about their consultation on ECE in the province and to share our relevant findings;
3. approach the Department of Education to clarify basic information on K to 12 ESL provisions and practices and share our relevant findings;
4. set up one or more meetings with adult education institutions on changes they might be considering to their ESL programming and share our relevant findings.

Appendix A

Notes from the January 20th Community Meeting

[a letter from Barbara Burnaby to members of the mailing list concerning ABE and ESL for newcomers]

Hi All Concerned about ABE and ESL for Newcomers:

First of all, many thanks for all of you who came to the meeting on January 20th and contributed so fully to the discussion. We greatly appreciate your taking your time to get involved. We also know there are others who could not attend but who have expressed interest in staying in contact. Please let me know by e-mail (barbara@cancord.org) the names and e-mail addresses or other means of contact of anyone else you know would like to be part of this conversation.

As promised, we have gone over the notes from the discussions. Taking almost exactly what was written on the flipcharts, we found it easy to divide all but one of the comments into the following categories.

Access to information for newcomers & service providers:

- knowing the right questions to ask (for newcomers and service providers)
- translation (interpretation) and cultural support
- access to information before coming to Canada
- make newcomers aware of resources which exist
- awareness by newcomers of the long process of settlement

- **Appropriateness of programming:**
- organizations (i.e., ANC and CNA)
- professional development for ALL teachers about effective teaching for non-native speakers of English
- combine second language and academic content goals in programs
- create apprenticeship programs where newcomers can learn and make money too.

Barriers to participation:

- childcare
- transportation/ mobility/ health
- social connections
- access to funding for new Canadian citizens

Documentation and placement:

- transcripts
- recognition
- learning disabilities
- assessment (fairness to newcomers)

- PLAR (credential recognition)
- Study different forms of high school accreditation (e.g., value and role of GED)

Broad Social and Cultural Context:

- Individual expectations versus social expectations
- Employer orientation

Then we analysed a bit further and came up with the tentative list of stakeholder groups below.

Stakeholders in the context of ESL and ABE for employment:

- newcomers in NL aged 15 to 50 or so (including youth, low formal education, established tradespersons before coming to Canada, single mothers, etc.)
- ESL and ABE direct service providers in NL
- service providers in NL for other services (e.g., transportation, health, income support...)
- (potential) employers of newcomer workers.

Now What?

The one comment from the flipcharts which didn't quite fit the categories above was "sustain networking on meeting needs of newcomers." We hope that this means that many of you are interested in taking or recent discussions and suggestions further. To do this, we have to figure out how to take this forward into implications for changes and developments in our actions. By combining the content priorities above, the (tentative) list of stakeholders, and the recommendations from the report, some suggested working groups have been drafted below for your comment.

Any comments, suggestions and additions are very much welcome. If you or your organization would like to get involve in one or more of these potential groups, please let me know (barbara@cancord.ca).

Also, please note that CORD and RIAC's resources and expertise are limited, and we have been working on this project mostly in a volunteer capacity up to this point. It would be valuable if any individuals or organizations would like to take a leading role in any of these draft working groups.

1. ESL Teacher Training Program(s)

Appropriateness of Programs: ESL recommendation 2 from the report

I have taken advantage of my role as Vice-President of TESL NL to negotiate that our next TESL meeting (Wednesday, Jan. 26 at 5 p.m. at the LINC School, 16 Smithville Cres.) will focus on making a wish list for the design and structure of a new ESL teacher training program at MUN. The present MUN diploma program is being discontinued. It seemed practical to start this discussion with the professionals since they/we were planning to get together anyhow. A

few other stakeholders have been invited to the meeting as well. One factor to be considered is the scope of ESL teaching to be taken into account (from daycare, through K to 12 and post-secondary, to employment specific training). The outcomes are likely to include suggestions for the creation of a working group involving all the stakeholder groups listed above and more. Outcomes will be reported to our present mailing list for further input. Other stakeholders, including present and former students, will need to be involved in the near future.

2. Appropriateness of programming:

- organizations (i.e., ANC and CNA)
- professional development for ALL teachers about effective teaching for non-native speakers of English
- combine second language and academic content goals in programs
- create apprenticeship programs where newcomers can learn and make money too.

With perhaps the exception of “professional development for ALL teachers about effective teaching for non-native speakers of English”, there were people from most/all of the central organizations touched by these recommendations. Newcomers who have had experience with such programs and/or with concerns about gaining access to them must be involved. From our interviews with a few private colleges, it seems likely that some would like to be involved, at least at the outset, of such a discussion. On the understanding that these meetings would be exploratory and would seek out a range of possible solutions, there is a great potential for collaborative change in this topic.

3. Documentation and placement:

- transcripts
- recognition
- learning disabilities
- assessment (fairness to newcomers)
- PLAR (credential recognition)
- Study different forms of high school accreditation (e.g., value and role of GED)

This list overlaps in some ways with #2 above, but in this case the focus is more on the newcomer stakeholders and the administration of large educational institutions. It would be helpful for this group to include some special expertise in student assessment as well as experts in various ABE options now used (ABE Levels I to III, PLAR and GED). The question of recognition of high school graduation in other countries would involve the Ministry of Education as well as, possible, the Registrars of MUN and CNA. Consulting with newcomers whose choices have been touched by such issues must be made.

4. Access to information for newcomers & service providers:

- knowing the right questions to ask (for newcomers and service providers)
- translation (interpretation) and cultural support
- access to information before coming to Canada
- make newcomers aware of resources which exist

- awareness by newcomers of the long process of settlement

Progress in this area would probably require in-depth conversations and research among newcomers from various walks of life and those who provide information on services, etc. Topics likely to come up would include: the languages and/or media which would suit the needs of all parties; the content of essential communications; the design and funding of improved communication services, and so on. CORD and RIAC have designed some approaches to research on such topics and would be willing to share them.

5. Barriers to participation:

- childcare
- transportation/ mobility/ health
- social connections
- access to funding for new Canadian citizens

Similarly to #4, work on barriers to participation would involve the highest levels of in-depth consultation with newcomers. It is likely that the work of #s 4 and 5 could coalesce at some point.

6. Issues specific to youth

In CORD's discussions with community members interested in improving services for newcomers, those specifically involved with services for youth have been forthcoming about wanting more collaboration. We anticipate that a group composed of those now offering services for youth and of newcomer youth themselves will attract a good deal of participation.

7? With respect to the priority "Employer orientation" mentioned in the flipcharts, this concept could be included in a number of the possible groups sketched out above.

Many thanks for your involvement this far, and we hope that these suggestions of future working groups will encourage you either to volunteer to be involved with one of them or will prompt you to suggest others.

With great appreciation,

Barbara Burnaby
Coordinator of CORD

Appendix B

Notes from February 22 Meeting on ESL Teacher Training

A group of people interested in exploring resources and issues around the development of English as a Second Language (ESL) Teacher Training met on February 22nd.

I. Jose Rivera explained about factors relating to the people who come from other countries to live in Newfoundland and Labrador (NL).

- age (adult, youth, child, pre-school)
- country of origin, language and culture experience
- level of formal education
- work experience, trade and professional certification, etc.
- whether newcomer has been accepted in a job here before he/she enters Canada.

These characteristics tend to be influenced by the immigration class by which newcomers entered Canada. The numbers who come in each category depend on who is applying from overseas and also by local factors which influence the number of people accepted in any one year.

- Government sponsored and privately sponsored refugees (These people gain the same status, “permanent residents”, as other immigrants once they enter Canada).
- One or more immigration classes to bring in people money and/or high level skills.
- Temporary foreign workers (no rights towards gaining citizenship)
- Family class immigrants sponsored by a permanent resident as close family members
- International students (and their families).

***** Aboriginal people in NL in some cases need/want ESL support for more or less comparable reasons that the newcomers do.

II. In the next section, the group discussed characteristics of people in the NL community who need/want ESL support.

- pre-school children
- children in the Kindergarten to Grade Twelve school system aiming at high school graduation
- youth who drop out of school before Grade 12 (safety and personal support issues)
- youth and adults needing ESL and basic academic credentials to enter higher education, trades and professions
- adults with off-shore credentials looking for recognition of these credentials
- adults with work experience looking for suitable employment.

III. The discussion in II was almost immediately compounded by identification of stakeholders in NL in providing ESL or related supports.

- some pre-school program deliverers offer ESL as part of their program (regulated by whom?)
- the Department of Education has policy and curriculum concerning ESL supports for K to

12 newcomer children (and to Aboriginal K to 12 children who speak little English?). Some of the decision making on the delivery of these services devolves to School District administrations.

- private K to 12 schools aiming to graduate students from high school are constrained to meet most Department of Education standards, but is ESL support included?
- the Association for New Canadians (ANC) receives funding for workers (Settlement Workers in Schools, SWIS) to support the specific needs of newcomer children and youth in school in NL (Is there anything comparable in schools for Aboriginal schoolchildren whose English is limited?)
- the ANC also offers ESL training (Language Instruction for Immigrants to Canada, LINC) to “permanent resident” newcomer adults within a specific range of ESL skills including for those who have a low level of formal education or literacy.
- the ANC provides adult ESL classes several evenings a week
- the Department of Education, Adult Learning and Literacy Division, has developed a curriculum for Adult Basic Education (ABE) Levels I, II and III. Completion of Level III gives students a NL high school diploma. This program is offered in the College of the North Atlantic (CNA), some private colleges, and some adult literacy programs (only ABE I in the latter). ESL considerations are not included in the overall conception.
- CNA and MUN offer full-time ESL programs separate from their other adult education options.
- MUN and some community NGOs offer free ESL learning support activities for their clients.

IV. We started to talk about what standards the various education program delivery stakeholders have for ESL teacher qualifications.

- Who regulates early childhood education workers’ qualifications and is ESL included?
- How are ESL qualifications defined by the Department of Education and for what applications?
- What role do school districts have in requiring ESL qualifications for all teachers or those teaching in specific situations? We assume that teacher certification is essential in these cases. Are private schools offering K to 12 programs required to follow the same ESL qualification regulations?
- What qualifications (ESL and other) does the ANC (or its funders) require of LINC teachers.
- What qualifications (ESL or other) are required of NGOs who offer occasional ESL programs for newcomers?
- What ESL and other qualifications are required by MUN and CNA for their full-time ESL training teachers?
- What ESL and other qualifications are required by the Ministry of Education or for the program deliverers for teachers of ABE levels I, II and III in which ESL learners might be involved?
- In various situations, what role does teacher certification play relative to qualifications in ESL?

The question was raised: what institutions who offer education programs which include (or might include) ESL learners pay their teacher well enough to encourage people to get required ESL teacher qualifications in hopes of getting an ESL teaching job.

- V. We then got to the point of considering next steps.
- Call a meeting of all the educational delivery stakeholders where ESL is a question.
 - What priorities do these stakeholders have concerning the ESL learner types they would like to serve, and are there any potential learners left out?
 - What are these delivery stakeholders' expectations about ESL teachers' qualifications?
 - Develop and deliver professional development about ESL issues for education administrators.
 - Ask newcomers who want ESL support what their actual ESL needs are (grammatical accuracy, strong writing skills, oral language development for what purposes, etc.).
 - What role do/might non-credit options for ESL support play?

In reviewing all these points raised, it seems that two specific activities are needed: (1) to find answers to the policy and practice questions raised in sections III and IV so that all stakeholders know what the starting point is for developing ESL teacher training; and (2) to call a meeting of the major educational delivery stakeholders to refine the perspective given here on what action is needed on ESL teacher qualifications and training.

Appendix C

Regulations on NL School Teacher Qualifications

The following are selected regulations on NL teacher qualifications starting with the basic level required of all school teachers. We have included this information because (some) other provinces recognize specific ESL teacher qualifications as additional qualifications to a teachers basic certificate. We will do more research on this to get a better sense of provinces' practices.

Below these regulations, please see details about how teachers higher level qualifications are recognized in practice by the school districts through the Collective Agreement with the NLTA.

CERTIFICATE LEVEL V:

Completion of any of the following Memorial University programs will satisfy the requirements for certification at level V:

- * B.Ed. (Primary/Elementary)
- * B.Ed. (Native and Northern)
- * B.Ed. (Intermediate and Secondary) following a 4-year first degree
- * B.Mus.Ed. following a 4-year first degree

CERTIFICATE LEVEL VI:

Option 1:

Complete another degree, diploma, or certificate program of not less than 10 courses (30 credits) in length which has the prior approval of the Registrar of Teacher Certification. Programs such as a bachelor of arts, bachelor of special education, and the diploma in technology education are acceptable. Other programs offered through universities other than Memorial University are also acceptable if prior approval is given by teacher certification.

Option 2:

Complete an Integrated Program of Studies. This is a program that you structure for your own professional needs or interests. It consists of 15 additional undergraduate credits and 12 graduate credits. Your Integrated Program of Studies must be approved by the Registrar of Teacher Certification before you begin any of these studies. The following rules apply to these courses:

- * the undergraduate courses must be completed at the 3000 level or above;
- * the undergraduate courses must be completed in approved subject areas such as education or subject areas of the provincial curriculum;
- * the graduate courses must be part of an approved master's degree program.

If you have completed the three semester B.Ed. (Intermediate/Secondary) at Memorial University you may not need to complete the 15 undergraduate credits listed above, to attain certificate level VI. Please check with the Registrar of Teacher Certification for verification before you begin further studies.

Option 3:

Complete the first 24 credits of study on an approved master's degree program. Approval must be obtained from the Registrar of Teacher Certification before you begin any of these studies.

CERTIFICATE LEVEL VII:

The requirements for up-grading to level VII will depend on the option chosen to obtain certificate level VI. If option 1 or 2 was chosen you need only complete the approved master's degree to attain level VII. If option 3 was used to complete certificate level VI, the full master's degree plus additional graduate study may be required to satisfy the requirements for certificate level VII. The additional study required will be determined by the Registrar of Teacher Certification upon review of the graduate program completed.

The School Districts have discretion in hiring, based on the Collective Agreement.

The collective agreement is online at:

https://www.nlta.nl.ca/public_publications#pub_c

Appendix D

Recommendations for Language and Culture Support for Immigrants to Newfoundland and Labrador

**Respectfully Submitted by Supporters of the
Canadian Coalition for Immigrant Children and Youth (N&L)**

Context and Principles of These Recommendations

This set of recommendations was developed collaboratively by individuals involved with service provision for immigrant children and youth and their families through community-based non-governmental organizations (NGOs) and provincial services. For classroom teachers and ESL teachers the question is “How do we help students for whom English is a second language to learn academic content and develop language skill at the same time?” To address these concerns, the ESL teachers of the Eastern School District in cooperation with people working with immigrant children and adults in other institutions and the general community have put together some recommendations.

The following statements sketch out our main principles. We believe that the nature and conditions of immigration mean that both recent and long-standing immigrants in Canada each face unique and constantly changing issues of settlement above and beyond the issues that Canadian children and adults face in life. No one service fits the needs of all immigrants at any given time. Therefore, services must meet the needs of the whole person. Our goal in creating these recommendations is to describe a flexible framework of necessary conditions for adequate settlement services in this province. One crucial factor in improving retention of immigrants in the province is to develop a team-centered model of professional development and policies that can provide future direction and quality ESL educational and support services.

We know from our network across the country that many of the activities recommended below have been supported here or elsewhere in Canada by the federal government, through Citizenship and Immigration, Canadian Heritage, Human Resources and Skills Development and other federal departments, as well as from provincial departments of various sorts from Newfoundland and Labrador and from other provincial governments. It is not our aim to reflect on present services or necessarily to indicate a preferred source of funding for these services. We greatly hope that these recommendations will be given serious consideration at both levels of government.

Organization of This Paper

These recommendations are organized as follows: (1) history and rationale; (2) definitions; (3) English as a Second Language programs in schools relating to the schooling and other educational mandates from provincial legislation; (4) programs on school-community

relations; (5) community-based programs; (6) teacher qualifications and other issues.

I. History and Rationale

In the last fifteen years, the education system in Newfoundland and Labrador has seen a significant increase in the numbers of students who speak a language other than English or French as a first language. While the educational and cultural backgrounds of English as a second language (ESL) learners may vary considerably, all ESL students face the challenge of learning a different language and continuing their education in a new setting and culture. These learners face special challenges and require consistent and comprehensive support to achieve success in school.

In 2004-5, thirteen school boards were collapsed into four districts. The resulting districts were huge geographically. The new Eastern School District encompasses the entire Avalon Peninsula including Greens Harbour, Carbonear, Placentia as well as the greater St. John's area. Presently the Eastern School District has 15 students requiring ESL service living in the communities outside of the St. John's area. Under the present allocation formula for ESL teachers, 15 students would not warrant an ESL teaching unit. However, the reorganized Eastern School District is required to provide ESL instruction to this expanded district. ESL teachers must travel significant distances to deliver a token ESL program. With the current formula and number of schools serviced, at the K-6 level, students receive a minimum of 45 minutes to a maximum time of 4 hours per seven-day cycle only. This level of service is entirely inadequate to meet ESL student needs. As more immigrants settle in rural areas, more schools outside metro St. John's also need to address the needs of ESL students. Under these conditions, it is not possible to provide instructional service. In St. John's, consistent ESL instruction is provided only at one high school and two intermediate schools (by an itinerant teacher). Also, although the geographical area of the board has changed significantly, there have not been changes in ESL allocation, ESL curriculum or professional development for classroom teachers over the last fifteen years.

The need for expert, long-term support for ESL learners is well established in research. Cummins (1980; 1981; 1996) theorized that there are two kinds of English proficiency that ESL students must learn. The first is basic interpersonal conversational skills (BICS) that ESL students need when they carry on a conversation in social settings. According to Cummins (1980), it takes only 2 to 3 years for ESL students to attain BICS English. In other words, BICS English is easy to learn and can be attained in a short period of time. The other proficiency is cognitive academic language proficiency (CALP). CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ESL students to catch up to their peers.

Academic language acquisition isn't just the understanding of content vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. That is, the learner must grasp the concepts and techniques from reading and verbal explanation rather than from repeated experience. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English (BICS). Collier and Thomas (1989) report that the ESL students who were taught in pull-out ESL settings took the longest time to reach grade level. What Cummins' BICS and CALP signify for ESL education is that in order for ESL students to read and comprehend content area textbooks and perform cognitively demanding tasks, such as writing research papers, participating in debates, and presenting research papers, they need CALP English that takes them far beyond the capacity of BICS English. ESL teachers, as well as mainstream teachers, are held responsible for yearly academic progress. ESL students' academic success is heavily hinged upon attaining CALP English. The implications for services for ESL students is that they not only need an intense period of support when they first arrive, but they also need continued, sophisticated support from ESL teachers and subject area teachers for most or all of their school careers.

II. Definitions

English as a Second Language (ESL) - Each student whose mother tongue is not English or French, or from a home where a language other than English or French is used as the main language, is considered a potential ESL. Individuals are designated "ESL" by assessment using defined procedures (see **Assessment** below).

English as a Second Language Literacy(ESLL) - Students who are assessed to be ESL must also be assessed concerning their previous experience with formal education. Those children who have received no schooling appropriate for their age, or little schooling, or greatly interrupted schooling, or have suffered trauma in their original countries or through the process of immigration may be also assessed as "ESLL".

Relation to Learning Disabilities - Students who are assessed as "ESL" or ESLL" are not to be considered or treated as learning disabled unless they are specifically diagnosed as such.

Target Population - Individuals who are immigrants or refugees or the children of immigrants or refugees whose mother tongue is not English or French, or they are children from homes where a language other than English or French is used as the main language.

Education and Training - Any schooling or training in a provincially supported institution.

ESL Teacher - Any teacher, otherwise qualified to teach in a school or training program, who is also qualified as an "ESL Specialist" (see **Teacher Qualifications** below).

III. English as a Second Language Support in Schooling (Kindergarten to Grade Twelve)

Assessment of Potential ESL and ESLL Students

Each student whose mother tongue is not English or French, or from a home where a language other than English or French is used as the main language, is considered a potential ESL or ESLL student. The provincial Department of Education is responsible to provide assessment for a potential ESL student when he/she is first enrolled in school at whatever grade level. He/she will be assessed to determine placement and programming, including an assessment of first language ability, English language ability, math skills, and if needed, general cognitive ability.

Currently, assessment of ESL students is carried out on-site by an ESL specialist teacher. No assessment materials have been approved provincially for the identification of ESL and ESLL students, so a formal assessment tool is often not used in the initial assessment. Guidelines from the Department of Education's ESL Students: A Handbook for Educators recommend also conducting an assessment of first language literacy skills; however, materials and resources for such assessments have not been provincially approved. Indeed, tools for oral language and literacy ESL assessment have not been developed in Canada.

It is recommended that:

- Each student whose mother tongue is not English or French, or from a home where a language other than English or French is used as the main language, be considered a potential ESL or ESLL student.
- Comprehensive assessment be provided by a suitably qualified ESL Specialist hired at the district level for each potential ESL student when he/she is first enrolled in school at whatever grade level.
- All potential ESL students be assessed by a qualified ESL Specialist at the district level to determine placement and programming, including an assessment of first language ability, English language ability, math skills, and if needed, general cognitive ability.
- Suitable assessment tools and materials be found or created for these assessments.
- Provincial educational authorities should initiate and participate with other ministries of education in the development of a nationally recognized ESL assessment procedure.

Support for Designated ESL and ESLL Students

Each student placed in Grades Kindergarten to Grade 6 and designated ESL by assessment must receive instruction by an ESL Specialist Teacher. ESL specialist teachers

positions will be generated as follows:

- - 100 % of the teaching time, at a ratio of up to no more than 1:12, for their first ½ a school year from the date of enrollment;
- - 50 % of the teaching time, at a ratio of up to no more than 1:12, for the subsequent 1 ½ school years;
- - 25 % of the teaching time, at a ratio of up to no more than 1:12, for the rest of their school program (up to Grade 12).

Each student placed in Grades 7 to Grade 12 and designated ESL by assessment will receive instruction by an ESL Specialist Teacher:

- - 100% of the teaching time at a ratio of up to no more than 1:12 for the first ½ year
- - 75 % of the teaching time, at a ratio of up to no more than 1:12, for the subsequent ½ year;
- - 50 % of the teaching time, at a ratio of up to no more than 1:12, for the second school year.
- - 25% of the teaching time for the rest of their school program.

Each student designated ESLL by assessment will receive teaching by an ESL Specialist Teacher:

- - 100% of the teaching time, at a ratio of up to no more than 1:6, for their first 2 years;
- - 100% of the teaching time, at a ratio of up to no more than 1:12, for the subsequent 4 years;
- - 50% of the teaching time, at a ratio of up to no more than 1:12, for the rest of their school program (up to Grade 12).

In areas of the province where there are assessed ESL and ESLL students, ESL Teacher Specialist positions will be generated on the basis of enrolment of target students in individual schools in the Greater St. John's area or, elsewhere, among schools within a 50 kilometer radius of each other.

This set of formulae is created on the assumption that partial teaching units may be generated.

Hiring of ESL Specialist Teachers

Currently, no permanent ESL specialist positions exist in Newfoundland and Labrador. In addition, no specialist ESL training is officially required for ESL specialist positions. ESL specialist teachers are hired on the basis of enrolment in September. For this reason, not all required teachers are hired until after the school year has begun in September, and the required number of teachers based on the June enrolment is sometimes not hired until several months of the new school year has passed. Therefore, for the first month(s) of the school year, typically just over half the required number of teachers are in place for delivering service to all enrolled

students.

It is recommended that:

- Any ESL teacher hired as an ESL Specialist Teacher must be qualified (see below).
- Permanent ESL Specialist Teachers for the subsequent school year be hired at the same time as regular teachers are assigned.
- The number of ESL Specialist Teachers for the subsequent year be based on numbers of ESL and ESLL students enrolled in June.
- New ESL Specialist Teachers be added throughout the school year for each school according to new enrolment numbers in September and throughout the school year.

ESL and ESL Curriculum

Currently, three provincially approved ESL courses have been developed by the Department of Education for the secondary level. No curriculum currently exists for K - 9 ESL.

It is recommended that:

- Curriculum for K - 9 ESL be developed, initiated by the Department of Education.
- Course offerings and support for Grades 10 - 12 ESL be expanded.
- ESL curriculum outcomes for ESL K-12 be revised every two years.

ESL Materials and Classroom Support

ESL students face particular challenges in the classroom. Extra support is needed above and beyond the provision of ESL instruction to ensure the success of students in all aspects of the curriculum.

It is recommended that:

- \$100 per ESL student be allocated annually for ESL materials and support.
- Classroom teachers receive professional development on the general needs of ESL students, racism and cultural sensitivity.
- ESL students have access to social worker/guidance counsellor/ community liaison officer trained in the needs of ESL students.

- ESL students have access to language and cultural support services as required to succeed in content courses.
- ESL textbooks will be classified as non-consumable at all levels of instruction.

IV. Programs on School / Community Relations

It is recommended that:

- funded positions be established, in individual schools or, outside of the Greater St. John's area, groups of schools within a 50 kilometre radius, for one full-time home-school coordinator per every 30 ESL or ESLL student. Such positions are in addition to ESL Specialist Teacher allocations. This coordinator's job will entail maintaining and further developing relations between school personnel and community NGOs serving specifically the immigrant and ethnic community. The qualifications and choice of individual home-school coordinators will be jointly established by representatives of the school(s) in questions and relevant NGOs.
- funded programs, linked to individual schools or, outside of the Greater St. John's area, groups of schools within a 50 kilometre radius, be put in place for "homework clubs" and other supports for ESL and ESLL school students (1 program for every 30 such students in Grades 1 to 6, and 1 program for every 15 such students in Grades 7-12). Funding must be adequate to cover liability coverage, appropriate venues, materials, and where necessary, expert translation and interpretation. Collaboration between NGOs and schools is essential. Staffing must include a coordinator with education credentials. While volunteers are an important part of such programs, they should receive funded initial and on-going training regarding the curriculum support needed and the multicultural and anti-racism context of the work.
- funded programs, associated with individual schools or, outside of the Greater St. John's area, groups of schools within a 50 kilometre radius, be put in place for regular and frequent community-school parent liaison activities for parents of ESL and ESLL students. Funding must be available for transportation, a suitable venue, materials, and skilled translation and interpretation. These activities will normally be coordinated by a home-school coordinator (see above) and involve collaboration between school personnel and community NGOs serving specifically the immigrant and ethnic community.
- funded summer camp/school programs be implemented, related to individual schools or, outside of the Greater St. John's area, groups of schools within a 50 kilometre radius, one per every 30 ESL or ESLL student. Priority is on those immigrant children who have recently entered Canadian schools for the first time and other ESL or ESLL students who are identified by school personnel or their families as having difficulty adjusting to

Canadian schooling. Funding must be available for transportation, a suitable venue, materials and equipment, insurance, and skilled translation and interpretation. The program will include academically oriented activities as well as recreation. Paid school personnel and members of relevant NGOs will take leading roles.

- funding be made available for anti-racism and multicultural training for school personnel and students by suitable community NGO personnel. These activities can include professional development for school personnel, special events for students, curriculum and materials development for schools, and the like.

V. Community-based Programs

Pre-School Supports

It is recommended that:

- funded programs of support be available for licensed pre-school operations to offer regular and frequent activities relating to settlement in Canada and suitable ESL development for children and parents from homes where a language other than English or French is mainly spoken. In communities with significant, recent immigration and where no suitable licensed pre-school operation is available, community NGOs can be funded for similar programs. Funding must be available for transportation, a suitable venue, materials, and skilled translation and interpretation. The coordinator of each program must demonstrate qualifications in ESL and/or training in ESL must be made available to personnel involved in the program.

At-risk or Out-of-school Youth

For young people whose mother tongue is not English, aged 15 to 25, it is recommended that:

- programs developed collaboratively between public post-secondary institutions in the province and community NGOs be made available to young people whose mother tongue is not English, aged 15 to 25, who are judged to be at risk of dropping out of school or who are now out of school without matriculation. These programs, funded from sources related to immigrant adjustment and access to employment, should be offered regularly and frequently to support young people to gain access to post-secondary education, through skills development including ESL, Adult Basic Education, secondary school leaving credentials, career development coaching, career specific learning, and preparation for entrance tests. Funding must include stipends for post-secondary institution approved personnel to teach, as well as transportation, a suitable venue, and materials. Schools and community NGOs will collaborate to identify suitable candidates to take part in the programs.

- funding must be available for stipends, transportation, a suitable venue, materials to create activity programs for immigrant youth in sports, the arts and other activities. These programs will be developed and staffed collaboratively between immigrant related community NGOs and other community NGOs in the fields of sports, the arts, and the like. Funds must be available for cross-training (the target skill and multicultural and anti-racism awareness) for members of the collaborative NGOs involved.

Adult ESL

It is recommended that:

- ESL and ESL Literacy programs specifically for immigrants must be available regularly and frequently for immigrant adults who are not eligible for LINC training. A special focus on bridging between LINC classes and post-secondary studies. These programs must be fully supported by the provincial government and offered at no cost to the learners. The programs should include specific foci (such as for women only, for people who have common needs, for people aiming at particular Canadian goals, etc.) for particular groups of immigrant adults who have not had access to adequate ESL and literacy support. These programs should be taught by qualified ESL Specialists and include support for materials, child-minding and transportation.

Funding for ESL and ESLL in Schools and Post-secondary Institutions

It is recommended that any student required to pay international student fees, whether at a school or post-secondary institution, should receive full ESL or ESLL support as well as support for adjustment to their education in Canada as a right in light of the extra fees they pay.

VI. Teacher Qualifications and Other Issues

ESL Teacher Qualifications

It is recommended that:

- ESL teacher qualification standards be established provincially for ESL teachers for all ages of students. These qualifications may be modelled on TESL Canada's current standards. ESL teacher training programs can be organized so that all candidates can take most of the courses, but that separate sections be provided for those intending to teach children or adults. Within the school system, qualified ESL teachers would be hired at the same level as other specialists (e.g., guidance, special education).

Coordinated and Facilitated Access to Programs

It is recommended that:

- efficient access to any of the above programs, coordinated among a wide range of relevant service providers, is essential to avoid barriers to service for those who do not speak English well, who are not functionally literate in English, and/or who are not familiar with Canadian social services systems.

Professional Development for Service Providers

It is recommended that:

- training for employees in all varieties of social services (e.g., health care, social services, the justice system, and so on) about the needs of immigrants and barriers to their access to public services.

Baseline Research

It is recommended that:

- research be funded to establish provincial baselines on parameters, frequency and levels of needs as indicated in these recommendations.

Appendix E

ADULT ESL Programs

Full-time Programs in ESL for Adults in NL

Language Instruction for New Canadians (LINC)

Since the mid 1960s, the federal government in Canada funded an evolving succession of full-time ESL programs for immigrant adults largely with a focus on transition for immigrants to employment. However, in 1990, the federal government replaced the last of those programs with the Language Instruction for Newcomers to Canada (LINC) program. With funding from the department which is now Citizenship and Immigration (CIC), it continues to provide full-time ESL to new permanent residents of Canada. It also provides initial assessment for newcomers to gauge their level of English language skill, and makes recommendations to them about ESL programs in the area which would be suitable to support their learning of English. The focus of the LINC program has been on settlement language competencies rather than on labourforce needs. From the start, other ESL programs for immigrants, more specifically for entry into the labourforce, have been supported by the federal government. The current one is called Enhanced Language Training (ELT).

The federal government in the 1990s also supported a detailed study to create a description of progressive levels of skills in English (listening, speaking, reading, writing) from a level of no control over English to quite high levels of English competence. The result was the Canadian Language Benchmarks (1996) and, in 1998, the Canadian Centre for Language Benchmarks. Benchmarks in this context are sequentially graded descriptions of the kinds of normal tasks (separated into speaking, listening, reading and writing) a newcomer could be expected to be able to accomplish in English. On the basis of the descriptions of English “benchmark” levels, the assessment of newcomers’ English is calibrated (the Canadian Language Benchmarks Assessment, CLBA), and LINC curriculum is founded. The scale is normally described in 12 levels. After the early days of the use of the Benchmarks, an addition level or levels (Foundation Levels) have been added to suit the situation of learners who are not educated at all and/or have no literacy skills in any language.

With the creation of LINC, the federal government also changed its method of funding these ESL programs. They used to be taught fairly exclusively by the community colleges across Canada, but LINC contracts are now awarded on an on-going competitive basis, so that they are now offered by settlement agencies supported by CIC as well as school boards through their adult education programs, and a wide variety of colleges, immigrant-focussed or community-based NGOs (Burnaby, 1996, pp. 197-201).

In NL, the only LINC program is carried out by the Association for New Canadians (ANC). The previous federally sponsored ESL program in a community college was transferred over to the ANC. Several of the ANC’s ESL teachers have the credentials to carry out the

Canadian Language Benchmarks Assessment of new, prospective students for the program. The ANC's LINC school ESL program is available free of charge to permanent residents of Canada (priority to Government Assisted Refugees) who have been in Canada less than four years, and who have not taken Canadian citizenship. Child minding, transportation and other supports are available for students in the program. Part-time programs are also available. It is important to note that newcomers (permanent residents in Canada) less than 4 years and without Canadian citizenship generally qualify for LINC and income support during that time, so that they are freed of many barriers to taking full-time ESL.

The Benchmarks are the guidelines for the LINC curriculum. Learners are placed from the three "Foundation Levels" (not literate in any language) to Level 5 on the Benchmark scale. If prospective learners are assessed (CLBA) on arrival as having English skills above the fifth level, they are not admitted to the LINC school. Students in the school are given achievement tests regularly, and are advanced to the next level until they reach the end of Level Five. Because the intention of LINC is to support newcomers in gaining enough fluency in English for settlement needs only, the achievement of Benchmark Level Five does not mean that the learner can speak English very well. Under the descriptions of Benchmark 5, the CCLB lists speaking, listening, reading and writing tasks that the learner would be expected to be able to carry out. We have selecting only one such description from each language skill area to suggest the level of English language fluency for Benchmark 5.

- I can join in conversation on familiar topics (speaking);
 - I can understand conversations if people speak slowly (listening);
 - I can understand the main ideas, some details, and some inferred meaning of a text 2 - 3 paragraphs long. The topics are familiar and personally relevant (reading); and
 - I can write a paragraph about an idea or an opinion and give details (writing).
- (www.language.ca)

For those permanent resident newcomers who have not yet gained Canadian citizenship, and/or have been here for less than four years, and/or test higher than Level 5, the ANC has facilities to help them to pass the tests of English language offered in the province (TOEFL and TOEIC) and work on other employment or certification related matters. These two tests exist among a number of gatekeeper tests available in other parts of Canada.

Memorial University's ESL Programs

Memorial University is a publicly-funded post-secondary institution, the only chartered university in the province, although other institutions offer some university credit courses and programs. Its website describes its ESL programming as follows:

Memorial offers a 12-week (plus one week of placement testing and orientation) Intensive English Program three times per year and a 5-week English Language

Summer School each July. In addition, English for Special Purposes and custom-designed courses are offered for groups.

Students in the 12-week Intensive English Program (English for Academic Purposes) may apply for provisional admission to Memorial's degree programs. Students who are provisionally admitted to Memorial may make their admissions final by successfully completing the Intensive English Program and passing the test of English language proficiency given at the end of the program.

(www.mun.ca/esl/about)

As the description notes, the 12-week intensive program is basically designed for would-be students or students who have been admitted to a Memorial academic program but who have not yet passed one of the required English proficiency tests. The 5-week summer schools are mainly immersion programs for people from Quebec or even other countries to improve their English. The latter are usually organized through contracts and can be tailored to the interests of the group. Since the Memorial ESL program is expected to be cost-recovery, its fees are substantial (to individual students or the contractor). St. John's newcomer residents who are not would-be Memorial students do not normally take these programs.

Also, as mentioned, the Intensive English programs are strongly focussed on teaching the skills needed by a student in an academic setting. While skills for coping with the new physical and social environment in St. John's are taught informally through the International Student Advisor's Office, they are not aimed at employment demands and such.

College of the North Atlantic, Prince Philip Drive Campus

The College of the North Atlantic is a publicly-funded, post-secondary institution in NL, the only one in the province. According to the calendar (2009/10) and the website (www.cna.nl.ca) of the College of the North Atlantic (CNA) English as a Second Language is offered as a program under their academics listings at the Prince Philip Drive Campus. The ESL program is described as follows:

College of the North Atlantic offers English as a Second Language program which is designed to address language training for a variety of academic, personal and social goals. ESL courses in listening, speaking reading and writing are offered at five levels: Beginner, Intermediate I, Intermediate II, Advanced I and Advanced II. Students enrolled in Advanced Levels are offered the opportunity to enroll in College level credit courses, as part of their ESL study.....

Objectives:

- To address the language and cultural needs of students from diverse cultural and linguistic backgrounds.

- To support the language needs of students destined for post-secondary programs, including College programs.
- To help students understand Canadian academic and social culture, and way of life, and to help them integrate into the new culture.

Entrance Requirements

Students must be 17 years of age at the commencement date of the program.

Entry assessment into the ESL program: Students are assessed and assigned a level of instruction on an individual basis, in each of the four skill areas of listening, speaking, reading and writing. Assessment tools include an oral interview, listening and reading comprehension, and a writing sample. Lower level courses in each language skill area will be exempted.

(www.cna.nl.ca)

Part-time Opportunities in ESL for Adults

Newcomers who are not native speakers of English, whatever their background or objectives, have a few opportunities to improve their English on a part-time basis. Whether or not they are eligible for the LINC program, they can still attend a once-a-week evening ESL class at the Association for New Canadians at no cost. This program is supported by the provincial Office of Immigration and Multiculturalism.

The Refugee and Immigrant Advisory Council usually has an ESL support group which either tutors individuals on a by-appointment basis, or offers English conversation opportunities with activities for several hours twice a month. Volunteers are the main support for these activities.

The Office of the International Student Advisory provides various activities to support informal English language learning by international students and their families, but not necessarily for newcomers in other parts of the community.

The Daybreak Parent and Child Centre offers ESL for newcomer parents with children enrolled in the program for pre-school children.

Appendix F
TESL CANADA FEDERATION
NATIONAL PROFESSIONAL CERTIFICATION STANDARDS

NATIONAL CERTIFICATION STANDARDS FOR INSTRUCTORS OF ENGLISH
AS A SECOND OR FOREIGN LANGUAGE IN ADULT PROGRAMS

Purpose

To promote excellence in the teaching and learning of English as a Second Language across Canada by promoting professional certification standards that are recognized in all provinces.

.....

The TESL Canada National Professional Certification Standards represent a teacher-driven initiative to create basic, minimum national standards. Some provinces currently have professional certification systems in place. The TESL Canada professional certificate does not replace provincial professional certificates where they exist. Professionals can choose to hold both TESL Canada and provincial organization certificates.

TESL Canada Recognized Teacher Training Programs

For a complete description of the criteria for TESL Canada Recognized Teacher Training Programs, please check our website at www.tesl.ca.

The minimum criteria include: (for Professional Standard One)

- minimum of 100 hours of theory and methodology, and
- a supervised practicum of a minimum of 20 hours (10 hours of observation and 10 hours of teaching) under the supervision of an instructor certified at a minimum of TESL Canada Professional

Certificate: Standard One, Two or Three [Permanent] with at least 2,000 hours of experience in adult ESL/EFL classrooms. The practicum must be in an adult ESL classroom (adult classroom where a minimum of five students, 80% of which are over 18 years of age with a minimum of five students).

This does not include teaching the provincially mandated K-12 curriculum.

Note: this training may be part of an undergraduate or graduate degree.

List of Recognized Programs

TESL Canada Recognized Teacher Training Programs are listed on the website at:

(http://www.tesl.ca/Secondary_Navigation/TESL_Canada_Recognized_Teacher_Training_Programs/Recognized_Teacher_Training_Programs.htm).....

STANDARD DESCRIPTORS

Professional Certificate: Standard One

[Interim]

The Professional Certificate: Standard One [Interim] is intended to recognize ESL/EFL educators who have completed an undergraduate degree and a Standard One TESL Canada recognized TESL training program.

Eligibility

The Professional Certificate: Standard One [Interim] may be granted upon presentation of certified evidence of:

a) completion of an undergraduate degree at an accredited post-secondary institution, and

b) completion of a TESL Canada Recognized TESL Training Program which includes:

- i. a minimum of 100 hours of theory and methodology and
- ii. a supervised practicum of a minimum of 20 hours (10 hours of observation and 10 hours of teaching under the supervision of an instructor certified at a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three [Permanent] with at least 2,000 hours of adult ESL/EFL classroom experience or equivalent.)

Note: Item (b) may be part of an undergraduate or graduate degree.

Professional Certificate: Standard One

[Permanent]

The Professional Certificate: Standard One [Permanent] is intended to recognize ESL/EFL educators who have completed an undergraduate degree and a Standard One TESL Canada recognized TESL training program. Applicants must also have completed 1,000 hours of adult ESL classroom teaching experience in an adult ESL/EFL classroom.

Eligibility

The Professional Certificate: Standard One [Permanent] may be granted upon presentation of certified evidence of:

a) completion of an undergraduate degree at an accredited

post-secondary institution, and

b) completion of a TESL Canada Recognized TESL Training Program which includes:

- i. a minimum of 100 hours of theory and methodology and
- ii. a supervised practicum of a minimum of 20 hours (10 hours of observation and 10 hours of teaching under the supervision of an instructor certified at a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three [Permanent] with at least 2,000 hours of adult ESL/EFL classroom experience or equivalent.), and
- c) completion of 1,000 hours of teaching experience in an adult ESL/EFL classroom.
- d) Positive Performance Reviews.

Note: Item (b) may be part of an undergraduate or graduate degree.

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Professional Certificate: Standard Two

[Interim]

The Professional Certificate: Standard Two [Interim] is intended to recognize ESL/EFL educators who have completed an undergraduate degree and a Standard Two TESL Canada recognized TESL training program.

Eligibility

The Professional Certificate: Standard Two [Interim] may be granted upon presentation of certified evidence of:

a) completion of an undergraduate degree at an accredited post-secondary institution, and

b) completion of a Standard Two TESL Canada Recognized TESL Training Program which includes:

- i. a minimum of 250 hours of theory and methodology and
- iii. a supervised practicum of a minimum of 20 hours (10 hours of observation and

10 hours of teaching under the supervision of
an instructor certified at a minimum of TESL Canada Professional
Certificate: Standard One, Two, or Three
[Permanent] with at least 2,000 hours of
experience in adult ESL/EFL classrooms
or equivalent).

Note: Item (b) may be part of an undergraduate or graduate degree.

Professional Certificate: Standard Two
[Permanent]

The Professional Certificate: Standard Two [Permanent] is intended to recognize ESL/EFL educators who have completed an undergraduate degree and a Standard Two TESL Canada recognized teacher training program. Applicants must also have completed 1,500 hours of adult ESL classroom teaching experience. (1000 hours minimum in the adult ESL/EFL classroom; the balance may be in adult ESL/EFL program administration or adult ESL/EFL teacher training).

Eligibility

The Professional Certificate: Standard Two [Permanent] may be granted upon presentation of certified evidence of:

a) completion of an undergraduate degree at an accredited post-secondary institution, and

b) completion of a TESL Canada Recognized TESL Training Program which includes:

i. a minimum of 250 hours of theory and methodology
and

iii. a supervised practicum of a minimum of 20 hours
(10 hours of observation and

10 hours of teaching under the supervision of
an instructor certified at a

minimum of TESL Canada Professional
Certificate: Standard One, Two, or Three

[Permanent] with at least 2,000 hours of adult
ESL/EFL classroom experience or

equivalent.), and
b) completion of 1,500 hours of teaching experience in an adult ESL/EFL
classroom (1000 hours

minimum in the adult ESL/EFL classroom; the balance may be in adult
ESL/EFL program

administration or adult ESL/EFL teacher training), and

c) Positive Performance Reviews.

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Note: Item (b) may be part of an undergraduate or graduate degree.

Professional Certificate: Standard Three
[Interim]

The Professional Certificate: Standard Three [Interim] is intended to recognize ESL/EFL educators who have completed a TESL Canada Recognized Standard Three Master's degree in Applied Linguistics or TESOL, and a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum.

Eligibility

The Professional Certificate: Standard Three [Interim] may be granted upon presentation of certified evidence of:

- a) completion of a Master's degree in Applied Linguistics or TESOL at a TESL Canada recognized, accredited post-secondary institution, including the
- b) completion of a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum (10 hours of teaching under the supervision of an instructor certified at a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three [Permanent] with at least 2,000 hours of adult ESL/EFL classroom experience or equivalent.)

Professional Certificate: Standard Three
[Permanent]

The Professional Certificate: Standard Three [Permanent] is intended to recognize ESL/EFL educators who have completed a TESL Canada Recognized Standard Three Master's degree in Applied Linguistics or TESOL, a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum, and 2,000 hours of teaching experience (1,000 hours minimum in an adult ESL/EFL classroom; the balance may be in adult ESL/EFL program administration or adult ESL/EFL teacher training).

Eligibility

The Professional Certificate: Standard Three [Permanent] may be granted upon presentation of certified evidence of:

- a) completion of a Master's degree in Applied Linguistics or TESOL at an accredited TESL Canada recognized post-secondary institution, including the

- b) completion of a minimum of 20 hours in a supervised adult ESL/EFL classroom practicum (10 hours of teaching under the supervision of an instructor certified at a minimum of TESL Canada Professional Certificate: Standard One, Two, or Three [Permanent] with at least 2,000 hours of adult ESL/EFL classroom experience or equivalent.) and
- c) completion of 2,000 hours of teaching experience (1,000 hours minimum in an adult ESL/EFL classroom; the balance may be in adult ESL/EFL program administration or adult ESL/EFL teacher training).
- d) Positive Performance Reviews

OR

The Professional Certificate: Standard Three [Permanent] is intended to recognize ESL/EFL educators who have completed the requirements of Professional Standard One or Two, a Master's degree in a field related to TESOL, plus 2,000 hours of teaching experience (1,000 hours minimum in the adult ESL/EFL classroom; the balance may be in adult ESL/EFL program administration or adult ESL/EFL teacher training).

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Eligibility

The Professional Certificate: Standard Three [Permanent] may be granted upon presentation of certified evidence of:

- a) the requirements of Professional Standard One or Two,
- b) completion of a Master's degree in a related field at an accredited post-secondary institution,
- c) completion of 2,000 hours of teaching experience (1,000 hours minimum in the adult ESL/EFL classroom; the balance may be in adult ESL/EFL program administration or adult ESL/EFL teacher training), and
- d) Positive Performance Reviews.

For a complete description of the criteria for TESL Canada Recognized Teacher Training Programs, please Check our website at www.tesl.ca
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