

Chapter 1

Language Learning Contexts in Canada

- The Canadian Context
- The Community
- The Individual Learner
- The Classrooms
- The Teachers
- Categories of Students

Questions for Reflection

1. What types of communication skills do adult English language learners require to live comfortably in Canada or study at Canadian English-speaking post-secondary institutions?
2. What external factors do you think have the greatest impact on language learners' success or failure?
3. What do you think is the primary focus of newcomer English language programs—community building or language training?
4. What are the constraints and benefits of government-sponsored language learning programs as opposed to private institutions?
5. What can a college or university English for Academic Purposes (EAP) program offer students besides teaching them English skills?

We would like to welcome you to the exciting field of English language teaching in Canada. Not only do you, together with your students, meet individuals from all over the world and from different walks of life, but you also learn a great deal about other cultural practices, traditions, and rituals. Your perspective on life is deepened as you listen to one another's stories, marvel at the variety of experiences, and share in each other's celebrations. You will oscillate between being the English language consultant and cultural informant—two responsibilities that are paramount to your students' success. Your life is about to change as you travel the world without leaving the classroom!

What makes teaching English as a second language (ESL) in Canada different from teaching ESL in other parts of the world? Are there differences between language programs across the country? What are the challenges? What are the rewards? We know that Canada has one of the largest multicultural populations in the world and that immigrant services and ESL programs play a huge role in welcoming newcomers and helping them adapt to a new society.

THE CANADIAN CONTEXT

Bilingualism and **multiculturalism** are fundamental characteristics of Canadian society. The Canadian Multiculturalism Act adopted by Parliament in 1988 specifies the right of all

to identify with the cultural heritage of their choice, and promotes “full and equitable participation . . . in all aspects of Canadian society.” A policy of multiculturalism is intended to preserve cultures and languages, reduce discrimination, and enhance cultural awareness and understanding.

Bilingualism and Multilingualism

Official bilingualism in Canada means the federal government conducts its business in both official languages—English and French—and guarantees speakers of either official language access to federal services in their preferred language. In addition to English–French–speaking bilinguals, a large number of Canadians speak other languages as their mother tongue (such as Chinese, Italian, German, Punjabi, and Spanish), contributing to the total of 35 percent of Canadians who speak more than one language. As a result, bilingualism has become too narrow a term and thus the word **multilingualism** more accurately portrays the Canadian context. Historically, multilingualism was the result of involuntary migration (such as slave trade, indentured labour, and exile) and voluntary migration (such as immigration and travel). It was also produced by conquest and colonialism. Today, people in many countries, including Canada, learn foreign or second languages at school in required or elective courses. Others have the opportunity to learn multiple languages due to their upbringing in a multilingual family and social context. Yet others acquire multiple languages when they cross borders for career, education, or social purposes.

Multiculturalism

Multiculturalism has become a defining feature of Canada. The historical connections with Europe, the geographic proximity to the United States, and Canada’s widespread popularity as a safe haven and land of opportunity for Asian, European, South American, and African immigrants, refugees, and international students contribute to the country’s cultural mosaic. The opening lines from a section explaining Canadian culture and ethnic diversity in the *Encyclopedia of Canada’s Peoples* state that “The relationship between ethnicity and Canadian culture is pervasive. In a number of ways, the evolution of Canadian culture has been away from a centred, unitary vision, and ethnic diversity has contributed in important ways to this centrifugal pattern.”¹ These lines accurately describe the characteristics of Canadian multiculturalism. Multiculturalism can be interpreted in the following ways:

- descriptively (as a sociological fact). It refers to the presence and persistence of diverse racial and ethnic minorities who define themselves as different and who wish to remain so.
- prescriptively (as ideology). It consists of a relatively coherent set of ideas and ideals pertaining to the celebration of Canada’s cultural diversity.
- politically (as policy). It is structured around the management of diversity through formal initiatives in the federal, provincial, and municipal domains.
- as a set of intergroup dynamics (as process). It is the process by which racial and ethnic minorities compete to obtain support from central authorities for the achievement of certain goals and aspirations.

1 Multicultural Canada is a project led by Lynn Copeland of Simon Fraser University. The quote is from “The Encyclopedia of Canada’s Peoples: Canadian Culture and Ethnic Diversity,” *Multicultural Canada*, accessed 21 July 2011, <http://multiculturalcanada.ca/Encyclopedia/A-Z/c2>.

Canadian multiculturalism is a unique phenomenon. Canada is home to a large number of bilingual and multilingual people from hundreds of countries and regions. An interesting timeline of the development of immigrant policies and history of ESL programming in Canada can be found in appendix A.

Although most Canadians take pride in living in a multicultural society, multiculturalism may present a challenge for teachers and students in the classroom. Some preferences and expectations may need to be adjusted to accommodate students from a variety of backgrounds. For example, some students may not feel comfortable working with others from a particular region, or with students of the opposite sex. The teacher will need to decide when to encourage integration, when to allow student preferences to dictate classroom dynamics, and when to turn cultural differences or conflicts into learning opportunities.

Regardless of any differences they may have, a class full of students who are each from a different country or culture will quickly realize that they need to speak English in order to communicate with each other. A multicultural classroom (assuming it is also multilingual) has an advantage over a classroom in which most students originate from the same region and speak the same first language. In such monocultural settings, students may feel more comfortable speaking their first language in class, and thus get less practice speaking English and progress more slowly than their counterparts in multicultural classrooms.

THE COMMUNITY

Immigrants and refugees of all ages in Canada continue to be instrumental in building a dynamic society. Indeed, Canada depends on a constant flow of immigrants to boost the domestic economy. Immigrants sustain a workforce that is faced with a rapidly aging population, a shrinking birth rate, and shortage of skills. In recent years, however, most immigrants have come from countries where the language of communication is neither English nor French, which puts demands on federal and provincial governments, as well as public and private educational institutions to provide language and intercultural training programs. In addition, we see a growing number of international students coming to Canada each year from non-English-speaking countries. In the past, a large portion of international students entered graduate programs as mature students, and they came with high TOEFL or IELTS scores.² In recent years, however, the average age of international students has been decreasing. They have graduated from high school in their native countries and hope to study in undergraduate programs. As a result, many of them need ESL instruction before entering a diploma or degree program. Other adult English language learners include Canadian-born individuals who do not speak English as their first language. However, foreign-born students account for the majority of English language learners in public and private institutions across Canada.

Descriptors of the Immigrant Population

Origins

Canada, and in particular urban Canada, is home to large numbers of immigrants. Statistics from the 2006 census indicate that one in five Canadians, close to 20 percent of the population, were born outside Canada. Although immigrants come to Canada from more

² These are high-stakes, standardized English tests for non-native-speakers of English who wish to study at an English-speaking university. These tests, together with others, will be introduced in chapter 10.

than 200 countries around the world, more than half of Canadian immigrants were born in Asian countries. The People's Republic of China is presently the leading source country of newcomers to Canada.

According to the 2006 census, 37.8 percent of all newcomers were from the following countries:

- China (14 percent)
- India (11.6 percent)
- the Philippines (7 percent)
- Pakistan (5.2 percent)

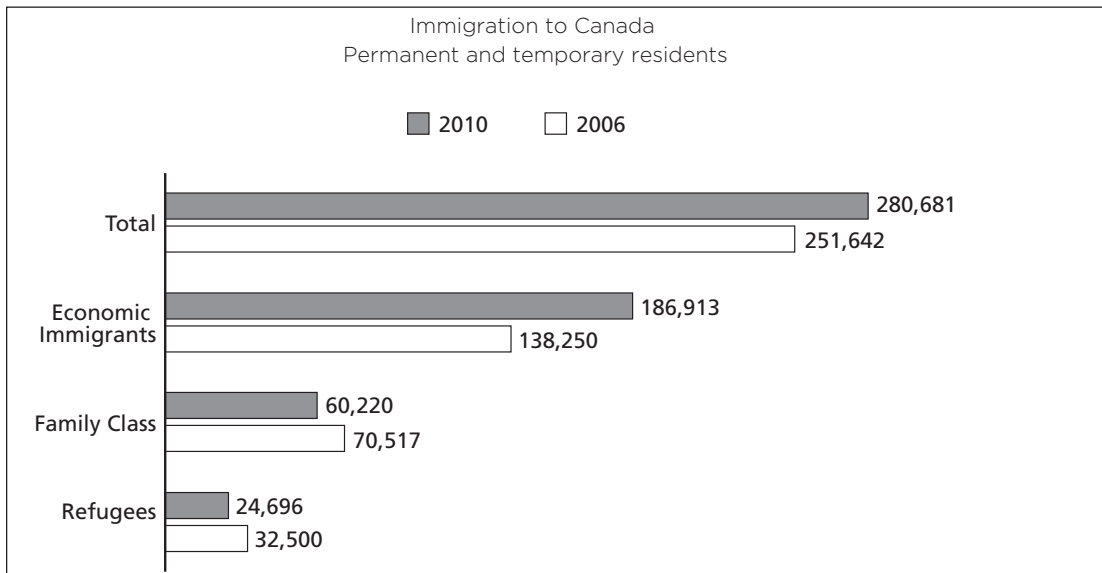
European-born immigrants make up the second-largest group. Increasingly, European-born immigrants are from Eastern Europe including Romania and the Russian Federation. Immigrants from Central and South America and the Caribbean constitute the third-largest group of recent immigrants, and there has been a slight increase in newcomers from Africa. While the numbers vary from year to year, approximately 245,000 to 265,000 immigrants relocate to Canada every year. Recent projections state that by 2031 between 25 and 28 percent of the population could be foreign born and about 55 percent of this population would be born in Asia. This population is also expected to grow four times faster than those who are Canadian born over the next 20 years. The vast majority of the foreign-born population would live in Canada's three largest cities: Toronto, Vancouver, and Montreal, which are considered to be hubs of diversity. More than three-quarters of the Canadian population will have a mother tongue that is neither French nor English. As a result of high immigration levels from countries around the globe, Canada receives—and will continue to receive—a significant number of individuals who require English language instruction to succeed in Canadian society.

Classifications

Individuals apply to immigrate to Canada under certain government immigrant classifications. About 60 percent of immigrants are classified as *economic immigrants*. This group includes skilled workers and live-in caregivers, as well as those sponsored under provincial nominee programs. The other 40 percent are *family-class immigrants*, *convention refugees*, and *refugee claimants*. Spouses, partners, dependants, parents, and grandparents may be admitted under the family-class classification in order to be reunited with their families. Canada also accepts refugees through the in-Canada refugee protection system and the re-settlement of refugees selected internationally. Recently there has been a move by the government to process immigration applications with a view to meeting the demands of the Canadian labour market. A new classification, the *Canadian experience class*, will enable certain temporary foreign workers and international students with Canadian degrees and Canadian work experience to apply for permanent residency from within Canada.

Languages

A majority (70.2 percent) of the foreign-born population in 2006 reported a mother tongue other than English or French. About one in five (18.6 percent) spoke one or more dialects of Chinese (e.g., Mandarin, Cantonese), followed by Italian, Punjabi, Spanish, German, Tagalog, and Arabic. Bilingualism and multilingualism are now viewed as attributes in educational circles, thereby informing instructional approaches, such as the use of the first



Source: Citizenship and Immigration Canada RDM, Facts and Figures 2010.

language for literacy instruction in schools, and policy, such as the wide availability of heritage-language programs.

Ages and Educational Levels

While more immigrants are below the age of 20 than above the age of 40, the highest percentage is between the ages of 30 and 39. Seventy percent of all immigrants in Canada are adults. Many immigrants (56 percent) hold university degrees; however, not all are so advantaged.

Some may be pre-literate with little or no schooling in their first language, some may not be familiar with the Roman alphabet, some may have learning disabilities, and some may be literate in their first language to various degrees. Students generally range in age from 17 to 80, and in educational background from no formal schooling to Ph.Ds. Additionally, some of these students are already highly educated and skilled professionals.

International English Language Learners

Each year, more than 130,000 students enter Canada to learn in an English-speaking environment. Some come to study in post-graduate programs while others wish to improve their English so they can be accepted into English-language post-secondary institutions. Still others simply want the experience of living abroad. International students studying ESL can be broken down into two broad groups: those studying at private language schools and those studying at colleges and universities. International language learners who study at private language schools may be aiming to improve their English-language skills in the areas of reading, writing, speaking, listening, pronunciation, and grammar; they may be preparing for **standardized tests**, such as TOEFL or IELTS; or they may be visiting Canada temporarily and looking for a less formal language learning experience, such as a study tour, in which students take English classes for part of the day and then go on group excursions. Many private language schools have created academic programs and partnered with colleges and universities so that students who graduate automatically meet the institutions' English requirements.

International students studying in **EAP** programs at colleges and universities have completed their secondary education and may very well be attending academic programs at the post-secondary level in their native countries. As a result, these students will have a reasonably advanced level of literacy in their first language and at the minimum, a basic knowledge of the English language, depending on the years they spent studying English in their native school system. They usually intend to continue their studies at an English-speaking institution. Graduation from these programs usually means that students are considered to have met the minimum English language standards of a particular program, faculty, or school.

Francophone Canadians

Not all English language learners come from abroad. There is a significant francophone population in Canada, and some adult French speakers may choose to learn English for the same reasons that immigrants and international students learn English: to integrate into a community, to gain employment, or to attend an English-language university. Francophone Canadians can enrol in many of the same programs as other ESL learners, provided that the programs are not specifically intended for immigrants. There are also some programs specifically designed to teach English to Canadians. The Council of Ministers of Education, Canada administers the Explore program, which is open to citizens and permanent residents only. The Explore program allows students to study English in an immersion environment at participating Canadian colleges and universities for five weeks, and incorporates workshops and activities to provide students with a full cultural experience.

A wide spectrum of adult English language learners exists in Canada. Most individuals recognize that learning to communicate in English will open doors for them. However, they are often faced with barriers to participation, including money, time, childcare, and transportation as well as a lack of awareness of appropriate programs. International students may suffer from loneliness and a lack of community. The issues of the individual learner and the various programs available to them will be addressed in the next two sections.

THE INDIVIDUAL LEARNER

Adult learners need to communicate effectively in English not only to obtain viable employment, but also to move between jobs and workplaces and learn new skills in training situations. But more than job placement and advancement, knowing the English language also enables newcomers to participate in community activities, build relationships, and make social connections with neighbours, shopkeepers, teachers, and other professionals in their communities.

Adult learners can face many barriers and learning challenges when acquiring a new language. Some learners have come from war-torn countries and arrive in Canada as refugees; as a result, lack of English language proficiency, poverty, interrupted years of formal education, responsibility for family dependants, and the stress resulting from being uprooted can impact the ability of these individuals to acculturate to life in a new society and culture. Some learners may be apprehensive about the future or have unrealistic expectations, which can result in feelings of isolation and depression. They may also have difficulties concentrating or taking risks. Older learners are often dealing with health problems, dependency issues, and poor memory ability combined with fears of being too old to learn. Structural challenges include financial problems, inflexible work schedules, or difficulties balancing

family, work, and academic responsibilities, which can prevent newcomers from participating fully in language classes.

The consequences of the many challenges that adult English language learners face can impact programs and institutional policies. For example, attendance rates may be low in certain programs or highly skilled, professional immigrants may put unrealistic demands on their teachers as they hurry to acquire the English language skills required to pass accreditation and licensing exams.

Family support is often cited as a critical factor in promoting learner success, particularly with regard to the immigrant population. On the other hand, through academic and personal experiences, international English language learners, many of whom live in Canada without the presence of family members, have incentive to improve their language skills not only to cope with their EAP courses or regular academic subjects, but also to enhance their ability to socialize and participate in activities effectively with learners from other countries and native-English-speaking Canadians. Fortunately, there are services available within communities and college or university settings with professional personnel available to help struggling learners work through any of the many challenges that can impede language acquisition.

The following scenarios introduce you to the kinds of situations common to adult English language learners. Reflecting on these scenarios will give you more confidence in providing your students with guidance to help them improve their English skills and acculturate to Canadian society given the constraints that their types of life situations produce.

Scenario A

Anya is a 41-year-old woman from Vladivostok, Russia. She is a well-educated individual with a college degree in management. She worked in human resources in Russia. She and her 10-year-old daughter joined her husband under family-class sponsorship—her husband had a research job at a university. They live in a small basement apartment and now that her husband's contract is over they have little income. Anya is determined to learn fluent English to get a professional job, but time is running out.

QUESTIONS

1. What kind of classes would you recommend for Anya? Why?
2. Other than attending classes, what can Anya do to achieve the language proficiency required for work in her field?

Scenario B

Chin-Hwa is a 19-year-old EAP student from Korea. He is quiet and thoughtful. He works very hard because his parents want to send him to a university business program in Canada. However, he isn't making as much progress as he or his parents, and teacher, hoped he would achieve after six months of study. His speaking skills are particularly weak. He doesn't talk much in class and has few friends to socialize with except for two female students from Korea; they are in his class, but are soon to be promoted to a higher level. He stays with a host family, but finds it difficult to communicate with them, preferring to spend time in his room playing computer games. He misses home, particularly Korean food, and worries about disappointing his parents due to his lack of achievement.

QUESTIONS

1. What might be the reasons for Chin-Hwa's lack of progress in English?
2. What suggestions would you give him to improve his situation?

Scenario C

David is a Karen refugee from Burma. He is 32 years old. He lived in a Thai refugee camp for 20 years. While in Thailand, he married and had a son and a daughter. At the refugee camp he studied English and Karen. He recently came to Canada as a refugee with his nine-year-old daughter, sponsored by a group of churches. He has a good support system (e.g., healthcare assistance) in the town where he lives. He works as a cleaner when he can. He is presently receiving government assistance.

QUESTIONS

1. What challenges do you foresee David will have as he adjusts to his life in Canada?
2. How will his current status affect his daughter's academic and social development?

THE CLASSROOMS

Various ESL programs provide immigrants, refugees, and international students the opportunity to learn English while becoming acquainted with Canadian values, customs, social behaviours, and expectations. Adult-education programs, especially those focusing on English language training, function as a critical stabilizer as they provide not only language instruction to newcomers, but also links to community services, mentoring and counseling, job training and placement, and citizenship education.

Federal and provincial governments provide funding for language training programs and referrals to community resources and counselling services. The services and programs vary widely from province to province. For example, there is government funding designed to attract newcomers in the Yukon, while other government initiatives involve partnerships between the federal and provincial governments as seen in organizations such as the Multicultural Association of the Greater Moncton Area (MAGMA) and the Immigrant Services Society of British Columbia.

As a result, a variety of programs provide opportunities for people to learn English and become acquainted with Canadian culture. Web links for these ESL programs can be found in appendix B. While immigrant students can access government-sponsored English language courses free of charge or by paying a nominal fee, international visa students pay tuition fees. Government programs are located within community organizations, school boards, employment centres, private institutions, colleges, and universities. Some programs have continuous intake while others have set start and end dates for courses. Continuous intake poses some challenges for instructors with regard to covering curriculum expectations and maintaining a healthy flow of class material and activities. Classroom numbers vary, depending on the number of students enrolled at any one time. Locations for classes can range from church basements and community centres to fully equipped classrooms with desks and multimedia. As a result, the number of students in a class is often constrained by the availability of physical space within the institution or facility.

Canadian Language Benchmarks

The Canadian Language Benchmarks (CLB) are a set of language performance standards with levels ranging from 1 (literacy/beginner) to 12 (post-graduate university-educated native speaker of English). Since its conception in 1996 and completion in 2000³, there have been many benefits to providing a national measure of language proficiency.

³ A revision of *The Canadian Language Benchmarks 2000* is underway, and is expected to be completed in late 2012.

These include the ability of teachers to articulate the continuum of language competency and a common language to discuss and assess language proficiency and learning. The benchmarks also allow learners to move smoothly between ESL programs within and across various regions in Canada.

Each benchmark describes a set of communicative competencies and performance requirements that inform teachers of their students' linguistic, textual, functional, and socio-cultural abilities. These benchmarks can be used by colleges and universities to set out guidelines on students' expected language proficiency, and can also be used to establish a minimum language level for candidates for employment. Permanent residents, individuals who have been approved as permanent residents, citizens, and refugee claimants are eligible to take an English language **proficiency test** referred to as the Canadian Language Benchmarks Placement Test (**CLBPT**), which is a standardized **assessment tool**, for the purpose of placement, at many language centres. CLB are discussed in more detail in chapter 10.

The following is a sample of the types of English language programs offered in Canada.

Language Instruction for Newcomers to Canada (LINC)

The government of Canada, in co-operation with local school boards, community colleges, and immigrant and community organizations, offers free English (**LINC**) and French (**CLIC**) language training to immigrants, convention refugees, and adult permanent residents across Canada. The intention of the LINC program is to not only help newcomers develop language skills, but also foster their social, cultural, and economic integration into Canadian society. In British Columbia, the same program is referred to as English Language Services for Adults (**ELSA**). In Manitoba, language services for newcomers are delivered under the Manitoba Immigrant Integration Program (**MIIP**).

CLB provide a basis for LINC curricula, as well as program development and revision. These curricula are designed to assist ESL teachers in program planning by suggesting ideas and activities for classroom lessons that are consistent with CLB 2000. The lessons are task-based and learner-centred. They meet the objective of the LINC program, which is to provide language instruction that facilitates social, cultural, and economic integration into Canada. Examples of topics covered in the elementary/intermediate levels (LINC 1–5) are finance and banking, health and safety, relationships, and Canadian culture and society. The more advanced levels (LINC 5–7) cover job- and career-related topics such as business writing, looking for a job, interacting with others, and meetings.⁴

Enhanced Language Training (ELT)

Enhanced Language Training (**ELT**) programs, which started in 2003–2004, provide job-specific, advanced-level English language training to permanent residents, individuals who have been approved as permanent residents, and convention refugees. The goal of ELT is to offer labour market-level language instruction to help newcomers communicate effectively in a work-related setting, and find and keep jobs that match their skills and qualifications. ELT programs are particularly useful for internationally trained and experienced professionals such as accountants, pharmacists, nurses, and engineers. Many ELT programs have bridge-to-work components, including mentorship, cultural orientation to the workplace, work placements, internships, and other employment help.

⁴ For an extensive look at adult ESL and LINC standards, instruction, and quality practices, see “Best Practices for Adult ESL and LINC Programming in Alberta”—a document put together by the Alberta Teachers of English as a Second Language Association (ATESL) in 2009 and available online at http://www.atesl.ca/cmsms/uploads/pdfs/ATESL_Best_Practices.pdf.

Citizenship and Immigration Canada (CIC) works closely with its partners, or service providers, to support ELT programs. Service providers include provinces, employers, educational institutions, and organizations that help newcomers. The programs are offered in all provinces and territories in Canada except Quebec. Many ELT and LINC programs provide childcare services and transportation allowances.

Occupation-Specific Language Training (OSLT)

Occupation-specific language programs are designed for intermediate to advanced ESL learners who have specific job-related, academic, and settlement needs. Classes include instruction in job-specific communication in such fields as business, health sciences, and technology, as well as workplace culture training. OSLT is also suitable for people who are looking for work or for those who would like to advance in their current position. Community colleges, school boards, and career services across Canada deliver free OSLT to permanent residents and convention refugees who have CLB English levels between 6 and 8. Examples of such programs include English for Business and Customer Relations, English for Healthcare Aides, and the Accounting Assistant ESL Program. Funding for OSLT is also through CIC.

ESL Tutoring Programs

Community non-profit agencies, libraries, and settlement organizations also offer ESL learners one-on-one tutoring or small group classes taught by paid staff or volunteers. For example, ACCES Employment in Toronto offers a “Talk English Café” where newcomers can practise informal English conversation facilitated by a volunteer ESL instructor. Volunteer tutors also provide English language support to adult immigrants and refugees in various communities through the English as a Second Language Settlement Assistance Program in British Columbia. Other provinces also offer a variety of tutoring programs.

Citizenship Preparation Programs

Citizenship preparation programs are for individuals who have been permanent residents for at least three years and who are ready to take their Canadian Citizenship test. The test focuses on an applicant’s knowledge of Canada and his or her English language abilities, such as understanding and using basic statements and answering questions. Students learn about the rights and responsibilities of Canadian citizens as well as Canada’s history, geography, and government system. Individual programs may be sponsored by the federal or provincial government, local multicultural agencies, libraries, or school boards and delivered at settlement services, intercultural associations, and other community organizations working with newcomers to Canada. Applicants can access a guide entitled *Discover Canada: The Rights and Responsibilities of Citizenship* (2010). A citizenship test preparation binder is available at libraries across the country.

Private Language Programs

Many ESL programs are offered through private institutions—these are for-profit schools that are not government funded. Students at these schools select their program of study based on their personal or future academic goals, often choosing from instruction in speaking, listening, reading, and writing at the literacy, beginner, intermediate, and advanced levels. They may also select courses that focus specifically on pronunciation or conversation skills. In addition, many schools offer preparation courses for standardized tests, such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

English for Academic Purposes (EAP) Programs

EAP classes are generally offered by colleges and universities. The goal of these courses is to prepare students to study at an English-language college or university, and students may be placed in an EAP program if their English language skills need improvement before the student can be admitted into a mainstream post-secondary program. Students in EAP programs will study and practise all language skills, although emphasis is most often placed on reading and writing skills, critical thinking, and presentation skills, which are deemed crucial in post-secondary academic settings; additionally, research and citation skills are often prioritized in EAP programs. Classes may also include specific test practice and preparation for the TOEFL or the IELTS, as well as English for specific purposes (ESP) programs.

Study Tours

Often, international students will visit Canada for a few weeks or a few months in order to improve their English while they explore parts of the country. Various institutions may offer students this linguistic-cultural experience that often combines language instruction with a practical focus and day trips or weekend excursions that allow students to put their new language skills to use and explore their surroundings in an interesting and enjoyable way.

THE TEACHERS

TESL Certification Programs in Canada

Proper professional training and personal experience in learning additional languages are highly valued in the TESL field. In terms of requirements for employment, however, colleges, universities, and language schools require ESL teachers in Canada to have a teaching certificate in **TESL/TESOL** or a master's degree in TESL or Applied Linguistics. Many teachers are native speakers of English, while others are fluent speakers of English but speak other languages as their mother tongue. For teaching at government-funded programs such as LINC, a TESL certificate and an undergraduate university degree is, in general, required. A certificate from a TESL Canada-recognized program and a university degree are also required to teach in most private language schools in Canada as well as internationally.

There are multiple options available to individuals who wish to obtain a teaching certificate or diploma; this can be done through a range of TESL programs offered by numerous institutions, including universities, colleges, school boards, private schools, and non-profit educational organizations. In addition, each of the large ESL teachers' associations maintains a list of the TESL programs that can be applied toward their requirements for certification or accreditation.

In Canada there are four professional ESL teachers' associations that certify or accredit teachers of adult students.

- **TESL Canada** is the national ESL teachers' association that certifies ESL teachers of adult English language learners across Canada.
- **ATESL** accredits ESL teachers in Alberta.
- **TESL Saskatchewan** accredits ESL teachers in Saskatchewan.
- **TESL Ontario** accredits ESL teachers of adult English language learners in Ontario.

Institutions across the country can require their teachers to hold whichever certifications or accreditations are deemed appropriate. In Ontario, for example, accreditation

from TESL Ontario is required if you want to apply for ESL teaching positions in certain government-sponsored classes for adult immigrants, notably LINC programs. Languages Canada, on the other hand, requests that teachers in approved programs hold a TESL Canada Standard One certification or the equivalent. In many provinces, TESL Canada certification is the standard for government-sponsored courses, including LINC/ELSA. Graduates of TESL programs recognized by the provincial teachers' associations mentioned above or by TESL Canada (Standard One, Two, or Three) can also find jobs in college and university ESL/EAP programs, private language schools, continuing education centres, community centres, and school boards. Some teachers may even start their own home tutoring business.

The following chart outlines the eligibility for permanent certification at TESL Canada's three standards. Refer to TESL Canada's website for more specific information on the eligibility requirements outlined here.

	Standard One	Standard Two	Standard Three*
Education Attained	Undergraduate degree	Undergraduate degree	Master's degree in Applied Linguistics or TESOL
Theory and Methodology Hours	100+	250+	N/A
Practicum Hours	20+	20+	20+
Teaching Hours	1000	1500	2000
Positive Performance Review	Required	Required	Required

*Alternatively, teachers who have completed the requirements of either a Standard One or Standard Two may earn their Standard Three by completing a Master's degree in a field related to TESOL and 2000 teaching hours.

This next chart outlines the requirements to become a permanent accredited teacher with the three provincial teachers' associations. Consult the relevant association for a more detailed explanation of eligibility requirements and the accreditation process.

	ATESL	TESL Saskatchewan	TESL Ontario
Education Attained	Undergraduate degree	Undergraduate degree	Undergraduate degree
Theory and Methodology Hours	250+ hours post-graduate or upper-level graduate coursework in second-language teaching	240 hours post-secondary TESL studies or equivalent	250+ hours of TESL theory and methodology training
Practicum Hours	N/A	N/A	50+
Teaching Hours	250+	1000+	N/A
Other	Individual consideration is made in some cases in which applicants do not meet the above criteria. This consideration is usually made for those with foreign training in second-language teaching.		Proof of English language proficiency is required.

Graduate Programs in TESL

A Master of Arts (M.A.) or Master of Education (M.Ed.) in TESL, TESOL, or Applied Linguistics is typically a requirement for teaching ESL and for teacher training in colleges and

universities. A number of universities in Canada offer master's degrees in these areas. These programs aim at preparing graduates to teach and research in the areas of ESL, EAP, TESOL, TEFL, and TESL. They offer training in linguistics, learning theory, curriculum development, and teaching methodology.

Professional Development Opportunities

In addition to the above formal teacher training programs, pre-service and in-service teachers may also benefit from short programs, workshops, seminars, demonstrations, presentations, and speaker series offered by universities, colleges, and local TESL affiliates. For example, the TESL Canada conference held at different Canadian cities every 18 months is a well-attended forum for networking and accessing recent developments in the field. A list of provincial teachers' associations in Canada can be found in appendix C.

Volunteering and Tutoring

For prospective ESL teachers, volunteer teaching is a good way to gain experience. Firsthand experience is particularly important because of the complexities in learners' proficiency levels, age differences, cultural backgrounds, and family situations, as well as the different expectations of various programs. Volunteering under the supervision of a certified teacher helps to develop good work habits and classroom skills. Volunteer experience can also be valuable when applying for an ESL teaching position.

Some people may think that tutoring is not professional because it is less structured than classroom teaching; however, tutoring has many benefits. It offers an opportunity for ESL teachers to work closely with learners and meet their individual needs, and therefore gain invaluable insights in understanding the learner and the profession. It is a good supplement to classroom teaching. Tutoring can be one-on-one or in small groups. It is useful for tutors to keep a log of student progress.

Scenarios D and E describe how two women, one from Iran and the other from Canada, became LINC and EAP instructors, respectively. Think about how their backgrounds and life experiences can help them to meet the challenges they face in the classroom. It is important for ESL teaching professionals not only to develop pedagogical knowledge and skills, but also to be aware of the kinds of social and political issues that have surfaced with regard to government policies, initiatives, and programs. These issues range from the kinds of constraints imposed on ESL, LINC, and EAP instructors to conceptualizations of learners as revealed by policy documents that dictate the kind of assessments and training they receive.

Scenario D

Afareen is from Shiraz, Iran. She studied English in high school in Iran and then in Pennsylvania where she lived for three years while studying computer programming and ESL in a community college. After that, while her husband was finishing his Ph.D., she worked as a reader for visually impaired graduate students at the university for two years, reading journals and books to them. After 12 years in Pennsylvania, she returned to Iran with her husband and son and taught EFL for 10 years in Tehran at the Kish Language Institute (for women), working from 4:00 AM to 5:00 PM every day. While teaching, she obtained her TEFL certificate. She also tutored students to prepare them for the IELTS.

Afareen came to Canada in 2008 with her nine-year-old daughter to join her husband who was working at a university here. When she arrived, she volunteered at an immigrant services

organization for three months and then began teaching part-time for LINC at the literacy level. She purchased *We All Can Read* by James Williams, a book designed for illiterate native English speakers, and using this book, her own flash cards, and realia, and placing emphasis on **phonetics** and simple vocabulary, she created what she calls a “foundation-level program.” Some of her students had never attended school in their native countries, while others had left school at a very early age to go to work and were illiterate or semi-literate in their first language. Her students presently are from El Salvador, Dominican Republic, Bangladesh, Pakistan, and Sri Lanka. Some of the students are foundation-level students, while others are referred to Afareen for help with reading and writing by LINC Level 1, 2, and 3 teachers. These students attend her class two or three times a week, usually for the morning.

While working at LINC, Afareen created an informational class designed to help students who were planning to get their G1 driver’s licence, which is the first level in the process of acquiring a full licence in Ontario. She made several PowerPoint presentations on driving signs and rules (about 340 in total). She presented the lessons on the projector, going through all the vocabulary, using toy cars and pedestrians to demonstrate the rules. This was a major task because some students still didn’t know their left from right. She taught the class for an hour and a half every day, but the attendance was sporadic.

Afareen’s future plans are to teach in Alberta where she is moving as her husband has obtained work at a university there.

QUESTIONS

1. What advantages do you think Afareen has with regard to teaching ESL in Canada, compared to a native-English-speaking, Canadian ESL teacher? What challenges do you think Afareen has?
2. Afareen designed an English class to provide students with information about driving in Canada. What other kinds of life skills would you include in a foundation-level program?

Scenario E

Angela, who is 30 years old, was born and raised in Canada. She graduated from university with a degree in English and after graduation decided to work and travel in Australia for a year. On her way back to Canada, she took a backpacking trip through Asia, visiting Malaysia, Singapore, Thailand, Vietnam, Cambodia, Laos, and Japan. She was particularly interested in Vietnam because her mother used to teach English to Vietnamese refugees who had arrived in Canada during the late 1970s and early 1980s. They were referred to as “boat people,” fleeing their country in small, overcrowded ships after the Vietnam War. The majority of them did not speak English or French, nor did they have Canadian relatives.

Angela decided to become an ESL teacher after returning from her years abroad. It just so happened that a university in her city was offering a master’s degree in TESL and she thought this qualification would complement her English degree nicely. To fulfill the requirements of the program, she completed a practicum in the EAP program connected to the faculty. After graduation, she was hired to teach a 12-week spring/summer course for Japanese teachers of English who were studying English in Canada to improve their conversation and writing skills, and visiting some tourist sites around the country.

Angela is currently teaching integrated skills to a class of students composed primarily of men

from Saudi Arabia and women from China. She also volunteers at the university's international centre where English conversation classes are held once a week for graduate students. She loves meeting English language learners from all over the world, but confesses that addressing different learning styles, dealing with a variety of cross-cultural behaviours, and finding commonality among students from such diverse linguistic and cultural backgrounds are her biggest challenges. Someday, she hopes to conduct research in the area of second language writing and feedback processes.

QUESTIONS

1. How do you think Angela's travel experiences and exposure to different cultures affect her teaching in an EAP program?
2. Compare the experiences Angela's mother would have had teaching in community-based programs to Angela's experiences teaching in an EAP program for international students at university.

CATEGORIES OF STUDENTS

Immigrants and Refugees: Language Learning and Addressing Needs

Although a comprehensive analysis of the newcomer experience is beyond the scope of this book, it is important for teachers of adult ESL classes to be aware of the hurdles and challenges that immigrants and refugees face when they settle, attend educational institutions, find jobs, and acculturate to Canadian society. According to extensive research involving focus groups with newcomers and face-to-face and telephone interviews with front-line workers and key stakeholders documented in a 2006 report entitled *Unsettled: Legal and Policy Barriers for Newcomers to Canada*, newcomers experience a host of challenges pertaining to the settlement process. In the introduction, the report makes reference to an excerpt from a report by the RBC Financial Group called *The Diversity Advantage*, which states that “on average, immigrants arrive in this country better educated, in better health, and at similar stages of their careers as those born in the country, but the evidence suggests that during the past two decades, they have been much less successful in achieving success than earlier waves of immigration.”⁵ One of the major concerns immigrants face is the fact that many cannot get recognition for the education, skills, and work experience they had in their native countries; indeed, the frustration involved in finding decent employment seems to dominate the discourse.

When asked to respond to a question about the primary difficulties experienced, newcomers said their top concerns were:

- finding a job in their field
- finding a job
- family separation (as part of the immigration process)
- expressing their views to politicians and decision makers

⁵ Settlement problems are now being acknowledged as a Canadian societal problem as opposed to an “immigrant problem.” The quote taken from *The Diversity Advantage*, a report by the RBC Financial Group, proves the point. As a result, many immigrants are moving to other countries or working at jobs that fall beneath their qualifications and expertise.

- not knowing how or where to get help for various problems
- not having enough money to meet basic needs.

According to a 2004 evaluation of the LINC program by Citizenship and Immigration Canada, the LINC curriculum, content, and teaching were considered to be high quality. Newcomers not only learn language skills, but they go on field trips, listen to guest speakers, and engage in community activities. However, despite the wide range of English language, upgrading, and job-training programs designed for newcomers, it was felt that the content of these initiatives was not fully meeting the newcomers' needs. The evaluation revealed that there was a perceived need for language training at higher levels to help newcomers learn occupation-specific terms and gain employment. In addition, class sizes can be large and students may not receive enough individual attention and practice in listening and speaking. And finally, it was suggested that the efficiency of program delivery could be improved by, for example, establishing a national language training institution that would have an office in every region of the country. Some ESL programs were felt to be too easy, not focused enough on the target language used in a workplace setting, and, for those who already had a high level of language proficiency, not weighty enough to lead to meaningful, lucrative jobs.

Since the CLB document was completed in 2000, there has been a project to link or bridge the CLB standards with Human Resources and Skills Development Canada's (HRSDC) Essential Skills (ES) standards. The goal of this project is to help ESL teachers incorporate workplace content and ES resources into the curricula. The government-sponsored ES project identified nine skills common to almost all occupations and workplaces: reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use, and continuous learning. By bridging the CLB with HRSDC's ES, professionals working with newcomers to Canada would have a better grasp of what skills are required in order for them to find jobs. What materialized was a 2005 report published by the Centre for Canadian Language Benchmarks (CCLB) known as *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*, which was established to align competencies found in the CLB and ES documents.

Despite its intentions to improve curriculum and better prepare immigrants and refugees for the workplace, the framework has been criticized in a number of areas. For one thing, although one of its goals is to identify the language and skills that newcomers need for finding meaningful work and success, it can be argued that this view is too narrow and limiting. Learners are reduced to individuals in need of marketable skills. Homogenization, competitiveness, and economic outcomes are deemed to be the central aspects of learning. Furthermore, the prior knowledge and skills of newcomers are not sufficiently recognized; people are considered to be deficient, despite the fact that many immigrants, for example, can communicate in two or more languages. In other words, immigrants are seen for their weaknesses rather than for their strengths. Newcomers to Canada come to the ESL classroom with a history. They play multiple roles, not only as workers and professionals, but as parents, spouses, and community members. Some individuals are also survivors of war and poverty. Learners are individuals with distinct and ever-changing identities. Not only is it important for them to learn English, Canadian history, geography, and political and educational systems, but they also need to gain an understanding of Canadian national identity and become informed and critically aware about citizenship-related concepts, such as their rights as workers in non-union jobs or tenant/landlord issues. Curriculum expectations, time pressures, and administrative constraints often prevent ESL instructors from addressing these kinds of critical concerns. Indeed, ESL teachers are influenced by a host of factors that can determine the content

of their lessons and instructional style—how they understand and internalize the curriculum, how they connect with the curriculum in relation to their own beliefs and philosophy, how the teaching context affects their practice, not to mention the kinds and availability of curricula support, resources, and guidelines. Needless to say, government-funded initiatives have their limitations. After interviewing 25 LINC teachers in a mid-size Canadian city, Eve Haque and Ellen Cray outlined various contextual features that were affecting classroom practices.

- ESL teachers may have difficulty assessing students' language proficiency because they have to use standardized CLB, which inhibit the opportunity for independent judgments about learners' progress based on their life situations.
- Instructors are expected to teach the topics, skills, and grammar points laid out in the CLB curriculum guidelines—items that are easy to test. They must also report on learner progress specifically on the basis of the standards outlined in the document.
- Because language-training programs take place in a variety of classroom settings and spaces, some classes become multi-level—and those levels include not only language, but also literacy.
- Continuous intake or sporadic student attendance can result in many problems with regard to, for example, planning and sequencing lessons.
- In some cases, particularly in provinces that follow both a provincial and federal funding model, there are situations where federally funded LINC students are combined with provincially funded ESL students in one class, which means that teachers have to assess learners in different ways and juggle lessons and approaches.
- The kinds of resources available can vary with the location. Some settings are well-equipped and functional; others have huge physical restrictions and limited teacher resources.

International English Language Students: Language Needs, Goals, and Challenges

Most international English language learners come to study in Canada with a pragmatic, task-oriented investment in their language learning. They often have short-term needs and their goals may include developing proficiency in practical, academic, or professional English, preparing for a high-stakes English language test, and familiarizing themselves with Canadian culture. The challenge for teachers is to keep the language instruction relevant to students' needs, proficiency level, and the demands of courses whose intent may be to prepare students for life in Canada, the workplace, or academic study in an English-speaking post-secondary institution.

Many students in EAP programs may feel that speaking skills, including pronunciation, is the area that they need to work on the most. However, instructors may be working with a curriculum that concentrates heavily on reading and writing skills in an effort to focus on the skills required to complete academic assignments and take examinations. Other students may scoff at practising language skills that they perceive to be irrelevant for improving their ability to meet a specific standard on an English language test allowing them entrance into an English-speaking college or university. Providing opportunities for learners to openly express their goals and voice their ideas about English language instruction helps EAP teachers to work together with learners to understand their needs and expectations. With this information, administrators and teachers have the opportunity to co-construct curricula with students based on their input. The result is a true participatory approach to language teaching and learning.

Consider some of the following problems that teachers may encounter.

- International students' lack of participation in social events, clubs, and extracurricular activities at the institution where they are studying English.
- Perceptions of international students (and their parents living overseas) that they are not acquiring English language skills fast enough and that they should be assessed at a higher level than their performance shows.
- Due to linguistic diversity and pronunciation challenges, international students often do not understand what their classmates—also English language learners—are trying to communicate. This can make group work a frustrating experience.
- Apathy among international students who form cliques with others from the same linguistic and cultural background. Some students may prefer to spend their time doing something other than attending their EAP classes.

Whether teachers are constrained by a set curriculum, externally imposed standards, such as the CLB, or physical space, they must creatively find a balance between learner needs, pedagogically sound practices, and curricula expectations. The rest of this book will examine ways in which to find such a balance. All in all, despite the fact that programs can vary with regard to government funding, resources, and space, most of them are well administered, well attended, and highly appreciated by students. There is always room for improvement, but we must also celebrate the fact that we have actually come a long way in improving ESL programming in Canada.

SUMMARY

Adult English language learners have many roles to play in their busy and changing lives. They may be living in Canada as immigrants or refugees learning English for their own survival in a new and very different culture. Or they may be international students hoping to further their academic and professional studies at an institute of higher learning. Adults come to classes with personal histories, responsibilities, accomplishments, and dreams. Whether they are parents, spouses, workers, or professionals, their identities are as varied as their skills; however, they all deserve to attend the best ESL or EAP program possible.

This chapter has provided an overview of the social demographics and critical concerns related to ESL and EAP teaching in Canada. Clearly, despite the challenges, ESL teaching and learning has experienced huge changes over the years resulting in a vibrant and flourishing community of dedicated practitioners.

Issues to Consider

- Family responsibilities—family members need to be taken care of. Grandparents often babysit school-age children, so on board of education professional development (PD) days and holidays, these childminders are not able to attend their ESL classes.
- Contacting sponsors—not enough involvement by the sons and daughters who sponsor their parents to come to Canada and introduce them to language classes. Should the teacher/administrator attempt to contact them?
- Field trips with the children—what's appropriate and what's not? When childminding services are offered in the ESL program, parents are often required to be in the same building as their children. If it is inappropriate for some children to attend a particular field trip, for example, a visit to a police station or penitentiary museum, and the daycare

workers are going on the trip to oversee others, then these parents and their children must stay at home.

- Reaching all immigrants who need English language training—what about those who work long hours in low-skilled occupations and are unable to access government-funded classes?

APPENDICES

Appendix A: Timeline of Immigrant Policies and ESL Programming

1907	BC opens first ESL programs for children.
Early 1920s	Immigration from Asia is banned.
1941	After the bombing of Pearl Harbour, Japanese Canadians, particularly in BC, are sent to internment camps. The men are separated from their families and transported to inland camps where they are forced to work on farms east of the Rockies.
1947	Mackenzie King repeals and apologizes for the 1923 Chinese Immigration Act. Chinese and South Asian Canadians are allowed to vote. Two years later, Japanese Canadians are allowed to vote.
1962 and 1967	Point system for immigrants is established.
1969	Official Languages Act is passed. English and French have preferred status over all other languages.
1971	Trudeau announces that “multiculturalism in a bilingual framework” would be the foundation of his government policy.
1978	Employment and Immigration Canada (EIC) creates the first national language-training program as part of the Canadian Job Strategies Program.
1982	Charter of Rights and Freedoms is put into the Canadian Constitution, outlawing discrimination.
1986	Settlement Language Training Program (SLTP)—originally designed to meet the needs of adult immigrants, primarily women and seniors. Flexible program that has formed partnerships with immigrant organizations, colleges, and school boards.
1988	Canadian government apologizes for the events of 1941. Canadian Multiculturalism Act—promotes equal treatment and equal protection under the law.
1991	Current structure of adult ESL programming begins with the government of Canada’s four-year immigration plan. Set immigrant language training as being a major national priority and policy. Quebec agrees to provide integration services and takes part in the immigrant selection process. Provides both English and French language training. Other provinces do not form any agreements until the federal government forms a special advisory committee that provides guidelines for more consistency in adult ESL programs, professional development and training standards for teachers, assessment tests, limits to class sizes, and national curriculum documents.
1992	Two adult immigrant training programs to implement these recommendations, Labour Market Language Training (LMLT) and Language Instruction to Newcomers to Canada (LINC), begin. LINC program survives; the other does not.

1993	National Working Group on Language Benchmarks (NWGLB) is established to work on the development of standards (benchmarks).
1998	Centre for Canadian Language Benchmarks (CCLB) is created by CIC in partnership with Alberta, Manitoba, British Columbia, Nova Scotia, Saskatchewan, and Ontario.
	BC agrees to take over responsibility for settlement services under a provincial funding structure. LINC programs in BC are known as English Language Services for Adults (ELSA).
	Manitoba agrees to take over responsibility for settlement services.
2000	<i>Canadian Language Benchmarks 2000</i> is published.
2002	Ontario gives \$15 million for bridge training projects to re-license and train newcomers in specific fields: education, health care, machining, millwright and tooling trades, engineering, financial services programming, and welding. (Ontario Ministry of Education, 2002). Work-based programming becomes popular.
2010	CCLB finishes its National Consultation on the CLB 2000 and begins work on revisions to the benchmarks.
2011	Federal government begins cutting funding to LINC and other programs. Social services for women and seniors are dwindling. Work-based programming is still favoured.

Appendix B: Information on Language Programs in Canada

See companion website at www.oupcanada.com/teslcanada for web links.

Note: For province- or territory-specific programs, please consult your province's department or ministry of education.

LINC programs and documents, see the Settlement.org website

http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1003369#clb

Citizenship and Immigration Canada website—Resources and publications

<http://www.cic.gc.ca/english/resources/publications/index.asp>

English language programs for immigrants in Ontario, see the Education section of the Settlement.org website

http://www.settlement.org/sys/faqs_detail.asp?faq_id=4000332

For an example of the different kinds of English courses offered to newcomers in Canada, see the Halifax Immigrant Learning Centre website

<http://www.isisns.ca>

Language schools for international students in Canada, see the Languages Canada website

<http://www.languagescanada.ca>

Appendix C: EAL/ESL Professional Associations and Related Resources

See companion website at www.oupcanada.com/teslcanada for web links.

Canadian Association of Applied Linguistics

<http://www.aclacaal.org>

TESL Canada Federation

<http://www.tesl.ca/Home.htm>

TESL Canada Journal

<http://www.teslcanadajournal.ca/index.php/tesl>

Share

<http://www.tesl.ca/Assets/TESLCanada/SHARE+Issue+1.pdf>

Professional Development EAL (ESL) Database

http://www.tesl.ca/TESL_Canada_Bulletin/Professional_Development.htm

The Association of B.C. Teachers of English as an Additional Language (TEAL)

<http://www.bctéal.org>

Alberta Teachers of English as a Second Language (ATESL)

<http://www.atesl.ca>

TESL Saskatchewan, formerly known as the Saskatchewan Council for Educators of Non-English Speakers (SCENES)

<http://www.teslsask.com>

Teachers of English as an Additional Language in Manitoba (TEAL)

<http://www.tealmanitoba.ca>

Teachers of English as a Second Language in Ontario (TESL Ontario)

<http://www.teslontario.net>

Teachers of English as a Second Language of New Brunswick (TESL-NB)

<http://www.nald.ca/litweb/province/nb/tesl/index.htm>

Prince Edward Island Association of Teachers of English as a Second Language (TESL PEI)

<http://teslpei.ning.com>

Teachers of English as a Second Language Nova Scotia (TESL NS)

<http://tesl-nova-scotia.wikispaces.com>

Teachers of English as a Second Language Newfoundland and Labrador (TESL NL)

<http://arts-srv.arts.mun.ca/tesl>

The Canadian Association of Second Language Teachers (CASLT)

http://www.caslt.org/about/index_en.php

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Centre for Canadian Language Benchmarks. *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework.*

Cheng, L. and J. Fox. *Towards a Better Understanding of Academic Acculturation: Second Language Students in Canadian Universities.*

Citizenship and Immigration Canada. *Evaluation of the Language Instruction for Newcomers to Canada Program.*

Derwing, T. and M. Munro. *Canadian Policies on Immigrant Language Education.*

Dewing, M. and M. Leman. *Canadian Multiculturalism.*

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Fleming, D. *Adult Immigrant ESL Programs in Canada: Emerging Trends in the Contexts of History, Economics, and Identity.*

Fleras, A. and J. Elliott. *Engaging Diversity: Multiculturalism in Canada.*

Gibb, T. *Bridging Canadian Adult Second Language Education and Essential Skills Policies.*

Haque, E. and E. Cray. *Constraining Teachers: Adult ESL Settlement Language Training Policy and Implementation.*

HRSDC. *Understanding Essential Skills.*

James, C. *Multiculturalism, Diversity and Education in the Canadian Context: The Search for an Inclusive Pedagogy.*

Joy, R. *Languages in Conflict: The Canadian Experience.*

Kachru, Y. *Teaching and Learning of World Englishes.*

Kuitenbrouwer, P. *Toronto Language Diversity Offers Glimpse of Canada's Future.*

Mathews-Aydinli, J. *Overlooked and Understudied? A Survey of Current Trends in Research on Adult English Language Learners.*

Multicultural Canada. *The Encyclopedia of Canada's Peoples: Canadian Culture and Ethnic Diversity.*

Ontario Ministry of Education. *Background to Bridge Training Programs.*

Pawlukowska-Smith, G. *Canadian Language Benchmarks 2000: English as a Second Language—for Adults.*

Pinet, R. *The Contestation of Citizenship Education at Three Stages of the LINC 4 and 5 Curriculum Guidelines: Production, Reception, and Implementation.*

Proudfoot, S. *New Multi-ethnic Nation Emerging.*

Wayland, S. *Unsettled: Legal and Policy Barriers for Newcomers to Canada.*

SUGGESTED RESOURCES

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