



The ATESL Newsletter

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

June / July 2005



**ATESL ESL - C
CONFERENCE 2005**

*Connecting Communities,
Honouring Voices!*

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Connecting Communities, Honouring Voices

Keynote Speaker

Dr. Barbara Burnaby, past president of TESL and World Literacy Canada, is currently the Dean of the Faculty of Education at Memorial University in Newfoundland. Dr. Burnaby's current research interests include ESL/immigrant education and policy development. Past research projects highlighted teaching approaches in second language education. Dr. Burnaby has taught ESL in both Canada and Asia, and has worked on a consultant basis for many projects involving language assessment in the workplace. We look forward with great anticipation to Dr. Burnaby's keynote address at our 2005 conference.

- 1 Dean of the Faculty of Education at Memorial University in Newfoundland
- 2 Coordinator of the Immigrant Children and Youth Project (National Benchmarks for kids)
- 3 Past president of TESL
- 4 Past president of the World Literacy of Canada
- 5 Taught ESL in Japan and Canada
- 6 Consultant for many projects in area of assessment in the workplace (Association of Hispanic Professionals on the development of a language assessment model for foreign-trained engineers & Law Society of Upper Canada on issues of accessibility for Aboriginal and visible minority students to the Ontario Bar Admissions Course)

Current Research

- Policy on Aboriginal languages
- History of settlement policies for immigrants
- Policy development
- Literacy and Aboriginal languages
- ESL/immigrant education
- Assessment of EL in the workplace

Past Research

- English in the workplace
- Teaching approaches in second language education
- CIDA projects in China in education

Publications

Most recent publication are about language policy in Canada

Handbook for ESL Literacy

Teaching English in the Workplace

The development of a language assessment model for foreign-trained engineers

Teaching Indigenous Languages

Promoting Native Writing Systems in Canada

“Those who know”: Views of Literacy among immigrants to Canada. TESOL Quarterly

Language and Politics in the United States and Canada: Myths and Realities

Algonquian Languages in Indian Education. 7:436-449.

Writing in Recently Alphabetized Languages

Language Shift in Northern Ontario

On the Success of School Programmes Involving a Native Language

Towards a National Policy for Language in Native Education

Orthography Characteristics for Real Readers

Speakers of Canadian Aboriginal Languages: Perspectives from the 1981 Census

English Language Curriculum Development for Algonquian-Speaking Children

Aboriginal Teaching Personnel: Contradictions and Dilemmas

The Linguistic Situation of the Innu in Labrador in light of Fishman’s Model

Factors in Aboriginal Mother Tongue Education: The Cree School Board Case

Promoting Native writing systems in Canada.

The use of Aboriginal languages in Canada: An analysis of 1981 Census data



Connecting Communities: Honouring Voices



November 4-5, 2005
A Joint ATESL and ESLC Conference
At the University of Calgary

CALL FOR PRESENTATION PROPOSALS

The theme of the conference is "Connecting Communities: Honouring Voices". The program planning committee invites individuals and groups to submit presentation proposals on a wide range of topics relevant to second language teaching and learning. Please, send your completed application to:

electronic: atesl.eslc@ucalgary.ca
hard copy: Presenters Committee
c/o Jeannie Locatelli, LEAP Program
1430 Education Tower
Faculty of Education, University of Calgary
2500 University Drive N.W.
Calgary, AB, Canada. T2N 1N4

All presentation proposals must be received no later than June 30, 2005.

TYPES OF PRESENTATIONS

- A **PAPER** describes or discusses work the presenter is doing or has done in relation to either theory or practice.
The abstract should include a summarized version of the paper: a central idea, supporting evidence, and a conclusion.
- A **DEMONSTRATION** shows, rather than describes or discusses, a technique for teaching or testing. The presenter should describe briefly the theory underlying the technique as well as provide handouts.
The abstract should include a statement of the presenter's objective, a summary of the theoretical framework, and a description of the technique(s) being demonstrated.
- A **PANEL** provides a forum for a group of individuals to discuss a particular topic. The discussion is led by a moderator and may begin with a presentation or a list of questions followed by responses by each panel member. Typically, time is allotted for questions/comments from the audience.

The proposal should state the topic of discussion and its relevance to TESL, along with a description of why each member has been chosen to be on the panel.

- A **WORKSHOP** features one or more facilitators working with a group, helping them either to solve a problem or to develop a specific teaching or research technique.

The abstract should include a statement of the workshop's goal, a summary of the theoretical framework, and a description of the tasks included in the workshop.

APPLICATION FOR PRESENTATION

CORRESPONDENCE

(-will be directed to the mailing address of contact person)

Name: _____
(Surname) (Given Name)

Institution: _____

Position: _____

Street Address: _____

City: _____ Province: _____ Postal Code: _____

Phone: _____ Fax: _____ E-mail: _____

Co-presenters Names of co-presenters and their affiliation, in the order to be listed

Presentation Title:

Presentation Abstract *Please include the following information on separate pages:*

Page 1:

- Presentation Title (maximum 10 words)
- Presentation Abstract (maximum 250 words, double-spaced) The abstract should be anonymous. Please, do not include your name(s).

Page 2:

- Presentation Summary (maximum 75 words – to be included in registration materials and the final program)
- Biographical Information (maximum 25 words/presenter of background information or experience that is related to the presentation.)

Type of Presentation

Paper Demonstration Panel Workshop

Length of Time Required

60 min. 90 min. 120 min.

Maximum Audience Size

20 40 60 70+

ADDITIONAL INFORMATION

Targeted Learners: check all that apply

- Elementary Secondary Adult All

Required Equipment

- Overhead Projector/screen
- Flip Chart
- LCD Projector/Screen
- Slide Projector/Screen
- VCR/TV Monitor
- Audiocassette/CD Player

Topic Areas

Check the most applicable category.

- Assessment/Evaluation/Testing
- Cultural Competency
- Curriculum Development
- English for Academic Purposes
- ESL / Special Education
- ESL through the Arts
- Innovative Programming
- International Programming
- Language and Content
- Literacy
- Materials Development
- Methodology
- Program Administration
- Research
- Settlement – Parents/ Agencies
- Teacher Education
- Technology
- Workplace ESL
- Other _____

Room Set-up

Seating for all sessions will be theatre style. If a different seating arrangement is required please specify:

Scheduling

Please, indicate the time(s) you are **NOT** available to present.

I cannot present on Friday, November 4

- Morning
- Afternoon

I cannot present on Saturday, November 5

- Morning
- Afternoon

I would be willing to present twice if requested

Please return completed application forms by June 30, 2005 to:

atesl.eslc@ucalgary.ca

or

Presenters Committee
C/O Jeannie Locatelli, LEAP Program
1430 Education Tower
Faculty of Education, University of Calgary
2500 University Drive N.W.
Calgary, AB, Canada T2N 1N4

It's a Wife's Job

(2005 TESL Canada)

Lesley Dudley

“It’s a wife’s job”, my fellow delegate declared overtop of the voices of those in attendance at a presentation by Sherry Breshears, *Speaking from inside: Unionization narratives from the ESL private sector*. “A wife’s job? What do you mean?” I questioned. “Well, this is a job for someone who is a spouse- wife or husband. It is a secondary, not primary source of income, and you need a partner to survive in ESL. I’m a single mother and my colleagues told me it is too difficult, because this is a wife’s job.” And so went the conversation at the 2005 TESL Canada Conference breakout session. As I took a moment to absorb what my cross-country colleague had shared, I realized that I was an ESL wife.

The question for me was never whether I was surprised to be an ESL wife, but why this was closer to the truth than many of us in the profession would care to acknowledge. I use the word *profession* because that is what drew me to the session. About month ago I received the TESL Canada Journal Special Issue No. 4 in my mailbox. The issue was entitled *Professionalism in Teaching English as a Second Language (ESL) in Canada and Abroad*. Within this special issue Breshears (2004) examined the position of ESL teachers in the workforce as somewhere between unskilled workers and highly trained professionals. Her bold introduction recounted her experience of attending a conference and hearing ESL teachers referred to as “the lowest of the low”, specifically with private language industry.

This was a testament to the marginalization that ESL teachers sometimes face among other professional communities.

It is no secret that ESL teachers are often not seen in the same social standing as their counterparts in other professions (Auerbach, 1991). In fact, the perception that anyone who speaks English can teach it is prevalent among those who are not involved in ESL. As Breshears (2004) questioned her value by asking: “Am I a professional? Do I count?” (p.24), I too began exploring the same questions. I also wondered if I was not viewed as professional, what do I need to do? I found myself sitting in on her presentation to try and find answers to these questions.

The presentation by Breshears involved interviewing teachers from private language schools about the process of bringing in a union. The reason for the union was to improve the working conditions for teachers and to abolish unfair practices. These teachers felt that a union was one way to ensure that they were treated fairly and perhaps afford them the opportunity to be viewed as professionals. There were both negative and positive outcomes of this process, as well as a sense of empowerment among the members who initiated the action.

As it turned out, some of the instructors in the session had been through the process of unionization within their own workplaces. In some cases, teachers belonged to unions that included employees from many industries. It was expressed that these unions often did

not represent the concerns of language professionals. For example, one teacher commented that they belonged to an electrical union and thus knew a lot about safety codes: “It’s great if you are changing a lightbulb in the dark!”

It was at this point that the idea of a national union seemed to grab hold in the discussion period. Perhaps a national union equal to our provincial teaching counterparts, such as the Alberta Teachers Association, was the way to go. Delegates suggested that a national body, like the TESL Canada Union, could be formed. The objective of the union would be to help regulate the profession and develop standards in order to professionalize ESL. I wondered how effective a union would be in raising our professional status.

The discussion heated up as individuals voiced concerns about the insecurity in the profession. Such feelings stemmed from the idea that ESL instructors are replaceable at anytime. Factors such as the hiring of under-qualified teachers, increased casual positions, and lack of professional certification standards in some institutions were addressed. As Thomson (2004) points out: “If admission to the field were more restricted, TESL/TEFL would become more of a profession” (pg. 54). It appears that there is a perceived correlation between standards and professionalization. The lower the standards that we allow institutions to create, the more devalued we are as a profession. The delegates further discussed how to make schools accountable for their hiring practices and enforcement of standards.

From this session I learned that ESL instructors across the nation possess similar

concerns about the direction of the ESL profession. These same instructors are searching for ways to improve their professional status. Qualified teachers want to be rewarded and recognized for their knowledge and skills. In order to be professional we need to start voicing our concern to provincial and national representatives, and encourage those within the ESL industry to take notice. We need to be active participants within our profession – if we do not care for our own standards then why should others care? As the title of the presentation by Breshears states the starting point for change occurs from within or by “speaking from the inside”.

Auerbach, E.R. (1991) Politics, pedagogy, and professionalism: Challenging marginalization in ESL. *College ESL*, 1 (1), 1-9.

Breshears, S. (2004). Professionalization and exclusion in ESL teaching. *TESL Canada Journal Special Issue Number 4*, 23-29.

Thomson, R. (2004). Buyer beware: Professional preparation program and TESL certificate programs in Canada. *TESL Canada Journal Special Issue Number 4*, 50-57.

ATESL Professional Development Bursaries

ATESL members are eligible for bursaries for conferences or courses of study (maximum \$500).

Deadlines for application in 2005 are: March 15, June 15, September 15, and December 15.

Apply now by completing the official application form:

http://www.atesl.ca/participate_bursary.html

You are eligible to apply if:

- ◆ You have been a member of ATESL for at least two years
- ◆ You have not received a bursary from ATESL in the past two years
- ◆ Your membership fees are paid in full
- ◆ You plan to return to Alberta after your conference or course of study, if it is outside the province.

Priority will be given to candidates who demonstrate need for financial support.

Successful candidates will agree to provide a written evaluation of the event or course, which may be published in the ATESL Newsletter or website.

ATESL Mission Statement

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization which promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

We do this by:

- encouraging and providing professional development opportunities which are consistent with generally accepted principles of adult learning and with currently understood principles of second language learning and teaching
- liaising with other organizations, local, provincial, national and international, which are engaged in education
- communicating with government, business, and the general public to create awareness about immigration, settlement of immigrants and English language learning
- communicating with English language program providers and learners to encourage awareness of issues of accountability and program standards
- administering an ESL teacher accreditation process which encourages the highest standards of teacher preparation and performance
- working collaboratively with governments to develop policies and procedures which govern the provision of English language programs and related services for immigrants to Canada
- encouraging and supporting the participation of learners in the decision-making process which determine their educational choices

TESL CANADA FEDERATION

Here's an exciting opportunity to sit on a TESL Canada Committee and contribute to your profession.

TESL Canada Certification Committee

TESL Canada is looking for volunteers to sit on this very important committee.

The committee will perform such duties as:

- receiving and replying to feedback from the membership;
- assisting the Professional Certification Adjudicator in evaluating criteria for certification;
- recommending policy;
- collaborating with the Teacher Training Program Advisory Committee.

The criteria for membership on the Professional Certification Committee is:

- Undergraduate or advanced degree in TESL or related field
- Five years teaching or supervisory experience in an adult ESL program
- TESL credential from a TESL Canada recognized teacher training program or equivalent
- An interest in TESL professional standards
- An active member of a professional community with a proven ability to interact with a diverse range of ESL educators
- Two letters of support
- Member in good standing of TESL Canada

If you are interested in being on this committee please contact the TESL Canada office at admin@tesl.ca or 1-800-393-9199 for further details or send us a letter including your resume to TESL Canada Certification Committee, P.O. Box 44105, Burnaby, B.C. V5B 4Y2



Public Report on the
Developing Integrated Programming For Immigrant Professionals

Project

&

The Pilot Program Entitled:
Integrated Bridging Program for Internationally Trained
Accountants and Auditors - 2004

EDMONTON MENNONITE CENTRE FOR NEWCOMERS

Public Final Report On
Developing Integrated Programming for Immigrant Professionals - 2004

Karol Adamowicz

The Edmonton Mennonite Centre for Newcomers, a community-based non-profit organization serving immigrants and refugees since 1981, received funding under the Integrate Language Training Program in 2004 to refine and develop the methodology and processes employed in its enormously successful Engineers' and Technologists' Integration Program (ETIP). The resulting (conceptual) model was then applied to the development of an integrated bridging program for internationally trained practitioners in the financial accounting profession. The first phase of this project consisted of the development of a conceptual model or template that could be used as a guide for the creation of a bridging program. The second phase included application of the model to the financial accounting profession, and development of all of the components required to implement the program. The third phase

was the actual implementation of an integrated bridging program for internationally trained accountants and auditors.

Developing a “Best Practice” Model or Template for Bridging Programs for Internationally Educated Professionals (IEP’s)

The project proposed to address the immediate targets of Alberta Learning’s *Language Training Programs* as well as many of the issues around moving *immigrants into or significantly closer to their occupation in their home country or jobs that utilize the skills and experiences that immigrants bring* (LTP Guidelines...p.2)

The objective, more specifically, was to provide the immigrant-serving community with an effective model that could be used to develop integrated bridging programs for a wider range of occupational groups of immigrants. The vision behind this project was that a fully developed (and workable) model/template could be applied by government agencies and service providers to address increasing demands for new programs covering a range or variety of professions spanning *skill levels A and B* within the *Skill Type Categories* described in the *National Occupational Classification Matrix – 2001*.

Rationale / Need

Internationally trained Professionals are not making transitions into the labour market at a sufficiently high rate, nor are their skills being effectively utilized even when they do find employment. This results in a protracted period of economic and social integration and considerable financial loss for these immigrants and for the Public Finances.

At the same time, Statistics Canada reports on immigration indicate that the proportion of immigrants with university degrees and/or high levels of skills is increasing, and still other surveys and reports demonstrate that the economic performance of these immigrants is declining – and that some are even subsisting on earnings below provincial Low Income Cut-Off Levels (LICO’s).

In response to this, a variety of interventions have been implemented across the country. Researchers and career development workers from government as well as immigrant serving agencies have reported that IEP’s are, in fact, benefiting from programs that encompass a broad range of informational services, access to assessment tools, some forms of *Prior Learning Assessment (PLAR)*, technical and other language courses, professional / technical courses and skills upgrades, as well as labour market transition assistance of various kinds and degrees.

EMCN's Engineers' and Technologists' Integration Project (ETIP) appeared to cover all of the recommended practices. It has also maintained a success rate (in facilitating employment for clients in the engineering field) of over 85% during the six years of its existence. The seemingly obvious conclusion drawn from this was that development, and subsequent application, of a conceptual model based on ETIP to other professions could help alleviate labour market access issues in other sectors and help IEP's, from a variety of professions, to find employment (in their fields) and integrate economically in meaningful ways.

Internationally trained Accountants and Auditors had been identified as the professional group that would benefit most from a bridging program employing the ETIP integrational model. Accounting professionals appeared in significant numbers among recent immigrants and the projected demand for trained accountants, auditors, financial managers, investment professionals and bookkeepers was strong in Alberta. Over 25,100 Albertans are employed in the "Financial Auditors and Accountants" occupational group, which is expected to grow 2.8 to 3.8 per cent each year from 2002 to 2007 (in Alberta). It is forecast that over 600 new positions will be created each year in addition to job openings created by employment turnover. In the Edmonton Region, among the top 20 occupational groups expecting the largest growth in the current year, three are in the financial and accounting sectors (NOC 143, 111, 123).

Description of project activities and implementation plan

In the first phase of this project, project staff conducted a review of research and other materials on the subject of integration of internationally educated professionals, and gathered information on bridging programs offered across the country. This body of information was analyzed and 'best practices' were identified. Possible barriers and problems that could be encountered in the development and delivery of a program were noted.

A conceptual framework for a model was drafted following a comparison, and blending, of other identified practices with the methodology of the ETIP program. This framework was reviewed by stakeholders in ETIP and subjected to further analysis and scrutiny before a comprehensive version of the conceptual model was approved. Once consensus had been reached, the Project Officers re-worked the model into a 'workable template' for bridging programs (for other professions).

This model was shared with stakeholders and other interested parties, including researchers, career development professionals, government staff, and academics. A number of presentations were made at conferences, a PDF file was placed on the EMCN website, and a paper-based informational booklet was published as part of the dissemination plan.

Phase II

In this phase of this project, Project Officers proceeded with the application of the model to the field of Business & Finance. Research and developmental work, requiring liaison with a number of regulatory / licensing bodies, educational institutions, immigrant communities and

other important stakeholders, was carried out.

Essentially, the Project Officers:

- Identified and compiled the materials required to meet the informational needs of the IEP's.
- Gathered information on the *credentialing requirements* and *assessment* processes for certification (this included liaison with IQAS and the regulatory / licensing bodies.).
- Identified stakeholders and possible collaborators in this program. These included: NAIT, CGA, CMA, Saylor's & Associates Employment Agency, Alberta Learning, Alberta Human Resources and Employment and Citizenship and Immigration Canada.
- Gathered information on the language demands of the 'accounting workplaces' and their relationship to Canadian Language Benchmarks. In fact, language proficiency became a major consideration in the screening process for the actual program. It was decided that competence in the use of the English language would be best determined by means of the Canadian Language Benchmark Assessment (CLBA). However, for reasons of practicality (and the short recruitment period) the shorter / 'quicker' CLB Placement Test (CLBPT) was used. A score of '6' in all four testing areas was set as the minimum level for admission into the program.
- Met with the stakeholders to facilitate development of:
 - o a self-assessment instrument, a method of informal (agency and institutional level) verification / validation of *prior learning*.
 - o Formal assessment as part of the Alberta / Canadian certification process employed by a professional / regulatory association
 - o other means of identifying "bridging" requirements - including interventions that would facilitate labour market access and enhance development of employability skills (courses, workshops, etc)
- Met with potential employers (and stakeholders) for the purpose of exploring work experience / practicum and job-development avenues.
- Identified appropriate content and formats for the bridging components (including technical/professional communications and other related courses).
- Addressed issues related to development of labour market research, job search and employability skills.

Essentially, all of the developmental work, partnerships and coordination of resources required for implementation of this integrated bridging program was completed in Phase II. Modifications to the template (developed in Phase I) were also completed. It should be noted that 'corrections' or modifications were made, as required, throughout the operation of the pilot program.

Phase III

The fifteen applicants selected completed a 10-month program comprised of the following

components:

- ◆ 3 months (approximately 350 hours) of instruction in **Technical / Professional / Business Communication** (focused on English vocabulary, communication and relevant media for accountants and auditors. A major portion of this covered the requirements of the *Communications 1* module of the CGA Program of Studies).
- ◆ 6 weeks (160 – 180 hours) of **Computer instruction** (including Word, Excel, the Internet, Simply Accounting (30 - 60 hours), – in order to fill the gaps between their, and the Canadian, workplace “experience”).
- ◆ 3 - 4 months – (11 - 15 weeks or 350 - 450 hours of class time; 30 hours per week; 5 days per week, Monday to Friday) of instruction in a compressed set of courses from the **Accelerated Accounting program at NAIT**.
- ◆ 2 weeks of **Supported Job Search** at EMCN (including counseling, resume preparation, Canadian work culture, and participation in *Job Club* activities – a form of *primary support and mentoring*).
- ◆ 4 weeks of **Work Experience** placement with Alberta Government departments, accounting firms, finance departments of local companies and requiring accounting, auditing and bookkeeping services. Most of the Work Experience placements led to full-time employment for the participants.

OUTCOMES

The results indicate that the program was an enormous success. Fourteen (14) of the fifteen (15) participants completed the program, and ninety-three percent (93%), or 14 out of 15, found employment in their field within the first six weeks after graduating. In addition, all of the graduates indicated that they are prepared to pursue the remaining ‘required’ courses in the CGA or CMA Programs of Studies and /or the *PACE Examinations*.

CONCLUDING COMMENTS

This successful application of the ETIP bridging model to another profession (financial/accounting), when defined in terms of its key elements – partnership buy-in, regulatory body recognition, technical bridging, language/communication skills enhancement, knowledge/awareness of Canadian work culture, has had enormous implications, not only for EMCN but for government agencies and other service providers. The model works!

The credibility of our own organization, as well as the Alberta Government’s leadership in supporting development of quality bridging programs for IEP’s, is now recognized nationally and regionally. Both, our clients and our job-developers find employers more willing to consider IEP’s because we are able to bring objective evidence of the transferability of international training and experience. Also, the potential for partnerships in other areas is now more readily recognized by our partner - NAIT (and by other educational institutions), and this in turn, will open up more possibilities for the future.

NEWS RELEASE

January 14, 2005

New guide can help internationally trained immigrants plan their career path in Alberta

*Edmonton...*A new publication offers numerous tips and resources to help internationally trained and educated immigrants build their work life in Alberta. *Working in Alberta – A Guide for Internationally Trained and Educated Immigrants* includes information on Alberta occupations, recognition of credentials, job search techniques, resume writing, labour market research and career management tips.

“This publication will help individuals research options and alternatives and learn more about Alberta occupations, requirements and workplaces,” said Alberta Human Resources and Employment Minister Mike Cardinal. “It is important to provide good sources of information to help people make informed learning, job and career decisions.”

In the last five years an average of 13,750 people immigrated from other countries to Alberta, annually. In 2003, 43.7 percent held a university degree, 4.8 percent held a trade certificate and 11.3 percent held a non-university diploma.

“If this guide had existed when I moved to Canada it would have spared me much frustration and heartache,” said Maria Lewin, Coordinator of Foreign Trained Professionals with Bredin Institute. “This is an excellent resource and we will be sharing it with internationally trained immigrants who use our services.” Bredin Institute is one of several immigrant service agencies across Alberta who contributed to the book.

To download a copy online, click on the Alberta Learning Information Service website at <http://www.alis.gov.ab.ca/careershophtml>. Free copies of this publication are available through the Learning Resource Centre (LRC) at (780) 427-5775 – for toll free service call 310-0000 and then dial the number.

Alberta Human Resources and Employment is *the* source for career, workplace and labour market information. For further details, click <http://www.alis.gov.ab.ca.html>, call the Career Information Hotline toll-free at 1-800-661-3753 or come in to your nearest Alberta Human Resources and Employment office.

Media enquiries may be directed to:

Dorothy Schreiber

Alberta Human Resources and Employment
Communications

(780) 427-5585

Email: ahre.communications@gov.ab.ca

TESL CANADA JOURNAL EDITOR

TESL Canada invites applications and nominations for the position of editor (or co-editors) of the *TESL Canada Journal* for a three-year term beginning June 1, 2006. The successful applicant/team should be prepared to begin a “training year” September 1, 2005 or shortly thereafter.

TESL Canada Journal has been increasing in national importance and prestige, and TESL Canada recognizes that the reputation of the profession relies on the success in disseminating research and best practices to its membership; therefore the position is an honour for the successful applicant/team.

The editor oversees the review process of over 50 manuscripts per year (in the most recent year, over 60), including a pre-review (screening for suitability), sending the manuscripts out for review, editing accepted manuscripts, and making all editorial decisions for two issues a year. The editor also has responsibilities in writing grant applications to support the journal, and reporting to the TESL Canada Board through the TESL Canada Journal Advisory Committee. The editor plays a leading role in identifying guest editors and topics for Special Issues, and provides support to the guest editors. The editor has some part time editorial assistance, and is funded to attend one conference each year to promote the *Journal*.

The successful applicant/team should have a proven record of publication, excellent communication skills in written correspondence, and the ability to communicate difficult publishing decisions with authority and tact. The editor(s) needs to possess excellent English language skills, knowledge of research methodologies in second language teaching and research, familiarity with teaching ESL in Canada, a broad knowledge of the field, interest in publishing, an eye for detail, and the ability to work as part of a team with the TESL Canada Board, the reviewers, and the authors. Full endorsement by the proposed host university/ies will be an important criterion considered in the selection process.

For further information on TESL Canada and the *TESL Canada Journal* editors, please see www.tesl.ca. Applications and nominations should include a current CV, and a cover letter speaking to the applicant's publishing philosophy, goals for the *Journal*, and qualifications for the position.

Send applications and nominations by August 1, 2005 to
Carol May, Executive Director
TESL Canada
P.O. Box 44105
Burnaby, B.C., Canada
V5B 4Y2
Or to admn@tesl.ca

ATESL and Advocacy

At the November, 2004 meeting of the Edmonton Local of Alberta Teachers of English as a Second Language, a panel of five program administrators from ESL providers in Edmonton was invited to lead a discussion on the state of ESL in the province today and ATESL's role in advocacy. The following is a summary of that discussion:

Student Issues

LINC

Although LINC has provided and continues to provide a vital service to the immigrant community, changes in the target population and unforeseen issues in settlement and adjustment to life in Canada have resulted in some shortcomings of the program.

- Waiting lists are simply unacceptable. All immigrants to Canada need access to language instruction as soon as they are ready.
- LINC programming needs to be extended beyond level 4. Too many newcomers who are ready to enter language school are forced to wait for provincially funded programs because LINC does not provide instruction at their level. This inevitably delays their entrance into the labour market.
- 1200 hours of LINC is not enough; many students are unable to complete LINC 4 before their time is up.
- **Benchmark levels need to be standardized.** LINC 4 in one program may be comparable to LINC 3 in another. This severely disadvantages students.

Language and settlement

Immigrants and particularly refugees deal with significant upheaval during their first year(s) in Canada. For some, this time of upheaval is further complicated by stresses associated with accessing language instruction.

- It was suggested that the government provide an optional period of settlement for newcomers who are not yet ready or capable of adding language instruction to their daily routine.
- Once newcomers have begun their program of language study, they should have access to onsite counselors for continuing support during their adjustment. Easy access to such a service would lead to better performance in their language studies. Too often, in the absence of a professional counselor, the responsibility falls to language

teachers, who often lack both expertise and energy.

- The current settlement and language instruction system is very confusing to newcomers. They are often either unaware of services offered, or receive information too late. This leads to unfortunate delays in their integration and successful re-entry into the job market. This situation could be partially remedied through greater communication between programs (and LARCC) as to their offerings, allowing students to be directed appropriately and in a timely fashion. Ideally, it would be helpful if the government could better consolidate and streamline the process so that newcomers have a clearer path to achieving their goals.

Funding

- Funding for bridging programs needs to be increased. This would alleviate some of the problems associated with the often piecemeal approach to ESL programming in the province.
- The current system penalizes students for working more than 19 hours per week. While it is clear that employment responsibilities have the potential of interfering with language classes, this is not necessarily the case. Unfortunately, the current policy means that many students who cannot afford to work less than 20 hours per week must leave language training programs, jeopardizing their long-term success.
- If students' economic circumstances are such that long work hours jeopardize their language learning success, the government (either federal or provincial) should consider providing a living allowance during LINC studies.
- With the City of Edmonton keen to recruit a larger share of immigrants, now is an opportune time to advocate for municipal funding for programs or other types of support. Councillor Michael Phair is an advocate of immigration at City Hall.

Workplace

A variety of obstacles remain in newcomers' paths to labour market re-entry commensurate with their training and experience.

- ATESL has a role in informing professional bodies about language and cultural issues (e.g., engineering companies may have a bias against foreign-trained applicants; accent discrimination may be an issue in certain professions).
- Once in the workplace, the government could do more to protect students from workplace abuse/discrimination associated with their status as immigrants.

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**Announcements, workshop dates, book reviews, teaching ideas,
and articles relevant to the field welcome**

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