

BCSIS Provincial Virtual Summit

February 24 & 25, 2021

Informal English Language Learning and Curriculum

Indigenous Land Acknowledgement

As a provincial umbrella association, AMSSA would like to acknowledge that BC is home to 198 First Nations. We would also like to express and recognize the privilege that we have as settlers on this land.

We wish to acknowledge that AMSSA's operations is on the unceded traditional territories of the xwməθkwəy'əm (Musqueam), Skwxwú7mesh (Squamish), and Səl'ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

Funder Acknowledgement

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Presenter Information



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February 2021

Early Language Learning Curriculum for Newcomers

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Mothers Matter Centre





- What is HIPPY, What is ELL?
- ELL Background and Intended Outcomes
- Different Possibilities for Language Teaching Using ELL
- ELL Curriculum Components: Instructor Guide, Scripts, Learner Handouts
- Support for Delivering a Program Using ELL
- Questions

What is HIPPY and what is ELL?



How HIPPY Works



Mothers who were previously mothers in the program are hired and trained as "Home Visitors" to deliver the program in the home.



Home Visitors reach out to mothers with children aged 3,4 and 5 who, due to social isolation, poverty, language, or other cultural issues, are hard to reach.



Families commit to participate in the HIPPY program for 30 weeks a year.



Home Visitors teach mothers in weekly home visits to deliver child-centred curriculum activities to their children, using role-play as a method of teaching.



Mothers work 15-20 minutes per day with child.



Monthly group meetings support mothers' social integration and help establish their support networks.



Children graduate from the program and are ready to start school.

What is Early Language Learning (ELL) Project?

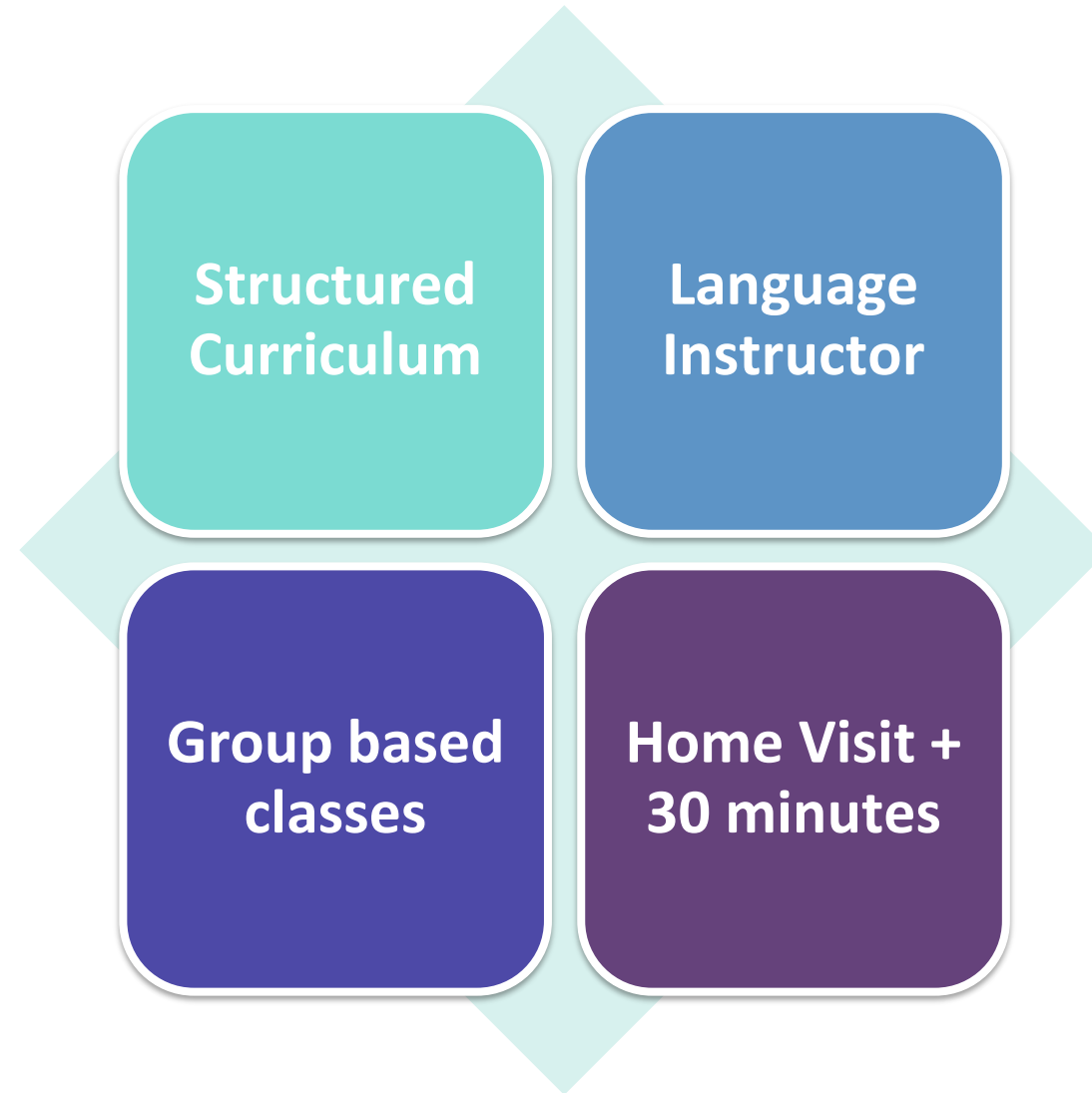
An innovative project, funded by IRCC, which combined the HIPPIY program with language instruction

Targeted mothers of young children with language skills at Canadian Language Benchmark level three or below.

Piloted at Immigrant Services Society of British Columbia in Vancouver and Working Women's Community Centre in Toronto



What did ELL add on to HIPPY?



Key Results - Overall





ELL Background and Intended Outcomes



What is ELL?

Early Language Learning

- English language instruction in the classroom by a certified English language instructor
- supportive and focused one-on-one tutorials in the home by a Home Visitor

The goal of the ELL Program is to further empower parents through developing English language knowledge and confidence as they navigate through settlement issues in Canada.

The aim is to encourage the parents' own learning and development while they nurture the learning and development of their children.



Intended Outcomes

The HIPPY ELL model is designed to help newcomers to:

- increase language, knowledge, ability and confidence to participate in their child's ongoing education
- increase language, knowledge, ability and confidence to access community resources and social supports to care for themselves and their families
- become less isolated
- participate more fully in Canadian society alongside their children and family members





Different Possibilities for Language Teaching Using ELL



Different Delivery Models Using ELL

English language
classroom instruction
delivered by a TESL
Certified Instructor

English language
classroom instruction
combined with
facilitated follow-up
practice

Conversation circle led
by a trained facilitator

One-on-one or small
group tutoring





Point to the first two phrases, "It's nice to meet you" and "It's nice to meet you too."

This is "It's nice to meet you. You say this when you know someone for the first time and they will reply with "It's nice to meet you too."

Point to the next phrase.

This sentence is "What do you do?": Do you know what this means? This is a question about jobs. We ask this question to another person to talk about his or her job.

Point to the next word.

This word is "work": This word means "job". It is what we do, usually to make money, but sometimes work does not mean money.

Point to the next word.

This word is "restaurant": Do you know what this word means? This is a place to buy food to eat. They serve it to you.

Continue with the other words and expressions on the Vocabulary Sheets. Explain what the vocabulary means. Translate the words and expressions as needed.

Dialogue Practice: Literacy

Requesting Help at a Settlement Service Agency

Grammar Practice: Literacy

Describing Skills and Abilities

Present and Past tense "Be" Verbs

Listening Practice: CLB 1, 2, 3

Fire Prevention

Listening to Fire Safety Tips



Listening Vocabulary Pictures: Literacy

Canadian Culture

A Conversation: Congratulations and I'm Sorry

1. 	2. 
3. 	4. 
5. 	6. 

Canadian Culture

A Conversation: Congratulations and I'm Sorry

1. some great news	Very good news. Something very good has happened.
2. sister	A girl with the same mother or father.
3. Congratulations!	You say this after hearing good news.
4. How are you?	A greeting you can use when you meet up with someone.
5. Not good.	Not very good.
6. Sorry to hear that.	Say this after hearing bad news.

A: I have some great news!
B: What?
A: My sister is having a baby!
B: Congratulations!
A: Thanks. And, how are you?
B: Not good. I still can't find a job.
A: I'm sorry to hear that.

Dialogue Practice: Literacy

Introducing Yourself and Others

Introducing Yourself:

A:  Hello.*

B:  Hello.*

A: My  name is _____, What's your name?

B: I'm _____.

A:  It's nice to meet you, _____.

B:  It's nice to meet you, too, _____.

Date: _____
 Language Curriculum _____
 Week: _____

Grammar Practice Tap Sheet: CLB 1, 2, 3

Small Talk

Using Past Tense "BE" in Short Answers for Small Talk

Small Talk Sentence or Question:	Short answer:									
It's <table border="1"><tr><td>cold</td><td></td></tr><tr><td>blowing</td><td>today.</td></tr><tr><td>beautiful</td><td></td></tr></table> →	cold		blowing	today.	beautiful		<table border="1"><tr><td>Yes,</td><td>it</td><td>is.</td></tr></table>	Yes,	it	is.
cold										
blowing	today.									
beautiful										
Yes,	it	is.								
It's not <table border="1"><tr><td>so hot</td><td>today.</td></tr></table> →	so hot	today.	<table border="1"><tr><td>No,</td><td>it</td><td>isn't.</td></tr></table>	No,	it	isn't.				
so hot	today.									
No,	it	isn't.								
Are you _____'s Mom? →	<table border="1"><tr><td>Yes,</td><td>I</td><td>am.</td></tr></table>	Yes,	I	am.						
Yes,	I	am.								
Is this <table border="1"><tr><td>your</td><td>son/ daughter</td></tr></table> →	your	son/ daughter	<table border="1"><tr><td>yes</td><td>he/she</td><td>is.</td></tr></table>	yes	he/she	is.				
your	son/ daughter									
yes	he/she	is.								

Leamer's Name: _____





Instructional Components

Instructor Guidelines, Skill-Using Feedback Tools, Support Documents

Year One, Unit One
Canadian Culture and Social Behaviour

- Greeting, Make Introductions, and Leave Taking
- Understand and Respond to Simple Small Talk
- Choose Appropriate Greeting Cards
- Express Apologies, Sympathy and Congratulations

Year One, Unit Three
Child's Education

- Talk to a child's teacher
- Request an appointment with the teacher
- Write a simple note or greeting card to the teacher
- Read school notices from the teacher or school administrator

Year One, Unit Five
Mental Health and Self Care

- Read a brochure about mental health services
- Make a telephone call to a clinic to inquire about counselling services and book an appointment
- Listen to a counsellor provide information
- Ask questions and share information with a counsellor on personal problems

Year One, Unit Two
Community and Settlement/Legal Services

- Listen for information about settlement services in your community
- Ask for assistance at a community centre, library, legal aid office or settlement services organization
- Read a form: Apply for a health card, SIN card, or other important government documentation
- Apply for a health card, SIN card, or other important government documentation

Year One, Unit Four
Physical Health

- Listen to instructions from the doctor
- Give an oral health history
- Copy information pertaining to personal health
- Read prescription/medication information

Year One, Unit Six
Transportation and Knowing Your Community

- Understand directions
- Give directions
- Use a bus/train schedule to plan arrival and departure times
- Reload a Compass Card or Bus Pass at a Transit Vending Machine

Year Two, Unit Seven
Parenting

- Write about and describe your child / family to support workers.
- Read a brochure or poster with information about a parenting support group, strong start program, parent and tots program, etc.
- Give your child instructions and respond to your child's actions or efforts.
- Read about feelings, personality, temperament, emotions, in a parenting pamphlet or brochure.

Year Two, Unit Nine
Emergency and Safety

- Read a brochure on fire prevention and evacuation
- Read about Child Safety in the Home
- Listen to School Instructions on Earthquake and Fire Drills
- Call 911 in an Emergency

Year Two, Unit Eleven
Financial Literacy

- Ask how much something costs
- Pay for goods at the till with a debit or credit card (Follow machine prompts)
- Return an item to the store
- Read a (simplified) utilities bill

Year Two, Unit Eight
Canadian Rights and Responsibilities

- Listen to Immigrants Talk about the Benefits of Citizenship
- Read about Rights and Responsibilities While Living in Canada
- Talk to Canadian Citizens about Voting in Elections
- Write information about Canada Day Celebrations

Year Two, Unit Ten
Food and Nutrition

- Make a Request in a Supermarket
- Understand the Canada Food Guide and Nutrition Labels
- Read and Following Recipes
- Fill in a Simple Form for a Points/Discount Card or Refund

Year Two, Unit Twelve
Employment and Volunteering

- Meet, greet, and introduce yourself or others in a formal setting (before a job interview, in a workplace setting, or at a settlement agency)
- Read job advertisements and choose the job you want to apply for
- Talk about your duties, skills, and abilities (preparation for a job interview)
- Write about your duties, skills, and abilities (preparation for job applications)



Unit 1: Canadian Culture – Small Talk and Social Behavior

	Task	CLB Skill and Competency
Blue	Greetings, Making Introductions, and Leave Taking	Speaking CLB I: Interacting with Others
Green	Understanding and Responding to Simple Small Talk	Listening CLB I: Interacting with Others
Purple	Choosing Appropriate Greeting Cards	Reading CLB III: Getting Things Done
Red	Expressing Apologies, Sympathy, and Congratulations	Writing CLB III: Getting Things Done

Unit 2: Community and Settlement/Legal Services

	Task	CLB Skill and Competency
Blue	Listen For Information About Settlement Services In Your Community	Listening CLB IV: Comprehending Information
Green	Ask For Assistance At A Community Centre, Library, Legal Aid Office Or Settlement Services Organization	Speaking CLB III: Getting Things Done
Purple	Read A Form, Apply For A Health Card, SIN Card Or Other Important Government Documentation	Reading CLB III: Getting Things Done
Red	Apply For A Health Card, SIN Card, Other Important Government Documentation	Writing CLB III: Getting Things Done

Learner Needs Assessment

Learner's Name: _____
 Teacher's Name: _____
 Date: _____

I want to learn how to . . .

Listen for information about settlement services in my community



Ask for help at a community centre



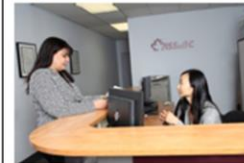
Ask for help at the library



Ask for help at a legal aid office



Ask for help at a settlement services organization



Fill out an application form



Speaking

Canadian Culture: Greetings, Introductions, and Leave Taking

Sample Task

Task:

Making Greetings, Introductions and Leave Takings

Objective:

Learners will improve their ability to understand and respond to basic greetings, and leave takings. They will understand and respond to introductions initiated by another person.

Summary of Skills:

All Learners will learn to understand and respond to basic greetings, introductions and leave takings. All levels will learn to indicate communication problems. Lower levels will learn to respond to greetings, introductions, and leave takings. Higher levels will learn to initiate greetings and introductions. Higher levels will indicate communication problems verbally.

Grammar/Functions Learned:

- Expressions for opening and closing conversations (*It was nice seeing you. It was nice meeting you. I have to get going.*)
- Idioms for simple greetings. (e.g. *Long time no see. Haven't seen you for ages. etc. Hi there.*)
- Expressions for greetings and courtesy formulas (*Hello, Goodbye, See you tomorrow, How are you? Fine thank you, Thank you, You're welcome*)
- Titles (e.g. Mr, Mrs., Ms., Miss, Dr.)
- Expressions for introductions (*I'd like to introduce, Have you met . . .*)
- Expressions for greetings for various times of the day e.g. Good morning.
- Expressions to indicate communication problems e.g. I'm sorry?
- Expressions for introductions
- Expressions for leave taking e.g. I have to go. See you later. Good-bye.
- Responses to questions of well-being e.g. I'm fine. Good. And you?

Suggested Activities

- Roleplay formal and informal ways of addressing people
- Roleplay greetings for various times of the day.
- Roleplay "How are you?" and responses.
- Circle or two-line conversations.
- Class ball-toss greetings.
- (verbal and non-verbal communication such as eye contact, vocal volume, handshaking and listening signals such as nodding).
- Create a jazz chant: Have a great day. Thanks you too.
- Identify introductions and basic courtesy formulas in speech
- Listen to a conversation between friends and circle expressions used for greeting and leave-taking on a worksheet.
- Identify formal and informal styles, verbal and non-verbal details in greetings, introductions, and leave-taking



Progress Report #1

Year: 1

Learner's Name: _____ Date: _____
 Learner working toward CLB Level: _____ HIPPY Location: _____
 Teacher's Name: _____

Unit Studied	Task Practiced
1: Canadian Culture – Small Talk and Social Behavior	Task 1: _____
	Task 2: _____
2: Community and Settlement / Legal Services	Task 1: _____
	Task 2: _____
3: Child's Education	Task 1: _____
	Task 2: _____

Teacher's Comments

You did well: _____

Please practise: _____

Student wants to say: _____

Instructions:

- Fill in the information box at the top.
- Write in the tasks you have chosen to practise for each Unit.
- From the Skill-Using Feedback Tools over the last 3 units, write in 1-2 skills that the student has done well.
- Write 1 line of advice or encouragement.
- During the next week, write in 1-2 skills that the student has done well.

Long Term Planning Calendar: Year One

Unit 1: Small Talk and Social Behaviour	Unit 2: Community, Settlement and Legal Services	Unit 3: Child's Education
# of weeks delivery: _____	# of weeks delivery: _____	# of weeks delivery: _____
Dates: _____	Dates: _____	Dates: _____
Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Unit 4: Physical Health	Unit 5: Mental Health and Self Care	Unit 6: Transition
# of weeks delivery: _____	# of weeks delivery: _____	# of weeks delivery: _____
Dates: _____	Dates: _____	Dates: _____
Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Needs Assessment Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Five-Week Unit Plan

Year: _____

Instructor Name: _____ Dates: _____
 Unit #, Title: _____
 Language Tasks: 1. _____ 2. _____

Week	Skill-building Language for Tasks	HIPPY Curriculum Support Activity: Language Skill	Home Visit Activity
1	_____	_____	<input type="checkbox"/> Dialogue <input type="checkbox"/> Grammar <input type="checkbox"/> Listening <input type="checkbox"/> Vocabulary Topic: _____
2	_____	_____	<input type="checkbox"/> Dialogue <input type="checkbox"/> Grammar <input type="checkbox"/> Listening <input type="checkbox"/> Vocabulary Topic: _____
3	_____	_____	<input type="checkbox"/> Dialogue <input type="checkbox"/> Grammar <input type="checkbox"/> Listening <input type="checkbox"/> Vocabulary Topic: _____
4	_____	_____	<input type="checkbox"/> Dialogue <input type="checkbox"/> Grammar <input type="checkbox"/> Listening <input type="checkbox"/> Vocabulary Topic: _____
5	_____	_____	<input type="checkbox"/> Dialogue <input type="checkbox"/> Grammar <input type="checkbox"/> Listening <input type="checkbox"/> Vocabulary Topic: _____

Notes: _____



Support for Delivering a Program Using ELL



Instructor Training

Volunteer Training



Administrator Support

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Each competency (I, II, III, IV) has a list of outcomes which a newcomers’ language ability is measured against. There are 12 levels in the CLB scale, each labelled in the CLB document as a “Benchmark”. (ie. Level 1 = CLB 1, Level 2 = CLB 2, etc.)

Teaching Multiple Levels in ELL and Using a Communicative and Interactive Approach

The outcomes in the ELL curriculum are scaled from Literacy to CLB 3, which means these are the CLB levels the learners are working toward. For instance, if the learner has been assessed at CLB 2, the language level they are working toward is CLB 3, and therefore the instructor will look at the CLB 3 outcomes in the ELL Curriculum. The ELL Thematic Language Tasks pages list the CLB competencies and outcomes for each task from Literacy to CLB 3. (See **Thematic Language Tasks** in this Instructor Manual.)

Literacy learners will require more one-on-one help than literate CLB 1 to 3 learners. The Home Visitor can give literacy learners one-on-one help while the instructor works with higher the higher levels (or reverse). Other strategies for teaching literacy learners can be used, such as scaling down the amount of print on literacy activities and making activities that require only 1 or 2 steps.

The multi-level nature of ELL requires classroom management which accommodates learning at different CLB levels. Every lesson should be communicative and interactive. “**Communicative**” means the learners are speaking as much as their abilities will allow. Strive for the instructor speaking less and the learners speaking more. “**Interactive**” means the learners are speaking or doing activities with each other rather than with the instructor.

“I like to speak English with my friends and have fun!”
– CLB 2 HIPPY ELL Learner.

Learner-Centred and Assessment for Learning

The HIPPY ELL Program is based on Learner-Centred and Assessment for Learning approaches to instruction.

In a **Learner-Centred Approach**, the individual needs of each learner are at the centre of the learning process. This process includes how the Instructor researches, plans, and teaches the class lessons. Researching for the lessons involves conducting a series of needs assessments to

Writing

Parenting

Accessing Community Supports

Task:

Write about and describe your child/ family to support workers.

Objective:

Learners will gain the ability to write simple descriptive words or sentences about familiar people.

Summary of Skills:

All learners will learn to write words that describe their family (appearance, family composition, ages, etc.). Higher level learners will write sentences to describe their family. Higher level learners will learn to write about family members’ likes, dislikes, and common actions.

Language Focus (Listed by CLB level)

Outcomes Listening:

Learners will be able to:

Literacy:

Write a few words to accompany a picture of your family

CLB 1-IV:

Write a few simple words or details about your family. The reader can understand your writing.

CLB 2-IV:

Write a few words to answer questions about your family. The reader can understand your writing. Sometimes follows spelling and punctuation rules.

CLB 3-IV:

Write a few connected sentences to describe your family member. [up to about 5 sentences] Spelling and punctuation are mostly okay. Describes family members’ likes and dislikes.

Grammar/Functions Learned:

- Be verbs
- Pronouns
- Sentence/Paragraph writing
- Describe people
- Describe family
- Describe appearances

Suggested Home Visit Scripts

Suggested Focus for Home Visit Language Support

Class Preview/Review:
Teacher presents some key vocabulary or phrases to Home Visitor to preview / review with learner during home visit.

Dialogue Practice:
Describe Your Family

Grammar Practice
Topic: Describing Family Using “to have”.
I have one son. She has two daughters. He has three children (in his family). I have 7 people in my family.

Listening Practice
With Comprehension Questions: Listening to a description of a family

Summary of Skills Across Levels

CLB Level Outcomes

Grammar and Functions

Every less pair or gr incorpor and intera possible.

For a mult may be he a higher le learner to e interaction encourage may be be of similar learners co with simila This will ve activity.





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AMSSA[®]
Strengthening Diversity In BC

