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 xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.
Funder Acknowledgement

We gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Municipal Affairs.
Presenter Information

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Contractor
Early Language Learning Curriculum for Newcomers

Yusra Qadir and Lisa Herrera
Mothers Matter Centre

February 2021
- 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

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Mothers who were previously mothers in the program are hired and trained as</td>
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<tr>
<td>&quot;Home Visitors&quot; to deliver the program in the home.</td>
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<tr>
<td>Home Visitors reach out to mothers with children aged 3, 4 and 5 who, due to</td>
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<td>social isolation, poverty, language, or other cultural issues, are hard to</td>
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<tr>
<td>reach.</td>
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<tr>
<td>Families commit to participate in the HIPPY program for 30 weeks a year.</td>
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<td>Home Visitors teach mothers in weekly home visits to deliver child-centred</td>
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<td>curriculum activities to their children, using role-play as a method of</td>
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<td>teaching.</td>
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<td>Mothers work 15-20 minutes per day with child.</td>
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<td>Monthly group meetings support mothers’ social integration and help establish</td>
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<td>their support networks.</td>
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<td>Children graduate from the program and are ready to start school.</td>
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What is Early Language Learning (ELL) Project?

An innovative project, funded by IRCC, which combined the HIPPY 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?

- Structured Curriculum
- Language Instructor
- Group based classes
- Home Visit + 30 minutes
Key Results - Overall

- 47 HIPPY mothers received ELL support
- 1,048 hours of language support at home
- 1,630 hours of practicing language on their own
- 82% mothers felt that they were making progress learning English
- 100% mothers reported that they are learning
- 1,427 hours of neighbourhood-based English language classes

10 topic covered:
- Canadian Culture
- Community & Settlement
- Child’s Education
- Physical Health
- Mental Health & Self Care
- Transportation & Community
- Parenting
- Citizenship Rights & Responsibilities
- Emergency & Safety
- Food & Nutrition
ELL Background and Intended Outcomes
What is ELL?

• 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
Dialogue Practice: Literacy

Point to the first two phrases, “It’s nice to meet you” and it’s nice to meet you too.

Point to the next phrase.

Point to the next word.

Point to the next word.

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

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 too meet you too.”

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.

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

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.

Grammar Practice: Literacy

Describing Skills and Abilities

Listening Practice: CLB 1, 2, 3

Present and Past tense “Be” Verbs

Fire Prevention

Listening to Fire Safety Tips

Requesting Help at a Settlement Service Agency
Canadian Culture
A Conversation: Congratulations and I'm Sorry

1. some great news
2. sister
3. Congratulations!
4. How are you?
5. Not good.
6. Sorry to hear that.

7. 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.

Introducing Yourself and Others

A: My name is ___________. What's your name?
B: I'm ___________. It's nice to meet you, ___________.
A: Nice to meet you, too, ___________.
Instructional Components
Instructor Guidelines, Skill-Using Feedback Tools, Support Documents
## Unit 1: Canadian Culture - Small Talk and Social Behavior

<table>
<thead>
<tr>
<th>Task</th>
<th>CLB Skill and Competency</th>
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<tbody>
<tr>
<td><strong>Blue</strong></td>
<td><strong>Speaking CLB I: Interacting with Others</strong></td>
</tr>
<tr>
<td>Greetings, Making Introductions, and Leave Taking</td>
<td></td>
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<tr>
<td><strong>Green</strong></td>
<td><strong>Listening CLB I: Interacting with Others</strong></td>
</tr>
<tr>
<td>Understanding and Responding to Simple Small Talk</td>
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<tr>
<td><strong>Purple</strong></td>
<td><strong>Reading CLB III: Getting Things Done</strong></td>
</tr>
<tr>
<td>Choosing Appropriate Greeting Cards</td>
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</tr>
<tr>
<td><strong>Red</strong></td>
<td><strong>Writing CLB III: Getting Things Done</strong></td>
</tr>
<tr>
<td>Expressing Apologies, Sympathy, and Congratulations</td>
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</tbody>
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## Unit 2: Community and Settlement/Legal Services

<table>
<thead>
<tr>
<th>Task</th>
<th>CLB Skill and Competency</th>
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</thead>
<tbody>
<tr>
<td><strong>Blue</strong></td>
<td><strong>Listening CLB IV: Comprehending Information</strong></td>
</tr>
<tr>
<td>Listen For Information About Settlement Services In Your Community</td>
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<tr>
<td><strong>Green</strong></td>
<td><strong>Speaking CLB III: Getting Things Done</strong></td>
</tr>
<tr>
<td>Ask For Assistance At A Community Centre, Library, Legal Aid Office Or Settlement Services Organization</td>
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<tr>
<td><strong>Purple</strong></td>
<td><strong>Reading CLB III: Getting Things Done</strong></td>
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<tr>
<td>Read A Form, Apply For A Health Card, SIN Card Or Other Important Government Documentation</td>
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<tr>
<td><strong>Red</strong></td>
<td><strong>Writing CLB III: Getting Things Done</strong></td>
</tr>
<tr>
<td>Apply For A Health Card, SIN Card, Other Important Government Documentation</td>
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### Learner Needs Assessment

**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 jazzy chart: 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
### Long Term Planning Calendar: Year One

<table>
<thead>
<tr>
<th>Unit</th>
<th>Task Practiced</th>
<th># of weeks delivery</th>
<th>Dates</th>
<th>Needs Assessment Notes</th>
<th>Needs Assessment Notes</th>
<th>Needs Assessed</th>
<th>Instructor Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Canadian Culture - Small Talk and Social Behaviour</td>
<td>Task 1</td>
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<td>2. Community and Settlement and Legal Services</td>
<td>Task 1</td>
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<td>Task 2</td>
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<td>3. Child’s Education</td>
<td>Task 1</td>
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### Five-Week Unit Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Skill Building Language for Tasks</th>
<th>Activity/ Language Skill</th>
<th>Home Unit Authority</th>
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<tbody>
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Notes:
Support for Delivering a Program Using ELL
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 towards. 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 for more information in this Instructor Manual).

Librarians 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 point on literary 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. Drive for the instructor speaking less and the learners speaking more. “Interactive” means the learners are speaking or doing activities with each other rather the instructor.

"I love 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
Thank You

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