Immigrant Children in Canadian Schools: Changing Times, Meeting Needs

by Carol Dodds

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for the Degree of Master of Arts in Education

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(Dr. David Piper, Supervisor)

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Carol Dodds
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ABSTRACT

With planned immigration levels reaching 250,000 annually, the number of children within this quota needing English as a Second Language instruction will be evident. With shifting trends from European and other English speaking countries of origin, the need to meet the challenges posed by students unable to speak either of Canada's official languages will increase. Reduced funding for trained personnel and support services within the school system will necessitate creative uses of resources that may already exist. In the study, secondary data for Canada and Nova Scotia are used to provide a blackcloth of immigration trends and volunteerism. It builds on a developed research base of E.S.L. programmes in Vancouver and Toronto. Primary data have been generated through questionnaires to teachers, school principals and E.S.L. volunteers. A case study analysis of a volunteer E.S.L. programme within the Halifax District School Board is provided. Suggestions and ideas from volunteers provide strategies to be considered for inclusion in future volunteer programmes. The study also provides an outline and suggestions for implementing a volunteer programme within a school board.

CHAPTER 1

INTRODUCTION

Statement of Problem

With the planned annual Canadian immigration quotas of 250,000 a growing number of these immigrants will be school-aged children who will need effective schooling and language training. In our current economic climate with the reduction of transfer payments to the provinces, the lack of federal funding to support school-based English as a Second Language (ESL) programmes and the overall financial cut-backs at the school board level, money to support existing programs is under threat, while funding to provide new ones can only be but a dream. The shortage of trained personnel, along with support materials and services, will affect all educational programmes, including English as a Second Language (ESL) programmes. There are no new funds at this present time, nor are there likely to be in the foreseeable future to help implement new programs or changes in staffing, inservicing, teacher-training, programme implementation, or wider support services for non-English speaking students. While the magnitude of these problems may be thought to be concentrated in the large metropolitan areas of Toronto and Vancouver, a province such as Nova Scotia, with a small percentage of the total immigration population, does not escape the effects of changing times. Budget deficits, staff reductions and cuts in support services in both the Halifax and Dartmouth areas, where the majority of the province's immigrant students are located, have been ongoing and remain future policies. Alternatives to dealing effectively with the needs of ESL school-aged children have to be sought. Changing times requires meeting needs in as effective and

efficient way as possible. Solutions to these problems can no longer remain in one domain–the responsibilities are not those of the school board, school and teacher alone, but of the community as a whole. Constructive and creative ways of mobilizing resources have to be considered. Barriers may have to be removed and the alignment of roles re-thought in order to effect change. Ways need to be sought in order to achieve change without undermining or undervaluing ESL teaching, without diluting the problems, and without sacrificing standards or the integrity of those involved.

Purpose of the Study

The central objective in the thesis is to explore the viability of volunteers in this changing political and social context. The study aims to provide a historical perspective of both immigration trends and ESL teaching at the national, provincial and local levels, and provide a canvas whereby ESL is put into perspective. It also aims to show how changing economic times linked with changing immigration trends necessitates meeting our non-English speaking students' needs in different ways. Reaching beyond traditional resources and boundaries are options that will need to be considered. In particular, we need to find ways of dealing with cut-backs within a school system with a small immigrant population. The study will review the possibility of involving the wider community in terms of helping to meet the educational needs of non-English speaking students while still preserving the integrity of the ESL student, the teacher and ESL teaching *per se*.

Limitations of Study

The following limitations should be considered when reviewing the study:

1. Data relating to provincial and local ESL school aged children were available only for the years 1991-94.

2. Data relating to immigration and specifically to school aged children were difficult to isolate. Current data are available, in their entirety up to 1992. The data for 1993 onward are not available in specific categories (i.e., school-aged children, country of origin...)

3. Specific school board information was received through informal requests and surveys.

4. The phrase "immigrant" is being used to include all categories of immigrants, i.e., immigrants, refugees, refugee claimants. While it is acknowledged that the needs of these three groups can be and often are very different, and that circumstances relating to their entry into Canada differ greatly, for the purpose of fluidity of reading, the one term is used to encompass all unless the use of a specific term is necessary for purposes of clarity.

5. The use of the terms children/student/child are all interchangeable. Additionally, unless otherwise noted, these terms relate to elementary (5-12 years) aged children.

Chapter Design

This chapter of the dissertation outlines the rationale and the need for doing this study. It also focuses on the limitations inherent in the study. Chapter 2 reviews the literature in terms of immigration past and present in order to provide useful background to further analysis. Chapter 3 reviews how successive governments, provinces and school boards have attempted to deal with, and focus on, ESL needs and then, what options are available, in 1995, for ESL instruction. Chapter 4 focuses on a specific school board–Halifax District School Board (HDSB) and reviews its current status in light of increasing numbers of non-English speaking students in a changing economic climate. Chapter 5 highlights the perceived needs of students, parents and school personnel. Chapter 6 concentrates on the use of volunteers in helping to meet the needs of the ESL student. This chapter also outlines different research projects in the USA and then refers to the HDSB volunteer organization. Chapter 7 covers how volunteers can be in-serviced, and equipped to both retain their own dignity and that of the student, teacher, school and ESL teaching.* Chapter 8 concludes the study with recommendations about the use of volunteers in our present school system.

*It also outlines overall concerns surrounding the use of volunteers in the school.

CHAPTER 2 OVERVIEW

HISTORICAL PERSPECTIVES

(a) **Immigration to Canada: Historical Perspective of Building a Country and Province:**
- **I - Canada**
- **II - Nova Scotia**

(b) **Present Day Immigration**
- **I - Immigration Act-Past and Present**
- **II - Present Immigration Data**
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  - **Canada**
  - **Nova Scotia and Halifax**

CHAPTER 2: HISTORICAL PERSPECTIVES

A) Immigration to Canada: A Historical Perspective. Building a country and a province

I–Canada

The settlement of immigrants in Canada is not a recent phenomenon. From earliest times, travellers, explorers and adventurers have sought natural resources. Some came to escape the persecution of wars, some were ex-convicts who were looking for a new life. Others, farmers, fisherman, traders and trades people, left their homelands and settled on Canada's shorelines and later, its interior. As Burnet and Palmer (1988) state, "These groups of immigrants from both past and present vary widely in numbers, geographical location and distribution, and their degree of economic and social power" (p. vii).

The ancestors of our native people were, in essence, our first immigrants. They navigated across the Bering Land Bridge, from Siberia, more than 12,000 years ago, looking for better and richer hunting and fishing grounds. Over the centuries they were to travel and settle in many areas across Canada, establishing as they did, their own unique culture, language and traditions, Around the year 1000 A.D., the adventurous sea people, the Vikings, are thought to have established the first link between Canada and Europe. Excavation from early native sites suggest that although the Vikings were not permanent immigrants, they may have lived here at some earlier time.[1] "Historical records point to a German named Tyrkir who in 1001 A.D., is supposed to have been the first European to get drunk on North American soil" (Burnet & Palmer, 1988, p.11). Germans (under the Danish service) are thought to have 'rediscovered'

[1] An example of an authenticated finding are these archaeological finds at L'Anse aux Meadows in Newfoundland.

Newfoundland in 1471 and 1480. The Portuguese are also believed to have been actively involved around the same period – Diogo de Teive in 1452 is thought to have provided the information for later explorations by Christopher Columbus. From 1520 to 1525 there was a Portuguese colony in Cape Breton, while an Italian, Verazzano, under the patronage of the King of France, is thought to have explored Nova Scotia as early as 1524.

The meeting of the established native population with the first real influx of immigrant settlers resulted from Europe's exploration, and expansion and colonizing of the "New World". According to Craig Brown (1987), this expansion occurred on four fronts. The French were evident, initially in the eastern shores of Canada along with, later, the Saint Lawrence; the English centred on the east first and, later, the Hudson Bay and James Bay; the Spanish were evident in North Mexico and the American West; and the Spanish, English, Russians and Americans were interested in the West Coast.

Burnet and Palmer (1988) reported that on the West Coast, Chinese immigration started as early as 458 A.D.. Tales of Buddhist monks setting sail from China and landing near what we now know as Vancouver, are recorded in 499 A.D., along with another voyage to British Columbia in 594 A.D.

The early encounters between the old and the new were brief – being primarily of a trading nature only. Settlements gradually grew, however, with the establishment of trading and missionary centres. It was not until the 17th century, on the eastern shorelines, that larger groups of people began to settle and establish homes, businesses and their own different cultures. These cultures were very different from those of the native people of Canada.

II–Immigration To Nova Scotia

An historical overview of immigration to Nova Scotia will help to see not only where the ancestors of the current Nova Scotians came from, but also to see why they came. It will also serve to show how immigration trends have changed and how, with these changes, new and challenging situations, in all areas of life, but specifically in education, have arisen,

The larger more homogeneous groups of immigrants began to settle on the shores of Nova Scotia, as early as the 1600's. A group of French soldiers, sailors, trades people, ex-convicts and clergy, led by Sieur de Monts and Samuel de Champlain, set sail from France, landed and settled on the south shores of Nova Scotia. By 1605, this first French colony of immigrants had built a fort, established a small community, and was trading with the local natives, the MicMacs. In 1632, 300 French people, including many families, left their homeland and settled in what is now known as Annapolis Royal in Nova Scotia.

Over the next century, however, there were to be many land ownership disputes and trading rights quarrels, different immigrant groups, namely French and the English were to fight. Not only did this result in the newly arrived immigrants having to leave their recently constructed settlements and relocate, but also immigration slowed down while these disputes were raging. These disagreements over land should have been settled in 1713, when a treaty gave Acadia (Nova Scotia) to the English and Cape Breton to the French. These two immigrant groups, spurred by their governments back home, continued to quarrel and fight and, after a further war ending in 1748, the British, realizing their vulnerability in Nova Scotia, offered major incentives to encourage British people

to emigrate to Nova Scotia. Over 2000 people, with offers of their fares being paid, free food for one year and tools for farming and making a living, set sail for a new country, These 2400 immigrants were a "mixed bag" of poor British and Scottish people – discharged soldiers and sailors, army and navy officers, trade people, farmers and families with several hundred children, all contributed to the building of a new fortification in Halifax, Nova Scotia.

With this centralized community as a focal point, the next decades saw many new immigrants arriving in Halifax from Britain, Northern Ireland, Europe and the British colonies south of Nova Scotia. The offer of financial and economic incentives, did much to attract people who were seeking a better standard of living and working conditions. Those escaping conditions imposed by conflict and war also sought safety on the shores of the province.

In addition to farmers and trades people, fisherman also decided to emigrate to the shore of Eastern Canada. Historically, the rich and plentiful fishing grounds were well documented and talked of in European countries and the British Colonies in North America. In the late 1750's over 7000 fishermen were known to have settled in Nova Scotia from the British colonies.

Nova Scotia's immigrant population was growing fast, reasonable land prices continued to attract those discontent with the economic climate of their homeland. Between 1772 and 1775 approximately 1000 people were known to have left their farms in Yorkshire, England for cheaper and better farming conditions in Nova Scotia.

The conflict, and subsequent war in 1776 between the British colonies in North America (now the U.S.A.) and the British Government, resulted in many Loyalists leaving their homes in the thirteen colonies and seeking shelter in Canada, Some travelled and settled in Quebec, some in Ontario, while the bulk, over 35,000, arrived in the Maritimes. There were large settlements of refugees found north of the Bay of Fundy and Cape Breton. The main Loyalist settlement (approximately 10,000 people) in Nova Scotia, was in Shelburne. Here, the people built and established a thriving town and community.

Advantageous economic incentives not only attracted the British but also others. In 1750, over 300 new immigrants arrived from Germany and settled in Nova Scotia. With them, they brought their own culture, religion and traditions, to add to the fast growing, diverse ethnic groups.

Immigration from Scotland was also in progress from as early as the 1620's. Two settlements of immigrants are recorded as having landed in 1629, one going to Louisbourg, Cape Breton, the other settling near Port Royal, Nova Scotia. However, the ongoing conflict between the English and the French mentioned earlier, resulted in a slowing down of Scottish immigrants until things became calmer. Further financial incentives, free passages, and food, attracted Scottish farmers in search of a better life. Over the decades, many were to emigrate, in fact, by the 1871 Census, the Scottish immigrants and their descendants made up the majority group of people living in Nova Scotia (34%, 131,580 people).

The mosaic of cultures and traditions, comprising the population of Nova Scotia, was further extended by several other ethnic groups. It is thought that the first Black person to come to Canada was an interpreter, Matthew de Costa,

who worked for Sieur de Monts and Samuel de Champlain. Over the next two centuries, West African Black slaves, free Blacks, and Blacks escaping from three different wars were to emigrate, be it only for several years, to the Eastern shores of Canada.

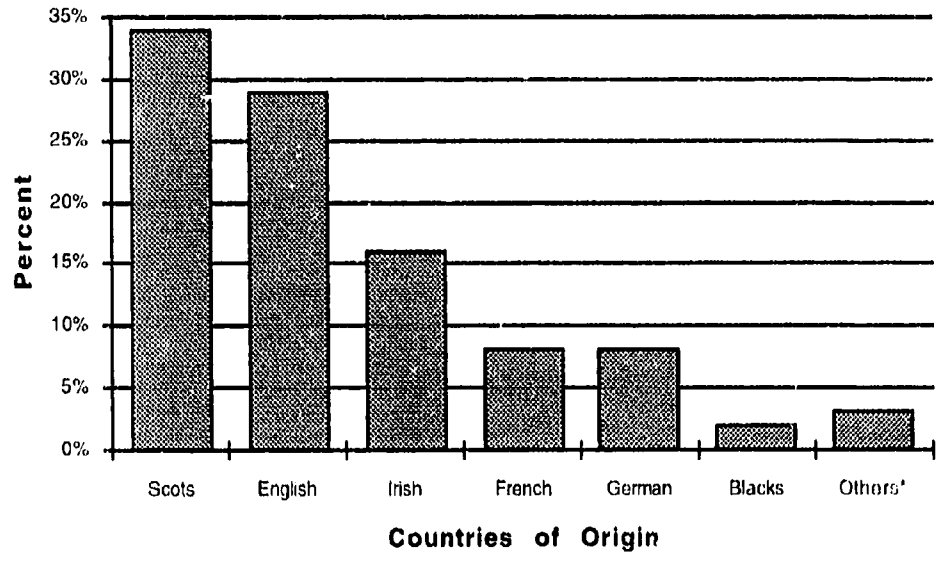
By the end of the American Revolution, incentives offered to Blacks during the war for their support, were supposedly fulfilled. In 1783, it is recorded that approximately 4500 Blacks were shipped to the mainland of Nova Scotia. About 88% of the new immigrants were free people, while 22% were slaves to the white Loyalists. At this time, Black immigrants made up about 10% of the Nova Scotian population. They settled in various parts of the province, but were disappointed to learn that they did not receive the same treatment (land grants/free land) as other newly arrived immigrants. This resulted in many leaving for the newly founded colony of Sierra Leone.

A further group of free Black immigrants to arrive was the natives from Jamaica known as "Maroons". Maroons were Blacks shipped from their island by the British because they feared the Maroons would take sides with the French and go to war against them. Although about 500 came in the late 1790's the cold winters that followed resulted in many of them leaving Nova Scotia for Sierra Leone.

A third group of Black immigrants came to Canada as a result of the War of 1812. This movement resulted in over 2000 settling around the Halifax County area becoming farmers, and helping in shipbuilding and barrel making.

From this overview, it is evident that Nova Scotia's immigrant population originally was predominantly European in origin with the addition of a few ethnic groups from different parts of the Caribbean and America. If we look at the composition of the 1871 population (Figure 2:1) it will help illustrate the different groups then settled in the province. From these data we can see that approximately 80% of the province's population probably had English as their first language by virtue of their country of origin. The settlement patterns of the other minority groups show that many stayed together in small communities around Nova Scotia and thus gained support and help from each other.

Figure 2:1 Census 1871



Source: Adapted from: Cassidy, 1983, p. 123.
Note: *Others included Mic Macs (0.5%), Dutch, Welsh, Swiss (1.5%), Scandinavian, Spanish, Italian, Russian and Greek (1.0%).

It seems clear from this brief historical overview that immigration, over the centuries, was a vital part of the country's economic and social growth and

development. Dealing specifically with Nova Scotia, immigration was very much dominated by the Europeans seeking richer grounds or safer havens. However, as Burnet and Palmer (1988) state:

> The Atlantic provinces are generally considered to be the least ethnic part of Canada, largely because the most prominent groups in their population – of Amerindian, British and French origins–have been there for a long time and have for the past century and a half received little substantial immigration (p.16)

While the historical data confirm this, Douglas Campbell (*The Ethnic Literature and the Nova Scotia Experience*, 1978) suggests that, "nonetheless, at least in the province of Nova Scotia, ethnic structures persist" (p.16).[2]

Looking at present day data will help to show how immigration trends, in Nova Scotia have helped to create the structure referred to by Campbell.

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[2] This fact would seem to be confirmed in the Multicultural Association of Nova Scotia's publication entitled *People of Nova Scotia Books Land 2* (1994). This publication emphasizes the diversity of backgrounds in Nova Scotia and recognizes that there are over 100 ethnic groups in the province and within these groups are differing religious and cultural components along with different languages and traditions.

B) Present Day Immigration

Reference to data compiled by government agencies (e.g. Statistics Canada, Immigration Canada) will help give a modern day perspective on current immigration patterns and trends. This will illustrate how ultimately, be it now or later, these trends will require economic, social and political change. A brief overview of the Immigration Act, outlines the parameters of immigration quotas, and helps put immigration data, nationally, provincially and locally, into perspective.

I – Immigration Act – Historical Perspective

Although immigration statistics are available for as far back as 1852 (found in Statistics Canada's publications), it was not until the first Immigration Act of 1869 that any measures of protection or restriction were introduced. Prior to 1869 there had been no restrictions regulating entry to Canada. However, under the new act restrictions were imposed for the benefit of both passengers and country of destination. The problem of poor and inadequate travelling conditions on board ship, along with overcrowding and the general safety and well-being of passengers were addressed. Also contained in this act were the first restrictions covering those entering Canada. The passenger list was required to identify those who were:

> ...insane, idiot, deaf-mute, blind or infirm and whether accompanied by parents or relatives able to support him. If any such person were likely to become a public charge the Collector of Customs might exact a bond of $300.00 from the master of the ship to reimburse the country for any expenses on his behalf incurred during the following three years.
>
> (Dominion Bureau of Statistics, 1958, p. 167-168)

These conditions were laying the groundwork for some of the restrictions we have today.

Over the next 120 years or so, this original Act was replaced, and succeeding acts (especially in the years 1902-1910) were to help modify and mold provisions which were both protective and restrictive for these immigrants seeking to enter Canada.

Immigration Act 1976

The current Immigration Act governing entry into Canada was passed in 1976 with amendments in 1989 (Bills C-55 and C-84) and again, in 1992 (Bill C-86). Amendments in 1989 responded to the need to improve the refugee determination process while the 1992 amendments responded to the 'economic' and technological changes that were accelerating the movement of people around the world. These amendments sought to "provide modern management tools needed to maintain a fair, balanced and effective immigration program" (Government of Canada, 1993, p.1).

The main objective of the Immigration Act is to "reunite families, protect genuine refugees, and promote Canada's economic development" (Government of Canada, 1993, p.1). Underpinning the Immigration Act and Regulations are certain fundamental principals, such as, "...non-discrimination, family union, humanitarian concern for refugees and the promotion of Canada's social, economic, demographic and cultural goals" (p.3).

The Act provides guidelines, policy, procedure and safety nets to ensure the general well-being of the Canadian population. Annually, the Government announces allocations of government assisted refugees and other classes of immigration. These figures are based upon compulsory consultation with the provinces and territories, and on what the country can realistically and economically absorb. Presentations, from the private and voluntary sectors, are also considered by the government when compiling the allocations. The Act also provides for Canadian citizens and permanent residents, residing in Canada, to sponsor close relatives. It also allows for a short-term alternative for permanent deportation cases. In short, the Immigration Act provides a working framework for immigrants wanting to enter Canada, while also keeping in mind the general and specific interests of the Canadian population, In this, it seeks to link "the total number and categories of immigrants more closely to demographic and labour market needs and to protect the health and safety of Canadian residents" (p.33). (Section 19, for example, prohibits entry to any person who poses a threat to public health, safety order or national security.)

In the fall of 1990, the government introduced a Five Year Plan for Immigration, replacing the traditional annual review of immigration and quotas. In so doing, the government sought to introduce a more strategic approach to immigration planning and to widen the consultative process, giving more non-governmental and individual people the opportunity to have input. Business, labour, education, social services, health care, media, lawyers, economists and environmentalists, along with members from immigrant agencies, were given the opportunity to advise the government on immigration (Immigration Canada, 1992). This consultative process is unusual in that it not only requires input from

the individual provinces but also allows for other non-governmental groups to have a say.

Classes Of Immigrants Eligible To Enter Canada

Section 6 of the Immigration Act identifies these classes of immigrants:

1. family class
2. convention refugees
3. independent immigrants

1. Family Class

Canadian citizens and permanent residents of 19 years and over, living in Canada can sponsor close relatives who may wish to emigrate to Canada.

<u>Canadian citizen/permanent residence can sponsor his/her</u>

- husband/wife
- fiancé
- dependent son/daughter
- parents/grandparents
- siblings, nephews, nieces, grandchildren, who are orphans, unmarried and under 19
- children under 19 who the sponsor plans to adopt.
- any other relative, if sponsor does not have any of the above, or any family member in Canada.

2. Refugees

(A) Convention Refugees:

We can define convention refugees as: person/persons who live in fear of persecution for reasons of race, religion, political opinion, nationality or membership to a particular social group. This class of refugee may be unable or unwilling to return to their country of origin or where they habitually reside.

(B) Member of Designated Class

Described as person/persons in "refugee-like" situations who require resettlement, but who do not strictly fit the definition outlined above. Applicants may be accepted into one of two current designated classes: Indo-Chinese (transitional) and Political Prisoners and Oppressed Persons,

(C) Special Humanitarian Measures

In this class, people may require assistance because they are victims of natural or man-made disasters. They do not fit into the above two classes and usually apply to Canada because they have no relatives here already. Within this class, assistance can be provided by either the Canadian Government or private group sponsorship (e.g. Church groups).

3. Independent Immigrants

In this last class there are five categories and each apply for entry on their own initiative.

- assisted relatives
- skilled workers
- entrepreneurs
- investors
- self-employed people

Assisted Relatives

This category includes family members who do not qualify in the family class.

Entrepreneurs

Applicants in this category must demonstrate that they have the ability to establish, purchase or make substantial investment in a Canadian business that will contribute to the economy. Additionally, the business must create or continue at least one job for a Canadian citizen/permanent resident.

Investors

Applicants here must have a good business record and have a minimum financial net wealth of half a million dollars. Minimum investment is offered at three investment levels, the characteristics of each 'tier' being determined by the province and involves creating or continuing employment opportunities for Canadian citizens/permanent residents.

Self-Employed

Immigrants, under this category are able to establish or buy a business in Canada. It is also required that employment will be created for a Canadian citizen/permanent resident.

II. Present Immigration Data

From the historical overview it is evident that the arrival of immigrants in Canada is a continuing process. Table 2:1 indicates that over the period 1888-1893 and over the same period one hundred years later, 1988-1993 immigration numbers have increased. Although specific numbers for overall population are not quoted for the earlier period, reference to the Census of 1891 illustrates 1.7% of the population, that year, were immigrants.

Table 2:1 Overall Increase of Immigration to Canada

1888 - 1893		1988 - 1993	
Year	Immigration Numbers	Year	Immigration Numbers
1888	88,766	1988	161,929
1889	91,600	1989	192,001
1890	75,067	1990	214,230
1891	82,165	1991	230,781
1892	30,966	1992	252,842
1893	29,633	1993	254,536

Sources: Citizenship and Immigration (1994) Immigration Statistics, 1992
Adapted from: Table G2, p.4, Citizenship and Immigration (1995)

Table 2:2 shows the relationship, of immigrants to overall population in the period 1988-1992. This table indicates the percentage ratio of immigrants to overall population and the figures reveal a steady upward trend over the past five years.

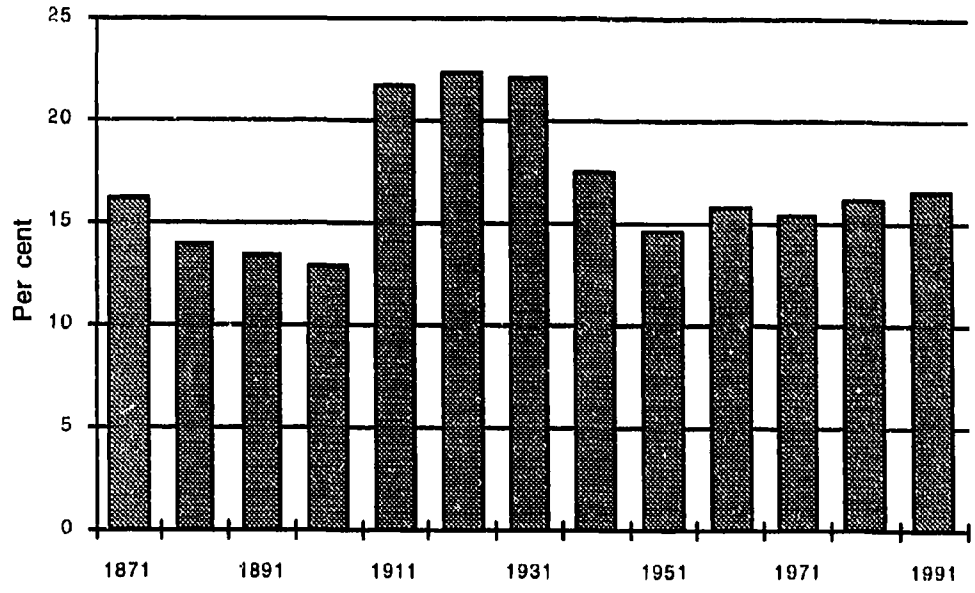
Table 2:2 Immigrants Entering Canada, per year, as a Percentage of Canada's Population 1988-1992

Year	Immigration Numbers.	Total Canadian Population	% Immigration to Total Population
1988	161,929	25,909,200	(0.62)
1989	192,001	26,240,300	(0.73)
1990	214,230	26,616,400	(0.80)
1991	230,781	27,004,400	(0.85)
1992	252,842	27,402,100	(0.92)

Sources: (i) Citizenship and Immigration (1994), Immigration Statistics, 1992
(ii) Statistics Canada, Canada Year Book (1994, p. 112).

Figure 2.2 indicates the immigrant population, (since the first Canadian Census of Population (1871) through to 1991) as a percentage of Canada's total population. In 1871, approximately 16% of Canada's population were recorded as being born outside of Canada. This percentage slowly declined in the forty years leading up to the dramatic increase noted in the 1911 figures. Pre-First World War leading through to the 1930's saw immigrants in relation to overall population standing at approximately 22%. The Depression years of the 1930's influenced the drop seen in Figure 2:2. The slight fluctuations in the forty year period 1951 through to 1991 average out at approximately 16%, a similar level of that in the 1870's (Figure 2:2).

Figure 2:2 Total Immigrant Population as a Percentage of Canada's Total Population



Source: Statistics Canada, Canada Year Book (1994, p. 87).

Table 2:3 Immigration to Canada by Calendar Year–1988-1994

Year	Number of Immigrants	% Increase
1988	161,929	
		+18.60
1989	192,001	
		+11.60
1990	214,230	
		+7.73
1991	230,781	
		+9.60
1992	252,842	
		+0.67
1993	254,536	
		--
1994 (January - April)	68,543	--

Sources: (i) Citizenship and Immigration (1994)
Adapted from: Immigration Statistics, 1992, Table G2, p.4. and
(ii) Citizenship and Immigration (1995), p. 6.

Table 2:3 reviews the percentage increase of immigrants, between 1988-1994 entering Canada. The fluctuating increase, year by year averages out at 9.64% increase per year. In his annual report to Parliament (1994), the Honorable Sergio Marchi stated that our immigration policy, to be effective, must be based on a "...coherent, long-term policy framework, creating...a far-sighted strategy that's based on innovative and creative consultations with Canadians" (Immigration Canada, Annual Report to Parliament, 1994, p. 11). Within this framework is a stabilizing of immigration numbers so that fluctuations seen in Table 2:3 may be minimized and total immigration will average approximately 250,000 per year.

"Planned immigration levels for 1994 is 250,000, honouring our pledge to maintain an immigration level of approximately one percent of Canada's population." (Immigration Canada, Annual Report to Parliament, 1994, p.iv.) Within the quota, for 1994, there are slight shifts that emphasize the movement towards increasing independent and family class immigration.

Table 2:4 Immigration Levels 1991 - 1994: By Class

Component	1991 Actual	1992 Actual	1993 Projected	1994 Planned
Family Class	84,471 (41%)	96,223 (41%)	109,700 (45%)	111,000 (45%)
Independents	86,476 (42%)	87,946 (40%)	111,300 (45%)	110,700 (44%)
Refugees	35,470 (17%)	36,608 (16%)	24,800 (10%)	28,300 (11%)
Total Immigration	206,417	220,777	245,800	250,000

Source: Citizenship and Immigration (1994)
Adapted from: p. XI, Annual Report to Parliament, Immigration Plan, 1994.

An examination of Table 2:4 for the family class category, reveals that there was a projection that 45% of immigrants would be in this category. In actual numbers the expected increase is 1300 from 109,700 to 111,000. Table 2:4 indicates that 44% of the total planned immigration for 1994 will be in the independent class. This class, selected primarily by occupation skills, shows overall actual and projected increases (1992, 87,946 to projected figures for 1993 of 111,300).

It was projected that 11% of all immigrants would be in the refugee class. Within the latter group it was expected that all three subcategories would see increases between 1993 and 1994–the government assisted group a planned increase of over 10% (from 6600 in 1993, to 7300 in 1994), the privately sponsored group an increase of over 30% (from 4600 in 1993 to 6000 in 1994). It was expected that the refugees landed in Canada would also increase by just over 10% (13,600 in 1993 to 15,000 in 1994).

From the actual projected and planned data outlined in Table 2:4, immigration quotas appear to be stabilizing. However, if we look closely at the categories within these three main groups, some final comments can be made. Looking at the actual figures and cross-checking them with the projected and planned figures (Table 2:5) reveals that *dependents* in all but one of the sub-categories show an increase.

Table 2:5 Immigration Levels 1991 - 1994: Spouses/Dependents, by Class

Component	1991 Actual	1992 Actual	1993 Projected	1994 Planned
Family Class				
Spouses/Dependent Children	46,526	54,824	67,700	68,000
Independents				
Skilled Workers Dependents	18,921	15,754	20,200	21,000
Assisted Relative Dependents	13,990	11,806	14,200	22,000
Business Dependents	12,741	21,152	25,800	18,000
Refugee Dependents	N/A	N/A	N/A	N/A

Source: Citizenship and Immigration (1994)
Adapted from: p. XI, Annual Report to Parliament, Immigration Plan, 1994.

Family Class spouses and dependents, while sharing only a 0.44% increase for 1993, 1994, did, however show a significant increase between 1992 and 1993 of 23.48%.

In the Independent Class, two of the three subcategories of dependents show increases. Skilled workers dependents have a projected increase of 3.96% (1993/94) but had a 28.22% increase between 1992 and 1993 (although a noted decrease between 1991, 1992 of 3167 immigrants). A marked increase is projected in the assisted Relative-Dependents category from 14,200 (1993) to 22,000 (54.92% increase) in 1994. In the Business-Dependent category a noted decrease of 7800 is noted. This helps to balance the increase in the Relative-Dependent category that indicates the same amount increase of 7800.

Overall, increase of dependents in the Independent Class 1993, 1994, amount to a projected 800 people. In the Family Class, dependents total an increase of 300.

However, if comparisons are done between the 1991 actual figures and the planned 1994 figures the actual increase seen are notable (see Table 2:6). Given the definition of "dependents" as outlined in Canada's Immigration Law (Government of Canada, 1993) is:

> ...the spouse of a prospective immigrant and the children of that immigrant who are, whether natural born or adopted before the age of 19–unmarried and under 19 years of age- full time students or-mentally and/or physically disabled and unable to support themselves. (p.35)

Table 2:6 Overall Percentage Increases of Dependents, by Class, 1991 and 1994

Component	1991 Actual	1994 Planned	% Increase
Family Class			
Spouses/Dependent	46,526	68,000	46.15
Independents			
Skilled Workers Dependents	18,921	21,000	10.98
Assisted Relative Dependents	13,990	22,000	57.25
Business Dependents	12,741	18,000	41.12
Refugee Dependents	N/A	N/A	N/A

Source: Citizenship and Immigration (1994)
Adapted from: p. XI, Annual Report to Parliament, Immigration Plan, 1994.

From the projected figures outlined in Table 2:6 and with the above definition in mind, two questions arise:

(1) How many immigrants and their dependents will be able to speak either of the two official languages of Canada? and

(2) How many dependents will be school aged children [3]?

[3] The focus of this study is school aged children and specifically those of elementary age (5-12 years in Nova Scotia). The significance of this question, both in general terms (Canada) and later, more specifically (Halifax) is relevant to the issues of all ongoing work in this study.

HOW MANY IMMIGRANT AND THEIR DEPENDENTS WILL BE ABLE TO SPEAK EITHER OF THE TWO OFFICIAL LANGUAGES OF CANADA?

Table 2:7 Top Ten Countries of Origin of Immigrants to Canada 1990, 1991, 1992

Country	1990 No. of Immigrants	%	Rank	1991 No. of Immigrants	%	Rank	1992 No. of Immigrants	%	Rank
Hong Kong	29,261	13.7	1	22,340	9.7	1	38,910	14.4	1
Philippines	12,042	5.6	4	12,335	5.3	5	13,273	5.2	2
India	10,624	5.1	5	12,848	5.6	4	12,675	5.0	3
Sri Lanka	-	-	-	6,826	3.0	10	12,635	5.0	4
Poland	16,579	7.7	2	15,731	6.8	2	11,878	4.7	5
China	7,989	3.7	8	13,915	6.0	3	10,429	4.1	6
Vietnam	9,081	4.2	6	8,963	3.9	7	7,681	3.0	7
U.S.A.	6,084	2.8	10	-	-	-	7,537	3.0	8
Taiwan	-	-	-	-	-	-	7,456	2.9	9
Great Britain	8,217	3.8	7	7,543	3.3	8	7,138	2.8	10
Lebanon	12,462	5.8	3	11,987	5.2	6	-	-	-
El Salvador	-	-	-	6,977		9	-	-	-
Portugal	7,917	3.7	9	-	-	-	-	-	-
Others	93,973	43.9		111,316	48.2		123,230	48.5	
Total	214,230			230,781			252,842		

Sources: (i) Citizenship and Immigration (1994), p. X.
(ii) Employment and Immigration (1992). Adapted from p. X.

Based on data outlined in Table 2:4 showing projected (1993) and planned (1994) figures, no information to answer the above question is yet available. However, reference to data up until 1992 will help throw some light on this question. Table 2:7 shows the Top Ten Countries of Origin for 1990 –1992. Figure 2:3 shows immigration by source areas for 1965, 1975 and 1992.

Returning to Table 2:7 first will indicate trends. In 1990, 1991, 1992 Hong Kong remained the number 1 source of immigrants entering Canada. In 1990 and 1991, Poland placed second, while in 1992, the Philippines ranked second. The countries ranking third were Lebanon (1990), China (1991) and India (1992). The countries in the bottom place were U.S.A.(1990), Sri Lanka (1991) and Great Britain (1992). While placing 10th in 1992, Sri Lanka moved to 4th place in 1992[4]

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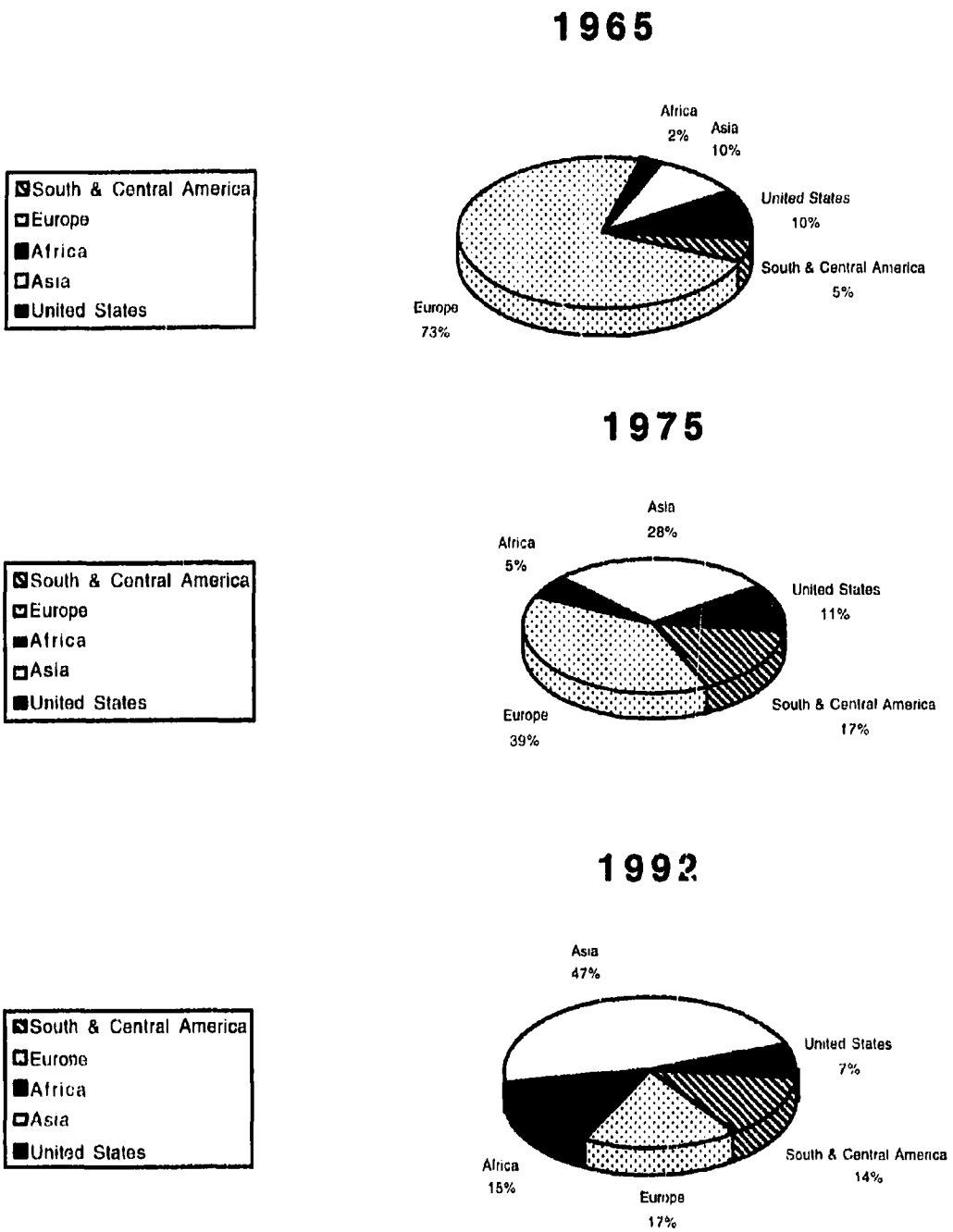
[4] Preliminary figures, quoted in the Globe and Mail 7th, June, 1995, indicate that the Top 10 sources of *Business*, Immigrants for 1994, are Hong Kong number one (56%) followed by Taiwan (21%), South Korea (7%), Germany (3%), the Phillippines (22.5%), Saudi Arabia (2.5%), U.A.E. (2%), Egypt (2%), Jordan (2%) and Kuwait (2%) (approximate percents). The article further suggests that advertising compaigns, aimed at recruiting business people, skilled workers and their families, are focused in Asia, Western Europe, The Middle East and the Western United States.

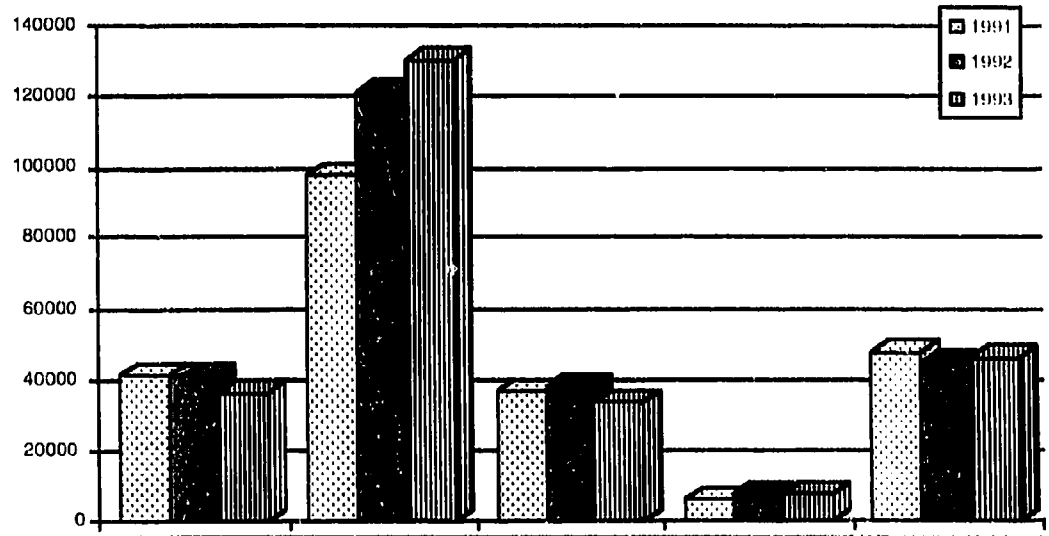
Figure 2:3 Immigration by Geographical Area, 1965, 1975 and 1992



Source: Citizenship & Immigration Canada (1994), Annual Report to Parliament, p. 15.

A look at the geographical area of origin (Figure 2:3) indicates a shift from the European countries in 1965 (73%) to the Asia-Pacific countries in 1992 (47%). In 1965 approximately 83% of immigrants, to Canada, came from two sources-Europe and the U.S.A.. In 1992, people from these areas represented about 24%. In 1965 approximately 10% came from Asia compared with, in 1992, 47% South and Central America accounted for approximately 2% of immigrants in 1965 compared with in 1992, 14%. Figure 2:4 also indicates the shifts, in the last three years of immigration, by geographical area.

Figure 2:4 Immigration by Geographical Area, 1991-1993



	Africa/ Middle East	Asia & Pacific	South & Central America	United States	Europe
1991	41,642	97,578	36,908	6,597	48,056
1992	41,642	120,925	37,867	7,537	44,871
1993	36,402	129,918	33,766	7,982	46,253
1993%	14.31	51.08	13.28	3.14	18.19

Source: Citizenship and Immigration Canada (1994), Facts and Figures: Overview of Immigration 1993.

These overall changes, in part, can help to answer the question posed earlier. The increases of immigrant from the Asia, South and Central American

and African countries and the decrease of immigrants from the U.S.A. and European countries could reflect a decrease in new immigrants being unable to speak either English and/or French.[5]

Table 2:8 Percentage of Immigrants, Entering Canada, Speaking/Not Speaking the Official Languages of Canada 1981/1991, 1982/1992

Year Total Immigration	1981 128,618	1991 230,781	1982 121,147	1992 252,842
Languages Spoken *Official Languages* English French English/French	**58.92%** (75,776)	**56.1%** (129,474)	**60.54%** (73,338)	**58.9%** (148,960)
None of the above	**41.08%** (52,842)	**43.0%** (101,307)	**39.46%** (47,809)	**41.1%** (103,794)

Sources: (i) Citizenship and Immigration (1994)
Adapted from: Immigration Statistics, 1992, Table IM5, p.36.
(ii) Employment and Immigration Canada (1992)
Adapted from: Immigration Statistics, 1992, Table IM5, p.32.
(iii) Immigration and Demographic Policy Group (1981)
Adapted from: Table 17, p. 17.

By looking at Table 2:8, *Percentage of Immigrants Entering Canada Speaking/Not Speaking Either English/French*, the trend, suggested above in regard to language, will be confirmed. In 1981, 58.92% of new immigrants spoke English, French or English/French. Ten years later this percentage had dropped to 56.1% although the overall immigration numbers had increased by 79.43% (1981-128,618 compared with in 1991, 230, 781).

Similar changes can also be seen for 1982/1992 with a drop of immigrants speaking one/both of the official languages from 60.54% in 1982 to 58.9% in

[5] Heritage Canada (Canadian Heritage, 1995) refers to the diversity of language in a section entitled 'Facts about Canadian Diversity'. They state that the % of Canadians reporting mother tongues other than English or French increased from 13.9% in 1986 to 15% in 19991 The % Canadians reporting at least one ethnic origin other than British or French also increased from 37.5% (1986) to 41.7% in 1991.

1992. Looking at Table 2:8 also show that the number of immigrants unable to speak either English or French increased. In 1981, 41.08% compared with, in 1991, 43.0% could not speak any of the official languages. Note also here that the actual immigrant number involved increased by 91% (1981-52,842, 1991- 101, 307).

The data in Table 2:8 shows that over a ten year period (1982/1992) the number of immigrants unable to speak one or both of the official languages increased. In 1992, 41.9% of all immigrants (compared with 39.46% in 1982) could not speak English and/or French.

HOW MANY DEPENDENTS WILL BE SCHOOL-AGED CHILDREN?

Available data to answer this question are currently not available. The figures outlined in Table 2:4 are those projected and planned for 1993 and 1994 and are not separated into age appropriate categories. However, earlier data can be used to explore any trends that relate to school-aged children entering Canada.

Table 2:9 shows the overall immigrant population by age. While the groupings do not differentiate between school-aged children now, school-aged children in the future and school-aged children about to leave school, the figures do give a general idea of overall patterns of age and gender.

Table 2:9 Children, by Gender, Age Range, Calendar Year Entering Canada, 1988 - 1992

Age Group	1988		1989		1990		1991		1992	
	M	F	M	F	M	F	M	F	M	F
Years										
0-14	19,427	18,047	22,172	20,450	23,424	22,042	21,839	20,392	23,639	22,559
15-19	6,825	6,498	7,506	6,704	7,546	7,025	7,530	7,018	8,679	8,611

Sources: *Adapted from:* (i) Citizenship and Immigration (1994), p. XIV.
(ii) Employment and Immigration Canada (1991) p. XIV.

Table 2:10 shows the percentage increase of males and females entering Canada over a five year period 1988-1992. Within the younger age range (0-14 years) there was an increase of 21.7% in males and a 25% increase in females entering Canada, with an overall increase of 23.3% in this age range. In the older group (15-19 years) the increases have also occurred showing a 27.2% increase in males and a 32% increase in females (overall averages of 29.8%).

Table 2:10 Percentage Increase, Over a 5 Year Period of Children, by Gender, Entering Canada*

Age Group	1988	1992	% Increase
0-14 Years			
Male	19,427	23,639	21.7
Female	18,047	22,559	25.0
Overall National % Average Increase Over a 5 Year Period			23.2
15-19 Years			
Male	6,825	8,679	27.2
Female	6,498	8,611	32.0
Overall National % Average Increase Over a 5 Year Period			29.8

Note: Data adapted from Table 2:9.

The data contained in Table 2:11 show that over the period 1991, 1992 there was increases in all categories. The age range 0-14 data show a greater

increase in females to males (10.7% to 8.2%) with an overall national percentage increase of 9.4%. In the older age range (15-19) the percentage increases are higher than the younger age group and have a greater percentage increase in female immigrants (22.7% female to 15.3% male).

Table 2:11 Percentage Increase for 1991, 1992 of Children By Age and Gender Entering Canada*

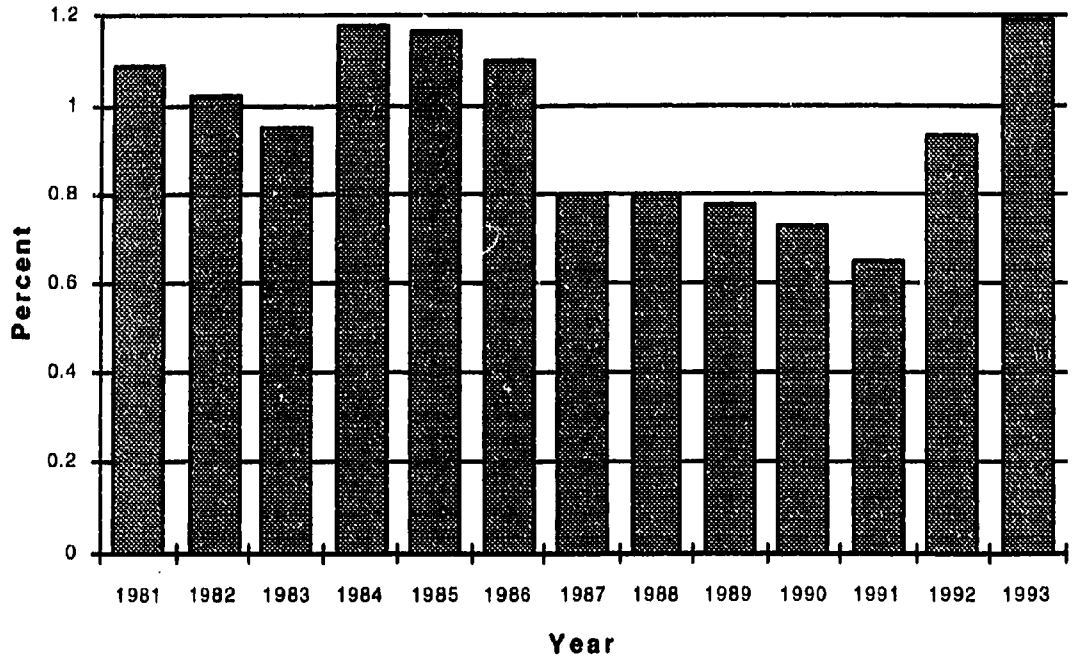
Age Group	1991	1992	% Increase
0-14 Years			
Male	21,839	23,639	8.2
Female	20,392	22,559	10.7
Overall National % Average Increase 1991, 1992			9.4
15-19 Years			
Male	7,530	8,679	15.3
Female	7,018	8,611	22.7
Overall National % Average Increase Over a 5 Year Period			18.9

Note: Data adapted from Table 2:9.

Nova Scotia

We can turn now from the national immigration statistics to the data relating to immigration to Nova Scotia. Figure 2:5 shows the percentage of immigrants entering Nova Scotia in relation to national immigration figures. Over a thirteen year period (1981-1993), the lowest point (1991) showed that approximately 0.8% of all new Canadian immigrants came to Nova Scotia. While relatively high percentages are recorded in the early/mid 1980's (1981-1985) the later period of this decade showed a drop which remain relatively consistent until 1990. The low numbers, in relation to overall national numbers of immigrants, hit an all time low in 1991 to increase dramatically over a two year period from .08% in 1991 to almost 1.2% in 1993.

Figure 2:5 Immigration to Nova Scotia as a Percentage of Canada, 1981 - 1993

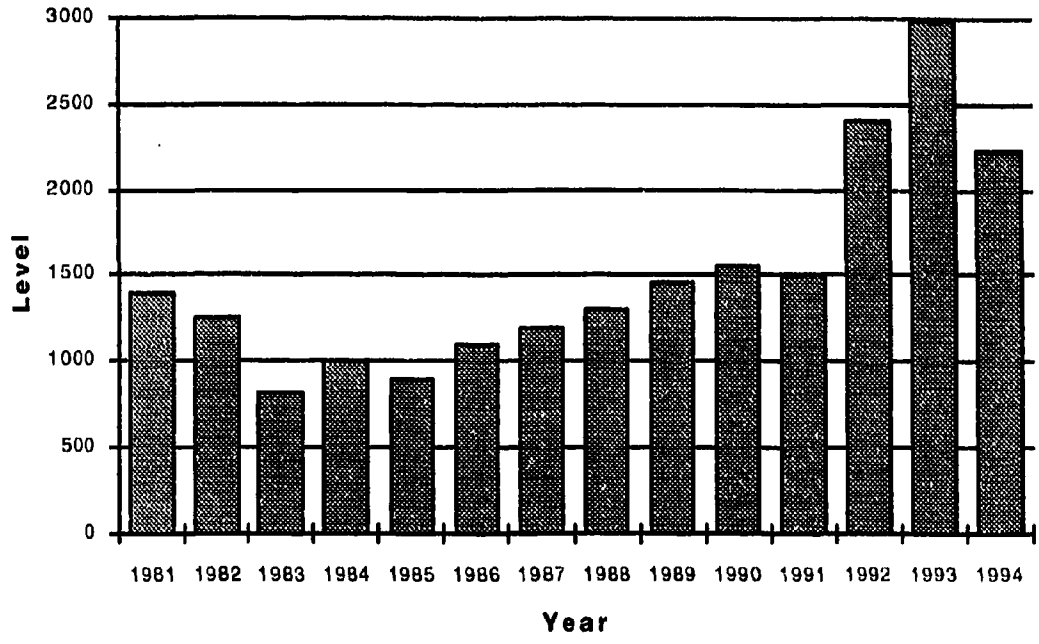


Sources: (i) Department of Education, Nova Scotia (1995)
(ii) Citizenship & Immigration (1994) Facts and Figures, 1993.

In Figure 2:6, the data for immigration to Nova Scotia are graphed and they indicate some volatility (see Table 2:12 for actual numbers). In 1982 there were under 1500 entering the province, the next six years (1983-1989) showed initially (1983) a small decline and then, for the remaining years, a gradual rise in 1991 and only in 1989 did figures approximately reach those of the beginning of the decade. A small decline in 1991 gave way, in 1992, to a sudden increase and

again, by 1993 the actual numbers had almost doubled those of 1991 only to fall again in 1994.

Figure 2:6 Immigration to Nova Scotia 1981 - 1994



Sources: (i) Department of Education, Nova Scotia (1995)
(ii) Citizenship & Immigration (1994) Facts and Figures, 1993

Over the three year period, shown in Table 2:12, percentage increases are very noticeable. Between 1991 and 1992 the number of people entering Nova Scotia increased by 56.9%. Between 1992 and 1993 the increase, while not as high, was 26.9%. The dramatic increase (99%) came between 1991 and 1993. The preliminary data, for 1994, show, at the point of calculation, a predicted 2229 immigrants arriving in Nova Scotia. These figures, suggest a decline of numbers compared with 1993 and 1992. These predictions could, however, be inaccurate. Month by month entries, to the provinces in the immigration statistics data reveal

that whereas traditional immigration months of entry were consistent, the last few years have not followed these predictable patterns. This is thought to be in part, due to the processing of immigrants under Bill C-55 (Citizenship and Immigration, 1993, p.viii).

Table 2:12 Immigration to Nova Scotia 1991, 1992, 1993
Percentage Increase

Year	Number	% Increase
1991	1504	
1992	2359	+56.9
1993	2994	+26.9
1994** (Jan.-April)	743	N.A.

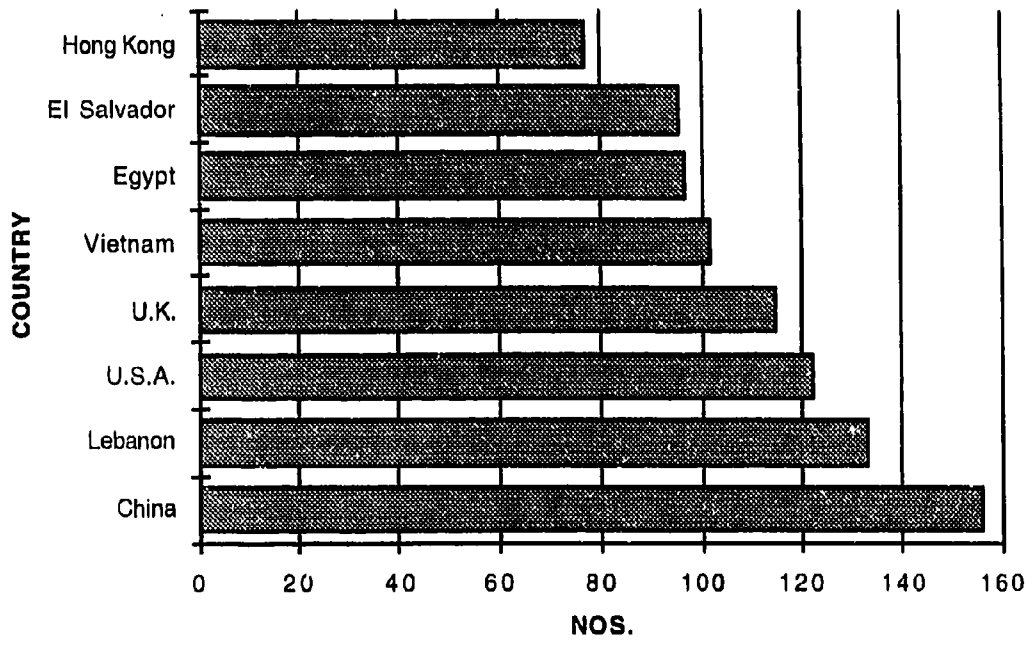
Sources: Adapted from Citizenship and Immigration, Canada (1994), Facts & Figures: 1993 : Overview of Immigration, p. 4 1993.

Notes: *Figures for the first 4 months of 1994. Monthly intake fluctuates annually. The 743 projected figures would suggest 2,229 would be the minimum expected to arrive in N.S. over the 1994 period.
**Source of these preliminary data: Citizenship and Immigration (April 1994). Immigration Statistics at a Glance.

Figure 2:7 reviews where immigrants arriving in Nova Scotia have come from. Whereas figures after 1991 are not available, it is interesting, to first look at these in terms of possible language requirements and, second, to compare the local and national trends. Immigrants arriving from six of the eight countries may not have English or French as their first languages. The immigrants from the U.K. and the U.S.A., if these are their countries of birth, are more likely to speak English than immigrants from the six other countries. Approximating the figures, about 39% of immigrants come from English speaking countries while 62% came from countries where English/French are not the first languages. As these figures do not account for the remaining countries not found in the Top Eight, the overall

picture is not complete in terms of being able to predict how many children may or may not speak English or French.

Figure 2:7 Top Eight Countries - Immigrants to Nova Scotia - Country of Origin 1991



Sources: (i) Department of Education, Nova Scotia (1995)
(ii) Citizenship & Immigration (1994) Facts and Figures, 1993.

A look at countries of origin in Nova Scotia compared with national trends in 1991 (see Table 2:7) reveals some interesting differences. China places first for Nova Scotia, but third nationally. Hong Kong places first nationally, and eighth locally (interestingly Hong Kong places a consistent first for 1991-1993 and, preliminary figures out, up until June, places if still first). Lebanon, rating the second highest country of origin for Nova Scotia, places sixth nationally in the same period. Second, in 1991, was Poland (which interestingly is not in the top

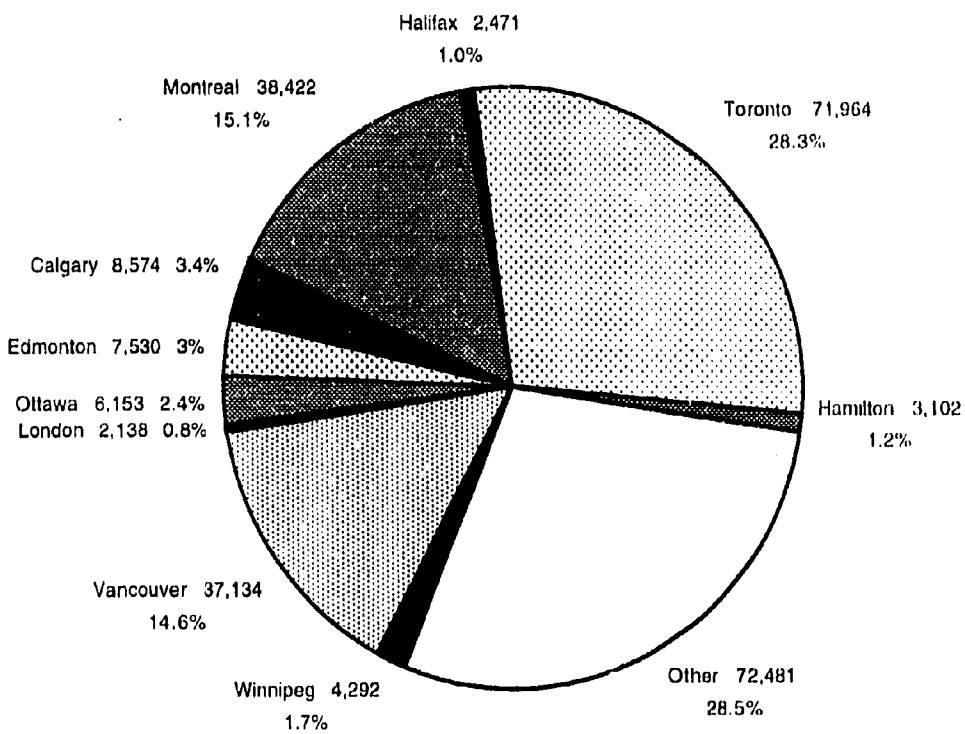
eight countries of origin for Nova Scotia). El Salvador, second to last for Nova Scotia, is likewise in the same position nationally. The two English speaking countries, U.K. and the U.S.A., place third and fourth respectively in Nova Scotia, while nationally the U.K. places 8 out of 10 and the U.S.A., in 1991 did not rank at all.

The shifts depicted earlier in Figure 2:3 show national shifts from European countries of origin in 1965 to Asian in 1992. These shifts also appear to be reflected in changes occurring in immigrants' countries of origin in Nova Scotia. With these shifts, the questions, mentioned earlier relating to language and school requirements, seem to be focusing on the need to look closely at the numbers of immigrants with or without children, who will need language training and ESL work.

The data thus so far, are suggesting that although overall the immigration number, in relation to national numbers is low, the percentage that are entering Nova Scotia is following general trends of coming not from the traditional European countries of the past, but from Asian countries. This being the case, English/French may well not be either their first or second language.

The numbers of immigrants and their children entering Nova Scotia settle, predominantly, in the Halifax and Dartmouth areas. Figure 2:8 indicates that, in 1993, 2471 new immigrants (82.5% of the total entering N[illegible] Scotia) settled in the metro areas. This influx of immigrants and their families, while not of the magnitude of the numbers shown in Table 2:13, for other metro areas across Canada, will necessitate the provisions of settlement services, schooling and other social services.

Figure 2:8 Immigration by Metro Area 1993



Source: *Adapted from:* Citizenship and Immigration (1994). Facts & Figures 1993, p.4.

Table 2:13 Immigration by Metro Area, 1993

Metro Area	Number	%
Toronto	71,964	28.3
Vancouver	37,134	14.6
Montreal	38,422	15.1
Calgary	8,574	3.4
Edmonton	7,530	3.0
Ottawa	6,153	2.4
Winnipeg	4,292	1.7
Hamilton	3,102	1.2
Halifax	2,471	1.0
Others	74,619	29.3
Total	254,321	100.0

Source: Citizenship and Immigration Canada (1994).

Adapted from: Immigration by Metro Area 1993.

Table 2:14 shows trends in terms of occupations shifts between 1991 and 1992, of immigrants entering Nova Scotia. Total workers, for 1992, were 990, compared with 716 in 1992 (38.2% increase). In the Independent Class (entrepreneurs and investors), the increases from 1991 to 1992 are high, showing, in the former group, an overall increase of 184% and, the latter group, 473.3%. Of the twenty-four categories, ten show a positive increase in numbers, ten a negative drop and four remain the same between the two years. The ones showing a positive increase covers a variety of occupations from the investment and entrepreneurial groups (both groups must have financial backing either in terms of buying into a business and employing people or investment capital) to farming and agriculture and machinery and related aspects. Transport equipment and operating occupations saw a 83.3% increase, However, it is interesting to note, for example, that numbers involved in these sectors are relatively small in some instances. Religious occupations, for example, recorded an increase of

33.3%. However, this was based on a rise from 6 (1991) to 8 (1992) immigrants entering Nova Scotia under this occupation category. Likewise, the 42.9% increase in the Farming, Horticultural and Animal Husbandry category was caused by an increase of three immigrants (7 to 10). In the areas to show a drop the numbers involved were also small. For example, sales dropped by 10.5% (from 19 people in 1991 to 17 in 1992). The artistic group dropped 18.2% (when the number of immigrants fell from eleven to nine). Materials and Handling category dropped from six in 1992 to zero in 1992.

Table 2:14 Selected Occupations (Intended) by Province (Nova Scotia)

	1991	1992	% +/-
Entrepreneur	70	199	+184.0%
Investors	11	58	+427.3%
Managerial Administrative and Related	28	38	+35.7%
Natural Sciences, Engineering & Mathematics	48	54	+12.5%
Social Sciences and Related Fields	12	11	-8.3%
Religion	6	8	+33.3%
Teaching and Related	41	31	-24.4%
Medicine & Health	40	35	-12.5%
Artistic, Literacy, Performing Arts and Related	11	9	-18.2%
Sales	19	17	-10.5%
Services	37	43	+16.2%
Farming, Horticultural and Animal Husbandry	7	10	+42.9%
Fishing, Hunting, Trapping and Related	3	3	0%
Forestry and Logging	0	0	0%
Mining & Quarrying, including Oil/Gas Fields	2	0	-100%
Processing	8	8	0%
Machinery & Related	8	7	+14.3%
Product Fabricating, Assembling & Repairing	44	26	-41.0%
Construction Trades	23	18	-21.7%
Transport Equipment Operating	6	11	+83.3%
Material Handling and Related, N.E.C.	6	-	-100%
Other Crafts & Equipment Operating	1	1	0%
Occupations	244	372	+52.5%
Total Workers	716	990	+38.3%

Sources: *Adapted from:*
(i) Citizenship and Immigration (1994), Table IM 20, p. 68-71.
(ii) Employment and Immigration Canada (1992). Table IM 20, p. 64-67.

We turn now to look at composite figures of both workers, spouses, children, students and others who complete the immigration picture for 1991, and 1992 in Nova Scotia. Table 2:15 shows that of the possible 1504 entering the

province in 1991, 48% approximately, were classified as workers, while the balance were classified as non-workers. Of the non-workers, the numbers that were school-aged children are hard to separate due to the fact that the categories 'children and students' are not clearly defined by age (see Table 2:15). In 1992, of the possible 2359 entering Nova Scotia, 42% approximately were classified as workers (990) while 58% were non-workers. While the same problems remain in 1992 as in 1991, in terms of determining 'school aged children' from the two categories outlined in Table 2:15, the interesting point to note is the actual percentage increase of children and students between the two years.

With an overall 57% approximate increase in immigrant numbers (1504 to 2359) the percentage increase for the category 'children' during this period was 56% (64%) and, for 'students' an 86% increase. Unfortunately, the inability to separate these two categories into school aged children prevents data being available re children's educational/language needs[6] at this point in time.

Table 2:15 Workers and Non-Workers Entering Nova Scotia, 1991-1992

	1991	1992
Non-Workers:		
Spouses	203	356
Children	130	203
Students	376	698
Retired	74	99
Others	5	13
Total Non-Workers	788	1,369
Total Workers	716	990
Total	1,504	2,359

Sources: Ad d from:
(i) Citizenship and Immigration (1994), Table IM 20, p. 68-71.
(ii) Employment and Immigration Canada (1992), Table IM 20, p. 64-67.

[6] Statistics Canada, when asked by fax and then a follow up telephone call to try and explain these figures in light of Table 2:18 and in aplitting them into school aged children, said that the discrepancies that are present could reflect the differnet definitions re age range of the term 'student'.

Table 2:16 addresses directly the issue of language. In 1991, 904 of the total 1504 immigrants could speak one or both of the official languages (61.5%) while 579 (38.5%) could not. In 1992, with a significant increase of new immigrants of 26.9% over 1991, the number of immigrants not speaking one of the official languages was 35.2% (831). The percentage speaking English or French or both was 64.8% (1528).

Table 2:16 Percentage of Immigrants, Entering Nova Scotia, Speaking/Not Speaking Official Language of Canada, 1991 and 1992

	1991	1992
Total Immigration to Nova Scotia	**1504**	**2359**
Languages Spoken		
Official Languages		
English	61.5%	64.8%
French	(904)	(1528)
English/French		
None of the Above	38.5% (579)	35.2% (831)
Not Stated	1	-

Sources: Adapted from:
(i) Citizenship and Immigration (1994) Table IM5, p.36
(ii) Employment and Immigration Canada (1992), Table IM5, P.32.

Table 2:17, taken from the 1991 Census indicated the mother tongues spoken not only in Halifax, but across the province. These figures indicated the composite number of the total population in 1991. In Halifax, 3.0% of the overall population stated that English and French were not their mother tongue. Within the province 2.1% stated that their mother tongue was neither of the official languages. (However, a caution to observe here is that someone born outside

Canada, but now speaking one of the official languages, would indicate that neither were their *mother tongue*. Interestingly, of the possible 2800 that stated that Chinese was their mother tongue, 43.5 % (1225) live in the metro area. The Arabic speaking people, in Halifax, represent 44.5% of the total living in the province.

Table 2:17 Mother Tongue Spoken - Metro Area of Halifax and the Province of Nova Scotia - 1991

Total Population	**Halifax***	**%**	**Nova Scotia****	**%**
1991	320,501		899,942	
English	298,505	93.1	838,375	93.2
French	8,690	2.7	34,005	3.8
Non Official Languages***	9,995	3.0	19,560	2.1
Multiple Languages	3,315	1.0	8,005	0.9
Major Non-Official Languages	**Halifax**		**Nova Scotia**	
MicMac	-		3,585	
Chinese	1,225		1,575	
Arabic	1,185		1,480	
German	945		2,110	
Dutch	-		1,900	
Polish	750		-	
Greek	730		-	
Other Languages	5,150		8,905	

Sources: *Statistics Canada (1992) Profiles of Census Divisions and Sub Divisions in Nova Scotia, Pt.A., Adapted from Table 1, p.12.
**Statistics Canada (1993) Profile of Census Track in Halifax, Pt.A., Adapted from Table 1, p. 10.
***Languages other than English and French.

The questions raised earlier in this chapter relating to possible increase in ESL school-aged children can be also reviewed in terms of the immigration trends in the province and specifically Halifax. Table 2:18 shows children, by age and

gender entering Nova Scotia. In 1991, the overall number of children 0 to 19 years of age was 424. Within the amount, approximately 58% were male, 42% female. In the youngest age range (0-4 page range) 60.5% were males, 39.5% females. The 5-9 age range, 53% were males, 47% females. The 10-14 age range saw 58% males and 42% females, and in the oldest age range 60.6% were males and 39.4 were females. The trend of more males to females is steady in the 1991 data. Of significance to language and education are the children in the first three groups in terms of their age and eligibility to attend schools. While the first group is not of school age, they have in projected years, 13 years of schooling ahead of them. The second group (5-9 years) have, in projected years, between 13 years and 9 years of schooling ahead of them while the next group (10-14 years) have between 8 and 4 years. The last group have, if 18 is the official last year of school, only three years of school, with some possibly being out of the educational system altogether by the age of 19,

In 1992, the overall figures of children entering Nova Scotia, in the age ranges of 0-19, were 781 (Table 2:18). Of these, 51.8% were males and 48.2% were females. These figures indicated an overall decline in the male immigrants from 1991 (58%) of approximately 6%. Conversely, females entering the province rose from 42% in 1991 to 48.2% in 1992. However, within the four age range categories, two show an increase of more females to males. The 5-9 year category showed only a slight rise–females 51%, males 49%. The difference in the oldest category (15-19 years) is again very slight (98 compared with 95). The projected number of years each of these categories has in terms of years in school remains the same as in the 1991 figures mentioned earlier. The overall provincial average increase of children across ages and genders, entering Nova Scotia during the period 1991, 1992 is 84.2%.

Table 2:18 Children, by Gender, Age Range, Calendar Year Entering Nova Scotia, 1991-1992

	1991		1992	
	M	F	M	F
0-4	52	34	80	52
5-9	74	66	113	117
10-14	63	41	117	109
15-19	57	37	95	98
	246	178	405	376
Total	424		781	
Overall Provincial Percentage Average Increases 1991-1992: 84.2%				

Sources: Table adapted from:
I. Citizenship & Immigration Canada (1994) Immigration Statistics, Table IM3, p.28
II. Employment & Immigration (1992) Immigration Statistics 1991, Table IM3, p. 24.

With immigration to Nova Scotia as a percentage of total immigration to Canada ranging from 0.9% (1991) to 1.2% (1992), it is interesting to look at the disaggregated data contained in Table 2:18. Table 2:19 separates out the total children entering Nova Scotia into two age categories; 0-14 years and 15-19 years, and by gender within each group.

Taking the younger age range first, between 1991 and 1992, the percentage increase in males was 64% (189 to 310) with females of the same age range, the increase was 97% (141 to 278). The national average increase (given in Table 19) was 8.2% males and 10.7% for females during the same period. The overall percentage average increase in Nova Scotia was 78.2% compared with a 9.4% nationally.

The older age range (15-18 years) between 1991 and 1992 saw similar increases within the male immigrant population. Between 1991 and 1992 males increased from 57 to 95 (66.6%). This compared with nationally, a 15.3% increase for the same age group and sex. In the female group, there was a dramatic increase from 37 in 1991 to 98 in 1992. This was a 164% increase. While the actual numbers involved are low relative to national numbers, this increase is still worth highlighting in terms of actual number increases. The overall provincial percentage average increase, in this age range, for 1991-1992, was 105.3% compared with 18.9% nationally.

Table 2:19 Percentage Increase of Children by Gender, Age Range and Calendar Year Entering Nova Scotia, 1991 and 1992

	1991*	**1992***	**% Increase**	**(National** % Increase)**
Age Range 0 - 14 years				
Male	189	310	64.0	(8.2)
Female	141	278	97.0	(10.7)
Overall Provincial % Average Increase, 1991, 1992			78.2	(9.4)
	1991	**1992**	**% Increase**	**(National** % Increase)**
Age Range 15 - 19 years				
Male	57	95	66.6	(15.3)
Female	37	98	164.0	(22.7)
Overall Provincial % Average Increase, 1991, 1992			105.3	(18.9)

Notes: *See Table 2:18
**See Table 2:11

Reference back to Table 2:9 which indicated that there has been an increase in the number of children brought into Canada finds strong confirmation in the data for Nova Scotia. This confirms the need for ESL instruction in the school system. The question of whether or not the increasing numbers of dependents referred to in Table 2:4 and the discussion of these numbers will

reflect continuing increases in school-aged children can only at this point be speculation.

CHAPTER 3 OVERVIEW

IMMIGRANT CHILDREN IN CANADIAN SCHOOLS:

(a) **Canada: a historical overview of English as a Second Language (ESL) teaching**
(b) **Nova Scotia: a historical overview of English as a Second Language (ESL) teaching**
(c) **Current Options for Teaching English as a Second Language**

CHAPTER 3: OVERVIEW: IMMIGRANT CHILDREN IN CANADIAN SCHOOLS

A) Canada: A Historical Overview of English as a Second Language (ESL) Teaching

> "Canada's future depends on its ability to educate its young and arm them with the employment skills the country needs to compete internationally."
>
> (Flaherty and Woods, 1992, p. 191)

From the overview of immigration statistics (nationally, provincially and locally) it is clear that rising numbers of non-English speaking immigrant children have educational, language, emotion, and social needs which school boards across the country have to try and meet in order to help ESL students become productive members of their new country. Historically, meeting educational needs has not taken a high priority with either the federal or provincial governments. Ashworth (1992, p.36) succinctly outlines the overall lack of any systematic approach to teaching English to non-English speaking immigrant children, refugee children and children of refugee claimants within our school system. She highlights the fact that despite growing numbers of immigrants in the early 1900's[7], little has ever been done to help formalize and standardize the teaching of ESL across the provinces. Quoting materials from the early part of the century she explains that the emphasis had been on the submersion of an individual's culture and languages in order to produce "little Canadians" children who would immerse themselves in their new culture and language, losing, in doing so, their own cultural roots. These attitudes were dominant in a publication by Anderson (1918) entitled *The Education of the New Canadians*.

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[7] The average immigration figures over a 49 year period from 1922-1951 were 107, 502 per annum compared with the preceeding 49 year period (1852-1901) of 40, 027. Within the earlier period (1852-1901) figures ranged from a low of 6276 (1860) to a high of 133,624 (1883) compared with the period 1902-1951 of a low of 7576 (1942) to a high of 400, 870 (1913). (Immigration Statistics, 1991)

Additionally, she suggests there was little done to prepare teachers formally, in terms of training and resources, for the teaching of non-English speaking immigrants in the early part of the twentieth century,

The post World War II years saw a steady increase in immigration with 1957 being a record high (282,164) since the beginning of World War I. During the 1980's, about 40 to 50 percent of the yearly immigrant influx could speak neither of the official languages and of this total about one-third were children aged 0-19 years (Ashworth, 1992, p. 38).

Provisions for educating non-English speakers in our schools, varied according to location. Central to any provisions has always been funding and, as far back as 1907 attention was focusing on the need for funding by the Chairman of the Board of School Trustees in Victoria, B.C..

> "If we are to admit these boys to ordinary graded schools and put them in the ordinary classes it will impede our own pupils," he remarked to his fellow trustees, "ignorant of language, the Chinese students will require special attention, If we engage a special teacher we are taxed the cost of that teacher's salary and the cost of the room..."
>
> (Victoria Colonist, August 24, 1907)

In the 1990's, the concerns of Mr. Jay in 1907 have changed very little–funding and adequate resources (or a lack of them) is still a problem faced by administrators and teachers. Little has changed since the early 1900's within many of our schools. Funding–who is to pay what, has become somewhat of a

political ping pong game with the student being left somewhere in the middle of the federal governments refusal to commit funds and the provincial governments seeking additional money to support programming. The federal government, while committed to the funding of French as a second language and while ultimately setting and controlling (with the exception of Quebec) immigration quotas, steadfastly maintain education, *per se*, comes under the jurisdiction of the provinces. In the Constitution Act of 1867 education was designated a provincial responsibility, and therefore it is their responsibility to deal with the funding of ESL programs within their budgets.

The concentration of immigrants, in several provinces and metropolitan areas[8] such as Vancouver and Toronto have led inevitably to a concentration of school-aged children. In these areas there are close to over 50% of ESL children in the school systems. Vancouver, for example, is often cited as a city having concerns and frustrations surrounding providing programs for school-aged immigrant children: "The influx of students for whom English is not a first language is of such a magnitude as to have serious implications requiring changes to the total educational program in Vancouver" (Flaherty & Woods, 1992, p.182).

This statement, presented to federal cabinet ministers by the Vancouver School Board, aptly encapsulates the growing concerns, and therefore demands, for political intervention to help respond to meeting the needs of all ESL children within the school system.

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[8] See Figure 2:8, Chapter 2. This table indicates that in 1993, 58% of all immigrants settled in three major areas:

Toronto	71, 964 (28.3%)	
Montreal	38, 422 (15.19%)	
Vancouver	37, 124 (14.6%)	(Citizenship and Immigration, Facts & Figures, 1993, p.4)

In 1977, 40% (21,817) of Vancouver's School Boards 62,000 students were from backgrounds where English was not their first language. Of this total, some 37% (8000) needed some form of extensive or supportive language development program. Flaherty and Woods (1992) further point out that neither type of program, "...was subsidized by grants from federal government, despite its responsibility for immigration and settlement policy" (p. 182). By 1989, the percentages of students who spoke English as a Second Language had grown to 47% (Early, Mohan & Hooper, 1989).

Current data received from the Vancouver School Board in 1994 (Catherine Eddy, ESL Supervisor, Oakridge Reception and Orientation Centre) shows that ESL is still prominent in their schools, that, for example, in the school year 1993-1994 the student body of 54,770 was composed by 47.35% (25,938) ESL children. Focusing specifically on the elementary aged population shows that 52% (16,750) of their total elementary aged population (32,130) are ESL students.

Although 1994 figures on immigration are, at the time of writing not available, interim data of immigrants entering British Columbia, in the first nine months of 1994 show an overall increase of 11.5% over the same time period in 1993. "While actual student populations data is not known yet, extrapolating from these immigration increases would suggest that school aged children will continue to increase" (Globe and Mail, 1995).

Turning now to Ontario, the other Anglophone province to receive the largest quota of immigrants and school-aged children, shows similar ESL needs and trends. As early as 1971, a survey, conducted by the Scarborough Board of

Education identified 2500 requiring ESL instruction. The North York Board's (also in Toronto) 1988 statistics indicated that one in every four students were learning English as a second language (Handscombe, 1989). Craig McInnes (1994, writing of a school in Toronto), says, "Not since the arrival of the first white settlers centuries ago has Canada been so challenged by diversity as it is today."

Albert Campbell Collegiate Institute reported, in a recent survey (1994), that of the 2200 students attending, over 61.4% spoke other languages than English. Only 39% listed English as their mother tongue, while 36.4% listed Cantonese and 25% spoke 50 other languages. Additionally, of their 147 staff, 11 were ESL teachers, (compared with the equivalent of 2.5 teachers in 1987). (McInnes, 1994). Robert Heath (McInnes, 1994) Superintendent of student and Community Services, Scarborough Board of Education comments, "We've got on record kindergarten classes where 19 out of 20 students do not speak English...Quite often...17 or 18 are Chinese, speaking Mandarin or Cantonese" (p. A1-A4). Metropolitan Toronto has responded to these challenges by recruiting 1300 ESL teachers for almost 35,000 students learning ESL with a budget of $90 per annum for ESL.

Other metropolitan areas[9], along with smaller cities and towns away from the concentrated metro areas, have ESL children to deal with. Whether there is a high concentration of ESL children or merely one in a class, authorities (Ashworth 1992; Flaherty & Woods, 1992) recognize that funding is necessary in terms of helping not only the students, but also, preparing the teacher to meet individual and group student needs.

[9] See Table 2:13, Chapter 2 shows that 42% of immigrants settle in Metropolitan areas other than the three major ones of Toronto, Montreal and Vancouver. (Citizens and Immigration, 1994, p.4).

Scarborough Board of Education in a presentation in 1977 to the Minister of Manpower and Immigration, concluded its report by stating that "the Government of Canada (must)...cover the cost of all programs needed to enable immigrant students to attain a level of learning in an official language so that such students may enter successfully into the regular day school program" (Flaherty & Woods, 1992, p. 183). The Board's report further suggested that fundings based on enrollment, should be allocated by the government to the provincial Ministers of Education (Scarborough Board of Education, 1976).

In 1980, the Honourable Donald MacDonald, the then Secretary of State of Canada, established with the Council of Ministers of Education, Canada, A Task Force on Citizenship and Language Agreements/Programs. Their mandate was to "...examine the official language acquisition requirements of immigrants, including those of their children." Additionally, they were to look at the roles of the federal and provincial governments in meeting those needs. At the last of six meetings, attention was focused on the discussion of school programs for immigrant children. Despite data being submitted indicating approximate extra costings (excluding transportation, staff training, curriculum development, administrative grants and other items) and the request from the Council of Ministers of Education, Ontario, Quebec and British Columbia, that there should be federal financial intervention in areas with high numbers and concentrations of ESL students, the task force ended without resolving the problem and status quo remained.

Seven years later, in 1987, further attempts were initiated by the Canadian School Boards who requested that their national association, the Canadian

School Board Association (CSBA) be asked to examine what political interventions would be needed to meet their concerns regarding resolution requesting:

> ...Employment and Immigration Canada to provide funds to the provinces to assist in language training programs for immigrant/refugees children who speak neither English nor French as a Second Language and who are enrolled in school programs from kindergarten to grade 12.
>
> (Canadian School Boards Association, 1989)

The Association set about gathering data (from six urban boards across Canada) on enrollments, costs and ESL programs and used this in a position paper presented to the House of Commons Labour, Employment and Immigration Committee and the Legislative Committee on Bill C-93, the Multiculturalism Act. These data were also used in 1988 to form the basis of a Canadian School Boards Association proposal for a project entitled *A Study of the Scholastic Adaptation/Cost Effectiveness of Programs for Immigrant/Refugee Children in Canadian Schools.*

According to Flaherty and Wood (1992), the aim of this study was to:

> i) analyze the nature, extent, and cost of schools board English/French second language programs,
> ii) review provincial/territorial ESL/D policies,
> iii) collect and analyze statistics relating to issues identified,
> iv) carry out a search of the literature to determine whether the issues identified by the school board were corroborated by other studies,
>
> (p. 184)

The final report resulting from this study made several important recommendations relating to improving the overall position of the immigrant school-aged child in the school system. The federal government's role and

responsibilities were highlighted in terms of financial, improving communication and sharing decision-making strategies relating to not only language acquisition but also helping resettlement and the coping, for example, with the trauma associated with fleeing a war torn environment. The report's recommendations essentially focussed on the role and responsibility of the federal government and, among other things sought to get the federal government to:

> a) accept responsibility for language training
> b) accept responsibility for resettlement of all immigrants, including children,
> c) accept more involvement from the school boards in terms of
> i) consultation on immigration levels
> ii) access to background information, immigration/ settlement trends, interpretation/translation and other sources,
> d) accept responsibility for exploring how to fund school boards through existing channels (i.e. federal programs, federal/provincial agreements in areas such as Official Languages in Education and Multiculturalism.
>
> (Flaherty & Woods, 1992, p. 187)

The CSBA study was distributed to concerned parties at all levels of government and to all other relevant organizations outside governmental departments. The study finally finished up in the Multiculturalism Branch which, itself was undergoing change. "By placing the response (of the study) in a specific branch, the Secretary of State effectively cut off a search for solutions to the school board's problem" (Flaherty & Wood, 1992, p.190)–communications, with other offices (re Education support who were responsible for negotiating the federal/provincial official languages in Education agreement) was thus curtailed.

Amidst political manipulation and territorial preservation the CSBA, since releasing its findings in the summer of 1989, has managed to highlight, pressure,

lobby and focus attention on the inability of local school boards to meet the needs of ESL children without major financial support from the government. However, despite all this heightened awareness, to date, nothing has changed. The Honorouble Barbara McDougall, addressing the annual CSBA conference in 1990 reiterated that, while many people empathize with the situation, intervention, by the government, is out of the question–education remains totally the responsibility of the province, strategies and ways of coping with this problem lay with them. The Honourable Bernard Valcourt, Federal Minister from 1991-1993, sympathized but was unable to resolve the problem of the transfer of funds for the financing of ESL at the school level. Our current federal minister of Citizenship and Immigration, the Honourable Sergis Marchi in his annual report to Parliament (Citizenship and Immigration, 1994), while stating that his government was "...committed to an open and progressive immigration policy...that was 'dynamic'" and reflected achieving the "...fundamental, social, humanitarian and economic objectives set out in the Immigration Act" (p.i), made no reference to alterations or modifications to funding. The speech further outlined their immigration planning, consultative plans ["grass root involvement" (p.ix)] and strategies for achieving better organized and less *ad hoc* situations. There were, for example, specific references made to the adjustment and settlement programs and the Languages Instruction for Newcomers to Canada (LINC) programs[10]. Currently the total expenditures (The Immigration Envelope) for all programs and services were about $950 million in 1992-92 (Immigration Canada, 1994), but no reference was made in the presentation to any additional or realignment of funds towards the education of school-aged children. Provinces have, and will continue to deal with the problems and have, in some cases, accepted some

[10] Programs that, financially assist adults in settling and providing essential services are Adjustment Assistance Programs (AAP), Immigrant Settlment and Adaptation Programs, Host Programs, LINC and Labour Market Language Training (LMLT) programs. The latter two (LINC and LMTT) are both language training programs for adults.

degree of responsibility for educational needs of ESL students. Prince Edward Island (P.E.I.) and New Brunswick, for example, each gives funding for ESL tutorials, while British Columbia allocates a special grant of $800 per student. As we have indicated earlier, Toronto school boards, along with other school boards in the area, have accepted full responsibility for the educating of ESL students under their jurisdiction (Redden, 1993).[11]

[11] In a news release (Citizenship and Immigration Canada, June 1995) the government announced a national competition to select up to three Canadian Centres of Excellence for Research on Immigration and Integrated issues. Minister Sergio Marchi announced that grants of up to $6 million over 6 years will be used to research immigration issues including key topics within the educational domain (Social Sciences and Humanities Research Council of Canada, 1995, p.3).

b) Immigrant Children in Nova Scotia: An Historical Overview of ESL teaching

With Nova Scotia being one of the provinces with low immigration levels, the need to focus on ESL teaching to the school aged child has not been as imperative as in the large metropolitan areas of Vancouver and Toronto. While these areas have long recognized the problematic situation that had fast developed in their province, Nova Scotia and other Atlantic provinces did not feel the urgency to address the issues. However, by 1985, attention was beginning to focus on ESL teaching and on the position of the immigrant in Nova Scotia.

Davison's (1985) research was the first major study to focus in this area. She set out to map ESL in the province and focus on information relating to both adult and child ESL learners. Her study also aimed at providing a provincial directory of ESL programs. She found approximately 189 immigrant and refugee students registered in ten districts of Nova Scotia. Her final recommendations were instrumental in identifying areas of need for further investigation (TESL Nova Scotia, 1991). She suggested attention be focused on providing some ESL programs and that there was a "pressing need for some form of provincial co-ordination" (p. 51). Additionally, the report suggested the need for a resource centre/library and, that the province should continue its support of the recently established (1982) TESL Nova Scotia (whose mandate was, among other things, the support of "...public policies and programmes affecting second language learning and teaching" (Davison, 1985, p.4).

In 1986, Findlay's survey sought to establish whether there was a need for an ESL resource person in Nova Scotia. The data were collected from practicing educators and teachers in the public school system along with other facilitators of ESL programmes around the province (TESL, Nova Scotia, 1991).

The results of the survey suggested that the need was urgent, and that the establishment of such a position was "imperative" (Findlay, 1986, p.9). Her research also identified the need for more resource materials, qualified ESL personnel and that there was the unavailability of any guidelines for the delivery of services nor of resource materials.

Both Davison's and Findlay's work supported, in part, the findings of the CSBA in their 1987 study discussed earlier. Attention and heightened awareness were finally being given to the immigrant, non-English speaking students within our school system.

By 1989, overall national immigration figures had more than doubled from the mid 1980's. (1985, 84,302; 1989, 192,001-Employment and Immigration Canada, 1992). While the national trend was not evident in Nova Scotia, there had been, however, a steady increase in the overall number of immigrants entering the Province (1985, 205; 1989, 326-Employment and Immigration Canada, 1992). Because of this steady increase in numbers and the need to address the ESL learner, there was a "...growing perception that the needs of ESL students may not be met by current provisions within the system," (TESL Nova Scotia, 1991, p. 21), the English as a Second Language Committee of the Halifax District School Board conducted a survey. It identified an excess of 200 students in the Halifax District schools in need of ESL assistance with half this number actually receiving

instruction. The survey also drew attention to the fact that there were natural centres of schools with ESL students (TESL Nova Scotia, 1991). Recommendations from this study again focused on programming and staffing, curriculum modification where applicable, professional development, the establishment of a designated person responsible for ESL programming and services and a central registry of information on ESL students.

By 1991, an update from this Committee reported that many of the 1989 recommendations had either partially or wholly been implemented within the School Board. These changes were of a very positive nature and advanced the position of ESL learners within the school system. Improved registration procedures were implemented along with sabbaticals given for professional development in ESL training. Materials, provided principally by the T.E.S.L. Centre at Saint Mary's University, were upgraded and courses established (for example, English Workshops at three of the four Senior High Schools in the Halifax District School Board area). Staffing was also affected. An itinerant position in ESL was allocated and specific duties for ESL were undertaken by the supervisors of Language Arts and Special Services. Lobbying continued to elicit provincial and federal funding increases so that other recommendations, not already addressed, could be implemented. These initiatives, like those in other provinces, sought to draw attention to the teaching of English to our non-English speaking students.

As a way of including the provinces in the overall planning of immigration, consultations were held across Canada. The Halifax Forum (January 1990) included representatives from all four provinces. Among the issues raised was that of funding and the point was made that monies should be provided to

departments of education for linguistic and cultural integration of immigrant children. The concerns raised in Halifax were reflected nationally and in their conclusion of the Reports on the Consultations on Immigration for 1991-1995 (Immigration Canada, 1990), it recommended that increased immigration was only viable if adequate resources were made available and that public education was important to the success of immigration programs. Despite these recommendations, it seems little has been done in relation to funding adjustments to departments of education to try and ensure success with public education of school aged children.

By 1992, the position of ESL teaching in the HDSB system had reached its zenith. Staffing became a key component in the improving situation for our second language learners. In the school year 1992 to 1993, four full time ESL teachers, two itinerant ESL teachers and three teachers with responsibility for ESL, were being employed by the School Board to attend to the needs of students Primary through to Grade Twelve.

Concurrent to the School Board initiatives, TESL Nova Scotia was also researching the needs of ESL learners in Nova Scotia. In the introduction, the goals of the research were outlined as the provision of: "...a statement on the nature and extent of problems currently facing these ESL students" (TESL Nova Scotia, 1991. p. 4). This project was led by two researchers who had a responsibility for the two areas of investigation. The first focussed on adults, while the second, school-aged children and adolescents in the public school system, in Nova Scotia, between November 1991 and February 1992. The project focussed on a broad base of second language learners that included not only ESL students but also ESD (English as a Second Dialect) students. The focus group

comprised of not only immigrant and refugees' children, but also Acadian, Mi'kmaqs and Quebecois students. Additional groups included, where applicable, were Visa and First Generation students. Data were collected from several sources; individual questionnaires were given to principals and teachers of ESL to complete, and, within the metro area, student interviews were conducted.

The number of responses from the educators surveyed was very encouraging. Data were gathered from 67 educators in 82 of the 122 schools contacted (a 67% response rate). The survey reported on 1952 target group students in 15 of the 18 mainland districts within Nova Scotia. Of these, the report highlighted that 39.5% (772) were ESL/D (TESL Nova Scotia, 1991).

The recommendations from this survey supported the work mentioned earlier (CSBA survey) in that it identified policies and procedures and provided information about current strategies of educating ESL/D students. Recommendations from this survey covered the standardization of registration forms, the need for greater cross-cultural awareness in relation to specific target groups involved in the survey, students at risk, programming, orientation services, standardized testing and the provisions of resource material (TESL Nova Scotia, 1991). Additionally, the author of this part of the study added four further personal recommendations. Of the four, three can be seen to relate to school-aged children. Firstly attention was focused on the role of Parent Teacher Association's (PTA's) in terms of in-servicng that would help increase parental awareness and involvement in the schools. Secondly, MacIntyre focused on the need for reception classes with ESL teachers for the Halifax, Dartmouth area, and,

lastly, the need to provide translators to help with newsletters, notices, forms, etc., within the school.

This study sought to identify and heighten the awareness to the needs of ESL/D students in Nova Scotia. Like many of its counterparts in other areas of Canada, it succeeded in focusing on the needs of students in the public education system. Relating specifically to ESL needs, teachers repeatedly noted that more resources (personnel and materials) were needed (TESL Nova Scotia, 1991) in order to provide language instruction for more basic language learning. Again, as with other reports out of Vancouver and Toronto, the survey, while being heralded as a necessary and informative document, did little to affect the overall position of the ESL/D child. However, recommendation 3.8, Materials Used (TESL Nova Scotia, 1991) was implemented by TESL Nova Scotia, and in 1994, after a survey of teacher needs, the present author produced a kit to try and meet some of the specific short-term requirements of students, teachers and parents.

In addition, a discussion paper by Redden (1993) brought further prominence to ESL teaching in Nova Scotia. Presented to senior management within the Department of Education, it outlined succinctly the provision of ESL in Nova Scotia and made recommendations relating to (i) school programs and curriculum, (ii) resources (iii) visa students, (iv) funding, (v) Teacher Education preparation (vi) support services, (vii) adult ESL, (viii) research, and finally, (ix) the possible establishment of reception and ESL centres. Despite the clarity of message, little seemed to come from the discussion paper in terms of follow through on its recommendations. The Halifax District School Board [HDSB]) examined funding for elementary and secondary children based on family size. The Funding Review Committee, established by the Department of Education,

and composed of members from the Nova Scotia Teachers Union, N.S.S.B.A.., and the Department of Education included funding for ESL as one of the areas to be considered.

The most current work, in the ESL field was a Task Force report led by Glenda Redden (September, 1994) at the Department of Education. This Task Force produced two resource documents, one for administrators and one for teacher/support staff, which provide a comprehensive overview of ESL from different perspectives. The teacners' document reviewed the role of the teacher, guiding principles of ESL, different students needing ESL (including those other than immigrants i.e., Mi'kmaq). Cultural information, culture shock, the role of the family and other general areas are also reviewed. The administrators' document includes some of the above information and, in addition, references to legal responsibilities and the role the school plays in the ESL process. It also referenced links to early childhood and continuing education.

Both parts of the report were circulated across the province, giving excellent, concise overviews with references cited for more in-depth reading. Contact groups were also cited along with resources and information on where to obtain them. Thus, for schools and teachers new to ESL, the reports a framework for both teachers and administrators to build on.

Within the last decade, Nova Scotia has also followed national trends in attempting to highlight the teaching of English to our non-English students.

Having only approximately 1.0% of the nation's overall immigrant population[12] does not mean that the province does not have a problem, for, as Ashworth (1992) states: "...even one ESL student in a class, particularly in a school that has not experienced non-English speaking children before, can create difficulties for the classroom teacher untrained in ESL methods" (p.37).

Educational provisions, whether in Nova Scotia or British Columbia, still remains a priority–even in tough economic times: "In the new economic order the countries that invest most in education will be the most competitive" (Naisbutt & Aburdene, 1990). Innovative options have developed despite the previously outlined apparent lack of progress. They will show how different boards have creatively, and with no significant extra alignment of funding, risen to meet the language needs of their new students.

[12] 1991-1992 Immigration by province indicates that Nova Scotia has between 0.7 and 0.9% of the immigrant population compared with, for example, Ontario with an average of 52.47% and British Columbia with 17.89% (Citizenship and Immigration, Facts and Figures, 1993). See Chapter 2, Figure 2:5.

c) Current Options for Teaching English as a Second Language

Each province, having different levels of immigration, will respond to meeting the needs of non-English speaking students in a variety of ways. Formulas for funding ESL programs, are according to Ashworth (1992), based on different criteria. These include:

(1) geographic origin of the student and years in the school system,
(2) an arbitrarily arrived at language instruction weighting factor,
(3) the average provincial teacher salary,
(4) percentage of ESL students in school,
(5) a per capita grant,
(6) a combination of these.

(p.36)

Because of these different factors, the funding for optional programs will vary from province to province. However, Ashworth (1988, 1992), describes the options, funding permitting, that are available. She categorizes them under four headings, each with several sub-categories:

(A) Self-contained Programs
(1) Full day reception classes
(2) Half day reception classes
(3) Bilingual classes

(B) Withdrawal or Pullout Programs
(1) English Language/Learning Centres
(2) Itinerant ESL teachers
(3) Tutorials

(C) Transitional Programs
(1) Subject matter transitional programs
(2) Vocational/pre-employment programs
(3) Academic booster programs
(4) Special Education/ ESL programs
(5) Pre-school programs

(D) Mainstreaming
(1) Immersion programs
(2) Mainstream support programs

(Ashworth, 1992, p.37)

Taking these *seriatim*:

(A) Self-Contained Programs: homogeneous grouping of students learning ESL. In this program students remain together for either (a) full day, or (b) half day or (c) a combination, i.e., it starts on a full day schedule and works to half day when more proficient. Within these programs work is usually tailored to needs for the group will be grade and level free. With the half-day program students will spend half of their day in an ESL class and half in their regular class. In bilingual classes (option c), the class will have a common language (i.e., Cantonese) and this will be spoken, along with English, by the teacher.

(B) Withdrawal or Pullout Programs: students are enrolled in their regular class (usually age appropriate) and withdrawn for language help at particular times. Extra help will come from three sources: a learning centre, itinerant teacher, or by tutorials. The options chosen will be dependent on number in the school and/or funding available.

(C) Transitional Programs: this type of programming focuses on specific needs and is there to assist students in moving into the mainstream. The first three choices (subject matter, vocational and academic booster programs) are primarily catering to older children, The last two– special education/ESL programs and pre-school programs are more applicable to younger-aged students. In the former, learning problems (cognitive, social, emotional), along with language acquisition, are dealt with. In the pre-school transitional program, pre-schoolers are given the

opportunity of not only learning language but also being exposed to school life prior to their going to elementary school.

(D) Mainstreaming: students are placed in a regular school class with the classroom teacher responsible for the design and implementation of the program. In some cases, an ESL teacher may be available to work with the child in the classroom or to help with program design, Mainstream support programs are offered by some boards and involve students returning to an ESL classroom on a needs basis.

Piper (1993) outlines the above options in an easy-to-read tabulated format. She further adds age, suitability, language proficiency levels, and class sizes relevant to the four different options in the outline. Both this author, and the publication *ESL Resource Book,* from the Ministry of Education, British Columbia (1989), outlines clearly, the relative advantages and disadvantages of each option. It becomes clear, from this literature, that nothing is ideal, and that all four options, with their sub-categories, have merits and failings. This is not surprising, due to the fact that ESL students, by virtue of their being there, often bring unique problems, which have to be met educationally, socially, and often emotionally. Add into this equation funding (or lack of it), geographical constraints, and such necessitate discretion in the types of program options adopted by provinces and individual school boards.

Examples of Programs Options Offered Across Canada

Toronto

Flaherty and Woods (1992) suggest that the options adopted by school boards fall into several categories. Their findings, taken from the CSBA's research show that:

> (1) at the end of the continuum the responsibility of ESL students is that of the classroom teacher. Assisting the teacher are volunteers and/or tutors. This model is prevalent where numbers of students are low (Option D outlined by Ashworth).
>
> (2) At the opposite end of the continuum, where numbers are high, withdrawal and self-contained programs are adapted (Options A and C by Ashworth).
>
> (p.184)

Informal talks (April, 1995) by the writer with the Toronto School Board suggested that their approach was, in fact, a mixture of the above. Joyce Roger (ESL coordinator), explained that with very young children (junior and senior kindergarten) no additional support was given, although classes were kept small to help, where necessary, to accommodate ESL students (25 students or less). In grades 1 and 2, the same approach was used and it was only in grade 3 (aged 9 years and above) that any extra help was given, should it be needed, to ESL students. Their way of providing additional help was outlined in their Handbook for First Language Tutoring (Toronto Board of Education, 1993), and, by looking at this option closely it will provide yet another example of creative options designed to meet local needs.

First Language Tutoring-One Option

Since 1989 funds have been made 'available'[13] to principals, to hire tutors to help ease the transition of newcomers from their previous background into the Toronto schools. The tutors hired are fluent in the language of the student(s) he/she is working with as well as in English. They are also expected to be familiar with the Toronto School system as well as the student's own school and also to have an understanding of the cultural and political background of the student(s).

The funds allocated are for contingency purposes over a limited period of time and students, from 9 years and older, are eligible to be considered for extra help using the tutor program. The tutors the School Board hire are not ESL teachers nor are they expected to provide ESL instruction. Their mandate is to:

> provide students with first language assistance to understand instruction and concepts in the subject areas.
>
> • provide emotional support
>
> • provide a link between parents, teachers and peers.
>
> • provide information on Toronto schools, school routines, rules, etc.
>
> (Toronto Board of Education, 1993, p.1)

[13] Ms. Rogers indicated that approximately the salaries of two teachers ($100,000) was made available annually, for the funding of tutors. Each tutor is paid approximately $30.00 per hour for his/her work.

Eligibility

Students, 9 years and older who have little or not English and who are experiencing more than the usual problems in their readjustment to their new school environment are eligible for first language tutoring support. Identification of such a student is done by observations and assessment. Information from their Student Profile, their initial assessment and observations of their classroom, playground and general school behaviour, all contribute to the decision of whether the child needs additional support. Parents (with the assistance, if necessary, of interpreters) are also involved in the process.

Tutors

Tutors in this programme, are required to be at least bilingual (English being one of the languages) and to have experience of both student's cultural background and that of Canada, Toronto and the specific school the student attends. Additionally, tutors' experiences in tutoring and teaching are reviewed along with their knowledge and experience of children. During the interviewing process the potential tutor is also asked about working, in partnership, with the classroom teacher, other school personnel and the parents. The orientation of tutors follows two approaches:

(1) In-school orientation and a

(2) School Board Training Course

(1) In-School Orientation

Principals and staff on site, are expected to give such information as the school's philosophy, communication procedures between tutors, teachers, administrators, expectations, classroom routines, methodology and such. Additionally, they are expected to be given the opportunity to observe, if possible, the classroom and student(s) they are to be working with.

(2) Board Training Course

This is a two day course conducted by the staff of the Language Study Centre (the first one being run in 1992).

Tutorial Size, Time Duration

Within this program, tutors are, where possible, working with 3-4 students. These students will share the same language background and will have common needs. A one-to-one situation may also be appropriate when similar needs students are not available. Each session, which is, where possible, daily, is between 45-60 minutes long.

Advantages and Disadvantages

The merits of such a program are numerous and, the ESL children working within this situation, can only but gain. Looking over the outline, in their handbook, and from informal telephone discussions with their co-ordinator, Joyce

Rogers, the following points highlight some of the advantages that might be associated with this type of program.

1) Essentially, the tutor is a valuable human resource that provides additional educational assistance for newly arrived immigrant children who are having difficulties adjusting to their new situation.
2) This assistance is both emotional and educational–emotionally in terms of being able to communicate with the students in their own languages, thus making them better equipped to focus, more quickly, on any areas of uncertainty and anxiety. Additionally, under the guidance of the teacher, the tutor can help educationally by explaining instructions and concepts being taught in the classroom.
3) The tutor can act as a vital link between the students and others around him/her. The tutor's role includes improving communication between the students and their teachers and peers thus acting as a mediator in necessary situations.
4) Tutors can also provide the valuable, and often missing link, between the schools and the parents. Working with the teacher, the tutor can act as a link to the students' families and ascertains valuable and pertinent information about their background that will assist in developing appropriate programs for their children.
5) Tutors, because of their ability to speak the students' mother tongue may also be a valuable resource in terms of informal assessment whenever the need arises.
6) The tutor can also provide consistency and a feeling of security for the students. The tutor's role is to listen to student concerns and try and find the correct channels to address them, and by being present, on a regular

basis in the students' school lives, the trust between tutor and students should evolve, enabling the students to begin to develop a more secure feeling for their new environment.

7) The tutor can provide a 'team' approach to helping each new student in that regular contact with the teacher enables him/her to compile profiles of the new students. These, in turn, will help overall the educational program and emotional stability of the new students.

This model appears to be a good combination of Ashworth's four groupings. The bilingual component offers stability and effective communications, the tutorial component offers a link between the school/student/home and the mainstreaming aspect gives the language and role model stability that total self-contained programs lack.

Other alternatives offered to all new students recently arrived in Toronto are the two Reception Welcoming Centres (RWC): The Beckford Centre (opened September, 1989) and the Greenwood Centre (opened September, 1990). The centres' main purposes are to provide, initially, a positive welcome to all new students and their families. The centres offer year round assessment and placement services for all ESL and ESD (English Skills Development) students. They are also there to assist schools, on an on-going basis. Depending on the student's age, the centres carry out assessment and placement. Their Handbook of Procedures for School and Reception Welcoming Staff (Toronto, B. of E., 1990) indicates how these goals are achieved. Procedures, for each group (students under twelve years of age and those twelve years and older) are outlined in specific details, from initial encounter to placement and follow-up.

It is evident, from this publication that Toronto, with its ever increasing immigration numbers, has made many attempts to find creative options in dealing with their non-English speaking students. This comprehensive and extensive handbook attempts to outline sequentially, procedures involving assessment and placement. Guidelines, forms, maps, explanation letters (in Chinese, Portuguese, Spanish and Vietnamese) are included along with procedures for appealing the recommendations made by centres. With this evident commitment to try and ease the transition of new immigrant students into their school system, Toronto[14] appears to be attempting to meet problems faced by so many other school boards.

Alberta

Alberta immigration numbers are high. In 1991 Immigration Statistics (1991) quote Alberta as having 16,985 new immigrants. This represented the fourth largest number to settle in Canada that year (after Ontario, Quebec and British Columbia). In attempting to deal with school-aged immigrants they have outlined their policy in Language Education, Policy for Alberta (November, 1993) and in a publication entitled *English as a Second Language: Questions and Answers for Educators* (Alberta Education, 1993) they outline, in a question and answer format, their official programming for their ESL students.

> Depending on the size of the jurisdiction, the number and needs of the students, funding allocations, community expectations and staffing factors, a school board may choose from a number of different options for delivery of ESL program support.
>
> (Alberta Education, 1993, p.7)

[14]Of the four Board of Education's written to in the Toronto area asking for their ESL options, Toronto, to date, was the only one to reply. This reply was by telelphone and was followed up by publications.

Reviewing their options suggest that the second of Ashworth's four models is used, withdrawal or pullout programs especially at the elementary and junior high levels.

A further example of options adopted by other school boards has come from contact with an ESL teacher in Vancouver (Maple Grove School). She stated that, in their area,

(i) Full day reception classes

(ii) English language/learning centres

(iii) Subject matter transitional programmes

(iv) Mainstream support programmes

were in operation. The first option (i) is offered for children ages 9 years through to 18. The second option (ii) runs throughout the school range–K-1, while option (iii) is for grades 1-8. The last option, mainstreaming support programme is operational in elementary levels only. As far as reception classes (option i) are concerned there are over 40 full-time classes in the Vancouver area.

It is evident that high ESL student numbers require intervention at all levels and grades, with emphasis specifically on higher levels (i.e., i, iii) in terms of age. Despite the numbers, the funding for the above mentioned options, are provided, like elsewhere in Canada, by the province.

In the last decade, issues relating to the environment, health and education have been centre stage in the media and on federal, provincial and local agendas. High profile issues raise the general public's awareness, arouse interest and stir responses. It is to this end that many ,official and non-governmental, agencies

and bodies have sought to draw attention to the problematic situation of immigrants and refugees who are unable to speak either of Canada's official languages and who's children attend schools where the official languages are the main form of instruction. Burnaby and Cumming (1992) succinctly outline many of the recurring issues that our immigrants face:

> ...the need to address a realignment of funding, accountability of how we are meeting the challenges posed by an increasing immigrant school aged population, current support services and policies, and ... a review of our policy or our official languages in regard to providing specific criteria and principles for sufficient and appropriate language and settlement services for all immigrants.
>
> (Burnaby and Cumming, 1992, p.VII)

Heightening these concerns and problems, putting them foremost on the political, economic and educational agendas, will continue to focus attention on needs. However, as Ashworth suggests, one stumbling block in presenting a convincing case is weak–empirical data, on ESL. "...They lack uniformity, which means that Canada has little idea as to whether it is investing sufficiently and properly in ESL children (Ashworth, 1992)[15].

In the following chapter, an attempt will be made at a micro level, to address the lacuna apparent in data availability. The collection of available data, statistically or from questionnaires in Chapter 4, attempts to clarify ESL in the Halifax District School Board area. The collecting of the data was challenging and is far from complete for reasons already referred to earlier in this chapter.

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[15] Although no funds are channelled directly into secondary education funding is available for language training for adults. However, to date, there has been no effective measurement of cost vis a vis outcome. To this effect, it was announcing early May, 1995 that the Department of Citizenship and Immigration is field testing 'benchmarks' in the four skill areas (reading, writing, speaking and listening). Peel Board of Education were awarded the contract to develop task oriented tests to ascertain, on a 12 point scale, language proficiency.

However, with the background of ESL development in mind, references to present day ESL teaching in Halifax will help us to see how, on a local level, changing times challenges meeting needs creatively, and supportively, not just from within the schools but across the wider community.

CHAPTER 4 CHANGING TIMES

(a) English as a Second Language in the Halifax District School Board Area

- Overview of current data
- Methods of instruction within the Halifax District School Board area

CHAPTER 4-CHANGING TIMES

a) English as a Second Language in the Halifax District School Board Area : An overview of current data

> School Boards, with no control over immigrants, have become the front-line agencies coping with problems ranging from language acquisition to treating the scores of children who have experienced severe trauma.
>
> (Flaherty and Woods, 1992, p. 187)

Chapter Two of this study indicated that immigration has been, and possibly will continue to be, an integral part of Canadian society. The Five Year projection plan indicates a continued and steady increases with the projected levels reaching 250,000 annually. Cummins (1993) comments that this continued approach to immigration is the federal government's way of trying to deal with the low birth rates and aging population of Canada.

Chapter Three has indicated the growing awareness of ESL students in our school system. Cummins (1993b) projects "...that more than 300,000 children under age 15 from diverse countries will arrive in Canada between 1990 and 1995, almost double the 160,000 who arrived between 1984 and 1989" (p.32). In 1989 alone, a total of 45,000 of the approximate 192,000 immigrants to Canada were of school age (Canada Year Book, 1994). These projections and actual arrivals pose educational challenges for the school boards. Halifax District School Board (HDSB) is no exception and whilst overall provincial immigration numbers (as outlined in Chapter Two) are not of the magnitude of other

provinces, the board facing challenges relating to the growth of the non-English speaking immigrant school-aged population.

Within a climate of change – major overall financial cut backs[16], reduction in preparation time, ever increasing class sizes and the removing of support services–ESL children are being placed, usually age appropriate, within a regular classroom for the majority of their language instruction. Figures reported by school principals to the School Board confirm a steady rise in numbers:

Table 4:1- ESL Numbers in Halifax, 1990-1995

School Year	Total Number of ESL Students
1990-1991	205
1991-1992	276
1992-1993	330
1993-1994	403 (October 1994)
1995	428 (February 1995)

Source: Halifax District School Board, 1994

If we look more closely at the composition of these increasing members it may indicate where the concentrations (if any) by age of students are, and if they are found in certain geographical locations. By examining these data and additional questionnaire information, this chapter will focus on the specific questions and concerns that both teacher and principal feel need to be highlighted and addressed.

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[16] The amount of money spent on ESL during 1993-1994 was $105,000 (approximately). The school boards in Nova Scotia do not keep detailed records of the dollars spent on ESL due to the fact there is no special allotment for it (Source: Information received by request from the Department of Education, May 1995).

Table 4:2-Overall Student Numbers by Grade Levels [17], 1993 and 1994		
Grades	**Number of Students**	**Overall Approximate Percentage of ESL Population at each Grade Range Level**
P-6	187 (October 1994)	47%
	165 (1993)	50%
7-9	86 (October 1994)	21%
	63 (1993)	19%
10-12	130 (October 1994)	32%
	102 (1993)	31%

Of the thirty-eight schools in the Halifax District School Board area, thirty reported having ESL students in October 1994. The remaining eight schools composed of 6 elementary schools, one junior and one senior high school, did not have any. Within the first group (elementary) reporting no ESL children is the single total French Immersion program within the school district. Table 4:2 indicates how many students are found at each grade range level, In 1994, the highest proportions of students are found, as in 1993, at the elementary (P-6) level, Grades 10-12 (Senior High) has the second highest level of students with 32% (1994) compared with 30.9% in 1993. Junior High (Grades 7-9), in both 1994 and 1993, had the lowest enrollment figures within the three grade ranges.

[17] Figures based on HDSC statistics (up until October, 1994).

Schools by Zoning Areas

Schools within the HDSB area are zoned into three geographical areas and are designated A, B and C.

Table 4:3-Percentage of ESL Students in the Halifax City School Board- by Zoning Area

Zones[18]	October 1994
Zone A	3%
Zone B	56%
Zone C	41%

From Table 4:3 it can be seen that, overall, there is a concentration of ESL students in Zone B (56%) with Zone C having the second highest concentration. Zone A, with only 3%, has substantially less ESL students than either of the other zones within the HDSB area. Individual zones will indicate if there are any concentrations of students at any specific age range.

[18] For students, per zone and age range see Tables 4:4 and 4:5.

Zone A (Mainland South Area)

Within this zoning area is 12 schools, 8 elementary, 3 junior high and one senior high. Of these 12 schools only 5 reported, in October, 1994, having ESL students.

Elementary

Of the eight elementary schools located in this zone only three reported having ESL students registered. The total number of students, at these schools, is 5 (3, 1, 1). This accounts for approximately 3% of all the ESL students (5/187) to be found at this grade level range (see Tables 4:4, 4:5 and 4:6).

Junior High

Two of the three junior high schools have a total of 10 (3, 7) ESL students. The larger of these numbers (7) are found in a school more centrally located than the others and being closely placed near both B and C zones borders. Approximately 12% (10/86) of all ESL students at this grade range attend schools in this zone area.

Senior High

The only senior high in this zone does not have and ESL students registered in their school.

In summary, of the total of 15 students (3.7% of the school board total-see Table 4:6) there is a total of 5 students at elementary level and 10 students at

junior high level in 5 schools. The schools, with the exception of one (junior high, 7 students), are located on the outskirts of the city.

Zone B (Located off the mainland peninsular and in the east of the city)

Within Zone B there are eleven schools, six elementary, 4 junior and 1 senior high. All schools in this zone reported having ESL children on their registers in October, 1994.

Elementary

Within the six elementary schools in this zone there are 105 ESL children registered. Two schools have over 60% of the children in their schools (45 students at one, 23 at another). Within this zone over 56% of all ESL elementary school-aged children are registered (105/187). (See Tables 4:4, 4:5 and 4:6.)

Junior High

There are 4 junior high schools in this zone with ESL students attending all 4 schools (59 in total). Over 69% (59/86) of all ESL students at this grade range attend these schools. The largest ESL population (37/59) represents 62% of the total numbers in Zone B and 43% (37/86) of the overall junior high population of all three zones.

Senior High

There is only one senior high in Zone B and it has 60 ESL students registered, the highest concentration (46%) of ESL students in the HDSB. This compares with 38 and 32 in the two schools in Zone C.[19] In summary, the overall distribution in Zone B shows there is a total of 105 students at the elementary level, 59 students at the junior high level and 60 students at the senior high level. All the schools are located off the mainland peninsular. Within the zone 55.6% (224/403) of all ESL students are attending school (see Table 4:6).

Zone C (Located on the mainland peninsular and covering most of Metro Halifax)

Within Zone C there are 16 schools, nine elementary, four junior high and 2 senior high schools and one totally French immersion school at the elementary level. Of the 16 schools, only one school, the French immersion, did not have ESL students registered.

Elementary

Within the nine elementary (excluding the totally French immersion school) there are 77 students registered. This is approximately 41% (77/186) of the total ESL student population of all three zones. The numbers of students are distributed among more schools (Zone A-3 schools, Zone B-5 schools, Zone C-9 schools) but the largest numbers, in Zone C, 16 and 18, are considerably smaller than the two largest numbers in Zone B (45, 23). The average number, excluding

[19] Interim figures for February 1995 show that both schools in zone C (38, 21)do not now total the current numbers for this Zone B school with figures of 62. The possible reason for the shift is that students entering the system may be being encouraged to go to one school only.

the two highest number, among the other schools is 5 students per school. The overall average including the 16 and 18, is 8.5 students per school (see Tables 4:4, 4:5 and 4:6).

Junior High

Within the 4 junior high schools in this zone, there are ESL students at all schools (17 students). Approximately 20% of all ESL students (17/86) at this grade range attend these four schools in this area. The average number per school is 4 students (2, 5, 5, 5).

Senior High

There are two senior high schools in this zone with a total ESL student population of 70 [approximately 53% of all the ESL students (70/130) at this grade level range.] At one school there is 29% (38/130) and, at the other 25% (32/130) of the ESL senior high aged students. In summary, the overall distribution of ESL students within this Zone C shows that 164 of the 403 attend schools within this area. This accounts for approximately 40.7% of all ESL student population attending HDSB schools (see Table 4:6).

Table 4:4 Overall Numbers of ESL Students by Zones and Grade Levels, October 1994		
Zone A	**Zone B**	**Zone C**
ELEMENTARY		
3 schools- 5 students 5 schools- 0 students	6 schools- 105 students	9 schools- 77 students 1 school- 0 students
Totals 187 students at Elementary Level		
JUNIOR HIGH		
2 schools- 10 students 1 school- 0 students	4 schools- 59 students	4 schools- 17 students
Totals=86 students at Junior High Level		
SENIOR HIGH		
1 school- 0 students	1 school- 60 students	2 schools- 70 students
Totals = 130 students at Senior High Level		
TOTAL # OF SCHOOLS		
5 with ESL 7 without ESL 12 schools per Zone	11 with ESL 0 without ESL 11 schools per Zone	15 with ESL 1 without ESL 16 schools per Zone

Source: Halifax District School Board, October, 1994

Table 4:5 School With/Without ESL Students by Zones, October 1994		
Elementary Schools With ESL Students		
Zone A	**Zone B**	**Zone C**
3	6	9
Elementary Schools Without ESL Students		
Zone A	**Zone B**	**Zone C**
5	1	2
Junior High Schools With ESL Students		
Zone A	**Zone B**	**Zone C**
2	4	4
Junior High Schools Without ESL Students		
Zone A	**Zone B**	**Zone C**
1	0	0
Senior High Schools With ESL Students		
Zone A	**Zone B**	**Zone C**
0	1	2
Senior High Schools Without ESL Students		
Zone A	**Zone B**	**Zone C**
1	0	0

Source: Halifax District School Board, October, 1994

Table 4:6 St dents Per Zone and Grade Level, October, 1994						
Level	Zone A # of Students	Approx. Total %	Zone B # of Students	Approx. Total %	Zone C # of Students	Approx. Total %
Elementary	5	3	105	56	77	41
Junior High	10	12	59	6	17	19
Senior High	0	0	60	46	70	54
Total Number of Students and Percent of Total ESL	15	3.7	224	55.6	164	40.7

Source: Halifax District School Board, 1994

Table 4:7 ESL Enrollments as a Percentage of Overall Provincial Enrollment			
	ESL Enrollments	%	Total Enrollments %
1990-91	205	0.23%	87,303
1992-93	276	0.31%	86,917
1993-94	330	0.38%	86,555
1994-95	428 (February 28)	0.50%	86,198
1995-96	440 (Sept.-projected)		

Sources: Department of Education and Culture, 1995, p.11
Halifax District School Board, 1994

An examination of Table 4:7 reveals the total ESL enrollment in Halifax in relation to the total provincial overall enrollments of students. While these percentages cannot be compared with those of Toronto or Vancouver they are significant in terms of indicating how enrollments are changing and how these changes will necessitate consideration vis à vis educational planning. The steady increase from 0.23% in 1990-1991 to 0.50% in the current school year indicates that the composition of our classrooms is changing and, in this, needs of teachers, students and schools will be evolving daily.

Methods Of Instruction To ESL Students Within The Halifax District School Board Area

Elementary

Of the 403 students reported and registered in the Halifax District School Board in October 1994, 187 of them were attending elementary schools. Elementary aged ESL students make up approximately ***47%*** of the total ESL population in Halifax District schools.

In 1992-93 ESL needs were met by ESL teachers in the Halifax schools. Budget cuts resulted in these teachers being re-allocated to other jobs and the responsibility of ESL being placed in the hands of the host schools involved. The Board further requested that classroom teachers of Grades 4, 5 and 6 be responsible for any ESL students in two non-teaching periods that they have. Where there are no ESL students in the school the equivalent time is also required from these grade teachers to do work with resource and/or other work designated by the principal.[20] Additionally, help is given by volunteers going into a school and, as with the majority of teachers, assigned times, the children are withdrawn from the classroom for their additional help/instruction. Of the 18 schools with ESL children, 14 reported teacher's having assigned times, 4 recorded zero[21] teacher assigned times to work with ESL students (information requested by the Acting Language Arts Supervisor, April, 1995).

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[20] Through a volunteer programme organized by the author.

[21] Zero recording reflected "special circumstances or logistical reasons for the policy of 2 non-teaching periods being assigned not being carried out. (Halifax District School Board, 1994).

Junior High

Of the 403 students reported registered in the Halifax District school area in October 1994, 86 were attending 10 junior high schools. Junior high aged ESL students make up approximately ***21%*** of the total ESL population attending schools in October 1994 in the HDSB.

The teaching of these students is done in three ways. There are two full-time ESL teachers and one teacher with a 20% (equivalent to one teaching day) reassigned from a regular workload to teach ESL. Of the 86 junior high students, 55 are receiving ESL from these two full time and one part-time (1 day) teachers. These 55 are approximately 14% of the total ESL school-aged population and 64% of all junior high aged students that are receiving ESL help. Nine of the ten schools are receiving help. One teacher (Teacher A) services 5 schools with a total caseload of 26 children. Teacher B services 4 schools and has a caseload of 23 children. Teacher C (20%) works with 6 children and is at one of the schools already serviced by Teacher A. In addition, this same school, serviced by Teacher A (12 students), Teacher C (6 students) has an additional 19 children not receiving any formalized instructional help from the designated ESL teachers.

Table 4:8 Schools/Students Served by ESL Personnel, in Halifax, October 1994			
	Teacher A's Schools- Full Time	Teacher B's Schools- Full Time	Teacher C's Schools- 20%
Schools	5	4	1*
No. of Pupils worked with	26	23	6
No. of Pupils not covered	19	9	3
Total Pupils	45	32	9

Source: Halifax District School Board, 1994

Senior High Schools

Of the 403 students reported registered in the Halifax District School Board area in October 1994, 130[22] were attending classes at 3 of the 4 senior high schools. Senior high school students make up approximately 32% of the total ESL population attending schools in October, 1994 in this HDSB area.

[22] The estimated 130 students reflect what are considered 'high priority', that is, given their age and specific needs their necessity to learn English is designated as a high priority. Definition of high is seen as students who
(1) have been in Canada for less than a year.
(2) and spoke no English before coming to Canada
(3) and/or had no formal education in any other langauge before coming to Canada
(4) and/or are 10 years + of age.
Thus students who fall into the other two desginated categories with moderate or low needs are not reflected in these numbers.

The teaching of these students is done in a variety of ways. Two of the three high schools (Zones B and C) offer ESL instruction. The third school (zone C) offers a pilot program in the form of a sheltered class in English 441. There is, however, no ESL instruction at the school. In addition, three further endeavors are used to meet ESL needs; after school programs run by continuing education and funded from VISA student tuition (2 schools), peer tutoring (2 schools) and classroom buddies (1 school).

Of the individual schools and what they offer, the two schools in zone C make up approximately 54% of the total senior high population. Individually, School A accounts for 29%, School B, 25%, while School C (zone B) has 46% of the total population needing ESL instruction.

School A (Zone C)

This school has ESL instruction classes at 3:35 p.m. and a peer tutoring system. They reported having 20 of their estimated 38 ESL students receiving ESL during school time (approximately 53%) and 27 of the 38 (71%) receiving help in 2 classes offered after school. School A offers a peer tutoring program where they report, there are over 40 ESL students working with tutors.

School B (Zone C)

This senior high school offers no specific ESL instruction but offers the sheltered English class 441. In this class 16 students are registered (50% of the estimated student body of 32). School B also offers the after school program and approximately 7 students (21% of their ESL student body) attend.

School C (Zone B)

This school has an estimated ESL population of 60 (46% of the total senior high ESL students). Of the estimated 60 students, 35 (58%) are receiving ESL instruction. School C also has a peer tutoring system where 16 (27%) are receiving help from tutors and also a classroom "buddy" system for any ESL student who requests one.

From the overview of ESL student numbers and how their language needs are being addressed in the different levels of education in the HDSB area, it becomes clear that the ever increasing numbers in the schools will provoke many questions and concerns that may necessitate change. Cummins (1993a) argues that provinces cannot afford to ignore these questions. If they do, ESL students, not educated, stand the chance of failing and, that if this happens, "...then the entire system is failing and (this) has implications for Canadian competitiveness." (McInnes, 1993, p.A4)

While the overall provincial numbers of ESL children are nowhere as great as those of the large metropolitan areas (estimated for 1994/95 that only 0.50% of all elementary school aged children were children requiring ESL help-see Table 4:7) questions and possible changes of how to deal with these growing numbers is forefront in many educators minds. Recent and possible future budget cuts across the board suggests that 'utopia' seems daily to fade away. However, given that our ESL school population in Halifax alone spans over 44 cultures and many different languages, there are many challenges involved in meeting their varied needs.

Cummins further states that 'we have a vested interest in society in helping all children learn" (1993a, p. A4). How educators, in the 1990's, achieve this has no easy answers. Visionary platitudes are fine but can only carry momentum for a limited period of time. With the ever increasing funneling down of responsibility to the schools (and ultimately to the classroom teacher) solutions will not be found in one person, but have to be sought collectively. Penfield (1987) concluded her survey on the role of the classroom teacher and the ESL students by stating "If the L2 student is to gain anything significantly...the teacher must learn new ways for improving classroom dynamics." (p. 21)

While this, in part, may be true, the solution does not rest solely with one person. With increasing discipline problems, growing class sizes, reduced planning time, and, in some schools, mainstreaming, the classroom teacher already is coping with a number of other problems. The proposed implementation of Site-Based Strategic Planning (September, 1995 for some HDSB schools) along with the amalgamation of three school boards into one, are systematic changes with micro (school) implications. To meet the needs of our ESL students first requires a needs assessment. We therefore pose the questions, with all these uncertainties how best can we meet the needs and how can we provide an environment conducive to learning for our ESL students? There are concerns for all stakeholders, from school board administrators, principals, classroom teachers, parents and society as a whole. The next chapter will review, within both a general framework and a specific context (Halifax), how to meet the needs of our ESL students.

CHAPTER 5 MEETING NEEDS

(a) **Student and Parent Needs**
(b) **School Needs**
- **Teachers and Principals**
- **Principal Perceived Needs**

CHAPTER 5: MEETING NEEDS-WHOSE NEEDS?

Imagine a cold, wet Monday morning and a teacher with no prior knowledge of arrival, greets a new ESL student into a class of thirty Grade Six students. If we go one stage further and make the not unrealistic assumption that the teacher has no previous experience or training in ESL, then at this point, the enormity of 'needs' becomes evident for both the student and the teacher.

The teacher feels a sense of helplessness. The prospect of this new addition to her class is daunting and frightening. What do I do? What do I teach? What can I teach? How do I teach it? How can I best help? And WHY ME? are just a few examples of the multitude of worries and needs that cross most teachers' minds when faced with the realities of an ESL child in what is probably an already large class, with all its own unique problems.

The new student will also have many questions, many anxieties, fears and needs. Heightening these fears and uncertainties will be the inability to communicate, parental pressures and the lack of knowledge of the new school and classroom environment and what may be required of him/her.

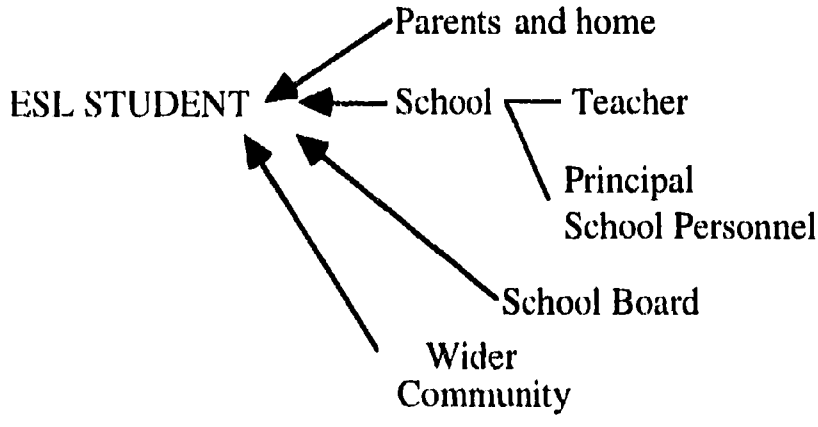
The host school will also experience some degree of panic. Meeting a student's needs will be dependent on prior experience but, if there are no ESL children in the school, they will lack resources and an infra-structure to react speedily to the needs of the new student. Likewise, at a local level, school boards may have little way of meeting their new student's needs – they may not have ESL trained personnel or, if they do, they may be few and already allocated elsewhere.

Parents of the new student, along with the parent body within the school also have their needs. The former group may be equally "at sea" as their children and need support in all areas of their new life. The existing parent group may need information and exposure to new knowledge about different cultures relating to the new school member. Although communities are also called upon to help, many may not have either the cultural experience and knowledge of this family or other similar families, nor may there be social and language programs or support sources to help both family and child as they settle into a community and new school. We have already referenced the fact that within metro there are 44 cultures and many different languages, so the potential for lack of community support is apparent.

Meeting the needs of any ESL student is therefore not confined to the classroom teacher; all levels, from the school community to the board, to the wider community as a whole, are involved in the process.

Figure 5:1

MEETING NEEDS



Each of these groups, the parents and home, the school, school board and the wider community contributes, in some way, to helping meet the emotional, psychological and educational needs of ESL students. However, how best they meet these needs are dependent on other factors such as resources, knowledge, availability of personnel and the recognition that different inputs come from all parties interacting with the child. To this end, a review of student needs will help highlight how, and by whom, these needs might be best met and dealt with. It will become evident that the needs of the other stakeholders have to be highlighted and addressed also. Parents' 'needs' are tied into their children's needs, teachers' needs are tied into meeting their own needs before effectively meeting their students' needs. The school board has a resource issue to address and finally, the community, in attempting to meet the new challenges, does itself need help to be able to help others efficiently.

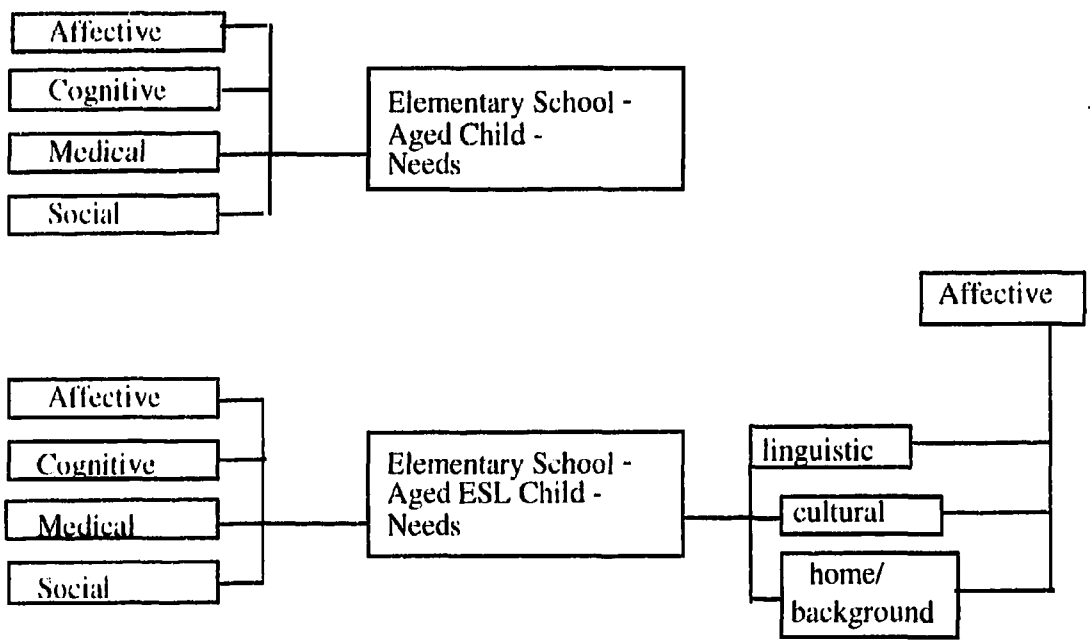
A: Students' and Parents' Needs

A child, on entering school at whatever age and from whatever background or culture does not come with a blank slate, or an empty book. He[23] brings a whole variety of experiences, psychological, emotional, sociological, and educational. The home environment and background have already exerted a strong influence on behaviour and attitudes. The school and teacher are thus not dealing with 'raw material' but with a whole set of complex experiences, environmentally and home generated, which can, and often do, affect the child's performance in school. Native speakers bring their own individual uniqueness to

[23] Retaining gender balance is difficult when clarity is being sought. The use of the personal pronouns he/she, himself/herself, etc. becomes burdensome and awkward when reading. Therefore, to simplify matters and with no bias attached, the masculine pronoun will be used when necessary.

the school; their weaknesses and their strengths and second language learners are no different. However, in addition to the 'normal' strengths and weaknesses inherent in any individual, they also bring other needs, other concerns. We can illustrate this in Figure 5:2.

Figure 5: 2 Elementary School Aged (ESL/Non-ESL) Child Needs



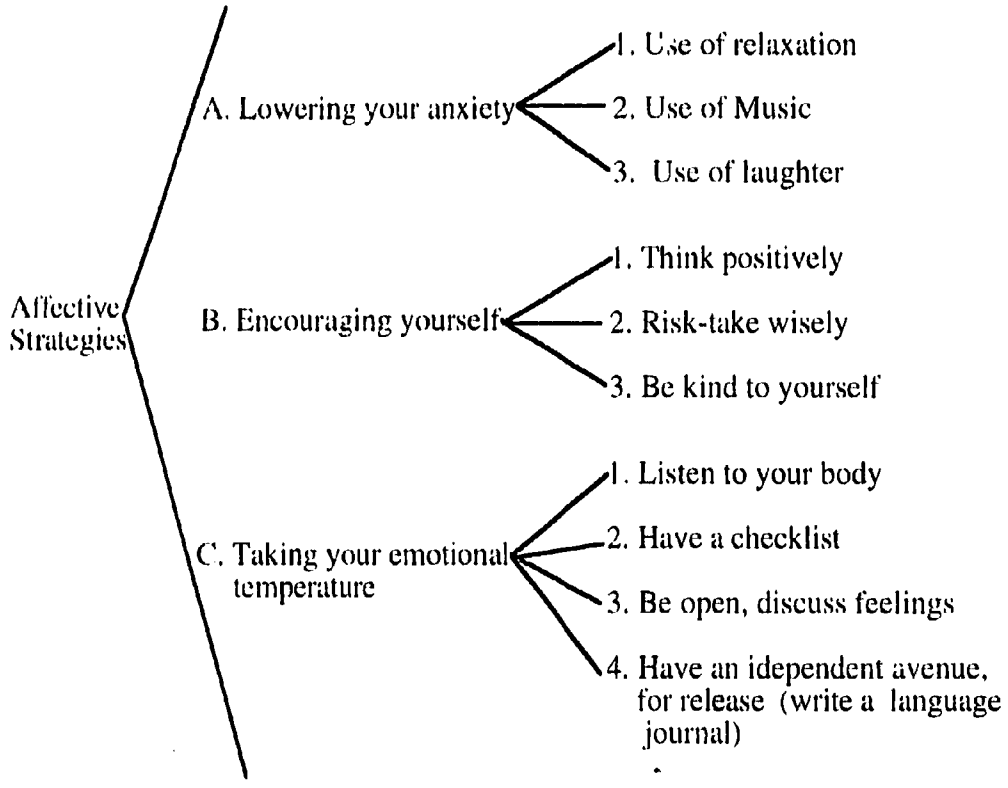
Thus, interacting on all children and affecting their learning are certain variables. Within the 'affective' category, highlighted in Figure 5:2, are traits such as emotions, attitudes, motivations and values. Oxford (1990) states that: "It is impossible to overstate the importance of the affective factors influencing language learning (p.140).

Brown (1987) uses the term "affective domain" and says that, "...the affective domain is impossible to describe without definable limits" (p. 99) and encompass such concepts as self-esteem, attitudes, motivation, anxiety, culture

shock, inhibitions, risk taking and tolerance for ambiguity. Oxford indicated (Oxford, 1990) that classification of such concepts is difficult for they can span different areas. For example, into which domain, cognitive, social, affective, do anxiety, culture shock, or risk taking belong? However, the *key* issue above and beyond which category each trait belongs to, is that the affective side of the learner is a vital variable to consider when looking at language learning.

Learning to gain control over the affective domain by adopting certain strategies will assist in the language learning process. Awareness on the home and school's part of possible strategies to encourage students to adopt, will assist the student. "Good language learners are often those who know how to control their emotions and attitudes about learning"(Oxford, 1990, p.140). The teacher provides the classroom atmosphere and climate conducive to learning, the home can play their role by reinforcing what is happening in school. Oxford's model suggests a very workable framework. Summarized as *L.E.T.* , (**L**owering your anxiety, **E**ncouraging yourself and **T**aking your emotional temperature) figure 5:3 diagrammatically explains affective strategies.

Figure 5:3 Affective Strategies



(Source: Adapted from: Oxford, 1990, p.141)

These suggestions are strategies that are, in the most part, workable and can, over time, be managed.

Thus, some immigrant children will not only have academic needs, in terms of language requirements, but will also have psychological needs in regard to dealing with the trauma that may have been the cause of why they are now in a new country - fighting, torture and other negative aspects associated with a war torn country, may need to be addressed before successful learning can take place. Other ESL students, while voluntarily leaving their homeland, may, however, be

suffering from the trauma of leaving family, friends and a strong social infrastructure behind.

Additionally, social factors may influence learning, the possible removal of the extended family linked with the changing role of the mother (economic reasons may have determined that she seek employment) may result in the child rebelling against family norms, traditions and aspects relating to their own culture in favour of his new culture. The child's needs here become emotional. Dealing with family and cultural changes will need additional support and understanding from all who interact with him.

Other immigrant children may face adjustment problems of a different nature – their previous life style and experiences may have done little to prepare them for the different cultural values that they may experience both in the school and wider community. At school, informal learning/teaching styles, may be alien to them, and, in the wider community, cultural difference in relationships with friends and adults may prove difficult. Awareness of these issues and the ability to deal with the differences are needs relating to the teaching of ESL students. In differing degrees and for different reasons, the affective, social, cognitive and psychological needs of these students need to be considered by their new school and new teachers.

Earlier, Chapter 2 outlined that immigration trends in Canada indicate that many children and their parents enter this country and province unable to speak either of the official languages (See Table 2:8 and 2:16). Compounding the influences on learning and subsequent needs outlined earlier in Figure 5:2 is the inability of many new immigrants to communicate both in the learning and wider

environment. This problem provokes many different needs both in terms of the student's needs in school and the parent's needs in relation to the education of their child. Two specific areas for consideration will now be referred to. Firstly, the relationship between home and school, and secondly, the link between language usage and language models found in the home environment[24]. Scarcella (1990) illustrates this second linkage.

"Dramatic changes in the education of language minority children can take place when minority parents are actively involved in their students' schooling" (Scarcella, 1990, p.xii). As early as the post-war years, the importance of the environment, outside the school, on learning has been highlighted. Specifically, social scientists have looked at the family and the home in terms of educational success. Burt (1947) drew attention to the influences of the home background and the individual child's educational success. Further, the United Nations Declaration of the Rights of the Child (Article 7, 1959) states: "The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents." (Osmanczyk, 1985, p.146). Sharrock, in her book entitled *Home/School Relations: Their Importance in Education* (Sharrock, 1970) gives a comprehensive, historical account of the movement, and research, in looking at the consequences of the home/school relationship on educational attainment. She cites the 1960's in the United Kingdom, for example, as being the

[24] In drawing the connection between home and language the emphasis is on the acquisition of a *new* language. This is not to undermine the learners' previous education *nor* the role his parents have already played. His previous education and background experiences (including language learning in the home) are essential variables in the laying of any foundations and *vital* to the forthcoming process of learning a new language.

beginning of the shift away from concentrating on the nature versus nurture slant, to a more focussed review and investigation of factors within the home and the home/school relationship. There were, according to Shamrock's research, "constant references in educational journals to parents' contacts (or lack of them) with schools". Major British educational reports (Newson Report, Half our Future 1963, and the Plowden Report, Children and Their Primary Schools, 1967) highlighted the role and importance of bringing the home and the parents into the schools. By 1967, the establishment, in Britain, of the Home and School Council, with a mandate first, to improve the relationship between the home and the school and second, to assist parents in becoming "real partners" in the educational process, helped further to highlight the need to consider the social factors of the home and parental involvement on the students' educational performance and ultimate educational achievement. The corollary from this being that the schools should at least be aware of the student's home background when considering the child as a whole and his educational ability and achievement.

It became evident that a stronger partnership between home and school should be encouraged and that, in order to facilitate an all round education for our students that was fulfilling, not only educationally, but also psychologically, the two major stakeholders, the home and school, should not work in isolation, but in partnership. Jean Floud (1962) summarized this point succinctly by stating that the interaction of both home and school can be key variables to successful educability and that it would seem imperative for all concerned, to try and bring about the best possible kinds of interaction between the two. Hiemstra (1972) developed this further and stated that in the educational process the four key contributors, in a child's education, are the community, the parents, the child's

peers and the school. He further added that "in many ways the home is the most fundamental educational resource in the community and parents are the most influential teachers" (Hiemstra, 1972, p. 58).

In a recent study in Canada, the British Columbia Royal Commission on Education (1988) focussed on the importance of the relationship between home and school in one of its reports–*The Working Group on the Parents' Role.* This report directed its comments and recommendations towards two aspects of the education system. These were:

- what meaningful and appropriate role could parents play in the education of their children.
- what rights and responsibilities did the parent role in education carry with it.

(British Columbia Royal Commission on Education, 1988. p.20)

Four areas for discussion were developed:

- communication between the school system and parents.
- Parental involvement in the school system.
- Parents as advocates for their children's education.
- The need to provide due process where parents have concerns.

(p.20)

In their introduction they acknowledge that a key variable in achieving pupil potential is that of the role of the parents in influencing, formally and informally, learning experiences. Reference to Bloom (1981) and other research

work on the "critical years" hypothesis underpins the contribution and role parents can play in their childrens' overall education. "Increasingly complex and diverse societal phenomena, such as multicultural considerations..." (British Columbia Royal Commission on Education, 1988, p. 23), necessitates they believe, the essential role of parents as "equal and responsible parties in the learning process" (p.23).

For schools not only to facilitate and encourage this parental involvement in the child's schooling, they must initiate and be aware of certain qualities and attributes. The report recommended, in its mission statement, that such qualities as "...openness, mutual respect, flexibility, responsiveness and involvement," would help encourage and promote parent involvement, while schools should also be "...attuned more clearly to ...basic attributes (such as) accessibility (schools being equally accessible to all), relevance (development of students to full potential as well as considering interested of students and societal demands), diversity (the tolerance, acceptance and respect for the needs of a diverse population) and accountability (parents play a role in helping shape learning)" (British Columbia Royal Commission on Education, 1988, p. 23).

Their statement of beliefs underpins their views that the "collaborative efforts of parents and educators can forge an alliance that, by definition, is stronger than each partner acting in isolation, this creating synergy" (p.24). In essence, what they are proposing is that the partnership and co-operation between the child's home and its school will assist and provide an enhanced learning environment for the child.

In attempting to answer the question they pose, "Why Parents in Education?" they explain that research such as that done by Gordon and Breivogel (1976) in the USA concluded that " ...all forms of parent involvement help, ...the more comprehensive the involvement and the longer it lasts, the more effective it will be" (p.22). They add that it is important that schools recognize that the family is a vital and critical component in the education of children that can serve multi-dimensional purposes.

> There is no greater untapped, potential than for parents to become a natural extension of the classroom; for parents to become co-learners with their children; for theories learned in school to be tested and applied in low-risk surroundings.
>
> (Gordon and Breivogel, 1976, p.24)

Thus, parents are viewed as legitimate partners with shared responsibilities in the overall education of their children. An "open door" philosophical approach to parental involvement creates an effective learning model, they suggest, that reaches beyond the traditional 9-4:00 p.m. teaching model.

Among recommendations made in this report are those relating to communication with parents and, significant to this study, are the ones that relate directly to removing barriers to communication process. To be specific, they propose:

> • handbooks, audio-visual materials and other materials be developed to explain programs, services and operations of schools and districts.
>
> • provisions be made for translation services, home-school workers and other resources to help overcome language/communication barriers.
>
> (British Columbia Commission on Education, 1988, p.20)

The report is thus highlighting firstly, the paramount importance of communication with parents as partners in the children's overall education, and secondly, recommending ways in which this can be achieved so that parents can become active partners in their child's education.

The research conducted in the area of home and school relationships and subsequent educational success is extensive and spreads over several decades and across continents. The issues thus raised, vis à vis the partnership between home and school relevant to this study and ESL needs, is that of involvement of parents. To achieve this communication with ESL parents is problematic as the key component to successful communications and involvement, is missing. Without language ESL parents are, through no fault of their own, unable to become involved with their child's school to the same degree that a native child's parents could, should they decide to.

Given that language is the medium for instruction through which teachers explain, direct, teach, by which children explore concepts, make connections and communicate and by which parents discover, communicate with the school and become active partners, the use of language would seem to be of paramount importance to all concerned. Within the triad of teacher, student and parents, only one side has effective and efficient use of language – the teacher. Thus, ESL child/parent are disadvantaged in terms of language understanding and use. For the native speaker, language (of whatever quality) has already been acquired before the child enters the classroom. Parents, whether consciously or subconsciously, have been part of this teaching/learning process. However, while second language parents may have been instrumental in their native tongue, by

virtue of not knowing themselves the new language, an ESL family's input will be somewhat limited in terms of providing language models[25] and in terms of effective communication with the school.

The ESL child requires language exposure and models of speech that will be effective tools to help gain ground in acquiring a new language. Parents, by virtue of not knowing the language cannot help and, in essence, because their language background is not there, they themselves cannot be viewed as role models in assisting their child. At this stage a child's language needs become interwoven with parents. Parents need also to have adequate and efficient language training to equip them with the tools not only to assist their child in the school environment, but also with the new language learning process[26].

The importance of the home/parent/school relationship in terms of providing language models and effective communication avenues is essential in the learning process. The need to address the problems affecting this, have to be addressed both within the school and the community. Teachers and schools have to be aware of second language acquisition, many different language models (from peers, to school personnel to volunteers) and experiences need to be provided. In helping parents understand their own role, and by giving them effective tools to help meet their own needs will assist meaningful communication

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[25] An important note to clarify here, is that the importance of the first language is not being undermind. School personnel need to be aware that the value of the first language should be respected in all ways. Previous learning will need to be valued in terms of the benefits to the child. Additionally language patterns and structures, previously learned are considered vital in terms of groundwork for a second language learning. The use of their own language, at home, is also considered vital–not only so their heritage is not undermined but also because of the language structure it contributes to the second language learning process?

[26] Language training and opportunities, for adults, is not the focus of this study, however meeting adult/parent needs show that under federal government grants money is allocated for adult training in terms of AAP (Adjustment Assistance Programme) Immigrant Settlement and Adaptation Programme, Host Programme, LINC (Language Instruction for Newcomers to Canada Programme), and LMLT (Labour Market Language Training Programme).

between the school and themselves. Given the general acceptability of the points mentioned earlier in terms of home/school partnerships and given that many native parents themselves feel that they are given insufficient time and reasonable opportunities to communicate with schools, it is not unreasonable to assume that new immigrants will feel all of these responses plus many more because of inabilities to use the host language and the lack of basic information to ask the right questions. The recommendations of the British Columbia Royal Commission referred to on page 112 would begin to address these needs and thus better equip parents effectively to be involved with assisting meeting their children's needs in terms of school and the acquisition of a new language.

B. SCHOOL NEEDS

Teachers

> Teachers in today's world juggle a complex variety of concerns. A recent chainsaw added to the teacher's juggling routine is how to effectively teach ESL students in the mainstream classroom.
>
> (Law & Eckes, 1990, p.175)

Reflecting on this statement and in light of the questions raised in Chapters 3 and 4 relating to numbers and funding, it is understandable that the classroom teacher can be overwhelmed with the responsibility of the addition of an ESL student or, a situation whereby certain percentages of students are non-English speakers. Juggling needs, within the context of a regular classroom and curriculum without any extra resources or support, is indeed, even for the most consciousness of teachers, daunting. The questions mentioned on the earlier pages are forefront in their minds. From informal discussion at in-services and meetings, the classroom teachers have highlighted problems facing *them* before they can in turn start to meet the needs of their ESL students. Underlying their fears are questions concerning their own suitability, their lack of knowledge of second language acquisition, their inabilities to know how best to teach a second language. A survey, conducted in 1994, by TESL Nova Scotia aimed to try and identify where teachers felt they needed the most help to facilitate a smoother integration of new second language learners into their classroom. The questionnaires (see Appendix 1) were distributed to schools, with ESL children, in the Halifax, Dartmouth and Halifax County/Bedford District School Boards. A total of 43 questionnaires, out of a possible 60, were returned. A 71% return rate gives greater credence to the results, that were collected. In the design of the

questionnaire (see again Appendix 1) participants were asked to prioritize their responses in order of greatest priority (1) to the lowest priority (7). The choices offered were based upon information gathered at informal discussions with classroom teachers. An additional section was included requesting any personal comments and suggestions that teachers might have. In addition to the three groups already mentioned, the questionnaire was given to a group[27] attending a workshop held at the annual TESL Conference (November 1994) in Halifax, Nova Scotia. In reviewing the results of this questionnaire we will highlight where classroom teachers perceive their greatest needs are in relation to helping meet the needs of their mainstream ESL students.

Choice 1: Initial Learning Activities and Work

Of top priority in 2 of the 3 school groups and in the workshop was the need to address this issue. Within the possible 168 points that could have been allocated to this choice (within the HDSB group), teachers in this group allocated 126 (75%). From Dartmouth teachers this same choice received 84 points out of a possible total of 112 (75%). Halifax County/Bedford teachers gave a total of 15 points out of a possible 21 (71.42%) (See Tables 5:1, 5:2). Of the participants selecting this choice as their number one choice, Halifax teachers numbered 8 (out of the 24 or 33%), Dartmouth 6 (out of 16 or 37.5%) and Halifax County/Bedford teachers did not rate this question number one choice (0%). (See Table 5:3). The four workshop groups all rated this their number 1 choice in terms of needing top priority (Table 5:4). The overall ranking of this question was 1 out of 7 (Table 5:2).

[27] This group of participants was comprised of classroom teachers, ESL specialists, administrators, adult ESL teachers and ESL postgraduate students. They were randomly placed in small groups and asked to rank, numerically, what they perceived as being the greatest needs in ESL teaching. No weighting was given to any one question. There were four groups with five or six people per group (totalling twenty-one).

Choice 2: Information on Different Cultural Backgrounds

The overall responses to this possible choice varied (Tables 5:1, 5:2). HDSB teachers gave this second choice 67 points (39.88%), Dartmouth teachers 60 points (53.57%) and the Halifax County/Bedford teachers 5 points (23.8%). The number of teachers who rated this choice their first choice was low (1,2,0) (Table 5:3). The overall ranking, in priority, of this question was 6 out of 7 (Table 5:2).

Choice 3: Easy "Survival" Phrases in Different Languages

Halifax teachers gave a score of 76 points (45.23%), Dartmouth teachers 66 (58.92%) and the Halifax County/Bedford teachers 16 points (76.19%) (Tables 5:1, 5:2). Again, the priority of this being a number one choice was low at (3, 2, 0) (see Table 5:3). However, the overall percentage ranking was 3 out of 7 (Table 5:2). The workshop groups also placed this in third place in terms of their perceived needs (See Table 5:4).

Choice 4: Information of Agencies that may be Helpful to the Families of the Children.

The overall scoring for this possible choice varied from a low of 45 points (26.78%) to a high of 13 points (61.9%) (Halifax the former, Halifax County/Bedford, the latter). Dartmouth teachers gave 39 points or 34.82%. Tables 5:1, 5:2). In the overall percentage rankings, this choice was the lowest placing in seventh place (See Table 5:2). Only one teacher out of a possible 43

placed this as number one choice (See Table 5:3). The workshop participants placed this as a fourth priority (see Table 5:4).

Choice 5: Background Information Sheets

Halifax teachers rated this a high priority and gave 97 points (57.14%). Dartmouth teachers, however, rated this far lower and of the possible 121 points, only allocated 27 (24.1%). The last group of teachers gave equal importance as the first group and gave 14 points (66.6%) (Tables 5:1, 5:2). In the overall percentage rankings (see Table 5:2) this choice scored low, receiving 45.5% and placing 5th out of 7. Interestingly, 5 people placed this a number one choice (see Table 5:3) including 1 of the three Halifax/County Bedford teachers participants. The workshop was more in line with the overall choice and rated 4 out of 7 (Table 5:4).

Choice 6: Guidelines and Procedures for the First Day of School

Excluding choice 1, this choice was overall more consistent than other choices. Halifax teachers allocated 97 points out of a possible 168 (57.7%). Dartmouth teachers and Halifax County /Bedford teachers also concurred with this giving similar ratings, 65 points or 58%, and 13 points (or 61.9%) respectively (see Tables 5:1, 5:2). Of the possible number one choice, choice 6 rated second highest to choice 1. 5 of the 24 teachers in Halifax, 3 of the 16 teachers in Dartmouth and 1 of the 3 teachers in Halifax County/Bedford selected this choice (Table 5:3). The overall ranking of this choice was 2 out of 7 with an average percentage of 58.1 (Table 5:2). The workshop participants also ranked this their 2nd choice (Table 5:4).

Table 5:1 Overall Results of Teacher Questionnaire Score and Ranking per District

Choices	Halifax District School Board		Dartmouth District School Board		Halifax County/ Bedford District School Board	
	Score/168	Ranking	Score/112	Ranking	Score/21	Ranking
1	126	1	84	1	15	2
2	67	6	60	4	5	6
3	76	5	66	2	16	1
4	45	7	39	5	13	4
5	96	3	27	6	14	3
6	97	2	65	3	13	4
7	78	4	66	2	12	5

Table 5:2 Summary of Data from Teacher Questionnaire by District (Percentages)

Choices	HDSB	DDSB	HC/BDSB	Totals	Overall %	Overall Rank
1	75.00	75.00	71.42	225	74.8	1
2	39.88	53.57	23.80	132	43.9	6
3	45.23	58.92	76.19	158	52.5	3
4	26.78	34.82	61.90	97	32.2	7
5	57.14	24.11	66.66	137	45.5	5
6	57.73	58.04	61.90	175	58.1	2
7	46.42	58.92	57.17	156	51.8	4

Table 5:3 How Many Teacher Participants Scored Choice Number 1

Choices	HDSB	DDSB	HC/BDSB
1	8	6	-
2	1	2	-
3	3	2	-
4	1	0	-
5	3	1	1
6	5	3	1
7	3	2	1
Total No. of Participants	24	16	3

Table 5:4 Rankings of Choices by District and Workshop

Choices	HDSB	DDSB	HC/BDSB	TESL Workshop
1	1	1	2	1
2	6	4	6	5
3	5	2	1	3
4	7	5	4	6
5	3	6	3	4
6	2	3	4	2
7	4	2	5	4

Choice 7: Current Approaches to Second Language Learning

The overall responses to this choice varied (Table 5:1). HDSB teachers allocated 78 points (46.42%) while Dartmouth staff scored this choice higher with 66 points (58.92%). The Halifax County/Bedford responses gave 12 points (57.17% (Tables 5:1. 5:2). Relating to their number one choice, this option was equally chosen with choice 3–Halifax recorded 3 responses and Dartmouth 2. The Halifax County/Bedford teachers also recorded this option (1) as a first choice (Table 5:3). The overall ranking of this choice was 4th with an average

percentage of 51.8%. Responses at the TESL workshop also ranked this their 4th choice (Table 5:4).

In trying to identify how best to meet the needs of the growing number of ESL students, teachers, in the last section of the questionnaire were asked to add their own comments and suggestions. Of the 43 questionnaires returned 22 added comments and remarks (53.4%). From the HDSB teachers, 16 of 24 (66.6%) responded, from the Dartmouth School Board 6 of the 16 (37.5%) responded, and from the Halifax County/Bedford School Board 1 of 3 (33.3%) responded with written comments.

Suggestions ranged from, "I feel that all the above (statements 1-7) are essential and it is difficult to prioritize them," to concerns about materials, ESL help, screening, in-servicing, guidelines, parent communication, volunteers, translators and the establishment of a teacher network to give support to both teachers and students. At the junior/senior level concerns also focussed on program adaptation, realistic (student) expectations, support, peer tutoring, volunteers and coping with students' stress levels. Concerns, at all age ranges, focussed on the need to help students in the early transitional periods when they are first learning basic survival language and cultural adjustment.

From this 1994 survey, it is evident that teachers' do have needs in relation to their being able to carry out effectively teaching English to non-English speakers. Meeting student needs will require investment of time, effort, and finances. To help meet some of these needs prioritized by teachers, a grant, given by Heritage Canada to TESL Nova Scotia, enabled the compiling of a teaching kit (TESL Nova Scotia, 1994). Reference has already been made to this kit which

was supported at both the board and provincial levels, and attempts to begin to address some of the needs outlined by teachers in the questionnaire.

An informal telephone survey, conducted as a part of a Department of Education Task Force (May, 1994) revealed similar findings in terms of overall needs of day-to-day ESL teaching. Several classroom teachers/ regular teachers responsible for ESL within their own schools at the elementary level, reported needing extra support on ESL childrens' initial entry to the school and the classroom. The need for ESL teachers, the establishment of a 'reception' centre to help new students, and the possibility of a six week orientation course for newcomers, were but a few of the verbal comments made. Reference was also made to the invaluable help from volunteers, to growing student numbers and to the need for ESL teachers not only at the junior high level but also at the elementary level. Foremost in all these responses was a feeling that extra help was needed to cope with meeting the requirements of second language learners in terms of informed personnel, extra hands and resources.

While attempts were being made by the compiling of kits, in-servicing and background materials, the need to address the theoretical component of language teaching was also being addressed. Over the last five years the availability of courses, in the province, has increased. Saint Mary's University in Halifax have provided a leadership role in addressing this need. With the establishment of the TESL Centre, courses at the Master's Level were initially offered in September, 1990. These were the only courses offered east of Montreal and the demand for such options was there. Looking at Table 5:5 suggests that the growing numbers indicate that personnel are trying to meet their own needs in relation to ESL teaching.

Table 5:5 Graduate Students at Saint Mary's University with M.Ed. TESL, 1991-1994

	Per Convocation			Per Year	
Convocation Date	**School Teachers**	**Non-School Teachers**	**Total**	**# of school Teachers**	**Total**
May 1991	2	5	7	4	13
October 1991	2	4	6		
May 1992	1	4	5	4	13
October 1992	3	5	8		
May 1993	9	5	14	9	20
October 1993	0	6	6		
May 1994	6	10	16	8	30
October 1994	2	12	14		
Total	25	51	76	25	76

(Source: Saint Mary's University, Education Faculty)

Although 25 of the 76 graduates (33%) are teachers (P-12), the remaining 67% are personnel involved in education at different levels. Interesting to note is the increase from 13 (1991) to 30 graduates within a three year span. The five credit courses needed to graduate with an M.Ed. in TESL cover a variety of theoretical components. Each one, from language acquisition to cultural diversity to methods of teaching ESL, seeks to equip the teacher with both a sound theoretical background and practical applications in terms of equipping personnel to understand better and deal with the needs of ESL students.

A second component of the programmes offered by Saint Mary's University is their non-credit certificate (TESL 100). The success of this program lies in the needs it seeks to fulfill.

Table 5:6	**TESL 100: Overview of Teaching ESL/EFL Enrollment to Date**		
1993	Session I/93	May-June 16/93	21
	Session II/93	July-July 30/93	22
	Session III/93	September-December/93	22
1994	Session I/93	January 12-April 6/ 94	22
	Session II/93	April 20-June 26/94	22
	Session III/93	July 4-July 22/94	25
	Session IV/93	August 2-August 19/94	24
	Session V(W)	September 14-December 7/94	21
	Session V(T)	September 15-December 10/94	20
Total for 1993, 1994			199

(Source: Saint Mary's University, Education Faculty)

Admission to this program is open and students come from all areas of education and walks of life. Teaching assistants (with ESL children in their schools) volunteers, concerned citizens, people hoping to work with ESL, ESL related personnel have all enrolled in this program. The enrollments reflect not only a steady interest, but also meeting needs – the necessity of offering six sessions within one year reflects the interest of participants. These 45 hour long courses (and additional practicum time of a minimum of 20 hours) aim to prepare participants for working with ESL children. In doing this they are helping to meet the needs of these students by providing them with a good background of both a theoretical and practical nature (Table 5:6).

These two options have served to help address several components within the area of teacher needs. More informed personnel[28] in terms of the theoretical framework in which ESL teaching is found, will mean the removal of some doubts. Demystifying ESL teaching begins by removing uncertainties. Confidence to approach teaching a second language within a regular classroom situation, begins by being informed. The "what if?" and the "what do I do?" questions highlighted earlier in this current chapter begin to be answered. Questions relating to culture and second language acquisition (from the teacher questionnaire, Appendix 1) are also addressed by personnel being informed and more knowledgeable about what they are being asked to deal with.

However, although theoretical studies can help increase teacher confidence and strategy planning, for many, the number of students in a class and additional responsibilities of ESL students produces further needs. The need to

[28] A survey done, by questionnaire asked 6 schools what the staffing qualifications/training were in terms of ESL (Question 4). The school with the largest elementary ESL student body had one member with one post-graduate course. Another school with 5 students had a member of staff with an MA in TESL (pending) (see Appendix 2).

have time to do all the things necessary for all children, including ESL, is paramount. Thus, having acquired the theoretical framework, executing effectively, this knowledge can often bring the bigger need – time and extra hands to fulfill all the requirements in the classroom. This issue will be addressed, in terms of the use of volunteers later in Chapter 6.

Principals' Perceived Needs

A further survey (1995) was conducted by the writer of this paper and information was sought from 6 principals in the HDSC area (see Appendix 2). The questionnaire was distributed to 2 elementary school principals within each of the 3 zones. From Zone A (with only 3% of the total elementary ESL student population) the 2 schools had a total of 4 ESL students (3, 1). From Zone B (with the overall largest concentration of ESL elementary aged student population (56%)) the 2 schools had a total of 62 (45,17) students and from Zone C (with an overall 41% of the total elementary ESL student population) the 2 schools had a total of 14 (9, 5) students. Of the six distributed, four were returned (66%) – one from Zone A (3 students), one from Zone B (45 students) and two from Zone C (14 students).

The purpose of this descriptive questionnaire was to highlight different aspects of ESL teaching, perceived needs and possible untapped resources in relation to meeting ESL needs within individual schools.

Questions	To Gather Information On:
1-3	ESL Information/Regular Students
4	ESL Staffing Qualifications

5-21	Additional ESL help		
	(a)	Questions 5-14	Volunteers
	(b)	Question 15-17	School Personnel
	(c)	Questions 18-20	Peer Tutoring
	(d)	Question 21	Other Resources
22-23	(a)	Perceived needs	
	(b)	Attainable needs	
24	Personal Comments/Suggestions		

Relevant to this chapter at this point are questions 22-24–the perceived and attainable needs required to help ESL students. It is instructive to examine the responses to these three questions by the principals to highlight the issues foremost in their minds.

<u>Question 22:</u> What do you perceive as your greatest needs in regard to ESL teaching in your school? Please list in order of priority.

<u>Responses:</u>

- One on one hands on assistance with new students
- A centre for new students
- Materials
- Time to organize problems, etc.
- Time for planning, teaching, assessing
- Qualified personnel
- Professional expertise in curriculum and training
- Practical resources
- Extra hands

- Trained volunteers
- Release time for volunteers
- Teaching aids

Question 23: Given out present economic climate, what do you perceive as being realistic and attainable improvements that could be made in regard to the ESL teaching in your school?

Responses:

- More trained volunteers
- Creative staffing
- Utilization of personnel, especially if trained or interested
- Creative time-tabling: tradeoffs for classroom teachers with plates already loaded.
- A clear spelled out program-without having to create curriculum.
- Prepared learning tapes for school and home use.

Question 24: Finally, I would appreciate it if you would kindly add any additional comments that may help me with this needs analysis of teaching ESL in your school

Responses:

- Itinerant teacher-to help organize both teacher and volunteers, help set up, get materials, organize, etc.
- Trained ESL teacher

- Floating ESL teacher-to go where and when needed (part time or full time basis)
- Practical and quick assessment tools to help placement
- In-servicing
- On site observations of other centres for classroom teachers (i.e.Greenwood Centre, Toronto)
- Workshops for classroom teachers by trained ESL personnel.
- Help with utilizing current materials
- Focusing on specific ESL materials.

The perceived needs within schools, as outlined by principals, cover many areas. Reviewing answers to Questions 22 through 24 indicates that needs can be grouped into several areas.

Personnel:	extra assistance at various stages of the process and personnel to help with assessment, training, curriculum, in-servicing, adapting of materials.
Resources:	Personnel, current materials in ESL reception centre.
Creative Planning:	Staffing, time-tabling

Given that these questions relate to what ideally is required and what *realistically* could be attained in our current economic situation, workable solutions need to be sought, and they will probably lie outside the defined boundaries that we now have.

From the principals' questionnaire, information about school personnel, in relation to meeting ESL needs, was solicited. Questions 15 and 16 asked what additional help, if any, was available. Given the school boards' policy on Grade 4, 5 and 6, teachers taking responsibility for meeting ESL needs, the information noted confirmed that this was happening (Table 5:7).

Table 5:7 Additional ESL Help, in Schools, By Zoning Areas

	Total No. of ESL[29] students per school	No. of Staff Helping	No. of Hours per week, per person	Total (Approximate)
Zone A	4 -	- -	- -	- -
Zone B	- 54	- 6	- 0-2 hours	- 12-14 hours
Zone C	8 6	3 3	0-2 hours 0-2 hours	6 hours 6 hours

[Source: Based upon answers from Questions 17 (Appendix 2) and HDSB Registration Figures]

When asked if any others helped with ESL, there were no responses other than that of grade teachers.

Question 21 asked if there were any additional resources that they felt were untapped that could assist with the teaching of ESL students. This question hoped to solicit both personnel (internal/external to the school) and tangible

[29] Based on February, 1995 figures received from HDSB, March 1995.

resources in terms of materials and such. The responses suggested that any additional untapped resources lay outside the school and included:

- ESL resource personnel in the system
- Personnel to identify needs, oversee programming
- Senior citizens
- Computer/software/ computer time

These responses, linked with the 'Additional Comments/Suggestions' (Question 24) and realistic improvements to meeting needs (Question 23), suggest that predominant in peoples' responses are the need to look closely at personnel in terms of support, teaching and the need to address needs, assessment and inservicing.

Summarizing the responses to the principals' questionnaire relating to needs suggests that staffing, both qualified and unqualified, are foremost on people's minds in terms of giving extra assistance in all areas of teaching ESL. Realistically, (and in light of the political and economic factors outlined in earlier pages) additional funding, to pay for extra staff, is unlikely at either the provincial or local level. Assuming this to be the case, what alternatives are left in order to help fulfill the needs of schools and ultimately the needs of the student.

Responses suggest that resources within the school are all being utilized and that solutions may well lay outside the traditional parameters of the school. One way that has been attempted in helping to address ESL children in our school system is the use of volunteers. In the following chapter, the possibilities of including the community, in terms of volunteers in the ESL process, will be

explored. To successfully involve and integrate community volunteers into our school programme will require planning and inservicing–the way to tap into this under-utilized resource will be explored along with ideas suggested for preparing volunteers so that neither staff, students or ESL teaching is compromised.

CHAPTER 6 VOLUNTEERS

(a) **Who is and What is a Volunteers?**
(b) **Volunteers Meeting Needs in Different Situations**
(c) **Volunteers in the Halifax District School Board**
- **Background and experiences**
- **Volunteer Questionnaire: perceived needs**

(d) **Modified Ways of Meeting ESL Needs**

CHAPTER 6- VOLUNTEERS

(a) Who and What is a Volunteer?

A school community is:

> ...a place where professional educators, volunteers, parents, students and other individuals interact with each other...the resulting interaction will build a community responsive to the educational, social and economic needs of the student and the community at large.
>
> (North York Board of Education, 1990, p.11)

The above comments summarize aptly the point reached so far in this study in terms of reviewing the position of all stakeholders in the process of addressing the requirements of ESL students. However, the one dimension not reviewed is that of the role of volunteers in this process. Although alluded to in Chapter 5, in terms of questionnaire responses, no specific focus has been given to this component. To this end, Chapter 6 will address not only references to other districts outside Canada that have, and are still successfully using volunteers to assist in their ESL work, but also look at how volunteers are being used here in Halifax and how their valuable contributions are already being utilized to help meet ESL needs.

Who Is a Volunteer[30]?

A volunteer is: "...a person who undertakes some task or service of his own free will..." (New Lexicon Webster's Encyclopedic Dictionary, 1988, p. 1103). The 'make-up' of the person who volunteers is varied and often difficult to categorize. The reasons

[30] A gender problem arises again. Automatically, the use of the feminine pronoun comes 'naturally'. With no bias intended the use of she/her will be used in relation to the volunteer per se.

people volunteer are countless and will change from situation to situation, year to year. However, what they all share in common is contained in the above definition–a volunteer gives his/her time, skills, expertise, usually for the benefit of others, of their own free will[31].

What is a Volunteer?

Volunteers are often the 'backbone' of many organizations, be they hospitals, churches, charitable foundations or schools. Without them, a program or a specific aspect of an organization might not exist. Volunteers are thus found in all walks of life from working with the elderly, the homeless, the hungry, people in crisis, people in prisons to working on political campaigns, to schools, hospitals and children's centres. The total manpower hours worked by volunteers across the world, in Canada and here in Halifax is staggering[32].

For many people, volunteering is an integral part of their lives and usually, once a volunteer always a volunteer, in some capacity or another. Attitudes to volunteer work differ. If the first experience as a volunteer is positive, the chances are that they will

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[31] Some community service programmes in the U.S.A. now offer loan deferment and other forms of debt relief to those students who volunteer. Thus, many students who may not be able to do volunteer work because they themselves have to seek paid employment, are offered a financial 'perk' to volunteer (Walker, 1989, p.36).

[32] Volunteer Hours in Canada

Feb. 1979-Feb. 1980	374,000,000 hours of volunteer work 212, 000 persons working 40 hours weeks for one year.
Nov. 1, 1986-Oct. 31, 1987	13 million Canadians (2/3 of Canadian working age population) did informal volunteering (Source: Nell Warren Associates, 1990)

I.W.K. Hospital, Halifax, Nova Scotia

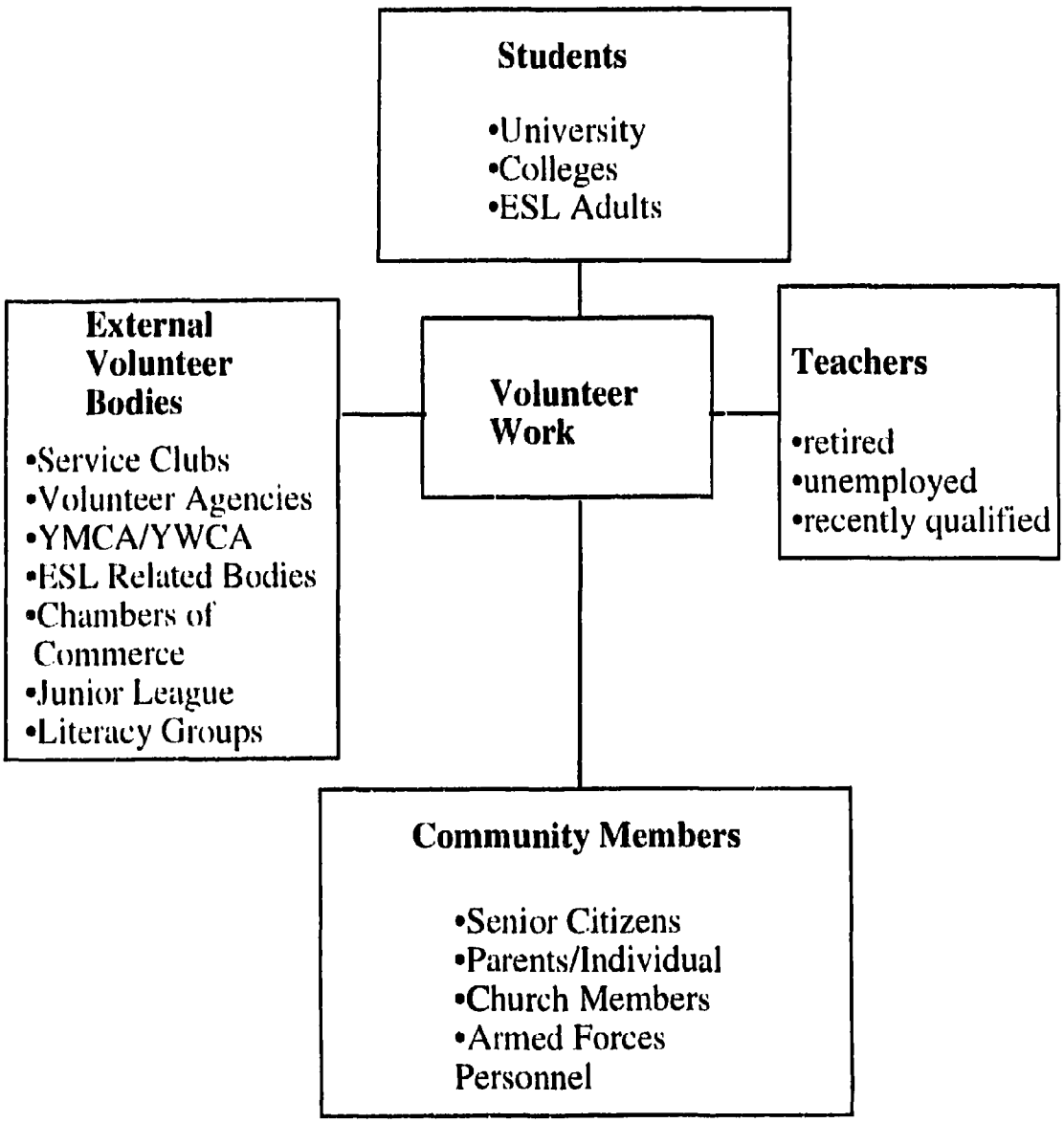
September 1, 1993-Aug. 31, 1994	14,900 hours of volunteer work which equates to: 7-8 people working a 40 hours week for 48 weeks of one year 12.5 people working a 40 hours week for a total of 30 weeks of one year (Source: Telephone conversation, June 1995)

remain in the volunteer field. If, however, experiences are negative, the likelihood is that the individual will decide that volunteer work is not for them. People volunteer for a variety of reasons, some want to gain experience (for example, in health care or in teaching). Some volunteer to be with people who share similar views or interests and some volunteer just because they are bored. Some people volunteer in order to become involved with their community, while others volunteer simply to do something meaningful and to contribute to a cause, society or organization.

The psychologist Maslow pointed out that after food, shelter and housing, the most basic need is that of belonging to a group or community. For many people, belonging to a volunteer group helps to fulfill this need, while also providing help, assistance or support to others.

The assumption is that a volunteer gives while someone receives and that the receiving is of a positive nature. To this end, volunteers in ESL work give of their time, skills and expertise, while the student receives a variety of skills, experiences and often a building up of self-esteem. However, as Wilson (1979) comments, the lines between "... 'helper' and 'helpee' are almost non-existent, for we now recognize the volunteer and clients do indeed help each other – just in different ways" (p. 118).

Figure 6:1-Possible Sources of Volunteers



(b) Volunteers Meeting Needs in Different Situations

Volunteer Work in the U.S.A.

The needs that have been felt in ESL teaching over the last decade and across Canada are not exclusive to this nation. The U.S.A. has also had to face meeting the needs of their immigrant school-aged population because of their fast increasing numbers. During the 1970's, approximately 5-6 million immigrants entered the U.S.A. either legally or illegally. This influx represented not only the largest migration in the nation's history but also, given the source of origin (Central and South America, Asia, Mexico and the Caribbean) presented problems vis à vis language needs and support. By 1985 Walker (1989) notes, "80 % of the total immigration was evenly split between Mexico and Asia" (National Coalition of Advocates for Students, p. 3-4). The U.S.A. has therefore, had many challenges to meet and, reference now to some of their volunteer programmes, will serve to illustrate and focus on features and structures that may be relevant to the establishment of any volunteer programme that may be considered within any other school board. Figure 6.1 helps to illustrate the different areas that volunteers can be drawn from:

Students : University Students

D.C. Schools Project at Georgetown University, Washington D.C. (Walker & Moscow, 1989)

This programme (Washington D.C. Division of Bilingual Education, 1989) was initiated to help the needs of non-English speaking children. With the language-minority population of this area fast growing (50% increase between 1980 and 1985) and with the largest numbers being non-English speaking students from Central America (primarily El Salvador), the ability to meet students' needs far outweighed the resources of the system (Walker & Moscow, 1989). Their mandate was to assist the transition of immigrant and refugee students in their new life and culture and to reduce both the short and the long term needs of the students.

The D.C. School Project is a partnership of concerned members– Georgetown University, the public school system (Division of Bilingual Education and Volunteer Services and Training Branch) and the wider community. The project developed a framework whereby volunteers were offered both training and support before being placed in one of three different areas – the home, school or the university campus. Essentially, this project established a two way process – one of receiving and one of giving. The volunteers received training – one-on-one orientation, a mandatory two part training session on cultural sensitivity and tutoring techniques and, with support from staff or their student's teachers, they were given the responsibility of developing their own agendas. In terms of giving, their one-on-one interaction with their student provides not only excellent language role models but also helped students with socialization and adjustment skills. In addition, this type of project generated and fostered a community spirit both in terms of the interaction and support between all

three participants, but also in terms of the university providing an educational opportunity for students outside their regular programmes while also providing an identity and sense of community, on campus, among the people involved.

In reviewing specific features of this project – materials on the day-to-day organization and running of a volunteer programme along with the logistics of planning, fund-raising and publicity suggest that, in this instance, every assistance was given to help (i) meet the needs of the non-English speaking students, (ii) meet the needs of volunteers, and (iii) retain the integrity of both volunteer and student. The framework provided gives clear guidelines and parameters – the role and responsibilities of the tutor, in relation to both the school and the student, the role and responsibilities of the school, principal and teachers in relation to both students and tutor are well defined for all involved to work with.

Since its inception in 1984, the project has grown to the point of using approximately 200 volunteers a year, serving 250 students per year. The success of this project may not only be in the goals it seeks to fulfill, nor in the group it seeks to address, but also in the support and structure it gives to its participants.

Additionally, staffing may have also influenced its success. The co-ordinator is a full time person who has a staff of between 7 and 9 work study students who assist with the running of various programmes. As a university based programme, the assumption can also be made that background materials and research findings, on language acquisition and related ESL matters, are current and up-to-date. Success may also be owed, in part, to the coming together of different partners–the university[33], the school,

[33] A further model using home economic students was initiated in Illinois, U.S.A. in 1991. In this project, home economic students, working at the school, used their own expertise to help ESL students gain knowledge about home economics and their own and other cultures (Bertelson & Smith, 1983). The Price City Library Literacy Project (Allison, 1990) describes a similar project using College of Eastern Utah students to volunteer in ESL.

the home and the community– with the sole aim of meeting ESL needs. Flexibility and sensitivity to change seem also to be a feature of this project that may have contributed to its overall growth and success. In the early 1990's a new programme responded to the needs of developmentally delayed immigrant children. This programme sought to include the home and provide a bridge between home and school. Volunteers (bilingual) worked twice a week in the students' home and twice a month in the school. All volunteers received special training, from professionals, in order to meet their students' specific needs in addition to their language and cultural needs.

The subsequent guide that was issued gives colleges and universities, who wish to initiate tutoring programmed for immigrants in their areas, guidelines for planning, executing and maintaining programmes using university students. The structures are such that volunteers will be well prepared in many areas from immigration law, to children in the school system and ESL and bilingual education. Additionally, every aspect of running a volunteer programme, from checklists to fundraising is covered, giving structure and a conceptual framework for administrators and teachers to use, where appropriate.

Adult ESL Students

Taking the Language Home Project (Penno, 1993)

The purpose of the project, sponsored by the Department of Education, Washington D.C. was to encourage the use of adult students in the teaching and support of ESL. To do this, students were encouraged, after being taught concepts and language, to take these home and they themselves become teachers to their children. This type of project evolved from the concerns that adult ESL learners, because they did not have the opportunity often to use the language outside the classroom, did not retain their learning. Thus, without usage, their language skills were neither developing, nor being retained.

Although the report on this project suggests some possible drawbacks in that only 16 of the 29 (55%) students involved in the initial project took materials home and retaught them and, of these 16, the reteaching involved was noted not to be of a consistent nature, the overall merits of the project, as far as possible sources for additional ESL support to children are worth considering. The structure inherent in this project, for both teaching staff (they themselves being volunteers) students and their families, provide an excellent framework to build upon. The materials used were structured to meet different instructional levels and needs, each lesson had outlined goals, step-by-step instructions reinforced by activities and visuals. Topics covered were relevant and applicable to needs ranging from everyday life (homes, clothing, months, days, etc.) to specific and survival knowledge (becoming familiar with the area, community, medicine and medication). With checks and balances for teachers, adult students and finally the reteaching to family members, the structure provided appeared to have given a firm framework whereby many needs could be met.

The benefit of this concept of using adult ESL learners can thus be multi-fold: it addressed language usage by the adult, by virtue of having to communicate information, time to reflect, rethink, evaluate and internalize necessary learning. Secondly, by passing on newly learned materials to family members (which may or may not include children[34]) they are acting in a 'giving' mode. This can help build self-esteem, confidence and a greater comfort level in communicating–all within a family setting. Thirdly, by using and increasing their own language knowledge they are, if they have children, providing good role models. They are helping to 'bridge the gap' between homes and schools (referred to in Chapter V) because they themselves will be more effective communicators. Lastly, the bonding of all family members learning together, while retaining their own identity, may assist the settling in process of all concerned.

Fundamental to any successful adult ESL tutoring would however, seem to be the support and initial teaching given to the adult ESL students. Their own learning experiences and the compiling of a structure with room for evaluation, reteaching and checklists, seem to be paramount to future ESL work. Without these components, this model would have serious possible consequences least of all bad language role models, and ineffective teaching that may be both discouraging and negative. The challenges with such a model would appear to be encouraging of adult ESL students to participate in the overall process. Ways of doing this would need to address the overall confidence and self-esteem of the learners involved.

[34] Cross reference here, to the model in operation in Toronto, will serve to illustrate how ESL adults can also be used in this instance primarily within the schools but they do have functions and links with ESL students' homes and families (see Chapter 3).

Community Members

Training Volunteers to Lead Parent Groups (Braun, 1989)

An enormous pool of untapped potential volunteers is to be found from within any community, least of all the parent body. The study by Braun (1989) explains how this potential volunteer force can be most effectively utilized – volunteers are trained to lead other groups – in this study's case – other parents. The objective of the 3 year study was to train volunteers to become facilitators – the Junior League of Boston, Massachusetts became the first group to respond and be involved with this project. Approximately 10 leaders per year, over a 3 year period were trained. The leaders, after training, were then given (either singularly or in pairs) parent groups to work with.

Applicants were screened on the basis of personal traits; warmth, friendliness, empathy and the knowledge of where they were as human beings were elicited. Case studies were given, responses sought, self-assessment conducted. All in all, a thorough and professional screening was conducted long before training started, to try and find suitable personnel. The programme training involved participants in 36 hours of class. Topics covered ranged from those relating to organization and structure to theoretical issues of parenting and leadership skills. The sessions were interactive and relevant. Real issues from the trainee volunteers were used. Communication and participation were valued components of these training sessions.

Although this specific study did not train volunteers to work directly with ESL students, many of its qualities can be extracted and used to the benefit of ESL groups. Firstly, the programme trained volunteers – its structure and general guidelines can have applicability in any ESL volunteer training programme in terms of the theoretical and

practical components of the training sessions. Secondly, the concept of trained volunteers helping others in the community suggest that it has a 'bottom-up' direction. Parents helping parents or non-professional 'teachers' helping non-professional groups. Thirdly, this type of situation suggests communication channels are informal and thus, more easily accessible – the opportunities to discuss, explore, challenge and seek clarification is thus more available for any parent who might be unsure or, in the immigrants case, have little language or understanding.

From this brief reference to the Massachusetts model, extrapolations, into ESL volunteer work, can be drawn. Given work outlined in Chapter 5, relating to parental disadvantages of ESL families, this model could have applicability in terms of helping meet the needs of immigrant parents and ultimately, immigrant children. Volunteer leaders, in partnership with schools, could create avenues for not only workshops and inservicing, but also act as a bridge between schools and home. They could also, as parents[35] themselves, help bridge the culture gap, both in terms of the local culture, the school culture and the wider Canadian culture. By helping parents help themselves, ultimately children and families might benefit.

[35] The assumption here is that group volunteers leaders would be parents themselves, but this does not necessarily have to follow any interested person could easily be considered for the training whether a parent or not.

Individual Members

HER Project (Reck, 1982)

Although this project does not directly deal with volunteers meeting school-aged children's needs, it does indirectly , in as much as the project was designed to address the needs of homebound refugee women who were illiterate in their own language. The goals of this programme were two-fold in that it addressed the needs of both tutors and students. Like other programmes already referred to, this one contained pre-training and post-training support for the volunteers. Given that the community volunteers had little if no formal teacher training, the programme addressed this by giving background training covering all aspects of ESL, the target population and actual materials to be used. Additionally, evaluation, teacher successes and pitfalls, lesson structure and other related topics to planning were covered along with materials on cultural roles and a twenty-four page annotated bibliography.

The benefits of the HER project, or other modeled on this line, affect both home and the ESL student. With an illiterate mother, lines of communication between child/school/teacher will not be very strong unless other people are involved (i.e. father, interpreter, etc.). Therefore, any work that can be done to increase communication and language for the mother will ultimately benefit all–including any children within the family. This would seem a very important issue to address given the work and points highlighted in Chapter 5 relating to the importance of home/school communication and overall educational success of the ESL student.

Senior Citizens

Intergenerational Interaction (Wallace, 1990)

Senior Citizen Tutors Working with Elementary Aged Children

This particular project utilized senior citizens from two senior citizen residences. An eight month practicum study was developed and implemented and used to provide opportunities for both senior citizens and students from low and middle class metropolitan black communities. The 20 volunteers worked with a total of 37 4th, 5th and 6th grade students within 5 elementary schools in Florida.

The purpose of this project was three fold. The tutoring element aimed to improved students' basic skills, the practicum goals were to effect change to the existing Inter-generational tutoring programme and thirdly, the project was to reflect the needs of the communities involved and to implement the programmes in several ethnic communities. As far as the senior citizens were concerned, an extensive training programme focusing on giving them strategies and tools to enable them to build skills effectively within the student body were initiated for all participants to attend.

The outcome of this study was interesting in that, in hoping to fulfill the goals outlined above in terms of student needs they in fact, also achieved others in terms of the tutors themselves. The later group, experienced positive feedback and began to feel good about their role. The students were noted also to be developing positive concepts while gaining additional success in the areas they were being tutored. This project was so successful that it was duplicated in the remaining three residential homes in the area.

The structure of staff development for the senior citizens was such that training focused on tutoring strategies and procedures for building student skills. They were encouraged and expected to use suggested techniques and materials in their sessions and to retain weekly communication and feedback to the programme supervisor. Thus, the volunteers were prepared for what they might encounter and the programme supervisor was there to give additional clarification, help and support.

Brookings School[36], Bilingual Parents, Adult Education Programme (Alaska State Department, 1987)

This program sought to address the needs of the ESL population in this school by forming a partnership between parents, the adult education department and the school itself. The aim of this programme was to increase students' achievement levels and self images by (in the first instance) assisting their parents to themselves complete their education and to acquire ESL skills. To do this, the school held classes, twice a week, from 11:30-1:30 p.m. for parents to attend. In addition to attending class they volunteered their time to work within the school and classrooms as teaching assistants and in helping to plan and organize socio-cultural activities for all to participate in.

The structure of this programme was such that the teaching of the parents was done by a professional teacher (paid for through adult education) and the monitoring of activities are conducted, on a daily basis, by the principal of the Brookings School. Future plans involved more formalized systems of monitoring and evaluation. This partnership, between parents and school, helped to develop communication between all concerned parties. In the first instance, it helped to address the home environment in terms of meeting parents educational and language needs. By addressing these issues,

[36] Brookings School, located in Springfield Massachusetts, has a diverse ethnic and racial population. One third of the parents/students are Hispanic and Asian, with many parents having limited English abilities.

several spin-offs occurred. Firstly, parents' appearance in the school helped to remove the 'mystique' that, for many, school represents. Secondly, this opportunity to improve their own education helped to strengthen their own self-worth and, in turn, this helped create good feelings within their children. Parents would also be serving as a positive role model for their children. Fourthly, their involvement in volunteer work had positive effects on both the child and the school in terms of familiarizing themselves with their child's school environment, providing possibly a greater comfort level for communication and also being a wonderful 'extra pair of hands'. Their knowledge of cultural matters has also provided a valuable on-site resource for the school. Lastly, the ESL students have benefited not only from seeing their parent(s) valued, but also by having a volunteer there to assist in any areas necessary to help meet their needs.

From the reviews cited it is clear that the challenges presented by a growing immigrant population (including school aged children) that do not speak English, are being creatively responded to outside the parameters of the traditional framework of 'the school'. Each programme referred to developed to meet specific needs with the underlying common need they all shared, that of providing support in terms of language and educational needs of both adults and students. Each programme, while retaining some uniqueness, sought to use resources differently, and while the basic infra-structure may have reflected specific needs they all shared the common elements of recognizing and placing value on training and support of volunteers. These characteristics, along with the checks and balances of constant evaluation, helped to contribute to the overall confidence and sense of purpose of the participants. These factors would also have helped to provide a conceptual framework in which personnel could, individually and collectively, grow and change.

In relating the above overview of the different approaches used in the U.S.A. leads to questions vis à vis Canada and specifically, for this study. For example, how can we face meeting the challenges in our current economic climate mentioned in earlier chapters? Can we identify and recognize new ways or, modify old ways? Can we provide structure and forms to help give confidence, support and credence to a volunteer body as we have seen in the studies quoted earlier? Can we mobilize community resources, look for new partnerships, have visions beyond the constructs of our schools? Can we meet effectively, ESL needs by using whatever resources are untapped within our own unique community and specific area?

To attempt to answer, if only tentatively, these and similar questions reference to the volunteer system in Halifax, will highlight both strengths and weaknesses stimulated by these questions. However, inclusion of volunteers in any organization, least of all one that involved children, produce further valid and necessary questions. It is essential therefore, before beginning exploration of both a current ESL volunteer system and the avenues for implementation of a new or volunteer body modified(Chapter 7) to bring to the forefront, and keep in mind, the following areas of concerns voiced by many people vis à vis a potential volunteer inclusion in a school and classroom:

(i) What qualification do they have?

(ii) Do they understand language development?

(iii) Do they understand the Canadian/local education system?

(iv) Do they have links to the parents of the students they will be helping (confidentiality)?

(v) Will they be working in isolation or with the teacher?

(vi) How and when will they liaise with the teacher?

(vii) Will they be in the classroom or withdraw children from the room?

(viii) Will they have an orientation/in-servicing?

(ix) What will be their resources, will they have access to the school libraries, resource centre?

(x) How will volunteers/students be matched?

(xi) What kind of protection does the student/volunteer have (liability insurance, volunteer) and, for student, personal safety re background of the volunteer?

Answering these questions is no small matter, however, by referring both to an already existing volunteer body within the HDSB and to the possible implementation/ modification of another volunteer body, some answers will become evident.

c) Volunteers in the Halifax District School Board

The HDSB has, since 24th November, 1992, had an approved Board policy on volunteers, *per se*, in the district schools. Quoting from their mandate,

> The Board endorses and encourages the use of volunteer personnel in the school system. The use of volunteers can provide enriching experiences for students, relief from non-teaching duties for professional staff, better understanding of educational issues and concerns among the community and generally strengthen the cooperation between the community and the school system.
>
> (HDSB, 1992)

This statement, vis à vis volunteers working with ESL students, has obvious applicability and, linked with North York Board of Education's vision of a school community, quoted earlier, presents a reasoned argument why volunteers can play a role within an ESL programme. Looking specifically at volunteers in the ESL field an

overview of what is currently operational will provide the framework by which any other discussions concerning additionally meeting the needs of both volunteer and ESL student can be made. It will also help to answer, if only partially, some of the questions posed vis à vis volunteers in general.

Meeting the needs of Haligonian ESL students, through a community volunteer involvement, has been an issue for several years. Back in 1991/92 the HDSB, under the guidance of its then, Language Arts Supervisor, Bob Johnston, recognized the need to involved not only the school community, but also the wider community in terms of volunteer usage. To find volunteers, help was sought through school parent-teacher associations/bodies. Letters were sent to all schools requesting their PTA's to ask for any interested people to volunteer. Orientation programmes were then organized and potential volunteers invited to attend.

Over the last three school years (1992-) a volunteer program has existed to help give some degree of support to ESL students in the HDSB area. The volunteers work at a grade level that they feel comfortable with or, in some cases, where help is most urgently needed. Workshops are conducted every few months and issues, relating to volunteer needs, are covered along with additional E.S.L. topics. A volunteer co-ordinator (the writer of this study), in conjunction with the school board, runs the workshops and attends to placements. The numbers and composition of the volunteer body are growing and changing.

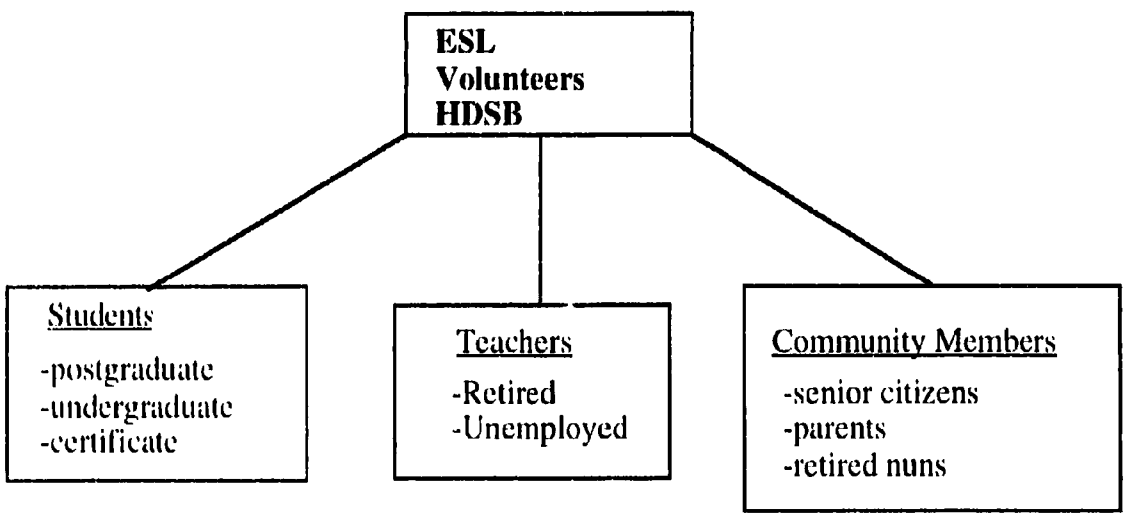
Volunteer Body-Composition and Size

In 1992-93, the experiences and backgrounds of the first group of volunteers were not recorded. However, through informal observations and discussions, a

descriptive statement of this group would be to say that most of them were community members that shared the common goal of wanting to work with ESL children. Their backgrounds varied from lunch monitors to unemployed teachers, office management personnel, hospital students and moms at home with young families. One volunteer was a retired lady who had been in teaching. The volunteers were predominantly female (30 out of 32), ranging in age from 20 through to mid 60's.

Figure 6:2

Sources of Volunteers in the Halifax District School Board 1992-1995



1993-94 The composition of approximately 50% of this group was the same as 1992-93 (with a return rate of approximately 25% of the original group). The only two exceptions were a group of retired nuns and twenty local university students. Time spent, by the local university

students with the ESL children, formed part of a compulsory practicum component of their studies[37].

1994-95 This year's volunteers are a mixture of the above personnel. There are 26 different university students (doing the same course outlined above) and 29 community volunteers. Of the 29, four returned for the third year. The remaining volunteers are from a varied background and set of experiences–retired teachers, university/college professor, business people and home makers. Within the latter group of 29, there are 3 males and 26 females, ranging in age from early twenties to retirement age and above.

Table 6:1

School Year	Community Volunteers	Student Volunteers	Totals
1992-93	32	–	32
1993-94	26	20	46
1994-95	29	26	55

Source: HDSB, 1994

The description on the previous pages of the volunteer system now in operation within the HDSB serves to provide the back-cloth for further discussion and the possible answering of the questions such as can we, in light of what we know, recognize new ways of dealing with ESL or can we modify old ways; can we mobilize community

[37] This course is a three year graduate course in speech and hearing related subjects. The practicum is part of a linguistics course offered in the first year of studies, and comprises of a 1 hour per week placement for a period of approximately 7 months (October-April).

resources and identify new partnerships and, can we create structure and forms to help give confidence, support and credence to a volunteer body?

A questionnaire (see Appendix 3) given to the participants at the last volunteer workshop and separately to the university-based students, reflects different aspects of the volunteer/ESL student process. The data gathered from this questionnaire will be used in different parts of this study but, at this point, and for purposes of general outline, clarification and conciseness, a description of the questionnaire will be explained. Of the student body, nineteen out of the possible twenty-nine completed the questionnaire and of the other workshop group, ten of the eleven attending the last workshop completed it.

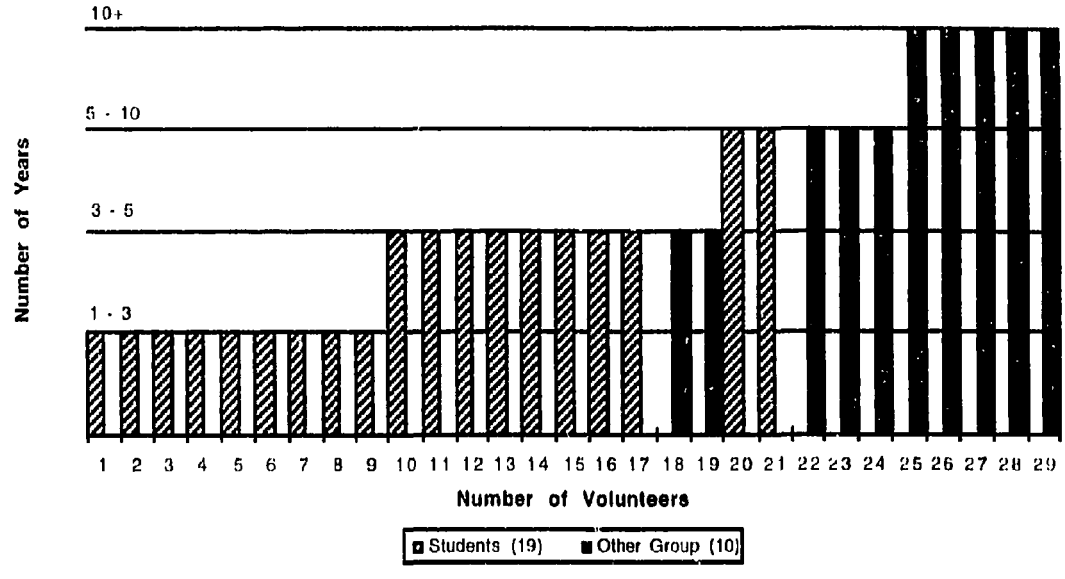
ESL Volunteer Questionnaire

The purpose of this questionnaire was several fold and aimed to highlight different needs in terms of volunteer and ESL interaction while providing general background information about volunteer experiences and background knowledge.

Questions	Gathered Information:
1-11	General background, experiences, ESL experiences and language knowledge.
12-13	Needs analysis – Volunteers needs
14-22	Volunteer time – quality and needs
23-27	Interaction with student-quality and needs
28	Personal responses to volunteer situation

Responses to the general background of the volunteers participating in answering the questionnaire indicate that all twenty nine worked with elementary aged children. Of the 29, 26 were female, 3 males and all had previous experience working with children (although one male stated that his experience was that of working with his own children). The student body had less experience than the other group, (group 2) having the higher number of years involvement with children (with the exception of two students from Group 1 who recorded 5-10 years of experience).

Figure 6:3 Number of Years Experience Working with Children



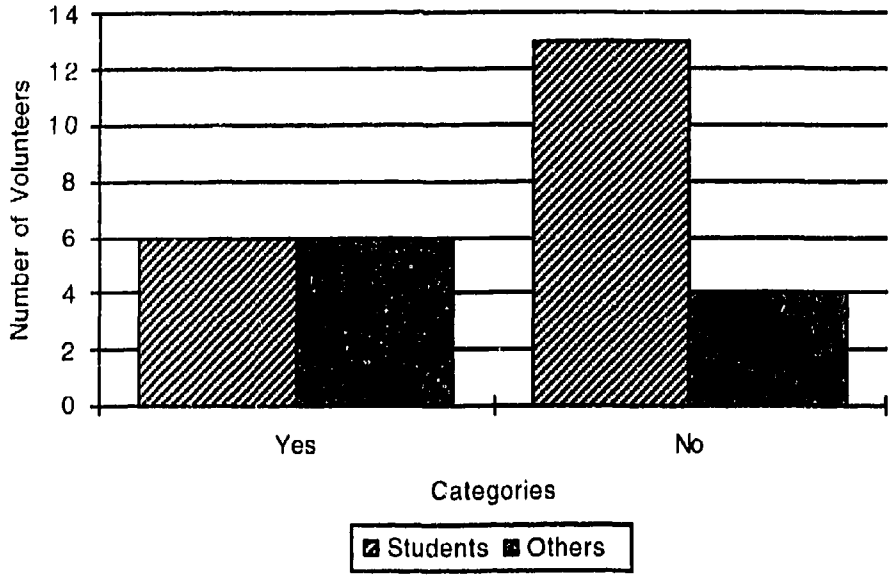
Source: Volunteer Questionnaire 1995 (See Appendix 3)[38].

Of the twenty-nine volunteers, a total of twelve stated they had experience working with ESL students (Figure 6:4). Within the student group approximately 21% had experience with ESL while Group 2 had a 60% rate of experience with ESL

[38]Information in Figures 6.3 - 6.33 comes from the Volunteer Questionnaire, 1995 (Appendix 3).

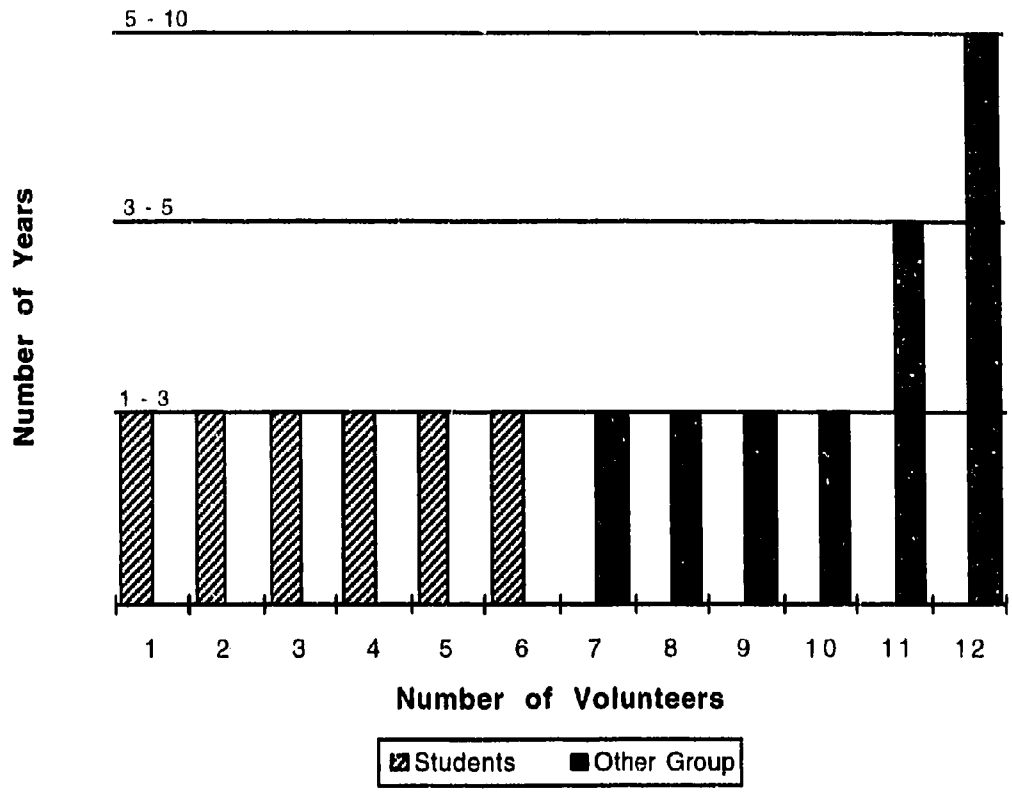
students. Within the latter group of volunteers, four stated they did not have experience with ESL, three of which were recently retired teachers.

Figure 6:4 Numbers of Volunteers With/Without Experience of Working with ESL Students



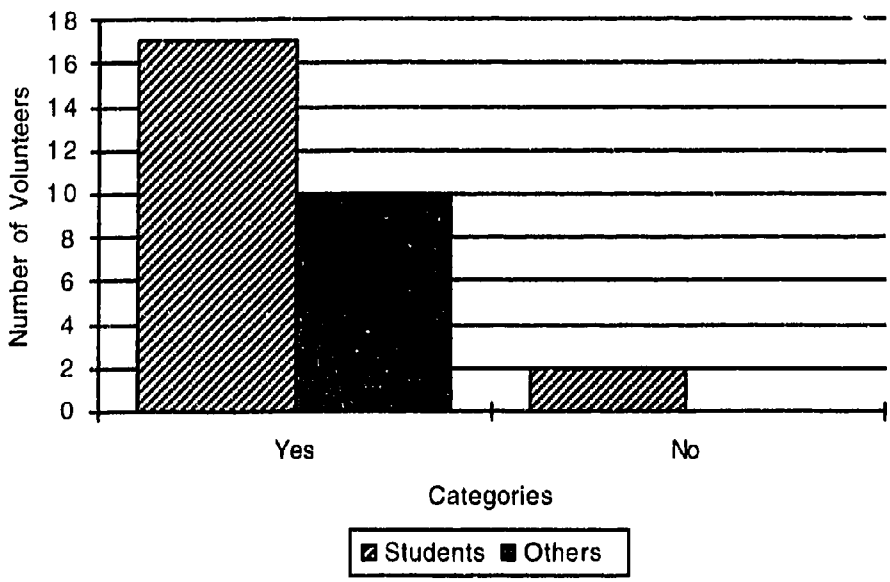
Of the twelve volunteers with experience in ESL work, the majority had between one and three years experience. Within group 1, all the students (100%) had between 1-3 years experience while 67% for group 2 had 1-3 years experience. The remaining 33% of Group 2, had between three and ten years experience (two volunteers).

Figure 6:5 Number of Years Experience Working with ESL Students



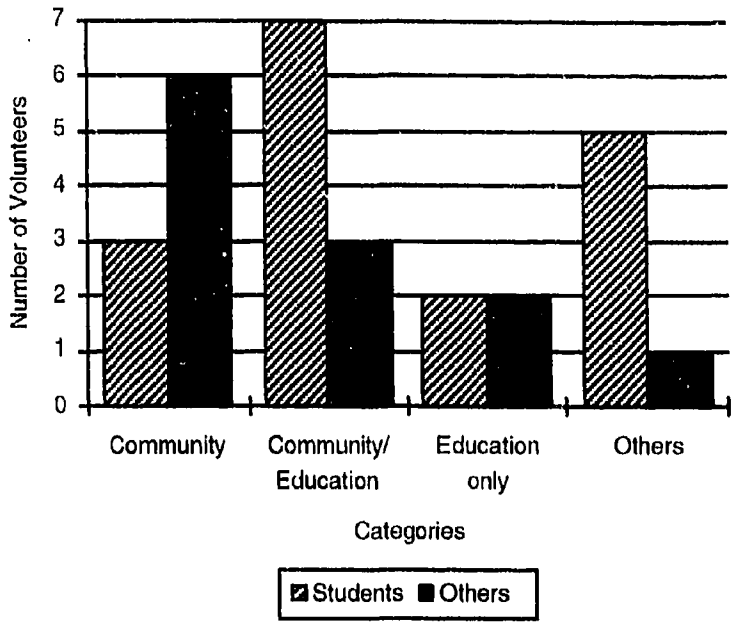
Relating to other volunteer experiences (Question 5) of the total number of volunteers participating, twenty seven (93%) replied that they had other volunteer experiences. Within this twenty-seven, seventeen were from the student group (89.5%) and ten from Group 2 (100%). The two who had no experience were in the student group (See Table 6:6).

Figure 6:6 Number of Volunteers with Experiences in Other Types of Volunteer Work



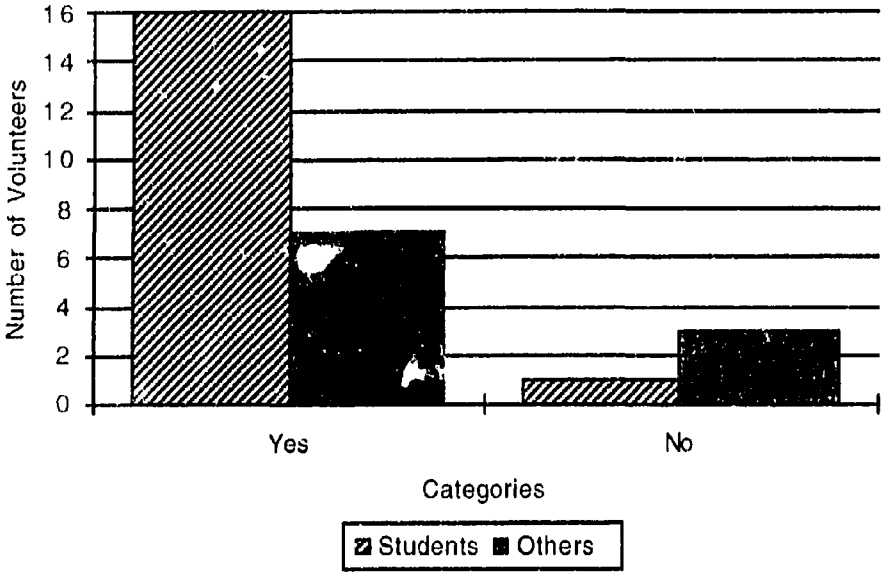
Asking the volunteers to categorize their volunteer experience (Question 5), Table 6:7, indicates four categories. Community experience, for Group 2, rated the highest for this group with six volunteers having done this type of work (60%). This compared with the student group where 16% only, had community experience. Volunteers with both community and educational volunteer experience indicated that 30% of Group 2 had both, while Group 1, 37% had both. As far as education experience was concerned, two from each group noted that they had volunteer experience. Within the category of other experiences (which they indicated to be with hospitals and seniors) the results showed that Group 1 (the students) had far more experience here (26%) compared with only 10% from Group 2.

Figure 6:7 Other Types of Volunteer Programmes



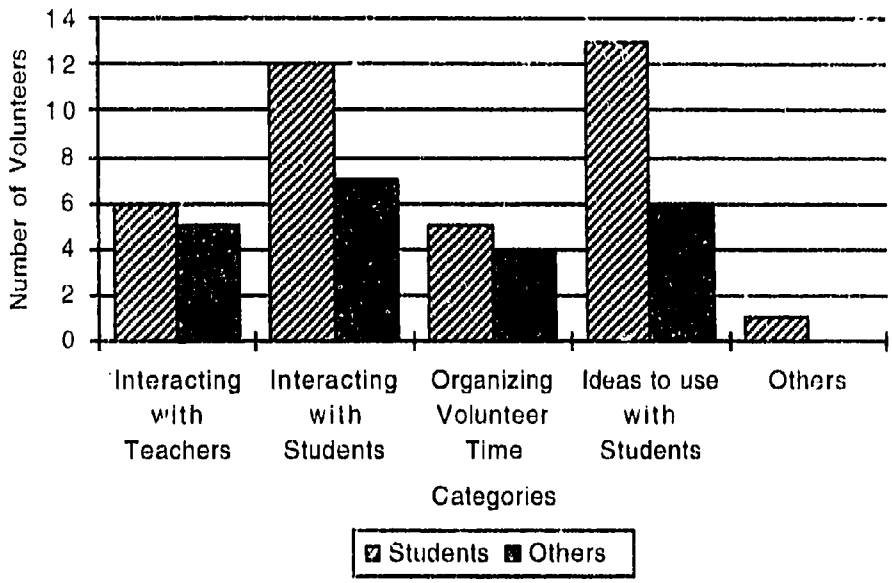
Question 6 sought to ascertain how their previous experiences had helped, if at all, with their current volunteer work, (Table 6:8). Within Group 1 (students) sixteen of the seventeen students who had had volunteer experience stated that their previous work had helped them (94%). The only one stating 'no', within the student group, had worked in a senior citizen's home and stated that this experience had been of little use to her in this present ESL volunteer role. Within the second group, seven out of ten volunteers viewed their past experiences beneficial to their current role (70%).

Figure 6:8 Has Volunteer Work Helped in the Current ESL Position?



Question 7 asked volunteers to state how they perceived their past experiences had helped them. Within Group 1, thirteen of them stated it had been beneficial in terms of helping them with ideas to use with students. Within the other group, six made the same response. The second most popular choice was the one relating to helping them interact with students. Twelve from Group 1 responded and seven from Group 2 responded positively to this category. Interacting with teachers was the fourth choice with scores of six from Group 1 and five from Group Two. The category that the groups marked the lowest (Group 1-5 responses, Groups 2-4 responses) was the one relating to past experiences helping volunteers to organize volunteer time better (See Figure 6:9).

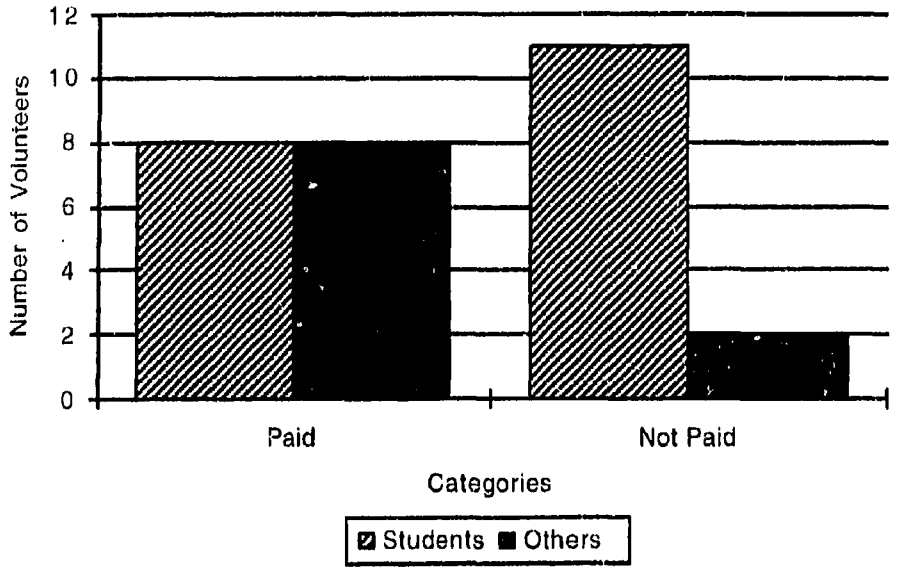
Figure 6:9 The Ways in Which Previous Volunteer Work has Helped in the Current ESL Programme



Because multiple responses were recorded in answering Question 7 it is difficult to prioritize, beyond number of responses, to each category because some volunteers ticked more than one box while others checked only one.

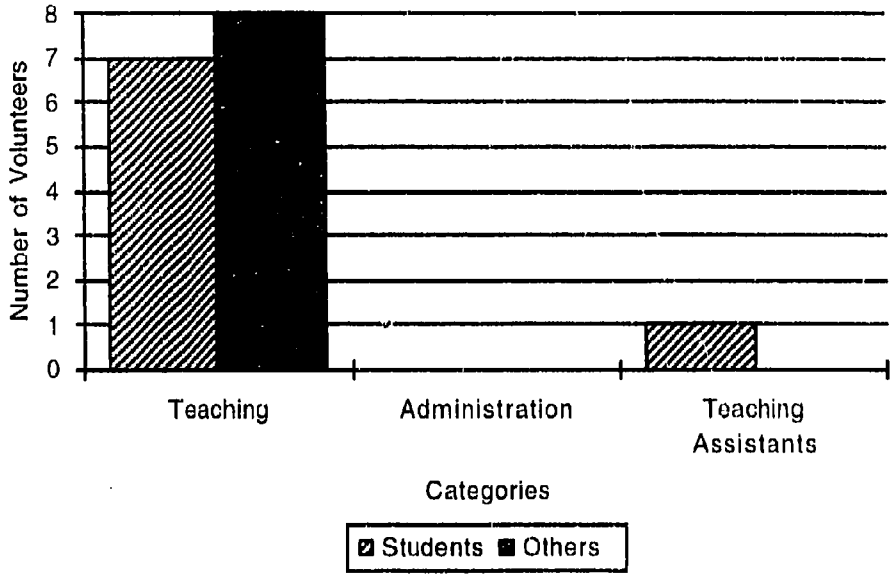
Of the volunteer body, sixteen had, in total, worked in a paid capacity in education. Of this sixteen, eight in Group 1 (42%) and eight in Group 2 (80%) indicated 'yes' to this Question 8. Within Group 1 students with no paid position totaled eleven (58%) and within the second group only two stated having no paid capacity in education (20%) (See Figure 6:10).

Figure 6:10 Number of Volunteers with Previous Experience in Education in a Paid Capacity



In Figure 6:11, the areas they had worked in a paid capacity are shown. Within the student body seven of the eight had worked in a teaching capacity and the eighth had worked as a teaching assistant. Within the other group all eight had worked in a teaching capacity.

Figure 6:11 Paid Capacity in which Volunteers have worked in Education



Lastly, the language background of the volunteer body revealed that, in total, five spoke a language other than English (three in Group 1 and two in Group 2). Of the total nineteen in Group 1, only 10.5% spoke another language. In the second group of ten, two spoke another language (20%). Of the languages spoken, French was the most common (four) with Latin (surprisingly), German and Spanish scoring one point each (Figure 6:12 and 6:13).

Figure 6:12 Are Other Languages Than English Spoken?

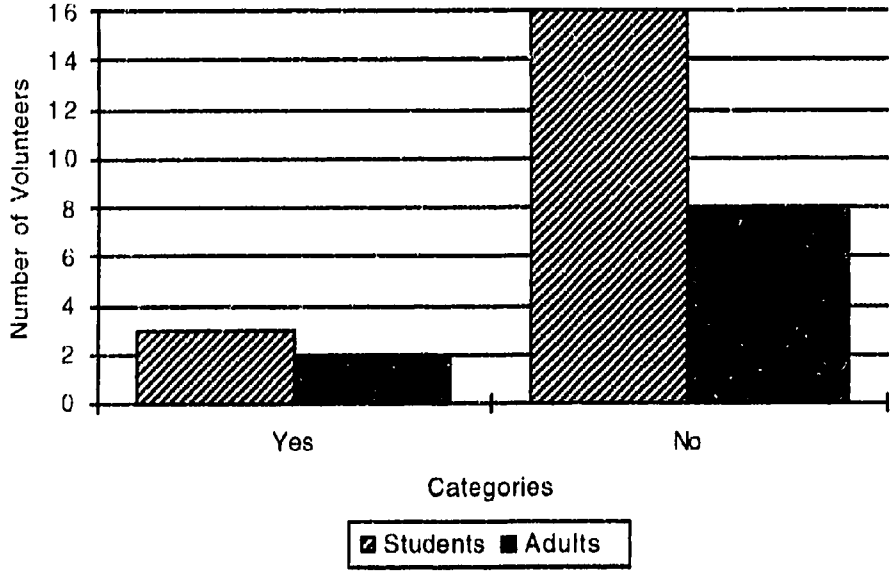
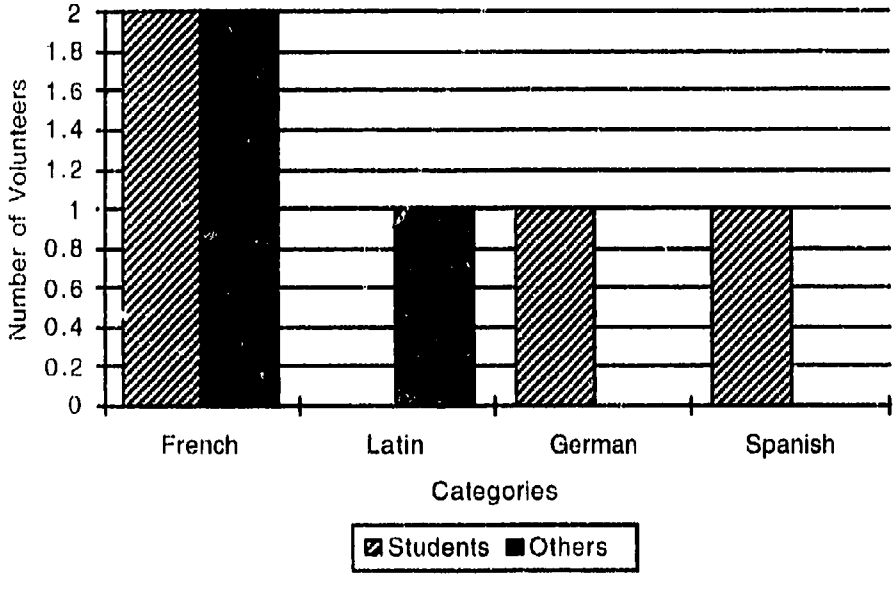


Figure 6:13 Languages Spoken Other Than English, By Volunteers



The above data reveal that despite the two divergent groups (in terms specifically of age) their backgrounds are well suited to the role of volunteers within a school

setting. Table 6:3 revealed the wealth of the many years of experience the volunteers have had working with children. Of the twenty-nine, twelve have had experience with ESL students (41%-see Table 6:4).

Figure 6:6 shows that twenty-seven of the twenty-nine volunteers has had volunteer work in some capacity (93%). This factor alone indicated that the group of volunteers[39] have had other experiences and, assumptions can be made that, given they are in a volunteer capacity again, their earlier experiences are likely to have been positive ones. The transfer of skills and learning, from one situation to another, is evident in Figures 6:8 and 6:9. Of the twenty-seven who indicated that they had had volunteer experience, all but four (23) found their previous roles beneficial (85%) to them in their current role and, especially, in the areas of helping with ideas for their students. Again, these data suggest that the volunteer body has had relevant experience to assist them in their ESL role. Interesting also is that of the twenty-nine, sixteen (55%) had paid positions in teaching. This factor would also suggest a good background knowledge, concerning children, is present in this group (Figures 6:10, 6: 11). Regarding language backgrounds of the volunteers, only five of the twenty nine have languages other than English (17%). Given the age range of nineteen of the volunteers in Group 1, this factor is surprising. Only three had other languages.

[39] Whether the student body are 'volunteers' could be debated in light of the fact that they are in their role of 'volunteer' only because of a course requirement. However, their apparent enthusiasm, while with the students, does suggest that, in other circumstances, they may have been volunteers.

Perceived Needs of Volunteers

In Chapter 5, the needs of students, school, teachers and parents were reviewed. The perceived needs of volunteers is also in question and should be highlighted. The participants who made up the volunteer body were asked to prioritize what they thought would best help future volunteers based on their own experiences as an ESL volunteer (Question 12, Appendix 3). Five options were offered:

Options:

(A) Attending workshops

(B) Attending lectures/seminars at a local university/school

(C) Listening to guest speakers in ESL

(D) Visiting other institutions connected to ESL

(E) Informal meetings to hear ideas

The total number of volunteers participating in this part of the questionnaire was twenty-one, eight having not completed the sections correctly and thus their responses were invalidated. Each option, within Question 12, had the potential to score 105 points (i.e. twenty-one participants could rate each one, singularly number one and thus gain five points from each participant). Looking at overall scores first, option (a) scored 90/105, (b) 40/105, (c) 63/105, (d) 46/105, (e) 76/105 (see Table 6:2).

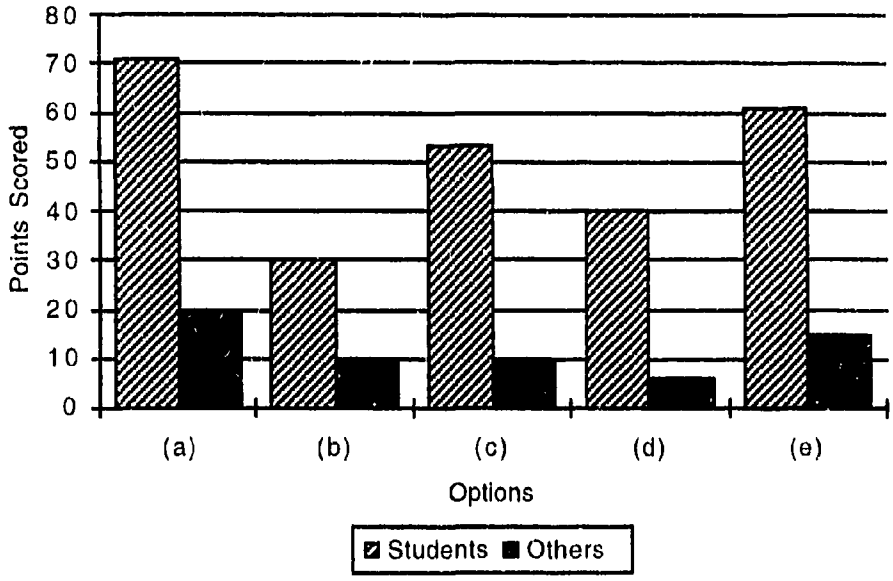
Table 6:2 Percentage Scoring and Placement of Options

Options	Scores/105	%	Ranking
(a)	90	86%	1
(b)	40	38%	5
(c)	63	60%	3
(d)	46	44%	4
(e)	76	72%	2

Source: Taken from Figure 6:14.

Option A received the highest points with approximately 86%, with option E second with 72%. Option C scored 60% while option D 44% and lastly, option B scored 38% (see Figure 6:14).

Figure 6:14 Scoring of Options by Students (Group 1) and Others (Group 2)



Looking at the times a specific option was chosen, number 1 first (Figure 6:15). Option A (receiving top points) was selected nine times by volunteers (42%), option E was selected first by 6 volunteers (28.5%). Option C was selected four times (19%), and options B and D were both selected once each (5%).

Figure 6:15 Options Chosen First By Volunteer Body

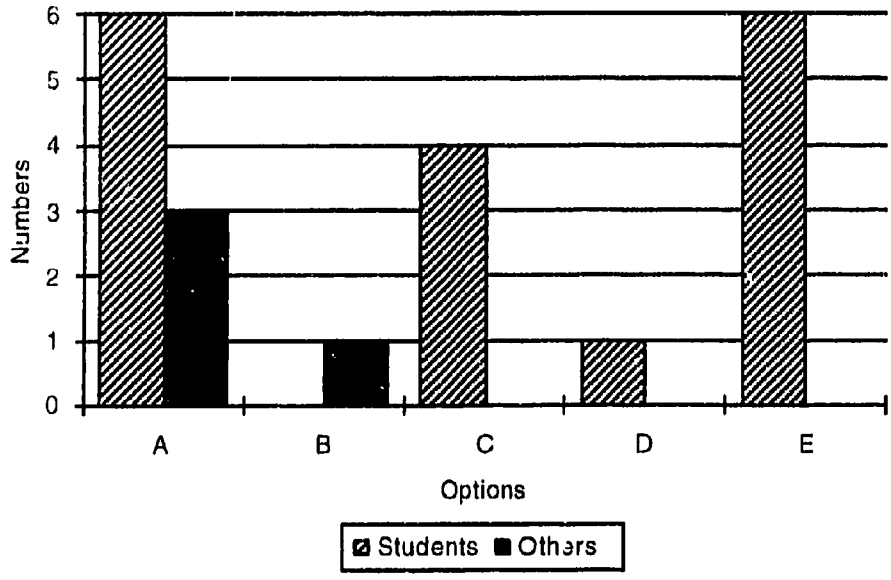
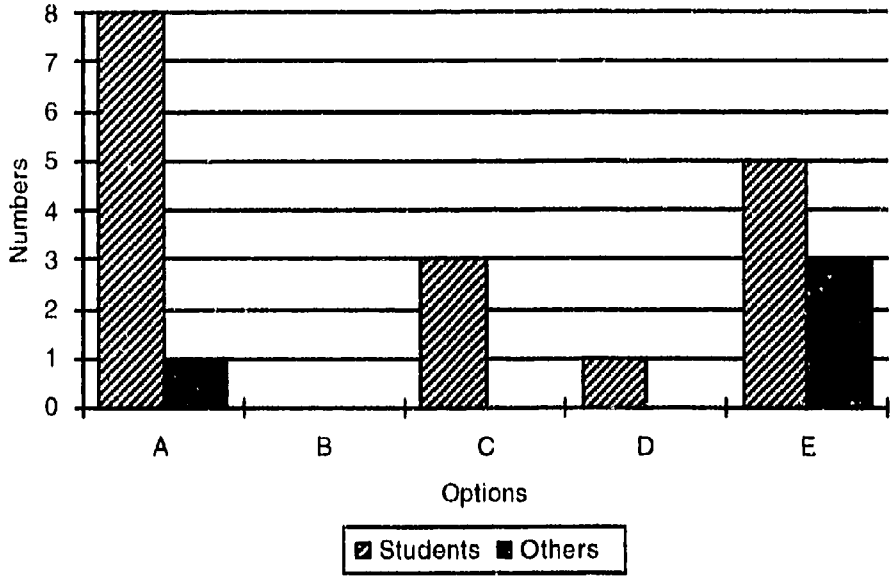


Figure 6:16 Options Chosen Second By Volunteers



The participants were also requested to score further their *top two* options *only* (i.e. the options they had earlier rated 1 or 2). Figure 6:15 indicates that someone selected each option as being helpful to future volunteers. Figure 6:16 indicates which options were most frequently chosen for second options. The ranking for second choice

changes compared with choices for number one option. Option A still retains the highest number, nine of the twenty-one put it their second choice (as in number 1 choice). Option E also retains second placing but with more participants selecting this option (8 this time compared with 6 for option 1). Option C was selected by 3 volunteers (compared with 4 for option 1). Option D received the same number as for option 1 and B received 0 points. Workshops and informal meetings were consistently selected, by volunteers, as choices to help future volunteers.

Option A: Attending Workshops (90 points)

Within this option, a volunteer rating this their first or second choice was asked to score four subcategories relating to the contents of workshops. A fifth choice was also offered, that of asking for any other ideas that might be included in a workshop. The choices, within the option, were:

(a) Cultural backgrounds of students

(b) Information and background on different countries

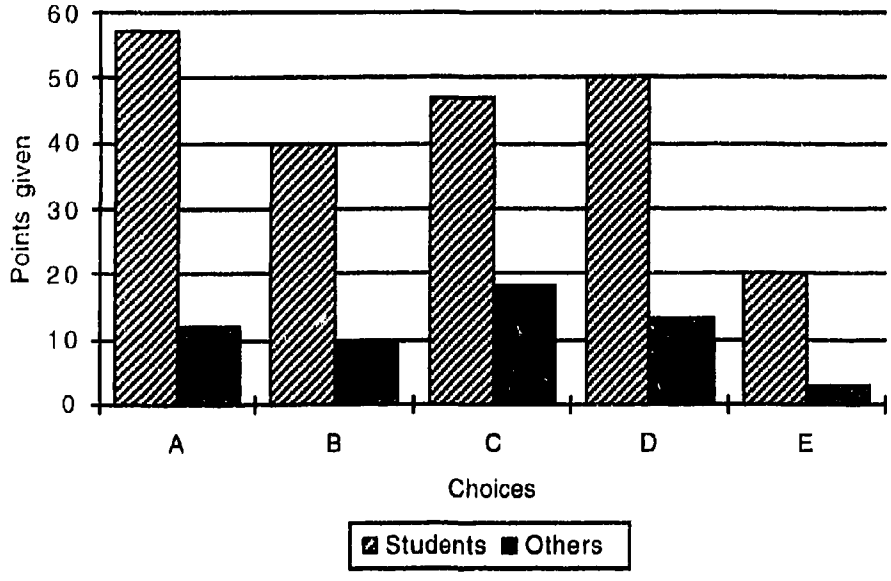
(c) Initial 'icebreaker' materials

(d) Second language theories

(e) Other ideas (please specify)

Option A had eighteen volunteers rating it first or second. Within the five subcategories the category receiving the highest points was (a) 69, followed by (c) 65, (d) 63, (b) 50 and (e) 7 (Figure 6:17). Choice (a) with 69 of the possible 90 points (68% approximately) relating to cultural backgrounds was only marginally ahead of choices (c) , 65 points or 62%, relating to initial icebreakers, and (d) 60%, relating to second language theories.

Figure 6:17 Scoring of Choices Offered Within Option A



In choice (e) 'any further ideas', the ideas, forwarded by the student body, related to providing ESL programmes and ESL work that could be combined with school work. The other group participants requested additional information on ESL topics and activities.

If we look at Figure 6:18 it shows the frequency with which each choice was selected first. Choice (c) had a total of seven (38%) compared with choice (a) and (d), with jointly five points each (27%). This ordering, while similar in that (a), (c) and (d) scored the top overall points (as seen in Figure 6:17) when we look at actual *first* choices the order alters to (c) first and (a), (d), joint second place.

Figure 6:18 Choices Selected First, Within Option A, By Volunteers

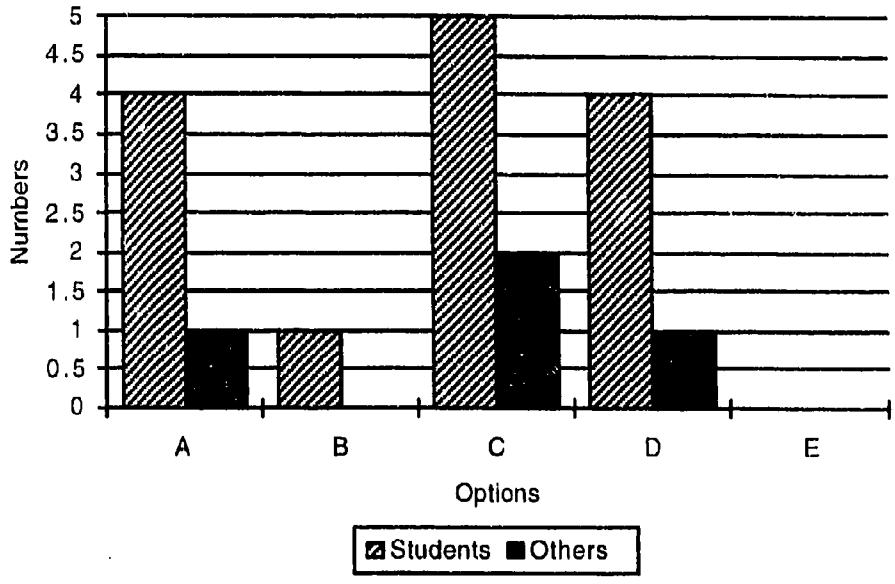


Figure 6:19 Choices Selected Second, Within Option A, By Volunteers

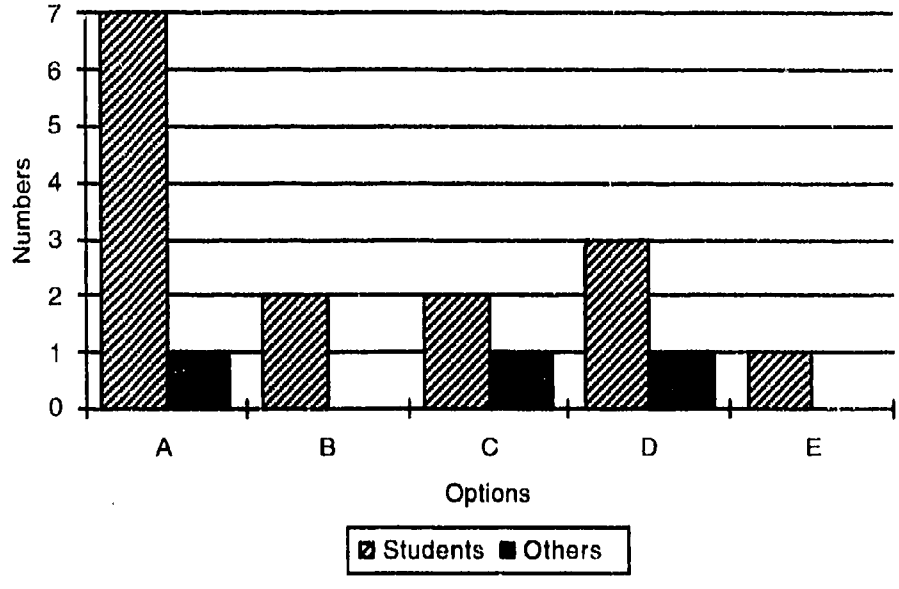


Figure 6:19 showing choices selected second within Option A shows choice (a) returning to first place with 8 points (44%), This is double that of choice (d)-(22%)

which received a last place rating with the suggestion of ESL programmes being offered by volunteers.

If we look at the choices, within the *Option A* shows that cultural backgrounds of students, along with the need for 'icebreakers' were very important components to be included in an ESL workshop for eighteen of the twenty-one participants (85.7%).

Option B: Attending Lectures/Seminars at Local University/School (40 points)

This option was one participant's first choice, and no participants' second choice. Within *Option B* there were four subcategorize to score with a fifth category asking for any further ideas to be specified. The choices, within this option were:

(a) Series of short day-time workshops

(b) Series of short night-time workshops

(c) Series of half-day workshops

(d) None of the above

(e) Any further ideas, please specify:

The participant, from Group 2, who rated this a number one choice selected (a) -a series of short day-time workshops, as a top priority, followed by (c) and (b). The overall low scoring, for this option, from both groups, suggests that this possibility would have to be given serious consideration before being included in a volunteer programme.

Option C: Visits From Guest Speakers in the ESL Field (63 points)

The choices within this *Option C* were:

(a) From local ethnic groups

(b) E.S.L. learners who have been through the school system

(c) 'Experts' in the field

(d) School Board representatives

(e) Other volunteers in the field

(f) Other interested parties in the local community (i.e. MISA)

(g) Any further ideas, please specify:

Four participants from Group 1, placed this *Option C* first, while three placed it second. No one in Group 2 placed it first or second. Within *Option C*, seven categories to select from were offered to volunteers. Choice (c) received the highest number of points with 48 out of a possible 49 (98%). This almost perfect score was for the inclusion in workshops of visits from ESL experts. Choice (b) with 41 points (84%) was second and choices (e) 32 points (65%) and (a) 31 points (63%) were third and fourth (Figure 6:20. Looking at Figures 6: 21 and 6:22 reveals that the number one choice (c) was selected number one by six of the seven volunteers. For the second choice, with four of the seven volunteers selecting it, was choice (b),

Figure 6:20 Scoring of Choices Offered Within Option C

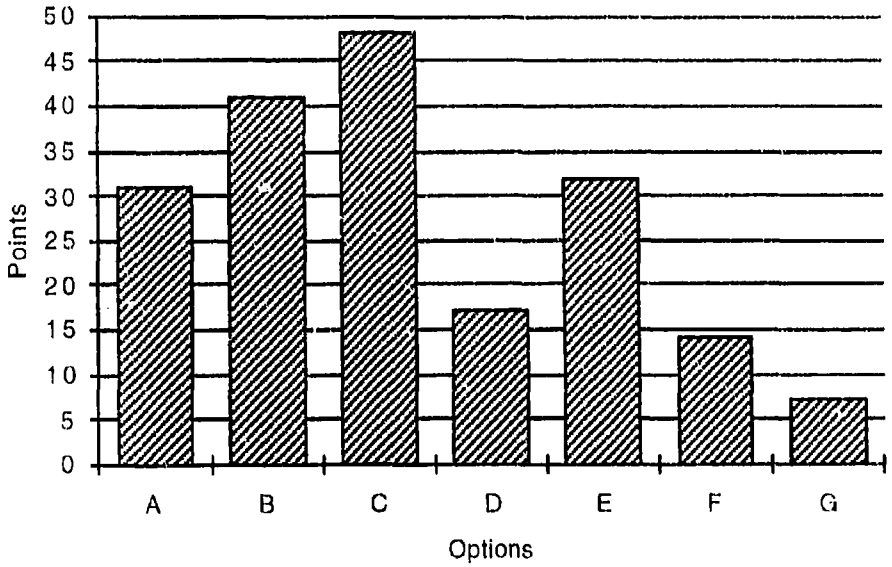


Figure 6:21 Choices Selected First Within Option C By Volunteers

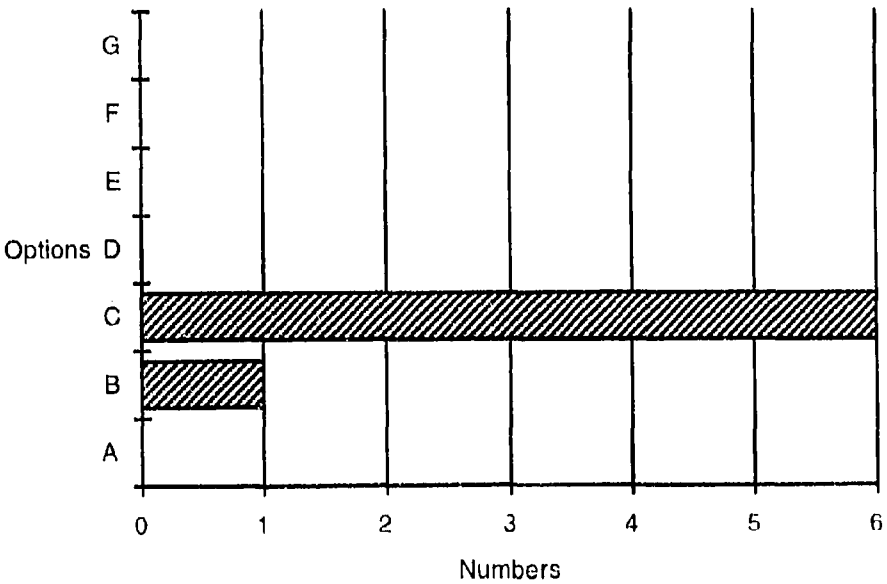
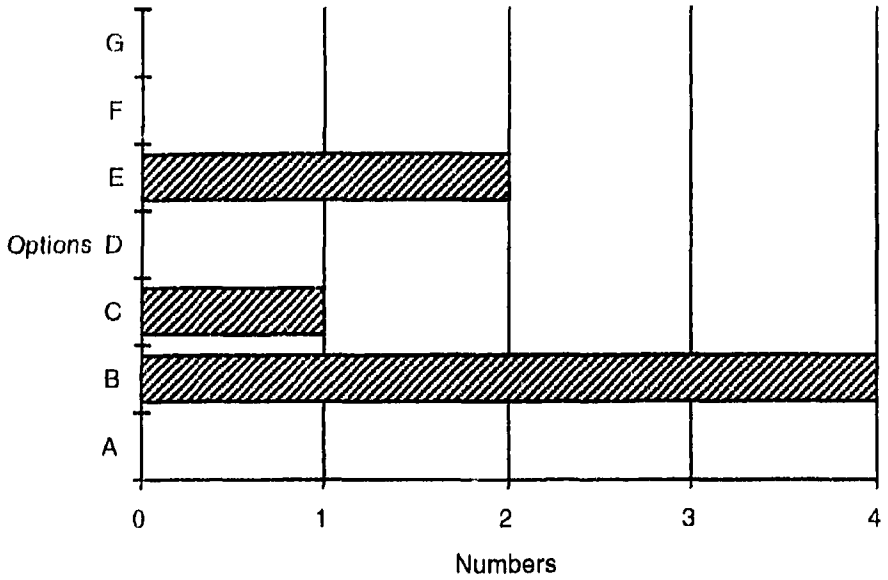


Figure 6:22 Choices Selected Second Within Option C By Volunteers



If we examine these data it suggest that the student body feels that experts in the ESL field have a lot to offer. Also 'experts' in other fields was their second choice. These experts were ESL students whom themselves had gone through the school system (choice b) and other volunteers (choice e).

Option D: Visiting Other Institutions Connected with ESL

Within this option one student from Group 1 rated this option number one and one student, a second choice. No members of Group 2 rated this a first or second choice.

Within *Option D* four subcategories were offered,

(a) Other classrooms

(b) Language centres

(c) Local ESL centres

(d) Any further ideas, please specify

The scoring of (a), (b) and (c), within this option, by both student volunteers, was of equal weighting. Both agreed on (c) as a third choice, but disagreed on what should be first and/or second.

Option E: Informal Meetings To Share Ideas

The subcategories within *Option E* were:

(a) conducted once per month

(b) conducted once every two months

(c) conducted when necessary

(d) any further ideas, please specify

Six volunteers from Group 1 selected this option their first choice, while eight their second (five from Group 1 and three from Group 2). (See Figures 6:15, 6:16). Of the fourteen scoring the above subcategories, eight (61.5%) selected meetings to be conducted once per month (a). This was the number one choice. Choices (b) and (c), once every two months and, when necessary were joint second place (15%). Under (d) any further ideas one student felt that informal meetings should be held more than once per month. These data suggest that monthly informal meetings were the most popular choice by the groups of volunteers involved in the answering of the questionnaire.

When reviewing the relationships between the teacher and the volunteers, the question asked was did the volunteers feel there was sufficient contact between themselves and the classroom teacher? Of the twenty-nine participating in the questionnaire, all twenty-nine answered this question (Figure 6:23). Of the ten in Group 2, nine answered in the affirmative, one answered no. The latter volunteer had indicated

previous experience in education, but not in a paid capacity and had had previous experience working with ESL children. This participant had also been in the volunteer programme for two years. Specifying why the response had been negative, the volunteer stated that because it was "useful to receive guidelines and/or suggestions from the classroom teacher. However, time and schedules do not allow for conferring."

Figure 6:23 Is There Sufficient Time Between the Volunteer and the E.S.L. Student's Teacher?

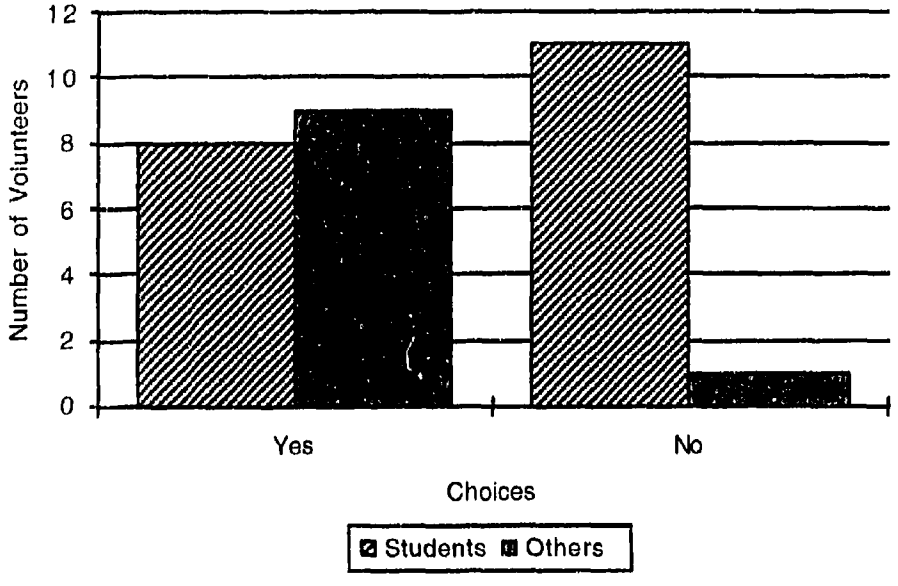


Table 6:24 also shows that approximately 58% (11/19) of the student volunteers responded negatively to this question compared with the 10% from the other group. The written responses following this 'no' answer (Question 15) produced a variety of responses to suggest how contact time, with the teacher, could be best improved. These responses focused on:

(i) initial sessions to discuss goals and objectives of ESL sessions

(ii) teacher to communicate areas of strength/weaknesses

(iii) follow-up sessions with specified times

(iv) weekly, bi-weekly meetings for clarification

(v) workshops, meetings at least once per month

(vi) better communication and interest from teacher

(vii) better communication about trips, cancellations of student/volunteer time

(viii) time set aside outside the regular class time

-teacher has her whole class to control and doesn't therefore have time to spend with volunteer

(ix) reading weekly reports would assist volunteer, teacher and students.

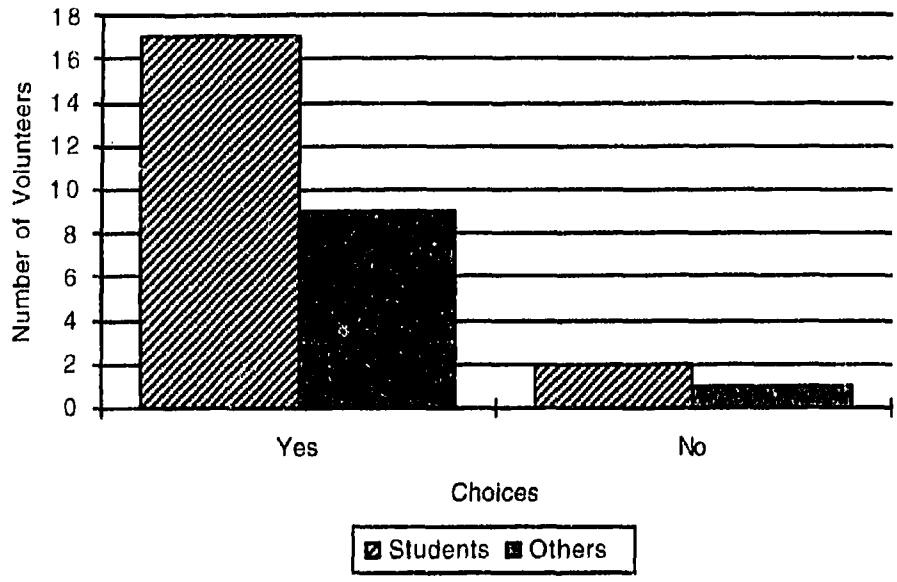
All eleven volunteers wrote a minimum of one suggestion to this question and the majority wrote several. There were many overlaps with responses, but the above six cover the general areas.

Question Sixteen asked if there was sufficient contact with the ESL teacher and themselves. Of the twenty-nine volunteers, all responded to this question. All nineteen in the student group (Group 1) answered 'Not Applicable'. Of the second group, seven answered the same, 'Not Applicable'. Of the three from Group 2 that answered 'yes' two were at one school and the third at another school. Given that none of the elementary schools in the district have ESL teachers, the only inference that can be drawn from the 'yes' answer is that their interpretation of 'ESL Teacher' is the school's ESL *contact teacher*. (Within each school with ESL students the HDSB asked that one regular member of staff be appointed the ESL contact person).

Turning to the contact between volunteer and school, Question 18 asked the volunteers to respond to how they felt communication was between the school and themselves. All twenty-nine of the volunteers answered this question. Within the

student group (Group 1), seventeen of the nineteen (89.5%) answered that yes they thought communication was good. Two students (10.5%) replied 'No'. Within Group 2, nine of the ten (90%) replied 'yes' with one 'no' (10%).

Figure 6:24 Is There Sufficient Contact Between Volunteer and School?



Question 19 asked those replying negatively to Question 18 to make suggestions to improve communications. The responses from the three volunteers were:

(i) not pre-warned about outings, cancellation of classes

(ii) difficulty to get in touch with the 'right' person

(iii) no ESL location, valuable time wasted trying to locate somewhere to go

(iv) have a specific space/room designated ESL

(v) new students in school, no initiation for help from the school, volunteer had to initiate if help required.

Looking specifically at the work used by volunteers, Questions 20-23 focused on trying to highlight the source of the materials and activities provided. The choices offered were the teacher (Question 20), the volunteers themselves (Question 21) or, a combination of both volunteer/teacher provided materials (Question 23). Looking at Table 6:26 shows that all twenty-nine volunteers responded to this question. Of the twenty-nine, two only reported always using the teacher directed materials, one from each group. The second category 'sometimes' showed that twelve (63%) of the first group and eight (80%) of the second group sometimes used material/activities provided by the teacher. The third category, 'never', showed that six (31.5%) of Group 1 and one (10%) of Group 2 did not use teacher directed materials with their ESL students.

Figure 6:25 Does the Teacher Provide Materials?

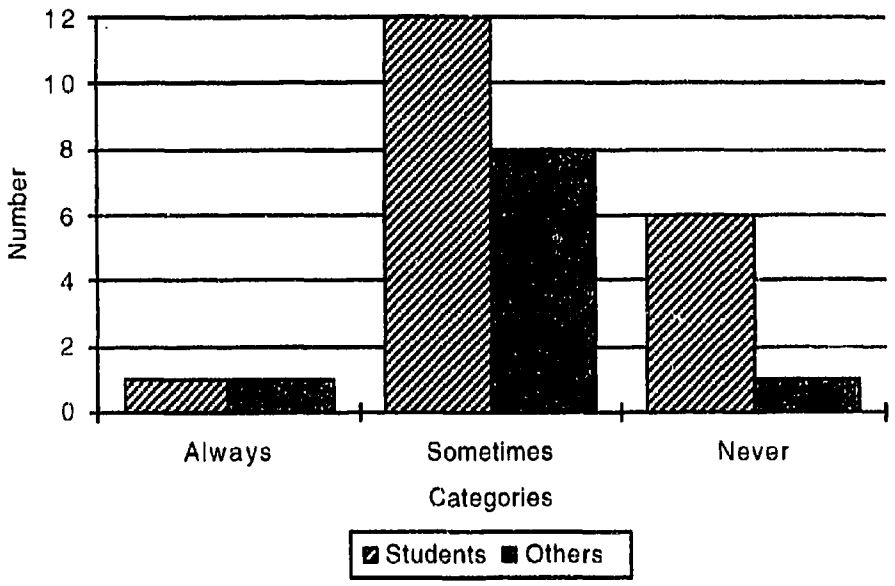
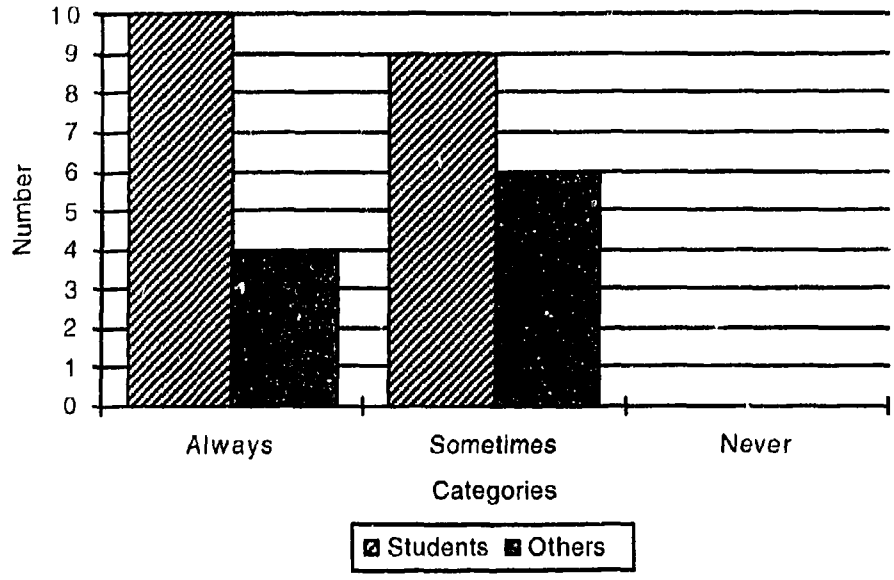


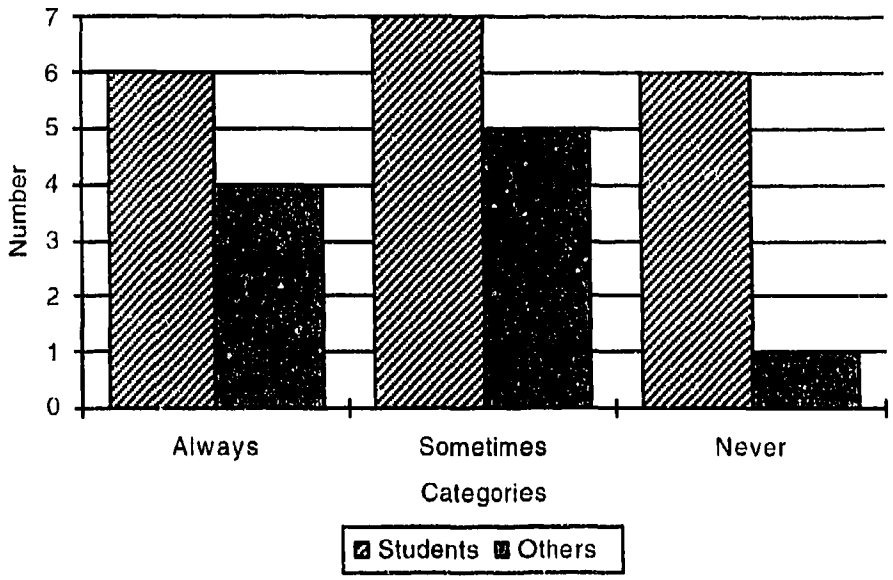
Figure 6:27 indicates that for *all* twenty-nine volunteers used their own materials either always or some of the time. Within Group 1, 10 (53%) and nine (47%) reported always and sometimes respectively using their own materials, and within Group 2, 40% said they always did while 60% said they sometimes did.

Figure 6:26 Do the Volunteers Provide Materials?



Question Twenty-three asked volunteers if they used materials provided by both the teacher and themselves. All twenty-nine volunteers responded to this question and indicated that within Group 1, six (32%) always did, while seven (39%) sometimes did and six (32%) never did.

Figure 6:27 Are Materials Provided by Both Teacher and Volunteer?



Within Group 2, four (40%) always did while five (50%) sometimes did and one (10%) never did. The volunteers from both groups, responding 'never' (24%) confirm their responses to Question 20 (Figure 6:25) when they stated they never used teacher activities and materials.

Referring now to the time volunteers give to meeting the needs of ESL students, the data to address this area comes from two sources, firstly, the volunteer questionnaire and secondly the School Board. The responses from the volunteer body indicated that once per week was the most popular choice of number of visits with their ESL students per week (see Figure 6:28) as far as time per visit was concerned, one hour or more was the most popular amount spent with students (Figure 6:29).

Figure 6:28 Number of Visits Per Week, by Volunteer

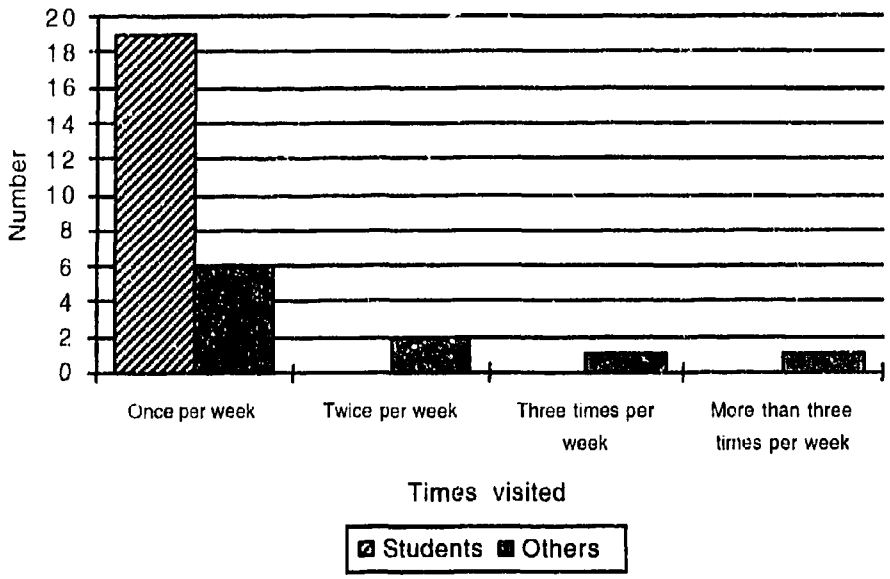
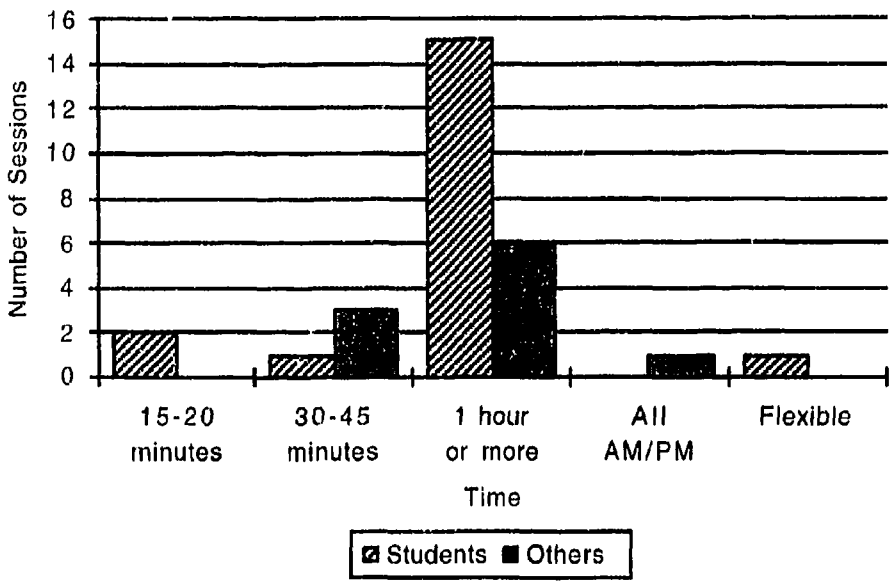


Figure 6:29 Length of Sessions, On Average, Per Week, Spent with Students by Volunteers



Referring now to the second source of data from the HDSB, a request made in April 1995 by the current Language Arts Supervisor (HDSB) asked principals to forward the number of hours, per week, worked by their ESL volunteers. Of the possible

nineteen elementary schools with ESL students in April, 1995, fifteen replied. Of the four that did not respond, two did have ESL volunteers. The third had only just registered their one ESL students and therefore did not have a volunteer in place. The last one has ESL students, but no volunteers.

Of the seventeen schools[40] that did respond to the request, two did not have ESL students at all. The remaining fifteen did have ESL students, but three reported no volunteer hours. Of the twelve schools remaining who had ESL students and volunteers, approximately 127-130 hours of time were given, per week, to ESL students by volunteers. These time commitments ranged from thirty-six hours (at the school with the largest ESL elementary aged student body) to three hours (see Figure 6:30). The number of hours, per week, did not reflect the number of ESL students proportionately (i.e. five students-12-15 hours per week, 30 students-18 hours per week-see Figure 6:31). Of the nineteen schools with ESL students, the seven that reported either zero volunteer hours, or did not respond at all, had a total of forty-four students (Figure 6:32).

[40] These schools are all dealing with elementary aged children. Seven additional schools also responded but they were junior high level.

Figure 6:30 Number of Hours Worked, Per Week, by Volunteers

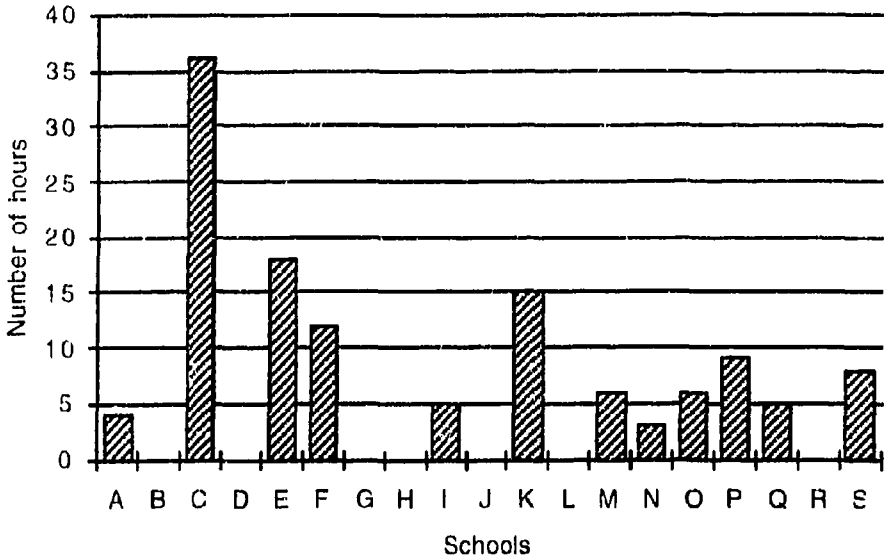


Figure 6:31 Schools with ESL Students Reporting Volunteer Hours

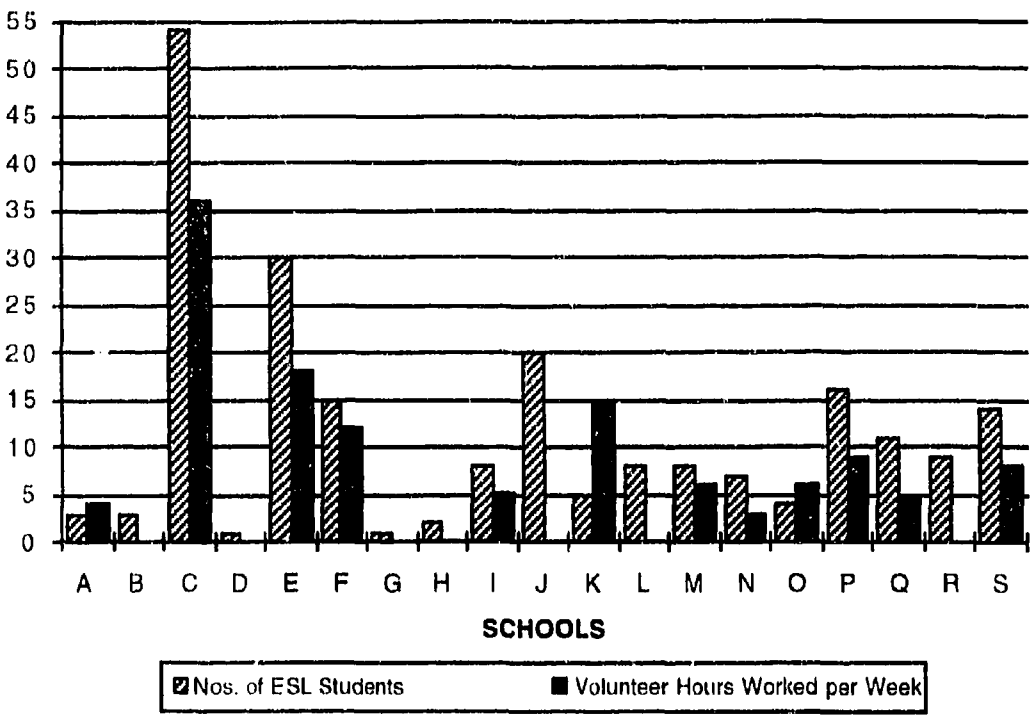
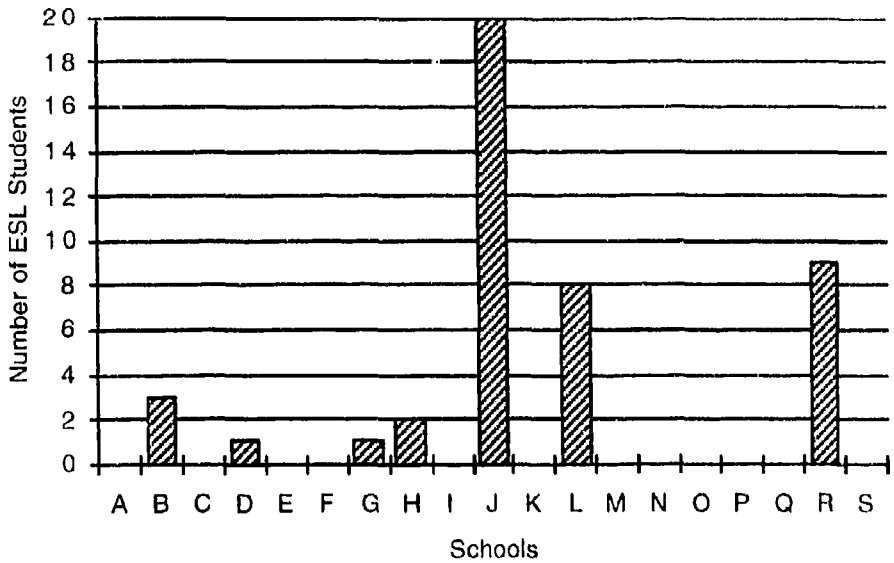
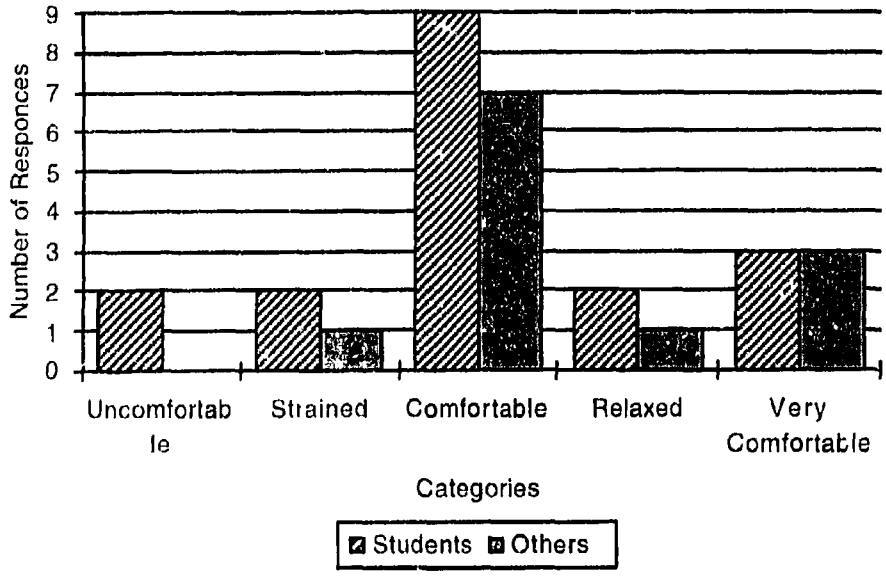


Figure 6:32 Schools With ESL Students and No Volunteer Time Reported



It was hoped that the Volunteer Questionnaire would also ascertain the comfort level of students and volunteers. Questions 25-27 asked volunteers to describe their first few weeks with their students. Question 25 asked about the comfort level, Question 26 asked when the comfort level showed a marked improvement and finally, Question 27 asked for comments vis à vis how best to help improve the comfort levels in future years. Although all twenty-nine volunteers responded to these sets of questions, some participants responded more than once and therefore it becomes more difficult to provide absolutes. However, generalizing, of the twenty-nine, the majority, in both groups, felt comfortable with their students in the early weeks of their placement (Group 1, 47%, Group 2, 70%). In the 'relaxed' category, 10% of Group 1 and Group 2 responded and in the highest comfort level ,three from each group responded (Group 1, 15%, Group 2, 30%). Viewing the categories below comfort level, four from Group 1 and one from Group 2 responded (4%, 10%) to these categories of discomfort (See Figure 6:33).

Figure 6:33 Comfort Levels of Volunteers With Students



The time taken for the comfort level between volunteers and students to show a marked improvement (Question 26) showed that of Group 1, eleven of the nineteen (59%) were comfortable between 1-3 week. Group 2 reported that, within this same time frame, six of the ten (60%) felt also comfortable. For eight, (42%) of Group 1 and three (30%) of Group 2 the time period was 4-6 weeks and for one volunteer (10%) (Group 2) the time span was longer, 7-10 weeks. The latter volunteer reported that although working with children, she has never worked with ESL students. She had, however, held a paid position in teaching.

Question 27 asked for suggestions on how they perceived, in future years, the comfort level between volunteers and students could be helped. The written responses to this question were extensive, particularly from the student group (Group 1). Collectively their responses fell into several categories. These were;

(i) meet with parents

(ii) meet with family, student and teacher together

(iii) closer relationship with the family, meet prior to classes starting

(iv) initial volunteer workshops great help

(v) playing games usually helps comfort level

(vi) better prepared volunteers

The last question in the Volunteers' Questionnaire asked for volunteers ideas on how best to improve the volunteer system for future years. Of the possible twenty-nine responses, twenty wrote suggestions. With the students (Group 1), 73% wrote their ideas and, in many instances, their responses were long. Within the second group, six (60%) added ideas. Collectively, the responses were relating to six main areas:

(i) teacher input

(ii) groupings/time

(iii) information

(iv) location

(v) personnel

(vi) others

The following specific areas were mentioned. The * denotes that this or similar comments were referred to more than once by the volunteer groups. The similarities between the responses from both groups were high. The second sign º denotes that they were specific to Group 1, the student body only.

(1) • more teacher guidance re support *º

• specific areas to work *º

- more feedback *°
- more home room teacher input *°

(ii)
- smaller groups (students per volunteer) °
- one to one ratio *°
- one to one ratio when students are new *°
- grouping by ethnicity/English proficiency *°
- more time needed to spend with students *

(iii)
- ESL curriculum to monitor progress
- more background information regarding students' language development background *
- binder to record work covered, etc.
- initial resource kit for volunteers
- more ESL resources *
- 'bare bones' curriculum
- outline of syntax, sequencing, language proficiency levels
- periodic review/assessment of students to ensure students are appropriately grouped

(iv)
- quiet, consistent place to work *°

(v)
- ESL teacher at the school °
- more volunteers

(vi)
- translator/interpreter
- more frequent volunteer meetings

The description gained from the data provided by both the Volunteer Questionnaire and from the Halifax District School Board, has helped to provide an in-depth back-cloth on the body of volunteers helping to meet current ESL needs. The data have also highlighted the perceived needs of volunteers, and the time, energy and resources that they currently give in their roles as ESL volunteers. The last section in the Questionnaire also highlighted five major areas of concern and where improvements needed to be looked at. These areas of concern will, in part, be addressed in Chapter 7 and in the Conclusion.

d) New/Modified Ways of Meeting ESL Needs

Figure 6:1 outlined the possible sources of volunteers available to help meet the needs of school-aged ESL students. The studies that followed this table further outline how different situations have provoked meeting needs in different ways. Having this picture of the ESL child in the HDSB, should suggest that new modified ways are needed to meet the special circumstances that are now present. The volunteer system is one way of meeting needs–the one in operation, at this present time has been described. How then can this be used more creatively to ensure a better use of resources?

(a) **Teachers:**

•Retired: The recent (1993-1994 school year) retirement package offered by the Government of Nova Scotia resulted in many teachers taking earlier retirement than anticipated. The use of retired teachers could be an active road to pursue[41].

[41] In the school year 1994-1995 retired teachers volunteering numbered 6 compared with 1 in the two previous years. The five new volunteers all retired under this government package.

•Unemployed: With many teachers currently unemployed due to whatever circumstances (i.e. homegiver, non jobs available) their talents could be sought and sensitively used.

• Recently Qualified: Many newly qualified students are unable to find immediate employment after graduating. The constructive use of the time leading up to employment could be a practicum situation whereby working with ESL children would give them extra and valuable experience.

(b) **Students:**

•University: Colleges/ESL Adults: With several universities in the area, use of students could be a natural possibility. Courses offered in TESL along with adult students attending ESL courses themselves would be one of many avenues to pursue. The ESL 100 course requires a 20 hour practicum–students from this course might well be recruited to help fulfill their practicum needs within a school setting. Other opportunities can also be followed within the university and community college settings–students studying child related topics, personnel, communication, are all options to consider. Local language programs involving ESL adults (LINC) and community ESL adult programs could be asked to supply names of suitably language experienced students (similar to the 'Taking the Language Home Project Page, Chapter 3). Unpaid/paid tutors based on the Toronto model, outlined in Chapter 3, could be solicited and used.

(c) **External Volunteers:**

• Volunteer Agencies: The use of an external volunteer agency could be considered. In Halifax, the local Volunteer Resource Centre recruits some two hundred volunteers annually. This organization has a screening procedure (references, interviews) along with placement and follow-up avenues.

•Volunteer Bodies: The local branch of the Junior League or the United Way could spear-head an ESL project. The local TESL branch could likewise offer to either (a) conduct workshops for students/parents/staff or (b) organize a group to help in school or external to school time.

•Armed Forces: The local Armed Forces are extensively involved in volunteer work locally (i.e. Kermesse). Some of the trainees have to learn ESL and could, for example, be placed in a work experience situation after they have mastered a certain language proficiency. This placement would assist both trainees and school-aged children.

Community Members

• Senior Citizens: The growing number of retiring people is a potential service untapped. How best to reach them, and inspire confidence in non-teaching retired personnel, are challenges that need to be addressed.

• Parents: The involvement of parents is well established in many schools relative to volunteer groups (PTA's, etc..). Channeling this involvement and commitment into ESL is one possibility. However, a wealth of untapped parents has not been

considered: For example, many parents may like to work evenings/ weekends with ESL children. Training, and finding mutually convenient venues, could be challenging problems to solve.

Whatever avenue is to be considered in relation to recruiting new volunteers, paramount to any decisions is the ethical position of all that are involved in the process. The professional standing of the volunteer, the teacher, the school and ESL teaching are very much forefront when considering organizing any group of untrained people to do a job that, given different circumstances, would be occupied by a paid and often specially trained professional. The arguments of professionalism and ethics regarding the inclusion of volunteers in a school setting are numerous–the outlining and debating of them are a thesis in itself. Suffice to say, this paper will only touch upon some of the inherent possible pitfalls and weaknesses that using unqualified personnel might bring. Unofficial sources, for example, report that in Vancouver, volunteers, unless ESL trained, cannot be used because of union policy. This may or may not be official policy but, the point being made is that people could argue volunteer usage diminishes the professionalism of ESL, that they are short term gains for long term losses, that their stepping in to fill the 'gap' allows an 'out' for successive governments not to intervene with funding to appoint qualified staff.

What also does it say, people might argue, for the person who has gone through no professional training replacing a person who has been extensively trained–not just in teaching, but also in ESL. A qualified teacher is far better equipped to help an ESL student compared with a volunteer with possibly little or no training in this field. From this follows the whole issue of what exactly the volunteer will do, in relation to the needs of the ESL student, a question many would raise. 'Teaching' is not considered a volunteer's role, but the role solely confined to that of the professional.

The arguments rage for the merits/demerits of using volunteers, not only in ESL but other educational fields. You would not put an unqualified person in to do a surgeon's job many argue, and indeed these issues are real and serious ones to be considered. Thus, this whole issue of the position of the volunteer in relation to him/herself and the student and the teaching body is highly controversial and, at this point, the caveat to bear in mind is that any inclusion of volunteer personnel, from whatever section of the community has to show sensitivity linked with caution, to all concerned. The integrity of each partner, in this process, is essential if the needs of ESL students are to be met effectively.

CHAPTER 7 IMPLEMENTATION OF A VOLUNTEER PROGRAMME

(a) **Steps Associated with the Implementation of a Programme**
- **definition of school needs, parameters and guidelines (Step 1)**
- **recruitment and selection (Step 2)**
- **orientation and placement (Step 3)**
- **training (Step 4)**
- **recognition (Step 5)**

(b) **Overall Concerns Surrounding Volunteer Work**

CHAPTER 7 - IMPLEMENTATION OF A VOLUNTEER PROGRAMME

To help reduce some of these problems mentioned in earlier chapters, the creation of a system or framework whereby any potential volunteer can be prepared for the task assigned, should be considered. Effective and relevant training to task, have to be structured such that any volunteer is better equipped to deal with situations in a professional manner. Armed with knowledge, volunteer confidence levels increase and overall performance will create the ability to contribute more effectively; 'lost at sea' with any group of students spells disaster, thus any volunteer sent into working with any group of people needs to know something about the clientele, about the aims and objectives of their task. In essence, for integrity to remain for volunteer, teacher and ESL teaching, the volunteer must have some professional training, some background knowledge on which to operate and function. To this end, new partnerships can be formed with local universities/community colleges or the continuing education department. Changing times necessitates meeting needs and the need to provide background training and a framework of knowledge for volunteers is paramount. The three institutions mentioned, in partnership with schools, may want to devise courses to help equip volunteers to work in schools.

This chapter will present an overview of running a volunteer orientation programme. It will assume a school is beginning from scratch, that a sudden influx of ESL students has necessitated seeking outside volunteer help and that they require volunteers to have some training before entering the classroom. Who is given the responsibility of providing this training is negotiable–it could be school board personnel, the continuing education department or the local university or community college. It could also be, under the recently implemented strategic planning model, the school itself.

For the purposes of this study the latter choice will be reviewed and the implementation of a volunteer programme will be assumed to be an action plan within the school's overall mission statement.

a) Steps Associated With the Implementation of a Programme

To implement a volunteer programme, be it at the district or school level or, a combination of both, certain planning and supports need to be first in place to ensure that all parties involved in the process have a sense of purpose, a feeling of worth, personal satisfaction and fulfillment at the end of the day. The planning and support come before, during and after volunteers become involved. The following elements thus need to be considered long before the first volunteer steps into the class:

Step 1 Definition of school needs and parameters and guidelines in terms of the volunteer body,

Step 2 Recruitment and selection of the volunteers,

Step 3 Orientation and placement of the volunteers,

Step 4 Training, and

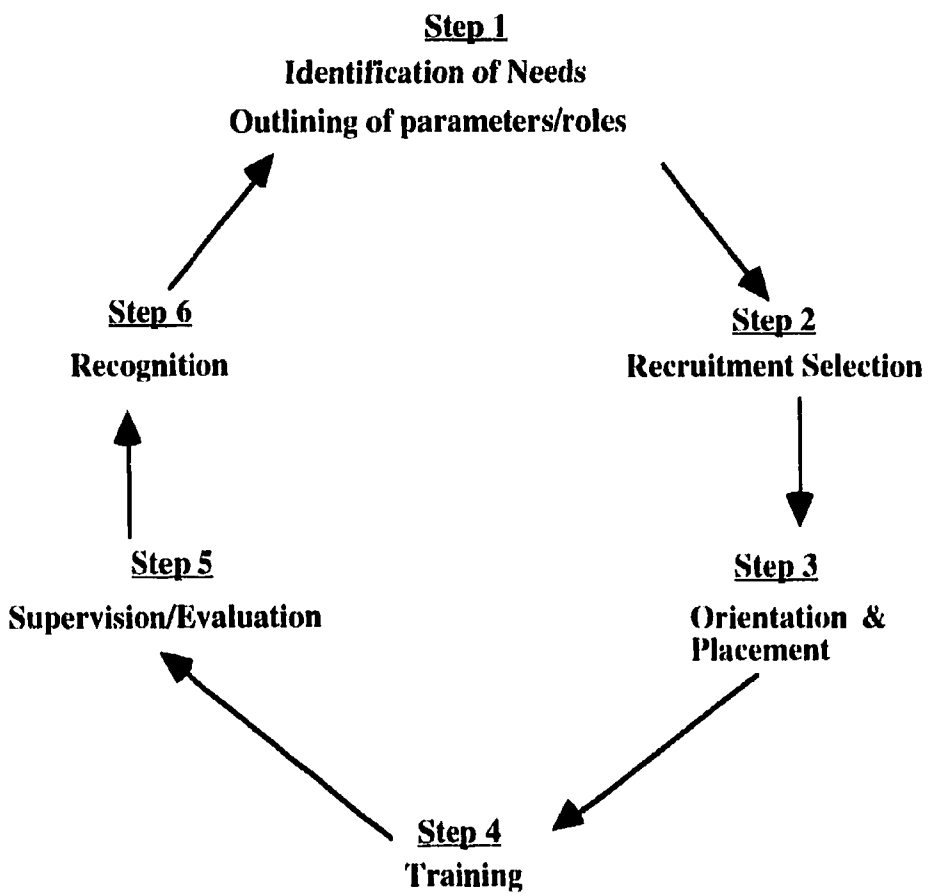
Step 5 Recognition of the volunteers.

In looking at the above steps in the following pages, references will, where appropriate, be made initially in general terms and secondly, specific to the HDSB with the possibility that schools within the district might want to implement a volunteer programme to assist ESL students. However, the applicability of many of the issues under discussion, goes beyond solely ESL and can, with modifications relate to the establishing of any volunteer body within a school/educational setting. Any modification necessary will reflect the specific purposes or goals of that particular

situation, for example, ESL can be one component only of many, or the sole component within the establishment of a volunteer group.

Although each of the five stages in the volunteer process will be described separately; the links between each become obvious. For example, outlining roles of responsibility arise in Step 1 but also again in 2 and 3 and make links back again to 1 for re-definement and modification. Thus, for the overall programme to operate effectively, each component is a part of the whole developmental framework,

Figure 7:1 Steps in the Establishment of a Volunteer Body



Adapted from: (Carter-Smith, 1976 p.III-1)

Step 1: The Defining of School Needs and the Establishment of Parameters and Guidelines for an ESL Volunteer Body

Schools have to recognize initially and identify what their needs are, both in general and specific terms (re ESL teaching). Fundamental to any future successful planning, for the inclusion of a volunteer body to assist with ESL within the school, is the necessity for schools to be very clear as to:

- what their ESL needs are,
- how they perceive these needs can be best met with ESL volunteers.
- what parameters are in operation, and
- once identified, what preparation in terms of infra-structure needs to be followed to ensure the successful meeting of needs of both students and volunteers.

• School/ESL Needs: Halifax District School Board

Initial and general recognition of what a school's ESL needs are, under the recently implemented School Board's Strategic Planning model, can help school personnel readily identify some general needs. In specific terms, the HDSB, in its *Beliefs Statement* acknowledge that:

- the active pursuit of learning is essential to the fulfillment of human potential,
- providing opportunities for everyone to develop their full potential

elevates us as a society.

(Halifax District School Board, 1995)

The *Mission Statement* declares:

The mission of the Halifax District School Board is to ensure that *all*[42] students are installed with a passion for learning and are prepared with the knowledge and skills to meet the challenges and seize the opportunities necessary to thrive as responsible citizens of out global society.

(Halifax District School Board, 1995)

For a school to align their beliefs and/or mission statement with that of the district's helps to identify general needs. For ESL students (encompassed in the word *all*) to develop a passion for learning, thus becoming actively involved in the pursuit of learning and being able to develop to his/her potential. the student must assumedly speak and comprehend, to the level of the native speaker, first. Therefore, identifying the need to focus on language teaching may be a general tactic highlighted by the school. Thus, the school personnel need to identify both general and specific needs in terms of their own individual school needs and for some schools, ESL support may be a specific need.

• How They Perceive These Needs Can be Best Met With ESL Volunteers

The identification of needs will help implement the next stage – how can these needs be best met by volunteers and/or school personnel? At this point the allocation of responsibilities for the meeting of needs is decided between the appropriate personnel. Whatever is finalized as coming under the umbrella of 'volunteer work' needs then to

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[42] Italics are those of the writer of this paper and are not present in the original document issued by the School Board.

be scrutinized. In terms of the establishment of a volunteer body, the following questions need first to be considered by the school:

(I) Have you established there is a definite need for a volunteer group for ESL?

(II) Have you established who will be responsible for the recruiting of volunteers and, from where they will be recruited?

(III) Have you established a volunteer advisory board/committee and/or a co-ordinator?

(IV) Have you established a volunteer school policy that is in line with the district's volunteer policy and within which volunteers will be working.

(V) Have you established channels of communications between school/ parents/students vis a vis the implementation of a volunteer body?

(VI) Have you established a clear, concise job description for the volunteer committee/co-ordinator?

The answering of these, and similar questions, will enable a school to bring to the surface the parameters in which the school and volunteers will be working and how best to prepare the infra-structure in which a volunteer body might function. Looking at these six questions, collectively as a school, will also help establish general and specific guidelines

(I) The establishment of a definite need for a volunteer group will have already been covered in terms of that belief and mission statements of the school will have determined what ESL needs there are and, after further discussion, the use of volunteers, to help with certain aspects, would have been established.

(II) (III) Who will take responsibility for the recruiting of volunteers may well be linked to point (III). The school, at this stage, has to decide who ultimately will be responsible for the establishing and running of the programme. Overall responsibility is that of the school's principal, but the administration of this programme, on a day-to-day basis, may be placed in a committee's hands, or an internal co-ordinator/staff member's hands. A further alternative to consider is the appointment of a volunteer co-ordinator. Whichever choice is made, the following points will need to be considered by staff and principal:

- who is responsible for the selection of committee members/co-ordinators?
- how long will the appointment(s) be for?
- what time commitment is being asked for on a day-to-day, week-to-week basis?
- what will be the role and responsibilities of the committee members/ co-ordinator?
- who will the committee members/co-ordinator be responsible to?
- what qualifications do the coordinator/committee members need to have?

(VI) The establishment of a volunteer school policy[43] is essential to give all parties involved in this process, guidelines and parameters. School based rules that are unambiguous and clear facilitate better chances of later success with volunteers. Areas to consider when drawing up these parameters are:

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[43] Local schools need to consult the district's volunteer policy to keep their own decisions in line with the district's decisions. Halifax District School Board have published a handbook for volunteers. For further explanations and definitions of the above points, please refer to this publication. Examples of points marked ** are found in Appendix 4.

- matters relating to insurance and use of transportation.**
- confidentiality of school matters.**
- school rules relating to
  - -a child's rights,
  - -school order and discipline.
- school expectations of volunteers.
- guidelines for volunteers.
- what volunteers should expect.
- specific features relevant to the school.

(V) The necessity to communicate with both parents and students vis a vis the possible implementation of a volunteer body, is imperative to assure that all parties are aware of the parameters of volunteers being within the school and classroom.

One way of achieving this aim is to compile school books. These books would be specific to

- parents
- students, and
- volunteers[44],

and include, not only information on the volunteer system per se, but also reflect guidelines, policy and other school specific information. Thus, all parties become familiar with both the volunteer system along side school related information.

Examples of what a parent handbook could include are:

[44] The contents of a volunteer handbook are discussed later in this chapter and ideas for contents are found in Appendix 4.

General information, relevant to all students:

- brief introduction to city/province/neighbourhood.
- brief overview of how the educational system is organized.
- reference to belief/mission statements of district/school.
- communication channels available between home/ school/ teacher.
- system of parent-teacher interviews and where applicable marking/grading system.
- volunteer system-guidelines/parameters and function.

Information pertaining to ESL students:

- what ESL support is provided.
- how ESL programmes are run.
- who is involved with ESL (staff, volunteers and such).
- question/answers relating to specific issues e.g. length of time to learn English, use of first language vis à vis new language, how to best help students in terms of language acquisition and in school.
- Information on local agencies that can offer help/assistance to ESL families and students.

The inclusion/exclusion of what information is put in this book will reflect specific circumstances. Large metropolitan areas/provinces with high immigrant numbers publish Parent Handbooks for their student's parents. The contents of these books differ, reflecting age appropriateness (i.e. Vancouver Elementary Aged booklet included information on all three levels of education and specifies what children will do in each level) and area specific details. The TESL Nova Scotia Resource Kit (1994) has a whole section for parents-schools. The school can thus refer to this section, review the ideas contained in it and, modify them according o their own requirements. The compiling of a

student handbook can be a simplified version of the parent's handbook. This publication can also be used to include a timetable template, a map of the school, information on recreation/canteen facilities and such.

These types of publications are serving two purposes. Essentially, the use of booklets/handbooks opens up channels of communication between school and parents be they ESL or not. Secondly, it also informs all parents, including ESL parents, about the volunteer system. In doing this, it is not only explaining the volunteer system, but it can also be used in a very positive way in terms of recruitment. Reaching out to the school community, the booklet can request any parent interested in volunteer work to come forward. With the infra-structure and rules in place and ESL needs determined, the task now remains as to how the needs can best be met with an ESL volunteer body. The necessity to continue developing a structure and framework by which volunteers can efficiently and effectively do their jobs will be determined by who becomes volunteers and how well they are prepared for their individual roles. To this end, the committee/co-ordinator will play a vital part. For the purpose of this paper, a volunteer co-ordinator[45] will be used to develop the support framework for volunteers.

(VI) Volunteer Co-ordinator

The job description of this person will be, in the first instance, dependent on several factors:

- is the co-ordinator's job paid or voluntary? (i.e. a staff member or community person?)

[45] This choice of a volunteer co-ordinator, in the light of the comments made throughout this paper about creative use of personnel in hard economic times seems the more likely choice that may be made, within schools, in today's climate.

- the principal's input on job requirement.
- the school board's policy on the volunteer's role.
- the specific needs of the school and/or the ESL body.

The volunteer co-ordinator's job description usually reflects the following areas (assuming that the planning, needs and parameters are already in place):

- recruitment
- placement
- training
- volunteer recognition, support and retention.

The co-ordinator must therefore have the ability and expertise to:

- have the time to recruit, train, etc.
- be willing to recruit, train, etc.
- be culturally sensitive
- be ESL sensitive
- be flexible and patient
- have good command of ESL body of knowledge
- have good communication skills[46]

To be successful, these, and other specific qualities and commitments will need to be present in order for the co-ordinator to fill her role of recruiting, training and recognizing volunteers.

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[46] For further comprehensive lists of qualities of a volunteer/co-ordinator see Walker (1979, p. 123).

The importance of considering all the points mentioned in these last few pages would seem to be essential *before* any thoughts of recruitment begin. Needs, parameters, job designs are *essential* components to any future success of programmes. Ignoring these components, in the overall process, is like "trying to dance before the music begins." (Wilson, 1979) With the assumptions that the school, in conjunction with the volunteer coordinator, have explored all the points outlined, the next stage of the process is to look carefully at recruitment and selection.

Step 2: Recruitment and Selection of Volunteers[47]

When recruiting volunteers, motivation factors mentioned earlier in Chapter 6 must be kept in mind. Suffice to say, what motivates one person to volunteer does not necessarily motivate another. However, a common denominator, in all cases, is that volunteers want to do the job they volunteer for, (assuming they know the job description, etc.) they are indeed enthusiastic about being involved. Naylor (1973) states:

> "To the organization we are responsible for continuity and vitality of the program and progress toward stated goals both as a means of accomplishing the purpose and ideals of the organization." (p.75).

Thus, in order to achieve these goals, extensive and targeted recruitment will help provide both depth and scope for the assembling of a volunteer body. Recruitment can take place in three different ways (1) self recruitment, where the volunteers come on

[47] The ideas contained in the following pages are from a variety of sources including MacLeod (1993), Nell Warren Associates (1990), Herman (1990), Walker and Moscow (1989, Lawson (1988), VESLS (1986), Bentson (1983) and Wilson (1979). Reference to these publications are recommended for further explanation of the components of volunteer work.

their own initiative; (2) informal or general recruitment (word of mouth)[48], (3) planned recruitment where someone is assigned the job of recruiting volunteers (Haendle, 1988, p.37). The following table describes the options for recruiting that can be adopted.

Figure 7:2

Models for Recruitment, Orientation and Placement

Option A		
Recruitment Referrals from: •P.T.A. •Special Agencies •Neighbourhood •Local media •Local/Community Newspapers •Universities/colleges •Church Groups •Word of Mouth or •Walk-ins	**Orientation** Personal Interviews •Ilicit information Direct (general) Indirect (personal) •Outline role/ expectations •Answer Questions •Selection based on suitability ——————— Orientation Meeting •Expectations/Role •General/School Policies/Procedures •Cultural Sensitivity Awareness	**Assignments** Matching •age/school •days/time •personality •experience to (status) school/student needs •notify principal, teacher •notify volunteer of placement •meeting of all parties involved •arrangement of mutual times •volunteer starts
Option B		
Recruitment • as above	**Orientation** • no personal interviews • orientation meeting (as above)	**Assignments** • co-ordinator selects suitable volunteers (as above)

[48] Haendle (1988, p.37) suggest that this informal recruitment, while powerful for established volunteer programmes, is less affective with one just starting. Therefore utilization of (3) is more useful for new programmes.

Before recruiting begins, the following two points need to be considered:

(1) brainstorming of ideas re – possible relevant areas of recruitment

(2) organization and preparation needed prior to interviews and/or orientation.

(1) Brainstorming of Ideas re Possible Relevant Recruitment Areas

The extensiveness of the fields for volunteers will give both depth and width in terms of a variety of people and the numbers involved. To include others in this stage of the process, by brainstorming for avenues of recruitment, will mean that areas will not be left unexplored. The following possibilities could be considered dependent upon individual school situations:

- Contacts with the local universities/community colleges: any programmes dealing not only with ESL but also with child, language or social related courses may be willing to include a practicum grade for work done by students. Make a brief presentation to any interested classes – an overview and details of roles, etc., can be presented.

- Local newspapers, television stations, and radio: after approval of the announcement by the principal/school board, contact the above with a statement of needs, a brief outline of requirement and a contact number. Have someone do a feature article outlining your project and include a request for volunteers. Put advertisements in local ethnic and trade papers.

- Word of Mouth: this is probably one of the most successful ways of recruiting volunteers. Friends tell friends, so encouragement of anyone involved, spreading

the news that volunteers are needed, should be considered. The use of flyers, giving a brief outline of the need for volunteers, can also be given to friends, etc., The flyers can also be put in appropriate places – universities, libraries, community boards, senior citizen's homes – approval for displaying these posters may be necessary so check before hand.

- Consider a local craft fair/display case: and ask for permission to be there with pamphlets and information.

- Art College Help: get the local art college or school students to design a flyer outlining the need for volunteers. Make it a contest.

- Local Volunteer Agencies: if it is approved by board and/or principal, consider consulting with a local volunteer agency. State specific requirements, job description and such. Often these agencies have their own screening and interviewing techniques that may help in the overall recruitment/selection process.

- Make a presentation to the school's parent body: give brief overview and explain requirements. Have flyers/information, sign up sheets available for members to take and pass on to others.

- Local church groups: either by presentations and/or by putting notices on bulletin boards, or in church magazines. (See Figure 6:1 for further ideas.)

A point to consider is to be as specific as possible in recruiting. For example, going to a business and professional women's organization for volunteers needs

to work in the day time in schools is probably a waste of time – many of them, by virtue of their own roles will not be available during school hours. If they are, through no fault of their own, their consistency and reliability may be in question because of job specific demands that do not give them the opportunity to commit certain times, each week, to accomplish their volunteer tasks. It is important therefore, for the school to consider their own location, their requirements and the most suitable volunteers bodies available to fit both their general and specific requirements.

(2) Organization and Preparation Prior to Interviews/Orientation

Being organized and prepared are key components needed in whatever task is being performed and, the establishment of a volunteer body, is no exception. Whether the co-ordinator decides to conduct personal interviews first–(Option A, Figure 7:2) or do the orientation first (Option B-Figure 7:2) certain factors will need to have already been decided. At the planning stage (Step 1) or now, the following will need to be considered. By virtue of the interactive nature of the volunteer with the school and the teacher, and stakeholders, who are likely to be involved with the volunteer, need to be included in the following decisions:

(a) qualities/qualifications of the volunteer

(b) role of the volunteer/ specific job expectations

(c) nature of the application form

(d) housekeeping matters.

- sign-up sheet for orientation meeting
- location, time, date, etc. for either interviews/orientation.
- availability of the handbooks, "vital signs" data of the school
- refreshments, etc.

Looking specifically at (a) and (b) – the qualities and job description of the volunteer. Mentioned earlier was the fact that the co-ordinator and other team members may, in Step 1, have already ascertained what the above should include. However, if this is not the case, it should certainly be decided before recruitment starts.

(a) Qualities/Qualifications[49]

The requirements of any volunteer post will be general and job specific. In other words, the requirements will often reflect the general and specific needs they seek to fulfill. In ESL work, the general and specific requirements will vary according to the overall size, background and ability level of the student body. However, essential to a group deciding on general and specific qualities a volunteer must have, is to consider also the old saying – "different strokes for different folks". Within a general framework, qualities that may be considered important are:

- interactional skills – does the person communicate well, have an easy manner, appear open, friendly, cheerful?
- previous experience in volunteer field, be it in education, ESL or the community.
- availability of time – does the person's circumstances suggest that time commitment is not an issue, do they seem to be dependable?
- do they speak a minority language?
- personality traits – do they appear warm, enjoyable, friendly, with a healthy degree of confidence?
- open minded – do they appear willing to learn, non-judgemental, without prejudices or moralizing attitudes?
- do they appear to have the capacity to recognize individual strengths and weaknesses of others.

[49] When considering volunteers for any jobs and especially those involving working for children, caution does need to be considered re-the background of the person involved. For example, one criticism that is often levied at the volunteer appointment process in any field is that of the difficulty of doing security checks on potential volunteers. Being a criminal, with a police record does not necessarily exclude the possibility of volunteer work. However, the significance of why and what was involved in a conviction may well be vital in terms of the role the volunteer may be asked to fulfull. To this end many organizations do require two reference checks before including someone in a training and volunteer programme.

Obviously, prioritizing any basic qualities and qualifications along with any specific school/task related requirements will be decided by the principal/staff in consultation with the volunteer co-ordinator/committee.

(b) Role of the Volunteer

> ...time is what the volunteers are offering, it is essential that we take them and their offer seriously.
>
> (Wilson, 1979, p. 133)

Outlining the role of the volunteer, what is expected of them, is essential for any prospective volunteer to know. Time is what they are offering and, if it appears that the co-ordinator and/or school is not taking their offer seriously by being unprepared and disorganized this may jeopardize the whole success of the programme. Primarily, the volunteer has to feel at ease with the expectation required of her/him. Ambiguity should be minimized, clear and defined guidelines established for both teacher, principal and volunteer. Obviously, for many, there may be still a degree of anxiety even with clear boundaries defined. The volunteer may feel worried about the encounter with students, with communicating with the teachers, and with being in the school itself. This anxiety will, however, only diminish when the volunteer gets down to and becomes involved with the task at hand. Collective decisions, on the role of the volunteer within a particular school may include some of the following task related jobs:

- set up listening activities (using tapes, stories and such)
- listen to children read
- read to children
- children read to volunteer
- talk to the children

- set up situations that encourage children talking to volunteer
- help with the writing process–write a story/poem, correct a story
- help with organizational skills
- help with a project–research and compiling
- go on outings, field trips with class
- arrange, with necessary permission, a trip to the library
- helping with computers
- helping welcome new parents
- help with specific skills
- help with cultural events
- help in practical ways, i.e. in the classroom, assembly of books, displays
- provide quality time in a small non-threatening situation
- provide a language and behavioural model
- act as a bridge between student/teacher[50]

As with the decisions relating to the general and specific qualities of volunteers, the role of the volunteer will also be a collective decision and one that should be flexible to meet changing times and different needs of students. However, within this degree of flexibility some basic expectations will normally not change and, during the orientation, expectations relating to confidentiality and reliability should be stressed.

[50] For additional ideas see 'Handbook for Volunteers', Appendix 4.

Personal Interviews

The personal interview helps determine the overall suitability of the applicant for the task. Within a school setting, conducting personal interviews as outlined in Option A, (Table 7:2) is probably not a feasible situation, although the principal and staff may determine that because they are so personally involved with the volunteer interaction it is essential to have interviews. According to Nell Warren Association (1990) interviews can be of two kinds, one to ascertain personal qualities, basic information and overall suitability and second, an in-depth interview that looks at the skills, knowledge, attitudes, stability, experience and motivation of the volunteers as well as the requirements of the task. To do this they suggest 'creative questioning' to elicit the information. The important thing, they state, is how to phrase the questions thus enabling people to talk about themselves (Nell Warren Associates, 1990; Wilson, 1979).

Non-Directive Interviewing Suggestions[51]

There are some aspects of character that may not be explicitly asked. For example, questions relating to racism, emotional stability, attitudes and values, can be elicited indirectly.

Emotional maturity: What makes you angry, at work, at home -- how do you deal with anger?

Emotional stability: Tell us about your family.

Maturity: Describe your temperament. What do you like best about yourself?

Absence of Racism: How do you feel about working in a multicultural environment?

[51]Further explanation and development of these types of questions are found in Wilson (1979, p.120) and Nell Warren Associates (1990, p.17).

In the North York Board of Education Volunteer handbook (Bredy & Gonzakux, 1991) they recommend that during interview discussions between co-ordinator and volunteer, the following issues should be discussed:

- skills, experience and qualifications
- availability
- volunteer's preference: working on a team vs. working alone, working with the same person and assignment vs. challenging tasks.
- things she/he does not like to do.

(p.4)

Given that volunteers know that the process is two way, that each other's needs will attempt to be met, discussions should also centre around volunteer needs:

- what does the volunteer expect from his/her volunteer work?
- what type of activity does the volunteer want to do?
- how much participation does he/she want to have?

(p.4)

(c) Nature of Application Forms

The completed application form, by the volunteer, gives the co-ordinator some indication of the suitability of the applicant. There are a variety of formats this application form can take. In Appendix 4 are examples of some used by other organizations. Application forms do however, have to reflect the gathering of general and specific job related information. If no interviews are held the application form becomes the major screening check before the orientation. Thus, each school/district

situation will determine the questions that are necessary to be included on the initial application form to reflect their own personal needs.

(d) Housekeeping Matters

Details relating to housekeeping matters, while not being top priority, do need serious consideration. For example, selecting a date or time for an orientation meeting. While you will rarely get one that suits everyone, placing it on a Friday evening, or before a major holiday is not conducive to expecting a full turn-out. Likewise, if the majority of the volunteers appear to be homemakers with children, placing it over noon-hour or to run over 3:00 p.m. – 3:30 p.m. would often necessitate baby sitting services – this may be impossible or inconvenient for many potential volunteers. Working people would also find it hard to come during work hours. However, somewhere within all these schedules and commitments a more appropriate time, dependent on the majority of potential volunteers timetables, can be found. If personal interviews are being held, the appropriate room has to be located – usually at a local school. Having refreshments is also a good idea–informal coffee breaks are conducive to exchanging of ideas and the forming of friendships/acquaintances and networking.

With all the data gathered, times and location arranged, the co-ordinator either conducts the personal interviews first and screens for the orientation or invites all applicants to the orientation meeting. At both the interviews and/or orientation, it is a good idea to have others involved and present – the principal and/or staff members who are going to be involved with volunteers need to be involved in as many of the early stages of the process as possible.

Step 3 Orientation and Placement of the Volunteers

Preparing the volunteer body, before and during their time in their position, falls into two main categories:

- Orientation
- Training

Orientation will take place prior to the volunteer taking up his/her position. Training, in terms of inservicing, workshops and such, will normally occur during the time the volunteer is involved with the job. Both are essential components of a volunteer programme in terms of preparing the volunteer, reinforcing volunteer responsibilities and expectations and outlining specific needs/requirements of a particular job, orientation and giving background information on ESL and related fields through in-services, workshops, during (training) sessions.

Orientation

Orientation (with or without preceding interviews) is a continuation of the selection and placement process and the beginning of the training programme. The purpose of an orientation meeting is a combination of the following points:

- it provides the opportunity to highlight policies and procedures of the school, such as confidentiality, safety and protocol.
- it provides the opportunity for volunteers to meet each other, the co-ordinator and the school personnel[52].

[52]By way of introduction, an 'ice breaker' activity can be used. Sensitivity to the volunteer body *must* be considered when selecting the activity because some people are not comfortable with informal introduction. Choices of ice breakers can be as simple as getting each person to state their name plus some other additional information (such as 3 favorite foods, pastimes, etc.) to a human scavenger hunt which requires people to move around the room finding people the same as themselves who fit into certain prescribed categories, i.e. wears the same shoe size, speaks French, has visited....)

- it familiarizes the volunteers with the school building.
- it provides the opportunity for discussions on the role and expectations of volunteers.
- it provides the opportunity for volunteers themselves to seek clarification, ask questions[53]

Looking briefly at the above points, the information given should be concise and clear. The use of overheads, handouts, and input from other volunteers experienced in this field, will help not only to keep people focussed, but also give a variety of information in different ways. Highlighting school board and school policies and procedures should be succinct and very clear, without being long and over philosophical. The messages re confidentiality, procedure for taking students out of school, the protocol of reporting to the principal each visit or reporting being absent, are essential messages and information to communicate to the volunteer body. Clarification of school/teacher expectations and the role volunteers play within the overall programme need also clearly to be spelled out. Emphasis on *assisting* and *supplementing*, needs to be stressed, to help clarify the role of both the volunteer and the teacher. At this point, a volunteer's handbook, if there is one, should be distributed to volunteers (see Appendix 4) for suggestions and inclusions.

[53] Walker and Moscow (1989, p.39) suggests also including in this meeting, cultural information- a brief outline of the history, status and needs of the population with whom volunteers will work. The inclusion of this category would be essential if no further training session was being held prior to the volunteer entering school.

Placement

Within the context of the school and ESL placement, the procedure is straight forward. Only certain schools will have designated a need for ESL volunteers in the first place and, within the school, certain needs will have already been identified.

Within the Halifax District School Board, placement is done, in the first instance, by volunteer choice – the initial questionnaire given to potential volunteers asks for a number of schools that the volunteer might like to work at, along with grade level preference. Thus, in this particular situation, placement is often done because either (i) the volunteer lives near the school or (ii) the volunteer has worked, in other capacities, in this school. If however, the schools of choice do not need or already have their complement of volunteers, many do state they can be 'placed wherever needed'. Usually the less flexible part of placement is the grade level–many volunteers naturally seem to gravitate towards the younger children[54]. The reasons for this, without empirical data, are hard to determine but, from informal discussions, repeated statements relate to 'fear' of older children. Additionally, in this particular Board's case, the availability of trained ESL personnel, sheltered workshops and extensive peer tutoring in the junior and senior high levels, has left the elementary schools with possibly the greatest needs.[55]

[54] Within the Volunteer Programme in the HDSB, referred to and described in earlier chapters, all data quoted, by virtue of the nature of the study, related to elementary aged children. However, interestingly, reviewing the enrollment, over the last three years reveals that volunteers are being placed in the junior/senior high schools.
[55] Where the "greatest needs" are is open for debate. Should resources be centred on elementary, junior high or senior grade students is a question often discussed. Research indicates that it may take 4-8 years for students to be proficient in language/cognitive skills to the level of native speakers. Cummins work (1984) on BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive – Academic Language Proficiency) draws attention to the acquisition of oral proficiency vis à vis cognitive/academei language proficiency. With this in mind, people argue that resources should centre therefore on the later years when the student needs much more than language fluency (BICS) to succeed in educational tasks.

However, wherever placed, the volunteer's time must be well utilized. Walker and Moscow (1989) explain that three concerns expressed repeatedly by volunteers are:

(1) That their volunteer work will be a waste of time;

(2) That their skills and talents will not be used appropriately; and

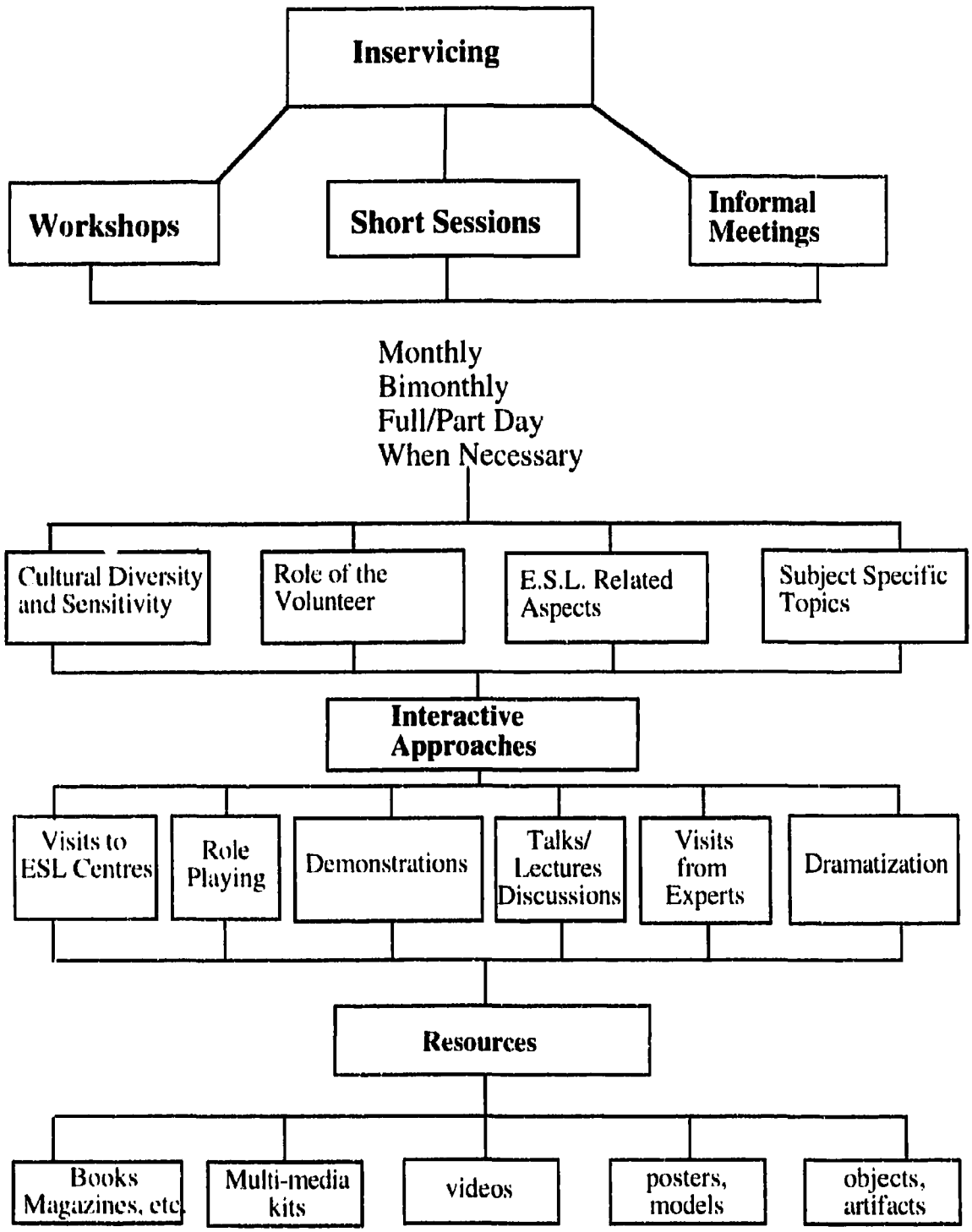
(3) That they may be placed in jobs for which they are not suited.

(p.32)

Thus, effective placement, addresses all the above concerns and ensures, from the beginning, that the volunteer, *per se*, is valued and that her involvement will be meaningful and worthwhile.

Figure 7:3

ESL Training Sessions



Step 4 Training[56]

> Training contributes not only to knowledge and skill levels, but also improves volunteer motivation and confidence (MacLeod, 1993, p.120).

If we are to take volunteers seriously and address the concerns referred to in previous pages relating to their professionalism, training by inservicing and workshops are essential components to be included in a volunteer program. Additionally, if we are to value our ESL learners and our teaching profession, giving volunteers the tools whereby they are complimentary contributors to the ESL process, necessitates that responsibility has to be taken by someone for the training and the equipping of volunteers with the necessary skills to function effectively in their volunteer role.

The question then arises, who does the training? From board to board, situation to situation, the answer to this vital question will vary. Possibilities are board personnel, be it a qualified ESL teacher and/or an administrator. Alternatively, the co-ordinator, if qualified, could run workshops. Additional suggestions might be paid university/college personnel or local ESL related workers (i.e. those working in a paid capacity with, say an immigrant learning centre). Suffice it to say, whatever the final choice, it would be advantageous for the person to know something about immigrant's and especially, in this situation, immigrant children.

Training involves both the acquiring of knowledge and skills. The imparting of a body of knowledge, is the most common type of learning in the traditional 'educational'

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[56] For many people, the word 'training' conjures up specific things–we train dogs to sit, we train factory workers to perform tasks, etc. Training in the context of volunteer work is meant not in the sense of moving from one prescribed point to another but, in the sense of encompassing 'anything that helps to increase the realization of a person's or organizations's potential' (Wilson, 1979, p.139). Wilson goes on to say that, in behavioural scientists terms, it is referred to as human resource development. It is with this in mind that any programme inservicing should consider–"the broad developmental process of people as resources to themselves, groups, organizations, communities and larger cultures" (Wilson, 1979, p.139).

sense. The acquiring of skills is usually achieved by observing and doing – the learner, involved with the process can usually internalize, modify and adapt to different situations the skills they have learned.

Learning in a group is also an effective way to gain skills and acquire knowledge. Participants share experiences through role playing, discussion sessions and such. In these interactive activities not only are skills and knowledge acquired but also, for example, the exchanging of roles in a role playing situation, can result in empathy and the recognition of other's feelings being experienced by the participants in the group.

People react and respond in different ways to different approaches to learning. Therefore, in training sessions, it may be wise to adapt a combination of theoretical and interactive sessions. Volunteers need to acquire the knowledge, be told about the skills, see the skill being demonstrated, have the opportunity to practice the skill and finally receive some feedback/reinforcement. In this model a combination of both theory and practice are seen: "Learners don't retain nearly as much from a two hour lecture and a hour of practicing the skill, without the theory behind it resulting in rote performance" (Macleod, 1993, p.123). MacLeod further suggests that "interactive, participatory training works best," because: "People need the opportunity to consider concepts and ideas and develop skills, attitudes and insights appropriate to their placement" (MacLeod, 1993, p. 123).

Whoever initiates and conducts the training should consider MacLeod's suggestions about the variety of ways that people learn best. For example, some may like short lectures, others group discussions, while others prefer brainstorming, role

playing, dramatizations, case studies, research topics[57] – the list is endless. Looking at other literature referring to training of ESL volunteers and what materials should be included in these sessions, Bentson (1983) suggests the following:

- Basic ESL training with cultural orientation
- Special ESL topic workshops
- Attendance of external workshops, conferences.

In this overview Bentson included both a body of knowledge relating to ESL training and additional specific knowledge necessary to give a better picture of what the volunteer will be dealing with (i.e. cultural sensitivity). The inclusion of attending workshops and conferences not only gives scope and depth to a volunteer programme, but also encourages communication. Participants would be meeting other professionals, and the communicating and sharing of ideas, the discovering and reviewing of experiences would mean that the volunteer could share their thoughts 'outside' his/her own group and volunteer work place.

Volunteers for English as a Second Language Students (VESLS, 1986) outlined in table form their contents for training. This included introducing volunteer to the four aspects of language, levels of ability, immigration patterns, cross-cultural issues, questioning techniques, pronunciation problems within certain ESL groups, and, interestingly, putting the volunteers themselves in a language learning mode–a second language lesson enabled volunteers to experience what it is like to be learning a new language. Again, this programme also encompassed the knowledge and skill components mentioned earlier. The interesting component of the inclusion of the

[57] Government of Canada (1983, p.16) reported, in their Fitness and Amateur Sport survey, that of more than 100 national volunteer organizations that provided services to millions of Canadians, that overhwelmingly volunteers and staff identified as the most effective way to train group volunteer leaders was by short, intensive, practical wokshops.

volunteers being put in the student's role certainly would be a powerful participatory activity.

Allison (1990) reported that their 'mini conference'[58] (their answer to improve workshop attendance) offered such topics as:

- reading, writing connections
- raising self-esteem
- starting teen-peer tutoring programmes,
- spouse tutoring spouse
- dangers of English only legislation

(p.19-21)

Many of these topics have general applicability to any ESL volunteer training sessions, however, the last one is obviously area specific. The danger of English only legislation related to the Utah Government's attempts to change the language laws--this obviously had serious implications for immigrants and subsequently was relevant for inclusion in workshops that volunteers might attend.

The Neighbours Project (Alberta Vocational Centre, 1986), a tutoring training package for volunteers, tutors and co-ordinators in a community ESL programme, was produced with those volunteers new to the ESL field in mind. Using videocassettes, the co-ordinator ran workshops for tutors, who in turn, ran the workshops for immigrants. While this project was not aimed at tutors working with children per se, the content gives some indication of ideas that can be used. For example, a video entitled

[58]Dates of training programmes, like orientation sessions, should be as sensitive as possible to external events. Allison (1990) reports that because of scheduling conflicts several inservices were poorly attended. After surveying tutors and students they decided to try a one-day mini conference type format. A total of 60 people attended with 16 speakers offering 15 workshops or talks. The results from the questionnaire in Chapter 6 indicated that workshops and informal meetings were, among this body of volunteers, most popular (Figures 6:15 and 6:16).

Neighbourhood shows new immigrants and refugees–the objective behind this is to stimulate discussion about how it may feel moving to a new country, a different culture. The video also aims to sensitize the viewers to the needs of immigrants and refugees. The unit also touches on cultural shock, a inter-cultural workbook along with a video tape showing different people's reaction to cultural difference that they have encountered in Canada. The third video shows the language abilities, needs and personal interests of four ESL learners.

The use of the ideas of seeing life from the immigrants' viewpoint, of cultural shock, cultural awareness and difference would be vital components to consider in any initial training workshops conducted for volunteer tutors. The manual further provides the tutor with four models of approaching teaching ESL–Language Experience Approach (LEA), Total Physical Response (TPR), phonics and sight words. For each method and technique, a brief but clear description is given (p. C5-C11). Given that the LEA approach to reading is an integrated one, it lends itself to being used by tutors, with children that have some command of their second language–the discussion has to come from the learner hence the need to have enough language to express thoughts. The latter three suggestions can also be effectively used, by volunteers to assist ESL learners. Total Physical Response will involve the volunteer in giving and simultaneously performing simple to more complex tasks (depending on the abilities of the students). The student then follows suit and imitates both actions and words. Phonics and sight words are traditional methods used in schools and many volunteers will already be familiar with these methods.

It should be noted that one should exercise caution about these approaches in terms of volunteer utilization. TPR should not include physical contact with a child - the volunteer would be putting her/himself in a very vulnerable position if actions were

to involve physically touching. Apart from cultural taboos, that many immigrants have about touching, our own culture has become increasingly more sensitive to any kind of physical contact between adults/child and child/child. For this reason, actions should be limited to non-physical activities–stand up, walk to the ....., pick up the ..... Whatever the volunteer does, emphasis should also placed upon the sensitive issue of 'assisting' and not 'supplanting'. Thus, with phonic and sight vocabulary, for example, the volunteer will take direction from the teacher in order to a) continue and achieve continuity and (b) use materials appropriate and relevant to the student.

The Neighbours Project provides a complete package from the coordinators' manual, the tutor's manual, to workbooks and videotapes. Additionally, it provides a body of knowledge, which, through a variety of techniques and activities, can be given to the tutor and subsequently to the student. The activities are interactive and participation would certainly assist all involved in the early stages (i.e. co-ordinator of tutors) to relate to and have a better understanding of the issues covered. The inclusion of some methods (LEA, TPR, etc.,) also will give practical help to any tutor.

Walker and Moscow(1989) also stress that workshops should included a good cultural sensitivity training –"Your objective for a cultural sensitivity and awareness training is to sensitize your volunteers to the problems, experiences, thoughts, actions and dreams of people who see lives they will be entering." (p.37). They suggest several things that will assist a volunteer co-ordinator. Firstly, [illegible] may be the opportunity to bring in a guest speaker to address these issues – someone from the community that has a lot of experience working with immigrant communities. Secondly, that whoever does the training should give a historical perspective of the ethnic groups that volunteers may be working with along with current political and social events that may have affected why the students are in Canada (i.e. refugees). Thirdly, value conflicts between the

student and the volunteer should be discussed, because coming from different cultures, these will often differ. Fourthly, the values inherent to a family's religious beliefs are important to remember because of their influence on the student's everyday life. Global awareness is a further aspect to consider–where the countries are located cannot be assumed to be known and so, the inclusion of this aspect may be worthwhile. To achieve this cross-cultural training, Walker suggests several activities that might help promote discussion and also highlight what people may still need to know to become familiar with, in order to feel comfortable working with ESL students. These activities can range from presenter oriented ones (arrive 15 minutes late and do not offer an apology, wear bizarre clothes, ask each person to introduce themselves and then interrupt them when doing so...) to interactive lessons relating to true/false country finding activities, lists of cultural specific activities and actions (i.e. marrying more than one wife, eating sparrows, looking away when speaking to others....)

Having acquired some culturally-sensitive knowledge, some background materials relating to geographical location, history, political and social elements of immigrants' countries, the volunteer will then also need to be trained in the ESL components. This training, in both culturally oriented and ESL materials will provide both a body of knowledge and skills to enable the volunteer to be confident and effective volunteers while also give a degree of professionalism to the task.

In summarizing, it becomes evident that certain components, within a training programme, need to be included. From the work cited it would appear that these fit into several broad categories relating firstly to background knowledge and ESL training and secondly, to skills and methods. The following is a diagrammatic representation of a model to consider:

(1) <u>Contents</u>

(a) Background Knowledge

Cultural Sensitivity and awareness – culture shock,
Post-traumatic Stress Disorder
cultural difference
silent period, etc.

Historical, social, economic, political components

Geographical aspects

Immigration Patterns

Provides a knowledge framework in which to place the ESL student and the volunteer.

(b) ESL Teaching

Components of learning (listening, reading, writing and speaking)

Levels of Ability

Language Acquisition

ESL related topics

Basic topics to cover with ESL students

These areas provide help and assistance for the ESL learner and the volunteer.

2. Skills and Methods[59]

Interactive approaches (learn by doing)

Techniques for dealing with ESL learning

(e.g. questioning and listening techniques)

Use of variety of audiovisual equipment (videos, cassettes, etc.)

Use of a variety of visuals (charts, graphs, overheads, posters, etc.)

The choice of whether the time tabling, for this training, is once per month, at a mini conference or when necessary, seems to be reflective of needs. Thus, in a situation where the volunteer body is inexperienced it would seem the best course of action to take would be that of monthly workshops, whereas an experienced body of potential volunteers may need workshops less frequently.

The Volunteer Questionnaire, referred to in Chapter 6, indicated that monthly meetings of an informal nature were, for these participants, most desirable (See Table 6:2). However, comments in the last section of the questionnaire provided some contradiction. Some volunteers felt more workshops/meetings were necessary. "...to volunteers we owe an opportunity for self-development, enjoyment and actualization of ideals and aspirations" (Naylor, 1973, p. 75). In providing a framework in which the volunteer works, along with a body of knowledge and some expertise by which to function efficiently and effectively in his/her role orientation and additional inservicing and workshops allows the volunteer to feel a sense of purpose and worth to her/his self and student. The overall success of the volunteer programme thus hinges on providing

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[59] Bear in mind that interactive methods and techniques are successful at all levels. We retain:
90 % of what we say as we do a thing
70% of what we say as we talk about doing it
50% of what we see and hear
30% of what we only see
20% of what we only hear
10% of what we read!

(U.S. Department of Health, 1965)

as much support and reinforcement as possible to enable the volunteers to do a good job, to accomplish a tasks successfully, and to reach their own personal goals, ideals and aspirations.

Step 5 Recognition of Volunteers

> Volunteers do not receive monetary reward for the work they do. Their volunteer achievement cannot be measured in terms of income or place in the organizational hierarchy in the same way as salaried staff. This means that other forms of recognition and reward are important to volunteers.
>
> (MacLeod, 1993, p.148)

Formal[60]

Many volunteers feel comfortable with the traditional, tangible rewards that they can take away form the experience. These can be:

- Letters of thanks (co-ordinator, principal, board)
- A certificate
- Special celebration, tea, lunch, etc.
- Pins -"Volunteer Work"
- Publicity - newspaper article
- School notice board with person recognition
- plaques for service (board and/or school)
- send them interesting and relevant articles to read

[60] Nell Warren Associates (1990) give a comprehensive list of *101 Ways to Give Recognition to Volunteers* in Appendix G pages 56-57. These include both formal and informal recognition ideas. These are adapted from work by Vern Lake, Volunteer Services, Minnesota and can be seen in Lawson (1988, p. 56-58).

- call them to ask how it is going
- send Christmas cards and notes of thanks
- Inform them of current films, lectures, etc., that may be of interest
- Write letters of recommendation when necessary
- Say THANK YOU.

Informal

The intrinsic feelings associated with a job well done are rewards in themselves. Experiences that add to the overall satisfaction are involvement in a meaningful task, recognition of doing a good job, the sharing of ideas and being part of a group. Training volunteers leads to increased involvement and job satisfaction that, in turn, is satisfying motivational needs of the volunteer. Finally, volunteers, taken seriously, for their valid and valuable contribution, encourage feelings of self-worth and these feelings, in conjunction with some of the tangible, formal recognitions mentioned earlier, are likely to increase the retention of volunteers within the system.

b OVERALL CONCERNS SURROUNDING VOLUNTEER WORK

The arguments for and against the inclusion of volunteers are many and have been referred to at different stages of this paper. To summarize, at this point is, however, necessary in order to state clearly that certain aspects of volunteer work must be considere .t all stages of planning a volunteer programme *and* sensitively to changing attitudes must be built into the re-evaluating process. The attitudes of staff and parents must be considered. Take, for example, casual remarks made in a staff room at recess time:

"It's alright for you, you just spend a few hours here,...."

"You can come and go as you please...."

"Fancy that volunteer's taking over the staff room, she's sitting in MY chair."

"They're just volunteers."

"Oh...you don't work, you're a volunteer."

Attitudes to volunteers differ from one end of the spectrum where teachers/staff see them as a threat, to the other end, where the same personnel are valued and welcomed by teachers. However, somewhere, within these extremes, are genuine and real concerns. These relate primarily to;

- professionalism, ethical debates, confidentiality
- inabilities to deal with the volunteer situation
- communications, threatening situations
- checks and balances

Although all these points have, through the course of these last chapters, been referred to either briefly or indirectly, these issues still need some exploration and some discussion before any final decisions about volunteers is reached.

Professionalism: Volunteers come from varied backgrounds, many may have little or not formal education, some may have multi-qualifications. Historically, the volunteer body is composed of people, usually women of upper class status who, although not necessarily educated, had time and financial independence to be free to do volunteer work. Volunteers today, however, are drawn from all sectors of society, with all types of education and experience and are of all ages and of either gender. This mixture of clientele results in many people challenging the professionalism of volunteer work –

how can someone with so little training do something a professional has spent years doing is a question often asked. The definition of a 'profession' is, "one of a limited number of occupations or vocations involving special learning and carrying a certain social prestige especially the learned professions: law, medicine and the Church." (Webster's Encyclopedic Dictionary, 1988).

"Profession" is generally associated with a body of knowledge, with the acquisition of this knowledge. and the use of this knowledge. The professional person is seen as "showing a sound workman's command" (Webster's Encyclopedic Dictionary, 1988) of this knowledge. Taking the traditional and literal meaning of this word, in the 1990's, is perhaps debatable. True, there is still emphasis, in our society, placed on professionalism – the status, the salary, etc., associated with it. There are 'professional bodies' that seek to impose standards of ethics, a body of knowledge, and behaviour in relation to its membership with self-regulating procedures operating. Many would argue, however, that these components reflect by-gone days. However, it is fair to argue that the terms 'profession', 'professional' and 'professionalism' are, today, used loosely in daily encounters. Fundamental to the acceptance of both the traditional definition or the more relaxed inferences that these words imply, is the notion that certain qualities and elements are involved – a body of knowledge (be it lawyer or carpenter), doing something to a high level (be it doctor or tennis player) showing a commitment to something (be it a teacher or landscape gardener). The concept of the 'volunteer' may or may not fit snugly into these categories despite the fact that individuals, in their own rights may be professionals (for example, retired bankers, business people, Rotary members, clergy, often do volunteer work).

Volunteers may have, however, little formal education but masses of positive life experiences by which to contribute. A third alternative is that they themselves are in the

process of acquiring the knowledge to become the traditional professional person (i.e. students studying). Whatever category they belong to or overlap with, of concern to many teachers is their relatively little knowledge and/or training to do a job they themselves may have taken years to acquire. The atmosphere, in a class, a school or staff room, where bad feelings or lack of confidence, in volunteers is present, can hardly be considered conducive to productive learning from anyone's point. Link into this the feelings that volunteers may not adhere to confidentiality, may be unreliable and are difficult to communicate with, equates, all too quickly, with teachers developing negative attitudes to any thoughts of volunteers intruding on 'their' space. Some teachers do undoubtedly feel threatened by the prospect of a volunteer in the class, whether from their own inherent insecurity or from justifiable past bad experiences with volunteers. Likewise, union minded personnel may view volunteers as a cushion in times of fiscal cut-backs–the question then arises, are volunteers doing jobs meant, in better times, for paid teachers?

A further concern in relation to volunteers is the presence of any regulatory process. Three major areas of evaluation relate to:

- The staff's evaluation of the volunteer.
- The staff's evaluation of the tutoring programme.
- The volunteer's evaluation of the programme

Checks and balances exist, on different levels, in most organizations. Within a period of financial accountability, rising costs and falling outcomes, 'accountability' in the mid 1990's is probably the 'key' word that will be associated with this era.. Education has not escaped this movement; strategic and site-based planning is giving the framework in which school and staff accountability is being highlighted. Thus, with volunteer work,

checks and balances, in terms of supervision – may, in the near future, have to be compulsory. Supervision and evaluation would, if implemented, become the sixth step in the establishment of a volunteer programme (See Figure 7:1, Chapter 7). Most volunteer agencies, outside of schools, do have this process in operation. However, many would argue that, by virtue of the fact that volunteer personnel are unpaid and give their time freely, there should be no supervisory process. How supervision and, ultimately evaluation is perceived, lies at the root of this problem. If volunteers see it in a positive light, if a relationship of trust and a good rapport has been established between teacher and/or co-ordinator, the process should be constructive and helpful. If the volunteer's job description has been clearly stated and their terms of reference defined, then supervision can only be positive. Highlighting areas of concern and then following through with resources or additional inservicing can only improve the quality for both student and volunteer.

Additional points to consider in relation to "professionalism" and the components of safety checks and accountability may need to be explored. The questions, who would do the supervision and evaluation (principal, class room teacher and/or co-ordinator) and would it involve a quantitative evaluation need to be considered?[61] These issues are very sensitive and yet ones that, in the interest of the volunteer's integrity and standing, need to be raised and discussed by *all* personnel involved in the process.

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[61] Koehler (1984, p. 11-13) reported a supervisory process in operation in this particular project with Adult Basic Education (ABE) and ESL programmes. The evaluation was done by the teacher and sent, in confidence, to the Director of Continuing Education. The teacher could also share the information with the volunteer. The evaluation sheet covered aspects relating to character, dependability, cooperativeness, enthusiasm, self-confidence, and efficiency. Under tutoring ability were the categories of subject expertise, explaining/demonstrating, questioning/asnwering, student interest and satisfaction. Each of the categories had rating from: Not Observed to Needs Improvement, Satisfactory and finally, Commendable. An interesting category asks the teacher to respond to noted improvements in student motivation, classroom efficiency and student progress. The final sections asks for feedback re additional training (See Appendix 4).

The concerns mentioned above are real and valid – from some people's viewpoint. However, others would present the argument that, in standing on ceremony, in adhering strictly to a rigid definition of "professionalism", who loses? Who gains? In limiting the use of volunteers are we curtailing the benefits for students? The arguments, on either sides of the debates, are endless and for each point of view a counter argument can be produced by someone else.

Summarizing, from the viewpoint of the school, the following points must therefore be considered collectively, before embarking on implementing a volunteer programme.

- a sense of ownership should prevail–involve the staff in all the discussions and planning. Successful volunteerism is a *partnership* between staff and volunteers–without effective team work the results will not reach their potential and ultimately all parties experience a sense of loss.

- clear, concise policies should be well defined and established relating to *all* aspects of volunteers being in the schools. Roles, expectations, parameters need to be discussed, agreed upon and communicated to all parties. Avenues of communication need to be established between teachers and volunteers.

- professionalism can be promoted by placing value on the role of the volunteer. This goes *beyond* the recognition tea (although this is a vital aspect of it) into training, communicating, involving and consulting volunteers. Evaluating and ongoing inservicing is also part of building a sense of professionalism into volunteer work.

- sensitivity to feelings needs also to be considered. Forcefully pointing out the advantages of having a volunteer to someone who does not want one can only result in disaster. Thinking positively–volunteers usually add to any classroom situation (be it through bringing in their own expertise, providing an extra pair of hands, acting as a bridge between the student and home/teacher, or whatever role is designated for them to do).

In essence, volunteers give freely, without compulsion, of their time and energies[62], Their unique role enables them to work in the school setting, with individuals/small groups of children and to help fulfill their students' needs in some aspect or another. Volunteers, with training, support and recognition are professional in their commitment to their clientele, they generally enrich and reinforce, they help to clarify and to expand concepts covered by others. They often seek, by themselves, a deeper understanding of what they are involved with, they take courses, they ask perceptive questions, they read books, in all, they become involved.

In the 1990's volunteers want challenging work, they seek meaningful use of their time, they are conscious of needing training. They also are worthy of respect. Professionals can feel threatened, be it the clergy (by lay preachers), doctors (by movements towards using district nurses) or teachers (by increasingly using volunteers). However, volunteers have to earn respect in terms of their commitment to the task, their reliability to the school, and their confidentiality regarding their student and their own role. A collaborative effort, to meet ESL needs, is required.

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[62] Although comments relating to volunteers may seem to be all positive, acknowledgement is also made that *as in any* organization, not all personnel pull or swim in the same general direction. For whatever reasons, volunteerism or volunteering in a specific job may be, for some, unsuccessful. Thus, not all volunteers are, all the time, necessarily successful and productive. Safeguards, through better screening, training and evaluation may however, reduce the chances of negative influence, from volunteers, occuring.

CHAPTER 8 CONCLUSIONS AND RECOMMENDATIONS

Immigration has been a major and dynamic force in shaping the growth of Canada. However, there have been significant shifts in the region/country of origin, languages spoken, and demographic structures as government policy has changed. For example, dramatic increases in refugee claimants from Africa, South America and Eastern Europe, business immigrants from East Asia and the increased quotas for dependents of existing permanent residents (family unification) have all increased. The impact of the continuous number of immigrants and the shifts noted have posed challenges for policy makers.

Although the debate over the costs and benefits of immigration continues, this study has a more limited scope and focuses on the ESL needs of elementary school aged children in the Halifax District School Board and policy responses.

The methodological approach followed has been to utilize secondary data to provide a backcloth of immigration trends and volunteerism. Primary data have been generated through questionnaires, to provide a case study analysis of the volunteer programme in the Halifax District School Board.

The broad trends of immigration into Canada, Nova Scotia and the Halifax Metro area have been illustrated. It has been shown that although the province and the metro region do not have the scale as found in Ontario, Quebec and British Columbia and their respective metro areas, nevertheless numbers are increasing and relatively small numbers in themselves do not benefit from economies of scale.

We have further highlighted that although immigration is a federal responsibility (with the exception of Quebec) the benefits and costs of immigration are born by the provinces. We have also highlighted the educational changes that increasing immigration brings at a time when funding to all sectors of education is being restrained. We have illustrated that school boards are having to make decisions on how to cope with shifting patterns of immigration–for example in the Halifax District School Board, recent data indicate that immigrants reflect forty-four different cultures. We also have depicted the challenges facing the classroom teacher as they have to cope with another factor within their already expanding educational agenda.

We have examined the individual roles of the stakeholders – parents, school personnel and school boards – and their interrelationships. We have stressed that it is unrealistic to assume that significant additional funding can be found notwithstanding the need for trained personal, resources, materials, etc. that has been identified in study after study. Indeed, within the Halifax District School Board teaching, within the elementary sector, E.S.L. teaching is now the responsibility not of the specialist, but of the classroom teachers.

We recognize therefore that more innovative solutions have to be found and volunteer programs are one of the viable solutions explored in this paper. We survey the literature on volunteerism and provide, through questionnaire responses from teachers and administrators, a critique of the volunteer programme currently in place in the Halifax District School Board, along with suggestions and modifications that may be considered by school administrators.

We also present ideas for the inclusion of a volunteer programme, in a school, along with the caveats and cautions associated with any implementation of volunteer

programmes. We find that an emphasis on inservicing and training are key components along with the necessity to consider the integrity of student, teacher and the volunteer within any working situation.

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Appendix 1- Letter to Teachers Re TESL Teaching Kit

Dear Classroom Teacher:

TESL Nova Scotia (Teaching English as a Second Language) Teaching Kit

TESL Nova Ssotia has recently been awarded a grant to research and assemble a Teacher's Kit. The purpose of this kit would be several fold and will assist the classroom teacher in facilitating a smoother integration of our second lanaguage learners into our classrooms and school environments.

In the initial planning stages I am looking for classroom teachers' feedback in terms of what **they perceive as being the most beneficial in helping them in the initial weeks of the child being in the regular classroom.** Below are a few suggestions already offered by elementary school teachers. Please feel free to add any additional comments and suggestions. I would appreciate an early response as I am aiming to have the kit in the classroom as soon as possible.

Thank you for your help in this area, if you should need any further information, please do not hesitate to contact me.

Questionnaire-E.S.L. Survival Teaching Kit

Rank in order of priority; give 7 to the highest priority, 6 to the next and so on, 1 being the lowest priority.

Question

1. _____Initial learning activities and work

2. _____Information on different cultural backgrounds

3. _____Easy "survival" phrases in different languages

4. _____Information of agencies that may be helpful to the families of the children

5. _____Background information sheets

6. _____Guidelines and procedures for the First Day of School

7. _____Current Approaches to Second Language Learning

Additional Comments and Suggestions

Appendix 2-Questionnaire Distributed to Six Elementary School Principals, January 1995

1. Could you tell me the number of E.S.L. students enroled in your school at the end of each of the following school years?

   June, 1991 _____

   June, 1992 _____

   June, 1993 _____

2. Could you please tell me the number of regular students enroled in your school at the end of the same period?

   June 1991 _____

   June, 1992 _____

   June, 1993 _____

   June, 1994 _____

3. Do you have any projected E.S.L. figures for the upcoming school years, 1995-1996?

4. Do you have any staff, in this current school year, that have any E.S.L. training or specialization?

   M.A. Degree in TESL _____

   M.Ed. Degree in TESL _____

   One E.S.L. Postgraduate Course _____

   Two-Three Postgraduate Courses _____

   Any other qualifications _____

   (Please Specify)

IN THE FOLLOWING QUESTIONS, PLEASE CIRCLE THE CORRECT RESPONSE AND ADD COMMENTS WHERE APPROPRIATE

5. Do you have E.S.L. volunteers working in your school at this present time?

Yes No

5 If yes, how many?

1 – 2

3 – 4

5 – 6

More – please specify the number.

6. If no, would you like to see volunteers in your school?

Yes No

7. If no, could you please state briefly, why you would not like to see volunteers in your school?

8. If you have volunteers do you find them:

Unsatisfactory

Satisfactory

Average

Very Good

Excellent

9. If you find the volunteers unsatisfactory can you explain, briefly, why you feel this way?

10. If you find the volunteers satisfactory can you explain, briefly, why you feel this way?

11. If you find the volunteers very good can you explain, briefly, why you feel this way?

12. If you find the volunteers excellent can you explain, briefly, why you feel this way?

13, Can you state, briefly, what could be done to improve the volunteer situation within your school?

14. On average, how many hours, per week, do your E.S.L. volunteers work?

0-2 hours	3-5 hours
6-8 hours	9-11 hours
12-14 hours	15-17 hours
18-20 hours	If more than 21 hours please state hours: _____

15, Do you have any additional help with E.S. L. apart from volunteers?

Yes No

16. If yes, please state what additional help you have.

Personnel	Number of Personnel Involved
Resource Teacher(s)	
Grade 4 Teacher(s)	
Grade 5 Teacher(s)	
Grade 6 Teacher(s)	
Others (please specify)	

17. Please state how many additional hours, per week, are taught by any other personnel in your school

0-2 hours 3-5 hours

6-8 hours 9-11 hours

12-14 hours 15-17 hours

18-20 hours If more than 21 hours please state hours: _____

18. Do you have a peer tutoring system in your school?

Yes No

19, If yes, please state briefly, how successful this is for your school?

Unsatisfactory

Satisfactory

Average

Good

Very Good

Excellent

20. If no, please state if you think peer tutoring would work in your school?

21. Can you think of any additional resources that are untapped that would assist with the teaching of your E.S.L. students?

22. What do you perceive as your greatest needs in regard to E.S.L. teaching in your school?

Please list in order of priority.

1.

2.

3.

4.

23. Given our present economic climate, what do you perceive as being realistic and attaniable improvements that could be made in regard to the E.S.L. teaching in your school?

24. Finally, I would appreciate it if you would kindly add any additional comments that may help me with this needs analysis of teaching E.S.L. in your school.

Thank you for all your help and support with this questionnaire.

Appendix 3-ESL VOLUNTEER QUESTIONNAIRE

NAME:

SCHOOL VOLUNTEERING AT:

AGE RANGE: ELEMENTARY JUNIOR HIGH SENIOR HIGH

AGE OF STUDENT(S):

PLEASE CIRCLE THE APPROPRIATE REPSONSE:

1. DO YOU HAVE ANY PREVIOUS EXPERIENCE WORKING WITH CHILDREN?

   YES NO

2. IF YES, CAN YOU INDICATE HOW MUCH EXPERIENCE YOU HAVE HAD?

   1 YEAR - 3 YEARS

   3 YEARS - 5 YEARS

   5 YEARS - 10 YEARS

   MORE THAN 10 YEARS

3. DO YOU HAVE ANY EXPERIENCE WORKING WITH ESL STUDENTS?

   YES NO

4. IF YES, CAN YOU INDICATE HOW MUCH EXPERIENCE YOU HAVE HAD?

   1 YEAR - 3 YEARS

   3 YEARS - 5 YEARS

   5 YEARS - 10 YEARS

   MORE THAN 10 YEARS

continued,,,,

5. DO YOU HAVE EXPERIENCE WORKING IN OTHER TYPES OF VOLUNTEER PROGRAMS?

YES NO

IF YES, PLEASE INDICATE IN WHICH AREA YOU HAVE HAD PREVIOUS EXPERIENCE.

EDUCATION

COMMUNITY

OTHERS

6. DO YOU FEEL THAT YOUR PREVIOUS VOLUNTEER EXPERIENCES HELPED YOU IN YOUR CURRENT VOLUNTEER POSITION?

YES NO

7. IF YES, PLEASE INDICATE HOW:

–IN INTERACTING WITH TEACHERS

–IN INTERACTING WITH THE STUDENTS

–IN ORGANIZING YOUR VOLUNTEER TIME

–IN HAVING IDEAS TO USE WITH STUDENTS

–OTHERS – PLEASE EXPLAIN

8. DO YOU HAVE ANY PREVIOUS EXPERIENCE IN THE EDUCATION FIELD IN A PAID WORKING CAPACITY?

YES NO

9. IF YES, PLEASE INDICATE WHAT EXPERIENCE.

TEACHING

ADMINISTRATIVE

TEACHER'S ASSISTANT

OTHER

10. DO YOU SPEAK ANY LANGUAGE OTHER THAN ENGLISH?

YES NO

11. IF YES, PLEASE SPECIFY WHICH LANGUAGE(S) YOU SPEAK.

FRENCH

GERMAN

SPANISH

CHINESE

OTHERS

TURNING NOW TO YOUR ACTUAL EXPERIENCE OVER THE LAST FEW MONTHS, PLEASE LOOK OVER THESE FOLLOWING QUESTIONS AND CIRCLE THE APPROPRIATE ANSWER.

12. IN YOUR OPINION, AND BASED ON YOUR RECENT EXPERIENCES, WHAT DO YOU THINK WOULD BEST HELP FUTURE VOLUNTEERS. RATE IN ORDER OF IMPORTANCE (HIGHEST 1 TO 5 LOWEST)

a. ATTENDING WORKSHOPS ( )

b. ATTENDING LECTURES/SEMINARS AT A LOCAL UNIVERSITY/SCHOOL ( )

c. LISTENING TO GUEST SPEAKERS IN THE E.S.L. FIELD ( )

d. VISITING OTHER INSTITUTIONS CONNECTED WITH E.S.L. ( )

e. INFORMAL MEETINGS TO SHARE IDEAS ( )

13. REVIEWING THE ABOVE CATEGORIES THAT YOU RATED 1 AND 2 ONLY, CAN YOU TURN TO THE RELEVANT SECTIONS AND RATE THE ACTIVITIES WITHIN THOSE SECTIONS IN ORDER OF IMPORTANCE, 1 BEING HIGHEST TO 5, LOWEST?

A- WORKSHOPS to include materials/discussions on :

(a) Cultural backgrounds of students ( )

(b) Information and background on different countries ( )

(c) Initial 'icebreaker' materials ( )

(d) Second language learning theories ( )

(e) Any further ideas–please specify: ( )

B- ATTENDING LECTRUES/SEMINARS AT A LOCAL UNIVERSITY/SCHOOL

a) Series of short day-time workshops ( )

b) Series of short night-time workshops ( )

c) Series of half-day workshops ( )

d) None of the above ( )

e) Any further ideas, please specify: ( )

C- VISITS FROM GUEST SPEAKERS IN THE E.S.L. FIELD

a) From local ethnic groups ( )

b) E.S.L. learners who have been through the school system ( )

c) 'Experts' in the field ( )

d) School Board representatives ( )

e) Other volunteers in the field ( )

f) Other interested parties in the local community (i.e. MISA) ( )

g) Any further ideas, please specify: ( )

D- VISITING OTHER INSTITUTIONS CONNECTED WITH E.S.L.

a) Other classrooms ( )

b) Language centres ( )

c) Local E.S.L. centres ( )

d) Any further ideas, please specify ( )

E- INFORMAL MEETINGS TO SHARE IDEAS

a) conducted once per month ( )

b) conducted once every two months ( )

c) conducted when necessary ( )

d) Any further ideas, please specify: ( )

TURNING NOW TO YOUR TIME SPENT IN THE SCHOOL AND THE CLASSROOM, PLEASE CIRCLE THE APPROPRIATE COMMENTS AND ADD COMMENTS WHERE NECESSARY,

14. DO YOU FEEL THERE WAS SUFFICIENT CONTACT WITH YOUR E.S.L. STUDENT'S CLASSROOM TEACHER AND YOURSELF?

    YES NO

15. IF NO, PLEASE SPECIFY WHY AND HOW YOU FEEL THIS COULD BEST BE IMPROVED.

16. DO YOU FEEL THERE WAS SIFFICIENT CONTACT WITH THE E.S.L. TEACHER AND YOURSELF?

    YES NO NOT AVAILABLE

17. IF NO, PLEASE SPECIFY WHY AND HOW YOU FEEL THIS COULD BEST BE IMPROVED.

18. DO YOU FEEL THERE WAS GOOD COMMUNICATIONS BETWEEN THE SCHOOL AND YOURSELF?

    YES NO

19. IF NO, PLEASE SPECIFY WHY AND HOW YOU FEEL THIS COULD BEST BE IMPROVED.

20. DO YOU GENERALLY USE ACTIVITIES AND MATERIALS PROVIDED BY THE CLASSROOM TEACHER?

    ALWAYS SOMETIMES NEVER

21. DO YOU USE ACTIVITIES AND MATERIALS PROVIDED BY YOURSELF?

    ALWAYS SOMETIMES NEVER

22. DO YOU USE A COMBINATION OF ACTIVITIES AND MATERIALS PROVIDED BY THE TEACHER AND YUOURSELF?

    ALWAYS SOMETIMES NEVER

TURNING NOW TO YOUR CONTACT TIME SPENT WITH THE ESL STUDENT(S)

23. HOW MANY VISITS, ON AVERAGE PER WEEK, DID YOU HAVE WITH YOUR STUDENT(S)?

ONCE/ WEEK TWICE/ WEEK MORE THAN THREE TIMES/WEEK

24. HOW MUCH TIME PER SESSION AND ON AVERAGE PER WEEK, DID YOU SPEND, WITH EACH STUDENT?

15-20 MINUTES 30-45 MINUTES 1 HOUR OR MORE

25. HOW WOULD YOU BEST DESCRIBE, IN THE FIRST DEW WEEKS, YOUR TIME SPENT WITH THE E.S.L. STUDENT?

(a) uncomfortable

(b) strained

(c) comfortable

(d) relaxed

(e) very comfortable

(f) others

26. WHEN DID THE COMFORT LEVEL BETWEEN YOURSELF AND THE STUDENT SHOW A MARKED IMPROVEMENT? (APPROXIMATE TIMES)

1-3 WEEKS 4-6 WEEKS 7-10 WEEKS

27. CAN YOU EXPLAIN, BRIEFLY, WHAT YOU THINK WOULD HELP, IN FUTURE YEARS, TO IMPROVE THE COMFORT LEVEL, FOR THE STUDENT AND THE VOLUNTEER?

28. IN THIS LAST SECTION, I WOULD APPRECIATE IT IF YOU KINDLY SHARE YOUR OWN IDEAS ON HOW BEST TO IMPROVE OUR CURRENT SYSTEM AND WHAT YOU, AS A VOLUNTEER, WOULD LIKE TO SEE CHANGE.

THANK YOU AGAIN FOR ALL YOUR HELP ANS ASSISTANCE BY COMPLETING THIS QUESTIONNAIRE AND FOR WORKING WITH OUR SECOND LANGUAGE LEARNERS.

Appendix 4 Volunteer Handbook

Suggested Contents for a Volunteer Handbook[1]

A. Welcoming letter from the Board.
B. Welcoming letter from the principal.
C. Welcoming letter from the volunteer coordinator.
D. Operational Guidelines*
E. Volunteer jobs available in the school.*
F. School's services and programs available for volunteers.
G. Volunteers' rights and responsibilities.*
H. Confidentiality*.
I. Insurance/Transportation*
J. Attendance policy for volunteers.
K. Questions to ask the teacher.* **
L. Emergency procedures.
M. Office procedures.
N. School calendar.
O. School map.
P. Names of staff members.
Q. Names of administrators.
R. Copy of the volunteer-school agreement* (optional).
S. Interesting statistics about the school.
T. Top Ten Tips for Tutors* **

* Examples in this Appendix
** ESL specific.

[1] This handbook will have general applicability for use with *all* volunteers. Additional information re ESL needs can be added at the appropriate place.

D. Volunteer Handbook - Operational Guidelines

School Volunteers

The Board endorses and encourages the use of volunteer personnel in the school system. The use of volunteers can provide enriching experiences for students, relief from non-teaching duties for professional staff, better understanding of educational issues and concerns among the community, and generally strengthen the cooperation between the community and the school system. Principals are, therefore, encouraged to work closely with Parent Teachers Associations and other community groups in the setting up of such programs.

Operational Guidelines:

1. The school principal shall be responsible for organizing, administering and evaluation the volunteer program in his/her school.

2. Selection, recruitment and assignment will be done at the local school level under the supervision of the principal.

3. The interests and abilities of the volunteer will be considered when making an assignment and appropriate orientation and training will be provided by school personnel.

4. The assignment of a volunteer to a classroom situation must be acceptable to the teacher.

5. Volunteers will not perform teaching functions that are within the responsibility of the professional educator. However, they will work with students under the direction and supervision of the teacher.

6. Volunteers are expected to comply with all the rules, regulations and codes of ethics (i.e. confidentiality) that apply to regularly employed personnel.

7. Volunteers are included in the coverage provided by the Board's Liability Insurance Policy. However, volunteers will serve without compensation or employee benefits.

8. The office of the Coordinator of Human Resources will ba available to assist schools with certain aspects of the volunteer program including recruitment, training and evaluation. A central registry of interested community members will be maintained by the Human Resources office.

Board Approved-Nov. 24, 1992

(Source: Halifax District School Board, 1992)

E. Volunteer Handbook - Volunteer Jobs

Elementary Aged Requests

- listen to a child read/ read to a child
- talk to/ listen to a child talk
- teach crafts
- work in library
- utilize clerical skills
- assist teacher routines (filing, marking, set-up paints, telephone re:trips, etc.)
- accompany classes on trips
- translate school news to other languages
- oversee written stories (spelling, punctuation, etc,)
- bulletin boards
- play/teach specific games
- bake
- teach specific skills
- help child organize his/her work
- project supervision
- computers
- participate in welcoming committee for new parents
- sewing
- book making

If you have any other special interest or ability please describe:

_____

_____

_____

_____

Thank you for your interest.

G(i). Volunteer Handbook: Volunteers' Rights

1. The right to have their expectations met.

2. The right to be treated as a co-worker- not just free help.

3. The right to a suitable assignment
   -with consideration for personal preference, temperament, life experience, education, employment background and available time.

4. The right to know as much as possible about the school
   - its policies, its staff, its programs.

5. The right to preparation for the job.
   -orientation that is thoughtfully planned and effectively presented.

6. The right to continuing training on the job
   - a follow-up to initial orientation: information about new developments and training for greater responsibility.

7. The right to sound guidance and direction
   -by someone who is experienced, patient, well-informed and thoughtful, and who has the time to invest in giving guidance.

8. The right to be heard
   -to have a part in planning, to feel free to make suggestions, to have respect shown for an honest opinion.

(Volunteer Service Procedures Manual, Ministry of the Solicitor General, Alberta)

G(ii). Volunteer Handbook: Volunteers' Responsibilities

1. To understand the Mission Statement of the Halifax District School Board and work according to it.

2. To adhere strictly to the Principle of Confidentiality and the Code of behaviour of the board and/or school.

3. To fulfill all job requirements as outlined in your job description.

4. To be punctual and reliable in fulfilling the assignment and to notify the school in case of absence.

5. To inform the teacher when placement is not suitable to your skills, needs and expectations, in roder that a more suitable placement can be found.

6. To accept feed back and suggestions in areas which might improve your work.

7. To attend all necessary training and orientation meetings.

8. To immediately report all accidents/incidents which occur while volunteering to your staff supervisor.

H(i). Volunteer Handbook: Volunteer Code of Ethics

Confidentiality

Perhaps one of the greatest obstacles in the path of effective use of volunteers, especially parent volunteers, is the worry on the part of teachers and administrators regarding the possible use of privileged information. Once anyone begins to work in a school setting they become privy to knowledge about children's behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In some cases, information of this nature is imparted in order that the volunteer might work more effectively with an individual child. In other cases, it is simply acquired in the course of frequent contact in the school.

In addition, volunteers are in a position to learn more about staff members then would nromally be learned from their 'public image'. One also forms personal opinions about the professional competency of the individual teachers and administrators.

There is nothing wrong with the volunteer processing such knowledge and arriving at personal conclusions. However, in no case should such knowledge or opinions be shared in the community or with anyone who has no legitimate need to know. Similarly care must be taken to refrain from expressing comments harmful to the reputation of each pupil or professional.

If problems develop, the line of communication regarding a situation in the school is always first with the staff member concerned and then, if necessary, with the principal or vice-principal.

A volunteer has every right to expect that his or her participation will be treated with same confidentiality and respect.

(Source: Dublin Heights Volunteer Handbook)

H(ii). Volunteer Handbook: Speaking about Confidentiality

Perhaps one of the greatest obstacles in the path of effective use of volunteers, especially parent volunteers, is the worry on the part of teachers and administrators regarding the possible abuse of privileged information. Once anyone begins to work in a school setting he/she becomes privy to knowledge about children's behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In some cases, information of this nature is imparted in order that the volunteer might work more effectively with the child. In other cases, it is simply acquired in the course of frequent contact in the school.

In addition, volunteers are in a position to learn more about staff members then would normally be learned from their 'public image'. One also forms personal opinions about the professional competency of the individual teachers and administrators.

There is nothing wrong with the volunteer processing such knowledge and arriving at personal conclusions. This knowledge or these opinions should never be shared in the community or with anyone who has no legitimate need to know. Similarly care must be taken not to make comments harmful to the reputation of any pupil or professional or other volunteer.

If problems develop, the line of communication regarding a situation in the school is always first with the staff member concerned and then, if necessary, with the principal.

A volunteer has every right to expect that his or her participation will be treated with same confidentiality and respect.

Source: H.D.S.B. Volunteer Handbook

I(i). Volunteer Handbook: Insurance

Volunteers are included in the coverage providedby the Board's Liability Insurance Policy. However, volunteers will serve without compensation or employee benefits.

Any person who voluntarily transports students in his/her own vehicle, shall obtain insurance coverage for Public Liability and Property Damage in an amount of not less than one million dollars ($1,000,000.00) inclusive limits.

I(ii). Volunteer Handbook: Use of Vans

At the January 30, 1990 meeting, the Halifax District School Board adopted the policy that vans will no longer be used by any staff or volunteer to transfer students to curricular and extra curricular acvtivities that are school sponsored.

Source: H.D.S.B. Volunteer Handbook

K. Volunteer Handbook: Student Profile

Questions Volunteers should consider....

1. How do you pronounce the student's name?

2. What language does the student speak at home?

3. What other language(s) does he/she and his/her parents speak at home?

4. What is the immigrant status of the child? (immigrant, refugee, visa, second generation...)

5. Is anything known about his/her background? (social, educational)

6. Were there any traumatic experiences which may affect learning/emotional stability?

7. Are there any health problems?

(Adapted from: Nova Scotia Department of Education, 1994)

R. Volunteer Handbook: Volunteer and School Agreement*

I, _____volunteer to serve

as _____ for _____
(job assignment) (school)

from _____to _____.
(dates)

As a volunteer, I agree to do the following:

1._____

2._____

3._____

4._____

5._____

The _____ agrees the following:
(school)

1._____

2._____

3._____

4._____

5._____

Signed _____
(volunteer)

Date _____

Signed_____
(principal)

Date_____

(adapted from North York Board of Education Volunteer Handbook, 1990)

* Note: The use of volunteer agreement forms are not presently used within the Halifax District School Board.

T. Volunteer Handbook: Top Ten Tips for Tutors

1. Speak naturally and at a normal speed and volume.

2. Learn their name(s) and ensure they know your name (write it down for them).

3. Provide *realistic* language patterns (give opportunities to *use* language but without drill type patterns).

4. If necessary, use repetition, body language, drawings, skethces, etc., to reinforce a point.

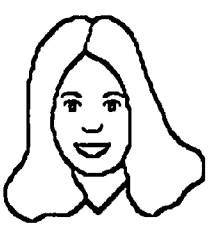
5. Avoid use of idioms and slang.

6. Be patient, remember learning a new language is hard work and tiring.

7. Give time for the student to reply–this may be a little longer than you would with a native speaker.

8. Be positive, and praise progress.

9. Be creative in your approach, use as many different methods and resources as you feel comfortable with.

10. Smile 

Appendix 5 Volunteer Co-ordinator's Handbook

Materials to assist the Volunteer Co-ordinator in planning, setting up and helping volunteers and schools.

A. Request For Volunteer Assistance

Teacher Requesting Volunteer _____

Grade Level: _____

Job Description: _____

_____

_____

_____

Time Required (Frequency and time of day): _____

_____

_____

Consistency Element (Can job be shared by several volunteers or is one volunteer coming more often, essential?): _____

_____

_____

Training (Workshops/ on the job training/ no training necessary): _____

_____

_____

Special Aptitudes/ Skills needed for this job: _____

_____

_____

_____

_____

_____

B. Recruitment Letter

Dear Parents, and Interested Citizens:

Our boys and girls are most important resources. We share a common purpose – educating children. Many children need individualized attention and you have had varied experiences which can help our children grow. YOU can help many of our children in school. We need volunteers to help the teacher in ways which will allow her to provide more personal assistance to our children.

If you are interested in serving as a volunteer, we will be delighted to hear from you.

_____

_____

We have attached a list of duties which can be done by volunteers. If you have a special ability or interest which has not been listed, please insert it on the bottom of the sheet.

You are invited to a brief meeting to discuss the volunteer program im more detail. Let us know if you can come!

Date: _____

Time: _____

Place: _____

Sincerely Yours,

(Adapted from North York Board of Education, 1990)

C. Volunteer Application Forms

Forms can include any/all of the following questions dependent on the specific requirement and circumstances of the volunteer situation.

Name:
Address:
Telephone Nos. where can be reached
Times available for training
Times available for volunteering
Length of time commitment
Age preference to work with
Availability of Transport
Possible schools to work in

Standard information necessary to begin the volunteer process.

Travel experiences
Interests, hobbies
Language soken
Training, skills
Educational level
Teaching, related experiences
Work experiences
Volunteer experiences

Optional information but relevant to the volunteer placement.

Names, Addresses, Telephones Numbers of Referees

D. Volunteer Information Form:

Name _____ Date _____

Address _____ Birthday _____

_____ Home Phone _____

Work Experience _____ Work Phone _____

Languages Spoken or Studied _____

Previous Volunteer Experience _____

_____

_____

Travel, Interests, Hobbies _____

_____

_____

Teaching or Related Experience _____

_____

_____

_____

Why do you want to tutor? _____

_____

_____

Have you had any formal training in teaching? _____ ESL? _____ If yes, where, when, and how long?

		YES	NO
TRANSPORTATION	Do you have a car?	____	____

TIME AVAILABLE Days per week _____

Hours _____

Minimum time commitment (hours, weeks, or months) _____

On a regular basis? YES _____ NO _____

AGE PREFERENCES FOR TUTORING

_____

(Adapted from Walker, 1989, p.23)

E. Volunteer Registration Form

Date:_____

Name:_____

Address: Home_____ Phone:_____

Employment:_____ Phone:_____

Age: (16-30)_____ 30-50)_____ (50-65)_____ (over 65)_____

Present Occupation: _____

Spoken or written languages: _____

Educational background: _____

Special Skills:

Arts and Crafts	Public Speaking	Gymnastics
Making things, repairing	Dancing, singing	Teaching
Group leadership	Writing	Public Relations
Acting, directing	Organizing events	Clerical
Camping	Making posters, flyers	Other
Child Care	Making costumes	

When are you available?

HOURS	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Mornings	_____	_____	_____	_____	_____	_____	_____
Afternoons	_____	_____	_____	_____	_____	_____	_____
Evenings	_____	_____	_____	_____	_____	_____	_____

What kind of volunteer job are you most interested in at present?_____

_____

Previous Community Involvement:

_____

_____

(b) As administrative volunteers (outline assignment)_____

_____

Other comments or information you wish to offer: _____

_____

(Adapted from: Nell Warren Associates (1990)

F. ESL Volunteer Informaton Sheet

_____
(date form filled in)

1. Name: _____
2. Address: _____
   _____
3. Telephone: _____
4. Time(s) when you are available to volunteer. (Please be specific about day(s) of the week and the time and whether this is every week, and so on):
   _____
   _____
   _____
5. School(s) in which you would be willing to help. (Please list in order of preference):
   _____
   _____
   _____
6. Grade level(s) at which you would be willing to help (P-6; 7-9; 10-12):
   _____
7. Any experience with a particular nationality or any specific training of any kind which might be helpful to you as a volunteer:
   _____
   _____
   _____
   _____
   _____
8. Language(s) spoken other than English:
   _____
   _____

(Soruce: Halifax District School Board, 1992)

G. Application for Reference

Date: _____

To whom it may concern:

I am writing from _____. Our purpose is to encouarge citizens to serve the community through volunteer participation and to assist that community to work effectively with volunteers. _____ serves as a liaison between community members who wish to volunteer their time and skills. _____ _____.

_____has been interviewed for a volunteer placement by staff at the _____ and has given your name as a reference. It would be appreciated if you would complete the following questions on his/her behalf and return this form, within three days, to the address above. Please be assured that your information will be held in strict confidence. Thank you for your cooperation.

_____

Volunteer Position Seeking: _____

1. How long and in what capacity have you known the volunteer?

_____

2. Do you believe the applicant has the patience and reliability for a volunteer position?

_____

3. Do you feel the applicant is stable in his/her emotions and personal interactions with others?_____

_____

4. Do you personally recommend this individual for volunteer positions?

_____

5. Comments _____

Date: _____ Signature: _____

(Source: _____)

(Permission granted by telephone from the Volunteer Resource Centre, Halifax.)

H. Volunteer Reference Form

1. What is your relationship to the applicant (e.g. friend, teacher, employer)?

2. How long have you known the applicant in this or other capacity?

3. Do you know what brings the applicant to want to volunteer with young people? Please specify.

4. In view of the responsibility to young people, please comment on the applicant's emotional stability, maturity and/or quality of relationship with others.

5. What special qualities does the applicant have to offer?

6. Do you feel that the applicant has nay particular qualities that might hinder a successful experience?

7. Do you feel you can recommend the applicant for the described program?

8. If you do not want to give a reference in writing, do you wish to be contacted to discuss the above?

9. Other comments:

(Adapted from : North York Board of Education, 1990)

I. Volunteer Placement Sheet

1. Name: _____

   Address: _____

2. School:

   Teacher: _____

   Level: _____

   Time-Days
   am/pm _____

   special _____

   Task(s): _____

   _____

   _____

   _____

   Special Interests: _____

   _____

   _____

   Comments: _____

   _____

   Times Called: _____

   _____

   _____

J. Evaluation of the Volunteer: Teacher Perspective

Volunteer's Name: _____

Volunteer's Schedule: Days _____ Times _____

Volunteer Characteristics	Not Observed	Needs Improvement			Satisfactory			Commendable		
1. Dependability		1	2	3	4	5	6	7	8	9
2. Cooperativeness		1	2	3	4	5	6	7	8	9
3. Enthusiasm		1	2	3	4	5	6	7	8	9
4. Self-confidence		1	2	3	4	5	6	7	8	9
5. Efficency		1	2	3	4	5	6	7	8	9
Tutor-Coach Abilities										
1. Subject expertise		1	2	3	4	5	6	7	8	9
2. Explaining/Demonstrating		1	2	3	4	5	6	7	8	9
3. Questioning/ Assessing		1	2	3	4	5	6	7	8	9
4. Supervising/Controlling		1	2	3	4	5	6	7	8	9
5. Student Interest		1	2	3	4	5	6	7	8	9
6. Student Satisfaction		1	2	3	4	5	6	7	8	9

Since you started working with this volunteer have you noted improvements in

a. student motivation? yes___ no___
b. classroom efficiency? yes___ no___
c. student progress? yes___ no___

For yes repsonses, please describe how the volunteer has helped: _____

_____

For what duties do you feel the volunteer needs additional training? _____

_____

Teacher's Signature: _____ Date: _____

(Adapted from Koehler, 1984, p.13)

K. Teacher Perspective: Evalution of the Volunteer Program

1. What are the main different things a volunteer does directly under your supervision?

_____

_____

_____

2. What concerns you most about volunteer programs?
a) confidentiality [ ] (b) Spending too much time with volunteers [ ]
c) Reliability [ ] (d) Insufficient training/ knowledge [ ]
e) Other. Please specify: _____

3. Could any jobs volunteer now perform probably probably be done better or more efficiently using paid professionals or teaching aids?

_____

_____

_____

4. What are some of the things that you see as particularly helpful in the volunteer program?

_____

_____

_____

5. What are some of the things that could be improved?

_____

_____

_____

6. Are there any other comments or suggestions that you can share with us?

_____

_____

_____

Name (optional): _____ Date: _____

L. Volunteer Perspective: Evaluation of the Volunteer Program

1. How long have you been in the ESL volunteer program?_____

2. Please describe briefly your volunteer job(s) in this ESL program.

   _____

   _____

3. What are the main reasons that made you join the volunteet ESL programme?

   _____

   _____

4. What are some of the main satisfactions that you are getting from the work?

   _____

   _____

5. What are your main frustrations?

   _____

   _____

6. What do you see as some of the good things about this program?

   _____

   _____

7. What do you see as some of the things that could be improved?

   _____

   _____

8. When your present term of volunteer services ends, do you plan to continue volunteering at the school?

   Yes [ ] No [ ] Do not Know [ ]

If your answer to No, 8 is no, or do not know, can you please offer a brief explanation as to why this is so?

_____

_____

9. Would you recommend joining this volunteer program to other people?
Yes [ ] No [ ]

10. For this volunteer program, would you please rate each of the things below on a scale of 0-5, using the following key:

0= does not exist 1= poor 2= fair 3= average
4= good 5= excellent

Training of volunteers	0	1	2	3	4	5
Acceptance and support of volunteers by staff	0	1	2	3	4	5
Recognition given to volunteers	0	1	2	3	4	5

11. Do you feel there has been enough contact with the classroom teacher?
Yes [ ] No [ ]

12. If not, could you please explain how this could have been improved?

_____

_____

_____

Other comments: _____

_____

_____

Name (optional): _____ Date: _____

M. Evaluation of the Volunteer Job

(to be complete by volunteer and submitted to volunteer co-ordinator)

Date: _____

1. Volunteer_____ Teacher _____
2. Job Performed By Volunteer _____
3, What introduction and training was given for your job? _____

_____

_____

4. What further training have you had since your initial training? _____

_____

How was your training helpful? _____

Not helpful? _____

5. Are you satisfied with your relationship and communication with:

your teacher_____ other staff _____ fellow volunteers _____

Suggestions for improvements _____

_____

6. What can the volunteer group do to help you do a better job? _____

_____

7. a) What did you enjoy most about your volunteer job over the past six months?

_____

b) What was least enjoyable about your job over the past six months?

_____

8. What recognition and/or rewards have you gained from your volunteer job?

_____

_____

Additional Comments _____

_____

_____

(Adapted from Nell Warren Associates, 1990)

N. Materials to Assist Volunteer:
(i) Scope and Sequence of Development of Early Vocabulary Skills

Topics	Introduce Concept	Repeat/Reinforce Concept	Mastery of Concept
1. People Self Family Occupation			
2. School			
3. Numbers			
4. Colours			
5. Body Parts			
6. Food			
7. Shapes			
8. Calendar			
9. Toys			
10. Clothing			
11. Money			
12. Clock			

continued on next page.....

.....continued from previous page

Topics	Introduce Concept	Repeat/Reinforce Concept	Mastery of Concept
13. Weather and Seasons			
14. Holidays			
15. Emotions			
16. Communication			
17. Health			
18. Safety			

(ii) Development of Early Speaking Skills

	Introduce Concept	**Repeat/ Reinforce Concept**	**Mastery of Concept**
Alphabet			
Survival Vocabulary			
Speak in phrases, words			
Use vocabulary to discuss a topic			
Answer questions			
Ask questions to function in class			
Ask permission			
Give directions			
Use contractions and idioms			
Relate a personal event			
Participate in role playing			

(iii) Development of Early Listening Skills

	Introduce Concept	**Repeat/ Reinforce Concept**	**Mastery of Concept**
Understand vocabulary in context			
Recognize and distinguish various vowels/consonants			
Recognize rhyming words			

(iv) Development of Early Reading Skills

	Introduce Concept	Repeat/ Reinforce Concept	Mastery of Concept
1. Readiness Skills			
(a) visually discriminate printed symbols			
(b) Be able to reproduce symbols from memory			
(c) Discriminate upper/lower case letters			
(d) Identify colour/ shape			
(e) identify nos. 1-10			
(f) Identify letter sound			
(g) Recognize own name			
(h) Recognize initial sounds			
(i) Directional sense: left to right, top to bottom, front to back			