



December 10th, 2019

EARLY LANGUAGE LEARNING (ELL)

Yusra Qadir
Director Innovations, Research and Advocacy
Mothers Matter Centre

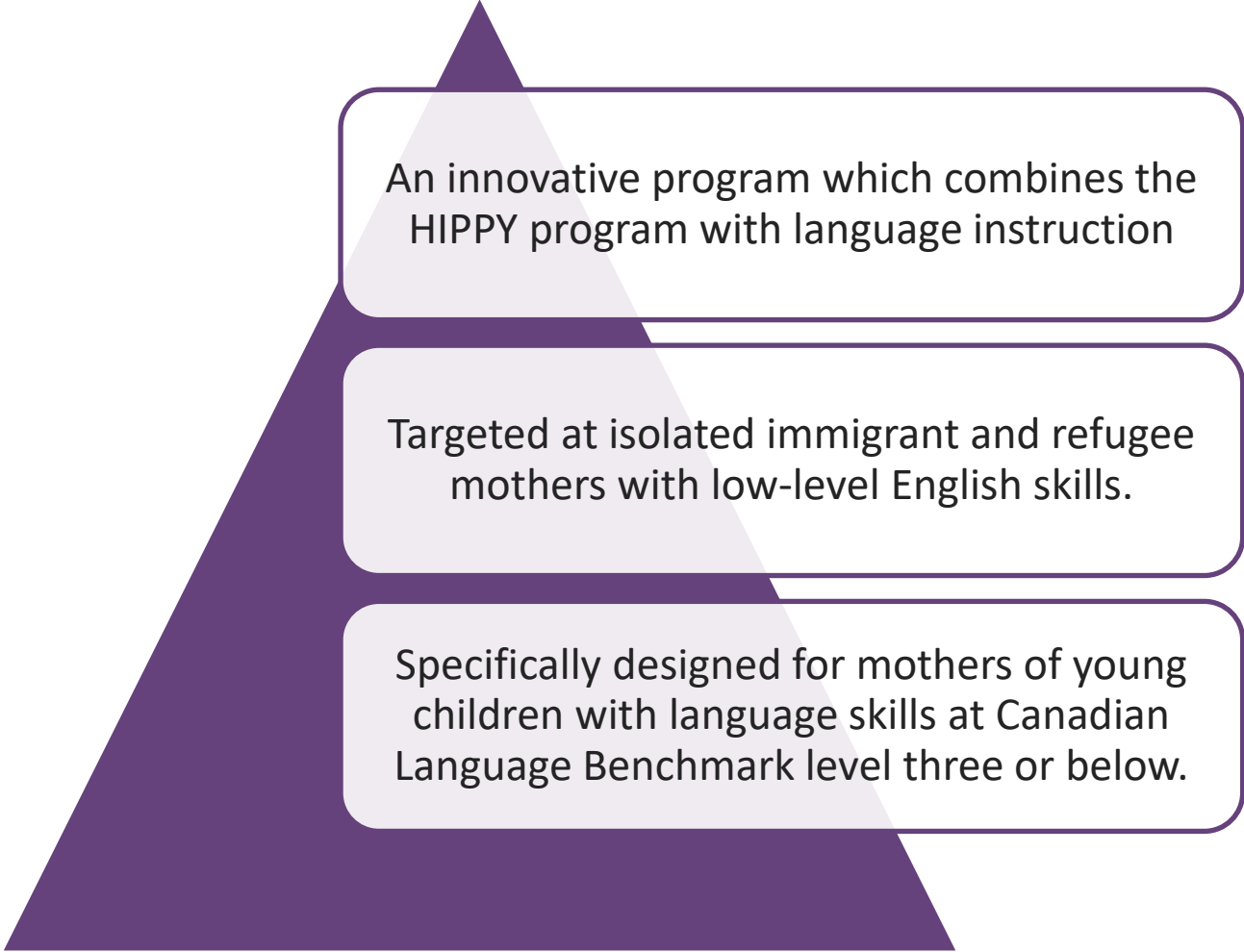


Overview

	Contents
1	What is Early Language Learning (ELL) Project?
2	What did ELL add on to core HIPPPY?
3	Demographics of communities served
4	Key Results
5	Observations and Challenges
6	Recommendations



What is Early Language Learning (ELL) Project?



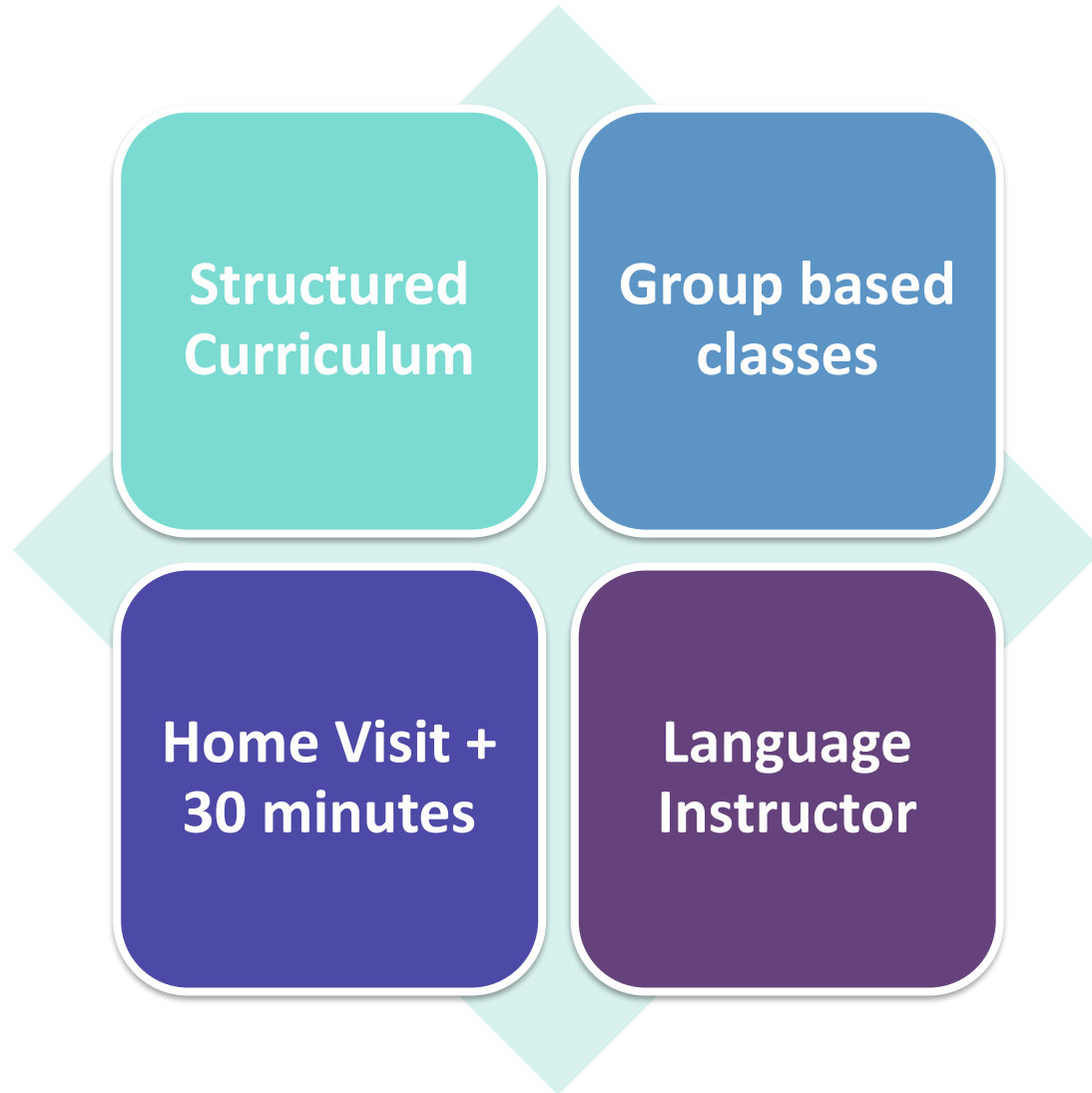
An innovative program which combines the HIPPY program with language instruction

Targeted at isolated immigrant and refugee mothers with low-level English skills.

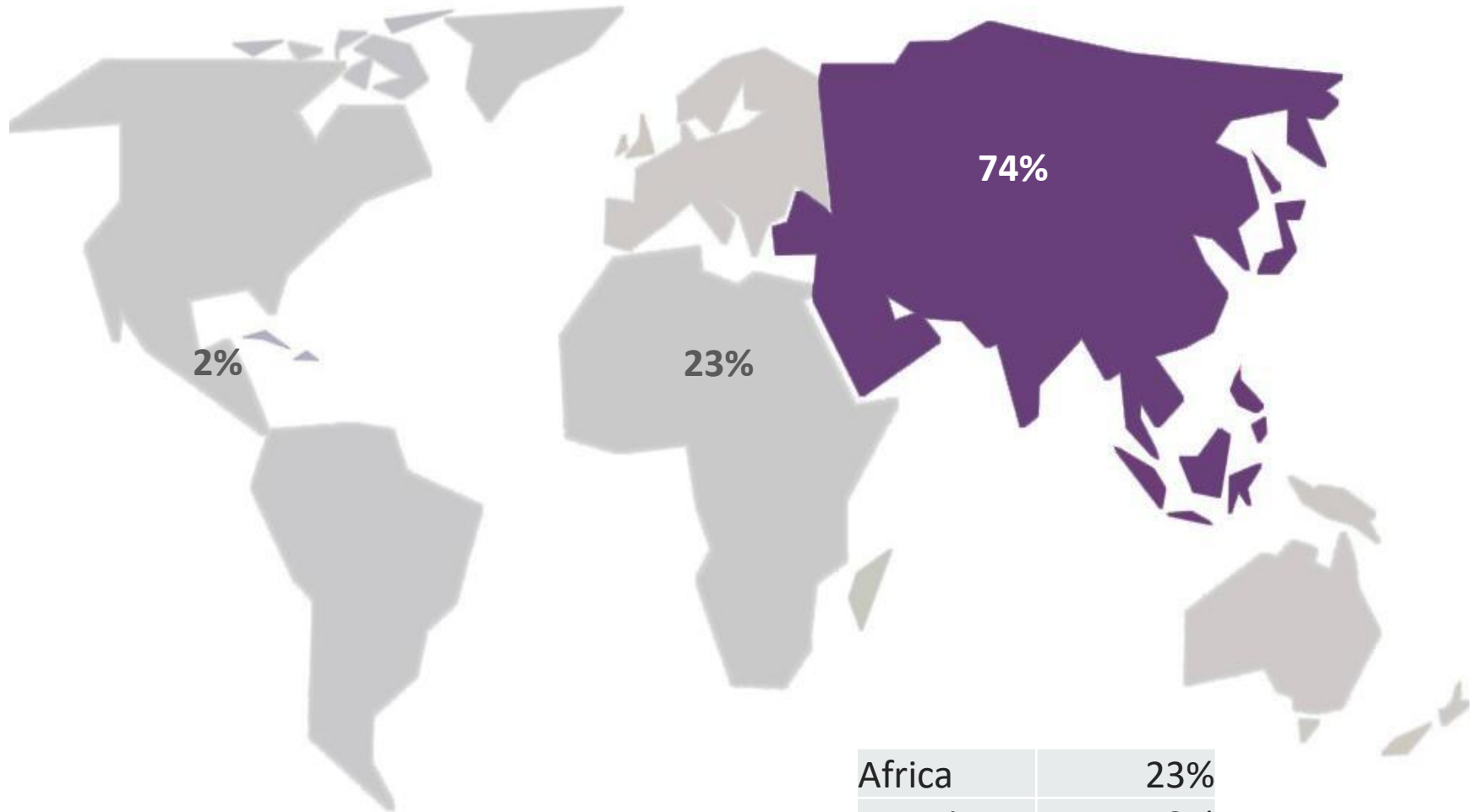
Specifically designed for mothers of young children with language skills at Canadian Language Benchmark level three or below.



What did ELL add on to HIPPY?



ELL Families – Countries of Origin



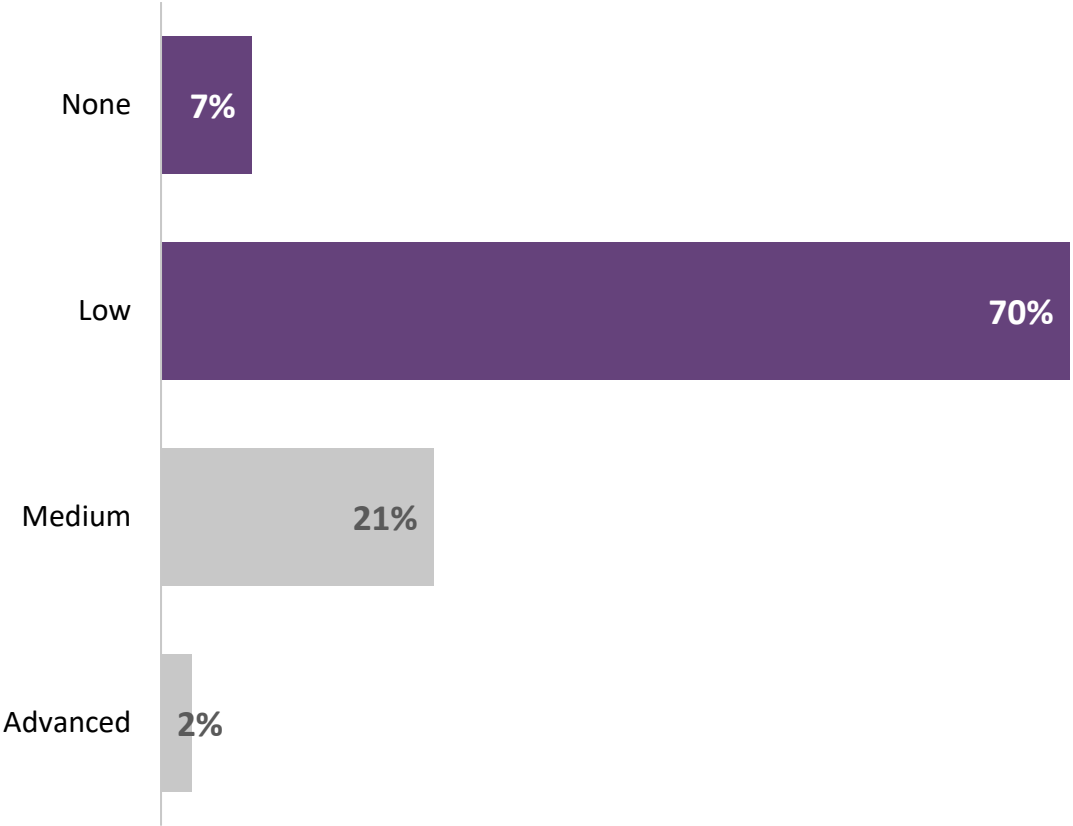
Africa	23%
Americas	2%
Asia	74%



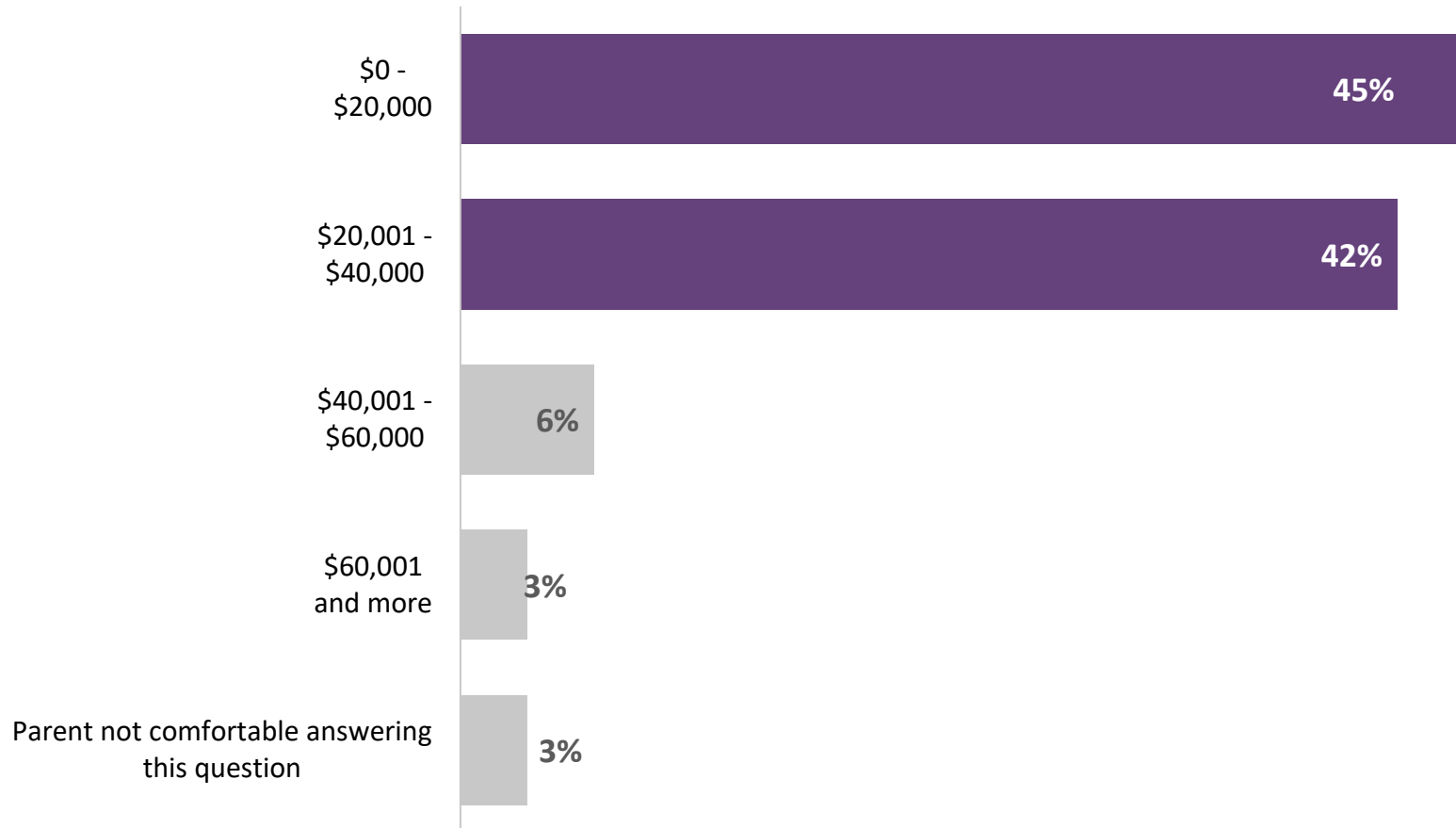
62% of parents
are refugees



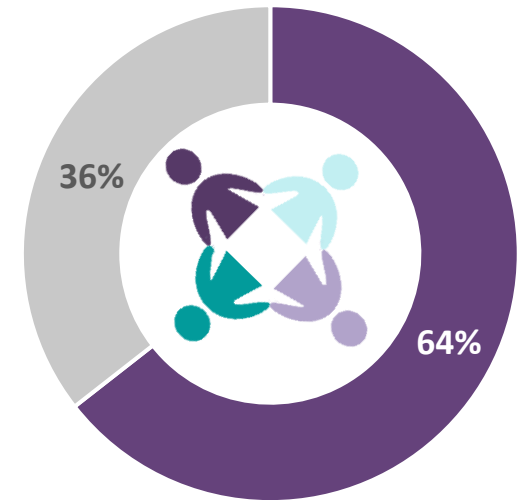
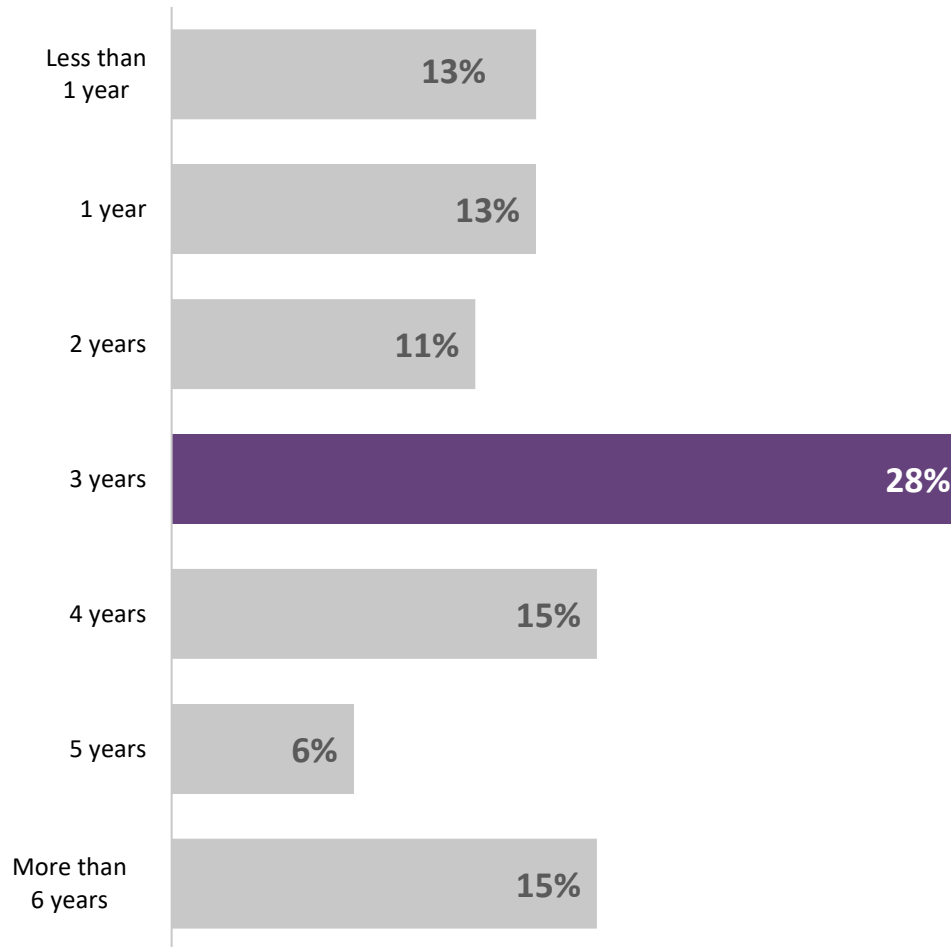
Oral English Comprehension



ELL Families – Household Income



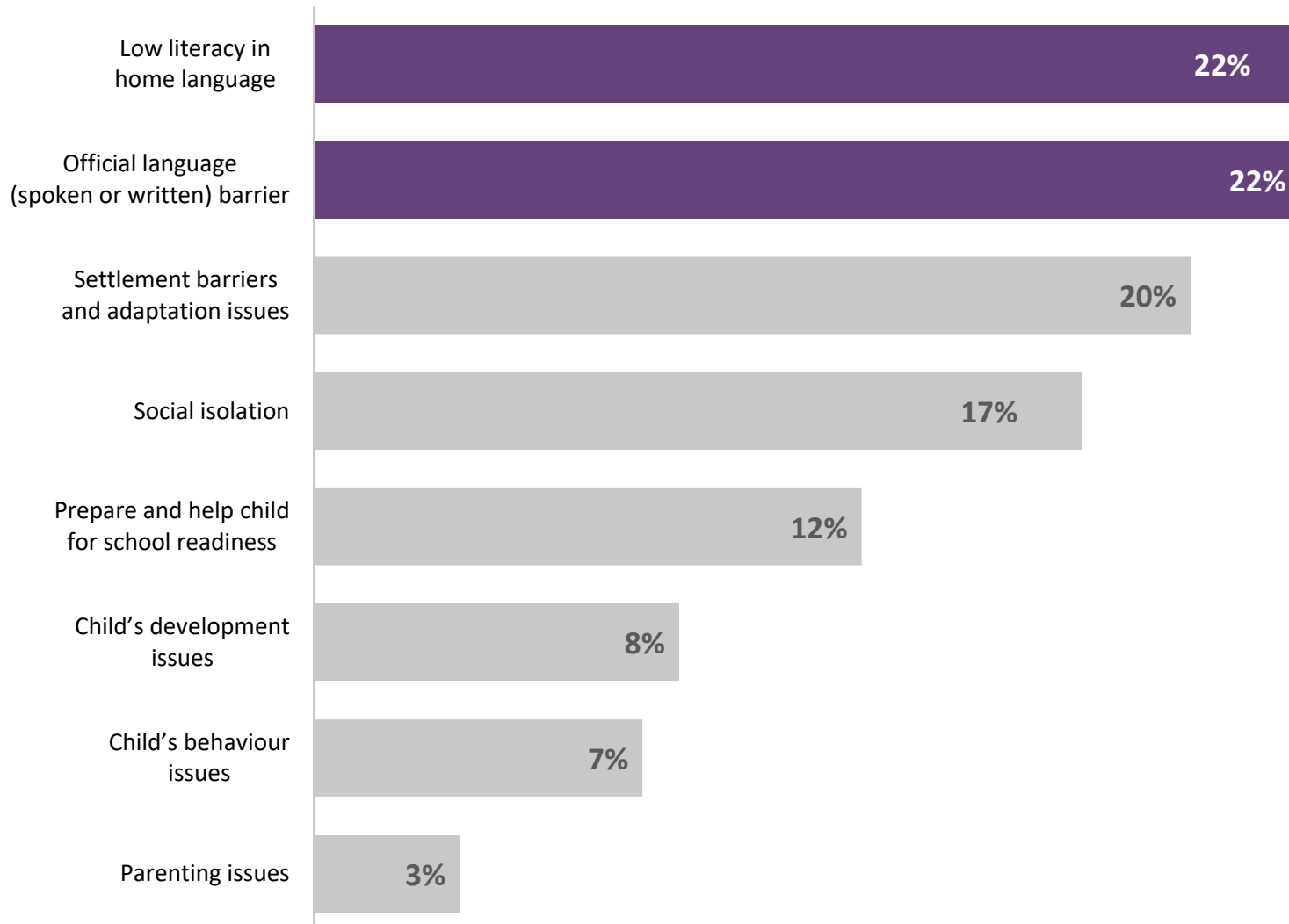
Number of years in Canada



64% did not participate in local activities at community centres



Need for HIPPY



Key Results - Overall

47

HIPPY mothers
received ELL
support

1,048
hours of
language
support at
home

Hello

1,630
hours of
practicing
language on
their own



82%

mothers felt that they
were making progress
learning English

100%

mothers reported that
they are learning

1,427
hours of
neighbourhood-based
English language
classes



10 topic covered:

- Canadian Culture
- Community & Settlement
- Child's Education
- Physical Health
- Mental Health & Self Care
- Transportation & Community
- Parenting
- Citizenship Rights & Responsibilities
- Emergency & Safety
- Food & Nutrition



Key Results – ELL Curriculum

- Comprehensive settlement-focused resource covering common practical themes to help newcomers interact more competently and confidently in the community and to access resources.
- Comprises of 12 units. Each unit contains:
 - A learner's guide
 - Instructor's guide
 - Home Visitor guide

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

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

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

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

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

Dialogue Practice: Literacy
Requesting Help at a Settlement Service Agency

Grammar Practice: Literacy
Describing Skills and Abilities
Present and Past Tense "Be" Verbs

Listening Practice: CLB 1, 2, 3
Fire Prevention
Listening to Fire Safety Tips

Listening Vocabulary Pictures: Literacy
Canadian Culture
A Conversation: Congratulations and I'm Sorry

Dialogue Practice: Literacy
Introducing Yourself and Others

Grammar Practice Top Sheet: CLB 1, 2, 3
Small Talk
Using Past Tense "Be" in Short Answers for Small Talk

Canadian Culture
A Conversation: Congratulations and I'm Sorry

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

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

Unit 1: Canadian Culture - Small Talk and Social Behavior		
Task	CLB Skill and Competency	
Listen	Greetings, Making Introductions, and Leave Taking	Speaking CLB 1: Interacting with Others
Understand	Understanding and Responding to Simple Small Talk	Listening CLB 1: Interacting with Others
Purpose	Choosing Appropriate Greeting Cards	Reading CLB 1: Getting Information
Read	Expressing Apologies, Sympathy, and Congratulations	Writing CLB 1: Getting Information
Unit 2: Community and Settlement/Legal Services		
Task	CLB Skill and Competency	
Listen	Listen for Information About Settlement Services in Your Community	Listening CLB 1V: Using Information
Understand	Ask For Assistance At A Community Centre, Library, Legal Aid Office Or Settlement Services Organization	Speaking CLB 1V: Getting Information
Purpose	Read A Form, Apply For A Health Card, SIN Card Or Other Important Government Documentation	Reading CLB 1V: Getting Information
Read	Apply For A Health Card, SIN Card, Other Important Government Documentation	Writing CLB 1V: Getting Information

Speaking

Canadian Culture: Greetings, Introductions, and Leave Taking

Sample Task

Task: Making Greetings, Introductions and Leave Takings

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

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

Grammar/Functions Learned:

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

Suggested Activities

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



Units of the Curriculum

List of Units

Unit 1: Canadian Culture & Social Behavior

Unit 2: Community & Settlement / Legal Services

Unit 3: Child's Education

Unit 4: Physical Health

Unit 5: Mental Health & Self Care

Unit 6: Transportation & Knowing Your Community

Unit 7: Parenting

Unit 8: Citizenship Rights & Responsibilities

Unit 9: Emergency & Safety

Unit 10: Food & Nutrition

Unit 11: Financial Literacy

Unit 12: Employment and Volunteering

“The curriculum is excellent. It is very detailed and made it very easy to make lesson plans. I cannot say enough good about the curriculum.”

ELL Instructor

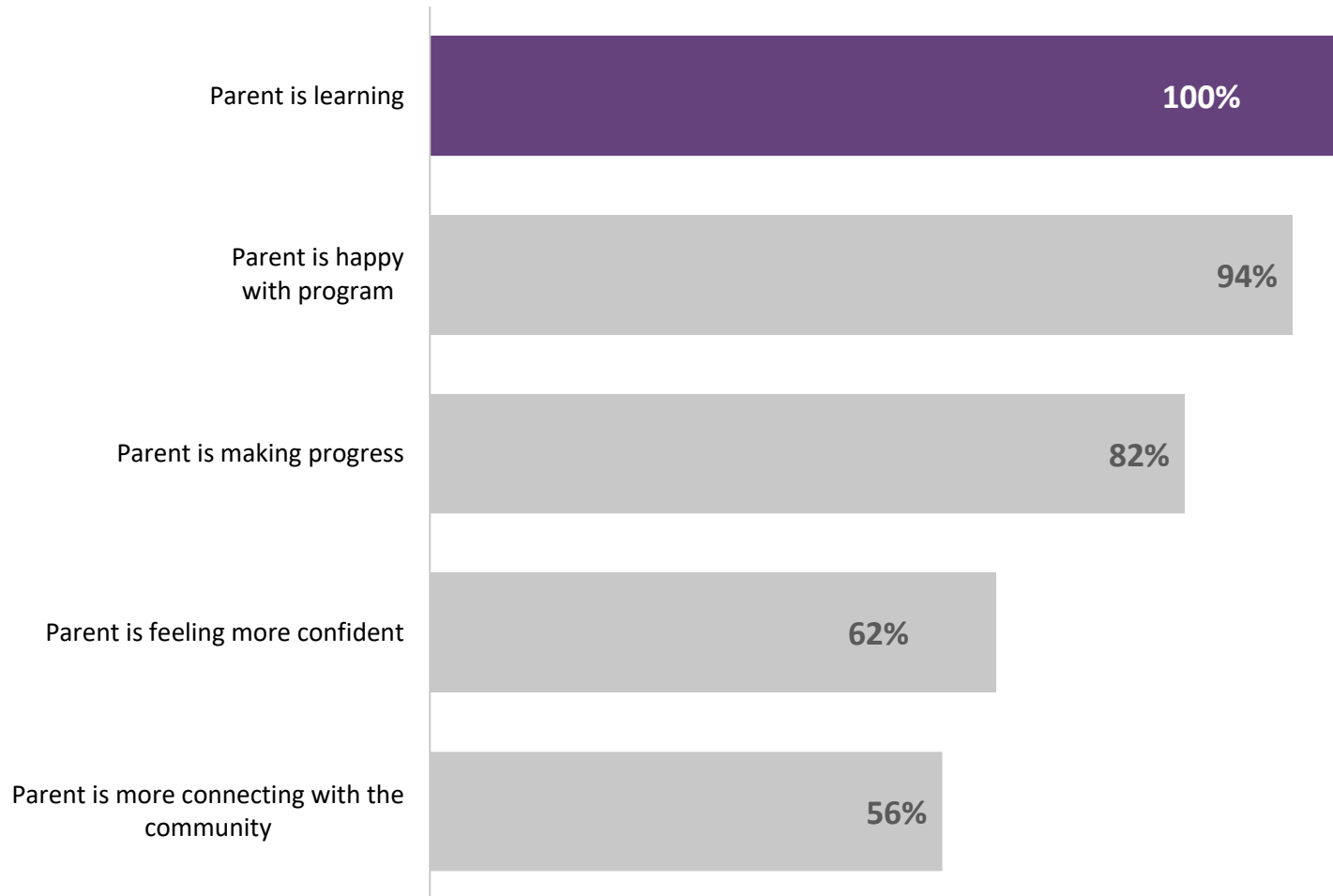
“The curriculum is easy to follow, parents like it. They enjoy the classes and the 30 min of language support at home.”

ELL Home Visitor

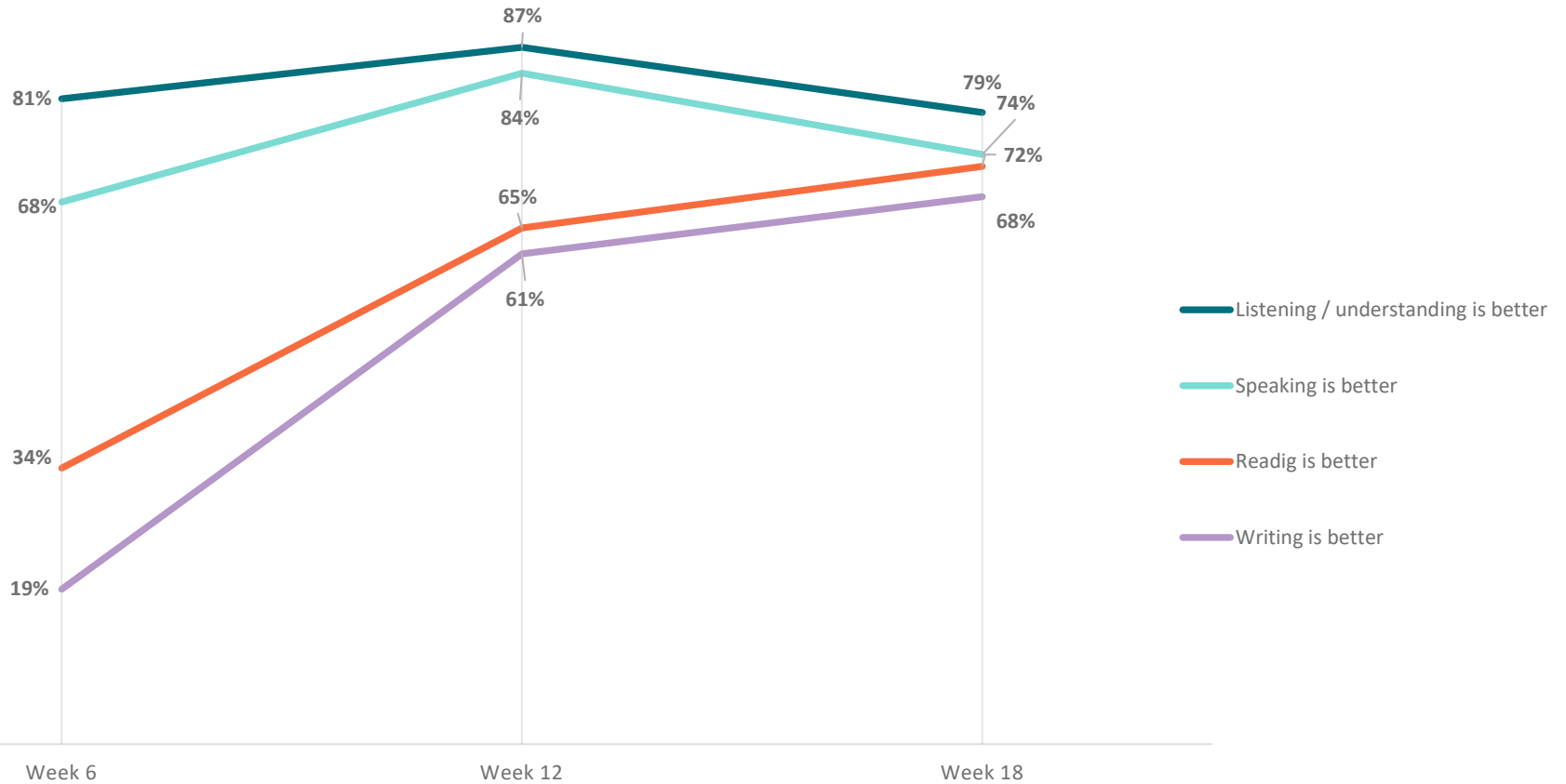
The ELL curriculum is a free resource. You can email us at yqadir@hippycanada.ca to get access to the curriculum.



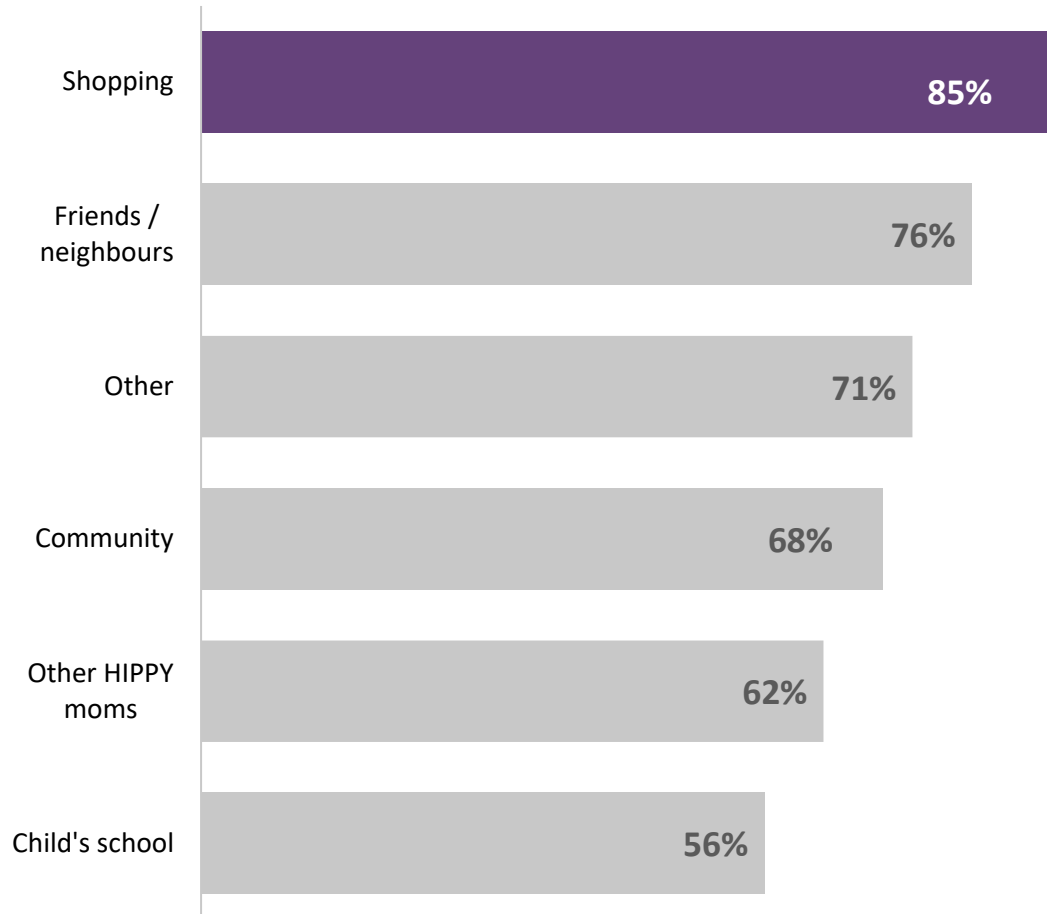
Key Results: Parent Comments about ELL



Key Results: Parent Progress



Key Results: Where did parents use/practice English?



“Even if I know some words, I remain hesitant in using English. ELL helped me gain confidence. I went to see my doctor and he was from my own country – but I only spoke to him in English. I understood him and I explained myself too – although I was a bit slow. This gave me a feeling of pride and I felt very good.”

ELL Mother



Observations and Challenges

Participant profile and ELL's requirements

- Low-income newcomer or GAR with 3, 4, or 5-year-old children
- Travel to the class required
- Youngest child to be older than 18 months
- Be assessed at CLB 1, 2 or 3 level (later changed to include pre-literacy)

Retention

- Mother's workload
- ELL plus HIPPEY – time management
- Traveling to and from class

Lack of certification

- No transferable credit hours or tasks
- No certification of improvement

ELL viewed as competition

- Sector saturation
- Reluctance in making referrals



Recommendations from ELL

Bridging program for
LINC

Levelled certification
or a system of
accreditation with
LINC

Promotion of ELL
curriculum for use
by broader networks

Longer duration for
pilots





Thank You

