

Needs Assessment
on

"Each One Teach One"
E.S.O.L. Tutoring in Edmonton

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Edmonton Social Planning Council
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TABLE OF CONTENTS

	<i>Page</i>
<i>1. Introduction</i>	<i>1</i>
<i>2. Census Material And Current Immigration Patterns</i>	<i>2</i>
<i>3. Existing Studies</i>	<i>4</i>
<i>4. Key Informant</i>	<i>8</i>
<i>5. Overview of P.A.L.S.</i>	<i>1 2</i>
<i>6. The Proposed ESOL Program</i>	<i>1 4</i>
<i>7. Possibility of Funding</i>	<i>1 7</i>
<i>8. Conclusion</i>	<i>1 8</i>
<i>9. Recommendations</i>	<i>1 9</i>
<i>10. References</i>	<i>2 0</i>
<i>11. Appendix</i>	<i>2 1</i>

1. Introduction

The purpose of the following report is to give a clear indication to P.A.L.S. (Project Adult Literacy Society) of the outcome of the needs assessment for an ESL/ESOL (English As A Second Language/English For Speakers of Other Languages) tutoring program in Edmonton. It also makes recommendations on what some of the criteria are for the successful implementation of such a program.

Information was collected through the following:

- Census material and current immigration patterns
- Existing studies
- Key informant survey
- An overview of the organizational structure of P.A.L.S., its board make-up, membership lists, and volunteer recruitment methods.
- A review of the proposed ESOL curriculum.
- Interview with possible funders.

Each of the above is presented separately with some accompanying data and analysis. Taken together, they point first to a large immigrant population whose language needs are not being adequately met. Secondly, they reveal the need for P.A.L.S. to form linkages with professionals and community agencies to successfully reduce the problem. Linkages are important as we all learn to communicate in an atmosphere of diversity.

2. Census Material and Current Immigration Patterns

During the 1980's the largest source of immigration to Alberta was from Asia. It represented 46 per cent of the total immigration. The trend is continuing into the 1990's - 55 per cent of the immigrants in 1990 came from Asia. Immigrants from Africa, the Middle East and Central and South America represent about 21 per cent of the total to Alberta.

Conversely immigration from Europe and the U.S.A. declined from 41 per cent in 1980 to a decade low of approximately 15 per cent in 1985, and represented about 30 per cent of total immigration to Alberta in 1989. (Taken from: *Immigration: An Overview of Trends and Issues- Alberta Career Development and Employment*)

The trend is obviously toward immigration from countries of non-English speaking peoples. Immigration rates for the next five years are set at 250,000 per year. The challenge is to find new approaches, new ways of meeting ESL needs, not only of people who are already here but also of people who are yet to arrive.

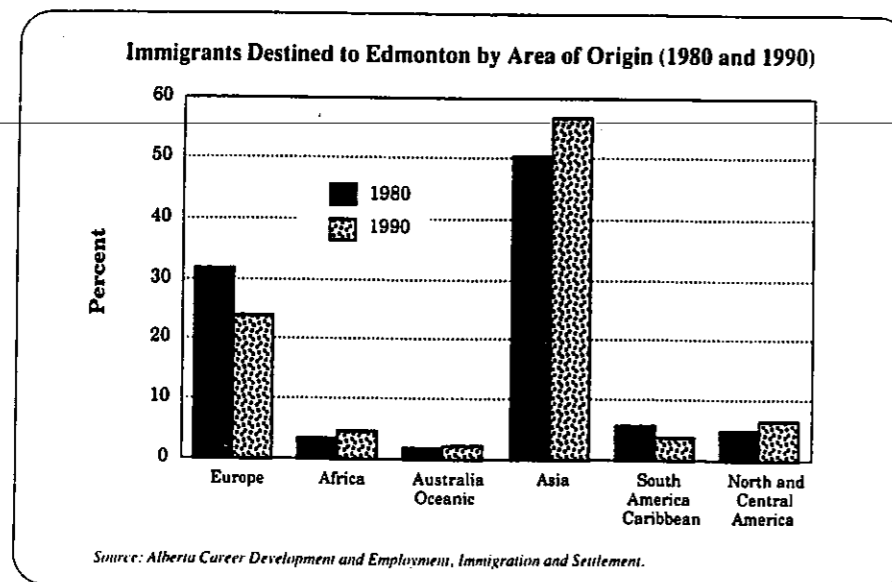


Chart taken from "Tracking The Trends" 1991 Edition

The table on the next page shows a steady increase of immigrants with some or no English capability settling in Edmonton over the last five years. The largest numbers of these are people in the 25-44 year old age group, this indicates the need for English among those who are workforce-bound. Day-time, classroom-structured ESL may not be accessible to a large number of this group.

Census Material and Current Immigration Pattern

Immigration to Edmonton English Language Proficiency by Age Groups 1985-1990

Age Groups	Some English Capability	%	No English Capability	%	Total
1985					
0-14	148	4.0	543	14.7	691
15-24	322	8.7	543	14.7	865
25-44	703	19.1	651	17.6	1,354
45-64	167	4.5	386	10.5	553
65+	60	1.6	166	4.6	226
1986					
0-14	223	5.7	523	13.5	746
15-24	341	8.8	554	14.3	895
25-44	930	24.0	600	15.5	1,530
45-64	163	4.1	326	8.4	489
65+	68	1.8	150	3.9	218
1987					
0-14	232	4.7	711	14.3	943
15-24	446	9.0	642	12.9	1,088
25-44	1,372	27.7	738	14.9	2,110
45-64	217	4.4	379	7.6	596
65+	78	1.6	146	2.9	224
1988					
0-14	357	5.8	1,036	17.0	1,393
15-24	483	7.9	632	10.4	1,115
25-44	1,784	29.2	851	14.0	2,635
45-64	236	4.0	481	7.9	524
65+	88	1.4	155	2.4	243
1989					
0-14	351	4.9	1,306	18.1	1,657
15-24	538	7.4	767	10.7	1,305
25-44	1,746	24.3	1,520	21.0	3,266
45-64	231	3.1	472	6.4	703
65+	90	1.2	204	2.9	294
1990					
0-14	352	4.3	1,295	15.8	1,647
15-24	573	7.0	741	9.0	1,314
25-44	2,359	28.8	1,638	20.0	3,997
45-64	316	3.9	563	7.0	879
65+	93	1.1	263	3.1	356

Source: IMM 1000, Employment and Immigration Canada

3. Existing Studies

Immigrant Needs And Services In Edmonton

One of the major issues identified in this study conducted by the City of Edmonton Social Services in 1986, was English As A Second Language. *"The greatest problem faced by immigrants" it says, "is their lack of proficiency in the English Language. It is central to all other problems and cripples attempts to adapt to Canada."*

Findings indicated the language needs of immigrants were not being met, the length of programs were inadequate, the waiting lists were too long, and the timing, variety and location of classes were problematic. Financial constraints too were a primary concern.

The report suggested these problems be addressed by the provision of additional and varied day-time and evening programs. It also called for "trade-specific ESL" training for those who have a basic working knowledge of English but wish to enter specific trades or those who wish to upgrade their skills in order to meet Canadian standards and requirements.

Tracking The Trends 1992 Edition:

In order to understand more about the human service needs of immigrants, the Edmonton Social Planning Council co-ordinated a study in 1991, the *"Trends and Service Implications for Immigrants."*

The majority of informants participating in the study agreed the need for English As A Second Language programs will be a priority. They also felt *"Language programs will need to range from beginning English to pre-University skills, and from technical training to literacy."*

They all agreed that service providers including ESL providers will need to respond adequately to the needs of newcomers projected to arrive from a range of countries and language groups. *"Current programming and funding of ESL is inadequate and will need to be substantially supported financially in the 1990s,"* the report stated.

A Summary of Characteristics of Clients Assessed by the ESL and Vocational Assessment and Referral Center of Edmonton

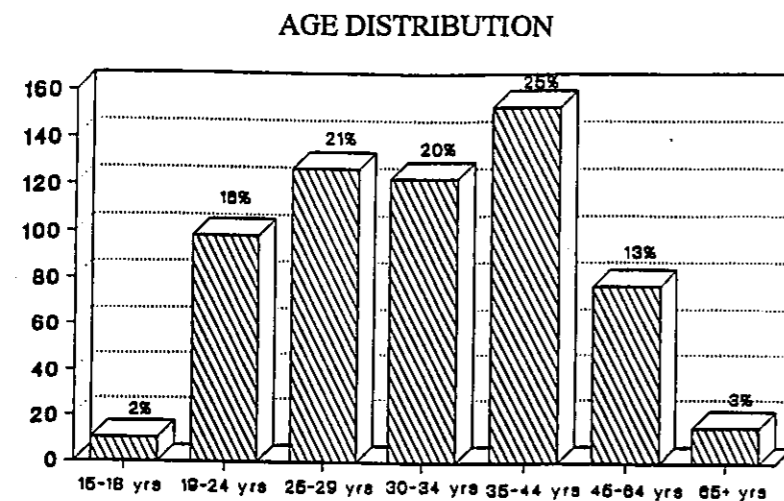
In the six-month period April 1, 1991 to September 30, 1991 the Edmonton Assessment and Referral Center assessed 603 clients with 37 different first languages from 68 different countries. Of these, 46 per cent were referred to ESL courses. The study also showed while the majority of clients were newcomers (1-3 years), many of them were here for a longer period, some (5 per cent) for over ten years.

Sixty-five percent of these had not attended formal classes for over seven years. Despite having some English training, 65 per cent of those assessed had no English or only basic English skills. Only 6 per cent had advanced English language proficiency.

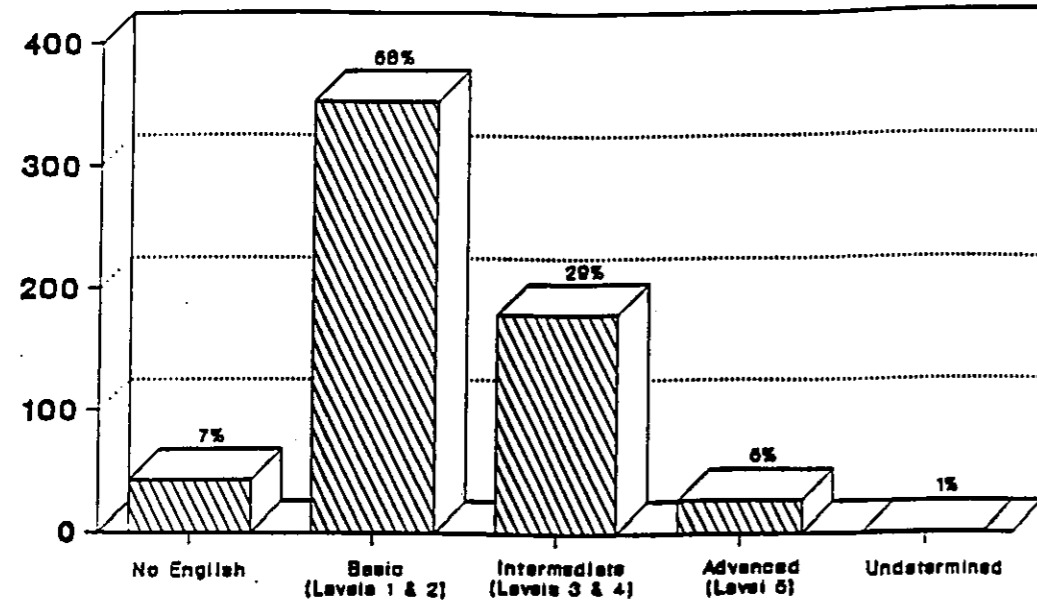
A follow-up attempt was made to contact clients referred to ESL classes, and of the 373 contacted, only 188 were enrolled in an ESL course. Sixty per cent (111) cited program overload as the primary reason for not being enrolled, and 32.4 per cent cited lack of financial assistance. The majority (304 of 373) indicated they would not be able to take ESL without financial help.

The center identified the demand for ESL far exceeds the supply resulting in long waiting lists, and affordability limits access for many immigrants.

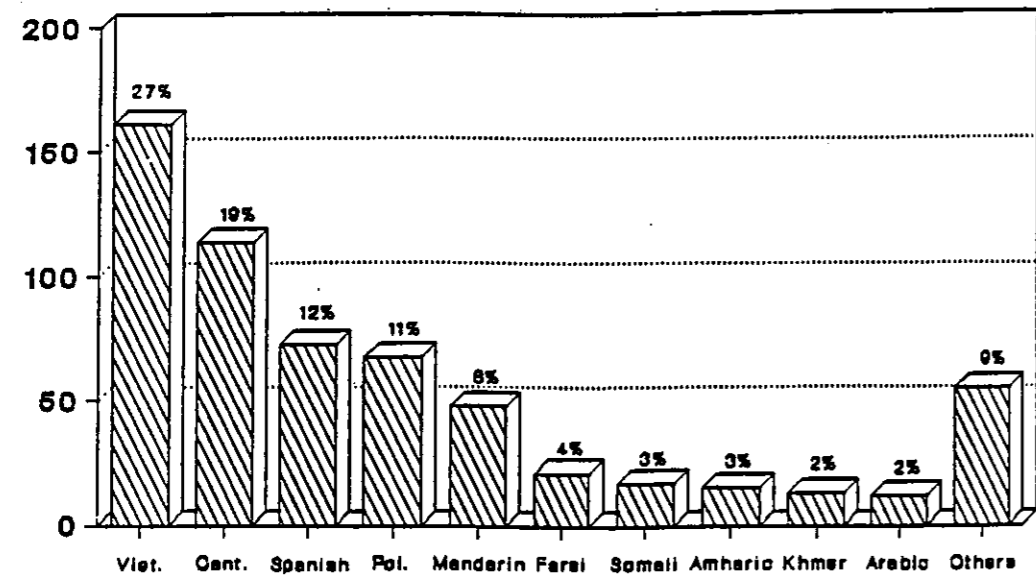
The following charts taken from the same study reveal further characteristics of the immigrant population in need of ESL.



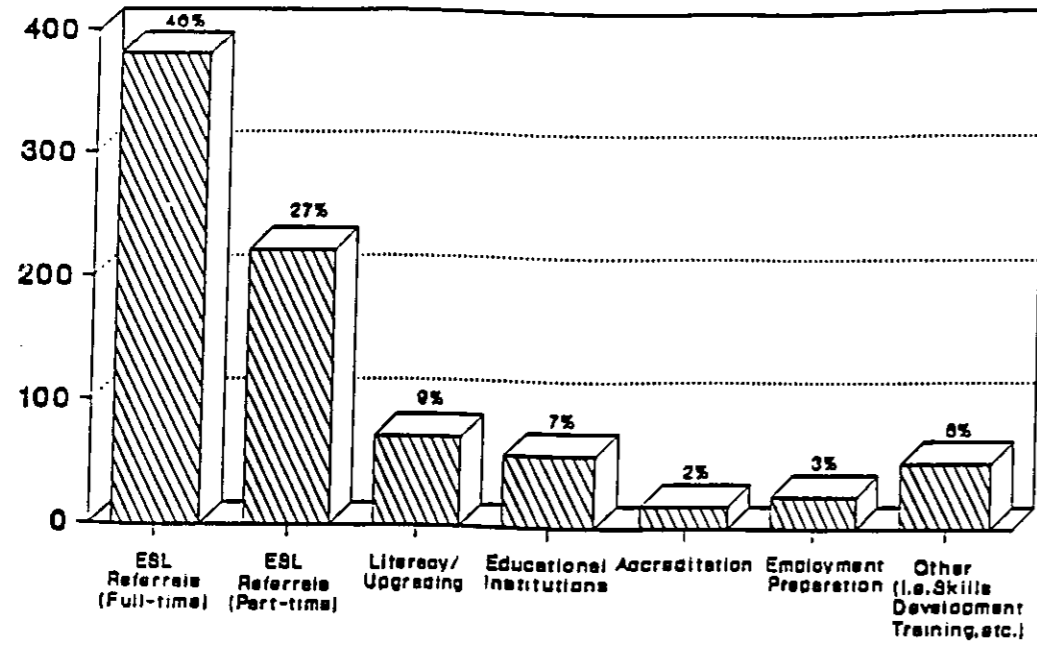
ASSESSMENT OF LANGUAGE PROFICIENCY



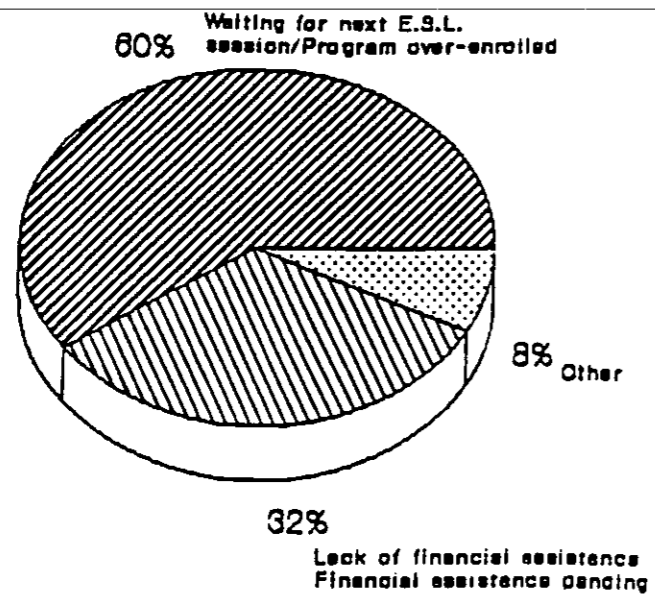
TOP TEN LANGUAGES SPOKEN



REFERRAL TO PROGRAM



REASONS FOR NON-ENROLLMENT/DISCONTINUATION OF STUDIES



4. Key Informant Survey

Key Informant One:

This informant agrees there is a need for tutor matching programs in Edmonton. *"Immigrants' greatest difficulty" she says "is finding English-speaking Canadians to converse with. There is a need for them to interact with native English speakers"*

Objectively speaking, she likes the model, but expressed some concern as to whether P.A.L.S. is the appropriate vehicle to provide ESL service to immigrants. It was felt volunteers would have to be taught about the issues facing immigrants. Also, if P.A.L.S. were to begin working with immigrants, there would be a need for the agency to form linkages with ESL providers and other immigrant community agencies. She also felt it may be unwise to lump ESL with literacy.

Key Informant Two

This informant is familiar with the Laubach materials. The ESL classes at the center where she works, , are "well-overbooked." Eighty to 100 Cambodians attend a drop-in program, 160 clients are enrolled in sessional classes, and 135 are in SLP (Settlement Language Program). She is supportive of programs that utilize volunteers because people with special needs often find it difficult in classroom situations. Illiterates for example are harder to integrate in the regular ESL programs.

There may be a need for P.A.L.S. to target a group with specific needs, and she urges a built-in evaluation procedure to determine how the client is progressing. She cautions that outreach programs of this nature may be abused by clients who insist tutors always come to the homes. Immigrants need to be encouraged to get out. The agency will be willing to make referrals to P.A.L.S.

Key Informant Three

This informant is in charge of a "Tutor Bank" Program in Edmonton. There are currently 80 students and 80 tutors in the program, but felt the load could be easily doubled in a matter of weeks if another co-ordinator were added. *"Current programs" he says "are just not meeting the demand,"* and he conjectured there was definitely a need for more programs of this type. The one he currently runs focuses on home-bound women.

Key Informant Four

This informant agrees there is a need for tutor matching programs for specific audiences. While she was not familiar with Laubach's ESOL program, she is generally speaking, not a proponent of the Laubach method. She thinks it focuses on decoding, and not so much on what students already know. She feels it is popular because it is well developed for volunteers, but added it is not so well developed for learners. It may be appropriate for those who are illiterate in their own language, but felt Arabs for example would have a difficult time learning from native English speaking tutors.

Key Informant Five

This informant is very familiar with the constraints faced by many in the Phillipino community. *"Many of them cannot afford to pay for lessons, they cannot afford babysitters, and can't travel to the classes."* she says. *"Nannies in particular"* she continues, *"are at a disadvantage, because they must work seven to eight hours a day, Monday to Friday, and are free to take classes only on Saturdays and Sundays when classes are not offered."* The nannies' program requires they have a certificate of the ESL courses taken before they can be assessed for landed immigrant status in Canada.

It was expressed there was a definite need for flexible type of programs to meet some of these specific community needs. The informant would also be willing to make referrals or even assist in recruitment of volunteers.

Key Informant Six

This informant was involved with setting up the ESL tutor bank at Alberta Vocational College. She thinks there is a great need for literacy support for adult immigrants. She understands many immigrants while they have some English skills, are still functional illiterates in areas of work, banking, etc. It was felt P.A.L.S'. strength lies in its literacy focus and would encourage the agency to stay in that area with any work it may assume with immigrants.

Key Informant Seven

This informant felt tutoring would have been the ideal setting for him to learn English when he first came to Edmonton as a refugee. He still believes however he could profit from a tutor matching program as would many others in his community. *" Even after 15 years I have a need to polish my language skills. All these years I have been coping, merely surviving. Now I want to take advantage of the opportunities that exist. Take for example banking, I never thought of RRSPs, bonds etc. because I couldn't cope with the jargon. To have a tutor who may be an accountant or some such would be great for me."*

He felt strongly though, the curriculum (the vocabulary) taught must reflect the culture of the learners. It should deal with the familiar every-day kinds of activities they engage in, but vocabulary should also deal with poverty and hardship because many immigrants are extremely poor when they first come. Tutors he thought, should also be aware of the differences between a refugee and an immigrant. *"Refugees come with a culture of defeat as opposed to immigrants who come with positive ideas, with hopes and dreams."*

It was suggested that ideal tutors could be recruited from language students - senior high school or university students as there would be mutual benefits to be gained. Language lovers in general could also be targeted for recruitment.

Key Informant Eight

This informant believes there is definitely a need for tutor matching program for house-bound women. *"One-on-one is ideal for those who have little training in their own language"* she comments.

It was felt people who are illiterate in their own language have a harder time learning English in regular ESL classes.

Concern was expressed on the use of native English speaking volunteers with immigrants who come from a non-English alphabetic base. It would be preferable to use tutors with more than one language skill to work with Arabs, Chinese, Vietnamese, and Indians *"One of the principles of adult education" she says " is to use the learner's knowledge"*

She would be willing to make referrals to P.A.L.S. or work out an arrangement with P.A.L.S. for volunteers to come to the agency.

Key Informant Nine

This informant runs a language assesment and referral center. Two thousand clients are assessed annually and of these roughly 10 per cent need individual lessons - those who are visually impaired, or handicapped in other ways. She said if we were to expand this to those who may have failed in ESL classes, or who may have a learning disability, the number would increase.

"Every one can benefit from one-on-one" she says, *"one hour of individual attention is worth four to five hours of classroom instruction. A program like P.A.L.S.' is definitely needed for those with special types of needs."* It was felt current ESL programs are not flexible to accommodate the variety of needs of the learners. As a referral agent, she has sometimes experienced difficulty finding an appropriate type of program, so a variety of programs is needed.

Some clients just need more practice; others are relatively fluent, but their reading and writing skills are poor. Others need intensive work with alphabet and phonics. She explained ESL's needs are developmental - when an immigrant first comes, the need is usually for survival English, it grows to the need for specific vocabulary as the job demands, and later on family needs may dictate even further English learning. *"ESL requirements are just not for newcomers, for even after many years, people still need to take English courses,"* she commented.

A Center For Independent Learning was established at the agency last year and it has been very successful. It is an unstructured setting where learners help each other with the assistance of volunteers. Between July 1991 and December 1991, 200 people used the service. Some were short-term while they were awaiting upgrading, or waiting for assistance, or taking correspondence courses. Many of the users attributed their passing of courses to the English they learned during the time they spent at the center. The popularity and success of the program demonstrates the need for one-on-one teaching and learning.

This informant is interested in finding out more about the P.A.L.S.' program if it comes about. She would also like to know more about the ESOL curriculum. As a referral agent she would be willing to make referrals to P.A.L.S.

5. Overview of P.A.L.S.

P.A.L.S. became a Laubach Council or a chapter of Laubach Literacy in 1979. It was established to teach adult English-speaking Canadians reading and writing skills in a one-on-one confidential setting with the use of volunteers. The agency is governed by a volunteer board of Directors and currently maintains two full-time staff, the Executive Director, and a Program Co-ordinator/Secretary.

The Executive Director oversees the day-to-day financial and other administrative requirements, is in charge of public relations and public speaking engagements, and is responsible to the Board. The program co-ordinator as the provincial trainer trains the volunteers (free of charge), and matches tutors and learners. The secretarial duties involve maintaining records and other office functions.

The numbers of students participating in the program have increased by 170 per cent since January 1987. There were 131 students enrolled during 1991. Membership in the organization in 1991 was 165 which included tutors and Board members (who are also tutors). Board members are appointed after being interviewed by the Executive Director and after participating in a Board meeting for two hours. The Board makes the final decision.

The by-laws have recently been changed to accommodate a Board of fifteen (15). There are currently no students on the Board, although there is a thrust by Laubach Literacy of Canada to recruit students for Board membership. There are also currently no Board members that are immigrants, and of the 165 tutors three are immigrants. The two staff members are also native English-speaking Canadians.

Tutors are recruited through the following: The Volunteer Action Center, radio and cable television advertising, displays during World Literacy Day (Sept. 8th) and intermittently at malls, Canada Place, EACER Expo. etc. Advertisements are also placed in *The Learning is Living Guide* that is distributed in the Fall annually.

Students enrolling in the program receive instruction free of cost. The only cost to the students is for books and learning materials. To enhance the students' learning, P.A.L.S. houses a resource library of low-level reading materials that are available on loan. More and more of these materials are being produced in Canada and are

Canadian in content. Through the regular newsletter "*Tutor Talk*" tutors are made aware of new resource materials and other information that support and motivate them in their work. In-service training for tutors is also held periodically to assist them in maintaining and up-grading their skills and to access new materials.

Training support is received from Laubach Literacy of Canada. Financial support is provided in part by Alberta Advanced Education and in part by the United Way of Edmonton and Area. P.A.L.S. became a permanent member-agency of the United Way in 1989.

6. The Proposed ESOL Program.

The Core Curriculum:

The "*Laubach Way To English*" is the name of the program which is targeted to non-English speaking people who may be classified as "functionally illiterate." The core curriculum consists of a series of lesson plans that include the teaching and learning of listening, speaking, reading and writing skills. It was developed for use in non-traditional education classes along the "each one teach one" concept.

It is tutor friendly. Objectives for each unit are articulated, and a teacher's manual accompanies the correlated skill books. It begins from zero level and moves progressively to higher levels. Included in them are exercises on dialogue, vocabulary, sentence structure, pronunciation and intonation.

A cursory look at the materials reveal early reading drills like:

What street is this? - It's York Street.
Is this man Uncle Ted?- Yes he is.

It is incumbent on the tutor to use substitutions to make the lesson relevant. For example he/she may use instead "*It's Whyte Avenue*" as a response to the first question. What is important however is the student learning to use the abbreviated "*It's*" instead of "*it is*" and the short conversational reply of "*Yes he is*" in the second example. Other similar exercises are done with "*Go*" expressions:

Where is the woman going? She's going home.
Where is the man going? He's going to church.

The tutor can use this example for teaching the use of abbreviations.

Dialogue exercises are based on some relevant themes:

Phoning About An Apartment Going To The Movies
A Wedding Ordering At A Restaurant
The Doctor Housing
Shopping For Food Transportation
Asking for Information Fire and Robbery

Other examples of lesson content are "*Reading A Pie Chart*", filling out a "*Change of Address Form*" and drills on the use of "*to*" and "*too.*"

Additional Curriculum Material

Part of this consists of 15 short readings on the "Working Experience" followed by exercises. Some of the topics are:

<i>My Work Dream</i>	<i>Finding A Job</i>
<i>Day Off</i>	<i>Getting Used To My Job</i>
<i>Out Of Work</i>	<i>Being Accepted</i>

The content of these materials relate to daily life and are culture relevant. Names such as Maria Luz, and Alfredo are used and the pictures depict Blacks, Chinese and Hispanics. Because they are American based, the names of streets, gas stations etc. are not familiar to Canadians.

Language Experience Activity (LEA) is another approach utilized in this non-core set of materials. In these exercises, the students' own words are used as the basis for reading. As students relate stories, the teacher writes them down, and these become the "text" for a subsequent lesson. The guides here are the students' interests.

Jazz Chants is another method used for practising the rhythm and pattern of standard American English. Tapes of these are also available for the students' use outside of instruction time. They are exercises on "small talk" situations:

e.g. *Coffee? Cream or Sugar? Just a little cream please.*

Other lessons focus on "*Speaking Up At Work*" and include such topics as:

<i>Greeting And Addressing People</i>	<i>Phoning In Sick</i>
<i>Understanding Paycheques</i>	<i>Talking About Your Weekend</i>
<i>Understanding Job Postings</i>	<i>Understanding Benefits.</i>

The Canada Series developed by Laubach Literacy Canada provides some historical biographies on famous Canadians from Leif Ericson to Norm Bethune. The story of John Ware, the Black rancher of Alberta is included. Stories on women such as Emily Stowe and Pauline Jewett are part of the series. While it mentions Canada owes its present growth and wealth to different kinds of people, nothing was mentioned in the materials perused of, for example, Ukrainians, Chinese, or Sikhs. Natives were referred to only in stories of Mohawk attacks and Champlain having fought the Iroquois.

The Pleasure Reading Series provides stories on legends, myths, romance and adventure.

Teaching English To Speakers Of Other Languages - A Guide For Volunteer Teachers

This booklet documents the following reasons for teaching English in non-traditional education classes:

- work schedules conflict with class time
- family obligations interfere with classroom attendance
- some students are more comfortable with one-on-one settings
- fee requirements prohibitive.

There is an understanding expressed that volunteers need to have guidelines drawn up for their specific programs and they need to learn specific techniques from professionals in the field. It also stated they must have an interest in and sensitivity to other cultures and a good grasp of the English language.

P.A.L.S and the ESOL Program

P.A.L.S. indicated there were currently no available ESOL trainers in Edmonton. There is one trained trainer with Laubach Literacy Canada who would provide training to the Edmonton personnel, who could then hold workshops with the volunteers. Laubach's requirement for tutoring is a 15-hour ESOL workshop if they are new recruits, and a 12-hour workshop if they already have the basic workshop.

The agency does not currently have enough materials to offer the program, and plans to share a co-ordinator between both the ESOL (if program adopted) and the Literacy program being offered now. There was an indication the agency has the capacity to undertake a larger load.

7. Possibility of Funding

Canada Employment and Immigration

Consultants at Canada Employment and Immigration (C.E.I.C.) agreed the current situation necessitates new ways of meeting the ESL needs of immigrants in Edmonton. C.E.I.C.'s new language program LINC (Language Instruction For New Canadians), which replaced the S.L.P. (Settlement Language Program) offers more flexibility in terms of who can be funded and what types of programs can be funded.

It is this flexibility that would allow an agency like P.A.L.S. the possibility of accessing financial support for a program that addresses the language needs of new Canadians. Application is to be done through the Canada Employment Centers and decisions are based on current local programs and other criteria.

United Way Of Edmonton Area

An official at the Edmonton office stated the United Way philosophically would have little problem funding an ESL/ESOL program. Allocation of funds for the program though would depend on where it sits on the priority list and on the availability of monies. P.A.L.S. would be advised to submit an application for the 1993 fiscal year.

Further Education Council - EACER

Subsidies are accessible through EACER. The amount allocated to an agency depends on the number of hours the agency establishes for the program. If the program is to be implemented in 1993, proposals are to be done through the regular process about the middle of September. If the program is to be implemented in 1992, monies are accessible through the "Developmental Fund." This exists primarily to assist agencies for emergent needs, and proposals can be submitted at any time.

Bridging Programs - Alberta Immigration and Settlement

On-going program funding is not available through this Department. It purchases courses for "identified populations" that are in need of specific ESL training. The consultant indicated however, P.A.L.S. could forward a proposal.

8. Conclusion

The preceding documentation and analysis have shown Edmonton is currently characterized by large numbers of non-English speaking immigrants in need of English training. Immigration patterns point out Edmonton will continue to receive new immigrants in close to the same numbers and of the same character that have been settling here for the last five to 10 years. This means ESL needs will continue and even increase.

Previous studies, significant professionals, and community workers in the field have recognized there is presently a lack of a variety of ESL classes available. They have acknowledged the demand for English classes exceed the supply. They have concurred with some of the reasons that Laubach Literacy has put forward for the existence of non-traditional ESL classes. Cost is definitely a major factor that limits immigrants accessing classes, and many find regular ESL classes inflexible.

Although there were some questions expressed as to the appropriateness of P.A.L.S. as an agency to work with immigrants, there was consensus the "each one teach one" method used is an ideal way to teach English. A review of the proposed curriculum indicate that many of the concerns expressed on the content of materials have been taken into consideration as new materials are being developed. Laubach literacy has also expressed the view taken by those who were consulted, that volunteers are to be sensitive to the cultures of the students.

With respect to all of the above, rather than allow the ESL problem to continue or escalate, **it is recommended that P.A.L.S. take steps to establish an ESL/ESOL tutoring service to immigrants living in Edmonton.**

The success of the program however will be dependent to some extent, upon P.A.L.S. ability to involve immigrants/minorities/new Canadians in the service planning and delivery. The following recommendations will assist the society to better reflect its new service users:

9. Recommendations

1. That P.A.L.S. make attempts to recruit board members, tutors and/or staff from the immigrant populations in Edmonton. Advertisements can be placed in newsletters, ethnic newspapers, postings at agencies etc. Displays can also be set up at community events.
2. That the By-Laws be changed to accommodate the purpose and content of the new program.
3. That a standing Advisory Committee made up of ESL providers, immigrant aid agents, and ethnocultural community members be established to provide guidance on the program's implementation.
4. That P.A.L.S. adopt a statement of openness and respect for the diverse nature of the population it will be serving.
5. That ESOL tutors recruited, board members and staff participate in training to raise cultural awareness and sensitize themselves to the issues facing immigrants.
6. That P.A.L.S. attempt collaborative efforts with an ethnic/immigrant agency.
7. That P.A.L.S. consider targetting a specific segment of ESL e.g. literacy, or other specific need.
8. That tutors are encouraged to make adaptations to the materials as needed.
9. That an evaluation mechanism be built into the program to assess the progress of the students.
10. That P.A.L.S. make recommendations to Laubach Literacy Canada regarding the inclusion of all groups in Canada when developing further materials for use.

10. References

- Housing and Social Planning Branch, Edmonton Social Services
1986 *Services To and Needs of Immigrants In
Edmonton*
- Edmonton Social Planning Council
1991 *Tracking The Trends: Future Directions For
Human Services in Edmonton*
- Alberta Immigration and Settlement
1992 *A Summary of Characteristics of Clients
Assessed by the ESL and Vocational
Assessment and Referral Centers*
- Alberta Immigration and Settlement
1990 *Immigration: An Overview of Trends and
Issues For Alberta*
- The Southam Literacy Report
1987 *Broken Worlds*

11. Appendix

The following people were consulted during the course of the needs assessment:

Barbara Leung	Manager, Bridging Programs, Alberta Immigration and Settlement.
Ana Maria Fantino	Co-ordinator, Language and Vocational Assessment and Counselling Service (Edm.)
Shirley Phillips	Executive Director, Edmonton Mennonite Center For Newcomers.
Jayanti Negi	Executive Director, Milwoods Center For Immigrants
Jim Critchley	ESL, Alberta Vocational College, Edmonton.
Dr. Tracey Derwing	Adult Education, University of Alberta
Zeta Inero	Co-ordinator, Northern Alberta Heritage Language Association
<hr/>	
Laura Ho	Post-Graduate Student, Immigrant Experience in Adult Education in Edmonton
Carlos Pilquil	Projects Assistant, Edmonton Social Planning Council
Helen Sadowski	Canada Employment and Immigration
David Prudhomme	Canada Employment and Immigration
Don Taylor	United Way of Edmonton and Area
Darlene Laver	Funding Co-ordinator, EACER
Keith Anderson	Community Programs, Alberta Advanced Education