A Needs Assessment Tool For ESL Programming

A Needs Assessment Tool for ESL Programming

Dawn Seabrook de Vargas
Lorene Anderson

For additional copies or permission to copy

Contact: English Language Centre, Westmount Campus
NorQuest College

Attention: Elena Chernaeva
11140-131 Street
Edmonton, AB
T5M 1C1

E-mail: elena.chernaeva@norquest.ca

Telephone: (780) 644-6703

Facsimilie: (780) 644-6729

Acknowledgements

To the User

The **Needs Assessment Tool** is designed to assist program coordinators or interested community members in rural communities with determining the need for English as a Second Language (ESL) instruction. It walks the user through the necessary steps to find out:

• if there is a significant number of non-English speaking immigrants in the community

• if the immigrants are receptive to ESL training

• what type of training is most appropriate

Conducting an ESL needs assessment is more complex than other types of needs assessments because the target group does not speak English and may not be reached through the usual means of communication (i.e. radio, television and newspaper). This tool outlines methods to overcome these obstacles.

Table of Contents

1. Background

Many communities in Alberta have immigrants beginning to settle in their communities. These new citizens bring with them many specific needs to be addressed. The desire of most communities is to have all their citizens be an active, satisfied part of the community—at work, at play and at home. Effective communication, both oral and written, is essential to this goal.

Recently Bow Valley College and NorQuest College partnered with the Community Adult Learning Councils (CALC) and Alberta Learning to develop and pilot the **ESL Resource Package for Alberta Communities** (ERPAC). In the process of developing the resource, they identified a need for information and support in conducting needs assessments to determine adult ESL (English as a Second Language) learner needs within communities. CALCs, together with Alberta Learning, committed to design a needs assessment tool that would be appropriate for smaller Alberta communities.

The **Needs Assessment Tool** will provide you with a pattern and guidelines that you can adapt for use in your community. This tool can help you identify the language and literacy training needs that exist. In addition it will help determine the level of community awareness about language and literacy training needs. Once you have conducted the research in your community, you can use the findings to make decisions about what your organization should and could do to address those needs.

2. What is a Needs Assessment?

A needs assessment is the first step to discovering the needs of your community. An ESL needs assessment is a good way of getting the "big picture" of the ESL training and educational needs in your community. It will help you decide the best way to address these needs.

A needs assessment:

- "is a systematic examination of the way things are and the way that they should be. It is a process for finding out who has the need, how important it is that the need be filled, and how many people are experiencing the need" [1]

- serves to describe the gaps or problems of a target population

- examines why these gaps or problems exist

- considers how those problems can be solved by training or other actions

- provides a basis for designing programming to bridge the gap between "what is" and "what should be"

---

[1] Edmonton Social Planning Council. (1993) Doing it right!: a needs assessment workbook. Edmonton: Edmonton Social Planning Council.

The Needs Assessment Process

```
┌─────────────────────┐
│   Evidence of a     │
│ potential need for ESL │
│    programming      │
└─────────────────────┘
            │
            ▼
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Obtain permission from │ ──▶ │  Design process and  │ ──▶ │ Inform general public of │
│ Board to conduct needs │     │    choose tools      │     │   needs assessment   │
│     assessment      │      │                     │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                       │
                                                                       ▼
                                                            ┌─────────────────────┐
                                                            │    Collect data     │
                                                            └─────────────────────┘
                                                                       │
                                                                       ▼
┌─────────────────────┐                                     ┌─────────────────────┐
│ No significant need │                                     │   Analyze data and  │
│                     │ ◀────────────────────────────────── │  interpret results  │
│   Report back to    │                                     │                     │
│    stakeholders     │                                     └─────────────────────┘
└─────────────────────┘                                                │
            │                                                          ▼
            │                                               ┌─────────────────────┐
            │                                               │  Significant need   │
            │                                               │                     │
            │                                               │   Report back to    │
            │                                               │    stakeholders     │
            │                                               └─────────────────────┘
            │                                                          │
            │                                                          ▼
            │                                               ┌─────────────────────┐
            │                                               │ Design programming to │
            │                                               │    address need     │
            │                                               └─────────────────────┘
            │                                                          │
            │                                                          ▼
            ▼                                               ┌─────────────────────┐
┌─────────────────────┐                                     │  Implement program  │
│ Periodically reassess │ ◀──────────────────────────────── │                     │
│   community needs   │                                     └─────────────────────┘
└─────────────────────┘
```

3. Why Conduct a Needs Assessment?

Your community is constantly changing. There are many trends and issues that have an impact on your community. For instance, currently the Federal Government has undertaken an initiative to encourage settlement of immigrants in smaller communities. If this is happening in your community, evidence of the potential need for ESL instruction may surface in a variety of situations. Local employers may attract ESL workers to the community. Schools may report an increase in registrations of children with a lack of English, or a frustration with ESL families who do not register their children in the school system. The health system may indicate a need for interpreters, and more farm or work accidents may occur involving ESL speakers. The police may observe problems such as driving infractions or non compliance with seat belt and child car seat laws. Literacy providers may report an increase of ESL speakers among their clients.

A needs assessment is the first step in determining whether or not to provide ESL classes. It will give you a greater chance of success and can prevent you from wasting time and money. The benefits of conducting a needs assessment are many. It clarifies priorities and provides details and solutions related to setting up classes. This helps ensure that the final product is relevant to the user. It also gives you an opportunity to increase community awareness of ESL needs.

A needs assessment can help you:

- find out about the ESL population in your community
- find out about the ESL learners' needs
- determine what ESL training is relevant to your community's needs
- determine relevant training for other community stakeholders who deal with an ESL population
- choose the best method of delivering training
- decide upon the best times and places to hold your classes

4. How do you Conduct a Needs Assessment?

A needs assessment:

- promotes the Community Adult Learning Council's commitment to meeting the needs of their community

- discovers attitudes held by the community towards your organization and the work you want to do

- provides an avenue to consult with a variety of interest groups and to find out the thoughts, knowledge, ideas and concerns of people in the community

- can help dispel myths and/or fears about immigrants moving into a community

- provides factual basis for community members to become involved and contribute

- builds a solid base of community support for ESL programming

- identifies community people who will contribute to the learning process, which allows you to learn about skills, knowledge and expertise available to you from local citizens

- builds partnerships for ongoing services for new immigrants in the community

- identifies potential community funding

- gathers information to support a proposal for funding

- markets upcoming classes

In the planning process there are many things you need to consider

Determine the Purpose of the Needs Assessment

- define what you want or need to know

- limit the scope

- set up overall goals

The main reason for conducting a needs assessment is to see if there is a need for ESL training and to determine what the content of the training should be. Through the process you can decide on how to offer training in a way that will meet the goals of all interest groups. For example you may offer:

- English in the Workplace classes in response to an employer's needs

- special focus classes for health care (e.g. pre-natal, seniors)

- classes for immigrant professionals on finding employment

- classes for immigrants with literacy needs

Also in response to the need, you can decide whether to offer full-time classes, part-time classes, workshops or one-on-one tutoring.

Freedom of Information and Protection of Privacy

The FOIPP (Freedom of Information and Protection of Privacy) Act and PIPA (Personal Information Protection Act) need not be a concern for you when you are collecting data for this needs assessment. FOIPP does not apply to this situation, and was not intended to restrict access to personal information related to activities involving the community or of which the community is generally aware. The gathering of information for an ESL needs assessment by a non-profit organization would be covered by PIPA. Non-profit organizations are covered by section 56 of this act. PIPA says that non-profit organizations can collect personal information only for reasonable purposes and only if it used for those purposes.

You can refer to your CALP Tool Kit on page 169 or go to the Government of Alberta website **www.pipa.gov.ab.ca.**

Define the Parameters

It is very important to carry out this step as it has implications for the success of your needs assessment. By drawing clear boundaries that reflect the goals of the needs assessment, you will ensure that you gather relevant, useful and adequate information for your purposes.

Community

• Will you focus on one community or must you look at several communities in your jurisdiction?

• Who are the stakeholders?
(Stakeholders are defined as all those who have involvement with people who speak English as a Second Language. Collaboration with many partners in the community is important if you want to develop and implement training that meets the needs of second language residents. The stakeholder group should include a cross section of employers, service agencies and potential students.)

Time

• How much time will the needs assessment take?

• How much time do you have available to put into conducting the research?

• When is the best time to conduct the research?

• Do you need the information for a proposal to obtain funding?

• Is it better to find out information when the K-12 school system is operating?

• If you want to do research with local industries, do they have a peak season when people are unavailable?

• How much time do you have before you must implement the solutions/results coming from your research?

Communication Strategy

What is the best way to approach a group before conducting a needs assessment (e.g. through a contact, phone, e-mail)?

Money

• How will you fund the project? What is the estimated cost?

• How much will it cost you based on the estimated time it will take to do the work?

Human Resources

• Who will be responsible for conducting the research? Will this be a group of volunteers? Will it be people within your present organization?

• Who will supervise the project?

• Who is available to carry out the research?

• What skills do the people have for carrying out this type of research?

• Will you have to train them to gather the information?

Obtain Permission from your Board

Before you begin you must obtain permission from your Board to conduct the needs assessment. Use the information in this document to explain to them what you will be doing, why you need to conduct a needs assessment and what you hope to find out.

Design the Research

Once you have taken into consideration your goal and the resources at your disposal, you can begin to design your research.

Decide who the Stakeholders in your Community are

Ask yourself these questions:

- Who will benefit from the needs assessment project?

- Who interacts with people who speak English as a Second Language?

- What companies employ second language workers?

- What agencies work with immigrants?

- What interactions does the K-12 system have with ESL parents

- Who are the people who speak English as a Second Language and may need language training?

- How can I contact potential learners in the needs assessment? Even if they do not register in later classes, they will provide information to help you develop a successful program.

Create a list of people who should be surveyed.

Community Stakeholders

Here is a list of **stakeholders** in your community who may be helpful when you do your needs assessment. If your council area involves more than one community, you should contact these stakeholders in each community. These stakeholders can be a valuable source of information, and can also be an effective way of spreading information. Remember one of the benefits of a needs assessment is to increase public awareness of the issue at hand.

School Boards	Individual Schools	Medical Clinic
Health Unit	Doctors	Family Community Support Services
Town Council	Local Police	Churches
Chamber of Commerce	Library	Major Employers
General Store	Radio Station	Local Newspaper
Local School Bus Driver	Trade Fair	Inter-agency Meetings

Choose your Needs Assessment Tools

Keep in mind your parameters when choosing your research tools.

There are different ways of collecting information. Each has its own advantages and disadvantages. Four common methods of collecting data are:

- face-to-face interviews

- telephone interviews

- focus groups

- questionnaires

When choosing your information gathering methods, you will have to take the following into consideration:

- What is the survey population? What is the best way to reach them?

- Who should be included in the research to get a broad, accurate snapshot of what is needed?

- Will you need interpreters?

- What are the time/money/people constraints?

- What are the scheduling issues?

The following chart shows some of the advantages and disadvantages of each method.

Method	Advantages	Disadvantages
Questionnaire	• Cost effective for getting information from large numbers of people • People can give answers freely	• Usually receive limited replies • Not good for those who have language and literacy issues • Most people do not write in comments—simply fill in checklists or give short answers
Telephone Interview	• Inexpensive • Gives an opportunity to dig deeper based on response • Allows for more anecdotal evidence • Can be easier to schedule than face-to face interviews	• Not effective with ESL speakers • Can miss non-verbal cues which also provide information • Findings could depend on the skill of the interviewer
Face-to-face Interview	• Very thorough • Gives an opportunity to dig deeper based on response • Allows for more anecdotal evidence	• Time consuming • People with limited language skills may require an interpreter to relay the information needed • Interviewer needs to be skilled in drawing people out and pursuing relevant information
Focus Group	• Less time consuming • Get more people's ideas at one time • Group dynamics may help people to bring forward items that might otherwise be forgotten or overlooked	• Scheduling is a challenge to get everyone at the table together • Participants may be influenced by what others say • There is no anonymity • Questions must be clear and focused • Success may depend on skill of facilitator • Requires note taker to record information • Quieter individuals may be dominated by extroverts or people with stronger language skills

Create the forms that you will use

• questionnaires

• surveys

• interview questions

• focus group questions

It is important to think this through in advance so that all the essential questions are included. That is why it is important to identify your goals clearly in the initial stages of the needs assessment.

Keep the following points in mind:

• Be thorough in designing your questions

• Ask questions that will elicit the answers you need

• Don't ask questions that are too broad in scope, yet avoid asking questions that are too narrow such as those with yes/no answers

• Use open-ended questions that will elicit more than one word answers

Once questionnaires have been mailed out, you can't add new questions without additional expense. Once you have conducted a focus group or an interview, it is painstaking to have to contact people again and ask more questions.

Sample Questionnaire for Learners

Name _____

                           (last)   (first)

Telephone number_____

Address _____

_____

Age or date of birth _____

Country of origin _____

Languages spoken_____

Years of education or training in native country_____

ESL training in own country or Canada _____

Employment in native country _____

Number of years in Canada _____

Employment in Canada _____

Best time of year to attend ESL classes

      ❏ Summer   ❏ Fall   ❏ Winter   ❏ Spring

Are there any months when you cannot attend?_____

Best days to attend classes

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
❏ 9:30–11:30	❏ 9:30–11:30	❏ 9:30–11:30	❏ 9:30–11:30	❏ 9:30–11:30	❏ 9:30–11:30
❏ 1:30–3:30	❏ 1:30–3:30	❏ 1:30–3:30	❏ 1:30–3:30	❏ 1:30–3:30	❏ 1:30–3:30
❏ 7:00–9:00	❏ 7:00–9:00	❏ 7:00–9:00	❏ 7:00–9:00	❏ 7:00–9:00	❏ 7:00–9:00

Would you be willing/able to pay to attend an ESL class?

Have you got a LINC card? Please show it to me.

What are your goals for wanting to learn to speak English? (employment, general, help children with school)

Interview Questions or Questionnaire for Stakeholders

Are there any ESL immigrants in the area?

Where are they from?

Age? Gender?

Number of years in Canada? In current community?

Is there a family unit?

How many children?

Do they go to school?

What is their education level in their country?

Other training in their country?

Previous ESL instruction? Where? How much?

Do they have a LINC card?

Where do they work?

What type of work did they do in their own country? Did they have special training for this?

What kind of classes/training do they want or need? Why?

What are their future goals?

Best time of the year for instruction?

Best days of the week for instruction?

Best time of the day for instruction?

Best location for instruction?

Can you provide contact information for any of the ESL immigrants you have mentioned?

Sample Questionnaire for Telephone Interviews

Do you have any individuals working for you or do you know any people that do not speak English very well?

How many?

What nationality are they? Where are they from?

Do you know how many people are in their family?

Do you know how long they have been in Canada?

If we were to offer classes, would you tell them about the classes?

What kind of ESL training do you think should be offered? (general, literacy, workplace)

Will you please let us know if you hire/meet any more individuals who speak English as a Second Language?

Inform the General Public of the Needs Assessment

You need to raise public awareness about this project and let the community know what you are doing. One way is to send a mass mail, fax or e-mail out to stakeholders in the community. Faxing or e-mailing will save money on postage. Another way of letting the public know what you are plan-ning on doing is by putting an ad in the local news-paper, on the local radio station or on the local television channel. Often community programs will run these for minimal cost. Remember this is your initial attempt to let your community know what you are doing. It is something you can refer to in your follow up conversations.

Sample Letter to Introduce Needs Assessment

Dear_____,

The _____ Adult Learning Council is currently conducting a Needs Assessment to determine the need for English as a Second Language courses for immigrant adults in our area.

Because of the language limitations of these potential learners, we are very dependant upon others to sup-ply us with this information. During our Needs Assessment process we will be sending out questionnaires, conducting interviews and holding focus groups. We are looking for participants in these activities and will likely contact you with in the next _____ weeks. Do you know of anybody else we could contact who may have knowledge of non-English speaking members of the community? Please contact me with any information you may have.

CALC name

Address

Telephone number

e-mail address

Thank you very much for your time and cooperation. If you would like any further information about this project, please call me at the above number.

Sincerely,

Conduct the Research

Step One

Send out information via letter, e-mail, fax, radio, televison and newspaper to stakeholders.

Step Two

Follow up the information letter with a phone call. If people are willing to participate in the needs assessment, set up a time to conduct an interview (telephone or in person) or a focus group.

Step Three

Collect data through interviews or focus groups.

Before you begin collecting the data, set up a systematic plan of attack and an organized way to file your notes. Be sure to transcribe your notes from interviews and focus groups as soon as possible after the meeting takes place. It is amazing how quickly you can forget what that cryptic scribble in the margin of your notes actually means.

If other people are involved in collecting data, make sure everyone understands the goals for the needs assessment, and the systems that are in place to collect and record the data.

Encourage the people who are gathering the data to put aside assumptions and pre-conceived ideas. They should look for the patterns that emerge from the data they collect. Gradually a picture and a body of knowledge will develop through the information that is gathered.

Interview Tips

In a face-to-face interview you can read how a person is responding to the questions. For some questions the person will be more responsive; this will allow you to probe a little more. However, bear in mind the amount of time you have for the interview.

• Start the interview by explaining the purpose of the needs assessment

• Allow the interviewee to do most of the talking

• Clarify what you have heard by repeating it and by restating ideas and phrases

• Express your interest in their views

• Adjust the pace of the interview to the interviewee by allowing them time to think and formulate an answer

Face-to-Face Interviews

• Talk clearly

• Make the interviewee feel comfortable

• Check to see how much time they have available

• Make sure you honor their time needs

• Assure person of confidentiality

• Explain that you will take notes so that you don't forget what they said

• Explain what you will do with the results of the interview

Telephone Interviews

• Explain the reason for your call

• Speak clearly

• Use non-jargon vocabulary

• Find out if it is a convenient time to call and if not, ask when you can call again

• Tell them how long you will take and stick to that time

Second language note:
If they say they can't speak English very well, ask if they will try because you have just simple questions to ask. Then ask simple questions

Focus Group Checklist

Before

❑ Decide what you want to know and who can give you that information

❑ Make a list of people you would like to attend (a recommended number is 6–12 people)

❑ Select a homogeneous grouping or a mixed representation

❑ Decide on a date, location and time

❑ Phone and invite people at least two weeks before because scheduling can be a problem

❑ Follow this up with a written or e-mailed confirmation stating the purpose, logistics and your contact information

❑ Design your questions (about 5 to 6 questions can be covered in 1 ½ hours, allowing for group discussion)

❑ Make an agenda

❑ Arrange for BOTH a facilitator and a note taker (you can do one of these jobs yourself)

❑ Book a suitable facility and make sure it has seating so people can make eye contact with everyone

❑ Arrange the necessary tools for the meeting
  • Flipchart and markers
  • Notepaper and pens
  • Nametags

❑ Arrange for refreshments

During

❑ Establish an atmosphere where people are comfortable

❑ Go over housekeeping details (eg. washrooms, breaks, refreshments)

❑ Review the purpose of the meeting

❑ Try to stay on target and follow the agenda but allow for new information to be brought forward

❑ Ensure even participation and encourage everyone (try to prevent one or two people from dominating the discussion)

❑ Give a careful verbal summary of what you heard after each question is answered (the note taker may do this)

❑ Move on when things become unproductive

After

❑ Review your notes and add any other key information

❑ Have the facilitator jot down key impressions and ideas that arose during the meeting

❑ Send out copies of meeting minutes to participants

If you want more tips on facilitating focus groups, there are many websites and books available on the topic.

5. Interpreting the Results

The data collection part of your needs assessment is over. What do you do with the mass of notes and information that you have collected?

First of all you must try to look at this material with fresh, unbiased eyes. There is no room, at this point, for preconceptions. The person who collects the data is not necessarily the person who interprets the data. Sometimes by using another person to do the analysis, you will find unexpected results.

Analyze the Results

As you look through your material, try to find groupings, patterns, similarities and differences in how different interest groups see key issues. Identify priorities and importance. Identify possible solutions and growth opportunities. These are what you will base your recommendations upon.

Here are some questions that you should keep in mind while analyzing your results. Organize your findings through these questions:

- What proportion of potential ESL learners in your community (or stakeholders involved with ESL learners) have indicated that they have a particular need?

- What are the areas of agreement between community stakeholders and the ESL learners on the ESL population's needs? What are the areas of disagreement?

- Have you identified any areas of need among potential ESL learners that you or other stakeholders were largely unaware of?

- Which of the needs of the ESL target population are currently being met, and which are not being met?

- Which services are easy for ESL learners to access and why? What are the barriers for them in having their needs met?

- What are the risks to the ESL population in not having their needs met? The answer to this will help you prioritize what needs to work on first.

- How confident do you feel that the information you have gathered is broadly representative of the views of your ESL population and community stakeholders? Have you done enough research` or is more required?

The answers to these questions should be based directly on the information you gathered in the needs assessment process. Therefore, it is important to keep in mind that the use of poor methodology in the information-gathering stages will undermine your ability to develop valid interpretations of the situation. Ultimately, this will affect the quality of the recommendations made to address the needs of your target population.

List the Identified Needs

The next step is to create a list of needs that you have identified. Prioritize them by need and by your availability to meet this need.

Brainstorm suggestions for how these needs can be met using current resources.

Also look at other resources (people, materials, money) that can be brought in to help meet the needs.

During your needs assessment you will probably have gathered the following information:

- the number of potential ESL learners in the community

- a general idea of their needs

- a general idea of their competencies

- the expectations, hopes and needs within the community itself towards the ESL community

- suitable methods of meeting the ESL learners' needs (where, when, how)

- ways to address the needs of your community

- skills and abilities that may be at your disposal

What learning needs were identified through your needs assessment? You might find needs in some of the following areas:

- general ESL

- ESL literacy

- English for Work
  - apprenticeships
  - certification
  - job search
  - occupational/vocational Specific
  - English in the Workplace

- English for further education
  - high school accreditation
  - TOEFL (Test of English as a Foreign Language)
  - TSE (Test of Spoken English)
  - TOEIC (Test of English for International Communication)
  - entry to technical institutes, colleges or university

Provide Feedback

It is important to provide the results of the information-gathering process back to those who contributed to process. This might be best accomplished through a short report that outlines the key points. Be sure to include some ideas for how you intend to address the findings of the needs assessment.

Although this process takes time, providing feedback in this way is important. It shows your appreciation for your community's involvement in this project. It can also help extend ownership of the project and assist with the implementation of any resulting decisions. This could also make people more willing to participate in future needs assessment exercises.

6. Implementing the Results

Once you have examined the information and have drawn conclusions about the ESL needs in your community, then it is time to begin to address the identified needs. What must you do next?

Make a Decision

Look at the results of your needs assessment. Do you have enough ESL learners with similar needs to set up a class?

If **no**, consider these alternative methods of delivering ESL to your community:

- one-on-one tutoring

- self-paced study with instructor support

- on-line learning

- workshops

If **yes**, use information you have gathered during the needs assessment to make the following decisions:

- decide on best time to deliver (time of day, what day, frequency of classes)

- decide on duration of class (length of each class, number of weeks course will run)

- advertise and contact the learners from your needs assessment

- find an instructor

- gather resources

Hiring an Instructor

Here are some considerations to help you select an instructor and to identify how to prepare and assist them to deliver effective instruction:

• Who is available to instruct?

• What are their qualifications? Not all instructors will have the same qualifications. Some will need extra training and support to ensure success with their ESL learners. To choose the best instructor you should consider:
  • education background
  • ESL background
  • literacy background
  • adult education background
  • awareness of workplace literacy and language (English in the Workplace) training
  • related experience (e.g. working/living in another country or culture)

• When are they available?

• What kind of training/ assistance will they need?
  • workshops
  • diploma programs
  • mentoring

• What kind of support do they need to make their programs effective?
  • volunteer helpers
  • clerical assistance
  • staff meetings

• How much can the CALC pay them?

Sample Instructor Interview Questions

1. How do you think an ESL class might be different from a regular class? (adults)

2. Have you had any experience teaching ESL students? If so, what assessment and teaching materials have you used?

3. What feedback and what kind of a working relationship do you expect to have with me?

4. What kind of orientation training would you like?

5. Have you traveled to another culture that speaks a language that is not your 1st language? What was your experience? What should you have learned before you traveled?

6. What experience have you had teaching a class where students learn differently and are working at several different levels?

7. What experience have you had working with class assistants/volunteer tutors?

8. How will you decide what you will teach? (ask learners)

9. People in your classes have trouble making a doctor's appointment. How would you prepare them? (role play, dialogue)

10. Joe has a new job. How can you help him?

11. What would you use for resources?

12. If we don't have ESL books, what are you going to use?

Classroom Resources

In order to set up and run an effective program, it is important to have the necessary support and resources that contribute to learner success and satisfaction. Program coordinators will naturally look after providing the appropriate resources; however, some of the resources and items on the list below may be unique to ESL classes:

Classroom

- desks/tables/chairs
- desk for instructor
- whiteboard or blackboard
- overhead projector
- tape recorder
- computer
- maps, atlases, globe
  - world
  - Canada
  - province
  - city
- place to hang coats, keep boots, etc.
- storage for instructors
- coffee and tea facilities, mugs
- book case
- file cabinet
- display board for community news, for classroom news
- photocopier
- access to bathrooms

Books

- Canadian Language Benchmarks, 2000
- Canadian Language Benchmarks Guide to ESL Literacy, 2000. ESL for Literacy Learners
- ESL Resource Package for Alberta Communities (many more suggestions for resources are listed in this document)

Supplies

- whiteboard pens and erasers, chalk and erasers
- paper
- pens, pencils, rulers, erasers
- stapler
- 3 hole punch
- thumbtacks
- transparencies for overhead

Supplementary Material

- flyers, brochures, community information
- financial forms, banking forms, bills, receipts
- magazines
- workplace forms
- registration forms
- material from the community

Notes

Notes