THE ROLE OF LANGUAGE AND ACADEMIC LITERACY IN THE SUCCESS OF

GENERATION 1.5 STUDENTS AT TWO CANADIAN UNIVERSITIES

by

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Abstract

In Canada, the generation 1.5 university student demographic is just beginning to become noteworthy of research. Several quantitative studies on the adjustment of the children of immigrants in university exist, but qualitative research is scarce. This thesis aimed to reveal the voices and experiences of nine generation 1.5 youth who experienced the university system in Canada. In addition, it aimed to survey the language and literacy programming at three Winnipeg post secondary institutions. Methodologically, multiple case study research design, supplemented by archival research analysis were used. The findings from in-depth interviews show that participants were challenged in meeting the demands of some tasks that required proficiency in CALP. The institutional programming survey showed that two of the institutions provide language programming for newcomers, while one of the three institutions does not appear to provide programming that supports the unique needs of ESL/EAL G1.5 students. Recommendations for improved educational services and further research are provided.

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I would also like to thank Professor Barry Kelly, who dug deep enough to discover the side of me that shines.

Last but not least, I would like to thank my wonderful husband, Kevin, who has been a constant source of support and vigilance, and my daughter Mara who has kept my spirits up with her happy smile.

I would like to dedicate this thesis to my grandmother,

Victoria Noghi, who would always insist that I share even when

the offerings were as meager as sugared, wet bread .

List of Tables

List of Figures

Table of Contents

Chapter 1: Introduction

In a 1999 Metropolis conversation, in which the experiences of immigrant youth were discussed, one of the areas identified as needing further research was the adjustment of generation 1.5 youth, the children of newcomers who have been partially schooled in their native country and partially in their current country of residence (Metropolis Conversation Series, 1999). In fact, the panelists concluded that they "don't know and cannot assume that the success of newcomers can extend to the 1.5 generation" and that there is an "overriding need to fund newcomers' integration, in order to ensure the success of generation 1.5[1] and refugee youth" (p5).

The future of their children is often times the reason newcomers seek better lives in countries such as Canada, US, New Zealand and Australia. Newcomers have high hopes for their children because they know that this country is full of opportunities. They believe that in a peaceful, rich country like Canada their children can soar in their achievements. For newcomers, their children's future is paramount, and that is why they leave everything they hold dear in their native countries. Unfortunately, while hope may certainly be present, newcomers are often challenged in looking after their children's best interests since they are themselves adjusting to new systems. Navigating the waters of living in a new and foreign country, parents can often only secure their children's food

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[1] In this paper, I will, at times, refer to this group of learners as generation 1.5students in order to stay consistent with the terminology used in the academic literature. In this study, I will use this term to refer to speakers of English as a second or other languages who graduated from Canadian high-school. I will at times refer to G1.5rs as immigrant youth, children of immigrants, or early arriving youth.

and shelter. If their children's educational and economic success is neglected, these newcomers will have left their homelands, families and friends behind for nothing. Therefore, inquiring into whether the environment in Canada is conducive to their successful integration into all strata of society is a starting point for ensuring that newcomers' dreams for their children's better futures are realized.

The educational system has traditionally been entrusted with the well being of the children of immigrants. In Canada, ESL/EAL programs and numerous other initiatives are in place to ensure that ESL/EAL students successfully complete high school. Whether these initiatives fully address the needs of newcomer ESL/EAL students needs to be assessed, however. Some cause for concern has arisen in recent years when recent research has shown that the educational achievements of ESL/ EAL students may be fraught with challenges that lead to high, grade 12 non-completion rates. Watt and Roessingh (2001) for example, in a longitudinal tracking study found an almost 70 percent dropout rate among ESL /EAL students in a Calgary school. Derwing, Ichikawa, Decorby, Jamieson, (1999) in a similar study also showed a high rate of dropout among ESL /EAL students. Gunderson, 2002) surveyed several high schools in Vancouver and found an alarming disappearance rate for ESL/EAL students.

Given the staggering high school non- completion rates reported by Roessingh et.al (1999), Ichikawa et al (2001), and Gunderson (2002), the possibility that high school content may be too difficult for immigrant youth remains a valid concern. Students for whom English is a second or additional language, who manage to enter University against such odds, could still have a difficult time living up to University standards that have been based on native English speaker students' abilities. In Winnipeg, the

University of Winnipeg requires only a minimum average of 60% in the best three courses, and English need not be one these courses (University of Winnipeg, 2010; University of Manitoba, 2010) and the University of Manitoba requires an average grade of 75%. These averages can be easily be distorted by high science and mathematics final marks and can obscure the lower English scores.

Without appropriate linguistic supports some ESL/EAL students who are admitted to University under such conditions are at risk for dropping out. This may be especially true during their first years when taking their breadth requirements entails familiarity with various subject specific vocabulary, writing conventions, and other requirements that can at times be onerous even for non ESL/EAL students. Faced with such challenges, low GPAs and failure are possible outcomes that could close doors to undergraduate and graduate studies in humanities or social sciences where strong language skills are needed.

The common belief is that ESL/EAL students do well, even better than native English speaking students in our educational system. In fact, a recent analysis of the Youth in Transitions Survey [2] has shown that children of immigrants, who arrived in Canada before the age of 15 and those who were born in Canada, have substantially higher rates of university enrollment than native English speaking Canadian born youth (Finnie & Mueller, 2010). The limitations of the Youth in Transition Survey, mainly that data on participants' native language was not collected, render Finnie and Muller's

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[2] The Youth in Transition Survey is a large scale longitudinal survey conducted by Human Resources and Skills Development Canada and Statistics Canada, in which data on the major life transitions of 15-20 year old Canadian youth, are collected every two years.

(2010) study somewhat irrelevant since their analysis may have been skewed by the possibility that some of the participants may have had a different variety of English as their first language. It is quite possible that participants with Asian origins were from countries such as India, Philippines, Malaysia, Pakistan where English is spoken widely. The Chinese group included participants from Hong Kong where English is the official language. In African countries such as Botswana, Ghana, Kenya, Liberia, Malawi, Mauritius, Nigeria, Rwanda, Sierra Leone, Samoa, Somaliland, South Africa, Swaziland, Tanzania, Tonga, Uganda, Zimbabwe and Zambia, English is also the majority language. Having English as a second language can pose a lot more challenges, for newcomers who come from countries where the language and culture are completely different from Canada.

Furthermore, Finnie and Mueller (2010), seem to have stopped at the entrance to the university experience, looking mainly at access and admission to university, rather than addressing the issue of how these students performed in university and what their experiences in university were. Being admitted into university is only the first step to understanding how generation 1.5 youth succeed in our educational system. Attempting university is not the same as finishing it successfully, and it is the last that should be the measure for determining if the educational system is well equipped to meet the needs of linguistically diverse newcomers.

Some American studies have raised red flags, consistently showing that immigrant youth are not faring well in the American educational system and need supports specific to their needs (Harklau, 2003; Schwartz, 2004). A few Canadian studies show that this might be the case in Canadian universities, as well. Grayson (2005) for

example, in a survey of three Canadian universities, found that domestic ESL/EAL students reported having language related difficulties in their classes. Some of the reported problems were communicating with other students, reading course materials, writing reports and essays and understanding course lectures. Furthermore, in this study, the 1st year GPA's of domestic or immigrant ESL/EAL students were lower than those of native English speakers. While their GPAs were not alarmingly below those of native speaking Canadian students, because the standard assessments are based on non ESL/EAL students' performance, ESL/EAL students ended up falling short of the norm.

Roessingh, Ehlers, Watt and Nettel-Aguirre (2004, under review) also looked at the academic achievement of students with ESL/EAL backgrounds in the faculty of education, at the University of Calgary and found that at the time of their study, only 12% of ESL/EAL students graduated, compared to 35% of NS students. Consistent with Grayson's findings those ESL/EAL students who did graduate held lower GPAs. In a more recent quantitative study of University of Calgary freshmen, Douglas (2010) found that non- native English language speaking (NNES) students tended to have lower GPA's, were put on suspension more often than native English speaking students, and tended to take longer to graduate.

Roessingh and Douglas (2010) also found that while NNES graduated in 78%-80% of the cases, they did so with lower GPA's, which would consequently lower their chances of being accepted into graduate schools. In a quantitative study looking at the needs of immigrant youth in a Toronto college, Killbride and D'Arcangelo (2002) found that the most commonly cited need among ESL/EAL students was English language support. While these studies are too few to decisively say that G1.5 students may be in

trouble academically, their results and their small number suggest that exploring the experiences of immigrant youth as they adjust to the Canadian post secondary academic may be long overdue.

Along with the troubling results of the few research studies mentioned above, the environment in which ESL/EAL students experience their education seems problematic. While accessibility to post secondary education seems to have been addressed to a certain extent, little attention has been paid to ensuring that they are successful in post secondary institutions. Support for development of academic writing skills is available for all students who enter the university with low high school English grades through the academic writing centers and first year academic writing courses. These resources however, do not take into consideration the specific needs of generation 1.5 students, and they are tailored to the needs of native English speakers who need academic writing support.

In Winnipeg, in addition to mainstream services, The University of Winnipeg and University of Manitoba provide some language support through their academic preparation for university (APUCE) programs and other programs designed to support International students or recent business or professional class immigrants. The University of Winnipeg in collaboration with Manitoba Labor and Immigration has in recent months developed a center to meet the needs of refugee and immigrant youth who want to get a university education. While the problem seems to have been addressed through this center, given the dearth of empirical research on immigrant youth in Canadian post secondary institutions, one cannot help but wonder whose academic experiences have informed these programs. Furthermore, most of the programs focus on providing a bridge

from high school to university, not on how students might be supported once they become engaged in the university courses.

The results from the very few studies already conducted and the dearth of current research leading to our limited knowledge on how well or simply how immigrant youth fare in universities (when they manage to enter University) are troubling because they suggest a lack of concern for this particular group of Canadian youth. In addition, the fact that in at least two universities in Manitoba, G1.5rs' linguistic and academic literacy supports while in university are scarce, seem to further suggest that our post secondary institutions do not seem too concerned with their success in university. Because those students who manage to enter university may do so with lower high school scores, they may find living up to University standards that are based on native students' language abilities too difficult. Without appropriate supports, they are often at risk for not completing university or damaging their chances for graduate studies by achieving low GPA's. Whether the post secondary system is adequately equipped to handle the needs of such students seems to be one question that few if any, Canadian educators and researchers have asked. Understanding how G1.5 students think and feel about their experiences and the milieu in which they are studying is necessary in order to determine if they need academic supports and to provide the necessary scaffolds they might need to graduate.

This study is rooted in my personal experience as a G1.5 youth struggling to complete my Bachelor of Arts in Psychology at the University of Winnipeg, in the late 90's and my later discovery that I could have benefited from linguistic and academic literacy support in the K-12 system. Even though my English was very close to native

standards, and people would often comment that they could not tell that I had not been

born in Canada, I still had a long way to go before my academic language ability would

be strong enough to support my academic success. The many trials and tribulations, and

many embarrassing, lone attempts at participating in University had exhausted my self

esteem and confidence to the point where it was too painful to have a sense of pride in

my achievement. As such, I concocted a reality that would only pull me towards further

failure, as I dropped out of UW in my second unsuccessful year and attempted to enroll

in a much more competitive university. The shock of being denied admission because of

my low GPA, led me to a journey of self discovery, which would help me realize that

even though I may have removed all clues to my true identity as an immigrant, I could

not escape the reality of who I was. Along with this discovery came the realization that

the English language, although "native like", was still my second language, and the one

in which I felt most comfortable. Once I was able to truly face myself, I became strong

enough to acquire the psychological, emotional, academic, and linguistic skills that I

needed to be successful in school. It took me a long time to fix my GPA, so that I could

graduate with an honors degree in Psychology, and pursue the possibility of going to

graduate school.   This time could have been spent on better pursuits.

Years later, when I became an ESL/EFL instructor to international students, I

realized the value of having appropriate language instruction and wondered if this type of

instruction would be beneficial to immigrant and refugee youth for whom English is a

second language. As I began graduate studies, I discovered and remembered other

g1.5r's who have fallen though the K-12 educational system, and sometimes into the

abyss of mental illness, drug abuse and lost hopes and dreams.

Reading the scarce research into the needs of g1.5rs in university in Canada, made me wonder if and how the needs of children of immigrants are addressed in the secondary and tertiary educational system. Thus while the inquiry is mine, the results, I hope, will open a window through which my readers can gain insight into the minds and feelings of my participants, so that the paths of other G1.5 youth who seek a university education will be easier.

The current study set out to provide some insight into the experiences of G1.5 youth who have successfully negotiated the transition from high school to university. As such, it aims to answer the following research questions:

1. In what ways and to what extent are the universities currently supporting generation 1.5 students?

2. What were the experiences of immigrant youth as they transitioned and integrated into university studies?

   a. How did participants find the process of transitioning from high school to university given their linguistic and academic preparation in high-school?

   b. What were some of the linguistic and academic challenges participants have had to negotiate?

   c. What facilitated their success in university?

3. How well equipped to deal with the linguistic and academic literacy needs of G1.5 students are our universities?

   a. How useful did participants find the resources the universities were/are providing?

b. According to participants' perspectives how can the university better meet the language and literacy needs of such students?

Thesis Overview

The first chapter provided an introduction and a rationale for this thesis. The second chapter reviews the literature that explains who Generation 1.5 youth are, and what we know about them so far. In addition, this review offers some current conceptualizations of the relationships among academic literacy, language and success in university. Third, a review of empirical research that has been conducted with generation 1.5 students in post secondary institutions will provide some additional context for the current inquiry and show that there is a the need for the current study. Finally, the assumptions that underlie this study conclude this chapter. In the third chapter of this thesis, I have described the methodology used in this study. In the fourth chapter, the results of the institutional survey are presented, followed by the interview results conveyed without interpretation. In this chapter, I have presented a summary of the services and language resources provided by each institution. The raw results are included in Appendix A. In the second section of this chapter, I have introduced each participant within the context of his/her language learning and literacy experience. Second, I have presented the interview results thematically and provided some partial answers to the research questions. In the fifth chapter, I have analyzed the results by adding my interpretations and the thoughts and findings of other researchers engaged in the discussion of generation 1.5 students and their engagement with university studies. The final chapter will present my conclusions and recommendations for future research, policy adjustments, and programming implementation.

Chapter 2: Literature Review

This review is a survey of research studies and reports that have focused on the experiences of immigrant youth, as they engage in college and university studies. I will begin with a more detailed description of G1.5rs and their characteristics in relation to high school graduates (NS) whose mother tongue is English, and international students or visa students (IS). Second, I will provide a brief summary of academic literacy theories since most of the research in this area has taken place in the context of academic literacy classes. Third, I will discuss several studies, which show how research into the needs of G1.5rs has proceeded in recent years and what researchers have identified as essential to the success of these students in higher education. I conclude that while these non-Canadian studies suggest important structural inadequacies in institutions of higher learning, and suggest promising curricular improvements, there is still a strong need to explore the experiences that G1.5rs have in Canadian universities, and determine which factors facilitate their successful completion of post secondary degrees.

Generation 1.5

Defining characteristics.

Immigrant youth form a diverse group because of their age on arrival (AOA), their current and past socioeconomic status, English proficiency on arrival, and educational and literacy backgrounds. Some are children of business class immigrants who have the financial means to provide language and content support outside of the educational system; others are the children of professional class immigrants who may be able to pass on academic skills acquired through their own educational endeavors. Still others have no support whatsoever and may have endured hardship, interrupted schooling

and loss of siblings and parents. Some have had the privilege of excellent schooling in their home countries; others have had little or no schooling or partially interrupted schooling.

Within the post- secondary education field, the term "Generation 1.5" is most often associated with the sociologists Ima and Rumbaut (1988) who worked with South East Asian refugees in the 1980s. They identified generation 1.5 youth as those who fall between the first and second generation of immigrants. According to Ima and Rumbaut (1988), these young people do not belong to the first generation, which refers to adult immigrants or refugees who made the decision to immigrate or to seek refuge in the United States, nor do they belong to the second generation who were born in the United States. The term "generation 1.5" refers to those "young people who were born in their country of origin but were "formed" in the US (that is the completed their education in the US during their key formative periods of adolescence and early adulthood)" (p22). Harklau (2003) goes a step further to recognize that generation 1.5 students represent a "diverse student population that varies along the continua of language proficiency, language affiliation and academic literacy backgrounds," but concurs with Ima and Rumbaut (1988) that the defining feature of generation 1.5 students is that they have completed high school in the United States. In essence, the two most salient features of this group of English language learners is that they immigrated or took refuge in their adopted country as a result of their parent's decision to leave the native country. Furthermore and most relevant to this discussion is that they were partially educated or had most of their education in their adopted countries.

English language proficiency.

Age on arrival (AOA) is another variable to consider when discussing G1.5rs. Roberge (2002) provides two definitions of this concept, one rigid, and another more flexible. The rigid definition considers G1.5rs to be immigrant youth who arrive in the US during preschool and elementary school. Those who arrive during junior high and high school are referred to as "young arrivals," while those who arrive during college are "adult arrivals." Therefore, in this more rigid definition, only those who arrive during elementary and junior high are considered to be generation 1.5 students. In a more flexible definition, G1.5rs are viewed along a continuum in which the earlier the arrival in the current country of residence, the more native-like culturally and linguistically a student is considered to be. Therefore, those students who arrive during elementary school are considered more English-language native-like, while those who arrive during college are considered Similar to foreign students in terms of language and cultural integration.

One of the problems with Roberge's definition is that it considers both cultural adjustment and language proficiency in their broad sense only. A widely accepted distinction when discussing English language proficiency is between general English language proficiency and academic English. Cummins (1979, 1987, 1989, 1996) proposed a model of language proficiency which holds that basic interpersonal communicative competence (BICS) and cognitive academic language proficiency (CALP) are distinct aspects of the language. Figure 1 illustrates the theoretical underpinnings of the distinction between CALP and BICS.

Language Theory

Two Kinds of Language Competence (Cummins,1979)

BICS Basic Interpersonal Communication Skills

CALP Cognitive Academic Language Skills

Two Dimensions of Language Proficiency (Cummins,1986)

Cognitively Undemanding

Context Embedded | Context Reduced

1 | 2

3 | 4

Cognitively Demanding

- Basic Interpersonal Communication Skills are needed when information is context embedded and cognitively undemanding. Conversation, in which body language, intonation and other supports are available, draws on proficiency in BICS.
- Cognitive Academic Language Skills are needed when the information is cognitively demanding, and the context is reduced. University level academic tasks, such as writing an essay or analyzing text would fall in quadrant 4, and thus would draw on one's proficiency in CALP.

Figure 1.Two Kinds of Language Competence and the Two Dimensions of

Language Proficiency (Cummins, 1979; 1986; 2000)

These two terms refer to language that varies along two continua: cognitively demanding to cognitively undemanding language and context-embedded to context-reduced language. Roessingh (2010) has elaborated on the Cummins' BICS /CALP framework by adding more concrete examples of the types of language demands required in each dimension. Figure 2 shows how quadrant 1 which is context embedded and represents the " here and now" variety of language, and quadrant 2 where the context is reduced but the language is related to topics about one's lived experience, represent the two quadrants in which BICS is highly drawn upon. The third and fourth quadrants show

the kinds of context reduced and abstract language tasks that draw more heavily on ones'
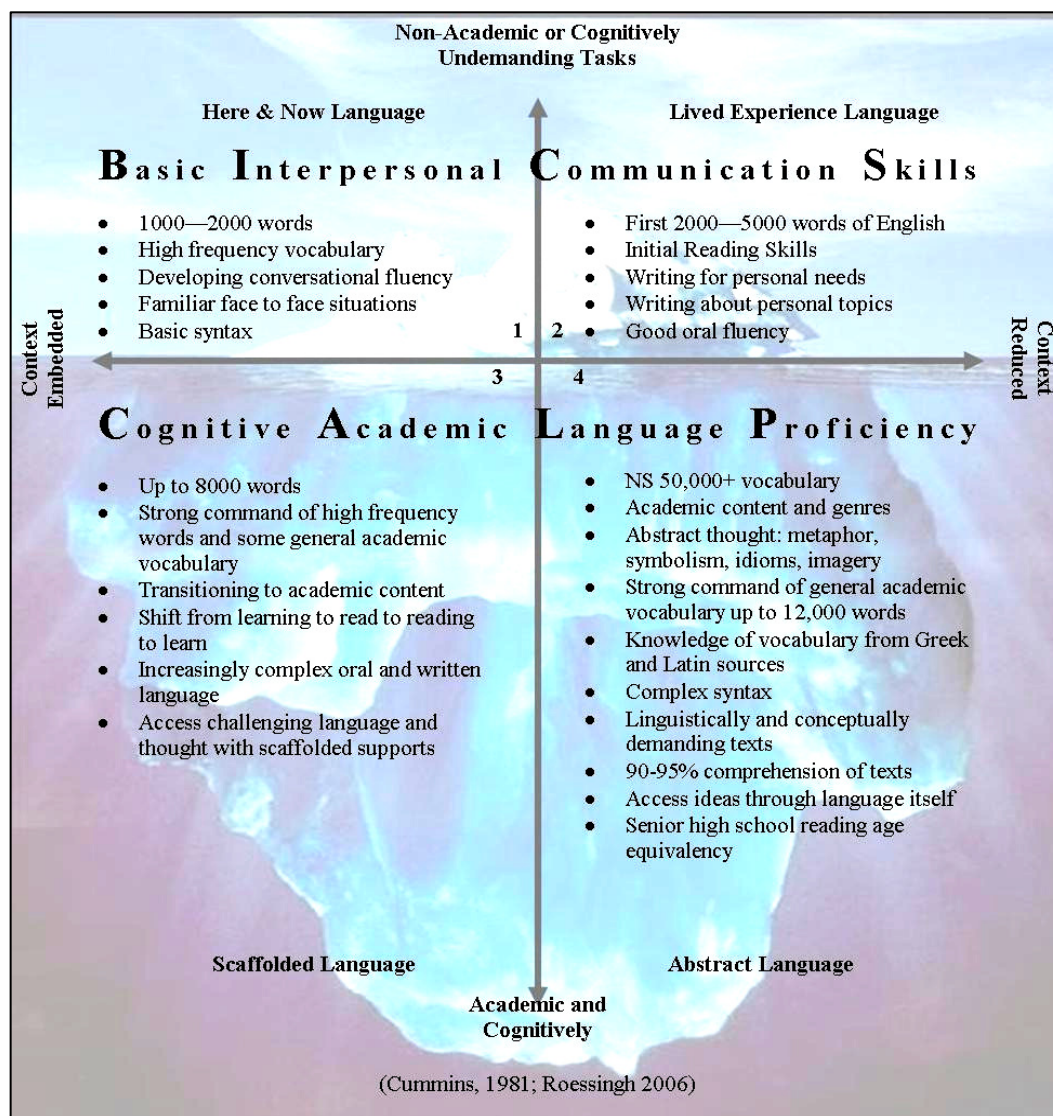
CALP.

Figure 2. Academic Tasks Requiring BICS and CALP (Cummins 1981; Roessingh, 2006)

Researchers working within this framework (Cummins, 1994; Collier, 1987/1988, 1992,1995; Roessingh and Kover, 2003) hold that it may take approximately two to three years to develop basic proficiency or BICS. CALP, the type of language needed for academic success, on the other hand, could take five to seven years or even more, of language support to attain native English speaker peer norms. The acquisition of CALP within a shorter time is highly contingent on ongoing ESL/EAL support, which, if offered, is only available for four years in Manitoba schools and the funding is limited to $775 dollars per student in the first year, decreasing to $600 dollars per student in the fourth year. (Manitoba Education, Citizenship and Youth, 2006).

The students' L1 academic background is another factor that influences their eventual success. Common underlying proficiency (CUP) or the conceptual knowledge acquired in the L1 plays a significant role in the acquisition of CALP in L2. Essentially, students with a rich educational and linguistic background in their native languages have an advantage over those with limited schooling or those who come from non-academic backgrounds because their educational knowledge can be translated into the L2, once the CALP in the L2 begins to emerge (Cummins, 1994; Collier, 1989). This is also a partial explanation for why the earliest arrivals do not do as well as expected, given their almost native-like BICS ability. The early arrivals do not have any L1 concepts to transfer, so they end up with conceptual deficiencies acquired while they were developing BICS.

When immigrant students enter the L2 educational system between the ages of 6 and 14 they must first learn English before they can learn content. When they achieve the threshold in BICS acquisition where CALP begins to emerge, they can start transferring what they learned in their L1, eventually catching up with native speakers (NSs) of the

same age. This process takes approximately 5-7 years, depending on the level of CUP and AOA (Collier, 1989) Therefore, students entering the L2 educational system in grade 6, may reach the academic standards by grade 11 at the earliest, if given adequate support. Those entering the system after grade six and those who do not have access to adequate language support may never reach the academic language proficiency required by universities before high school graduation.

Several studies have confirmed the BICS/CALP dichotomy and the CUP hypothesis. In support of the CUP hypothesis, Roessingh and Kover (2003) found that late arriving students (15-17) performed much better in an English examination than early (6-11) and middle (12-14) arriving students. The youngest arrivals performed the worst, a startling result given the prominence of the "younger the better" myth in the public at large.[3] Basically, while the BICS of these students may appear well developed, the CALP, which is needed for the type of University academic work, is insufficient; since BICS tends to "mask" the students' English language proficiency, these students end upin a very precarious situation when it comes to assessment and evaluation. If language proficiency is not viewed within the BICS and CALP framework, there is a risk that these students will be labeled "at risk", because they are misunderstood and their needs could be misaddressed, or not addressed at all.

Bosher and Rowencaps's (2006) study of educational factors that contribute to refugee/immigrant success or failure in higher education support the notion that low CALP may be correlated with being at risk for academic failure. Results from this

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[3] Note also that this is what policies have been based on—assuming that students will be able to be little sponges and pick up the language in elementary school.

quantitative study of 57 G1.5rs at the University of Minnesota showed that years of

schooling in the United States were negatively correlated with academic success, and that

refugee/immigrant students that were most at risk at the post secondary level were those

who have had interrupted schooling and/or had graduated from American high schools.

Bosher and Rowenkamp (2006) explain that these students are at risk because they have

limited academic language proficiency and content knowledge.

Other researchers also support the necessity of thinking of language proficiency in

terms of basic English and academic English. Blumenthal (2002) explains that youth who

arrive during the K-12 years may be fluent in informal English, and may seem native-

like, but their language still exhibits fossilized grammatical and pronunciation errors.

Singhal (2004) as well, holds that while G1.5rs may consider themselves native speakers

because of their social and verbal skills, they are less academically skilled and thus may

have difficulty in meeting the cognitive and linguistic demands of college level courses.

Essentially these studies suggest that G1.5rs have enough BICS to function in

social situations, but not enough CALP to succeed in post secondary education. Although

they are college or university bound, G1.5rs could still be in the process of learning

English, although they may appear fluent in this language. In some institutions with more

open admission criteria, G1.5rs may gain admission, but end up struggling with content

and academic literacy. Since their academic language proficiency may be still in the

process of developing, they cannot perform on par with native English speaking

students.[4]

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[4] While I don't subscribe to the idea that ESL/EALstudents' should strive to match their native

speaking peers' language proficiency, the current educational system still uses academic standards that are

Distinguishing characteristics of G1.5rs.

One of the main differences between G1.5rs and international students, who study English in their home countries, is that international students are often familiar with English grammatical rules, having been immersed in grammar and vocabulary focused English as a Foreign Language (EFL) high school classes. G1.5rs on the other hand, learn English by necessity, as they are immersed in the second culture, and often learn the language from listening to their peers and other native English language speakers (Reid, 1997). As a result, they internalize what they hear, which is not always grammatically correct; they make up their own rules based on input from peers and other non-native speakers in their social spheres, which are not always accurate.

In addition, most international students study grammar intensively in their home countries and are conversant with grammar rules and grammar terminology. Generation 1.5r's often lack the meta-linguistic knowledge needed to begin learning about language and literacy. For example, they may lack an understanding of terms used for parts of speech and sentence construction. Unless such basics are taught in ESL/EAL classes, G1.5rs could be at a disadvantage (Schwartz, 2004) in such classes. The tendency however, is often set by the types of students that make up the majority of the class, so in

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based on native speaking students' performances only, standards that ESL/EAL students unfortunately need to live up to. The purpose of this study is to inquire into how G1.5rs are doing within the current educational system, and even though the inadequacies of the system may surface during this investigation, this study will not delve deep enough into the structure of Canadian universities, to thoroughly critique its standards for excellence and how these are set. Perhaps future research can look at the tests and other measures used by Universities and professors to determine academic excellence norms.

ESL/EAL classes in which international students are the majority, instructors concentrate on the needs of international students.

On the other hand, G1.5rs are familiar with North American educational rules and conventions, with which international students may still be struggling. Having had exposure to the North American educational system, G1.5rs will often have had the experience of working in groups, class discussions, will be familiar with US rhetorical style (di Gennaro, 2009), and will know that they are expected to speak up if they disagree with the teacher or need something clarified. In addition, G1.5rs who have spent a significant proportion of their lives in their adopted country, may identify with their native speaking English language peers and may even take offense at being labeled ESL/EAL (Harklau, 2003). Identifying with native English speaking peers may facilitate acceptance of North American writing conventions and styles, which may be conducive to an easier time in academic writing classes designed for native speakers. Leki (1992), explains that the writing idiosyncrasies of G1.5rs are not only a result of learning to use the language in a particular way, which is a characteristic feature of basic writers, but are also a result of learning the language at the same time. Because the language support is not available in these classes, G1.5rs may be shortchanged.

What seems to be particularly salient in discussions about G1.5rs is the assumption that these language learners are deficient in one way or another. When viewed through the BICS/CALP and CUP lenses, they lack academic language or they have not been in the country long enough, or they arrived at the wrong time. When compared with international students, G1.5rs are thought to lack grammar skills, and

when compared to students whose mother tongue is English (NS), they lack adequate language ability.

Essentially, G1.5rs are viewed as needing substantial support to perform on par with the mainstream native speaker of English--while the possibility of structural inadequacies in the system are often ignored. Leki (1992) and Preto Bay (2004) are an exception in their additive interpretation of generation 1.5 students. Leki (1992) views G1.5rs as having an idiosyncratic version of standard written English influenced by their developing language. Likewise, Preto Bay (2004) argues that G1.5rs will almost always fall short of the norm when compared with language majority middle class students. Other studies seem to pay little regard to the linguistic resources stemming from the first or other languages spoken by the students and the environment in which these students learn.

Some scholars have fought against the conceptualization of Generation 1.5 students as deficient by showing how the educational system does not meet their needs (Preto-Bay, 2004: Benesch, 1999, 2001; Skarin, 2005). Essentially these studies hold that students' background literacy skills must be considered, valued, and built upon. Furthermore, they show that institutional factors such as professors' work conditions and curricular demands influence the type of instruction and support that students will eventually get. After taking a short detour to discuss some theoretical issues related to academic literacy, I will return to discuss some of these research studies.

Theoretical Views on Academic Literacy

The post-secondary needs of generation 1.5 students are often discussed in the context of English for Academic Purposes (EAP) courses, English for Specific Purposes (ESP) and English

language support courses that are tied to regular content courses, better known as "linked" courses or sheltered instruction. While structurally different, these various programs have a common focus which is to provide students with academic literacy skills that help them survive in their university educations. Various conceptualizations of academic literacy have been proposed; these drive the research questions and methodologies employed in research, and the ways in which the teaching of academic literacy develops. Within the higher educational context, academic literacy development has traditionally been viewed as the development of writing and reading skills (Amos & Fischer, 1998); however, this is a very restricted sense of what it means to be academically literate. The studies reviewed in this section come from various theoretical perspectives on teaching academic literacy and consider more than writing and reading skills.

Within the English for Academic Purposes (EAP) school of thought, scholars have concentrated on teaching the genre conventions, registers and knowledge content of the academic community in general and more specifically of the various disciplinary communities. EAP scholars hold that students should concentrate on mastering academic discourses rather than critically assessing the ideologies behind these discourses (Canagarajah, 2002). A branch of EAP which combines EAP with critical pedagogy, *Critical English for Academic Purposes* considers the social construction of knowledge as influenced by sociopolitical issues faced by learners in and out of the academy. The goal of Critical EAP is to study how discourse communities construct their tasks and genres so that these may be taught more effectively to EAP students (Benesh, 2001). Benesch's (1999) discussion of rights analysis is located in this view of academic literacy. Preto Bay's (2004) assertions that students need to understand the relationship between genres and the communities that create these genres also fit here.

Social process theory (SP), informed by the social constructionist school of thought, holds that groups construct disciplinary discourses that serve their own social practices, historical experiences and interests. According to this school, students should be encouraged to unveil the assumptions and features of the academic discourse community by engaging in discourse analysis, debate, reasoning and the analysis of disciplinary subjects. Social process theorists believe that this is one way of leveling the playing field within academia and providing access to outsiders (Canagarajah, 2002). Hendriks's and Quinn's (2000) study of how students understand and incorporate texts through referencing, and Starfield's (2002) study of how students negotiate their identities as authoritative writers fit within this perspective. White's (2005) report on how deconstructing the discourse community of academia can help students transition into the academic community also subscribes to the basic principles of social constructivism.

A more recent "take" on academic literacy, is the Contact Zones perspective, in which Canagarajah (2002) encourages students to appropriate dominant discourses and then infuse their own insights, interests and values into them. This perspective encourages students to maintain their own values and experiences while engaging with various texts, activities and scholars. Skarin's (2005) activities encourage students to maintain their values while questioning the linguistic and racial injustices in the system.

Essentially the theoretical perspectives on academic literacy suggest two possible strata of inquiry. First academic literacy as viewed through EAP, ESP and social constructionist lenses hold that there are academic conventions that students need to understand and emulate. The second strata, examples of which are the Critical EAP and the Contact Zones perspectives, essentially focuses on deconstructing the current

academic discourses, critically assessing these discourses, and appropriating them while at the same time maintaining and valuing one's personal academic literacy background. Essentially students must work at integrating the new academic literacy conventions into their own literacy frameworks. Therefore students need not succumb uncritically to the established academic rules and conventions, nor need they give up the values and style that define them as unique individuals with unique backgrounds.

Empirical Studies of G1.5 Students in Post Secondary Institutions

The following studies offer some examples of how empirical research has proceeded in recent years, and provide some insight into the needs of G1.5rs in post secondary education. Theoretically, all of these qualitative studies are framed within the socio-cultural perspective on language learning. Social constructivist theory used by White(2005), Stegemoller (2004), and Blanton (1999) for example, and critical pedagogy theoretical frameworks of academic literacy as found in Skarin (2005) and Benesh (1999), meld to suggest the importance of deconstructing the social environment in order to acquire tools that will allow for incorporation of a critical perspective on language learning. Post modern social theories such as Bourdieu's (1990) field theory and notions of cultural and linguistic capital are drawn on frequently. Steggemoler (2004), for instance, shows that students' background is not valued or considered in some situations, while Leibowitz (2000) shows that students' literacy capital must be understood and incorporated during assessments.

Most of the studies reviewed below use case study or multiple case study methodology in order to provide a holistic view of how academic literacy impacts the individual's success in University. Various data collection methods, such as analytic

induction, interviews, literacy biographies, field notes, and textual analysis provide a deeper look at the factors that can affect students' success. For the most part, these studies conclude that institutional structures impose barriers to students' success because academic literacy classes and instructors do not consider students' literacy backgrounds. Students are consequently misprepared for the real challenges they will face in higher level university courses. Such research recommends that students be given the tools to help themselves, rather than merely taught the conventions of a particular academic discourse.

Barriers to student success.

Hendricks and Quinn (2000) consider exploring how students construct knowledge and integrate others' ideas into their writing. They argue that students need to learn "the art" of referencing, which is a fundamental component of academic practice. They conceptualize referencing as "selection from sources" rather than merely the inclusion of the name of the author and the year of publication in parentheses and the inclusion of a reference list. They hold that referencing has a strong epistemological basis and it can explain how knowledge is constructed, debated and contested. Referencing, which is an essential component of any academic writer's repertoire, is essentially foreign to some novice writers and especially so to those writers whose cultural background does not include parallels to western rhetorical practices.

Hendricks and Quinn, report on a case study of an EAP course at a South African university, in which they explored the development of referencing by analyzing the use of sources in the essays of six ESL/EAL learners. Semi-structured interviews were used to refine and check interpretations of students' writing. Their analysis indicated that

students did not view referencing as a way to construct knowledge and that this led to their inability to identify authorial stance. Students had difficulty using their own voices and paraphrasing ideas from their readings, detecting authorial stance, and integrating their own voices into their writing. The researchers found that explicit teaching helped students use the technical conventions of referencing, but did not help them understand the readings or distinguish between their own and the author's voices. Nonetheless, by investigating students' use of referencing, the researchers were able to identify where students had difficulty with referencing and why, and then guide students to an understanding that knowledge is constructed, and therefore contestable.

In another South African study that also looked at the impact of referencing on students' self representation in writing, Starfield (2002) noted that improper referencing can have a negative impact in how the students' work is evaluated. In her study, Starfield (2000) analyzed the discursive production of identity of two first year Sociology students and concluded that those students who do not posses the textual capital valued by the university are at risk of being viewed as deliberate plagiarizers. Through ethnographic interviewing and systemic functional grammar analysis of two of the students' essays, Starfield discovered that the successful student, Phillip, was able to construct a powerful authoritative and discursive identity as a result of his highly developed textual capital. The less successful student, Sipho, relied heavily on the words of authorities. Even though he referenced his sources on most occasions, he ended up being accused of plagiarism. Because he relied so heavily on other's voices, he failed to establish his own voice.

Like Hendricks and Quinn, Starfield believes that Sipho did not understand how to draw on the writing of previous authorities, a task not at all simple given the complexities of determining true authorship in some texts (Pennycook, 1996). This student was labeled a plagiarizer because he referenced incorrectly, while the other student was labeled successful despite the fact that he failed to reference in most instances. Starfield (2002) believes that Sipho did not have the necessary linguistic capital, being from a low socioeconomic background and having English as an additional language. Not knowing the discursive practices of the community, he failed to establish himself as a competent and authoritative writer, and consequently constructed an unsympathetic reader who construed his choices as evidence of plagiarism. Through this study, Starfield points out the importance of linguistic capital in the construction of a positive identity as writer and shows how socioeconomic and socio-historical factors can affect the academic success of underprivileged ESL/EAL students.

Lacking the linguistic capital necessary to present oneself as a competent writer is only one of the challenges that some ESL/EAL students face, however. When the linguistic capital that students bring with them is either not recognized, misunderstood, or not understood, and is in a "currency" other than the one most valued by the institution, is an additional challenge which may be more difficult to tackle. Steggemoller (2004) showed that students' linguistic capital is rarely considered or valued when the institution has its own agendas. He shows that instructors working within the established academic structures promote the uncritical acceptance of American academic styles, despite recognizing cultural differences in writing conventions. While cultural differences seem to be recognized they are not valued enough to be incorporated into the curriculum.

Stegemoller (2004) used ethnographic methods to compare the literacy experiences of a Korean international student and a generation 1.5 Korean student who were taking an ESL/EAL writing course at a community college. He employed an ecological theoretical framework which viewed literacy as a set of social practices whose value depends on the social and political context. Drawing on Bourdieu's (1990) field theory to explain how students' backgrounds are not valued (or even considered) in some situations, Steggemoler (2004) concluded that writing rhetoric, structure, form and grammar that conformed to standard American English was the most valued type of literacy in this college. In his study, Yong, a student who graduated from a US high school where American rhetorical style was taught and considered the most valuable type of literacy, was fortunate and had an easier time at this college. Delia, on the other hand,studied in Korea and lacked any knowledge of American rhetorical style, so she had a very difficult time adjusting to the class.

Paradoxically, even though Yong was familiar with the rhetorical conventions valued in this American institution, he was moved from a regular English 100 class to an ESL/EALclass, because he had "ESL/EAL errors". The ESL/EALminstructor, who considered her course to be an American rhetoric course rather than an English grammar class, was somewhat confused by this placement, believing that he had more "typical US high school graduate problems" (p.77). Perhaps, if the student had not had an ESL/EALbackground, his grammar problems would have been addressed in English 100. Steggemoler (2004) insists that when educational institutions rely on students' use of grammar alone for placement and assessment, they fail to address the needs of their

students. He urges institutions to develop more principled assessments and placements that truly address students' needs.

Like Steggemoler (2004), Blanton (2000) also considers improper placement a critical barrier to students' preparation for higher learning. She holds that G1.5rs should not be placed with remedial writers because the instructors in these classes are often not trained to work with ESL/EAL students. On the other hand, she points out that while placement in ESL/EAL classes may be considered more appropriate because the writing of G1.5rs exhibits ESL/EAL features, identity issues arise because G1.5rs often identify more with US high school graduates than with their international peers. Placement in preparatory classes with international students may be considered demeaning because their identity as Canadians or Americans is being debased.

In a review of institutional barriers to academic literacy that drew on research on community college education TESOL, basic writing, and her own qualitative research study, Curry (2000) argued that indirect and direct testing of students' writing ability negatively affects their placement. She explains that indirect testing reveals little about the students' writing needs and background and direct measures such as in class writing tests do not reproduce real life situations. Furthermore, English language learners who may be unfamiliar with the topics, could be anxious about writing under time constraints, and may only concentrate on surface features rather than argument and style. She holds that portfolio assessments are fairer in assessing such learners because they provide a more holistic evaluation of the students' language abilities.

Curry (2000) also found that the increased reliance on part time and adjunct faculty in the teaching of ESL/EAL students posed additional obstacles. Adjunct

instructors seemed to have been able to provide the same quality of instruction as full time faculty, but due to their working conditions (which impeded deeper involvement with the University), they were unable to get to know, advise and challenge their students pedagogically. Curry (2000) argued that such peripheral involvement on the part of the instructor may negatively affect ELL's, who thrive in conditions where they are understood and given individual consideration and support. Seror, Chen and Gunderson (2005) also noted the importance of adequately qualified instructors in their study of emotionally resilient G1.5rs who successfully transitioned to university. They were able to show that successful graduates benefited from teachers who really got to know their students and offered individualized support. In the case of G1.5rs who need help in navigating the college as well as extra help with writing and other course assignments in some situations, having appropriate conditions under which to study can be essential.

In fact, in a later study in which she assessed the effectiveness of a pre-university basic writing course, Curry (2003) noted that the instructor's lack of training and a general instructor shortage of paid time to plan courses and respond to student's writing or meet with students outside class had a negative impact on the quality and appropriateness of course delivery. She found that the instructor did not involve him/herself with students enough and thus ended up delivering a course on basic grammar skills rather than the intended writing course.

While on the surface the instructor seems to be at fault, a deeper look suggests that the problem was institutional. First, the instructor's lack of teaching experience and training in working with ESL/EAL students together suggest that a somewhat unprincipled decision was made by the administration. Second, hiring an instructor three

weeks after the term had begun, suggests poor program planning. Third, the instructor's poor working conditions suggest that the quality of instruction, delivery, and outside of the classroom support was not a consideration the administration took seriously. The administration's general lack of regard and care for the conditions in which the students and their teachers worked is clearly evident in this case, and suggests that the problem lies with the institution.

Leki (2000) in her case study of Jan, a G1.5 student's literacy journey through university, found that the system failed in several ways. First, because of institutional budget constraints, his courses were often crowded and held in large auditoriums, which prevented him from asking questions or seeking clarification. Second, impersonal rules and regulations and a focus on exams, grades and GPA's stifled his intellect and commitment to his studies. Third, because he was admitted late due to a problem with his application, he did not attend the freshman orientation where he would have learned about University policies, dropping courses, or working fewer hours. Additionally, he did not get to meet other freshmen he could have relied on for support. Even though this student managed to graduate from University, he did so by getting around the system, devising schemes to defy the system, and occasionally cheating the system.

Possibilities.

The strong possibility that G1.5rs could come out of high schools under-prepared for post secondary education (Preto -Bay 2004) and lacking adequate academic English proficiency makes the first year university or college academic literacy preparation classes of paramount importance. It is with the skills and tools they gather in literacy classes that they must make their way through academia, and contend with the possible

power imbalances inherent in them. Preto-Bay (2004) argues that G1.5rs have

traditionally been viewed in relation to their middle class English speaking counterparts,

a practice which has led to their placement in non-academic tracks where they do not get

the instruction and socialization needed to succeed in tertiary education. She holds that

the academic literacy class should encourage cognitive development and socialization

processes. She argues that students must learn genre conventions because genre not only

helps students learn how to write in discipline specific ways, but also helps them

understand that "texts are ever evolving socio-cultural entities, which are specific to

different knowledge communities within and without the university" (p.100). Because

genres are created by, and create, communities, they reflect the values of the community;

therefore, an understanding of genre is vital to the students' understanding that text and

context are enmeshed.

Explicit teaching of the features of specific genres should also focus on the

characteristics that all genres share so that students can adapt and use their knowledge

across the curriculum. Furthermore, she argues that students need to learn the rules that

mature writers use because they do not have the time to discover such heuristics while

they learn the language. Teachers, she asserts, need to start talking with students rather

than talking about students. Only when they know their students can they begin to

explicitly teach the linguistic, cultural and social principles of academic literacy and help

them become legitimate members of the academic community.

Murie, Collins and Detzner (2004) also found that when course assignments built

on students' strengths, students were engaged and had a more meaningful experience in

their classes. They reported on a project in which ELLs, in a first year writing program,

interviewed and wrote life histories of elders in their communities. This life history project built academic literacy by asking students to place the story within the context of human development, cultural practices, history, international politics, and the current situation for elderly immigrants in the US. The project built writing proficiency by introducing students to audience and purpose and making them seem real. Also requiring students to engage in extensive data collection, having them make "real life" choices about writing, and having them positioned as experts with insights into their own communities increased students' appreciation for elders there. As well, by providing students with an opportunity to learn real academic skills and apply them right away in a meaningful way, Murie, Collins and Detzner (2004) gave students a glimpse into the "real work of the academy,[which is] writing to record and make meaning of the information and stories that are important" (p. 88).

White (2005) also believes that students need to be introduced to genuine discursive practices in academe. He holds that minority students must learn the specialized language and practices of the academic community, if they want to be accepted as legitimate members of the community. He employed case study methodology and participant observation to gather information about the literacy development of four minority students from lower middle class backgrounds. During his preliminary work with the students, he noticed that they lacked basic skills such as computing a GPA, navigating the Internet to reach the site where course resources were posted, and read course books in the same way as they read novels. He also noted that they had problems taking notes and participating in class discussions. He found that, as an insider, he was able to help students deconstruct the discursive practices of the university community.

White (2005) concluded that knowing and using specific academic and study skills in the University is an auxiliary type of literacy, which must be learned before traditional reading, and writing literacy skills can be learned.

The importance of inquiring into students' past and current learning is emphasized by Leibowitz (2000) who draws on four case studies conducted in a South African University during 1996 and 1999. Literacy biographies of 36 ESL/EAL students from a variety of socioeconomic backgrounds were analyzed in relation to a set of essays produced by the students. Various factors such as proficiency in English, access to literacy materials, and participation in literacy events, as well as students' socio-historically embedded attitudes toward language, literacy and schooling in general were found to influence students' writing. Leibowitz (2004) argues that students' past literacy backgrounds should be used to understand students' current linguistic abilities and to help them scaffold new knowledge.

The studies mentioned so far focus on remediating the circumstances of G1.5 students/ learning in University either through teaching the skills necessary to function in the university community, or by identifying institutional barriers that should be changed in order for students to be successful in University. These insist on an additive approach to literacy acquisition, in which student's backgrounds must be understood and their past literacy capital must be included and built upon. Unfortunately, while these studies provide important information about how literacy can be acquired, they do not acknowledge the power imbalances inherent in traditional educational systems. So while students' cultural capital is recognized in some cases, students are, for the most part, expected to uncritically accept the rhetoric and values of academic writing classes, learn

the discursive practices and power codes of the academic community, and contend with the injustices of inappropriate placement, inadequate programming and insufficient funding that leads to poor student instructor relationships. The last few studies cited here suggest that teaching academic literacy that is based on needs assessments is inadequate, and that students need to learn critical literacy skills that will help them empower themselves and recognize ways in which the system shortchanges them.

Skarin (2005) argues that effective curricula do not only attend to structural and rhetorical problems in the students' language but also unveil the ideological constructs that underlie literacies of power. Skarin draws on a critical theoretical framework, which assumes that power imbalances are discursively constructed and are oppressive for students with hybrid identities and nonstandard varieties of English. He argues that "students need to learn analytical tools which will help them resist, deconstruct and reconstruct constructions in ways that will not be detrimental to their physical, material and social well being" (146). Using a Critical Applied Linguistic (CAL) framework, he designed a curriculum intended for G1.5rs in a Hawaiian community college. This curriculum focused on (a) developing the critical literacy skills that unveil the ideological and discursive features hidden in texts and discourses, (b) scaffolding the development of meta-knowledge of textual and rhetorical features of the language and, (c) helping students develop qualitative and quantitative research skills. He provides various examples of some of the activities that build cultural, textual and discourse community awareness, genre construction and discourse conventions but, unfortunately, he does not provide any information regarding the effectiveness and ease of implementation of this curriculum.

Similar to Skarin, Benesh (1999) recognizes the necessity of challenging power relations. She adds that, by asking questions and making suggestions for pedagogical change, students can resist unequal power structures that limit their learning experiences. She holds that students need to sort out what they are and are not permitted to do, and create opportunities and possibilities for challenging any limitations. As an instructor/researcher in an EAP /psychology course in which immigrant students formed the majority, she attended and audio taped the lectures, took observation notes of classroom interactions, and noted students' and the teachers' oral and written reactions.

She analyzed the data from a "rights analysis" perspective rather than a more traditional needs analysis approach, in order to determine not only what was expected of students but also the students' responses to the tasks, and their objections and suggestions. Drawing on Foucault (1980) and Gore (1992) she describes "rights analysis" as recognizing "the classroom as a site of struggle in which power is exercised and resisted" (315). Furthermore, she explains that rights analysis aims to reveal how power and control can be sources of democratic participation within and outside the classroom and can reveal opportunities for student engagement.

The data was analyzed in terms of how the architecture of the classroom, the course syllabus, and the lecture format established authority for the professor, how students responded to the professors' authority, the impact of curriculum demands on both the professor and the students, and the role of students in challenging professorial control. She noted that even though students questioned, challenged, and provided alternatives, very little was done to accommodate their needs. She explains that the rigidity and one-sidedness of the curriculum and the professors' need to cover all the

material set out in the curriculum provided strong opposition to the students' attempts to change the status quo. Once more, institutional pressures seem to have subverted the students' abilities to create an equitable learning environment.

Conclusions

A salient theme in the literature seems to be that G1.5rs' specific needs are not being met. Given the diversity in educational and linguistic backgrounds of G1.5rs and institutional budgetary constraints, it is hard to envision English language support courses specifically tailored to the needs of G1.5rs. In Canada, where the concentration of G1.5rs may not be as great as in the US, the demand for such supports may be minimal; since decisions are often based on student numbers, such courses may never be implemented. Examining the exact numbers of G1.5rs in a particular institution may be a starting point in working within this system, however, post secondary institutions in Canada rarely gather information on the ethnic and linguistic background of undergraduate students, thereby making it difficult to determine exactly how many G1.5rs are enrolled in courses at a particular University.

The studies mentioned in this review suggest that students' literacy and socio-cultural and socio-historical backgrounds need to be considered and used as the backdrop for scaffolding when developing course materials. How this can be accomplished is not addressed, however. Furthermore, while the need for teaching the actual practices of academia and providing students with the skills that scholars use in their practices is salient, an inventory of such skills is needed before curricula can be adjusted.

As well, the intentions of scholars who want to give students the critical skills to fight against oppressive power imbalances in the academy seem noble but, once more, I

question the effectiveness of these approaches. In Leki's (1999) discussion of rights analysis, the curricular demands of the course posed a serious obstacle to students getting the kind of instruction they needed. The writing instruction that Preto Bay (2004), Hendricks &Quinn (2000), and Murie et al (2004) propose, and the curriculum that Skarin (2005) developed seem promising for helping students engage with texts and writing in meaningful and useful ways; however, these need to be applied systematically so that their effectiveness can be established.

White's (2005) approach to meeting the students' auxiliary literacy needs seems promising. As a G1.5r, I struggled with the auxiliary literacy that White (2005) mentions and I credit the acquisition of this type of literacy with my eventual success. Even if such skills are taught in high school, unless students truly understand the importance of such skills and focus on acquiring them they may end up insufficiently prepared for University. Universities do not assess such skills before admitting students, and expect students to acquire this information on their own. However, G1.5rs who are foreign to our institutional practices may not realize a need for such skill acquisition and development until after they have unsuccessfully struggled with first and second year courses.

Without auxiliary literacy skills such as test taking strategies, note taking, time management, explicitly taught academic reading and writing skills, and knowledge of the standards that are expected in post secondary education, to name but a few, some students may not be able to acquire the higher levels of academic English that are needed for successful completion of certain degrees and eventual professional workplace integration. It may be argued that Universities, especially when admitting students who meet only the

minimum entrance requirements, do provide such study skills training though workshops and seminars, but most often these are geared toward students with English as a first language. Essentially, ESL/EAL G1.5rs who may still need English language support may not have the necessary academic scaffolding for success in University.

The function of this literature review has been to provide some background on how G1.5rs have been defined, researched and understood in research, and to provide some insight into the educational experiences of immigrant youth who enter post secondary studies. While this review is not exhaustive, it unveils a serious dearth of Canadian research in this area. In recent years, several quantitative studies have suggested that G1.5rs may not be doing so well in secondary and tertiary education, but qualitative information about why this might be the case is, for the most part, limited to American and South African studies. Therefore, more quantitative and qualitative analyses in the Canadian context would improve our understanding of the challenges that our post secondary system presents to these university students.

While the success of G1.5rs in Universities is by no means contingent only on academic literacy, the role of academic literacy must be explored, since it is one aspect of the English language that advanced ESL/EAL learners depend on during University studies. Furthermore, the access and opportunities that students have for acquiring the English language skills needed for success must also be assessed so that their experiences can be understood in the right context. Knowing which aspects of University studies have challenged them and which have facilitated their progress will not only improve the university adjustment of those ESL/EAL students who are currently enrolled, but will also attract those G1.5rs who are considering University studies. The increased attention

being paid to ESL/EAL programming in the K-12 system, an example of which is the

increased funding for ESL/EAL programs in Manitoba (Manitoba Education, citizenship

and Youth, 2006) suggests that more ESL/EAL students will be able to meet the

minimum entrance requirements at some Universities. While the K-12 system seems to

be at least moving toward meeting its responsibilities for properly preparing ESL/EAL

students for University, support should not stop there. Universities as well should do their

part by at least inquiring into whether immigrant ESL/EAL students have the necessary

supports to successfully meet university graduation requirements.

Chapter 3: Methodology

Introduction and Research Questions

Based on the literature reviewed in the previous section, the current project aimed to address the dearth of knowledge on immigrant youth in Canadian universities and to explore the conditions that such students face upon entrance and integration into University. This study focused on generation 1.5 ESL/EAL youth, who arrived in Canada between the ages of eight and seventeen because the literature suggests that there is not enough information to understand this group of ESL/EAL learners. My primary objective was to gain a deeper understanding of their experiences as they began to engage in university level education at either UM or UW. As such, I examined the language related experiences that students have had during the preliminary stages of University engagement (i.e. application, registration, orientation processes) and their later experiences as they engaged in their classes and university life. I have explored their perceptions of the role of language and academic literacy in those experiences and examined their recollections of the resources made available to them by the University. To provide a context and an understanding of the socio-cultural factors that influenced their language experiences, I have also conducted an institutional survey of current language and academic literacy programs that might support their integration into university.

The overarching question asked in this inquiry was: "What are the perceived and reported academic challenges that immigrant youth face throughout their university education." The following more specific research questions will guide and form the boundaries of the current study:

1. In what ways and to what extent are the universities currently supporting generation 1.5 students?

2. What were the experiences of immigrant youth as they transitioned and integrated into university studies?

    a. How did participants find the process of transitioning from high school to university given their linguistic and academic preparation in highschool?

    b. What were some of the linguistic and academic challenges participants have had to negotiate?

    c. What facilitated their success in university?

3. How well equipped to deal with the linguistic and academic literacy needs of G1.5 students are our universities?

    a. How useful did participants find the resources the universities were/are providing?

    b. According to participants' perspectives, how can the university better meet the language and literacy needs of such students?

    In this chapter, I have outlined the design, sampling, and procedures that were used in this study. I have situated this study within a qualitative approach to inquiry, and used multiple case study methodology as the primary investigative tool. Qualitative methodology is appropriate in this thesis because it offers a means to gain a deeper, more detailed, understanding of immigrant youth adjustment to University life. So far, a survey of the literature has shown that while a few Canadian quantitative studies suggest a need for further inquiry into the university experiences of generation 1.5 students (Roessingh, Ehlers, Watt and Nettel-Aguirre, under review; Grayson, 2005; Killbride and

D'Arcangelo, 2002), there has not been any qualitative work done with this group of ESL/EAL learners in Canadian universities.

Qualitative inquiry enables the study of phenomena in their natural environment and allows for interpretation of such phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 2003). In this thesis project, I am particularly interested in documenting the participants' perceptions and interpretations of their experiences in university. Qualitative research methods, specifically interviews, and archival research offer insight into both individuals' perceptions of events, and the situation in which their experiences unfold. For these reasons, qualitative methodology is appropriate for this study.

In this thesis, I have used case study methodology to investigate individuals' lived experiences as they unfolded within the context of their university career. The case study as an investigative tool is described by Stake (2000) as being "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". In distinguishing case studies from other types of research, he holds that knowledge gained from case studies is contextual and thus more representative of experiences, which are themselves rooted in context. Thus, case studies provide both an insiders' view of the phenomena under investigation, and a look at the institutional variables that provided the context in which the phenomena occurred. In this case, interviews and archival research in the form of an institutional survey of programs and services have provided insight into the context G1.5 students have had to contend with once in university.

The current study is concerned with exploring the experiences of immigrant youth in the University and has exploration and description as its main purposes. However, it also seeks to explain and provide insight into generation 1.5 ESL/EAL students have successfully adjusted to University demands. Meriam (2001) points out the heuristic quality of case studies. She explains that they can provide the "what happened and why" (p.31) of a certain phenomena. Yin (2003) as well, asserts that the most important application of the case study and its most distinguishing strength is the opportunity it provides for explaining causal links between a particular phenomenon and the situation in which it takes place, while the phenomenon is occurring in real time. In essence, the case study can provide not only opportunities for thick description, but also reaches the how and why of the phenomenon under study and for this reason it has been deemed particularly suited for this study.

A further strength of case study methodology is the option of employing multiple cases in a comparative design. According to Yin (2003) and Merriam (1998), comparing multiple cases enhances the validity and generalizability of the results and leads to more credible evidence. Following a replication logic rather than the sampling logic typical of experimental designs, the cases are chosen so that they predict similar results or predict different results but for predictable reasons (Yin, 2003). In this study, I have used a multiple case study design to compare the experiences of Canadian youth from various ethnic, linguistic and education backgrounds in the belief that the consonance among cases will support my final assertions and the reliability and usefulness of this study will be reinforced.

In order to add strength to our understanding of how participants' experiences unfolded, I have augmented the multiple case study design with archival or content analysis research. According to Yin (2003) archival research is often used to complement the information gathered from interviews. He holds that this type of research is preferable when the goal is to describe the incidence and prevalence of sources. Analysis of archival data can provide answers about the quality of resources that have existed or currently exist. In this case the analysis of websites and other electronic sources of information have been used to paint a backdrop for understanding how well the current educational environment supports the integration of g 1.5rs into tertiary education.

Research Context and Participants

Recent American and Canadian studies suggest that the children of immigrants in Canada have a difficult time adjusting to high school and university demands. These studies attribute their difficulties to the possibility that they do not have the academic language proficiency needed for university studies. Academic English proficiency (CALP) has been shown to take up to take up to ten years to reach the academic norms that are expected by Canadian institutions and this is when support is in place. Since a lot of G1.5rs receive very limited language support during high school (Roessingh, 2001; Roessingh and Kover, 2005; Derwing, Ichikawa, Decorby, Jamieson, 1999; Collier, 1999, 2002; Grayson, 2004), this demographic may be at risk for not completing their university studies, or graduating university with low GPA's. Low GPA's may obstruct their paths to graduate school or other professions such as Medicine and Law, and low academic language proficiency may interfere with their ability to score competitively on such tests as MCAT and LSAT. For this reason, and because of the dearth of research

informing our understanding of how to better serve the educational needs of the children

of immigrants in Canadian post-secondary institutions, this study has concentrated on this

particular group of students.

After gaining ethics approval I began looking for participants by posting

recruitment notices at the University of Manitoba, University of Winnipeg, Global

Learning Center, and the Winnipeg International Center. Additionally, I recruited though

"word of mouth" and met one participant through the Romanian Association of

Manitoba, and one other participant though a professional organization in which I was

volunteering. The last seven participants were recommended by friends, acquaintances

and one of the other participants. I did not know any of the participants prior to this study

and all the respondents were interviewed. The nine participants, arrived in Canada

between the ages of eight and seventeen, and thus were partially schooled in their home

countries and in Canada. Seven of them arrived between the ages of 13 and 17, and two

arrived when they were eight and 9. All participants had a mother tongue other than

English. At the time of the interview, all participants had taken at least several first year

university level courses at either the University of Winnipeg or University of Manitoba.

Table 1 provides an overview of participants' country of origin, age on arrival (AOA),

English language support they have or have not received, and their majors and year in

university.

Table 1.

Participant Demographics

Pseudonym	Language	AOA	ESL Support	Year	Major
Roland (M)	Romanian	11 Gr. 6	4 yrs. EFL 0 in Canada	2	UM- Science
Diana (F)	Polish	8 Gr.3	3 yrs. in elementary	Graduated	UW -Business
Anna (F)	Polish	13 Gr. 7	1 yr. in Jr. High	3	UW Education
Jane (F)	Mandarin	9 Gr. 3	3 yrs. in elementary	4	UM Science
Tomas(F)	Mandarin	15 Gr. 10	1 yr. in Gr. 10	4	UT – BSC; UM-Biology
Asma(F)	Vietnamese	16 Gr.10	EFL in native country	2	UM-Business
Nicole(F)	Vietnamese	16 Gr. 10	1 yr. in High School	4	UM-Statistics
Victor(M)	Russian/ Hebrew	17 Gr. 10	EFL in Israel; 2 weeks in HS.	1	UM- U1
Simon(M)	Punjabi	13 Gr.9	2 months in Junior High	2	UW- Sociology UM - Comp. Eng.

Data Collection and Procedure

 Interviews.

  Interviews with each participant were scheduled as soon as each respondent agreed to participate. The first step in the interview was to explain how the data was going to be used and for what purpose. I re-assured participants that data would be kept confidential and anonymous in a safe place, at all times. Participants were informed of their right to withdraw from the study at any time, and told that they would be asked to review the transcripts and the written report.

  The interviews lasted from one to 2.5 hours, and were conducted at a place and time that was convenient for them. The majority of the interviews were audio recorded. Technical difficulties prevented the recording of one participant's interview, so I took notes during that interview. Another participant had moved to another province, so her second interview was conducted by telephone. Six participants were interviewed twice; three opted out of a third interview. The interviews were semi-structured at first, but took on the form of a discussion along the various topics that the participants brought up as the interviews progressed. During the first interview, I asked each participant to talk about how and why they chose to pursue a post secondary education and what their transition from high school to University was like. I also asked them to talk about their adjustment to University classes and what role, if any, literacy played. Finally, I asked participants if they were willing to share any of their university assignments, textbooks, course outlines. I was able to gather several tests, and assignments from a few participants.

  Each participant's interview was transcribed and the emergent themes and any confusions or clarifications were addressed in a second interview, if one was granted.

Participants were asked to review the transcript from the previous interview before the beginning of the next interview and to make any changes or additions. Each participant's interview data was analyzed for recurrent themes, then the interviews were cross analyzed and cross case emergent themes were noted.

Archival Research.

After the interviews were completed, I conducted a survey of institutional resources available to all ESL/EAL students at the University of Winnipeg, University of Manitoba and Red River College. In this study, I have gathered information from Universities' websites, student calendars, registration guides, promotional materials, and pamphlets outlining the services and resources that each institution provides. These were collected and analyzed in order to understand how the two universities support the integration and adjustment of these students.

Validity and Reliability

The main strength of the multiple case study is the enhanced reliability and validity that develop though the comparison of multiple cases. Although the case study is not intended to provide results that can be easily generalized, multiple cases provide some reassurance that the results are valid, given the diverse backgrounds of the participants. In this study, internal validity was established through member checks, that is, participants were asked to check the transcripts for inaccuracies or misinterpretations, and to add further information if they wished. Triangulation through document analysis provided another validity check. To further enhance reliability, I have used case study protocol guidelines as described by Yin (2000) and Stake (1995) to ensure that empirical standards were maintained.

Limitations

This study had several limitations. First, because the number of participants is quite low the results cannot be easily generalized, and a thorough understanding of the various variables involved in academic success in university was not feasible. Second, the interviews could have reached more depth, but due to my limited experience as an interviewer, I realized this only after I analyzed the results. Second, because I had originally asked participants to agree to only two interviews, I felt compelled to keep to our agreement, which held me back from getting further elucidation in some cases. The participants were middle class students who, for the most part, had been quite successful in science and mathematics courses in high school and had, in some cases, graduated from advanced placement and International Baccalaureate programs. The institutional survey includes only data available in the public domain, so it does not account for services that may not have been officially posted on the institutions' websites. Furthermore, this study could have benefited from interviewing program directors or instructors involved in the programs.

In this chapter, I have reviewed the purpose of the study and its research questions. I have explained that multiple case study methodology is the best method for achieving the goal of because the study is concerned with both description and explanation. In depth interviews were the main method used to gather information about the participants' perspectives on the importance of academic literacy in their university adjustment. Archival or secondary source survey of digital sources provided a necessary backdrop for understanding the system in which the participants functioned. Archival research also provided a backdrop for understanding the current state of support and

services that G1.5 students must contend with currently. In the following section, results

from the institutional survey and the interviews are presented.

Chapter 4: Results

The un-interpreted institutional survey and interview results are presented in this chapter. In the first part of this chapter, I have summarized the language programs and services for each of the three institutions attended by each participant. A more detailed presentation can be found in Appendix B. In the second part of this chapter, I have presented the interview results. First, I have introduced the participants through their individual experiences with learning the language from the time they began linguistic journey to the time of the interview. In this introduction, I have tried to present as thorough of a description of each participant as possible and show how each participant understands him/herself in relation to English being his/her second or additional language . Secondly, I have presented the participants' experiences as they emerged thematically from a cross comparison of their interviews, and show how these themes relate to the research questions.

Part 1 - Institutional Survey Results

The institutional survey was a look at all the language resources, language services and academic literacy services provided for ESL/EAL students by the University of Winnipeg, University and Manitoba and Red River College. This survey or language and academic literacy supports sheds light on research question 1: " In what ways and to what extent are the universities currently supporting generation 1.5 students? An additional reason for this survey was to establish a backdrop for understanding how G1.5 students are supported by these institutions when and if they decide to go to university after high school. The Internet websites of the three institutions were surveyed and descriptions of programs, services, and supports that could be beneficial to G1.5'rs were

collected and included in format in Appendix A. Table 2 shows an overview of the programs and services offered by each of the three institutions surveyed. In places where the resources seemed to target refugee or immigrant students or g1.5rs, those services and programs were emphasized in the survey. When there were no services and language programs specifically targeting G1.5rs or immigrant and refugee ELL's, I have included all the supports that G1.5rs would be able to access along with native English speakers.

All three institutions offer general language programs and academic language programs or courses that are suitable for ESL/EAL learners. The language and academic services provided at UM are designed for either the international student population or the whole student population. Two of the institutions, University of Winnipeg and Red River college, have language and academic literacy programs that are specifically suited for immigrant and refugee students who are planning to attend those specific institutions. The Global Welcome Center at the UW and the Red River Refugee and Immigrant centers focus primarily on the needs of refugee and immigrant students and those considering entrance into university. What follows is a more specific look at each institutions' language related programs and academic literacy programs.

Table 2.

Overview of Language Programs and Services Provided by University of Manitoba,

University of Winnipeg and Red River College

	University of Manitoba	University of Winnipeg	Red River College
Language Programs	Extended Education – ELS , AEAL	Continuing education - ELP	Language Training Center
	English Language enter	Year 1 University Academic Writing Courses	
	U1 Courses with W designation		
	International College of Manitoba		
Academic Literacy and Student Life Services	Learning Assistance Ctre.	Global Learning Center	Centre for Immigrant and International students
	International Ctre.	International Center	Mentorship Program
	Virtual Learning Center	Counseling/ Career Ctre. Jumpstart International Student Center	Immigrant and International Student Advisors

Red River College.

RRC's [5] language programs fall under the direction of the college's Diversity and
Immigrant Student Support Department which provides assistance and guidance to all ELL's at
RRC. The Language Training centre provides language programs for domestic ELL students and
international students. The Academic English Preparation for University and College Entrance
Program (AEPUCE) is an academic bridging program that has been aligned to the Canadian
Language Benchmarks (CLB)[6] and is funded by the Adult Language Training Branch.
Alignment means that students who have been benchmarked through the CLB assessment

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[5] RRC is a technical/ vocational college and this study is mainly concerned with the adjustment of
g1.5rs in university; however, one of the participants in this study used its services and language program
in order to fulfill her language proficiency requirements, so I felt it was necessary to include this institution
in the survey.

[6] Canadian Language Benchmarks is a set of language standards that are recognized as the
official Canadian standards for describing, measuring and   recognizing the English language proficiency
of newcomers.. The Centre for Canadian Language Benchmarks (CCLB), the official standards setting
body, is a national, not-for-profit organization established in 1998 to support the CLB. It is governed by a
nationally representative, multi-stakeholder board of directors including representation from government,
ESL experts and language assessors. The funding for this program is provided by the Government of
Canada Integration Branch, Citizenship and Immigration Ontario Region, Citizenship and Immigration
Office of Literacy and Essential Skills, Human Resources and Skills Development and provincial bodies
such as the Adult Language Training Branch Immigration & Multiculturalism Division Manitoba Labour &
Immigration. Most of the settlement language programs in Manitoba fall under the jurisdiction of the Adult
Language Training Branch Immigration & Multiculturalism Division Manitoba Labour & Immigration
which is responsible for monitoring that the CCLB standards are maintained. The funding for settlement
language programs in Manitoba is contingent on the programs' use and implementation of the CLB.

system, and have been found to have a benchmark level of 8 and higher, can take this course for free. Upon completion of this program, the language proficiency requirement would be waived at the UW, UM and RRC. In fact, this is the only AEPUCE program that G1.5rs can take for free and the only AEPUCE program in Manitoba that qualifies as a language proficiency waiver at all three institutions.

AEPUCE at RRC is comprised of four courses: reading writing, speaking and listening. Students must complete all courses in order to graduate and fulfill the language proficiency requirement. According to Nicole, the one participant who took this course, the majority of students in her class were international students and older adult immigrants. Nicole had to wait several months after she graduated from high school to gain admission into this program. However, this was the only free program that would supplement her one English 40S credit and her low provincial examination score in English, so that she could fulfill the language proficiency requirement at UM.

The English for Professional Purposes (EPP) program at RRC also focuses on academic English, but it does not fulfill the language proficiency entrance requirement at post secondary institutions. However, there are no program fees for permanent residents and Canadian citizens. In this program students take eight courses, together providing language training for academic programs at a university or college level. This advanced level program develops the academic writing, reading, speaking, and listening skills that are required to study in post-secondary programs. As part of this program students can also take a course that prepares them for taking the TOEFL and CANTEST.

If G1.5 need or want academic language training, they could enroll in one of the two programs mentioned above and benefit from academic English language instruction

without having to pay any fees. In addition to providing language and academic preparation instruction, graduating from the AEPUCE program would also fulfill the language proficiency requirement that a G1.5r who has graduated from a Manitoba high school after being in Canada for less than three years must meet in order to enroll in University studies.

In addition, to language programs, RRC also offers support services that are specifically tailored to the needs of their ESL/EAL students. However, since this study in concerned with answering questions regarding the adjustment of ESL/EAL students in universities its services are not particularly relevant to understanding whether an ESL/EAL university student would have enough support in university. Therefore, only a brief look at RRC services is provided here.

The services at RRC are centralized in the Diversity and Immigrant Student Support Department at the Notre Dame Campus. This department provides various mentorship programs, free workshops on college success and several scholarships and awards. Specifically relevant to G1.5rs are the Cultural and Language Mentor Program, the Step Out of Your Box Diversity Scholarship Contest, and the Diversity Award for Refugee Students. In the Cultural and Language Mentor Program, immigrant students are paired with Canadian born students and staff for friendship, English language practice and cultural information exchange. The Step Out of Your Box Diversity Scholarship is a contest in which students must spend time outside their own culture and produce a project describing the benefits of diversity in Canada and their personal learning from the experience. A scholarship in the amount of $500, $300, or $200 dollars is awarded to three winners annually. Another source of financial assistance is the Youth Serves

Manitoba Scholarships in which, upon completion of 100 hours of volunteer work, immigrant students enrolled in a full time program who are planning to return to RRC the next year for full time studies, are awarded a $500 stipend.

The Diversity and Immigrant Student Support Department also provides staff and faculty training and support related to diversity issues related to immigrant and refugee students. Customized workshops on practical strategies to teach a diverse student body are delivered to faculty and customized workshops on working with cultural differences are delivered to staff. A Practical Strategies for Teaching Immigrant, International and Generationally Diverse Students kit is available for faculty. Furthermore, consultation services are available to faculty, staff, and departments on a variety of diversity-related issues including addressing cross-cultural challenges in the classroom, strategies to assist immigrant and international students to be successful, inclusive teaching strategies, resolution of cross-cultural misunderstandings, and strategies to create and maintain an inclusive and respectful classroom.

University of Winnipeg

At the University of Winnipeg there are two sources of language support that are relevant to G1.5 students through the English Language Program (ELP) and the university's Department of Rhetoric. The English Language Program, in the Department of International and Research, is primarily involved in providing language programs to international students. In this way the ELP provides a general stream of courses for international students and an academic stream of courses which culminates in an AEPUCE course. Similar to the one at RRC. The AEPUCE course at UW, however has not been aligned with the CLB and thus is not funded by the ALT branch. It costs

approximately 3500$ per 14 week term, for all students. Upon successful completion of this course however, the university's language proficiency requirement is waived.

In cooperation with the Global Learning Center, which provides assistance to immigrants and refugees pursuing a degree at UW, the ELP also provides a language program that addresses the needs of immigrant and refugee ESL/EAL students. This program is free for immigrant and refugees students who are landed immigrants or permanent residents. The University Preparation Program for Newcomers (UPREP), consists of 5 courses which are meant to prepare students with a CLB level of 7 or higher for academic writing and academic learning and speaking in university. Two other courses, Foundations for English for Specific Purposes I and II build on the grammar and vocabulary students at the more basic CLB levels of 5 and 6, might already have. This program prepares NNES for university studies, but is not intended to fulfill the language proficiency requirements.

The University of Winnipeg also provides some academic language support through its academic writing course. If students have already been accepted into the university on regular or conditional status, the university requires those who have a grade lower than 80% in their grade 12 English or have only one high school English 40 credit, to take a 3 credit hour academic writing course in their first year or before they complete 42 credit hours. This is required of all students regardless of whether they have English as an additional language or not. The Department of Rhetoric and Communications offers two academic writing courses, Academic Writing Multidisciplinary/ Linked (RHET-1105) and Academic Writing Extended ESL/EAL (RHET-1110/6). These courses can be taken for either three credits or six credits, over a period of one or two semesters.

Academic Writing Extended ESL/EAL is designed to meet the writing needs of ESL/EAL university learners and is recommended for students who have English as a second language. In this course, the focus is on building strong paragraphs and working on an individual's grammar needs. Upon completion of the three credit hour course, students will have fulfilled their writing requirement. The Academic Writing Multidisciplinary course focuses on helping students become proficient in academic writing, research and thinking critically. The focus is on building analytical and research skills through learning about various types of essay writing strategies, research methods, referencing, literary concepts and critical analysis of text and other media. RHET 1105 can also be linked to the major disciplines, i.e. humanities, social sciences, natural sciences, business and administration if needed. Upon completion of three credit hours in RHET1105 Multidisciplinary or Linked students will have fulfilled the academic writing requirement[7].

When it comes to academic literacy and academic services the UW follows a model similar to that used by RRC. The academic literacy support and services at the University of Winnipeg are centralized in the Global Welcome Center (GWC). Refugee and immigrant students who are landed immigrants or permanent residents can benefit from various services that are particularly tailored to their needs. The GWC is a resource

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[7] In a private conversation with one of the instructors of these courses, I discovered that in general most of the students enrolled in the academic writing extended ESL/EAL course are recently arrived immigrants and refugees and international students. She mentioned that most g1.5rs tend to take the multidisciplinary course, and they don't identify themselves as NNES, therefore the instruction they receive is the same as that offered to native speakers.

for language support and access to university resources for students, and educates staff and student bodies about language and learning issues pertaining to immigrants and refugees, multiculturalism and diversity. The Immigrant Access Advisor provides academic advising on an individual basis for landed immigrants and conducts mandatory advising for new and returning conditional and probationary status students. In addition, the advisor helps with registration, course overloads and withdrawals, and informs students about senate regulations, and university policy on formal appeals processes.

Of particular relevance to G1.5 students who require bridging from high school to university may be the seven week long Bridge to University program, in which students who are still in high school or have just recently graduated prepare for university studies. In this program, students take various workshops on university expectations, university resources and recreational services, student groups, success strategies, community involvement and newcomer support. The Global Welcome Center also provides Word, Excel, and Power Point classes, tutoring and a one on one mentorship program for refugee and immigrant students in particular. NNES can also benefit from the mentorship program provided by the university's International Student Center where first time university students are matched with experienced students.

While most of the courses and services at the GWC are geared toward recently arrived immigrants and refugees, they are open to all Canadian citizens. In order to qualify to take these programs immigrants and refugees living in Manitoba must be permanent residents, refugee claimants, or have provincial nominee status. Therefore, g1.5rs are eligible to take advantage of these services. However, the services are not geared toward those who arrive as children or early adolescents.

University of Manitoba

Immigrant and refugee students, as well as G1.5rs at the University of Manitoba have four sources of academic language development support. All four sources, the English language Studies Department in the faculty of Extended Education, the Student Services English Language Center, The International College of Manitoba and U1 Writing and Composition courses are available at costs ranging from 150 dollars per course to 5500 per semester. None of these programs are intended for immigrant, refugee or G1.5 university students. Three of these accommodate primarily international students. None of these programs are sponsored by Citizenship and Immigration Canada and Labour or Adult Language Training Branch,nor are they aligned with the CLB. Only one program provided by the English Language Studies department of the Faculty of Extended Education is funded by Adult Language Training Branch of the Manitoba Labour and Immigration, but this program is a settlement language program that provides language training for adult newcomers at CLB level 5.

The two programs that fall under the jurisdiction of the university provide language support for international students. The English Language Center, which is part of the general students services department, offers general language courses at four levels. At the fifth level it offers an AEPUCE program which meets the language requirement for entrance to UM. This academic language program is similar to those at the UW and RRC, but it is primarily intended for international students who want to pursue graduate or undergraduate studies at UM. The Intensive English Language Program offers eight week intensive, general English classes and cultural experiences for

international students. It also offers a part time program that has been especially designed for Saudi Arabian students.

  The International College of Manitoba (ICM) is a private institute owned by Navitas, an international provider of "pathways to university "programs. In this campus based institute, students can prepare for University 1 courses while fulfilling their language proficiency requirements. In their second semester students can start taking U1 courses in engineering, sciences, and business. Upon completion of University Transfer Program Stage II (UTP) students who have completed the U1 requirements for their faculty of choice and who have met the UM language proficiency requirements, can apply to enter into the second year of their degree program at UM. Students benefit from individualized scaffolding and support during their time at ICM. While the student body at ICM is made up primarily of international students, Canadian students can also enroll in their programs if they have successfully completed grade 11 or have attempted at least 3 grade 12 level courses. Successful completion of grade 12 with 55% average with minimum 4 academic subjects qualifies for entrance into UTP 2. This program costs approximately $11000 for two semesters in the UTP stage I and 11800 for three semesters in UTP II. The mixed English Language Program, which those with low English proficiency must take before entering UTP1 or UTP 2, costs approximately $3300 per semester.

  Students at UM, just like at UW, must take a writing course to fulfill their writing proficiency requirement. There are various courses that fulfill this writing requirement, but the most common U1 academic writing and composition courses are English Composition 0930, English 0940 Writing about Literature and Arts 1100 Introduction to

University. While these courses may be useful to ESL/EAL student, none are intended for ESL/EAL learners, and this is mentioned in their course descriptions. The courses provided by the Department of English primarily concentrate on writing academically. The Arts 1100 Introduction to University is intended for first year students who have completed fewer than 12 credits, and who need the knowledge, skills, and attitudes necessary for success in university study. This seminar course fulfills the writing requirement for some of the faculties at UM.

At the University of Manitoba students can draw on the same academic literacy services and supports. There are no special services or supports for immigrant or refugee students. The International Center (IC) provides support to international students and advises other students on travel or study abroad opportunities. The services provided by the International Center are available to all students, but their programs and services address mainly the issues and needs of international students. The advisors at the International Center IC deal with such issues as banking, accommodations, university rules and policies, driving in Manitoba, immigration regulations as they relate to international students study in Canada, study permits, visas, etc.

The University 1 Student Help Center (SHC) is another source of academic support for all students at the University. The registration assistants help with registration or adding and dropping courses, using the University's network, Aurora. This center also provides a U1 International Student Mentorship program. A U1 start book which provides high school entrance requirements for one's target faculty is also available. The Learning Assistance Center (LAC) is another source for academic literacy for all the students at the university. This center gives students access to learning skills specialists

and tutors, and provides learning and academic skills workshops. The tutors are trained to understand various culture-based forms of expression, including writing and are trained to work with ELL's. The LAC also has a mentorship program that is available to all students, but is primarily intended for the use of international students.

The Virtual Learning Commons, which is open to all undergrad and graduate students, is a website on which students can find information about academic workshops. It provides some tools such as a schedule, an assignment manager and online tutoring, and offers links to the various student communities. This website is available all the time, but does not seem to be very well maintained, not does it provide any useful links. There was very little information for ESL/EAL students. The writing section has a lot of useful information about writing academic papers, for example, how to understand instructions, concepts used in essays, how to approach a particular task so that it does not seem too overwhelming, etc. This website is linked to the LAC, its tutors and its academic services.

Concluding remarks.

The institutional survey, drawn mainly out of the UM, UW and RRC websites, uncovered a variety of services and language programs available to ESL/EAL learners who want to pursue a university degree. The majority of programs target international students, especially at the University of Manitoba where none of the services and programs are meant to meet the needs of immigrant, refugee students or G1.5rs who speak English as an additional language. At the UW and the RRC there are specific programs and services that are designed for domestic ESL/EAL students and most of these programs and services are sponsored by Labour and Immigration Canada, so they

are free for Canadian citizens, landed immigrants and refugees with the right CLB level. If G1.5rs need language and academic literacy support after they graduate from high school, the Global Language Center at UW and the Diversity and Immigrant Support Department at RRC can provide AEPUCE courses that can meet the language requirement of the two universities. In addition, the UW provides a university bridging program for advanced CLB levels students as well as an academic literacy program that prepares students for university life. A generation 1.5 student who wants to pursue university at UW or a college education at RRC has a few resources that approximate the type of language support that could enhance his/her academic success. At UM however, such supports seem non-existent, so generation1.5 students may have to accept services that are intended for mainstream native English speaking students. Alternatively, they would have to pay large sums of money to take language courses that may not meet their needs effectivelysince these courses are meant to meet the needs of international students.

Part 2: Interview Results

In this section, the un-interpreted interview results will be presented. First each participant is introduced though his/her language experiences. This is in keeping with a traditional presentation of a case study where participants are presented as individual cases (Yin, 2003). However, since this study's methodology involved multiple cases, in the second section the results are presented in a cross case, thematic way. Each theme is then related to the relevant research question.

Participants' experiences with the English language.

Roland

When Roland arrived in Toronto, he started out in an elementary class that was made up primarily of immigrant children. This school had a pull out ESL/EAL program, in which students were pulled out of regular classroom for ESL/EAL instruction, but he did not partake because his oral and grammar were assessed as adequate to keep up with the students in the regular classes. He remembers feeling that he still needed to learn the "slang and other words that people were using", so he spent a lot of time watching TV and listening to the language. He had no difficulty when it came to course content and felt confident he could handle the material because he was used to doing a lot more work in Romania. The only thing he found challenging was having to catch up with the French, which he had to take in addition to the mainstream classes.

> Comparatively, in material, it was easy because I did not have to
> learn much more. In Romania, you had to study a lot more. There was a
> lot more material that we had to cover. Here the pace was lot slower,
> especially for the lower grades. Grade seven and eight it was still kind
> of slow, but [that's] because I was also doing an extended French
> program that was very intense. In six years they had to bring us up to a
> level of French as a second language where we could speak it. So that
> was pretty hard for the first two years. (Roland, interview 2, page 4,
> lines 49-54)

One of the biggest challenges he had to overcome was translating vocabulary in order to understand the new concepts. He remembers that he struggled with connecting the vocabulary in order to comprehend the concepts. He explains:

…it's like you already know these concepts in history, math or science, and the main problem was translating what they tell you so you can understand what's going on. (Roland, interview 2, page 2, lines 58-59)

By grade nine he had caught up with the language and by grade 12, he did felt he did not have any ESL/EAL related issues. He considers his challenges in grade 12 to have been similar to everybody else's.

By grade 12, I did not have any issues with English. I just had the same problems as everybody else. Whenever someone expects an answer from you, you don't necessarily think of all the concepts that you are supposed to be covering from a discussion piece. It's not necessarily "I don't understand this". (Roland, interview 2, page 2, lines 70-75)

At the time of the interview, Roland was in his second year in Sciences. He had finished the first year through advanced placement courses in high school. In university, he found that he was not particularly adept at "deep literary analysis", but once again, he perceives this to have no relation to his ESL/EAL; rather, he believes that he just did not have the natural inclination to do literary analysis, being more math and sciences oriented.

I was very math oriented, so I was more like you do the question

like this not "What do you think of this" and I did not cover all these

points. (Roland, interview 2, page 2, lines 70-75)

Writing was a challenge at first, but by the time he graduated he was particularly

good at writing essays. When he took the MCAT[8], he did very well. On the writing

section, which involved reading a passage and giving a written answer, he did not have

any problems. He attributes this to being able to make a "pretty tight argument" and to

being very skilled at typing. In university, for his Ethics in Biomedicine course, because

the assessment involved arguing for a particular ethical position he did very well.

Unlike with the writing section though, he had a difficult time with the verbal

reasoning section which involved reading a passage and answering questions based on

those passages. Like the literary analysis, he feels that he had a hard time on this section

not because of the language but because he was not used to doing such deep analysis. At

the time of the interview Roland was in the process of studying for the MCAT again. He

was particularly concerned with the verbal section, so he was practicing with an MCAT

verbal reasoning section preparation book. He felt that doing well on this section was not

about comprehending or understanding what the author was saying, rather about "getting

the underlying idea".

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[8] In the second section of the MCAT, the Verbal Reasoning section, test takers are presented with

reading passages followed by questions that test one's ability to draw inferences, determine main ideas,

find relevant information within text, and understand dense , scholarly text. Test takers have 60 minutes to

answer 40 questions.

If you look at an MCAT passage and the questions, it goes a little

deeper than not understanding what the passage is saying. It's the underlying

idea. Like the passage might say "The author's characterization of Britain

suggests that the power look gravitated toward the heavy woolen suit

because of a historical accident. The answer is "the author does not think

much of the British" (Roland, interview 2, page 4, lines 178-182)

He was beginning to make progress in this area, but found that even though he

was getting some of the answers right, his reasons for choosing a particular answer were

not the reasons suggested in the explanations in the book. He found that for some of the

questions that he got right, he relied on information that he had learned previously, not

the contextual clues provided by the author.

But for example for the third passage, I got most of them right but

some of them were right by accident because it was about Machiavelli,

and I knew his principles because of my grade 11 history course. But then,

the book (laughs) gives a totally different reason for why the answer I

chose was right, so... (Roland, interview 2, page 6, lines 253-256)

As far as he remembers he did not receive any guidance or instruction on

inference, tone, bias or any other critical reading skills in high school, so for this try at

second try at this test he was taking enough time to prepare so he could do as well as

possible. As a general theme, Roland did not feel that his difficulty on the verbal

reasoning section had anything to do with his English language ability. As far as he was

concerned everyone has a hard time with this section. Roland felt that at this time in his

life his language was almost native like, and that any problems he would encounter in university would not be any different than those of other university students.

Diana

Diana and her family left Poland in 1987. They stayed in a refugee camp in East Germany for over a year and a half until they were able to immigrate to Canada. She entered the Canadian school system in grade 3 when she was eight years old. Prior to coming to Canada, she did not have any English language instruction and her parents continued speaking Polish at home and teaching her how to read and write in Polish. She received ESL/EAL support until grade seven when she entered mainstream classes. She feels that she benefited greatly from having the ESL/EAL classes in elementary school. Her ESL/EAL teacher, who taught her strategies on how to learn the language, in addition to culture and vocabulary, is someone she remembers fondly.

> …. my ESL/EAL elementary teacher was wonderful, and I
> remember that she taught us strategies of how to learn language. Um, like
> she was, she did the typical things of you know this is Halloween, this is
> the vocabulary of Halloween and sort of the themes and things like that
> but,…. she taught us things like around the use of dictionaries and
> thesauruses and how to use the thesaurus to expand your vocabulary and
> things like that. (Diana, interview 1, page 1, lines 34-38)

> One thing she felt she did not get enough of in the K-12 school system is
how to decode language subtleties such as sarcasm and tone. She explains that not knowing these was a little embarrassing at times.

….. like in Polish there's no sarcasm, so I had barriers in language when it comes to cultural things that don't jibe, ….I still don't pick up sarcasm. So, people are sarcastic, and I believe it entirely, and I'm always like "Oh, my God" and then they're like "!"Do you really think that?" And then I try sarcasm at which point people think I'm serious because I can't. I don't know how to actually do it properly. (Diana, interview 1, page 1, lines 38-47)

She realizes that her spoken English seems native to most people, but she maintains that when it comes to writing she makes simple mistakes that make her writing appear "mechanical".

….when you speak to me my English is very, very good, but when I'm writing I make mistakes that are very elementary that you would otherwise look at and be like there's something off. Like, you know, maybe, it's hard for me to give you an example but it's just improper use of like adjectives or adverbs; they seem in the wrong place, right, like in the wrong order, or they seem to not make logical sense. And, or, words that I'm even now if I learn a new word I'm always aware that this is a new word. I've never heard this word before and I then intend to use that word in context, and it often does not come out the way it's supposed to. I do have sort of a very strong level of English both written and spoken, but I, still, in my papers at University I have received comments from professors where they have been you know "Is English your first language? And it's always been "No! And I know you can't tell by the

way I speak, but you can clearly tell by the way I write because my

writing is very mechanical. It's clear that I did not learn or that the way I

learned language was not by osmosis. It was, you know, systematic and it

was actually some, a way that a student would learn a foreign language as

opposed to a native speaker immersed in that language. So, there's this-

there's a difference to the way you express yourself, I guess. (Diana,

interview 1, page 2, lines 60-63,68-69)

In university, her professors often commented that they could not get to her ideas

because the language obscured what she was trying to communicate. She consistently

received comments such as "it was difficult if not impossible to grasp your ideas because

the language gets in the way". She had ideas and knew what she wanted to say, however

she could not convey her ideas in a way that her instructors could understand easily.

So, your- sort of the jaggedness of your language and the sort of

the puzzle piece of your language how it's sort of cut and paste, your cut

and paste language um interferes with like getting your ideas across. Like,

when it came to writing papers, if I read a topic I would have ideas in

terms of- "oh yeah I'm familiar with this topic. I could write about it." But

then I could not, um, sort of I could not encode the information on the

paper and have it decoded by another person, or have what was in my

mind go across to them in, and I don't think that ever happens completely

smoothly, but I think two people who have the same sort of high level of

language can usually get a very good idea of what the other person means.

Whereas, a lot of my professors commented on- "I'm having a difficult

time understanding where you're trying to get to or what you're talking

about because your language is really interfering" and you know this is

like yeah so the sort of yeah the transferring of ideas was broken down. Or

they would comment that ____word? can tell that you have some good

ideas but I'm not getting a clear picture of them. (Diana, interview 1, page

9, lines 378-380)

To address these writing concerns brought forward by her instructors she began to

get her papers edited in the university tutoring center.

…like this was always the same thing that was coming back was

that you have good ideas …I'm getting what you're saying but your

language is getting in the way of what you're trying to say. Um, and so, I

sought out, you know, like in a writing lab you could have someone proof-

read your paper and give you feed-back and things like that. So, I would

do, and I would have it edited I would have peer editing done on my

papers because it was like I know what you're trying to say but the way

you're writing it is not saying what you're trying to say. Like, it's not

coming out the way you want. I know it's not… people would comment

that things are coming out that they can understand what I'm trying to get

at but only by inferring what I'm trying to get at. Not by what they're

actually reading. (Diana, interview1, page 2, lines 76-78, 81-85)

During tutoring sessions in the writing lab, she discovered that she had

errors in structuring sentences, word order, and improper use of vocabulary. Vocabulary

use was of particular concern for her and her tutors.

…what I had was I had errors in my English writing related to like structuring sentences or word order or improper use of vocabulary that did not actually make sense because I did not understand the connotative or sort of the definition of the word generally accepted by society. I was going by a dictionary definition, so if you took the word and had a certain dictionary definition I was like Aha! That's the word that I'm looking for. Because my vocabulary- my vocabulary going in to university was very sort of base level. Like, it was not academic; people were writing and, like, using really big words, and I could not use big words, so I was using thesauruses and dictionaries. I was always constantly changing words in my papers and doing the, you know, the synonyms thing, where you pick a word and you take out a simple word and you go to synonyms and I'd look at the list and "that one looks really smart". (Diana, interview 1, page 7, lines 289-298, 302-324)

She really wanted her language to sound more academic, so she experimented with vocabulary and tried using new words as much as possible, but she was not able to work the words into the sentence properly, both in terms of meaning and form. Her sentences ended up sounding choppy and unclear.

I think that's where lots of my problems came from because they're like "You're using complicated language in a way that does not make sense". And I was like "I don't know how to use it and I'm not gonna talk at like the grade six level. I'm not going to write you a paper like a grade sixer, right?! So, that was a big struggle. And, I mean, that's

where the peer tutoring were like ok, so these are the words that you're most often misplacing or not using properly. (Diana, interview1, page 7, lines 302-307)

Like I was lacking the you know I was using words that I understood to mean something whereas everybody else who had spent their whole lives in Canada understood that word to be used completely differently. And, so I was using words improperly because I was trying to use big words to make my papers look smarter…or just like written at an academic level. (Diana, interview 1, page 7-8, lines 317-321)

Her papers often looked like the work of someone who did not put in the effort required for an A paper, yet she had worked on her papers for weeks and poured all her energy into them.

A: So your writing is…..?

D: It's disjointed.

A: -it looks like someone wrote the paper in a hurry.

D: Yes, or someone wrote a basic paper and then changed a few words and made them big. Which is sort of what it is. But not with the you know I want to get this paper written in half an hour kind of mentality, but- I've actually worked on this paper for two weeks and – you know the more I work on a paper the worse it gets basically. The more time I spend on something and try to make it more academic the worse it would be. (Diana, interview 1, page 17, lines 740-743)

She felt that the tutoring helped her correct her writing in many ways, but it did not teach her how to write well independently. She became a stronger writer only after taking several business courses in her last couple of years of university.

D: Yeah. I got that closer to the end of my university studies because I started taking professionalized writing courses. Like in business communication or like um-But I did not do that in like the first four or five years of university which is why I had a lot of struggles. Like if you look at my grades through university I'm mostly in the B's in the beginning and near the end is where you see a lot more A's. Just because I've actually then started taking language writing courses, business writing and courses that yeah that reviewed the basics of you know this is how you write a paragraph, this is how you do a topic sentence and how you expand your idea and then how you lead into the next one and how that one touches on that one yada yada yada. And so um I think now I think now I'd be far better off because now I have a far better grasp and now I'm not terrified. I think I was very terrified at the time and I think my fear was compensating for things that maybe I wouldn't have to compensate for. (Diana, interview 1, page 18, lines 782-793)

Diana felt that her writing had improved tremendously, but that it still retained a mechanical quality even to this day.

Anna

Anna, Diana's sister, was thirteen when they arrived in Canada. She had learnt a minimal amount of English before leaving Poland, so in Canada she was placed in a high

school ESL/EAL class. She spent the remainder of grade seven in the ESL/EAL class, and in grade 8 she was placed in regular classes. She feels she picked up the language fairly easily though, and by grade 9 she started competing with a friend for grades. She believes that her language " is not perfect and probably will never be" and that one year of ESL/EAL was not enough, especially since she lived in a Polish speaking environment outside of school.

> I don't think it was. I mean, considering too that because there was
> a lot of people that I could just speak Polish to. You did not really use
> much… I mean, you learn the writing part and words and stuff like that
> but the actual speaking in English that was more I think in grade eight that
> you were thrown into a regular class. (Anna, interview 1, page 1, lines 33-
> 35)

> My English obviously is not one hundred percent and probably
> never will. My spelling, my grammar, stuff like that, so… I've got a spell
> checker. I manage. (Anna, interview 1, page 1, lines 19-20)

After graduating from high school, Anna took a secretarial course and worked for ten years, as a secretary. She decided to enroll at UW in the education faculty, in order to pursue her dream of becoming a biology teacher, and when she was accepted as an adult student, she was surprised since she did not graduate with university level courses or marks. Because her high school English grades were lower than the required 80%, she had to take the Academic Writing course, a course which she found very useful because she learned how to format her essays and present her ideas in an organized way.

I found that very helpful, cause I haven't been in high school in ten years so I don't remember how to write essays and formatting and how to arrange your ideas, so I found that course very helpful. I took it, I think, in my first year of university, so it was definitely a good one to take, cause in 95% of the courses you'll be writing essays, so you need to know how to do that. (Anna, interview 1, page 4, lines 151-152)

When writing papers she would always get help and support from her sister, cousin and friends, who edited and helped her out with grammar and spelling, and even though she found this course very useful, she continued to have her papers peer-edited.

I did whatever research I needed to do depending on my essay type, and once I was done I would give it to my sister, if she was around, or I had another friend that would help me, and then I had them go through that. Sometimes they had the pleasure of reading a ten page boring essay, but I could not do without that help. (Anna, interview 1, page 4, lines 175-178)

Like Diana, vocabulary was what she considers her biggest challenge. She struggled with choosing the right vocabulary and using it properly in a sentence.

…because I am an intelligent person, I can get my ideas across but because of the language barrier you might not get my ideas. I would obviously put the thing through the spell check, but there are so many other words in the English language that are similar, that I will if I were looking through a dictionary pick [a word] and it may not be the right one

but if it's close enough. I would I get a lot of that type of mistakes and

basic grammar. (Anna, interview 1, page 4, lines 178-181)

Her instructors suggested that she have her essays proofread in the tutoring center.

They suggested that she simplify the sentences and make them clearer.

I had issues just like any other students with academic writing, but

it has nothing to do with English being my second language. You learned

as you go so my profs never complained about my grammar, because I

went through the process, I hand them but I have people look at it, like I

said I needed the help with that but that was never an issue for me. (Anna,

interview 1, page 5, lines 230-233)

None of her professors had ever suggested that she needed ESL/EAL help. Like

Roland, Anna feels that her writing challenges were not related to English being her

second language because English grammar had always been her strength.

Jane

Jane who came to Canada from China in grade 3, had not had much exposure to

English besides the two or three expressions that her father taught her. Nonetheless, she

had a very positive experience in her elementary school where she received three years of

ESL/EAL support. She considers that to have been a positive experience because they

played games, made crafts, etc. She learned English fast, and does not remember having

to put any real effort into it.

In high school, she did quite well in general, but her English scores were lower

than in her other subjects. She graduated with scores in the eighty to ninety percent range

in the International Baccalaureate (IB) program. Her English scores weren't as high as

her science and mathematics grades, and because she wanted to take the MCAT, she started getting tutoring in English. The tutor, a retired university of Manitoba professor, tutored her from the middle of her grade 12 year to the summer before she entered university. Her tutoring sessions focused on academic English and were meant to help her on the MCAT. Unfortunately, she was not interested in reading, and she had a hard time understanding what the tutor was trying to teach her.

> I think it was partly because of me. I did not put too much effort
> into it. Yeah, with the English language academics does not really appeal
> to me. There is not much incentive to excel in it. (Jane, interview 1, page
> 5, lines 185-187)

> I did terrible at English. I think talking wise is Ok but when it
> comes to writing and doing reading I think I am weaker in that area. I
> don't know what is. Maybe it is because I am an immigrant and English is
> my second language …or maybe it's because…(Jane, interview 1, page 3,
> lines 117-120)

When she took the MCAT her scores were good scores in all sections, but the verbal reasoning section pulled her overall score down to a noncompetitive level. Language related issues followed her through to her first year English course, English History, in which she did poorly. In fact she got one of the worst marks of her university years. ((Jane , interview 1, page 3, lines 125-126). When she talked to her professor, he told her that she had to elaborate and make herself clearer.

> I think that the course was English History….so we were required
> to do some reading, write some essays and analyze about it …I talked to

the professors about my marks afterwards, and she said that I had to elaborate more, make myself more clear, so she primarily focused on grammar, clarity and conciseness. (Jane, interview 1, page 5, lines 199-203)

In her second university English course, English Composition, she did well and found the content useful.

For me that was pretty good; I think I worked hard on it. I started to review my writing from another perspective, and try to understand it from someone else's eyes. Like, if I am someone else, would I understand it? I think I approached it in a different way. (Jane, interview 1, page 5, lines 199-203)

The course focused on writing, and helped her "fill in the gaps" she had in her writing.

When we went to high school we were never taught how to write. It was always "you need to read a book and write an essay. You need to clarify your points, but they never told you how to do it. For example, the English Composition course was useful because you learned how to create a sentence or a paragraph. (Jane, interview 1, page 9, lines 394-395)

For Jian, this course addressed some very basic issues, such paragraph writing, reading a book or writing an essay. At the time of the interview Jane was planning to take the MCAT once more in the summer after our first interview. During our second interview she mentioned that she took the MCAT, but did not elaborate. She had decided to change direction and pursue a nursing degree instead of medicine.

Tomas

Tomas immigrated with his parents from China. He started school in Canada in grade 10 at a high school in Toronto. He had very little conversational English, so he had to take the ESL/EAL class instead of the regular mainstream English class. He took mainstream Chemistry and Math concurrently. He remembers that his teacher determined when he was ready to take mainstream English classes in grade 12. In high school, he found English and any courses that had to do with reading, such as history, civics, etc., difficult.

> In general, anything that has to do with a lot of reading like English, History, Civics study where you have many readings…. Math is just principles and formulas that you can remember, so you can practice in questions. With essays, it's like you're learning a new language. If you work for two months you can get higher marks. You have to study everyday, and after years of study like a language, you can get better marks or abilities, but not you can study for one semester where you study for 4 months and then do really well after that. (Tomas, interview 1, page 3, lines 104-111)

After high school, he applied to university, and had to take the TOEFL exam, to meet the language requirement. He feels that having to take the TOEFL was good preparation for university, but he still found the pace in university challenging. Keeping up with the materials was difficult for him. He feels that his language ability slowed him down.

… when you go to university there is a different pace The

professors talk for like two hours every week and you have to study from

books , by yourself and you have to study a lot of books, so it's gonna be

hard because for us English is a second language after all, right? For

native speakers they spend ten minutes reading five pages, for example

and for us we need to spend more effort and more time Like you need to

spend 20 minutes on five pages and then you don't understand quite as

well. (Tomas, interview 1, page 3, lines 122-127)

Furthermore, he felt that after he learned enough English to make it through to the

mainstream classes in high school, his English had reached a plateau, and was not

improving much beyond the basic vocabulary that he had been using to communicate

with friends. His vocabulary did not expand much more beyond what he needed in high

school, and this made university challenging.

After you don't use new words anymore, you don't need new

words because I can communicate with people with basic vocabulary and

sentences, but if you want to do professional talk, people who took

English literature … it's hard because you need to use a lot of words. You

can use different words to describe one thing or one feeling, but for us we

probably only have a couple; for most other people they probably know

more. (Tomas, interview 1, page 3, lines 133-137)

My vocabulary reached a threshold, you're not going as fast as you

used to be because you know most words …. Unless I read something

harder which I don't need that have a lot of new vocabulary in them. I

don't have to so why should I…. that's the thing. (Tomas, interview 1,

page 10, lines 445-448)

Tomas's original goal was to pursue a medicine at the university of Toronto;

however, his GPA was mediocre, so he decided to transfer to the UM and work on

bringing his GPA up as much as possible. His goal was to take the GRE and continue

studying biology in graduate school. In his first year at UM, he took an academic writing

course which he had postponed taking at the University of Toronto out of fear that it

would damage his GPA. In this course, he felt he started lower than the other students,

and made a lot of mistakes. He had a hard time with writing even a simple sentence.

I started lower and I basically made mistakes, and then, I learned

from my mistakes. Like basically I don't know how to write a full

complete sentence. I have to say like "I was eating" and I probably am

going to add something to that sentence…. I learned from that class "I was

eating" is a complete sentence … I used to write "I was eating" and then

comma and something else. I was putting too many things in one sentence.

I would just mess up that structure. I had to write the thesis in the first

paragraph …I learned the basic rules. (Tomas, interview 1, page 11, lines

480-485)

In addition, to needing basic grammar and essay construction knowledge, he had

to contend with knowing the two languages partially and what felt like the loss of his

native language.

Sometimes I feel like that cause I can think of the thing I want to say, but I can' t say it in English and I can't write it in English I forgot how to say it in Chinese. It's like language decay. I can think of the concept in Chinese in my mind, but I can't write it because I forgot how to write the actual words. In English, I can't write as perfectly as in Chinese, I mean I might say that something is beautiful in Chinese but in English you can't find the right words or feeling the way you want to say it. (Tomas, interview 1, page 14, lines 619-623)

He felt that his insufficient vocabulary interfered with his ability to read efficiently and effectively. He knew a lot of basic language, but his academic vocabulary was poor.

When I got to Canada my vocabulary is very limited and like reading Chinese or other language you know the basic words but not the advanced ones, especially for high school or university. They're using specific advanced terms so you have to learn those and throughout the whole textbook it's hard ... for me when I got here. It was hard for me to read at the level of native Canadians. (Tomas, interview 2, page 1, lines 5-8)

Other courses and subjects interfered as well. Especially, when I first came here and your grammar and vocabulary is low. Even though you check the dictionary and you know the meaning of those words, but you have to connect the meaning of the whole package. Sometimes you don't

grasp the whole idea of the passages. (Tomas, interview 2, page 1, lines 17-20)

The challenge of having to translate the vocabulary in order to understand the concepts was not only time intensive but also, at times inefficient. Translating the academic vocabulary did not always help him understand the concept, because after getting the meaning of the words he did not know, he still had to put all these words together in order to understand the concepts he was expected to understand from the lecture. In addition, he believes that not having enough time, since the time for studying and test taking was always so short, may have been responsible for the difficulties he has had throughout university.

Asma

Asma arrived in Canada from Vietnam, in grade 9. She had had some conversational English instruction in Vietnam, but this was limited to 45 minutes in after-school classes, once a week. She came here on a student visa and lived with her aunt who had invited her to come and study in Canada. Her high school, which had a very basic ESL/EAL program for international students who were just visiting for a short term, placed her in mainstream classes from the beginning, so she did not receive any ESL/EAL instruction. Her English was too advanced for the non- credit ESL/EAL program the school was offering. She did very well in her high school classes and on the provincial exam. In fact, she graduated with 80's and 90's.

In English classes she had to write essays, do presentations, read books, just like every other student in class. She struggled with reading and comprehension but persevered by reading course books and eventually managed to understand the stories

she was reading. In one of her senior year English courses for example, when she had to read a Shakespearian novel, she did not have to read the book in English because she could get it in Vietnamese. In addition, sometimes the teacher allowed them to watch the movie so that the books would be easier to understand. Her main challenge was communicating with native students during class discussions.

At UM, in her Introduction to Sociology she discovered that she could not understand the professor's lectures, so she could not write notes. Even when she did understand the professor's language, she did not know how to spell the vocabulary in order to write it in her notes. Furthermore, like Tomas, after figuring out the vocabulary, she still had a hard time understanding the professor's explanations. She explains: " I found university lectures very difficult. Like I can hear everything, I understand everything, but when it comes to the whole thing, I still get lost. (Asma, interview 1, page 4, lines 168-169). She eventually managed to complete the assignments and examination by asking a NES classmate for her notes. Getting those notes made a big difference to her and she feels that speaking with native speakers is essential to not only being a good language learner but also a successful student.

After high school she transitioned to UM where she took two English courses, one of which was meant to fulfill the university's written language requirement. In the first course, Introduction to University, she managed just fine. However, the second course, English Composition, was a little trickier. In this course, she was expected to read a story and write an essay every week. Some of the marks were based on impromptu quizzes, for which she often felt unprepared.

> Because that professor would come to class and said: " OK, take
> out a paper. You're going to write an essay right now." And, I had nothing
> in my head because I am international student. English is not my language.
> I needed time to look things up in a dictionary. It was a surprise quiz every
> week. (Asma, interview 1, page 4, lines 189-191)

In English Composition, she had to learn how to write several types of essays and she was required to have particular types of sentences in each. In assignments, the professor's comments seemed OK to her, but her final mark turned out surprisingly low. When she spoke with the instructor, the instructor told her that she was not using the right vocabulary.

> Actually, the comments were good. Only good comments, but the
> mark did not come out good; the final was bad. There were so many mini
> essays and she said, you have a good way to talk about it, but you have to
> change the way you put the vocabulary in it. Sometimes the words I used,
> she said, I shouldn't use in an essay. (Asma, interview 2, page 5, lines 203-
> 206)

Asma loved reading and English and she had originally wanted to become an English teacher but she feared the oral admission interview at the Faculty of Education. Asma was, at the time of the interview, focused on completing U1 after which she was planning to transfer into the Asper School of Business.

Nicole

Nicole arrived in Canada from Vietnam when she was 17. In high school she graduated with S level courses , and did well in S level courses. She stated that she

graduated with an "honours certificate" However, she said that she did not do well on the Grade 12 Provincial Exam, in fact she said she "barely passed". When she applied for university admission, she was told that because her grade 12 English course mark was just a pass, and the provincial exam was also just a pass, she did not meet the university entrance criteria. She was surprised that she did not meet the language requirement, since she thought graduating from a Manitoba high school would be enough for entrance to University. She thought that "passing would be enough" and while she remembers getting advice about the high school courses she needed to pursue a degree in pharmacy from her EAL teacher, she does not remember receiving any other counseling or advising about going to university in high school. At first, she did not know exactly what her options were. She knew that she had to take the TOEFL or the CanTest, but did not know where. She eventually tried the Can Test at the UM English Language Center but did not get a good enough score. She attempted the TOEFL twice, but could not get the score needed for university entrance.

Her mother, found out about settlement English classes from a friend, so she had Nicole take the Canadian Language Benchmarks assessment. Nicole's CLB scores were7 in writing, but 8 in reading, speaking and listening. She took settlement English courses at a private language school for three months, while waiting for a vacancy in the Red River College AEPUCE program, which she needed to take in order to meet the language requirement for university entrance. In the AEPUCE course she remembers having an easy time in a course called "Writing Research Papers and Essays". The technical terms were easy for her but she remembers that her international student friends had a difficult

time with these. In AEPUCE she did not receive any information about the University of Manitoba, U1 requirements, services or any supports.

After she graduated from APUCE, she was accepted into University, but ended up having to take courses in the summer inter-session because she had already missed the September and January session start dates. In her first year at UM, she took a Biology course, but had to drop it because the terms were too difficult to translate and understand. Even after translating, she still could not understand the concepts. This course was video tape based, so she could pick up the tape from the library and take her time studying, but she did not feel motivated to sit in the library and listen to a tape. She had originally hoped to have Biology as her major and pursue a degree in Pharmacy, but after her bad experience with the first year Biology course, she decided to major in Statistics.

In her second year, she took one English course to meet the university writing requirement. The course, History of Asia, was difficult but she ended up passing it with a D. She had a hard time understanding the lectures, and this affected her grade on the final research paper. On the final exam, the section that required memorization, a map in which she had to fill in the blanks, was manageable, but in the writing section, she had difficulty with the essay. She felt this was because she did not understand the lectures well enough. She had a difficult time in this course, but did end up just passing.

Nicole did not seek any advice or counseling while in University, depending on International student friends she had met in AEPUCE for the first year or so. She also could not benefit from advice from her family, since no one in her family had gone to university in Canada. At the time of the interview, Nicole was finishing her last course in her Statistics degree. When I asked her about whether she would take English courses to

reinforce her proficiency, she summarized her feelings: "I am afraid of anything that has to do with English."(Asma, interview 1, page1, lines 20-25) However, she thought that if English courses were offered without credit, it would be beneficial. In particular, she felt that English for specific purposes courses would have been beneficial to her.

Victor

Victor immigrated to Israel from the Ukraine when he was in grade 2. He learned English as his third language in the Israeli school system until grade 11. When the war with Lebanon broke out, his parents decided to move to Canada. Within six months they were enrolling Victor in grade 12 at a local high school. The high school offered him ESL/EAL support but he did not feel he needed it, so he opted out and took mainstream classes.

> I was there for two weeks until I said I don't want to be here
> anymore. I just want to graduate. Most of my friends stayed there for two
> months, even half a year. I am the only student who was able to graduate
> in one year. High school never saw that coming. They thought, he is not
> gonna graduate this year. I proved them wrong. I did graduate this year.
> (Victor, interview 1, page 6, lines 241-244)

He graduated within a year, with an 87% in his English exam. He feels that his high school English course was one of the easiest courses he had to take. He liked his teacher who "was not so hard all the time". When I asked him if he had had any writing instruction in high school he replied that he did not. He had, instead, read the MLA handbook and got everything he needed out of the first reading.(Victor, interview, page 2, 92-96).

He graduated with a score in the 80's in his 40S English course. However, when he took an English poetry course at UW, he hated both the course and the teacher:

> V: It was annoying. I had this stupid teacher in poems. I hate poems. The only English I don't like to read is poems. And I took this course which is based on poems.

A: Did you know it was going to be about poems?

> V: No. And I had a really stupid teacher. Everyone gave him a low mark in the evaluation. (Victor, interview 1, page 4, lines 188-191)

> I don't like poetry because of all those reasons. I like books, big ones with a plot. Not something that is five lines, and you have to write an essay on those five lines. He wrote it to her; she will fall in love. (Victor, interview 1, page 5, lines 213-214)

In the same poetry course, in his first evaluation, he did not write on what was asked, so he lost a lot of marks, and ended up failing this assignment. He attributes his failure in this assignment to being unable to understand the instructions. (Victor, interview 1, page 6, lines 276)

> On my first one, I failed because I wrote something different from what I understand, because it was a poem. We had to analyze some lines and I guess they were pretty simple but I got them totally the other way. He said I wrote an excellent essay but it was off topic, like I did not have any grammar or comprehensive mistakes. (Victor, interview 1, page 6, lines 268-275)

Victor also felt that the way English was taught in Israel was more effective than the way it is taught in high school in Canada. In Israel he learned about how the language works. He did not like having to analyze books, because he feels that books are meant to be enjoyed, not scrutinized.

I don't understand literature here, at all. Literature in Israel was

different. You were taught what is English. You went behind the language,

its history; how to use English; why C is read like K; why is U read like A.

Here we read a book and analyze it. Why should I analyze the book? A

book was meant to be read and make you happy, and to let your

imagination flow. No, the first page talks about this, the second page ...

Hamlet - I read it in Israel once, and here I did it twice. So, I know Hamlet

from the inside out. We started analyzing it. I took the topic: "Was he mad

or not?" Nobody knows. Only the author knows. I wrote YES. Like

explain why? I don't know why? He was mad. I don't understand English

here. Read the book, ask questions about what happened…. (Victor,

interview 1, page 5, lines 214 -244)

Victor was in his first year of studies at UW, and he was planning to enter medical school, so he was preparing for the MCAT.

Simon

When Simon left the Punjab region of Northern India, the few places that taught English were private institutions which were too expensive for the majority of people. He had had little exposure to English and English culture, so when he first arrived in Canada, he found that many things were quite different from what he was used to.

When you come here it's all buzzing. You can't understand what

people are saying; you feel isolated. I did not even know a word of

English when I came here. The weird part is that you are a stranger at first,

you want to be with people you can communicate with... especially for

me, I went to a school where there were no other colored people like me

except for me and my sister. (Simon, interview 1, page 1, lines 5-13)

Simon was thirteen when he arrived in Canada, so he was placed in grade 9. The

school did not have an ESL/EAL program, so Simon was placed in mainstream classes

from the beginning.

The first year we came here, they just gave us credits. We did

not pass any of them ...except for math...because math in India is way

...when we came here the math they teach here grade 12 we were

doing in grade 8 in India. So math was fine but as far as English goes,

we did not understand anything in the first year of high school, but

they gave us credits and passed us to the next grade, but they

recommended that we take ESL/EAL classes in the summer. (Simon,

interview 1, page 1, lines 37-41)

The school suggested that he take ESL/EAL classes, but they did not offer further

assistance. His dad's friend, a math teacher from another school, told them where to find

ESL/EAL classes and what they needed to do to get them. He took ESL/EAL classes

during the summer after grade 9, for three months. These classes were interactive and

Simon felt they were very useful and fun.

Simon found this approach useful because he felt that this teacher "helped him help himself" (Simon, interview1, page 2, line100). Unfortunately, the three months he spent in ESL/EAL classes were not enough to make a big difference in his academic courses in school. In grade 10, again, he did well in his math class, but he ended up failing English, History, and Geography because they all involved English. He could not ask the teacher questions in class because he did not know how.

> It was hard to ask questions to the teacher because I had no idea
> how to ask a question....I was pretty much ... I am pretty sure the teachers
> thought that I was deaf...cause I did not say a word. I could not say
> anything because I did not know how. (Simon, interview 1, page 1, lines
> 59-62)

The grammar in the textbooks he was reading was difficult. Even when he tried to figure out his readings, he found the dictionaries useless.

> Especially in the books for ESL/EAL, for people like me it would
> be easier if the grammar that they use and words they are way too
> advanced for us. Like even if we do use a dictionary, for example, let's
> say demanding and there is a word in the dictionary and it somebody who
> demands, then I have to look up demand and there is another word I don't
> understand in the definition. It would be easier if the sentences are
> simpler. They make it hard even though they could make it simpler.
> (Simon, interview 1, page 2, lines 71-75)

He describes the frustration he felt during this time.

It takes a toll on you because your parents are expecting you to... especially if you are a good student coming from India like I was. In India you did good in school, and when you come here your parents are pressuring you to do good, and you want to do good, but you get bad marks on your report card, and your parents are pressuring you, and your teachers… and then there's the kids who think you are stupid because you don't understand anything in class. It's not our fault we just don't understand anything that is happening in class. (Simon, interview 1, page 2, lines 71-75)

He continued to learn the language on his own by going to the library, and taking out easy to read books, children's books and videos. By grade 12, when he had more control over the language he was able to help himself by asking questions and becoming more involved in classes. He felt however, that couldn't have passed his grade 12 English if he hadn't asked for special attention, but he resented the fact that his instructors did not seem to know or acknowledge that he needed extra help.

I think, in that grade 12 class I should have done better. What would have helped was if the teacher was made aware that this student is ESL/EAL. Like even though I've been there for 4 years, they probably thought that I was up to par, he should be able to do fine, but no I was not. The whole school and the division probably thought that because I was there for four years he should be up to par. No, if the teacher was made aware and asked to give the student some extra attention. No, I was treated

as a regular kid, so when I actually got fed up and expressed myself that's when I got that extra help. (Simon, interview 1, page 5, lines 196-202)

In addition to the language barrier, he felt that asking for extra help came quite hard for him because this was not encouraged in his family and culture.

You want to do good and you go talk to your parents and you're in grade 12, I've been here for four years, I don't understand it or talk to your teacher I don't understand this. What will they think of me, they'll think I am stupid if I actually express myself? I was told the same thing again and again: "Read it. Read it you'll get it ". No, I don't get it. I keep on reading...like when I was reading books, I would be stuck on one paragraph, I would literally read it 10 times and I still wouldn't get it, and if I was to tell my dad he would just look down on me. (Simon, interview 1, page 5, lines 196-202)

In his high school classes he did not know how to do the work he was expected to do nor was he able to get help from his family, who were also struggling with the language.

Simon continued to struggle with reading in university. In his critical thinking course he could not understand some of the concepts as they were written in the text. In his calculus test, as well, one of the questions seemed worded so awkwardly that he could not get past the language, so he ended up running out of time. At the time of the interview, Simon was concerned about taking the writing requirement course because of having to do a lot of writing, so he had been trying to find ways to make it easier on himself.

I am not looking forward to it at all, because I know I'll have to do assignments, and it's kind of a sneaky deal because I am taking it in the summer on purpose. I heard that if you do take it in the summer there will be fewer assignments. (Simon, interview 1, page 8, lines 357-359)

For Simon coming to UM was his second attempt at university. After graduating from high school he started his first year at UW. He did not finish his first year because he found the material in his social sciences courses too difficult. His experience with language-oriented courses seems to explain his anxiety around having to take his writing requirement course.

I do remember taking an English course, but I did not go to class. After the first class, I dropped it right away. There were gonna be a lot of essays. So I dropped that. I stayed in Criminology for while. I read the book, I understood the book, but they asked us to reflect on it, and I don't get this reflecting on stuff. I knew that I was not going to do good in school, so I dropped that class. The only class I was doing good on was my statistics class. (Simon, interview 1, page 10, lines529-533)

He does not feel that he was adequately prepared to write papers and he was concerned about his ability to write in English.

In University courses they expect that you have already learned this stuff in high school, so when they give you an essay they expect that this kid knows all this, but there are some things I don't know. (Simon, interview 1, page 9, lines 395-396)

Simon was determined to succeed in his Engineering degree. He was concerned about his linguistic ability, but he also believed that he would be able to cross every obstacle to achieve his goal because this time around he was better equipped to handle the demands of university.

Concluding remarks

In this section of Chapter 4, I introduced the participants through their language experiences. Through this, I aimed to provide an organic, a more holistic portrayal of each participant. I included quotes so that their voices could be heard, and attempted to convey their feelings and thoughts, attitudes and beliefs with as much sensitivity as possible. I presented their unique linguistic experiences as they progressed though the school system and found their way in university. Each participant's story showed the challenges they have had to face or are currently facing as they have negotiated and continue to negotiate their education and life through their second language. What is salient about their stories is their varied interpretation of the role of their second language in their adjustment to university. Roland, Jane, Victor, Diana, Anna do not see themselves as ESL/EAL learners any more, and do not consider their language to be a variable in how they adjust to university. They attribute their challenges to their own aptitudes, not their language proficiency and do not see themselves as any different than native speaking students. Tomas, Nicole, Asma, Simon see themselves as needing continuing scaffolds such as more time and academic support. In the following section, I present the themes that emerged from the cross case analysis of participants' interviews. Their stories converged when they spoke of their transitions from high school to

university, success facilitators and barriers, personal attributes and parental guidance and support, and their opinions on the need for language and literacy support

Recurrent Themes

Transitioning from high school to university.

In order to answer the second research question, "What were the experiences of immigrant youth as they transitioned and integrated into university studies?", I explored the participants' experiences through in depth interviews. The interview results show that several participants found the transition from high school to university fairly smooth. These participants identified several useful sources of information and support during their transition: high school counselors, university recruitment orientations, university academic advisers, friends and family. Most participants transferred right after graduating from high school after having fulfilled all the necessary requirements. Five of the participants felt they had enough guidance coming out of high school and most adjusted well to their first year courses. Three of the participants, who were also later arrivals, however graduated from high school not knowing the language proficiency requirements needed to enter university entrance. After their application was denied by the university (in all cases UM) they found their way into university in other ways. This theme splits along positive and not so positive beginnings, but does reveal how well prepared for University studies they were, thus answering research question 2.b. "How did participants find the process of transitioning from high school to university given their linguistic and academic preparation in high school?"

Smooth beginnings.

Jane and Roland who were in the International Baccalaureate Program and Advanced Placement programs respectively, had a fairly smooth transition into University 1 at UM. They found the application process easy and knew exactly which courses they needed to take in order to fulfill the requirements of their program; likewise, the registration process, while a little confusing , was manageable. They started university in the September after their graduation, so they were able to attend the U1 orientation sessions. They adjusted to the demands of university life fairly smoothly and managed their first year quite easily.

Roland thinks his transition was uncomplicated because prior to graduating he had already made decisions about the courses and program he would be taking. Furthermore, being in the advanced placement program, he took some university courses in high school, and these courses gave him an idea of what university level expectations would be like.

I had the material so I knew what the courses were going to be like in the first year, so I wasn't completely unprepared like some of the other people I know. I was lucky because I took some courses in high school that overlapped with some of my first year courses. For example, economics, psychology so I did not have to do a lot of work for them. (Roland, interview 1, page 1, lines 22-25)

He thinks that his situation was a bit unusual because most of the information they received in preparation for university was fairly vague.

It depended a lot on who you talked to. The people who were going around to the schools and doing their presentations, just generally talked

about the faculties; they did not really talk about the courses or programs,

or what your schedule was going to be like. So you're just going in blind,

not really knowing that much. (Roland, interview 2, page 1, lines 16-19)

Similar to Roland, Jane felt she had been well prepared academically and knew exactly what she need to do. She did well in her International Baccalaureate program and outside of finding the registration process a bit confusing, she had no surprises. She graduated on time with the appropriate prerequisites and entered UM in September. She attended the U1 Orientations in the first week of classes, and basically transitioned happily into university life. She explains: "For me, first year, I did very well. I breezed through it. I thought I really belonged here this is great. (Jane, interview 1, page 6, lines 265-266).

… I was really confident which first year proved my point. I saw

everyone around me struggling and I did not know why. Everything

was relatively easy for me. (Jane, interview 1, page 7, lines 279-280)

In her second year though, she experienced with some personal

problems, and her performance, even in her science classes

plummeted.

J: In my first year…. for all my science courses I got all A's and A+ s

and I took one English course…and second year I was doing really

bad.

A: In your science courses?

J: Yeah, in my science courses… because I was having some

problems, compassionate problems. (Jane, interview 1, page 7, lines

289-293)

Jane took a leave of absence and returned a year later. She felt that getting back into university was now more difficult, and found the course work a little more laborious.

Like Roland and Jane, Anna and Tomas felt they had all the information they needed about the admission requirements, so they also had a fairly good transition into university. Anna entered university as a mature student, and remembers that her sister helped her with the application, with writing the letter of intent, and registering for courses. She did not attend any orientations since she did not have the time, being the mother of a young child. Once in the program though, she did struggle a bit with scheduling her courses, timetabling, etc.

Got in the program... the university is confusing trying to decipher

the calendar how to take courses and where to fit them. (Anna, interview 1,

page 3, lines155-156)

In her first year Anna took five courses, but she ended up dropping her English Poetry class, which she found too difficult and uninteresting. At the end of her second year, Anna found that the courses were taking too much from her family life and ended up dropping out of the program. At the time of the interview she had every intention to return as soon as possible.

Tomas knew that he had to take the TOEFL after high school because he had only been in Canada for two years prior to applying to university. He knew about the language requirement from university information sessions he had attended in high school. The

information given about university was limited when it came to services, university

entrance requirements or advice for students who have English as a Second Language.

> In the book it just tells you if there is an English facility test or
>
> English proficiency requirements for a particular university and they just
>
> list the minimum requirements for English for some schools they just
>
> need Grade 12 English but for the University of Toronto or Waterloo they
>
> have minimum 250 TOEFL score…. If you have lived in Canada for
>
> three years or less you have to take the TOEFL test. That's all they have
>
> in the book…(Tony, interview1, page 5, lines 215-220)

He entered university after getting the necessary TOEFL score. He felt that

having to take the TOEFL was a good thing because it gave him an idea of what

university expectations would be like.

> But, I think it's helpful as well if you go to university directly from
>
> high school. Even though I stayed in high school 2 years, and you
>
> only took math and sciences and you did well in science and math
>
> and you have a high average when you go to university there is a
>
> different pace. The professors talk for like two hours every week and
>
> you have to study from books, by yourself and you have to study a lot
>
> of books so it's gonna be hard….(Tony, interview 1, page 3, lines
>
> 124-128)

Tomas finished his degree at the University of Toronto with average grades, so he

decided to re-open his degree in order to raise his GPA so he can get into graduate studies

in Biology. His transition to UM was fairly easy. The application, registration and most of his communication with advisors was online; he did not run into any problems.

Difficult beginnings.

Four participants had a more challenging time moving from high school to university. They identified lack of guidance as the main reason for their strained transition into university. With the exception of Simon who arrived when he was 12 and therefore had had quite a few years in the Canadian school system, Nicole, Asma and Victor had less than three years in a Canadian high school, so thecriteria fro meeting the language proficiency entrance requirements differed from those of native students or early arriving g1.5rs. These three were required to either take a recognized language proficiency exam such as the TOEFL or IELTS, or graduate with two 40S Language Arts credits. However, no one told them that their requirements were different, nor did they suspect that they might be, since they were landed immigrants and had finished high school in Manitoba.

Victor graduated from high school thinking that he had fulfilled the entrance requirements for university. However, when he applied to the UM his application was rejected because he had not met the UM language requirement. He was required to take an English proficiency test, such as the TOEFL, CANTEST or the IELTS. His other alternative was to return to high school and take one more 40S Language Arts credit. He was not aware of these restrictions, so when he applied and was rejected, he refused to take another high school English course since he had just graduated, and he did not have the money to take the TOEFL. He decided to go to UW, where the entrance requirement

is graduation from a Canadian high school with a minimum grade of 70% in senior 4 (Grade 12) English. His plan was to transfer to UM after taking the MCAT.

> I went to apply to UM, but they were mean to me. You're not 4 years in Canada. So you need another English. But I got 87 on my English exam. I got higher mark than I think the rest of Canada. But you're not 4 years in Canada. So they told me to go back and take another English. So I said I am not going back to high school. Well you have a choice to write the TOEFL. But the TOEFL is hard and it's 100 dollars. I said I am going to UW. See you in a couple of years. (Victor, interview 1, page 3, lines 128-132)

Asma found out from a UM university advisor, after she had applied and been rejected, that as an alternative to taking the proficiency tests she had the option of taking another grade 12 English. She enrolled at the UW collegiate and after successfully completing the course, UM accepted her a few weeks before the start of the fall session.

> In the middle of grade 10, I started taking grade 11 courses. Therefore, I took grade 11 and 12 and then applied to university but I was not accepted because I had only been here for 2 years and you have to be here for three years to go straight into university without TOEFL or IELTS, so I took CANTEST and I did not get a high score so I took a course at University of Winnipeg and I got 93%. (Asma, interview 2, page 1, lines 8-12)

When she finally did get into university she had a very short time to register for her courses and she had to figure out the registration process on her own.

…and you know how hard it is to pick the courses; it took me three

days. It was hard. Therefore, when I was in my University 1 I took five

courses, but only three for the second one. It was hard to pick courses.

(Asma, interview 2, page 1, lines) 12-14

Nicole did not know what to do at all after being rejected from university. She spent a few months trying to figure out what to do, and then her mom found out from a friend that she could take the Red River AEPUCE course, which is the equivalent of the TOEFL test. She had to take the CLB assessment, which determined that she was qualified for the RRC AEPUCE program. When she applied, she was told that the program was full and that she would have to wait until the next session. She took a settlement English course at a private language school, for a few months, and eventually made her way into the RRC program. She enrolled at UM almost a whole year after she graduated from high school and began her studies in the summer inter- session.

Diana was suffering with personal trauma from her mother's death, so in her last year of high school she could not clearly conceive of what she needed for university entrance. She remembers dropping courses and receiving a lot of support from her counselor and teachers, without which she thinks she would have never graduated.

But it was with the support of the guidance counselor and my grade 12

English teacher who allowed me to hand in assignments the day before

marks were due to her house who took me for tutoring to her house who

went above and beyond any expectations to make sure that I wasn't going

to fail or not graduate or things like that. (Diana, interview 1, page 3, lines

128-132)

She graduated at the expected time, but had to return to high school and fulfill the requirements for entrance to UW.

> When my mother died I ended up dropping from that specialist math… calculus, to general math, and I ended up dropping the sciences because I couldn't keep up with them. So I ended up graduating with enough to graduate, but you need 5 or 6 S level courses to get into university and I did not have those. (Diana, interview 1, page 4, lines 139-143)

> So, I graduated in the summer and that fall I was back at high school taking additional courses because I did not have what was… I had what was needed to graduate. I did not have what was needed to attend university. So, I knew I needed more if I wanted to attend university. (Diana, interview 1, page 4, lines 139-143)

She remembers getting a lot of help from advisors and friends at the beginning. During registration her boyfriend advised her on which courses she should take. Her boyfriend's friends were also a good source of support for her during her first year in university.

> … I did it all with academic advising and probably help from friends. Um, I hadn't like when I went into university um there was no one around from my family who would have known or done that or been able to help, so I like um…(Diana, interview 1, page 5, 205-207

I wouldn't have done it on my own. I'm sure I wouldn't have.

I'm sure it would have been just an overwhelming process. Just the

prospect of going in there on your own because I went into university …

because he was already in university I visited him in university. I got sort

of introduced into the university environment via him … and his friends

were in university. So I, sort of the peer group I was pulled in with them

and I felt less strange going into the university. But, had I been on my

own I don't know if I would have been able to follow through and just

like walked in there on my own and just like "I'm here to go to school".

(Diana, interview 1, page 5, lines 224-231)

Simon also barely met the graduation requirements, graduating with a 61% in

Language Arts. He went straight through to UW after high school.

I passed the English. Like the English that I needed to get into

university I passed the English but I barely passed it. I needed to get a

60 and I got a 61. I don't think I would have passed it if I did not ask

for help from my teacher. (Simon, interview 1, page 4, lines 183-185)

He wanted to pursue a sociology degree and later transition into the Criminal

Justice Program, but he ended up dropping out because he was having trouble

understanding the course expectations.

I took criminology courses there, I wanted to become a cop,

but I dropped out because I did not get it. English again. English

problems. So I took a way out and did something that involved math,

so that's why I did networking. I found that that's my strong point and

I am going to stay with that. (Simon, interview 1, page 10, lines451-

454)

He took a networking course at RRC and after working as a desktop support

person for two years, he returned to school, this time UM, to get his computer

engineering degree. When reflecting on his transition from high school to UW and from

college to UM, Simon believes that he has come a long way.

Now I can ask people, I know what to ask for... I feel bad for

these kids who come from a different country. They don't have any

friends here so they don't know who to ask. They are completely lost.

And they don't know what to ask for a lot of the time. They don't know

what to ask for. (Simon, interview 1, page 12, lines 547-551)

Concluding remarks.

The interviews suggest that this transition is not always smooth and issues having

to do with having English as second language, played a role. One of the issues that

seems to stand out from the participants recollections of the transition from high school

to university is that some had appropriate preparation, while others were missing

important information about what they needed to get into university. A gap in

communication seems to have caused Victor, Nicole and Annie to circumnavigate the

university until they finally met the entrance requirements, in particular the language

proficiency requirement. While in university, only two participants mentioned having an

easy time in the first year of university. Especially with English or language intensive

courses several participants encountered difficulties that forced them to drop courses or

drop out altogether. Both Victor and Anna took poetry courses, which they hated, and

ended up performing poorly in. Sociology courses were difficult for Asma and Simon, who felt the language was too difficult to manage. Simon dropped out of school without seeking any assistance, and decided to change his trajectory toward something less language intensive. Jane went on compassionate leave after her second year, because university demands became too difficult handle while she was dealing with personal problems. Anna dropped out because her schoolwork was taking too much time away from her family. Jane and Anna did not know of any supports that may have helped them stay in school. Jane admits that she could have used the help at that time, but did not know where to go for it, and Anna did not think there was anything that anyone could have done for her. Neither one thought of turning to university resources for support that may have made their time in university more bearable. It seems that some participants could have used more guidance and counsel, as well as more academic instruction in their grade 12 language arts courses and perhaps in their first year of university. This point will be picked up again in Chapter 6 where a more thorough analysis is provided.

Barriers and Facilitators of Success in University.

Research questions 2.b and 2.c, were concerned with the facilitators and barriers to success encountered by these participants. These two questions, "What were some of the linguistic and academic challenges participants have had to negotiate?" and "What facilitated their success in university?", are addressed in the following section. Helpful friends and family, academic writing courses, and particular personal attributes were among some of the facilitative factors that participants mentioned. The barriers that they

encountered seemed to be primarily related to institutional constraints such as, unnecessarily difficult language in test instructions, time limitations on tests, and instructors who did not seem to be prepared to deal with the needs of EAL students.

Facilitators.

Several participants said that their Canadian born friends were very instrumental in their transition and success in university. Diana needed her boyfriend's support and depended on him and his friends to make it through the registration process and navigate the university at the beginning. She found his help vital to her integration. She states: "I wouldn't have done it on my own. I'm sure I wouldn't have. I'm sure it would have been just an overwhelming process. (Diana, interview 1, page, lines 224-225)

Asma mentioned getting notes from a native English speaking friend in her sociology class when she could not understand or write the notes from the instructor's lecture.

I had a friend, a Canadian girl who had a laptop, so she gave me the notes. I said, I missed a note and she said, "Give me your USB and I'll give you the notes". So you should be friends with a Canadian; you don't need to be afraid of them; they're nice. But if you always hang around with Chinese or other Asians, you're going to get lost. (Asma, interview2, page 4, lines 164-167)

Asma also found that her mentor[9] from the Asper school of Business, was a great source of support and information. Not only did her mentor help her out with writing

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[9] Diana maintained the status of International student even after she graduated from high school. As such she was able to benefit from the mentorship program provided by the Learning Assistance Center

and reading, she also gave her tips and advice on how to do well in the faculty she wanted to attend.

Simon appreciated his friend's advice on editing his critical thinking. He also mentioned that he knows that he can depend on his friends for support and assistance with writing, editing and understanding course materials. When it comes to language, for example, he knows that he can ask his friend who is an ESL/EAL instructor for help whenever he needs. Having realized the importance of having friends who can help you with assignments, he worries about newly arrived ESL/EAL students who don't have access to native English speaking friends.

> Maria is a good friend, so I can ask her if I have questions…. That's common knowledge for me because I've had that experience but kids who are new here won't know to ask or what to ask, because in India there is nothing like that. (Simon, interview 1, page 13, lines 603-607)

Several participants felt that they did not have enough opportunities to meet and spend time with native speakers. They felt that making more NES friends would have made a big difference in their adjustment to university because they would have benefitted from having more academic conversations with other students who were studying in other fields. Tomas feels that communicating about academic issues would have helped him improve his vocabulary, learn about other disciplines and learn new ways of thinking. In her second interview, after she moved to Thunder Bay to pursue a nursing degree, Jane revealed that she could have used more interaction with native

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and the International Center at the university of Manitoba. This mentorship program is mainly aimed at International students

English speakers as she was growing up. Being in a new city, where the Chinese community is much smaller than in Winnipeg, she was compelled to make friends with native speakers. She wished that she had spent more time with native English speakers all along, because she had a hard time using the colloquialisms that native speakers tend to use, so she felt uncomfortable in conversations.

Academic writing preparatory courses.

Participants who took academic writing instruction courses such as the English Composition and Introduction to University at UM and the Academic Writing courses at UW, found these courses very useful even though at first they avoided taking them. They felt that these courses filled in the gaps that they had from high school composition classes and taught them the principles of academic writing, which they found invaluable later on in their university courses. For Anna, who did not have access to the writing center or tutors, the academic writing course she took in university in order to meet the writing requirement, was extremely valuable. In fact when asked which resources she could use in university she said that the academic writing course would be the only one she would take.

> The academic writing really helped because I hadn't been in
> school for ten years, nothing to do with essays for ten years, even
> how to format essays how to format your thoughts. I found it very
> helpful. (Anna, interview 2, page 1, lines 25)

Tomas, did not want to take an English course if he did not have to because he was worried about it lowering his GPA, so he finished his science degree at University of Toronto without having to take an academic writing course; he just avoided the

courses that required written assignments. At UM because he had already finished a degree he did not have to take the academic writing course, but he took English Composition (Eng 0930) because he thought it would improve his English and perhaps help him in graduate school.

> It's hard for me to get really high marks, but I think it will be useful in the future ….even now like I write something it helps me to know the basic structure and basic grammar…. but you know only for marks does not help at all because I have to apply for professional school in the future, graduate school in the future and if I get a C that's really low compared to their requirements because in graduate school they're looking for B+ at least (Tomas, interview 1, page 8, lines 352-356)

Jane, who graduated from high school with an International Baccalaureate diploma, knew she needed to strengthen her English, so she hired a tutor to teach her academic writing and help her get a higher score in the verbal reasoning section of the MCAT. Unfortunately, she did not find that the tutoring was too beneficial. On the other hand, she found the English composition course that she took in order to fulfill her academic writing requirement, very useful.

> Yeah like English composition. For me that was pretty good. I think I worked hard on it. I started to review my writing form another perspective, and try to understand it form someone else's eyes. Like, if I am someone else, would I understand it? I think I approached it in a different. (Jane, interview 1, page 5, lines 199-202)

When we went to high school we were never taught how to write, it was always you need to read a book and write an essay. You need to clarify your points but they never told you how to do it. For example the English composition course was useful because you learned how to create a sentence or a paragraph. (Jane, interview 1, page 9, lines 391-395)

Personal attributes.

Personal choices and certain personality attributes helped these participants persevere. Simon spoke about the importance of being assertive and said that asking his English instructor to provide him with an annotated version of the novel that they were reading in class, helped him pass his English course. He mentioned the importance of knowing what to ask for and who to ask for help, several times. Anna, asked for special permission to enter certain courses that required prerequisites which she did not have. Perseverance and persistence seem to have made a difference in how participants pursued their education. Anna returned to school ten years after graduating from high school and while she is currently taking time off to recharge, she has every intention of returning and finishing her degree. Simon returned to university despite failing his first year at UW. Jane took a year off to deal with her personal issues, but returned to finish her degree. Diana took a long time to finish her degree, because she had to work part time, but she persevered and eventually graduated. Tomas graduated with a low GPA in his science degree, but he did not just give up and get a job. He went back to school and was actively trying to improve his GPA, so he could get into graduate school.

In spite of having very little English language training in the K-12 system, participants used the few strategies they knew to help themselves. They stayed focused

on learning and perfecting their English. Staying in English as much as possible, through the use of an English only dictionary and thesaurus was useful for Victor. Asma valued maintaining an English only environment as much as possible, and she sought interaction and opportunities to be with native speakers. Her opportunism had served her well, so far.

Several participants mentioned being avid readers. They enjoyed reading in English, and most did all their reading in English preferring it to reading in their first language. Asma loved reading in English, so whenever she had some extra money she would buy an English novel. At the time of the interview she mentioned that she was reading the "The Time Travelers' Wife". Her friend had criticized her choices, suggesting that they were not very academic, but Asma read for enjoyment, not necessarily to improve her English. When asked about how she negotiated the difficulty of some of these books, she said that if the book was interesting she was not too concerned with understanding every word. Roland mentioned his interest in science and pop culture books, such as Super Freakonomics. Victor also spoke of his interest in reading long books with plots, but also mentioned that he read for enjoyment, and did not appreciate having to dissect a book by analyzing it or thinking about it too much. While participants seemed quite averse to analyzing and interpreting books in a formal setting, their desires to read English books for pleasure had remained unscathed.

In addition to having resilient personalities, participants' families made a big difference in their determination to succeed. Several participants mentioned that going to university was not something they had to decide on; they just knew they would go to university. All participants except Nicole, and Asma came from highly literate backgrounds where the expectations were always that they would follow suit. Diana and

Anna mentioned that their grandfather had two PhD's and her parents had their Masters' degrees. Jane's father came to Canada to get his PhD and while Simon's father owned a taxi driving business, he also had his Masters' degree in engineering from India. Roland's father was an engineer and his mother returned to school after several years and in a new country, to get her Master's degree in engineering from the University of Toronto. Victor's parents were also engineers. Their parents were great models of success and participants spoke highly of them.

> I think it's probably just my cultural background. It's the prestige thing in the family. I wanted to push myself but maybe I want to push myself because everyone in my family is doing it. I am not sure exactly so I know I have this from myself, from others in my family. I am pushing myself because everyone in my family. It's the way I was brought up …
> (Jane, interview1, page 8, lines 338-342)

Jane mentioned that her parents had high expectations, but they never pushed her like other Chinese parents tended to do with their kids. Nonetheless, she felt that keeping up with the rest of the Chinese community was another underlying factor that kept her competitive.

Diana as well felt that her parents' expectations, and the way she was brought up influenced her decision to go to university and to persevere.

> I was raised with "you're going to university". My mother had a master's degree my father had a master's degree my grandfather was a doctor who had two or three PhDs…um, it was never a question. It was never, you get to not do it. The expectation in the family was everyone

attends post-secondary education and actually has a career or trade or

something. You know it wasn't like you finish high school and you're

done. That's not where your education ended. So, I never, I never thought

I wouldn't. I just wasn't sure how I would do, but I always knew I had to,

so, I did. (Diana, interview 1, page 3, lines 95-101)

Roland's parents, while not being able to provide too much linguistic support since they were also learning the language, were very involved in his secondary education insisting that he get in the high 90's in his courses, so that he would have a smooth transition into university. Simon's dad like Roland's parents was not able to help out at the beginning with the language, yet he had high expectations of his son, nonetheless. Victor knew quite well what would happen to him if he were to consider anything other than a university education.

How did you decide to go to university?

Decided? My parents made me. You pay by yourself rent and everything

or you go to university. (Victor, interview 1, page 2, line 96)

Resilient personalities, parental support, high expectations and coming from highly literate backgrounds where education was valued, seem to have influenced these participants' decisions to attend university and to persist in getting their degrees. In addition, participants depended on their native English speaking friends for support and assistance in navigating the university system. Institutional sources such as the academic writing courses and writing centers were also useful facilitators, whenever they were able to access them. These factors facilitated their success and integration in university and helped them negotiate the linguistic and academic literacy challenges they faced.

Perceived barriers.

Some of the barriers that participants experiences seemed to converge on was awkwardly written tests, assignment instructions and limited time to complete course work and tests. These seemed to impede participants' abilities to do their best to successfully complete tests and answer questions properly. Two participants mentioned writing essays well, but on the wrong topic, almost as if they did not understand the instructions and what was expected of them. Victor mentioned that in his poetry class, he failed his first assignment because he did not answer the question. His essay was on a different topic, so even though it was well written, he missed a lot of points that the professors wanted him to cover. Simon could not answer a question on a test because he did not understand the instructions. It was not because he did not have the ability, but because he had to spend most of his time trying to understand the instructions, so by the time he figured out what he was expected to do the time had run out. Test language such as "express, analyze, reflect" was confusing and interfered with his ability to show that he knew the answer to those test items.

Time was also a major barrier. For studying, reading, doing homework and taking tests, they needed a lot more time than native English speakers, because they needed to do a lot more dictionary work and read slower, because they needed to translate.

Especially for people who came here when they were relatively

older like 18 or 19 it's like a race ….native people have already gone for

half a lap ahead of you and you just started. It's not fair for those people

to compete with native speakers in university for marks because it's

harder for them to understand the concepts in their classes or finish their

works in time. Obviously it takes longer time to read the books to

understand the concepts in books so that's not fair for them. (Tomas, interview 1, page 9, lines 387-392)

Slower than the other kids because if you sat in the class with me, if he asks a question he would expect us to answer it, even though I get it, it will click in my mind two minutes after. The other kids can answer it just like that, whereas I have to repeat the question two or three times in my head to come up with the answer. (Simon, interview 1, page 6, lines 264-267)

I have to read it in English; still do the inner mind language translation. I think it's because I've been using Chinese for 15 years daily with parents and friends so it's hard for me to read English and understand it right away (Tomas, interview2, page 1, lines 27-29)

On exams and tests as well, time was an issue. Simon felt he could have answered the questions if he had more time.

And get this, I could have understood it but I did not have enough time. If we were given more time, I am talking about kids like me, we need more time. The kids who were born here, they read something and they understand it right away, whereas we have to read it several times for us to understand it, and that's the difference between us and those kids born here. It's just a time issue. It's not that we are slow or dumb, it's just that it takes time. (Simon , interview 1, page 8, lines 330-334)

Several participants felt that their professors and teachers did not seem to know how bilingual students function in classes and how having English as an additional

language may affect their performance on tests and assignments. Diana felt that if her professors had made provisions for dealing with G1.5 ESL/EAL students she would have had a much easier time in university. Because her professors did not know that English was her second language, and she had to tell her professors that English is her second language, she felt judged at times.

> And, when talking to professors it was like "Well, your English is just fine you know how to say things- everything, so why can't you just put that down on paper? And it was like ok well if I wrote down exactly how I thought or what I said it wouldn't be very academic, so I have to make it academic but in that –that's where all of my problems start and um… I think there was… there was judgment. There was definitely judgment. Like there was a lack of understanding that someone could have a much higher level of spoken and then a lower level of written language. (Diana, interview 1, page 8, lines 347-353)

Simon also felt that his teachers' perceived lack of knowledge on how to deal with ESL/EAL students made his life in high school a lot more difficult.

> I think that in grade 12 class I should have done better. What would have helped was if the teacher was made aware that this student is ESL. Like even though I 've been there for 4 years, they probably thought that I was up to par. He should be able to do fine, but no, I wasn't and I guess the teacher was not made aware of that. The whole school and the division probably thought that because I was there for four years he should be up to par. No , if the teacher was made aware

and asked to give the student some extra attention. No, I was treated as

a regular kid, so when I actually got fed up and expressed myself that's

when I got that extra help. (Simon, interview 1, page 5, lines 196-202)

Assertiveness paid in Diana's and Simon's case, but had they been more reluctant to

approach their professors and ask for help, their final grades may have been affected.

Difficult instructions, inadequate time on tests, and instructors who seemed

unable to recognize EAL students and incorporate appropriate scaffolds into their

teaching, seems to have challenged these participants and perhaps impeded them from

performing to the best of their potential. Unfortunately, these barriers were not under

their control nor does it seem like they knew where they could get help in dealing with

these problems, so their only recourse was to bear these systemic impediments. Most

participants were resilient and were able to persevere despite these impediments;

however, in some cases their marks and subsequently their grades were affected. Jane

mentioned that she received her lowest mark ever in her English composition course, and

Tomas's GPA required boosting in order to be presentable enough for graduate school

application. Participants consistently mentioned that their English scores in high school

were not their best, and they continued scoring below their own expectations in university

courses, such as History of Asia, Biology, English Composition, all courses that are

language intensive. Simon mentioned that being unable to answer the last question on his

exam may have cost him ten points. Tests and instructors who had not been trained in

working with ESL students seemed to have worked against them and were not factors

that their personal characteristics could help them negotiate.

Awareness and usefulness of campus resources.

Regarding research question 3a., "How useful did participants find the resources the universities were/are providing?" the interviews revealed that participants' knowledge of the existence of academic or language support was minimal. Most participants did not remember hearing about any sources of academic literacy or personal support. Simon remarked that social events advertising makes up the bulk of the posters and pamphlets on bulletin boards at the university. Private institutions also advertise their tutoring courses or other services on the university bulletin boards, but university services, workshops, non-degree courses, and seminars that are free or for a nominal fee to students are not commonly advertised on most university bulletin boards. First year orientations rarely include information about services that are available for students, focusing on campus tours and campus facilities instead. Furthermore, the different functions of student counselors and academic advisors are not usually addressed during orientations. Since most participants did not know about a lot of the resources available to them, they were not able to take advantage of these, so participants could not answer questions about the usefulness of most resources.

Participants who went to UM were not aware of any language related resources. Roland thought that the International Center at UM would be a good source of support for generation 1.5 students like him. However, the International Center at UM deals primarily with international student issues or with study and work abroad opportunities for all other students. Only Asma, who was familiar with the International center and their mentorship program from a friend whose boyfriend was taking classes at ICM knew about a mentorship program that would allow her to have access to conversations and guidance from a native speaker senior student.

Some of the participants were unaware of places where they could have gone for support when they were experiencing personal difficulties which affected their studies. Jane who experienced some personal trauma during her second year of university, did not know of any places where she might be able to get support. She mentioned that she wished she had had some support at that time.

> When I got to the second year there were some problems in my
> personal life, so my grades just plummeted. It was a tough experience, I
> guess ever since that it was really hard to get find that high point again. I
> wanted to look for resources around school but I think they're limited
> and I wish they had more workshops. Even if there were I wouldn't
> know where to find them. (Jane, interview 1, page 6, lines 266-270)

Even at the time of the interview however, she still had no knowledge of resources and supports. She felt that her personal troubles had affected her focus. She wanted to find a support group but she did not know where she could go to find such a group.

Seeking help while they were experiencing difficulties did not even occur to some of them. Anna needed to tend to her family, so when she decided to take a break from her studies, she went to see her advisor. She told her advisor that she needed to take some time off from the program for an unspecified amount of time, but she does not remember getting any advice on how she could stay in university and manage her family and school. She was not given any options or alternatives. Simon also had to interrupt his studies after his first year at UW. He dropped out without seeking advice from anyone. At that

time he did not know where to go and whom to ask for help. When talking about his current situation he realizes that he knew very little at that time.

> A:Did you know of any supports or help you could get at that time?
>
> S: Even if there was, I did not know about it. It's not advertised, it's not thrown on bulletin boards. Ads like Grant's tutoring, parties, orientation... free food come and get it, but there was nothing about help needed, if you need help in this class ... If there was advertisements like that ...Now I can ask people, I know what to ask for.(Simon, interview 1, page 12, lines 545-548)

When it came to academic support, most participants were aware of tutoring centers, but did not find them particularly accessible. Jane, mentioned that she was not comfortable in having her papers edited by peer editors at the UM Student Tutoring Center. She felt they were not adequately trained and would not have been able to understand how difficult writing is for her.

> … because you've spend a lot of time and hard work on it, and you think it's good but someone else does not… and I think it's personal like their opinions kind of suggest it and that makes you feel impracticed. (Jane, interview 1, page 4, lines 145-147)

Anna could not access the writing center because she had to rush home right after classes.

> No. Just because I don't have the time. I have kids right, so I can't. I am going to university, go to class and get home. I can't hang around and get academic support or whatever else. (Anna, interview2, page 5, lines 203-204)

Victor, felt that the tutors at the UW writing center were well trained and helpful when he went to get help for his chemistry course. However, he felt that the center's services were difficult to access because he had to make appointments in advance. One time for example he was told that he would have to wait several weeks to see a tutor. When he really needed the help, such as right before an exam, he could not get in to see a tutor. To see a writing tutor was also difficult, and because he had to make an appointment here as well, it seemed futile to try to make an appointment for a time when he might have a problem related to having English as an additional language.

Diana used the tutoring and writing center at UW a lot. She became aware of the tutoring in her third year when she started writing more papers, and when her instructors started to suggest that she get peer editing help. After that, she had her papers edited on a regular basis, and she found the tutors' help useful. She learned strategies and ways to correct her writing.

> And, I mean, that's where the peer tutoring were like ok, so these are the words that you're most often misplacing or not using properly. And, um, they just gave me strategies around like- as opposed to just going to a synonym you have to take the word and then find it used in an actual sentence. (Diana, interview 1 , page 7, lines 305-309)

However, while Diana felt that the tutoring center tutors helped her a lot she also felt that she did not get solutions that truly helped her in the long run.

> I'd be like agh clearly I have to change that because clearly it didn't work. Um, and then I'd be fine but it didn't transfer into any actual help for me to not do it the next time around. So, I started base with the next paper,

and made the exact same errors and came back with the same this is

disjointed this is the wrong word choice. Word Choice, you know. This is

not a coherent idea or this you know it was the same comment coming back

on the new paper or at a new class. Like, it didn't translate into me actually

changing the way I was approaching my writing. (Diana , interview1 , page

7, lines 693- 700)

Language resources for generation 1.5 students.

Research question 3b. aimed to show the participants' perspectives on how the

university may better meet their language and literacy needs. Some participants felt that

language courses or resources targeting generation 1.5 students are unnecessary. Three

participants felt that there is no need for language related resources in universities. They

felt that they knew enough English to go to university, thus linguistic supports were

unnecessary. Thinking critically, learning how to write essays and reading were

necessary, but language supports were not. Roland for example, felt that university is

there to teach you how to think critically and gain academic literacy skills, so students

should come prepared with enough language to handle such courses. Anna said that any

language related courses first would not have helped her because she felt her grammar

was good enough, and second because she did not have the time to take such a course.

Like Roland, Anna and Victor, Tomas does not feel he deserves or should get

special treatment. However, if a language course specifically targeting language needs

were to be offered, he felt that it would be benefit him.

It has to be limited to be fair for other people. I wouldn't want

special treatment just for G1.5rs, compared to natives. Just a credit

without GPA calculation or just a different course that's not part of the

university program. not part of the GPA or credit, maybe something

like the IEP where you just pay money to take it. (Tomas, interview 2,

page 5, lines 213-216)

He felt that language supports should be in place in university. He would take

academic English courses if they were not for credit because he recognizes that he needs

to strengthen his language. He would not take such a course though, if the grade were

included in his GPA.

Simon and Diana, unlike the others, felt that the system had to change to

accommodate ESL/EAL speakers. Simon felt that professors should choose easier books

and provide clearer instructions on tests and assignments.

So if there are easier books with the same information in them that

are easier to understand (Simon, interview 1, page 6, lines 245-246)

I mean instead of them structuring the question in such a hard way,

why can't they just say be like [question]nr. 5 : "Find the roots for all this"

instead of these are university kids, they 'll understand the questions they'll

know how to do it. (Simon, interview 1, page 7, lines 302-304)

Diana agrees that language support targeting the specific needs of G1.5rs would

have been useful if it had been available but that she would not have failed without it.

Later arrivals like her sister on the other hand, she feels, would benefit a lot more from

such support.

So, theoretically I could have done better with that type of

specialized assistance. But, realistically, I think the people who end up

getting far more help are the people who are bordering on the C to D

because of ESL/EAL being a problem. (Diana, interview 1, page 15,

lines 662-664)

She felt that having better trained instructors or tutors while useful may

be very difficult to achieve.

I imagine if you have really evident English problems like

subject verb agreement is a massive issue then having tutors who are

ESL trained who understand that you 're doing that would be helpful.

But, it's the same teaching people English who have a really high level

of English. It's hard to know how to teach them further unless you get

into really specialized things and then nobody- I can't imagine anyone

sort of having services where they're going to get specialized enough to

say ok what you're doing here actually. And to understand methods of

language learning, that's what it would come into. Like they would have

to understand that one way that people learn language who come from a

different background is they compensate by changing words into words

that they feel are more sophisticated or that they insert words that appear

more sophisticated in an attempt to sort of write at an academic level.

They can't write at an academic level. You'd have to have people who

are trained to understand that that's a strategy of language learning for

someone who's English is good enough that you wouldn't pick them out

as an ESL learner. (Diana, interview 1, page 17, lines 624-637)

Thus, in addressing the question of how useful the participants found the campus resources, it seems that those resources that the participants were aware of and used, they found somewhat useful. However, limited accessibility, lack of long term solutions and inadequate training of tutors took away from their efficacy as viable sources of academic support. Some participants felt that language courses that would not count toward their GPA's, and tutors that have some training in language learning theory and are able to teach rather than just correct could provide some valuable support. When it comes to the usefulness of other services, most participants were not aware that counselors and advisors could help them adjust, persist in and succeed in university. These services were not used because participants did not know about them.

Concluding Remarks

In this chapter, I have presented the results from the institutional survey and the interviews. The institutional survey provided some answers to research question 2: How well equipped are our universities to deal with the linguistic and academic literacy needs of generation 1.5 students? The institutional survey results suggest that RRC provides substantial support for its refugee and immigrants students, and UW has made some improvement to how it has traditionally addressed the needs of refugee and immigrant youth, but that the UM is still lagging in this respect.

The interviews offered insight into the participants' thoughts and experiences as they transitioned from high school to university studies and have shown the role that having English as a second language has played in their successful integration in university studies. The participants' experiences merged along three themes which

provide some answers to research question1: What were the experiences of generation 1.5 youth as they transitioned and integrated in university studies? In essence, the interviews suggest that transitioning from high school to university was more difficult for some more than for others. There seems to have been a communication gap between the later arriving participants and the school councilors who advised them regarding university studies. In university, most participants struggled with writing and reading, but they found support and assistance in their universities writing centers, academic writing courses and friends and relatives. Most participants felt that they could have used more support in dealing with the university system, and some felt that they could have used more structured language instruction. Some feel that there should be some accommodations made for generation1.5 students.

Chapter 5: Analysis

The purpose of this study was to understand how G1.5 students negotiate their transition to and integration into university. The data that allows me to infer participant's experiences in high school and university came out of semi-structured interviews with nine participants, who were all G1.5rs, but varied in time of arrival in Canada, country of origin and first languages. In order to understand how the university environment supported and currently supports the transition and integration of students who have English as second or additional language I conducted a survey of language and student service programs at the UW, UM and RRC. When collapsing these two streams of data the following analysis emerges. In this chapter, I will first discuss my participants' transition from high school to university as it relates to their language proficiency, institutional language proficiency policies, and preparedness for the challenges of university life. Secondly, I will take a more in depth look at the participants' language and literacy experiences while in university and discuss the possible institutional factors that played a role in these experiences. This analysis shows how the results of this research study merge with other research studies to underscore the need for addressing the needs of these students.

Language Proficiency, Admission Requirements and Preparedness

The participants in this study, despite English being their second or third language, and in many cases without language support, all met the language proficiency requirements[10] of the university of their choice in one way or another. Some participants

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[10] For an overview of language proficiency requirements accepted by the University of Winnipeg and University of Manitoba, see Appendix B.

fulfilled this requirement by taking 40S courses in high school. One participant took the

AEPUCE courses at Red River College, while another got the required score on the

TOEFL. These participants should have been able to meet the demands of university

level work. However, the interviews suggest that they were still struggling with English

and academic literacy into their second and in some case into later years of university. In

order to understand the type of linguistic preparation these students may have had a

closer look at the courses that meet the language proficiency standards is warranted.

The Academic English Program for University and College Entrance (AEPUCE)

is an established route into university for international students who want to study in

English medium universities. In Winnipeg both universities and Red River College

provide academic bridging programs that help students who have graduated from high

schools in other countries to university in Canada. Upon successful completion of this

type of academic preparation course students can bypass the TOEFL and go directly into

university. Upon completion of this course it is assumed that students will be ready to

face the challenges of university reading, lectures, and critical writing.

When surveying the course descriptions of the three AEPUCE programs at RRC,

UW and UM they all have similar components. They focus on the four language skills,

reading, writing, speaking and listening. The reading component focuses on skimming,

scanning, academic vocabulary, summarizing and critical reading skills such as tone,

bias, inference. In the writing component, students are expected to write an essay, a

summary, edit their work for grammar and vocabulary use. In speaking, the focus is on

developing students' ability to discuss concrete and abstract topics, pronunciation, etc. In

the listening component students learn to follow instructions, identify word cues and

main ideas, listen for details and understanding the organizational structure of an academic lecture. These courses touch on all aspects that were deemed necessary for successfully completing university level work.

One of the participants, Nicole, could not gain admission to UM because she did not fulfill the language proficiency admission requirements, she took the RRC AEPUCE course. Upon completion of this course, she started taking courses in university the summer after graduating from AEPUCE. One of the first courses Nicole took was a History of Asia course, which in addition to meeting the writing requirement at the University of Manitoba, was also something she was interested in. Even though Nicole was highly motivated by her interest in Asia, she barely passed this course with a D. She struggled with the lectures, assignments and the essay on the final test. She was able to provide content information and did not have too much difficulty with the multiple choice and short answer questions, but answering the essay question was very difficult for her. Her Biology course, in which she struggled with understanding the vocabulary, was also quite challenging for her. Even though, she took a recognized academic preparation course like the AEPUCE, she still struggled in these courses. Nicole's early experiences in university suggest that while her language preparation met University standards, it was not adequate enough to meet the demands of university courses that are more language intensive. Nicole's case shows that meeting admission standards does not necessarily mean that a student's language proficiency will be strong enough to stand the linguistic challenges of courses that require a higher level of proficiency in English even for native English speaking students.

Another route into university is to take at least one 40 S course in high school. Most participants in this study graduated from high school with at least one 40S course. There are four grade 12 English Language Arts, which have different foci, but in effect are meant to achieve similar outcomes. In all of these courses, attention is given to analysis, expression through writing and other media, reflection, critical reading of complex text. These courses appear quite intense as they seem to probe deeply into a variety of ways to explore and express one's thoughts and ideas. The texts used are quite varied and the materials students produce are far more varied than the five paragraph essay, and summary and research paper that AEPUCE courses tend to focus on. Reading and writing skills are taught and learned implicitly and formal five paragraph essay instruction, which is often taught in grade 9 or 10 Language arts courses aren't usually taught, nor is it part of curriculum. At this level, the focus is more on producing a more advanced form of written text than the five paragraph essay or the research paper that are usually taught in AEPUCE courses.

Most of the participants in this study did quite well in their English 40S courses,in most cases scoring in the high eighties. In their first year of university participants had no reason to suspect that they would not be able to do well in humanities courses, so most of them actually took History, Poetry, or Sociology courses. Except for Roland who had no concerns in his English Composition course, nor in his History course, Asma, Victor, Jane, Simon, Nicole, and Diana and Anna all struggled with the humanities and social sciences courses that they took in their first year of university. In fact some almost failed, which would have a been a first for most of them, since they had been successful students

in high school. This situation once more suggests that meeting admission requirements does not necessarily mean that students can meet the demands of university courses.

Those participants who took the English Composition or Academic Writing courses fully appreciated them, especially after having to struggle to pass humanities courses. The English Composition course at UM and the academic writing courses at UW fulfill the universities' writing requirement and place more emphasis on writing, editing and grammar work. These courses are similar to the writing component of the AEPUCE course. Jane[11] for example, found the English composition course very useful because she learned writing conventions that she had not learned in high school. Prior to taking this composition course she took an English History course in which she performed much worse than in any of her science courses. In fact she said that she got her lowest score of her university career in this course. The English Composition course on the other hand, she found useful because it taught her how to write essays and see her writing from others' perspectives. This is something that she does not remember ever receiving in the K-12 system.

Anna also found the Academic Writing course at UW very useful, but did very poorly in her poetry course. She felt she really needed this writing course since she had

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[11] Jane graduated from an IB program, but her Senior 4 (Grade 12) IB courses are assigned a Specialized or S course designation. Students taking IB courses to meet Senior 4 credit requirements for English language arts are required to write the provincial Senior 4 standards tests in these subject areas. These tests are based on Manitoba curricula. *For policy details, please review the* Curriculum Information for Parents, English Programme *section at:* www.edu.gov.mb.ca/ks4/cur/parents/senior/advanced.html.

been out of school for ten years. Victor also took a first year poetry course, but like Anna ended up hating this course. Asma graduated with honors from her high school English courses, so she should have been well prepared for her English history and English composition course. She did well in her history course, but she had a difficult time in her English Composition course. The instructor commented that she was using inappropriate vocabulary. Tomas took the English Composition course at UM because he wanted to improve his English. Even after three years in high school and after finishing his degree at the University of Toronto he still did very poorly in this English composition course, in fact he said he found this course useful because they started with sentence structure which he needed to revise quite a bit. If Tomas was able to benefit from this type of instruction it is not surprising that his GPA was lower since he would have carried this type of deficit throughout his degree at the University of Toronto.

Anxiety seems to be a prevalent emotion as participants discuss their experiences and choices. Some participants became so concerned with their English ability that they tried to avoid language oriented courses and put off taking their writing requirement as long as possible. Tomas avoided all courses in which he would have had to write assignments and not because he was not interested in the material, but because he knew that he would get a low mark in written assignments and he did not want to risk his GPA. He waited until his second degree at the University of Manitoba to take an English Composition course. His concern about this course lowering his GPA, may have, ironically enough, kept him from achieving higher grades in other courses. Perhaps if he had taken a writing composition course or some other type of academic writing or

literacy course, he would have been able understand his textbooks better and produce better written reports.

When Simon was asked to reflect in his sociology course he could not. He was able to read the textbook and to manage the lectures, but when he was asked to reflect on something he did not feel he could do it. He was not confident enough in his ability to "reflect", a skill that he should have been familiar with from high school English courses. He dropped one of his other social sciences courses because there were going to be too many written assignments. His insecurity about his ability to write and reflect on content from courses which he was passionate, seems to have been strong enough to cause him enough anxiety to lead him to drop out of all his courses and change his career plans altogether. Even at the time of the interview, several years later, he was still trying to avoid taking courses with written assignments, and was searching for the simplest W courses he could take in the shortest possible time.

They would not have had to endure such disappointments if they had had the right tools to deal with the linguistic challenges they were facing. Diana's main language strategy while writing was to use her thesaurus to make her writing appear more sophisticated, and more academic. This seems to have been the only strategy for integrating academic vocabulary into her writing that she brought with her from high school, a strategy she had learned in elementary school. Research indicates that having a good grasp of vocabulary is one of the most important determinants of success in university (Douglas, 2010), yet Tomas, Nicole even Asma, were quite attached to their dictionaries, translating as much of the lecture or textbook vocabulary as they could. These strategies may actually hinder readers' abilities to manage more advanced text and

forms of expression. As an ESL/EAL instructor who teaches vocabulary decoding skills, such as use of context cues, prefixes, roots and suffixes, using word forms properly, and a myriad of other strategies for dealing with vocabulary, reading and writing, I find my participants stories disturbing. They would not have had to struggle with such few linguistic tools, had they been able to afford the opportunity to take advanced language and literacy courses. The anxiety that surfaces when they tell their stories is upsetting because it reflects that their success was seriously restricted by forces beyond their control. They did not have the resources to deal with the linguistic demands of their courses, and they had nowhere to turn to strengthen their language ability. Faced with such a tough situation they either had to endure, change their educational trajectories or simply drop out.

Institutional Services and Programs

Participants' knowledge and use of institutional resources were minimal. Most participants did not have a proper orientation to institutional resources. Except for Anna who met with her advisor just to inform her that she was withdrawing from her program, none of the other participants sought any support when they were struggling in university. Anna felt that even if she had mentioned why she was leaving, her advisors would not have been able to do anything to help her. When I asked her whether the advisor suggested any resources that might help her manage motherhood and school life better, she was not aware of any such resources. Her answer, "How would they do that? They were not going to come and watch my kids." (Anna, interview 2, page 3, line 85) suggests she was not even aware of the possibility of such support. Jane even asked in the interview, if I knew where she could find workshops that would have enhanced her

academic literacy skills and help her deal with her personal issues. She felt such resources would have helped her during times when she was struggling with the demands of school and personal life and would have helped her even at the time of our interview.

Clearly the universities' advising and counseling centers did not reach these students. Perhaps if someone had provided the right information and support Simon, Anna and Jane would have re-integrated into the system. Simon mentioned that on his second try at university he knew what he would have to do and who to ask for help, but he did not at the beginning. Simon also mentioned that a lot of the information posted on bulletin boards is useless and that often times information that would support one's academic ability, such as counseling, advising workshops, is not easily visible.

A communication gap between providers of institutional services and ESL/EAL students seems to exist. Grayson (2009) in his study of York university students found that G1.5 ESL/EAL students had lower communication skills than native English speakers regardless of time of arrival in Canada. The participants in this study though, did not seem to have low communication skills. For instance, Anna's negotiations to get into courses for which she did not have prerequisites, Diana's communication with her professors and requests to rewrite her papers, suggest that their lack of knowledge about resources was not a result of lower communication skills, but rather inadequate exposure to information about resources. When I told Jane about some of the workshops I have come across at other institutions she immediately asked if there were such resources at UM. Nonetheless, Grayson (2009) makes a good point when he suggests that in order to ameliorate the disadvantageous effects of lower communication skills, bilingual counseling should be implemented to ensure successful communication.

In the case of non native English speaking students, who have unique cultural and linguistic needs there may not be any resources that are specifically suited to their needs and advisors may not even have the proper training to work with this particular group. (Masterson, 2006; Torres, 2003). Masterson (2006) recognizing the need for better training, holds that counselors and advisers need to understand the importance of family relationships, cultural immersion at home and at work, and how students view the post secondary institution because these factors can seriously affect the success of generation 1.5 students.

The linguistic challenges that these participants were facing could have been avoided if the K-12 system had equipped them with tools and strategies for decoding difficult academic language and if the university system recognized them as having special linguistic and academic literacy needs. In university, generation 1.5 students are simply grouped with the rest of the student population, are given the standard supports that are meant to assist all the students, and are expected to perform on par with native speakers. The fact that the possibility that children of immigrants may have special, linguistic and academic needs reflects a system that either lacks reflexivity or simply does not value the potential of the immigrant or refugee students with English as an additional language in its midst.

Whatever prompted the UW to become more sensitive to the possibility that immigrant and refugee students may have different needs than those of international students or native English speaking students is unknown, however, its actions should be commended. The UW has made its admission requirements even more liberal, lowered the English language proficiency requirements, and is providing language courses and

literacy services though their Global Welcome Center and its Department of Language and Rhetoric. Four of the participants in this study were UW students. UW was not Victor's first choice, but the UW admission requirements allowed him to start his degree sooner since it did not require an additional 40S credit, nor the TOEFL. Simon as well, entered UW with lower English grades having graduated with a 61% in English 40S. Anna entered UW as a mature student. She did not have the best averages in her last year of high school, but managed to get into the Faculty of Education. Diana as well, attended UW and graduated after an extended period of time. Some of these participants would not have had access to a university education if it had not been for the more liberal entrance requirements.

Anna, Diana and Simon attended UW before the Global Welcome Center was established. These participants managed to get into university because of the universities' lower admission standards, but once they got in they were pretty much on their own. The only sources of support that were available to them were the tutoring and writing center and the Academic writing courses. None of these resources specifically target the needs of G1.5 students. Both Simon and Anna ended up dropping out of university. Currently G1.5 students who only meet the minimum entrance requirement can take advantage of the supports provided by the Global Welcome Center if they are aware of its services. By establishing the Global Welcome Center , the UW has managed to not only allow access to students with lower grades, but also provide support and scaffolds for the duration of their degrees. The Academic Writing Extended ESL/EAL courses, along with the services provided by the Global Learning Center are positive steps in this effort of encouraging and supporting students from disadvantaged groups.

At the UM, the language proficiency requirements can be met by either getting the necessary score on a language proficiency test like the TOEFL or CANTEST, pass the AEPUCE course with a 75% or take an additional 40S course in high school. Thus, a person who has met these language proficiency criteria is assumed to be proficient enough to handle the demands of University life. Another assumption seems to be that passing these two 40S courses, is sufficient proof of preparation for the rigorous linguistic standards of academic courses in university.

The institutional survey revealed that the UM does not provide any language programs or services for students who graduate from Manitoba high schools and have English as an additional language. The services and language programs at University of Manitoba are all designed for international students or regular mainstream students. There are three sources of language programs, but since these mainly support the needs of international students the fees are quite high, and thus quite difficult for newcomers to afford. The academic literacy services at the U1 Student Help center are designed to meet the needs of beginning students. The three writing courses that meet the universities' writing requirement specify in their course descriptions that they are not designed for ESL/EAL students. The International Center provides services for International students and for mainstream students who want to experience studying or work abroad. It seems that having a more stringent language proficiency entrance requirement, essentially keeps those who may need services, out. In this way, the university does not feel compelled to provide any special services for Canadian students who need language or academic literacy support .

Grouping nonnative speaking students with mainstream native speaking students has been shown to be problematic because such practices obscure the possibility that G1.5rs may have special needs. (Roberge, 2009; Mikesell, 2006). Several quantitative studies have shown that even though entrance requirements are often met, non- native English speaking students tend to do poorly in university because they are not equipped with the language they need to succeed, and because language and academic literacy services are not available. In a recent study of at the University of Calgary for example, Douglas (2010) found that a significant number of newcomers enter university inadequately prepared for university and may fail to reach their academic potential. He found that despite the fact that participants had been in Canada for up to ten years, they still entered the University of Calgary, with much lower vocabulary scores than their native English speakers peers. Douglas also confirmed that lexical richness was correlated with higher overall scores in university writing tasks, which highlights the possibility that non- native English speakers may have lower educational outcomes in university. Grayson (2008), Roessingh et al. (2004), Grayson and Stowe (2005) concur that the educational outcomes of non-native speaking students tend to be lower than those of students with English as a first language.

Perhaps UM as an institution does not concern itself with students coming out of Manitoba high schools because the K-12 system has been receiving support for improving ESL/EAL programs and policies and therefore the students who are coming out of Manitoba high schools are assumed to be properly prepared. The interview results from this study suggest that participants were not well prepared even though they graduated with 40S credits. Harklau (2009) however points out the tendency for post

secondary institutions to trust the efficacy of the K-12 system, thus letting themselves "off the hook" when it comes to communicating with high schools and providing appropriate support for the under-represented groups. Regardless of who is to blame, the problem of unpreparedness remains, and is exacerbated by the fact that non native English speaking Canadians do not have access to proper language, academic literacy and possible student life supports, and are operating in a system that does not recognize their differences.

Participants' Language and Literacy Challenges

In the first part of this discussion, I have suggested that even though students meet the university language proficiency requirements, they often struggle with academic language related issues. A second argument was that, once students enter university, at least at the UM, there is no affordable language and academic literacy support because the university streams all Manitoba high school graduates into one main stream. Several research studies (Roberge, 2009; Douglas, 2010) support the notion that G1.5rs enter university ill equipped to handle the demands of university work, and cannot benefit from appropriate language support because the universities do not recognize their needs as being any different than those of International students or native English speakers.

Further support for the notion that G1.5rs do need services and supports once they begin their studies, comes out my participants' descriptions of the linguistic challenges they have had to negotiate. In general, participants seemed to face challenges that clustered around productive and receptive use of language. Some of the insight discussed below comes out participants' experiences in courses such as History, Poetry, in addition to English Composition and Academic Writing courses. Participants talked about their

struggles with vocabulary in writing classes. While these participants did not fail, they certainly did have to do a lot of catching up to do before their writing was acceptable. Some participants discovered that their professors had trouble understanding their writing due to clarity, vocabulary choice and use, sentence structure, spelling, vagueness. These comments all seem to point out that participants errors were related to their language proficiency as much as to their knowledge of how to write an essay.

Diana's writing problems centered on her use of vocabulary. She mentioned that she would use a thesaurus to express her ideas in a more academic manner. However, her synonym choices were inappropriate and obstructed the reader's comprehension of the subject. She felt that she did not have a sense of context and register, using the right word from a word family and the connotative and denotative aspects of the words. Anna had the same problem as Diana. She struggled with making her writing sound better. In both cases the problems were pointed out by their instructors but no actual instruction on how to rectify their problems were offered. Diana and Anna's problematic use of vocabulary seems to support Douglas's (2010) conclusion that the writing of NNES is impeded by their vocabulary use. Douglas found that NNES tended to repeat higher frequency vocabulary and their lexicon was smaller. This may explain why Diana was trying to make her writing seem "less like a grade sixer" and more academic by using a thesaurus. It took Diana a long time to correct her writing, and as she mentioned the type of assistance she got from the writing center did help her make permanent changes to her writing.

Sentence structure and grammar errors were also frequently pointed out in some participants' written compositions. Tomas for example, said that when he took the English Composition course he found that he had to correct his basic sentence structure.

I used to write "I was eating" and then comma and something else I was putting too many things in one sentence… I would just mess up that structure. I learned the basic rules . (Tomas, interview 1, page 12, lines 499-501)

The marked differences between Tomas's and Simon's first languages and English may explain why Simon and Tomas's are still having sentence structure problems after living and studying in Canada for so many years. They may need more time and explicit instruction to correct their English sentence structure because of the dissimilarity of their native language and English. Simon, whose first language is Punjabi, had problems with sentence structure. He had no problem writing a creative advertisement for Gatorade in which he had to embed examples of logical fallacies, but he had trouble with the comparative form and use of relative clauses. Interestingly, he was not aware that his writing was difficult to understand because of sentence structure errors. When his girlfriend looked at his paragraph, she pointed out his problems.

Then I retyped it and she was like I don't understand this sentence "Gatorade is better to keep you hydrated than water". She said " I don't think that sentence follows the rules" I'm like "Why does not it?" Gatorade is better to keep you hydrated than water. She said "It's not smooth enough." So she told me to do this: "Gatorade is better than water to keep you hydrated. " She said don't use "to keep you hydrated" and I was like "It

makes sense but it's a little hard to follow." (Simon, interview 1, page 15, lines704-709)

In another sentence he could have used an adjective clause to add information about the subject but he did not, so his clause comes out sounding awkward.

Extra sodium drink, Gatorade helps replacement of fluid lost drinking. She said cut extra sodium drink and Gatorade out and put in "and" "Because he says this and then he starts from and again. Because we already know he is talking about Gatorade, so you know we are talking about Gatorade so you don't need to say it again. (Simon, interview 1, page 15, lines711-714)

In this case he could have written, "Gatorade, which has extra sodium, helps replacement of fluid lost drinking." Simon did not know how use it or that he could use the non defining relative clause to express himself in a clearer way. The comparative and the defining relative clause are grammatical concepts taught in basic ESL/EAL classes, yet Simon does not seem familiar or comfortable with using these in his writing.

Even if Simon were to take an English Composition course, which he was planning to take, he would most likely receive more essay structure and written composition related help, than grammar instruction. The W courses that are available to him at UM are not tailored for EAL/ESL students. So if his instructor points out an error, Simon would be expected to correct it on his own or with a tutor. However, he probably would not be able to correct it on his own because he has not had formal grammar instruction that would allow him to identify and correct his mistakes. Even if he were to ask friends for help, they would take him only so far as correcting that particular error in

that particular composition. At UM Simon would have nowhere to go if he wanted to learn how to use an adjective clause, or how to correct a subject- verb agreement errors in his writing permanently. Therefore, Simon may end up making these errors in future assignments and while he may eventually figure out the rules, his GPA would be affected until he does. Writing effectively determines academic success (Nation, 2008; Leki &Carson, 1994; Pathey-Chavez et al, 2005) but without appropriate instruction writing effectively may never develop, which means that for some ELL students academic success in university may not happen until their language related problems are addressed.

Critical Reading Skills

Critical reading skills and vocabulary were repeatedly mentioned by participants as having impeded their ability to comprehend text and instructions. Three participants, Jane, Tomas, and Roland attempted the MCAT because their objective was to get into Medical School. All three participants did well on the other sections of the MCAT, but they had difficulty with the verbal reasoning section. Tomas gave up on the MCAT after a while and decided to pursue graduate school. Jane attempted it twice, but she eventually decided to change trajectory and pursue a degree in nursing. Roland realized that he needed to hone his verbal reasoning skills in order to get a a competitive score on the MCAT, hence the verbal reasoning book. The verbal reasoning section on the MCAT requires test takers to read critically. In other words, the reader has to be familiar and functional at inferring tone, mood, context, bias etc on top of knowing the vocabulary and being able to comprehend the gist and main ideas. Jane and Tomas both mentioned that they had a hard time with this section, but Roland was able to go into a bit more detail because he was, at the time of the interview, in the process of studying for this section of

the MCAT. We had a discussion about one of the questions from his verbal reasoning prep book, so he gave an example of an answer to show the types of questions and answers that are typically asked.

> And then if you look at the answers it says oh yeah this is the suggested meaning, this encompasses the possibility of the other two answers and... You know that the author does not think much of the British from the words he uses to describe them: "dismal fashion sense", "jingoism" and "greed." (Roland, interview 2, page, lines 195-197)

In this question it seems that the reader is expected to detect the negative connotations of the words "dismal", "jingoism" and "greed" and deduce the writer's negative attitude toward the British. In order to answer this question correctly, Roland would have to have been familiar with three critical reading terms: connotation, writer's attitude and writer's bias. Some instruction in critical reading should, according to the Manitoba curriculum guidelines, be provided in 40S courses, so Roland should have had a bit of exposure to these, but most likely in a very limited way, because of all the other concepts that need to be taught in 40 S Language Arts courses[12].

Perhaps these critical reading skills are meant to be honed in University courses, and perhaps Roland, Jane and Tomas took the MCAT too soon. However, since students come across difficult readings similar to those on the MCAT verbal section from the first year of university, their experience with the MCAT suggests that they needed to work

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[12] In the Manitoba Language Arts curriculum description of 40S courses, it is mentioned that students are supposed to "evaluate diverse information sources for credibility, authenticity, accuracy, and bias".

more on these skills. What is interesting about Roland's and Jane's experiences is that

they were both honor students who were on advanced placement programs in their high

schools. Jane even hired a tutor to work on improving her verbal ability for the MCAT.

These participants tried hard to master this section, but still managed to get scores that

would only pull their overall score down. Their performance on the MCAT points out the

possibility that these participants, despite their good performance in other high school

courses, still managed to make it out of high school with language related deficits that

have the potential to negatively affect their university performance and their futures.

Inability to infer meaning, read critically and understand the subtleties of text are skills

necessary not only for success on the MCAT but also for success in university. If they are

unable to perform on the verbal section as well as they do on the other sections of the

MCAT, they clearly need more language instruction.

Understanding Text and Test Instructions

Some participants consistently mentioned the difficulty of reading assignments. In

textbooks and test instructions their challenges seemed to be a result of unnecessarily

difficult grammar and difficult vocabulary. Participants felt that textbook writers do not

seem to pay much regard to communicating ideas in clear, simple language that is

accessible to those who do not have the a certain level of linguistic ability. The ideas may

be perfectly elucidated and clearly communicated to someone who is not struggling with

the language, but the writer has not taken that additional step to ask him/herself if simpler

and easier vocabulary would not convey the same message just as effectively. Textbooks

are meant to educate, to open one's mind to ideas and different ways of viewing the

world. Obscuring the concepts by casting them in vocabulary and grammar that are

unnecessarily difficult seems counter-productive. Unless the book is intended to educate the reader about style and linguistic prowess, there does not seem to be a reason for complicating the reading through difficult grammar and vocabulary.

An illustration of how grammar can make a concept difficult to understand comes out of Simon's Philosophy of Engineering textbook, a text which introduces concepts of critical thinking. Simon explains that he had been struggling to understand these two statements for a long time before his friend explained the sentences in very simple language. The following statement comes out of Critical Thinking Logic and Arguments by Eric Dayton for 1290 Critical Thinking.

An argument is valid if and only if there is no possible situation in which the premises are true and the conclusion is false. An argument is sound if and only if it is valid and its premises are true. (Simon, interview 1, page 15 , lines 232-234)

Simon's friend explained this statement as "if all the premises are true than the conclusion can't be false". For Simon this was enough of an explanation to help him understand what makes arguments valid and sound. Simon's friend used 12 words to explain this concept, to the writer's 41 words and use of conditional, a sentence structure that is a more grammatically advanced type of sentence structure. Simon's friend gives him only half the story, but this is enough for Simon to understand. In writing the same statement could have been simplified by taking out "if and only if" , "no possible situation in which " without distorting the teaching point:

An argument is **valid** in only two situations:

    a. when its premises are true and its conclusion is true.

b. when its premises are false and its conclusion is false.

An argument is **sound** only in situation A.

If the language is simplified both students with English as an additional language and those with English as a first language would be able to understand the concepts more easily. This should be the only purpose a writer who is in the business of educating should have. Furthermore, this would leave language programs with the responsibility of systematically and intensively building vocabulary and grammar skills. Separating the teaching of content from the teaching of language would enable ESL/EAL students to pick up the content more easily and free up their cognitive resources for building their lexicon. This would allow them to produce better text and cope with the demands of increasingly difficult language that they will eventually encounter in more advanced courses.

Reading test item instructions can also be difficult, if language related confounds are not properly addressed. Simon talked about two instances in which he felt he would have been able to comprehend the instructions much more easily if they had not been cast in difficult grammar and vocabulary. In his calculus test for one, he found that he would have been able to answer the last question on his test if the vocabulary had been easier to understand. He missed 10 points only to find out later that he knew the answer.

> They gave you a quadratic equation and you were supposed to find
> all the factors, but they wrote find the roots in different way, and even
> though I knew how to do it… I did all the other questions, but by the time
> I got to that question, I had to figure it out a few times, but by the time I
> started writing it, the prof is like if you don't hand in your test you are

going to get a 0. I was like OK but I know how to do this (Simon,

interview 1, page 7, lines 295-299)

The question was worded in an unfamiliar way, so by the time Simon managed to

understand what was being asked the exam was over.

A: What was the language like? Was the grammar really difficult or

vocabulary?

Simon: No, it was just worded differently. I mean instead of them

structuring the question in such a hard way, why can't they just say be like

Nr. 5 find the roots for all this. (Simon, interview 1, page 7, lines 302-303)

This situation may have resulted from an interesting set of institutional dynamics.

Simon's Linear Algebra class was one of a few sections, so the test, as is usually the case

in this department, was made by another professor. The language used by one professor

could be quite different from that used by another, hence the question's strangeness.

Simon's instructor who was of East Indian origin had a strong accent, so Simon's

classmates had a hard time understanding him. Furthermore, the questions discussed in

class were not in the textbook, so the students did not have a way to practice some of the

problems learned in class. The instructor did not explain how to do a particular exercise,

having a more two dimensional, didactic method of teaching, in which he just gave flat

but plentiful examples. Simon was one of the luckier students in class because he actually

understood this professor. Nonetheless, he could not understand the question on the test,

because, perhaps in an effort to reduce confusion associated with different Englishes, the

test was made by a western professor. This professor, apparently, finished his own test in

half hour, and thought that a whole hour would be enough for the students. Simon got

entangled in the language used in the last question, so the one hour was not enough.

Simon talked about another situation in which language interfered with his

comprehension of what was being asked in the test question. Some of the vocabulary

used in his calculus problems was difficult to understand because there seems to have

been an expectation that students already knew what to do when asked to "express",

"consider", and "reflect", without prior explanation. According to Simon, the relationship

between these words and the mathematical concepts he was expected to show on the test

was never mentioned in class. While a native speaker may quickly figure out what

"express" means for someone who has the added burden of reading the question in a

second language such words can cause unnecessarily confound the students' performance

on a test. Simon's frustration seems apparent in the following statements:

> The easiest question to read in this whole assignment is "Find the
>
> modulus and the argument...."Easy I know what to do. "Express" I had to
>
> read it again. Consider this complex number.... OK. I considered it. Express
>
> i+i in geometrical terms. These things are hard to understand. I don't know
>
> what they want. If they just give a direct question like " I want you to do
>
> this"…give me explicit information. I am still lost in my own world trying
>
> to make sense of one thing and now you're adding something else to
>
> confuse me. (Simon, interview 1, page 15, lines 678-686)

Even in mathematics courses language can interfere with one's understanding of a

particular concept or even worse cause confusion during a test. Fairbairn, (2007) argues

that educators must realize that the language on tests is different from the everyday

language and even academic language. Thus it is important to be aware and make students aware of the language they may encounter on tests. If there is a need for using such vocabulary it should be common practice to explain such vocabulary and explain why it is being used. Otherwise, it does not seem fair to expect students to make the connection between words such as "express" and "write" or "give", or "reflect" and "think" and the more common technical jargon that is often used during instruction. Academic literacy skill training would rectify this problem of unfamiliar test language (Fairbairn, 2007). Essentially just to ensure good practice, test makers, like test takers, need to be aware of how language can affect a nonnative speaker's performance on tests.

The overarching systemic issue whose vortex participants seem to be caught up in is that for the most part they are perceived as having the same abilities as all other students. Vocabulary and grammar used in lectures, assignments, textbooks, test instructions are not checked for linguistic sensitivity. In individual cases, professors may be sensitive to the possibility that a student might have English as a second language and may be willing to make provisions to encourage them to succeed. In Diana's case for example, her professors allowed her to rewrite her papers and gave her a mark that reflected the amount of work she put into her paper after clarification and language related issues were addressed. Once the ideas and understanding of concepts were clearly seen without being obstructed by grammar mistakes or insufficient explanations the mark she received was a true reflection of how much content she knew or understood. By adapting teaching practices to make accommodations for bilingual students, alternative ways of thinking and different world views emerge unobstructed by the infelicities of inter-language (developing language). This is a "win win" situation.

Time Constraints and Academic Performance

Time seems to have been a factor when participants discussed the challenges they have had to face during tests and doing course work in general. Some participants felt that they take so much longer to read, write and understand lectures than a native English speakers that often times they spend all their time outside of class studying the material they learned in lectures and textbooks just to be on par with native speakers.

The professors talk for like two hours every week and you have

to study from books by yourself and you have to study a lot of books

so it's gonna be hard because for us English is a second language after

all, right? For native speakers they spend ten minutes reading five

pages, for example and for us we need to spend more effort and more

time. Like you need to spend 20 minutes on five pages and then you

don't understand quite as well (Tomas, interview 1, page 3, 127-132)

Slower than the other kids because if you sat in the class with me,

if he asks a question he would expect us to answer it, even though I get it,

it will click in my mind two minutes after, while the other kids can answer

it just like that, whereas I have to repeat the question two or three times in

my head to come up with the answer. (Simon, interview 1, page 6, lines

264-267)

The kids who were born here, they read something and they

understand it right away, whereas we have to read it several times for us to

understand it, and that's the difference between us and those kids born here. It's just a time issue. it's not that we are slow or dumb, it's just that it takes time (Simon, interview 1 , page 8, lines 331-334)

But I found university lectures very difficult. Like I can hear everything, I understand everything but when it comes to the whole thing, I still get lost. (Asma, interview 2, page 4, lines 168-169)

On tests and examination ESL/EAL students do not have control over time, nor do they have the supports that they might use while studying or writing at home. Tests and examinations are meant to assess whether the student has the knowledge and concepts required to move on to more advanced levels. Course tests are informally standardized so that all students who know the material should be able to answer the questions in a particular amount of time. Everyone gets the same amount of time. However, bilingual students may read slower and write slower in the second language than native speaking students. The processing of information takes longer and may be less facile than processing information in one's native tongue. Even if they know all the academic vocabulary necessary to understand a particular point, they still need to process that vocabulary in order to get the overall meaning of the concept. On tests, it seems unfair to expect an ESL/EAL student to complete a test in the same amount of time as a native speaker, when the ESL/EAL students are facing these additional complexities. Professors who do not have English as an additional language may not even be aware of these differences and as result do not factor in these issues when they create their tests.

Kenworthy's (2006) results tend to agree with the assertion that accommodating NNES by giving them more time would be beneficial. In his study on the effects of extra time on the written assessment test scores of sixteen university students who spoke Cantonese as a first language, Kenworthy found that participants had fewer grammatical errors and greater holistic scores, when they were able to write their test at home. He believes that the learners drew on their innate abilities and skills to edit their work because they were not constrained by the time. (Kenworthy, 2006)

The participants in this study were split on whether they should get special privileges just because they have English as an additional language. However, some of their comments seemed to suggest that having extra time on tests is something they could easily accept.

> If we were given more time, I am talking about kids like me, we need more time. The kids who were born here, they read something and they understand it right away, whereas we have to read it several times for us to understand it, and that's the difference between us and those kids born here.(Simon, interview 1, page 8, lines 330-333)

> I can make connections, but under pressure and under time stress I can't really make the connections and I can forget what I read in the passage, which does not help. Like if I knew this exactly than I would probably be able to say the author does not think…. (Roland, interview 2, page 4, lines 202-204)

Because that prof would come to class and said" OK, take out a paper. You're going to write an essay right now", and I had nothing in my head … English is not my language. I need time to look things up in a dictionary. It was a surprise quiz every week. (Asma, interview 2, page 4, lines 189-191)

Marks are the conventional measure of academic success. High GPA's, open doors to graduate work, scholarships, fellowships, and so on. Achieving low GPAs often destroys future possibilities, rendering some students hopeless, insecure, unmotivated and emotionally and psychologically unable to pursue their dreams. In the case of generation 1.5 studies suggest that closer attention should be paid to what factors affect their lower overall academic outcomes because their GPA's are consistently below those of their native speaker peers. Douglas (2010) for example, has shown that the generation1.5 students in his study reached average cumulative GPAs that were much lower than those of their native English speaking peers. To make matter worse NNES students were put on academic probation or were required to withdraw more frequently than Native English speakers. According to Douglas (2010) vocabulary and CALP (Roessingh & Douglas, under review) are responsible for these lower scores.

The results of this thesis suggest that the low GPA's may also be a reflection of a system that does not take into consideration g1.5rs' language related difficulties and does not make the necessary allowances to ensure a clear and fair determination of their competencies. The importance of ensuring that all students are marked fairly cannot be underestimated. However, with generation 1.5 students it still to be remains to determined how fairness can be achieved. Language is often not a consideration when the

tests are created and professors who have not had to contend with learning content in another language may not know how and when their word choices or complex expressions can interfere with students 'comprehension of instructions on tests and assignments. Their lower GPA's would hinder their acceptance in graduate studies. Until proper measures are taken to ensure that these students are properly supported, perhaps some attention should be devoted to how they are evaluated.

Grayson (2008) in a survey of students at York University also showed that the children of immigrants consistently have lower GPAs than native English speakers. He was unable to determine what factors might be responsible for this disadvantage, but he suggests that high schools and universities need to do more to level the playing field for the children of Canadian immigrants. He recommends that universities provide support for the development of cognitive academic language proficiency (CALP). He further suggests that universities provide various accommodations such as bilingual teaching assistants, translation of lecture notes and textbook supplements. Finally, he recommends, "all university communication could be written and presented in a way that would not disadvantage students for whom English is a second language" (60).

In order to level the playing field however, the institution has to accept that some of the students in the mainstream may have English as an additional language related needs, and resolve to support these students until they can function at their full potential without language support. Identifying and putting in place proper supports is not as daunting as it may sound. Universities and colleges in the US have been supporting this group of learners for a long time now. It is time that Canadian universities acknowledge the existence of these students and support them appropriately.

Chapter 6: Conclusions and Recommendations

The purpose of this multiple case study qualitative inquiry was to offer some insight into the language and academic literacy experiences of nine generation 1.5 university students enrolled at the UM and UW. The conclusions drawn from these results and their analysis provide answers to the research questions asked at the beginning of this study:

1. In what ways and to what extent are the universities currently supporting generation 1.5 students?

2. What were the experiences of immigrant youth as they transitioned and integrated into university studies?

   d. How did participants find the process of transitioning from high school to university given their linguistic and academic preparation in K-12 educational system ?

   e. What were some of the linguistic and academic challenges participants have had to negotiate?

   f. What facilitated their success in university?

3. How well equipped to deal with the linguistic and academic literacy needs of G1.5 students are our universities?

   c. How useful did participants find the resources the universities were/are providing?

   d. According to participants' perspectives, how can the university better meet the language and literacy needs of such students?

The first major finding in this study was that meeting the university's language proficiency requirement does not meant that students are linguistically well prepared to handle the demands of academic work. This study suggests that institutions of higher learning need to align with the K-12 English language support systems, to ensure that students are effectively prepared linguistically for the demands of university studies. Students should come out of high schools with the necessary skills and language learning strategies needed to tackle university reading and writing tasks. It is quite possible that the 40 S language arts curriculum may not effectively prepare ELLs for university studies, and taking two 40 S language arts credits in order to fulfill the language proficiency requirements may be a futile burden. These students are already struggling with the language, so requiring that they take an additional language arts course that may not even provide an appropriate bridge to university linguistic demands seems unwarranted.

The second major finding was that once participants enter university they are grouped with native English speakers or international students, and are consequently offered a package of student services and support that may not suit their needs. This is particularly true at UM where services and language programs seem to have been planned and designed with only the needs of international students or native English speaking students in mind. The fact that this situation exists, and the possibility that generation 1.5 students may have specific linguistic and academic literacy needs, suggest that both the K-12 system and the universities need to pay more attention to this student demographic. A systematic look at whether generation 1.5 students who have English as a second language are offered opportunities for excellence from which they can benefit,

in the same way as students who were born in Canada and speak English as a native language, should be considered in light of current research findings, including this thesis. These findings all seem to point to the importance of identifying and taking responsibility for this student demographic. My participants' experiences show that, at least on one level, their problems in university were related to their language proficiency. They were unable to perform well on language intensive courses despite the fact that they met the high school graduation requirements and language proficiency requirements of the university. They had difficulty with writing and reading and little support was available to meet their needs. These participants were high achievers in sciences and mathematics, and were highly motivated to succeed, yet their English scores were unexpectedly low and their performance in language intensive tasks was often fraught. Given their success in less language intensive subjects, their intellectual ability and potential is clearly at par and beyond that of their native speaker peers. This points to the possibility that if they had had enough language support, they would have been able to perform on par with their peers in the more language intensive courses, as well.

Finnie and Mueller's (2010) study has shown that children of immigrants enroll in universities at much higher rates than Canadian born youth, but this study has stopped at the entrance of the inquiry into whether children of immigrants are indeed faring well in the Canadian post secondary system. Having access to university does not mean that they will be able to fully benefit from it, nor does it mean that they will not have to "move mountains" to graduate. While it is true that a university education does not come easy for anyone, having to do it in a second language and being expected to meet the same standards as everyone else, without being able to benefit from supports that truly fit their

needs, seems unfair. If their performance in university, and the GPA's with which they graduate are not even considered it is hard to determine how successful they will be in achieving GPA's and linguistic aptitudes that are competitive enough to open doors to positions that are economically advantageous and that are worth their parents' sacrifices.

 In fact, other researchers working with EAL students in Canadian universities (Roessingh, 2008 ; Grayson, 2008 ; Douglas, 2010; Douglas & Roessingh, under review) have conducted large scale quantitative studies, which have shown that the EAL students are not fairing as well as they should be in Canadian post secondary institutions. They have lower GPA's, take longer to graduate, and do indeed have language related difficulties (Grayson, 2008; Douglas, 2010). This may be because they have not been adequately prepared for the linguistic demands of university studies.

In Canada as in other countries, the highest advantage still remains with knowing the official languages well, and without appropriate support those for whom English is an additional language will remain at a disadvantage. Canada is a tremendously accommodating country. The programs, services and general respect and commitment to the proper settlement of its newcomers are unprecedented in many respects. However, when it comes to the education of the children of these newcomers, only in recent years there has been a sustained effort to provide appropriate supports to help meet their educational needs. At least in Manitoba, language programs and curriculum adaptations have been implemented in a lot of schools, but an assessment of the effectiveness of these programs is still to come.

The K-12 system is not the only institutional force responsible for the proper adjustment and integration of immigrant and refugee youth. Post secondary institutions

must also provide appropriate services and programs to support these students.

However, this cannot be achieved until an active effort is put into identifying, tracking

and understanding the needs of G1.5rs in the student body. Only after these initial steps

are taken, services can be put in place. To date, it seems that UM has not taken any of

these steps. It lags behind many Canadian institutions that are already making an effort

to effectively address the needs of this growing student demographic.

The Manitoba Labor and Immigration and Citizenship and Immigration Canada

should also be invited to contribute to the effort of better educating Generation 1.5

students in universities. The Immigration Division has made a commitment to work

 " with stakeholders and with federal, provincial and regional governments to maximize

the benefits of immigration as well as strengthen understanding and support for

multiculturalism among citizens" (Manitoba Labour and Immigration, 2010). In

keeping with this commitment, Manitoba Labour and Immigration states that it

"develops and supports Adult English as an Additional Language programs for

immigrants in communities, educational institutions and workplaces" (Manitoba Labour

and Immigration, 2010). The Red River College Language Programs and Immigrant and

Refugee Center, as well as the Global Welcome Center at UW are partially funded and

supported by the Adult Language Training Branch of the Manitoba Labour and

Immigration. The University of Manitoba, should also be able to take advantage of this

type of support and begin the process of providing linguistically accessible education for

Canadian students who have English as an additional language.

Several recommendations can be put forth based on the information stemming

from this study. These recommendations are for improved services at UM, for further

research to better understand the needs of this group of students and for government bodies that are concerned with the well being of the children of immigrants.

A. Recommendations for service and program improvements at UM :

1. UM should review its language proficiency requirements and ensure that they allow fair access to all students.

2. UM should identify and track generation 1.5 students to ensure that that they are not being failed by the system.

3. Language programs that appropriately address the linguistic and academic literacy needs of these students must be put in place. Alternatively, students should be provided with affordable or free access to tutors who understand the needs of this particular group of students.

4. English composition courses that address the needs of ESL/EAL students in addition to providing academic reading and writing instruction should be created and be given W[13] credit designation.

5. Counseling and advising centers need to adopt a more proactive way of communicating their services to students for whom English is not a first language. Counseling and advising services that take into consideration the cultural and academic adjustment of G1.5rs should also be put into operation.

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[13] All University of Manitoba students are required to complete, within the first 60 credit hours of their programs, a minimum of one three credit hour course with significant content in written English, and a minimum of one three credit hour course with significant content in mathematics. Some degree programs have designated specific Written English and mathematics courses to fulfill this requirement. For example, engineering does not recognize 0999 Introduction to University as meeting the written English requirement (University of Manitoba, Undergraduate Calendar 2010-2011)

6. Professional development for all staff and faculty on how to better communicate with and educate this group of students must be implemented .

B. Recommendations for future research

   1. A larger scale study that investigates how to properly identify and assess the needs of this group of students is necessary.

   2. More empirical studies that identify the linguistic variables affecting the performance in courses and tests should also be considered.

   3. Professors, instructors and staff should be invited to provide their insight into how to better serve the needs of this group of students.

   4. A longitudinal qualitative study which investigates their experiences at different levels of their university career.

   C. Recommendations for the Manitoba Labor and Immigration, Ministry of Education and Citizenship and Immigration Canada

   1. Create a manual that clearly outlines:

      a) the language proficiency requirements needed for entrance into all post secondary institutions in Manitoba

      b) the steps to follow in order to meet these requirements

      c) alternative ways to meet these requirements

      d) services available to Canadian and landed immigrant students at each post secondary institution

   2. Make this manual accessible to ESL/EAL youth, school counselors, university advisers and settlement organizations.

3. Provide funding for the establishment of language programs and services that meet

the needs of generation 1.5 students.

This thesis has contributed to our understanding of generation 1.5 university students in several ways. First, it has brought forward the voices of nine generation 1.5 youth who have experienced university level courses, and in so doing has provided an opportunity for other generation 1.5 youth to learn from those who have already negotiated some of the challenges of university. Second, it has shown that there is a need to consider whether the grade 12 curriculum provides the best linguistic preparation for university studies for this group of English language learners. Third, it has brought to light the scarcity programs and services that address the needs of immigrant and refugee youth at the University of Manitoba. It has contributed to the current body of research by providing a qualitative look at how English language learners fair in the Canadian university system. Finally, this thesis has empowered and contributed to the personal and professional development of this generation 1.5 English language learner.

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List of Acronyms

ALT Branch	Adult Language Training Branch
AEPUCE	Academic English Preparation for University and College Entrance
AOA	Age on Arrival
BICS	Basic Interpersonal
CALP	Cognitive Academic Language Proficiency
CANTEST	The Canadian Test of English for Scholars and Trainees
CCLB	Centre for Canadian Language Benchmarks
CLB	Canadian Language Benchmarks
CUP	Common Underlying Proficiency
EAL	English as an Additional Language
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELL	English Language Learners
ELP	English language proficiency
ESL	English as a Second Language
GPA	Grade Point Average
G1.5	Generation 1.5
GWC	Global Welcome Center
ICM	International College of Manitoba
IELTS	International English Language Testing System

IEP	Intensive English Program
IS	International Students
L1	First language
L2	Second Language
LPR	Language Proficiency Requirement
MIP	Manitoba Integration Program
MCAT	Medical College Admission Test
NES	Native English Speakers
NNES	Non Native English Speakers
RRC	Red River College
SHC	Student Help Center
TOEFL	Test of English as a Foreign Language
U1	University 1
UTP Stage 1	University Transfer Program Stage 1(ICM)
UTP Stage 2	University Transfer Program Stage 2 (ICM)
UW	University of Winnipeg
UM	University of Manitoba

Appendix A
University Entrance Requirements

	University of Manitoba	University of Winnipeg
Admission Requirements	• Have completed five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit -University), with a minimum of three of these credits in S or U Courses. • Completion of one of the following sets (A, B or C) of requirements: Set A: • A minimum average of 70% over three Grade 12 S or U credits • One credit of Grade 12 S or U English, with a minimum grade of 60%	• Have completed five credits at the Grade 12 level, designated A, S or G level (of which three must be 40S) • Present a minimum one credit of core English (one of Comprehensive Focus, Literary Focus or Transactional Focus 40S) and one credit of Mathematics 40S (Pre-Calculus, Applied, or Consumer) • Have an average of at least 65% on the best three 40S courses including both core English 40S and Mathematics 40S, plus one other 40S credit from a different subject area

	University of Manitoba	University of Winnipeg
Language Proficiency Requirement	• A minimum TOEFL* score of 550 (paper based) or 213 (computer-based) or 80 (internet-based) with a minimum 19 in listening, reading and writing;	• A minimum TOEFL* score of 550 (paper based) or 213 (computer-based) or 80 (internet-based) with a minimum 19 in listening, reading and writing; or
	• Achieve minimum scores of 4.5 in Reading, 4.5 in Listening, and 4.0 in Writing on the CanTest (Canadian Test of English for Scholars and Trainees) .	• CanTest: Average score of 4.5 in Listening and Reading; a score of 4.0in Writing. Applicants with a 3.5 in Writing may be admitted, depending on their proposed program of study, and provided they register in Academic Writing Extended (ESL), or
	• Achieve a minimum score of 6.5 based upon the Academic Module on the IELTS (International English	• A minimum IELTS score of 6.5 based on Module A,B or C (the General Training Module is not acceptable); or

University of Manitoba	University of Winnipeg
Language Testing System). • Achieve a minimum score of 80 on the MELAB (Michigan English Language Assessment Battery) offered by the University of Michigan. • Achieve a minimum grade of C in the University of Cambridge Certificate of Proficiency in English.(CPE) • Achieve a minimum of 65% in the Direct-Entry English Program (also known as Academic English Program for University and College Entrance or AEPUCE), as taught by the English Language Centre of the UM • Achieve a score of 60 or more in the CAEL (Canadian	• A minimum score of 80% on the Michigan English Language Assessment Battery (MELAB); or A minimum score of 60 on the Canadian Academic English Language Assessment (CAEL). • A score of C on the Cambridge Certificate of Proficiency in English (CPE) exam; or • Successful completion of Academic Level 5 of the English Language Program offered through the Division of Continuing Education of The University of Winnipeg; or • Graduation from a Canadian high school with a minimum grade of 70% in senior 4 (Grade 12) English;

	University of Manitoba	University of Winnipeg
	Academic English Language Assessment). • Achieve a minimum score of 58 in the Pearson Test of English.	
Language Proficiency Waiver	• Graduation from a Manitoba high school, with five credits at the Grade 12 level, which include two credits of English at the 40S level with an average grade of 75%	• A waiver for TOEFL may be granted for students if evidence can be provided of four or more years of education in a recognized secondary and/or post-secondary institution in which the language of instruction is English.

Appendix B

Institutional Survey

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Department of Rhetoric, Writing and Communication Third floor, Graham Hall, University of Winnipeg	Writing Centre and Tutoring Tutoring http://tutoringcentre .uwinnipeg.ca/	**Free Tutoring** - appointment or drop-in Peer tutors are students at the University of Winnipeg. Trained tutors help with writing assignments in any discipline. They help with brainstorming, outlining, organizing, proofreading, editing, and documenting sources. Their goal is to help other students become a self-assured, self - reliant writers. They come from a variety of academic backgrounds, from Arts to Education to Administrative Studies to Science. All peer tutors have completed a tutoring course designed to build on writing experience and increase	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		awareness of the writing process. Sessions are not strict or rigid. The environment is comfortable, and the tutors are open to ideas. E-Tutoring Writing resource library A quiet, comfortable work space Handouts — tips on writing and grammar fast computers. Help with: Word Processing (Word 2003) Virtual-U, e-mail, web-surfing, and Web Authoring Writing Resources **Goal Setting and Time Management** This workshop will give SS the opportunity to reflect on the attitudes SS bring to their learning environment and how they impact on their goals and time management. Specific strategies for setting short, medium and long term goals will be discussed	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		and concrete ideas for managing their time optimally will be presented.	
Counseling and Career Services Basement of Graham Hall, 0GM06 Phone: 204.786.9231 l Career Services Phone: 204.786.9863	Study Skills Workshops Dates: September 20, 2010 - October 18, 2010 Time: 12:30 pm to 1:20 pm on Mon and Wed Location: Room 2D12 (2nd Floor Duckworth) University of	**Note-taking Techniques-** Good notes contribute to your overall success as a student. This workshop presents strategies for taking notes during lectures and while reading that will result in clear, concise, and meaningful notes which SS can use for review and for research purposes. **Reading Strategies-** This workshop will provide SS with an easy-to-use reading technique that will help SS read more effectively. **Critical Thinking Skills and Research-based Analysis-** This workshop outlines the attitudes of a critical thinker and ways in which SS can read,	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Fax: 204.779.0961 ccs@uwinnip eg.ca Open 8:30 am - 4:30 pm Monday to Friday	Winnipeg Registration is not required for the Study Skills Workshop Series http://ccs.uwinnip eg.ca/events_signup .html	write, speak, and listen more effectively to become a critical thinker. **Memory and Test-taking Strategies-** This workshop will help SS develop a more positive attitude towards taking tests and exams and will provide simple techniques to help you prepare for tests and exams. **Dealing with Exam Anxiety-** This workshop will present ways to help SS become aware of those thoughts and emotions as well as how to manage them so they do not interfere with their ability to do well on tests and exams. **Oral Communication and Class Participation-** This workshop will introduce students to strategies	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		that will help them overcome their reluctance to be active participants in the class. **Essay Writing - The Basics-** This workshop will present the basic elements and steps required to ensure SS have a well-written academic paper. The writing process - from brainstorming to editing, organization, and the use of citations will be discussed.	
	Other services	Assistance with personal and professional development through a variety of services including: Personal Counseling Career Exploration; Resume Help; Career Workshops; Guidance to Grad School & Grad Programs; Job Opportunities; Study Skills; On-Campus Recruiting; Work	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		Permits;.Career Resource Centre	
International Student Services Room 1Y01 (first floor, Young Street building iso@uwinnipeg.ca	General Services	**Academic advising** is available to international students through International Student Services office. We are available to help you understand the regulations and requirements of Arts, Science, and Business and Economics degrees, explain policies and procedures, and assist you with the application and registration process. For more information on Academic Advising or to schedule an appointment, please contact Lee Hong at 204.786.9858 or email at l.hong@uwinnipeg.ca **International Student Services** office processes off-campus work permits for international students.	all students international students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		For more information, see the Employment section of this website, or visit our office. All students must meet with Lee Hong prior to applying for a Work Permit. **Cultural and Social Activities-**Many activities are organized for International Students, including ice-skating, skiing, hockey games, festivals, and more! Activities will be posted on the web, in the newsletter, and the Face book group page **E-Newsletter** **Mentor Program-** new students are matched with an experienced student who can help you learn about University life. They meet in-person, and keep in touch by phone, text or email. The Student	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		Mentor Program is open to all first-time University students enrolled in an undergraduate degree program. To request a mentor, please complete, sign and return the Mentee application form. **Airport Reception-** A member of the International Student Office staff can meet SS at the airport upon arrival in Winnipeg and transport SS to their residence in Winnipeg.	
	Mentorship Program	New students who need help adjusting to university or bridging.New students are matched with more experienced student who can help them learn about University life. New students meet with their mentors in-person, and keep in touch by phone, text or email.The Student Mentor Program is	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		open to all first-time University students enrolled in an undergraduate degree program. To request a mentor, please complete, sign and return the Mentee application form. (PDF Version, Word Version)	
The Global Welcome Centre http://www. uwinnipeg.c a/index/gwc -index •Visit: 511 Ellice Ave, 1st Floor,	General university preparation and support programs	The Centre, established in September 2007 helps immigrants and refugees with language barriers between them and post-secondary education and offers advice on how to pursue a university degree or diploma here in Manitoba. The Global Welcome Centre is sponsored by the Manitoba Immigrant Integration Program, and funded by Citizenship and Immigration Canada and Labour and Immigration Manitoba. •To offer programs that assist immigrants and	refugee and immigrants

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Room 1E04

•Phone:

204.258.294

6

•Fax:

204.786.780

3

•Email:

globalwelco

mecentre@u

winnipeg.ca | | refugees with their transition into post-secondary

education by offering language and learning services.

•To be a resource for the language and support needs

of immigrants and refugees enrolled in post-

secondary.

To advise immigrants and refugees on how to

access and succeed in post-secondary education.

•To educate post-secondary staff and student bodies

about language and learning issues pertaining to

immigrants and refugees, multiculturalism and

diversity.

All programs offered through The Global

Welcome Centre are fully funded for landed

immigrants and naturalized citizens. To access our | |

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		programs and services immigrants and refugees living in Manitoba should provide one of the following documents: •Permanent resident status •Canadian citizenship •Refugee claimant status (proof of claim filed with the Immigrant Refugee Board) •Provincial Nominee status (Letter of Approval from the Province)	
	Computer Classes two hours of class time for 8 weeks on Saturdays from 11 a.m.- 1p.m.	This course is designed to teach EAL speakers basic computing skills in Word, Excel and PowerPoint. Students are awarded a certificate upon completion.	immigrant, refugees, g1.5

UNIVERSITY OF WINNIPEG SERVICES		
Institution	Program Description	SS group
Immigrant Access Advisor Contact: David Atem Immigrant Access Advisor Phone: 204.258.2910 Fax: 204.786.8656 or 204.786.7803 Email: d.atem@uwinnipeg.ca http://www.uwinnipeg.ca/index/gwc-	The Immigrant Access Advisor • provides academic advising on both an individual basis and in groups, particularly for landed immigrants. • conducts mandatory advising for new and returning conditional and probationary status students, as required by the Senate • provide advice prior to registration, and approve late registrations, course overloads, withdrawals, etc. • advises students enrolled in the Arts, Science, Business, and Economics programs. • advises students with grievances against or questions about Senate regulations and University	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
	immigrantaccessadvisor	policy on the formal appeals processes available to the student.	
	Bridge-to-University Program http://www.uwinnipeg.ca/index/gwc-btu	Bridge-to-University is a free seven week program that gives immigrant youth the opportunity to learn more about the limitless opportunities of post-secondary education while having access to programs, services and resources at the University of Winnipeg. This program prepares SS for university while still in high school or to assist an immigrant youth who already has a high school diploma to gain access to a university degree or diploma.	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		Week one: Welcome to University --A tour of UW	
		Week two: What to expect in University -A panel of immigrant university students and U of W Professors	
		Week three: Programs, services and resources, Immigrant Access Advisor	
		Week Four: Recreation Services and sports programs	
		Week Five: Student groups –UW Student Association (UWSA)	
		Week Six: How to be a successful student in university academic learning	
		Week Seven: Community involvement and newcomer support	

UNIVERSITY OF WINNIPEG SERVICES		
Institution	Program Description	SS group
	Mentoring and Tutoring Program http://www.uwinnipeg.ca/index/gwc-mentoring_and_tutoring-program	The University of Winnipeg Global Welcome Centre provides one-on-one mentorship and tutoring for newcomer immigrants. Volunteers work with students of all ages to help them in a wide variety of subjects.	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Department of Rhetoric, Writing and Communication Third floor, Graham Hall, University of Winnipeg	Writing Centre and Tutoring Tutoring http://tutoringcentre.uwinnipeg.ca/	**Free Tutoring** - appointment or drop-in Peer tutors are students at the University of Winnipeg. Trained tutors help with writing assignments in any discipline. They help with brainstorming, outlining, organizing, proofreading, editing, and documenting sources. Their goal is to help other students become a self-assured, self - reliant writers. They come from a variety of academic backgrounds, from Arts to Education to Administrative Studies to Science. All peer tutors have completed a tutoring course designed to build on writing experience and increase awareness of the writing process. Sessions are not strict or rigid. The environment is comfortable, and the tutors are open to ideas. E-	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		Tutoring Writing resource library A quiet, comfortable work space Handouts — tips on writing and grammar fast computers. Help with: Word Processing (Word 2003) Virtual-U, e-mail, web-surfing, and Web Authoring Writing Resources **Goal Setting and Time Management-** This workshop will give SS the opportunity to reflect on the attitudes SS bring to their learning environment and how they impact on goals and time management. Specific strategies for setting short, medium and long term goals will be discussed and concrete ideas for managing time optimally will be presented.	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Counseling and Career Services Basement of Graham Hall, 0GM06 Phone: 204.786.923 1 | Career Services Phone: 204.786.986 3	Study Skills Workshops Dates: September 20, 2010 - October 18, 2010 Time: 12:30 pm to 1:20 pm on Mon and Wed Location: Room 2D12 (2nd Floor Duckworth) University of Winnipeg Registration is not	**Note-taking Techniques-**This workshop presents strategies for taking notes during lectures and while reading that will result in clear, concise, and meaningful notes which you can use for review and for research purposes. **Reading Strategies-**This workshop will provide you with an easy-to-use reading technique that will help you read more effectively. **Critical Thinking Skills and Research-based Analysis** Critical thinking underlies all aspects of your university studies; it is essential to your success as a student. This workshop outlines the attitudes of a critical thinker and ways in which SS can read, write, speak, and listen more effectively to	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Fax: 204.779.096 1 ccs@uwinni peg.ca Open 8:30 am - 4:30 pm Monday to Friday	required for the Study Skills Workshop Series http://ccs.uwinnip eg.ca/events_signup .html	become a critical thinkers **Memory and Test-taking Strategies-**This workshop will help develop a more positive attitude towards taking tests and exams and will provide simple techniques to help SS prepare for tests and exams. **Dealing with Exam Anxiety-**This workshop will present ways to help SS become aware of those thoughts and emotions as well as how to manage them so they do not interfere with their ability to do well on tests and exams. **Oral Communication and Class Participation-** This workshop will introduce students to strategies that will help them overcome their reluctance to be	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		active participants in the class. **Essay Writing - The Basics-**This workshop will present the basic elements and steps required to ensure you have a well-written academic paper. The writing process - from brainstorming to editing, organization, and the use of citations will be discussed.	
	Other services	Assistance with personal and professional development through a variety of services including: Personal Counseling Career Exploration; Resume Help; Career Workshops; Guidance to Grad School & Grad Programs; Job Opportunities; Study Skills; On-Campus Recruiting; Work Permits;.Career Resource Centre	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
International Student Services Room 1Y01 (first floor, Young Street building iso@uwinnipeg.ca	General Services	**Academic advising** is available to international students through International Student Services office. We are available to help you understand the regulations and requirements of Arts, Science, and Business and Economics degrees, explain policies and procedures, and assist you with the application and registration process. For more information on Academic Advising or to schedule an appointment, please contact Lee Hong at 204.786.9858 or email at l.hong@uwinnipeg.ca **International Student Services** office processes off-campus work permits for international students. For more information, see the Employment section of this website, or visit our office. All students must	all students international students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		meet with Lee Hong prior to applying for a Work Permit. **Cultural and Social Activities** Many activities are organized for International Students, including ice-skating, skiing, hockey games, festivals, and more! Activities will be posted on the web, in our newsletter, and on our Face book group page **E-Newsletter** Make sure that you sign up for the International Student Office monthly e-newsletter to keep informed of upcoming events. To be added to our list send us an email at iso@uwinnipeg.ca. **Mentor Program-** new students are matched with an experienced student who can help you learn	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		about University life. They meet in-person, and keep in touch by phone, text or email. The Student Mentor Program is open to all first-time University students enrolled in an undergraduate degree program. To request a mentor, please complete, sign and return the Mentee application form. **Airport Reception-** A member of the International Student Office staff can meet you at the airport upon your arrival in Winnipeg and transport you to your residence in Winnipeg.	
	Mentorship Program	New students who need help adjusting to university or bridging.New students are matched with more experienced student who can help them learn about University life. New students meet with	all students

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		their mentors in-person, and keep in touch by phone, text or email.The Student Mentor Program is open to all first-time University students enrolled in an undergraduate degree program. To request a mentor, please complete, sign and return the Mentee application form. (PDF Version, Word Version)	
The Global Welcome Centre http://www. uwinnipeg.c a/index/gwc -index •Visit: 511	General university preparation and support programs	The Centre, established in September 2007 helps immigrants and refugees with language barriers between them and post-secondary education and offers advice on how to pursue a university degree or diploma here in Manitoba. The Global Welcome Centre is sponsored by the Manitoba Immigrant Integration Program, and funded by Citizenship and Immigration Canada and Labour and Immigration	refugee and immigrants

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
Ellice Ave, 1st Floor, Room 1E04 •Phone: 204.258.2946 •Fax: 204.786.7803 •Email: globalwelcomecentre@uwinnipeg.ca		Manitoba. •To offer programs that assist immigrants and refugees with their transition into post-secondary education by offering language and learning services. •To be a resource for the language and support needs of immigrants and refugees enrolled in post-secondary. To advise immigrants and refugees on how to access and succeed in post-secondary education. •To educate post-secondary staff and student bodies about language and learning issues pertaining to immigrants and refugees, multiculturalism and diversity.	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		All programs offered through The Global Welcome Centre are fully funded for landed immigrants and naturalized citizens. To access our programs and services immigrants and refugees living in Manitoba should provide one of the following documents: •Permanent resident status •Canadian citizenship •Refugee claimant status (proof of claim filed with the Immigrant Refugee Board) •Provincial Nominee status (Letter of Approval from the Province)	
	Computer Classes two hours of class time for 8 weeks on Saturdays from 11	This course is designed to teach EAL speakers basic computing skills in Word, Excel and PowerPoint. Students are awarded a certificate upon completion.	immigrant, refugees, g1.5

UNIVERSITY OF WINNIPEG SERVICES		
Institution	Program Description	SS group
	a.m.- 1p.m.	
	Immigrant Access Advisor Contact: David Atem Immigrant Access Advisor Phone: 204.258.2910 Fax: 204.786.8656 or 204.786.7803 Email:d.atem@uwinnipeg.ca http://www.uwinni	The Immigrant Access Advisor • provides academic advising on both an individual basis and in groups, particularly for landed immigrants. • conducts mandatory advising for new and returning conditional and probationary status students, as required by the Senate • provide advice prior to registration, and approve late registrations, course overloads, withdrawals, etc. • advises students enrolled in the Arts, Science, Business, and Economics programs.	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
	peg.ca/index/gwc-immigrantaccessadvisor	• advises students with grievances against or questions about Senate regulations and University policy on the formal appeals processes available to the student.	
	Bridge-to-University Program http://www.uwinnipeg.ca/index/gwc-btu	Bridge-to-University is a free seven week program that gives immigrant youth the opportunity to learn more about the limitless opportunities of post-secondary education while having access to programs, services and resources at the University of Winnipeg. This program prepares SS for university while still in high school or to assist an immigrant youth who already has a high school diploma to gain access to a university degree or diploma.	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
		Week one: Welcome to University --A tour of UW	
		Week two: What to expect in University -A panel of immigrant university students and U of W Professors	
		Week three: Programs, services and resources, Immigrant Access Advisor	
		Week Four: Recreation Services and sports programs	
		Week Five: Student groups –UW Student Association (UWSA)	
		Week Six: How to be a successful student in university academic learning	
		Week Seven: Community involvement and newcomer support	

UNIVERSITY OF WINNIPEG SERVICES			
Institution		Program Description	SS group
	Mentoring and Tutoring Program http://www.uwinnipeg.ca/index/gwc-mentoring_and_tutoring-program	The University of Winnipeg Global Welcome Centre provides one-on-one mentorship and tutoring for newcomer immigrants. Volunteers work with students of all ages to help them in a wide variety of subjects.	immigrant, refugee, g1.5

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
International Vice President of Student and International	•Full-time Intensive Programs (14 weeks)	This program has two streams: the General English Stream and the Academic English Stream. In both streams, classes are held from Monday to Friday, with a total of 25 hours of study and cultural activities each week. Classes are offered at various levels in both streams	The Academic English Program is suitable for studying at a Canadian or American university or college. Morning classes emphasize the reading, writing, and discussion skills needed for academic success. Students also practice listening and conversation skills. In the afternoon, students participate in seminars such as TOEFL Preparation and Every-Day Conversational English. Study and basic research skills are also presented and practiced in the academic stream. Students who choose this stream and are in the upper levels of the program will use The University of Winnipeg library for research purposes. Classes range from low-intermediate to advanced. With successful completion of the highest level of the	International 3500

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	Program	Description	Courses	Student Grp
		.Each stream has a head instructor who is available to meet with you to discuss your individual program.	Academic English Program, you have met the English language proficiency requirement for The University of Winnipeg's degree credit programs in Arts and Science. In the general stream, morning classes focus on developing oral fluency as well as grammar, reading, and writing. In the afternoon, students participate in a variety of seminars such as Business English, TOEFL Preparation, TOEIC Preparation, Grammar and Writing, and Listening and Pronunciation. Seminars vary from term to term. Seminars also vary, depending on the student's level of proficiency in English. Classes range from mid-beginner to advanced.	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	Courses	*Student Grp*
	•Part-time EAL/ESL Courses (Evenings and/or Saturdays)	This part-time English as an Additional Language (EAL) program is designed for students with intermediate to advanced language skills who want to become more competent and more confident in their use of English. Students can choose from a variety of workshops	No course description available	all; newcomers

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	Program	Description	Courses	Student Grp
		to improve their listening and speaking skills or their grammar and writing skills.		
	•English	English for Specific	**English for Internationally Educated Accountants**	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
	for Specific Purposes University of Winnipeg English for Specific Purposes 515 Portage Avenue Winnipeg, Manitoba,	Purposes (ESP) is a learner-centered approach to teaching English as an additional language which focuses on developing English communication Skills in a specific discipline, such as accounting, agrology, education, engineering, IT technology, . Students	This course is for internationally educated accountants living in Manitoba who are planning to resume their accounting career in Manitoba. Participants should also be in the process of having their credentials recognized by the regulatory body in Manitoba. **Language and Communication for Internationally educated Agrologist**s This course is for participants who have international training or experience in an agricultural occupation and are planning to resume their agricultural career in Manitoba. Participants with a background in farming, agricultural engineering, animal science, plant science, entomology, agronomy, agribusiness or agricultural economics can	Newcomers International

		UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS		
Department	Program	Description	Courses	Student Grp
	Canada R3B 2E9 Phone: (204) 982-1818 (204) 982-1818	are also exposed to Canadian business and real world communication practice. Participants must have a Canadian Language Benchmark assessment of 7 or higher.	benefit from this course. Participants should also be in the process of having their credentials recognized by the regulatory body in Manitoba. **English for IT Professionals**This course is for participants who have international training or experience in information and communication technology and are planning to resume their IT career in Manitoba. This is a 12 week classroom program and is offered in Fall, Winter and Spring sessions. **English for Engineering Professionals**This course is for internationally educated engineering graduates who live in Manitoba and are planning to resume their engineering career in Manitoba. Participants should	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			also be in the process of having their credentials recognized by the regulatory body in Manitoba. This is a 12 week course offered in the Fall, Winter and Spring sessions. An online course is also available for participants who are unable to attend the classroom course due to special circumstances. **Technical Communication for Engineering Professionals** This 12-week course is for internationally educated engineering graduates who are permanent residents of Canada with Canadian Language Benchmark levels of 7 or higher. There is no fee for this program. The pre-requisite for this course is the ESP course, "English for Engineering	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			Professionals," which is also offered at the University of Winnipeg. This program focuses on English skills needed for success in practicing engineering in Manitoba. **English for Internationally Educated Teachers** This course helps internationally educated teachers develop their communication skills in the classroom. Participants must be planning to resume their teaching career in Manitoba. Participants should also be in the process of having their credentials recognized by the regulatory body in Manitoba. This course is delivered in two parts: in-class learning and online study. Participants can choose to take either one or both	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			components of the course. This is a 10-week classroom program offered in the Fall, Winter, and Spring sessions. Participants must have a Canadian Language Benchmark assessment of 7 or higher. (See the Guide for Language Assessment) **English for Business Professionals** This course is for internationally educated business professionals or entrepreneurs with a background in the management (at any level) of a commercial or industrial business, living in Manitoba who speak English as an additional language. Participants must have CLB levels of 7 or higher. Participants must have a Canadian Language Benchmark assessment of 7 or	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			higher.	
	The University Preparation	In partnership with the Global Welcome Centre of The	**English for Academic Writing** This is an advanced writing course for academic purposes. It focuses on the development of basic	Newcomers/ G1.5 Free

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
	Program for Newcomers	University of Winnipeg we have created a program that gives newcomers the best possible start in their academic journey, The University Preparation (UPREP) Program for Newcomers. This program consists of courses that are designed especially for individuals whose	writing skills needed to succeed in an undergraduate setting. Topics include: the writing process; paragraph writing; essay composition; and paraphrasing & summarizing academic texts. **English for Academic Writing 2** This course continues from Part 1 to further develop academic writing skills. It teaches: argumentation; citation systems for quoting & documenting academic sources; writing a summary; the process of research; and writing research papers. Register Now **English for Academic Learning and Academic Speaking** Mon/Wed, 6:00 - 9:00 pm, September 13,2010 - March 29,2010 Break time: December 13,2010 - January 7,2010 This course provides the on-	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	Program	Description	Courses	Student Grp
		first language is not English who wish to attend the University of Winnipeg. The focus of this program is on functional language needed for success at an academic university level. Classes are offered in Fall, Winter and Spring. Participants of UPREP must have a	going practice of academic learning strategies, such as: understanding the format and structure of lectures; actively listening to lectures and taking notes; understanding and using academic vocabulary; using study strategies; comprehending and critically analyzing academic texts. Academic Speaking course will prepare students for formal and informal speaking activities, including: group discussions, in-class presentations, seminar facilitation, and panel discussions **Foundations for English for Specific Purposes (CLB 5 & 6)** Mon/Wed, 6:00 - 9:00 pm, September 13- March 29,2010 Break time: December 13,2010 - January 7,2010 This course includes vocabulary and	

		UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS		
Department	*Program*	*Description*	*Courses*	*Student Grp*
		Canadian Language Benchmark assessment of 7 or higher.	spelling development, grammar required for language tasks in an academic setting, reading strategies for comprehending academic texts, speaking and listening for academic contexts, as well as basic computer skills if required. This course is the pre-requisite to "Foundations for Academic English, Part 2." **Foundations for Academic English, Part 2 (CLB 5 & 6)** Tue/Thurs, 6:00 pm - 9:00 pm, September 14-December 2,2010This course will continue to build upon the language and academic tasks that students began to learn in "Foundations for Academic English, Part 1."	
	Customized		Courses designed for specific groups, individuals and	Newcomers/

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
	EAL Programs		families.	international
	Explore Program	Explore is a five-week intensive language-learning course. The purpose of the Explore Program offered at The University of Winnipeg is to provide English as a second language instruction to students who received a	Students participate in The Core Component from Monday to Friday from 9:00 am to 4:30 pm. Care is taken to ensure that everyone is placed in a class that reflects their level of ability and competence in the English language. Morning sessions focus on developing skills in listening, speaking, reading and writing. Afternoons are reserved for practice, practice and more practice. Conversation classes followed by practical workshops will improve speaking skills, as well as knowledge of our city's culture and lifestyle. Workshop instructors encourage creativity as you work in supportive	Quebec students (bursary from the Council of Ministers of Education of Canada

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
		bursary from the Council of Ministers of Education, Canada..	environments on interesting cultural topics such as music, drama, history, culture and community service, or academic topics such as grammar and conversation skills.	
	Intensive Programs	The Intensive Program is a five-week	Offers:•classes that are interesting, practical, and fun •high academic standards •s killed and Supportive instructors• opportunities to experience the culture and lifestyle of Winnipeg •opportunities to form lasting friendships	International
Department of Rhetoric	Academic Writing Courses	SS must take these courses to meet the academic writing requirement if they	**Academic Writing: Extended EAL** RHET-1110/6 In this course students will contribute to a classroom situation in which students extend their experiences of learning, writing, and using English through	EAL students / Newcomers g1.5rs (tuition

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
		have less than80 percent in their high school English courses http://rhetoric.uwinnipeg.ca/Requirements/ Writing_Requirements.html	interaction with each other and with the teacher. In this way, the students in the class can build up their self-confidence and their competence as writers in English. Students are encouraged to write on subjects that they find interesting and important, and they will work on improving the elements of effective writing, such as generating and organizing ideas and developing strong paragraphs. Work on English grammar will be a strong element of the course, and this work will be carried out through a focus on individual needs. There will be nine or ten main assignments and several additional short pieces of writing **Academic Writing: Multidisciplinary** RHET-1105/3	fees)

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			The primary goal of this course is to help students become proficient in academic writing and research as they make the transition from work or high school into university. In order to achieve this goal, focus will be on building analytical and research skills. Those skills will be built while learning about various types of academic essay writing strategies, research methods, bibliographies and documentation, various literary concepts (genre, context, audience), and critical analysis. A large part of this course will focus on learning how to think critically, and part of this process will involve peer-to-peer critique sessions and in-class discussions. We will also examine various written documents, video clips, and other material in	

UNIVERSITY OF WINNIPEG LANGUAGE PROGRAMS				
Department	*Program*	*Description*	*Courses*	*Student Grp*
			order to build analytical skills, and to expose SS to in-class group projects. By the end of term, SS will be more effective communicators, researchers, and writers, and able to deliver the kind of work expected at the university level.	

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
Learning Assistance Center 201 Tier Building University of Manitoba Winnipeg, Manitoba R3T 2N2 Phone: 204 480-1481 Fax: 204 474-7659 LAC Staff Miriam Unruh, Coordinator Phone: 204 474-8665	LAC Services Individual Appointmen ts Writing Tutor Program Learning Skills Handouts Workshops Online	**Individual Appointments -** Students make appointments with a learning skills specialist to discuss a wide variety of learning related issues. LAC staff work with students at all levels and abilities to improve their study and writing skills. Students must book an appointment at least one week in advance of the assignment due date. **Writing Tutor Program** - Students book an appointment with a writing tutor in the Elizabeth Dafoe Library for help with the following: Writing Essays Writing Research Papers Students are welcome to meet with tutors at any point of the writing process. Rather than proofreading or editing papers, tutors offer feedback to help students improve their writing skills. A student should not expect the whole paper to be looked at and "corrected" as the emphasis of the program is on helping students become better	All students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
http://umanitoba.ca/u1/lac/	Writing Tutor	writers. Towards this end, tutors assist writers in finding areas which require improvement and then learning the ways to make those improvements. **Learning Skills** - If SS would like to make an appointment with a tutor for study skills they can call our office at (204) 480-1481 to make an appointment. The tutors with the Writing Tutor Program are not normally able to help with study skills. Common areas of development include: Time Management Goal Setting Textbook Reading Note Taking Memory and Concentration Preparing For Exams Multiple Choice Exams Essay Exams	
Virtual Learning Commons www.umanitoba.ca/virtuallearningcommons	Website	**The Virtual Learning Commons (VLC)** is a web-based environment that combines a content management system, a set of academic support tools, and a social networking environment. The administrative functions of the VLC include the ability to manage all	all students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
		aspects of the site, including the creation of communities, content pages, navigation headings, content maps, configuration of tools, user accounts, user profiles and social networking topics and comments. Users of the site can add personal profile information, select avatars, generate topics of conversation (to do's), create lists of to do items and personal contact lists.	
International Centre for Students 541 University Centre - UM Winnipeg, MB R3T 2N2 Canada Tel (204) 474-8501 Fax 204 474-7562	ICS Advisors	International Student Advisors are here to assist SS with adjustment to life in Canada and with personal matters during their stay in Winnipeg. Need information about banking, finding accommodation, University rules and policies, dealing with professors and classmates, driving in Manitoba, or recreation activities? Our advisors can provide information and referrals. They can also help SS interpret immigration regulations as they relate to studies in Canada and can provide assistance with Study Permit	all students but mostly international

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
Email ics@cc.umanitoba.ca http://umanitoba.ca/student/ics/ Lois Ward Program coordinator 474-9506		extensions and changes, Temporary Resident Visa applications, U.S. visitor's visas, and more. Students may book an appointment to meet with an advisor at a specific time or they may come during 'drop-in' times to see an advisor without making an appointment in advance. To book an appointment or confirm drop-in times, contact the ICS Reception Desk at 474-8501.Contact Information Students who are not able to meet with an advisor in person may contact an advisor by phone or email. Helen Wang: Ph: (204) 474-8503 Email: HELEen_Wang@umanitoba.ca	
	Student Lounge	ICS Lounge -an area full of pamphlets and catalogues. Also , has advisers that help with international student life at UM.	
	Volunteer English	The VEPP program matches international students who would like to improve their conversational English skills with volunteer	

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
	Partner Program	conversational partners. Whenever possible, students and volunteers are matched according to availability and interests.	
	Leadership Development Series	Leadership Development Series is an interactive program specifically designed to help international students develop interpersonal and leadership skills. Topics include foundations for leadership, facilitating group discussions, improving presentation skills, personality / cultural differences, and managing difficult situations and people.	
University 1 Student Help Centre 205 Tier Building Office Hours: Mon/Thur/Fri 8:30 to 4:30 Tues/Wed	Registration Assistants (1)	The Registration Assistants at the University 1 Student Help Centre can help SS with: Student computers for registration, adding/dropping courses, using Aurora Registration Assistance. Processing permission slips from professors and departments. Referrals to other U of M departments Finding information on U of M student programs and groups	all students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
9:30 to 4:30 Advising Hours: Mon- Fri 9:30 to 4:00 on a drop-in basis - no appointment necessary Phone: (204) 474-6209 Fax: (204)474-7659 Email: university_1@umanitoba.ca			
	Academic	University 1 Academic Advisors are a student's best resource for	all students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
	advisors (10)	help and support! Academic Advisors can : • Assist in course selection and planning classes before registering Provide advice, guidance and assistance once classes begin • Help develop a successful academic plan Interpret and help understand university rules and regulations • Provide referrals to other university offices • Help through crisis situations • Can also assist you with: Exam Deferrals (missed exams) Voluntary Withdrawal advice Authorized Withdrawal Requests (pdf) Repeating a course Exceed maximum number of credit hours Academic Performance: Early Warning, Probation and Academic Suspension Limited Admission advising and support Student Responsibilities and U1 Community Code	

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
	International Student Mentorship Program (ISMP)	**The U1 International Student Mentorship Program** is designed to help U1 international students ease their transition into university during their first-year of study. The program focuses on assisting with academic issues and takes place one-on-one or in small group settings. New U1 international students are paired with experienced international or Canadian students who provide friendly academic support, such as using registration system, preparing for exams, time management, writing papers and others. The U1 International Student Mentorship Program runs in 3 month blocks from September to November and January to March. Mentors and mentored students meet once a week for 1 to 2 hours based on their agreement. Mentors and mentored students decide whether to continue their partnership after the three months term. Mentors can continue to volunteer with new students each semester. The program	International students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
		may continue during summer session depending on demand from U1 international students and availability of mentors	
		With so many options for course selection in the first year, it can be challenging to plan out the best way to meet faculty entrance requirements while at the same time, keeping options open while SS build experience in their first year. The U1 Start Book is a unique way to select their courses and plan their first year by using 3 different flexible approaches: Focused Approach - if SS are certain about their target faculty, this approach shows SS how to complete all of the required first year courses to enter their chosen target faculty Balanced Approach - when they are deciding between more than one faculty and want to keep options open, this approach can allow SS to meet the minimum requirements for entering one or more faculties	

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
		while allowing exploration into other areas of study Sampling Approach - a good option for full- and part-time students, SS are free to try courses from different areas to see what works for them before committing to a target faculty, allowing SS to discover their individual strengths and interests	
	U1 Start Book http://www.umanitoba.ca/u1/startbook/	The U1 Start Book also identifies necessary High School Prerequisites and Admission Requirements for each faculty and provides valuable Tips for Choosing Courses, making it easy to plan their schedule to meet all of their target faculty's requirements. A print version of the U1 Start Book is sent to new U1 students as part of their START @ U1 information package once the Admission process is complete. The U1 Start Book should be referred to often when planning their first year of courses, when making changes to	all students

UNIVERSITY OF MANITOBA STUDENT SERVICES			
Faculty /Department	*Program*	*Description*	*Student group*
		their schedule, and when completing the Start @ U1 Online Tutorial. The U1 Start Book is a companion to the larger UM General Calendar, which provides detailed information on each UM faculty, UM policies and regulations, campus services and academic schedule.	
	U1 Orientation	University 1 Orientation (U1O) events and info sessions are organized by experienced U of M staff and students to help familiarize new students with the different aspects of university life. U1O makes it easier for new students to develop the skills and experience required to succeed during their first year. U1O happens at the start of each academic term (September and January) and is considered to be the first day of school of U1 students. U1O is mandatory for all first year U1 students. Orientation events include:	all students

UNIVERSITY OF MANITOBA STUDENT SERVICES				
Faculty /Department	*Program*	*Description*		*Student group*
		A homeroom session lead by current U of M students that gives SS a student-perspective about life on the U of M campus; Information on what to expect their first day of class, university vocabulary, transitioning from high school/workforce to university; Guidelines for first-year time management and valuable study tips; Campus tours; Workshops on academic resources and services at the University of Manitoba, as well as student responsibilities and administrative resources; Volunteer and leadership opportunities; A chance to connect with other new U1 Students. New students will receive a U1O information package in mid-August detailing their individual schedules, homeroom locations, and other important Orientation information.		

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
Faculty of Extended Education/ English Language Studies 188 Extended Education Complex, The University of Manitoba, Winnipeg, MB R3T 2N2 Phone: (204) 474-	Intensive English Lang. Program.	The English Language Studies Program at the University of Manitoba offers several levels of English studies with the last two levels concentrating on preparing students for university level studies.	Variety of academic and general English courses. Last level is designed to prepare international students for University level studies.	1300-1850 per one month term
	Part Time English Language Program	Instruction at three levels in foreign languages such as French, Mandarin,		

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
8738 Fax: (204) 474-7661 Canada Toll Free: 1-888-216-7011 ext. 8738 Email iep@ms.umanitoba.ca		Spanish		
	Adult EAL Program For Newcomers UM Aboriginal Education Centre 11 The Promenade Winnipeg	This is a settlement English program designed for newcomers with Benchmarks of 5 and up	Courses designed for adult newcomers at Benchmarks 3-5 who work during the afternoon or evenings	Newcomers(free)

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
	MB R3B 3J1 Phone: (204) 982- 422			
English Language Centre 520 University Centre University of Manitoba, Winnipeg, MB R3T 2N2 Canada Tel 204.474.9251	General Level 1-4	Offers language courses at four levels. These courses prepare students to take language proficiency tests required for university admission	In this course, students will practice the functions required in an academic program. For example: * participating in and leading a seminar * listening to and taking notes from a lecture * writing a research paper * practising critical thinking skills	150-180 per course

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
Fax 204.275.8098 Email elc@umanitoba. http://umanitoba.ca/student/elc/fulltime/index.html			from readings or discussions * course assignments and exercises corresponding to university course assignments * each student will be assessed on completed assignments and in-class tests	
	APUCE	AEPUCE is the fifth level of the Intensive Academic Program designed to prepare students for admission to the University of Manitoba. It is a bridge	Throughout the levels of the Intensive Academic English Program and into AEPUCE, students will practice the English and academic language functions required in an academic setting. Students will be required to practice the following:	150-180 per course

		UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS		
Faculty	*Program*	Description	*Courses*	*Student group*
		program that links advanced English and university credit courses. A student who successfully completes AEPUCE has met the English requirements of the following schools: This course meets the language proficiency requirement for entrance to UM, UW and Red River college.	**Listening & Speaking** Students will prepare and give a presentation on a table or graph, present a process, take notes from a lecture, question, critique, and participate in a seminar. Participation in a seminar will include presenting information, analyzing information, and expressing an informed opinion. **Reading & Writing** Students will read widely and build vocabulary, read research journals, take notes from readings, summarize, paraphrase, write a summary and critique, write an essay,	

		UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS		
Faculty	*Program*	Description	*Courses*	*Student group*
			and write a research paper with appropriate documentation. **Study Skills** Students will use the University of Manitoba Libraries effectively, practice strategies for reading textbooks and journals, practice exam-taking strategies for essay, multiple choice, and take-home exams, and practice critical thinking skills.	
International College of Manitoba University of Manitoba, Fort	Mixed English Program University Transfer	This school offers a program in which students can take university level courses while fulfilling English	**Listening & Speaking** Students will prepare and give a presentation on a table or graph, present a process, take notes from a lecture, question, critique, and participate in a seminar.	2 semesters 11000

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
Garry Campus 508 University Centre, Winnipeg, MB R3T 2N2 Canada Telephone: (1) 204-474-8479 Fax: (1) 204-474-8420 Email: info@icmanitoba.ca	Program	language proficiency requirements. Their UTP is a bridge from high school to university. The Academic Advisor, in conjunction with various teaching staff, runs a number of information sessions and workshops throughout the semester for students who want to develop their study skills in areas such as time management and	Participation in a seminar will include presenting information, analyzing information, and expressing an informed opinion. **Reading & Writing** Students will read widely and build vocabulary, read research journals, take notes from readings, summarize, paraphrase, write a summary and critique, write an essay, and write a research paper with appropriate documentation. **Study Skills** Students will use the University of Manitoba Libraries effectively, practice strategies for	

		UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS		
Faculty	*Program*	Description	*Courses*	*Student group*
		examination techniques. The Academic Advisor and other teaching staff are also available for individual or group appointments throughout the semester if SS need assistance with assignment drafting, researching, structuring, writing and referencing	reading textbooks and journals, practice exam-taking strategies for essay, multiple choice, and take-home exams, and practice critical thinking skills.	

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
U1 Academic writing and composition courses fulfilling the University's writing requirement	English 0930 English Composition English 0940 Writing about Literature Arts 1100 Introduction to University	U1 and Department of English Courses	**English Composition** is designed to help students write better essays. Course focuses on effective expression; sentence, paragraph and essay construction; and the writing process. It is not an ESL course. **English 0940** Writing about Literature is designed to supplement and complement English 0940. This course focuses on writing about literature through the study of ten short story and poetry. This course is not designed to teach English as a second language. **ARTS 1110 (W)** Intro to University, is	Regular tuition fees

UNIVERSITY OF MANITOBA LANGUAGE PROGRAMS				
Faculty	*Program*	Description	*Courses*	*Student group*
			a 3 credit hour course designed to help students make the transition from high school to university. It covers academic writing and research skills, and identifies ways for students to learn and study more efficiently.	

	RED RIVER COLLEGE LANGUAGE PROGRAMS		
Program	*Description*	*Courses*	*Student grp*
Academic English Proram for University and College Entrance (AEPUCE) International Education D210-2055 Notre Dame Avenue Winnipeg,	Academic English for University and College Entrance (AEPUCE)• May have multiple start dates throughout the year •RRC Language Training Centre (Main Street Campus) •Tuition is not charged for Permanent Residents and Citizens of Canada Description This program develops the academic language and study	**AEPL-1001 Listening** Students develop their listening skills through the use of authentic and realistic listening tasks in a wide range of academic situations. Listening strategies include the ability to follow instructions, identifying word cues and main ideas, listening for details and understanding the organizational structure of an academic lecture. Students listen actively to talks and lectures of a variety of lengths. Note-taking basics in academic lectures will be identified and developed. Students listen to synthesize information received from specific listening tasks, reading and discussions. **AEPR-1002 Reading** Students develop their reading	refugee/im migrant (MLI)

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
Manitoba Canada R3H 0J9 Tel: 1.204.632.214 3 Fax: 1.204.632.526 9 Email: intled@rrc.mb. ca	skills for university and college programs in Manitoba. Upon successful completion of this program, the English language requirement for admission into academic programs at the University of Manitoba, University of Winnipeg, and Red River College will be waived.	skills through the use of a wide variety of authentic academic reading tasks. Strategies for improving reading comprehension and increasing reading speed will be addressed and developed. Students read to critically analyze the relationship of ideas and the author's intent, attitude and objectivity. A variety of academic reading genres and formats are used as well as formatted, unformatted, instructional and informational texts. Academic vocabulary development is part of all reading tasks. Study skills and exam-taking techniques are identified and practiced throughout. **AEPS-1003 Speaking**- Students develop their speaking skills through a variety of authentic and realistic tasks in academic situations. Students make introductions and	

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
		presentations about their profession or field of study and participate in interviews to gather information about academic study in a particular faculty or program. Impromptu reports and speeches will be an integral part of all speaking skill development. Students identify and develop techniques to get attention, interrupt, direct the conversation, give examples, express opinions, agree and disagree. Debates, seminars and discussions will be part of the speaking activities students will participate in and lead. Students develop and integrate critical thinking skills in all their speaking tasks. Emphasis is placed on developing and applying clear speech techniques in all speaking situations. **AEPW-1275 Writing-**Students develop their writing	

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
		skills through the use of authentic academic writing tasks. Students focus on the writing process, including editing and revising skills. Sentence and paragraph skills will be reviewed and reinforced. Students also develop essay writing skills required to support their academic writing needs. Summaries and critiques of academic articles along with research essays are a major emphasis of the course. Grammar instruction is used to support and enhance writing skills. Study skills and test-taking techniques are identified and practiced throughout.	
Intensive English As an Additional Language	**The Intensive English as an Additional Language program** is designed to develop communicative	**EALC-0007 Computer Awareness Training** (No description available at this time) **EALI-0004 Settlement Topics** Students will explore cross-cultural issues and gain information on a variety of	refugee/im migrant (MLI)

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	language skills for settlement and participation in Canadian society. This program will develop students' language skills through a variety of settlement and employment related topics. Program outcomes will be met through classroom study, guest speakers, field trips, informational interviews, and language and computer laboratory work. In addition, students will participate in a	topics such as the systems of government, education, law, and health care in Canada. Canadian culture, recreational activities, consumer, climate, and weather information will also be discussed. Levels of formality and informality in social interactions will be learned and practiced. **EALJ-0001 Job Market Preparation** Students will gain employment information, learn and practice job search strategies, practice commonly asked interview questions, and prepare a basic employment resume.	

	RED RIVER COLLEGE LANGUAGE PROGRAMS		
Program	*Description*	*Courses*	*Student grp*
	three-week guided work experience component in the final month of the program. •May have multiple start dates throughout the year •RRC Language Training Centre (Main Street Campus) and Steinbach Regional Campus		
English for Specific purposes	**The English for Business Purposes** program is designed for students who have a background or interest in business. Students will develop language skills that will enable		non sponsored Tuition: $3,325

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	them to interact in a business environment or pursue further training. This advanced level program will assist students in reading and understanding business materials, writing reports, and developing business vocabulary. Oral skills will be developed through classroom presentations and discussions. Information about business will be gained through informational interviews, research assignments, business		

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	speakers, and a work experience component**.** TOEFL - 490 (CBT-160) is required for entry to this program		
	English for Nursing Purposes (Advanced) begins each February only (19-weeks) TOEFL - 490 (CBT-160) is required for entry to this program Tuition: $3,325 The English for Nursing		

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	Purposes program is designed to develop the specific language skills of students for training in the nursing field. This program will target the vocabulary, listening, speaking, reading, and writing competencies that are commonly required in a nurse-training program. Particular attention will be paid to improving students' competencies in interacting in social situations, giving and		

	RED RIVER COLLEGE LANGUAGE PROGRAMS		
Program	*Description*	*Courses*	*Student grp*
	receiving information and instructions, using language persuasively and effectively to get things done, and in constructing and understanding specific formats and texts in a nursing context		
	The English for Technical Purposes program is designed to develop language skills for further training and employment opportunities in the technology field. This advanced level program assists	**COMK-1694 Keyboarding Skills** Students learn basic keyboarding skills and build on these through a variety of drill and practice activities. In addition, students will apply these skills to authentic word processing tasks.	refugee/im migrant (MLI)

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	students in reading and understanding technical materials, writing reports, and developing vocabulary specific to the technologies		
	The English for Professional Purposes program is designed to assist students who require further language training to prepare for academic programs at a university or college level. This advanced level program develops the academic writing, reading, speaking, and listening	**EPPA-1001 Academic Skills Preparation** Students will develop study, exam taking and critical thinking skills needed to support their success in post-secondary programs. **EPPL-1004** Listening Students will develop and improve listening skills through the use of authentic and realistic listening tasks. Students will be exposed to a variety of speech models through the use of video and audio sources, as well guest speakers. Students will learn to listen	refugee/im migrant (MLI) Internation al Students 3545 per year

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	skills that are required to study in post-secondary programs.	extensively (for general comprehension) and intensively (for details and information). Emphasis will be placed on assisting students to determine the purpose of a listening task and how to focus their attention to meet that purpose. Students will develop their listening skills through activities such as listening to dictations, listening to retell, listening to predict, listening to follow instructions, and listening for specific details and sounds. **EPPR-1008 Reading** Students will develop advanced reading skills through the use of a variety of authentic academic reading formats. Emphasis will be placed on building strategies to enhance critical reading skills. The central focus will be on reading both extensively for general comprehension and intensively for details.	

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
		Reading activities will include comprehension skill development and the introduction of academic vocabulary and advanced idioms. Students will be encouraged to use their reading skills in all reading situations. **EPPS-1012** Speaking Students will develop advanced speaking skills in a variety of predictable and unpredictable academic contexts. Activities will include pair, small group, cooperative, and problem solving activities, as well as discussions, role-plays, reports, presentations, demonstrations and debates. Speaking strategies and self-monitoring techniques will be developed. Grammar will be integrated to support accuracy and fluency in all speaking activities. Emphasis will be placed on developing clear speech through	

	RED RIVER COLLEGE LANGUAGE PROGRAMS		
Program	*Description*	*Courses*	*Student grp*
		pronunciation practice activities in stress, intonation and rhythm at both the word and sentence level. **EPPT-1015 Toefl and Cantest Preparation** Students will prepare for the TOEFL and CanTEST through the practice of test components such as listening comprehension, structure and written expression, error identification, vocabulary development, and reading comprehension. **EPPW-1280 Writing** Students will develop their writing skills through authentic and purposeful writing tasks. A variety of writing formats and styles specific to an academic context will be introduced and developed. Students will focus on the writing process, including editing and revising skills. Writing activities will focus on	

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
		the development of sentence, paragraph and composition skills with an emphasis on techniques and strategies for effective writing. Grammar instruction will be used to support and enhance the communicative writing task. Spelling conventions of new words and sentence mechanics will be part of all writing instruction. Students will be encouraged to use their writing skills in all writing situations **ESPC-1303 Introduction to Computers-**Students will be introduced to the parts and components of the microcomputer and the basic functions of Microsoft (MS) Windows 98 or XP. Students will learn to use and manage windows applications; MS Word, PowerPoint and Excel. The major features of the Internet will be introduced as a	

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
		search engine tool. Students will also learn how to use the Internet to send and retrieve e-mail.	
Custom Designed ESL and Cultural Programs	Red River College custom designs ESL programs for families and student groups. These programs are designed to develop English communication skills through a variety of classroom and community activities. Educational, cultural and homestay activities will help program participants to practice and integrate their language		

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	*Courses*	*Student grp*
	learning in real world situations with Canadians. Tuition fees will vary according to the types of cultural and/or outdoor adventure activities desired and the number of participants in the group.		
Intensive English for International Students	The Intensive English for International Students (IEIS) program is designed to develop communicative language skills for living and studying in Canada. Students gain English language skills through a		

RED RIVER COLLEGE LANGUAGE PROGRAMS			
Program	*Description*	**Courses**	*Student grp*
	variety of education and cultural topics. Program outcomes will be met through classroom study, language and computer laboratory work, guest speakers, field trips, informational interviews, community contact assignments, and observations of career programs.		

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
The Diversity and Immigrant Student Support department Notre Dame Campus D206 – 2055 Notre Dame Ave. Winnipeg, Manitoba R3H 0J9 Phone: 204-632-2404 Princess Street Campus P210K – 160 Princess Street	The Diversity and Immigrant Student Support department provides services and support programs to help immigrant and international students be successful in their transition to	**Immigrant Student Advisors** meet with immigrants interested in attending Red River College to answerquestions about College programs, job prospects, entrance requirements, processes for crediting previous education or work experience, financial supports, language training, and settlement supports. Prospective students are provided with an individualized educational/career path plan to prepare for College entry and success. Current Students: Immigrant Student Advisors help current immigrant and international students overcome any cultural, settlement, language, personal and academic challenges they face while attending the College. A Guide	refugee/immigrant (MLI)

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
Winnipeg, Manitoba R3B 1K9 Phone: 204-949-8393 Website: www.rrc.mb.ca/diversity/ Email: bdixon@rrc.mb.ca	the College and their integration into the Canadian labour force.	for Immigrant and International Students with strategies on how to be successful in a Canadian college and a new culture is available free of Charge.http://www.rrc.mb.ca/files/file/diversity/GuideforImmigrantStudents.pdf **Mentor Programs** The ***Cultural and Language Mentor Program*** pairs immigrant and international students with Canadian born students and staff for friendship, English language practice and cultural information exchange. *The Graduating* ***Immigrant Student Professional Mentor Program*** matches immigrant students in their last semester of academic studies with a professional in their chosen field	

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
		to learn about their profession's workplace culture in Canada and to receive support, guidance and network opportunities as they integrate into the Manitoba labour force. *The Network Mentor Program for Immigrant Students* places immigrant students directly in contact with industry champions who not only act as individual mentors but also facilitate additional networking opportunities for students. *The Internationally Educated Nurses Workplace Partnership Program* pairs Internationally Educated Nurses with Canadian Practicing Nurses to give exposure to Canadian nursing practices and workplace culture. **Customized diversity workshops** are designed and	

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
		delivered to academic programs to ensure students have increased cross-cultural understanding, knowledge and skills to work effectively in today's global work environment. Customized workshops on practical strategies to teach a diverse student body are delivered to faculty. Customized workshops on working with cultural differences are delivered to staff. **A Practical Strategies for Teaching Immigrant, International and Generationally Diverse Students guide** is available. **Consultation services are also available to faculty, staff, and departments** on a variety of diversity-related issues including addressing cross-cultural challenges in the	

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
		classroom strategies to assist immigrant and international students to be successful, inclusive teaching strategies, resolution of cross-cultural misunderstandings, and strategies to create and maintain an inclusive and respectful classroom	
Centre for Immigrant and International Students http://www.rrc.mb.ca/files/file/diversity/Centre Brochure.pdf	Located at the Notre Dame Campus in D208, The Centre for Immigrant and International	The Centre offers **free workshops on essential College skills**, Canadian culture, and Canadian workplace culture, as well as social and recreational activities, events and field trips. The goal of these activities is to support immigrant and international students' integration into Canadian College life and academic environment, and	refugee/immigrant refugee/immigrant (MLI)

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
http://www.rrc.mb.ca/files/file/diversity/DiversityDepartmentBrochure.pdf	Students is a gathering place for students to relax, study, learn, and meet other students.	prepare students to make a successful transition	
The Diversity and Immigrant Student Support	Scholarships In partnership with **Red River College's** Students' Association	**Step Out of Your Box Diversity Scholarship Contest** awards $500, $300, and $200 annually to three students who spend time outside their own culture and produce a project describing the benefits of diversity in Canada and their personal learning from the experience. **The Diversity Award for Refugee Students** awards $500 annually to a second-year student who came to Canada as a refugee in	immigrant, refugee, 1.5

RED RIVER COLLEGE STUDENT SERVICES			
Department	Description	**Programs**	Student Group
		the past five years.	
	Volunteer Opportunities	**Youth Serves Manitoba Scholarships** that award a minimum of $500 pending completion of 100 hours of volunteer work.	immigrant, refugee, 1.5

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