



# HEQCO CONFERENCE

## *The Role of English Language Proficiency in Transitioning from Post-Secondary Education to Employment*

LILLIE LUM, YORK UNIVERSITY

NOV. 1, 2012

TORONTO, ONTARIO

[lum@yorku.ca](mailto:lum@yorku.ca)



# Presentation Outline

- Defining English Language Proficiency
- Overview of research on immigrants, language and employment
- System challenges
- Implications for PSE changes



# Acknowledgements

## ***Project Funding***

1. **Enhancing Internationally Educated Nurses' Language Competencies: Fair and Effective Systems Change**

***Ontario Ministry of Citizenship and Immigration ( 2011-2014) in progress***

2. **Evaluating the Effectiveness of Ontario Post-Secondary Student Services on Academic Engagement of Recent Immigrant Adult Students**

**HEQCO (2008-2010) report available [www.heqco.ca](http://www.heqco.ca)**



# English Language Proficiency

Why is it problem for  
immigrant students ???

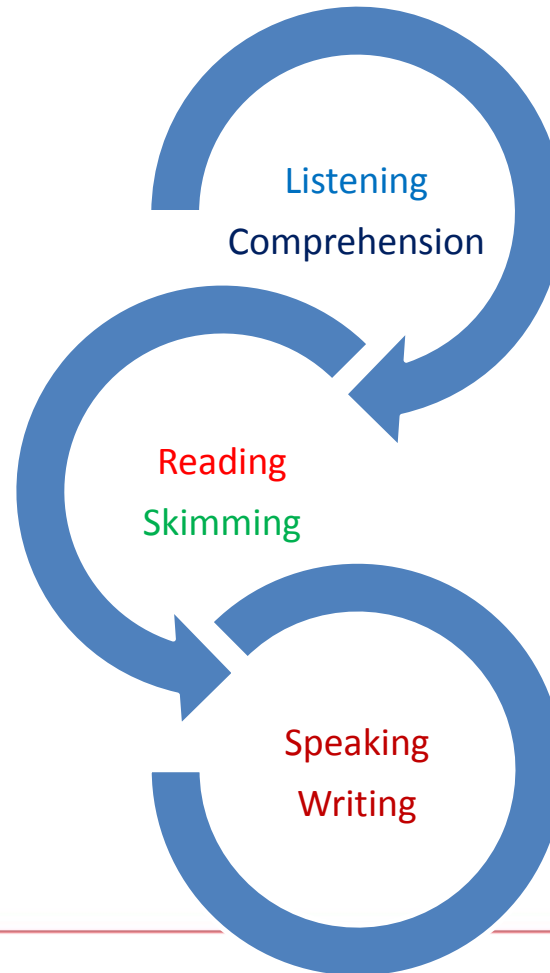


*Globe and Mail, April 13, 2012*





# Professional Communication Proficiency Framework





# Canadian Immigrants & English Language Challenges

*Does English language communication have a significant impact upon immigrant economic integration?*

Kelly, Damsbaek, Leomoine (2010)

<http://site.ebrary.com/oculyork/Doc?id=10425606&ppg=4>



# International Adult Literacy and Skills Survey

- ✓ Statistics Canada 2007
- ✓ Examined language competency among recent and established immigrants
- ✓ 5 levels of document literacy (*knowledge and skills required to locate and use information contained in various formats-Statistics Canada and OECD, 2005*)





Table 2: Hourly earnings of Canadian-born and Immigrants by language skill level (Statistics Canada, 2003)

	<b>Canadian-born (N=18 Million)</b>	<b>Established Canadian (N=3.6 M)</b>	<b>Recent Immigrant (N= 1.3 M)</b>
<b>Level 1</b>	\$15.38	\$14.32	\$13.71
<b>Level 2</b>	\$18.78	\$18.44	\$13.23
<b>Level 3*</b>	\$29.98	\$26.47	\$26.08
<b>Level 4 &amp; 5</b>	\$22.68	\$24.27	\$ 24.52



## Kelly et al. concluded that...

- ❖ **Immigrants with language skills from Level 1 to 3 have slightly lower hourly earnings**
- ❖ Level 3 is the so-called “tipping point” for improvement of labour market outcomes
- ❖ Lower levels tend to be associated with lower rates of employment participation and higher unemployment (greater impact on recent immigrants, 3X)
- ❖ **Level 4 & 5 have best match with educational level and employment**



# System Challenges (3 perspectives)

## **PSE Immigrant Students**

1. Discrepancy between self-awareness, perceived and actual language proficiency (Akresh & Frank, 2010)
2. Lack of recognition of relationship between English language, academic success and employment (Kelly, 2010; Lum & Grabke, 2011)
3. Social isolation-self or imposed in academic settings



# System Challenges (continued)

## Institutional

1. Lack of comprehensive language services for all students, ie. Restricted to international students
2. Lack of systematic process for the identification of students with difficulties with comprehensive language needs
3. Poor service utilization of existing student services



# System Challenges (continued)

## Methods and Research

1. Lack of reliable and valid measures of group or profession specific language tests, eg. TOEFL, IELST are generic tests
2. Inappropriate usage of language test results, ie. Admission, progression? (Murray, 2011)
3. Minimal research about language and employment in Canada (Kelly, Damsback, Lemoinine, 2010)



# Eleven Teaching Strategies

\*Abriam-Yago and Kataka-Yahiro (1999)

1. Investigate prior previous classroom and literacy experience
2. Identify students' prerequisite knowledge expected in the course
3. Preparing individual learning objectives related to promoting interactive English communication
4. Provide time for "thought questions." By having ESL students writing out their thoughts about a given situation in advance

\* Based upon Cummins Model of basic and CALP language



## Continued...

5. Permitting expression of identity and sharing their world
6. Preparing for casual conversation with diverse language speakers, especially English speaking peers etc.
7. Providing bilingual and bicultural opportunities
8. Group work; cross-cultural pairs, facilitates social contacts and develops camaraderie
9. Role play language scenarios



# Implications for PS Education

1. Increase system-wide recognition of the importance of English language proficiency
  - Improve language assessment system and increase admission standards
  - Develop comprehensive English language student services
  - Interactive face to face or technology enhanced course delivery
2. Collaborate with employers to develop language supports in the workplace





# Selected References

- Abriam-Yago, K., & Kataoka-Yahiro, M. (1999). The Cummins model: A framework for teaching nursing students for who English is a second language. *Journal of Transcultural Nursing*, 10(2), 143-149.
- Akresh, I.R. and Frank, R. (2010). At the intersection of self and other: English language ability and immigrant labour market outcomes. *Social Science Research*, 40, 1362-1370.
- Grace, Debra, Jeanette Gilsdorf 2004. Classroom strategies for improving students' oral communication skills. *Journal of Accounting Education* , 22:165-172
- Grayson, J.P. (2009). Language background, ethno-racial origin, and academic achievement of students at a Canadian university. *International Migration*, 47(2), 33-67.
- Kelly, P., Damsback, N., Lemonine, M. (2010). *Language Skills and Immigrant Labour Market Outcomes*. TIEDI Analytical Report 11. Toronto, ON.
- Lum, L. and Grabke, S. (2011). *Evaluating the Effectiveness of Ontario Post-Secondary Student Services on Academic Engagement of Recent Immigrant Adult Students*, A report for the Higher Education Quality Council of Ontario.
- Murray, N. (2011). Widening participation and English language proficiency: A convergence with implications for assessment practices in higher education. *Studies in Higher Education*, DOI: 10.1080/03075079.c011.580838
- O'Neill, F. (2011). From language classroom to clinical context. The role of language and culture in communication for nurses using English as a second language. *International Journal of Nursing Studies*, 48, 1120-1128.
- Wette, R. (2011). English Proficiency Tests and Communication Skills Training for Overseas-Qualified Health Professionals in Australia and New Zealand, *Language Assessment Quarterly* (April) 8 (2): 200-210

# **Students with Disabilities Options to Consider**

**Nov 2<sup>nd</sup>, 2012**

**Joe Henry, M. Ed.**

**Manager – Student Access**



## **Key Issues**

**Students with disabilities are accessing post-secondary at increasingly higher rates**

**Complexity of disability and associated needs continue to increase**

**After graduation still experience barriers to employment**

**We need to get more data to help us in planning services and supports as transition occurs**

## Ontario – Registered Students

**In 2010-11, 43,568 postsecondary students were registered with Disabilities Offices at publicly funded postsecondary institutions including 23,700 in colleges representing almost 14% of total college enrolment.**

**In addition, 993 apprentices were registered with Disabilities Offices at publicly funded colleges in 2010-11.**

**Source: MTCU**

# Total Registered Students (All Campuses/Programs)

<b>2008/2009</b>	<b>1223</b>
<b>2009/2010</b>	<b>1530</b>
<b>2010/2011</b>	<b>1603</b>
<b>2011/2012</b>	<b>1901</b>

# Specific Disabilities

<b>Disability</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>% increase</b>
<b>Psychiatric</b>	<b>274</b>	<b>408</b>	<b>474</b>	<b>615</b>	<b>124.5%</b>
<b>ADHD</b>	<b>160</b>	<b>244</b>	<b>269</b>	<b>357</b>	<b>123.1%</b>
<b>Physical/ Mobility</b>	<b>106</b>	<b>143</b>	<b>143</b>	<b>176</b>	<b>66%</b>
<b>Learning Disability</b>	<b>623</b>	<b>731</b>	<b>798</b>	<b>907</b>	<b>45.6%</b>

## Other Emergent Conditions/Disabilities

<b>Disability</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
<b>Mild Intellectual Disability</b>	<b>13</b>	<b>55</b>	<b>82</b>	<b>98</b>
<b>Autism (Including Aspergers)</b>	<b>4</b>	<b>18</b>	<b>31</b>	<b>44</b>

# Retention Data – A Snapshot

Year	Disability	Non-Disability
Fall 2010 to Winter 2011	87.9% (n=556)	86.9%
Fall 2011 to Winter 2012	87.5% (n=550)	87.3%
Fall 2010 to Fall 2011	66.2% (n=432)	66.7%



# Graduation Data

## Graduation Data is illusive and incomplete

**People with disabilities generally take longer to completed programs**

- **Statistics Canada**
- **Ontario**
- **Humber**

# Key Considerations for Future

- **Investment in supports pays significant returns to students and society – “The Good News Story”**
- **Barrier reductions in society**
  - **Attitudes & Practice – Employers/Unions/Self Governing Bodies**
  - **Social Assistance Review**
  - **Federal Government Review of Employment**
- **Employment and Educational Transitions**
  - **Labour Market – Link with abilities**
  - **Transitional Programs**
  - **Self Employment**

# Questions

**Joe Henry**

**Manager – Student Access**

**Humber College**

[joe.henry@humber.ca](mailto:joe.henry@humber.ca)