





**Supporting English as a Second  
Language (ESL) Learners**

**inLBS**

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February 27, 2024



# Overview

- Who can participate?
- LINC v. ESL
- Canadian Language Benchmarks
- Unique Characteristics and Needs
- Instruction Tips
- Trauma Informed Approach
- Milestones
- Resources
- Wrap-up and questions

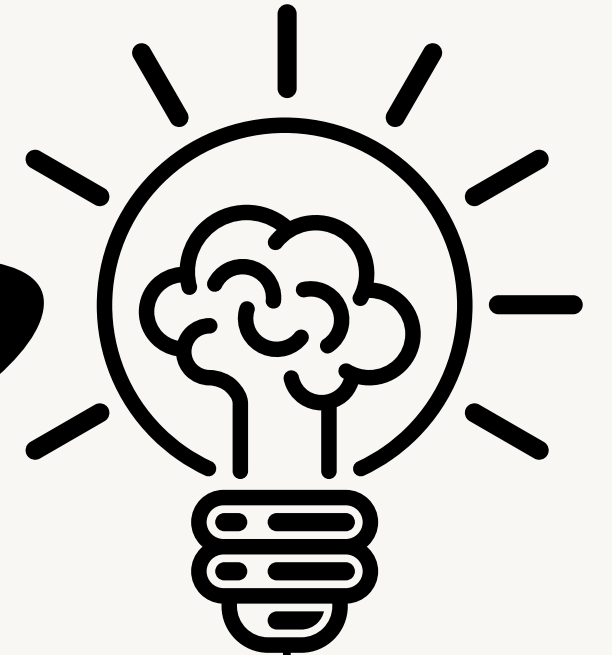


# Who can participate in LBS?

Learners who are .... sufficiently proficient in **speaking** and **listening** to benefit fully from the language of LBS instruction (English or French). This eligibility requirement does not apply to Deaf learners.

LBS Service Provider Guidelines December 2023

***DID YOU  
KNOW?***



## **Language Proof for Canadian Citizenship**

If you're 18 to 54 years of age, you must submit proof that you can speak and listen at the Canadian Language Benchmarks **(CLB) Level 4** or higher in English or French.

INTERESTING FACT

# Potential Client Groups

Group #1



Clients that have been assessed for language training services and are on a wait list.

Group #2



Clients unable to access language training for reasons such as work, lack of childcare, family responsibilities, etc.

Group #3



Clients that have no access to language training service.

Group #4



Clients that have finished language training and need further upgrading.

# What is the difference between LINC and ESL?

## **LINC– Language Instruction for Newcomers to Canada**

Federally funded by Immigration, Refugees and  
Citizenship Canada (IRCC)

\*Eligibility:

- Of legal school leaving age
- Permanent residents (or approved), most protected persons, convention refugees and some temporary workers and foreign nationals are eligible
- Canadian citizens plus most temporary workers and foreign nationals are not eligible

\*see section 3.8 of the Settlement Program terms and conditions

## **ESL–Adult Non–Credit Language Training Program**

Provincially funded by the Ministry of Labour,  
Immigration, Training and Skills Development (MLITSDI)

Eligibility:

- Of legal school leaving age
- naturalized Canadian citizen
- Permanent residents (or approved), convention refugees
- admitted under the federal caregiver program with a pathway to permanent residency

# Comparing Principles

## Canadian Language Benchmarks (CLB's)

Source: Page 16 Canadian Language Benchmarks October 2012

### Competency-Based

Competency Statements stress what the learner can do in English. Competencies may be understood as the demonstrable application of knowledge and skills by individual learners.

### Learner-Centred

Competencies should be embedded in tasks and contexts that are purposeful, relevant and meaningful to the learner, and tailored to an individual's abilities and learning style.

### Task-Based

The notion of the language task—a communicative “real world” instance of language use to accomplish a specific purpose in a particular context—is central to the CLB.

### Stress Community, Study, and Work-Related Tasks

Language instruction and assessment practices need to reflect contexts that are relevant and meaningful to learners within community, work and study settings.

## Ontario Adult Curriculum Framework (OALCF)

Source: Pages 6-20 LBS Service Provider Guidelines December 2023

### Competency-Based

LBS is a competency-based program. The OALCF describes how LBS is structured to help learners develop their desired competencies.

### Learner-centred

LBS service providers respect learners and provide a supportive learning environment. They help learners to set achievable goals and develop a learner plan to achieve them.

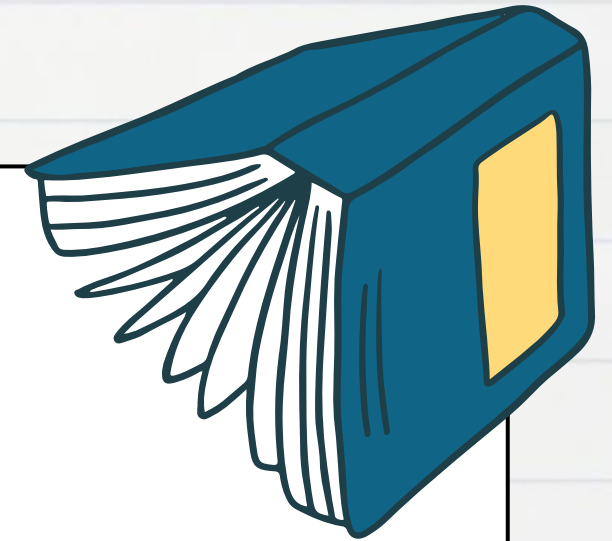
### Task-Based

Learners not only acquire the skills, but also demonstrate the ability to use their newly acquired competencies for meaningful tasks.

### Connection to Work, Learning, and Community

The OALCF describes learner proficiency at three levels of performance, and helps practitioners and learners clarify the connections between literacy development and the tasks learners perform in work, learning, and community settings.

# What are the Canadian Language Benchmarks (CLBs)?



## Stage I

### **CLB 1-2: Beginners**

Learners at this level have very limited proficiency. They may understand simple words and phrases but struggle with basic communication.

### **CLB 3-4: High beginners**

Learners can understand and produce simple sentences and engage in basic conversations on familiar topics.

## Stage II

### **CLB 5-6: Intermediate**

Learners at this level have a good grasp of the language. They can communicate effectively in most everyday situations, understand complex sentences, and express opinions.

### **CLB 7-8: High intermediate**

Learners can understand and produce detailed information on a wide range of topics. They can participate in discussions, write coherent paragraphs, and comprehend most texts.

## Stage III

### **CLB 9-10: Advanced**

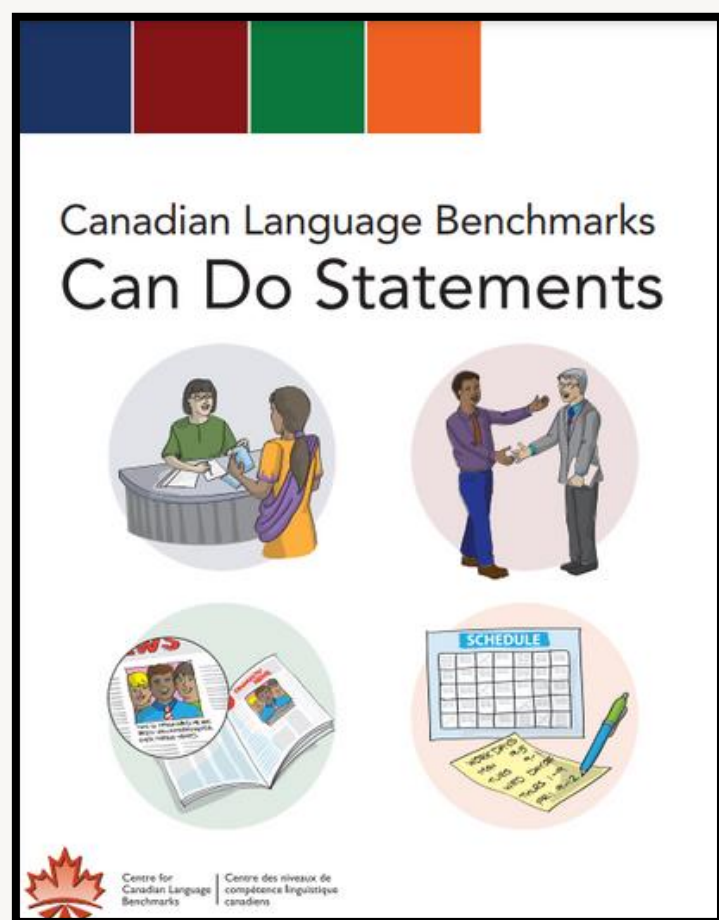
Learners demonstrate advanced proficiency in both spoken and written language. They can understand and produce complex ideas, analyze information, and engage in academic or professional communication.

### **CLB 11-12: Expert**





Learners at this level have near-native proficiency. They can understand and produce language with a high degree of accuracy and fluency, comparable to that of native speakers.

- divided into 12 benchmark levels, each representing a different stage of language proficiency
- cover four language skills: listening, speaking, reading, and writing






Canadian Language Benchmarks  
Can Do Statements

Centre for Canadian Language Benchmarks | Centre des niveaux de compétence linguistique canadiens

Canadian Language Benchmarks  
Can Do Statements

# Listening Benchmark 3



**At this Benchmark, I can:**

- understand most simple sentences

Interacting with Others

- Understand very short, simple social conversations (including greetings, introductions and endings).  
*For example:*
  - an apology from a friend
  - an introduction to a new co-worker

Comprehending Instructions

- Follow 2- to 4-step common instructions and directions.  
*For example:*
  - instructions for a classroom activity
  - directions to a washroom

**When:**

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the person often uses pictures or gestures
- the topic is familiar

Getting Things Done


- Understand common requests, warnings, and permission.  
*For example:*
  - a request for a day off work
  - a request to borrow a book

Comprehending Information

- Understand short descriptions of a person, object, situation, personal experience, or routine.  
*For example:*
  - a description of a family photo
  - details of a birthday party

Canadian Language Benchmarks  
Can Do Statements

# Speaking Benchmark 3



**At this Benchmark, I can:**

- say short, simple sentences
- talk about some common, everyday things I need and about my experiences
- begin to use basic grammar and sometimes connect my ideas

Interacting with Others

- Have very short, simple social conversations.  
*For example:*
  - introduce myself to a new person
  - talk to a receptionist about my appointment

Giving Instructions

- Give simple 2- to 3-step instructions and directions.  
*For example:*
  - tell a new student where to sit
  - give directions to the classroom

**When:**

- I can see the person
- the person sometimes helps me
- I can sometimes use pictures and gestures

Getting Things Done

- Make and respond to simple polite requests.  
*For example:*
  - ask if I may do something
  - ask someone to help me
- Give very short, simple warnings, cautions, and apologies.  
*For example:*
  - tell someone to be careful

Sharing Information

- Ask for and give simple information about things I need and things I do.  
*For example:*
  - tell the doctor how I feel
  - talk about what I did yesterday
  - talk about my plans
- Describe things, people, and situations in a few short sentences.  
*For example:*
  - describe my home
  - describe a person in my family



# Canadian Language Benchmarks & Essential Skills Comparative Framework Overview\*

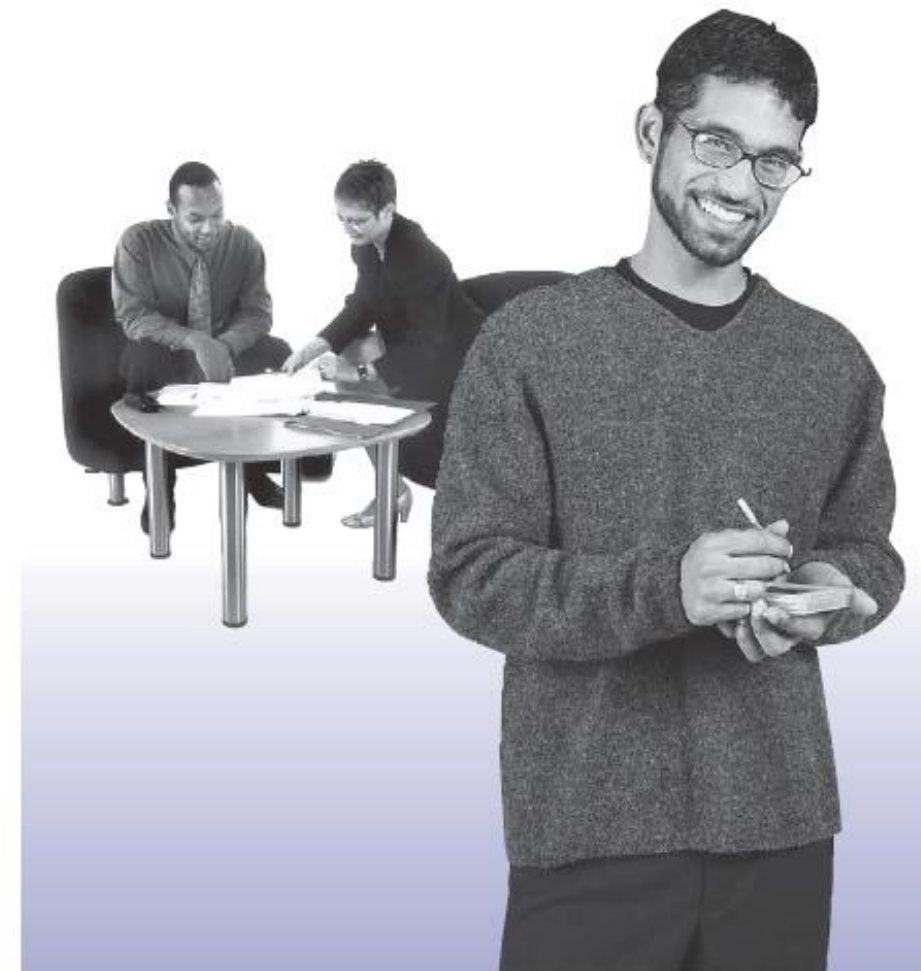
ES ORAL COMMUNICATION*	1	2	3	4
CLB SPEAKING	5-6	6-8	9-10	11-12
CLB LISTENING	5-7	7-8	9-10	11-12

ES READING	1	2	3	4	5
CLB READING	3-5	6	7-9	10	11-12

ES WRITING	1	2	3	4	5
CLB WRITING	4-5	6-7	8	9	10-12

ES DOCUMENT USE	1	2	3	4	5
CLB READING & WRITING	3-5	5-6	7-8	9-10	11-12

\* Note that there are four levels of complexity for Oral Communication, as compared to five levels of complexity for reading, writing, and document use.





## Unique characteristics and needs

- Motivation
- Life Experience
- Language Transfer.
- Learning Styles and Preferences
- Responsibilities and Time Constraints
- Fear of Making Mistakes:
- Specific Learning Needs
- Cultural Awareness and Sensitivity
- Goal-Oriented Learning

Understanding these unique characteristics of adult ESL learners is crucial for educators and instructional designers to create effective learning experiences that meet the diverse needs of this learner population.

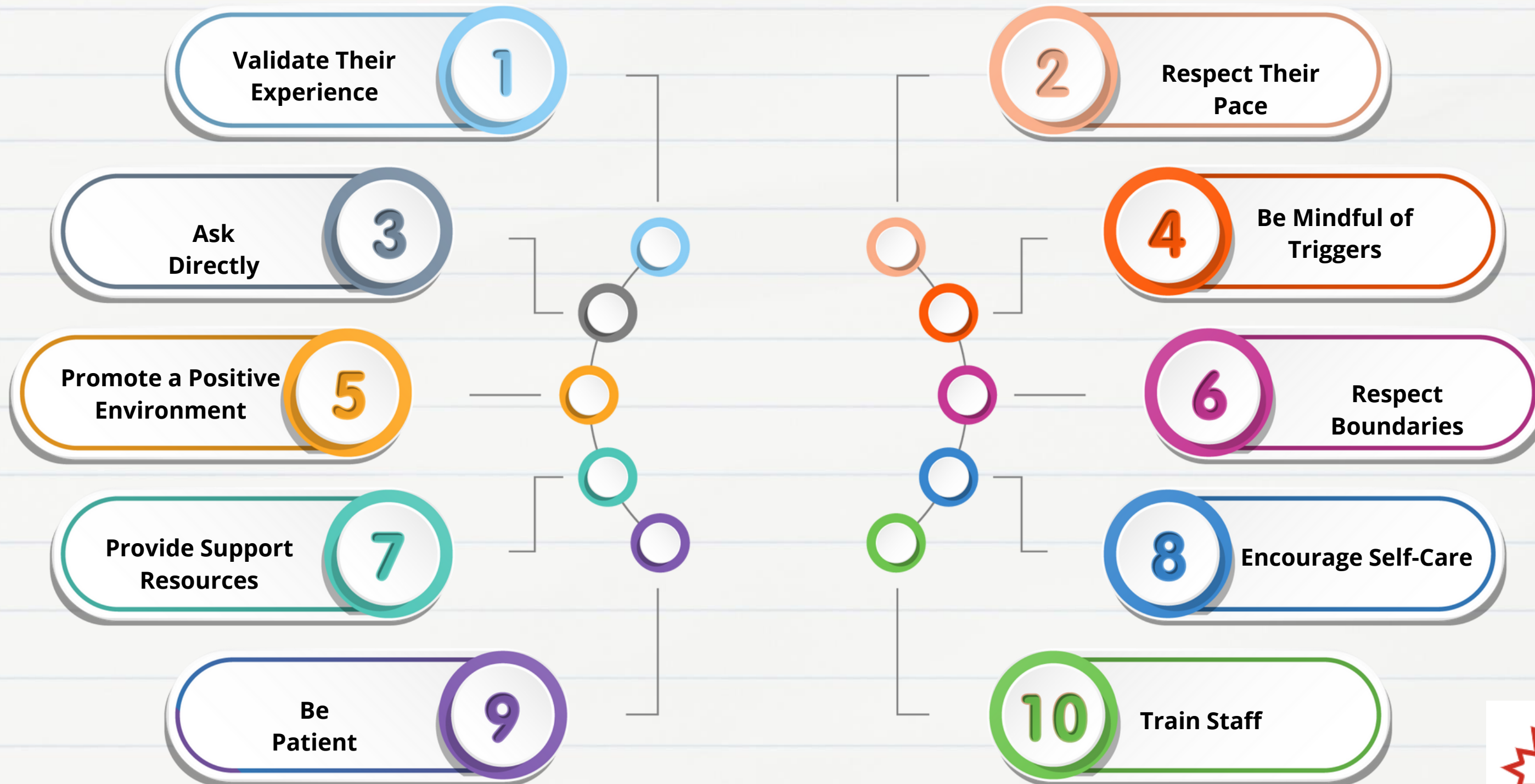


# Instruction Tips

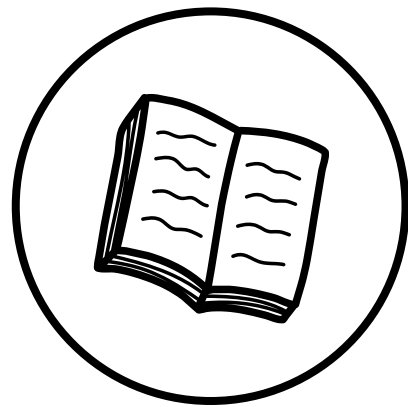
- Find out what learners know, need to know, and want to know and then build on ideas and concepts from learners' cultures and experiences whenever possible.
- Pre-teach vocabulary and preview unfamiliar things.
- Select reading passages that are only slightly above what learners can read independently.
- Teach high-frequency words first.
- Provide learners with multiple exposures to specific words in different contexts.
- Provide learners with lists of words for intentional learning.
- Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- Use both monolingual and bilingual dictionaries.
- Use visual aids and physical objects.
- Encourage learners to use flash cards.



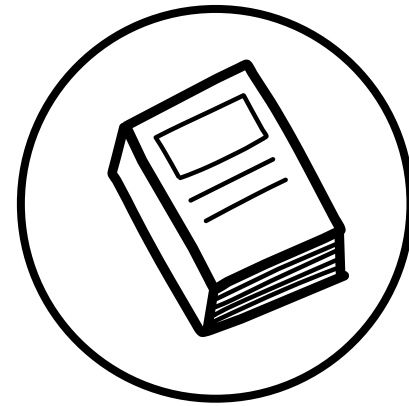
# Things to consider when working with newcomers that may have experienced trauma



# Milestones



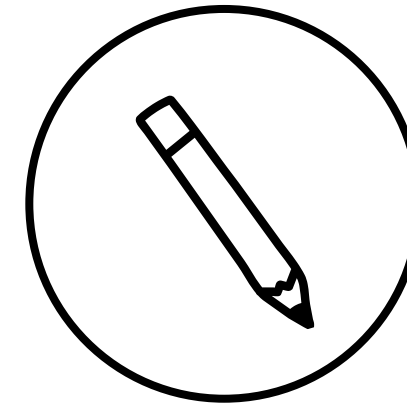
1. Read a classified advertisement and an email  
or  
2. Read a course description and an email  
(both have adapted versions)



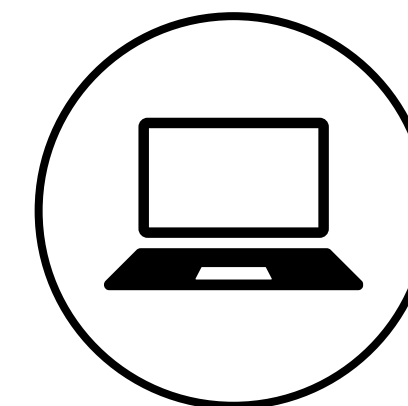
7. Integrate ideas and information from a textbook or manual



15. Provide directions and instructions  
(has an adapted version)



27. Complete a personal information form and make entries in a calendar  
(has an adapted version)



55. Conduct an Internet search

# Resource Pop-Up PD

## Transitioning ESL Learners to LBS

Many LBS service providers in rural areas and small communities are affected by the scarcity of English language training services in these regions.

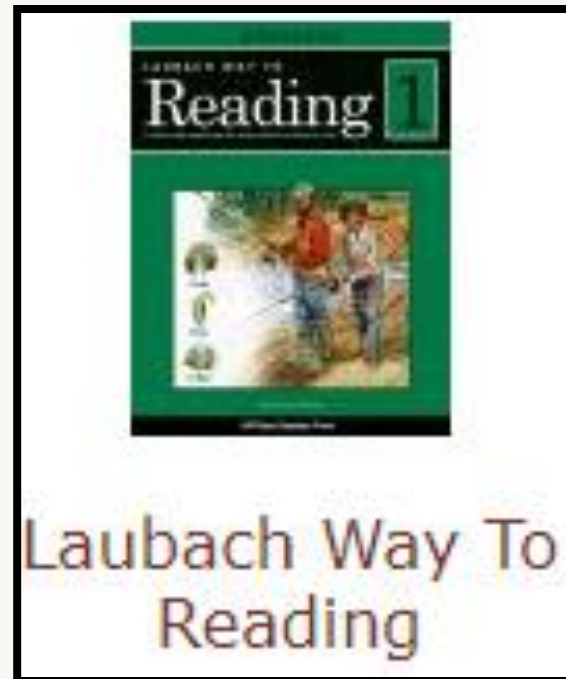
In this webinar we discussed some of the barriers and challenges faced by LBS programs attempting to fill the gap, and some key recommendations for systemic changes in LBS that could support their efforts. Learn about the best practices, strategies, tools and resources they are using to meet the unique training needs of this underrepresented group



<https://e-channel.ca/practitioners/resources/pop-up-pd/2023-2024-pop-up-pd-resources/>

# Resources – LLO Bookstore

<https://www.laubach-on.ca/bookstore/esl>



Laubach Way To Reading



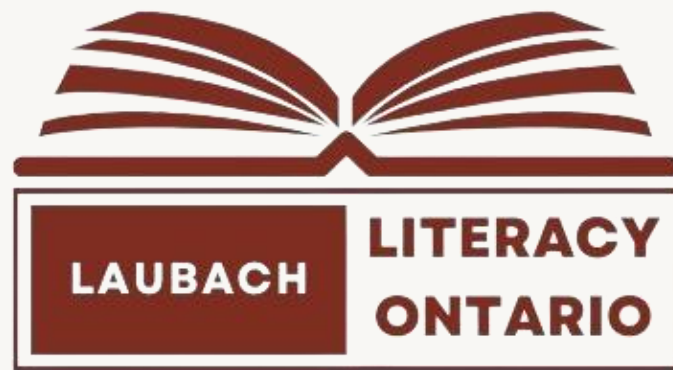
Home > Bookstore

## ESL

We offer a variety of English as a Second Language (ESL) resources for tutors, trainers, teachers and adult literacy students. Order training and New Readers Press materials for volunteer tutors, students and literacy instructors from our online store.

<p>Bridging English Language Learners to GED Test Prep</p>	<p>What's Next?</p>	<p>Novel Scenes</p>
<p>Laubach Way To English</p>	<p>Step Forward</p>	<p>From Home To School</p>
<p>English-No Problem!</p>	<p>Stories Plus</p>	<p>That's Life</p>





# Resources

Ukrainian Evacuee Toolkit' and 'Information and resources for professionals working with Afghan newcomers to Canada: [Afghan Resettlement Toolkit](#)'."/>

**ESL RESOURCES FOR LBS**

**WELCOME**

This site has resources and links to support ESL learners.

Information and resources for professionals working with Ukrainian newcomers to Canada:  
[Ukrainian Evacuee Toolkit](#)

Information and resources for professionals working with Afghan newcomers to Canada:  
[Afghan Resettlement Toolkit](#)

<https://sites.google.com/laubach-on.ca/esl-resources/home>



# ESL Resources for LBS

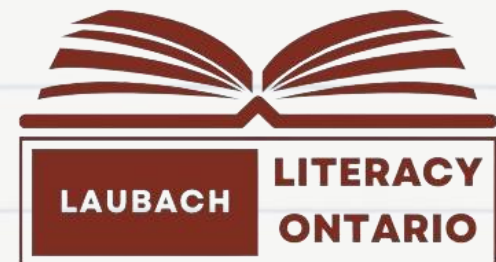


## Printable Resources

Classroom ready resources that can be downloaded

## Landing Page

Links to two toolkits



## Assessment

- Online CLB Assessment
- Can Do Statements
- Other CLB related assessment tools

## Background Documents

- CLB Document
- Guide to Teaching ESL
- Other background docs

## Online Resources

Websites where learners can practice various skills

## Speaking and Listening Ideas

A list of "homework" ideas

## Reading and Writing Ideas

A list of "homework" ideas

<https://sites.google.com/laubach-on.ca/esl-resources/home>



**Thank You!**

