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MLA | Linc

Maple Leaf Academy

LINC Curriculum Guide

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# MLA LINC CURRICULUM GUIDE – AUGUST 2023

## **Purpose and Value of a Curriculum Framework**

Having a curriculum framework for a Language Instruction for Newcomers to Canada (LINC) English as a Second Language (ESL) program is essential for several reasons. It provides structure, coherence, and effectiveness to the program, benefiting both students and instructors. Here are some key values of having a curriculum framework for a LINC ESL program:

* **Consistency and Standardization:** A curriculum framework establishes a set of standardized learning objectives, topics, and outcomes for each level of the LINC program. This ensures consistency across different classes and instructors, making it easier for students to transition between classes or locations without experiencing a significant disruption in their learning journey.
* **Clear Learning Objectives:** A well-defined curriculum framework outlines specific learning outcomes for each level of the LINC program. These outcomes help students and teachers understand what is expected to be achieved at each stage of the learning process, providing a clear path for progress.
* **Focused Learning Content:** The framework helps in selecting appropriate learning materials and resources. It ensures that the content aligns with the program's goals and objectives, keeping the focus on language skills and topics that are relevant and necessary for newcomers to Canada.
* **Sequenced Progression:** A curriculum framework establishes a logical sequence of language learning. It ensures that students gradually build upon their language skills from one level to the next, fostering a smoother learning experience and preventing knowledge gaps.
* **Flexibility and Adaptability:** While a framework provides a structured approach, it should also allow room for flexibility and adaptation to meet the diverse needs of the students. Instructors can still employ various teaching methodologies and strategies to cater to individual learning styles.
* **Assessment and Evaluation:** A well-designed curriculum framework includes guidelines for assessment and evaluation. It helps instructors gauge the progress of their students effectively and enables them to provide targeted feedback for improvement.
* **Quality Assurance:** By adhering to a curriculum framework, the program ensures a certain level of quality in teaching and learning. It helps maintain the overall effectiveness of the program and supports continuous improvement initiatives.
* **Professional Development:** A curriculum framework can serve as a foundation for developing and enhancing teachers' professional development programs. It helps educators stay informed about best practices, new teaching techniques, and advancements in ESL instruction.
* **Accountability and Reporting:** Having a curriculum framework in place facilitates accountability, as program administrators, instructors, and stakeholders can assess whether the program's goals are being met. It also provides a basis for reporting to funding bodies or government agencies.
* **Student Motivation:** A well-structured curriculum with clearly defined goals can motivate students as they can see their progress and achievements, leading to increased engagement and a positive learning experience.

## **LINC Program Curriculum Framework Model**

The following chart will give you a simple overview of how the LINC program curriculum framework model is structured:

## **Defining the different components of a curriculum framework:**

The following terms work together to create a coherent and organized learning experience for students.

* **Themes** provide a conceptual framework that unifies various topics across different subjects. A theme is a broad, overarching idea or concept that serves as a unifying thread throughout a curriculum. It provides a conceptual framework for organizing various topics, activities, and lessons. Themes are often more abstract and are designed to explore fundamental concepts or principles that connect multiple subject areas.
* **Topics** are specific subjects or areas of knowledge within a curriculum. A topic is a specific subject or area of knowledge that is explored within a curriculum. Topics are narrower than themes and provide more focused content for learning. They are often used to address specific learning outcomes and can span across different subjects or disciplines.
* **Modules** are self-contained units of instruction designed to guide students through specific topics or sets of related topics. A module is a self-contained unit of instruction within a curriculum that focuses on a particular topic or set of related topics. It is a structured sequence of lessons, activities, assessments, and resources designed to guide students through a specific area of learning. Modules are usually more compact and manageable in size compared to an entire curriculum. They are often used to break down larger subjects into more manageable chunks, making the learning experience more organized and structured.
* **Lesson Plans:** Lesson plans play a pivotal role as strategic tools, aligned with specific modules to streamline the learning process for both instructors and learners. These guides combine well-defined language outcomes with practical activities, amplifying the impact of each module. By offering a clear roadmap through the language learning landscape, lesson plans establish a structured pathway that extends beyond conventional classroom boundaries, fostering an immersive environment of language acquisition and exploration. Educators have the flexibility to make real-time adjustments based on student feedback and evolving needs, ensuring a responsive and effective teaching approach.
* **Assessments** are made up of assessment artefacts that demonstrate evidence that the student has achieved the learning outcomes identified in the instructional modules and lesson plans. Assessments are guided by rubrics that are used to determine the level of competency for each skill defined in the outcome statements that introduce each module and lesson plans.

In a comprehensive LINC curriculum, assessments serve as integral components, seamlessly interwoven with the thematic content. By evaluating both language skills and cultural integration, these assessments contribute to the holistic development of students as they adapt, communicate, and thrive in their new Canadian environment.

### **LINC Curriculum Components: Theme, Topic, Modules, Lesson Plans, Assessment, Artefacts, and Rubrics**

In a comprehensive LINC curriculum, assessments and lesson plans are seamlessly integrated, evaluating language skills and cultural integration while providing structured guidance for both instructors and learners. This contributes to holistic student development, enhancing adaptation, communication, and success in the Canadian environment.

**Example:**

**Theme: Cultural Integration The central theme of the LINC curriculum is "Cultural Integration."** It underscores the significance of grasping Canadian culture, customs, and values while acquiring English proficiency and settling in Canada.

**Topics:**

1. **Canadian Holidays and Traditions:** This topic delves into "Canadian Holidays and Traditions" within the overarching theme of "Cultural Integration." Students explore major Canadian holidays, celebrations, and cultural practices.
2. **Everyday Life in Canada:** Another subject area, "Everyday Life in Canada," equips students with language skills needed for routine activities like grocery shopping, public transportation, and interacting with neighbors.
3. **Employment and Workplace Culture:** Under this topic, students gain insights into job search skills, workplace communication, and Canadian workplace norms.

**Modules:** Modules within each topic provide structured units of learning that break down specific aspects:

**Canadian Holidays and Traditions:**

1. Canadian Festivals: Learn about festivals such as Canada Day, Thanksgiving, and multicultural celebrations, acquiring related vocabulary and customs.
2. Winter Celebrations: Explore winter holidays like Christmas and New Year's, including vocabulary tied to winter activities and traditions.
3. Cultural Etiquette: Understand social norms and cultural etiquette, helping students adapt behaviors in different settings.

**Everyday Life in Canada:**

1. Navigating Public Transportation: Acquire vocabulary and phrases for using buses, trains, and subways, alongside schedule and route comprehension.
2. Shopping and Services: Learn vocabulary for grocery shopping, cashier interactions, and seeking customer assistance.
3. Neighborhood Interactions: Practice language skills for introductions, small talk, and community involvement.

**Employment and Workplace Culture:**

1. Job Search Strategies: Develop skills for resume writing, interview preparation, and understanding job ads.
2. Workplace Communication: Master workplace vocabulary, email etiquette, and effective communication with colleagues and supervisors.
3. Understanding Workplace Rights: Gain knowledge about employee rights, workplace safety, and employment contracts.

**Lesson Plans:** Each module includes detailed lesson plans that guide instructors and learners through the learning process, ensuring clear objectives and activities.

**Example Lesson Plan – Canadian Festivals Module:**

1. Lesson 1 – Introduction to Canadian Festivals: Introduce the concept of festivals, discuss the significance of cultural celebrations, and preview key vocabulary.
2. Lesson 2 – Canada Day Celebration: Explore Canada Day, its history, and common traditions. Engage in discussions and language exercises related to the holiday.
3. Lesson 3 – Thanksgiving Gathering: Investigate Thanksgiving in Canada, explore customs, and practice language skills through role-playing and group activities.
4. Lesson 4 – Multicultural Festivals: Discover diverse festivals in Canada, share cultural knowledge, and enhance language proficiency through interactive presentations.

**Assessment Approach:** Assessment is a fundamental component of the LINC curriculum, ensuring linguistic and cultural integration. Assessments are integrated throughout, measuring progress and guiding students toward successful adaptation.

**Integrated Assessments in Modules:** Aligned with thematic content, each module features integrated assessments evaluating language and cultural learning objectives. These assessments gauge comprehension, communication skills, and cultural adaptation.

**Example:**

* **Canadian Holidays and Traditions:**
  + **Canadian Festivals Assessment**: Evaluate students' ability to discuss Canadian festivals, assess vocabulary comprehension, and measure cultural awareness.

**Artefacts and Rubrics:** Assessment artefacts demonstrate evidence of student achievement and are guided by rubrics that define competency levels for each skill outlined in the outcome statements for modules and lesson plans.

**Example:**

* **Winter Celebrations Assessment:** 
  + **Winter Festivals Artefact:** Students create a presentation about a chosen winter festival, showcasing vocabulary use and cultural insights.
  + **Rubric:** The rubric assesses vocabulary accuracy, cultural understanding, and presentation skills, providing clear criteria for proficiency levels.
  + **Ongoing Cultural Integration Evaluation:** Assessments extend beyond language to cultural integration. Students apply cultural norms in real-world scenarios, embodying concepts theoretically and practically.

**Example:**

* **Everyday Life in Canada:** 
  + **Neighborhood Interactions Assessment:** Measure conversational skills and evaluate engagement with neighbors and community, reflecting cultural integration.
  + **Formative and Summative Assessment:** The curriculum employs formative (during learning) and summative (end of topics) assessments. Formative feedback aids progress tracking, while summative assessments evaluate language and cultural proficiency.

**Example:**

* **Employment and Workplace Culture:**
* **Understanding Workplace Rights Summative Assessment:** Measure comprehension of workplace rights and safety regulations, ensuring informed workplace behavior.
* **Feedback for Growth:** Assessment results provide personalized feedback, highlighting strengths and areas for improvement. This empowers students to drive their learning and cultural integration, fostering growth and active engagement.

Top of Form

The PowerPoint/PDF attached will walk you through the step-by-step process for how to use the curriculum framework.

Following a curriculum framework for a LINC ESL program provides organization, clarity, and direction, benefiting both learners and instructors. It ensures a consistent, quality-driven learning experience that is responsive to the needs of newcomers to Canada, enabling them to develop their language skills effectively and integrate successfully into their new communities.

The curriculum framework document Appendix 1 ( **LINC CURR FRAMEWORK\_ AUG 16\_LITERACY\_CLB 1 TO 4**) and a guide on how to work with the framework and related documents Appendix 2 (**MLA LINC CURR FRAMEWORK TRAINING PRESENTATION\_JUNE 26\_23)** are included as attachments to this document.

## **LINC Goals & Best Practices**

The Language for Immigrant Newcomers to Canada (LINC) program in Canada aims to provide language instruction and support to immigrants and newcomers to help them develop their English or French language skills. The program's goals include facilitating successful settlement and integration into Canadian society, enhancing employability prospects, and fostering social connections.

### **Instructional Models:**

* **Communicative Approach**: LINC programs primarily adopt a communicative approach, focusing on real-life communication skills to enable learners to participate effectively in various social and professional contexts.
* **Task-Based Learning**: Instruction often revolves around engaging learners in meaningful tasks that simulate real-world situations, promoting language acquisition through practical application.
* **Language Skills Integration:** The program emphasizes integrating different language skills, such as reading, writing, listening, and speaking, to ensure learners develop well-rounded proficiency.

### **Best Practices:**

* **Learner-Centered Approach:** Recognizing the diverse needs and backgrounds of learners, LINC programs prioritize individualized instruction, tailoring content and activities to meet learners' specific goals and abilities.
* **Cultural Sensitivity:** LINC instructors are encouraged to create a supportive and inclusive environment that respects and values learners' cultural backgrounds, fostering a sense of belonging and promoting intercultural understanding.
* **Authentic Materials:** Incorporating authentic materials, such as newspapers, videos, and real-life scenarios, helps learners connect language learning to real-world contexts and enhances their language skills in practical ways.
* **Community Engagement:** Encouraging learners to engage with the local community through field trips, volunteer activities, and interaction with native speakers provides valuable opportunities to practice language skills and build social connections.
* **Technology Integration:** Utilizing technology tools, such as language learning apps, online resources, and virtual platforms, can enhance learning experiences, provide additional practice opportunities, and facilitate remote learning when necessary.
* **Adult Learning Principles:** Our program has been built around principles of adult learning and adult ESL education that will give instructors a frame of reference to facilitate learner success and support them to acquire and demonstrate the skills needed for academic readiness.

## **Adult Learning Principles**

Andragogy is the basis of LINC’s comprehensive approach to program development and delivery. Andragogy is the practice of teaching adults as opposed to teaching children and therefore addresses the unique learning needs of adults. Brookfield, Knowles, and Rogers attribute their learning theories all or in part to andragogy:

Adults need to know why specific things are being taught.

* Instruction should be task-oriented and practical instead of memorization. - learning activities should be in the context of common tasks to be performed.
* Instruction should consider the wide range of diverse backgrounds of learners.
* Find out what learners already know and build on that knowledge. Learning materials and activities should allow for diverse levels/types of previous experience.
* Since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

Learner centered theory of instruction (Knowles 1984) emphasizes that adults are self-directed and expect to take responsibility for decisions.

Carl Rogers’s theory of experiential learning is integral to a LINC program model design and encompasses the following learning principles:

* The adult learner should be encouraged to participate in the learning process and have control over its nature and direction.
* Adult learners learn best when presented with practical, social, personal or research problems.
* Self-evaluation is the principal method of assessing progress or success.

Rogers also emphasizes the importance of learning to learn and an openness to change.

## **Principles Of Adult ESL Education**

Adult ESL education theories are rooted in many of the same principles and best practices of the adult learning principles that guide our program delivery. More specific to language acquisition are learning theories that support our learner centered, participatory approach to language.[[1]](#footnote-2)

Learning theories and instructional methodologies that support LINC program delivery objectives and promote development of language competency within the context of academic, professional, and intercultural competencies have been incorporated into the instructional methodology of the program.

Cummins theory of language acquisition is another foundational theory upon which LINC has built the program model and language instructional approach.

### **BICS versus CALP /PLP**

According to well know researcher and educator, Cummins, there are two levels of competency in second language acquisition:

**BICS: Basic Interpersonal Communication Skills** are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. This is the language learned in LINC ESL literacy foundations to CLB 4 classes.

**CALP or Cognitive Academic Language Proficiency** refers to the form of academic language learning related to higher order thinking skills such as problem solving, conceptualizing as well as PLP (Professional Language Proficiency) industry specific language. This type of language is learned in academic, professional or industry specific settings.

The LINC curriculum framework reflects this distinction between BICS and CALP/PLP by providing a learning context in which language learning is centered on socio-cultural settlement language and life skills as opposed to theessential academic skills and competencies related to academic, professional, and intercultural skills and competencies that are the focus of English for Academic purposes courses.

### **Expected Language Learning Outcomes**

The following chart will show the estimated rate of language acquisition based on a study conducted in 2004 by Deirdre Lake and David Watt[[2]](#footnote-3):

**Benchmark Adult Rate of Second Language Acquisition and Integration**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Component** | **#of years of education [[3]](#footnote-4)** | **# of hours required to move to next benchmark level according to education and strand** | | | | | | |
| ***Listening/***  ***Speaking*** | **CLB levels** | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 |
|  | 0 - 7 | 290 | 320 | 611 | 650 |  |  |  |
| 8 – 12 | 418 | 250 | 341 | 333 | 397 | 450 |  |
| 13 - 16 | 297 | 308 | 336 | 320 | 356 | 400 |  |
| 17 + | 161 | 228 | 300 | 310 | 362 | 380 |  |
| **Reading** | **CLB levels** | 1-2 | 2-3 | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 |
|  | 0 - 7 | 232 | 192 | 220 | 300 |  |  |  |
| 8 – 12 | 300 | 279 | 252 | 300 | 320 |  |  |
| 13 - 16 | 326 | 308 | 283 | 297 | 356 | 412 |  |
| 17 + | 192.5 | 276 | 280 | 300 | 341 | 380 |  |
| **Writing** | **CLB levels** | **1-2** | **2-3** | **3-4** | **4-5** | **5-6** | **6-7** | **7-8** |
|  | 0-7 | 190 | 268 | 856 |  |  |  |  |
| 8 – 12 | 325 | 299 | 403 |  |  |  |  |
| 13 - 16 | 250 | 341 | 328 | 320 | 173 | 130 |  |
| 17 + | 217 | 291 | 357 | 290 | 196 | 260 |  |
| **According to this study, those students who have between 0-7 years of formative education rarely progress beyond CLB4. The last number of hours before hours indicated are the expected plateau levels correlated to number of years of education. A literacy intervention (ESL foundations to CLB 2L literacy) would increase the likely hood of moving beyond the plateau of CLB 4** | | | | | | | | |

## **Effective Strategies for Adult ESL Instruction**

* **Set Clear Learning Outcomes**: Clearly outline specific and achievable learning goals for each lesson, tailored to the needs of adult ESL learners. This will help them understand what they will achieve by the end of the course.
* **Understand Your Students**: Recognize the diverse backgrounds, experiences, and language abilities of adult ESL learners. Acknowledge their prior knowledge and experiences and use this information to personalize instruction.
* **Use Interactive Learning Techniques**: Engage adult ESL students actively in the learning process. Employ group discussions, problem-solving activities, role-playing, and real-world simulations to make learning practical and relevant.
* **Encourage Critical Thinking**: Foster critical thinking skills by posing thought-provoking questions and encouraging students to analyze and evaluate information. This approach helps them develop language proficiency while refining their cognitive abilities.
* **Provide Timely Feedback:** Offer regular feedback on language use, pronunciation, and grammar. Constructive feedback is vital for adult learners as they seek improvement and strive for language fluency.
* **Utilize Technology Appropriately:** Integrate technology tools that cater to adult ESL learners' specific needs, such as language apps, language learning websites, and interactive language software.
* **Create a Positive Learning Environment:** Establish a supportive and respectful classroom atmosphere where adult ESL students feel comfortable taking risks with language and expressing their thoughts.
* **Encourage Collaborative Learning**: Foster a sense of community among adult ESL learners by promoting group projects, language exchange activities, and cooperative learning opportunities.
* **Use Real-Life Examples:** Relate language instruction to practical, real-world scenarios and workplace contexts, considering the specific needs and goals of adult post-secondary ESL students.
* **Vary Teaching Techniques:** Employ a mix of teaching methods, including lectures, discussions, multimedia, and hands-on activities, to accommodate diverse learning preferences and keep learners engaged.
* **Value Student Questions:** Create an open and non-judgmental environment that encourages adult ESL students to ask questions freely. Answering their inquiries promotes language fluency and fosters a positive learning experience.
* **Manage Time Effectively:** Design lessons that fit within the allocated time and ensure that essential language learning components are covered efficiently.
* **Emphasize Continuous Improvement**: Encourage adult ESL learners to reflect on their language progress and set personal language learning goals. Provide resources and support to help them achieve their objectives.
* **Build Rapport with Students:** Develop a strong teacher-student relationship based on respect and understanding. Show genuine interest in their language learning journey and success.

Teaching adult post-secondary ESL students requires sensitivity to their unique needs and goals. Be adaptive in your approach and celebrate their language achievements as they progress toward higher language proficiency.

**The Importance of a Student Syllabus**

Adult learning principles inform the rationale for providing adult ESL learners with a syllabus. Adults need to know what and why they are learning. Consequently, a syllabus with a summary of module topics, language strands and a schedule of when these modules will be taught will outline what the students will learn, how and when they will be assessed.

Here is an example:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SAMPLE LINC SEMESTER SYLLABUS  INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  CLASS: CLB 1 - Listening and Speaking  SEMESTER: September – December 2023  COURSE INFORMATION:  This course focuses on developing listening and speaking skills for students at CLB 1 level. The course will cover various topics related to daily life, community, and basic communication needs. The goal is to improve students' ability to understand and participate in simple conversations and discussions.  General Outcomes:   1. Develop basic communication skills for everyday situations. 2. Understand and respond to simple spoken instructions and requests. 3. Demonstrate understanding of key information in short conversations and texts. 4. Express basic personal information and describe simple situations.   Listening Outcomes:   * Understand and follow spoken instructions, conversations, and texts. * Recognize important details in short conversations and listening materials. * Ask for help and clarification when needed. * Understand common signs, symbols, and maps.   Speaking Outcomes:   * Speak in everyday situations. * Share personal information like where you live and your preferences. * Use polite expressions and greetings. * Give and follow simple instructions. * Ask for help and explain if you don't understand.   COURSE OUTLINE:  Weekly Focus:   * Week 1: Language Assessment * Week 2: Finding a place to live * Week 3: Housing Problems * Week 4: Neighbours & Neighbourhoods * Week 5: Banking * Week 6: Customer Service * Week 7: Telephone * Week 8: Mid-term conferences * Week 9: Canada Geography * Week 10: Government * Week 11: History * Week 12: Canadian Culture * Week 13: Canadian Law * Week 14: Commercial Services & Business * Week 15: Community & Government Services * Week 16: End of semester conferences   Assessment:  There are 3 levels (stages) within a CLB level:  Resources:   |  |  |  | | --- | --- | --- | | CLB STAGE | GRADE | PLACEMENT | | Stage One  Does not meet expectations yet (D) | *less than 49% on artefact (task) assessments* | *Continue in same CLB level* | | Stage Two  Almost meets expectations (A) | *50 to 69%*  *on artefact (task) assessments* | *Continue in same CLB level* | | Stage Three  Meets Expectations (M) | *70 to 100% on 6 artefact (task) assessments for each strand* | *Ready to move to next CLB level* |   These are some resources that you will use in this course:   1. "ESL Discussions" (<https://www.esldiscussions.com/>): This website offers a wide range of discussion topics with questions for speaking practice. 2. "Breaking News English" (<https://breakingnewsenglish.com/>): This website provides news articles with accompanying audio recordings, which can be used for speaking practice and discussions. |

## **Instructional Methodology**

### **TBLT – Task Based Language Training**

It is important that academic and language skills are not taught in isolation or separated from meaningful contexts. The “Presentation, Practice and Performance” methodology can lack practical, relevant application opportunities if purposeful tasks are not introduced that will provide the learner opportunities to learn not only form and function but also learn in which contexts and how the nuances of the language skill for use in their areas of academic and social interests.[[4]](#footnote-5)

Task based instruction goes beyond PPP’s isolated practice to strengthen teaching content and improve language communicative competence. Task based instruction focuses on development, exploration, practice, accuracy and then application of the language skill within a defined real-world scenario that is relevant to the learner and their goals. This approach is meaning-focused instruction and is based on the constructivist theory of communicative language teaching methodology (Ellis, 2003; Long & Crookes, 1991).

TBLT fulfills the following principles that Rod Ellis lays out as requirements of the best practices in Second Language Acquisition planning and instruction:

### **TBLT Best Practices**

Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.

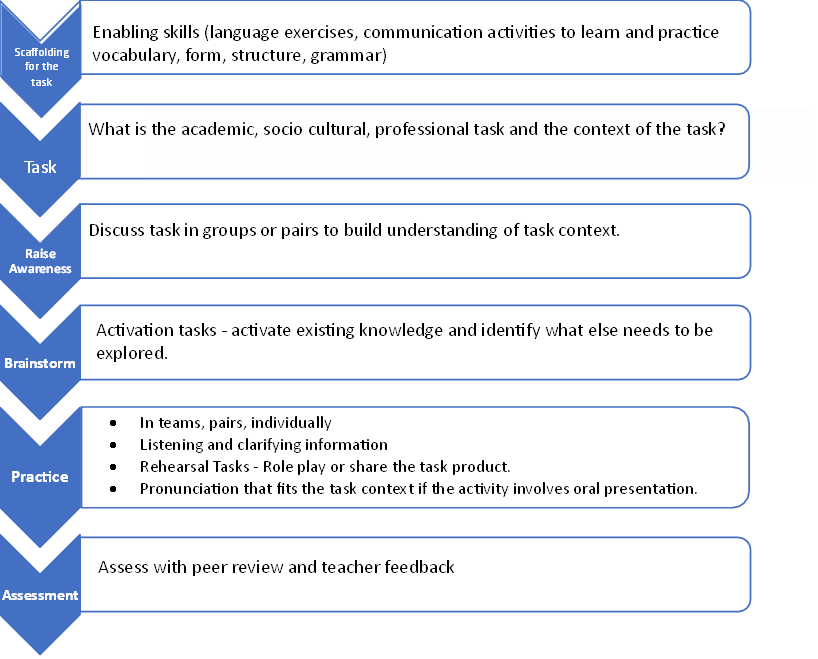
* Instruction needs to ensure that learners focus predominantly on meaning.
* Instruction needs to ensure that learners also focus on form.
* Instruction needs to focus on developing implicit knowledge of the second language while not neglecting explicit knowledge.
* Instruction needs to take into account the learner’s built-in syllabus.
* Successful instructed language learning requires extensive second language input.
* Successful instructed language learning also requires opportunities for output.
* The opportunity to interact in the second language is central to developing second language proficiency.
* Instruction needs to take account of individual differences in learners.
* In assessing learners’ second language proficiency, it is important to examine free as well as controlled production.

To fulfill the expectations of these principles, TBLT should contain the following lesson planning and teaching elements:

* Scaffolding
* Task dependency
* Recycling
* Active learning
* Integration of form and Function
* Reproduction to creation
* Reflection on learning

When building a task-based lesson plan and instructional process, the following is the suggested sequence of instructional components that would incorporate the relationships between all elements of the TBLT methodology and adhere to the principles of second language acquisition planning and instruction:

### **BLT Scaffolding Chart**

****

|  |  |
| --- | --- |
| **TBLT LESSON PLAN – GUIDE TO DEVELOPMENT** | |
| **CLB LEVEL:**  4 | **LANGUAGE STRAND(S):** Integrated - Reading/Writing/Listening/Speaking |
| **LANGUAGE CONCEPTS** | |
| (Refer to planning Framework)  FORMS example:   * Present continuous * Modals of certainty and probability * Adverbs of frequency   FUNCTIONS (refer to planning matrix) –example:   * Describing ….. * Explaining ….. * (Refer to planning framework) | |
| **RESOURCES/REFERENCEs** | |
| **Links to the original source of lesson plan and links to resources for lesson and tasks for students** | * Pre task: Communication strategies (1 handout per learner) * Pearson Education Longman University Success Oral Communication Intermediate, * Student Book with MyEnglishLab with link to online source or location in Moodle or Teams folder * Task: Writing prompt (1 per learner) (link to Teams’ folder) |
| **TASK AND OBJECTIVE: (Refer to planning matrix)** | |
| **By the end of this lesson learners will be able to:** | *Example:*   * Understanding how you will be a more effective group member. * Acquire Communication strategies. * Apply learning strategies to assignments and assessments. |
| **PROCEDURE:** | |
| **SCAFFOLDING:** | *Prior to rolling out the lesson plan activities, prepare activities related to each task that ENABLE skills needed to produce the task expectations (language exercises, communication activities to learn and practice vocabulary, form, structure, grammar). Introduce preparatory activities before each task to enable students to participate with a degree of confidence.* |
| **DESCRIBE THE TASK:**  What is the academic, socio cultural, professional task and the context in which the task is going to be situated | **PRE-TASK (35 min) *example:***   * In groups of three, brainstorm “communication strategies.” List your ideas on a sheet of paper. [5 min] * Instructor elicits ideas from groups and writes them on the whiteboard/online chat/ shared screens from students. [10min] * Individually, read through the handout on communication strategies. Use your group (and/or dictionary) to help with any unknown words. [15 min] * In your group, discuss which strategies you use or would like to try. [5 min] |
| **RAISE AWARENESS**  discuss task in groups or pairs to build understanding of task context    **BRAINSTORM**  activation tasks -activate existing knowledge and identify what else needs to be explored to support the activity  **PRACTICE**  in teams, pairs, individually  Listening and clarifying information  Rehearsal Tasks - Role play or share the task product  Pronunciation that fits the task context if the activity involves oral presentation | ***Task (25 min)***  **Individually, read the task instructions and complete the task.**   * The instructor first clarifies any vocabulary or questions related to the instructions and/or materials, then acts as timekeeper and observer, making notes on points to cover in the feedback portion of the task reporting stage.   ***Report planning (15 min)***  **Learners prepare to present their paragraphs and respond to the following questions: Which strategies do you use? How often do you use them? How do you know they work? Are there other strategies you would like to try out?**   * The instructor writes the questions on the white board, helps as needed with accuracy, and makes notes regarding forms and functions to be addressed in the reporting stage. * Instructor gives students a check list of what the instructor will be looking for in assessing student competencies.   ***Student Presentation (25min)***   * Choose three or four learners to present their paragraphs and respond to the questions. Audience takes notes on language used to describe the strategies. * Instructor provides overall feedback, including attention to verb tense, modals, adverbs, paragraph format, and concept |
| **ASSESSMENT:** | |
| * in the form of peer review and teacher feedback * identify link to the level designated rubric | * Collect student work. * For oral work, assess participation and review of presentation * Use a check list in Portfolio folder |
| **HOMEWORK:** | |
| **SELF DIRECTED LEARNING:**   * Additional hours required to practice and further develop skills related to daily lessons. | * Follow up activity and practice assignment. * Pre reading or practice activity for next lesson. |

**PBLA (Portfolio-Based Language Assessment)** is an assessment approach used in the context of language learning and teaching in Canada, specifically in federally funded Language Instruction for Newcomers to Canada (LINC) programs. PBLA is designed to assess the language proficiency of adult learners in English or French as a second language.

**The PBLA approach** combines elements of task-based language teaching, authentic assessment, and portfolio assessment. It emphasizes the integration of language skills and the application of language in real-life contexts. Here are the key components and philosophy of PBLA:

* **Learner-Centered Approach**: PBLA focuses on the needs and goals of individual learners. It recognizes that learners come with diverse backgrounds, experiences, and learning styles.
* **Language Skills Integration**: PBLA promotes the integration of different language skills (listening, speaking, reading, and writing) rather than teaching them in isolation. Learners are encouraged to use language skills in meaningful and authentic ways.
* **Authentic Tasks**: PBLA emphasizes the use of real-life, authentic tasks that learners might encounter in their daily lives. This approach provides learners with opportunities to apply language skills in practical situations.
* **Ongoing Assessment**: PBLA employs continuous, formative assessment rather than relying solely on summative assessments. It involves the collection of evidence of learners' language proficiency over time, allowing for a comprehensive understanding of learners' progress.
* **Learner Portfolios**: PBLA utilizes learner portfolios as a central element of assessment. Portfolios contain samples of learners' work, self-assessments, and reflections. They provide a holistic view of learners' language development and progress.
* **Collaborative Reflection and Goal Setting**: PBLA encourages learners to reflect on their learning, set goals, and actively participate in the assessment process. Learners engage in self-assessment and receive feedback from teachers to enhance their learning experience.

The philosophy behind PBLA is to create an assessment system that supports learner-centered, communicative language teaching. It aims to provide a more comprehensive understanding of learners' language abilities and promote their ongoing language development.

## **How Assessments are conducted in PBLA**

In the context of PBLA (Portfolio-Based Language Assessment), assessments are collected through a variety of methods that focus on the authentic demonstration of language proficiency. PBLA is an approach used in language learning programs to assess learners' language skills based on their performance in real-life tasks and activities. Here's a summary of how assessments are collected in PBLA:

* **Learner Portfolios**: PBLA relies heavily on learner portfolios, which are collections of learners' artefacts/work samples and evidence of their language proficiency. These portfolios are ongoing and include various types of assessments.
* **Performance Tasks**: Learners engage in performance tasks that simulate real-life situations where language skills are applied. These tasks can include activities such as presentations, role-plays, interviews, or written assignments.
* **Artefacts/Language Samples**: Assessors collect language samples from learners in various contexts, such as conversations, discussions, or written texts. These samples are used to assess learners' language production and comprehension.
* **Checklists and Rubrics**: Assessors use checklists and rubrics to evaluate learners' performance on specific criteria. These assessment tools provide clear guidelines and descriptors for each level of proficiency, helping assessors make consistent judgments.
* **Self-Assessment and Reflection**: Learners are actively involved in assessing their own progress and reflecting on their language learning journey. They contribute to their portfolios by self-assessing their work, setting goals, and documenting their language development.
* **Teacher Observations**: Teachers play a crucial role in PBLA by observing learners' interactions, participation, and performance in various tasks and activities. Their observations provide valuable insights into learners' language abilities and progress.
* **Collaborative Assessments**: PBLA encourages collaborative assessment practices where learners provide feedback and evaluate their peers' work. Peer assessment promotes active engagement and a deeper understanding of the assessment criteria.
* **Individual Conferences**: Assessors engage in one-on-one conferences with learners to discuss their progress, provide feedback, and set goals. These conferences offer personalized assessment and support, fostering learner motivation and autonomy.

Overall, assessments in PBLA are collected through learner portfolios, performance tasks, language samples (artefacts), checklists, rubrics, self-assessment, teacher observations, collaborative assessments, and individual conferences. This multifaceted approach aims to provide a comprehensive and authentic assessment of learners' language proficiency in real-life contexts.

**The philosophy and methodology for assessment in a LINC program** are essential components to ensure effective language learning and individualized instruction for participants. Here's an overview:

### **Philosophy:**

* **Learner-Centered Approach**: The philosophy of the LINC program emphasizes a learner-centered approach. It recognizes that each learner comes with unique language abilities, cultural backgrounds, and learning styles. The program aims to respect and accommodate these differences to create a supportive and inclusive learning environment.
* **Practical Language Use**: The LINC program focuses on teaching language skills that are relevant to everyday life in Canada. The primary goal is to enable newcomers to communicate effectively in real-life situations, such as work, school, community, and social settings.
* **Empowerment and Inclusion**: The program seeks to empower newcomers by providing them with the language skills they need to participate actively in Canadian society, thereby promoting their integration and social inclusion.

## **Assessment Methodology**

* **Pre-Assessment**: Before joining the LINC program, learners undergo a pre-assessment process. This assessment evaluates their language proficiency level, previous language learning experiences, and specific needs. It helps instructors place learners in the appropriate class level that matches their language abilities.
* **Canadian Language Benchmarks (CLB):** The LINC program uses the Canadian Language Benchmarks (CLB) as the standard framework for assessing and describing language proficiency. The CLB identifies different language levels across four skills: Speaking, Listening, Reading, and Writing. Each skill is divided into benchmarks that represent specific language abilities.
* **Ongoing Assessment**: Assessment is a continuous process in the LINC program. Instructors regularly monitor learners' progress through various methods, such as quizzes, assignments, presentations, and group activities. Ongoing assessment allows instructors to identify strengths and areas needing improvement and adapt instruction accordingly.
* **Formative Assessment**: Formative assessment involves providing learners with feedback and guidance during their language learning journey. It helps learners understand their progress, identify areas for improvement, and set learning goals.
* **Summative Assessment**: Summative assessment occurs at specific points during the program or at the end of a level. It provides a comprehensive evaluation of learners' language proficiency and helps determine their readiness to move to the next level.
* **Individualized Instruction**: Based on the assessment results, instructors tailor the instruction to meet the specific needs of learners. Individualized instruction recognizes that each learner may require different support and resources to achieve their language learning goals.
* **Supportive Environment**: The assessment methodology in the LINC program fosters a supportive and non-threatening environment for learners. The focus is on constructive feedback, encouragement, and providing opportunities for improvement.

By adhering to this philosophy and employing effective assessment methodologies, the LINC program can better meet the diverse linguistic needs of newcomers, ultimately helping them successfully integrate into Canadian society.

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**The Low First Language Literacy (LFLL) model** implemented by the Language Instruction for Newcomers to Canada (LINC) program in Alberta is designed to cater to individuals who have limited or no proficiency in their first language, making it challenging for them to acquire literacy skills in a second language, typically English.

The LFLL model focuses on providing targeted support to learners with low first language literacy skills, recognizing that their literacy development may be different from individuals with a strong foundation in their native language. This model aims to bridge the gap by incorporating specialized teaching strategies and resources that address the unique needs and challenges faced by this specific group of learners.

### **Key components of the LFLL model include:**

* **Multisensory Approaches**: The model emphasizes the use of multiple senses, such as sight, hearing, touch, and movement, to enhance the learning experience. This may involve incorporating visual aids, manipulatives, audio resources, and interactive activities to facilitate comprehension and retention.
* **Contextualized Instruction**: Learning materials and activities are designed to be relevant and meaningful to the learners' daily lives and experiences. This approach helps learners make connections between the language being taught and its practical application in real-life situations.
* **Scaffolded Instruction**: The LFLL model provides structured support and gradually reduces it as learners gain confidence and proficiency. This may involve breaking down complex tasks into smaller, manageable steps, providing visual cues or prompts, and offering personalized guidance to ensure comprehension and mastery of skills.
* **Differentiated Instruction**: Recognizing the diverse needs and abilities of learners, the LFLL model employs individualized instruction tailored to each learner's strengths and areas for improvement. This allows for a more personalized learning experience and enables educators to adapt their teaching methods and resources accordingly.
* **Culturally Responsive Approach**: The LFLL model embraces learners' cultural backgrounds and recognizes the impact of culture on learning. Teachers incorporate culturally relevant content, respect learners' values and beliefs, and create a welcoming and inclusive environment where learners feel comfortable expressing themselves and engaging in the learning process.
* **Continuous Assessment and Feedback**: Ongoing assessment is a crucial element of the LFLL model, allowing educators to monitor progress, identify areas of improvement, and provide timely feedback. This feedback helps learners understand their strengths, areas for growth, and how to further develop their literacy skills.
* **Explicit literacy instruction** of basic literacy skills – phonemic awareness, decoding, hand eye coordination for writing with writing tools and computer keyboards, numeracy skills, study skills, habits of mind, classroom etiquette, document use, problem solving, critical thinking

By incorporating these key components, the LFLL model aims to empower learners with limited first language literacy skills to develop their English language proficiency and acquire essential literacy skills necessary for their integration into Canadian society.

**Challenges of PBLA model for LINC**

Some common challenges and concerns that have been raised by instructors in the past. It's important to note that these concerns may have evolved or been addressed in recent years. Here are some potential challenges and concerns related to PBLA in the LINC program:

* **Time-consuming**: One common concern is that the PBLA process, including portfolio development, can be time-consuming for instructors. Preparing materials, assessing student work, and providing feedback require significant time and effort.
* **Assessment overload:** Instructors may feel overwhelmed with the number of assessments required by PBLA. This may lead to a perception that teaching time is being diverted towards assessment tasks rather than actual instruction.
* **Lack of resources:** Some instructors may express concerns about the availability and suitability of resources and materials to effectively implement PBLA. They might feel that the existing resources do not adequately align with the PBLA methodology or that they are insufficient to meet the needs of diverse learners.
* **Training and support**: Adequate training and ongoing support for instructors are essential for successful implementation of PBLA. Instructors may express concerns about the availability and quality of training opportunities, as well as the need for ongoing professional development to effectively implement PBLA.
* **Standardization and consistency**: Ensuring consistent and standardized assessment practices across different instructors and locations can be challenging. Instructors may have concerns about maintaining inter-rater reliability and ensuring fairness in the assessment process.
* **Student motivation and engagement**: PBLA requires active student participation and engagement in portfolio development. Some instructors may find it challenging to motivate and involve all learners, especially those who are less motivated or have limited digital literacy skills.
* **Language focus vs. task completion:** Balancing the focus on language learning and the completion of tasks within the PBLA framework can be a concern for instructors. They might worry that students may prioritize task completion over language development, potentially leading to a focus on performance rather than language skills.
* **Flexibility for diverse learners**: Every learner is unique, and instructors may express concerns about accommodating the needs and abilities of diverse learners within the PBLA framework. They might feel that PBLA's standardized structure does not allow for enough flexibility to address individual learning styles and preferences.

It's important to remember that these concerns and challenges may have been addressed or modified over the years since PBLA has been introduced. The CCLB and partnering LINC professional organizations and LINC providers have been working to streamline PBLA and find more efficient ways of working with the model.

### **Responding to PBLA Challenges**

To address the challenges and concerns associated with the Portfolio-Based Language Assessment (PBLA) in the Language Instruction for Newcomers to Canada (LINC) program, several solutions and strategies have been suggested that can provide a starting point for understanding potential solutions. Here are some approaches that have been recommended:

* **Enhanced training and professional development**: Providing comprehensive and ongoing training for instructors can help them better understand the PBLA process and methodology. This training should focus on portfolio development, assessment techniques, and strategies for integrating PBLA into classroom instruction. Ongoing professional development opportunities can keep instructors updated on best practices and address any concerns they may have.
* **Streamlining assessment processes**: Simplifying and streamlining the assessment procedures can help alleviate the time burden on instructors. This can involve creating standardized templates, checklists, or rubrics for evaluating student work. Clear guidelines and exemplars can enhance consistency and reduce the time required for grading and feedback.
* **Resource development and sharing**: Developing and sharing high-quality resources specifically tailored for PBLA can support instructors in implementing the assessment process effectively. These resources can include sample tasks, authentic materials, and guidelines for portfolio development. Establishing a platform or community for instructors to share their experiences and resources can promote collaboration and alleviate the resource-related concerns.
* **Technology integration:** Integrating technology tools and platforms can streamline the PBLA process and enhance student engagement. Digital portfolios, online platforms for task completion and submission, and automated grading systems can reduce administrative burdens for instructors. Additionally, providing digital literacy training to instructors and students can facilitate the effective use of technology in the PBLA context.
* **Individualized support for learners**: Recognizing the diverse needs of learners, providing individualized support within the PBLA framework is crucial. Instructors can implement differentiated instruction strategies, such as scaffolding, peer support, or personalized learning plans, to address the specific needs and abilities of each student. This approach can foster engagement, motivation, and language development.
* **Balancing language focus and task completion**: Emphasizing a balanced approach to language learning and task completion can be achieved through explicit language instruction embedded within meaningful tasks. Instructors can provide clear language learning objectives, incorporate language-focused activities, and provide targeted feedback to ensure both task completion and language development are addressed.
* **Continuous program evaluation**: Regularly evaluating the effectiveness of PBLA implementation and gathering feedback from instructors, administrators, and learners can help identify areas for improvement. This feedback can inform adjustments to the assessment process, resource allocation, and training programs.

## **Technology in a LINC program**

Utilizing technology effectively in such programs can enhance the learning experience, improve engagement, and provide additional support to both instructors and learners. Here are some best practices for integrating technology into a LINC program:

* **Online Learning Platforms**: Utilize learning management systems (LMS) or online platforms specifically designed for language education. These platforms can host course materials, interactive exercises, quizzes, and provide opportunities for learners to practice language skills independently.
* **Virtual Classrooms**: Incorporate virtual classrooms or video conferencing tools for live sessions, discussions, and interactive lessons. This allows students to participate remotely and facilitates face-to-face communication even if learners cannot physically attend classes.
* **Language Apps and Software**: Recommend language learning apps or software that learners can use outside of class to practice their language skills. These can include vocabulary builders, language exchange apps, pronunciation tools, and grammar exercises.
* **Multimedia Content**: Integrate multimedia content such as videos, audio clips, podcasts, and interactive exercises into the curriculum. These resources provide diverse language input and cater to different learning styles.
* **Digital Assessment Tools**: Use online quizzes, tests, and assessments to gauge learners' progress and provide immediate feedback. Digital assessments can be more interactive and engaging than traditional paper-based tests.
* **Digital Language Exercises**: Implement digital exercises that focus on listening, speaking, reading, and writing skills. These can include voice recognition tools for pronunciation practice, reading comprehension exercises, and writing prompts.
* **Educational Websites and Resources**: Recommend reputable websites and online resources that offer language-learning materials, cultural information, and support for newcomers.
* **Virtual Field Trips**: Organize virtual field trips to local cultural events, museums, or places of interest. This can help learners experience Canadian culture and practice their language skills in real-world contexts.
* **Communication Tools**: Encourage learners to use technology for language exchange with native speakers or other language learners. Language exchange platforms and social media groups can facilitate such interactions.
* **Digital Portfolio and Progress Tracking**: Implement a digital portfolio system where learners can track their progress, store their work, and reflect on their language learning journey.
* **Teacher Professional Development**: Provide training and resources for instructors to effectively use technology in the classroom. This ensures that educators are well-equipped to leverage technology for better teaching and learning outcomes.
* **Digital Citizenship and Online Safety**: Educate learners about responsible technology use, online safety, and digital citizenship to ensure they are equipped to navigate the digital world securely.

The effective integration of technology in a LINC program should complement traditional teaching methods and be sensitive to the diverse needs and backgrounds of the learners. It is essential to strike a balance between technology and human interaction to create a supportive and effective language learning environment. As technology evolves, staying up to date with new tools and resources can further enhance the overall learning experience in a LINC program.

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## **HyFlex in the LINC Classroom**

The term "HyFlex" refers to a specific instructional modality that combines three key components: face-to-face instruction, online synchronous instruction, and online asynchronous instruction. The HyFlex approach is designed to provide students with the flexibility to choose their preferred mode of participation while still offering a consistent learning experience across all modes. In the context of a LINC (Language Instruction for Newcomers to Canada) classroom, this approach can be particularly beneficial for accommodating diverse learners with varying needs and schedules.

Here's how you can implement the HyFlex modality of instruction in a LINC classroom:

* **Technology and Infrastructure:** Ensure that your classroom is equipped with the necessary technology and infrastructure to facilitate face-to-face, synchronous online, and asynchronous online instruction. This may include high-speed internet, webcams, microphones, and reliable learning management systems (LMS) or online collaboration platforms.
* **Course Design:** Develop a well-structured course design that integrates the three modes of instruction seamlessly. Each mode should have clear learning objectives, activities, and assessment components. Consider how to deliver content effectively in each mode to meet the needs of different learners.
* **Scheduling:** Offer a consistent schedule for the face-to-face sessions and online synchronous sessions. This will help students plan their participation accordingly. Additionally, provide a schedule for asynchronous activities with clearly stated deadlines and expectations.
* **Face-to-Face Sessions:** During face-to-face sessions, focus on interactive activities, group discussions, hands-on exercises, and any activities that are more effectively conducted in a physical classroom. Encourage students to engage in peer-to-peer interactions and foster a supportive learning community.
* **Online Synchronous Sessions:** Conduct online synchronous sessions in real-time using video conferencing tools. These sessions can be used for live lectures, virtual discussions, Q&A sessions, and collaborative activities. Ensure that students have access to the necessary links or meeting details for these sessions.
* **Online Asynchronous Activities:** Create and share learning materials, resources, and pre-recorded lectures that students can access at their convenience. Use the LMS or online platforms to facilitate discussions, group projects, and quizzes that can be completed outside of class time.
* **Assessment and Feedback:** Align assessments with the learning objectives of each mode. Offer opportunities for both formative and summative assessments in all modes of instruction. Provide timely and constructive feedback to students on their performance in all modes.
* **Support and Communication:** Communicate clearly with students about the expectations and requirements of each mode. Offer technical support and guidance on using the necessary tools for online learning. Encourage open communication and address any concerns or questions that students may have.
* **Flexibility and Empathy:** Recognize that students may have different preferences and challenges when it comes to participating in various modes. Be flexible and empathetic, accommodating students' individual circumstances as much as possible.
* **Continuous Improvement:** Collect feedback from students about their experiences in each mode and use this feedback to continuously improve the HyFlex approach in your LINC classroom. Iterate and make adjustments based on the insights gained.

The implementation of the HyFlex modality requires thoughtful planning and preparation. It is essential to strike a balance between the different modes to ensure that the learning outcomes are consistently met, regardless of the mode of participation chosen by the students.

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## **Technology and Literacy**

Incorporating technology into a LINC (Language Instruction for Newcomers to Canada) ESL (English as a Second Language) low literacy class can greatly enhance the learning experience for students and provide valuable tools to support their language acquisition. Here's a step-by-step guide on the most effective way to use technology in such a class:

* **Assess the Technology Skills**: Before implementing any technology, assess the students' comfort and familiarity with technology. Some learners may have little to no experience with computers or smartphones, while others might be more tech-savvy. Understanding their skill level will help you choose appropriate tools and adjust your approach accordingly.
* **Select User-Friendly Devices and Apps**: Choose user-friendly devices, such as tablets or touchscreen laptops, and easy-to-use apps or software. The interface should be intuitive and not overwhelm learners with complex menus and settings.
* **Digital Literacy Training**: For students who have limited experience with technology, dedicate some class time to teach them basic digital literacy skills. This includes how to use a mouse or touchscreen, navigate websites, and utilize essential apps.
* **Language Learning Apps**: Introduce ESL-specific language learning apps that are designed for low literacy learners. These apps often provide interactive exercises, vocabulary building games, and pronunciation practice, which can be highly engaging and effective.
* **Multimedia Resources**: Utilize multimedia resources like videos, audio clips, and interactive visuals. Visual aids can help convey meanings and facilitate comprehension, especially for low literacy learners. Websites like YouTube and online language learning platforms can be valuable resources.
* **Online Dictionaries and Translation Tools**: Introduce online dictionaries and translation tools to help students quickly look up unfamiliar words or phrases. Be cautious to guide them on using these tools appropriately, as over-reliance on translation may hinder language development.
* **Virtual Field Trips**: Use technology to take students on virtual field trips related to language learning themes, such as exploring websites with photos and descriptions of various settings, communities, or workplaces where English is spoken.
* **Social Media for Language Practice**: Encourage the use of social media platforms like Facebook or language exchange apps to practice English with native speakers and other ESL learners. However, ensure students are aware of potential privacy and safety risks.
* **Online Reading Materials**: Provide access to online reading materials suitable for low literacy learners. Websites with simplified content or stories designed for English learners can be beneficial.
* **Digital Assessments**: Use digital assessments and quizzes to track students' progress and identify areas that need improvement. There are online platforms that offer customizable ESL assessments for different proficiency levels.
* **Create a Blended Learning Environment**: Balance technology use with traditional teaching methods. A blended learning approach that combines technology-based activities with face-to-face interactions can be most effective.
* **Regularly Evaluate and Adjust**: Continuously assess the effectiveness of technology integration in the ESL class. Seek feedback from students and be willing to make adjustments based on their needs and preferences.
* **Technical Support**: Ensure that there is adequate technical support available in the classroom. Technical difficulties can be frustrating, so having someone who can help troubleshoot issues will keep the focus on learning.

While technology can be a powerful tool, it should complement and support effective teaching practices rather than replacing them entirely. The ultimate goal is to create an inclusive and engaging learning environment that meets the unique needs of each low literacy ESL learner.

**Strategies for teaching ESL adult learners** by incorporating ESL adult learning principles:

* **Set Real-World Language Objectives:** Define language learning objectives that are practical and applicable to ESL adult learners' daily lives, workplace, and social interactions. Align the goals with the learners' needs and context.
* **Promote Learner Autonomy:** Encourage ESL adult learners to take ownership of their language learning journey. Offer opportunities for self-assessment, goal-setting, and independent exploration of language resources.
* **Use Communicative Language Teaching:** Employ communicative language teaching methods that prioritize meaningful communication and interaction in English. Provide opportunities for authentic language use, such as role-plays and real-life scenarios.
* **Encourage Collaborative Learning:** Foster a supportive and inclusive learning environment where ESL adult learners can practice language skills through pair work, group discussions, and language exchanges.
* **Respect and Leverage Prior Knowledge:** Recognize and utilize ESL adult learners' existing knowledge, experiences, and language skills as a foundation for further language development.
* **Provide Immediate Feedback**: Offer prompt and constructive feedback to ESL adult learners to reinforce correct language use and address areas of improvement.
* **Cultural Sensitivity:** Incorporate cultural sensitivity and intercultural communication as essential components of ESL instruction, recognizing the diverse backgrounds and experiences of adult learners.
* **Integrate Multimodal Materials**: Utilize a variety of learning resources, such as audio, video, and interactive multimedia, to cater to different learning styles and preferences.
* **Encourage Reflection and Error Analysis**: Promote self-reflection among ESL adult learners, encouraging them to analyze language errors and strategies for improvement.
* **Create a Supportive Learning Community: Build** a positive and respectful classroom atmosphere where ESL adult learners feel comfortable taking risks with the language and supporting one another's language growth.
* **Task-Based Language Teaching**: Employ task-based language teaching approaches, where learners engage in meaningful tasks that require language use, promoting language learning as a tool for communication.
* **Emphasize Fluency and Communication**: Prioritize fluency and effective communication over accuracy in the early stages of language learning, encouraging learners to use language confidently (Celce-Murcia, 2001).

By integrating these principles of ESL adult learning into your teaching strategies, you can create an engaging and effective language learning environment that addresses the specific needs and challenges of adult ESL learners.

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## **Appendix 1 - LINC CURR FRAMEWORK\_ AUG 16\_LITERACY\_CLB 1 TO 4**

## **Appendix 2 - MLA LINC CURR FRAMEWORK TRAINING PRESENTATION\_JUNE 26\_23**

1. Freedom to Learn (3rd Edition – Jan 21, 1994, by Carl R. Rogers (Author), H. Jerome Freiberg (Author) [↑](#footnote-ref-2)
2. Lake, D., & Watt, D. (2004). Benchmark Adult Rate of Second Language Acquisition and Integration: How Long and How Fast. University of Calgary [↑](#footnote-ref-3)
3. [↑](#footnote-ref-4)
4. *Application of Task-based Approach in English Language Teaching, Feng Yufang & Tang Xiaoyan 2004**-2006 Introduction to Task-Based Language Teaching NORQUEST COLLEGE Funded by Alberta Innovation and Advanced Education and Jobs, Skills, Training and Labour Date: June 2013 Prepared by: Sara Gnida* Rural Routes 14 *Principles of Instructed Language Learning, Rod Ellis, University of Auckland Asian EFL Journal September 2005* [↑](#footnote-ref-5)