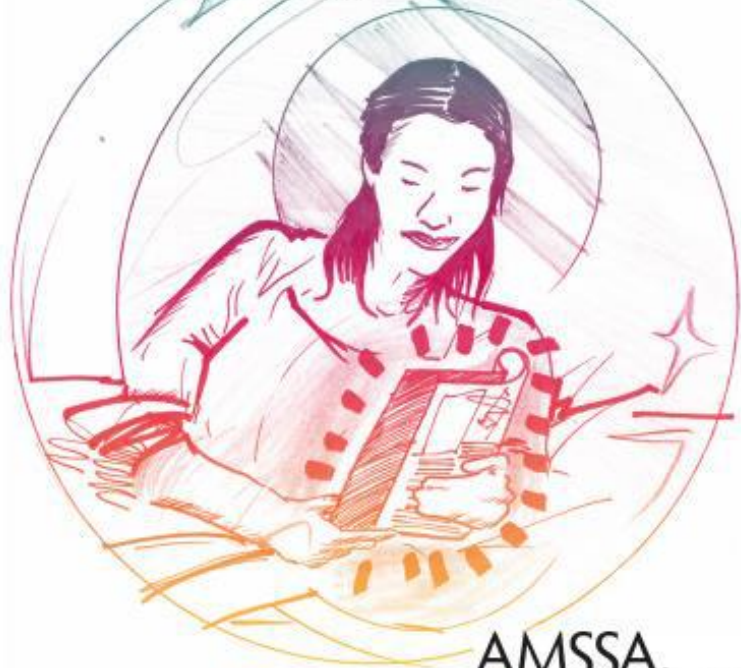


A Principles-Based Approach to
Supporting
EAL Learners

Julie Ship (AMSSA)

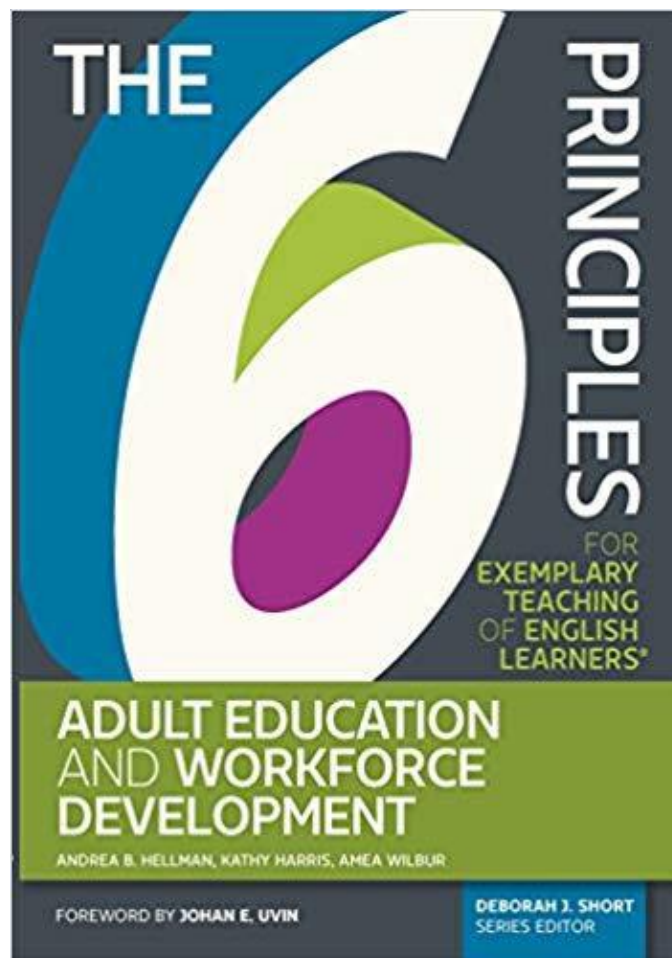
Dr. Amea Wilbur (UFV)

A Principles-based Approach to Supporting LINC Learners



AMSSA
Strengthening Diversity in BC





THE

PRINCIPLES

FOR
EXEMPLARY
TEACHING
OF ENGLISH
LEARNERS*

ADULT EDUCATION
AND WORKFORCE
DEVELOPMENT

ANDREA B. HELLMAN, KATHY HARRIS, ANEA WILBUR

FOREWORD BY JOHAN E. UVIN

DEBORAH J. SHORT
SERIES EDITOR

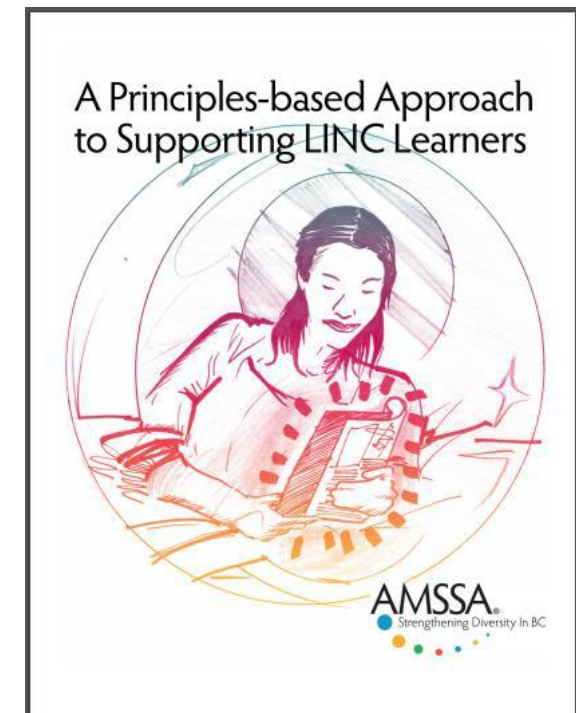
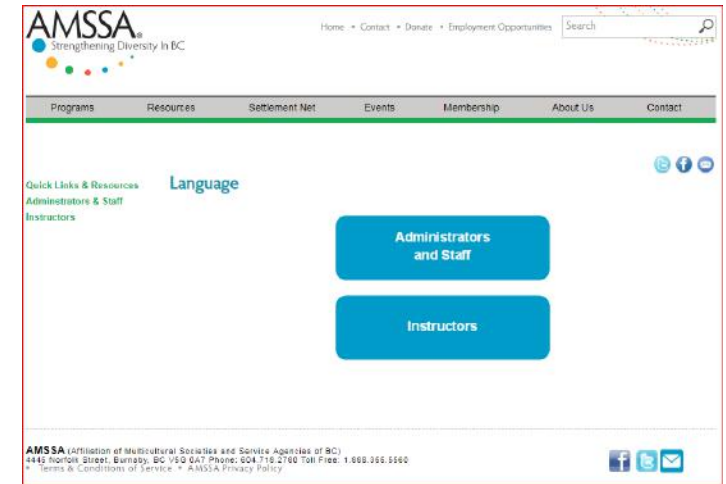
Workshop Objectives

- network and share best practices/strategies
- become (more) aware of the Principles of **Reflection, Awareness & Empathy**
- learn how to use the Guide and where to find it

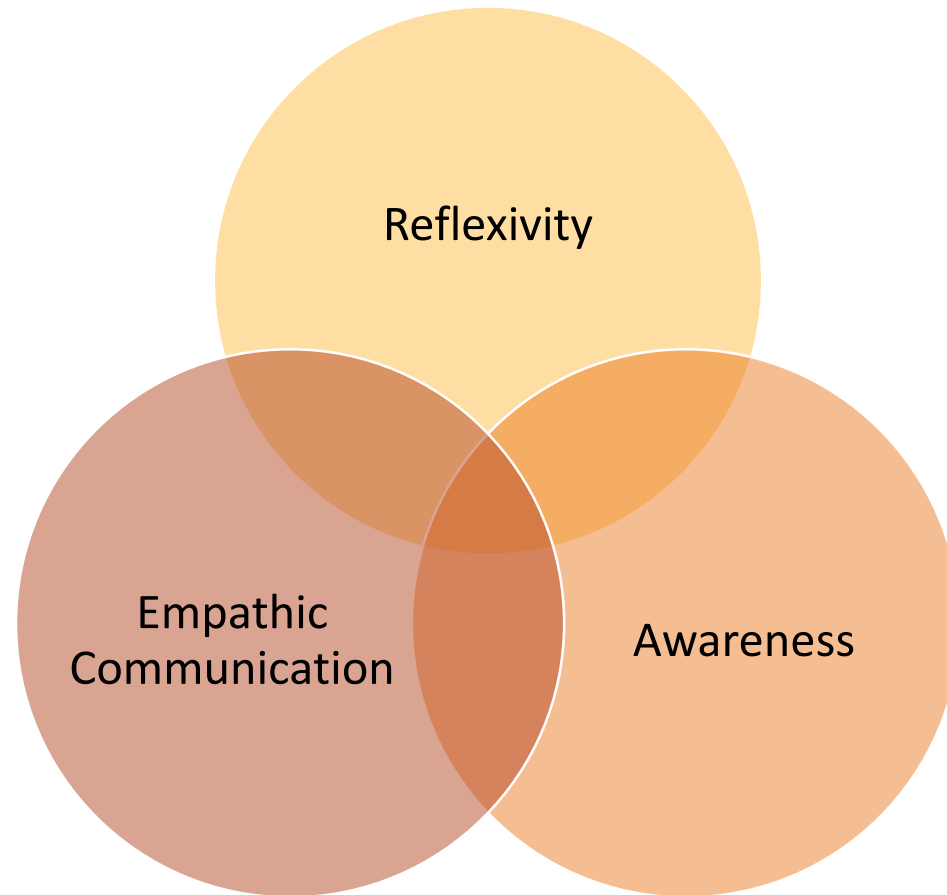


The Guide

- 1. Resources → Language → Administrators and Staff → Operational Guidelines
- 2. Resources → Language → Instructors → PBLA
- → Theory & Best Practices



Exploring the Principles



What is a challenge you face in your work as a literacy educator?

5108

slido

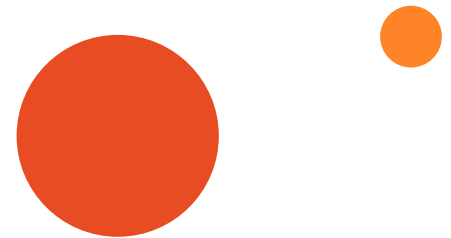
Joining
a meeting?

Enter event code

Join

- Does the challenge reflect your experience?
- What Strategies or Approaches have you used before to respond to this challenge?
- What Strategies or Approaches from the Guide do you see yourself trying?
- Who needs to be involved in implementing the strategy or approach?

Guiding Discussion Questions:

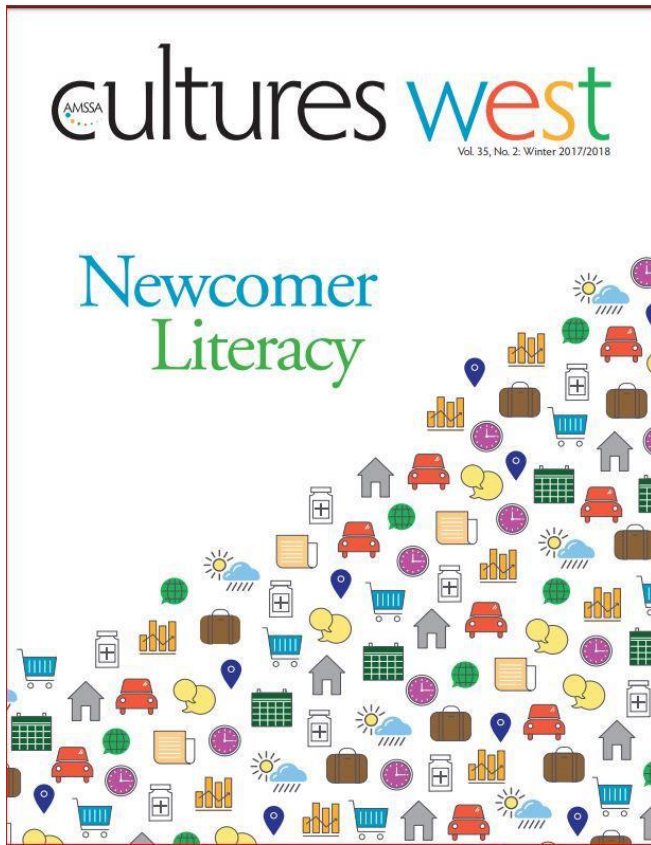


Reviewing the Principles

Reflexivity

Awareness

Empathic Communication



AMSSA 40
 Migration Matters — June 2017
 Issue 39

Newcomer Literacy

This issue of Migration Matters presents statistics on the literacy of newcomers to BC. It explores useful terms, how the Canadian Language Benchmarks incorporate literacy as well as the resources available to BC settlement service providers.

Introduction
 Literacy is a set of skills – particularly the cognitive skills of reading and writing, or “reading the world” as Paulo Freire put it.¹ We are all on a continuum of learning for different types of literacy. Numeracy is the ability to engage with mathematical information such as numbers, dimensions, diagrams and graphs.² Other types of literacy include financial literacy, economic, health, justice, civic, family, digital, relational and workplace literacies.

Measuring literacy and numeracy
 The Organisation for Economic Co-operation and Development (OECD) Survey of Adult Skills measures the literacy and numeracy of 16-65 year-olds in 25 countries. Participants are categorized into five proficiency levels based on a 500 point scoring system.³ The Level 3 score of 276 to 326 is considered a suitable minimum for surviving the demands of Canada’s high-literacy focused society.⁴ Canadians score at the OECD average of 273 points in literacy and below the OECD average of 269 at 265 in numeracy.⁵ The average literacy gap between newcomers and Canadians is equal to 3.5 years of schooling.⁶

Newcomer literacy in British Columbia
 More than 60% of immigrants to Canada have literacy skills below the level 3 category.⁷ Established immigrants who have been in the country for more than 10 years, have only a slightly smaller proportion of its population in the lower levels (60%) compared to recent immigrants (63%).⁸ Similar numbers hold true for numeracy.⁹ The trend of lower average numeracy scores is true of immigrants to BC and Canadian-born British Columbians.¹⁰

Glossary

- **Adult Literacy Learners** have limited abilities to read and write in a first language (L1).
- **English as a Second Language (ESL) Learners** have varying degrees of literacy in their first language and use reading and writing strategies to navigate learning ESL.
- **ESL Literacy Learners** are not functionally literate in their first language, have zero to ten years of formal education (often interrupted by war, political unrest, famine, displacement, or poverty), and are attempting to learn English. These learners progress much slower than ESL Learners and require literacy-focused language classes and literacy trained instructors.
- **Plain Language / Clear Language** is documentation that uses simple language, is highly visual, focuses on action, and is inclusive to reach all literacy levels.

Canadian Language Benchmarks (CLBs)
 ESL learners and ESL literacy learners are placed on the same CLB scale and ESL literacy learners receive an “L” or “Literacy” designation to indicate their unique needs. The Literacy Placement Tool (LPT) is offered in English only and is used for placement when a selection of CLB 1-4 LINC literacy classes is available within a region. Assessors screen for L1 literacy by asking if clients can read and write in their first language and by using the Canadian Language Benchmark Placement Listening/Speaking Test (CLBPT). Where classes are available, specialist literacy instructors may do further diagnostics to place ESL literacy learners. The Operations Guidelines Manual for LINC Programs in BC contains procedures for language level placements.

Average Proficiency Scores in BC (out of 500)

Group	Literacy	Numeracy
Recent Immigrant < 10 years	253	247
Established immigrant 10+ years	267	251
Canadian-born	285	274

Source: Statistics Canada (2013).

References
¹ UNESCO (2005). *Education for All Global Monitoring Report: Literacy for Life*. UNESCO Publishing.
^{2,3,4,5,6} Statistics Canada; Employment and Social Development Canada (2013). *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*. Minister of Industry.
^{7,8} OECD (2017). *Why are immigrants less proficient in literacy than native-born adults? Adult Skills in Focus # 6*.
^{9,10} TD Economics (2013). *Canada’s Literacy and Numeracy Challenge Worsens*.

Disclaimer: The following summaries have been compiled by AMSSA.

Resources & Wrap-up

Resources & Wrap-up

