

Introducing New English Settlement Language Training Resources

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Centre for
Canadian Language
Benchmarks

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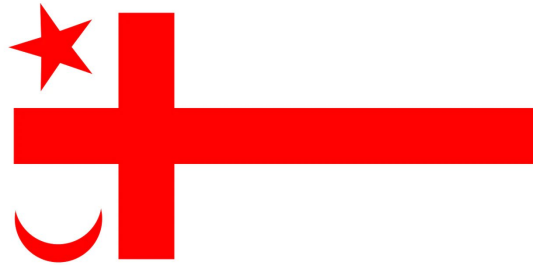


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Land Acknowledgements



New Resources

1. CCLB: EAL/ESL Literacy Orientation Kit
2. Achēv: National LINC Curriculum Guidelines (NLCG)
3. Achēv: National LINC Online Curriculum (NLOC)



Centre for
Canadian Language
Benchmarks

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canadiens



National LINC
Online Curriculum

Introduction to the Literacy Orientation Kit

Release date: December 2025

<https://literacy.language.ca>

The team:

- CCLB
- Primary writer
- Reviewers
- Graphic/web designer



Introduction to the Literacy Orientation Kit

- What is your current role?
- Do you work with EAL/ESL literacy learners/programming?
- Do you feel comfortable with your understanding of EAL/ESL literacy?

Where would you like to start your learning experience today?



Section 1

Quick Start Guide to Teaching EAL/ESL Literacy

[Learn More →](#)



Section 2

EAL/ESL Literacy Learners

[Learn More →](#)



Section 3

Core Approaches to Teaching EAL/ESL Literacy

[Learn More →](#)



Section 4

Essential Considerations for EAL/ESL Literacy

[Learn More →](#)



Section 5

Language Skills for EAL/ESL Literacy Learners

[Learn More →](#)



Section 6

Literacy Skills for EAL/ESL Literacy Learners

[Learn More →](#)



Section 7

Learning Strategies, Numeracy, Visual Literacy, and Digital Literacy

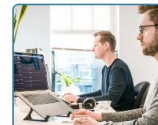
[Learn More →](#)



Section 8

EAL/ESL Literacy and the CLB

[Learn More →](#)



Section 9

EAL/ESL Literacy Learners in Class

[Learn More →](#)



Section 10

Teaching and Learning Resources

[Learn More →](#)

EAL/ESL Literacy Quiz: True or False?

1. EAL literacy learners speak a language with a non-Roman alphabet, such as Mandarin or Russian.

FALSE: While it's possible for a Mandarin or a Russian speaker to also be a literacy learner, it's not because of their alphabet. EAL literacy learners can't read in their own language or in any alphabet.

Learners who are literate in a non-Roman alphabet have full literacy skills which can be transferred into their learning of English.

Developing literacy in any language rewires your brain.



EAL/ESL Literacy Quiz: True or False?

2. EAL literacy learners have no literacy skills and can't read or write at all.

FALSE: Some learners are learning foundational literacy skills, such as holding a pencil or reading their own name, but most learners have some literacy skills. Literacy exists on a continuum.



EAL/ESL Literacy Quiz: True or False?

3. EAL literacy learners learn differently than other learners.

TRUE: Literacy learners usually have fewer formal learning strategies than non-literacy learners and learn best with teaching that is primarily oral, involves movement and manipulating real objects, and is explicit.



EAL/ESL Literacy Quiz: True or False?

4. EAL literacy learners may also have difficulty with numbers, pictures, and technology.

TRUE: Literacy learners often have little experience with numeracy, visual literacy, and digital literacy.



EAL/ESL Literacy Quiz: True or False?

5. EAL literacy learners are difficult to teach.

FALSE: Most EAL literacy learners are a joy to teach. They tend to be curious, motivated, and highly engaged. However, instructors need support in knowing how to teach literacy.



Introduction to the Literacy Orientation Kit

What is EAL/ESL Literacy?

- LINC instruction for learners with 0-9 years of previous formal education
- Learners are learning to read and write for the first time, in a language they are just learning to speak
- Learners have interrupted formal education
- Includes explicit instruction in language and literacy skills
- Includes learning strategies, numeracy, visual literacy, and digital literacy

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Introduction to the Literacy Orientation Kit

Who are EAL/ESL Literacy Learners?

- Fall on a spectrum of literacy skills
- Come from any country, but primarily are in Canada as refugees
- Can be any gender but are primarily women
- Any age, religion, culture
- Bring many strengths to the classroom



Purpose of the EAL/ESL Literacy Orientation Kit

1. Intended audience

- New instructors in EAL/ESL Literacy
- Experienced instructors in EAL/ESL Literacy
- LINC instructors who teach classes with non-literacy and literacy learners
- Program coordinators/managers/administrators
- Support staff who work with EAL/ESL Literacy learners



Purpose of the EAL/ESL Literacy Orientation Kit

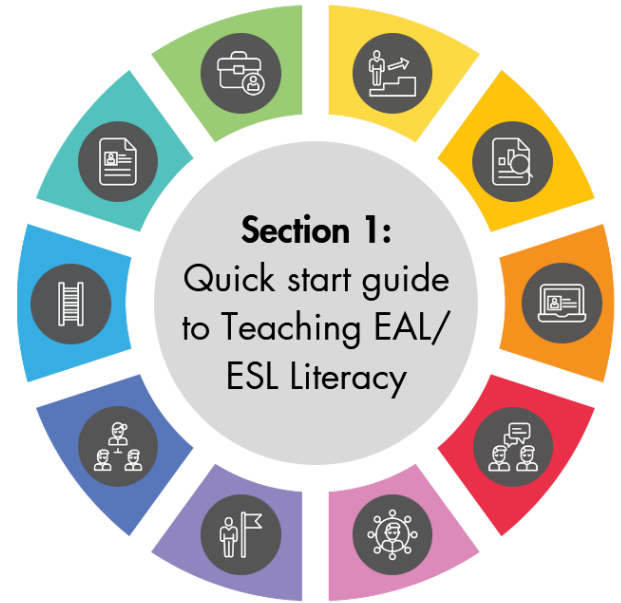
1. Intentions of the Kit

- To provide EAL/ESL literacy instructors with information about teaching EAL/ESL literacy
 - Learners
 - Approaches
 - Language skills
 - Literacy skills
 - Additional skills
 - Teaching and learning resources
- To support instructors so that they can support learners



Features of the Kit

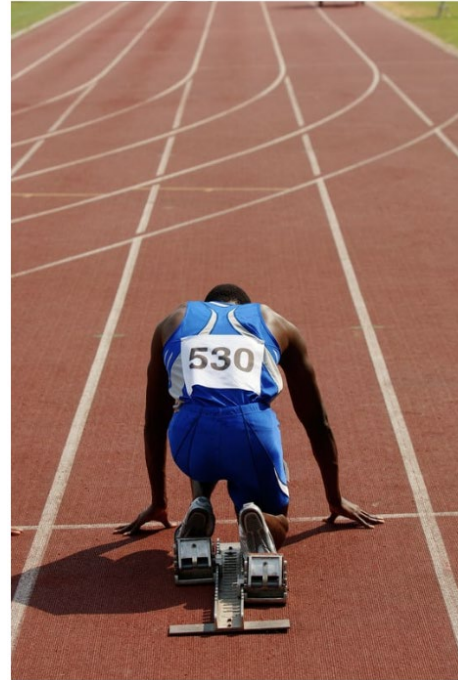
- Online
- Free
- Topics are linked and interconnected
- Visuals/graphics
- Quick start guide: Start teaching fast
- Section summaries with key points
- Practical
- Written in accessible language
- Informative for instructors of different experience levels
- Comprehensive



Overview of the Kit:

Quick Start Guide to Teaching EAL/ESL Literacy

1. What is EAL/ESL literacy?
2. What is taught in EAL/ESL literacy?
3. What can I expect when I am teaching EAL/ESL literacy?
4. How do I teach EAL/ESL literacy?
5. What are key resources for teaching EAL/ESL literacy?



Overview of the Kit: EAL/ESL Literacy Learners

1. Definitions of EAL/ESL literacy
2. Myths and Facts about EAL/ESL literacy learners
3. Common strengths and challenges of EAL/ESL literacy learners
4. EAL/ESL literacy and intersectionality
5. EAL/ESL literacy and learning disabilities and neurodivergence
6. Trauma-informed practice
7. Universal Design for Learning



Overview of the Kit:

Core Approaches to Teaching EAL/ESL Literacy

1. Teach oral language first
2. Explicitly teach literacy skills
3. Use learning materials that are appropriate for literacy learners
4. Consider brain space/cognitive load
5. Create routines
6. Use hands-on learning
7. Use LEA (Language Experience Approach)
8. Use whole-part-whole
9. Scaffold learning
10. Recycle and spiral learning



Overview of the Kit: Essential Considerations for EAL/ESL Literacy

1. Availability for learning
2. Oral language
3. Knowledge and experience



Overview of the Kit: Language Skills for EAL/ESL Literacy

1. Teaching listening and speaking to EAL/ESL literacy learners
2. Assessing listening and speaking tasks with EAL/ESL literacy learners



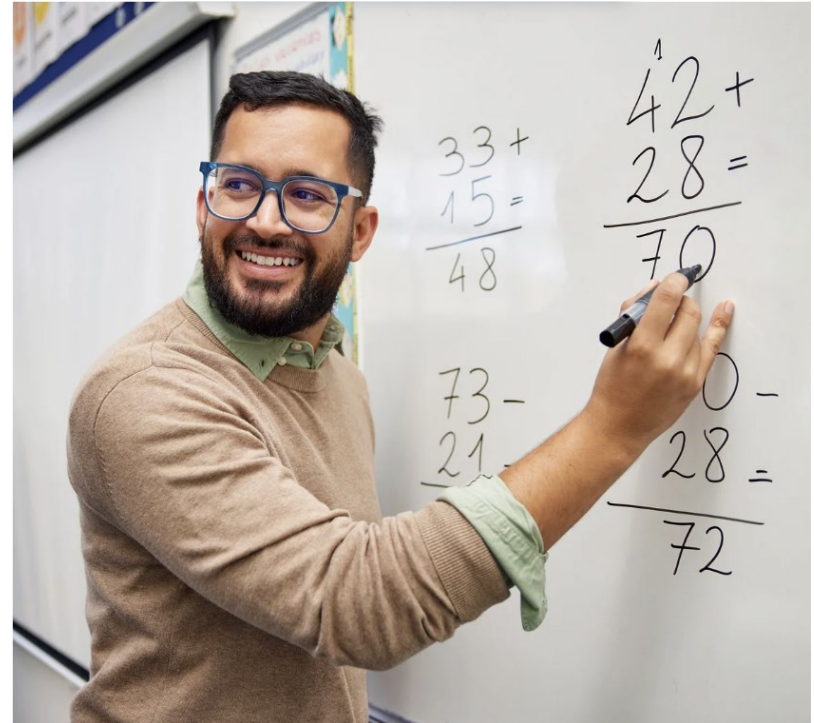
Overview of the Kit: Literacy Skills for EAL/ESL Literacy

1. The progression of literacy learning
2. Texts and meaning
3. The sounds of English
4. Phonics, sight words, letter formation, and spelling patterns
5. Reading comprehension
6. Writing sentences and short paragraphs
7. Fluency
8. Assessment of reading and writing tasks

The Development of Literacy Skills in the CLB				
Foundation L	CLB 1L	CLB 2L	CLB 3L	CLB 4L
Letters	Words	Sentence Frames	Sentences	Paragraphs
Texts and meaning (Intensive)		Texts and meaning (Ongoing)		
The sounds of English (Intensive)			The sounds of English (Ongoing)	
Letter formation (Intensive)	Phonics, sight words, and spelling patterns (Intensive)		Phonics, sight words, and spelling patterns (Ongoing)	
		Reading comprehension (Intensive)		
			Writing sentences (Intensive)	Writing short paragraphs (Intensive)
			Fluency (Intensive)	

Overview of the Kit: Learning Strategies, Numeracy, Visual Literacy, and Digital Literacy

1. Formal learning strategies
2. Numeracy
3. Visual literacy
4. Digital literacy



Overview of the Kit: EAL/ESL Literacy and the CLB

1. Levels of EAL/ESL literacy
2. CLB Foundation Literacy (FL)
3. CLB 1L
4. CLB 2L
5. CLB 3L
6. CLB 4L
7. Continuum of Literacy Skills
8. Needs assessments
9. Pace of learning
10. EAL/ESL literacy and PBLA
11. Profiles of an EAL/ESL literacy class



Overview of the Kit: EAL/ESL Literacy Learners in Class

1. Dedicated single-level and mixed-level EAL/ESL literacy classes
2. EAL/ESL literacy learners in non-literacy classes
3. EAL/ESL literacy in online, hybrid, or high-flex classes



Overview of the Kit: Teaching and Learning Resources

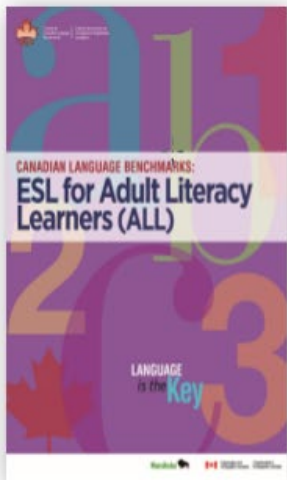
1. Considerations for materials for learners
2. Resource bank for learner materials
3. Resource bank for instructor materials



Mary buys tea.



CCLB Literacy Resources

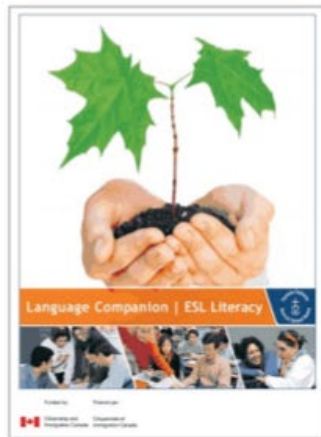


Literacy skills, strategies, and supports needed to achieve the CLB outcomes



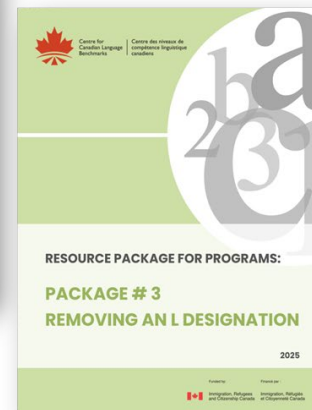
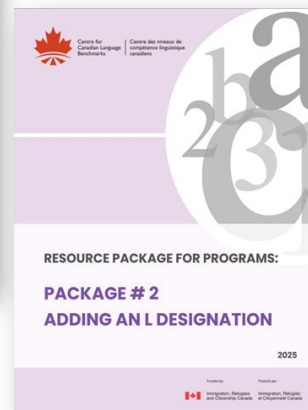
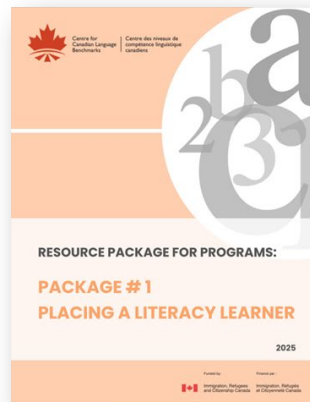
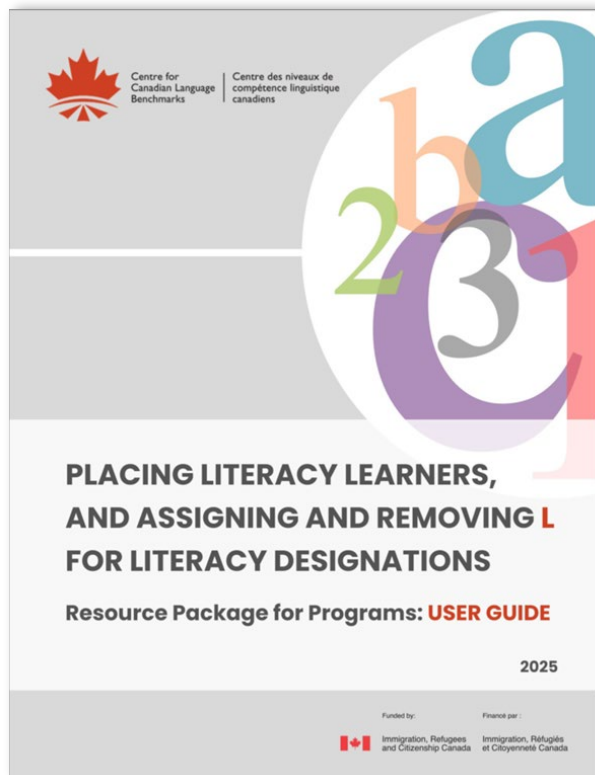
Suggestions and strategies for literacy planning and assessment

Used to
store
portfolio
artefacts



Supplementary
section in the
guidelines: tips
for introducing
the Language
Companion

Placing Literacy Learners Resource Package



<https://www.language.ca/assigning-removing-l-designation//>

National LINC Curriculum Projects

National LINC Curriculum Guidelines



National LINC Online Curriculum



National LINC
Online Curriculum

- Live since January 15, 2025
- National LINC Curriculum Guidelines:
 - supports modernization of the LINC program.
 - enables the development of language training content to help newcomers improve official language skills, increase autonomy, and achieve greater community mindedness.
- Key foundational resources leveraged:
 - CLB-based standards/methodologies (CCLB)
 - Settlement Language Training Technology Standards (New Language Solutions)
 - A framework developed by Achēv through Overlap Associates, 2022-23

National LINC Curriculum Guidelines

Get Started →



EAL Literacy

EAL Literacy is for learners in the LINC program who need literacy support in reading and writing.

LEARN MORE →



Stage I – CLB 1-4

Stage I learners accomplish tasks for the community, educational and workplace settings.

LEARN MORE →

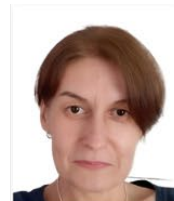


Stage II – CLB 5-8

Stage II learners work on community, education and workplace tasks with an increased focus on language for the workplace.

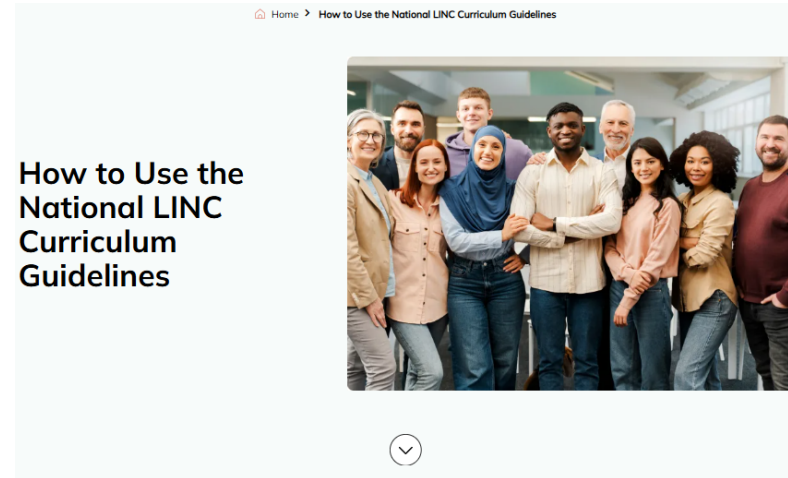
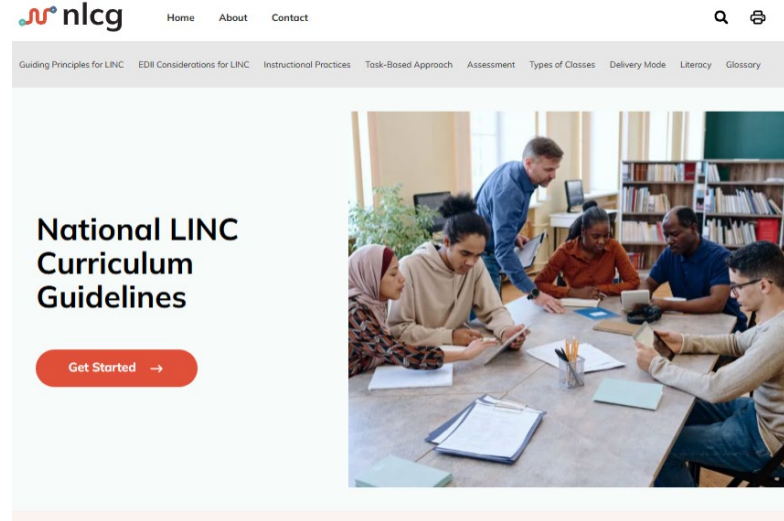
LEARN MORE →

Gratitude to our contributors...



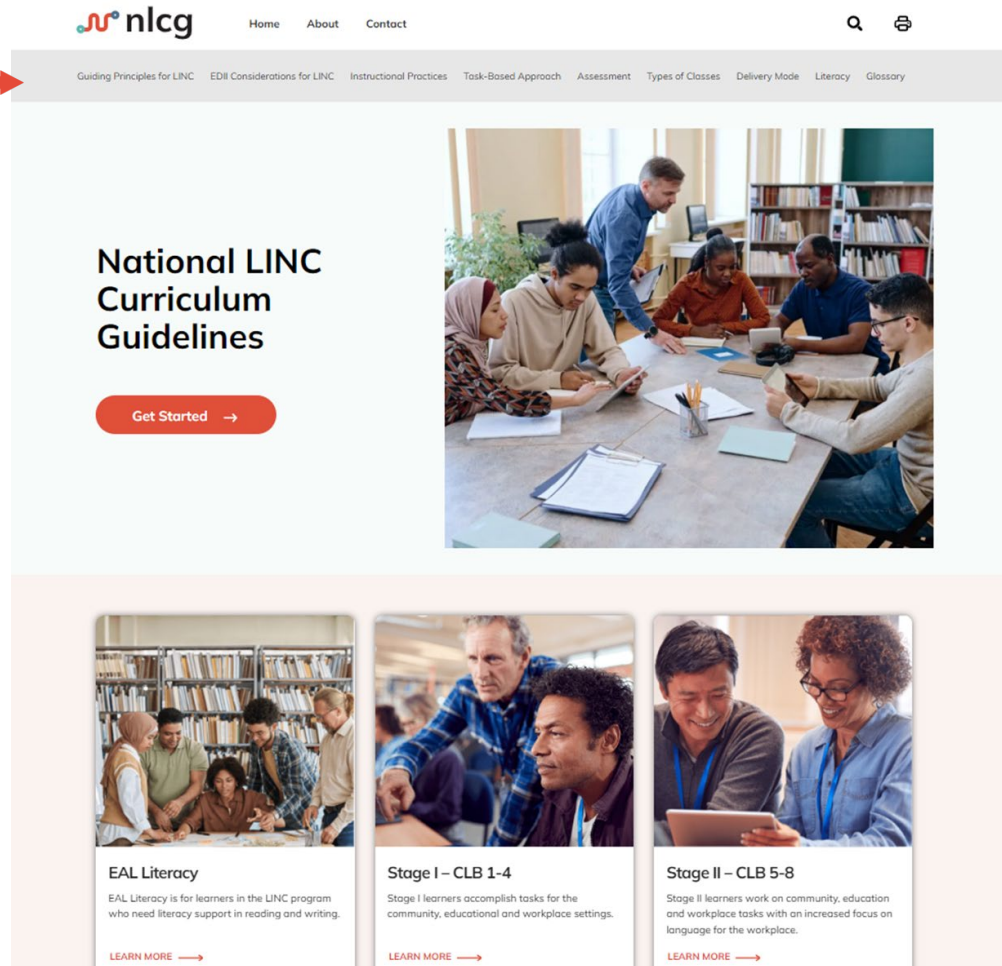
Website Sections

- *How to Use the NLCG*
- Essential Components
- Real World Tasks
- Detailed Sample Tasks



Essential Components

- Guiding Principles for LINC
- EDII Considerations for LINC
- Instructional Practices
- Task-Based Approach
- Assessment
- Types of Classes
- Delivery Mode
- EAL Literacy
- *(Glossary)*



The screenshot shows the homepage of the National LINC Curriculum Guidelines website. At the top is a navigation bar with the nlcg logo and links for Home, About, and Contact. Below this is a secondary navigation bar listing various components: Guiding Principles for LINC, EDII Considerations for LINC, Instructional Practices, Task-Based Approach, Assessment, Types of Classes, Delivery Mode, Literacy, and Glossary. The main content area features a large image of a diverse group of people in a library setting, with the text "National LINC Curriculum Guidelines" and a "Get Started" button. Below this are three smaller sections: "EAL Literacy" with an image of people in a library and a description of the program; "Stage I – CLB 1-4" with an image of two men looking at a tablet and a description of the tasks; and "Stage II – CLB 5-8" with an image of a man and a woman looking at a tablet and a description of the tasks. Each section has a "LEARN MORE" button with a right-pointing arrow.

nlcg Home About Contact

Guiding Principles for LINC EDII Considerations for LINC Instructional Practices Task-Based Approach Assessment Types of Classes Delivery Mode Literacy Glossary

National LINC Curriculum Guidelines

Get Started →



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LEARN MORE →



Stage I – CLB 1-4

Stage I learners accomplish tasks for the community, educational and workplace settings.

LEARN MORE →



Stage II – CLB 5-8

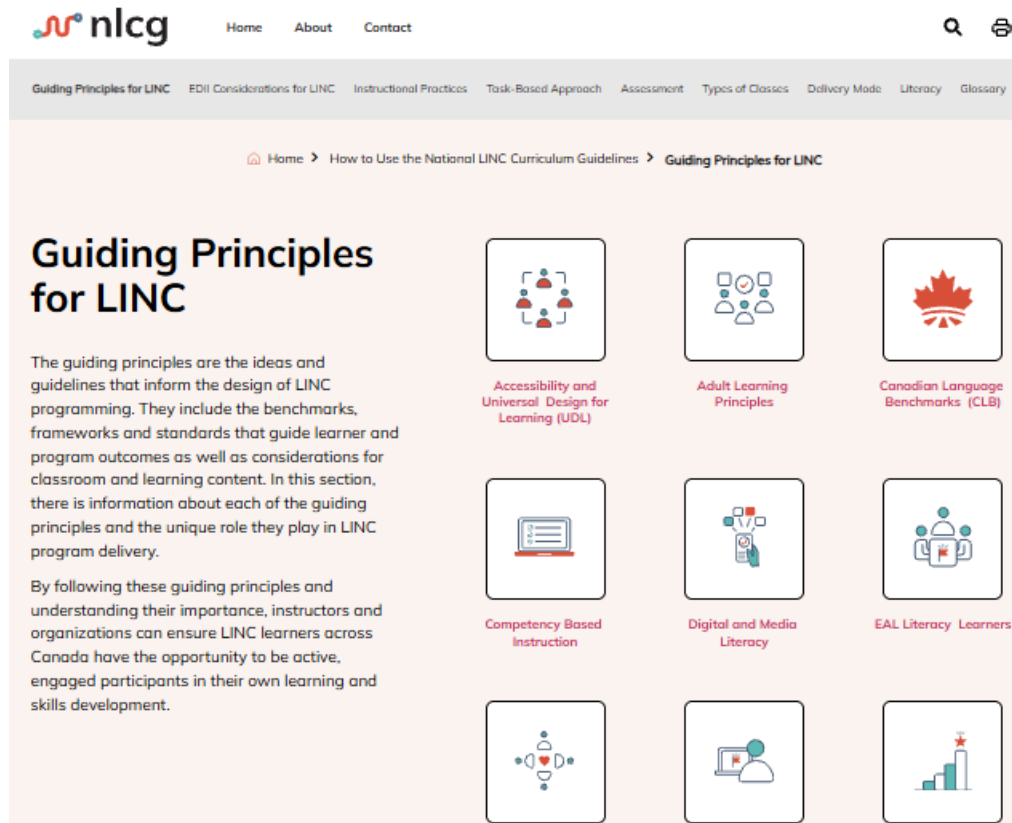
Stage II learners work on community, education and workplace tasks with an increased focus on language for the workplace.

LEARN MORE →

What are the Essential Components?

Guiding Principles The ideas and guidelines that inform the design of LINC programming	EDII Considerations The values and beliefs around fair treatment and accessibility for all people	Instructional Practices Methods and ways in which instructors choose, develop and deliver learning content	Task-based Approach An approach to language instruction that centres learning on real-world communicative tasks
Assessment Assessment strategies and tools, and the ideas and theories that inform them	Types of Classes Different approaches to LINC delivery to meet learners' diverse needs	Delivery Mode Different types of delivery modes, such as in-person, online, blended and hybrid	Literacy The development of basic language ability and literacy skills from Foundation L to CLB 4L

Sample: Subtopics within an Essential Component



The screenshot displays the nlcg website's 'Guiding Principles for LINC' page. The header includes the nlcg logo, navigation links (Home, About, Contact), and a search icon. A secondary navigation bar lists various topics: Guiding Principles for LINC, ELL Considerations for LINC, Instructional Practices, Task-Based Approach, Assessment, Types of Classes, Delivery Mode, Literacy, and Glossary. The main content area features a breadcrumb trail: Home > How to Use the National LINC Curriculum Guidelines > Guiding Principles for LINC. The title 'Guiding Principles for LINC' is prominently displayed. Below the title, a paragraph explains that guiding principles are ideas and guidelines that inform LINC programming design, including benchmarks, frameworks, and standards. Another paragraph states that following these principles ensures LINC learners across Canada have the opportunity to be active, engaged participants in their own learning and skills development. A 3x3 grid of icons represents the guiding principles: Accessibility and Universal Design for Learning (UDL), Adult Learning Principles, Canadian Language Benchmarks (CLB), Competency Based Instruction, Digital and Media Literacy, and EAL Literacy Learners. Three large red arrows point from the right towards the grid, highlighting the first, second, and third rows.

nlcg

Home About Contact

Guiding Principles for LINC ELL Considerations for LINC Instructional Practices Task-Based Approach Assessment Types of Classes Delivery Mode Literacy Glossary

Home > How to Use the National LINC Curriculum Guidelines > Guiding Principles for LINC

Guiding Principles for LINC

The guiding principles are the ideas and guidelines that inform the design of LINC programming. They include the benchmarks, frameworks and standards that guide learner and program outcomes as well as considerations for classroom and learning content. In this section, there is information about each of the guiding principles and the unique role they play in LINC program delivery.

By following these guiding principles and understanding their importance, instructors and organizations can ensure LINC learners across Canada have the opportunity to be active, engaged participants in their own learning and skills development.

Accessibility and Universal Design for Learning (UDL)

Adult Learning Principles

Canadian Language Benchmarks (CLB)

Competency Based Instruction

Digital and Media Literacy

EAL Literacy Learners

Essential Component > Guiding Principles for LINC > Placement and Progression



Placement and Progression

The **National LINC Placement and Progression Guidelines (NLPPG)** provides guidance for placing and progressing learners in LINC courses based on their CLB profiles. These guidelines ensure a consistent interpretation of CLB assessment results for all LINC learners across Canada.

The initial placement of learners in a LINC class is based on the results of their Canadian Language Benchmarks Placement Test (CLBPT), which measures proficiency in listening, speaking, reading and writing. Based on these results, learners are assigned CLB levels for each skill on the CLB scale of communicative competence. The placement benchmarks in each skill can range from pre-benchmark (Pre-CLB) to CLB 8. These results comprise the learners' CLB profile. Based on these profiles, learners are placed in LINC programs.

If the learner's CLB profile is consistent (that is, CLB levels for all skills vary by a maximum of one level), the learner is placed in a LINC course where they will focus on the CLB levels following the level they have demonstrated or achieved. When placing a learner in an integrated skill course, more weight is typically given to listening and speaking CLB profiles. Here are a few examples:

- **Example 1:** If a learner has assessment results of CLB 3 in each of the four skills (listening 3, speaking 3, reading 3, writing 3), they are placed in a LINC 4 course.
- **Example 2:** If a learner has CLB levels of listening 4, speaking 3, reading 3, writing 3, they are placed in a LINC 4 course.
- **Example 3:** If a learner has CLB assessment scores of listening 4, speaking 4, reading 4, writing 4, the student will be placed in a LINC 5 course.

If a learner has an irregular CLB profile (CLB levels for different skills vary by 2 or more levels), skill-specific courses may be beneficial. If these are not available, the assessor holistically evaluates where to place the learner, considering other factors such as learner's goals, prior learning and their length of stay in Canada. In general, placement or progression should always be aimed at a level where the learner will be challenged but not overwhelmed. The guidelines for progressing learners into a new course are the same as the guidelines for initial placement.

Keep in mind that assessment results may not be accurate for learners with learning disabilities; physical disabilities including vision, hearing and speech impairment; and learners who are neurodivergent. Learners who are literate but who are not familiar with the Roman alphabet may score lower on reading and writing assessments.

EAL Literacy Learners

EAL Literacy learners typically score lower on reading and writing placement assessments based on their listening and speaking benchmarks may need considerable support (with some level of EAL literacy) will likely still benefit from EAL literacy instruction.

Useful Resources and References

Related Essential Components

- Canadian Language Benchmarks (CLB)
- Goal Setting
- EAL Literacy Learners

External Resources

- CLB ESL for Adults
- CLB ESL for ALL

References

- Centre for Canadian Language Benchmarks (CCLB). Understanding Your Canadian Language Benchmarks Placement Test (CLBPT) Report: English. PDF-E-073 | Understanding your Canadian Language Benchmarks Placement Test (CLBPT) Assessment Report: for Canadian Language Benchmarks

Website Sections

- How to Use the NLCG
- Essential Components
- Real World Tasks
- Detailed Sample Tasks

National LINC Curriculum Guidelines

[Get Started](#) →

EAL Literacy

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[LEARN MORE](#) →

Stage I – CLB 1-4

Stage I learners accomplish tasks for the community, educational and workplace settings.

[LEARN MORE](#) →

Stage II – CLB 5-8

Stage II learners work on community, education and workplace tasks with an increased focus on

[LEARN MORE](#) →

EAL Literacy

EAL Literacy describes the development of basic language ability and literacy skills from Foundation L to CLB 4L and is informed by both the CLB and the Continuum of Literacy Skills in *ESL for ALL*. EAL literacy learners are developing both language and literacy skills simultaneously. They are a diverse group of learners and typically have between 0 to 9 years of formal education before coming to Canada. They work towards the same competencies as non-literacy learners but with increased support, literacy-appropriate learning approaches and explicit instruction in literacy.

This section includes real-world task guidelines and detailed sample tasks in 14 different themes which focus on basic communication in community, educational and workplace settings.



Banking and Numeracy



Canada



Community and Recreation



Equity, Diversity and Inclusion



Education and Learning



Employment – At the Workplace



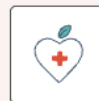
Employment – Finding a Job



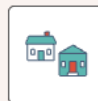
Getting Around and Transportation



Global Citizenship



Health and Wellness



Home and Neighbourhood



Indigenization



Shopping



Social Connections and Relationships

Stage 1: CLB 1-4 > Global Citizenship

Stage I: Global Citizenship

This theme focuses on the communication skills needed to understand global connections and address social, political, environmental and economic issues that affect everyone.

Choose a CLB level by clicking below to access information about Real-World Tasks and Detailed Sample Tasks for this theme.

1

CLB 1

2

CLB 2

3

CLB 3

4

CLB 4

[VIEW ALL CLB LEVELS](#)



Listening

Speaking

Reading

Writing

[Sample Real-World Tasks](#)

Listening



CLB 1

Listen to 2-3 word, simple instructions for safely cleaning reusable lunch containers and metal straws.

Comprehending instructions

Understand very short, simple instructions, commands and requests related to immediate personal needs.

- Identifies words or phrases that indicate positive or negative commands.
- Indicates comprehension with appropriate verbal or non-verbal requests.

Listen to two or three words related to the Diwali celebration.

Comprehending Information

Understand very simple information about



CLB 2

Listen to 3-5 simple do's and don't instructions for reducing water usage at home.

Comprehending Instructions

Understand short, simple, common instructions, commands and directions requests related to immediate personal needs.

- Identifies numbers.
- Identifies words or phrases that indicate positive or negative commands.

Listen to 2 or 3 simple sentences about a classmate's New Year celebration and an activity in this celebration.

Comprehending Information



CLB 3

Listen to a short presentation with 2-4 steps on how to donate your refundable containers to a bottle drive to raise money for a free breakfast program in your community.

Comprehending Instructions

Understand instructions and direction requests related to familiar, everyday situations of immediate personal relevance.

- Identifies basic connectors related to time (*now, then, before, after*) and place (*this, that, here, there*).
- Responds with correct actions to instructions.

Listen to a description of 3-5 sentences from several classmates describing when they celebrate New Year and some activities they

Stage 1: CLB 1-4

>

Global Citizenship

>

Real-World Task Guidelines: Stage I CLB 3

 Home About Contact

Guiding Principles for LINC EDI Considerations for LINC Instructional Practices Task-Based Approach Assessment Types of Classes Delivery Mode Literacy Glossary

Home > How to Use the National LINC Curriculum Guidelines > Stage I > **CLB 3: Global Citizenship**

Real-World Task Guidelines: Stage I

CLB 3

Global Citizenship



Possible Topics

This theme may include these topic areas:

- Inclusivity
- Inequalities
- Sustainability
- Climate crisis
- Government, services and civic responsibilities
- Communicating with family and friends
- Sharing information and experiences with classmates
- Community events
- Recycling and the environment
- And so on

Planning Context

Learners may require the following:

- Slow to normal rates of speech
- Visuals and contextual clues
- Topics related to personal relevance
- Non-demanding contexts
- Relatively short texts

Instructors may need to:

- Use a range of familiar phrases and simple sentences and structures
- Create simplified versions of online forms, brochures and websites

What's in a Real-World Task Page?

- Possible Topics
- Planning Context
- Sample Real-World Tasks
- Additional Sample Real-World Tasks and Competency Areas
- Additional Resources
- Digital Literacy Strategies
- Equity, Diversity and Inclusion Strategies
- Trauma-Informed Strategies

Real-World Task Guidelines: Stage 1

CLB 3

Global Citizenship



Possible Topics

You choose may include three topic areas:

- Community
- Environment
- Health and Wellness
- Education
- Arts and Culture
- Science, Technology and Innovation
- Globalization and World Studies
- Planning and the Environment
- Community Issues
- Environment

Planning Context

Teachers may require the following:

- Time to research and plan
- Time to research and plan
- Time to research and plan
- Time to research and plan
- Time to research and plan

Instructions may need to:

- Use a range of teacher plans and sample lessons and resources
- Ensure copyright notices of other books, resources, and websites

Sample Real-World Tasks

1. **Community**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

2. **Environment**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

3. **Health and Wellness**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

4. **Education**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

5. **Arts and Culture**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

6. **Science, Technology and Innovation**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

7. **Globalization and World Studies**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

8. **Planning and the Environment**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

9. **Community Issues**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

10. **Environment**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

Additional Sample Real-World Tasks and Competency Areas

1. **Community**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

2. **Environment**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

3. **Health and Wellness**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

4. **Education**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

5. **Arts and Culture**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

6. **Science, Technology and Innovation**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

7. **Globalization and World Studies**

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Digital Literacy Strategies

Students using completion of tasks may require some additional digital knowledge and skills.

1. **Community**

Students in their presentation with 2-4 steps in how to create your community to be a better place to live. They will be asked to create a plan for the future of their community.

2. **Environment**

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Real-World Tasks

- Possible Topics
- Planning Context



Possible Topics

This theme may include these topic areas:

Inclusivity

Inequalities

Sustainability

Climate crisis

Government, services and civic responsibilities

Communicating with family and friends

Sharing information and experiences with classmates

Community events

Recycling and the environment

And so on



Planning Context

Learners may require the following:

- Slow to normal rates of speech
- Visuals and contextual clues
- Topics related to personal relevance
- Non-demanding contexts
- Relatively short texts

Instructors may need to:

- Use a range of familiar phrases and simple sentences and structures
- Create simplified versions of online forms, brochures and websites

Real-World Tasks

Sample Real World Tasks

Additional Sample Real

World Tasks and

Competency Areas

Additional

Resources

Sample Real-World Tasks

[Collapse All](#)



Listen to a short presentation with 2-4 steps on how to donate your refundable containers to a bottle drive to raise money for a free breakfast program in your community.

Comprehending Instructions

Understand instructions and directions requests related to familiar, everyday situations of immediate personal relevance.

- Identifies basic connectors related to time (now, then, before, after) and place (this, that, here, there).
- Responds with correct actions to instructions.



Listen to a description of 3-5 sentences from several classmates describing when they celebrate New Year and some activities they take part in for this celebration.



Listen to instructions about how to care for the outside of your home, including taking out the garbage, recycling and compost and clearing snow.



Offer to help a classmate apply for a community garden space and set up a time to work on it together.



Using a few short, simple sentences, talk about a personal experience with volunteering.



Read information about getting a driver's license.



Read a short notice about accessing an after-school tutoring program for newcomer children to find the contact information and location.



Read and follow point-form instructions for how to safely dispose of batteries.



Select and copy a list of items your family could do to reduce the use of single-use plastic in your home.



Write a message of a few sentences to a family member suggesting they start a recycling effort in class to help the environment.



Copy several sentences about the challenges women have when returning to work after having children.



Additional Sample Real-World Tasks and Competency Areas



Listen to a classmate describe their volunteer experience. (Comprehending Information)



Make small talk with another volunteer at a community event. (Interacting with Others)



Read a short travel advisory on a government website. (Comprehending Information)



Complete up to 15 items on a form to apply for a government heating subsidy. (Getting Things Done)



Additional Resources

- [Avenue](#)
- [CCLB](#)
- [Elli Flashcards: The Environment](#)
- [Elli Collection: Environment](#)
- [Tutela](#)

Real-World Tasks

- Digital Literacy Strategies
- Equity, Diversity and Inclusion Strategies
- Trauma-Informed Strategies



Digital Literacy Strategies

Successful completion of some tasks may require some baseline digital knowledge and skills.

Learners may need to:

- Have keyboarding and typing skills.
- Send and receive text messages.
- Fill in forms online.
- Have an email address and be able to navigate email proficiently.
- Send and receive text messages.

Instructors can:

- Introduce websites that are relevant to the task(s).
- Support learners in finding, navigating and using websites.
- Introduce tools and apps that can aid learners in coping with communication barriers, such as translation, pronunciation, text to speech, speech to text tools, and so on.
- Teach reading strategies such as skimming and scanning to find information on websites.
- Share knowledge and strategies to ensure online safety.



Equity, Diversity and Inclusion Strategies

Instructors Can:

- Use diverse representations of people in all your learning resources and images, including people who are 2SLGBTQIA+, Indigenous, Francophone and of other cultures, and people who have disabilities or who are neurodivergent.
- Use gender neutral titles when addressing people.
- Recognize and teach learners that Canada is a diverse place and has people from many different cultures. Canadian culture includes the cultures of all people in Canada.



Trauma-Informed Strategies

Triggers:

- Learners who have experienced trauma can be triggered by people in positions of authority.
- Themes of global citizenship can be triggering for learners who have experienced trauma or oppression. Always follow trauma-informed practice and watch out for learners who may need extra support.



Transitioning to Detailed Sample Tasks

Home > How to Use the National LINC Curriculum Guidelines > Stage I

Stage I

Stage I, from CLB 1 to CLB 4, describes the development of basic language ability. Learners in Stage I are developing the skills to communicate in common, predictable and non-demanding contexts about their own basic needs, everyday activities and other personally-relevant topics. Stage I learners accomplish tasks for the community, educational and workplace settings.

This section includes real-world task guidelines and detailed sample tasks in 14 different themes from CLB 1 to CLB 4.

Banking and Currency

Canada

Community and Recreation

Equity, Diversity and Inclusion

Education and Learning

Employment – At the Workplace

Employment – Finding a Job

Getting Around and Transportation

Global Citizenship

Health and Wellness

Home and Neighbourhood

Indigenization

Shopping

Social Connections and Relationships

Home > How to Use the National LINC Curriculum Guidelines > Stage I > Employment – Finding a Job

Stage I: Employment – Finding a Job

This theme focuses on the communication skills needed to find, acquire, and maintain a job.

Choose a CLB level by clicking below to access information about Real-World Tasks and Detailed Sample Tasks for this theme.

1
CLB 1

2
CLB 2

3
CLB 3

4
CLB 4

VIEW ALL CLB LEVELS

Listening Speaking Reading Writing

Sample Real-World Tasks

Listening

CLB 1

Listen to a short recorded message about an upcoming face-to-face job interview. Identify the date and time of the interview.

Comprehending Instructions

Understand very short, simple instructions, commands and requests related to immediate personal needs.

- Identifies letters and numbers.
- Identifies words or phrases that indicate positive or negative commands or requests.

Listen to a sentence about what questions to expect in a job interview like where do you work now, when can you start or can you work in the evenings?

Comprehending Information

Understand very simple information about

CLB 2

Listen to a job seeker asking about a company's work hours in an information interview.

Getting Things Done

Understand requests used to make and respond to requests in situations of immediate personal need.

- Identifies expressions for basic requests.
- Responds appropriately with physical or verbal responses.

Listen to a few short sentences about what questions to expect in a job interview like where do you work now, when can you start or can you work in the evenings?

Comprehending Information

Understand simple information about familiar,

CLB 3

Listen to a brief recording of an information interview explaining how an employer accommodates persons with physical disabilities in their workplace.

Getting Things Done

Understand expressions used in familiar everyday situations.

- Identifies phrases and sentences related to simple persuasive functions (such as requests and responses).

Listen to a short description of some topics that employers are not allowed to ask during a job interview like pregnancy, age and marital status.

Comprehending Information

Understand short, simple, descriptive communication about a person, object,

Real-World Task Guidelines: Stage I

CLB 1

Employment - Finding a Job



Possible Topics

This theme may include these topic areas:

- Jobs and job descriptions
- Applying for jobs
- Job interviews
- Volunteering opportunities
- Information interviews
- Employment protections
- And so on

Planning Context

Learners may require the following:

- Very clearly formatted texts with clear font or printing
- Use of common and familiar visuals in reading texts
- Visual clues such as accompanying video for listening texts
- Very slow, clear speech in listening texts

Instructors may need to:

- Limit answers that require writing: use tasks that require circling, matching, etc.
- Ensure topics include very familiar, high-frequency words
- Ensure topics are very familiar and concrete
- Repeat listening texts
- Give a lot of support to learners in dialogues
- Adapt online resources for accessibility: use in the classroom and explain that certain tasks are authentically completed online

Additional Sample Real-World Tasks and Competency Areas

- Listen to a friend give a brief tip for finding a job. (Comprehending Information)
- Say a few words or a sentence about the job you want to do. (Sharing Information)
- Read a very short simplified flyer for a networking event and find the name and date of the event. (Getting Things Done)
- Using a word bank, complete a short and simple guide text about a job you want or need. (Sharing Information)

Sample Real-World Tasks

Colloquial All

Listen to a short recorded message about an upcoming face-to-face job interview. Identify the date and time of the interview.

Comprehending Information

Understand very simple information about highly familiar, concrete topics.

- Identifies a few obvious factual details, such as numbers, letters, times and dates.
- Identifies a few key words and short expressions related to immediate needs.

SEE DETAILED SAMPLE TASK

Detailed Sample Tasks

- Real World Task
- Planning Context
- Vocabulary and Grammar
- Knowledge and Strategies
- Activities and Tasks
- Sample Skill-Building Activities
- Sample Skill-Using Tasks
- Sample Assessment Tasks
- Teaching Considerations
- Resources

Home > How to Use the National LINC Curriculum Guidelines > Stage 1 > CLB 1: Employment - Finding a Job > Detailed Sample Task: Listen to a short recorded message about an upcoming (face-to-face) job interview. Identify the date and time of the interview.

Detailed Sample Task: Stage I

CLB 1 - Listening Comprehending Information

Employment - Finding a Job

Detailed Sample Task



Real-World Task

Listen to a short recorded message about an upcoming (face-to-face) job interview. Identify the date and time of the interview.

Planning Context

Colloquial

- **Useful Knowledge:**
- Basic knowledge of the vocabulary of job searching, applications and interviews.
- **Context:**

Vocabulary and Grammar

Colloquial

- **Sample Vocabulary:**
- interview
- resume
- dates
- times of day
- hours
- company
- information
- **Sample Grammar:**

Knowledge and Strategies

Colloquial

- **Textual and Functional Knowledge:**
- Recognizing key words relating to basic facts.
- Identifying words to describe people, objects, and daily routines.
- Recognizing basic syntax such as word order.
- **Sociocultural Knowledge:**

Activities and Tasks

Sample Skill-Building Activities:

- Ask learners to brainstorm words related to job search, and jobs. Minors tell for class to use in the next lesson.
- Have learners practice saying sentences about events and when they happen (e.g., My class is on Monday and Wednesday).
- In pairs, learners take turns saying dates and times within their classroom, mark them on a worksheet.
- Create cards with information in two categories: days of the week and/or times of day. Images of various activities/ routines in their groups. Have each learner draw a card from each category and say a sentence (e.g., an image of a meal and a card with 5 pm → I have dinner at 5).
- Learners listen to sentences about events, and circle the times and dates they hear.
- Learners copy vocabulary words relating to the dates and times to complete sentences about various activities.
- Learners look at a short, simplified personal schedule (e.g., for one day, with 2 events in a day). In pairs, take turns to read aloud the day and time of each activity.
- Create a short, simple instructor-made story on the topic, and have learners listen to the instructor read, following with their finger. Have learners repeat after the instructor to match intonation and fluency. Finally, have learners read the story as a group, and then individually. These activities practice vocabulary in context, show relevancy of the language and improve fluency.

Sample Skill-Using Tasks:

- Have learners listen to someone talk about something they do this week (with dates and times) and check off the details they heard.
- Listen to two people talk about an activity they regularly do for fun, record the day and time of each activity.

Sample Assessment Tasks:

- Listen to a short recorded message from a potential employer to arrange an interview. Answer simple questions about the date and time.

Teaching Considerations

Colloquial

- **Cultural Considerations:**

Resources

Colloquial

- **Outings, Guest Speaker Suggestions, Extension Activities:**



Stage I

>

Employment – Finding a Job

>

Real-World Task Guidelines: Stage 1 - CLB 1

>

DST: Listen to a Short...

Real-World Task

Planning Context

Vocabulary and Grammar

Knowledge and Strategies

Real-World Task

Listen to a short recorded message about an upcoming (face-to-face) job interview.
Identify the date and time of the interview.



Planning Context

Collapse All

— Helpful Knowledge:

- Basic knowledge of the vocabulary of job searching, applications and interviews.

— Context:

- An interview is a meeting with someone who hires for the company where you would like to work.



Vocabulary and Grammar

Collapse All

— Sample Vocabulary:

- interview
- months
- dates
- times of day
- hours
- company
- information

— Sample Grammar:

- Formulaic expressions with modals to express ability (I can / can't work on the weekends).
- Simple yes / no questions.
- Verb "be" in sentences about scheduled events (e.g., My classes are on Monday).
- Prepositions of time (on, at).
- Prepositions of place (in, at).



Knowledge and Strategies

Collapse All

— Textual and Functional Knowledge:

- Recognizing key words relating to basic facts.
- Identifying words to describe people, objects, and daily routines.
- Recognizing basic syntax such as word order.

— Sociolinguistic Knowledge:

- Common social conventions and norms of politeness.
- Socio-cultural information relating to service interactions.

Stage I

>

Employment – Finding a Job

>

Real-World Task Guidelines: Stage 1 - CLB 1

>

DST: Listen to a Short...

Activities and Tasks

- Sample Skill-Building Activities
- Sample Skill-Using Activities
- Sample Assessment Tasks



Activities and Tasks



Sample Skill-Building Activities:

- Ask learners to brainstorm words related to job search, and jobs. Make a list for class to use in the next lessons.
- Have learners practise saying sentences about events and when they happen (e.g., My class is on Monday and Wednesday)
- In pairs, learners take turns saying dates and times while their classmates mark them on a worksheet.
- Create cards with information in two categories: days of the week and/ or times, and images of various activities/ routines. In small groups, have each learner draw a card from each category and say a sentence (e.g., an image of a meal and a card with 5 pm > I have dinner at 5.)
- Learners listen to sentences about events, and circle the times and dates they hear.
- Learners copy vocabulary words relating to the dates and times to complete sentences about various activities.
- Learners look at a short, simplified personal schedule (e.g., for one day, with 2 events in a day). In pairs, take turns to read aloud the day and time of each activity.
- Create a short, simple instructor-made story on the topic, and have learners listen as the instructor reads, following with their finger. Have learners repeat after the instructor to match intonation and fluency. Finally, have learners read the story as a group, and then individually. These activities practice vocabulary in context, show relevancy of the language and improve fluency.



Sample Skill-Using Tasks:

- Have learners listen to someone talk about two things they do this week (with dates and times) and check off the details they heard.
- Listen to two people talk about an activity they regularly do for fun; record the day and time of each activity.



Sample Assessment Tasks:

- Listen to a short recorded message from a potential employer to arrange an interview. Answer simple questions about the date and time.

Stage I

>

Employment – Finding a Job

>

Real-World Task Guidelines: Stage 1 - CLB 1

>

DST: Listen to a Short...

- Teaching Considerations
- Resources



Teaching Considerations

Collapse All

— Cultural Considerations:

- Alert learners to common ways to arrange a job interview and ways to respond.

— Digital Literacy Strategies:

To successfully complete the task, learners may need some experience with or knowledge of:

- Retrieving recorded phone messages on their devices.

Instructors can:

- Introduce tools and apps that can aid learners in coping with communication barriers, such as translation, pronunciation, text to speech, speech to text tools and so on.
- Refer learners to programs to improve their digital skills.

— Equity, Diversity, Inclusion and Indigenization Strategies:

Instructors can:

- Use diverse representations of people in learning materials and images, including people who are 2SLGBTQIA+, Indigenous, Francophone and of other cultures, and people who have disabilities or who are neurodivergent.

— Trauma-informed Strategies:

Possible Trauma Triggers:

- Learners who have experienced trauma can be triggered by people in positions of authority; make sure learners understand their rights in the workplace and give strategies for making polite requests.
- Questioning can be triggering for learners who have experienced trauma; be careful with the tone of questions in any kind of mock job interview situation and make sure learners understand the purpose of the activities.

Strategies:

- Incorporate teaching learners how to access information and support related to job searching in their first language.
- Recognize and respect learners' right to choose if, when and what they share about themselves and their work situation.
- Create a safe and supportive classroom environment by establishing familiar routines, repeated activities, and model friendly and non-evaluative interactions; learners who have experienced trauma often benefit from having routine.



Resources

Collapse All

— Outings, Guest Speaker Suggestions, Extension Activities:

- Use recordings of different authentic job details which have been simplified to the appropriate level.
- Provide simple transcripts for learners to practice social interactions to open an interview and answer simple questions about their availability.

— Realia:

- Simplified, teacher-adapted job postings, listing hours, schedules and start date

— Units and Modules:

- Tutela. CLB 1-2 Employment – jobs and meeting a job counsellor module
- Tutela. CLB 1 Module plan: Employment and volunteering
- Tutela. EUnit: Talk about job duties

Avenue CourseBuilder, Employment theme:

- Unit: Communicate about work schedules, CLB 2
- Unit: Get help finding a job, CLB 2
- Unit: Talk about job duties, CLB 1
- Unit: Talk about jobs and Workplaces, CLB 1
- Unit: Work and Pay, CLB 1

— Lessons and Activities:

- Tutela. Speaking assessment Employment
- Tutela. Speaking assessment: Job presentation
- CleoConnect. Laws about pay, CLB 1

Additional Tips/Tools



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EDII Considerations for LINC

Instructional Practices

Task-Based Approach

Assessment

Types of Classes

Delivery Mode

Literacy

Glossary

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- Print - top right corner
- Glossary - last button on Essential Components bar
- About - main navigation bar
- Contact - main navigation bar



National LINC Online Curriculum

NLOC is a ready-made courseware for LINC learners in Stage I.

75 CLB 3-4 eLearning units developed between 2020-25 are available on Avenue's course builder.

100 new eLearning units between CLBs 1-4 will be developed between 2025-2028.

This year, 20 CLB 3 and 10 CLB 4 eLearning units are being written. Completed eLearning units will go live on a rolling basis.

Team includes:

- . Manager
- . Lead Writer
- . Writers
- . Reviewers
- . Development & Media Team
- . Stakeholder Advisory Group

Pilot Findings

94%

Of instructors agreed/strongly agreed learners improved on skills/strategies in the unit

85%

Of instructors said learners were mostly/very engaged when going through units

88%

Of instructors are mostly/very likely to recommend units to other instructors for teaching purposes

85%

Of instructors agreed/strongly agreed that units helped to improve learners digital literacy

88%

Of instructors said the units were accessible

84%

Of instructors said they were mostly/very satisfied with how topics were delivered

CLB 3 eLearning Units

- | | |
|--|--|
| <ol style="list-style-type: none">1. Learning to Talk about Weekend Plans2. Ordering Groceries Online3. Asking about a Product in a Drugstore4. Telling a Landlord about a Problem5. Doing a Volunteer Task in the Community6. Choosing a Community Event to Attend7. Making an Apology to a Coworker8. Completing a School Permission Form9. Creating a Profile for a Casual Job10. Following a Recipe | <ol style="list-style-type: none">11. Replying to an Invitation12. Getting Information from a Meeting Agenda13. Asking to Open a Bank Account14. Filling out an Accident Card15. Learning to Work in Canada16. Using Reflection Skills for Learning17. Using Coupons in a Store18. Going to an Exercise Class19. Booking an Appointment for a Blood Test20. Asking for Time Off |
|--|--|



CLB 4 eLearning Units

1. Practicing to Write the Driving Test
2. Talking with an Employment Counsellor
3. Completing a Short Incident Report at Work
4. Hearing a Funny Story
5. Getting Help from a Chatbot
6. Studying the Government for the Citizenship Test
7. Ordering in a Restaurant
8. Completing an Intake Form
9. Moving out of your Apartment
10. Identifying Shopping Scams



Who can use NLOC?



Blended Learning
A foundation for your program



**Self-directed Learning
(Asynchronous)**
Supplemental learning



Face to Face (Synchronous)
A foundation for your program



How to use NLOC eLearning Units

1

Request Orientation to NLOC Courseware for Learners

2

Watch video: Overview of NLOC Courseware for Instructors

3

Learners go through Orientation to NLOC Courseware for Learners

4

Learners complete Needs Assessment in Orientation unit

5

Request select units within Course Builder on Avenue

6

Use National LINC Curriculum Guidelines for related tasks

7

Set up units on Avenue course for your Learners

Improvements to NLOC units Dec 2025 onwards...

eLearning Unit Preview	● List of competencies covered ● Enlarged headings ● Spacing ● Glossary ● Coloured tabs for SBAs, SUTs and the AT
eLearning Unit Summary	● Footer ● Page numbers ● Table of contents and bookmarks ● RWTs and their associated SUTs and AT ● Header for Knowledge & Strategies



Thank you!

We welcome any questions!



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens



Funded by:

Immigration, Refugees
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