LEARNER PROFILE: PHASE I

This learner profile provides an overview of general characteristics of learners in Phase I.

The purpose of these broad descriptions is to:

- provide an holistic overview of common characteristics of learners in Phase I
- provide instructors and program providers with a common reference point for understanding learners in Phase I
- help program providers develop placement assessments
- help instructors identify misplaced learners
- guide instructors in providing level-appropriate instruction and assessment
- help program providers and instructors support learners in overcoming their barriers to learning

This profile includes information in the following areas:

- typical ranges of formal education, literacy, numeracy and oral communication skills
- typical age, gender and educational background
- common challenges, strengths and barriers
- typical social and political background
- indicators that a learner is at Phase I
# Learner Profile: Phase I

An at-a-glance profile of adult ESL literacy learners at Phase I

All skills are measured according to the Canadian Language Benchmarks and the Canadian Language Benchmark Literacy Phases

### Years of Formal Education | Reading and Writing Skills | Range of Listening and Speaking | Range of Numeracy
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1-3 or previous ESL literacy | Phase I | CLB 1-5 | Phase I-II

### Typical Age Range | Gender
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adults of all ages | usually more women than men

### Common Challenges in the Classroom | Common Strengths in the Classroom | Common Barriers to Learning
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little classroom experience | taking risks | poverty
frequent exhaustion | collaborative learning | lack of adequate housing
few formal learning strategies | oral repetition | lack of childcare
highly dependent learners | prior practical knowledge | lack of transportation
developing vocabulary | survival skills | limited ability to access help
building awareness of print | |

### Typical Social and Political Background | Indicators a Learner is Ready for Phase I
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learner can come from any country in the world | learner can read and write the letters of the alphabet and connect most letters to their sounds
often rural villages | learner can copy words and short sentences
often highly oral societies | learner can write letters and words on the line, and begin to use spacing between words consistently.
learner may have spent time in refugee camps or in additional countries before immigrating | learner can read simple sentences
learner may have experienced war, famine, displacement, poverty, or social or political unrest | learner recognizes a small bank of sight words

### Typical Educational Background
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1-3 years of formal education | learner recognizes the purpose of different kinds of text, such as letters, stories, signs, or bills
formal education interrupted or cut short | learner can fill out a simple form
any previous formal education may have been in a second language | |