

**Study of ESL/FSL Services in Ontario**

**Final Report**

Dec-00

## Table of Contents

Chapter 1 -- Introduction.....	1
Chapter 2 – Methodology .....	3
Chapter 3 – Ontario’s ESL Programs .....	10
ESL Policies.....	12
Statistical Data on Current ESL/LINC Programs .....	28
Administrator Opinions.....	31
Chapter 4 – Ontario’s ESL Classes .....	33
Chapter 5 – Ontario LINC/ESL Teachers.....	50
Employers .....	50
Program.....	51
FSL.....	52
Sex.....	52
Age .....	53
Native Language.....	54
ESL Qualifications.....	56
ESL Experience .....	61
Conditions of Employment .....	62
Opinions on Ideal ESL Class.....	68
Opinions on Important ESL Issues.....	70
Chapter 6 – Ontario LINC/ESL Students.....	77
Country of Birth.....	77
Immigrant Status.....	80
First Language .....	81
Sex .....	82
Age .....	82
Marital Status .....	83
Children.....	84
Education.....	84
Occupation.....	86
Employment Status .....	87
Sources of Income.....	89
ESL History .....	90
Current ESL Class .....	92
Student Needs and Preferences.....	95
Chapter 7 – Summary .....	100

## *Executive Summary*

The Ontario Region of Citizenship and Immigration Canada (CIC) in cooperation with the Ontario Ministry of Education and Training (MET) sponsored a study of English as a Second Language (ESL) services in the province. The objective of the research project was to gather and analyze data on federal – Language Instruction for Newcomers to Canada (LINC) – and provincial ESL and related services to facilitate and coordinate program planning. This report presents the findings from the surveys conducted to meet the objective.

On the bases of in-depth interviews, focus groups, classroom observations and a document review, questionnaires were devised for ESL administrators, instructors and learners. Originally, all language training providers in the province that serve adult immigrants<sup>1</sup> were to be included. It turned out, however, that universities and private sector firms delivering ESL had very few adult immigrant learners (meeting the definition in footnote 1), and for this reason chose not to participate.

All other service providers were included in the study. Data were collected via mail surveys during mid-October, 1998. A staged sampling technique was required because no central data existed identifying teachers or students. Each service provider was asked to designate one person who would ensure the administrator survey was completed, and distribute and collect teacher packages from all LINC/ESL teachers in the organization (except for seven of the largest school boards in the province where samples of teachers were taken). Teachers were asked to complete a teacher questionnaire, a class information form and help two learners selected at random complete their forms. Of 184 organizations sent the surveys, 177 responded, for a response rate of 88%. The response rates for teachers and students were about 70%.

### *Main Findings*

The main findings are presented under four headings: program information (from the administrator questionnaire); class information (from the class information form); teacher information (from the teacher questionnaire); and learner information (from the learner questionnaire).

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<sup>1</sup> “Adult immigrants” for the purposes of the survey include landed immigrants, convention refugees, refugee claimants and immigrants who have become Canadian citizens.

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## **Program Information**

- During mid-October, 1998 for all providers serving adult immigrants in Ontario that were included in the survey, the total number of adult LINC/ESL students was estimated to be 65,474. There were 2,532 instructors teaching a total of 3,581 classes. Average class size was between 18 and 20 (depending on source of information).

### *Service Providers:*

- Most (56%) service providers in Ontario were community-based agencies; 31% were school boards. But, because the typical school board employs a lot more teachers than a typical community agency, the distribution of LINC/ESL teachers by type of organization is very different from the distribution of organizations. School boards employed 70% of adult LINC/ESL teachers in the province; community agencies accounted only 10% of the instructors. About one in seven teachers worked for more than one type of service provider during mid October 1998.
- Nearly two-thirds of the providers were located around Toronto, including 36% in the mega-city and 27% in the suburbs (Peel, Halton, and York Regional Municipalities and Durham County).

### *Program Type:*

- Just under half the providers offered both LINC and non-LINC ESL (hereafter referred to as ESL); 39% offered only LINC, and 13% offered only ESL.
- Most of the ESL programs (90%) were offered by school boards. Community-based agencies provided 81% of the LINC programs and 52% of the LINC/ESL programs.

### *Professional Training and Standards:*

- 84% of providers required formal ESL training of their instructors.
- 84% had a minimum pupil-to-teacher ratio to start a class. On average it was 13.5 students per teacher.
- 87% used LINC curriculum guidelines; 74% required their instructors to develop curriculum appropriate to the needs of their class.
- About 55% of the organizations have performance indicators or written standards in place to ensure quality ESL program delivery.
- About half the organizations had computerized monitoring systems.
- About 70% of classes involved use of the Canadian Language Benchmarks.

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*Student Assessment:*

- About two-thirds of the service providers conduct either formal intake assessments with standardized tests or detailed informal interviews.
- 79% conduct some form of on-going assessment to measure and document the progress students have made in learning English.

*Alternative Service Delivery:*

- Classroom delivery is the norm. Alternative modes of delivery were not prevalent. About 18% of language trainers offer home study; 17% offered computer assisted learning; 12% had an independent learning centre; and 11% had co-op job placement.

**Class Information**

- In the typical class, 17 students were enrolled when the term began, 7 more joined after the start of the term – continuous intake was a feature of about 90% of the classes – 3 dropped out during the term and 1 transferred to another level. The dropout rate was 10.5% (although the term was only part way through at the time of the survey).
- 23% were multilevel classes; 3% combined LINC and ESL students.
- Most classes (84%) met in the daytime. The typical class met for 23 weeks and 15.1 hours per week.

*Program Content/Teaching Resources:*

- As for class focus, life skills were a part of nearly 80% of the classes; settlement/integration was also a focus of 61% of classes. Co-op programs and English for a specific vocation were in short supply (under 3% of classes), one reason why such classes were identified by administrators and teachers as needed.
- There was no shortage of teaching materials or curricula, according to most respondents (although a small minority called for more Canadian materials).

**General Teacher Information**

- Only 11 teachers of adult immigrants in Ontario who responded to the survey teach French as a Second Language.

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- The overwhelming majority (86%) of LINC/ESL teachers were women. Their average age was 45.1 years.
  - 35% had a first language other than English.
  - 56% considered themselves fluent in languages other than English, most often French, Chinese, or Spanish.

#### *Teacher Qualifications:*

- About 94% had formal ESL qualifications; nearly 80% had a university degree; 87% had taken at least one professional development course related to ESL.
- The typical teacher had 9.3 years of ESL teaching experience.

#### *Work Conditions:*

- At the time of the survey, they were teaching 1.7 classes each, on average. The mean number of teaching hours per week was 20.6.
- Only 29% were permanent employees, 53% were full-time teachers.
- The average hourly pay was \$28.65. About 40% had no benefits; most of those who did had only sick days.
- 42% belonged to a union; 44% were members of one or more professional associations, usually TESL.

#### *Emerging Language Training Needs:*

- English for employment purposes was judged to be the single most important emerging language training need, having been selected by 36% of teachers. Another 20% chose a related need: English in the workplace or co-op programs.

### **General Learner Information**

- About 69% of the learners were women. Their average age was 38.4 years. Three-quarters were married. 57% had children under age 19.

#### *Country of Origin/First Language:*

- Ontario's adult LINC/ESL learners originate from all parts of the world, 119 different countries in all. China was the nation of origin of the largest number of adult ESL learners (21%). Far behind in second place was Sri Lanka, the birth place of 5% of the students.

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- In accordance with the countries of origin, the largest proportion of students (23%) first learned to speak Chinese. Spanish was far behind at 8%. Arabic, Serbian, Tamil, and Russian were each the first languages of between 5% and 6% of learners.

#### *Status in Canada:*

- Most LINC students (85%) were landed immigrants; most ESL learners (55%) were landed immigrants, but 30% were Canadian citizens.
- On average, newcomers in LINC/ESL programs had been in Canada for 3.9 years.
- About one-quarter have moved to a different community since they first moved to Canada.

#### *Education:*

- About a quarter of the students said they had a university degree. Another 9% had a community college diploma and 10% had some post-secondary education. At the other extreme, 4% had absolutely no education and a further 13% never made it to high school. Of immigrants arriving in the previous year, 43% had a university education.

#### *Occupation in Home Country:*

- Before immigrating to Canada, the largest proportion (12%) of Ontario's adult immigrant ESL students were homemakers. Accounting for around 10% of the learners' occupations were managerial/government positions and jobs in the education field. About one in 10 had been students in their home country; only 3% were unemployed.

#### *Employment Status in Canada:*

- Few ESL students were employed (18%) at the time the survey took place. About 43% were unemployed and not looking for work, almost all of whom were taking daytime ESL training Monday through Friday. Another 39% were unemployed and looking for work.

*Class Discontinuation:*

- Of those who had taken a previous LINC/ESL class, about 36% had quit at least one before completing it. Most quit to take a job (30%) for personal reasons (27%), because they moved (19%), and/or because they disliked the course (16%).

*Learner Needs:*

- The number one reason for taking the course was to understand and speak with Canadians in everyday life. Taking the course to help with job prospects was ranked second.
- To get at perceived needs, learners were first asked what areas of English was the biggest problem for them. Learning to speak the language was selected by 53% of the students, followed by listening (23%), writing (20%), and reading (4%).
- Most (57%) students claimed they had no need for support services such as child care or transportation subsidies, and experienced no problems in attending the class. Transportation (15%) and child care (12%) were most often cited as needs.
- Conversation or listening to the teacher were the favourite ways of learning English.
- About three-quarters of the learners intended to take further courses to learn the language.

# Study of ESL/FSL Services in Ontario

## Chapter 1 -- Introduction

Canada has always been a destination of choice for emigrants the world over. For most of the century, the immigrant population was not representative of the world's population: most immigrants came from the United States or Western Europe. But important changes to Canadian immigration policy – especially the abolishment of Canada's all-white immigration policy in 1962, the introduction of the “points” system in 1967 and the removal of most remaining restrictions on immigration by race and country of origin by the Immigration Act of 1976 – together with periodic upheavals (e.g., refugee crises) and unprecedented mobility among the world's population, have precipitated a transformation in the mix of immigrants<sup>2</sup>. Today, Canada's immigrants are considerably more reflective of the world's population, with a broad range of cultural traits, languages and educational experiences.

During recent years upwards of half the immigrants entering the country annually could speak neither official language<sup>3</sup>. Among the many services required by these new immigrants, language training is paramount, for it is impossible to fully participate in any society without knowing the language. This is the primary impetus behind the key federal official language training program for adult immigrants, Language Instruction for Newcomers to Canada (LINC). The program not only provides basic language instruction in English or French, it helps newcomers become oriented to the Canadian way of life through its curricula. In this way, LINC facilitates the rapid social, cultural and economic integration of immigrants and refugees into Canada.

In addition to LINC, a wide range of official language training options are available for English as a second language (ESL) or French as a second language (FSL). In Ontario, where a large proportion of new immigrants settle, a variety of service providers offer ESL/FSL including community colleges, school boards, universities, non-profit agencies and private sector agencies. Over 200 organizations provide ESL/FSL to adult immigrants in Ontario alone.

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<sup>2</sup> Citizenship and Immigration Canada A Short History Of Immigration To Canada

<sup>3</sup> Ashworth, M. (1992) Views and Visions. In: Burnabu, B & A. Cumming (Eds.) Socio-political Aspects of ESL. Toronto: OISE.

Too little information exists on the scope and content of existing services, and on the needs of learners, instructors and administrators to adequately inform policy making and improve coordination and delivery of official language training programs in Ontario. For this reason, the Ontario Region of Citizenship and Immigration Canada (CIC) in cooperation with the Ontario Ministry of Education and Training (MET) sponsored a study of ESL/FSL<sup>4</sup> services in the province. The objective of the research project was to gather and analyze data on ESL and related services to facilitate and coordinate program planning.<sup>5</sup> This report presents the findings from the surveys conducted to meet the objective.

### ***Organization of the Report***

The report begins with a summary of the methodology used for the study. Results are presented first in terms of the organizations, then of the classes, then of the teachers and finally of the students. Each of these levels corresponds to one of the four questionnaires designed to collect the required data. Chapter 3 examines language providing organizations, their policies and statistics. Chapter 4 explores data on LINC and ESL classes offered during mid-October 1998. Chapter 5 studies LINC/ESL teachers, their demographics, training, experience, conditions of employment, needs, and attitudes. Chapter 6 looks at LINC/ESL students, who they are, where they are from, and what their needs and preferences are. The final chapter summarizes the findings, organized by the research objectives set forth in the Request for Proposal.

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<sup>4</sup> It turned out that there are very few FSL service providers in the province. To make the presentation less awkward, we henceforth refer to ESL programs only, but this refers to the FSL programs as well.

<sup>5</sup> The study is not an evaluation; it is primarily an overview of what exists.

## Chapter 2 – Methodology

To put it simply, the task was to design good questionnaires in conjunction with the “reference group,”<sup>6</sup> and the ESL community, administer them to ESL administrators, instructors and learners, and analyze the data to report on existing services and changes necessary to improve planning and delivery of ESL programs.

### ***Step 1: Questionnaire Construction***

The first step in the study was to construct the questionnaire. To begin this process, the project manager from Power Analysis met with the reference group to discuss study design and establish what key issues should be covered by the surveys.

Next, we conducted a file and document review to give us a better understanding of ESL services in Ontario. This included a review of reports provided by the reference group – including reports from a similar project undertaken a decade ago – and an Internet and library search for material related to the study of ESL.

CIC and MET committed to planning and implementing the study in partnership with the ESL community: learners, instructors, language training providers, language assessors, curriculum developers and umbrella organizations. To meet this commitment, Power Analysis conducted interviews to obtain stakeholder input and suggestions for planning and implementing the study. We conducted interviews with 18 individuals representing: the major ESL umbrella groups in the province – Continuing Education School Board Association (CESBA), Ontario Council of Agencies Serving Immigrants (OCASI), and Teachers of English as a Second Language (TESL); key sectors offering ESL training – school boards, colleges, private-sector language providers, community organizations and universities; and a LINC assessment center. Some interviews were conducted in person, some by phone, depending on location and number of people to be interviewed (group interviews were conducted in person). A report summarizing the interview results was submitted under separate cover.

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<sup>6</sup> The reference group was a committee of CIC, MET and Ontario Citizenship, Culture and Recreation officials

A final step prior to drafting questionnaires was to visit ESL classrooms for a more detailed understanding of ESL classes than could be obtained through reading or interviews. Three ESL programs in the London area were observed.

The issues identified, we proceeded to write the first drafts of the questionnaires: an administrator questionnaire asking for information on current ESL policies and programs, and for opinions on important ESL issues; a teacher questionnaire asking for information on teachers' background, and for opinions on important ESL issues; a classroom observation form asking for basic information on the characteristics of each class taught by each teacher; and a learner questionnaire asking for basic demographic data, information on the ESL course and needs for language training. The first drafts of the questionnaires were presented to the reference group, which made several suggestions for improvement.

### ***Step 2: Pre-tests***

The revised questionnaires were then pre-tested in a focus group setting. Separate focus group meetings were held across the province with representatives of ESL teachers, students and administrators. The sessions showed that all four questionnaires were in good shape but needed some minor modifications. Most importantly, we learned that ESL/LINC learners at every level were able to complete the student form, although the lowest level students required considerable assistance from their teachers. A focus group report was submitted under separate cover.

### ***Step 3: Sampling***

Identifying respondents to include in the surveys was another challenge. No centralized data existed on the number of teachers or students, let alone their identities – part of the reason for doing the study in the first place. Sampling considerations differed for each group.

Data from the RFP and from the 1989 study suggested there were approximately 200 service providers and between 1,500 and 2,500 instructors. It seemed clear that every service provider should be included in the study. CIC provided a list of every Ontario LINC provider, MET a list of every school, board and college offering ESL in the province. Large universities in southern Ontario were contacted to determine which ones had ESL programs for adult immigrants. Seven universities were included on the initial list. Three indicated they might have students fitting the criteria for this study, but only one of the three responded at all: that one – York University – had 40 ESL teachers and only one responded.

As for private sector language trainers, those providing LINC were included in the CIC list. Others that belong to the Canadian Association of Private Language Providers were called to see if they offered services to adult immigrants. The few that did were initially included in the survey. Of the four that said they would participate, only one responded. That one – Berlitz – did not complete most of the administrator questionnaire, explaining that many questions did not pertain to their operations. They returned no other questionnaires (they were sent 30 teacher questionnaires along with class information forms and learner questionnaires).

Follow-up calls helped us determine that the surveys simply weren't applicable to the types of classes taught by universities or by private sector ESL providers. Their classes might have an adult immigrant or two, but the surveys were not drafted with this situation in mind. For this reason, universities and private sector ESL providers were excluded from the results.

#### Sampling for the Administrator Questionnaire

Given the task of describing existing services, we thought it sensible to ask one administrator from each service provider to speak for the provider: more than one per service provider and CIC/MET would end up with duplicate factual data on what services were being delivered. Assuming one key administrator could speak for the service provider, we could ask that person to complete the administrators' questionnaire. Each service provider was asked to nominate a "survey coordinator" to be responsible for completing the administrator survey, distributing and collecting teacher and student surveys, and returning the material to Power Analysis.

### Sampling for the Teacher Questionnaire

The uncertainty regarding the number of instructors made it difficult to recommend a suitable course of action for sampling. If there were around 1500 teachers, the wisest course would have been to take a census, thereby precluding any sampling error. But 2,500 instructors would be a different matter. We decided to include a fax-back sheet with the advance letter to service providers (which informed them of the upcoming survey and requested their cooperation): on that sheet, each service provider indicated the survey coordinator and the number of ESL/LINC teachers of adult immigrants in the organization. As these forms were returned it became clear that even the upper estimate of 2,500 was too low. After checking with the reference group and three large school boards, we decided that it would be desirable and feasible to ask organizations with 100 or more teachers (seven school boards) to randomly sample teachers. Step-by-step sampling instructions were included for each such organization (i.e., print out a list of all their teachers alphabetically and choose every  $n^{\text{th}}$  one, starting from the  $i^{\text{th}}$  name). The sampling interval was predetermined for each board to ensure a reasonable margin of error for teacher survey results at the school board level (either one in two, one in three or one in four teachers). Findings presented in this report are weighted to counterbalance the sample weighting.

### Sampling for the Learner Questionnaire

There was no question that students should be sampled. Estimates of their numbers ran as high as 50,000. But how to carry it off with no available list of students? The strong feeling among focus group participants was that confidentiality rules would proscribe sending a list of learner names to the outside consultant. The only practical solution was to ask teachers to do the sampling.

Classroom observations and the focus group session with teachers showed that it was reasonable to ask teachers to randomly sample students. It was decided that each teacher would be asked to sample two students, a number chosen to ensure a large enough province-wide student sample to allow fine breakdowns by various categories. "Teacher packages" were assembled containing a teacher survey, a classroom observation form (teachers were asked to make copies if they taught more than one class), two learner surveys, and a sheet with explicit instructions for conducting the random sampling and learner survey. The appendix includes the instructions, questionnaires, and other cover sheets included in the mailing.

### ***Step 4: Data Collection***

Packages assembled for each service provider included an administrator questionnaire, teacher packages and a pre-paid return envelope/label. The packages were sent by courier to the survey coordinators. Respondents were asked to complete the questionnaires during the target week in the

middle of October. Follow-up phone calls were made to providers that did not respond by the closing date.

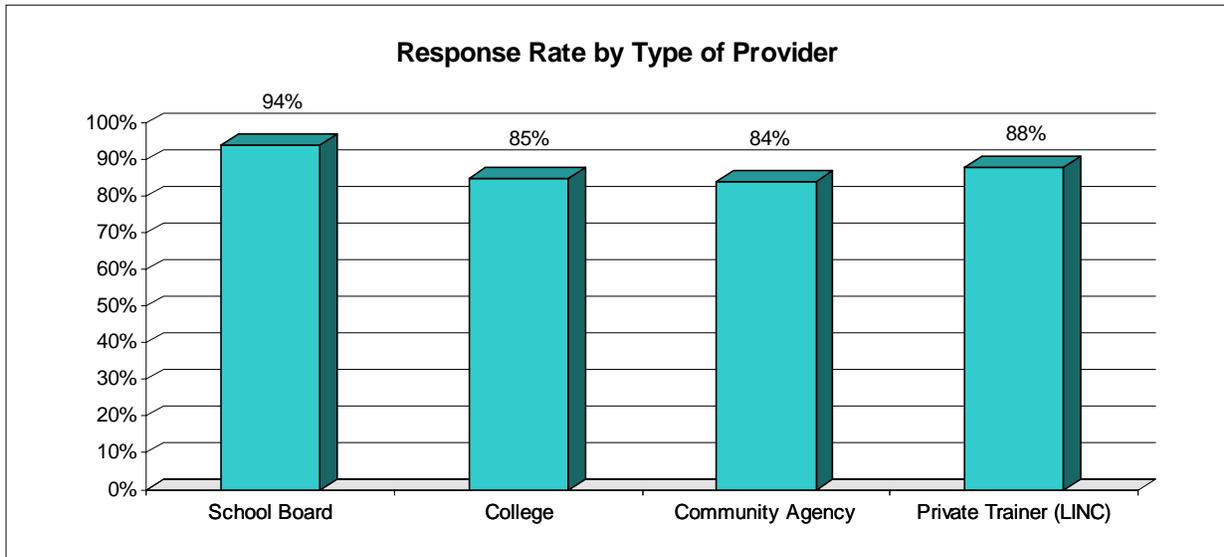
### ***Response Rate***

Calculating the response rate to the survey is a challenge because of the staged sampling that was done. About 95% of the service providers identified by CIC and MET responded with a fax-back sheet. The response rates are as follows:

			<u>Response Rate</u>
# of service providers replying with a fax-back sheet	184		
# adjusted for removal of universities and private ESL providers		177	
# of service providers responding		156	88%
Total number of teachers sent surveys within the 177 organizations	2135		
# of teachers completing teacher questionnaires		1505	71%
Total number of class information forms completed	1699		69%
Total number of students sent surveys within the 177 organizations	4281		
# of students completing learner questionnaires		2956	69%

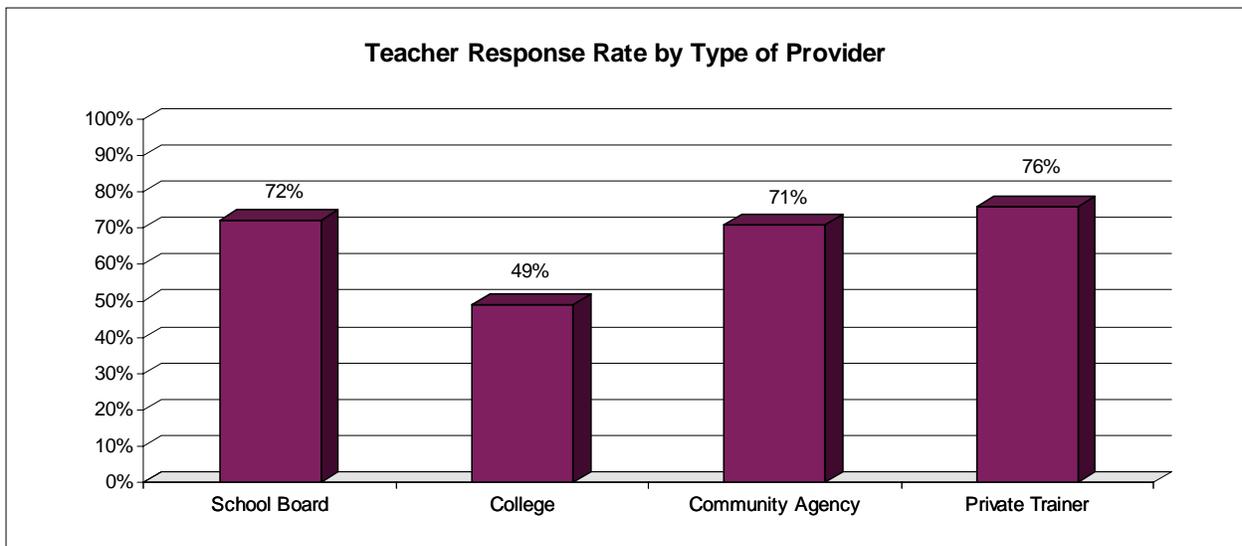
Response rates varied only slightly by type of provider as Chart 2.1 shows.

Chart 2.1



Community college teachers tended to have a lower propensity for returning their surveys. Response rates for teachers by type of provider are revealed in the next graph.

Chart 2.2



There are almost no independent data on the population to check for non-response bias (i.e., the possibility that those who did not respond would give different responses on average than those who did respond). Fortunately, the response rate for service providers is high enough to virtually rule out non-response bias. The response rates for teachers and learners were more modest, but still

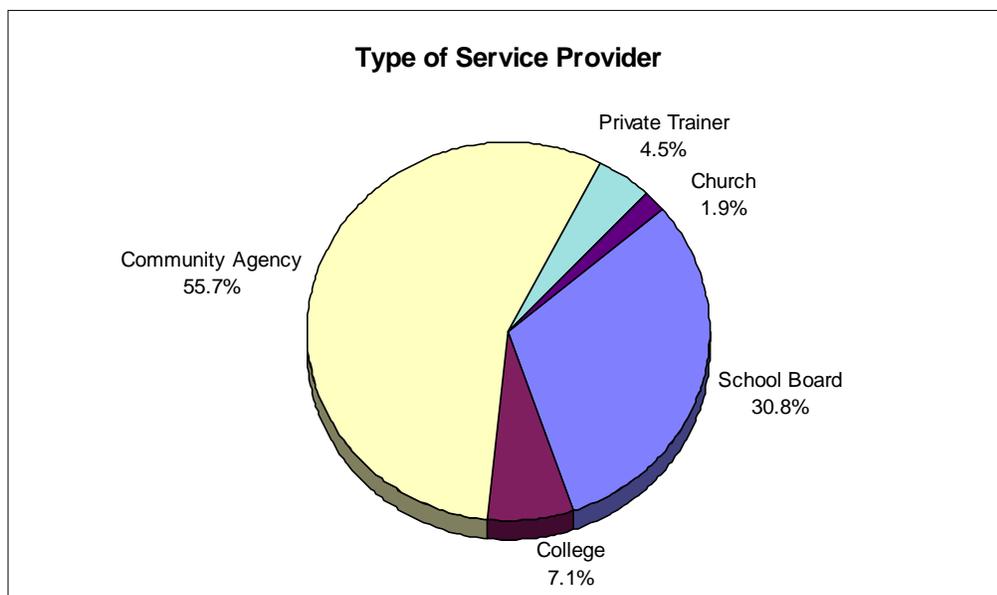
high enough – with the exception of community colleges – to be comfortable that the findings are representative of the population. Data from community colleges should be viewed with some caution.

## Chapter 3 – Ontario’s ESL Programs

Based on data from the administrator questionnaire, this chapter presents an overview of ESL policies and a statistical profile of Ontario’s ESL/LINC programs for adult immigrants.<sup>7</sup>

The pie chart below shows the breakdown of Ontario’s adult immigrant ESL/LINC service providers. Most were community-based agencies (56%); 31% were school boards. Recall that university and non-LINC private sector providers were excluded from the survey.<sup>8</sup>

Chart 3.1



N = 156

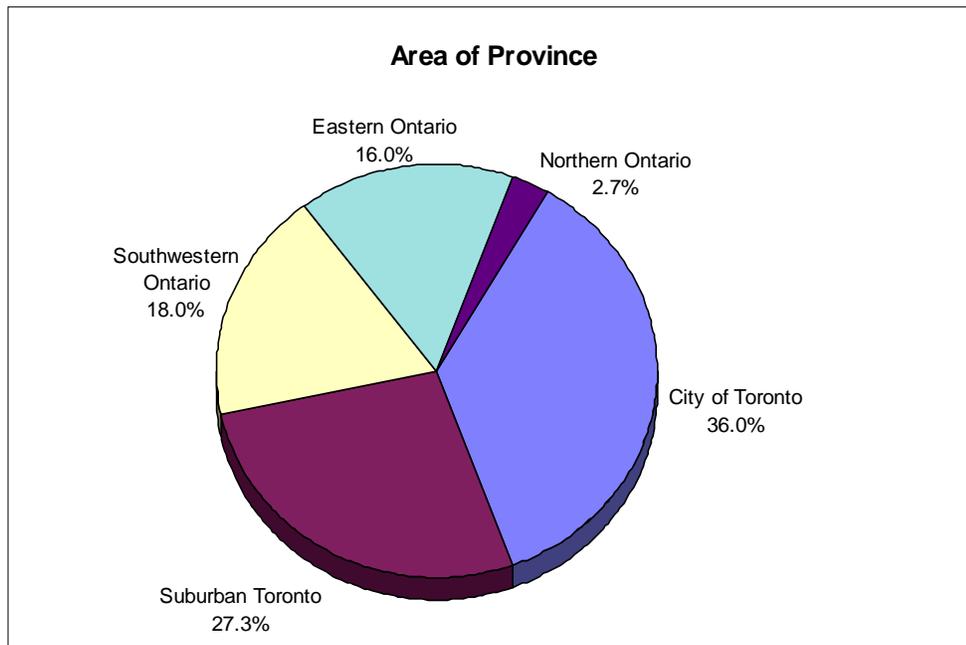
The next chart reveals the geographic breakdown of the service providers in Ontario. It comes as no surprise – considering where most immigrants to Ontario settle – that nearly two-thirds of the providers were located in the Toronto area<sup>9</sup>. Southwestern and Eastern Ontario each had about one-sixth of the providers. Only about 3% were located in the north.

<sup>7</sup> Note that no statistical tests are required for administrator questionnaire results, because the data are from the population of service providers rather than a sample. A small percentage of providers did not respond (as reported in the previous chapter), but this does not produce sampling error (which statistical tests are designed to measure).

<sup>8</sup> Due to the small number of cases, churches are left out of most subsequent analyses, or combined with private trainers into an “other” category.

<sup>9</sup> Area was determined using the first letter of the postal code. Thus the City of Toronto includes all areas whose postal code begins with M (Toronto, Etobicoke, York, East York, North York and Scarborough). Suburban Toronto are areas

Chart 3.2



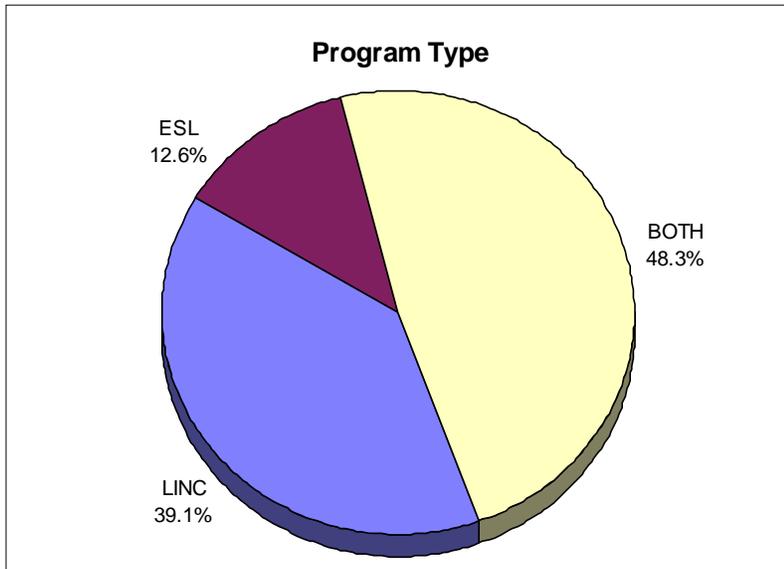
N = 151

Just under half the providers in the province offered both LINC and ESL classes.<sup>10</sup> About 40% were LINC-only providers.

with postal codes beginning with L (which means that four providers located in the Niagara peninsula were included in the suburban Toronto group).

<sup>10</sup> ESL refers to non-LINC ESL. Because that phrase is so awkward, we will henceforth use the term ESL to refer to non-LINC ESL.

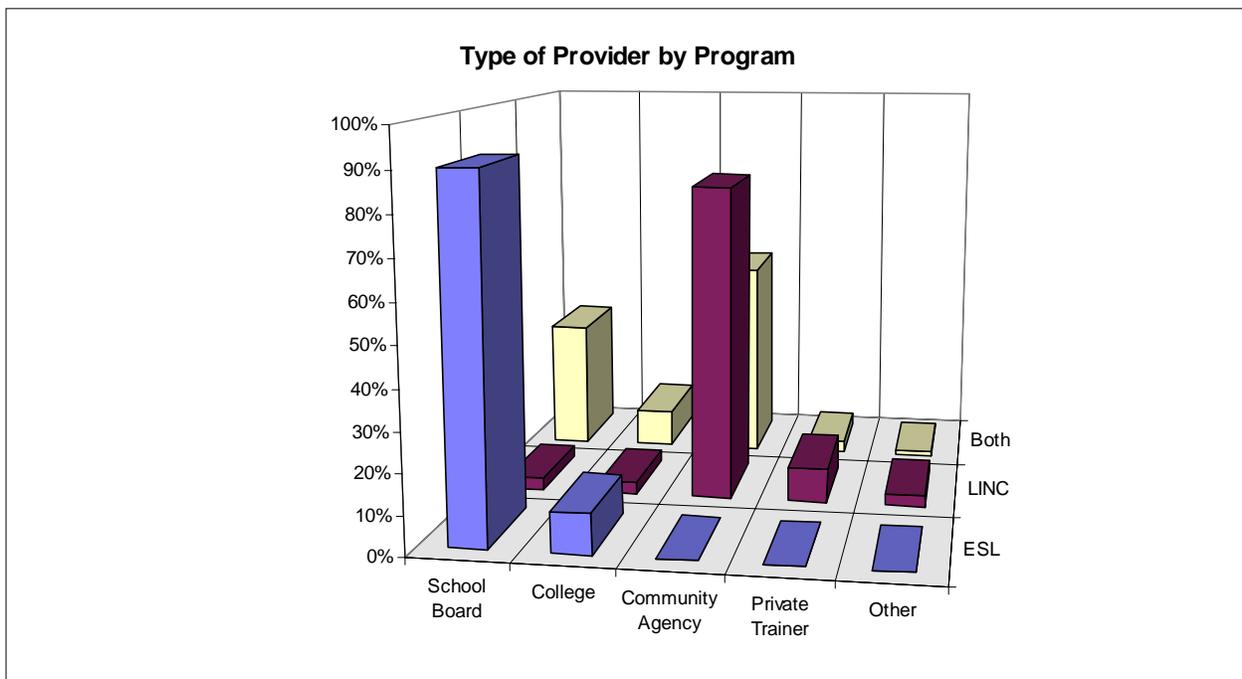
Chart 3.3



N = 151

Most of the ESL programs (90%) were offered by school boards. Community-based agencies provided 81% of the LINC programs and 52% of the LINC/ESL programs.

Chart 3.4



N = 151

### **ESL Policies**

During the interviews, focus groups and classroom observations, we asked LINC/ESL program administrators to cite the most important elements of a quality English as a Second Language program for adult immigrants. Their responses:

- accredited instructors;
- more standardization in program delivery;
- good assessment and placement of learners;
- outcome testing – “There is huge variation in the language skills of people graduating from the same level”;
- accurate performance measurement;
- monitoring student progress through the program;
- community participation in the planning of the service delivery; and
- provide support to facilitate access – child care and transportation.

Teachers added their own list of elements required at the organization level for a high quality program:

- a curriculum based on benchmarks, but with the flexibility to accommodate the needs and goals of students;
- high-quality, up-to-date learning materials;
- small class size.

Examining all these policy issues was also mandated by the Terms of Reference for the study. Hence, the first part of the administrator questionnaire was dedicated to investigating them.

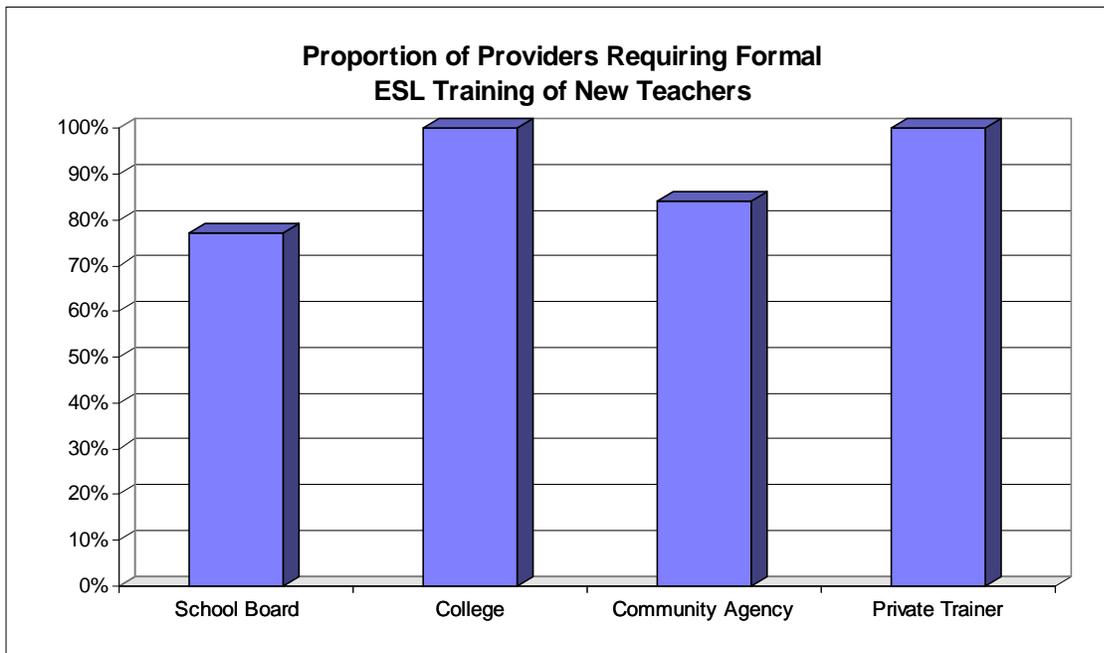
### ***Certification***

During the interviews and focus groups, some concerns were voiced by school board, college and umbrella group representatives about the lack of formal ESL training required by some service providers. “The single most important factor (to ensure a quality program) is certified teachers ... This can overcome other deficiencies.” For that reason, the administrator survey included a

question asking whether newly hired instructors were required to have formal ESL training.<sup>11</sup> Results showed that 84% of providers required such training. Of these, nearly 8 in 10 specified that a TESL certificate was required, some of which would also accept an Ontario Teaching Certificate (OTC) or ESL part 1. About a quarter of those with minimum standards for instructor training required a university degree, usually in combination with TESL, OTC and/or experience.

School boards were slightly less likely than the other service providers to require formal ESL training of their new instructors (Chart 3.5). Differences were also apparent between LINC and ESL providers, but this is mostly because many of the ESL providers were school boards: 63% of ESL providers versus 85% of LINC providers required formal training.

Chart 3.5



N = 150

<sup>11</sup> The question was restricted to newly hired teachers in case any policy was enacted recently and previously hired teachers were still on staff.

***Class Size***

Pupil-teacher ratios (PTR) were also a topic of concern to some interviewees. Most service providers in the province (84%) did have a minimum PTR to start a LINC or ESL class. Private trainers were the least likely to have a minimum PTR (71%): over 80% of all other types of providers had a minimum PTR, ranging from 84% of community agencies to 91% of community colleges. Given that all private trainers and most community agencies were LINC-only providers, those offering only LINC were the least likely to require a minimum number of students per teacher. Still, 75% of LINC providers did have such minimum requirements.

Across all training providers with a minimum PTR, the mean minimum number of students per teacher was 13.5. Minimum PTR ranged from 1 (for one-on-one tutoring programs) to 25, but there was little variance in the means by type of provider or by LINC/non-LINC program – between 12 and 15 for all types.

***Curriculum***

The impression among experts in the field who were interviewed was that there was a lack of consistency in ESL curriculum across the province. “Beyond LINC level 3, nothing is standardized.” For example, Peel has four ESL levels, some areas of Toronto have 12. Several interviewees maintained that provincially standardized curriculum guidelines are needed to ensure portability to other programs and communities; others expressed concern about the standardization of ESL programs, however. In small communities with multilevel, continuous intake classes, the “nature of the class changes all the time” and a standardized program would be very hard to deliver.

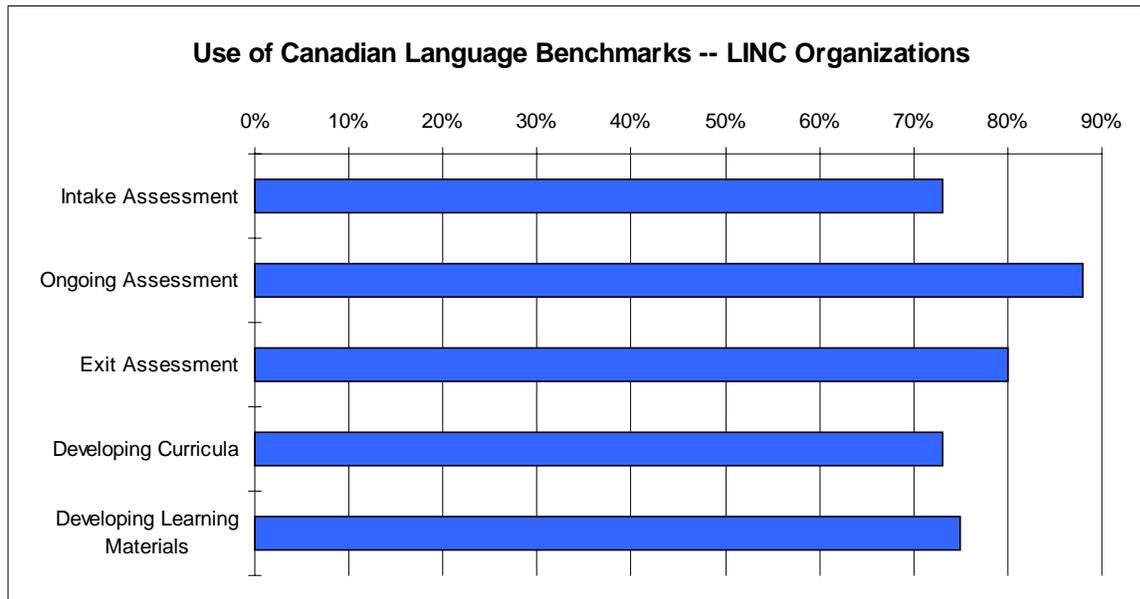
Perhaps belying the view that little is standardized, 87% of the service providers across the province said they use LINC Curriculum Guidelines. All LINC providers use LINC Curriculum Guidelines; so do 11% of ESL-only providers. School boards were least likely to use these guidelines (though 64% do use them), a reflection of the concentration of ESL-only providers in this category.

On the other hand, lending some credence to the view of little standardization, 74% of providers require their instructors to develop curriculum appropriate to the needs of their class; another 57% use internally developed guidelines; only 25% use guidelines developed by other service providers. Fewer than half the LINC providers use internally developed guidelines, compared to 68% of ESL-only providers.

### ***Canadian Language Benchmarks***

Use of the Canadian Language Benchmarks (CLB) is a big issue in the field of ESL. When asked about elements of a quality ESL program, experts almost invariably included “use of the Canadian Language Benchmarks.” Aptly summing up the predominant view: “CLB has the potential to usher in major improvements in the quality of ESL.” The use of CLB was raised with respect to intake and exit assessments, developing curricula, and developing learning materials. The next three graphs show the proportion of providers using the CLB. LINC providers tended to use the CLB far more than ESL providers.<sup>12</sup> The benchmarks were seldom used for ESL credit courses. Even organizations offering both LINC and ESL classes, used CLB for LINC far more than for ESL.

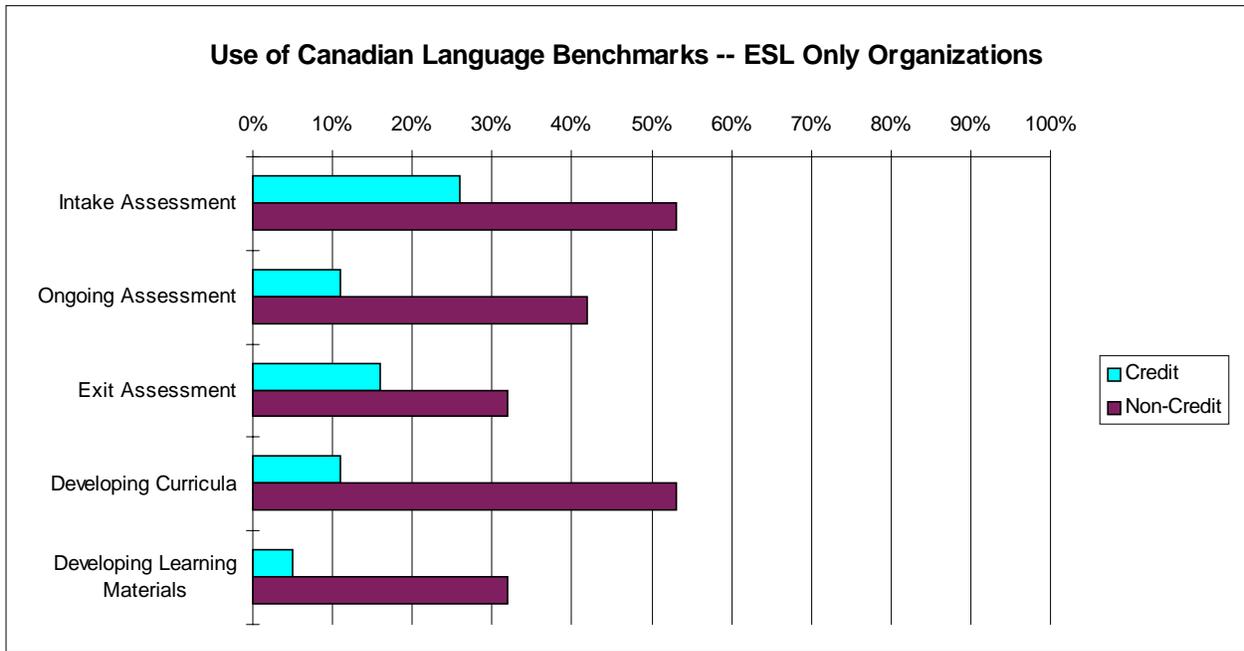
Chart 3.6



N = 59

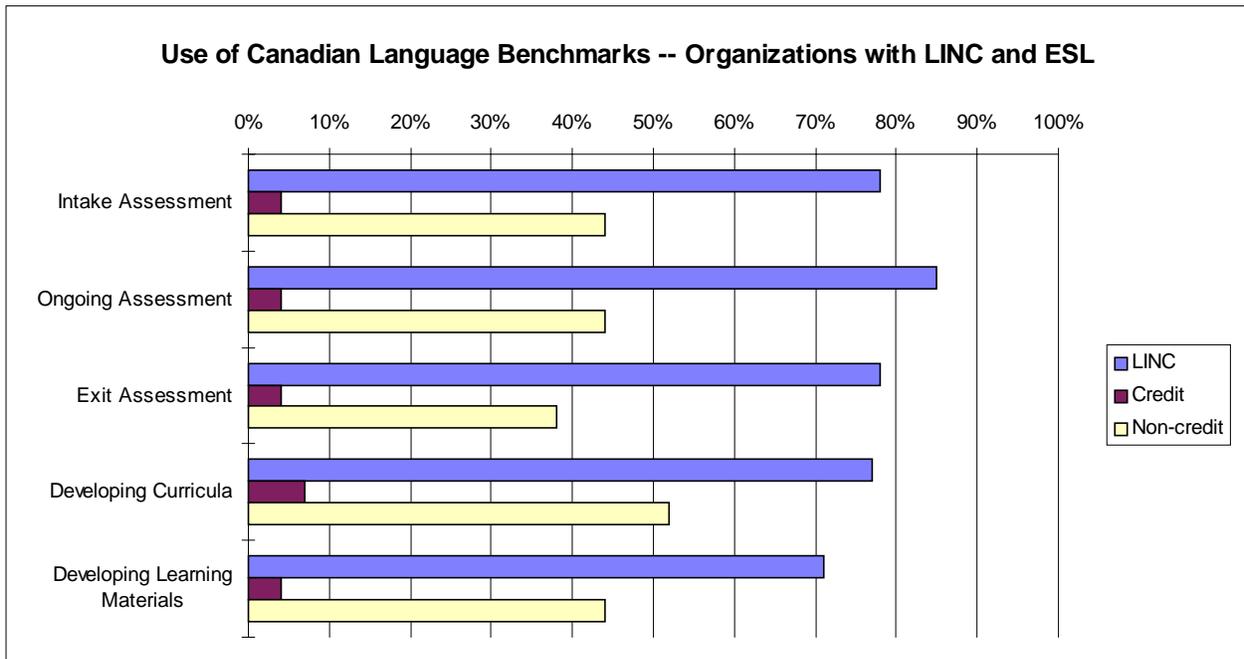
Chart 3.7

<sup>12</sup> Some LINC providers may have said they don't use CLB for intake assessment because this service is provided by the assessment centre.



N = 19

Chart 3.8



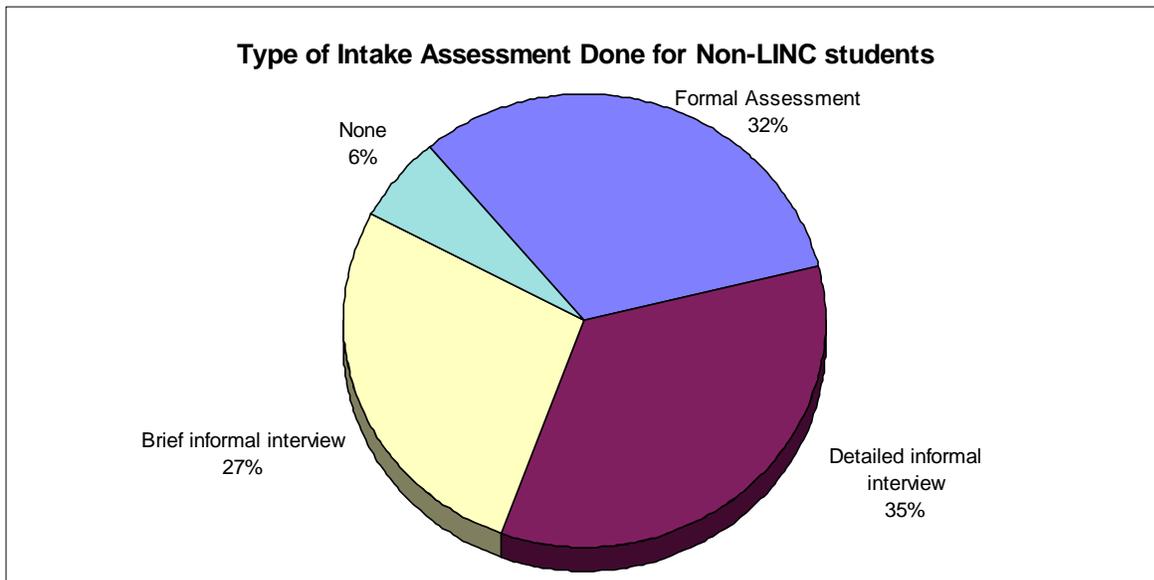
N = 73

### ***Intake Assessments***

The LINC program has standard intake assessment tests conducted by certified raters in assessment centres across the province. As we heard in the interviews and focus groups, however, there is no standardization in non-LINC programs. One administrator described the current ESL intake assessment as “a very brief, maybe two minute, assessment...more of a judgment... to determine level. Can they fill out the registration form and answer basic questions?” Based on that, the student is placed in a certain class, “but the individual will be moved if the instructor sees that they were placed in the wrong level.” Non-LINC students in the focus group had gone through a “very informal teacher assessment.”

Are such subjective intake assessments for non-LINC students typical across the province? The next graph suggests the answer is no. About two-thirds of the service providers offering ESL programs asserted they conduct either formal assessments with standardized tests or detailed informal interviews. Almost all colleges (86%) that offer ESL conduct formal assessments, as do 33% of school boards and 18% of community agencies.

Chart 3.9



N = 99

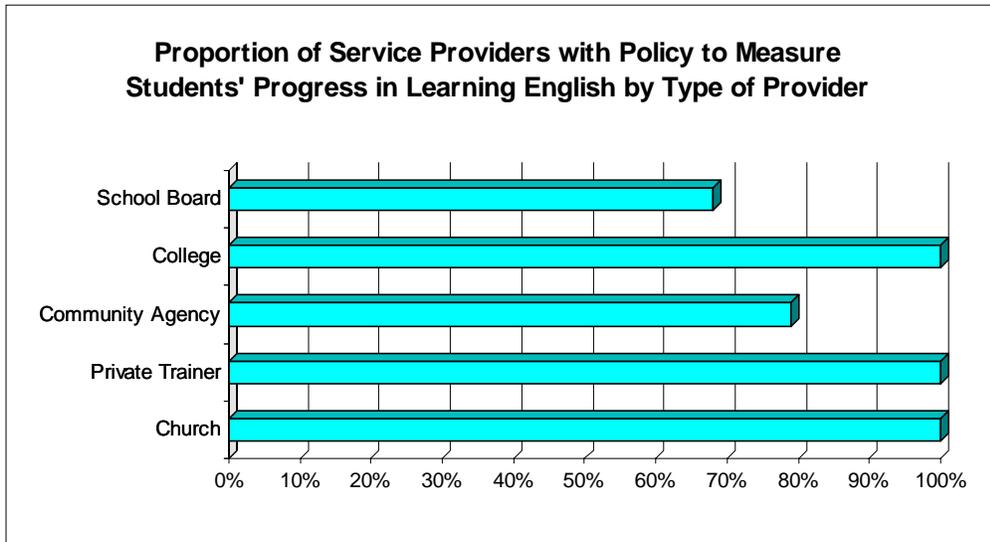
### ***Accountability Systems***

To identify key issues for study in the survey, we asked experts in ESL what are the most important current issues concerning ESL. Only one issue was raised by the majority of informants: accountability for delivery of quality ESL programs at a reasonable cost. Many interviewees called for a higher degree of accountability for providers, although “accountability” was construed differently across informants.

Private-sector providers were unreserved in calling for financial accountability from ESL language providers. They complained that their public sector counterparts have no quality control system and that they must pay more attention to how they are spending taxpayers’ money: Public service providers are not “monitored and suffer no repercussions for not meeting their goals” (i.e., if people are not learning to speak English). Public sector representatives agreed there should be more emphasis placed on accountability in terms of quality control within the classroom but worried about an overemphasis on financial accountability. It’s not “just the amount of money being spent... Don’t just look at the bottom line. (Look at) quality relative to cost.”

What is the state of quality control in Ontario’s ESL/LINC programs? To get at this, the questionnaire posed several questions related to ongoing assessment, performance indicators, outcome evaluation, and the monitoring system. Chart 3.10 reveals that most organizations (79%) do conduct some form of on-going assessment to measure and document the progress students have made in learning English; but the proportion varies somewhat by type of provider, with school boards being least the likely. About 85% of LINC providers conduct ongoing assessments as compared to 63% of ESL providers.

Chart 3.10



N = 150

Almost all organizations do some form of intake assessment, most perform on-going assessments; this was expected. But most (68%) said they follow up with former students to see if their ESL programs have accomplished their objectives. This was certainly not expected and raises the question of just what providers consider as follow up. Several wrote “informal” or “very informal” next to the question in the questionnaire. We suspect that most follow up is of a very informal nature.

Also related to accountability is the issue of performance measurement. It turns out that about 55% of the organizations have performance indicators or written standards in place to ensure quality ESL program delivery. Three-quarters of those that do provided a list of the measures and some were lengthy and specific, but others were quite vague (e.g., “goals objectives,” “internal information”). By type of organization, all seven private LINC trainers and 91% of colleges had performance measures, versus around 57% of school boards and 45% of community agencies. There was no difference by LINC/ESL.

Performance standards are less effective if not communicated to staff. Those organizations with performance indicators were asked if they had been communicated to instructors. All but one organization had done so.

What kinds of information are tracked? Do the current monitoring systems make financial accountability possible? Do they make quality control possible? To address these questions, the

questionnaire asked administrators how they calculate/report costs and what information their system tracks on each student. The results are tabulated below.

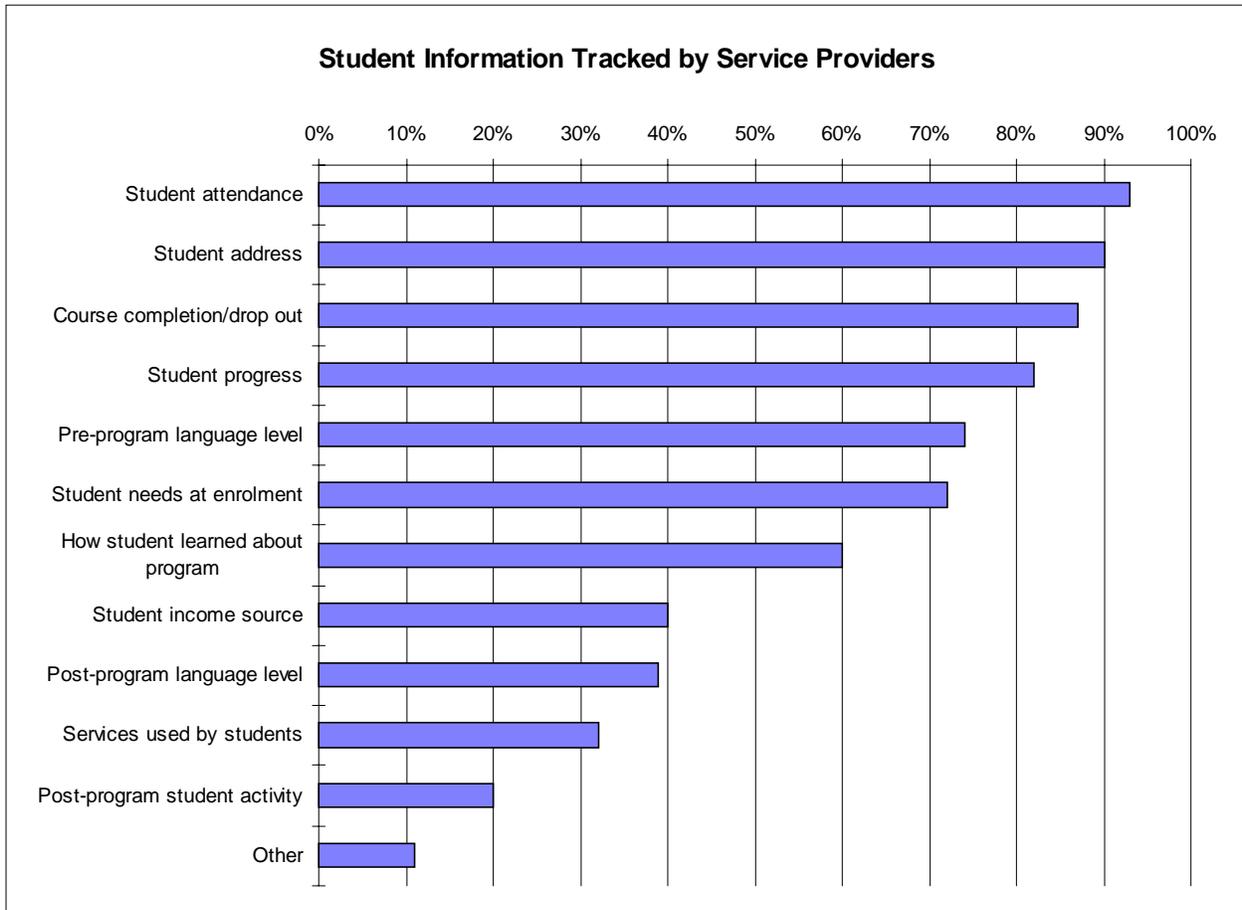
About 9 in 10 LINC providers and 7 in 10 ESL providers used at least one method of calculating or reporting program costs. LINC programs tended to calculate and/or report costs per month by budget line item.

Table 3.1 How Trainers Calculate/Report their Costs by Program

	<b>LINC</b>	<b>ESL</b>	<b>Both</b>
Per student hour	27.8%	38.5%	46.9%
Per instructional hour	22.2	30.8	32.8
Per month by budget line item	83.3	23.1	82.8
Other	1.9	30.8	7.8
None	8.5	31.5	12.3
N	59	19	73

The next graph presents the proportion of service providers monitoring data on individual students. Almost all providers track student attendance and record student address. The large majority monitor course completion or drop out, student progress and pre-program language level. At the other extreme, few providers monitor post-program student activity (raising further doubts about the type of follow-up done by most providers).

Chart 3.11



N = 151

Private trainers tended to do the most monitoring of student information, school boards the least (Table 3.2). Because ESL providers were generally school boards, they tend to do less monitoring than LINC providers. Providers offering both LINC and ESL tended to track the most information.

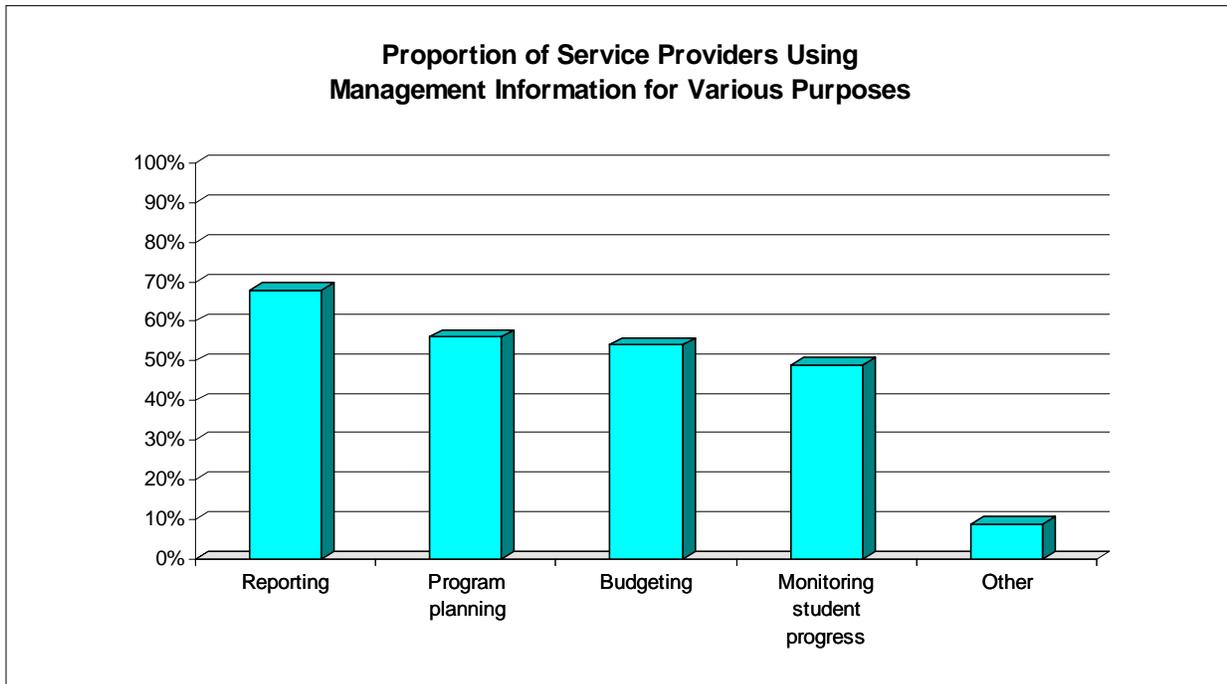
**Table 3.2** Proportion of Providers Keeping Different Types of Student Information

	<b>School Board</b>	<b>College</b>	<b>Community Agency</b>	<b>Private Trainer</b>
Student needs at enrolment	59.1%	36.4%	82.6%	57.1%
How student learned about program	47.7	63.6	64.0	71.4
Student attendance	88.6	100.0	94.2	100.0
Student address	88.6	100.0	88.4	100.0
Student income source	15.9	54.5	51.2	57.1
Pre-program language level	61.4	81.8	76.7	85.7
Services used by students	13.6	27.3	41.9	28.6
Student progress	75.0	100.0	81.4	100.0
Student completion/drop out	75.0	100.0	89.5	100.0
Post-program language level	38.6	63.6	34.9	57.1
Post-program student activity	9.1	18.2	23.3	57.1
N	44	11	86	7

Because even rudimentary monitoring systems could be denominated a “management information system,” respondents were asked to distinguish computerized from paper systems. Just under half the organizations (49%) had computerized systems. Seldom were credit ESL monitoring systems computerized (9%); the rate was somewhat higher for non-credit systems (21%); 36% of LINC systems were computerized. Only three organizations had a computerized monitoring system that covered all three programs. Community organizations were least likely to have a computerized monitoring system (only 43% had one).

Finally, because management information is only valuable to the extent it is used, we asked how the information is used and communicated by the organization. One-quarter don’t seem to use or communicate the information for any purpose: only two of these organizations had computerized systems, so it is likely they simply keep the information in individual student files. Of those organizations that do use the information, two-thirds used it for reporting, somewhat over half for program planning and budgeting (Chart 3.12). About half used it for all four purposes. Another 9% used it for the first three purposes.

Chart 3.12



N = 151

### ***Student Supports***

Access to support services was a concern for many students attending the focus groups. It is well known that most LINC providers offer such services as child care and transportation, and that non-LINC programs seldom do. But what other services are provided to ESL students by the organization? Virtually all offer information about the community, about three-quarters offer settlement help; 69% offer personal counselling. Career counselling and job search help are less common, but are still provided by more than half the trainers. ESL-only providers were substantially less likely than their counterparts to provide help with finding a job, or settlement services. There were large differences by type of provider (Table 3.3). Colleges were most apt to offer counselling and community agencies were most likely to provide settlement services and help with finding a job. Private trainers offered less counselling and settlement services than school boards or community agencies, but were more likely to provide help with finding a job than were school boards.

Table 3.3 Proportion of Programs Providing Services to ESL/LINC Students

Service	School Board	College	Community Agency	Private Trainer	All Providers
Career counselling	46.5%	90.9%	60.0%	42.9%	57.5%

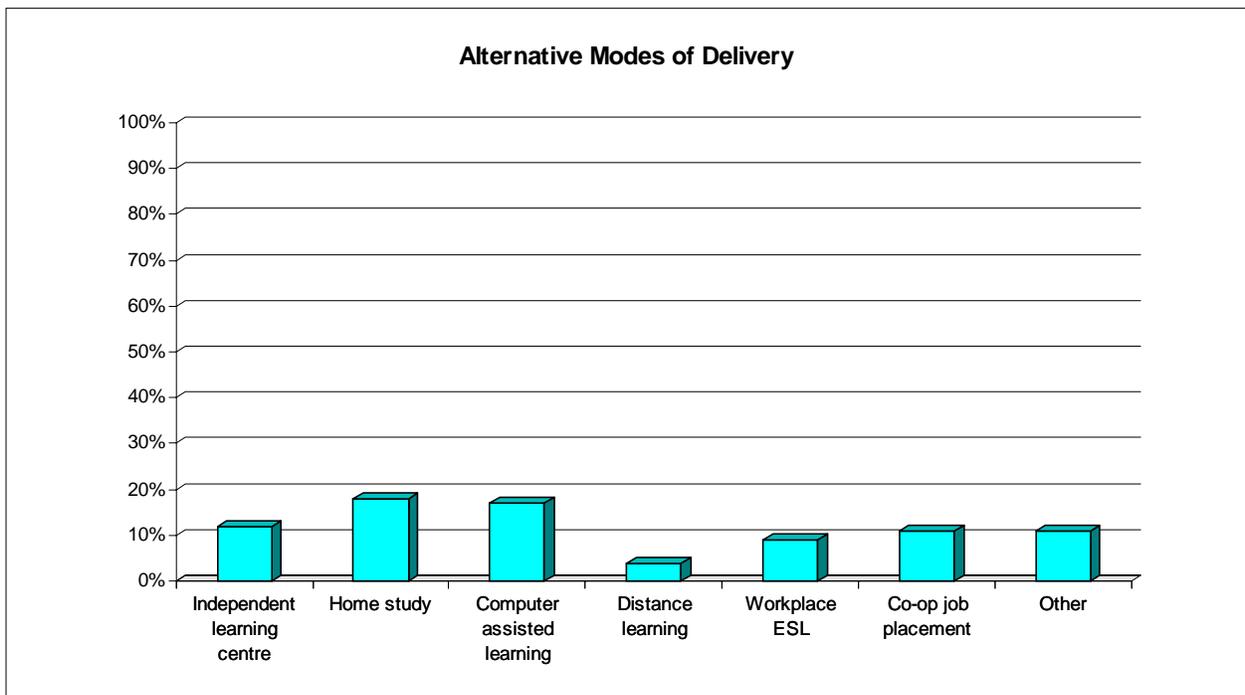
Personal counselling	55.8	90.9	75.3	42.9	69.2
Help with finding a job	39.5	54.5	69.4	57.1	58.9
Information about the community	100.0	100.0	98.8	100.0	99.3
Settlement services	58.1	36.4	85.9	42.9	71.9

N = 146

### ***Alternative Modes of Delivery***

Of considerable interest to MET are “alternative modes of delivery.” That is, besides the standard classroom model, are there other models used to teach ESL, or are other models needed? A clear conclusion from the results is that alternative modes of delivery are not at all common (Chart 3.13).

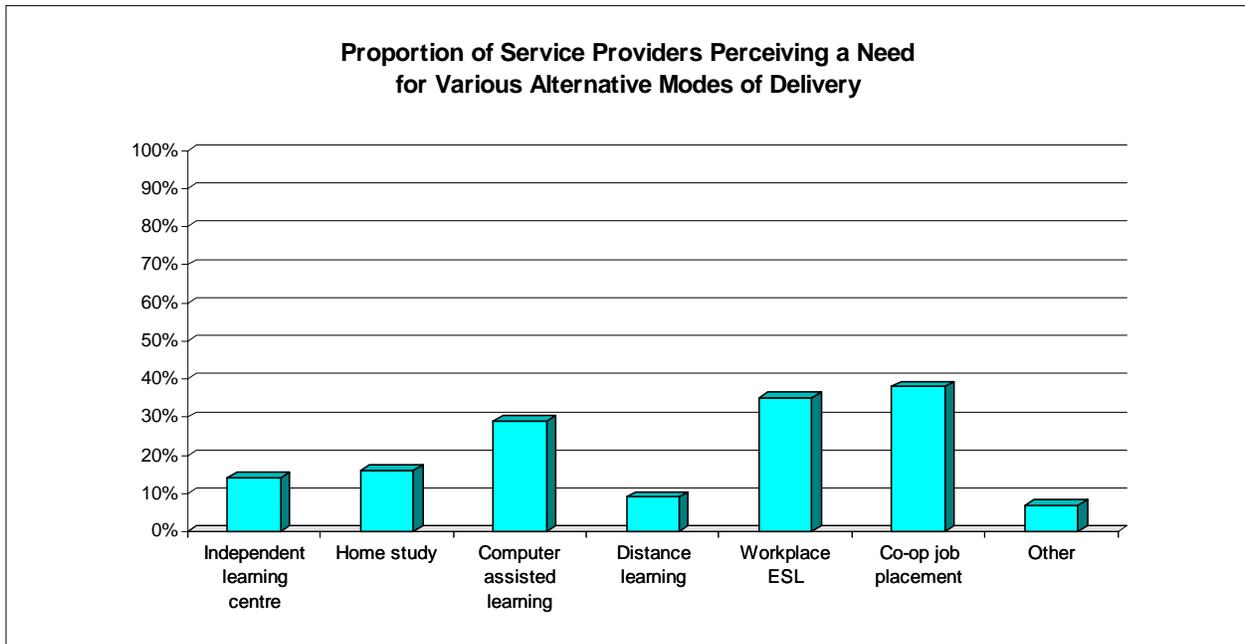
Chart 3.13



N = 151

But availability and need are different. Chart 3.14 shows that many administrators (just under 40%) perceived a demand for co-op placement and workplace ESL. Another 29% believed there is a need for computer-assisted learning.

Chart 3.14



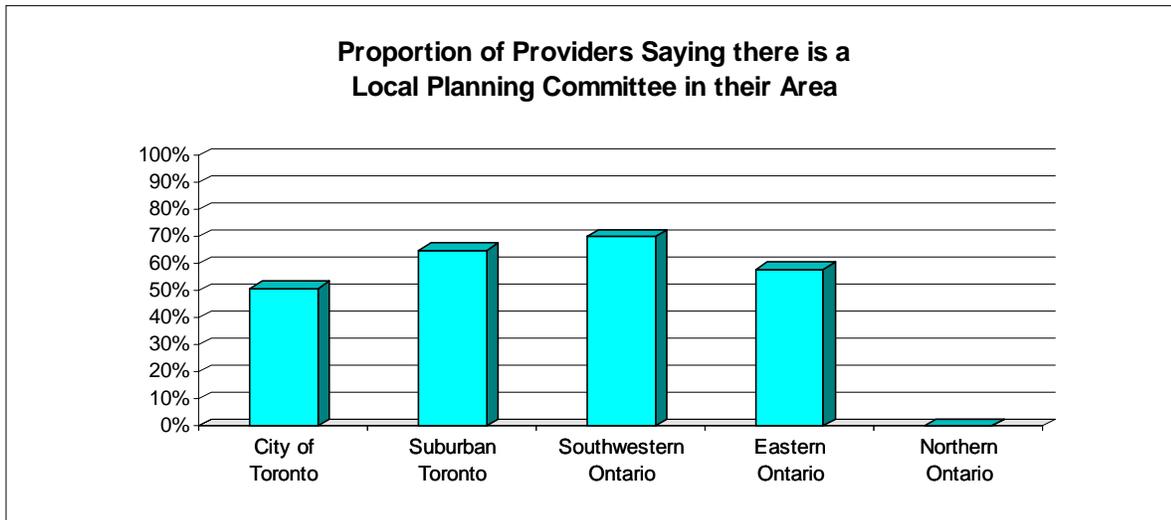
N = 151

### ***Local Planning Process***

Recent years have seen a proliferation of ESL programs and service providers. “Community planning is essential to ensure the delivery of services at the appropriate level, to reduce gaps and overlaps,” as one ESL expert attested. Another added, “The community planning process for language training has been dismal.”

Respondents were first asked whether there is a local or regional planning process to coordinate the delivery of LINC/ESL programs across sectors (school boards, colleges, community). About 58% said there was. This differed somewhat by area of the province (Chart 3.15). There were none in the north, probably because there are too few providers in any one community to make a planning committee desirable. In Toronto, where one could argue the need is greatest, only half the respondents knew of a local planning process.

Chart 3.15



N = 148

Those who said there was a local planning committee were asked to specify its roles. Almost all played an information sharing role, but only 42% had a quality assurance role. There were considerable differences across regions, as the Table 3.4 reveals. The Toronto committees had the most restricted roles.

Table 3.4 Proportion of Local Planning Bodies Providing Services by Area

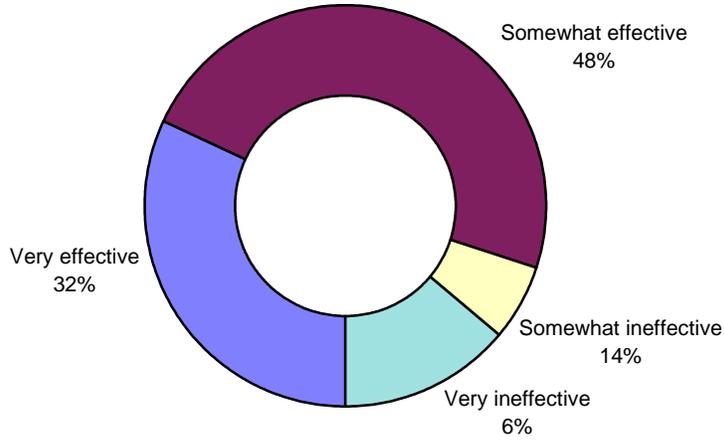
	City of Toronto	Suburban Toronto	Southwestern Ontario	Eastern Ontario	Ontario
Provide advice to service providers	55.6%	80.8%	78.9%	57.1%	68.6%
Coordination of activities	55.6	84.6	68.4	50.0	66.3
Information sharing	96.3	96.2	100.0	100.0	97.7
Planning	40.7	88.5	68.4	50.0	62.8
Quality assurance	29.6	53.8	47.4	35.7	41.9

N = 86

To see if the community planning process is widely perceived as “dismal,” respondents were also asked to rate the effectiveness of the committee in terms of providing coordinated, accessible ESL programming to the community. Ontario’s service providers seemed pleased overall with their local planning bodies, with 80% saying they were very or somewhat effective (Chart 3.16). Only 6% believed the committees were very ineffective. Those asserting the local committee was ineffective bemoaned its lack of decision-making power, or competing interests of members.

Chart 3.16

**Perceived Effectiveness of Local Planning Committee**



N = 85

**Statistical Data on Current ESL/LINC Programs**

The chief purpose of this section is to statistically describe existing LINC and non-LINC ESL programs in Ontario.

The next table shows program information during mid-October, 1998 for all providers serving adult immigrants in Ontario that were included in the survey. The total number of adult LINC/ESL students in Ontario was approximately 65,474: of these, 48% were non-credit ESL learners, 21% were LINC learners, 21% were in a program that blended LINC and ESL (though not necessarily in the same class), and 10% were credit ESL students. There were 2,532 instructors teaching a total of 3,581 classes. Over 90% of the classes featured continuous intake.

Table 3.5 Basic Program Information for Ontario’s Adult Immigrant LINC/ESL Programs -- Totals

PROGRAM INFORMATION	LINC	ADULT ESL		BLENDED (LINC & NON-LINC)
		CREDIT	NON-CREDIT	

Number of classes (full and part-time)				
With continuous intake	814	325	1,436	667
With admission at a specific time	50	102	184	3
Number of registered students	13,426	6,506	31,612	13,930
Number of individual instructors	810	156	933	633
Number of program supervisors/ lead instructors/coordinators	167	40	90	41
Total hours of instruction	12,063	733	9,532	7,399

\* Note: Excludes non-respondents to survey and university and private sector non-LINC providers who teach adult immigrants.

Table 3.6 shows the estimated costs associated with delivering ESL/LINC for the most recently completed school year. ***It is important to note that costs for credit and non-credit ESL are seriously underestimated because a sizable proportion of organizations simply did not know these costs*** (which points to the need for augmenting financial accountability). “We don’t do a breakdown like this for our program; we are part of a larger organization...” “Not a stand-alone budget; included as part of Continuing Education.” Several community agencies offering ESL in association with a school board said most of their costs (i.e., teachers salaries and benefits) were covered by a school board and they had no records of those costs. Other administrators noted in the margins that the ESL program uses school board facilities, but does not pay for them (although some questioned how long this policy would continue). Finally, a few administrators refused to provide the financial data, maintaining it was confidential. In summary, the overall figures on the ESL side of the ledger may be of dubious value for planning purposes.

Table 3.6 Expenditures Related to LINC/ESL in Most Recent School Year -- Totals

COSTS	LINC	ADULT ESL		BLENDED (LINC & NON-LINC)
		CREDIT*	NON-CREDIT*	
Instructor salaries and benefits	\$15,892,704	\$305,580	\$9,336,054	\$6,993,925

Administrator and support staff salaries and benefits	\$4,668,008	\$130,394	\$1,683,236	\$842,402
Program support salaries and benefits	\$1,600,712	\$1,000	\$837,947	\$100,867
Facilities (rent)	\$4,487,904	\$9,049	\$674,709	\$410,742
CAPITAL EXPENSES (e.g., Computers, furniture)	\$252,415	\$500	\$306,035	\$88,846
Utilities/phones/faxes	\$361,112	\$1,635	\$177,207	\$24,195
Learning materials & resources	\$492,492	\$1,726	\$296,140	\$114,490
CONSUMABLE ITEMS (e.g., Paper, chalk, pens, transparencies)	\$396,074	\$2,986	\$157,353	\$49,864
Photocopying	\$336,110	\$2,479	\$124,850	\$42,780
STUDENT SUPPORTS (e.g., Child care, transportation, counsellors, outreach workers and salaries)	\$7,356,146	\$1,435	\$383,085	\$1,039,028
Other administrative costs	\$1,342,886	\$65,306	\$399,478	\$152,055
Costs not itemized	\$6,007,648	\$0	\$0	\$0
<b>TOTAL COSTS</b>	<b>\$43,194,211</b>	<b>\$522,090</b>	<b>\$14,376,093</b>	<b>\$9,859,194</b>

\* Underestimated since many ESL providers did not know some or all of these costs.

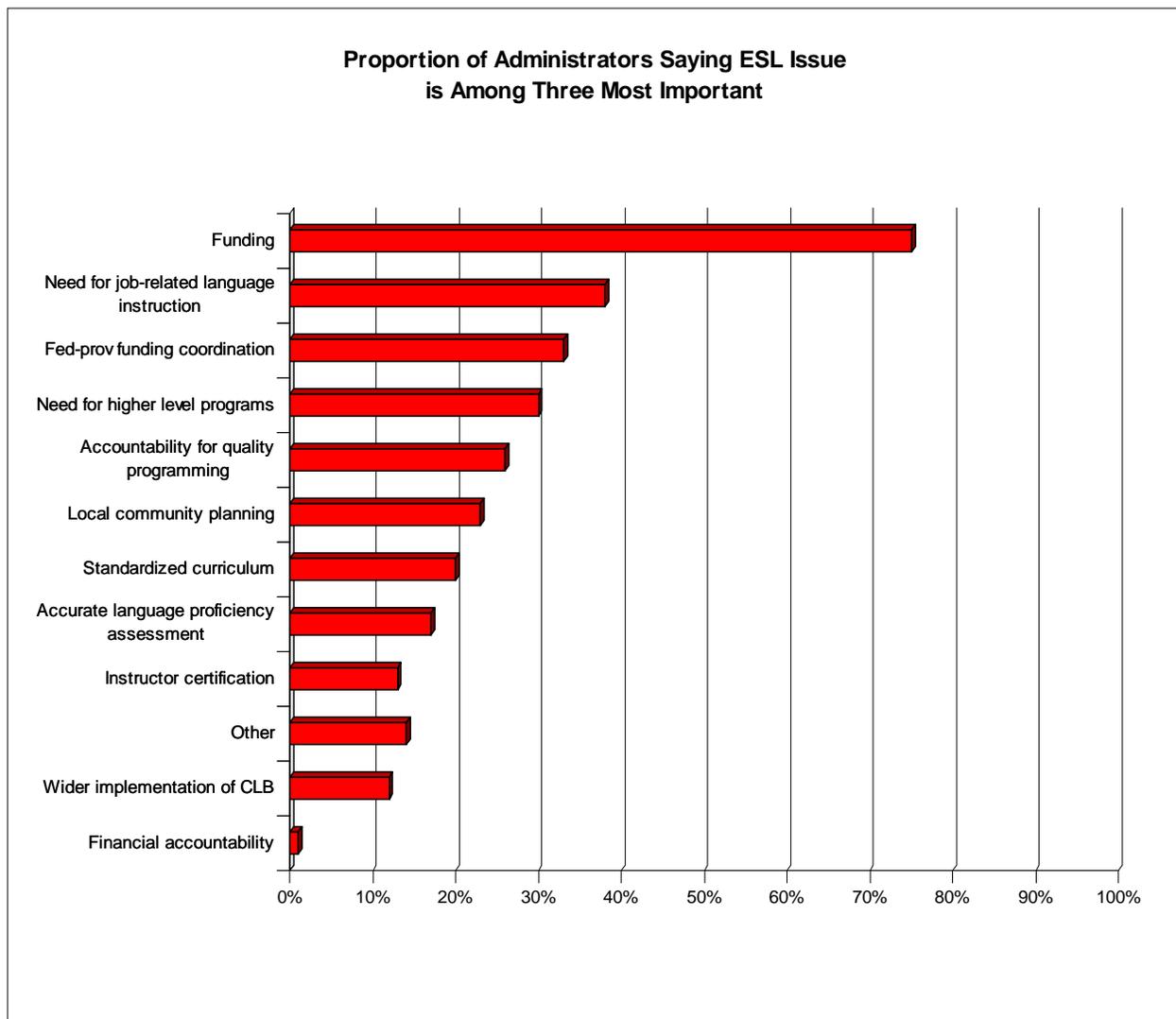
A small minority (1%) of non-LINC service providers offer French as a Second Language services.

### ***Administrator Opinions***

We thought it worthwhile to take advantage of the administrator questionnaire to get a valuable field-level perspective on the most important issues in the area of ESL. Knowledge of the issues senior ESL administrators identify as important may help decision-makers anticipate suitable policies required to address the issues.

It is no revelation that administrators would consider funding the major ESL issue: almost three-quarters of the respondents made funding one of the three issues they selected as most important (Chart 3.17). A distant second was the need for job-related language instruction. Coordination between federal and provincial funding, higher level programs and accountability for quality programming were the only other issues chosen by over a quarter of the administrators.

Chart 3.17



N = 138

## Chapter 4 – Ontario’s ESL Classes

A key part of the study was obtaining accurate data on adult immigrant LINC/ESL classes in Ontario. Teachers were asked to complete a “class information form” for every class they were teaching at the time of the survey.<sup>13</sup> This chapter presents results from the form, including enrolment dynamics, class level, class schedules, class focus, teaching materials used, and methods of assessment used.

### *Dynamics of Enrolment*

Table 4.1 shows the mean numbers of students during the week of October 11, 1998.<sup>14</sup>

Table 4.1 Enrolment Dynamics

	MEAN NUMBER OF STUDENTS
At the start of the term	16.6
Enrolled <i>after</i> the start of the term	6.9
Dropped out before completion	2.5
Transferred to other levels	1.3
Current students (week of October 11 <sup>th</sup> )	19.7

N = 1868

The picture differs somewhat by type of service provider, area and program. As Table 4.2 divulges, colleges had the largest class sizes on average, churches the smallest.

<sup>13</sup> Many teachers with multiple classes only completed one class information form. To ensure the results were representative of all LINC/ESL classes during mid-October, we only used the data if the class was selected at random. We were able to determine this because teachers with more than one class were asked to select one at random for the purposes of the administering the learner survey. The last question on the form asked whether the data applied to the class used for the learner survey. If teachers returned forms for all their classes, we kept all the data. If they returned fewer forms than they had classes, we discarded data from classes that were not selected at random. Data in this chapter are weighted by the number of classes taught (where teachers didn’t return all forms and we took a random selection) and to correct for random selection of teachers at large school boards.

<sup>14</sup> We had intended to show total number of students as well, but about a third of the class information forms had incorrect data: that is the number of students at the start of the term plus the number enrolled after the start minus drop outs minus transfers did not equal the number of current students. We dropped these cases for the analysis of enrolment dynamics.

**Table 4.2** Enrolment Dynamics by Type of Service Provider (figures are means)

<b>TOTAL STUDENTS</b>	<b>School Boards</b>	<b>Colleges</b>	<b>Community Agencies</b>	<b>Private Trainers</b>	<b>Church</b>	<b>Statistical Significance*</b>
At the start of the term	17.1	19.7	15.2	12.3	10.3	p < .001
Enrolled after the start of the term	7.7	4.2	4.4	5.7	2.2	p < .001
Dropped out before completion	2.7	1.5	2.0	1.7	0.2	p < .001
Transferred to other levels	1.3	1.1	0.9	1.6	0.4	p < .003
Current students	20.8	21.4	16.7	14.7	12.0	p < .001

N = 1613

\* ANOVA F-test with df = 4/1612.

ESL-only classes were somewhat larger on average than LINC classes: they started off with more students and added more after the start of the term.

**Table 4.3** Enrolment Dynamics by Program

<b>TOTAL STUDENTS</b>	<b>LINC</b>	<b>ESL</b>	<b>Blended</b>	<b>Statistical Significance*</b>
At the start of the term	14.8	17.7	13.1	p < .001
Enrolled after the start of the term	6.1	7.7	6.0	p < .001
Dropped out before completion	2.2	2.7	1.7	p < .001
Transferred to other levels	1.1	1.4	1.1	p > .05
Current students	17.7	21.2	16.2	p < .001

N = 1795

\* ANOVA F-test with df = 4/1794.

As compared to the other regions, the City of Toronto started the term with the most students on average, and added the second most after the start of the term. Even after a slightly higher dropout rate and transfer rate than average, the City of Toronto had the largest mean class size during the target week in mid October.

**Table 4.4** Enrolment Dynamics by Area

<b>TOTAL STUDENTS</b>	<b>City of</b>	<b>Suburban</b>	<b>Southwestern</b>	<b>Eastern</b>	<b>Northern</b>	<b>Statistical</b>
-----------------------	----------------	-----------------	---------------------	----------------	-----------------	--------------------

	Toronto	Toronto	Ontario	Ontario	Ontario	Significance*
At the start of the term	18.3	16.4	14.1	14.9	8.2	p < .001
Enrolled after the start of the term	7.2	5.3	6.5	8.9	4.2	p < .001
Dropped out before completion	2.8	2.4	1.4	2.8	0.4	p < .001
Transferred to other levels	1.3	1.0	0.9	1.5	0.4	p < .001
Current students	21.3	18.3	18.3	19.4	11.6	p < .001

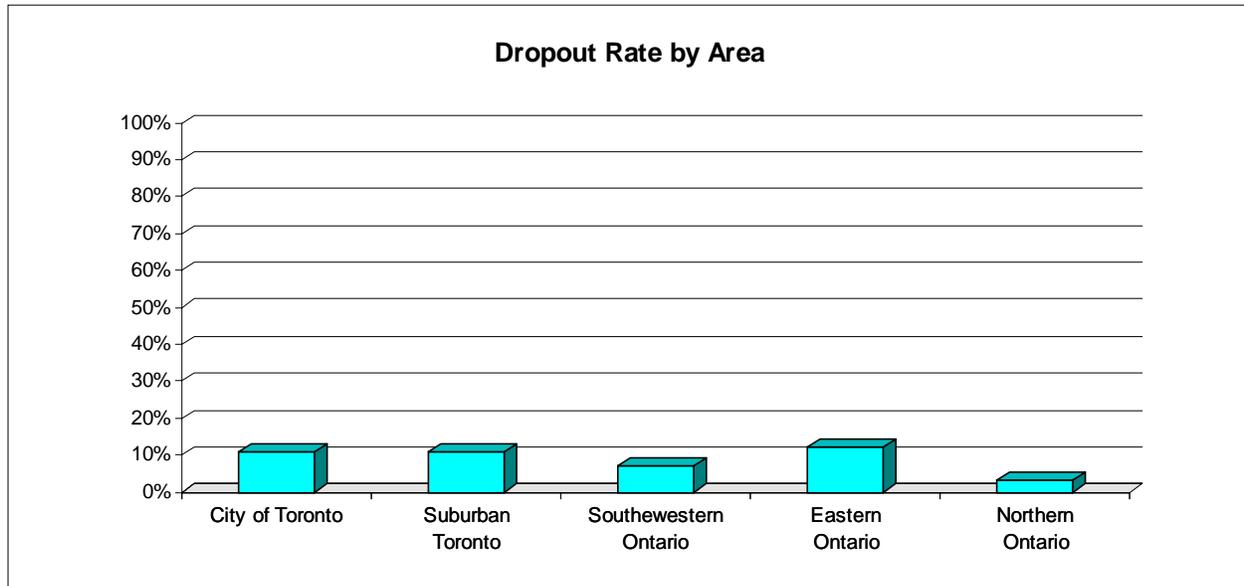
N = 1612

\* ANOVA F-test with df = 4/1607.

Dividing the number of drop outs by the total number of students enrolled (sum of first two rows) yields the dropout rate. The dropout rate for these classes was 10.5%. This will be an underestimate of the final dropout rate, since the term was only part way through in most programs at the time of the survey. There was little difference by program (although it did reach statistical significance): the LINC program had a 10.5% dropout rate, compared to 10.8% for ESL, and 8.8% for mixed classes. Most types of providers experienced a drop-out rate hovering around 10%, although colleges had a 7% rate and churches had a 1% rate<sup>15</sup>. There were more substantial differences by area, with the Toronto area and eastern Ontario showing the highest rates (Chart 4.1). This may be because there are many more opportunities available for newcomers in the Toronto and Ottawa areas, such as other providers, different training options, jobs and so on.

<sup>15</sup> Note there were only 12 cases for churches, even after weighting.

Chart 4.1



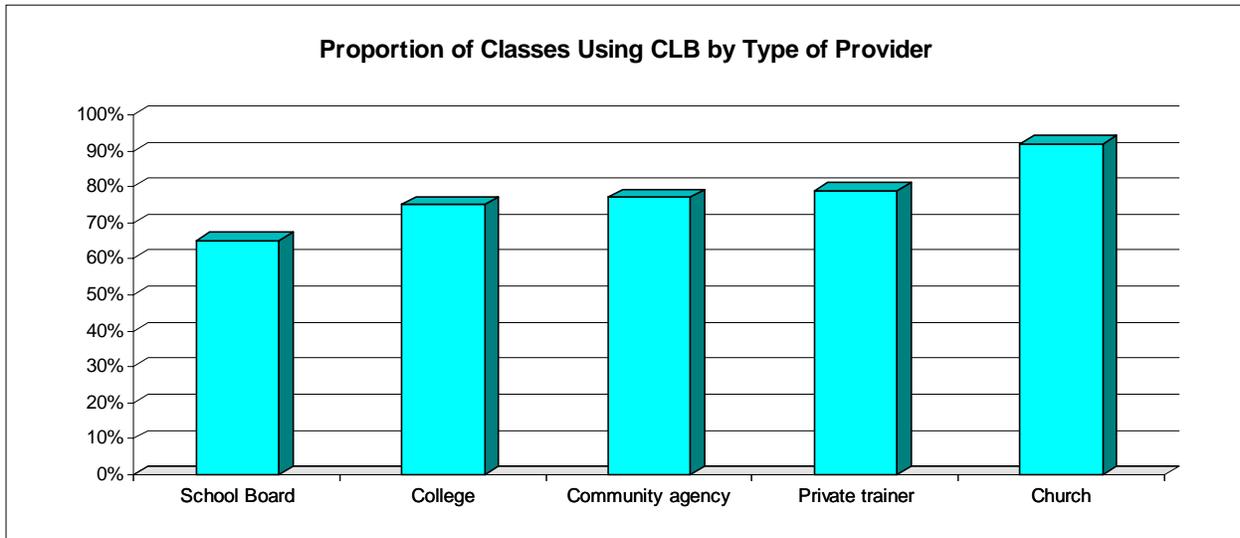
N = 1612

\* Data based on current classes during the week of Oct 11, 1998

### ***Canadian Language Benchmarks***

During the key informant interviews, the prevailing view was that CLB should be used across the province. Unfortunately, according to one informant, because few teachers have been trained in the use of CLB, most teachers don't use them, or use them inappropriately. Survey results did not corroborate the view that teachers don't use them: 70% of classes held during the target week used CLB. In line with the finding presented in Chapter 3 that LINC organizations use CLB much more than do ESL-only organizations, 88% of LINC classes were using the CLB versus 59% of ESL classes, and 76% of blended classes ( $\chi^2 = 235.7$ ,  $df=2$ ,  $p<.001$ ). Accordingly (since 90% of ESL-only classes are offered by boards), school boards were the least likely type of service provider to use the CLB (Chart 4.2). There was no significant difference by region.

Chart 4.2



N = 2305

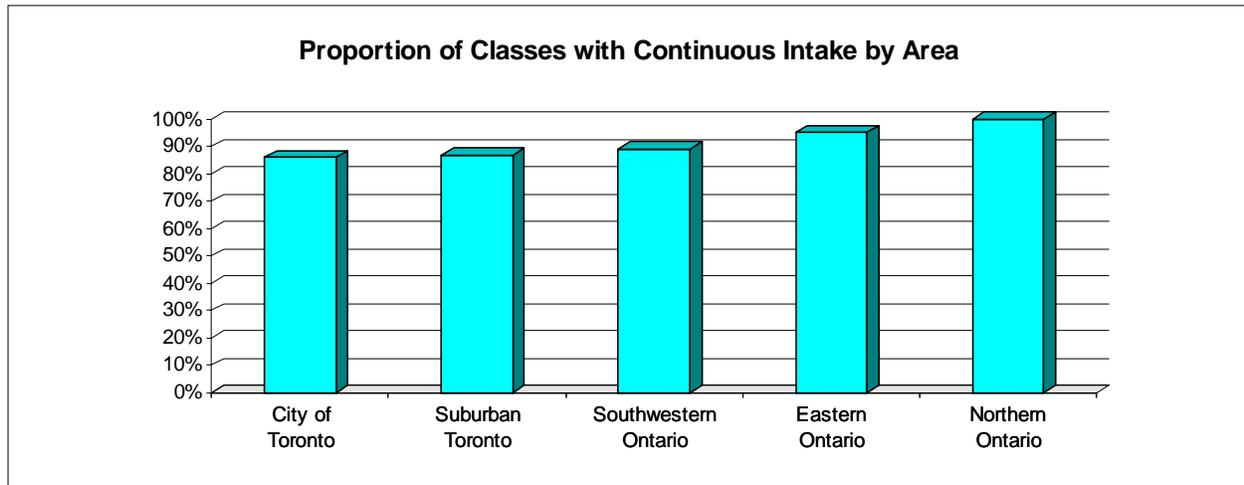
 $(\chi^2 = 34.7, df=4, p<.001)$ 

### ***Continuous Intake***

Most teachers (89%) said that continuous intake was the policy for their class. About 45% of the teachers of classes with continuous intake said it had an effect on the progress of other students. As one teacher in the focus group put it: “There are two weeks to the end of the term, and I got three brand new students yesterday... Okay, I have to teach something and there is no way they can cope with what we are doing, we are rewinding, we are trying to go back to what we covered since April. So there’s no way you can expect them to just pop in and do what you’re doing.” Some teachers use volunteers to help out. Other use students to help newer colleagues. But, in general, teachers just have to “cope.” They realize that continuous intake is a fact of life, something unavoidable to make programs viable in many communities. They were actually less concerned about this issue than the issue of multilevel classes, or the combination of multilevel and continuous intake.

The proportion of classes with continuous intake differed significantly by type of service provider and program. All church and private trainer classes featured continuous intake, as did seven of every eight classes run by school boards and community agencies; but only 57% of college classes had continuous intake ( $\chi^2 = 63.1, df=4, p<.001$ ). LINC providers were more likely ( $\chi^2 = 50.8, df=2, p<.001$ ) to have it (95%) than ESL providers (85%). All Northern Ontario classes featured continuous intake, not surprising given the small number of newcomers in the region; but 86% of Toronto area classes also had it despite the large number of newcomers there (Chart 4.3).

Chart 4.3



$(\chi^2 = 19.4, df=4, p<.001)$

Under half the classes (45%) without continuous intake had a waiting list.

### ***Class Level***

Table 4.5 presents class level. The bottom row shows the total number of classes during the week of October 11 by region.<sup>16</sup> Entries in the bottom row are less than the sums of the columns because of multilevel classes and blended classes. The only other interesting finding from the table is that classes are not focused on low or high level students, rather all levels are well represented.

<sup>16</sup> Total number of classes shown in Table 4.5 is about 62% of the total number shown in the administrator survey. This mainly reflects non-response.

Table 4.5 Number of Classes by Level and Area

PROGRAM	City of Toronto	Suburban Toronto	Southwestern Ontario	Eastern Ontario	Northern Ontario	Ontario
LINC 1	140	65	54	43	3	305
LINC 2	186	65	55	54	4	364
LINC 3	139	74	48	44	3	305
LINC 3+	143	64	30	33	2	272
ESL Credit						
ESL Literacy	0	1	0	0	0	1
Beginner	3	6	0	2	0	11
Intermediate	35	7	1	10	0	53
Advanced	29	11	3	7	0	50
ESL Non-Credit						
ESL Literacy	49	41	30	24	2	146
Beginner	224	121	62	65	5	477
Intermediate	184	197	81	93	5	560
Advanced	139	105	44	61	4	353
<b>TOTAL CLASSES*</b>	<b>1071</b>	<b>557</b>	<b>287</b>	<b>298</b>	<b>12</b>	<b>2225</b>

\* Sums of columns exceed totals (bottom row) because of blended and multilevel classes.

### ***Multilevel Classes***

When teachers in the focus groups were asked about what characterizes a good quality ESL class the first element mentioned was a homogeneous level of students within one classroom. “I think it’s very difficult to ask a teacher to teach a class when there’s three levels in the classroom.” Multilevel classes, though, are prevalent – 23% of all classes in mid October – and they are very difficult to teach according to the teachers in the focus group. “I think it’s the hardest thing I’ve ever done in my life, you know, prepare a lesson plan, trying to address the needs of all three ... levels.” “It is very difficult for the students and teachers, like one is working on page 10, the other is working on page 100.”

Not only do many classes have multiple levels of students, a small number (3%) combine LINC and ESL students. Even the classes with exclusively LINC students often had multiple LINC levels within the class (16%). This compares to 23% of ESL-only classes.

Teachers using the CLB were asked to indicate what benchmark levels were represented in their class for the basic skill areas. Results are exhibited in Table 4.6. Most of the classes are at level 4 or

lower. If multilevel classes are defined as having different CLB levels within the same class, the incidence is much higher than 25%. Most classes using the benchmarks (72%) had different levels of students within the class.

Table 4.6 Proportion of Classes at Canadian Language Benchmark Levels by Basic Skill Areas

<b>BENCHMARK LEVEL</b>	<b>LISTENING/ SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
1	23.4%	24.1%	25.8%
2	24.4	25.6	26.4
3	25.2	22.7	22.7
4	19.1	19.5	19.4
5	16.6	15.6	14.5
6	13.8	11.4	10.7
7	8.4	9.1	6.3
8	5.5	3.9	3.2
9	1.4	2.2	1.4
10	1.0	1.0	1.0

N = 2727

In sum, multilevel classes are common in adult ESL. How do teachers cope? “Sometimes you have to divide a class – within a class – to do group work” at appropriate levels. This calls for different lesson plans for the one class. “You are constantly sitting planning a few lessons for one class.” One way to handle this is to make use of volunteers, who can be working with one group while the teacher is working with another.

***Use of Volunteers***

As mentioned above, LINC/ESL teachers believe volunteers are valuable, especially in multilevel classes, and classes with continuous intake. Only 13% of the classes had volunteer help during mid-October, however. Classes with continuous intake tended to have more volunteer help than classes without it.

***Class Schedules***

Program sponsors were interested in knowing when, how often and how long the classes meet. Most classes (84%) met in the daytime, a proportion that varied little by type of provider (school boards and community agencies were somewhat more likely to offer evening classes than were their counterparts). There was more divergence by region, ranging from 79% day classes in suburban Toronto to 100% in Northern Ontario ( $\chi^2 = 91.5$ ,  $df=4$ ,  $p<.001$ ). Almost all (95%) LINC classes took place in the daytime, versus 78% of ESL classes ( $\chi^2 = 132.46$   $df=2$ ,  $p<.001$ ). The typical class met for 23 weeks and 15.1 hours per week.

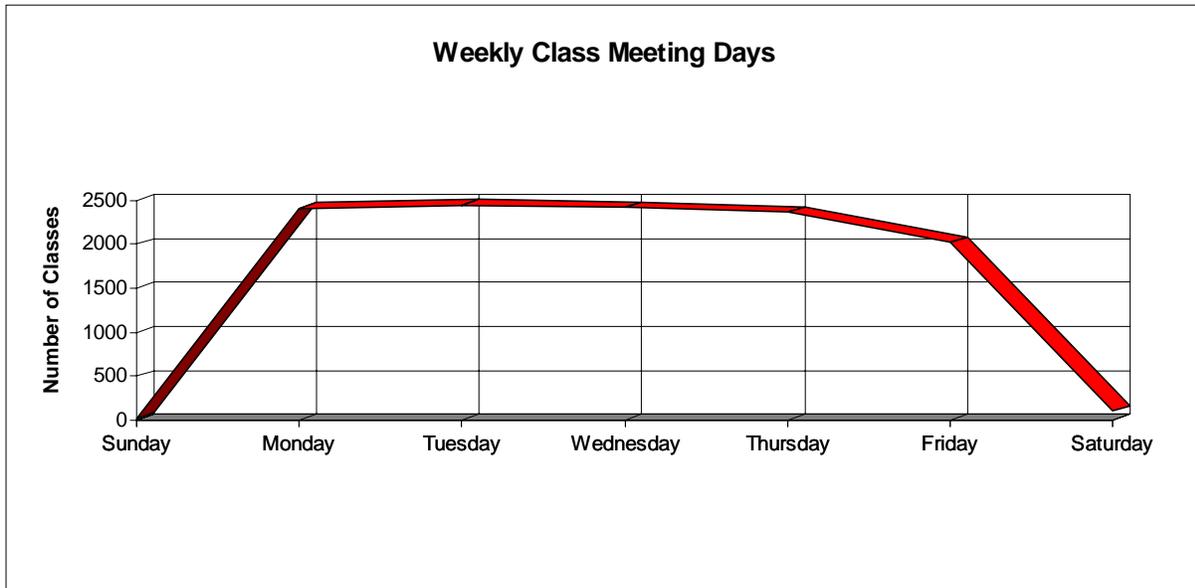
Table 4.7 shows the means by type of service provider, program and area. All differences were significant at the .01 level.

Table 4.7 Hours and Weeks Classes Met

	<b>Class met for an average of:</b>	
	<b>Hours</b>	<b>Weeks</b>
<b>Area</b>		
City of Toronto	17.7	22.1
Suburban Toronto	13.9	20.9
Southwestern Ontario	12.5	21.3
Eastern Ontario	14.6	21.8
Northern Ontario	16.8	36.9
<b>Type of Service Provider</b>		
School board	14.7	21.1
College	21.0	14.5
Community agency	17.7	23.9
Private trainer	21.6	28.5
Church	11.2	39.3
<b>Program</b>		
LINC	18.5	23.7
ESL	13.0	22.0
Credit	10.8	13.0
Non-credit	13.3	22.9
LINC & ESL	15.3	27.2

The next graph shows weekly class meeting days. As the graph suggests, the normal pattern is five weekday meetings per week: 69% of classes fit this pattern. Thus, it comes as no surprise to learn that classes met 4.3 times per week on average.

Chart 4.4



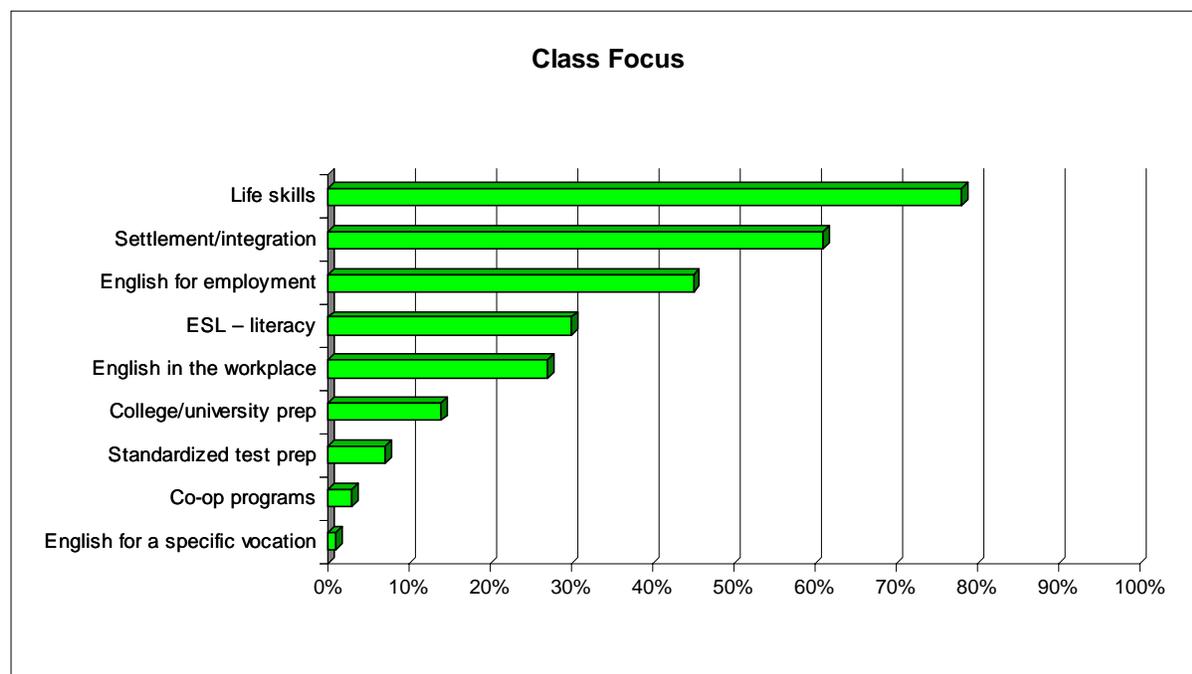
N = 2756

### ***Class Focus***

Another requirement of the Terms of Reference was to determine the focus of LINC/ESL classes in Ontario. As Chart 4.5 demonstrates, life skills were a part of nearly 80% of the classes that met during mid October, 1998. Settlement/integration was also a popular focus. Co-op programs and English for a specific vocation were in short supply, one reason why such classes were identified by administrators and teachers as needed. The typical class had 2.64 different foci.

The only noteworthy contrasts by program type were that LINC classes were much more likely to focus on settlement/integration (75%) than were ESL classes (53%), which is to be expected given LINC's mandate; and ESL classes were more likely to focus on college/ university preparation (17%) than were LINC classes (7%).

Chart 4.5



N = 2237

The next two tables show differences by region and type of service provider. The distribution of areas of focus is broadly similar across Ontario's regions. On the other hand, there are predictable differences by type of provider. College classes tended to have much different foci than did classes provided by the other language trainers: colleges were much less likely to centre on literacy, English for employment purposes and life skills, but much more likely to focus on college or university preparation.

Table 4.8 Class Focus – Proportion of Classes by Area

Class Focus	City of Toronto	Suburban Toronto	Southwestern Ontario	Eastern Ontario	Northern Ontario
ESL – literacy	28.1%	32.1%	33.1%	26.4%	58.3%
English for employment	46.0	45.3	39.2	46.6	41.7
English in the workplace	28.9	25.4	27.0	23.5	33.3
Settlement/integration	61.3	61.8	58.0	60.6	83.3
College/university prep	12.4	12.1	12.6	20.5	8.3
Standardized test prep	7.4	4.8	8.5	9.4	16.7
Life skills	75.7	84.0	79.2	75.6	91.7
Co-op programs	2.3	1.9	2.4	4.9	0.0
English for a specific vocation	1.4	1.3	0.7	2.6	0.0

N = 2247

Note: Percentages add down. They exceed 100% because many classes had more than one focus.

**Table 4.9** Class Focus – Proportion of Classes by Type of Service Provider

<b>Class Focus</b>	<b>School Board</b>	<b>College</b>	<b>Community Agency</b>	<b>Private Trainer</b>
ESL – literacy	29.3%	14.5%	32.5%	25.0%
English for employment	45.1	24.2	48.2	41.7
English in the workplace	27.2	12.9	29.9	16.7
Settlement/integration	56.7	61.3	73.0	75.0
College/university prep	14.2	54.8	6.7	11.1
Standardized test prep	8.1	9.7	4.1	8.3
Life skills	76.8	43.5	86.0	91.7
Co-op programs	2.7	0.0	2.6	0.0
English for a specific vocation	1.1	0.0	2.8	0.0

N = 2237

Note: Percentages add down. They exceed 100% because many classes had more than one focus.

### ***Teaching Materials***

Are the ESL learning materials that are currently available sufficient to meet the needs of adult immigrants to Ontario? “Yes,” according to virtually everyone interviewed for this project. In fact, “There is so much out there ... we’re all reinventing the wheel.” What were the teachers using for their classes in mid-October 1998? Other than radio programs and computer programs to teach language or job skills, most classes used all the teaching materials listed in Table 4.10, regardless of type of provider. Indeed, the typical class used 5.2 of these materials.

**Table 4.10** Teaching Materials Used – Proportion of Classes by Type of Service Provider

<b>Teaching Material</b>	<b>School Board</b>	<b>College</b>	<b>Community Agency</b>	<b>Private Trainer</b>	<b>Ontario</b>
Theme-based	90.8%	80.0%	95.6%	100.0%	91.7%
Video/films	59.0	72.9	69.7	72.2	62.0
Commercial cassettes	66.9	80.0	72.7	91.7	69.0
Radio programs	25.2	27.1	27.7	36.1	26.0
Textbooks	89.0	97.1	88.9	97.2	89.3
Field trips	62.8	61.4	82.4	83.3	67.5
Newspapers/magazines	82.5	81.4	85.1	86.1	83.1
Computer programs to teach language skills	35.3	100.0	44.5	88.9	40.2
Computer programs to teach job skills	7.0	12.9	12.4	2.8	8.4
Other	20.2	15.7	22.1	33.3	20.7

Note: Percentages add down. They exceed 100% because most classes had more than one teaching material. N = 2315.

Popular other resources listed by teachers were guest speakers, class curriculum devised by the teacher, other materials prepared by the teacher, games, music, visuals, pamphlets and the Internet.

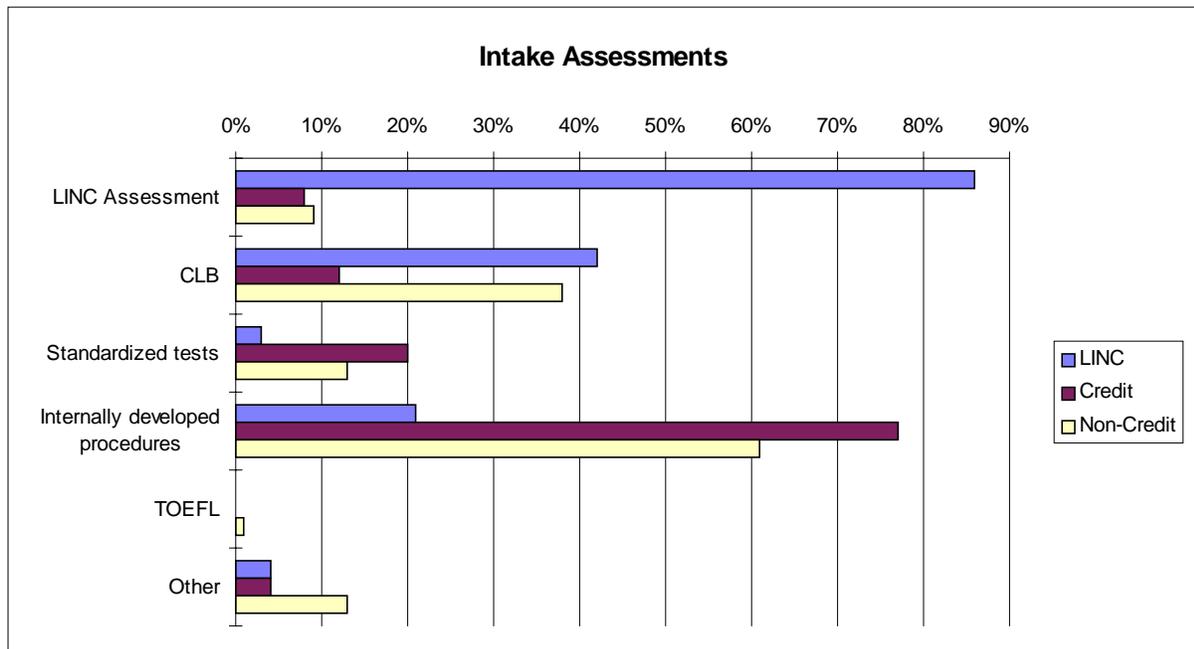
There were small differences in access to materials across regions, ranging from 4.8 different materials in southwestern Ontario to 6.0 in Northern Ontario. LINC classes used significantly more teaching materials on average than ESL providers: 5.8 versus 4.8. Private trainers used the most materials (6.3), school boards the least (5.1). All differences were statistically significant.

### ***Student Assessment***

All LINC students have in-depth intake assessments of their language level conducted by assessment centres across the province. The story for ESL students is much different. Interviews and focus group participants maintained that the time, expertise and expense associated with intake assessment (the language assessment for LINC placement is costly) and exit assessment mean few teachers have the wherewithal to conduct formal assessments. This was certainly confirmed in the survey.

Some form of intake assessment was conducted in 97% of classes, but use of standardized tests was rare. Most often “internally developed procedures” were used for ESL credit and non-credit students, which judging by interview results means informal teacher interviews. There were large variances in assessment methods by program type as show in the following graph.

Chart 4.6



N = 2543

Ongoing monitoring is also a feature of virtually every class (Table 4.11). Verbal proficiency is assessed as a matter of course. Written assessments using non-standardized methods are also common. There were few notable differences across type of provider.

**Table 4.11** Methods of Assessment Used for Monitoring Students' Progress –  
Proportion of Classes by Program

ONGOING ASSESSMENT	LINC	CREDIT	NON-CREDIT	ALL
<i>Speaking/listening</i>				
Verbal proficiency (based on classroom observation)	98.5%	86.4%	93.0%	94.6%
Oral interview proficiency	54.5	57.0	45.3	49.0
Listening assessment tools	52.0	59.8	52.5	52.6
Other	11.9	2.8	12.1	11.6
<i>Reading/writing</i>				
Grammar tests	71.7	77.2	59.8	64.7
Written assessment using non-standardized methods	79.4	91.5	75.1	77.3
Written assessment using standardized instruments	16.8	11.4	16.2	16.3
Other	12.5	5.7	17.8	15.3
<i>Tracking tools</i>				
Portfolio assessment	28.6	40.2	26.5	27.8
Proficiency checklists	66.7	51.6	54.2	58.7
Other	9.3	9.5	8.1	8.6
N	929	105	1560	2594

Outcome assessments are also common. Verbal proficiency assessments took place in almost every classroom. Non-standard written assessments were done in about three-quarters of the classrooms. Grammar tests were a feature in about three-fifths of classes (Table 4.12).

**Table 4.12** Methods of Assessment Used to Measure Outcomes –  
Proportion of Classes by Program

ONGOING ASSESSMENT	LINC	CREDIT	NON-CREDIT	ALL
<b><i>Speaking/listening</i></b>				
Verbal proficiency (based on classroom observation)	96.5%	88.9%	90.0%	93.2%
Oral interview proficiency	57.4	58.6	49.3	52.1
Listening assessment tools	48.5	52.8	48.8	42.3
Other	7.9	3.9	7.4	8.0
<b><i>Reading/writing</i></b>				
Grammar tests	70.6	81.4	61.6	60.6
Written assessment using non-standardized methods	77.8	95.1	73.5	74.9
Written assessment using standardized instruments	17.1	17.6	17.2	14.8
Other	12.4	6.8	12.3	14.8
<b><i>Tracking tools</i></b>				
Portfolio assessment	28.4	37.5	26.7	34.3
Proficiency checklists	68.1	55.1	56.5	63.0
Other	7.4	4.9	6.6	6.8
N	925	102	1537	2564

## Chapter 5 – Ontario LINC/ESL Teachers

As opposed to the story with learners, there have been some recent surveys of Ontario's ESL teachers. One of the most recent and best examples is a 1995 survey of Ontario teachers of non-credit ESL programs for adults, which examined their professional characteristics (e.g., age, sex, education, experience, conditions of employment and so forth), and professional issues of concern.<sup>17</sup> Our survey was at once more broadly cast – including LINC and credit/non-credit ESL and FSL teachers – and more restricted – including only teachers of adult immigrants. It addressed many of the same issues, concentrating on teacher traits, but went further to examine opinions on important ESL issues. This chapter highlights the results of the teacher questionnaire.<sup>18</sup>

### ***Employers***

Because the typical school board employs a lot more teachers than a typical community agency, the distribution of LINC/ESL teachers by type of organization is very different from the distribution of organizations (Chart 5.1). For example, whereas school boards comprised 31% of service providing organizations, they employed 70% of adult LINC/ESL teachers in the province. On the other hand, community agencies accounted for 56% of the service providers, but only 10% of the instructors.

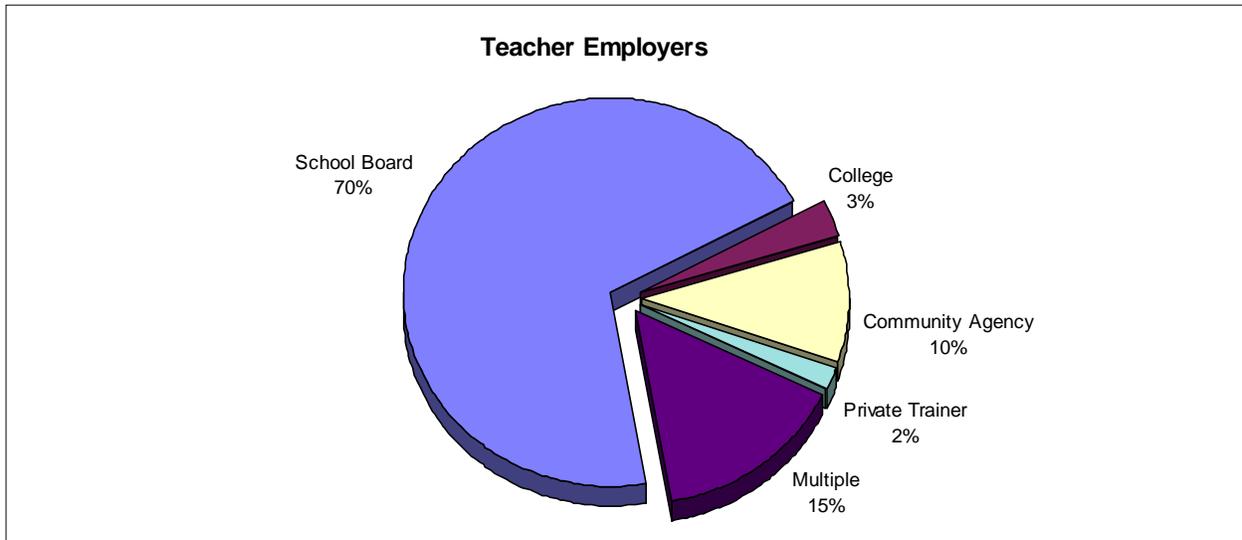
About one in seven teachers worked for more than one type of service provider during mid October 1998. Almost all these teachers worked for two employers. Only 12 teachers worked for three or more employers. The most frequent combination, encompassing 71% of the multiple employer cases, was a school board and a community agency.

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<sup>17</sup> Sanaoui, R. (1997) Professional characteristics and concerns of instructors teaching English as a Second Language to adults in non-credit programs in Ontario. *TESL Canada Journal*. 14(2): 32-54.

<sup>18</sup> Data are weighted to correct for the sampling of teachers in large school boards.

Chart 5.1

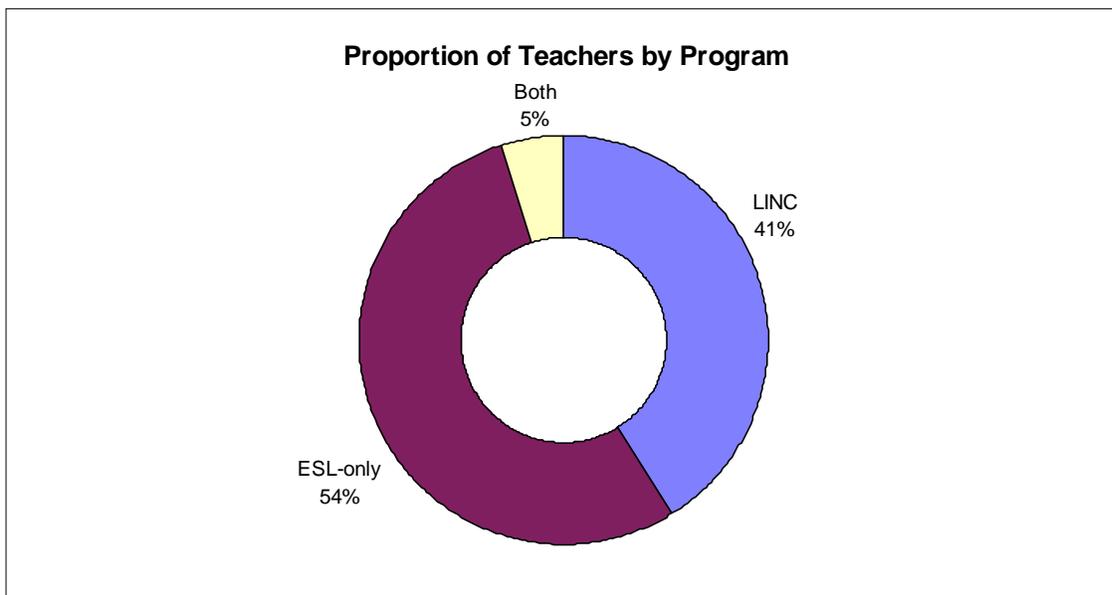


N = 2096

**Program**

Although most teachers work for employers that offer both LINC and ESL, the teachers themselves tend to teach one or the other, as the next graph evinces.<sup>19</sup>

Chart 5.2

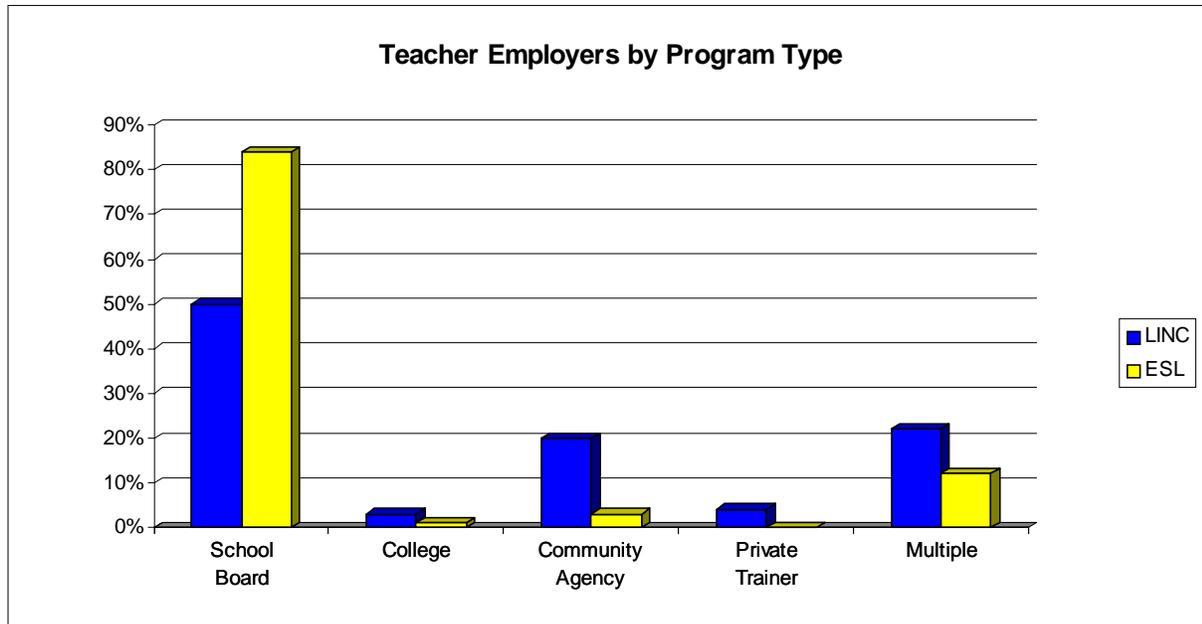


N = 1921

<sup>19</sup> Since so few teachers taught both, these cases will be excluded from analyses by program.

Most LINC teachers worked for school boards (50%) or community agencies (20%). Most ESL teachers worked for school boards (84%).

Chart 5.3



( $\chi^2 = 285.0$ ,  $df=5$ ,  $p<.001$ )

N = 1837

### **FSL**

Only 0.5% of teachers of adult immigrants in Ontario teach French as a Second Language: only 11 FSL teachers responded to the survey. There are too few to conduct additional analyses by this variable.

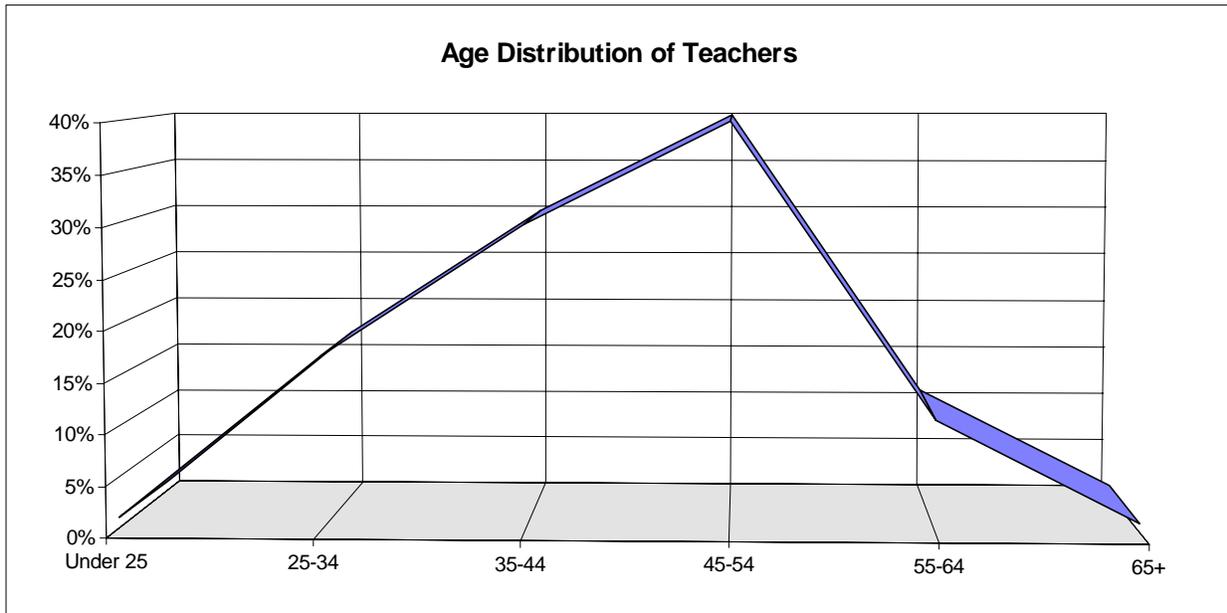
### **Sex**

The overwhelming majority (86%) of LINC/ESL teachers of adult immigrants were women. This did not differ substantially by program type. One-quarter of instructors working for private trainers were men, versus one fifth for community agencies, and one-eighth for colleges and school boards.

## Age

The mean age of Ontario teachers of adult immigrants was 45.1 years. The following graph displays the age distribution: the plurality were in the 45 to 54 age group. A large proportion of teachers (38%) will reach normal retirement age within 15 years.

Chart 5.4



N = 1956

Community agency and private trainer teachers were a few years younger on average than those in colleges and school boards:

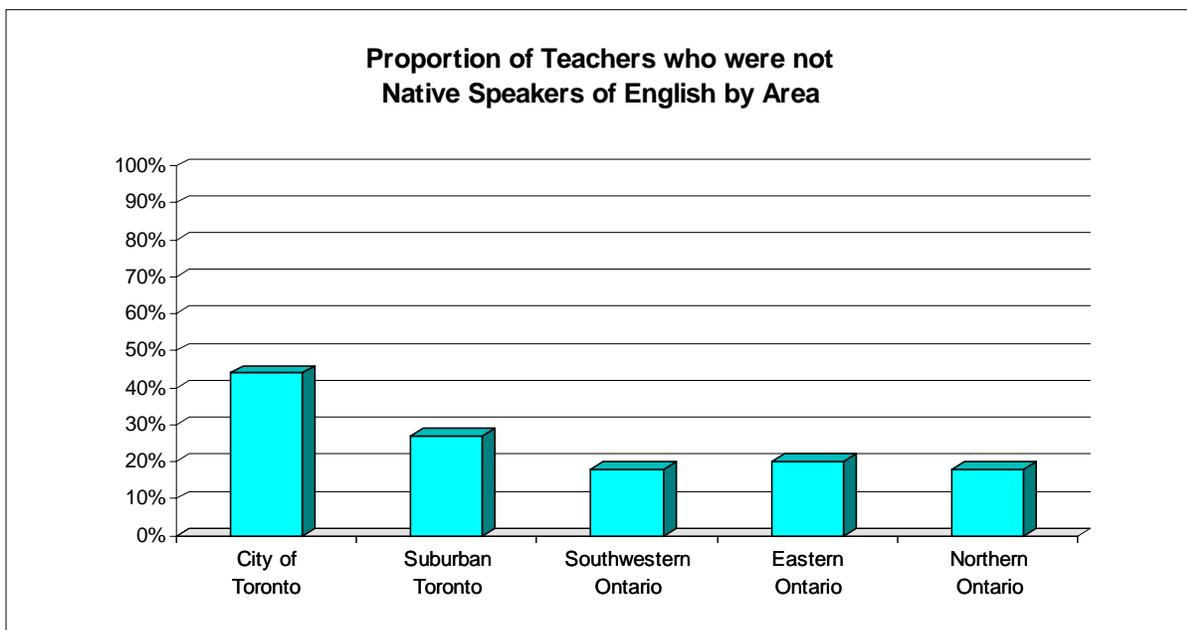
<u>Organization type</u>	<u>Mean Age of Instructors</u>
School board	46.0
College	48.5
Community agency	42.3
Private sector	36.0
Multiple employers	43.4

F = 21.9, df = 4/1950, p < .001

### ***Native Language***

Many (35%) ESL teachers were not native speakers of English. This varied widely by area, with instructors in the City of Toronto being by far the most likely to have a native language other than English (Chart 5.5). It also differed by type of employer, with those working for multiple agencies having the greatest proportion of non-native English speakers (Chart 5.6): perhaps such teachers are in the greatest demand. LINC teachers (47%) were much more likely than ESL teachers (30%) to have a first language other than English.

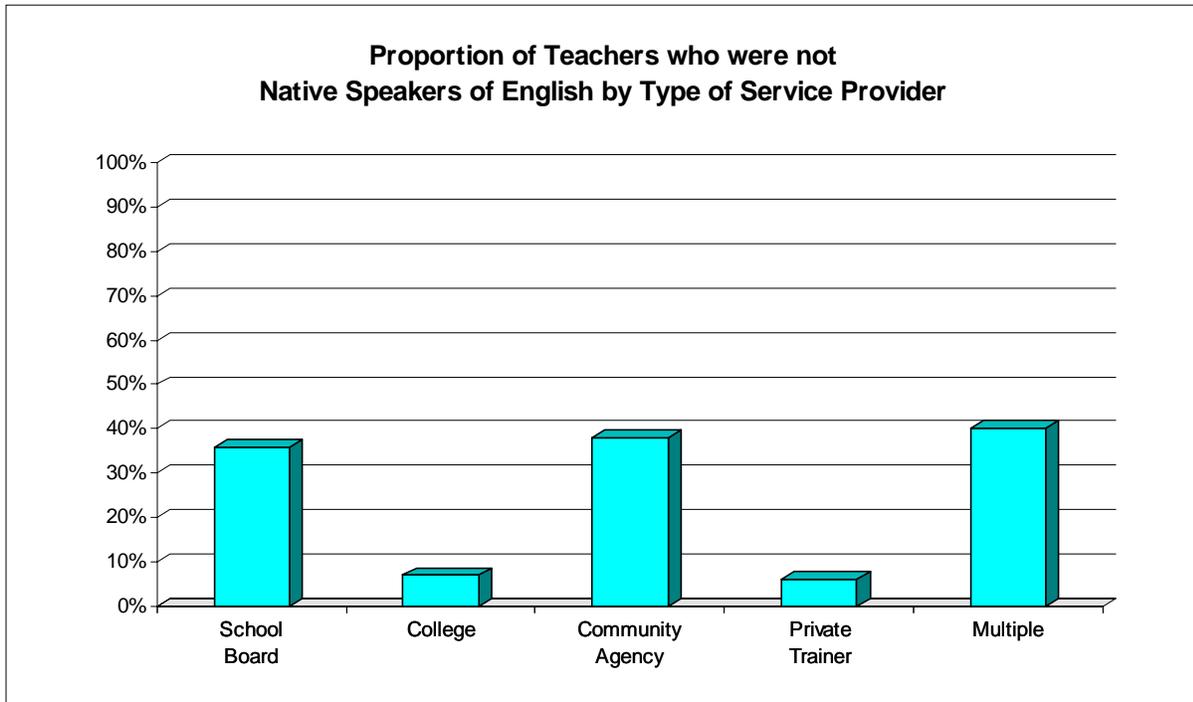
Chart 5.5



$(\chi^2 = 105.2, df=4, p<.001)$

N = 1833

Chart 5.6



$(\chi^2 = 35.6, df=4, p<.001)$

N = 740

Many of Ontario's LINC/ESL teachers seem to have a knack for languages. About 56% considered themselves fluent in languages other than English (over three-fifths of these teachers were those who indicated that English was not their native tongue). About 12% said they were fluent in two other languages, 7% in three or more other tongues. Teachers in the City of Toronto were much more likely to be fluent in another language than those from elsewhere: close to two-thirds considered themselves fluent in another language ( $\chi^2 = 49.6, df=4, p<.001$ ). LINC teachers (66%) were much more likely than ESL teachers (52%) to be bilingual ( $\chi^2 = 38.3, df=1, p<.001$ ).

On the next page, the frequency distribution of the languages in which teachers were fluent is tabulated. European languages, especially French and Spanish, were most numerous. Almost 14% were fluent in Chinese.

Table 5.1

<b>Language</b>	<b>Number of Teachers</b>	<b>Proportion of All ESL Teachers</b>
Arabic	73	4.5%
Bengali	6	0.4
Bosnian	22	1.4
Bulgarian	32	1.9
Chinese	219	13.5
Croatian	47	2.9
Czech	7	0.4
Dutch	19	1.2
English*	6	0.4
Farsi	13	0.8
Finnish	6	0.4
French	312	19.1
German	75	4.6
Greek	13	0.8
Gujarati	8	0.5
Hebrew	14	0.9
Hindi	45	2.8
Hungarian	6	0.4
Italian	112	6.9
Polish	104	6.4
Portuguese	52	3.2
Punjabi	26	1.6
Romanian	36	2.2
Russian	46	2.8
Serbian	19	1.2
Somali	9	0.6
Spanish	159	9.7
Swahili	9	0.6
Tagalog	7	0.4
Tamil	9	0.6
Turkish	9	0.6
Ukrainian	18	1.1
Urdu	28	1.7
Vietnamese	17	1.0
Yiddish	6	0.4
<b>Other</b>	40	2.5

\* Cited by FSL teachers

### ***ESL Qualifications***

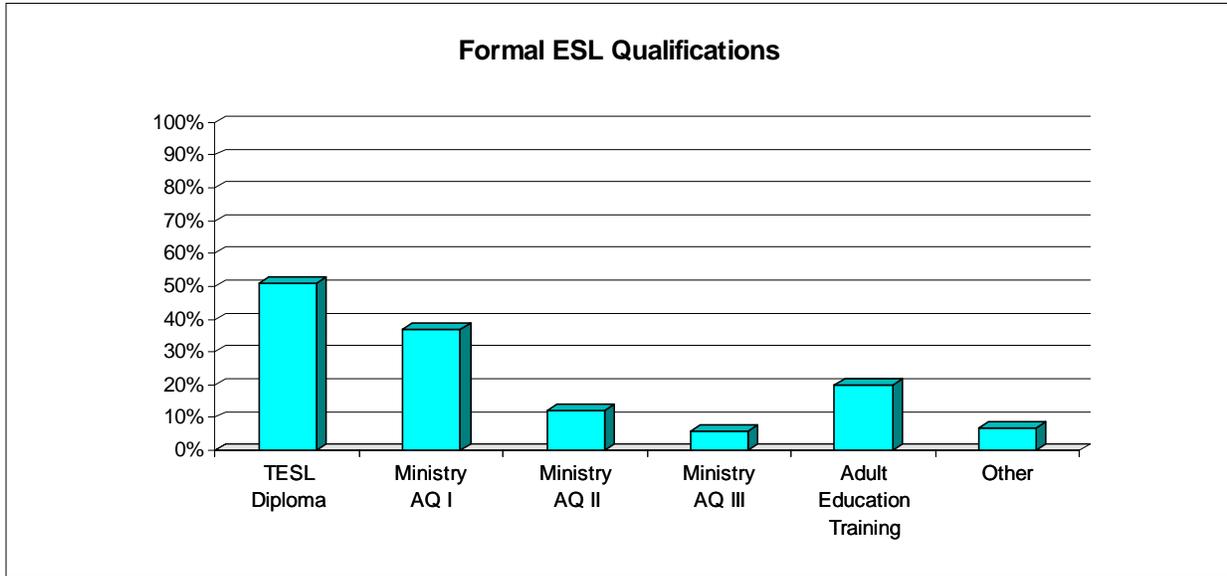
In the third chapter, we learned that most service providers required their newly hired ESL teachers to have formal training in the area. This is reflected in the qualifications teachers said they had.

Approximately 94% had formal ESL qualifications, a proportion that did not differ appreciably by

type of employer, program type (ESL or LINC), or age of teacher. Toronto area teachers were more apt to have formal ESL qualifications than their counterparts in eastern or southwestern Ontario.

Type of ESL qualifications are shown in the next graph.

Chart 5.7



N = 2107

ESL qualifications differed only slightly across employers. TESL predominated for teachers with all types of service providers.

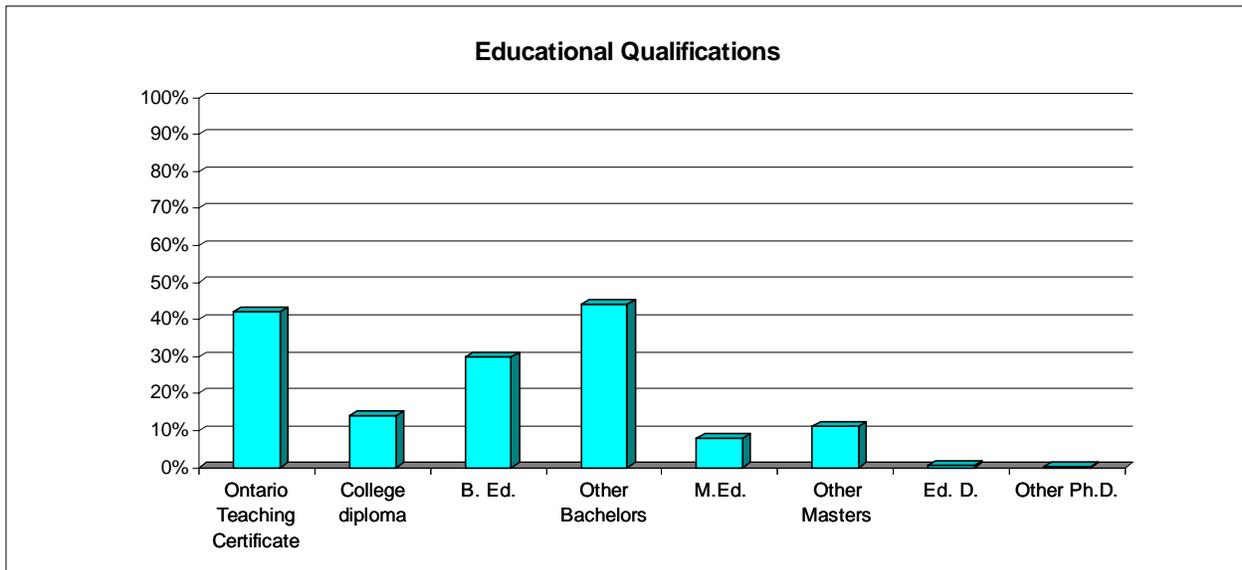
In addition to their formal ESL qualifications, most teachers had a university degree or formal teacher training (Chart 5.8). Just under 80% had at least one university degree. Only 4% lacked educational qualifications beyond high school. About 55% had more than one educational qualification; an average of about 1.8 each. There were various combinations of qualifications: the most prevalent were:

Bachelor of Education (B.Ed.) with an Ontario Teaching Certificate (OTC)	7%
B.Ed. with an OTC and another undergraduate degree	12%
An undergraduate degree other than a B.Ed. plus an OTC	6%
OTC only	9%
College diploma only	5%
B.Ed. only	6%

Other undergraduate degree only

18%

Chart 5.8



N = 2107

There was no evidence of lower standards for teachers in any type of organization, since there were no substantial differences in educational qualifications of instructors across type of provider; see Table 5.2. Neither were there substantial between LINC and ESL instructors.

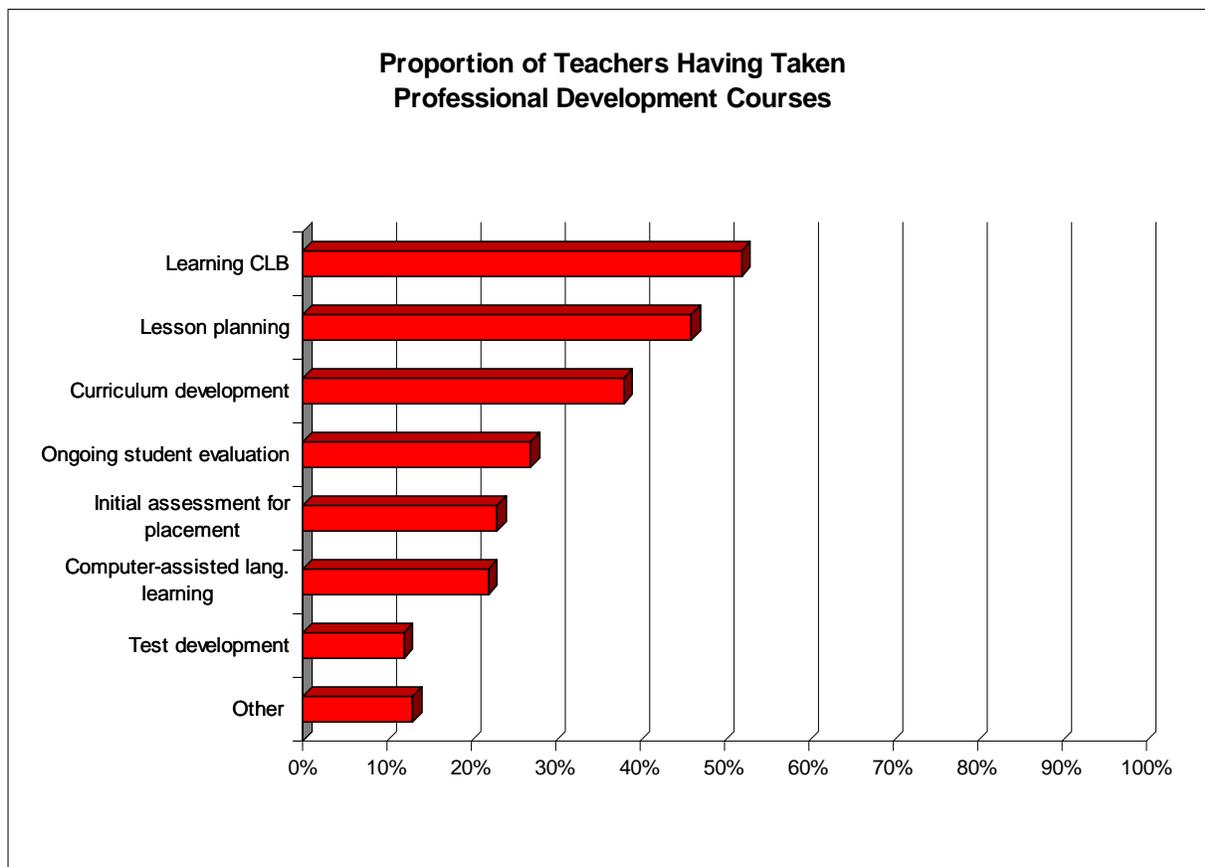
**Table 5.2** Educational Qualifications – Proportion of Teachers by Type of Service Provider

Class Focus	School Board	College	Community Agency	Private Trainer
Ontario Teaching Certificate	53.1%	54.5%	45.0%	63.6%
College diploma	16.9	20.0	25.8	6.1
Bachelor of Education	37.6	38.2	37.3	42.4
Other Bachelors degree	53.6	61.8	57.4	78.8
Master of Education	9.4	23.6	10.0	9.1
Other graduate degree	15.9	12.7	13.9	9.1
None	4.7	3.5	3.2	0.0

Note: Percentages add down. They exceed 100% because many teachers had more than one qualification.

Most LINC/ESL teachers (87%) have also taken at least one professional development course. On average, teachers have taken 2.8 courses. Chart 5.9 reveals the types of courses they have taken. Learning CLB tops the chart with just over half the instructors having taken the course or seminar.

Chart 5.9



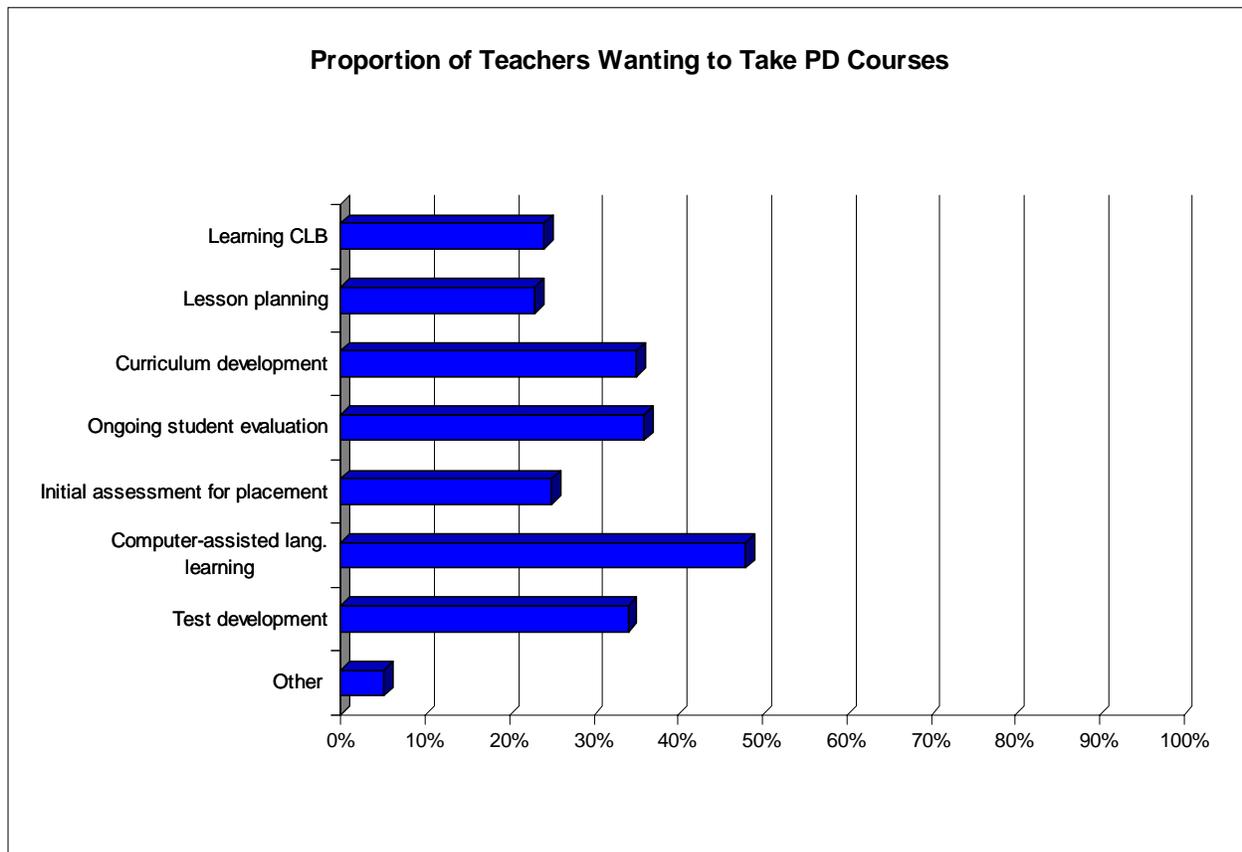
N = 771

There were no significant differences across types of providers in probability of having taken a PD course ( $\chi^2 = 8.7$ ,  $df=5$ ,  $p>.10$ ).

Though 49% had not taken a professional development course concerning the Canadian Language Benchmarks, nearly all LINC/ESL teachers (92%) were familiar with them. Of those familiar with CLB, 57% used them in their lesson plans for all their classes, and 39% for some of their classes. This leaves 14% who knew of CLB but did not use them. Popular reasons given for not using CLB included lack of training, teaching specialized classes like TOEFL preparation, they've just been implemented, or "Too cumbersome."

Most teachers (94%) would like to take additional professional development courses. The type of courses they would like to take are graphed below. Computer-assisted language learning courses were of interest to the largest proportion of teachers.

Chart 5.10



N = 2107

**ESL Experience**

The typical teacher had 9.3 years of experience teaching ESL. A fifth had been teaching ESL for under five years, 38% for five to nine years, and 42% for 10 years or longer.

College teachers tended to have had the most experience – 14.1 years on average ( $F=19.0$ ,  $df=5/2055$ ,  $p<.001$ ). Teachers with school boards had an average of 9.7 years experience, those with private trainers 6.3 years, and those with community agencies 6.9 years. Teachers who taught for more than one type of provider had 8.6 years experience. ESL teachers had significantly more experience on average (10.0 years) than LINC teachers (8.2 years).

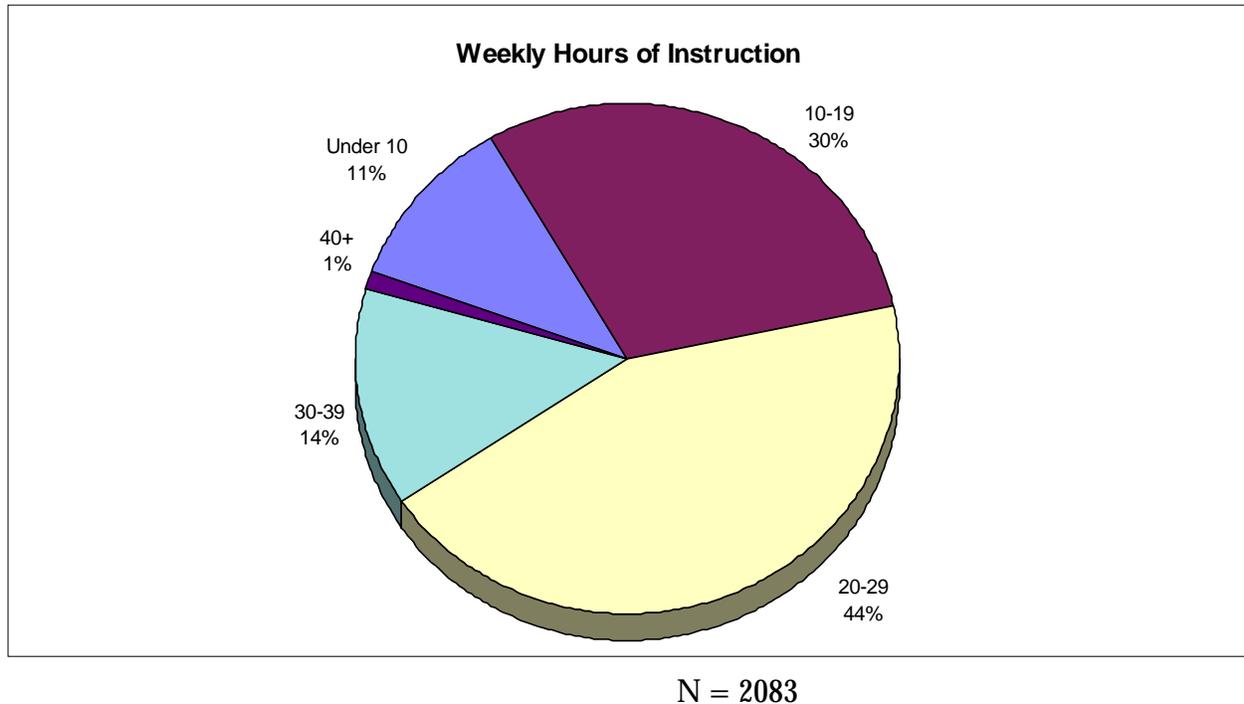
At the time of the survey, teachers were teaching an average of 1.7 adult ESL classes each. This differed somewhat by area, ranging from 1.1 in Northern Ontario to 1.8 in southwestern Ontario ( $F=2.9$ ,  $df=4/1777$ ,  $p<.02$ ), and substantially by type of service provider with private trainer teachers teaching the greatest number of different classes ( $F=15.6$ ,  $df=4/2035$ ,  $p<.001$ ): school boards = 1.7; community agencies = 1.5; colleges = 1.5; private trainers = 2.8; multiple = 1.9.

About 52% of teachers were teaching only one course when the survey took place. Another 33% were teaching two courses, 10% were teaching three, and 5% were teaching four or more.

The mean number of hours of classroom instruction per week for all classes combined was 20.6. The distribution of hours is presented in the next chart. Nearly 45% of the classes lasted for between 20 and 29 hours per week.

Mean weekly hours of instruction ranged from 17.5 hours for community college teachers to 22.7 hours for teachers of multiple employers ( $F=8.7$ ,  $df=4/2077$ ,  $P<.001$ ). The range was larger for area: from 14.0 hours for Northern Ontario teachers to 21.5 for City of Toronto teachers ( $F=11.1$ ,  $df=4/1816$ ,  $p<.001$ ).

Chart 5.11



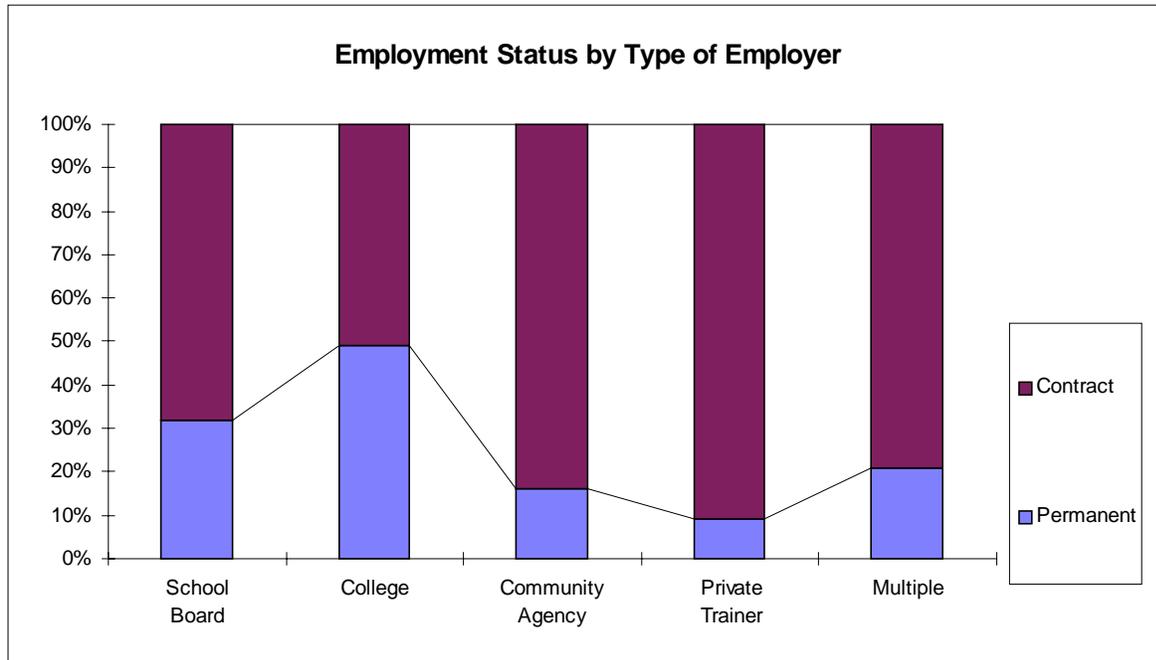
### ***Conditions of Employment***

Ontario's school and college teachers are generally considered to have enviable working conditions, with long-term stability, reasonable pay, good benefits, and solid union protection. Does the same state of affairs hold for ESL teachers?

We have already learned that the typical LINC/ESL teacher has a good deal of experience teaching ESL. Does this imply that most are permanent employees? The answer is no. Only 29% of LINC/ESL teachers were permanent employees; the majority (67%) were on contracts, which generally lasted for the school year. The rest were working without any contract.

College teachers were most likely to have permanent status, private sector teachers the least (Chart 5.12). LINC teachers were significantly more likely than ESL teachers to have permanent status (39% versus 23%).

Chart 5.12

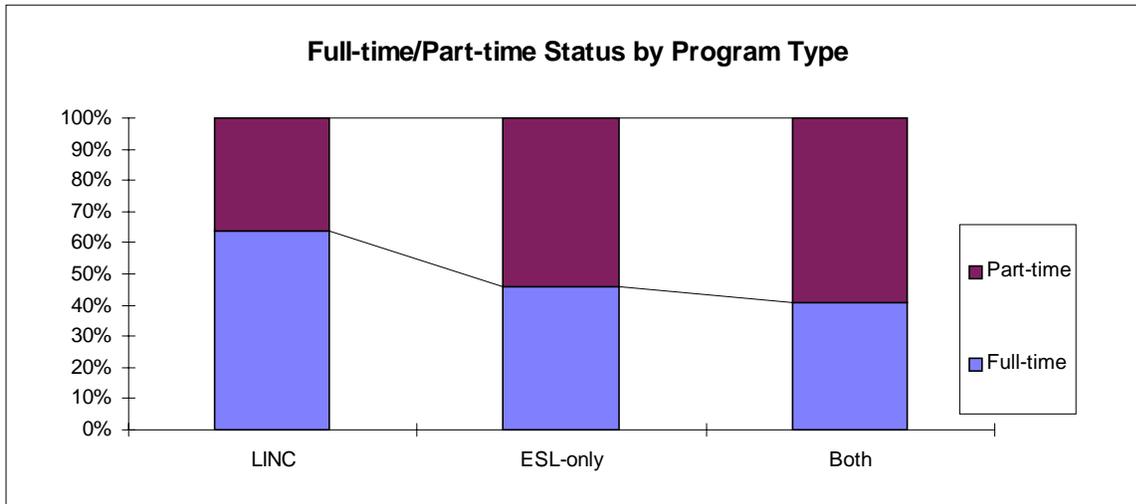


$(\chi^2 = 55.1, df=4, p<.001)$

N = 1967

Just over half (53%) of LINC/ESL teachers were full-time employees (defined in the survey as teaching at least 25 hours per week). There were no significant differences between type of providers. As shown in Chart 5.13, LINC teachers were much more likely to have full-time positions than were ESL teachers. The greatest variances were across regions (Chart 5.14): only 20% of Northern teachers were full-time, versus 68% of Toronto teachers.

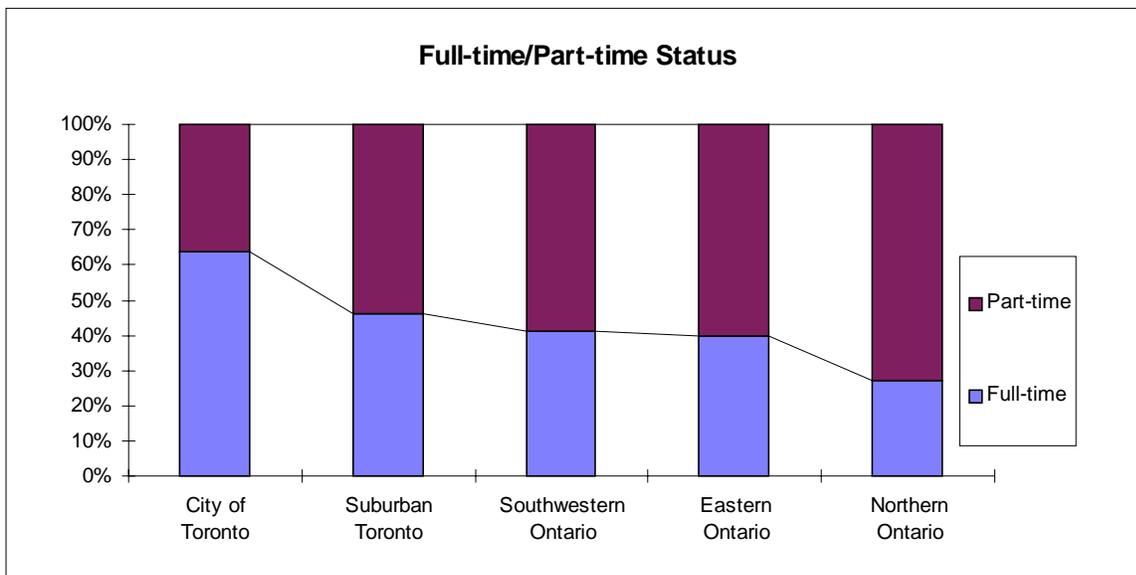
Chart 5.13



( $\chi^2 = 34.6, df=2, p<.001$ )

N = 1916

Chart 5.14



( $\chi^2 = 85.7, df=4, p<.001$ )

N = 1828

On average, Ontario's teachers of adult ESL were paid \$28.65 per hour. This differed significantly by several variables (Table 5.3):

- Pay rose with increasing ESL teaching experience;
- college and school board teachers were more highly paid than those working elsewhere;

- pay was highest in the City of Toronto (where most colleges and large school boards are located) and lowest in the southwest;
- permanent employees averaged more than contract employees;
- there was no difference by program type; and
- those in unions averaged more than those not in unions.

Table 5.3 Comparison of Hourly Pay by Various Factors

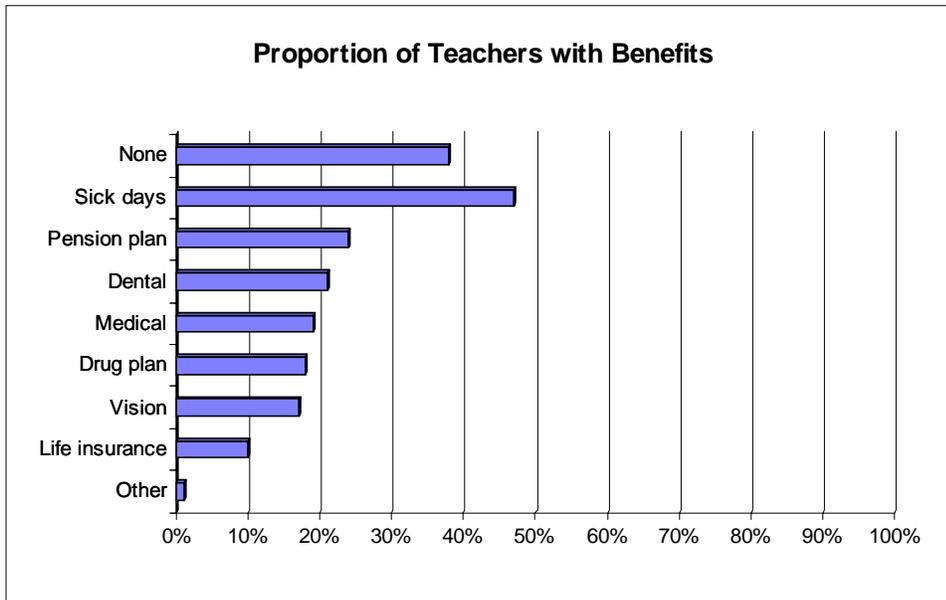
VARIABLE	MEAN HOURLY SALARY	STATISTICAL TEST
<b>Sex</b>		t=0.9
Women	\$28.60	df=1995
Men	\$28.86	p>.30
<b>Years of Experience</b>		F = 15.7
Under 1	\$27.08	df = 4/1963
1-2	\$27.42	P<.001
3-4	\$27.39	
5-9	\$28.54	
10+	\$29.39	
<b>Area</b>		F = 89.1
City of Toronto	\$30.28	df = 4/1756
Suburban Toronto	\$26.58	p<.001
Southwestern Ontario	\$26.01	
Eastern Ontario	\$27.86	
Northern Ontario	\$26.32	
<b>Employer</b>		F = 31.4
School Board	\$28.98	df=4/2005
College	\$32.33	p<.001
Community agency	\$26.16	
Private trainer	\$26.34	
Multiple	\$28.60	
<b>Program</b>		F = 2.7
LINC	\$28.73	df = 2/1844
ESL	\$28.29	p>.05
Both	\$28.38	
<b>Union</b>		t=194.3
Yes	\$30.15	df=1946
No	\$27.56	p<.001
<b>Status</b>		t = 16.6
Permanent	\$29.37	df = 1879
Contract	\$28.50	P <.001
Full-time	\$28.88	t = 8.2
Part-time	\$28.34	df = 1997
		p < .01

During our focus groups, we heard some laments about lack of benefits for ESL teachers. The data portrayed in Chart 5.15 substantiate those complaints. Nearly 40% of the teachers had no benefits whatsoever. Most of those who did had one benefit – most often sick days. The typical teacher had 1.8 benefits.

Best off in terms of number of benefits were college instructors (by far – most college teachers enjoyed virtually all benefits listed in Chart 5.15), teachers in the City of Toronto, teachers with 10 or more years experience, permanent employees, full-time employees, and those with a collective agreement. For example, teachers who were permanent employees had 2.9 benefits on average, compared to 1.3 for those on contract.

Many teachers were clearly exercised about the lack of benefits as demonstrated by comments written on the questionnaires: a large percentage wrote “NONE!”

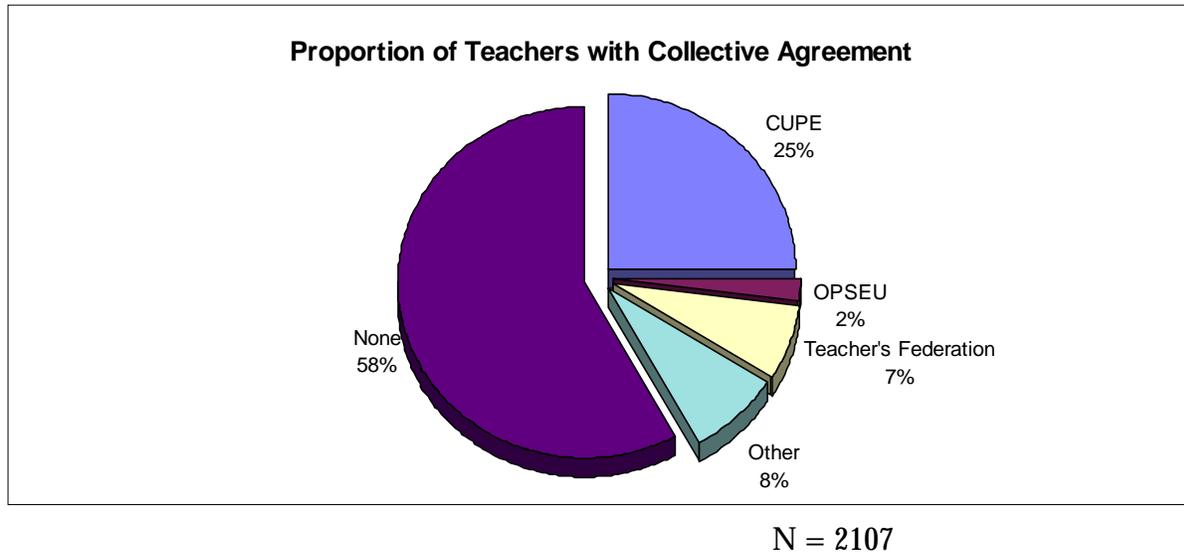
Chart 5.15



N = 2017

As opposed to their counterparts teaching in the regular school/college system, most ESL teachers (58%) had no collective agreement (Chart 5.16). Of those in unions, 58% belonged to CUPE, 17% to the Teachers' Federation, 4% to OPSEU and 20% to others.

Chart 5.16



This differed radically by type of employer ( $\chi^2 = 124.6$ ,  $df=4$ ,  $p<.001$ ). Teachers with school boards accounted for most of the union membership (93%).

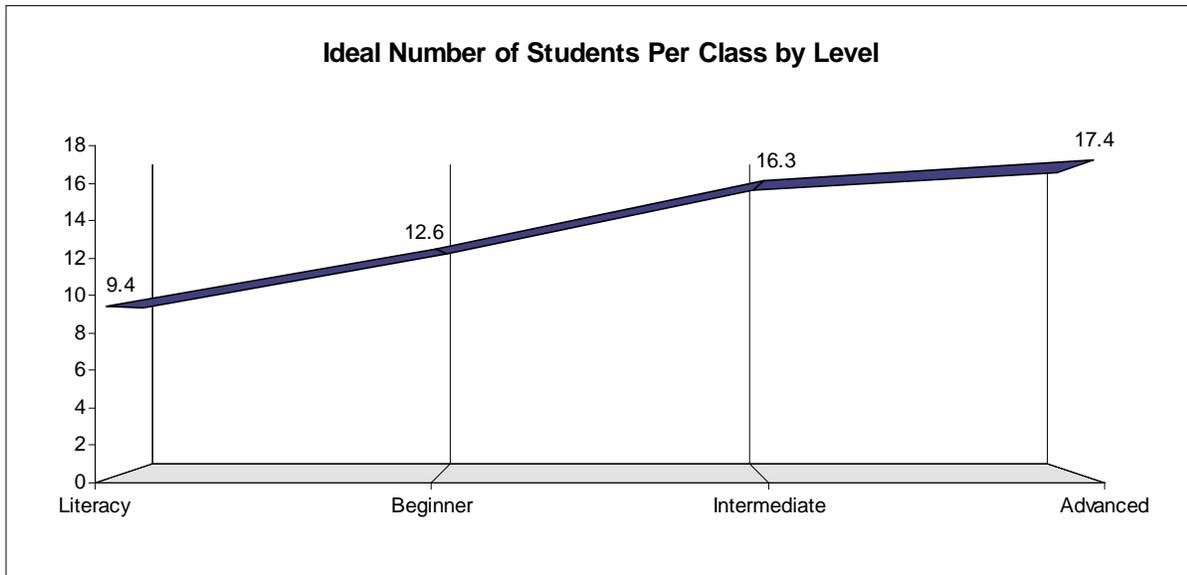
About 44% of the LINC/ESL teachers were members of one or more professional associations. The large majority of these (74%) were members of TESL. Most of the rest were members of the Ontario College of Teachers.

### ***Opinions on Ideal ESL Class***

Teachers were asked for their opinions on the key aspects of the *ideal* ESL class for adult immigrants to Canada. They were asked to think of what would be best for the students to learn English, as if there were no constraints to providing the best. Since responses were expected to differ according to level of student, each question asked for response by level.

The first question asked for views on the ideal number of students per teacher. Results, presented in Chart 5.17, show the expected rise in PTR as student level rises. Of course, the averages mask a wide range of opinion on the matter. For example, the ideal number of literacy students per teacher extended from 1 to 25. The differences by LINC/ESL were unremarkable. Teachers with private sector firms tended to prefer the lowest PTR.

Chart 5.17



N = 2027

The second question asked teachers to indicate the number of hours that should ideally be spent in each basic language skill area. Extra spaces were included to let teachers add other activities they felt should be included in the ideal class. To answer this question, respondents were told to assume that the ideal ESL program lasted for a total of 100 hours. Table 5.4 presents the mean responses for each category: again, there was a large range of opinion in every category.

The most interesting finding is that there is not all that much difference in ideal activity across the four language levels. Clearly, grammar is considered less important for literacy students than for higher level groups, and listening and speaking become less important as English ability rises; but beyond that there are no obvious trends. Perhaps the question was too difficult. About one in six teachers skipped the question, some saying “Impossible to answer,” or “Each class differs depending on student needs.” Or maybe teachers believed the same types of activities work no matter what the level of the student.<sup>20</sup>

Table 5.4 Mean Hours Spent at Each Language Skill Area in the Ideal ESL Class

<sup>20</sup> Many teachers only completed the question for those levels with which they were familiar. We took this cue and restricted the analysis for all teachers to only the level(s) they were currently teaching (i.e., if the teacher was teaching only a literacy class, his/her responses for the other levels were dropped). It made no difference: there were still no obvious trends.

ACTIVITY	LITERACY	BEGINNER	INTERMEDIATE	ADVANCED
GRAMMAR	12.8	19.2	22.5	21.7
LISTENING AND SPEAKING	35.2	36.0	31.3	28.7
READING	22.6	20.0	20.3	20.8
WRITING	22.3	18.1	20.0	22.5
OTHER	7.1	6.7	5.9	6.3
TOTAL	100	100	100	100
N	1529	1699	1722	1690

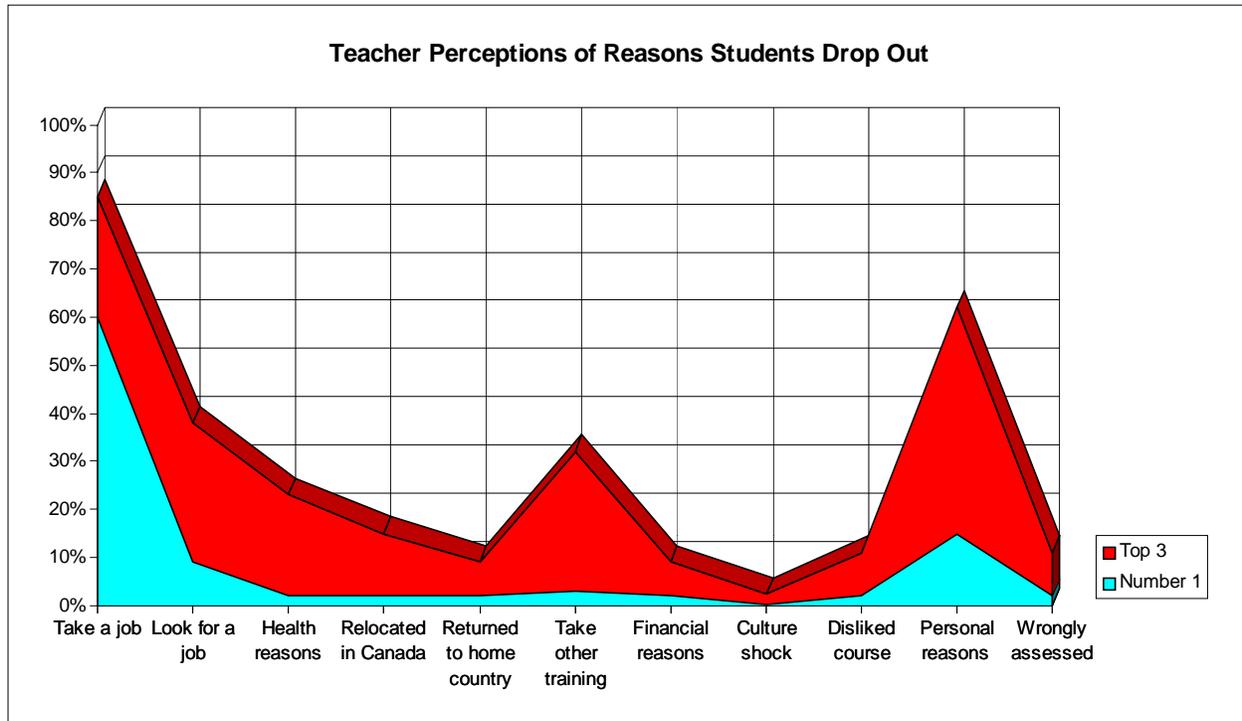
The most often mentioned “other” activities were pronunciation, field trips (especially for lower level students), and computer (especially for higher level classes).

### ***Opinions on Important ESL Issues***

The last section of the teachers survey asked for opinions on key issues identified by the RFP or by interviewees and those involved in the classroom observations.

A principal impetus for the survey from CIC’s viewpoint was to learn why students drop out. We asked teachers for their informed opinion on this matter. Respondents were asked to rank the top three reasons to forestall the possibility of teachers saying “All of them,” as happened in the focus group. The next graph shows that teachers believed the number 1 reason for dropping out was to take a job: it was ranked as the top reason by 60% of teachers. No other reason came close, although “personal reasons” was ranked among the top three by nearly two-thirds of the teachers.

Chart 5.18

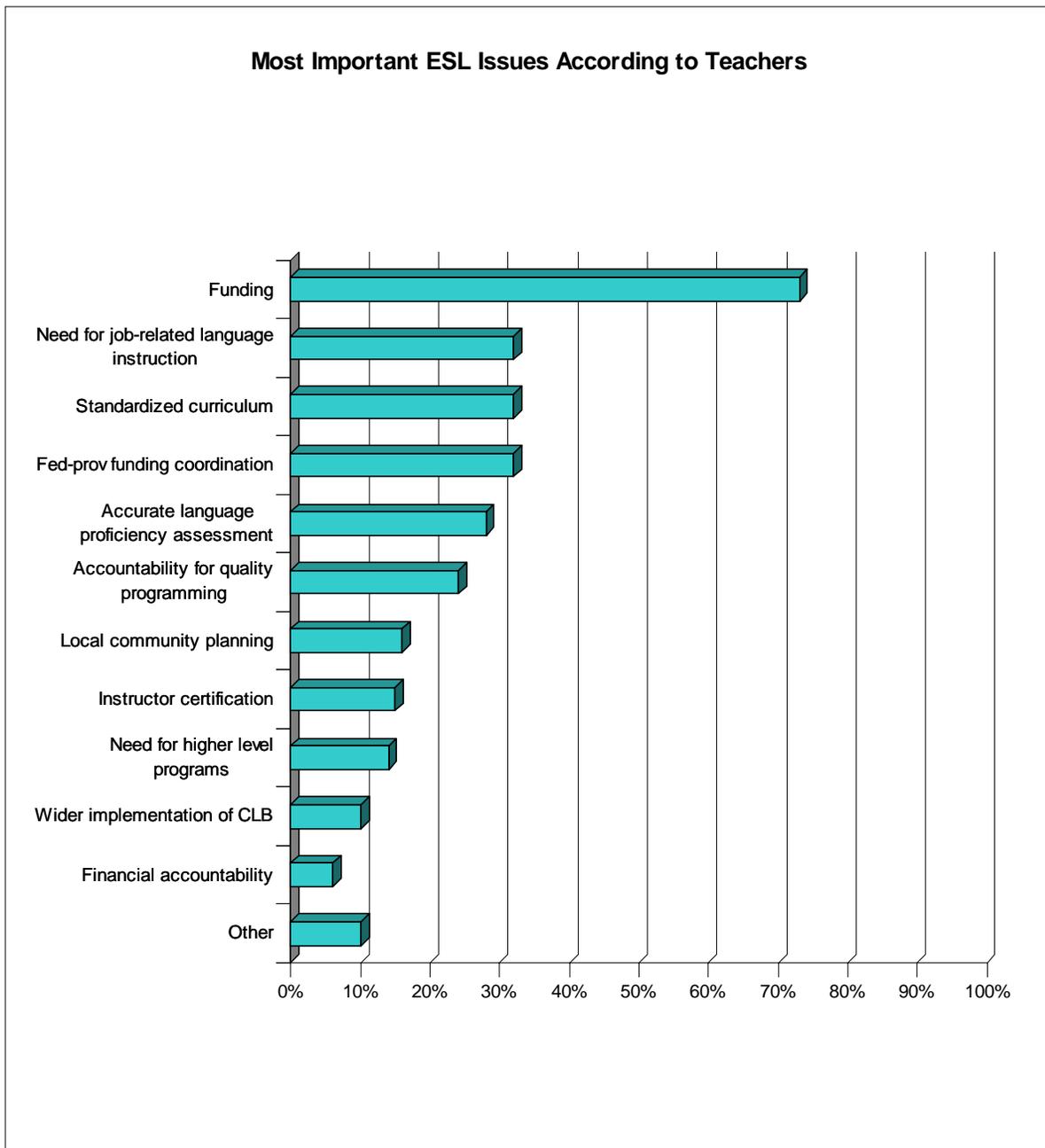


N = 2012

Turning to the determination of needs from the perspective of teachers, we asked for opinions on the three most important issues in the area of ESL, and the most important emerging language training needs. Chart 5.19 reveals that funding was considered among the top three ESL issues by almost three-quarters of the teachers. A distant second was a trio of issues selected by about a third of the teachers: the need for employment related language instruction; standardized curriculum; and federal-provincial funding coordination.

It is interesting to compare administrator and teacher views on the most important ESL issues (Charts 3.17 and 5.19). Almost exactly the same proportion of both groups believed funding was among the top issues. Similar proportions also chose federal-provincial funding coordination, accountability for quality programs, wider implementation of CLB, and instructor certification. As would be anticipated, administrators were more liable than teachers to think that local community planning and the need for higher level programs were important; and teachers were much more likely than administrators to check standardized curriculum and accurate assessment of language proficiency. Contrary to expectations, however, teachers were more likely than administrators to think that financial accountability was an important issue.

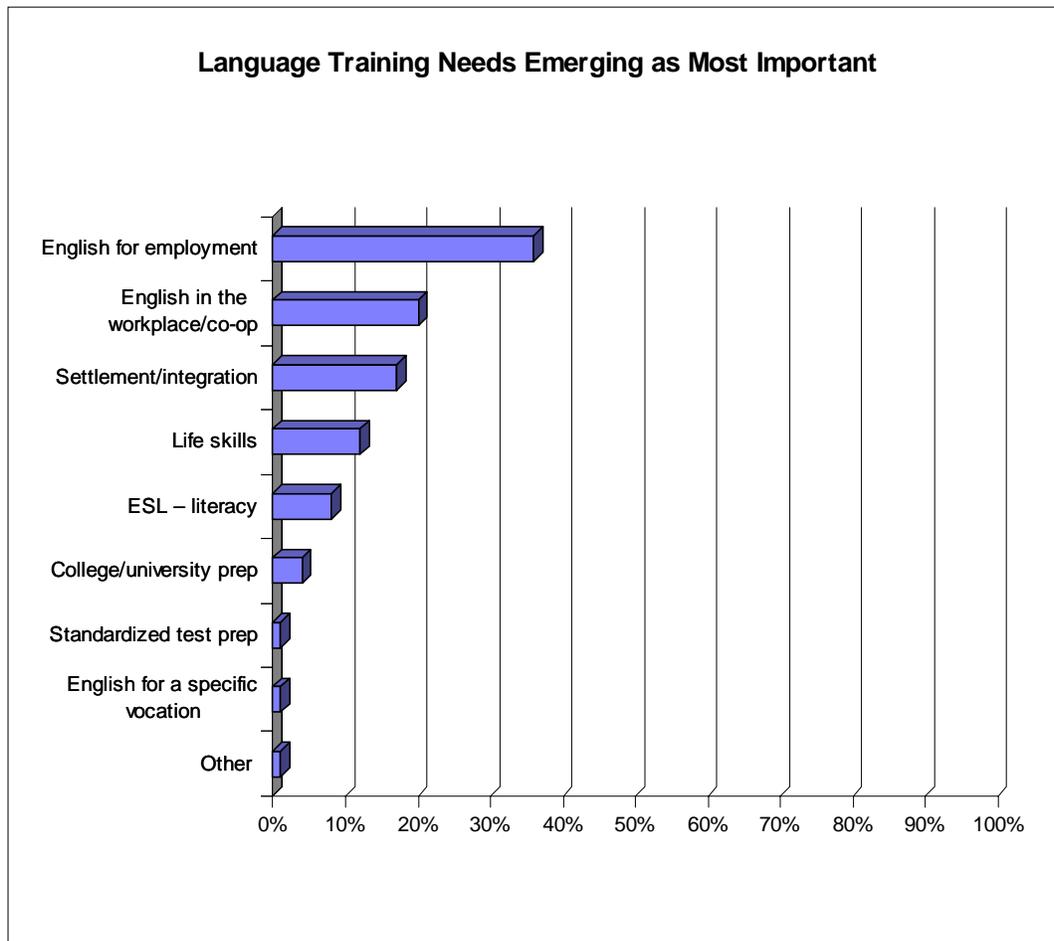
Chart 5.19



N = 2054

English for employment purposes was judged to be the single most important emerging language training need, having been selected by 36% of teachers (Chart 5.20). Another 20% chose a related need: English in the workplace or co-op programs. Perceived emerging needs differed little by area of the province.

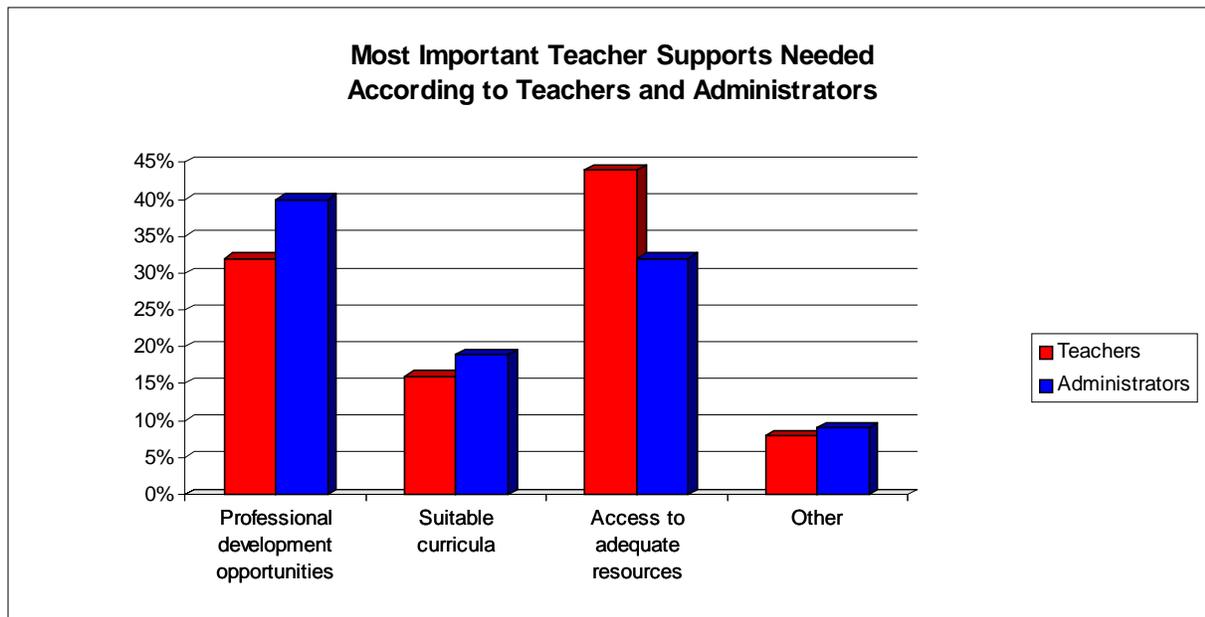
Chart 5.20



N = 1844

Teachers were also asked what kind of supports teachers need. Chart 5.21 includes the views of administrators on the same issue. Curiously, administrators were more likely than teachers to pick professional development opportunities as the most important teacher support needed. Administrators were also more likely to choose suitable curricula. Teachers were much more concerned with access to adequate resources.

Chart 5.21



N = 1410 (teachers)

N = 122 (administrators)

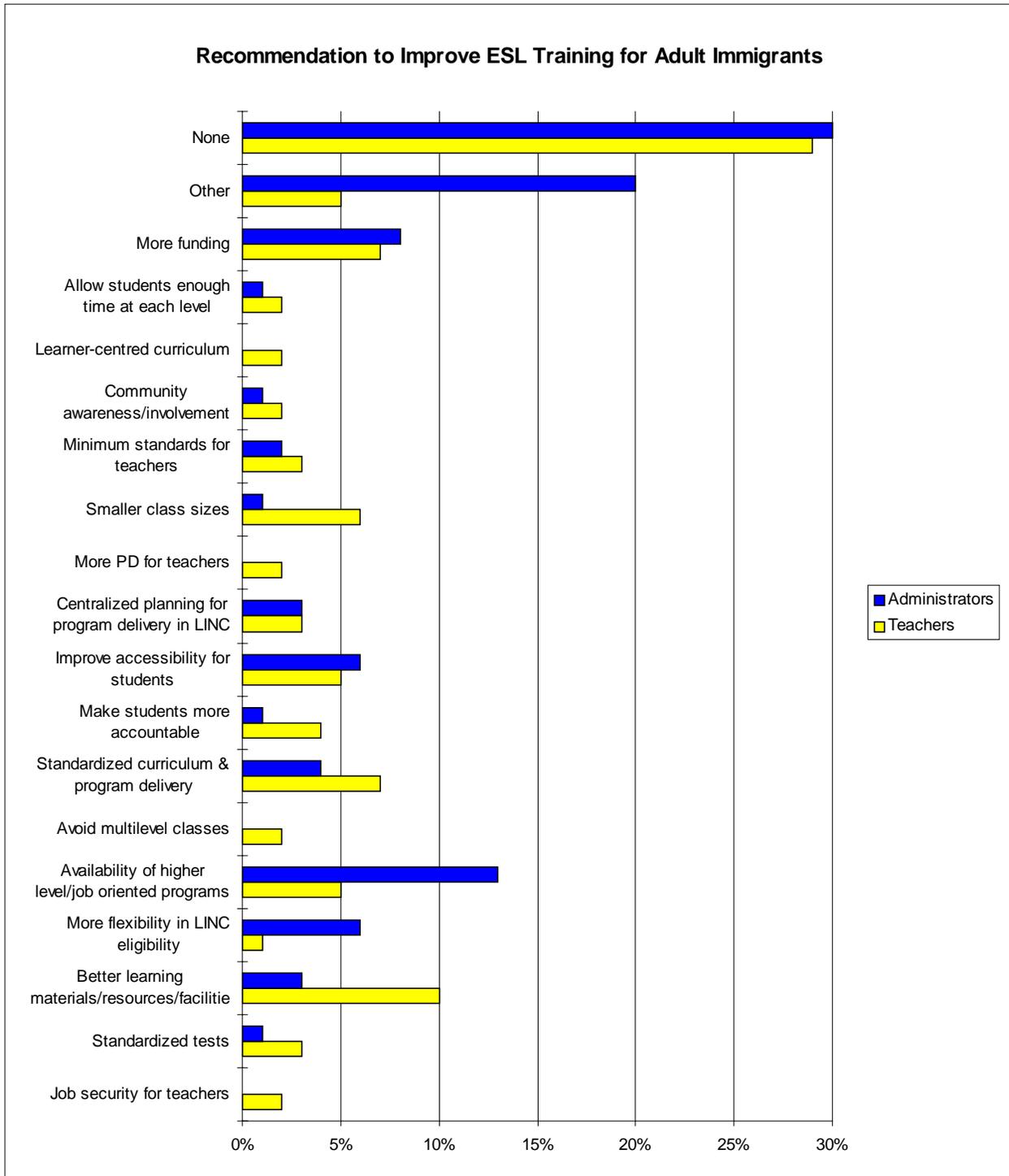
Teachers who specified the most important support needed (“other”), most often identified job security, more benefits, recognition as professionals, and adequate funding.

Finally, respondents were asked to make one recommendation to improve ESL training for adult immigrants to Ontario. Teacher and administrator responses are graphed below in Chart 5.22. About 70% of each group made a recommendation. The recommendation for more funding predominated even though it doesn’t appear so from the graph. Besides the 7% of teachers and 8% of administrators who merely said “More funding,” often with an exclamation point, many of the other suggestions get back to funding. The recommendation to make classes more accessible depends in large part on funding for child care, transportation and specialized classes for the disabled: “Full funding so ESL training is accessible to all who need it.” Funding is front and centre in making better learning materials, resources such as computers and facilities available to teachers and students. Funding is at the root of the job security issue for teachers: “When teachers have to hold their breath every 6 months to see if funding will be renewed - is very taxing on them as well as students.” “Stop the funding squeeze. Morale among teachers is very low and might affect the students. Our jobs are not secure.” Smaller class sizes would be difficult to achieve without funding increases. Similarly, funding is at the heart of the multilevel class issue: “Provide more funding so

we don't have to have multilevel classes.” Three creative teachers managed to make three or four suggestions within their one recommendation, all starting with funding as the cornerstone: “Funding is the single most important issue affecting our school and our ability to adequately meet the needs of our students. This affects class size, availability of up-to-date resources and PD.” “Increase the funding so that highly qualified full time teachers can be hired to provide consistency in program delivery.” “If adequate resources were available then more PD opportunities would be available. Therefore, a very suitable curriculum would be assured because we would all be more highly trained teachers.”

Other issues are connected as well. Class size and job security for teachers are closely linked: “We need fewer students per class - more job security for teachers.” One teacher fit three suggestions within one concise sentence: “Have classes of a similar level taught by qualified teachers using a relevant curriculum.”

Chart 5.22



Teacher N = 2107

Admin N = 158

## Chapter 6 – Ontario LINC/ESL Students

Who are Ontario’s adult ESL students? How many are there? Where did they come from? How long have they been here? How old are they? Why are they taking ESL? What are their language training needs? A cardinal reason for undertaking this study was that there were no answers to these and many other basic questions. Without such fundamental information, it is impossible to make informed policy decisions.

In this chapter, data from the learner survey are analyzed to draw a profile of the students in the province.<sup>21</sup> Tables and graphs compare students from LINC and non-LINC ESL programs in Ontario.

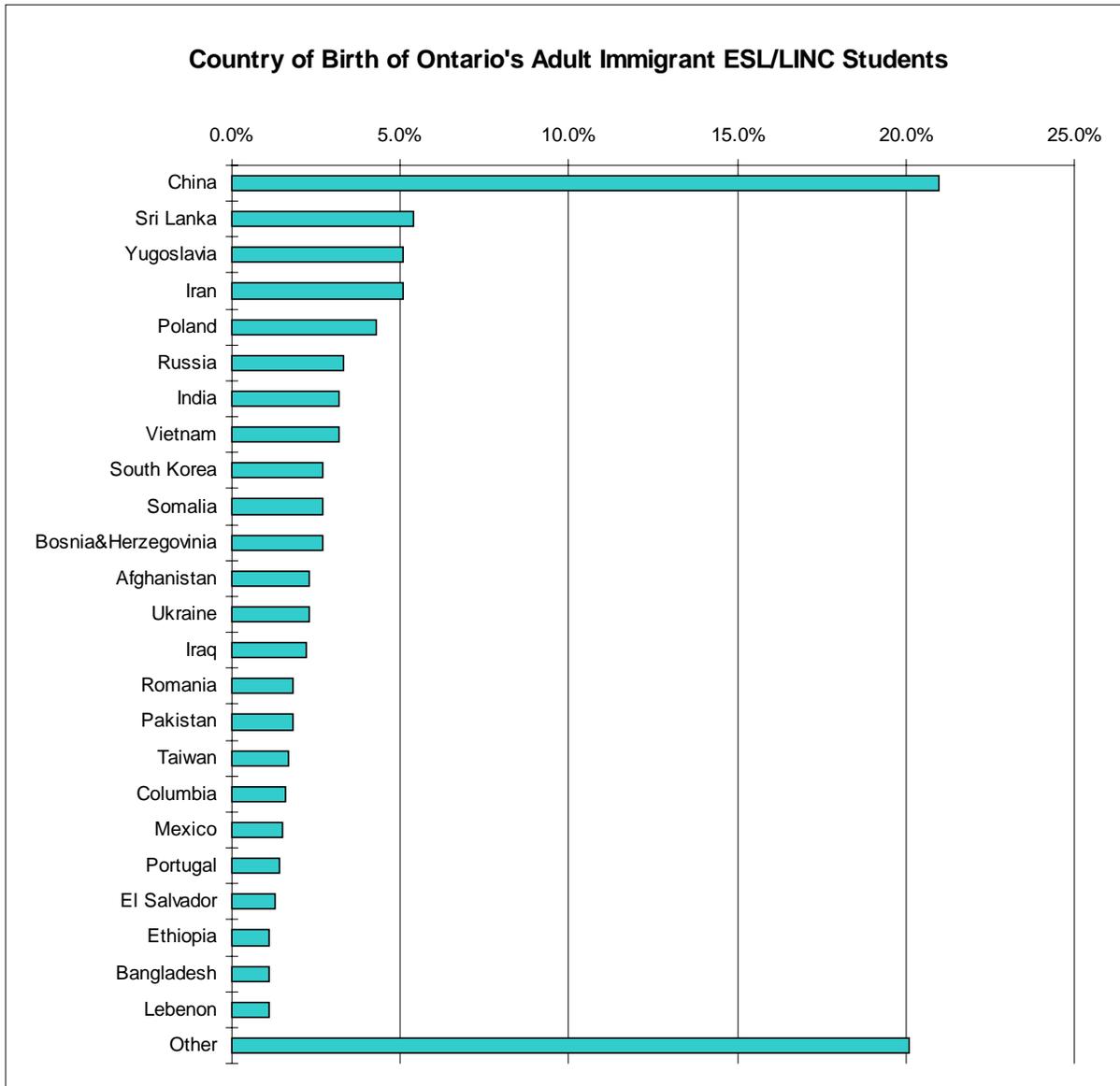
### ***Country of Birth***

By design, the study included only adult immigrants to Canada who were taking training in one of the official languages. Thus, all respondents in the learner survey came from other countries. Chart 6.1, which lists country of birth in order of frequency, shows that Ontario’s adult ESL students originate from all parts of the world, 119 different countries in all (nations accounting for less than one percent of students were combined into the “other” category). China was the nation of origin of the largest number of adult ESL learners (21%). Far behind in second place was Sri Lanka, the birth place of 5% of the students.

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<sup>21</sup> Data are weighted to correct for the sampling of teachers in large school boards.

Chart 6.1



N = 4112

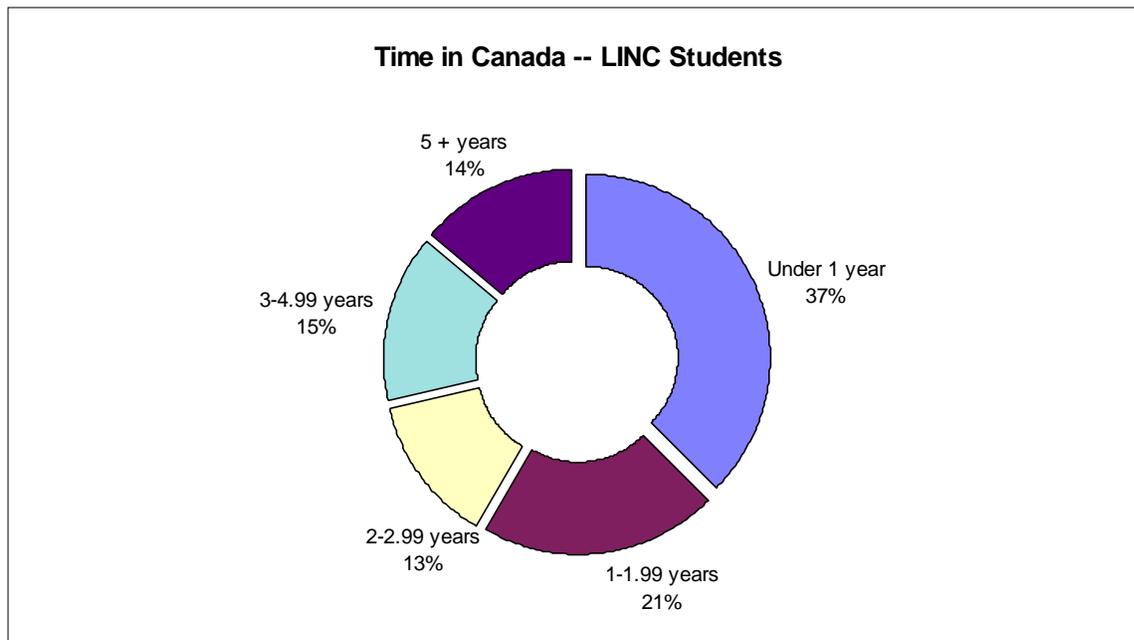
Not all immigrants to Canada have stayed in one location since arriving. About one-quarter have moved to a different community since they first moved to Canada. This is an important issue because the distribution of immigration program funding is based on the immigrant's primary destination. Areas outside of Toronto have raised concern that they get no funding for immigrants who have relocated. It turns out that those who lived in the City of Toronto at the time of the survey were least likely to have moved from another city or town:

<u>Area of Province</u>	<u>Proportion who have Moved from Elsewhere</u>
City of Toronto	18.3%
Suburban Toronto	31.9%
Southwestern Ontario	33.8%
Eastern Ontario	26.8%
Northern Ontario	28.6%

$$(\chi^2 = 83.0, df=4, p<.001)$$

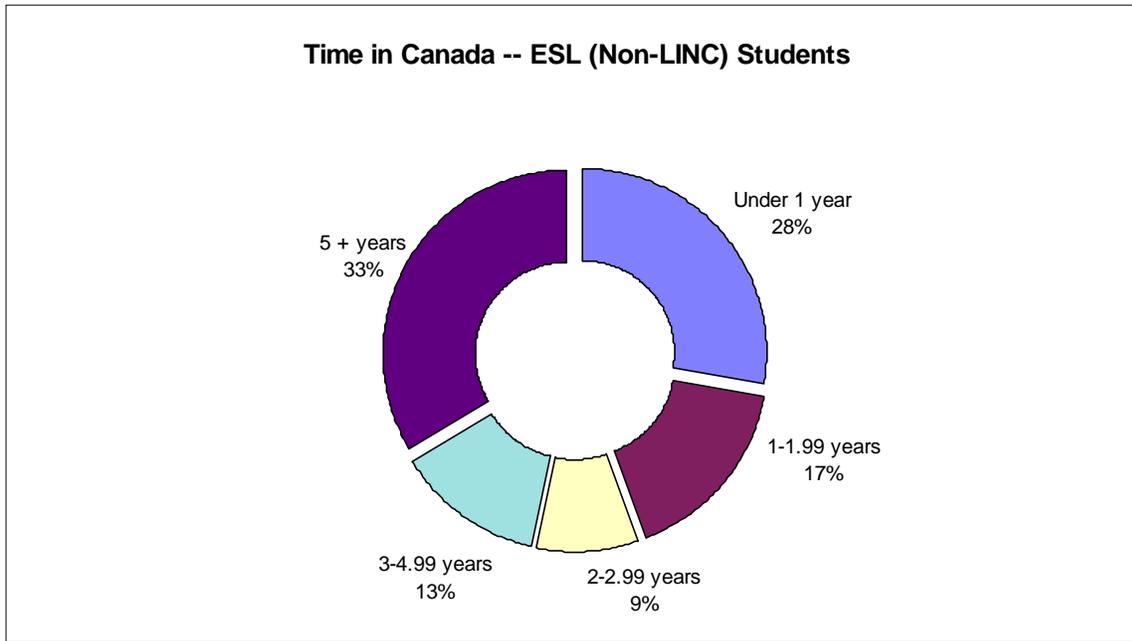
Of course, the probability of having moved is partly dependent on how long the immigrant had been in Canada. On average newcomers in LINC/ESL programs had been here for 3.9 years. LINC students were more recent arrivals (2.7 years on average) than ESL students (5.0 years):  $t=13.1, df = 3864, p<.001$ . Charts 6.2 and 6.3 show the distribution of LINC and ESL learners by number of years since immigrating to Canada.

Chart 6.2



N = 1925

Chart 6.3



N = 1939

On average, those who had moved to a different community since immigrating had lived in Canada for 5.0 years; those who had not moved had lived here for an average of 3.5 years. Despite having been in Canada for a longer period of time on average, ESL students were no more likely to have moved than were LINC students ( $\chi^2 = 0.8$ ,  $df=1$ ,  $p>.30$ ).

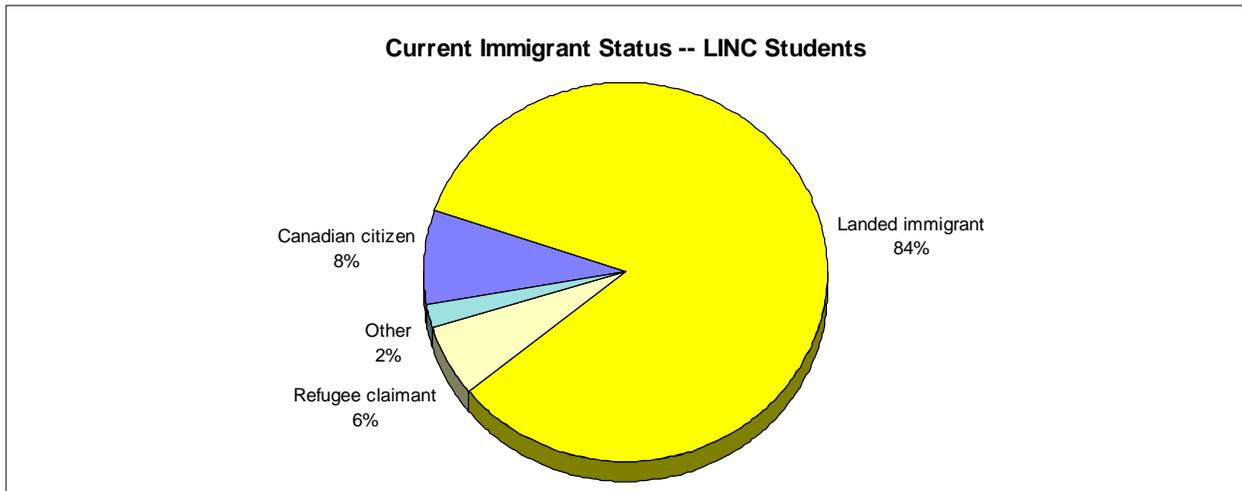
### ***Immigrant Status***

Current immigrant status should differ greatly by program type, since LINC students are supposed to be landed immigrants or convention refugees; there are no such systematic restrictions for non-LINC ESL programs. The current immigrant status of LINC learners is displayed in Chart 6.4. As expected most (85%) were landed immigrants, but some had established Canadian citizenship (8%). Another 6% were refugee claimants. Thus, up to 14% should not have qualified for LINC.<sup>22</sup> Most of the “other” category (2%) was convention refugees.

As expected, the proportions are far different for ESL students ( $\chi^2 = 424.8$ ,  $df=3$ ,  $p<.001$ ). Chart 6.5 discloses that only 55% of the ESL learners were landed immigrants. Nearly 30% were Canadian citizens. The “others” were mostly visitors to Canada.

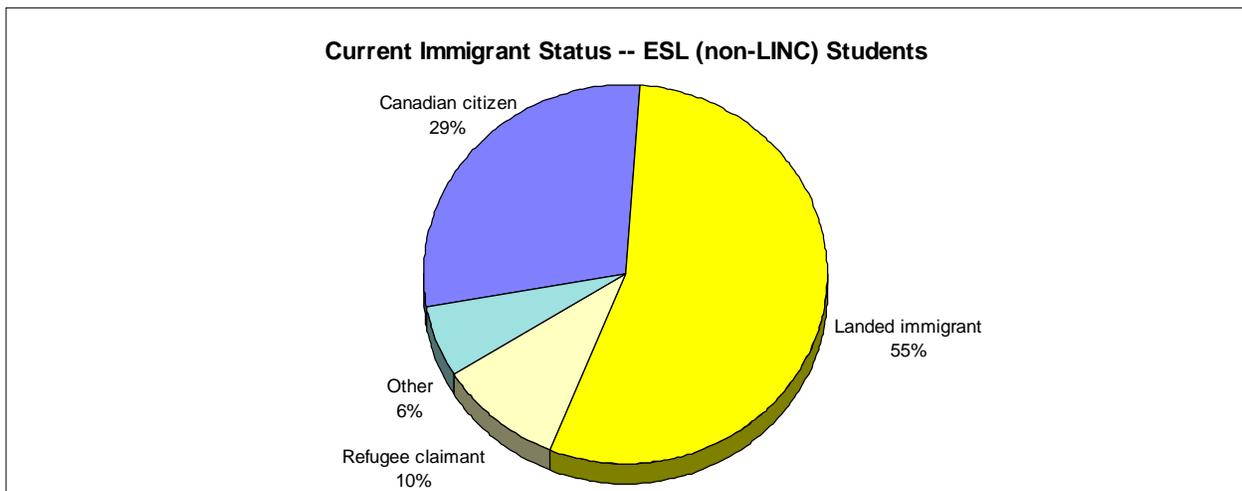
<sup>22</sup> The question included a category for refugee claimant but none for convention refugee. The latter qualify for LINC, the former do not. Respondents' English may have been too limited to distinguish the two. Therefore an unknown proportion of those who checked refugee claimant may actually have been convention refugees.

Chart 6.4



N = 1948

Chart 6.5

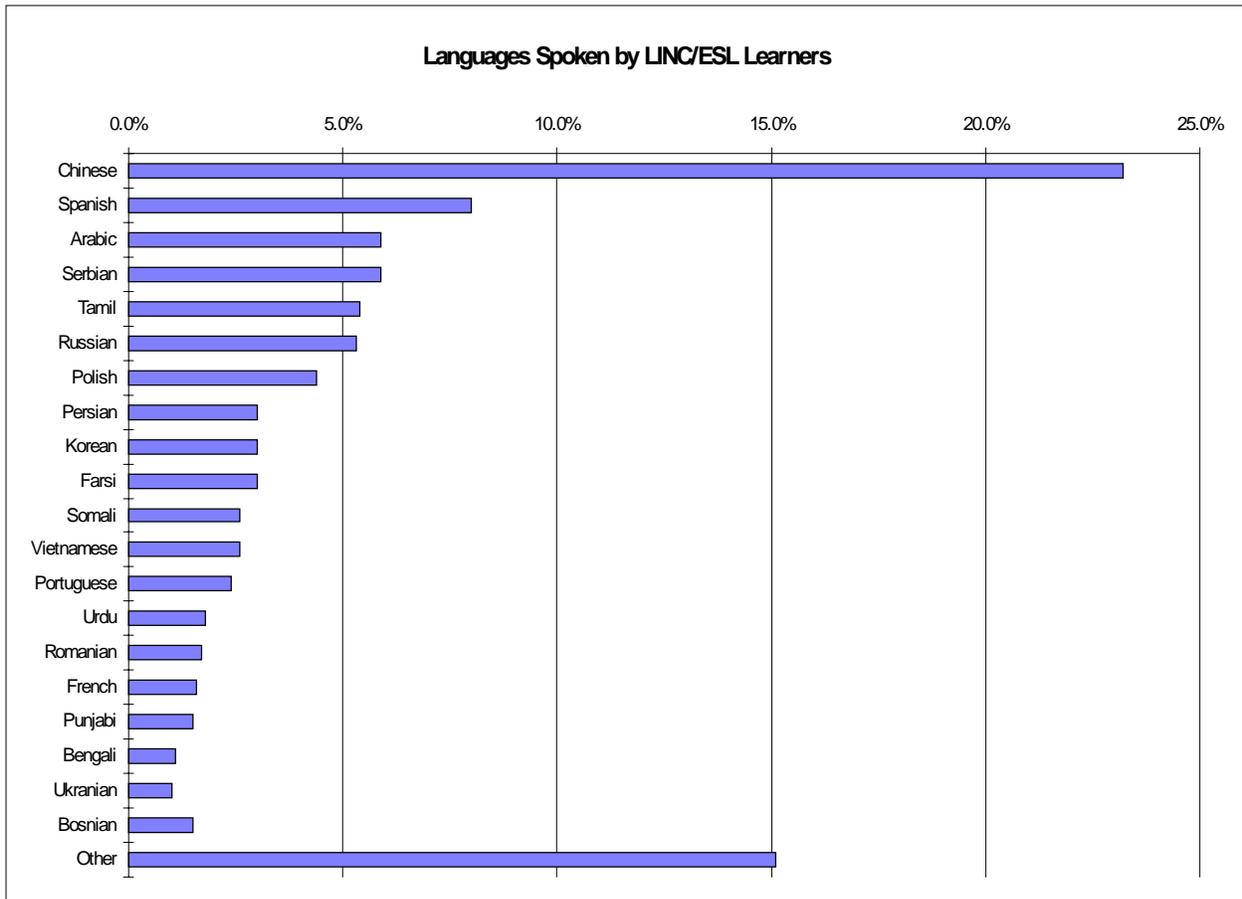


N = 1990

### ***First Language***

Reflecting the wide geographic distribution of country of birth, the first language learned by Ontario's adult ESL students are numerous and varied (Chart 6.6). In accordance with the countries of origin, the largest proportion of students (23%) first learned to speak Chinese. Spanish was far behind at 8%. Arabic, Serbian, Tamil, and Russian were each the first languages of between 5% and 6% of learners.

Chart 6.6



N = 4111

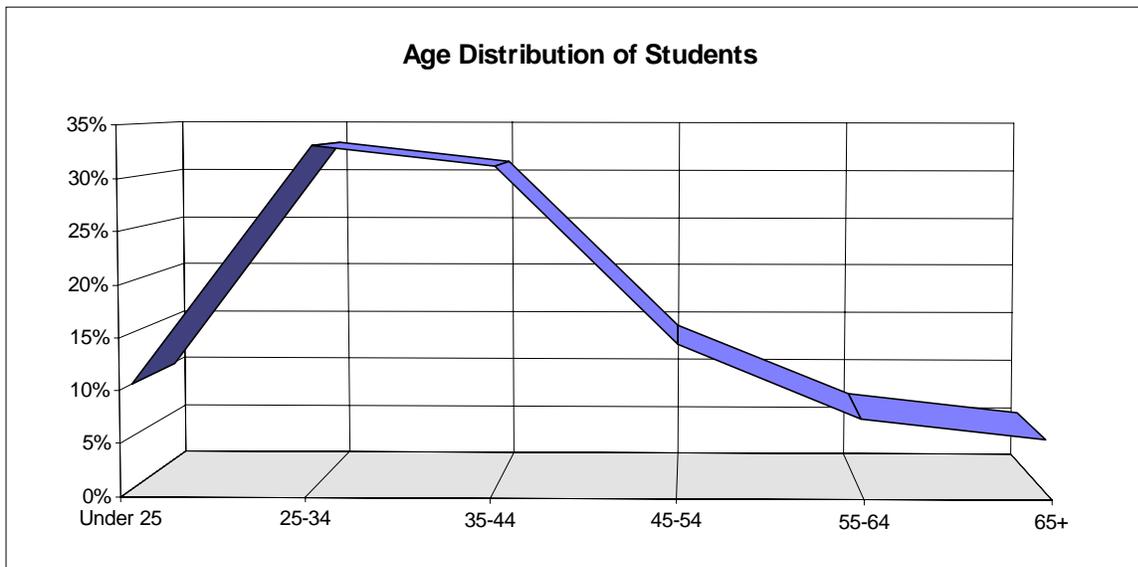
### Sex

Approximately 69% of LINC/ESL learners were women. The 1988 survey found that nearly 60% of ESL students were female. Some 71% of LINC students were women, versus 69% of ESL students (not a significant difference). LINC administrative statistics show that close to 70% of learners are female, thereby boosting our confidence that teachers closely followed the instructions for randomly selecting students.

### Age

The average age of ESL students as of November 1, 1998 was 38.4. LINC learners were slightly younger on average than ESL learners: 37.8 years versus 39.0 years ( $t = 3.1$ ,  $df = 3877$ ,  $p < .01$ ). Chart 6.7 shows the age distribution. Close to two-thirds were in the 25 to 44 age group.

Chart 6.7

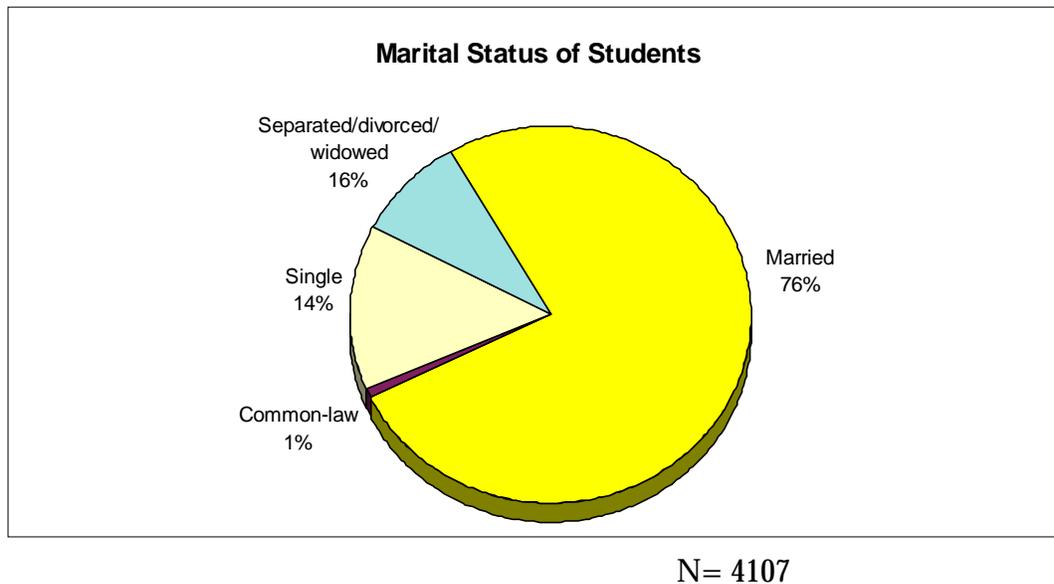


N = 4040

**Marital Status**

About three-quarters of LINC/ESL students were married (Chart 6.8). LINC students were somewhat more likely to be married (81%) than were ESL students (73%), and correspondingly less likely to have never been married ( $\chi^2 = 54.3$ ,  $df=3$ ,  $p<.001$ ).

Chart 6.8



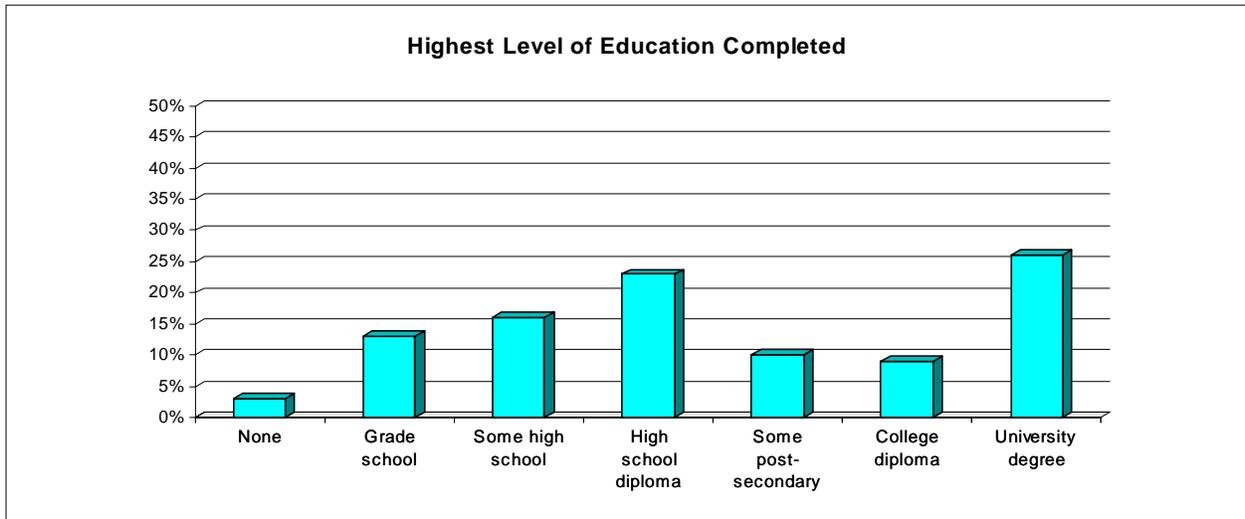
### ***Children***

Consistent with their marital status, most learners (57%) reported having children under age 19. On average, those with children had 2.0: 0.7 under six years old, and 1.3 between 6 and 18. There was no difference between LINC and ESL students, somewhat surprising given that LINC offers child care.

### ***Education***

Chart 6.9 reveals a wide variation in highest level of education accomplished by LINC/ESL students. The findings reflect the recent immigration policy of the federal government, favouring more highly educated immigrants. About a quarter of the students said they had a university degree. Another 9% had a community college diploma and 10% had some post-secondary education. At the other extreme, 4% had absolutely no education and a further 13% never made it to high school. There was no difference in education level between LINC and ESL students.

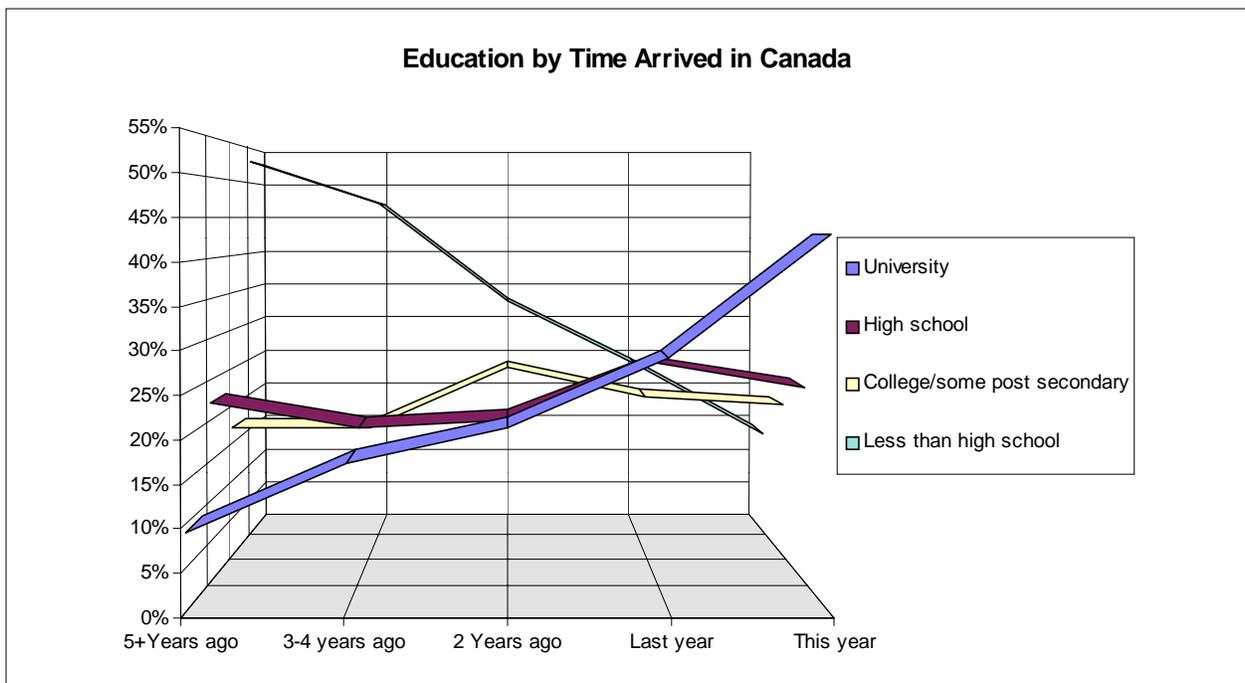
Chart 6.9



N = 4076

There was a disparity in education between the most recent immigrants and those who arrived earlier. Chart 6.10 clearly demonstrates the large shift in educational qualifications in just the last few years. University graduates comprised 43% of LINC/ESL students who immigrated this year.

Chart 6.10

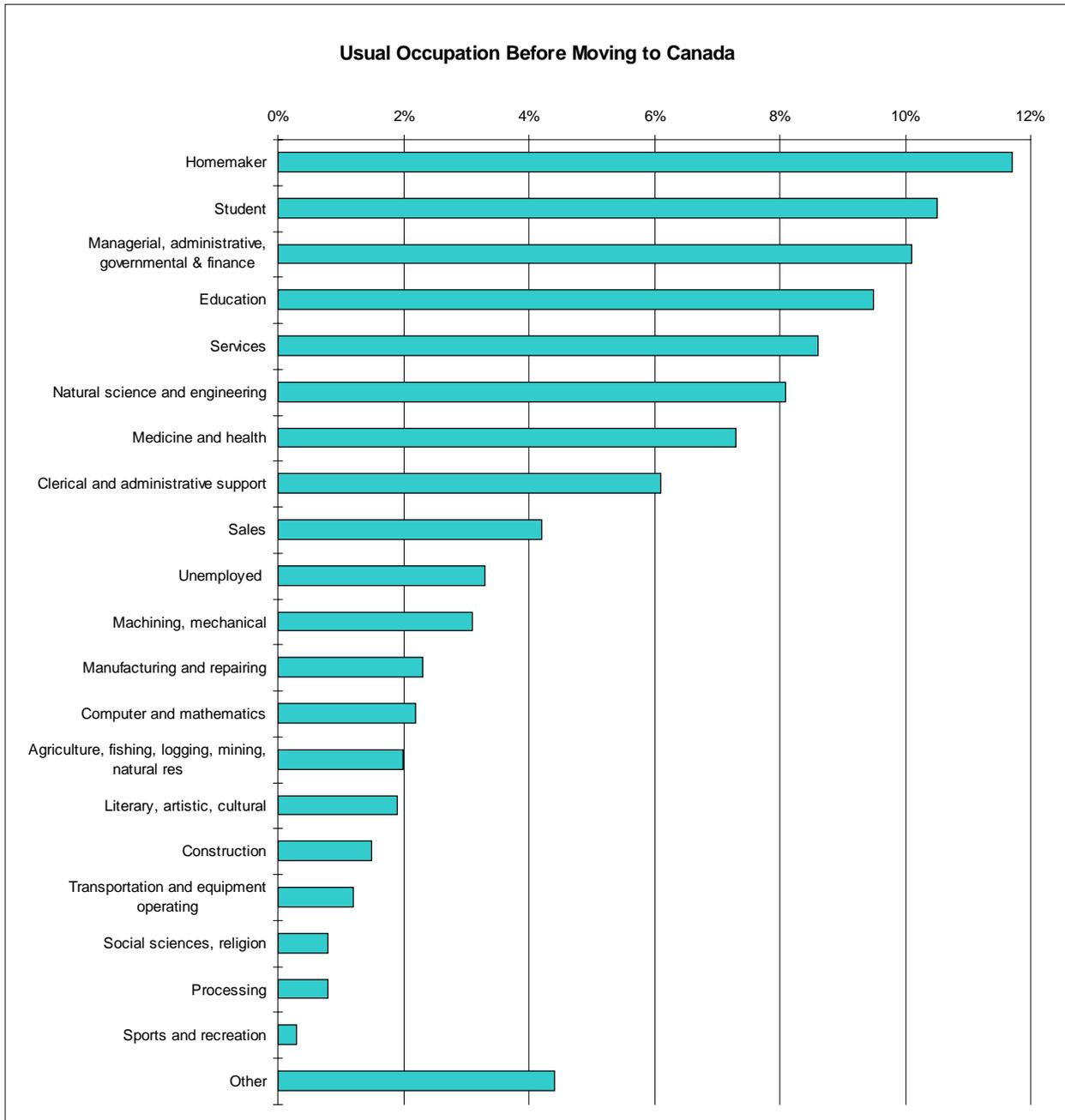


N = 3895

***Occupation***

Before immigrating to Canada, the largest proportion (12%) of Ontario's adult immigrant ESL students were homemakers (Chart 6.11). Accounting for around 10% of the learners' occupations were managerial/government positions and jobs in the education field. About one in 10 had been students in their home country; only 3% were unemployed. There were few noteworthy differences between LINC and ESL learners in terms of past occupations.

Chart 6.11

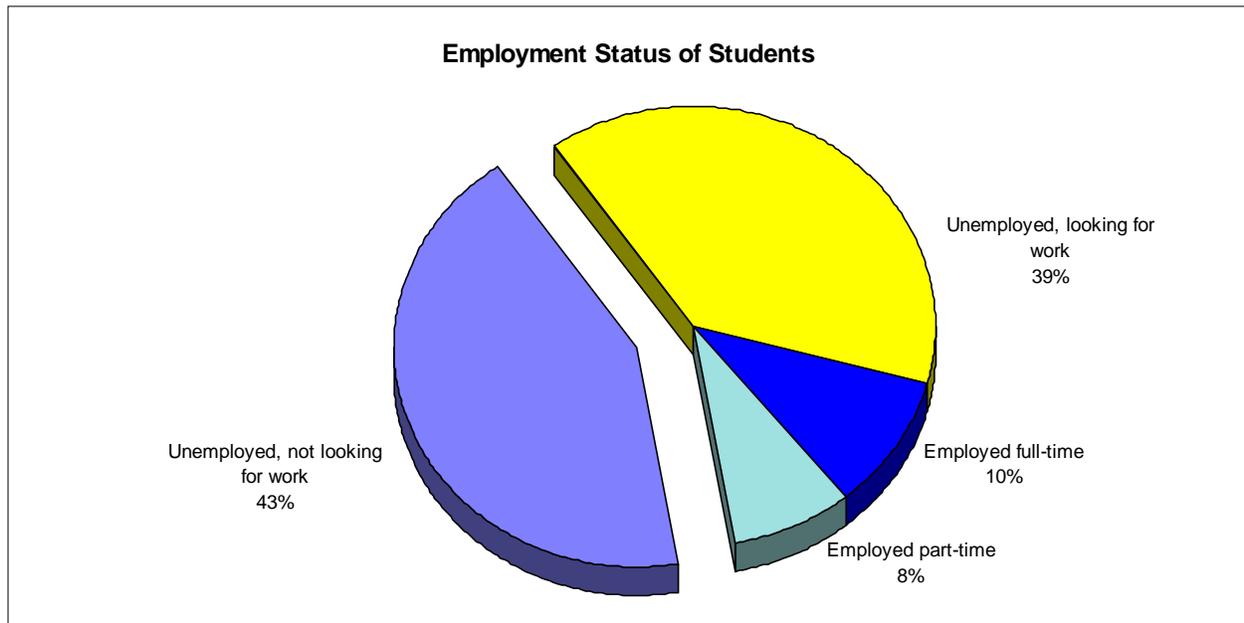


N = 3848

### ***Employment Status***

As Chart 6.12 shows, few ESL students were employed (18%) at the time the survey took place. About 43% were unemployed and not looking for work. Corresponding to the contrasting immigration status between groups, LINC and ESL students had significantly different propensities to be working ( $\chi^2 = 78.2$ ,  $df=3$ ,  $p<.001$ ). About 22% of ESL students were working at the time of the survey, compared to only 13% of LINC students.

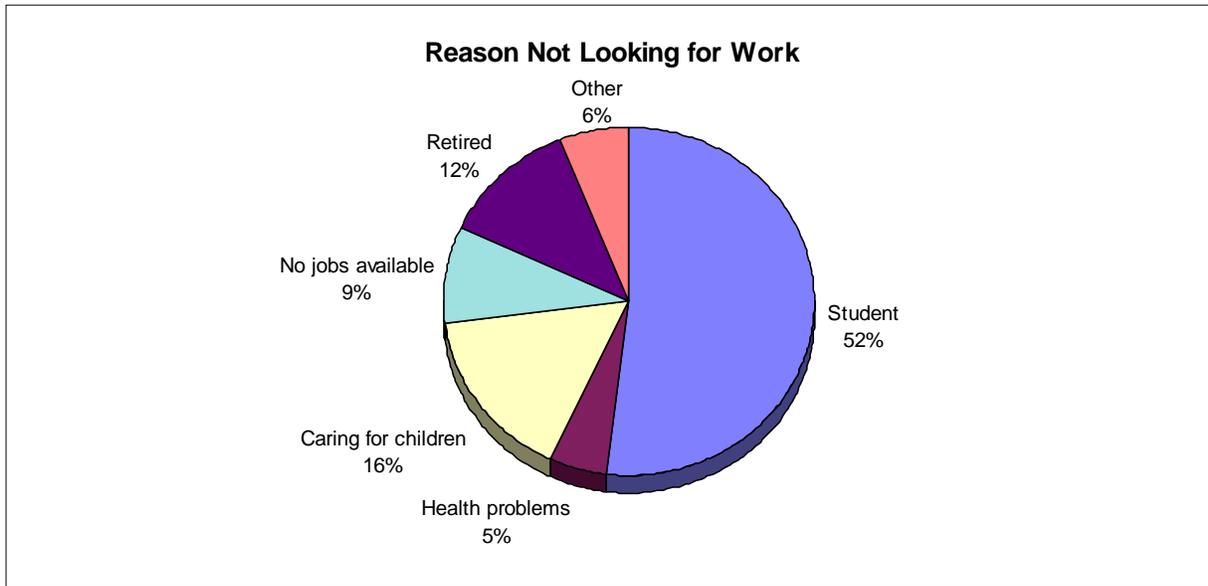
Chart 6.12



N = 3958

Those who were unemployed and not looking for work were asked why. The most frequent reason given for not looking for work was that they were students (Chart 6.13).

Chart 6.13



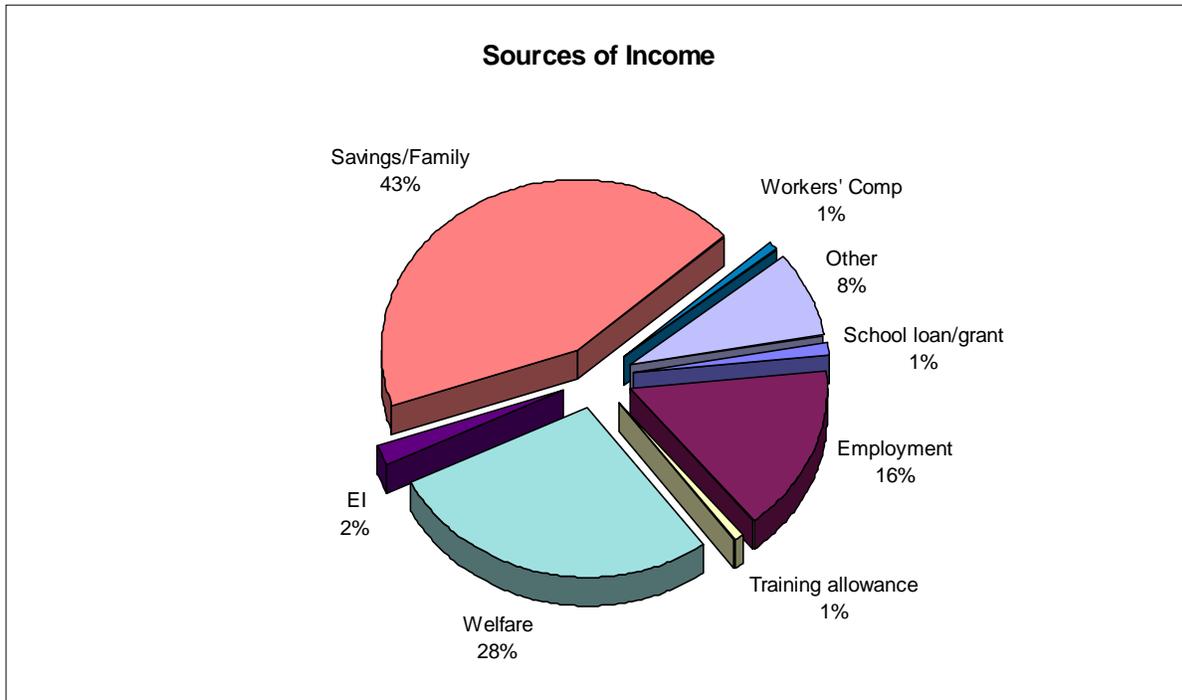
N = 2224

### **Sources of Income**

Chart 6.14 indicates students' sources of income while taking the LINC/ESL course. Most got by on family savings (often husband's income according to comments written on the questionnaire), or social assistance. About 4% had no source of income (or skipped the question), and 4% had multiple sources, usually savings in addition to another source.

There were some interesting differences by program area ( $\chi^2 = 53.3$ ,  $df=8$ ,  $p<.001$ ). Consistent with employment status differences reported earlier, LINC students were less likely to report employment income than were ESL students (Table 6.1). LINC students were more apt to rely on family savings.

Chart 6.15



N = 4129

Table 6.1 Sources of Income by Program

SOURCE OF INCOME	LINC	ESL
Employment	12.5%	19.9%
Welfare	27.9	27.0
Savings/Family	45.9	39.3
Other	13.7	13.8

N = 723

**ESL History**

Dropping out of ESL classes is considered to be an extensive problem. Teachers seldom know why students drop out. When attempts are made to follow up, the main conclusion is that many dropouts have moved and cannot be contacted. The impression is that most people drop out to find or search for employment (as confirmed in the teacher's survey), but there is little substantiation.

The student survey could not get at this directly since it was aimed at current students rather than dropouts. It did, however, examine the issue by asking about number of ESL courses taken previously (Table 6.2), and, if so, whether the respondent had ever quit a course and why.

It turns out that about half of current students had taken prior ESL courses. On average, these students had taken 1.9 previous classes. ESL students had taken about 50% more previous classes on average than had LINC students ( $t=11.1$ ,  $df = 3952$ ,  $p < .001$ ), and were over three times more likely to have taken four or more other courses, seeming to confirm anecdotal evidence that some ESL courses have a drop-in/drop-out quality. As one teacher recommended “Programs should not be treated only as drop-in centres.”

Table 6.2 Number of Previous Courses by Program

<b>NUMBER OF PREVIOUS COURSES</b>	<b>LINC</b>	<b>ESL</b>	<b>All Students</b>
0	56.9%	42.4%	49.6%
1	26.1	28.4	27.3
2	10.1	13.9	12.0
3	4.4	7.0	5.7
4	1.8	3.6	2.7
5-10	0.7	4.7	2.7

N = 3954

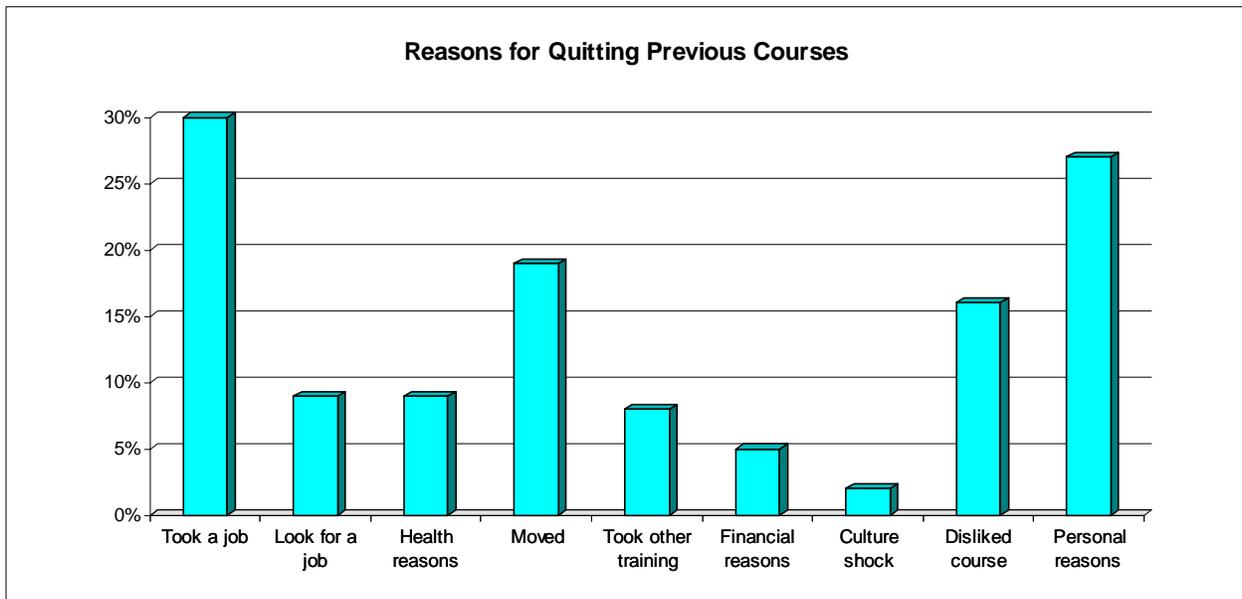
Of those who had taken a previous course, about 36% had quit at least one before completing it. In fact, a few made quitting a habit:

<u>Number of courses quit</u>	<u>% of Those Who had Quit 1+ courses</u>
1	78.1%
2	18.1
3	1.5
4	1.5
5	0.8
6	0.1

Here there was no significant difference between LINC and ESL students, despite the larger number of previous courses taken by ESL students, which means LINC students had a greater propensity to drop out of any one prior class than ESL students: 26% versus 20%.

Chart 6.16 shows the reasons respondents gave for quitting a previous course. Most students quit to take a job, for personal reasons, or because they moved. The contrast with teachers' perceptions on why students drop out is interesting (see Chart 5.18). Students were much less liable to have quit a course to take a job than teachers tended to think. On the other hand, students were much more inclined to discontinue because they were unhappy with the course than teachers thought.

Chart 6.16



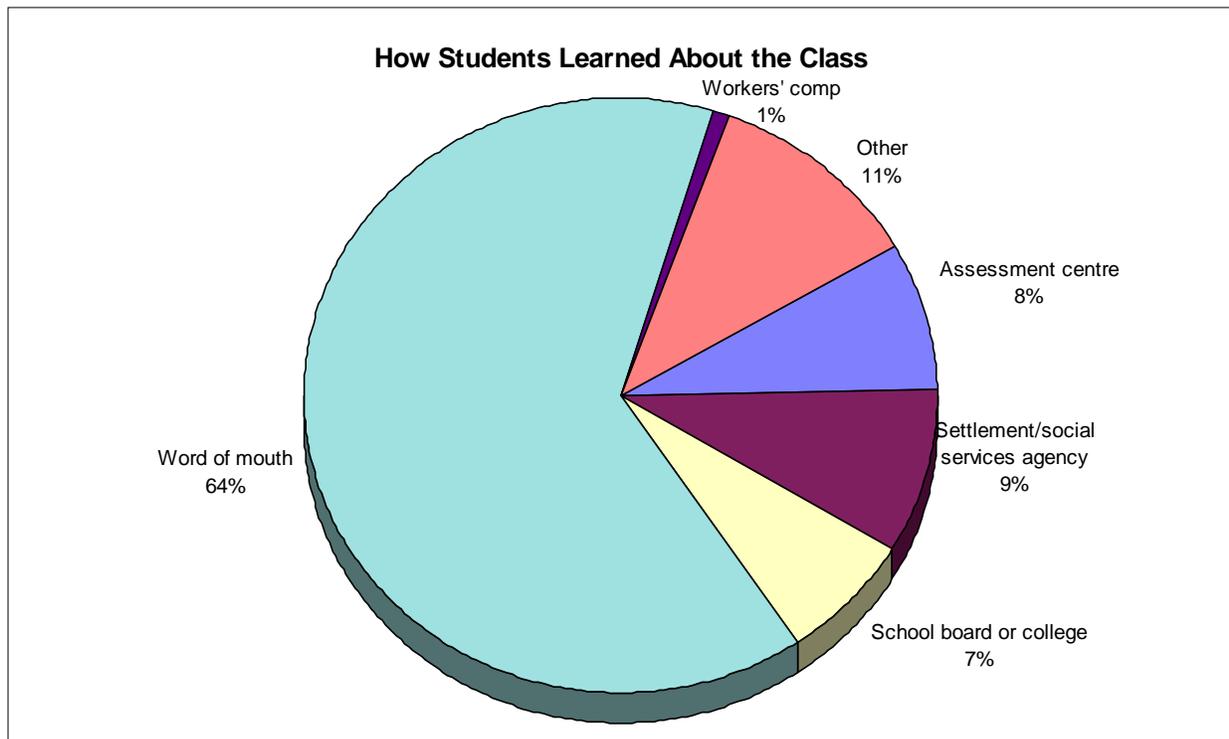
N = 817

### ***Current ESL Class***

The questionnaire also posed several questions about the class learners were currently taking, including how students learned about the class, why they took it, whether they paid for it, and what resources it had.

Did students find out about the class as a result of a marketing effort by the service provider, or through more informal channels? As Chart 6.17 reveals, it turns out that word of mouth is by far the most important means. This is so in every region of the province, for LINC and ESL, and for every type of service provider: between 57% and 72% of any type of student learned through this means. As would be expected, LINC learners were much more apt than ESL learners to learn of the course through an assessment centre: 11% versus 5%. School boards or colleges were the source of information for more ESL (10%) than LINC students (4%).

Chart 6.17



N = 4058

The prevailing impression among experts in the field who were interviewed for this study is that the typical reason for taking English training is to find a job. The survey asked students why they took the course. To guard against the natural tendency of respondents to say all reasons were important, the question required them to rank the reasons for taking the course. Results are tabulated below.

**Table 6.3** Why Students Took the LINC/ESL Course

<b>REASON</b>	<b>Mean Rank</b>	<b>Proportion Ranking this # 1</b>	<b>N</b>
To understand and speak with Canadians in daily life	1.72	49.9%	3501
To get a job/start a career	2.10	32.3	3705
To further their education	2.72	13.4	3401
Personal, family or social reason	3.27	4.3	3470

It turns out that the number one reason for taking the course was to understand and speak with Canadians in everyday life. Participants in the student focus group felt that learning the language

was the key to “fitting in” and improving their quality of life. Several joked about their ability to understand other ESL students who speak broken, heavily accented English, while not being able to understand the typical Canadian.

Taking the course to help with employment prospects was ranked second. Being able to further their education was ranked as the third most important reason for taking the course. Indeed 12% of ESL students were taking the course for credit.

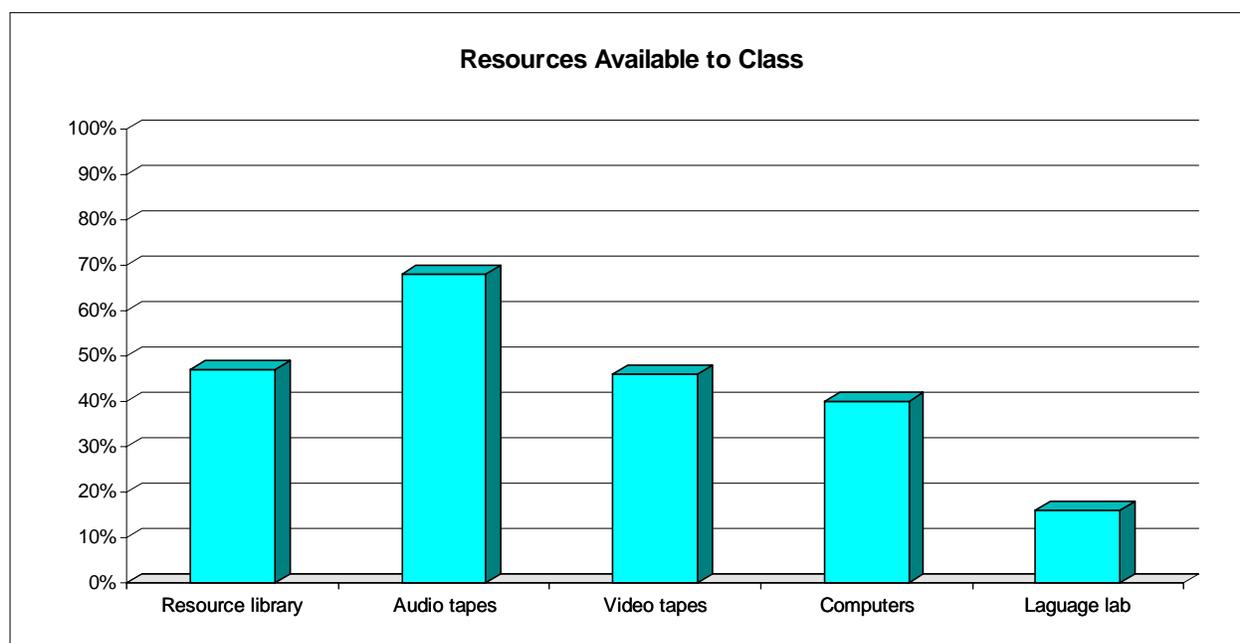
LINC and ESL students were little different with respect to their reasons for taking the course.

Students were also asked whether they paid a fee for the course. About one in five did. This differed widely by type of provider ( $\chi^2 = 125.7$ ,  $df=4$ ,  $p<.001$ ). Learners taking classes from school boards were most likely to pay a fee (28%), followed by those at colleges (22%). About a third of ESL students paid a fee; 9% of LINC students said they paid a fee.

Some reported costs per class, some for the whole course, but a typical fee was between \$10 and \$20 per class.

Chart 6.18 divulges what resources were available to the students. Most classes had access to audio; about 40% had access to computers. LINC classes were somewhat more likely to have audio and video tapes, and computers. ESL classes were more liable to have access to a resource library.

Chart 6.18



N = 3603

Differences were also noticeable by type of provider (Table 6.4). Colleges were able to offer the most resources to their students, except in the resource library category. School boards tended to have the fewest resources.

**Table 6.4** Resources Available by Type of Service Provider

	<b>School Board</b>	<b>College</b>	<b>Community Agency</b>	<b>Private Trainer</b>
Resource library	47.3%	49.5%	47.2%	28.6%
Audio tapes	66.8	75.7	72.1	82.5
Video tapes	46.2	54.1	54.6	68.3
Computers	39.2	83.8	40.3	68.3
Language lab	15.3	63.1	11.3	19.0

N = 3280

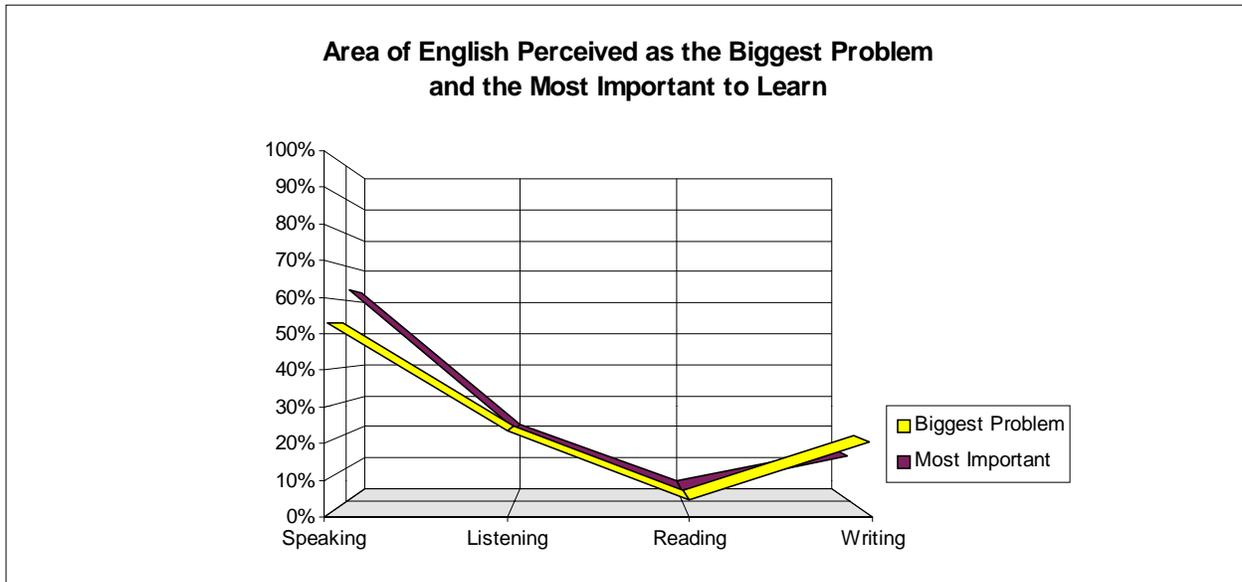
### ***Student Needs and Preferences***

As stated at the outset of this report, the surveys were undertaken for a dual purpose: to ascertain the scope and content of existing services, and to determine the needs of learners, instructors and administrators. Students' needs were interpreted broadly: needed skills in terms of language acquisition; required supports and services; and preferences for methods of learning the language.

Two questions were posed concerning self-perceived level of English skills – hence perceived needs – in the key skill areas. Learners were first asked what areas of English was the biggest problem for them, the most direct question we could think of to determine needed skills. It may be the case that other factors – such as the need to get a job – override this key language shortcoming, making it more important to learn another basic language skill. To capture this possibility, we also asked students which area of English was most important for them to learn.

Respondents did not seem to differentiate between the “biggest problem” and the “most important” judging by Chart 6.19. Perhaps their grasp of English was not yet sufficient to recognize the difference between the concepts. In any case, learning to speak the language was selected most often, listening second most, which is consistent with the cardinal reason learners gave for taking the course: to interact with Canadians in daily life.

Chart 6.19



N = 3850

The biggest problem area varied according to the program students were in: LINC students tended to need more help speaking, ESL students more help with writing (Table 6.5). There were no significant differences by type of provider.

**Table 6.5** Biggest Problem Area by Program

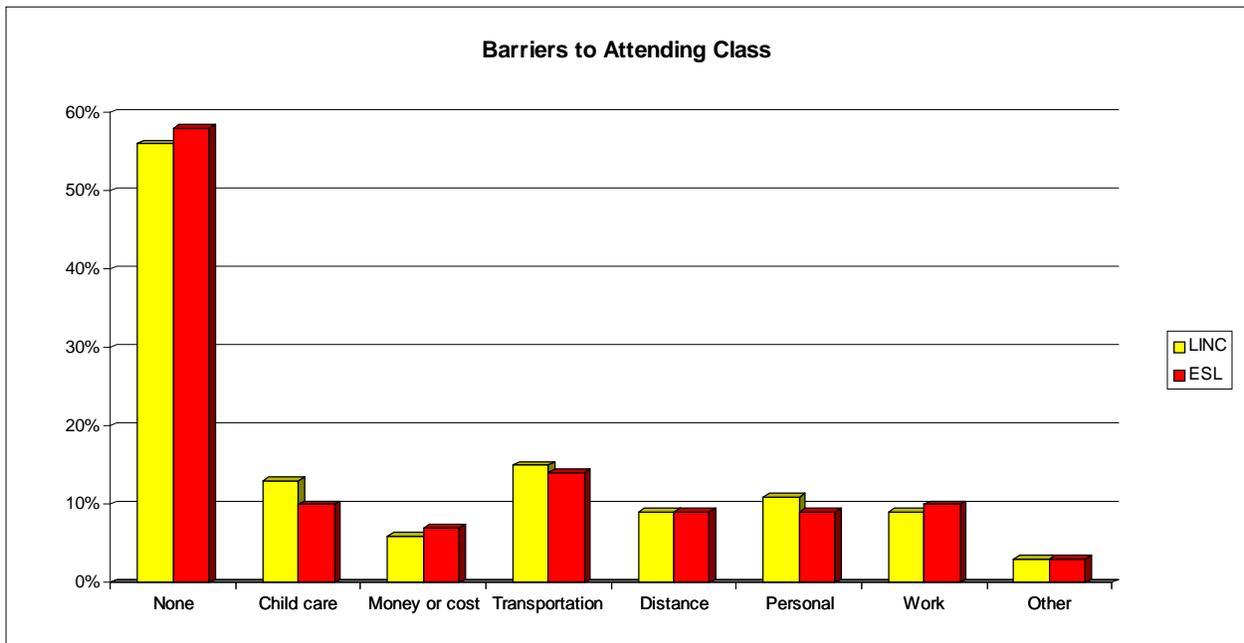
	LINC	ESL
Speaking	56.2%	49.3%
Listening	23.5	23.2
Reading	3.8	3.7
Writing	16.5	23.8
( $\chi^2 = 33.0$ , $df=3$ , $p<.001$ )	N = 3679	

Survey sponsors had a keen interest in learning about the needed supports and services of LINC/ESL learners in the province, including child care, transportation, and financial aid. Currently, the LINC program covers many such services, but ESL programs supported by the province do not. Interestingly, most (57%) students claimed they had need for no support services, and experienced no problems in attending the class. This was the case for LINC and for ESL students: 56% of LINC students claimed no barriers as compared to 58% of the ESL students.<sup>23</sup>

<sup>23</sup> In retrospect, we suspect the wording of question may have been ambiguous for some LINC students, since child care, transportation and assistance may not have been problems if LINC already took care of them.

Chart 6.20 shows the barriers learners listed to attending class. Only 5% of students had more than one obstacle to attending class.

Chart 6.20

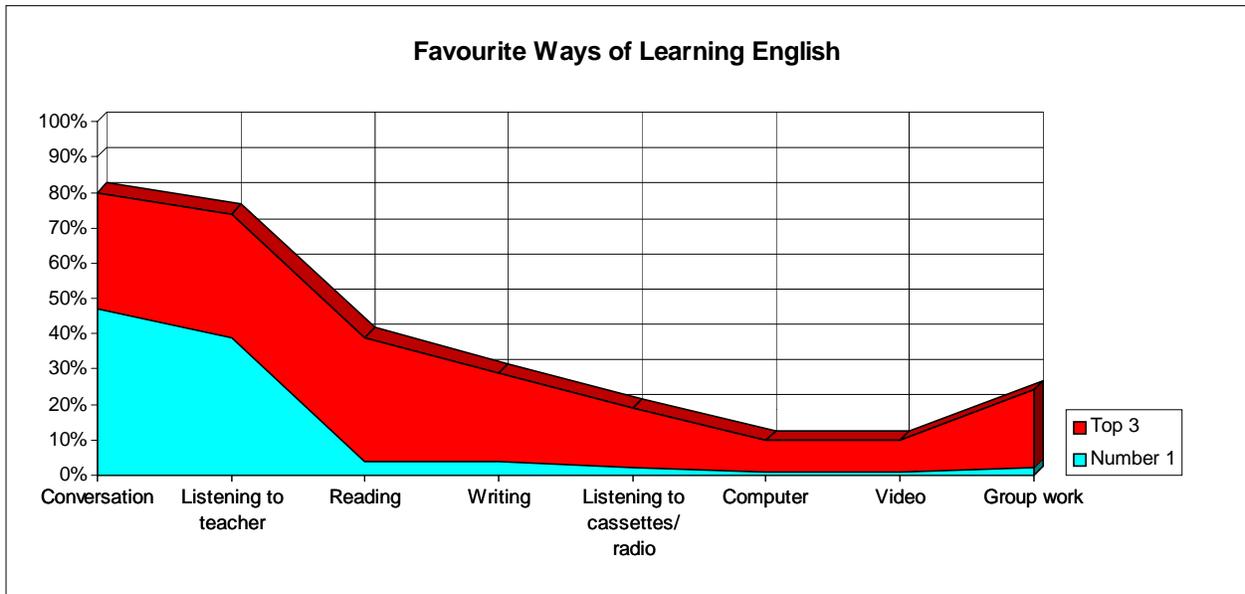


N = 3748

Learning about adult newcomers' preferred methods of learning English may help planners design future programs. The questionnaire listed eight different methods of learning a second language; learners were asked to indicate their three favourite ways in order.

In the focus group, conversation or listening to the teacher – a “good teacher” as one person hastened to add – were most often mentioned as the favourite ways of learning English. This finding was confirmed in the survey. As Chart 6.21 demonstrates these two categories accounted for approximately 85% of the first choices made by students: no other methods came close. This corresponds to the chief self-perceived student need – to learn to speak the language.

Chart 6.21



N = 3885

There was only one significant difference between LINC and ESL students with respect to preferred methods of learning English. ESL students ranked writing slightly higher than did LINC students ( $t = 9.0$ ,  $df=1164$ ,  $p<.01$ ).

To help with program planning the final question addressed future plans for taking ESL/FSL courses. About three-quarters of the students said they intended to take further courses to learn the language. Asked to specify the course, most merely said the “next level.” There was no significant difference by program or type of service provider.

## Chapter 7 – Summary

This report has presented a wealth of findings from surveys of LINC and non-LINC ESL administrators, teachers, and students in Ontario. The findings should be of great use to policy makers at the federal and provincial levels.

In this final chapter, we summarize the main findings. The summary will be organized by the research objectives set out in the RFP.

### ***Range of Delivery – Existing Services***

- During mid-October, 1998 for all providers serving adult immigrants in Ontario that were included in the survey, the total number of adult LINC/ESL students was approximately 65,474. There were 2,532 instructors teaching a total of 3,581 classes. Average class size was between 18 and 20 (depending on source of information).
- Most of Ontario's adult immigrant LINC /ESL service providers were community-based agencies (56%); 31% were school boards. School boards, however, were typically much larger than community-based agencies in terms of LINC/ESL delivery, so they accounted for 70% of the teachers. Community agencies employed 10% of the teachers. Another 15% of teachers worked for multiple employers, usually school boards and community agencies.
- LINC/ESL learners hail from 119 different countries, although 21% were from China. Their average age was 38.4 years; 69% were female. About a quarter had a university education, another 9% had a community college diploma and 10% had some post-secondary education. At the other extreme, 4% had absolutely no education and a further 13% never made it to high school.
- On average newcomers had been in Canada for 3.9 years.
- Few ESL students were employed (18%) at the time the survey took place. About 43% were unemployed and not looking for work, almost all of whom were taking daytime ESL training Monday through Friday. Another 39% were unemployed and looking for work.
- About 43% were living off savings or family income; 28% were on welfare; and 16% had employment income.
- Learners were well distributed across the different levels of English. Under LINC, 24% were at level 1, 29% level 2, 24% level 3 and 22% level 3+. Under ESL, 9% were literacy students, 30% were beginners, 37% were at an intermediate level, and 24% were advanced.
- Most classes had a life skills and settlement/integration orientation. English for employment purposes was another popular focus.

***Range of Delivery – Needs Data***

- Teachers identified English for employment purposes and English in the workplace as the most important evolving language training needs. Administrators also thought job-related language instruction is an important emerging issue.
- Learners identified learning to speak English as their most pressing need. Listening, writing and reading were far behind.

***Modes of Delivery – Existing services***

- Alternative modes of delivery were not prevalent. About 18% of language trainers offer home study; 17% offered computer assisted learning; 12% had an independent learning centre; and 11% had co-op job placement.

***Modes of Delivery – Needs Data***

- Many administrators (just under 40%) perceived a demand for co-op placement and workplace ESL. Another 29% believed there is a need for computer-assisted learning.

***Cost of Delivery – Existing Services/Needs Data***

- Cost data provided by survey respondents were often incomplete; in some cases no financial data were supplied. This was especially the case for ESL programs, where many told us “We don’t do a breakdown like this for our program...” Partial cost data are presented in Table 3.6.

***Curricula/Outcomes – Existing Services***

- Most teachers used videos, cassettes, textbooks, field trips, newspapers/magazines, and theme-based materials in their classes. Computers were available in about 40% of classes.
- Some 87% of the service providers across the province said they used LINC Curriculum Guidelines.
- Though 49% had not taken a professional development course concerning the Canadian Language Benchmarks, nearly all LINC/ESL teachers (92%) were familiar with them. Of those familiar with CLB, 57% used them in their lesson plans for all their classes, and 39% for some of their classes. This leaves 14% who knew of CLB but did not use them.

***Curricula/Outcomes – Needs Data***

- ESL learning materials/curricula currently available are sufficient to meet the needs of adult immigrants to Ontario, according to virtually everyone interviewed for this project. In fact, “There is so much out there ... we’re all reinventing the wheel.” A few survey respondents mentioned that Canadian learning materials are needed.
- About 20% of administrators and 31% of teachers called for a standardized curriculum across the province.

### ***Assessment for Intake/Exit – Existing Services***

- The LINC program has standard intake assessment tests conducted by certified raters in assessment centres across the province. As we heard in the interviews and focus groups, however, there is no standardized intake assessment in non-LINC programs. Some form of intake assessment was conducted in 97% of classes, but use of standardized tests was rare. Most often “internally developed procedures” were used for ESL credit and non-credit students, which judging by interview results means informal teacher interviews.
- Nor is there any standardization for exit assessments for LINC or ESL. But, outcome assessments are common. Verbal proficiency assessments took place in almost every classroom. Non-standard written assessments were done in about three-quarters of the classrooms. Grammar tests were a feature in about three-fifths of classes. Only 15% of classes featured written assessments using standardized instruments.
- About 73% of LINC organizations use CLB for intake assessment<sup>24</sup>, 88% for ongoing assessment and 80% for exit assessment. Use by ESL organizations is much lower.

### ***Assessment for Intake/Exit – Needs Data***

- Some 28% of teachers and 16% of administrators felt that accurate assessment of language proficiency was one of the three most important issues in the ESL field. On the other hand, only 3% of teachers and 1% of administrators brought up standardized assessments when asked for one recommendation to improve ESL training.
- In the interviews, we were told “It is important for the individual to have a sense of completion and a certificate ‘that means something’ to show employers or educational institutions.” Also in the focus groups, teachers said they perceived a rising demand from students for proficiency certificates: “They need a piece of paper to document their level of language proficiency.”

### ***Administrative Structure and Operations – Existing Services***

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<sup>24</sup> Some LINC organizations may have interpreted the question strictly, thinking that assessment centres do the assessments, not the language trainer.

- Few providers had superintendents (3%), language assessors (6%), curriculum developers (10%), or principals (8%); but 41% had receptionists/clerks, and 90% had program supervisors/lead instructors/coordinators.
- Almost all providers track student attendance and record student address. The large majority monitor course completion or drop out, student progress and pre-program language level. At the other extreme, few providers monitor post-program student activity.
- About 55% of the organizations have performance indicators or written standards in place to ensure quality ESL program delivery.
- Most (68%) providers said they follow up with former students to see if their ESL programs have accomplished their objectives. It is likely that most follow up is of a very informal nature.
- Over 90% of the classes featured continuous intake. About 45% of classes without continuous intake had a waiting list. In some cases assessment centres keep the waiting list, but most often it is the provider's responsibility.
- About 58% of the providers maintained there is a local or regional planning process to coordinate the delivery of LINC/ESL programs across sectors (school boards, colleges, community). Almost all played an information sharing role, but only 42% had a quality assurance role. Ontario's service providers seem pleased overall with their local planning bodies, with 80% saying they were very or somewhat effective. Only 6% believed the committees were very ineffective.
- Approximately 94% of Ontario's LINC/ESL teachers had formal ESL qualifications, most often a TESL diploma. In addition to their formal ESL qualifications, most teachers had a university degree (about 80%) or formal teacher training. Only 4% lacked educational qualifications beyond high school. On average, the teachers had 9.3 years of experience teaching ESL.
- Only 29% of teachers were permanent employees. Reflecting this, 40% had no benefits whatever. Most of those who did had sick days. The average pay was \$28.65 per hour. The mean number of classroom hours of instruction was 20.6. Some 42% belonged to unions and 44% were members of one or more professional associations.

### ***Administrative Structure and Operations – Needs Data***

- Just under half the organizations (49%) had computerized management information systems. Seldom were credit ESL monitoring systems computerized (9%); the rate was somewhat higher for non-credit systems (21%); 36% of LINC systems were computerized. Only three organizations had a computerized monitoring system that covered all three programs.
- One-quarter don't seem to use or communicate the information for any purpose. Of those organizations that do use the information, two-thirds use it for reporting, and somewhat over half for program planning and budgeting.

***Supports and Services – Existing Services***

- About three-quarters of the providers require their instructors to develop curriculum appropriate to the needs of their class; another 87% use LINC curriculum guidelines, and 57% use internally developed guidelines; only 25% use guidelines developed by other service providers.
- Most LINC/ESL teachers (87%) have taken at least one professional development course. On average, teachers have taken 2.8 courses.
- As stated above, 18% of language trainers provided home study, 17% had computer assisted learning, 12% had an independent learning centre, and 11% had co-op job placement. Also 4% had a distance learning component. Some 16% offer evening classes. About 4% had weekend classes.
- What services are provided to ESL students by the organization? Virtually all offered information about the community, about three-quarters offered settlement help; 69% offered personal counselling. Career counselling and job search help were less common, but were still provided by more than half the trainers.

***Supports and Services – Needs Data***

- Most teachers (94%) would like to take additional professional development courses. Computer-assisted language learning courses were of interest to the largest proportion of teachers.
- Teachers were most concerned with access to adequate resources: 43% chose it as the most important teacher support. In second place (33%) were professional development opportunities.
- Most (57%) students claimed they had no need for support services such as child care or transportation subsidies, and experienced no problems in attending the class. Transportation (15%) and child care (12%) were most often cited as needs.

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## **APPENDIX**

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## What This Package Contains

Included in this package are:

- an Administrator Questionnaire that asks for information on your organization's ESL policies and programs, and for some opinions on important ESL issues. This questionnaire should be completed by a senior ESL/LINC administrator (with input from others as required); and
- packages for ESL/LINC teachers (containing teacher and learner questionnaires and instructions) that we ask you to distribute to and collect from each teacher/instructor in your organization.

***The success of this important project depends crucially on the cooperation of all LINC/ESL service providers in Ontario. The information we are requesting is of vital importance and is required by program sponsors for better program coordination and for future reform of ESL by MET. A summary of all information provided will be available to all LINC and ESL service providers in the province.***

Please complete the administrator questionnaire and distribute the teacher packages. We would like a snapshot of ESL in Ontario during the week of October 11 to 17, so we ask you to complete the survey during that week, collect the teacher packages by October 20, and return all the questionnaires by courier by October 22.

Note that we need to be able to link teacher and student questionnaires for the analysis. So, please ensure that teacher packages remain in the sealed envelopes for return to Power Analysis.

Thank you for your help.

# ESL/LINC ADMINISTRATOR QUESTIONNAIRE

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## About This Questionnaire

We need your help to shape the future of adult ESL in Ontario. The Ontario Region of Citizenship and Immigration Canada in co-operation with the Ontario Ministry of Education and Training is sponsoring a needs analysis of ESL services in the province. The objective of this project is to gather and analyze data on LINC, non-LINC ESL and related services to facilitate program planning. This research will provide essential information on the scope and content of existing English as a second language services, and on the needs of learners, instructors and administrators so that we can improve the delivery and co-ordination of official language training in Ontario.

Central to the study is a survey of LINC/ESL administrators across Ontario. The survey asks for information on current ESL policies and programs, and for opinions on important ESL issues.

Please take the time to complete the enclosed questionnaire. Your answers to the survey are crucial and may help to shape the future of programs to help immigrants to Canada learn English.

Please exclude from your statistics:

- native Canadians requiring English or French language skills; and
- international students studying in Canada on a student or visitor visa.

Please return this questionnaire, along with the teacher and student questionnaires from your organization to the outside contractor doing the analysis, Power Analysis. We ask you to return the package *as soon as possible*.

To answer the questions:

CHECK THE CIRCLE NEXT TO YOUR ANSWER <sub>1</sub>  Yes  
<sub>2</sub> No

or ENTER A NUMBER IN THE APPROPRIATE SPACE 28 Years

or PROVIDE A BRIEF WRITTEN ANSWER. grammar

Thank you for your help!

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## SECTION I - BACKGROUND INFORMATION

A few questions on policy comprise this section.

1. Name of organization \_\_\_\_\_
  
2. Please classify your organization. (*Check one circle*)
  - <sub>1</sub> SCHOOL BOARD
  - <sub>2</sub> COLLEGE OF APPLIED ARTS AND TECHNOLOGY
  - <sub>3</sub> UNIVERSITY
  - <sub>4</sub> COMMUNITY-BASED AGENCY
  - <sub>5</sub> PRIVATE TRAINER
  - <sub>6</sub> OTHER (please specify) \_\_\_\_\_
  
3. Does your organization require new ESL/LINC instructors to have formal ESL training?
  - <sub>1</sub> YES → (minimum requirements) \_\_\_\_\_
  - <sub>2</sub> NO
  
4. Does your organization have a minimum pupil to teacher ratio to start an ESL class?
  - <sub>1</sub> YES → What is the minimum number of students per teacher? \_\_\_\_\_
  - <sub>2</sub> NO
  
5. Does your organization: (*Check all that apply*)
  - <sub>1</sub> USE LINC CURRICULUM GUIDELINES
  - <sub>2</sub> USE INTERNALLY DEVELOPED CURRICULUM GUIDELINES
  - <sub>3</sub> USE CURRICULUM GUIDELINES DEVELOPED BY OTHER SERVICE PROVIDERS
  - <sub>4</sub> REQUIRE INSTRUCTORS TO DEVELOP CURRICULUM APPROPRIATE TO THE NEEDS OF THEIR CLASS

6. In what areas does your organization use the Canadian Language Benchmarks? (*Check all boxes that apply*)

	LINC	ADULT ESL	
		CREDIT	NON-CREDIT
INTAKE ASSESSMENT			
ONGOING ASSESSMENT			
EXIT ASSESSMENT			
DEVELOPING CURRICULA			
DEVELOPING LEARNING MATERIALS			

7. For non-LINC students, what kind of intake assessment does your organization conduct?

- <sub>1</sub> FORMAL ASSESSMENT WITH STANDARDIZED TEST  
<sub>2</sub> DETAILED INFORMAL INTERVIEW  
<sub>3</sub> BRIEF INFORMAL INTERVIEW  
<sub>4</sub> NONE  
<sub>5</sub> NOT APPLICABLE

8. Is it a policy of your organization to measure and document (e.g., through pre- and post-tests, portfolio assessment) the progress students have made in learning English?

- <sub>1</sub> YES  
<sub>2</sub> NO

9. Does your organization have performance indicators (or written standards) in place to ensure quality ESL program delivery?

- <sub>1</sub> YES → (please list or attach a copy) \_\_\_\_\_  
<sub>2</sub> NO → **Skip the next question**

- 
10. Have the performance indicators/standards been communicated to instructors?
- <sub>1</sub> YES
- <sub>2</sub> NO
11. Has your organization ever followed up with former students to determine if your ESL programs are accomplishing their objectives?
- <sub>1</sub> YES
- <sub>2</sub> NO
12. Which services are provided to ESL students by your organization? (*Check all that apply*)
- <sub>1</sub> CAREER COUNSELLING
- <sub>2</sub> PERSONAL COUNSELLING
- <sub>3</sub> HELP WITH FINDING A JOB
- <sub>4</sub> INFORMATION ABOUT THE COMMUNITY
- <sub>5</sub> SETTLEMENT SERVICES
13. Which, if any, of the following alternative modes of delivery does your organization offer *for learners who are unable to attend a class*? (*Check all that apply*)
- <sub>1</sub> INDEPENDENT LEARNING CENTRE
- <sub>2</sub> HOME STUDY
- <sub>3</sub> COMPUTER ASSISTED LEARNING
- <sub>4</sub> DISTANCE LEARNING THROUGH CORRESPONDENCE
- <sub>5</sub> WORKPLACE ESL
- <sub>6</sub> CO-OP JOB PLACEMENT
- <sub>7</sub> OTHER (please specify) \_\_\_\_\_

---

14. For which, if any, of the following alternative modes of delivery is there a demand that is not met at present? (*Check all that apply*)

- <sub>1</sub> INDEPENDENT LEARNING CENTRE
- <sub>2</sub> HOME STUDY
- <sub>3</sub> COMPUTER ASSISTED LEARNING
- <sub>4</sub> DISTANCE LEARNING THROUGH CORRESPONDENCE
- <sub>5</sub> WORKPLACE ESL
- <sub>6</sub> CO-OP JOB PLACEMENT
- <sub>7</sub> OTHER (please specify) \_\_\_\_\_

15. In your area, is there a local or regional planning process (i.e., local service providers committee) to coordinate the delivery of ESL/LINC programs across sectors (school boards, colleges, community)?

- <sub>1</sub> YES (please specify \_\_\_\_\_)
- <sub>2</sub> NO → **Skip to question 18**

16. What is the role of this committee? (*Check all that apply*)

- <sub>1</sub> PROVIDE ADVICE TO ESL/LINC SERVICE PROVIDERS
- <sub>2</sub> COORDINATION OF ACTIVITIES
- <sub>3</sub> INFORMATION SHARING
- <sub>4</sub> PLANNING
- <sub>5</sub> QUALITY ASSURANCE

17. How effective do you consider the committee in terms of providing coordinated, accessible ESL programming to the community?

- <sub>1</sub> VERY EFFECTIVE
  - <sub>2</sub> SOMEWHAT EFFECTIVE
  - <sub>3</sub> SOMEWHAT INEFFECTIVE
  - <sub>4</sub> VERY INEFFECTIVE
- ↳ Why do you consider it ineffective? \_\_\_\_\_
- \_\_\_\_\_

**SECTION II - STATISTICAL INFORMATION**

The following tables ask for information on LINC and adult ESL (credit and non-credit) programs offered by your organization. This information is essential for planning purposes, so please be as accurate as possible.

18. Please report the following program information for the week of **October 11<sup>th</sup> to 17<sup>th</sup>, 1998**.  
 Note: Since most classes will be cancelled on Thanksgiving Monday, please respond to this question as if they had taken place as normally scheduled.

Re: "Number of classes": If a class usually meets more than once a week (e.g., Tuesday and Thursday), count it as one class.

PROGRAM INFORMATION	LINC	ADULT ESL		BLENDED (LINC & NON-LINC) if applicable
		CREDIT	NON-CREDIT	
NUMBER OF CLASSES (full and part-time)				
WITH CONTINUOUS INTAKE				
-----				
WITH ADMISSION AT A SPECIFIC TIME				
NUMBER OF REGISTERED STUDENTS				
NUMBER OF INDIVIDUAL INSTRUCTORS				
NUMBER OF PROGRAM SUPERVISORS/ LEAD INSTRUCTORS/COORDINATORS				
TOTAL HOURS OF INSTRUCTION				

19. Does your organization offer French as a Second Language (FSL) training for adult immigrants to Canada?

- <sub>1</sub> YES → Number of registered students? \_\_\_\_\_
- <sub>2</sub> NO

20. Please report the following expenditures related to LINC/ESL in the most recently completed school year (use your organization's fiscal year).

COSTS	LINC	ADULT ESL		BLENDED (LINC & NON-LINC) if applicable
		CREDIT	NON-CREDIT	
INSTRUCTOR SALARIES AND BENEFITS				
ADMINISTRATOR AND SUPPORT STAFF SALARIES AND BENEFITS (✓ check positions included) <input type="radio"/> <sub>1</sub> SUPERINTENDENTS <input type="radio"/> <sub>2</sub> PRINCIPALS <input type="radio"/> <sub>3</sub> DEPARTMENT HEADS/PROGRAM MANAGERS/COORDINATORS <input type="radio"/> <sub>4</sub> RECEPTIONISTS/CLERKS/TYPISTS				
PROGRAM SUPPORT SALARIES AND BENEFITS (✓ check positions included) <input type="radio"/> <sub>1</sub> LANGUAGE ASSESSORS <input type="radio"/> <sub>2</sub> CURRICULUM/MATERIALS DEVELOPERS <input type="radio"/> <sub>3</sub> LEAD TEACHERS				
FACILITIES (RENT)				
CAPITAL EXPENSES (e.g., computers, furniture)				
UTILITIES/PHONES/FAXES				
LEARNING MATERIALS & RESOURCES				
CONSUMABLE ITEMS (e.g., paper, chalk, pens, transparencies)				
PHOTOCOPYING				
STUDENT SUPPORTS (e.g., child care, transportation, counsellors, outreach workers and salaries)				
OTHER ADMINISTRATIVE COSTS				
<b>TOTAL COSTS</b>				

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21. How do you calculate/report your costs? (*Check all that apply*)

- <sub>1</sub> PER STUDENT HOUR
- <sub>2</sub> PER INSTRUCTIONAL HOUR
- <sub>3</sub> PER MONTH BY BUDGET LINE ITEM
- <sub>4</sub> OTHER (please specify) \_\_\_\_\_

22. Please indicate what types of information your system tracks on EACH student. (*Check all that apply*)

- <sub>1</sub> STUDENT NEEDS AT ENROLMENT
- <sub>2</sub> HOW STUDENT LEARNED ABOUT YOUR PROGRAM
- <sub>3</sub> STUDENT ATTENDANCE
- <sub>4</sub> STUDENT ADDRESS
- <sub>5</sub> STUDENT INCOME SOURCE
- <sub>6</sub> PRE-PROGRAM LANGUAGE LEVEL
- <sub>7</sub> SERVICES USED BY STUDENTS
- <sub>8</sub> STUDENT PROGRESS
- <sub>9</sub> STUDENT OUTCOMES (COURSE COMPLETION OR DROP-OUT)
- <sub>10</sub> POST-PROGRAM LANGUAGE LEVEL
- <sub>11</sub> POST-PROGRAM STUDENT ACTIVITY
- <sub>12</sub> OTHER (please specify) \_\_\_\_\_
- <sub>13</sub> OTHER (please specify) \_\_\_\_\_

23. Do you have a computerized management information system (data collection system) in place for your adult LINC/ESL program? (*Check all that apply*)

- <sub>1</sub> YES FOR CREDIT ESL
- <sub>2</sub> YES FOR NON-CREDIT ESL
- <sub>3</sub> YES FOR LINC
- <sub>4</sub> NO

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24. How do you use the management information? (*Check all that apply*)

- <sub>1</sub> PROGRAM PLANNING
- <sub>2</sub> BUDGETING
- <sub>3</sub> REPORTING
- <sub>4</sub> MONITORING STUDENT PROGRESS
- <sub>6</sub> OTHER (please specify) \_\_\_\_\_

**SECTION 3 - OPINIONS ON IMPORTANT ESL ISSUES**

**In this section, we ask you to provide your personal opinions on key ESL issues. For these issues, we do not presume you are speaking for your organization.**

25. What are the three most important issues in the area of ESL? (*Check three circles*)

- <sub>1</sub> FUNDING
- <sub>2</sub> COORDINATION BETWEEN FEDERAL AND PROVINCIAL FUNDING
- <sub>3</sub> INSTRUCTOR CERTIFICATION
- <sub>4</sub> ACCURATE ASSESSMENT OF LANGUAGE PROFICIENCY
- <sub>5</sub> NEED FOR HIGHER LEVEL PROGRAMS
- <sub>6</sub> ACCOUNTABILITY FOR QUALITY PROGRAMMING
- <sub>7</sub> FINANCIAL ACCOUNTABILITY
- <sub>8</sub> NEED FOR EMPLOYMENT RELATED LANGUAGE INSTRUCTION
- <sub>9</sub> WIDER IMPLEMENTATION OF CANADIAN LANGUAGE BENCHMARKS
- <sub>10</sub> STANDARDIZED CURRICULUM
- <sub>11</sub> LOCAL COMMUNITY PLANNING ACROSS ALL SECTORS
- <sub>12</sub> OTHER (please specify) \_\_\_\_\_

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26. What kind of supports do ESL teachers *most* need to have? (*Check ONE circle*)

<sub>1</sub> PROFESSIONAL DEVELOPMENT OPPORTUNITIES

<sub>2</sub> SUITABLE CURRICULUM

<sub>3</sub> ACCESS TO ADEQUATE RESOURCES

<sub>4</sub> OTHER (please specify) \_\_\_\_\_

27. If you could make one recommendation to improve ESL training for adult immigrants to Ontario, what would it be?

**Thank you for taking the time to do this survey!**

## What This Package Contains

Included in this package are:

- a Teacher Questionnaire that asks you for background information and opinions on important ESL issues;
- a Class Information Form that asks you about your LINC or ESL class (if you teach more than one LINC or ESL class, please copy it and complete a form for each class);
- two Learner Questionnaires, which we ask you to give to two of your students chosen at random (as explained in the instruction sheet); and
- an instruction sheet to help you with the learner questionnaires.

***The success of this important project depends crucially on Ontario's LINC and ESL teachers. The information you provide is of vital importance and is required to facilitate ESL program planning. A summary of all information provided by teachers and students will be available to all LINC and ESL service providers in the province.***

Please complete the teacher questionnaire and class information form(s), and help two of your students complete the learner questionnaire (please read the instructions). We would like a snapshot of ESL in Ontario during the week of October 11 to 17, so we ask you to complete all surveys during that week, and return the questionnaires in the sealed envelope to the survey coordinator in your organization by October 19. The survey coordinator will be forwarding the sealed package to Power Analysis Inc., the outside contractor hired to conduct the surveys.

Thank you for your help.

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# ESL/LINC TEACHER QUESTIONNAIRE

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## About This Questionnaire

We need your help to shape the future of adult ESL in Ontario. The Ontario Region of Citizenship and Immigration Canada in co-operation with the Ontario Ministry of Education and Training is sponsoring a needs analysis of ESL services in the province. The objective of this project is to gather and analyze data on LINC, non-LINC ESL and related services to facilitate program planning. This research will provide essential information on the scope and content of existing English as a second language services, and on the needs of learners, instructors and administrators so that we can improve the delivery and co-ordination of official language training in Ontario.

**Note that for the purposes of this questionnaire, "ESL" refers to provincially funded adult ESL and federally funded LINC programs.**

Central to the study is a survey of ESL teachers across Ontario. The survey asks for information on teachers' background, and for opinions on important ESL issues.

Please take the time to complete the enclosed questionnaire. Your answers to the survey are very important to us and will help to shape the future of programs to help new immigrants to Canada learn English. The information you provide is completely anonymous.

Please seal this questionnaire, along with the class information form and two student questionnaires, in the envelope they came in and return it to the survey coordinator by October 19, 1998.

To answer the questions:

CHECK THE CIRCLE NEXT TO YOUR ANSWER <sub>1</sub> <sub>2</sub> Yes  
<sub>1</sub> <sub>2</sub> No

or ENTER A NUMBER IN THE APPROPRIATE SPACE 28 Years

or PROVIDE A BRIEF WRITTEN ANSWER. grammar

Thank you for your help!

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## SECTION I - BACKGROUND

**In the first few questions we would like to learn about your background.**

1. Are you:  
<sub>1</sub> FEMALE  
<sub>2</sub> MALE
  
2. When were you born? \_\_\_\_\_ / \_\_\_\_\_  
Month / Year
  
3. Are you a native speaker of English?  
<sub>1</sub> YES  
<sub>2</sub> NO
  
4. Do you consider yourself fluent in any language other than English?  
<sub>1</sub> YES → (Which one(s)? \_\_\_\_\_)  
<sub>2</sub> NO
  
5. Are you a full-time (at least 25 hours per week) or part-time ESL teacher/instructor?  
<sub>1</sub> FULL-TIME  
<sub>2</sub> PART-TIME
  
6. How many adult ESL classes are you currently teaching? \_\_\_\_\_
  
7. How many hours of classroom instruction do you provide per week (all classes combined)?  
\_\_\_\_\_ HOURS
  
8. Are you familiar with the Canadian Language Benchmarks?  
<sub>1</sub> YES  
<sub>2</sub> NO → **Skip to question 10**

- 
9. Do you use the Canadian Language Benchmarks in your lesson plans?
- <sub>1</sub> YES, FOR ALL CLASSES
- <sub>2</sub> YES, FOR SOME CLASSES
- <sub>3</sub> NO → (Why not?) \_\_\_\_\_
10. For which of the following types of employers do you currently teach ESL? (*Check all that apply*)
- <sub>1</sub> SCHOOL BOARD
- <sub>2</sub> COLLEGE OF APPLIED ARTS AND TECHNOLOGY
- <sub>3</sub> UNIVERSITY
- <sub>4</sub> COMMUNITY-BASED AGENCY
- <sub>5</sub> PRIVATE TRAINER
- <sub>6</sub> OTHER (please specify) \_\_\_\_\_
11. In teaching ESL, are you:
- <sub>1</sub> A PERMANENT EMPLOYEE
- <sub>2</sub> ON CONTRACT → (Length of contract? \_\_\_\_\_)
- <sub>3</sub> A VOLUNTEER
12. For how many years have you taught ESL? \_\_\_\_\_ Years
13. Which of the following educational qualifications do you possess? (*Check all that apply*)
- <sub>1</sub> ONTARIO TEACHING CERTIFICATE (or equivalent teacher training)
- <sub>2</sub> COLLEGE DIPLOMA
- <sub>3</sub> BACHELOR OF EDUCATION DEGREE
- <sub>4</sub> OTHER UNDERGRADUATE DEGREE
- <sub>5</sub> MASTER OF EDUCATION DEGREE
- <sub>6</sub> OTHER MASTERS DEGREE
- <sub>7</sub> DOCTORATE OF EDUCATION
- <sub>8</sub> OTHER DOCTORATE
- <sub>9</sub> OTHER (please specify) \_\_\_\_\_
-

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14. Do you have formal ESL training?

- <sub>1</sub> YES  
<sub>2</sub> NO → **Skip to Question 16**

15. Which of the following ESL qualifications do you possess? (*Check all that apply*)

- <sub>1</sub> TESL DIPLOMA/CERTIFICATE  
<sub>2</sub> MINISTRY Additional Qualifications part I  
<sub>3</sub> MINISTRY Additional Qualifications part II  
<sub>4</sub> MINISTRY Additional Qualifications part III  
<sub>5</sub> ADULT EDUCATION TRAINING  
<sub>6</sub> OTHER (please specify) \_\_\_\_\_

16. Please indicate whether you have taken ESL professional development courses/seminars in the following areas. (*Check all that apply*)

- <sub>1</sub> LEARNING CANADIAN LANGUAGE BENCHMARKS  
<sub>2</sub> INITIAL ASSESSMENT FOR PLACEMENT PURPOSES  
<sub>3</sub> ONGOING STUDENT EVALUATION  
<sub>4</sub> CURRICULUM DEVELOPMENT  
<sub>5</sub> COMPUTER-ASSISTED LANGUAGE LEARNING  
<sub>6</sub> LESSON PLANNING  
<sub>7</sub> TEST DEVELOPMENT  
<sub>8</sub> OTHER (please specify) \_\_\_\_\_

17. Please indicate which of the following ESL professional development courses/seminars you would like to take. (*Check all that apply*)

- <sub>1</sub> LEARNING CANADIAN LANGUAGE BENCHMARKS  
<sub>2</sub> INITIAL ASSESSMENT FOR PLACEMENT PURPOSES  
<sub>3</sub> ONGOING STUDENT EVALUATION  
<sub>4</sub> CURRICULUM DEVELOPMENT  
<sub>5</sub> COMPUTER-ASSISTED LANGUAGE LEARNING  
<sub>6</sub> LESSON PLANNING  
<sub>7</sub> TEST DEVELOPMENT  
<sub>8</sub> OTHER (please specify) \_\_\_\_\_

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18. Please fill in your rate of pay (base rate without benefits).

\$ \_\_\_\_\_ PER HOUR

OR

↳ \$ \_\_\_\_\_ PER MONTH

↳ Hours of work in typical month \_\_\_\_\_

19. Which of the following benefits do you have? (*Check all that apply*)

<sub>1</sub> Sick days

<sub>2</sub> Medical

<sub>3</sub> Dental

<sub>4</sub> Vision

<sub>5</sub> Drug Plan

<sub>6</sub> Pension Plan

<sub>7</sub> Life insurance

<sub>8</sub> Other (please specify) \_\_\_\_\_

20. Do you have a collective agreement?

<sub>1</sub> YES → Please circle: CUPE OPSEU Teacher's Federation Other

<sub>2</sub> NO

21. Are you a member of any professional association?

<sub>1</sub> YES → Please circle: TESL ONTARIO CESBA Other

<sub>2</sub> NO

**SECTION 2 - CHARACTERISTICS OF THE IDEAL ESL CLASS**

**The next two questions ask for your opinions on the key aspects of the *ideal* ESL class for adult immigrants to Canada. Think of what would be best for the students to learn English, as if there were no constraints to providing the best. Since responses may well differ according to level of student, each question asks for your response by level.**

22. What is the ideal number of students per teacher in an adult ESL class at each level?

LITERACY (little writing or reading skill in 1<sup>st</sup> language) \_\_\_\_\_

BEGINNER (little or no English skills) \_\_\_\_\_

INTERMEDIATE \_\_\_\_\_

ADVANCED (need to refine listening, speaking, reading, writing skills) \_\_\_\_\_

23. Assume for this question that the ideal ESL program lasted for a total of 100 hours. Please indicate the number of hours that should ideally be spent in each of the following activities: (*Please ensure the hours IN EACH COLUMN add to 100*)

ACTIVITY	LITERACY	BEGINNER	INTERMEDIATE	ADVANCED
GRAMMAR	_____	_____	_____	_____
LISTENING AND SPEAKING	_____	_____	_____	_____
READING	_____	_____	_____	_____
WRITING	_____	_____	_____	_____
OTHER (specify) _____	_____	_____	_____	_____
OTHER (specify) _____	_____	_____	_____	_____
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

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### SECTION 3 - OPINIONS ON IMPORTANT ESL ISSUES

**In this section, we ask for your opinions on important ESL issues.**

24. Listed below are reasons why adult ESL students may drop out before completing the class. Please rank the top three reasons in your view, by writing a "1" next to the most common reason, a "2" next to the second most common reason, and a "3" next to the third most common reason..

- \_\_\_\_\_ TAKE A JOB
- \_\_\_\_\_ LOOK FOR A JOB
- \_\_\_\_\_ HEALTH REASONS
- \_\_\_\_\_ RELOCATED IN CANADA
- \_\_\_\_\_ RETURNED TO HOME COUNTRY
- \_\_\_\_\_ TAKE OTHER TRAINING
- \_\_\_\_\_ FINANCIAL REASONS
- \_\_\_\_\_ CULTURE SHOCK
- \_\_\_\_\_ DISSATISFIED WITH COURSE
- \_\_\_\_\_ PERSONAL REASONS (e.g., family obligations)
- \_\_\_\_\_ INAPPROPRIATELY ASSESSED

25. What are the three most important issues in the area of ESL? (*Check three circles*)

- <sub>1</sub> FUNDING
- <sub>2</sub> COORDINATION BETWEEN FEDERAL AND PROVINCIAL FUNDING
- <sub>3</sub> INSTRUCTOR CERTIFICATION
- <sub>4</sub> ACCURATE ASSESSMENT OF LANGUAGE PROFICIENCY
- <sub>5</sub> NEED FOR HIGHER LEVEL PROGRAMS
- <sub>6</sub> ACCOUNTABILITY FOR QUALITY PROGRAMMING
- <sub>7</sub> FINANCIAL ACCOUNTABILITY
- <sub>8</sub> NEED FOR EMPLOYMENT RELATED LANGUAGE INSTRUCTION
- <sub>9</sub> WIDER IMPLEMENTATION OF CANADIAN LANGUAGE BENCHMARKS
- <sub>10</sub> STANDARDIZED CURRICULUM
- <sub>11</sub> LOCAL COMMUNITY PLANNING ACROSS ALL SECTORS
- <sub>12</sub> OTHER (please specify) \_\_\_\_\_

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26. What language training need do you see emerging as the *most* important in the coming years?  
(Check *ONE* circle)

- <sub>1</sub> ESL – LITERACY
- <sub>2</sub> ENGLISH FOR EMPLOYMENT PURPOSES
- <sub>3</sub> ENGLISH IN THE WORKPLACE
- <sub>4</sub> SETTLEMENT/INTEGRATION
- <sub>5</sub> PREPARATION FOR COLLEGE OR UNIVERSITY
- <sub>6</sub> PREPARATION FOR STANDARDIZED TEST (TOEFL, TWE, TSE)
- <sub>7</sub> LIFE SKILLS
- <sub>8</sub> CO-OP PROGRAMS
- <sub>8</sub> ENGLISH FOR A SPECIFIC VOCATION (specify vocation) \_\_\_\_\_
- <sub>10</sub> OTHER (Please specify) \_\_\_\_\_

27. What kind of supports do ESL teachers *most* need to have? (Check *ONE* circle)

- <sub>1</sub> PROFESSIONAL DEVELOPMENT OPPORTUNITIES
- <sub>2</sub> SUITABLE CURRICULA
- <sub>3</sub> ACCESS TO ADEQUATE RESOURCES
- <sub>4</sub> OTHER (please specify) \_\_\_\_\_

28. If you could make one recommendation to improve ESL training for adult immigrants to Ontario, what would it be?

**Thank you for taking the time to do this survey!**

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# CLASS INFORMATION FORM

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## About This Questionnaire

As part of the needs analysis of ESL services in the province, we require accurate information on adult ESL classes in Ontario. The survey asks for basic information on the characteristics of your class.

*We ask you to complete the attached questionnaire for each adult ESL class that you teach.*

We have included two questionnaires; please make additional copies if necessary. If you use a team approach to teaching the class, please ensure that only one teacher fills in the form per class.

Your answers to the survey are very important to us and will help to shape the future of programs to help new immigrants to Canada learn English. The information you provide is completely anonymous.

Please seal this questionnaire, along with the teacher and two student questionnaires, in the envelope they came in and return it to the survey coordinator by October 19, 1998.

To answer the questions:

CHECK THE CIRCLE NEXT TO YOUR ANSWER

<sub>1</sub> Yes

<sub>2</sub> No

or ENTER A NUMBER IN THE APPROPRIATE SPACE

28

or PROVIDE A BRIEF WRITTEN ANSWER.

Computer

Thank you for your help!

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1. Please complete the following table.

	NUMBER OF STUDENTS
At the start of the term	
Enrolled <i>after</i> the start of the term	
Dropped out before completion	
Transferred to other levels	
Current students (week of October 11 <sup>th</sup> )	

2. Does this class have continuous intake?

- <sub>1</sub> YES → Does this affect the progress of other students? \_\_\_\_ Yes \_\_\_\_ No
- <sub>2</sub> NO → Is there a waiting list for the class? \_\_\_\_ Yes \_\_\_\_ No

3. Does this class meet during the daytime or in the evening?

- <sub>1</sub> DAYTIME
- <sub>2</sub> EVENING

4. How many hours per week does this class meet? \_\_\_\_\_

5. How many weeks does this class meet in total? \_\_\_\_\_

6. What days of the week does the class meet? (*Circle all that apply*)

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

7. Is this class: (*Check all that apply*)

- <sub>1</sub> LINC 1 → **Skip to question 9**
- <sub>2</sub> LINC 2 → **Skip to question 9**
- <sub>3</sub> LINC 3 → **Skip to question 9**
- <sub>4</sub> LINC 3 + → **Skip to question 9**
- <sub>5</sub> ESL CREDIT (non-LINC)
- <sub>6</sub> ESL NON-CREDIT (non-LINC)
-

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8. At what level is the language being taught? (*Check all that apply*)

- <sub>1</sub> ESL – LITERACY (little writing or reading skill in 1<sup>st</sup> language)
- <sub>2</sub> BEGINNER (little or no English skills)
- <sub>3</sub> INTERMEDIATE
- <sub>4</sub> ADVANCED (need to refine listening, speaking, reading, writing skills)

9. Do you use the Canadian Language Benchmarks for this class?

- <sub>1</sub> YES
- <sub>2</sub> NO → **Skip to question 11**

10. What are the benchmark levels for the different skills in your class? (*Please answer only if you use the Canadian Language Benchmarks. Check all that apply*)

<b>BENCHMARK LEVEL</b>	<b>LISTENING/ SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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11. Do you usually have volunteers assisting in this class?

<sub>1</sub> YES

<sub>2</sub> NO

12. Which of the following areas does the class focus on? (*Check all that apply*)

<sub>1</sub> ESL – LITERACY

<sub>2</sub> ENGLISH FOR EMPLOYMENT PURPOSES

<sub>3</sub> ENGLISH IN THE WORKPLACE

<sub>4</sub> SETTLEMENT/INTEGRATION

<sub>5</sub> PREPARATION FOR COLLEGE OR UNIVERSITY

<sub>6</sub> PREPARATION FOR STANDARDIZED TEST (TOEFL, TWE, TSE)

<sub>7</sub> LIFE SKILLS

<sub>8</sub> CO-OP PROGRAMS

<sub>8</sub> ENGLISH FOR A SPECIFIC VOCATION (specify vocation) \_\_\_\_\_

<sub>10</sub> OTHER (Please specify) \_\_\_\_\_

13. What methods of assessment were used for determining students' level at intake? (*Check all that apply*)

<sub>1</sub> LINC ASSESSMENT

<sub>2</sub> CANADIAN LANGUAGE BENCHMARKS

<sub>3</sub> STANDARDIZED ASSESSMENT TESTS → (specify) \_\_\_\_\_

<sub>4</sub> INTERNALLY DEVELOPED ASSESSMENT PROCEDURES

<sub>5</sub> TOEFL

<sub>6</sub> OTHER (Please specify) \_\_\_\_\_

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14. What methods of assessment are used for measuring students' progress in class? (*Check all that apply*)

***Speaking/Listening***

- <sub>1</sub> VERBAL PROFICIENCY (based on classroom observation)
- <sub>2</sub> ORAL INTERVIEW PROFICIENCY
- <sub>3</sub> LISTENING ASSESSMENT TOOLS
- <sub>4</sub> OTHER (Please specify) \_\_\_\_\_

***Reading/Writing***

- <sub>5</sub> GRAMMAR TESTS
- <sub>6</sub> WRITTEN ASSESSMENT USING NON-STANDARDIZED METHODS (locally developed)
- <sub>7</sub> WRITTEN ASSESSMENT USING STANDARDIZED INSTRUMENTS (commercially developed)
- <sub>8</sub> OTHER (Please specify) \_\_\_\_\_

***Tracking Tools***

- <sub>9</sub> PORTFOLIO ASSESSMENT
- <sub>10</sub> PROFICIENCY CHECKLISTS
- <sub>11</sub> OTHER (Please specify) \_\_\_\_\_

15. What tools do you use to measure outcomes? (*Check all that apply*)

***Speaking/Listening***

- <sub>1</sub> VERBAL PROFICIENCY (based on classroom observation)
- <sub>2</sub> ORAL INTERVIEW PROFICIENCY
- <sub>3</sub> LISTENING ASSESSMENT TOOLS
- <sub>4</sub> OTHER (Please specify) \_\_\_\_\_

***Reading/Writing***

- <sub>5</sub> GRAMMAR TESTS
- <sub>6</sub> WRITTEN ASSESSMENT USING NON-STANDARDIZED METHODS (locally developed)
- <sub>7</sub> WRITTEN ASSESSMENT USING STANDARDIZED INSTRUMENTS (commercially developed)
- <sub>8</sub> OTHER (Please specify) \_\_\_\_\_

***Tracking Tools***

- <sub>9</sub> PORTFOLIO ASSESSMENT
- <sub>10</sub> PROFICIENCY CHECKLISTS
- <sub>11</sub> OTHER (Please specify) \_\_\_\_\_

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16. What teaching materials do you use in this class? (*Check all that apply*)

- <sub>1</sub> THEME-BASED
- <sub>2</sub> VIDEO/FILMS
- <sub>3</sub> COMMERCIAL CASSETTES
- <sub>4</sub> RADIO PROGRAMS
- <sub>5</sub> TEXT BOOK(S)
- <sub>6</sub> FIELD TRIPS
- <sub>7</sub> NEWSPAPERS/MAGAZINES
- <sub>8</sub> COMPUTER PROGRAMS TO TEACH LANGUAGE SKILLS
- <sub>9</sub> COMPUTER PROGRAMS TO TEACH JOB SKILLS
- <sub>10</sub> OTHER (Please specify) \_\_\_\_\_

17. Were students from this class chosen to complete the learner questionnaire?

- <sub>1</sub> YES → Did you do it as an in-class project? \_\_\_\_ Yes \_\_\_\_ No
- <sub>2</sub> NO

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## INSTRUCTIONS FOR LEARNER QUESTIONNAIRE

***Teachers: Please read these instructions.***

Because we currently have very little information on Ontario's ESL students, it is difficult to make informed policy decisions that will ensure we are providing the best possible ESL services to our recent immigrants. Since the ideal source of required information on students is the students themselves, we have designed a questionnaire to gather it.

The Learner Questionnaire has gone through several drafts and pretests. Our pretests, which included ESL students at every level, showed that all students can complete the questionnaire. The higher level learners were able to complete it on their own; lower level students needed help from their teacher. Teachers involved in the pretests (and in a similar survey a decade ago) had little difficulty guiding even the lowest level students through the questions: they used the questionnaire as an in-class project, having all students fill it in as a unique learning exercise. Students and teachers seemed to enjoy the exercise. We encourage you to copy the questionnaire and use it as a teaching tool.

Why, then do we only ask for the return of two learner questionnaires? Two reasons. First, there are tens of thousands of ESL/LINC students in the province. The time and costs involved in collecting, computerizing and analyzing that much data cannot be justified given that a random sample will yield virtually the same results. Were every ESL/LINC teacher in Ontario to return two learner questionnaires; we would end up with a sample of between 5,000 and 6,000, large enough to make the survey's margin of error negligible. Second, we did not want to presume all teachers would want to use the questionnaire as an in-class activity. Asking teachers to help all their students individually would be too great an imposition; helping two individuals through the questionnaire should take no more than half an hour.

***It is critical that you choose the two students at random.***

Why? Only a random sample will give us an accurate picture of Ontario's ESL student population. If even a small proportion of teachers choose the sample in some other way, we would end up with a biased picture of ESL students and their needs. Policy based on these findings would be misinformed and could end up causing a deterioration of services to ESL students in the province. For example, if a number of teachers gave the survey to the highest level students in the class rather than students chosen at random, we would erroneously conclude that the typical ESL student is at a higher level than he or she really is, and might recommend the creation of (too many) classes focusing on higher level skills (such as pronunciation). It is hard to overemphasize the importance of selecting your students at random. Please do so.

(over)

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Selecting two of your students at random is very easy. It is precisely the same idea as choosing the winning ticket in a lottery.

If you teach more than one class during the week of October 11 to 17, you must first select one class for the purpose of the survey. We ask you to choose the first class you teach that week. (Other teachers will be asked to choose other classes.)

To select two students at random from this class, we suggest you ask all students to write their name on a small sheet of paper (all sheets should be a similar size or there is a risk that the largest sheets will be drawn). Collect the sheets and put them in a box, plastic bag or other suitable container. Shake the container to mix them up well. Then draw out two names (without looking in the container).

It is up to you whether you ask only those two students to complete the questionnaire, or use it as a class project. Regardless, please return only the two questionnaires. (Since the questionnaires have no identification, make sure you collect the two separately.)

The Learner Questionnaire itself is straightforward. Most of the questions ask for simple facts – e.g. sex, age, first language; a few ask for opinions — e.g., favourite ways of learning English; none asks for any evaluative information on your class. In the pretests, some students needed help from their teacher on a few questions in particular:

- Question 11 asks for highest education level. We have made the categories as simple as possible, but the education systems ESL students come from are extremely varied and some students may need your help to select the appropriate category. Please use your best judgment. If you're unsure, just have the student write in the response.
- Question 12 asks for previous occupation. For those who have never worked, please tell them to write "none." For stay-at-home mothers/wives, "homemakers" is fine.
- In Section 2, we define a "course" as a completed term of classes. You may be able to better explain the notion of completing an ESL course, depending on the terminology your organization uses.
- Question 18 asks students whether they are in the LING program. Many may not know. If you know please tell them. If not, it is important that you find out for the two students whose questionnaires will be returned (and check the appropriate answer yourself).
- Questions 22 and 25 are the hardest in the survey because they ask for ranking. Lower level students will need help on these questions to ensure they understand what we need. On question 22, some may not have a second or third most important reason for attending. That's fine. Just have them put a 1 next to the most important reason.

The pretests showed no other areas of difficulty, but if questions do arise, we again ask you just to use your best judgment.

Thank you very much for your help with the learner questionnaire!

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# ESL/LINC LEARNER QUESTIONNAIRE

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## About This Questionnaire

To make Ontario's English as a Second Language (ESL) programs as helpful as we can for those who take part, we ask you to complete this survey. Your responses will be combined with responses of other students to help us understand the situation and needs of people who take ESL programs. The information you provide will remain confidential and you will not be identified in any report.

You do not have to take part in this survey unless you want to. Still, your answers to the survey are very important to us and may help to shape the future of programs to help new immigrants to Canada learn English. So we would be grateful if you would take part.

To answer the questions:

CHECK THE CIRCLE NEXT TO YOUR ANSWER <sub>1</sub>  Yes  
<sub>2</sub> No

or ENTER A NUMBER IN THE APPROPRIATE SPACE 28 Years

or WRITE OR PRINT YOUR ANSWER farmer

Thank you for your help.

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## SECTION I - BACKGROUND

**In the first few questions we would like to learn about your background.**

1. In what country were you born? \_\_\_\_\_
  
  2. What was the first language you learned to speak? \_\_\_\_\_
  
  3. In what month and year did you first move to Canada? \_\_\_\_\_ / \_\_\_\_\_  
Month / Year
  
  4. Have you lived in the same city or town since you first moved to Canada?  
  
<sub>1</sub> YES  
<sub>2</sub> NO
  
  5. What is your current immigrant status?  
  
<sub>1</sub> CANADIAN CITIZEN  
<sub>2</sub> LANDED IMMIGRANT  
<sub>3</sub> REFUGEE CLAIMANT  
<sub>4</sub> OTHER (please specify \_\_\_\_\_)
  
  6. Are you:  
  
<sub>1</sub> FEMALE  
<sub>2</sub> MALE
  
  7. How old are you? \_\_\_\_\_ YEARS
  
  8. What is your marital status?  
  
<sub>1</sub> MARRIED  
<sub>2</sub> COMMON-LAW  
<sub>3</sub> SINGLE (NEVER MARRIED)  
<sub>4</sub> SEPARATED, DIVORCED OR WIDOWED
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9. Do you have any children under six years old?

<sub>1</sub> YES → (How many?) \_\_\_\_\_

<sub>2</sub> NO

10. Do you have any children between the ages of 6 and 18 years?

<sub>1</sub> YES → (How many?) \_\_\_\_\_

<sub>2</sub> NO

11. What is the highest level of education you have completed? (*Check only ONE response.*)

<sub>1</sub> NONE

<sub>2</sub> GRADE SCHOOL (GRADES 1-8)

<sub>3</sub> SOME HIGH SCHOOL (GRADES 9-11)

<sub>4</sub> HIGH SCHOOL DIPLOMA/GED

<sub>5</sub> SOME COMMUNITY COLLEGE OR UNIVERSITY

<sub>6</sub> COMPLETED COMMUNITY COLLEGE

<sub>7</sub> COMPLETED UNIVERSITY

12. What was your usual occupation (job) before moving to Canada?

\_\_\_\_\_

13. Are you now:

<sub>1</sub> EMPLOYED FULL-TIME

<sub>2</sub> EMPLOYED PART-TIME

<sub>3</sub> UNEMPLOYED, LOOKING FOR A JOB

<sub>4</sub> UNEMPLOYED, NOT LOOKING FOR A JOB



Why aren't you looking for a job?

<sub>1</sub> STUDENT

<sub>2</sub> HEALTH PROBLEMS/INJURY

<sub>3</sub> CARING FOR CHILDREN

<sub>4</sub> NO JOBS AVAILABLE FOR ME

<sub>5</sub> RETIRED

<sub>6</sub> OTHER (please specify) \_\_\_\_\_

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14. What are your current sources of income? (*Check all that apply*)

- <sub>1</sub> EMPLOYMENT
- <sub>2</sub> LOANS OR GRANTS FROM SCHOOL (for example, OSAP)
- <sub>3</sub> TRAINING ALLOWANCE
- <sub>4</sub> WELFARE (including Ontario Works)
- <sub>5</sub> EMPLOYMENT INSURANCE
- <sub>6</sub> SAVINGS/FAMILY
- <sub>7</sub> WORKERS' COMPENSATION
- <sub>8</sub> OTHER (please specify) \_\_\_\_\_

**SECTION 2 - ESL**

**In this section, we ask you to tell us about your ESL course and your reasons for attending. "ESL course" means a completed term of classes.**

15. How many other ESL courses have you taken in Canada (not counting this one)? \_\_\_\_\_

16. If you have taken other ESL courses, have you ever quit before completing one?

- <sub>1</sub> YES → (How many courses have you quit?) \_\_\_\_\_
- <sub>2</sub> NO

17. If you have quit before completing an ESL course, what were the reasons? (*Check all that apply*)

- <sub>1</sub> TOOK A JOB
- <sub>2</sub> LOOK FOR A JOB
- <sub>3</sub> SICK/HURT
- <sub>4</sub> MOVED
- <sub>5</sub> TOOK OTHER TRAINING
- <sub>6</sub> MONEY REASONS
- <sub>7</sub> CULTURAL REASONS
- <sub>8</sub> NOT SATISFIED WITH COURSE
- <sub>9</sub> PERSONAL REASONS (e.g., family obligations)

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18. Are you taking this class through the Language Instruction for Newcomers to Canada (LINC) program? *(If you don't know, please ask your instructor.)*

<sub>1</sub> YES

<sub>2</sub> NO



Are you taking this course for high school or college credit?

<sub>1</sub> YES

<sub>2</sub> NO

19. How did you find out about this class?

<sub>1</sub> FRIEND OR RELATIVE TOLD ME

<sub>2</sub> ASSESSMENT CENTRE

<sub>3</sub> SETTLEMENT OR SOCIAL SERVICES AGENCY

<sub>4</sub> SCHOOL BOARD OR COLLEGE

<sub>5</sub> WORKERS' COMPENSATION

<sub>6</sub> OTHER (please specify) \_\_\_\_\_

20. Did you have to pay a fee for this class?

<sub>1</sub> YES → How much? \$\_\_\_\_\_

<sub>2</sub> NO

21. What do you use in your ESL program? *(Check all that apply)*

<sub>1</sub> RESOURCE LIBRARY

<sub>2</sub> AUDIO TAPES

<sub>3</sub> VIDEO TAPES

<sub>4</sub> COMPUTERS

<sub>5</sub> LANGUAGE LAB

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22. Listed below are four reasons for taking an ESL class. Please tell us the most important reason you took this class by writing a “1” next to that reason. Then write a “2” next to the second most important reason, a “3” next to the third most important reason and a “4” next to the least important reason.

\_\_\_\_\_ TO GET A JOB OR START A NEW CAREER

\_\_\_\_\_ TO UNDERSTAND AND SPEAK WITH CANADIANS IN DAILY LIFE

\_\_\_\_\_ TO BE ABLE TO FURTHER YOUR EDUCATION

\_\_\_\_\_ A PERSONAL, FAMILY OR SOCIAL REASON

If the above list missed an important reason why you took ESL, please write it below.

\_\_\_\_\_

### SECTION 3 - NEEDS

**In this section, we ask you to tell us about your needs for language training.**

23. Which area of English is the biggest problem for you? (*Check ONE answer only*)

- <sub>1</sub> SPEAKING
- <sub>2</sub> LISTENING (understanding people who speak English)
- <sub>3</sub> READING
- <sub>4</sub> WRITING

24. Which area of English is the most important for you to learn? (*Check ONE answer only*)

- <sub>1</sub> SPEAKING
- <sub>2</sub> LISTENING (understanding people who speak English)
- <sub>3</sub> READING
- <sub>4</sub> WRITING

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25. There are many ways to help a person learn a language. Please tell us your three *favourite* ways of learning English by writing a “1” next to the way you like best, a “2” next to the way you like second best, and a “3” next to the way you like third best.

- \_\_\_\_\_ CONVERSATION
- \_\_\_\_\_ LISTENING TO TEACHER
- \_\_\_\_\_ READING
- \_\_\_\_\_ WRITING
- \_\_\_\_\_ LISTENING TO CASSETTES/RADIO
- \_\_\_\_\_ COMPUTER
- \_\_\_\_\_ VIDEO (TV)
- \_\_\_\_\_ GROUP WORK

26. Please tell us if you had to deal with any of these problems to attend this class. (*Check all that apply*)

- <sub>1</sub> NONE
- <sub>2</sub> CHILD CARE
- <sub>3</sub> MONEY OR COST
- <sub>4</sub> TRANSPORTATION
- <sub>5</sub> DISTANCE/LOCATION OF CLASS
- <sub>6</sub> PERSONAL OR FAMILY PROBLEM
- <sub>7</sub> WORK
- <sub>8</sub> OTHER (Please specify) \_\_\_\_\_

27. Do you want to take more ESL courses?

- <sub>1</sub> YES → (Which one do you want to take next?) \_\_\_\_\_
- <sub>2</sub> NO
- <sub>3</sub> DON'T KNOW

**Thank you for taking the time to do this survey!**